

BE A GREEN TEEN !

Public visé	Cycle 4 : LCE
Repère culturel	Langages
Domaines du socle commun	Domaine 1 : Les langages pour penser & communiquer Domaine 2 : Des méthodes et outils pour apprendre Domaine 3 : La formation de la personne et du citoyen Domaine 4 : Les systèmes naturels et les systèmes techniques
Projet interdisciplinaire	Anglais, SVT, technologie, arts Plastiques
Partenaires extérieurs	Association

DESCRIPTION du PROJET :

Ce projet s'articule autour du thème de l'environnement. Les élèves découvriront au travers d'activités et de supports variés les diverses problématiques liées à ce thème. L'objectif premier de ce projet sera d'amener les élèves à réfléchir sur la façon de réduire leurs déchets afin de mieux protéger la planète. Un partenaire extérieur pourra intervenir et proposer des activités autour du recyclage. Il sensibilisera également les élèves à la pratique du « LOW-DECHET ». Les élèves apprendront ainsi différentes techniques et astuces pour vivre de façon plus éco-responsable, réduire leur production de déchets et ainsi respecter et protéger la faune et la flore marine.

Au terme du projet, les élèves célébreront « EARTH DAY » au collège et montreront à l'ensemble de la communauté scolaire leurs découvertes.

Intervention du partenaire extérieur à prévoir.



Let's get started !

Lesson 1

Let's get started !

Objectifs	Être capable de décrire une image. Parler de quelques problèmes environnementaux.
Compétences	Parler en continu Ecrire
Supports	Worksheet

STEP 1

1- Look at the pictures and match the vocabulary.

a sea turtle/ fumes/ waste/ a plastic bag/ garbage bags/ a factory





Source : [Comment éviter la pollution du sol - Conseils d'experts ! \(projetecolo.com\)](http://projetecolo.com)





Source : [Ocean pollution to get £16.2m flush of funding - Energy Live News](http://Energy Live News)

STEP 2

2- Describe the pictures.

TIPS
In the picture, I can see...
Locate the elements :
right/ left/ bottom...

STEP 3

3- Describe and react. What is the picture about ? Tick the correct answers.

3



recycling

Environmental issues

Animals in zoo

disease

pollution

school

source : [Scénario de fin du monde : la pollution généralisée \(science-et-vie.com\)](https://www.science-et-vie.com/scenario-de-fin-du-monde-la-pollution-generalisee)

The effects of social networks on our health

smoking

In the picture, we can see _____

The picture is about _____



I think the picture is _____

WORDS to REMEMBER :



SPEAKING ACTIVITY

*Now, talk about the issues our planet has to face
nowadays.*

Let's discover some environmental issues

Lesson 2

Let's discover some environmental issues!

Objectifs	Découvrir le vocabulaire relatif aux problèmes environnementaux. Être capable de parler des actions à mener pour sauver notre planète.
Compétences	Ecouter/Lire & Comprendre Ecrire Parler en continu
Supports	https://www.youtube.com/watch?v=zo_6cKHS4dk 15 words about the Environment. kahoot

STEP 1 :Discover the vocabulary

1- **Watch the video. Repeat the words and try to memorise them.**

https://www.youtube.com/watch?v=zo_6cKHS4dk 15 words about the Environment.

2- **Now, try to find the words. Complete the words.**

1-R_ _Y_L_	6-P_A_ _I_	11-P_LL_ _ _O_
2-G_RB_G_	7-W_ _ _L_ _ _	12-_X_ _ _C_
3-D_SP_ _AB_E	8-S_A L_ V_ _	13-C_ _M_ _E _H_ _G_
4-D_F_R_S_A_I_N	9-P_O_E_T	14-P_O_ _S_
5-E_V_R_NM_ _T_ _I_T	10-H_B_ _A_	15-F_SS_ _ F_ E_

Bonus : G_ _B_ L_ W_ _M_ _G and G_EE_H_ _S_ _FF_C_

3- **Go to <https://www.wordreference.com/fr> and find the nature of each word :**

NOUN/ VERB/ ADJECTIVE/ COMPOUND NOUN.

NOUNS	COMPOUND NOUNS	ADJECTIVES	VERBS

STEP 2:Boost your vocabulary

1- **Now, match the pictures with the correct environmental issue :**

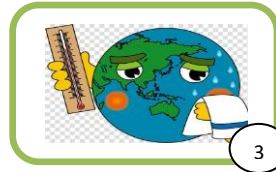
deforestation/greenhouse effect/global warming/loss of habitat/sea level rising/climate change/ endangered species/pollution



1



2



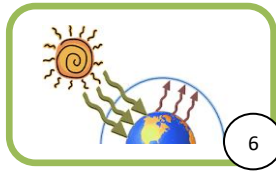
3



4



5



6



7



8

STEP 3 :Check your understanding

Match the definitions with the correct word.

- | | | |
|--------------------|---|---|
| 1-Recycle | * | *The increase of the Earth's temperature. |
| 2-Garbage | * | *The cutting down or logging of trees |
| 3-Plastic | * | *It happens when the ice cap melts because of high temperature. |
| 4-Fossil fuel | * | *It happens when animals loose their natural environment. |
| 5-Pollution | * | *The contamination of the environment |
| 6-Global warming | * | *You throw it away (in a bin for example) |
| 7-deforestation | * | *A commonly used material in toys, bags or water bottles for example. |
| 8-Sea level rising | * | *A change in the weather pattern. |
| 9-Loss of habitat | * | *Coal and oil for example |
| 10-Climate change | * | *To use something again to make it new. |

STEP 4 :Think

1- PR : Les auxiliaires modaux.

Lis ces phrases. Qu'expriment-elles ?

- | | | |
|---|---|-----------------------------|
| We must protect our environment. | • | • Une volonté dans l'avenir |
| We can protect our environment. | • | • Un conseil |
| We should protect our environment. | • | • Une obligation |
| We will protect our environment. | • | • Une possibilité |

- a- Comment appelle-t-on les mots en gras ? des verbes des auxiliaires
- b- Observe le mot qui suit chaque mot en gras (nature et forme), puis complète la formule :

Must + _____
 Can + _____

Will + _____
 should + _____

WILL/ CAN/SHOULD/MUST sont des _____ et sont toujours suivis d'une _____.

C- Réfléchis et trouve la forme négative :

MUST : _____ + _____ = _____

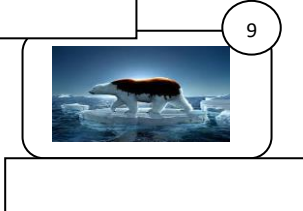
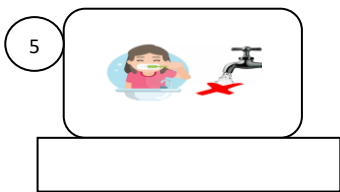
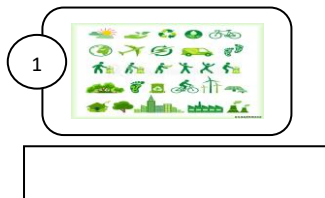
CAN : _____ + _____ = _____

SHOULD : _____ + _____ = _____

WILL : _____ + _____ = _____

Exercices d'application :

1-Etoffe ton vocabulaire. Fais correspondre les images au mot qui convient.



Save animals / Drop litter around/ Waste water/
 Pollute the air/ Use solar energy/ recycle materials/
 Use plastic bags/ Clean the environment/
 Use renewable energies/ Use pesticides/ Cut trees/
 Act or go green/ Protect the Earth



2- Choisis 3 **actions**. Fais 3 phrases utilisant un **auxiliaire modal** à la forme affirmative ou négative.

Ex : We **must** go green.



SPEAKING ACTIVITY

Now, talk about the environmental issues that harm our planet and the actions we must take to save the Earth.

TOOL BOX :

To harm our planet / to combat/ to take actions/to mitigate the effects of/To reduce/To increase/ To decrease/to emit harmful gases/to reverse the damage of.../ to protect/

Some solutions for a brighter future.

Lesson 3

Some solutions for a brighter future.

Objectif	Être capable de parler des solutions possibles pour protéger notre environnement dans l'avenir.
Compétences	ECRIRE ECOUTER & COMPRENDRE PARLER en CONTINU
Supports	https://www.youtube.com/watch?v=1kUE0BZtTRc Renewable energy_National geographic

STEP 1 : Anticipate

1- Positive and negative actions around our environment.

+

-

**Save our
environment !**

2- Now, speak. Make full sentences to speak about the actions we **must/should/will or can** take or **not** to save our environment.

To save our environment, we can/should... because ... ;

3- **Match the words with the correct picture** : Hydropower energy/ Wind energy/ Bio energy or biomass/ solar energy/geothermal energy







b) Classify these different types of energy into 2 categories.

	<i>Renewable energy</i>	<i>Non-renewable energy</i>
Solar Energy Nuclear Fossil Fuel Oil Hydropower Energy Biomass Energy Natural Gas Coal Geothermal Energy Wind Energy		

STEP 2 : FOCUS

1- What is « **renewable energy** » ? Tick the phrases referring to renewable energy.

Renewable energy

Harmful for the planet

Energy that is limitless or never runs out

Generated from natural resources

Help combat climate change

Pollute our environment

Limited resources that don't replenish naturally

2- Now, try to explain with your own words what renewable energy is.

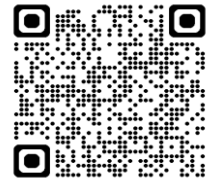
I think/ In my opinion/
 According to me/ To me...

STEP 3 : LISTEN

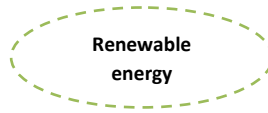


Now, watch the video and do the activities : <https://www.youtube.com/watch?v=1kUE0BZtTRc>

Renewable energy_National geographic



1- Before watching, anticipate what you may learn about renewable energies.



2- Watch the video and write all the words or phrases you understand.

3- Write the definition for renewable energy

4- Pick out the most common sources of renewable energies.

Nuclear solar coal electricity biomass hydro mud geothermal wind

5- Pick out the benefits of renewable energies.

a- It can combat _____ because it creates no direct _____ emissions.

b- It can _____ and reduce threats to our _____.

c- It is a _____ because they will _____.

6- Tick the disadvantages or downsides for renewable energies.

Energy highly polluting difficult to generate energy like fossil fuels can disrupt wildlife

7- Pick out the English equivalent for « écologique » in the video.

8- Pick out the adjectives to describe renewable energies. They are more:

_____, _____ and _____.

RECAP : Now, let's recap the video. Sum up with the help of the activities.

Can you think of other ways to save our environment ?

Trace Ecrite :

In the future, we will use more _____

We won't use _____ anymore.

We will use less _____

Going Green! How to reduce our waste to save our environment

Lesson 4

Going Green! How to reduce our waste to save our environment?

Objectif	Réfléchir à des solutions pour protéger notre environnement.
Compétences	ECRIRE PARLER en CONTINU
Supports	Worksheet learningapps

STEP 1 : Anticipate

- Go to <https://learningapps.org/12806289> : Vocabulary act green. Practise the vocabulary. Match the pairs.
 - Do the activity again and write down the vocabulary.

STEP 2 : Think

- Crack the code and you find another way to protect our environment. Find the 3 words that best describe this action.**

18

5


3

25

3

12

5



18

5

21

19

5

18

5

4

21

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5

- In pairs, find actions that could correspond to each word. Then, report to the class.**

-plastic bottles		
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STEP 3 : Write & Speak

Jessica TURLET
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Final project : You have a Youtube channel. Talk about environmental issues and solutions to protect and save our Planet for **EARTH DAY**. Present some tips to **go green** like in a video tutorial.

TOOL BOX

- Introduce yourself : Hello, my name is... and I am going to talk about
- Use gapfillers : so, well, let me think...
- Use « if clauses » : If we don't stop....
- Use modals: must/can/will/should
- Present some tips to go green
- End your video with a slogan to save our planet and to go green.

