



ECOLOGICAL ISSUES

Listening and Speaking: English for Academic Purposes:

Teachers Book, Answer Key, Transcripts

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Introduction: Ecological Issues

Activity A.

Listen to the anecdote

Activity B.

Watch the Storyboard Instructional Video

Activity C.

Complete the storyboard activity by sketching four pictures of the anecdote
There is no “correct” answer for this

Activity D.

Encourage conversation in small groups
Students use what they have drawn to try and retell the anecdote

Activity E.

Extra anecdotes for eager students

Listening Skill: Notetaking

Activity A:

Watch the notetaking video
Revise how to take notes when listening to a lecture

Activity B.

Watch or listen to the ecology lecture
Students take notes in the box provided or in a notebook
Students can share their notes
Answers will vary

Core Listening 1: Why Rivers and Lakes Should Have the Same Rights as Humans – Warm Up

Activity A.

Students read the questions
Students engage in conversation with each other by answering the questions amongst each other

Core Listening 1: Key Words 1

Activity A.

Encourage students to watch six of the twelve Key Words videos
They can watch more if they want

Core Listening 1: Using the Key Words – Activity B

Activity A.

Instruct students to watch the Using Key Words Instructional Video

Activity B.

Students watch three of the ‘What do you think’ videos, as they watch they should be thinking of responses

It is recommended that students watch at least three of the videos, but they could be encouraged to watch more

Activity C.

1. Students read the statement and think of a response
2. Students respond to the statement and at the end they say “What do you think?”
3. Another student should respond to them

The overall aim of this activity is for students to engage in conversation with their peers and to use the key words.

You could break the students into small groups or pairs.

Encourage students to use the key words in their responses

Core Listening 1: Ted Talk and Note Taking

Show students the note taking box

When students are ready, listen and/or watch the Ted Talk by clicking one of the links in the student book

You can instruct students to watch the introduction video

As students watch the Ted Talk they should take notes

Activity C.

Students should share their notes with a classmate or in small groups

Students can re-answer the questions from Activity A to see if their answers have changed

Critical Thinking: Identifying Facts and Opinions

Activity A.

Briefly discuss the two questions

Activity B.

Students listen to the ecology lecture

Students write down the facts and the opinions

Students should not be expected to get every answer

Share answers with a classmate or in small groups

Do not expect students to catch everything, and if students can explain the fact or opinion in their own words that should be enough. The main idea is that they can differentiate the difference between a fact and an opinion.

Possible answers:

Facts	Opinions
<ul style="list-style-type: none">• Canada and BC are warming faster than the global average• Warmer temperatures are a factor in wildfires• Human caused wildfires combined with warmer temperatures are causing more dangerous wildfires• Before 1800 millions of acres burned in wildfires• Western settlers changed everything• By not having fires, we are creating bigger fires in the future• A megafire can turn our cities into smoked filled areas• Smoke filled areas are dangerous for certain groups of people	<ul style="list-style-type: none">• We can do more about wildfires• We are not doing enough to combat wildfires• Wildfires can cause more harm than good• We should start the wildfires ourselves• We should go back to prescribed burns

Activity C.

Students need to think of examples of local, national, and global ecological issues

Answers will vary

Encourage students to share answers with a classmate or in small groups

Activity D.

This is building towards the final unit assignment

Students should think of some solutions for one ecological issue they thought of in Activity C.

Encourage students to share answers with a classmate or in small groups

Activity E.

Encourage students to think of facts and opinions about an ecological issue

Activity F.

Students should share their answers with a classmate or in small groups

If possible, students should try to find someone who had similar ideas

Students can find others who had similar ideas by sharing their answers with the rest of the class

The reason students should try to find someone who had similar ideas is that they may want to partner up with them for the final assignment

Core Listening 2: Why Wildfires Have Gotten Worse – and What We Can Do About It

Activity A.

Students answer questions 1-6 with a classmate or in small groups

Core Listening 2: Key Words

Watch the instructional video

Watch six of the twelve Key Words videos

Core Listening 2: Using the Key Words

Activity A.

Students should watch the instructional video

Activity B.

Students listen to the statements and choose A or B as an answer

Statements		A	B
1	If we act now, we can avoid the main problems of climate change.	X	
2	We can manage our wildfires better, we can prevent the wildfires from getting out of control and causing destruction.	X	
3	We need to stop building houses in areas where wildfires are known to happen.	X	

4	Wildfires occur naturally and unnaturally. Some wildfires occur after a lightning strike, and some wildfires occur when a person throws a cigarette from their car and it lands on the side of the road. We can prevent the unnatural wildfires from occurring .		X
5	In the last five years, we have seen a rise in severe wildfires. In the past, wildfires were not as severe because the forests were not as dense or thick.	X	
6	In the early 1900s the landscape looked very different to today. That is because we have stopped wildfires from burning. Now, the landscape has more trees than it should.		X
7	Indigenous nations of North America had their own prescribed burns , people believe we should go back to the indigenous ways of managing wildfires. Prescribed burns are very successful.		X
8	Wildfires are bad, but megafires are much worse. In 2019 California was hit a giant megafire . Megafires are bigger than regular wildfires, more dangerous than regular wildfires, and are harder to manage than regular wildfires.	X	
9	One of the main reasons why wildfires are getting worse today is because of the number of dead trees in the forests. Dead trees, branches, and sticks are all examples of fuels . When a wildfire starts, it has an endless amount of fuel to burn.	X	

Activity C.

Students should read a statement to their classmate and finish with “What do you think?”

Their classmates should respond

Encourage students to use the key words in their responses

Core Listening 2: Why Wildfires Have Gotten Worse – and What We Can Do About It

Activity B.

Students can watch the introduction video

Students watch/listen to the Ted Talk and take notes in the box provided

Students should share their notes in small groups or with a classmate

Activity C.

Students go back and re-answer the questions from Activity A

Students should share their answers in small groups or with a classmate

Activity D.

Optional reflection activity

No set answers

Grammar Skill: Using Parallel Structure (Word Forms and Word Repetition)

Activity A.

Students should read and answer the questions with a classmate or in small groups
Students should watch the Introduction to Parallel Structure video

Students should watch the Parallel Structure and Word Type Instructional video

Activity B.

Students listen to Listening 1 and complete the table below
When they have finished, they should share their answers with a classmate or in small groups.

Listening 1: Parallel Structure and Word Type Activity	
A. The wildfire caused destruction, death, and lots of people were sad	
B. The wildfire caused destruction, death, and sadness.	
Answer:	A

Listening 2: Parallel Structure and Word Type Activity 2	
A. If we grant legal personhood to our rivers and lakes, we can keep them clean, fresh, and offer more protections	
B. If we grant legal personhood to our rivers and lakes, we can keep them clean, fresh, and protected.	
Answer:	B

Students should watch the video on Parallel Structure and Word Repetition before going to Activity C

Activity C.

Students should complete the activity below by watching the videos and writing their answers in the boxes provided. As they watch the video, they should identify how many times the speakers repeat certain words. When they have finished, they should share their answers with a classmate or in small groups.

Listening 1: [Parallel Structure and Word Repetition 1](#)

How many times does the speaker say the words “*will be able*”?

Answer: 3

Listening 2: [Parallel Structure and Word Repetition 2](#)

How many times does the speaker say the word “*power*”?

Answer: 4

Activity E.

Optional speaking activity

Pronunciation Skill: Effective Parallel Structure

Students should watch the Pronunciation introduction video

Activity A.

Students should watch the tutorial video on Parallel Structure and Effective Word Stress. When they have finished, they should complete the table in Activity A.

Students should watch the Effective Word Stress video

As they listen, they should underline the stressed words. Then, students should underline the words which are stressed and then identify which examples, A or B, have more effective pronunciation with parallel structure. When they have finished, they should share your answers with a classmate or in small groups.

Answers:

Underline the stressed words	
A	The <u>power</u> is in our hands, the power to <u>make</u> change, the power to make a difference, the power <u>to</u> really help our natural resources.
B	The <u>power</u> is in our hands, the <u>power</u> to make change, the <u>power</u> to make a difference, the <u>power</u> to really help our natural resources.
Which sentence had more effective parallel structure, A or B?	b

Activity B.

Students should watch the Effective Pausing video

As they listen, they should insert commas where there are pauses. Then, students should identify which examples, A or B, have more effective pronunciation with parallel structure. When they have finished, they should share your answers with a classmate or in small groups.

Answers:

Insert the commas	
A	If we, grant legal personhood to our rivers and lakes we can keep them clean, fresh and, protected.

B	If we grant legal personhood to our rivers and lakes, we can keep them clean, fresh, and protected.
Which sentence had more effective parallel structure, A or B?	B

Activity C –

Students should read the following sentences and use effective stress and pauses, there may be more than one effective way. They should share their answers with a classmate or in small groups.

Speaking Skill: Using Facts and Opinions With Parallel Structure

Activity A.

No set answers

Activity B.

Students should watch the video tutorial about giving facts and opinions.

Activity C.

Students should listen to the lecture snippet which uses facts and opinions. As they listen, they should write down some of the phrases used for giving facts and opinions in the table below. When they are finished, they should share their answers with a classmate or in small groups.

FACTS

- *According to the latest research*
- *Research findings confirm that*
- *A recent study proved*

OPINIONS

- *I believe*
- *I have always argued that*
- *I have always claimed*
- *I strongly believe*
- *Some experts claim*
- *I think*
- *I believe*

Activity D.

Optional speaking activity

Final Assignment

Students can choose one of the activities to complete as the final assignment

Students can do it alone or in pairs or groups

Students should watch the information videos of each activity before choosing one

Rubric

Revise the rubric with students

Answer any questions they may have

Peer Assessments

When students have completed the assignments, they should watch/listen to another assignment and give constructive feedback

They can complete the table to give feedback

Master Video List

Introduction: Ecological issues	
Tutorial	https://youtu.be/pgXeONMRIWc
The Little Ember	https://youtu.be/S2p0mrJSycM
The River	https://youtu.be/VRMAaWfXVVA
Ronan and the Water	https://youtu.be/kx0GmioVAuo
Listening Skill: Notetaking	
Note taking	https://youtu.be/p6_9-AiRPYU
Ecology lecture	https://youtu.be/hmO6VgRGKhE
Core Listening 1: Key Words	
Introduction	https://youtu.be/HxBUFx4JqoU
Playlist	https://www.youtube.com/playlist?list=PLdDUFgWxyhrPbOi1RwgHDT8VuqRWiFh4M
Corporation	https://youtu.be/RymZrIYbTjQ
Ensure	https://youtu.be/53SAgyzDY9U
Fundamentally	https://youtu.be/FzUb6gPEd4Y
Generation	https://youtu.be/TK6K3v6onW4
Grant	https://youtu.be/Pf8d5amKI18
Transform	https://youtu.be/3qmeVgm-olk
Decade	https://youtu.be/2lXvXct6aXc
Legal Personhood	https://youtu.be/FjIKBKBw1UI
Contamination	https://youtu.be/1873puOdSHA
Indigenous	https://youtu.be/zdAQ7Eq3Nhw
Crisis	https://youtu.be/ndLIQi_LoDE
Climate	https://youtu.be/s9_XhYfYKX8
Core Listening 1: Using the Key Words	
Core Listening 1: Using the key Words Instructional Video	https://youtu.be/frwvHMYWMFg
Core listening 1: Using the key vocabulary Activity B	https://youtu.be/tb4bCr6NSKI
Core Listening 1: Why Rivers and Lakes should Have the same Rights as Humans	
Core Listening 1 Introduction	https://youtu.be/uWCGwWIqMCM
Critical Thinking: Identifying Facts and Opinions	
Critical Thinking: Identify facts and opinions	https://youtu.be/R6k6paVNqys
Core Listening 2: Key Words	

Core listening 2: Key words introduction	https://youtu.be/9HvMBJEqAGo
megafires	https://youtu.be/BmhnkT9V6Uk
prescribed	https://youtu.be/TJqnn-fL_30
wildfires	https://youtu.be/apOLauiS_dE
landscape	https://youtu.be/hsD5vbFECOU
avoid	https://youtu.be/kHWREhZEnB4
severe	https://youtu.be/fNaXzyOJG58
manage	https://youtu.be/rDjpMFXG0cc
fuels	https://youtu.be/3hCP1aNoKzs
Acre	https://youtu.be/K0H2DmAL16U
occur	https://youtu.be/AZ80JKDugWQ
area	https://youtu.be/1Uj_sc9Bhxc
logging	https://youtu.be/NGAgG6wfkKY
Core listening 2: Using the Key Words	
Statement Instructional video	https://youtu.be/OFTWO7cbUX0
Playlist	https://www.youtube.com/playlist?list=PLdDUFgwxyhrNlugQpz-q7nrWdFKIqkOpm
Statement Intro video	https://youtu.be/KHsRfv3jPik
Statement 1	https://youtu.be/JbvVDG4Kqh8
Statement 2	https://youtu.be/LCvyNR1LeBg
Statement 3	https://youtu.be/jvSKOZ1CD8g
Statement 4	https://youtu.be/tCY_-Ec-Gj0
Statement 5	https://youtu.be/pxJ28AwzEtU
Statement 6	https://youtu.be/3nomrw3Sb3k
Statement 7	https://youtu.be/xCUB9QR32Ro
Statement 8	https://youtu.be/FNS4sJTur5w
Statement 9	https://youtu.be/0afR5AgWzZI
Statement END	https://youtu.be/86ZKJ18bp9c
Core Listening 2: Why Wildfires Have Gotten Worse – and What We Can Do About It	
Core listening 2 Introduction	https://youtu.be/zDXorJ5r0Ag
Grammar Skill: Using Parallel Structure (Word Forms and Word Repetition)	
Introduction to P.S	https://youtu.be/dmX3hEY72Vg
Parallel structure and word type INTRO	https://youtu.be/HNMU4Y8wEuA
Parallel Structure – ACT B	https://youtu.be/MtibzGdxuwo
Parallel Structure and word repetition TUTORIAL	https://youtu.be/BDIVYbnWtQ0

Parallel structure – ACT C	https://youtu.be/02uUcqNAmh4
Pronunciation: Effective Parallel Structure	
Introduction	https://youtu.be/GQqc6CHIDeI
Word Stress Tutorial	https://youtu.be/O2Ts5icM00Y
Activity A	https://youtu.be/P3IsMifI7PA
Effective Pausing Tutorial	https://youtu.be/o48Bh-SBGB0
Activity B	https://youtu.be/1gnjok4iIlc
Speaking Skill: Using Facts and Opinions with Parallel Structure	
Tutorial	https://www.youtube.com/watch?v=6PbAME1Cl0A&ab_channel=ListeningandSpeaking%3AEcologicalIssues
Lecture snippet	https://youtu.be/wdVZ2-rCsgw
Final assignment	
The magic podcast	https://youtu.be/AZc_i9SKg_A
The water is human	https://youtu.be/WF8p0MZeh0
Poster Presentation	https://youtu.be/Z-sReHnCICg