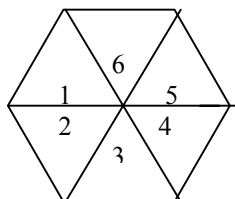


A Round Table Talk: "Environmental Problems"

LESSON PLAN:

- General Aims:** To develop speaking skills; to reinforce the vocabulary on the topic; to encourage the students to think over and discuss the problems of the environment;
- Level:** Intermediate and above
- Age:** Teens and adults
- Materials:** Cards (**the cards are in a separate file**) with the questions on different environmental problems. A cardboard divided into 6 sectors (Each sector is signed and enumerated: **1 - Scientist, 2- Weatherman, 3 - Doctor, 4 - Ecologist, 5 – Environmental Campaigner, 6 - General Knowledge.**) A dice.



Activity Time: 20 - 30 minutes or more.

This can be the final lesson in the series of lessons devoted to the problems of environment. The students demonstrate how they have understood the problem under discussion and how good their skills are. For this lesson the students should have read a number of articles or texts on the topic. This lesson gives an opportunity to speak about serious problems in such a way that the students become really concerned with the matter.

Time	Activity	Purpose and Commentary
At the start	Students split into groups of 6 - 12 (if the group is large) and each student decides which 1 of the 6 roles (corresponding to the sectors on the board) he/she would like to have. Teacher puts the piles of cards on the table into the sectors of the board (so that the students can't see the questions) and the students take their seats around it.	To provide choice so that the students can find a sphere of personal interest and an appropriate level of speaking skills.
After 2 mins	Teacher explains that the students are going to have a "TV Discussion" answering the questions that the TV-viewers have sent to them. Throwing a dice the students will decide whose turn it is to answer the question and they take a card with the question from a corresponding sector. (Another variant: The students throw a dice in turn and the number on it points out the sector from which he/she is supposed to take a card).	To provide choice.
After 5 mins	Teacher starts the game allowing the students to throw a dice and take a card with a question. e.g. When the dice shows 3, the student takes the card from sector "Doctors". It means that the question is addressed to a doctor. Sector 6 – "General Knowledge" - contains questions that can be answered by a person of any profession and interests. The student whose turn it is takes a card according to the number of the dice and reads the question aloud. If he/she is unable to give an appropriate answer, then either his companion (in big groups there may be two persons for one sector) or some volunteer gives an answer. The person who gives a full answer gets the card.	To allow the learners to read the cards and give an answer. To provide opportunities for the students to speak fluently. To encourage the students to speak fluently. No corrections of mistakes are possible.
At the end of the lesson	Students count the cards they have got and the teacher makes a conclusion of the lesson praising the most active speakers and the most exhaustive answers.	To encourage students to further development of the topic in writing tasks (to write an essay on the problems discussed at the lesson or to make a report on them using the questions on the cards as a certain plan).

I have used this activity with the same set of cards for some years teaching different groups of different ages (From 13 to 17) and it has always been a success. It can be transformed into a competition game if the teacher uses not the sectors pointing out the "profession" of the speaker but has the price of the question written on the back of the cards instead. Then the winner is the person who gets most of the points. The teacher can decide the value of the questions knowing the level of the students' speaking abilities.

Once I conducted this Round Table Talk in the form of a TV show. Then no dice was used. The "Showman" just gave the floor to the "specialists" in turn. (As a matter of fact children prefer to play fortune using a dice!)

Deciding which question goes to which sector is also up to the teacher. Here I have included my choices in the corner of the card.

I use different handwriting when typing the questions in order to make an impression that they are written by different people. Some of the questions (e. g. about nuclear tests) are provocative. They are supposed to make the students object to other people's opinions.

I see the greatest values of this activity in the fact that all students are involved in the informal discussion, which can be adapted to any textbook. For example working with the textbook "Prospects" (Upper-Intermediate) by Ken Wilson I used this game at the consolidation lesson joining the topics of at least three units (the 4th "Wild Weather", 11th – "Endangered Species" and 15th "Greenpeace").

I hope that you'll find this lesson interesting and worth attention of other EFL teachers as my students really have fun discussing such serious questions with the help of this game.

With best regards,

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