Guided Speaking   Teacher's Notes

World issues

Activity	Ranking
Aim	To make a decision about which world issues are the most serious.
Interaction	Pairs/groups
Language focus	Vocabulary of world issues; language of expressing opinions
Skills focus	Speaking, listening
Preparation	Make one copy of the worksheet for each student.
When to use	After Unit 3
Time	30 minutes
Procedure	**1** Introduce the idea of world issues to the class, and ask them to brainstorm any that they know of. Write ideas on the board.
	2 On the board write *lahWe-tinHung* and ask the students to rearrange the letters to make a problem in the world today. If they are having difficulties, highlight the capital letters which show the first letters of the words. The answer is *whale-hunting*.
	3 Tell the students that they are going to try to rearrange 10 groups of letters to make 10 world issues. Give one worksheet to each pair, and ask them to rearrange the letters as quickly as they can. Monitor and help. Give second and third letters to pairs having problems.
	4 Conduct feedback and check understanding of the 10 issues.
	5 Ask the students to work individually and hand out more copies of the worksheet so that each student has one. Ask each student to think about which issues are the most important in today's world, and to choose eight from the list that they think are the most important. They should check their choices in the *How important do I think it is?* column and think about why they are choosing each one. Set a time limit.
	6 Review language for expressing opinions on the board, e.g. *I believe…/I think that…/In my opinion…/I agree/I disagree*.
	7 Put the students into pairs and ask them to work together to agree on what they think are the five most important issues and again to mark them by placing a check, this time in the *How important do we think it is?* column.
	8 Put the students into small groups and ask them to work together to discuss what they think are the five most important issues and also to rank them. Tell them to mark the most important issue as number 1, and the least important as number 5. Tell them to put their answers in the *How important does my group think it is?* column.
	9 Conduct whole class feedback to see if the groups have similar ideas.
Key	**1** whale-hunting **2** disease **3** no drinking water **4** climate change **5** greenhouse gases **6** not saving energy **7** no education **8** poverty **9** no respect of human rights **10** destroying wildlife

Inspired **3**