

**Level:** B2 (Upper-Intermediate)

**Duration:** 90 minutes

**Lesson Type:** Listening, Speaking, and Critical Thinking

### **Learning Objectives**

By the end of the lesson, students will be able to:

- Understand and summarise the main ideas from a short documentary interview.
- Discuss the impact of fishing practices on the environment using appropriate vocabulary.
- Express opinions and propose solutions related to marine conservation.
- Use reported speech in discussion of the video content.

### **Materials**

- Video clip: *TRAWLING*
- Corrected transcript (attached or provided separately)
- Whiteboard or digital board
- Handouts with vocabulary and discussion questions
- (Optional) Access to internet or dictionaries

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### **Lesson Outline**

#### **1. Warm-up (10 minutes) – Oceans and Conservation**

- Write *OCEAN* on the board.
- Ask students:
  - What does the ocean mean to you?
  - What do you know about ocean pollution or overfishing?
  - Have you seen any documentaries about the ocean?

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#### **2. Pre-Listening (10 minutes) – Vocabulary**

##### **Vocabulary Matching Activity:**

Students match these terms to definitions (see worksheet):

- Bottom trawling
- Dredging
- Marine conservation
- Protected status
- Greenhouse gas emissions
- Appalled
- Awareness

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#### **3. Listening/Viewing (15 minutes)**

- **First Viewing (General):**
  - Who is speaking?
  - What is the main concern?
  - What solutions are mentioned?
- **Second Viewing (Detailed):**
  - Use a transcript with gaps or missing phrases for a gap-fill activity.

#### 4. Post-Listening Discussion (20 minutes)

Students discuss in pairs or groups:

- Why is Sir David Attenborough “appalled”?
- What is bottom trawling and why is it controversial?
- What role does Prince William play?
- Do documentaries lead to real change?
- Should food production take priority over environmental protection?
- What actions would you suggest?

Encourage use of **reported speech**, e.g.,

“Sir David said he was appalled by what we’ve done to the ocean floor.”

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#### 5. Speaking Task (15 minutes): “Protect the Ocean” Campaign

In small groups, students design a campaign that:

- Bans or regulates one fishing method
- Proposes two awareness strategies
- Suggests one law or policy change

Each group presents briefly to the class.

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#### 6. Optional Writing Task (Homework)

Write an article (150–200 words) summarising the key points from the documentary and your opinion on protecting the ocean.

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#### Assessment

- Participation in discussion
  - Fluency and vocabulary use in speaking task
  - Listening comprehension
  - Use of reported speech
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#### Differentiation

- Provide full transcript to support less confident learners
  - Ask advanced students to read an additional article or write a longer opinion piece
  - Offer dictionary use for vocabulary expansion
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#### Answer Key (for teacher use):

##### Vocabulary Matching Activity

1 - E, 2 - D, 3 - B, 4 - A, 5 - C, 6 - F, 7 - G



#### Gap-Fill Transcript Activity – Saving the Ocean

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|------------------------|---------------------|------------------|
| 1. appalled            | 6. dredging         | 11. produce food |
| 2. this great treasure | 7. weighted nets    | 12. efficient    |
| 3. premiere            | 8. hidden           | 13. treaty       |
| 4. life support system | 9. deep ocean floor | 14. awareness    |
| 5. bottom trawling     | 10. 90%             | 15. destroy      |