



Teaching Unit: Water Management & Environmental Education in Martinique

Target Level: Intermediate (CEFR B1-B2)

Subject: CLIL / ESL / Environmental Science

Source Material: ODE Martinique Magazine Summary





1. ACTIVITY 1: VOCABULARY & INDEX SCANNING (WARM-UP)

Objective: Familiarize students with key environmental terms and magazine structure in English.

- Task 1: Vocabulary Matching-**

Match the French terms from the table of contents with their English equivalents:

1. *Éducation et sensibilisation* = **A.** Educational Events Calendar
2. *Lexique* = **B.** Career Interview
3. *Interview métier* = **C.** Glossary
4. *Agenda des évènements* = **D.** Education and Awareness

- Task 2: Scanning Questions**

Look at the table of contents and answer:

1. Which section is the longest and most emphasized? (*Hint: Look at page 16*)
2. On which page can you find technical information?

2. ACTIVITY 2: SECTION-BY-SECTION ANALYSIS (READING & CRITICAL THINKING)

Objective: Map environmental problems and institutional responses in Martinique using the main magazine sections.

- Task:** Read the section descriptions below and complete the grid in English.

Magazine Section JPG	Topic / Focus	Environmental Issue Addressed
5. Art et Eau	Artistic perspectives on water	Cultural awareness & plastic pollution in rivers
7. Actions & projets de l'ODE	Projects by the Water Office	River restoration and water quality monitoring
16. Éducation et sensibilisation	School & public awareness	Lack of community engagement in water saving
40 & 47. Interviews (Technique / Métier)	Technical and career perspectives	Infrastructure maintenance & professional roles



ACTIVITY 3: ROLE-PLAY & INTERVIEW SIMULATION (SPEAKING)

Objective: Practice professional communication in English based on the interview sections (*Interview technique* p. 40, *Interview métier* p. 47).

- **Scenario:** A TV journalist interviews an environmental specialist from Martinique's Water Office (ODE).
- **Student A (Journalist):** Asks questions about water challenges in Martinique (e.g., "*What is ODE doing to protect river ecosystems?*", "*How do you educate young people about water preservation?*").
- **Student B (ODE Specialist):** Responds using facts from the magazine structure (e.g., public education initiatives, technical solutions, institutional partnerships).

ACTIVITY 4: ACTION PROJECT – CREATE A WATER GLOSSARY OR POSTER (WRITING)

Objective: Synthesize learned concepts based on sections 16 (*Éducation*) and 51 (*Lexique*).

- **Option A (Glossary Project):** Design a 5-word English mini-glossary for a water awareness campaign in Martinique (e.g., *Aquifer*, *Watershed*, *Wastewater treatment*, *Eco-citizenship*, *Conservation*).
- **Option B (Event Poster):** Create an informative poster for the "*Agenda des événements autour de l'eau*" (p. 48) inviting students to a local river cleanup or water awareness workshop in Martinique.