

**Level:** Elementary (A1+/A2)

**Time:** Approximately 90+ minutes

**Business topics:** Environment and sustainability

**Business language:** Useful business vocabulary, zero and first conditional, modal verbs, expressing opinions, agreeing and disagreeing, justifying points of view, delivering a short presentation, writing a report

7. *T*
8. *T*
9. *F* (Creative solutions do not always involve complicated ideas.)
10. *T*

**Extension activity:** Give students a few minutes to discuss the following questions:

- What do you think about Pachama's business idea?
- If you had the money, would you buy carbon credits with Pachama? Why?

### 1. Warmer

- a. Ask students to discuss the questions about the environment and what companies can do to help. You may want to draw a chart / mind map on the board with all the environmental problems they come up with and the possible initiatives companies can take to help with them. This might be helpful later in the lesson.

### 2. Reading comprehension

- a. Give students time to read the text and work individually to decide if the sentences are true or false, underlining the evidence in the text in each case. Give students time to read the text and once they have decided, ask them to work in pairs to compare their answers and correct the sentences they agree are false. Once all pairs have finished, elicit the correct answers. Ask students if they agree before giving away the right answer.

**Key:**

1. *F* (Pachama is a group of engineers, scientists and businesspeople.)
2. *T*
3. *T*
4. *F* (Pachama invests in different projects in different places, such as the Amazon and the US.)
5. *F* (People can make money by keeping trees in the ground rather than chopping them down.)
6. *T*

### 3. Vocabulary practice

- a. Ask students if they can understand a text in their own language even when there are some words they are not familiar with. Then highlight how important it is to be able to guess meaning from context in order to be an effective reader.

Direct students' attention to the words in bold in the text. Ask them to work in pairs and try to deduce their meaning, then look at the two words provided and select the one that means the same. Remind students to read the content before and after the word in order to know the context before guessing the meaning.

**Key:**

1. *restoring – renewing*
2. *potential – ability*
3. *badly – really*
4. *reduce – decrease*
5. *wildlife – animals*
6. *opportunity – chance*
7. *chopping down – cutting*
8. *invest – give*
9. *develops – grows*

- b. Ask students to use the words from Activity 3a in a simple sentence. Check the meaning of each word is clear. Provide support if students use a word incorrectly or misunderstand the meaning. Then ask students to complete Activity 3b in pairs. Check answers as a class.

**Key:**

1. *badly*
2. *restoring*
3. *reduce*
4. *invest*
5. *chopping down*
6. *opportunity*
7. *develops*
8. *potential*

### 4. Grammar practice

- a. Introduce the activity by telling students they will match beginnings and endings to form sentences. You may want to model the activity by writing a couple of incomplete sentences on the board and asking students to come up with a suitable beginning / ending together. For example:

*If you want to help the environment ...  
... we will protect plants and trees.*

Once the two complete sentences are on the board, elicit form and use of both Zero and First Conditional:

- Zero Conditional — general truths / facts
- First Conditional — real possibilities

Once students have understood how and when to use these conditionals, ask them to look at their worksheets and match beginnings and endings.

**Key:**

1. *b*
2. *d*
3. *a*
4. *e*
5. *c*

- b. Divide the class into pairs. Ask students to think of as many endings as possible for each prompt. Students can make notes individually to gather as many proposals as possible. Then they can share their ideas in pairs.

You may want to elicit when we use each of the underlined modal verbs so the meaning is clear before students start working on their own.

After a few minutes, ask pairs to read the most interesting proposals and allow some time for the whole group to discuss each idea. You may also want to ask students to vote for their favourite ideas.

### 5. Communicative practice

- a. Divide the class into small groups. Ask students to imagine they all work for the same company and their boss has asked them to think of a campaign to implement possible strategies and changes to reduce waste and help the environment. Explain that they can create any visual support they like to explain their proposals and how these would benefit both the company and the environment. This task can be assigned as homework and students can present their ideas the following class.