

How coconuts are starting to fuel parts of Papua New Guinea

Level 2: Intermediate

Article summary: This article discusses using coconut biodiesel as an alternative energy source.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Collocations

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students thinking about alternative fuel or energy sources. Ask students to work in pairs and fill out the mind map. Check answers as a class.

2. Key words

- a. Ask students to work individually or in pairs and match the words with their definitions. Tell them all the words appear in the article, so they can see them in context if they are unsure about their meaning. Allow some minutes for students to check answers in pairs or groups of three before checking with the whole group.

Key:

- | | |
|------|-------|
| 1. h | 6. b |
| 2. c | 7. f |
| 3. d | 8. a |
| 4. g | 9. e |
| 5. j | 10. i |

- b. Ask students to work in pairs again to complete the sentences using words from the previous exercise.

Key:

1. *lucrative*
2. *roughly*
3. *facilities*
4. *backing*
5. *undeniable*
6. *feasible*

3. Comprehension check

- a. Students first read the statements and decide whether they are true or false according to the article. Students correct the false sentences to make them true.

Key:

1. *False. Decades ago, the fruit was a lucrative export, but it has become less prized on international markets over the years.*
2. *True*
3. *False. It is increasing.*
4. *True*
5. *True*
6. *False. Getting volume and quality to levels at which it may be exported could take years and significant investment, but with local government support, it should be feasible.*

4. Key language

- a. Students work in pairs and use the words in the box to complete some collocations from the text. You may want to remind students what a collocation is (i.e., words usually used together) and elicit some examples before carrying out the activity. Once students have matched the words, check the answers with the whole group.

Key:

- | | |
|---------------------------------|------------------------------------|
| 1. <i>lucrative export</i> | 6. <i>local industry</i> |
| 2. <i>international markets</i> | 7. <i>social impact</i> |
| 3. <i>renewable fuel</i> | 8. <i>environmentally friendly</i> |
| 4. <i>cargo ships</i> | 9. <i>immediate benefits</i> |
| 5. <i>increase production</i> | 10. <i>significant investment</i> |

- b. Ask students to use the collocations they have formed to write personalised sentences. After some minutes, ask students to share some of their sentences with the class.

5. Discussion

- a. Students discuss the statements from the article and provide reasons for their opinions, referring to their own experiences whenever possible.

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6. In your own words

- a-b. This task can be assigned as homework individually or in pairs. Ask students to do some online research, gather information about another renewable energy source, and prepare a presentation, including its benefits and challenges.