

How coconuts are starting to fuel parts of Papua New Guinea

Level 3: Advanced

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

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Word formation

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. i | 9. b |
| 2. n | 10. f |
| 3. d | 11. j |
| 4. e | 12. l |
| 5. h | 13. m |
| 6. o | 14. a |
| 7. c | 15. k |
| 8. g | |

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

Key:

- | | |
|---------------|---------------|
| 1. stretching | 6. scale |
| 2. lucrative | 7. undeniable |
| 3. roughly | 8. squeeze |
| 4. facilities | 9. blended |
| 5. backing | 10. 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. They may do this in different ways, e.g., in item 1, they may say, 'They have not maintained their value over time,' or similar.

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 growing.
4. False. Middleton is now trying to secure backing to expand the project and increase production.
5. True
6. False. The fuel is sold cheaply to people on the island.
7. True
8. 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 again, this time to complete the sentences from the text with the correct form of the words in brackets. You may want to elicit what affixes are (prefixes and suffixes) and how these help us transform words into different word classes. It may be useful to elicit some examples and their meanings before carrying out the activity and give students some minutes to think about the word class they need in each case before writing an answer.

Key:

- | | |
|---------------------------|------------------------------|
| 1. lucrative (adjective) | 6. revolutionary (adjective) |
| 2. successful (adjective) | 7. hopefully (adverb) |
| 3. cheaply (adverb) | 8. significant (adjective) |
| 4. costly (adjective) | 9. regulatory (adjective) |
| 5. undeniable (adjective) | |

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5. Discussion

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

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 other innovative renewable energy sources, and prepare a presentation about one of these activities, including its benefits and challenges.