

Topics: Environment by Adrian Tennant

LEVEL: Intermediate +
AGE: Teenagers / Adults
TIME NEEDED: 90 minutes + project
LANGUAGE FOCUS: Mixed tenses, understanding vocabulary in context, topic words

LEAD-IN

Ask students to look at the pictures. Then, put the students in pairs and ask them to discuss what they think each one shows and what the link is to the environment. Ask a few pairs to tell you about their discussion.

Key a _____
(suggested answers)

1. traffic congestion / cycle lane; 2. recycling point for a variety of items; 3. an overflowing bin / litter; 4. solar panels / energy; 5. an allotment / growing your own food; 6. a rubbish tip / landfill site

Next, put the students into small groups and ask them to discuss the three questions. Monitor and help where necessary, then open out into a class discussion.

READING 1: HEADLINES

Ask students to work in small groups and discuss what each headline might be about. Monitor and help where necessary, then open out into a class discussion. Write some of the ideas on the board.

READING 2: COUNCIL LEAFLET

Ask students to read through the leaflet and match the headlines to the correct story. After a few minutes, put students in pairs to check their answers together before checking as a class.

Key a _____
 1. Feed the world! Well, start with your family;
 2. The road to decongestion; 3. A clean sweep for the town;
 4. One green, one brown and one black; 5. Make money from the sun!

Next, ask the students to try to answer the five comprehension questions. Again, get pairs to check their answers together before checking as a class.

Key b _____
 1. dropping litter; 2. an allotment (three years is the length of the lease); 3. grants and a subsidy on loans; 4. a car share scheme and cycling to work; 5. green (you could also elicit 'bottle bank')

WORKING WITH THE LANGUAGE

Focus 1: Understanding meaning

Do the first question as a whole class. Get students to read the question and try to find the answer. Elicit a few ideas, writing them up on the board and then give the correct answer. Check that they understand why and explain if necessary.

Put students in pairs and ask them to help each other answering the other four questions. Monitor and help where necessary before checking the answers as a class.

Key _____
 1. Do you – the words are left out because the context makes them obvious; 2. to work – same reason as 1; 3. noticed – a verb / past participle that could be replaced with 'seen'; notices – a noun that could be replaced with 'signs'; 4. a bin; 5. to help you save money, so the money stays in your pockets instead of being spent

Focus 2: Language use

Ask students to read the information and look at the examples in the box. Then ask them to match the meaning to the correct sentences. Put students in pairs and get them to compare their answers together before checking as a class.

Key _____
 1. as well as; 2. not only ... but ...; 3. or

Topics: Environment by Adrian Tennant

WORKING WITH VOCABULARY

Ask students to look back at the leaflet, from the Reading 2: Council leaflet exercise, and find words that match the definitions. Encourage them to work in pairs and discuss their ideas as they look at the leaflet. If students get stuck, suggest they look at the next activity to help them. Check the answers as a class.

Key

1. *have green fingers*; 2. *plot*; 3. *initiative(s)*; 4. *congestion*; 5. *indicating*; 6. *patrolling*; 7. *household(s)*; 8. *leftovers*; 9. *subsidy*; 10. *install*

Next, ask students to complete the sentences using the words from the previous activity. Monitor and help where necessary. Put students in pairs to check the answers together before checking as a class.

Key

1. *initiatives*; 2. *congestion*; 3. *subsidy*; 4. *green fingers*; 5. *leftovers*; 6. *households*; 7. *patrolling*

LISTENING

Ask students to listen to a short excerpt from a local radio show. Ask them which of the stories from the leaflet it is similar to and also what the differences are between the story and the radio show. Play the recording again, if necessary, and check the answers as a class.

Transcript:

And in local news – last week Townsville District Council introduced increased fines for illegal parking. As part of the scheme, new traffic wardens were given powers to issue fixed notices, although not to fine motorists on the spot. It seems the scheme has been a rather embarrassing success. Why? Well, one of the first people to be caught was the local mayor of the town!

Key

It is similar to story 3 but the main topic is different – the radio show is about parking, whereas the story in the leaflet is about littering. Also, the radio show is about something which has already been introduced, while the leaflet story is about something which is happening next week. The other differences are: traffic wardens / community wardens; on-the-spot fines / fixed notices; extra information in the radio show about the mayor being fined.

SPEAKING

Put students in small groups and ask them to discuss the questions together.

Afterwards, ask a few groups to report back on their discussion. You could open this out to the whole class.

PROJECT

Ask students to carry out the project for homework, either individually or in pairs / groups, and follow it up in the next lesson.

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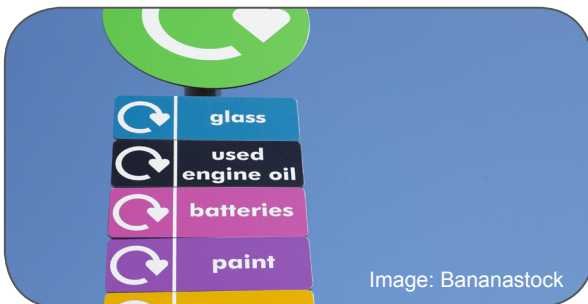
LEAD-IN

a. Look at the pictures below. What does each one show?

1.



2.



3.



4.



5.



6.



b. Discuss the questions below.

1. Which of these do you think is the biggest environmental issue?
2. Which of these do you think does the most good?
3. Which of these are things that you do / would do?

READING 1: HEADLINES

Read the headlines. Which aspect of the environment do you think each one is about?

ONE GREEN, ONE BROWN
AND ONE BLACK

FEED THE WORLD!
WELL, START WITH
YOUR FAMILY

MAKE MONEY
FROM THE SUN!

A CLEAN SWEEP FOR THE TOWN

THE ROAD TO DECONGESTION

Topics: Environment by Adrian Tennant

READING 2: COUNCIL LEAFLET

a. Read the leaflet below and match the headlines from the previous exercise to the correct story.

Do something for your local environment

In this issue, we look at things we can do for our local environment.

1. _____
Want to grow your own vegetables or keep a few chickens? Or do you think you have green fingers and would like to put them to work? There are almost one hundred allotment sites available on a first come, first served basis. If you're interested and can guarantee maintenance of the plot, then give us a call. All leases are for three years.
2. _____
Do you drive to work? Could you cycle or maybe take advantage of our new car share scheme? We hope that these two initiatives will make our environment a better place, as well as reduce congestion on our roads. Signs for the new cycle lanes are clearly displayed. If you're interested in car-sharing, please log on to our website and sign up.
3. _____
Next week is *Keep Your Town Tidy* week and we are hoping that everybody will see the

Townsville 
District Council

difference. You will all have noticed that new bins have been placed along the high street and the notices indicating new fines of £100 for dropping litter. Our community wardens will be patrolling the streets and have the power to issue an on-the-spot fine to anyone caught littering. With your help, we can keep our town clean.

4. _____
This month sees the introduction of a new recycling system to make rubbish collection cleaner and easier. We will be providing all households with three new bins. The green one is for recyclable rubbish, such as paper, glass, plastic and card; the brown one is for garden and food waste, such as vegetable peelings and leftovers; and the black bin is for all other rubbish. New collection times will be announced soon.

5. _____
Grants of up to £1,000 and a subsidy on loans are available for homeowners who want to install solar panels. Fitting solar panels can also potentially make you even more money: you can sell surplus energy back to the grid and not only help the environment but help your pocket too.

If you have any questions about environmental issues in your area, please contact Sam Davies or Olayinka Direto on 0908 551 273 or visit www.townsvillegoesgreen.gov.uk for more information.

b. Read the leaflet again and answer these questions.

1. What might cost you £100?
2. What can you have for three years?
3. What is available to people who want to install solar panels?
4. What are the two ideas for reducing the amount of traffic on the roads?
5. Which bin do you use if you want to throw away bottles?

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WORKING WITH THE LANGUAGE

Focus 1: Understanding meaning

Answer these questions.

1. In story 1, what words have been left out at the start of the opening sentence *Want to grow your own vegetables, ...?*
2. In story 2, what words have been left out at the end of the second question? *Do you drive to work? Could you cycle ...?*
3. In story 3, the words *noticed* and *notices* are both used. What's the difference?
4. In story 4, what does the word *one* refer to in the sentence *The green one is for recyclable rubbish ...?*
5. In story 5, what is meant by the phrase *help your pocket too?*

Focus 2: Language use

There are a number of ways you can link different ideas together in a sentence. Look at the following examples from the texts

- *Want to grow your own vegetables or keep a few chickens?*
- *These two initiatives will make our environment a better place as well as reduce congestion on our roads.*
- *... you can sell surplus energy back to the grid and not only help the environment but help your pocket too.*

Which of these is used to mean ...

1. ... in addition?
2. ... an addition that is a bit unexpected / unusual?
3. ... a choice between a number of options?

WORKING WITH VOCABULARY

Focus 1: Meaning

Find words and phrases from the council leaflet to match with these definitions.

1. be good at growing plants
2. a piece of land used for a particular purpose
3. important action which is intended to solve a problem
4. a situation in which a place is crowded with people or vehicles, so that it is difficult to move
5. expressing an intention or showing that something will happen
6. moving regularly around a place to prevent trouble or crime
7. the people who live in a house or flat when they are considered a single unit
8. the food that remains at the end of a meal after you have finished eating
9. money that the government or another organization gives to reduce the cost of something
10. to put a piece of equipment somewhere and make it ready for use

Focus 2: Topic-related words

Complete these sentences with the words from the previous activity. Be careful – three are not needed!

1. Every year the government announces new _____ to tackle environmental problems – but they never seem to work.
2. The _____ on our roads is terrible and it leads to really bad pollution.
3. Check if you can get a _____. I heard that the government was trying to help people if they couldn't afford the full cost.
4. My brother has _____. He can grow almost anything!
5. The amount of _____ that people throw away is scandalous, especially given the food shortages in some parts of the world.
6. _____ in the UK produce so much rubbish, it's unbelievable!
7. The police are _____ our streets in an effort to reduce crime.

**Topics: Environment
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Listen to the short excerpt from a radio show and answer the questions below.

1. How many differences between the story in the leaflet and the story mentioned in the radio show did you hear?
2. What were they?

SPEAKING

Discuss these questions in groups.

1. Is littering a problem where you live? If so, why? What can be done about it?
2. Is traffic congestion a problem where you live? If so, has anything being done to relieve it?
3. Do you grow your own food? If so, what do you grow and what do you do with it? If not, explain the reason why. If you would like to grow your own food, what would you grow and why?
4. Do you recycle things? What do you recycle? Explain the recycling system where you live. If you don't recycle, explain why not.

PROJECT

Find out what schemes your local authority has in place to tackle environmental issues. Do you think it's doing enough? Could it do more? Develop at least three solutions to improve your local environment.