

BE A RECYCLING CHAMPION

At the moment, people in the UK produce about 16 million tonnes of domestic waste each year. That's about 300 kilos per person. Recycling helps the environment because it saves space in landfill sites and it reduces pollution. We also know that recycling saves energy and raw materials. Recycling aluminium cans, for example, saves the tropical rainforests because they are often mined for the metal used to make cans. Most scientists believe that recycling will really help to reduce global warming. So you can be sure that any recycling you do will help to save the Earth's natural resources.

Mercury is a small British company which is unusual

because it is run by a group of under-18-year-olds. It recently won the award of 'Recycling Champions in Business'. The Environmental Director, Nur Zorlu developed 'The 3 R's' as a way to ensure that the business was as environmentally friendly as possible. The 3 R's are:

- 1 Reduce the amount of waste you produce.
- 2 Reuse old items, give things you don't want to charities, fix something when it is broken.
- 3 Recycle as much as possible, buy recycled products to support recycling.

Nur gave us examples of how the company is environmentally friendly:

- All news and information about the company is always received and sent by email which reduces the amount of paper used.

- Recycled paper notebooks are used to take notes during meetings.
- Company meetings are always in the morning so that we do not have to switch on lights in the meeting room.
- When we need to travel, we only use one car, and we try to use bikes or to walk.



READING

Before you read

- 1 Look at *Effective reading*.

EFFECTIVE READING

Guessing the meaning of unknown words

When we look at a word in a sentence we can usually understand what type of word it is: a noun, a verb, an adjective, an adverb. This can help us to guess the meaning of the word.

While you read

- 2 Complete the text.

Recycling helps the _____ because it reduces _____ and helps to reduce _____ which causes extreme weather conditions. One way to help save the rainforests is to recycle _____ .

After you read

- 3 Write *True* or *False*. If there isn't enough information write *Doesn't say*.

- 1 Recycling is a good way of saving resources.
- 2 Each British family produces 300 kilos of waste.
- 3 Mercury is unusual because the managers who work there are less than 18 years old.
- 4 The mornings are the best time to have meetings because everyone is in the office.
- 5 Mercury try not to travel in more than one car.

LISTENING

- 4 Listen to the information about water consumption and circle the correct answer.
- 1 Water covers (50% / 90% / 70%) of our planet.
 - 2 We can only drink (12% / 1% / 4%) of the water which covers our planet.
 - 3 10% of water consumption is used (in schools / in the home / at work.)
 - 4 (The USA / Africa / Italy) is the country that uses the most water per day per person.
 - 5 Some people in Africa only use (5 / 50 / 500) litres of water per day.

WRITING

5 Look at *Effective writing*.

EFFECTIVE WRITING

Avoid repetition

We should express our ideas without repeating the same information.

6 Read this passage about saving water in the garden. Underline four examples of repetition.

Saving water in the garden

Wasting water in the garden is a seasonal problem. In the winter it's less of a problem as we don't need to water our plants because it often rains, so it isn't such a problem. In summer, when the weather is hot, we need to give our plants water because the weather is warm. First of all it is better to choose plants that don't need a lot of water. Next, we shouldn't use a hosepipe to water the garden. We should use a watering can because we will use less water. When it rains we should try to collect rainwater which we can then use during dry periods when it doesn't rain. Finally, last of all, when we water our plants we should water them at the base of the plant, rather than on the leaves, as this saves water.

7 Write a short passage about saving water in the kitchen. Try not to repeat your ideas. Use the passage in 6 as a model.

SPEAKING

8 Complete the dialogue with the words in the box.

ask you something Shall I start?
all waste every day

Teacher Thank you, Tom. That was a very good presentation. Right, who is going to talk about recycling?

Melanie I am, miss. (1) _____ ?

Teacher Yes, please Melanie.

Melanie I'm going to start my presentation by telling you how much we (2) _____. The second part of my presentation will focus on the ways we can reduce what we waste. And finally I will look at how we can recycle more especially in the home. Did you know that every day we throw away more than one kilo of waste?

Angela Can I (3) _____ ?

Melanie Oh, I forgot to say. Can you leave all questions to the end of the presentation, please?

Angela Yes, of course, sorry.

Listen and check.

USEFUL PHRASES

Giving a presentation

I'm going to start my presentation by ...
The second part of my presentation will focus on ...
And finally I will look at ...
Can you leave all questions to the end of the presentation, please?

9 Look at the words in grey. Write two more words or phrases for each one.

10 Write the dialogue for new people with your ideas. Practise the dialogue in your class.

VOCABULARY BUILDER

1 Find and circle these words.

- acid rain
- atmosphere
- deforestation
- earth
- energy
- environment
- greenhouse effect
- landfill sites
- organic farming
- ozone
- pesticides
- pollution
- rainforest
- raw materials
- recycling
- resources
- smog
- waste

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| L | A | R | W | P | O | L | L | U | T | I | O | N | F | H | N |
| Q | H | K | A | T | M | O | S | P | H | E | R | E | Y | M | W |
| Q | T | A | I | J | S | Z | G | V | A | J | G | B | Q | E | E |
| E | R | A | I | N | F | O | R | E | S | T | A | D | B | V | Z |
| N | M | P | G | R | J | N | I | P | G | Z | N | K | C | R | P |
| E | S | F | I | X | H | E | U | S | H | W | I | I | A | C | E |
| R | O | R | E | S | O | U | R | C | E | S | C | X | D | W | S |
| G | R | E | E | N | H | O | U | S | E | E | F | F | E | C | T |
| Y | A | C | R | N | B | K | T | M | O | O | A | Y | F | S | I |
| G | W | Y | R | H | N | M | Z | O | T | U | R | J | O | L | C |
| O | M | C | P | L | Q | Y | C | G | L | B | M | G | R | B | I |
| E | A | L | A | N | D | F | I | L | L | S | I | T | E | S | D |
| F | T | I | C | F | P | Y | L | U | G | V | N | C | S | T | E |
| Q | E | N | I | P | N | T | C | U | K | N | G | T | T | A | S |
| V | R | G | D | J | S | H | M | B | C | V | X | X | A | F | M |
| X | I | O | R | O | I | Z | Q | M | V | E | A | R | T | H | K |
| E | A | W | A | S | T | E | U | F | W | D | W | Y | I | D | D |
| P | L | D | I | I | O | R | A | J | S | E | L | E | O | X | Z |
| K | S | N | N | E | N | V | I | R | O | N | M | E | N | T | U |

2 Now match each of these words to its definition. Can you write the translation of the word?

acid rain deforestation greenhouse effect organic farming ozone pesticides smog

| | English word | Translation |
|---|--------------|-------------|
| a) the phenomenon whereby the sun's heat is trapped in the Earth's atmosphere leading to a rise in the Earth's temperature. | | |
| b) chemical products used against insects, mice, etc. | | |
| c) a type of oxygen that exists in the highest part of the Earth's atmosphere. | | |
| d) a thick, dark fog that appears when there is high humidity and a strong concentration of polluted particles in the air. | | |
| e) the destruction of forests by man in order to obtain timber or fertile soil. | | |
| f) rain which contains a high level of acid that can damage the environment. | | |
| g) a type of farming that respects the environment by not using chemical substances. | | |

COLLABORATIVE PROJECTS

Project 1

- 1 Before next lesson, find four pieces of rubbish in the corridors or in classrooms.
- 2 In small groups, put your rubbish together. Sort it according to what it is made of, so that it can be correctly recycled.
- 3 Keep any food or organic waste separate.
- 4 Make containers for the class labelled “glass”, “aluminium”, “paper”, “plastic”, “organic” and “other”.
- 5 Put all of the rubbish into the right containers.
- 6 Put the containers outside your classroom and encourage your friends to use them. Empty them regularly according to the collections made by the local council.

Project 2

- 1 Work in groups of three. Make a presentation on how these places can become more environmentally friendly. One of you will talk about recycling, one about saving energy, and one about saving water. Share your ideas to complete the table.

| | Recycling | Saving energy | Saving water |
|---------------|-----------------------|--------------------|---------------|
| School | Papers, cans, bottles | Turning off lights | Turn off taps |
| Hotel | | | |
| Sports centre | | | |
| Supermarket | | | |
| Office | | | |

- 2 Put your ideas about recycling, energy or water into a diagram like this, and use the text below as a model to prepare your presentation.



This is a presentation about pollution. We can reduce pollution if we all work together. Schools should provide a school bus so that people don't have to use their cars, and can provide organic food in the canteen. Hotels shouldn't wash towels that guests haven't used, and they can provide a bus to collect people from the airport, so that they will take fewer taxis. Sports centres can make sure that they use environmentally-friendly detergents. Supermarkets should provide recycled shopping bags. Offices can take old computers to be properly and safely disposed of.

CONSOLIDATION

- 1 Choose the correct option.

- 1 Water is _____ valuable natural resource.
A the **B** one of **C** a
- 2 It is important _____ as much as possible.
A to recycle **B** recycle **C** recycling
- 3 _____ water do you use each day?
A How many **B** How often **C** How much
- 4 The ozone layer protects us from the _____ damaging rays.
A sun **B** sun's **C** sun of
- 5 Every day I _____ away one bag of rubbish.
A am throwing **B** has thrown **C** throw

Answer Key**Reading**

2 environment, waste, pollution, aluminium cans.

3 true; false (300 kilos per person, not per family, per year); true; false (it's because they don't need to switch on the lights for morning meetings); true

Listening

4 We use a lot of water in modern life. We think that just because 70% of our planet is covered by water we have an endless supply. However, 97% of the earth's water is salt water in the seas, 2% is in glaciers and icecaps, and only 1% is freshwater. This 1% is the only water that we can use for drinking water.

Water is becoming a scarce resource because of changes in climate, because water supplies are becoming polluted, and because people are using more and more water. Of the total water consumption, 69% is used for agriculture, 21% is used in industry and 10% is used in the home. Water is already very limited in Mexico, California, the Middle East and northern China. In Africa the situation is by far the worst; more than a billion and a half people do not have access to clean water. In order to save water we must use less water and try not to waste it. The USA is the country that uses the most water per person per day – 700 litres. Europe uses on average 200 litres of water each day per person, but parts of Africa use only 5 litres of water per day. Italy uses more water each day than any other country in Europe, 249 litres are used each day per person. More water is also used in Italy for agriculture than in any other European country.

70%; 1%; in the home; the USA; 5

Writing

6 so it isn't such a problem; because the weather is warm; when it doesn't rain; last of all

Speaking

8 (1) Shall I start?; (2) all waste every day; (3) ask you something

Vocabulary

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| L | A | R | W | P | O | L | L | U | T | I | O | N | F | H | N |
| Q | H | K | A | T | M | O | S | P | H | E | R | E | Y | M | W |
| Q | T | A | I | J | S | Z | G | V | A | J | G | B | Q | E | E |
| E | R | A | I | N | F | O | R | E | S | T | A | D | B | V | Z |
| N | M | P | G | R | J | N | I | P | G | Z | N | K | C | R | P |
| E | S | F | I | X | H | E | U | S | H | W | I | I | A | C | E |
| R | O | R | E | S | O | U | R | C | E | S | C | X | D | W | S |
| G | R | E | E | N | H | O | U | S | E | E | F | F | E | C | T |
| Y | A | C | R | N | B | K | T | M | O | O | A | Y | F | S | I |
| G | W | Y | R | H | N | M | Z | O | T | U | R | J | O | L | C |
| O | M | C | P | L | Q | Y | C | G | L | B | M | G | R | B | I |
| E | A | L | A | N | D | F | I | L | L | S | I | T | E | S | D |
| F | T | I | C | F | P | Y | L | U | G | V | N | C | S | T | E |
| Q | E | N | I | P | N | T | C | U | K | N | G | T | T | A | S |
| V | R | G | D | J | S | H | M | B | C | V | X | X | A | F | M |
| X | I | O | R | O | I | Z | Q | M | V | E | A | R | T | H | K |
| E | A | W | A | S | T | E | U | F | W | D | W | Y | I | D | D |
| P | L | D | I | I | O | R | A | J | S | E | L | E | O | X | Z |
| K | S | N | N | E | N | V | I | R | O | N | M | E | N | T | U |

2 a) greenhouse effect; b) pesticides; c) ozone; d) smog; e) deforestation; f) acid rain; g) organic farming

Collaborative Projects

There are two possible projects, the first practical and active, the second based on a presentation.

Project 1:

- Students collect rubbish and bring it to class. Alternatively they can look at photos from magazines and newspapers and decide on 4 items to throw away.
- In groups they identify objects which can be recycled and separate them into categories.
- The groups make containers for each category (ideally from the material which each container is destined to contain). It is acceptable to use labelled cardboard boxes.
- The class work together as a whole to devise a recycling strategy for the entire school, if possible contacting the local council for help.

Project 2:

- In groups of three, students brainstorm possible environmental problems in the 4 different contexts presented: a hotel, a sports centre, a supermarket and an office. One member of each group writes ideas for recycling, another focuses on ideas to save energy and the third student concentrates on ideas to save water.
- The groups should then break up and re-form so that the recycling specialists get together in one group, the energy experts in another and the water experts form the final group.
- Within these new groups students brainstorm their ideas for each context. They then prepare a presentation following the model provided. If students have access to a computer they should use PowerPoint to prepare their presentation.
- Each group takes turns to give their presentation to the rest of the class. Again each student should be assigned a specific role so that everyone is involved in the presentation i.e. one person speaks about the hotel, another about the supermarket, etc.