



GOING GREEN

Level: Upper intermediate / Advanced (B2 – C2)

Age: Teenagers / Adults

Time: 45 minutes

Language summary: Expressions containing *green*, vocabulary about the environment, language of persuasion and negotiation

Image work: Looking at an image from different perspectives; using an image as a stimulus for discussion

PROCEDURE:

1 Going green = taking action to help the environment. Other possible expressions are *green with envy*, *green as grass*, *green stuff*, *green fingers* (AE: *green thumb*), *green-eyed monster*, *greener pastures*. The colour green is associated with the environmental movement (Greenpeace being a well-known example).

Check that students understand these expressions and refer them to a dictionary if necessary.

2 The picture seems to suggest renewal as the chick is a symbol of new beginnings in many cultures. The man is holding the chick carefully which could symbolise the fragility of the Earth and how careful we need to be with it. Accept any answers that could be correct here as it is open to interpretation.

3 Key:

Pollution = the contamination of air, water or soil by substances that are harmful to living organisms

Conservation = the protection, preservation, management or restoration of wildlife and of natural resources such as forests, soil and water

Solar power = energy from the sun that is converted into thermal or electrical energy

Wind energy = energy from the wind that is converted into electrical or other energy

Renewable = relating to a natural resource, such as solar energy, water or wood, that is never used up or that can be replaced by new growth

Sustainable = capable of being maintained at a steady level without exhausting natural resources or causing severe ecological damage

Carbon footprint = the amount of carbon dioxide emitted due to the consumption of fossil fuels, e.g. petrol, by a particular person or group

Over-fishing = fishing (a body of water) to such a degree as to upset the ecological balance or cause depletion of living creatures

Ecosystem = all the plants and animals in a particular area, considered as a system with parts that depend on one another

4 Initiate a discussion here as there are multiple possibilities. Some ideas are: global warming, energy depletion, ecological collapse of the world's oceans, species endangerment, pollution (and its many effects on health), dwindling water resources, where people live (the unsustainability of cities).

5 Key:

Once we have destroyed planet Earth, we won't be able to get it back.

Be careful when using paper as it takes precious natural resources to make it.

We need to protect planet Earth for future generations – this is our collective responsibility.

Recycling is good for the environment but is also an easy way to get what you need without paying high street prices.

Accept any legitimate interpretations here. You could introduce your students to the idea of freecycling: uk.freecycle.org/

6 Spend some time helping your students prepare for their roles. Give them some time to write out some questions they might have for each other and then their suggestions/advice. Encourage them to discuss and debate the issues thoroughly using some of the language they have learned. Monitor and help them during the discussion. As an extra activity, you could ask for class feedback on the different problems and constraints each group 'character' faces and how to overcome them.



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1 What do you think the expression *going green* means? Can you think of any other expressions that contain the colour green? How many of them are linked to the natural world? Which movement of people is the colour green usually associated with?

2 Look at the picture with a partner. In what way do you think the picture might be connected to the environment? What other meanings might it have?

3 Do you know what these expressions associated with the environment mean? With a partner, write the definitions in the space provided. Use a dictionary to help you.

1. Pollution _____
2. Conservation _____
3. Solar power _____
4. Wind energy _____
5. Renewable _____
6. Sustainable _____
7. Carbon footprint _____
8. Over-fishing _____
9. Ecosystem _____

4 Why is there concern over the safety of the global environment? In pairs list as many reasons as you can think of, and share them with the class.

5 In groups of three, look at the following sayings associated with the environmental activism. What is the key point made in each statement?

- There's only one planet – look after it!
- 500 sheets of paper = 6% of a tree – you do the maths!
- The Earth is not a gift from our parents, it's on loan from our children.
- Keep it simple, keep it cheap – recycle!

6 In groups of three, take on each of the roles below and, staying in character, discuss what you each need to do to ensure the protection of the planet. Offer each other advice and suggestions.

Role 1: You are an environmental activist who is concerned about global warming.

Role 2: You are a multinational business owner who will lose money if production takes account of environmental safety.

Role 3: You are a politician who wants to put pressure on businesses to be more environmentally aware but you are unsure of where to begin.