

Why are American national parks filled with plastic?

Level: Elementary – Teacher’s notes

Article summary: Who is responsible for the single-use plastic littering national parks in the US? What can realistically be done to resolve this problem?

Time: 90 minutes

Skills: Reading, speaking, writing

Language focus: Vocabulary, speaking, writing

Materials needed: One copy of the worksheet per student

1. Warmer

- a. Students discuss the warmer questions and share their answers. Their answers might vary. If so, ask them to provide reasons. The sentence beginnings in the speech bubbles are given as prompts to kick-start students’ short conversational exchanges.

2. Key words

- a. Students write the correct word from the wordpools next to the definitions on the lines provided. Then students find and highlight them in the article to read them in context.

Key:

- | | |
|---------------|----------------|
| 1. mine | 6. container |
| 2. wildlife | 7. convenience |
| 3. single-use | 8. profits |
| 4. utensils | 9. poll |
| 5. packaging | 10. eyesore |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand how the words are used in other contexts.

Key:

1. utensils
2. eyesore
3. wildlife
4. convenience
5. packaging

3. Understanding the article

- a. Students match the sentence halves to summarize the article.

Key:

- | | |
|------|------|
| 1. e | 5. d |
| 2. f | 6. a |
| 3. b | 7. c |
| 4. g | |

4. Key language

- a. Students put a tick next to the all the correct statements about capital letters in English.

Key:

1, 2, 3, 5

- b. Students find and highlight all the words in the article that start with capital letters and with a partner say what type of words they are, e.g., *America* is the name of a country. Find out if the rules for capital letters are different in the students’ first language(s).

5. Discussion

- a. Students discuss the questions related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

Use the third question as an opportunity for vocabulary building, maybe creating mind maps of items that can be found in the places listed, e.g., small containers of milk, plastic trays for fruit and vegetables, single tea bags in plastic, etc.

6. In your own words

- a. Students do this part of the task on their own – talk it through with them first and provide help with the writing where necessary.
- b. Then they read out their completed and corrected sentences to share their thoughts about the article with the rest of the group.