

## 'A lifeline for dirty cars': EU backs new air pollution limits, but not until 2035

### Level 1: Elementary – Teacher's notes

**Article summary:** The article talks about the EU's agreement on pollution limits

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Phrasal verbs

**Materials needed:** One copy of the worksheet per student

**Key:**

1. cost
2. Breathe
3. quality
4. healthcare
5. economy
6. blood pressure

### 3. Comprehension check

- a. Students answer the questions based on the information in the article. They may do this in different ways, e.g., in item 1, they may say, 'The EU voted to clean its air with tough limits' or similar.

**Key (suggested answers):**

1. meet the safety levels for clean air
2. save lives and money
3. by 2035
4. She said it is great news.
5. 5 micrograms ( $\mu\text{g}/\text{m}^3$ )
6. Because they can get into the blood, travel through the body and cause harm.
7. 300,000
8. 363 voted for it. 226 voted against it.
9. with technology
10. Governments have to spend more on healthcare, and workers take more sick days.
11. blood pressure, smoking, diet, air pollution

### 1. Warmer

- a. This activity aims to get students to think about some of our planet's significant environmental issues. Pre-teach the word *deforestation* if necessary. To help students rank these issues, ask them to consider how they impact their lives, families, communities, and beyond. Encourage students to cite examples and give reasons to back up their opinions.

### 2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. You may wish to note that the noun form of *breathe* is *breath* and that *ashamed* is used to talk about a person. If they want to describe an action, decision, or thing, they should use *shameful* instead.

**Key:**

- |               |                    |
|---------------|--------------------|
| 1. breathe    | 6. ashamed         |
| 2. pollution  | 7. economy         |
| 3. quality    | 8. healthcare      |
| 4. technology | 9. cost            |
| 5. improve    | 10. blood pressure |

- 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 and know how the words are used in other contexts. NOTE: You may wish to tell students that an *epidemiologist* is a doctor who studies diseases.

### 4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. The phrasal verbs are all used in the article. As an extension activity, you could ask students to go back to the text and find where they appear.

**Key:**

1. d
  2. c
  3. b
  4. a
- b. Students could be asked to do this exercise individually and then compare their answers in pairs.

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**Key:**

1. *push back*
2. *voted against*
3. *fight for*
4. *holding back*

### 5. Discussion

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

### 6. In your own words

- a. Ask students to research air pollution. They can do this in general, or you can ask them to focus on what causes air pollution, what the WHO recommends, what the EU is doing, or any other area they're interested in.
- b. Students could then present their reports to the class. Encourage students to share the information they've gathered, the public's opinion and their own opinions about the issue.