

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

Level 2: Intermediate – 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

1. Warmer

- a. This activity aims to get students to think about some of our planet's significant environmental issues. To help them 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.

Key:

- | | |
|---------------------|------------------------|
| 1. <i>limit</i> | 7. <i>organ</i> |
| 2. <i>substance</i> | 8. <i>spokesperson</i> |
| 3. <i>lungs</i> | 9. <i>excessive</i> |
| 4. <i>chair</i> | 10. <i>boost</i> |
| 5. <i>committee</i> | 11. <i>monitor</i> |
| 6. <i>damage</i> | |

- 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. You may wish to tell students that an *epidemiologist* is a doctor who studies diseases.

Key:

- | | |
|--------------------|------------------------|
| 1. <i>monitors</i> | 5. <i>boost</i> |
| 2. <i>limits</i> | 6. <i>spokesperson</i> |
| 3. <i>lung</i> | 7. <i>chair</i> |
| 4. <i>damage</i> | |

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. *clean its air*
2. *by 2035*
3. *that it was great news and an important step forward, even though it won't happen until 2035*
4. *5 micrograms ($\mu\text{g}/\text{m}^3$)*
5. *Because they are small enough to pass into the blood, travel through the body and damage organs.*
6. *300,000*
7. *363 voted for it. 226 voted against it.*
8. *He says there is a risk of driving bans and closing construction sites and industrial plants.*
9. *90 billion Euros at $15 \mu\text{g}/\text{m}^3$; 123 billion Euros at $5 \mu\text{g}/\text{m}^3$*
10. *blood pressure, smoking, diet, air pollution*

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. *a*
3. *e*
4. *b*
5. *c*

- b. Students could be asked to do this exercise individually and then compare their answers in pairs.

Key:

1. *push back*
2. *put forward*
3. *sped up*
4. *work out*
5. *holding back*

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

Level 2: Intermediate – Teacher's notes

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 a general way, or you can ask them to focus on the WHO's research and guidelines, the EU's position, 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.