

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

### Level 3: Advanced – 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:** Word families (-tion)

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

#### 1. Warmer

- a. This activity aims to get students to think about 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>pollutant</i>      | 9. <i>bloodstream</i>   |
| 2. <i>concentration</i>  | 10. <i>slow motion</i>  |
| 3. <i>backlash</i>       | 11. <i>compensation</i> |
| 4. <i>epidemiologist</i> | 12. <i>comply</i>       |
| 5. <i>alignment</i>      | 13. <i>accelerate</i>   |
| 6. <i>particle</i>       | 14. <i>rollout</i>      |
| 7. <i>breach</i>         | 15. <i>lifeline</i>     |
| 8. <i>guideline</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.

**Key:**

- |                        |                       |
|------------------------|-----------------------|
| 1. <i>backlash</i>     | 6. <i>rollout</i>     |
| 2. <i>slow motion</i>  | 7. <i>comply</i>      |
| 3. <i>compensation</i> | 8. <i>pollutants</i>  |
| 4. <i>accelerate</i>   | 9. <i>bloodstream</i> |
| 5. <i>guidelines</i>   | 10. <i>breach</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 European Parliament agreed to limit the concentration of several dangerous substances in the air' or similar.

**Key (suggested answers):**

- limit the concentration of several dangerous substances in the air*
- in five years*
- that it was great news and an important step forward, even though it will happen later*
- 5 micrograms (µg/m<sup>3</sup>)*
- because they are small enough to pass into the bloodstream, spread through the body and damage organs*
- 300,000*
- a slow-moving pandemic*
- He says there is a risk of driving bans, closing construction sites, and closing industrial plants.*
- 90 billion Euros at 15 µg/m<sup>3</sup>; 123 billion Euros at 5 µg/m<sup>3</sup>*
- 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 nouns (and some of the verbs) are used in the article. As an extension activity, you could ask students to go back to the text and find where they appear.

**Key:**

Verb	Noun
<i>pollute</i>	<i>pollution</i>
<i>administrate</i>	<i>administration</i>
<i>negotiate</i>	<i>negotiation</i>
<i>construct</i>	<i>construction</i>
<i>misinform</i>	<i>misinformation</i>
<i>oppose</i>	<i>opposition</i>
<i>compensate</i>	<i>compensation</i>
<i>direct</i>	<i>direction</i>

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

**Key:**

1. *pollute*
2. *administration*
3. *negotiate*
4. *construction*
5. *misinformed*
6. *oppose*
7. *compensated*
8. *directions*

### 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 more generally, or you can ask them to focus on the WHO's research and guidelines, the EU's stance or any other aspect they're interested in.
- b. Students could then present their reports to the class. Encourage students to share the information they've gathered and their opinions about the issue. Encourage students to use a few of the phrases given.