LESSON 4. The materials economy

Communicative area: talking about consumerism and its effect on the environment; speaking about unreal conditions and results

- Receptive grammar: mixed Conditionals
- Active vocabulary: crucial, consume, landfills, contamination,
- renewable, reuse, recycle, biodegradable
- 1. a) Look at the photo. What do you think is happening?



Black Friday is the day when a number of shops make special offers and make big discounts on electronics, toys, clothes and other things.

b) Is the situation typical for your country? Why (not?)

1.	2.	3.	4.	5.	

Distribution • Disposal • Extraction • Production • Consumption

3. a) Read the words from the news with their definitions. Use the words to complete the questions below.

Crucial – of a decision or event in the future – extremely important; **Consume** – use (fuel, energy or time), especially in large amounts; **Landfills** – places where rubbish is buried;

Contamination – pollution;

Renewable - which will never run out;

Reuse - use again;

Recycle – collect waste to produce useful materials which can be used again;

Biodegradable – materials, chemicals, etc. that are biodegradable are changed naturally by bacteria into substances that do not harm the environment.

- 1. What type of ... is the most serious: land, air or water?
- 2. Are fossil fuels a ... energy source?
- 3. Which waste can we ... , and which can be ...?
- 4. Do you know what happens to the nuclear waste ...?
- 5. How can ... packaging help the environment?
- 6. Is it ... that people start thinking about environmental issues?
- 7. What happens if people don't change the way they ... products?
- b) In pairs, answer the questions above.

4. a) An atch the four sentences from the news with the following patterns.

- a) past condition past result;
- b) past condition present result;
- c) present condition past result;
- d) present condition present (or future) result.
- 1. If we hadn't used so many of them, the planet wouldn't be in crisis.
- 2. If people hadn't been producing so much waste for years, the climate wouldn't have changed so badly.
- 3. If people were fully aware of their impact, they probably wouldn't have gone so far in extracting raw materials.
- 4. If we used renewable resources and if people became more educated consumers, we could dramatically reduce our carbon footprint and increase the chances to save our planet.

b) 🔍 Answer the grammar questions.

Which of the sentences from the text are pure Conditionals (Conditional II and Conditional III)? Which of them are mixed Conditionals? Translate the sentences into your language. What is the difference in the grammar between the original and the translation?

5. a) Solution Listen to the programme again. Take notes on how a circular system can help to save the planet.



b) Compare your notes with your partner. Share with the whole class.

6. Work in groups. How can we make people change their consumption habits? Think of some ways to make people more educated in the way they buy, consume and throw away things.

LESSON 5. Problems and solutions

Communicative area: discussing environmental issues in different countries of the world and possibilities of solving the problems

1. a) Have you been to any of the following countries? Guess what these countries have in common.

Denmark	France	Sweden
Luxembourg	Austria	Norway
Switzerland	Finland	Germany
the United Kingdom		

They are the world's ten most green, clean air, climateconscious countries according to the 2020 Environmental Performance Index (EPI) developed by Yale University (Yale Center for Environmental Law and Policy) and Columbia University (Center for International Earth Science Information