

- k) **Why?** They use just one quarter of the electricity that the ordinary kind do.
- l) **Why?** A TV, Video and DVD on standby still use up electricity.
- m) **Why?** Because they burn up the earth's resources for no purpose whatsoever.

**c) Work in pairs. Decide which of the actions above: 1) would change the way we use the world's resources; 2) you couldn't ever imagine doing; 3) would cheer up the world.**

**d) Work in small groups. Answer the questions below.**

1. Are some actions easier to carry out than others? 2. Which actions appeal to you and why? 3. If you could imagine a million people doing something together, changing the world, what would it be?

## LESSON 7. Think globally, act locally

**Communicative area:** speaking about small actions that can change the world

**1. Discuss the questions with your partner.**

1. Who is responsible for global warming and climate change?
2. What do they do to cause environmental problems?
3. Is it possible for them to change the way they live or work in order to deal with the issues? Why (not)?

**2. a) Work in pairs. Answer the questions below. Report to the class.**

When you get up in the morning, do you have a bath or a shower? Do you drink coffee or tea for breakfast? Do you watch TV, listen to the radio, turn on your computer, dry your hair or iron your clothes before going to school? How do you get to school? Do you like to chew some chewing gum on the way to school? What do you do with it when it loses its flavour? When you come to school, do you have to turn on the light in the

classroom? Are there a lot of trees around your school? How many notebooks are you using this year? How many books? How quickly are you growing up? Can you still wear your last year's clothes? What about your classmates? What do you do with the clothes when you grow out of them? Do you wear a fur coat in winter? When you buy things, where do you put your shopping? How many plastic bags does your family use a day?

**b) Read the environmental fact file. How are these facts connected with the questions in ex. 2a?**

1. Fifty-seven per cent of a raw coffee bean is not needed. The waste pulp gets thrown in rivers causing pollution. Growing coffee causes deforestation and soil erosion too. Clearing trees to grow coffee reduces the number of birds in an area by per cent.
2. In central London 40 thousand cars every hour use the roads, causing pollution.
3. The pile of rubbish at New York's Fresh Kills Landfill was so big that it could be seen from outer space.
4. Every year around 2 million sea birds die after eating or being tangled up in thrown away plastic.
5. Recycling one aluminium can saves enough energy to power a TV for three hours.
6. Animals are killed each year on farms and in the wild by electrocution, drowning, trapping or beating to provide fur for humans.
7. It costs around £150 million to clean gum off the UK streets. Chewing gum is illegal in Singapore.
8. A single tree will absorb one ton of carbon dioxide over its lifetime.

**c) Can you think of any more questions that will make you think about environmental issues?**

**3. a) Read about the four R's. Match the rules on the left to their explanation on the right.**

If you ever thought about going green, "doing your bit" to reduce the carbon footprint, living environmentally friendly, there is a simple way to do that. It is called the four R's of green living, namely Recycling, Reusing, Repurposing, and Reducing.

By understanding what they are and implementing them in your lifestyle you can contribute to slowing down global warming and save a lot of money.

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|----------------|---|
| 1. Recycling   | a) Instead of simply throwing something away you keep it, fix it and try to use it for a longer period of time.                         |
| 2. Reusing     | b) Using less water, electricity, paper, etc.   |
| 3. Repurposing | c) The process of converting waste material into materials that can be used for other purposes.   |
| 4. Reducing    | d) Instead of throwing something away because it can no longer serve its original purpose you keep it and think up a new way to use it. |

**b) What can we do to stop or at least reduce the amount of damage we bring to the environment? Find appropriate endings for the beginnings.**

Recycle ...

Reuse or repurpose ...

Reduce ...

1. all spent natural resources to reduce more fresh consumption;
2. consumption of natural resources;
3. emission of carbon dioxide into the atmosphere;
4. all recycled materials to reduce the demand;
5. all used materials with the available technologies;
6. deforestation;
7. all materials made with trees / plants for their conservation;
8. human activities causing pollution of water, air, forests and soil;
9. consumption of energy to reduce pollution and exploitation of nature;
10. all wasted / spent natural materials to reduce their consumption;
11. all used materials made with trees / plants to reduce deforestation.

c) Work in pairs to discuss what you personally can do in each case. Compare with your classmates.

4. a) Imagine you were given a chance to place an advertisement where a lot of people will see it. Work in small groups and think what to say there to attract people's attention to environmental issues and motivate them to follow the four R's rule.

b) Present your advertisements to the class.

## LESSON 8. Dreamer

**Communicative area:** speaking about solutions to environmental problems; expressing opinion; expressing complex ideas

**Receptive grammar:** participial constructions

1. Read about Live Aid concerts. How were they connected with environmental issues? Were they a success?

**Live Aid** was a concert held on 13 July 1985. The event was organised by Bob Geldof and Midge Ure as a charity to help the people of Ethiopia. Five Ethiopian provinces received record low rainfalls in those years, which led to drought and crop failure.



Promoted as a global event, the concert was held at the same time in Wembley Stadium in London, United Kingdom (attended by 72,000 people) and John F. Kennedy Stadium in Philadelphia, United States (attended by about 100,000 people). On the same day, concerts inspired by the initiative happened in other countries, such as Australia and Germany. Watched live by 1.9 billion people, it was one of the largest-scale satellite link-ups and television broadcasts of all time. Such famous musicians as Mick Jagger and David Bowie, Pink Floyd and Queen, Madonna