

2

Our environment



What kind of environmental damage do the photos show?
Are any of them a problem where you live?

What you will do

This unit is about environmental problems and what we can do about them. These are the skills you will practise. Which are most useful to you? Tick the boxes.

Listening and speaking

Skill

- Listen to a radio interview about a local issue
- Discuss environmental issues
- Describe processes
- Discuss community issues

Skill code

Lr/E2.1a, 2d, 2e, 4b
Sc/L2.4f; Sd/L2.2c
Sc/L2.4b, 4d
Sd/L2.2b, 2c, 3a, 4a; Lr/L2.2b, 2d

Reading and writing

Skill

- Read about environmental issues
- Write short reports and summaries
- Read and write letters and e-mails

Skill code

Rt/L2.1a, 5a, 6a, 7a; Rw/L2.1a
Wt/L2.2b, 3a, 5a; Ws/L2.1a
Rt/L2.2a, 7a; Rw/L2.3a;
Wt/L2.5a, 6a; Ws/L2.4a

Project work

At the end of this unit you will decide on a local issue for action, gather advice to form a group, meet, discuss and write a formal letter proposing agreed action.

How green are you?

Activity A • Reading: a quiz

- 1 How much do you care about the environment? Try the quiz on page 3 to find out how green you are. Read the situations and choose one of the options.
- 2 Work in groups of three. Your teacher will give you an answer for one of the questions. Read it and then summarise the information for the rest of the group.
- 3 Your teacher will give you a score sheet and grid to record your group's scores. Are there any surprising facts in the answers? Are you as eco-friendly as you thought you were?

Activity B • Vocabulary: word families

- 1 Look through the quiz and score sheet again. Underline words belonging to the 'word families' in the table below.

Verb	Noun	Adjective
<i>pollute</i>	.....	polluting / ... <i>polluted</i> ...
X	.....	efficient
emit	.....	X
<i>waste</i>	.....	.....
.....	..... / .....	packaged
.....	.....	recycled
.....	consumer /	X
X	environment	.....

(X = the word doesn't exist as this part of speech)

- 2 Decide which part of speech each word is and add it to the table.
- 3 Use two words from the same word family to complete the sentences below.
 - a All cars ...*emit*... harmful gases, but are lower than they once were.
 - b Only 10% of our waste is now for further use, but in the next 5 years will increase to 36%.
 - c We need to the planet much less and clean up existing
 - d Everyone is a of natural resources, and most of us more than the planet can afford.

HOW GREEN ARE YOU?

- 1 **Imagine you have to decide between keeping your old car or buying a new one now. Which of these choices do you think would be the least polluting?**
 - a Choosing a modern family car with excellent fuel efficiency and low emissions.
 - b Spending even more and getting a high-tech, dual-engine car run partly by an electric motor.
 - c Keeping the car you have now, even though it's seven years old and not very fuel-efficient.

- 2 **Imagine that there's a local campaign to help make refuse collection and disposal more efficient. Which of these Council requests would you make your top priority?**
 - a Produce less waste by buying fresh food products with as little packaging as possible.
 - b Separate out newspapers from other rubbish for recycling.
 - c Put out all rubbish securely tied in large, plastic bin liners for refuse collectors to take away.

- 3 **You want to feed your family while creating the least pollution possible. Which of the following would you do?**
 - a Rent a council allotment and try to grow most of your food, getting the whole family to help at the weekend.
 - b Rely on the supermarket, buying cheaply but also buying microwave-ready meals as time-saving treats.
 - c Choose a mixture – rent an allotment to grow seasonal fruit and vegetables, go to local farmers' markets for other fresh food, and occasionally use the supermarket.

Activity C • Speaking: saying what you would do

- 1 Work in pairs. Read the two situations below. Then use conditional sentences to discuss what you would do.

If it was a friend, I think I'd say something.

I'm not sure. In that situation it might be better to ring the council.

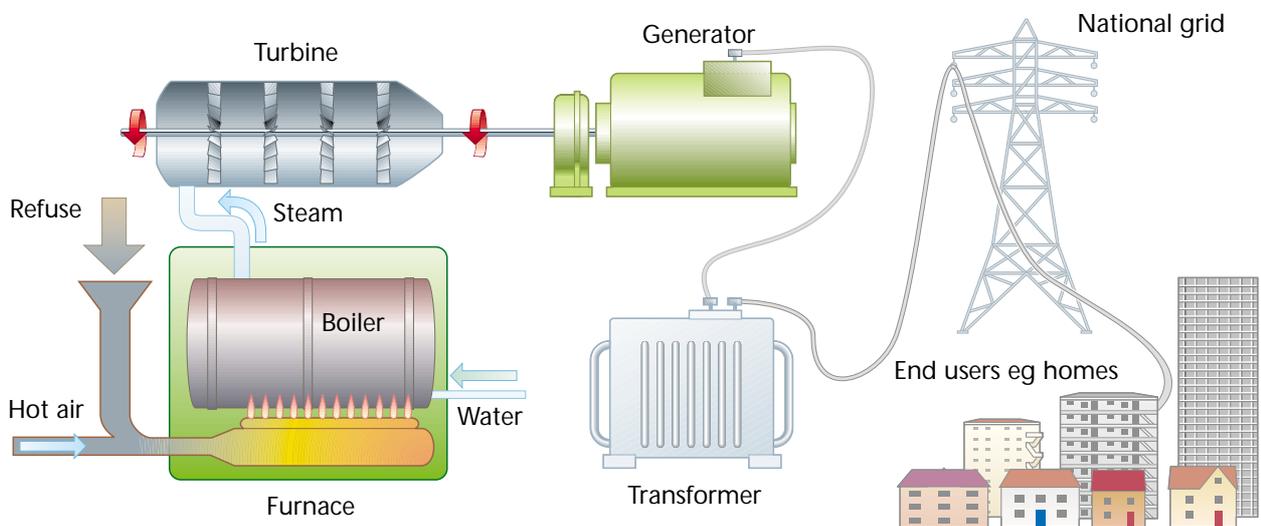
- A Fly-tipping is against the law. Imagine you have just seen a van stop by a local children's playground. A man you recognise as a neighbour, who you often chat to, starts to empty builder's rubbish, including broken glass, onto a piece of disused land at the edge of the playground.
 - B Imagine you have an old fridge that still works, though very inefficiently because of poor insulation. Suddenly you have the chance of a super-efficient new one which uses a modern eco-friendly refrigerant at half price.
- 2 Discuss what the attitude to environmental issues is like in your country.

How green is the Council?

Activity A • Listening: a radio interview

Sita Gupta is a local councilor in Swinford. She is particularly concerned about the environment.

- 1 Listen to an extract from a radio interview with her in which she talks about how the council is dealing with environmental issues.
 - a What is the environmental problem the interviewer raises?
 - b The councilor suggests four possible solutions. What are they?
 - c What action has the Council taken recently?
- 2 The diagram below shows the process the Council uses for recovering energy from refuse. How do you think it works?



Activity B • Speaking: describing a process

- 1 Listen to Sita Gupta explaining the process and list:
 - a the verbs she uses, e.g. *mix*
 - b the phrases she uses to make the order of steps clear, e.g. *Well, the first thing they have to do is ...*
- 2 Work in pairs. Practise describing the process.

Activity C • Writing: describing a process

- 1 Read a written description of part of the same process. In what way is it different from the spoken version?

First, refuse and hot air are mixed together. This mixture is then fed into a furnace where the refuse is burnt. As a result, water in a boiler in the furnace is heated and high-pressure steam produced.

- 2 Prepare a written description for the rest of the process. Use the audioscript to help you.



Activity D • Listening: noting steps in an explanation

- 1 Look at the photo of graffiti. If you were a Swinford councillor, what would you try to do about this sort of problem?
- 2 Listen to the second part of the interview with Sita Gupta.
 - a What is the Council doing?
 - b Does the interviewer feel the Council is doing enough?
- 3 Listen again and write notes under the headings below.
 - Main problem
 - Arguments for taking action
 - Arguments against taking action
 - Measures the Council has taken
 - Future plans

Activity E • Language: tag questions

- 1 Work in pairs and compare these questions. What differences do you notice in the structure and meaning?

You've just become the chair of the Environmental Committee, haven't you?

Have you just become chair of the Environmental Committee?

- 2 Listen to the complete interview again. Ask your teacher to stop the audio when you hear a tag question.
- 3 Listen to the tag questions. Does the interviewer's voice go up or does it go down? Repeat the questions, using the same intonation.

Activity F • Writing

Use your notes from Activity D above to write Councillor Gupta's short, two-paragraph report to the Council on *Graffiti – problems and possible solutions*. Include linking words to show the relationship between the points.

Action in the community

Activity A • Reading: a community group's web page

- 1 Work in pairs. Look at the picture. What kinds of problem can you find on an estate like this? Are there similar problems in your area?



- 2 The Eastwood Community Group (ECG) was set up to improve conditions for people on the Eastwood estate. The text opposite is from their web page. Before you read it, look quickly through the headings to predict where you will find information about:
 - how ECG got started
 - facilities for teenagers and children
 - the sort of place Eastwood is
 - what ECG is now working towards.
- 3 Now, read the web page and check your predictions.

Activity B • Language: using the third conditional

- 1 Read these sentences analysing mistakes that were made on the Eastwood estate.

If the council had spent more money on the estate, conditions would have been better.

People would have felt safer if there hadn't been so much crime.

- 2 Answer the questions
 - a Did the Council spend money? Were conditions good?
 - b Was there a lot of crime? Did people feel safe?
- 3 Find and underline other examples of the third conditional in the text. What verb form is used with the *if* clause and the result clause?
- 4 Work in pairs. What do you think life would have been like on the estate if the ECG hadn't taken action?



Background

Eastwood is a 1950s estate owned and maintained by the Council that houses about 1,500 people. By the early 1990s it had become badly run down. Lack of leisure facilities on the estate, plus high levels of long-term unemployment, had led to a decrease in community spirit and opened the way to increasing vandalism and petty crime.

Development of ECG

Eastwood Community Group (ECG) was formed in 1992 to campaign against the Council's proposal to build a main road through the middle of the Eastwood estate. After various public meetings and a demonstration outside the Town Hall in 1993, ECG scored its first big success: the road was rerouted away from Eastwood.

Then, in 1994, a teenage gang burned down the home of a senior citizen who had tried to stop them from vandalising a neighbour's car. The committee met and decided to become a community group working together to improve the estate. As committee chairperson Winston recalls, 'This would never have happened if we hadn't succeeded with our first campaign. That gave us real confidence'.

Winning over the young

ECG applied to various organisations for money to build leisure facilities for young people – a skate park for teenagers and an adventure playground for younger children. Starting in 1995, most of the construction work was done by volunteers. Some of these were teenagers who had previously spent their time in much more destructive ways. One of them, Bill Revell, 17, commented, 'If anybody had told me about this a year ago, I'd have laughed!' The project was opened in the summer of 1997.

Fighting for a better living environment

In 1994, work had begun on a major housing renovation project but progress was painfully slow and stopped altogether in 1996. ECG therefore brought residents together and launched a new campaign, using public meetings and the local media. Finally, work began again in 1997 on the uncompleted renovation and was finished in 1999.

A place for all to get together

The estate won a special millennium grant for its own community centre in 2000 and work began that year. It was opened in 2002 and today it is used by the community for everything from yoga classes to private parties.

The next task

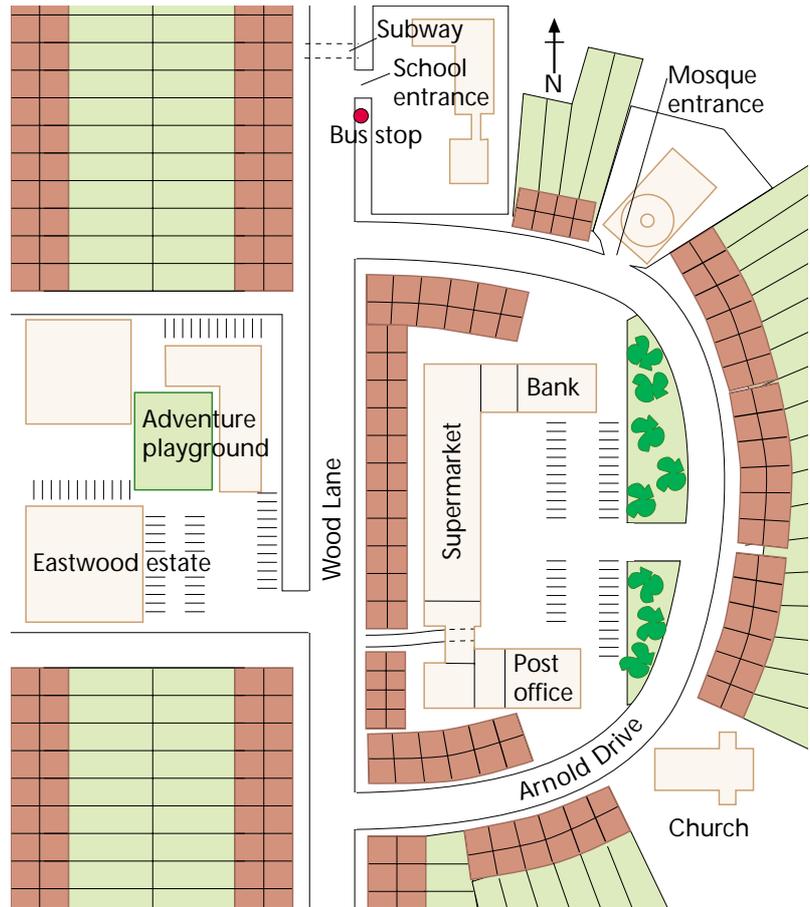
To the east of the estate lies Wood Lane, a busy road carrying up to 15,000 vehicles per day. At present, there is no safe crossing point. Recently, an elderly resident, Teresa Hill, was nearly hit by a van. 'If I hadn't moved fast,' she commented later, 'I'd have been in hospital, or worse.' ECG is now considering how to deal with this growing menace.

A public meeting

Activity A • Listening: arriving for a meeting



- 1 Look at a plan of the Eastwood estate. Since the estate was built, Wood Lane has become a very busy road. Why do you think it is a problem for the estate?
- 2 Sita Gupta has been invited to a meeting of ECG. Before the meeting, she meets Winston Okri, chair of ECG. Listen to their conversation and answer the questions below.
 - a What is the purpose of the meeting?
 - b Why have they invited Sita?



Activity B • Language: using past modals

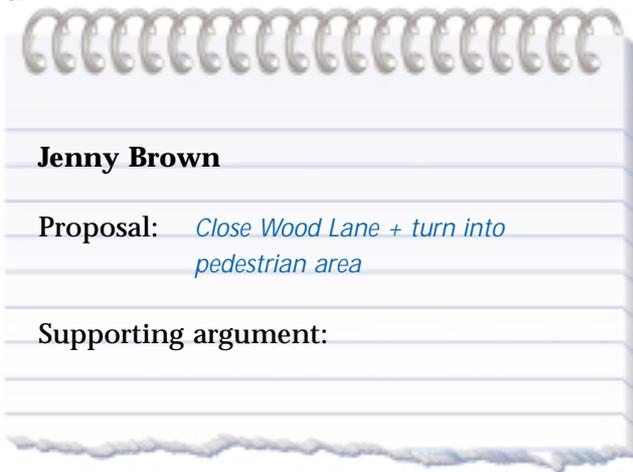


- 1 Listen again. Does Sita know exactly why the council haven't dealt with the problem so far?
- 2 How does she analyse and explain what she thinks happened when this road was widened?
 - a The planners about access from the estate, of course.
 - b The planners how much traffic would build up .
 - c The council had big financial problems around that time, so they of money .
- 3 Match each sentence above with one of the meanings below.
 - 1 She is almost certain this didn't happen.
 - 2 She thinks this possibly happened.
 - 3 She is almost certain this happened.
- 4 Work in groups. Think of a problem in your community or country.
 - Discuss the reasons for the situation.
 - Present your analysis of the situation using past modals – *must* / *can't* / *might have* + participle.

Activity C • Listening and speaking: noting and discussing proposals

-  **1** Listen to an extract from the ECG meeting about traffic on Wood Lane. Make brief notes of the speakers' key points.

a

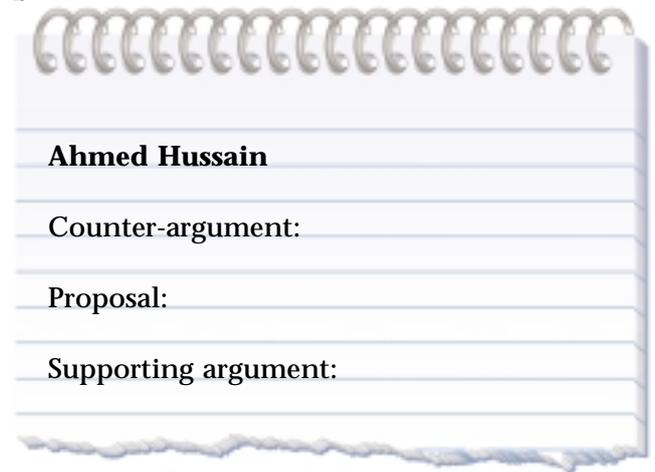


Jenny Brown

Proposal: *Close Wood Lane + turn into pedestrian area*

Supporting argument:

b



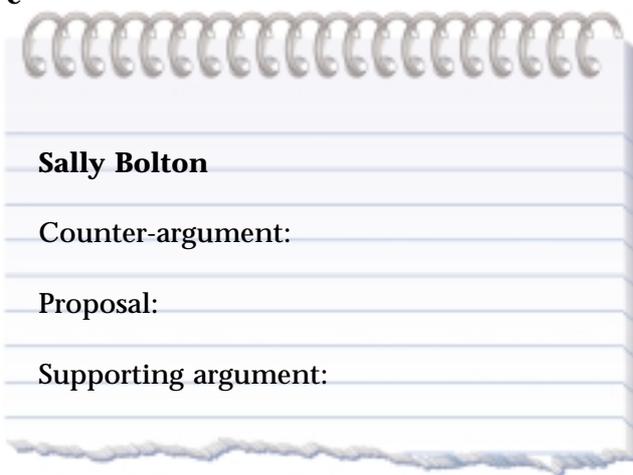
Ahmed Hussain

Counter-argument:

Proposal:

Supporting argument:

c



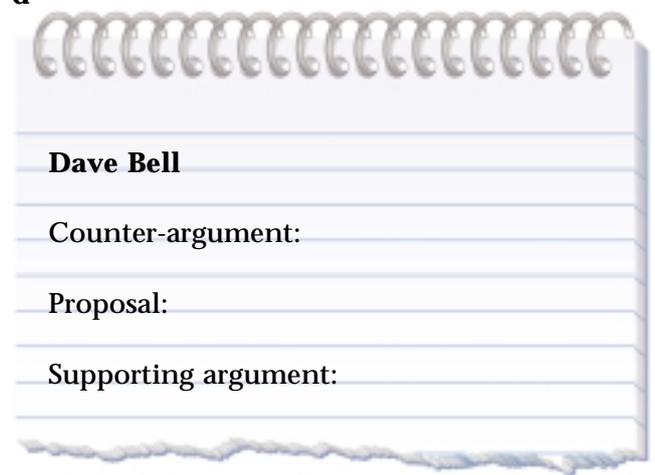
Sally Bolton

Counter-argument:

Proposal:

Supporting argument:

d



Dave Bell

Counter-argument:

Proposal:

Supporting argument:

-  **2** Listen to the extract again. Listen for these expressions. What are the speakers doing? Match each expression with one of the purposes below.

- a** Now, let's go on to talk about ... **b** Jenny, why don't you start?
c Sorry to interrupt but ... **d** Just let me finish.

- 1** Interrupting **2** Taking back control after an interruption
3 Encouraging others to speak **4** Re-focusing a discussion

-  **3** Listen again for other expressions with the same purpose. If necessary, work with the script.

- 4** Work in a group of four. You are members of ECG.
- a** Choose one of the four proposals to support. Prepare some arguments and counter-arguments.
- b** Discuss each of the proposals in turn, using expressions from task 2. Try to agree on the best one
- c** Report back to the class, with supporting arguments. Finish with a class vote.

Letters

Activity A • Reading and writing: analysing a letter

- 1 Look quickly at the letter on page 11 and answer the following questions.
 - a Who is it to and who is it from?
 - b What's the purpose of the letter?
 - c Is the style of the letter formal or informal? How can you tell just from looking at it?
- 2 Mark the following parts of the letter.
 - a closing salutation
 - b greeting line
 - c recipient's name and address
 - d reference
 - e subject line
- 3 Who else has been sent a copy of the letter? How do we know?
- 4 Now read the body of the letter quickly and answer these questions.
 - a What main point does each paragraph aim to communicate?
 - b Why has the letter been copied to somebody else?
- 5 Read the letter again carefully and mark points that refer to Winston's previous letter.
- 6 Find formal words and expressions in the letter with these meanings.
 - a Line 1 – about *concerning*
 - b Line 4 – can now get back to you
 - c Line 4 – after thinking carefully about what you want
 - d Line 6 – But this time
 - e Line 7 – decided this
 - f Line 12 – sadly
 - g Line 13 – for a long time to come
 - h Line 16 – more helpful
 - i Line 17 – at the moment
 - j Line 18 – Best wishes

Planning Department
Swinford Borough Council
23–27 Abbey Road
Swinford SF7 8YG

Ref: SSITA 2AB

Mr W Okri
Eastwood Community Group
Flat 37, Beech Tower Close
Eastwood Estate
Swinford SF4 8NJ

4 April 2003

Dear Mr Okri

Wood Lane crossing point

1 I am writing in response to your letter to Councillor Gupta of 17 May, concerning the issue of a crossing point from Eastwood Estate to the shops and other facilities on the other side of Wood Lane. Councillor Gupta passed the letter to the Planning Department and we are now able to respond, having given the request careful consideration.

5 As you rightly point out, ECG has had a long and successful relationship with the local authority. However, on this occasion we have to reject ECG's request.

There are several reasons why we have reached this conclusion. First of all, we do not agree that Wood Lane has become an 'extremely busy' road, as you suggest – except perhaps during the morning and evening rush hours. Secondly, please remember that there is already a nearby crossing point five hundred metres north along Wood Lane – a subway which provides a safe crossing for all children living to the west of Wood Lane, including Eastwood. Finally, I have to say that, with our very tight budget, there is regrettably no possibility of considering new projects such as this for the foreseeable future.

15 Since there is no possibility of taking the matter forward for some time to come, we see little point in holding the formal meeting between ECG, Councillor Gupta and this Department, as you have requested. We are sorry that we cannot be of greater assistance to you at present.

Yours sincerely

DS Carter



David S Carter

(Chief Planning Officer)

cc Councillor S Gupta

Activity B • Drafting a reply to a letter using notes

Draft a reply to the Planning Department on behalf of the ECG Committee to persuade the Planning Committee to reconsider their decision. Your teacher will give you a copy of Winston's notes. Use these in your reply.

The big food fight

A

GREENS PROTEST GM TRIAL

Police yesterday arrested 11 green activists who were in the process of destroying a 20-acre test planting of GM maize at Rampling Farm near Witney.

Their leader, Simon Davies, later claimed that their action had been a legitimate protest against the introduction of GM crops to Britain. 'These man-made plants are hugely dangerous both to humanity and to the environment and must be stopped. And anyway, we simply don't need them. With better land management, we can grow enough food to feed twice today's world population.'

Rampling Farm's owner, David Hicks, said that he had volunteered to join the Government's GM testing programme because 'I genuinely believe that, with a likely world population rise from six billion to 11 billion by 2070, GM is the only possible way to feed everyone. I am also sure that GM is safe for both the environment and people. After all, Americans have been growing and eating GM food without harm for years.'



B

GM CROPS BECOME SUPERWEEDS

Research from Canada shows that pollen from GM rapeseed can be carried long distances on the wind and that different strains of transgenic rapeseed are now interbreeding.

Since different strains are designed to resist different herbicides, pests and diseases, the products of interbreeding can resist a whole range of these. John Calthrop of the Government Farming Agency says: 'Escaped rapeseed is now Canada's 13th worst weed. It invades other crops and is very difficult to kill.' The fear is that an even more powerful rapeseed superweed will emerge and simply take over the land completely. 'If

Genetically modified (GM) crops are plants with genes changed by scientists in order to improve their performance, for example to make them produce more food or to survive in hard conditions. GM technology is widely accepted in the USA, but is very controversial in Europe and other parts of the world. What is the truth? You are going to summarise some important pros and cons.

Activity A ● Reading: arguments for and against

- 1 Read the newspaper protest story, *Greens Protest GM Trial*, and underline arguments for and against GM.
- 2 Work in groups. Read the cuttings B-E and underline the arguments of supporters and opponents that answer the following questions.
 - Does the world really need GM crops?
 - Are GM crops safe for humanity?
 - Are GM crops safe for the environment?
 - Recent GM developments.
- 3 Work in a small group and compare the information you have identified. Discuss the different points of view. If you have strong views, try to persuade others to your point of view.

C

SCIENTISTS CLAIM GM WILDLIFE BENEFIT

Scientists across America's mid-Western states have noted a clear revival of traditional wildlife, thanks to GM crops.

With the introduction of massive quantities of toxic pesticides, herbicides and fungicides from the 1950s onwards, many species of birds and insects suffered catastrophic population declines. Now, with the arrival of GM crops designed to resist these old enemies, farmers no longer need to use the quantities of powerful farm chemicals they once did. As a result,

D

GM RICE - THE NEW WONDER CROP

A new GM variety of rice, which grows in all types of conditions, has been developed by research groups in the USA and Korea.

By adding sugar genes, the rice can grow well in cold or drought conditions and can also tolerate high ground-salt levels. It is hoped that yields on poor land will rise by 20%.

Scientists claim that the new GM rice is no danger to the environment as the sugar genes are already present in small quantities in ordinary rice. They also state that it should be possible to modify other crops that are also members of the grass family, such as wheat and barley, in the same way.

E

GM FEARS CONTINUE

DR REBECCA GOLDSTEIN, speaking at the Eco-Defence Conference in London, today voiced continuing fears that GM crops may create more problems for humanity than they solve. 'The danger is that we know far too little about the genes that we move from one species to another,' she noted. 'For example, when a Brazil-nut gene was added to soybeans, people allergic to nuts became sensitive to the beans. Even worse, swapping genes between species could create new diseases for which we have no cure. This

Activity B • Writing a summary

- 1 Use the information you have collected. Write a brief summary using the headings above. Use phrases like these:

Supporters believe that ...

Opponents say that ...

Many people are convinced about...

- 2 Add a conclusion to your summary. State, with supporting arguments, what you believe should be done about GM food.



Project

Activity A ● Decide on a local 'cause'

Work in a groups of three. You have decided to form a group to tackle a local environmental issue.

Hold a short meeting to agree on an issue that you would all really like to do something about.

- 1 Go round the group and collect ideas.
- 2 Discuss each of the different ideas in turn and agree on one of them.

Activity B ● Get the help you need to set up your group

There are various organisations which offer practical help and advice about setting up and running a local group.

- 1 Work in groups. Your teacher will give you some useful contacts and website addresses. Use them to answer these questions. Allocate one question to each member of the group.
 - a What's the best way to go about setting up a group – deciding rules, roles, how to organise meetings, etc.?
 - b Are there any other local volunteer organisations that share your concerns and could give you help and advice?
 - c Are there any other useful sources of information which you could use, e.g. the Yellow Pages, magazines, local contacts, etc.?
- 2 Individuals make notes and prepare a short summary of your findings.
- 3 Report your findings back to your group.

Activity C ● Hold your first meeting

- 1 Work in groups and hold a short meeting. The purpose of the meeting is to decide:
 - a how to get publicity for your new group and the issue you've chosen to tackle
 - b how to attract more people to join your group
 - c what you will do over the next 12 months to improve the situation.
- 2 Report the results of your discussion to the class.

Activity D ● Write for your website

Write a page for the group's website, explaining your aim and what you are intending to do over the next 12 months.



Check it

Activity A • Choosing the right connecting words

Read some advice from a website for new community groups. Circle the better of the two connecting phrases to complete each extract.

- 1 Meetings:** *Provided that* / *Despite the fact that* meetings are organised well, they can be constructive *and* / *or* very enjoyable events. *In addition*, / *However*, they can be pointless and bad-tempered if not properly organised. *Of course*, / *Nevertheless*, most meetings fall somewhere between these extremes, managing to do the basics *such as* / *because of* dealing with money matters, *or* / *but* not being as creative as they could be.
- 2 People:** *So as not to* / *In order to* get people to a meeting, you need to tell them about it in advance, *so* / *as* you should send everyone an agenda *but* / *and* make sure they know where the venue is *and* / *or* how to get there.
- 3 Order:** Not everyone has the same idea of how to conduct themselves at meetings – *although* / *and* some people don't even seem to care! *Therefore* / *Even so*, you should always explain what the rules are at the start, *so that* / *in order to* people know when to speak.

Activity B • The third conditional

You are an ECG member. Respond to other members' comments using the third conditional.

Example *If we hadn't set it up, we'd never have got to know each other so well.*

- 'When I think about it, it's the community group that really brought us together.'
- 'Looking back, I'm so glad we stopped that road through the estate all those years ago.'
- 'And I'm really happy that the group didn't just break up after doing that.'
- 'It was very important getting Sita Gupta on our side. Her support made a big difference.'

Activity C • Past modals

Look at these comments, analysing why an accident happened on Wood Lane. Rephrase them using *must have* / *can't have* / *might have* + participle.

- I suppose it's possible that something fell out of her shopping bag and she stopped to pick it up. There was shopping all over the road.
- I'm certain she didn't see the car coming. There's a big bend in the road.
- I'm sure the car was travelling much too fast. It just appeared from nowhere.



Mini-projects

Activity A • Collect information on an environmental issue

- 1 Work in a small group. Decide on a 'big' environmental issue that is in the news at the moment, e.g. global warming, sustainable development, pollution, conventional and renewable energy sources.
- 2 Individuals. Find some interesting information about the environmental issue you have chosen, e.g. a newspaper or magazine article about it or some background information on a website.
- 3 Individuals. Prepare a one-minute or two-minute summary of the information you have found.
- 4 Work in groups. Take turns to present a summary of the information you have found to the rest of the group. Be prepared to answer any questions other people in the group may have.

Activity B • Collect useful vocabulary for talking about the environment

- 1 Go through the unit and find any specific words to do with the environment. Organise them in a way that will be memorable for you, e.g. by topic or using a word diagram.
- 2 Choose one or two environmental issues you are interested in, e.g. renewable energy sources.
Write down any relevant words you already know in English. Add any words you know in your own language and find out what they are in English, using your dictionary. Make sure you know how to pronounce them.
- 3 Create a word diagram with all the words you have gathered.
- 4 Research some more articles on the environmental issues you have chosen. Read them and add any new and important words to your word diagram.

How am I doing?

Look back at the skills listed on page 1.

Now finish the sentences below.

I am confident with

.....

.....

I need more practice with

.....

.....

Date



Audio scripts

Pages 4 and 5 How green is the Council Activity A/B

Interviewer: Hello, you're listening to Radio Swinford on FM 95.4. I'm Alan Porter and it's time for this week's edition of Spotlight on Swinford, the programme that brings you all the local news and views about what's happening in our community.

The spotlight today is on environmental services, and with me I have in the studio Councillor Sita Gupta, who has served on Swinford Borough Council for many years and who takes a special interest in environmental issues. Councillor Gupta, thank you for joining us.

Sita: The pleasure's mine. It's nice to be on the programme again.

Interviewer: Now, Councillor, you've just become the new chairperson of the Council's Environmental Services Committee, haven't you?

Sita: That's right.

Interviewer: So you're in a good position to tell us what the Council is doing in this area, aren't you?

Sita: I'll certainly try. Where would you like to begin?

Interviewer: Let's start with a problem that we all create: rubbish – or refuse, to be more technical.

Sita: Well, I do agree it is a very real problem and there are many issues and possible solutions connected with it. The first thing is that we have to produce less of it – much less. The second is that we should re-use more than we do – bottles, for example could be returned to the manufacturer and used again. And if we can't do that, then we should recycle what we can – paper and glass for example – and we should compost food to help feed next year's flowers and vegetables. And when we can't recycle in these ways, then we should recover energy from rubbish by burning it. And only finally, finally, should we use landfill to bury rubbish. The trouble is that this little country is running out of holes to put the rubbish in!

Interviewer: I'd like to go back to a particular issue

there – the recovery of energy from refuse by burning. The Council isn't doing anything like that, is it?

Sita: Ah, you're wrong there. We have in fact just bought a large-scale incinerator, and it's being installed at this moment.

Interviewer: Could you explain a bit about how it works?

Sita: Well, I'm no engineer, but I'll try. As I understand it, the basic process is pretty much like electricity production at a power station.

Interviewer: But what actually happens in this process?

Sita: Well, the first thing they have to do is mix hot air with the refuse, and then they feed it all into a furnace. That's where they actually ... um ... burn the refuse.

Interviewer: Is that the end of the story?

Sita: Oh, no. Actually it's just the start of the process. What happens next is that the heat from the furnace heats up the water in a big boiler in the furnace. And that produces lots of steam at very high pressure. And it's the steam that's really important.

Interviewer: Yes, I've heard you can use the steam for central heating.

Sita: Yes, and I believe that's exactly what they do in some parts of the world – but not us. We use our incinerator for producing electricity.

Interviewer: Ah, so how does that work?

Sita: Well, all this high pressure then drives the steam through a pipe into a turbine and turns the turbine at high speed. And the turbine, you see, links to a generator. And it's the generator which produces the electricity.

Interviewer: I see, so that's, as you say, pretty much the way an ordinary power station works.

Sita: Yes, and after that, it's basically the same, really. First, we have to raise the voltage with a transformer and after that we transmit the power to the national grid – that's the national electricity distribution system.

Interviewer: And then I suppose the system distributes the power to homes, offices, schools, factories – wherever it's needed.

Sita: Absolutely right.



Interviewer: I see, so in other words, we get back at least some of the energy that went into making the things that we burn. It makes good sense.

Activity D

Interviewer: Let's turn now to a different sort of environmental issue – one that's in everybody's mind, and here I'm thinking of the issue of graffiti. And people are asking what the Council is doing about this mess.

Sita: I know, I know ...

Interviewer: I mean, we can't go on like this, can we? It's on subway walls and in bus shelters. It's all over the place, isn't it?

Sita: Well, yes, but it isn't an easy thing to deal with. It often looks a mess, I agree, and it can also make many members of the community feel unsafe. But on the other hand, it's a form of self-expression for some young people. And we have to find a way of including, not excluding and rejecting these people.

Interviewer: You don't really believe that it's all right for these hooligans to go on defacing buildings like this, do you?

Sita: No, I really don't, and I'll tell you what we're doing about it. We're taking two different sorts of action. First of all, there's an experimental graffiti wall programme. Several have been built in different parts of town. And people can create their graffiti there freely.

Interviewer: Don't you think you're being too soft on these kids?

Sita: No, not really. You see, we also have an experimental clean-up programme for those young offenders who have to do community service instead of going to prison. These young people are being asked to clean up the graffiti over on the Eastwood estate.

Interviewer: Do you think this experiment is working?

Sita: It is early days, but the first signs are encouraging. Offenders actually say they enjoy the work and get a sense of achievement.

Interviewer: And where will the clean-up project go from here?

Sita: Well, if it continues to go well, it'll be extended to other parts of Swinford.

Activity E3

- 1 You've just become the new chairperson of the Council's Environmental Services Committee, haven't you?
- 2 You're in a good position to tell us what the Council is doing in this area, aren't you?
- 3 The Council isn't doing anything like that, is it?
- 4 I mean, we can't go on like this, can we?
- 5 It's all over the place, isn't it?
- 6 You don't really believe that it's all right to go on like this, do you?

Pages 8 and 9 A public meeting

Activity A/B

Sita: Well, thank you for inviting me. And please, just call me Sita.

Winston: And I'm Winston.

Sita: So you're the chairperson of ECG, are you?

Winston: That's right.

Sita: Well, I'm really impressed with this community centre. When did it open?

Winston: In 2002. It makes a big difference to life here in Eastwood. We use it for lots of different things.

Sita: So before the meeting starts, tell me more about this meeting. What are you trying to do this evening?

Winston: Well, we've already had several meetings about the Wood Lane traffic problems, but tonight we want to decide on a solution. That means a solution that will work for us and one that the Council will be willing to pay for.

Sita: I see. So tell me a bit more about the problem.

Winston: Well, just look out of the window. You can see Wood Lane from here.

Sita: Ah, yes, I see what you mean. It is busy.

Winston: Yeah, and even worse in the daytime. And we have to cross it to get just about everywhere – to the shops, the bank and post office. And the primary school's the other side of Wood Lane too, so the kids have to cross the road every day. Not to mention the mosque and the church.

Sita: Yeah, I see the problem. I have to say I wasn't on the Council when the road was widened and the problem began, so I'm not too sure what went on. The planners must have thought about access from the estate, of course.



Winston: You'd have thought so. There was a lot of talk about a crossing at the time, but nothing was ever done.

Sita: I know, but the planners can't have realised how much traffic would build up. I remember the Council had big financial problems around that time, so they may have run out of money. And then, well, the matter may simply have been forgotten. These things happen.

Winston: Well, now's our chance to put that right ...

Activity C

Winston: OK, everybody, please welcome Councillor Gupta, who's come to our meeting to listen to our views and hear our suggestions for making Wood Lane safer. Councillor Gupta, would you like to say a few words?

Sita: Well, thank you, everybody, and I must say I'm impressed to see so many people here this evening. And I'm also impressed by your achievements in Eastwood. So, as for the road problem, I'm really interested to hear your ideas on what we can do to improve the situation ...

Winston: So... We've talked a lot about the problem and what went wrong in the past. Now let's go on to talk about the future. I think we need to concentrate on how to put things right. I know many of you have given the problem a lot of thought and I'd like to hear what you're proposing. Jenny, why don't you start?

Jenny: Well, OK. What I'm proposing is a radical rethink of traffic in the area. I'd like to see Wood Lane closed completely and turned into a pedestrian area. Of course, it would mean traffic'd have to go down Arnold Drive, but it's not a residential road so it wouldn't cause ...

Ahmed: Sorry to interrupt, but there's no way that could happen, Jenny.

Jenny: Just let me finish, Ahmed. Think of the benefits. If we had a pedestrian precinct down as far as the supermarket entrance, the area would be completely safe for our children and everybody else.

Ahmed: Yes, but Jenny, if we closed Wood Lane, all we'd be doing is forcing traffic down Arnold Drive and other roads in the area,

and that'd just make matters worse for other people in the area.

Winston: OK. I've made a note of your proposal, Jenny. Can we move on? Do you have a suggestion yourself, Ahmed?

Ahmed: Yes, I do. I'd like to see a footbridge over the road – a footbridge with ramps on each side for mothers with pushchairs. It'd certainly be a much simpler and cheaper way of dealing with the problem than Jenny's solution and I think that ...

Winston: Can I just stop you for a minute, Ahmed? Sally wants to say something.

Sally: Yes, I agree with Ahmed – there's no hope of turning Wood Lane into a pedestrian precinct – sorry, Jenny. But, on the idea of a footbridge, I don't think that would work either. A footbridge would have to go up very high to go over the buses and trucks – maybe seven metres – and that means very long ramps. That's not a practical solution for mothers and pushchairs or people in wheelchairs.

Winston: So what would you suggest, Sally?

Sally: Well, what about a subway instead? That would only need to go down about 2.5 metres.

Winston: Interesting idea. Any reactions? Yes, Dave.

Dave: Personally, I don't think a subway's a good idea. They're not safe – people get mugged and all the ones I've ever seen are filthy and covered in graffiti. It's just asking for trouble. We need a much simpler solution and something the Council won't say no to because it's so expensive. I think we just need a standard zebra crossing ...

Sally: Dave, I'm sorry but that won't solve the problem. The road's just too wide and busy. We're talking about people's lives. There's already been an accident and it won't be long ...

Dave: But wait. I haven't finished what I was going to say. You see, I'm also suggesting traffic lights and an island in the middle so that people can cross the road in two stages.

Sally: Well, that's better, I suppose ...

Winston: OK, so we've got a wide range of proposals now. Let's look at them one by one in more detail. Let's go back to talk a bit more about ...



Answers

Pages 2 and 3 How green are you?

Activity B2

pollute, pollution, polluting / polluted
efficiency, efficient
emit, emission
waste, waste, wasteful
package, package / packaging, packaged
recycle, recycling, recycled
consume, consumer / consumption
environment, environmental

Activity B3

- a emit, emissions
- b recycled, recycling
- c pollute, pollution
- d consumer, consume

Pages 4 and 5 How green is the Council?

Activity A1

- a rubbish / refuse
- b People should produce less rubbish. They should re-use what they can. They should recycle what they cannot re-use. They should recover energy from rubbish by burning it.
- c They have bought a large-scale incinerator.

Activity B1

mix, feed, burn, heats up, produces

Activity B2

Well, the first thing they have to do is ...
... and then they ...
What happens next is ...

Activity C

The language is more formal. The passive is used.

Activity D2

- a They have an experimental graffiti wall programme and they have an experimental clean-up programme for young offenders doing community service.
- b No.

Activity E2 / 3

- 1 You've just become the new chairperson of the Council's Environmental Services Committee, haven't you? (falling)
- 2 So you're in a good position to tell us what the Council is doing in this area, aren't you? (falling)
- 3 The Council isn't doing anything like that, is it? (rising)
- 4 I mean, we can't go on like this, can we? (falling)
- 5 It's all over the place, isn't it? (falling)
- 6 You don't really believe that it's all right for these hooligans to go on defacing buildings like this, do you? (rising)

Pages 6 and 7 Action in the community

Activity B2

- a The Council didn't spend money on the estate and conditions were bad.
- b There was vandalism and petty crime on the estate and people did not feel safe.

Activity B3

This would never have happened if we hadn't succeeded with our first campaign.

If anybody had told me about this a year ago, I'd have laughed.

If I hadn't moved fast, I'd have been in hospital, or worse.

If clause – past perfect

Result clause – present perfect

Pages 8 and 9 A public meeting

Activity A2

- a To decide on a solution to the Wood Lane traffic problem.
- b To help find a solution that the Council would be willing to pay for.

Activity B1

No, she doesn't. She wasn't there at the time.

Activity B2

- a must have thought
- b can't have realised
- c may have run out of



Activity B3

1b, 2c, 3a

Activity C1

a Jenny Brown

Proposal – close Wood Lane and turn into pedestrian area

Supporting argument – the area would be safe for children and everybody

b Ahmed Hussain

Counter argument – all the traffic would go down other roads in the area

Proposal – a footbridge with ramps

Supporting argument – easier and cheaper than Jenny's solution

c Sally Bolton

Counter argument – high bridge, long ramps, not practical

Proposal- subway

Supporting argument – would only need to go down 2.5 metres

d Dave Bell

Counter argument – not safe, muggings, graffiti

Proposal – zebra crossing

Supporting argument – cheap, the Council won't say no.

Activity C2

a4, b3, c1, d2

Activity C3

1 Interrupting

Can I just stop you for a minute ...

Dave, I'm sorry, but ...

2 Taking back control after an interruption

But wait. I haven't finished ...

3 Encouraging others to speak

Do you have a suggestion yourself ... ?

So what would you suggest ... ?

Any reactions?

4 Re-focusing the discussion

Can we move on?

Let's go back to talk a bit more about ...

Pages 10 and 11 Letters

Activity A1

a To Mr Okri, from David Carter.

b To reject ECG's request for a crossing point on Wood Lane.

c Formal. You can tell from the way the letter is laid out and the closing salutation.

Activity A2

a Yours sincerely,

b Dear Mr Okri

c Eastwood Community Group
Flat 37, Beech Tower Close
Eastwood Estate
Swinford SF4 8NJ

d Ref: SSITA 2AB

e Wood Lane crossing point

Activity A3

Councillor S Gupta has been sent a copy. Her name appears beside 'cc' at the bottom of the letter.

Activity A4

a Paragraph 1 – explains the reason for writing the letter

Paragraph 2 – rejects the suggestion made by ECG

Paragraph 3 – gives reasons for rejecting the suggestions

Paragraph 4 – explains why there is no point in having a meeting

b It has been copied to Councillor Gupta because she passed ECG's request on to the Planning Department.

Activity A5

I am writing in response to your letter ...

As you rightly point out ...

... as you suggest ...

... as you have requested ...

Activity A6

a concerning

b now able to respond

c having given the request careful consideration

d However, on this occasion

e reached this conclusion

f regretfully

g for the foreseeable future

h of greater assistance

i at present

j Yours sincerely

Pages 15 Check it

Activity A

1 Provided that, and however, Of course, such as, but

2 In order to, so, and, and

3 and, Therefore, so that



Activity B

Possible answers:

- a** If we hadn't set it up, we'd never have got to know each other so well.
- b** If we hadn't stopped that road going through the estate, things would be much worse today.
- c** If the group had stopped after we'd done that, we wouldn't have gone on to do the other things afterwards.
- d** We wouldn't have got so far if we hadn't had the support of Sita Gupta.

Activity C

- a** I suppose something might have fallen out of her shopping bag ...
- b** She can't have seen the car coming ...
- c** The car must have been travelling much too fast ...