

2

Our environment

Curriculum coverage

Listening and speaking

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

Skills

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

Reading and writing

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

Skills

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

Key functions

- Describing processes
- Speculating about past events
- Making a case
- Hypothesising
- Describing

Key grammar

- Third conditional
- Past modals
- Tag questions

Resources to support the unit

- Audio player and recording
- Dictionaries
- Access to computers and the Internet if possible
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- Current information on environmental issues – web pages, newspaper cuttings, environmental magazines, local papers (teacher's own)
- Simple diagrams of processes to serve as basis for written/oral descriptions (teacher's own)
- Examples of formal letters (teacher's own)
- Newspaper clippings/website printouts, etc. on recent GM developments (teacher's own)

Page 1

Our environment

Rationale

To introduce the theme and content of the unit and set and discuss the learning objectives

Task

- Use the photos to elicit the environmental issues they represent.
- Elicit ideas about other issues, e.g. graffiti, noise, litter, air pollution, traffic congestion, fly-tipping, water and groundwater pollution.
- In pairs or small groups, learners list any problems and also any positive aspects of their own local environment.
- Broaden the discussion to any current events which they may be aware of, e.g. the Earth summit, local or national campaigns, etc.

Pages 2 and 3

How green are you?

Materials

- Any available quizzes/questionnaires, e.g. from magazines (teacher's own)
- Dictionaries
- Photocopiable resource – quiz score sheet, quiz – differentiation

Rationale

To set context and generate interest in environmental issues affecting everyday life; to read critically to evaluate information about the environment; to explore related vocabulary; to review form and use of second conditional and modals for discussing hypothetical situations

Activity A

Reading: a quiz

Pre-task activity

- Discuss briefly different sorts of quizzes and questionnaires that learners have encountered, e.g. in magazines. What were they about? Were they just for fun or did they make them think about their responses and themselves?

- Ask about experiences of consumer surveys through the mail or over the phone or in the high street. Do they try to avoid them/quite enjoy them? How do they feel about giving information about themselves?
- Explain that the quiz they are going to do is about themselves and the environment and some of the comments on their responses may surprise them.

Task

- Remind learners that they have to respond as honestly as possible for the quiz on page 2 to be worth doing. For task 1 learners tick their responses to the three questions. Include yourself in this task.
- Deal with vocabulary, as far as possible eliciting meanings of unfamiliar words from context.
- For task 3 distribute the score sheet from the photocopiable resources to groups of three – one answer to each learner.
- After learners complete the score sheet, briefly survey scores to find out who are the most 'eco-friendly' people in the room.
- Ask learners what they think of the quiz. Do they agree with it? Who do they think created it? How might it have differed if a car manufacturer or supermarket chain had created it?

Extension

- Encourage more confident learners to choose a different aspect and devise a further quiz question of their own. Research will be necessary to find authentic data about the impact of the different choices.

📌 Activity B Vocabulary: word families

Pre-task activity

- Remind learners that building vocabulary in word families offers an efficient multiplier effect – several new words for little more work. Demonstrate using several simple, general vocabulary items, e.g. (organise, excite, bore, etc.) and a Verb-Noun-Adjective table on the board/OHT. Elicit other family 'members'. Point out that there can be more than one, e.g. adjective (bored, boring, etc.)

Task

- Give out the dictionaries. Learners work in pairs, first finding and underlining words from the quiz and answers, and then completing the table. Encourage the learners to check any new words in a dictionary.
- Learners complete task 3 individually or in pairs. Check the answers to task 3 with the whole class.

Differentiation

- Those who finish early can create sentences using any of the remaining word families from the table.
- They can also add other word families to the table, e.g. damage, harm, test/trial.

Activity C *Speaking: saying what you would do*

Pre-task activity

- Start with a brief review of the second conditional using examples relevant to the learners. Review the tense sequence in two clauses and ask questions to check concept (something which could happen in theory, but is not very likely to).
- Elicit other examples of phrases for discussing hypothetical situations, e.g. *It might be better to ... You could always... Perhaps you should...*

Task

- Before learners discuss their responses to the two situations, encourage them to generate possibilities and then move on to what they themselves would actually do.
- Whole class feedback.
- In task 2 discuss with learners differences in attitudes to the environment in different countries; political and economic issues relating to the environment; developed world – developing world divide, etc. This is a rich area which needs sensitive handling given learners' varied backgrounds.

Differentiation

- If your students need more help with ideas for task 1, use the quiz from the photocopiable resources.

Extension

- Bring in any articles or information about current environmental issues for discussion. There are often issues which can be researched further by learners and reported back to the group.

Pages 4 and 5 How green is the Council?

Materials

- Audio – interview with a local councillor
- Simple diagrams of processes for written/oral description – extension (teacher's own)

Rationale

To extract information from a radio interview; to compare written and spoken language for describing processes; to listen for question tags; to practise intonation in question tags; to listen to arguments in a discussion on a complex issue; to write a short report choosing appropriate structures and vocabulary for the purpose

Activity A

Listening: a radio interview

Pre-task activity

- Set the context. Elicit types of environment-related services provided by the local authority, e.g. refuse collection (note pronunciation!), pest control, road sweeping, park maintenance, etc., the functions they perform and the kind of problems that can arise when things go wrong.
- Refer to any current local issues or initiatives that the Council or other bodies have taken.

Task

- For task 1, learners work individually. Whole class feedback.
- Look at the diagram for task 2. Allow time to study the diagram and look up any unfamiliar vocabulary. Check pronunciation. In pairs or small groups, learners discuss how they think the incinerator works. Whole class feedback.

Activity B *Speaking: describing a process*

Task

- Replay the description of the incineration process for task 1. Learners list the verbs and sequencing phrases used to describe the process.
- Set up the pairwork for task 2. Monitor learners as they describe the process, checking for use of sequencing phrases and verb forms.

Differentiation

- Less confident learners can hear the audio again and/or listen and read the audio script.
- Photocopy the diagram, add verbs and put it on an OHT. Work together with less confident learners to build up the description of the process step by step. Learners can then practise in pairs.

Activity C *Writing: describing a process*

Pre-task activity

- Introduce the concept of differences between spoken and written language. Elicit any features learners may already be familiar with, e.g. – written language is more concise, may use more formal words, different types of links and structures, the use of the passive voice.

Task

- Replay the section of the audio represented in the first part of the written text. Learners note and then compare differences in pairs or small groups. Focus on the use of the passive, clear sequencing of the steps with words like *first* and *then* and examples of linking to make the relationship between steps clear, e.g. *as a result*.
- For task 2, learners work in pairs to prepare the rest of the written description of the process. Give out copies of the script for the learners to work with. Finished paragraphs can be exchanged with other pairs for comment and feedback.

Differentiation

- For the writing task provide a framework and support in exploring related vocabulary for less confident writers.

- Conduct Activity C as group activity, working together with the learners to build up the written description.

Extension

- Write the following gap-fill on the board or an OHT for learners to complete the process.

....., the steam through a pipe by the high pressure into the turbine, which at high speed by the steam. This turbine to a generator, where electricity then by the movement in the generator. In the next stage of the process, the voltage of the electricity by a transformer., the power to the national grid and through the system to the end-user.

- Use simple diagrams as a basis for learners to prepare their own written or spoken descriptions of a process.

Activity D *Listening: noting steps in an explanation*

Pre-task activity

- Use the picture to set the context. If available, bring in pictures of political graffiti and graffiti art. Ask learners about graffiti in the local area and how it makes them feel. Discuss what they would do about graffiti and about the people who create it.

Task

- In task 1 learners predict what action the Council would be likely to take.
- In task 2, learners listen and answer the general questions. Ask for views on the Council's solutions to the problem, and (if appropriate) whether they think these would work in their own area.
- Before playing the audio again for task 2, review features of note taking. Ask learners to complete their notes as they listen. Whole class feedback.

Differentiation

- Less confident listeners hear the audio again and/or listen and read the audio script in order to complete their notes.

Extension

- Depending on learners' experience of taking notes, you may want to give general help on picking out key points, leaving out unnecessary detail and words (e.g. *1: Mess 2: People may feel unsafe*), as well as using abbreviations such as *&*, *e.g.*, *i.e.*, *etc.*

Activity E Language: tag questions

Pre-task activity

- Ask learners to think about the attitude of the interviewer (e.g. aggressive, supportive, challenging) and what gave this particular impression.

Task

- Introduce the language point (tag questions). Draw attention to the examples in task 1 or put them on the board or an OHT. Elicit differences between the two types of question forms and point out that a tag question tag often assumes that the speaker already knows the answer. Also point out that tag questions are often used in interviews when the interviewer wants the interviewee to give a particular answer. Questions like these are called 'leading questions'.
- Elicit other examples of tag questions based on learners' experiences.
- For task 2, play the audio of the interview again. Learners listen for other examples of tag questions. For each tag question ask if the interviewer is asking a genuine question or just confirming what he thinks he already knows. Pause and replay as necessary.
- Once identified, play the audio of the questions, asking the learners to listen for intonation. Point out that if the intonation goes down, the interviewer is asking for confirmation only (he knows the answer); if the intonation goes up, it is more likely to be a genuine question.
- Learners practise the intonation in the tag questions.

Extension

- Prepare some cards with tag questions marked for a rising or falling intonation. Ask learners to repeat their question with the correct intonation, while other learners identify the intonation and attitude expressed.

Activity F

Writing

Pre-task activity

- Set the context. Councillor Gupta needs to write up her report for the Committee on environmental issues. Refer back to the learners' notes for Activity D3.
- Discuss the level of formality required for her report and features of more formal language.
- Review possible connecting words, particularly for listing (*first/firstly, secondly, thirdly, etc.*), adding additional points (*as well as, in addition to*) and concession (*however, even though, even so*). Discuss appropriacy in terms of register.

Task

- Learners may do this individually or in small groups. Select one or two reports to display on OHT for others to evaluate.

Pages 6 and 7

Action in the community

Materials

- Prepared cue cards – differentiation (teacher's own)

Rationale

To understand how meaning is built up in paragraphs; to use knowledge of grammar and context to understand a report; to develop ability to scan texts for information; to review the form and function of the third conditional and practise using it to analyse past events

Activity A Reading: a community group's web page

Pre-task activity

- Discuss what *community* means to learners. Do they feel part of their local community? Is it easy or difficult to feel involved? What about other communities, e.g. at work, around their children's school, their own organisations and support groups?
- Set the context of problems on one particular estate and how people are responding to it.

Task

- Use the picture to set the context for task 1. Encourage learners to list problems. Clarify any related vocabulary. Whole class feedback.
- Ensure learners look at the list of points for task 2 before looking at the headings used in the text. Set a time limit and then check that they have located the appropriate paragraphs. Focus on the value of using headings to locate information rather than a detailed reading of the whole text. Discuss when this might be useful.
- In task 3, learners read the whole text and check their predictions. Whole class feedback.

Activity B *Language: using the third conditional*

Pre-task activity

- Review second conditional statements from page 3. Check previous knowledge of the third conditional by eliciting examples using a context relevant to your learners.

Task

- Draw attention to the examples for task 1 or put them on the board or an OHT. Use the examples to draw attention to the form and concept.
- Work through the questions in task 2 to check understanding of the concept.
- After underlining the examples in the text for task 3, check verb forms.
- Focus on pronunciation of short forms *would've* and *wouldn't've*.
- Elicit differences in punctuation when the if clause is in the first part of the sentence (use a comma) and when it is the second clause (no comma).
- Elicit further examples from learners to ensure that they understand the concepts.
- As this structure can be a bit of a tongue twister, provide opportunities for oral practice.

Differentiation

- Prepare cue cards with further sentences for learners to turn into third conditionals, for example:

Cue: *I went to the street party, and I met all the neighbours that day.*

Learners: *If I hadn't gone to the street party, I wouldn't have met all the neighbours that day.*

Pages 8 and 9

A public meeting

Materials

- Audio – Councillor Gupta arriving for the meeting
- Audio – The Community Meeting

Rationale

To listen for main ideas and grammatical detail; to analyse past events using past modals; to follow arguments in a discussion and to note arguments; to express views and opinions with supporting arguments; to listen and respond to speakers in a discussion

Activity A *Listening: arriving for a meeting*

Pre-task activity

- Set the context.

Task

- Learners familiarise themselves with the concerns of the local community by looking at the plan of the Eastwood estate. Focus on the road layout near Wood Lane and adjacent facilities which they residents use daily.
- In answering task 1, encourage language for speculating about the problem, e.g. *It must be a problem for/because ... It can't be very good/easy for... I should think it's ..., etc.*
- Set the context for the conversation between Sita Gupta, the local councillor they heard in the radio interview, and Winston Okri, the chair of the ECG.
- Play the audio and take whole class feedback for task 2.

Activity B *Language: using past modals*

Pre-task activity

- As necessary, review modals for logical deduction. Start with present forms with *must + be*, *can't + be*, *may + be*. Use a situation like this one. *You are searching for your keys: They can't be in my purse. It's too small. They may be in my bag or they may be in my jacket pocket. They aren't in my pockets, so they must be in my bag. Ah, here they are!*

- Then focus on the past forms with *can't/might/must + participle*, e.g. *I can't find my keys. I can't have left them at work because I got into the house this evening. I might have left them in my jacket pocket, but I don't think so. I must have put them down somewhere in the house. Can you help me look for them?*

Task

- Learners listen to the audio and complete tasks 1 and 3. Whole class feedback. Focus on the use of past modals to analyse past events.
- Provide suggestions for task 4 based on knowledge of events in the local area, e.g. decisions made by the local authority accepting or turning down planning applications for a new football stadium, out-of-town shopping complex, the building of a new hotel on a flood plain, opening or closing a nursery, school, hostel, drug rehabilitation centre, etc.
- Learners think of a problem/situation that occurred some time ago.
 - Step 1: Learners work in small groups and think of possible reasons why this situation happened. The group leader quickly notes each reason, but at this stage, the reasons are not discussed in detail.
 - Step 2: The group works through the list of reasons, discussing each of them in turn and marking them – *almost certain, not really a reason* and *possible reason*.
 - Step 3: The groups prepare a short analysis of their situation, using past modals and present their summary to the rest of the class.

Differentiation

- Provide supplementary grammar exercises for learners, as appropriate.

Activity C *Listening and speaking: noting and discussing proposals*

Pre-task activity

- Ask about any experience of public or other meetings (in learners' first language or in English).
- Discuss some of the difficulties in participating in meetings, e.g. the conversation moving on before you have made your point, some people dominating the discussion, etc.
- Review features of note taking and set the context.

Task

- Check the concept of *proposal*, *supporting argument* and *counter argument* for the note-taking task 1, giving your own examples.
- After listening, encourage learners to compare notes, and give feedback. Check whether they have only listed key points.
- Prior to task 2, check learners' understanding of the purposes listed under task 2 and elicit examples. Learners complete the matching task and check answers. Elicit any other phrases the learners already know.
- Play the audio again pausing when learners hear other expressions with similar purposes.
- Set up task 3 for groups of four. Learners prepare arguments for and against their chosen proposal. Then in groups of four, they discuss each of the proposals in turn and try to reach a decision on the best one. Before the discussion, elicit phrases for: expressing advantages and disadvantages, agreeing and disagreeing and making counter-proposals.
- Each group reports back its decision and supporting arguments, and the task finishes with a class vote.

Differentiation

- Use the audio script to support learners in the matching of phrases and purposes in task 2.
- Encourage more confident learners to come up with their own arguments for and against proposals, for example:
A subway would take a long time to build and we need a solution now.
A subway would be much better than a footbridge in terms of how the area looks.

Extension

- Learners work in small groups and choose a local environmental problem. Suggest possible sources of information. They discuss the issue, putting forward proposals for action, with supporting arguments and counter arguments. They agree the best proposal and report back to the whole class.

Pages 10 and 11 Letters

Materials

- A variety of formal letters (teacher's own)
- Photocopiable resource – notes

Rationale

To identify main points and detail in a letter; to review the structure, style and conventions of a formal letter; to recognise appropriate levels of formality; to write a formal letter with correct sentence structure

Activity A *Reading and writing: analysing a letter*

Pre-task activity

- Make a collection of formal letters from the Council, tax office, bank, etc.
- Pass round your collection of formal letters, asking learners just to say who they are from and what they are about. Then lead a brief discussion on official, formal letters that learners have had to deal with in the UK. Who were they from? How did they deal with them? Was it difficult? Explain that this section will focus on the language of formal letters.

Task

- Set the context. Learners read the letter and work through the tasks 1- 3 individually. Whole class feedback.
- Check awareness of salutations and endings, e.g. what would change in the ending if the salutation was *Dear Sir/Madam*?
- Task 4 focuses on the structure of the letter. After taking feedback, compare differences in style and organisation of letters in the learners' first language.
- Tasks 5 and 6 focus on the formal vocabulary and expressions used in the letter. Learners can work on these two tasks in pairs. Check answers with other pairs before whole group feedback.

Activity B

Drafting a reply to a letter using notes

Pre-task activity

- Review the process involved in writing a letter, i.e. planning, drafting, proof-reading, re-drafting, and the fact that you need to have a high level of accuracy and sensitivity to register in formal letter writing.

Task

- Give learners a copy of Winston's notes from the photocopiable resources.
- Support learners in the planning stage. Before they write notes, get them to decide what main point each paragraph will communicate.
- Suggest comparing notes with a partner.
- When writing their first draft, encourage learners to leave space between the lines and wide margins for improvements.
- Involve learners in working out a check-list for the proof-reading stage, i.e. layout, meaning, clear connections between ideas, language accuracy and appropriacy, level of formality, spelling and punctuation.
- Encourage them to swap work and suggest improvements to each other's work prior to the final draft.

Differentiation

- In setting up the peer review stage, pair more confident learners and work on an individual basis with less confident ones.

Extension

- Get learners to pool ideas. What else can the ECG committee do to persuade the planning department to change its mind and create publicity for their cause?
- Learners can write two further letters. One would be rather informal and personal, from Gupta to Okri, referring back to the public meeting with thanks and then to the conclusions of the meeting with Carter. Another would be from Carter to Okri, formally reporting the conclusions of his meeting with Gupta and setting up a meeting with ECG.

Pages 12 and 13

The big food fight

Materials

- Newspaper clippings/website printouts, etc. on recent GM developments (teacher's own)
- Access to computers and the Internet if possible

Rationale

To research different sources of information on the same topic; to practise reading for detail; to read critically to evaluate arguments for and against an environmental issue; to compare information and discuss differing points of view; to plan and write a summary report using an appropriate range of structure and vocabulary

Activity A *Reading: arguments for and against*

Pre-task activity

- Explain that the focus now moves away from local issues to a large-scale one.
- Lead a brief discussion to establish what learners know about GM issues. Make sure they all understand that genetic modification (or manipulation) of farm products means the addition of genes from one species to another in order to improve it in some way, i.e. make it resist disease or pests better, survive better in severe conditions, or produce a better yield. Explain that GM food is generally accepted in North America, but that in Britain and the rest of Europe it is very controversial.

Task

- All the learners read the first cutting A, and underline arguments for and against GM. Whole class feedback.
- For task 2, learners can work in small groups, each taking one of the texts B-E to read and summarise it for the group. Monitor as appropriate. Whole class feedback.
- Learners work in small groups and discuss and compare their findings and the different points of view about GM. Through discussion the learners work towards a group decision. Monitor as appropriate.

Activity B

Writing a summary

Pre-task activity

- Encourage learners to research current GM developments. Supply some examples of texts of your own if possible. If necessary, provide suggestions for sources of information, including websites, e.g. www.news.bbc.co.uk
www.newscientist.com
www.greenpeace.org.uk

Task

- Before starting to write, go over basic summary procedures. Learners should mark key points, reword as briefly and precisely as they can, and leave out all non-essentials. Learners are free to write their own conclusions. Provide suggestions for structuring as appropriate. Review phrases for introducing different points of view and relevant discourse markers, e.g. *on the one hand, however, in contrast to*, etc.
- Finished summaries can be put on an OHT or copied and distributed to other groups for comment and feedback.

Extension

The discussion could lend itself to a class vote:

- Freely permit GM food importation, production and sale.
- Ban all of the above.
- Allow the above, but only if GM products are clearly marked as such so that consumers can avoid them if they so wish.

Page 14

Project

Materials

- Local newspaper articles, newsletters, etc. with stories about local environmental and/or other issues that are likely to interest learners
- Access to computers and the Internet if possible

Rationale

To bring together the skills practised in the unit; to provide an opportunity to move outside the classroom; to provide evidence of learning for the learner's portfolio, progress record and ILP review

Note

- The project will need careful setting up. See notes on Project Work in the Introduction to the Teacher's Notes.

Activity A *Decide on a local 'cause'*

Pre-task activity

- Collect and pass round relevant newspaper articles etc. to encourage discussion on current local issues.

Task

- Learners choose an issue of interest to all. Whole class feedback.

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

- Check contacts and website addresses below (in case they have changed) and give them to learners.
- Useful contacts and website addresses:
BTCV is a leading conservation charity, which provides services to local groups across the UK.
36 St Mary's Street, Wallingford, Oxon OX10 0EU, Tel 01491 839766, www.btcv.org
Voluntary but not Amateur is a guide to the law for voluntary organisations and community groups which is published and regularly updated by the London Voluntary Service Council,
356 Holloway Road, London N7 6PA, www.lvsc.org.uk
Shell Better Britain Campaign publishes a range of information sheets aimed at helping community groups get organised.
www.sbbc.co.uk/resources
Community Matters is a national association for community associations.
8/9 Upper Street, Islington, London N1 0PQ, Tel 020 7226 0189, www.communitymatters.org.uk
CVSs are local voluntary sector umbrella bodies. Check out if there is a CVS in your area by ringing the National Association of CVSs. Tel 0114 2786636. www.nacvs.org.uk

Activity C *Hold your first meeting*

Task

- Learners hold their meeting. Monitor groups. Whole class feedback.

Activity D *Write for your website*

- Help learners as needed.

Page 15 Check it

Rationale

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

Page 16 Mini-projects Materials

- Computers with Internet access if possible
- Newspapers and magazines with topical environmental stories (teacher's own)

Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners can select one or both tasks. For more information, see the Introduction to the Teacher's Notes.

How am I doing?

Rationale

To encourage learners to evaluate their learning; to provide a record of learning for the learner's progress record

Learners record and evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

Photocopiable resources

Pages 2 and 3 How green are you?

Activity A3

How well did you score?

1 a 0 b 2 c 4

- a Modern family cars have better fuel efficiency and lower emissions, but they are heavy and complex, and running costs are high.
- b Dual-engine cars reduce fuel consumption. But protecting the planet means driving less and consuming fewer resources, not building, buying and driving new cars.
- c If you really need a car, keep the one you have, maintain it well and use it until it no longer goes. Then get it to a scrap dealer, who can recycle many of the parts.



2 a 4 b 2 c 0

- a The average family in Britain produces over 1,000 kilos of rubbish per year, and disposal is difficult and expensive, so the most important thing we can do is produce less of it.
- b It is also very important to separate out materials for recycling, but newspapers are only the start. We can also recycle glass and plastic bottles and aluminium cans, as well as food waste for garden compost.
- c As for putting out rubbish securely, everybody should already be doing this – but only with the rubbish that really is rubbish.

3 a 2 b 0 c 4

- a Allotments are cheap, and you can often get one per adult. However, would the whole family really work hard there every weekend? Would you produce enough? If not, then what?
- b Most people rely mainly on the supermarket, but the cheapest products may not be very healthy and may have travelled far around the world, making the true environmental cost far higher than the price you pay. As for prepared meals, these are very expensive and are wrapped up in much environmentally unfriendly packaging. A few of these would cancel all your economy food savings.
- c Using a mixture of sources is the best choice. By paying money directly to the farmer, you know the food is fresh and you are helping the local economy. Running one allotment for the family is realistic and useful. The supermarket is also convenient and sometimes necessary, but just make sure you buy good-quality, fresh produce.

What your scores mean:

0–4 Come on. Try to do better than this!

6–8 You see some of the problems and are trying to help.

10–12 Wonderful, but ... are you too good to be true?

Record your group's scores on this grid

Name	Question 1	Question 2	Question 3	Total

Pages 2 and 3

How green are you?

Activity C – differentiation

Quiz

- 1 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. If that happened, how would you respond?
 - a Ignore the incident and walk on in order not to risk damaging your friendly relationship.
 - b Phone the police and give them an anonymous tip-off, and then walk on without saying anything.
 - c Walk up to the neighbour and politely point out the danger to children and offer to help unload the rubbish at the nearest official dump.
- 2 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. If you were in that situation, which of the following would you do?
 - a Dump the old fridge in a builder's skip around the corner and get your new, eco-friendly fridge as soon as possible.
 - b Take your old fridge to a scrap yard equipped to take out the old, environmentally dangerous refrigerant safely, and get your new, eco-friendly fridge as soon as possible.
 - c Keep your old fridge running until it breaks down, then take it to a scrap yard equipped to take out the old, environmentally dangerous refrigerant safely, and then hope to find a new fridge at a bargain price.



How well did you score?

- 1 a 0 b 2 c 4
 - a Doing nothing about the incident leaves children in danger and your neighbour unaware of his irresponsibility.
 - b At least telling the police means that something will be done eventually, but perhaps not before a child has fallen on the glass.
 - c Talking to your neighbour is the hardest thing to do, but if the friendly relationship is worth anything, he will accept what you say, and even the offer of help. Who knows, the incident might lead from friendly chats to real friendship!
- 2 a 0 b 4 c 2
 - a Dumping irresponsibly is the worst option since the refrigerant will escape at some point in the dumping process and this will further harm the much-damaged ozone layer that protects the planet from dangerous radiation from the sun.
 - b Getting rid of the old fridge safely and getting the cheap, new efficient one is the best option overall.
 - c Running the old machine until it breaks down and then getting rid of it safely is not so good because during that period it would use a lot of electricity inefficiently. That means more greenhouse gases from power generation. You would have to buy a new fridge in the end anyway, and you probably would not find such a good bargain again.

The higher your score the greener you are!

Pages 10 and 11

Letters

Activity B

Winston's notes

- Unhappy about decision
- Request reconsider - several recent accidents - senior citizen Teresa Hill - as reported in local press
- Responses to argument against taking action:
 - ECG committee members research - 15,000+ vehicle movements on normal weekday, i.e. extremely busy!
 - Crossing point too far for young children, shoppers - over 500 metres each way
- Special Government funds for urban regeneration projects all over country? Why not work together and apply?
- Preferred solution as discussed at public meeting attended by Councillor Gupta
- Request urgent meeting with Planning Department