



Going green?

Level

Upper intermediate / Advanced (equivalent to level B2–C2)

Language

Expressions containing *green*, vocabulary about the environment, language of persuasion and negotiation

Image work

Looking at an image from different perspectives; using an image as a stimulus for discussion

How to use the lesson

- 1 *Going green*: taking action to help the environment. Other possible expressions are *green with envy*, *green as grass*, *green stuff*, *green fingers* (AE: *green thumb*), *green-eyed monster*, *greener pastures*. The colour green is associated with the environmental movement (Greenpeace being a well-known example). Check that students understand these expressions and refer them to a dictionary if necessary.
- 2 The picture seems to suggest renewal as the chick is a symbol of new beginnings in many cultures. The man is holding the chick carefully which could symbolise the fragility of the Earth and how careful we need to be with it. Accept any answers that could be correct here as it is open to interpretation.
- 3 *Pollution*: the contamination of air, water or soil by substances that are harmful to living organisms
Conservation: the protection, preservation, management, or restoration of wildlife and of natural resources such as forests, soil, and water
Solar power: energy from the sun that is converted into thermal or electrical energy
Wind energy: energy from the wind that is converted into electrical or other energy
Renewable: relating to a natural resource, such as solar energy, water, or wood, that is never used up or that can be replaced by new growth
Sustainable: capable of being maintained at a steady level without exhausting natural resources or causing severe ecological damage
Carbon footprint: the amount of carbon dioxide emitted due to the consumption of fossil fuels, eg petrol, by a particular person or group
Over-fishing: fishing (a body of water) to such a degree as to upset the ecological balance or cause depletion of living creatures
Ecosystem: all the plants and animals in a particular area, considered as a system with parts that depend on one another
- 4 Initiate a discussion here as there are multiple possibilities. Some ideas are: global warming, energy depletion, ecological collapse of the world's oceans, species endangerment, pollution (and its many effects on health), dwindling water resources, where people live (the unsustainability of cities).
- 5
 - Once we have destroyed planet Earth, we won't be able to get it back.
 - Be careful when using paper as it takes precious natural resources to make it.
 - We need to protect planet Earth for future generations – this is our collective responsibility.
 - Recycling is good for the environment but is also an easy way to get what you need without paying high street prices.Accept any legitimate interpretations here and if you wish introduce your students to the idea of freecycling uk.freecycle.org/.
- 6 Spend some time helping your students prepare for their roles. Give them some time to write out some questions they might have for each other and then their suggestions / advice. Encourage them to discuss and debate the issues thoroughly using some of the language they have learned. Monitor and help them during the discussion. As an extra activity, you could ask for class feedback on the different problems and constraints each group 'character' faces and how to overcome them.