




Reducing pollution

SELF STUDY

If students are working alone, note that 3b, 4a, 4b and the REFLECT ON IT box all have open answers. If possible, give self-study students the opportunity to show you their answers and work, or to exchange their answers and work with other students.

Before watching

WARMER

Draw the recycle symbol on the board:  Ask students what it is and what it means. Then ask what type of things you see it on and make a list on the board. Finally, ask how often students use this symbol to help them make decisions about what they recycle.

- 1 The crossword reviews key vocabulary and concepts in preparation for watching the video.

Answers


Across

3 biodegradable 4 paper 5 garbage 6 throw
7 recycle

Down


1 river 2 lake 4 plastic

While watching

- 2a  84 Tell students they're going to watch a video podcast with ideas for using less plastic. Ask them to predict (or recall) what the presenter of the video will say. When watching tell them that they only need to complete the sentences given. Give students time to compare answers in pairs before you check them with the class.

Answers

1 plastic bags in supermarkets 2 drinks in plastic bottles
3 normal water 4 all (of) your food in plastic
5 biodegradable plastic


- 2b  84 Make sure students read the questions carefully before watching again. You could get pairs to try and answer them from memory before watching – this will increase their chances of understanding things. Give students time to recall the things they heard and write down their answers before checking them.

Answers

1 No, they don't.
2 They go/get into rivers and lakes and the sea.
3 They can kill animals and fish.
4 Because it's easier to recycle them.
5 Because it's cheaper than mineral water and doesn't come in a plastic bottle..
6 Paper bags.

VIDEO SKILLS: Understanding new words

Dealing with new words is a key sub-skill (or strategy) that needs to be reviewed and practised regularly, especially in the context of listening.

- 3a  84 **VIDEO SKILLS** Ask students to read through the video skills box before doing this exercise, as it's an integral part of what they have to do here. Once the role of the questions in applying the sub-skill/strategy is clear, ask them to look in pairs at the words. Do they understand them with the help of the first two questions? Can they write a definition now? At this point, play the video again and ask students to use questions 3 and 4 to check or complete their definitions.

Suggested answers

- 1 It's a big number (a million million).
- 2 They're people who buy things in shops.
- 3 It means 'one time'.
- 4 It means 'not cold' or 'quite but not very hot'.
- 5 You use it to clean water.

- 3b Ask some students to share their ideas with the class as a way to generate discussion.

After watching

- 4a This exercise homes in on the life skill by getting students to think in more detail about the suggestions in the video and raise their awareness of how much they and their family do to reduce the plastic they use. Ask students to exchange their answers in pairs first so that they get an idea of how their behaviour compares to others'. Then find out if there is a general tendency in the class.
- 4b **SKILLS 4 LIFE** Here students find out exactly how long some common items of rubbish take to biodegrade. This is something that should help to make them even more aware of rubbish disposal as an issue. The activity involves some online research, so depending on whether students can all access the Internet in class, this might involve some work at home between classes. Step 3 is something that could be done in small groups initially and then as a whole class.

+ EXTRA ACTIVITY

Students could work in pairs or small groups to film a short informative video on a mobile phone to tell people some of the facts they found out during the activity and raise awareness of this issue.

REFLECT ON IT



The idea behind the question is to get students thinking about where their rubbish goes. Do they know? Do they ever think about it? The idea is not to give facts here, but to raise awareness of the fact that rubbish doesn't simply 'disappear'.