

# THE ENVIRONMENTAL CHALLENGE

**Students worksheets** 

#### **RATIONALE**

The role of youths from all parts of the world should be to be actively involved in the protection of the environment at all levels, from accessing information and participating as much as possible in decision-making processes to being socially mobilized within their own context. This is due to the fact that this issue affects their present lives and has strong implications for their future.

It also offers an opportunity for reflection upon their contribution as citizens and represents a challenging learning experience in CLILL.

Some of the images, web pages and information used in these materials are taken from the internet and are for educational purposes only.

Original drawings: Núria Torrentó.

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LEARNING MORE ABOUT YOUNG EUROPEAN CHALLENGES

# SHOULD WE, AS EUROPEAN TEENAGERS, BOTHER ABOUT THE ENVIRONMENT?



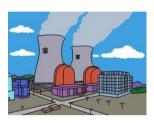
Hungary: toxic red sludge (2010)



Spain: oil spills (2002)



North Sea: oil and gas platform explosion (1998)



Ukraine: nuclear power plant explosion in Chernobyl (1986)

#### **ACTIVITIES:**

ACTIVITY 1. Partner.

Discuss the questions in A, B and C below with your

# A) Which worries you more?

A load of rubbish	
Water pollution	
Water shortage	
Wildlife in danger	
Climate change	
Fuel stocks running	
down	
Air pollution	



Is it any of our business? Why? Why not?

YES, because I/we ...... No, because I/we ......



Should we get involved? How can we help?

#### **UNIT 2: THE ENVIRONMENTAL CHALLENGE**



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By recycling paper, .....

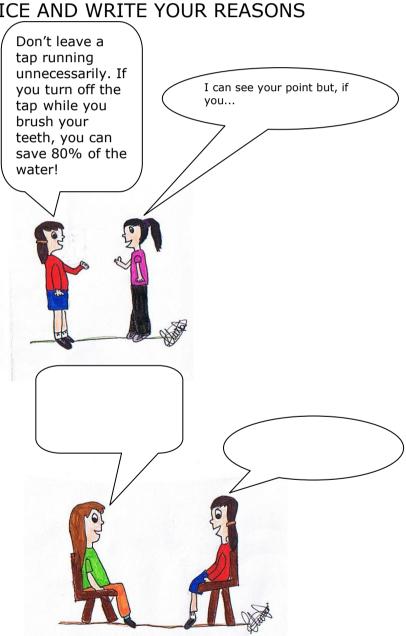
By buying unwrapped local food, ....

By taking public transport,

By .....

Language tips

# PRACTICE AND WRITE YOUR REASONS







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Take action by REDUCING, REUSING, and RECYCLING:

Learn: REDUCE, REUSE, RECYCLE

Over 60% of household waste can be recycled.



REDUCING: Making less rubbish and not using much energy

REUSING: Finding other uses for things instead of throwing them away

RECYCLING: Turning rubbish into something else rather than just throwing it away

## **UNIT 2: THE ENVIRONMENTAL CHALLENGE**



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**ACTIVITY 2** Work in pairs. Choose the correct container for the items of household waste:





- 1. ORGANIC WASTE
- 2. RUBBISH

- 3. PAPER 4. GLASS
- 5. PLASTIC & METAL

1. ORGANIC WASTE	2, RUBBISH	3. PAPER	4. GLASS	5. PLASTIC & METAL	6. RECYCLING FACILITY

a pot of yoghurt	CDs	a banana skin	a packet of crisps	a milk drink carton
a newspaper	tea bags	fish bones	coffee grounds	a toilet roll tube
aluminium foil	a sandwich	eggshells	baby's nappies	dirty paper bags
an apple core	a bottle of wine	ash	pet poo	mobile phones
batteries	a can of coke	clothes	cardboard	cigarette butts

#### **UNIT 2: THE ENVIRONMENTAL CHALLENGE**



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**ACTIVITY 3**. Work in pairs: If you do the following actions, are you REDUCING, REUSING OR RECYCLING? Agree with your partner and add one more action of your own to each category.

- Use libraries and rental shops.
- Download music or films from internet.
- Refuse plastic bags at shops and take the old plastic ones from home.
- Avoid single use plastic cups.
- Wash empty mineral water bottles and fill them up again.
- Take clothes you no longer need to a charity shop or try to shop at these places too.
- Buy refillable containers for drinks.
- Make a present for yourself without buying anything new.
- Use rechargeable batteries.
- Sort household waste at home and at school and put it into the correct recycling facility.
- Buy large containers for drinks.

REDUCING: Making less rubbish and not	usina much	enerav
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- •
- •
- •
- •
- •

REUSING: Finding other uses for things instead of throwing them away

- •
- •
- •
- •
- •





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RECYCLING: Turning rubbish into something else rather than just throwing it away

- •
- •
- •
- •
- •

**ACTIVITY 4.** Look at the information on the following website and write two key words in the table for each slide. Compare the results with your partner when you finish.

http://rethink.sita.co.uk/the-fun-stuff/the-green-team

Key words

1 collected from home	6
2	7
3	8
4	9
5	10





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**ACTIVITY 5**. Work in pairs. Guess the meaning of the words in the table below from the images on the slides at:

http://rethink.sita.co.uk/the-fun-stuff/the-green-team

1	To be collected
2	To be sorted
3	To be baled
4	Bale shaped
5	To be shredded
6	Tiny pieces
7	To remove
8	To de-dust
9	To be melted
10	To be filtered
11	Wire mesh
12	Strands
13	To be spun
14	Fleece
15	Sleeping bags

# UNIT 2: THE ENVIRONMENTAL CHALLENGE



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**ACTIVITY 6** Work in pairs. Put all the sentences in the right order to explain plastic's recycling process.

# PLASTIC'S RECYCLING PROCESS

1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9			
10.			

#### **UNIT 2: THE ENVIRONMENTAL CHALLENGE**



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# **ACTIVITY 7.** Work in your teams:



The carbon footprint is the amount of CO2 and other greenhouse gases that an individual, a business or a country produces.

- ✓ Calculate your team's Carbon footprint. http://www.meetthegreens.org/features/carbon-calculator.html
  - a. What's your personal score in Tonnes of CO2?
  - b. What's the average of your group? Of your school? Of your
  - c. Discuss your scores and give reasons, explaining the results.
- ✓ What would be the Carbon footprint of the kids in the pictures below? Explain the differences in terms of solidarity and sustainability.
  - Think about what they eat, how they travel, things they have or use at home and what they throw away.
  - Explain the differences in energy and natural resources consumed. In which countries is there an over consumption of natural resources? Is it Is equitable development promoted all over the world? Can we continue in the same way? Why?



People drink polluted water from lakes and from public tanks which are shared by human beings and animals alike. Most water sources are contaminated by sewage and agricultural runoff. In India, diarrhoea alone causes more than 1,600 deaths daily.



photo: Sarah Fobes

United Nations Deputy Secretary-General Asha-Rose Migiro: "if present trends continue, 1.8 billion people will be living in countries or regions with water scarcity by 2025, and twothirds of the world population could be subject to water stress" Migro continued to warn against the severity of the problem saying "The lack of safe water and sanitation is inextricably linked with poverty and malnutrition, particularly among the world's poor." http://sustainabilityninja.com



photo: Andrew Heavens

One of the more critical and less talked about environmental changes occurring right now in several regions of the world, is a developing shortage of water. According to the Pulitzer Center, "Water scarcity in East Africa is fueling conflict and stopping development while growing in step with local populations and rising global temperatures."

http://ethiopianforum.ning.com





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		tprint is t								
gases	tnat an II	ndividual,				your res				
14										
12										
10										
8										
6										
4										
2										
CO2 tonnes	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Group average	School average	Country average	

# **UNIT 2: THE ENVIRONMENTAL CHALLENGE**



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Language tips: Discuss your scores and give reasons explaining the results:

Why do I have to recycle all my household waste? That requires a lot of work every day!



That's true, but you should do it! If you recycle, then you save energy.

You should also cut down on

And avoid disposables ....

And use rechargeable batteries.

And reuse plastic bags.

#### **GIVE REASONS:**

Why does she recycle?

The reason for this is that .....

If ..... happens, (then) ..... will happen.

There are three reasons for this ......

For this reason, I .....

This is / was due to .....

That is / was because of ......

**AGREEMENTS:** 

I agree with you

We are in complete agreement

I can see your point but ...

DISAGREEMENTS:
I disagree with you





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Language tips: Compare the differences between developed an developing countries. Think about what they eat, how they travel, things they have or use at home, what they throw away:







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#### **COMPARING AND CONTRASTING IDEAS**

#### For similarities

is similar to ... (in that/in)

similarly

... and ... are similar (in that/in so far as ...)

... is like ... (in that/in so far as ...)

like

equally

in a similar manner

in the same way

... and ... both have ... in common

#### For differences

... is unlike ...(in that/in so far as)

in contrast/alternatively

compared with

in comparison with

... is different from ... (in that/in so far as)

on the one hand/on the other hand

instead of

however/otherwise

... differs from ... in respect to: (firstly, etc)

... can be distinguished from ... Alternatively

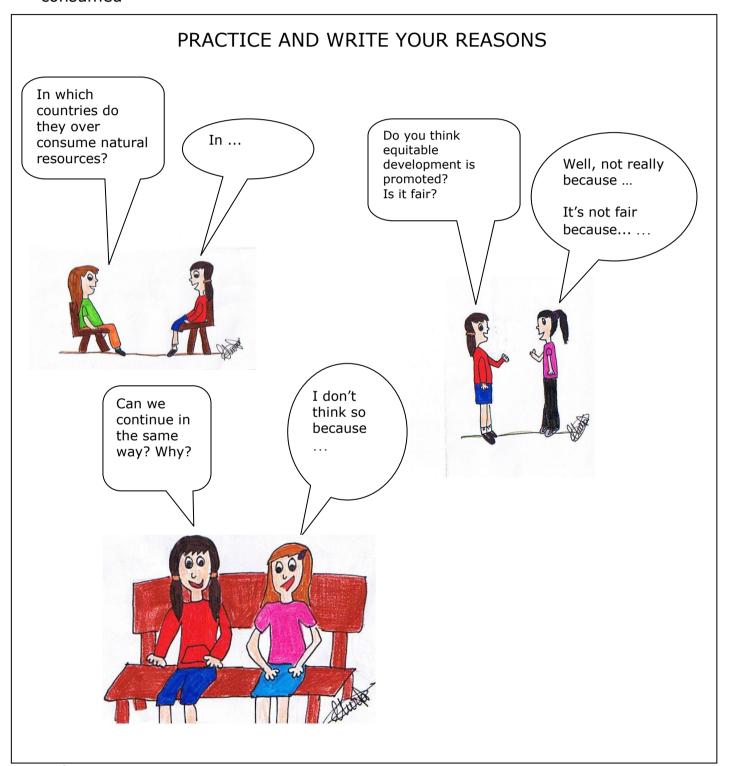
from a different point of view.





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Language tips:Explain the differences in energy and natural resources consumed







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ACTIVITY 8. Work into expert groups. This is a jigsaw activity.

So, take action!

- ✓ Read your text about an environmental problem.
- ✓ Discuss the content with your partners.
- ✓ Fill the special framework for that problem below to help understand it better and to be able to share your results more easily.
- ✓ Find five possible personal action steps you can take in your everyday life, at home or at school, in order to help solve the environmental problem you have been working on. Write them in the table below the framework.
- ✓ An example is given in the material Let's have a party at home!

#### Helpful resources:

Book: Why should I bother about the planet? Usborne editions

Web sites:

www.usborne.com

http://www.meetthegreens.org/

Tips for helping the planet at home:

http://wwf.panda.org/how you can help/at home/

Tips for helping the planet at school:

http://wwf.panda.org/how you can help/at school/

Tips for helping the planet with green shopping and interesting clips:

http://wwf.panda.org/how you can help/out shopping/





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Framework for an easy understanding of the content:
CAUSES:
PROBLEM: WASTING ENERGY
CONSEQUENCES
SOLUTIONS

Personal action steps you can take in your everyday life that can help the environment.

WASTING ENERGY

at home

at school

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LEARNING MORE ABOUT YOUNG EUROPEAN CHALLENGES

Framework for an easy understanding of the content:
CAUSES:
DDODLEM CLIMATE CHANCE
PROBLEM: CLIMATE CHANGE
CONSEQUENCES
SOLUTIONS

Personal action steps you can take in your ev	veryday life that can help the environment.
CLIMA	TE CHANGE
at home	at school
•	•
•	•
•	•





LEARNING MORE ABOUT YOUNG EUROPEAN CHALLENGES

Framework for an easy understanding of the content:
CAUSES:
PROBLEM: AIR POLLUTION
CONSEQUENCES
COLLITIONS
SOLUTIONS

Personal action steps you can take in your everyday life that can help the environment.

AIR POLLUTION

at home

at school

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.
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LEARNING MORE ABOUT YOUNG EUROPEAN CHALLENGES

Framework for an easy understanding of the content:
CAUSES:
PROBLEM: A LOAD OF OLD RUBBISH
CONSEQUENCES
CONSEQUENCES
SOLUTIONS
SOLUTIONS

Personal action steps you can take in your everyday life that can help the environment.

# A LOAD OF OLD RUBBISH

at home	at school
•	•
•	•
•	•
•	•





LEARNING MORE ABOUT YOUNG EUROPEAN CHALLENGES

Framework for an easy understanding of the content:
CAUSES:
CAUSES.
PROBLEM: WATER POLLUTION AND WATER SHORTAGE
CONSEQUENCES
CONSEQUENCES
SOLUTIONS





LEARNING MORE ABOUT YOUNG EUROPEAN CHALLENGES

Framework for an easy understanding of the content:
CAUSES:
PROBLEM: CHEMICAL OVERLOAD
CONSEQUENCES
SOLUTIONS

Personal action steps you can take in your everyday life that can help the environment.		
CHEMICAL OVERLOAD		
at home	at school	
•	•	
•	•	
•	•	
•	•	
•	•	





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Work with your team mates again.

- Explain to them what the environmental problem you studied as experts was.
- ✓ Present your action steps for helping the planet.
- ✓ Agree two courses of action with your present group that will reduce household waste and help the planet for each environmental problem.
- ✓ Make two lists. In one, write actions we can take at school, and in the other, write actions we can take at home.

Write an essay for the school magazine explaining how you can help the planet and get people to know about '350.org', in its campaign to fight against the climate change in the year 2010, and 'agenda 21', a United Nations Environment Programme for sustainable development in 21<sup>st</sup> century.

'Be compromised and get involved in helping the planet'

http://www.350.org/es/nuestra-misi%C3%B3n

 $\underline{http://www.unep.org/Documents.Multilingual/Default.asp?DocumentID=52\&ArticleID=73\&l=en$ 

#### **UNIT 2: THE ENVIRONMENTAL CHALLENGE**



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# TIPS FOR WRITING

- Compositions must have a title.
- Compositions must always have three paragraphs: an introduction, a main body paragraph and a conclusion. They must be clear and visible.
- Be consistent in the use of verbal tenses: present, future and past.
- All sentences in English have a subject, verb and object in this order except for imperatives which don't have a subject.
- English adjectives always come before the noun they modify.
- English adjectives never have plural forms.
- All your writing must have margins.

'Be compromised and get involved in helping the planet'

In our school we are working on .....

Our actions for saving the planet are .....

'There are other organisations like 350.org which are making campaigns for fighting against climate change in the year 2010, by doing ....

Global programmes such as 'agenda 21' a United Nations' Environmental Programme for sustainable development in 21<sup>st</sup> century, is .....



What hard work this is for all of us in this class!





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# Language tips:



# **List of connectors:**

To add information: and; furthermore; moreover; apart from;

also; too; as well.

To describe causes: because; since; due to; for this reason;

that is why.

#### **UNIT 2: THE ENVIRONMENTAL CHALLENGE**



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To describe a result: so; consequently; as a result; as a consequence.

To show purpose (why): to...; in order to; so that.

To show manner: with precision; use adverbs, e.g. slowly, carefully.

To describe similarity: in the same way.

To express personal opinion: in my opinion; I think; I believe; from my point of view; as I see it.

To describe reality: in fact; actually; the truth is.

To enumerate: in the first place; first of all; secondly, after that; then; next; finally.

To give examples: for example; for instance; such as; like. To introduce different points of view: on the other hand; in contrast.

To finish: in conclusion; to sum up; finally; to conclude.