



# TRASH, THE WORLD AND ME

**1** Read the text. Explain the aim of the project TrashedWorld - to get young people to examine their own lives in relation to waste and to share findings with classrooms in other countries. Tell students which countries you will be exchanging with. Visit [www.trashedworld.com](http://www.trashedworld.com) to find a partner if you haven't found one yet! Ask your students which country they'd like to partner with.

- Play the first clip (*clip 01*). Repeat 'Life on Earth looks perfect from space, but if you look closely you can see the results of our consumption'. Ask students to talk in groups of 3. What are the results of our consumption? Write student suggestions up on the screen.
- Play the next part of the clip (*clip 02*). The images are very shocking. Tell them to try and predict what 'results of our consumption' they will see in the film. Let students watch in silence. Ask the class to add any other 'results of consumption' they saw in the images. (There are many 'ideas' in the clip. Some phrases which students may give are: *rubbish dump, trash, garbage, fumes, poverty, illness, waste pickers, animals eating rubbish, burning plastic, litter, destruction, tipping, black smoke, poisonous gases, plastic bags everywhere*).

**2** Play the next clip (*clip 03*) Pause the clip at 02.00. Get students to answer the questions.

**Key:** a) we always buried it, b) we dump it, c) an uncontrolled dump, d) 80 tonnes, e) over 40 metres

- Now tell students to watch the clip again to complete the gaps in the text. Let students compare with a partner and then check answers as a class. Play the clip again if necessary.

**Key:** 1 replaced by trash; 2 how much rubbish we produce; 3 we're making more garbage now; 4 affecting the land, the air, the seas; 5 we sometimes don't dig, we just dump; 6 an uncontrolled dump; 7 a trash mountain; 8 chemicals leach into the ground.

**3** Get students to find the phrases which mean the same or similar to the ones in the text.

**Key:** 1 G; 2 A; 3 F; 4 B; 5 D; 6 C; 7 H; 8 E

**4** Play the rest of the clip (*clip 03*) from 02.00. Tell students to number the pictures in the order they see them.

**Key:**





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**5** Get students to make the compound phrases. Encourage them to guess any they aren't sure about. Play the next part of the clip (*clip 03*) up to 02.30. Pause the film and let students check their answers with the transcript if needed.

Key:

pernicious	fishermen	pernicious greenhouse gas	a harmful gas contributing to global warming
tumbling	run-off	200,000 inhabitants	the number of people living in Saida
liquid	greenhouse gas	tumbling trash	rubbish falling into the sea
local	trash	liquid run-off	water-like substance that flows off the land
200,000	inhabitants	local fishermen	people in the area who make a living catching fish

**6** Continue the clip (*clip 03*) from 02.30. Pause the film and get students to circle the names of the countries mentioned by the narrator on their maps.

**Key:** Italy, Cyprus, Syria, Turkey

- Then, get students to watch and mark in pen the coastline affected by the pollution from the Saida dump. Point out that this is the consequence of just *one* dump from *one* city. Ask here who students think are the world's largest producers of waste and move them to page 4.

**7** Direct students to the map of the world's largest producers of rubbish. Get students to try and place the amount of waste in millions of tonnes per year produced by each of the countries on the map. If necessary provide a large world map, atlases or access to the Internet. Let students compare with a partner and if you have time, ask them if their previous guesses were right.

**8** To close, hand out the Trashed World Investigation Sheet for Unit 1 and ask students if they know how much waste their home country produces per year in millions of tonnes. Tell them to have a guess, and then go and find out for next class.

- Get your students to produce a simple outline map of their home town or city and locate the landfills, rubbish dumps and recycling centres on it to bring to the next lesson.

## Unit Glossary

The unit glossary is quite comprehensive. It is meant for reference. Nevertheless, you will find a vocabulary revision activity appended to the unit. There are also links to external 'flashcard' applications and platforms for vocabulary development.



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## Vocabulary revision

Carrying out a question loop activity: Cut out the strips and give one to each student. Get a student to read out their question and ask 'Who has the right answer?' Students check their paper strips and if they think they have the answer they shout it out. If it's the right answer tell the student to read their question. This continues till all the questions and answers have been read.

Question loop with terms from unit 1

What does affecting mean?	It's an adjective meaning causing damage
What does beachcombing mean?	It's a verb meaning changing, influencing
What does consumption mean?	It's a noun meaning looking for things brought up by the sea onto the shore
What does decomposes mean?	It's a noun meaning using up or eating food or resources
What does dig mean?	It's a verb meaning breaks down into smaller parts
What does dump mean?	It's a verb meaning to make a hole in the ground by removing earth
What does effects mean?	It's a noun meaning to throw away lots of trash at a special place for rubbish
What does finite mean?	It's a noun meaning the results, consequences, changes
What does garbage mean?	It's an adjective meaning having limits
What does greenhouse gas mean?	It's a noun meaning synonym for waste, rubbish, trash



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## Vocabulary revision

Question loop with terms from unit 1

What does leach mean?	It's a noun meaning gases which contribute to the earth's warming
What does liquid run-off mean?	It's a verb meaning to filter a liquid through another substance so material is left behind
What does methane mean?	It's a noun meaning polluted water that flows down from a height
What does resources mean?	It's a noun meaning a powerful greenhouse gas
What does rubbish mean?	It's a noun meaning money or materials used to do or make something
What does trash mean?	It's a noun meaning synonym for waste, garbage, trash
What does waste mean?	It's a noun meaning synonym for waste, rubbish, garbage
What does tip mean?	It's a noun meaning rubbish, trash, things thrown away
What does harmful mean?	It's another way of saying 'dump' or a special place to get rid of rubbish