

# Turn Off That Light!

## A Discussion

Look at these examples of wasting energy. Which ones does the class think are the most wasteful?

- Going to bed leaving the light on.
- Leaving the TV in standby mode for 3 days.
- Taking your sweater off and increasing the heating.
- Having a half-hour hot shower to wake you up.
- Putting a light on your garden lawn to light up the house.
- Going on holiday and forgetting to turn off the air conditioning.
- Leaving your car engine running for 10 minutes while waiting for a friend.



How many of these are you yourself guilty of? Why do you think it's important to save energy?

## B Vocabulary

You are going to listen to a radio programme about one of the examples of energy waste we spoke about before, the excessive or wasteful use of light. Before you listen, here are some difficult words that you will hear in the programme.

Work with another student to put each word into its dictionary definition.

Spill (n)	Pervasive	Glare
Implement	Trespass	Gutter

1. \_\_\_\_\_. (v) Go onto private property without permission. (n) The act of going onto private property without permission.
2. \_\_\_\_\_. (adj) Widespread, common, usually with a negative connotation.
3. \_\_\_\_\_. (n) The accidental release of a liquid, often used in association with hazardous materials and oil/gas products.
4. \_\_\_\_\_. (v) To allow a new regulation or rule to be passed and enforced.
5. \_\_\_\_\_. (n) Light which is too bright and may reduce visibility in the surrounding area.
6. \_\_\_\_\_. (n) Plastic tubing which is used on roofs to channel rainwater to a pipe that leads down to ground level.

**C** Listening**Part One**

As you listen to the conversation between Mike Kuplowski, presenter of the My World radio show, and his guest Susan Conroy, complete these sentences.

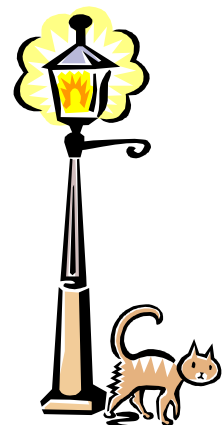


1. Susan Conroy works for the \_\_\_\_\_ Dark Skies Association.
2. Light pollution has been estimated to cost somewhere between 25% and \_\_\_\_\_ of global energy costs.
3. Hundreds of stars were visible to the naked eye only \_\_\_\_\_ years ago.
4. Every year in the USA, \_\_\_\_\_ dollars are spent on wasted light.
5. Susan says that over lighting of some business premises actually helps criminals to \_\_\_\_\_.
6. Mike's brother lives near a \_\_\_\_\_.
7. The important thing about lighting in our own gardens is that it is angled \_\_\_\_\_.

**Part Two**

Now, as you listen to the radio programme for a second time, choose the best answer (A, B, C or D) for each of these questions.

1. The odd thing about light pollution is that most people
  - a) have never witnessed it.
  - b) don't see it on a day to day basis.
  - c) don't have much knowledge about it.
  - d) don't want legislation to stop it.
2. Speaking about the stars, Susan makes a comparison with twenty years ago in order to show
  - a) that tougher legislation is needed.
  - b) that the situation is deteriorating.
  - c) that cities are getting bigger.
  - d) that there are fewer stars than in the past.



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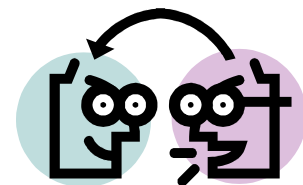
**C** Listening

3. A positive benefit of reducing light pollution that Susan mentions is
- the US could import less foreign oil.
  - the US could export more oil to foreign countries.
  - the US wouldn't need to burn coal to produce electricity.
  - the US could stop importing oil after a few months.
4. Which of these people does Susan not mention with reference to the light pollution problem?
- Drivers
  - Criminals
  - Amateur astronomers
  - Pilots
5. What is the best definition of "light trespass" as described by Susan?
- Using light sources that allow light to escape upwards into the sky.
  - Using too strong a light source which creates dark shadows.
  - Using light sources which do not meet international standards.
  - Using light sources that allow light to escape into areas surrounding the parking lot, building, etc.
6. Which of these measure does Susan **not** mention when talking about what we as individuals can do to reduce light pollution?
- Contacting politicians.
  - Not to use light bulbs without a cover.
  - Only buy light fittings from a recognised store.
  - Use downward facing lighting.

**D** Speaking

In pairs or small groups, discuss the following questions:

- Do you think Susan Conroy exaggerated the light pollution problem?
- Are you and your family light polluters?
- What is the night sky like above your hometown? How many stars can you see?
- Do people in your neighbourhood use security lights and other sources of light pollution?
- What other ways can we save money by not wasting energy?



## Teacher Notes

<b>Target Language:</b>	<b>Saving energy, Listening.</b>
<b>Duration:</b>	<b>50 minutes</b>
<b>Listening File Required:</b>	<b>4L6</b>

### 1 Structure and Timing (all times approximate)

- A. Discussion (10 minutes)
- B. Vocabulary (10 minutes)
- C. Listening (20 minutes)
- D. Speaking (10 minutes)

**Total: 50 minutes.**

### 2 Procedure

#### A. Discussion

The theme for today's lesson is light pollution and energy waste in general, quite a hot topic with all the talk about global warming, fossil fuels and alternative energy. The specific topic of light pollution may be a new one for your students (and indeed, for you!) but it's one most of your students will have some anecdotes about.

Ask the questions at the end to all the students and ask them to name some other wasteful uses of energy.

#### B. Vocabulary

Having the occasional monolingual dictionary session in class is important at this advanced level of English. Students need to learn their way around a high-level dictionary as they will rely on it more and more and their studies progress.

Students can work in pairs and you may want to do some brief work on phonetics as you correct the exercise with everyone.

#### Answer Key

1. Trespass
2. Pervasive
3. Spill
4. Implement
5. Glare
6. Gutter

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## C. Listening

For this listening, you will need the mp3 file **4L6** found in the *Listening Bank* of the Premium site. The PDF of the transcript can also be found there.

This is quite a difficult and long listening. As a result, the first exercise has been designed to ease your students into the listening as much as possible. The first exercise tests for specific details, so students will not need to understand everything on the first listen.

Your students should have learned by now that it is not necessary to understand every word in order to be able to successfully complete an exercise. They may *want* to understand every word, but that is an entirely different issue!

Get students to compare answers to Part One before correcting as a class and repeat this procedure for Part Two, which is a tougher multiple-choice exercise. There are plenty of "trick" answers to the multiple-choice questions and your students need to learn how to navigate these trickier questions.

In question 2, for example, tougher legislation *is* needed and cities *are* getting bigger, but that is not the motivation behind Susan's comparison that she makes. Students must filter out these "true, but not correct" answers.

Finally, with a difficult listening like this, don't be afraid to have to play the recording a third time, thus twice for the multiple-choice exercise. Students need to see they've got something positive from a listening exercise, even if you have had to alter the "rules" a little. And, if in the end, some students still struggle with an exercise like this, a slow excerpt-by-excerpt feedback session, listening to the relevant parts of the recording again can provide valuable lessons for the next time they encounter a tough comprehension exercise.

### Answer Key

#### Part One

1. Canadian
2. 35%
3. 20
4. \$1.5 billion
5. Hide (or similar)
6. Parking lot
7. Downwards

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*Part Two*

1. C
2. B
3. A
4. D
5. D
6. C

**D. Speaking**

To round off the lesson, put students into pairs or small groups to discuss some issues arising out of today's lesson.

Alternatively, if you have more time, you could set each group the task of thinking about how they, their families and their town authorities deal with light and think of ways in which light pollution could be reduced locally.

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