

Wind farms

Level

Intermediate and above

Tasks

Discussing wind farms

Completing the results of two opinion polls about energy

Reading two letters about wind farms

Matching words to create collocations

Preparing for and holding a discussion on wind farms

How to use the lesson

- 1 Issue the worksheet and ask students to tell you what a wind farm is. If there is an artist in the group, invite them out to draw a picture of a wind turbine. Find out if anyone has passed through any areas with wind farms and what their reaction was to how they affected the landscape.
- 2 Check students know the term *opinion poll* and provide an example if necessary. Tell students to study the chart and circle the figure they think is correct.

Answers:

BWEA

(a) Almost 90% agree that wind farms are necessary

(b) 66% said they would be happy to have a wind farm in their local area

BBC

(i) 39% - right (ii) 52% - wrong (iii) 9% - don't know

- 3 Students read the two letters and decide which they agree with most. Deal with any vocabulary questions at this point, such as: emissions; shrinking; inexhaustible.
- 4 Students match the words to create common collocations. Note that not all of the collocations are found on the worksheet.

Answers:

a 3 – wind farm

e 2 – Kyoto agreement

b 6 – fossil fuel

f 7 – global warming

c 4 – greenhouse gas

g 1 – climate change

d 5 – renewable energy

- 5 Tell students that they will be preparing for a meeting to discuss the reduction of carbon emissions. Students work in small groups to discuss the cards and add their own ideas. Appoint a chairperson if appropriate. Set a time limit for the meeting. After the discussion, provide language feedback and gather general feedback on which strategies groups feel are most appropriate for their governments.

Related websites

Send your students to these websites, or just take a look yourself.

<http://www.nrel.gov/>

<http://www.renewableenergy.com/>

<http://www.bwea.com/>

<http://www.wind-farm.org/>