



ENGLISH LESSON FOR TERMINALE F4

LESSON 5: ENVIRONMENTAL CONCERNS

Over the past few decades, life-threatening environmental concerns have surfaced in the developing world; country-sides are coming under pressure from increasing numbers of farmers and the landless. Cities are filling with people, cars and factories. Yet at the same time these developing countries must operate in a world in which the resources gap between most developing and industrial nations is widening, in which the industrial world dominates in the rule-making of some key international bodies, and in which the industrial world has already used much of the planetary ecological capital. This inequality is the main «environmental» problem of the planet; it is also its main development problem.

Adapted from the internet.

- I. READING OF THE TEXT
- II. GENERAL IDEA OF THE TEXT

The text deals with the environmental problems.

III. VOCABULARY

- 1. A decade: a decade is a period of ten years
- 2. Pressure: if there is pressure on a person, someone is trying to persuade or force them to do something.
- 3. The landless: people prevented from owning the land that they farm.
- 4. A factory: a factory is a large building where machines are used to make large quantities of goods.
- 5. To widen: to become greater in measurement from one side or edge to the other.



6. **Ecology**: ecology is the study of the relationships between plants, animals, people, and their environment, and the balances between these relationships.

IV. **COMPREHENSION OF THE TEXT**: Give short answers to the questions below.

1. What is the title of the text?
2. What are the environmental concerns in the developing world?
3. How is the resources gap between most developing nations and industrial ones?
4. What is the main environmental problem of the planet?

V. **TRANSLATION**: translate the whole text into French.

VI. **GRAMMAR**: expressing obligations and making suggestions

1. Expressing obligations with “must”
 - Structure: subject + must + verb
 - e.g: * Developing countries must operate in a world in which the resources gap between most developing and industrial nations is widening.
 - * Students must learn their lessons.
2. Making suggestions with “could”, “what about/how about”
 - Structure: could + verb; what about/ how about + verb-ing
 - e.g: * People in developing countries could work harder.
 - * What about transforming cocoa in our country.
 - * How about investing in agriculture in developing countries.

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