New City College

SMOG



Scan to review worksheet

Expemo code:
1KNB-M4ML-3ED6

1 Warm up

In pairs or small groups, discuss the following questions.

1. How would you define smog, and what do you think are its main causes? Does your country suffer from smog?
2. Have you ever experienced severe air pollution? How did it affect you or your surroundings?
3. What steps can individuals take to reduce air pollution in their daily lives?
4. Do you think governments are doing enough to tackle air pollution? Why or why not?



LIVEWORKSHEETS

2 Focus on vocabulary

Part A: Match the bolded words with their correct definitions.

1. People were not allowed to go to work during the **shutdown**.
2. According to the new **ruling**, people are not allowed to smoke in public places.
3. Try not to spend too much time outdoors. The air is full of dangerous **particles**.
4. He tried to **obscure** my view by standing in front of me.
5. I couldn't see anything because of the **haze**.
6. Carbon dioxide **emissions** will be reduced by 20% over the next 5 years.

a. prevent someone from seeing something
b. closing a factory, school, machine or operations
c. the amount of gas, heat, light, etc. that is sent out
d. an official legal decision
e. very small pieces of something
f. the air when it is not very clear because of something such as heat or smoke, making it difficult to see well

Part B: Complete the sentences below with the correct words from Part A.

emissions	haze	obscure
particles	ruling	shutdown

1. Many countries are working on reducing carbon _____ to combat climate change.
2. A dense _____ covered the skyline, making it difficult to see the buildings in the distance.
3. The government ordered the _____ of several factories to reduce air pollution in the city.
4. Thick smog can _____ visibility, making it dangerous to drive in heavily polluted areas.
5. The court's _____ on stricter emission limits was seen as a major step toward cleaner air.
6. Tiny _____ from car exhaust and industrial waste contribute significantly to smog formation.

LIVEWORKSHEETS

3 Reading for general gist

You are going to read an article about the smog problem in Beijing. Scan the text and match the numbers to the correct information below.

THE INDEPENDENT

Beijing smog 'red alert'

Schools and businesses to completely shut down as Chinese capital issues first-ever extreme warning.

A. Beijing has issued its first-ever "red alert" over the city's smog, with the Chinese capital going into shutdown in an attempt to protect people from the deadly air.

B. It is the first time ever that the highest possible state of caution has been declared in the city, which has more than 21 million residents. The warning means schools will have to close down and construction and other industry in the capital will be limited.

C. Smog levels are actually lower than they have been in recent weeks. But authorities expect an extreme amount of pollution over the coming days and have imposed the order to ensure safety during that time. The order will last from Tuesday morning local time until midday on Thursday when the weather is expected to change and blow away the smog.

D. The city had already been in a state of orange alert, which meant some construction and industry was being limited. The city had also issued a ruling that said cars with odd and even number plates would be stopped from driving on alternate days. In some parts of Beijing, people can only see around 200m. The air is also packed with poisonous particles that mean that people could become ill simply from being outside.

E. Air pollution monitors showed areas of Beijing had more than 256 micrograms per cubic metre of poisonous particles. The World Health Organisation (WHO) says anything over 25 micrograms is considered unsafe.

F. The poisonous smog in Beijing is caused by the burning of coal for industry and heating, and huge amounts of dust from the city's many construction sites. The problem is being made yet worse by high humidity and low wind. Last week, Greenpeace called on Beijing to issue a red alert, after four days of what it called "Airpocalypse". "The city is covered in a thick, choking smog that has covered an area of North China the size of Spain and Beijing's most famous landmarks have been completely obscured by the yellow haze," wrote Zhang Kai on the group's blog.

G. Greenpeace praised the Orange Alert that had been declared for putting restrictions on construction and industry, but said that it was "clearly not enough". At this level of response, schools and kindergartens can remain open, meaning that children are risking their health in order to attend class and car emissions haven't been restricted at all," the group wrote.

source: The Independent

Now, scan the text and match the numbers to the correct information below.

21 25 200 256

1. _____ : the population of Beijing (in millions)
2. _____ : the distance people can see in the worst parts (in meters)
3. _____ : the amount of poisonous particles in the air (in micrograms per cubic metre)
4. _____ : the safe amount of poisonous particles according to the World Health Organisation (below this amount of micrograms per cubic metre)

LIVEWORKSHEETS

4 Reading for comprehension

Answer the questions below according to the information in the article.

1. What new restrictions did the Chinese government impose to protect people from the deadly air?

2. Why did the authorities declare a red alert despite lower pollution levels?

3. What restrictions did the authorities impose before the red alert?

4. What is the cause of smog in Beijing?

5. Why did Greenpeace feel China's orange alert restrictions were not enough?



5 Collocations

Match the verbs on the left to the nouns on the right to form collocations from the text.

1.	declare	a.	car emission
2.	go into	b.	shutdown
3.	impose	c.	an order
4.	issue	d.	a red alert
5.	restrict	e.	a state of caution

LIVEWORKSHEETS

6 Focus on grammar

Part A: Complete each rule with one of the tenses below. Find one example for each rule from the text and write it under the rule.

present perfect simple / past perfect / past simple

1) We often use the _____ when we give 'new information', for example, when we report an event that happened a short time ago.

Example: _____

2) We use the _____ after the expression *It's the first / second / third time...*

Example: _____

3) We often use the _____ to talk about a situation that began in the past and continues up to the present or future.

Example: _____

4) We often use the _____ to talk about actions or situations that happened before a specific time in the past.

Example: _____

5) We use the _____ to talk about a completed event in the past.

Example: _____

Part B: Now, complete the sentences below.

Group 1:

1. The president _____ (**announce**) his resignation. Everyone is talking about it now.
2. This is the third time I _____ (**have to**) to tell him about the problem. He just doesn't listen.
3. He's a terrible driver. He _____ (**have**) five accidents in the past few months.
4. _____ (**you / mention**) my problem during your meeting this morning?
5. It was my first time in Ireland. I _____ (**never / be**) there before.

LIVEWORKSHEETS

Group 2:

1. The bond between humans and dogs _____ (**exist**) for thousands of years.
2. When you called me, I _____ (**just / finish**) taking a bath.
3. It's the second time I _____ (**visit**) Cairo. I _____ (**come**) here on a business trip last year.
4. Yesterday, I _____ (**relax**) all day long. I _____ (**not / have**) a day off in months.
5. _____ (**you / hear**) the news? Sarah _____ (**move**) to Australia!

7 Speaking task: factory vs. air pollution – the community debate

Work in two teams. Read your prompts, and then prepare and present your arguments.

Team 1: factory supporters

There is a large factory in your town, which provides jobs for many local workers, supporting the regional economy. Argue in favour of keeping the factory open, emphasising its economic benefits, job creation, and support for the local community.

Team 2: environmental advocates

The factory's emissions contribute to air pollution, leading to many health problems for the local community. Argue in favour of stricter environmental policies or shutting down the factory, focusing on air pollution, health risks, and long-term sustainability.

Should the government allow a local factory to continue operating despite its contribution to air pollution? Present your arguments. Remember to take turns responding to each other's points.

LIVEWORKSHEETS

Key

1. Warm up

5 mins.

Ask the students to discuss the questions in pairs or small groups. Monitor the task. Provide feedback, if necessary.

2. Focus on vocabulary

5 mins.

Part A

Students match the bolded words with their correct definitions.

1. → b.
2. → d.
3. → e.
4. → a.
5. → f.
6. → c.

Part B

Students complete the sentences with the correct words from Part A. Ask them to check the answers in pairs.

1. emissions
2. haze
3. shutdown
4. obscure
5. ruling
6. particles

3. Reading for general gist

5 - 10 mins.

Students read an article about the smog problem in Beijing and find the information.

1. 21
2. 200
3. 256
4. 25

Article source: The Independent, by Andrew Griffin, 07 December 2015

4. Reading for comprehension

5 mins.

Students answer the questions according to the information in the article.

1. closing down of schools, limitation of construction and other industry
2. authorities expected an extreme amount of pollution over the coming days
3. some construction was limited; cars with odd and even number plates were stopped from driving on alternate days
4. burning of coal for industry and heating and dust from construction sites
5. schools and kindergartens could remain open; emissions hadn't been restricted

5. Collocations

5 mins.

LIVEWORKSHEETS

Ask the students to match the verbs on the left to the nouns on the right to form collocations from the text.

1. → e. 2. → b. 3. → c. 4. → d. 5. → a.

6. Focus on grammar

10 mins.

Part A

Students complete each rule with one of the tenses. Encourage them to find one example for each rule from the text and write it under the rule.

1) We often use the present perfect simple when we give 'new information', for example, when we report an event that happened a short time ago.
Example: "Beijing has issued its first-ever "red alert" over the city's smog."
2) We use the present perfect simple after the expression *It's the first / second / third time...*
Example: "It is the first time ever that the highest possible state of caution has been declared in the city."
3) We often use the present perfect simple to talk about a situation that began in the past and continues up to the present or future.
Example: "(...) car emissions haven't been restricted at all (...)"
4) We often use the past perfect to talk about actions or situations that happened before a specific time in the past.
Example: "The city had already been in a state of orange alert."
5) We use the past simple to talk about a completed event in the past.
Example: "Last week, Greenpeace called on Beijing to issue a red alert."

Part B

Students complete the sentences. Go through the answers together as a class.

Group 1:

1. has announced
2. have had
3. has had
4. Did you mention
5. had never been

Group 2:

1. has existed
2. had just finished
3. have visited / came
4. relaxed / hadn't had
5. Have you heard / has moved

7. Speaking task: factory vs. air pollution – the community debate

20 mins.+

Have students work in two groups. Students engage in a debate, taking on different perspectives regarding the dilemma of maintaining a factory that provides jobs versus addressing the air pollution it generates. This task will help develop their speaking, reasoning, and persuasive skills while exploring real-world environmental and economic challenges.

LIVEWORKSHEETS