

Teacher's notes and answers. Bernhard Lang

Exercise 2

Keywords

1. to take (7)	8. glad (2)
2. a greenhouse	9. a source
3. to export	10. to concentrate
4. environmental	11. to fly
5. an impact	12. to preach (3)
6. poor (4)	13. a pattern (3)
7. glad (1)	14. produce

Exercise 4a

Comprehension

Who took the photograph on page 1?	Bernhard Lang
Where was the photograph taken	Andulucia Southern Spain
What does Mar del Plastico mean?	Sea of Plastic
Where do most of the workers come from?	Morocco
Is Bernhard scared when he takes photos?	No, he is concentrating so hard that he has no room for fear
How many photographs does the photographer normally take when he's in the air?	1000 -2000
Does Bernhard still shop in Aldi?	No The products don't taste as good
What technique does Bernhard use to get the photographs?	He takes photographs out of open doors on aeroplanes and helicopters
What is an important consideration in Bernhard's work	The contrast between the beauty of the Earth and the impact of humans on it

Exercise 5:

Listening

Where does Bernhard Lang live?	He lives in Munich
What year did he start work on his "ariel views"	2010
Where did he take his first Ariel views	Lake of Starnberg
When did Bernhard shot the Mar del Plastico series?	the end of 2015
In which category did Bernhard win first prize at the IPA awards?	Best Abstract Photograph
Why does Bernhard produce big photographs?	he likes people to see the details

Exercise 5a:

2nd Listening

How many tomatoes are grow inside the first Greenhouse visited by the BBC presenter?	a quarter of a million kilos
Are the tomatoes grown in the ground?	No They're grown inside bags that contain a type of insulation material
How does the presenter describe the area from the air?	He says it looks like its just been snowing down here like we're flying over a snowfield it's like someone has covered the whole thing in cling-film*
What made growing crops so difficult in the region before the introduction of greenhouses?	The wind and the heat

*cling-film = a thin, transparent plastic film that adheres to surfaces and to itself, used chiefly as a wrapping or covering for food.

Teacher's Notes

Remove tables. Set up chairs in a circle.

Do not let students check answers (*this will be done later as part of the class*)

Step 1 When students are settled, **put them in pairs (1st time)** and ask them to talk **for 5/10 mins** on any topic, **not homework** (*this will be done later as part of the class*)
talk about news, weather, friends, TV, last weekend, journey to class, any small talk that they would normally do in German (their mother tongue)

Take some feedback **2 mins**

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Change pairs

Step 2:

Reading.

Put students in pairs and ask them to check answers to the reading exercise **2/3 mins**

Check answers / feedback with the whole group **2/3 mins**

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Step 3:

Listening

Put students in pairs and ask them to check answers to the listening exercises **2/3 mins**

Check answers / feedback with the whole group **2/3 mins**

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Change pairs

Step 4:

Keywords

Put students in pairs and ask them to check answers to the keyword exercise **2/3 mins**

Check answers / feedback with the whole group **2/3 mins**

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Change pairs

Step 5:

Talk about the image in page 1

Put students in pairs to talk about their original written impression of the image **5/10mins**

Check answers / feedback with the whole group **2/3 mins**

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Change pairs

Step 6:

Put students in pairs. Talk about the *benefits* and *problems* related to Sea of Plastic **10/15 mins**

Check answers/feedback with the whole group **2/3 mins**

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Change pairs

Step 7:

Discussion Questions

10/15 mins

What did you think when you read the headline Sea of Plastic?

Do you worry about how healthy the food you eat is?

Do you think you should eat more organic food?

Is organic food healthier? Why?

How else could cheap food be supplied to the European market?

Is there too much food available in supermarkets?

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Change pairs

Step 7a:

Discussion Questions

10/15 mins

Who is responsible for Sea of Plastic?

What can the German government do -if anything- about Sea of Plastic ?

What can you do -if anything- about Sea of Plastic ?

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Change pairs

Step 8:

Teacher's note

Today's lesson could leave some students a bit underwhelmed. Sea of Plastic is a reality of our modern consumerist society. Remind students that food is a vital part of living

To end on a lighter note; put students in pairs and ask them to talk about their favourite food/ restaurants/ meal etc. *Chinese, Indian, Thai, German, Greek, Italian, etc*

Do they like cooking?

Who do they like cooking for?

Where do they get the best supplies?