

7 RECYCLING WASTE

7.1 Vocabulary

compound nouns • fixed phrases

A Study the words in box a.

- Match nouns in column 1 with nouns in column 2 to make compound nouns.
- Which word in each phrase has the strongest stress?

1	2
bottle	garbage
household	landfill
recycling	refuse
research	waste
	bank collection
	paper policy site
	topic truck waste

B Study the phrases in box b.

- Complete each phrase with one word.
- Is each phrase followed by:
 - a noun (including gerund)?
 - subject + verb?
 - an infinitive?
- What is each phrase used for?

as shown ... as well ... in addition ...
in order ... in such a way ... in the case ...
known ... the end ... the use ...

C Look at the diagram on the opposite page showing the recycling process for plastic. What happens at each stage?

D Read extracts A–G on the right. They are from a leaflet about the recycling process.

- Match each extract with one stage in the recycling diagram on the opposite page.
- Complete each sentence with one or more phrases from box b.

E Look at the text on the opposite page.

- Where do you think it is from?
- Match the phrases in box c with the highlighted phrases.

F Complete this company memo about starting an office recycling scheme using phrases from boxes b and c.

As a company we are committed to recycling as much of our waste as possible. There is _____ plastic and paper waste which we can _____ in an environmentally friendly way, _____ steel and aluminium cans from the drinks machine. _____ a recent in-house survey, 89% of our employees are happy to use a recycling point inside the building. _____ make this work, a voluntary recycling officer post will be created to oversee the scheme. We also plan to encourage _____ recycled materials such as paper and printer cartridges.

A _____ the diagram, the plastic is shredded into small flakes after it has been washed. This makes it easier to process.

B The bottles are sorted _____ that different types of plastic are recycled separately.

C _____ glass bottles, jars and metal cans, plastic bottles can now be recycled.

D _____ of a special furnace is necessary to melt down the plastic so it can be made into new items.

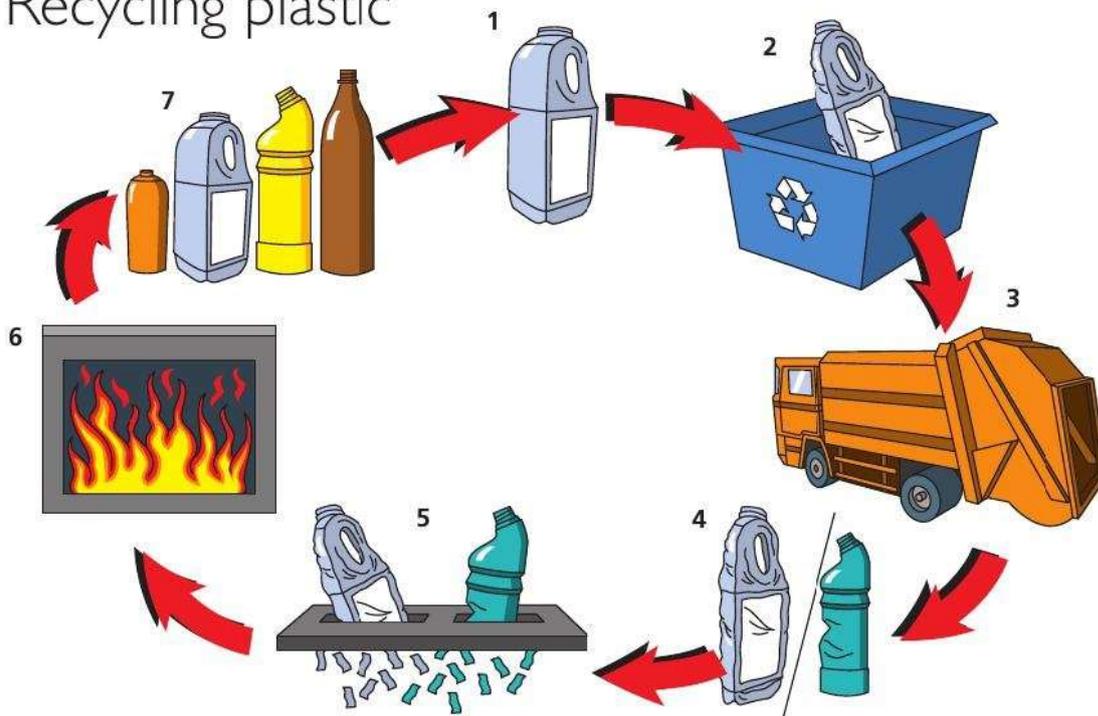
E _____ save space, empty bottles are squashed flat. They are then placed in a bin at home for later collection.

F The plastic bottles are taken to a recycling plant _____ as a central sorting facility.

G _____ of the recycling process occurs when new plastic items are manufactured and sold in shops.

a number of at the same time
a variety of bear in mind based on
deal with from the point of view of
the beginning of the development of

Recycling plastic



Over the course of the last 12 months, there have been **several** important initiatives aimed at increasing levels of recycling. At the end of last year, we sent out leaflets to all households to ensure they were aware of the new recycling scheme and of the types of household waste that can be recycled. **Simultaneously** we publicized the new scheme in the local newspaper and on local radio stations. **At the start** of the new scheme, we were recycling about 20% of household waste. We have already increased this to 27%, with a target of 40% by the end of next year. One thing we must **be aware of** is that the target will only be reached if we have an ongoing campaign to make sure people know how to **handle** different kinds of waste. To this end we have recently recruited a community recycling education officer, Mrs Helen Sharma.

The new scheme **uses** a once-weekly collection system for recyclable waste. Non-recyclable waste is collected once a fortnight. **For** some members of the public this change from weekly to fortnightly collections was not a positive development, but we are convinced that it is more cost-effective and that it promotes a higher level of recycling of household waste.

The evolution of a sustainable system of waste management should allow our region to meet the recycling targets set by central government and keep costs to a minimum.

7.2 Listening

fixed phrases • sequencing information in sentences

A You are going to hear this lecture.
Write six questions you would like answered.

B Listen to Part 1 of the lecture.

- 1 What is the lecturer going to talk about today?
 - specific examples of recycling ____
 - advantages and disadvantages of current recycling programmes ____
 - general types of recycling ____
 - waste collection ____
 - taking personal responsibility ____
- 2 What is recycling?

C Match each phrase in the first column of the table on the right with the type of information that can follow.

D Listen to Part 2 of the lecture.

- 1 Makes notes on the information that comes after the phrases in Exercise C.
- 2 Were some of your questions in Exercise A answered?

E Listen to Part 3 of the lecture.

- 1 Make notes in an appropriate form.
- 2 What are the environmental benefits of recycling?
- 3 What are the other types of benefits?

F Listen for sentences 1–3 in Part 4 of the lecture.

Which sentence (a or b) follows in each case? Why? **See Skills bank**

- 1 To start with, some have questioned the viability of recycled products competing with virgin raw materials in an average market economy.
 - a In this kind of economy, virgin materials are generally established and often subsidized in price by governments.
 - b Virgin materials are generally established and often subsidized in this type of economy.
- 2 This has unpleasant economic repercussions because supply generally doesn't respond well to demand.
 - a This lack of response can be seen in the European paper industry.
 - b In the European paper industry, this lack of response can be seen.
- 3 In financial terms, the development of an effective recycling scheme is often well beyond the means of local government and requires support from the private sector.
 - a One example has been the support provided by some soft drinks manufacturers for 'bring' schemes in this area.
 - b 'Bring' schemes in this area are one example of this support.

G Complete your lecture notes with the disadvantages of recycling.

H This lecturer is not very well organized. What problems are there in the lecture?

Recycling waste (Lecture 1)

Lecture overview

- **Methods of recycling**
- **Processing and collection**
- **Advantages and disadvantages**
- **Taking personal responsibility**
- **Recycling in Tokyo**

Fixed phrase	Followed by ...
1 As we have seen ...	an example
2 In environmental terms ...	a piece of research, a theory, an idea
3 say ...	a reference to a particular topic
4 It is worth noting (that) ...	the environmental aspects of something previously mentioned
5 In the case of ...	a key statement or idea
6 According to ...	a reminder of previous information
7 The point is ...	information which helps to explain a point

7.3 Extending skills

stress within words • fixed phrases • giving sentences a special focus

A Listen to some stressed syllables. Identify the word below in each case. Number each word.

Example:

You hear: 1 su /sju:/ You write:

advantage	_____	incinerator	_____	responsibility	_____
aluminium	_____	manufacturer	_____	rubbish	_____
consumer	<u>1</u>	recovery	_____	separation	_____
hierarchy	_____	recycling	_____	supply	_____

B Listen to the final part of the lecture from Lesson 7.2 (Part 5).

- 1 Complete the notes on the right by adding a symbol in each space.
- 2 What research task(s) are students asked to do?

C Study the phrases from the lecture in the blue box below. For which of the following purposes did the lecturer use each phrase?

- to introduce a new topic
- to emphasize a major point
- to add points
- to finish a list
- to give an example
- to restate

D Rewrite these sentences to give a special focus. Begin with the words in brackets.

Example:

These two countries first made the recycling of household waste a priority. (*It*)

→ *It was these two countries that first made the recycling of household waste a priority.*

- 1 I'm going to finish with the subject of individuals taking responsibility for recycling their own waste. (*What*)
- 2 Governments started to take an active role in recycling waste in the late 1980s. (*It*)
- 3 This failure to recycle more results in 55% of it still being incinerated or placed in landfill sites. (*The result of*)
- 4 A change in our attitude to recycling is crucially important for our planet. (*What*)

See Skills bank

E Choose one section of the lecture. Refer to your notes and give a spoken summary. Use the fixed phrases and ways of giving special focus that you have looked at.

1. Effective recycling depends on active participation. _____ people must:

- a) sort _____ wash
- b) use on-street collection
- c) reuse carrier bags
- d) buy products with less packaging / _____ waste we create

2. Examples of good systems _____ Finland _____ Japan. Both recycling _____ other places. But still _____ 50%. _____ Tokyo _____ 3.6 million tonnes of waste each yr.

et cetera

In other words, ...

Let's take ...

Let me put it another way.

Not to mention the fact that ...

Plus there's the added fact that ...

The fact of the matter is, ...

You've probably heard of ...

7.4 Extending skills

making effective contributions to a seminar

- A** Look at the diagram on the opposite page.
- 1 What does it show?
 - 2 Put paragraphs A–E into the correct order.
 - 3 Where does the information come from?
- B**  Listen to the first extract from a seminar about central sorting facilities.
- 1 What questions will the students discuss?
 - 2 Who has objected to the opening of the facility?
- C**  Listen to Extract 2 of the seminar. Are these sentences true or false?
- 1 Waste treatment facilities are unregulated. _____
 - 2 Ventilation systems stop odours from escaping. _____
 - 3 The facility's operating hours are limited. _____
 - 4 Methane gas is 21 times more powerful as a greenhouse gas than carbon dioxide. _____
 - 5 Staff at the facility are not protected from dust and biological particles. _____
- D** Study tasks a–d below and the phrases in the blue box.
- 1 Write **a**, **b**, **c** or **d** next to each phrase to show its use.
 - a introducing
 - b asking for clarification
 - c agreeing/disagreeing
 - d clarifying
 - 2  Listen to Extract 2 again to check your answers.
- E** Work in groups of four to research the main types of environmental impact of CSFs.
- Student A: read about *odour/dust* on page 103.
 Student B: read about *noise* on page 103.
 Student C: read about *vehicles* on page 103.
 Student D: read about *health concerns* on page 103.
- After reading the notes, report back orally to your group. Use fixed phrases to ask for and give clarification.
- F** Work in groups. Choose one of the items shown in the photographs on the opposite page.
- 1 Have a practice seminar in which you decide how each item should be collected and whether each item should be recycled, reused, incinerated for energy, placed in landfill or composted.
 - 2 Report back to the class on your discussion, giving reasons.

- A** Next, the remaining waste is passed through a spinning drum where small items fall through holes. After this, a large electromagnet captures tin cans, which are sent to another collection point. Then an air classifier separates light aluminium and plastic from the flow and places them onto another conveyor belt. Glass falls onto another belt because it is heavier.
- B** After the paper screening process, further non-reusable rubbish is removed from the conveyor belts and thrown away by workers.
- C** What is left of the household waste then goes into a machine that screens and divides newspapers and other types of paper into separate channels.
- D** Finally, an electromagnet captures aluminium cans and diverts them into a storage bin.
- E** After the household rubbish has been delivered to the centre, it is placed on a conveyor belt where the workers remove non-recyclable materials, plastic bags and cardboard and throw them into separate containers.

I'd like to make two points. First, ... _____

Can you expand on that? _____

The point is ... _____

What's your second point? _____

My second point is that ... _____

Yes, but ... _____

I don't agree with that because ... _____

We need to be clear here. _____

In what way? _____

I understand your point but ... _____

What I'm trying to say is, ... _____

Can you give me an example? _____

Look at it this way. _____

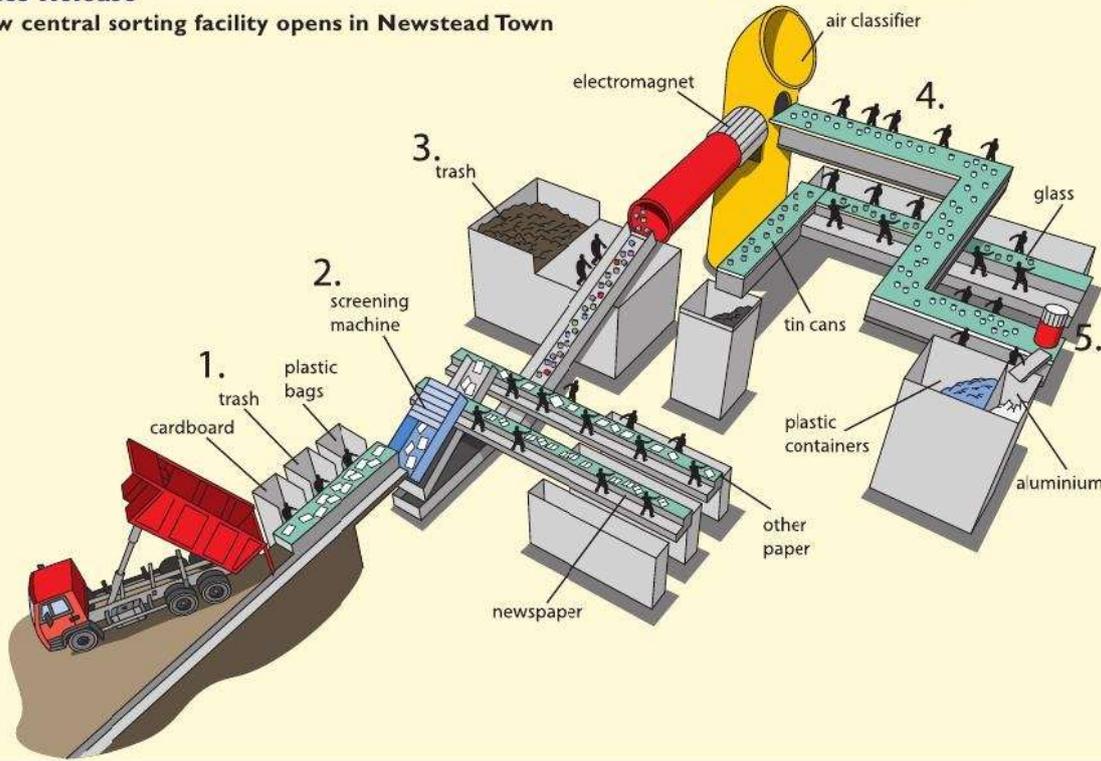
You're not considering the fact that ... _____

Absolutely. _____

Home → Press → Press Releases → New Facility

Press Release

New central sorting facility opens in Newstead Town



household food waste



paper, glass bottles, plastic bottles, metal cans



car tyres



plant cuttings



computers



second-hand clothing



mobile phones

Vocabulary bank

Recognizing fixed phrases from environmental science (1)

There are many fixed phrases in the field of environmental science.

Examples:

Phrase	Meaning
<i>household waste</i>	rubbish produced in the home
<i>acid rain</i>	rain which contains harmful chemicals
<i>carbon sink</i>	forest which absorbs large amounts of CO ₂
<i>soil organisms</i>	animals and plants that live in the soil

Keep a list of fixed phrases used in environmental science and remind yourself regularly of the meaning.

Recognizing fixed phrases from academic English (1)

There are also a large number of fixed phrases which are commonly used in academic and technical English in general.

Examples:

Phrase	What comes next?
<i>As we have seen ...</i>	a reminder of previous information
<i>An important concept is ...</i>	one of the basic points underlying the topic
<i>As you can see, ...</i>	a reference to an illustration OR a logical conclusion from previous information
<i>As shown in ...</i>	a reference to a diagram or table
<i>... in such a way that ...</i>	a result of something
<i>In addition to (X, Y)</i>	X = reminder of last point, Y = new point
<i>As well as (X, Y)</i>	
<i>In the case of ...</i>	a reference to a particular topic or, more often, sub topic
<i>At the same time, ...</i>	an action or idea which must be considered alongside another action or idea
<i>... based on ...</i>	a piece of research, a theory, an idea
<i>Bear in mind (that) ...</i>	key information which helps to explain (or limit in some way) previous information
<i>The point is ...</i>	the basic information underlying an explanation
<i>in order to (do X, Y)</i>	X = objective, Y = necessary actions/conditions
<i>In financial terms, ...</i>	the cost of something previously mentioned
<i>In other words, ...</i>	the same information put in a different way
<i>Looking at it another way, ...</i>	
<i>In this way ...</i>	a result from previous information
<i>Say ...</i>	an example
<i>What do I mean by (X)?</i>	an explanation of X

Make sure you know what kind of information comes next.

Skills bank

'Given' and 'new' information in sentences

In English, we can put important information at the beginning or at the end of a sentence. There are two types of important information.

- 1 Information which the listener or reader already knows, from general knowledge or from previous information in the text. This can be called 'given' information. It normally goes at the beginning of the sentence.
- 2 Information which is new in this text. This can be called 'new' information. It normally goes at the end of a sentence.

Examples:

Given	New
<i>Recycling method type 1</i>	<i>is pre-consumer recycling.</i>
<i>In this type of method,</i>	<i>recycling occurs as part of the production process.</i>

In Lesson 7.2, the lecturer is talking about recycling methods, so recycling methods in general = given information.

Giving sentences a special focus

We sometimes change the normal word order to emphasize a particular point, e.g., a person, an object, a time.

Examples:

Normal sentence	<i>The prime minister introduced the recycling measures in the 1990s.</i>
Focusing on person	<i>It was the prime minister who introduced ...</i>
Focusing on object	<i>It was the recycling measures which the prime minister introduced ...</i>
Focusing on time	<i>It was in the early 1990s that the prime minister ...</i>

Introducing new information

We can use special structures to introduce a new topic.

Examples:

Recycling is my subject today.

→ ***What I am going to talk about today is recycling.***

Personal responsibility is very important.

→ ***What is very important is personal responsibility.***

Increased consumer spending causes the problem.

→ ***The reason for the problem is increased consumer spending.***

A poor recycling policy leads to large amounts of waste.

→ ***The result of a poor recycling policy is large amounts of waste.***

Clarifying points

When we are speaking, we often have to clarify points. There are many expressions which we can use.

Examples:

Let me put it another way ...

Look at it this way ...

What I'm trying to say is ...

The point/thing is ...