**nature** /ˈneɪtʃə(r)/ noun ★★★

Level – Upper Intermediate – Advanced

**Suggestions for use in the classroom**

This dictation is appropriate for classes at Upper Intermediate level or above. Although the dictation is only about 1 minute long, the ideas below will need about one hour of class time if you use them all!

1 **Lead-in**

You can prepare the students for the dictation by using one of the following activities:

Ask students to think of all the things they associate with the word *green*. Give them a short time to compile a list, then ask them to compare lists, and discuss examples. Does anyone mention the environment? Explain that *green* is used as an adjective to describe ‘environmentally-friendly’ products. Can the students think of any examples?

**Suggested answers**
green shampoo, green paper bags, green cars

Write the following two sentences on the board.

*The whole affair of the company’s weapons sales has been whitewashed.*

‘Tony Blair was accused of attempting a greenwash of the government’s environmental record today . . .’


Ask students to guess at the meaning of the underlined words. Now have them look the words up in the dictionary.

2 **The dictation**

It is usually best for students to listen to the complete text at least once without stopping before they are asked to take notes. When they listen again, you will need to pause from time to time to allow students to write. The script has suggested pause marks. One of the values of dictation is to train students’ short-term memory, so the sections between pauses should be short enough for the exercise to be do-able, but long enough to be challenging.

You can use one of the suggestions below to vary this procedure.

Give the dictation yourself, but say ‘BEEP’ in place of certain words. Here is the adapted dictation for you to read out, with ‘BEEPS’ in place.

*If you whitewash something, you try and stop people discovering the true facts about it, / usually BEEP order to protect someone in authority from BEEP criticised. / It’s a common practice in politics and business, / and it now has BEEP very own 21st century equivalent: / to greenwash.*

*Greenwashing means trying to convince people you are doing something good for the environment, when really you BEEP involved in activities which are damaging the environment. / Here are some examples: /*
Teacher’s notes

- Shampoos that claim to be ‘certified organic’, but with BEEP verifiable certification and no proof.
- Products that claim to BEEP 100% natural but that contain dangerous natural substances. Arsenic and uranium, for example, are natural.
- Products that make false claims and outright lies. For example, a product that says its packaging is 100% recycled paper but is really made BEEP plastic.
- Products that BEEP some small environmentally-friendly changes but overall are still damaging to BEEP environment. Green cars or organic cigarettes are two examples.

Is this kind of practice widespread? Unfortunately the answer would seem to be yes. In one recent study of 1018 common consumer products, it BEEP found that 99% of the products were BEEP of greenwashing.

Source: Terrachoice Environmental Marketing.

When students have finished, ask them to compare their dictations in pairs. They should try and guess what the ‘BEEP’ words are. Play them the original dictation for them to check afterwards.

Write the following sentences from the dictation on the board.

Greenwashing means trying to convince people you are doing something good for the environment, when really you are involved in activities which are damaging the environment.
- Arsenic and uranium, for example, are natural.
- For example, a product that says its packaging is 100% recycled paper but is really made of plastic.
- Unfortunately the answer would seem to be yes.

Now give the dictation yourself, but OMIT these sentences. When students have finished, they decide where the sentences go. Play the full dictation afterwards for them to listen and check.

3 Follow-up
You can use one or all of the exercises below to explore the language in the dictation.

A Collocations
Once students have finished the dictation, ask them to turn it over and complete these sentences from memory:

Some products say they are environmentally-friendly but are still ________ the environment.

Greenwashing means making false ________ about their product.

Products that make false claims and ________________ lies

Answers: damaging, claims, outright

Tell them that these are common collocations for these words. Ask them to find other ways of completing the sentences by looking up the collocation box for each noun (environment, false, lie).
B Pronunciation

Ask students to divide the following words into syllables. They should decide where the main stress (and secondary stress, if there is one) goes in each word.

equivalent  
environment  
efficient  
verifiable  
certification  
widely spread

Tell them to check their answers in the *Macmillan English Dictionary*. If you have facilities to play the CD, ask them to listen to the pronunciation of each word to see if they were right. Now is also a good time to point out how word stress is indicated in the dictionary (see page X of *Using your dictionary*).

C New words in English

Explain that *greenwash* is a new word in English. The *Macmillan English Dictionary* contains several words that have recently entered the language. Write the following on the board and ask students to speculate on what they mean. To get them started, you could give them some help – see the hints in brackets.

*blogosphere* (hint: a blog is a diary or log on the Internet)  
*chick lit* (hint: an example would be *Bridget Jones’ Diary*, and *chick* is an informal word for a girl or woman)  
*designer baby* (hint: certain parents of the future may want this)  
*permatan* (hint: this is a derivative of the word *tan* – to go brown in the summer)

Tell them to check the words in the dictionary. To follow up, ask them to make a record of these words by writing them in a logical and grammatically correct sentence in their notebooks.

To finish, tell students about the *Word of the Week* page on the Macmillan English Dictionaries website (http://www.macmillandictionaries.com/resourcenew.htm). Explain that every week the site is updated with a new word, so students can see which words are entering the English language.