Earthshot highlights rickshaws, bridges and satellites

LEVEL B1



I. WARM-UP

1. What is one small thing your school could do to be greener?
2. Would you try riding in an electric vehicle? Why or why not?
3. Have you seen an animal crossing a road? What happened?

II. KEY VOCABULARY

- **electric** — Powered by electricity instead of petrol or diesel.
- **pollution** — Dirty or harmful substances in air, water or land.
- **wildlife** — Animals and plants living in nature, not kept by people.
- **wildfire** — A large fire that spreads quickly in forests or grassland.
- **satellite** — A machine in space that sends or collects information.
- **alert** — A quick warning message about danger or a problem.
- **expand** — To grow larger or spread to more places.
- **underpass** — A path or tunnel that lets people or animals go under a road safely.

III. READING

Each year the Earthshot Prize celebrates big ideas to help the planet with £1m awards. Prince William created the prize in 2020. This year's event took place in Mumbai, India, and named winners across five categories.

One finalist, Mahindra Last Mile Mobility, cleans up city traffic with electric rickshaws, cutting pollution and costs for drivers. There are already 400,000 on India's roads, and the company plans to expand towards one million by 2031. It won the Clean Our Air Award.

In the US and Canada, the Yellowstone to Yukon Conservation Initiative protects wildlife by linking habitats across 2,100 miles with more than 200 bridge and underpass crossings, so animals can move safely and populations grow.

From Argentina, Satellites on Fire uses satellites, drones and weather data with AI to spot wildfires fast and send instant alerts to firefighters. Founded in 2020, it now runs in 21 countries across more than 350,000 square miles.

Reading text adapted from reporting by **BBC News:** *"Three big bright ideas featured at the...". Original article linked at* theenglishwire.com.

IV. COMPREHENSION QUESTIONS

1. Where was this year's Earthshot Prize event held?
2. How much money does an Earthshot award give to a project?
3. Which company makes electric rickshaws and what award did it win?
4. How does Yellowstone to Yukon help animals travel safely?
5. What tools does Satellites on Fire use to find fires quickly?

V. DISCUSSION

1. Which of the three ideas would you vote for, and why?
2. Would electric rickshaws work in your area? Explain.
3. Have you seen places that need animal crossings? Where?
4. Should phones send wildfire alerts to everyone nearby? Why?



VI. GRAMMAR FOCUS

So/such/too/enough

so + adjective/adverb; such + (a/an) + adjective + noun. too = more than is good; enough = sufficient. so many/much + noun; adjective + enough, enough + noun.

*"There were **so many** entries that the hall filled."*

*"It was **such a bold idea** that teens shared it online."*

VII. GRAMMAR EXERCISE

Circle the correct option in each sentence.

1. Wildfires spread (so / such) fast that alerts must be instant. _____
2. The highway is (so / such) a busy road that deer can't cross it. _____
3. The plan is (too / enough) risky for new drivers. _____
4. The route isn't (enough long / long enough) for a day. _____
5. Students brought (enough water / too water) for the hike. _____

Teacher's Notes

TEACHERS ONLY

These notes are designed to help you get the most out of this lesson. Please do not share this page with students.



I. LESSON GUIDE

- Timing: 6–8 minutes warm-up, 8–10 minutes vocabulary, 10–12 minutes reading, 8–10 minutes comprehension, 8–10 minutes discussion (grammar can be folded into reading/comprehension time).
- Pre-teach or check: rickshaw, underpass (use a quick sketch), satellite, alert, wildfire; then ask students to predict how each idea helps the planet.
- Run the reading in pairs with a gist task (choose the main idea of each paragraph), then a detail check. Sensitivity: wildlife and fires can feel personal; let students answer about the news rather than their own lives, and start discussion in pairs before whole class.
- Do a quick class vote on the most useful idea, then mix groups so each includes different choices; ask each group for one strong reason and one possible limit for their pick.

II. DISCUSSION FACILITATION TIPS

1. Take a quick show of hands first, then ask students to justify their choice with one benefit and one risk.
2. If answers are short, prompt for where they would charge vehicles and who would use them most (families, tourists, students).
3. Display a simple road sketch on the board and have pairs mark safe crossing points before sharing.
4. If many say yes, ask how to avoid false alarms; if no, ask what alerts should include to be helpful.

III. EXTENSION ACTIVITIES

Debate: In teams, argue which project should get extra funding; prepare 3 short points and present in 2 minutes.

Presentation: In pairs, design a 6-slide pitch to bring one idea to your town, including a map and one challenge.

IV. ANSWER KEY OVERVIEW

Comprehension questions: short factual answers from the text.

Grammar exercise: So/such/too/enough

Discussion: open-ended. Accept any reasonable ideas supported by examples and reasoning.

Answer Key

TEACHERS ONLY

These answers are for teachers only. Please do not share this page with students.



IV. COMPREHENSION QUESTIONS

1. Where was this year's Earthshot Prize event held?
   In Mumbai, India.
2. How much money does an Earthshot award give to a project?
   £1 million.
3. Which company makes electric rickshaws and what award did it win?
   Mahindra Last Mile Mobility; the Clean Our Air Award.
4. How does Yellowstone to Yukon help animals travel safely?
   It links habitats with 200+ crossings, including underpasses.
5. What tools does Satellites on Fire use to find fires quickly?
   Satellites, drones and weather data with AI to send fast alerts.

V. DISCUSSION

Open answers. Accept any reasonable ideas supported by examples and reasoning.

VII. GRAMMAR EXERCISE

Circle the correct option in each sentence.

1. Wildfires spread (so / such) fast that alerts must be instant. **so**
2. The highway is (so / such) a busy road that deer can't cross it. **such**
3. The plan is (too / enough) risky for new drivers. **too**
4. The route isn't (enough long / long enough) for a day. **long enough**
5. Students brought (enough water / too water) for the hike. **enough water**

VI. GRAMMAR FOCUS

Key point: so + adjective/adverb; such + (a/an) + adjective + noun. too = more than is good; enough = sufficient. so many/much + noun; adjective + enough, enough + noun. (Examples constructed.)

*"There were **so many** entries that the hall filled."*

*"It was **such a bold idea** that teens shared it online."*