

6

A better world!

Talk about the environment

In this unit we will ...

- talk about the environment
- discuss issues and persuade someone to do something
- write an opinion section for a magazine

PLANET EARTH NEEDS YOU!

ENVIRONMENTAL PROBLEMS

ENVIRONMENTAL SOLUTIONS



Vocabulary The environment

1 **Think back** In pairs, make a list of words related to the natural world.

2 **072** Match the words with the pictures. Then listen, check, and repeat.

- | | | |
|---|---|---|
| <input type="checkbox"/> sustainability | <input type="checkbox"/> recycling | <input type="checkbox"/> landfill waste |
| <input type="checkbox"/> conservation | <input type="checkbox"/> deforestation | <input type="checkbox"/> energy saving |
| <input type="checkbox"/> fossil fuels | <input type="checkbox"/> public transportation | <input type="checkbox"/> solar energy |
| <input type="checkbox"/> greenhouse gases | <input type="checkbox"/> global warming | |
| <input type="checkbox"/> tree planting | <input type="checkbox"/> air/water/land pollution | |
| <input type="checkbox"/> wind power | <input type="checkbox"/> endangered species | <input type="checkbox"/> climate change |

3 **Pairwork** Match the words from exercise 2 with the definitions. Then compare your answers.

- the destruction of trees and rain forests
- the **contamination** of the air or water
- animals and plants at risk of **extinction**
- global **variation** in weather patterns
- the **protection** of the natural environment
- a rise in the Earth's temperature caused by the **emission** of greenhouse gases

Environment

4 Read the Vocabulary strategy. Then find nouns in exercises 2 and 3 that belong to the same word family as the verbs in the chart.

Verb	Noun
conserve	
contaminate	
pollute	
destroy	
protect	
emit	
vary	

Vocabulary strategy

Word families and suffixes

Word families are groups of words that have the same "root" word. You can also use the root word to "build" new words using prefixes and suffixes. For example, we can use the suffix *-ion* to build nouns from verbs (*educate* = verb *education* = noun).

5 Complete the sentences with a noun or a verb from exercise 4.

- We need to p_____ endangered animals.
- There should be more laws to control the e_____ of dangerous gases.
- I volunteer with a local c_____ group.
- Cars and factories p_____ the atmosphere.
- The tornado left a trail of d_____ along the coast.

6 **Pairwork** Ask and answer the questions.

- Is there air or water pollution in your area?
- Do people use wind power or solar energy in your area?
- What animals are at risk of becoming extinct?
- Do you know of any laws to protect the environment in your country?
- What can individuals do to help the environment?
- Make some predictions about the environment. What might happen in the future? What do you think will get better / worse?

Challenge

Write four energy-saving messages or tips (e.g., Dos / Don'ts) to put up around your classroom or school.

Mayra's vlog



Step 1

1 Look at the picture. What do you think Mayra is doing today? Why do you think that is?

Step 2

2 **Watch or listen** Check (✓) the activities that Mayra and Mark are doing for Go Green Week.

- collecting trash
- planting trees
- collecting paper for recycling
- riding their bikes to school
- using less
- giving clothes to a thrift store

3 **Answer the questions.**

- What is Go Green Week?
- Why is Mayra wearing old clothes?
- How do Mayra's activities help the park?
- What promise has Mark made?
- Why does Mayra get annoyed with Mark?
- What does Mark decide to do with his old cycling clothes?

Step 3

4 **Pairwork** Ask and answer the questions.

- How do you travel to school?
- Do people walk or ride their bikes a lot in your area?
- What do you do with your old clothes?

Check it out!

Check the meaning of these phrases.

That way ...
You're missing the point.
Now you're getting it!