

# UNIT 11 The Environment

The topic of this unit is the environment. In this unit, you will discuss environmental problems and also how we can help to solve them.



## Task 1 - Warm-up questions

Work in pairs or small groups and discuss the questions about the environment and the future. Try to give long answers and ask follow-up questions. The techniques and language you need to do this are on pages 64-65.

1. What do you know about global warming? Explain
2. What do you think deforestation means? Explain
3. What other environmental issues do you know about? Try to name five
4. Have you ever talked about environmental issues in a class before? Explain
5. Do you follow the news about environmental issues, or not? Explain
6. Are you concerned about what is happening to the planet now, or not?
7. What do you think is the biggest environmental issue facing our planet?
8. What environmental issues do you have in your country?
9. Do you do anything to try to help the environment in some way? Explain
10. What things could we all do to help the environment? Explain



## Task 2 - Vocabulary

Below are some of the words that you will hear in the audio clip. Match the words on the left with their explanations on the right.

(n) = noun (v) = verb (adj) = adjective (adv) = adverb

___ deforestation (n)	a) showing little experience or wise thought
___ climate change (n)	b) to break or damage something
___ issues (n)	c) personal opinion or feeling
___ depressing (adj)	d) when trees in forests are cut down
___ destroy (v)	e) very different or extreme
___ unconcerned (adj)	f) change in the world's weather patterns
___ attitude (n)	g) a way of solving a problem
___ expect (v)	h) unwanted things thrown away
___ naïve (adj)	i) topics for discussion or concern
___ precious (adj)	j) showing good sense and clear thinking
___ rubbish (n)	k) making a feeling of sadness
___ over-packaged (adj)	l) not worried or nervous
___ sensible (adj)	m) having a large value
___ solution (n)	n) when a product has too much wrapping on it
___ radical (adj)	o) to believe that an event will happen

A technique to help you learn and remember this vocabulary is on pages 65-66.



## Task 3 - Listening and note taking

Listen to the audio clip about the environment and make notes. The techniques you need to do this are on pages 66-67. You can challenge yourself by closing your textbook while you listen and make notes. Then do the exercises below.

### Exercise 1 - Main points

Answer the following questions about the lecture.

In paragraph 1: How many environmental problems are mentioned? \_\_\_\_\_

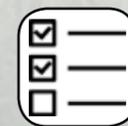
In paragraph 2: How many reasons are given for why people are unconcerned? \_\_\_\_\_

In paragraph 3: How many ideas are given for what we can do? \_\_\_\_\_

### Exercise 2 - Details

According to the speaker, which of the following sentences are True or False? Circle T for true and F for false.

- |  |   |   |
|--|---|---|
| 1. There are many different environmental problems.                  | T | F |
| 2. Our planet is in a dangerous situation now.                       | T | F |
| 3. A lot of people want to destroy our planet.                       | T | F |
| 4. Everyone follows the news about the environment.                  | T | F |
| 5. Some people may hope that other people will help the environment. | T | F |
| 6. Some people may not understand how they can help the environment. | T | F |
| 7. A shower may use up to two litres of water per minute.            | T | F |
| 8. We should avoid products that have a lot of packaging.            | T | F |
| 9. We should not use air-conditioners at all.                        | T | F |
| 10. If everyone tries to help, we can save the planet.               | T | F |



## Task 4 - Pair-work comprehension

Compare your notes with your partner or group to check your understanding of the lecture. The language you need to do this is on pages 67-68.



## Task 5 - Reading

Read the transcript on page 61 and check how much you understood. Use your dictionary, ask your partner, or ask your teacher about anything you do not understand.





### Task 6 - Speaking practice

Practise reading the transcript with a partner. Try to make your pronunciation and intonation similar to the speaker.



### Task 7 - Further discussion

Discuss the following questions with your partner or group.

1. Which environmental problems worry you the most? Why?
2. How many different environmental issues can you name? Make a list
3. Which environmental problems affect your country the most?
4. Do you agree that people don't think about these issues any more?
5. Which reasons given for people doing nothing do you think are most common?
6. Which of the suggestions for action given do you already do? Explain
7. Do you think you will do more to save our planet from now on? Explain
8. What other ideas can you think of that people could do? Make a list
9. Do you really care about saving the planet, or not?
10. Do you believe that we will destroy the environment in the near future?



### Task 8 - Create a poster

#### Step 1

Your teacher will divide you into pairs or small groups.

#### Step 2

Look at the list of environmental issues below. Check that you understand the meaning of each problem and then choose one of the problems.

acid rain	deforestation	desertification	global warming
over consumption	greenhouse effect	pollution	rubbish (garbage)
nuclear energy	overpopulation	urbanisation	endangerment of species
resource depletion	ozone layer depletion	melting ice-caps	over-fishing or over-farming

#### Step 3

Do some research about the issue you have chosen and find some data. Try to find out: 1) what is happening; 2) what may happen in the future; and 3) what can be done to solve the problem.

#### Step 4

You must now create a poster to warn people about the environmental issue. You could use a computer to make your poster if you want to. Use images, data and a small amount of text to explain the 3 points in Step 3. Use your imagination to create a poster with impact! That means that when other people see your poster, it will be powerful enough to make them want to take action.

#### Step 5

When everyone has finished making their poster, there will be an exhibition in the classroom of all of the posters.



### Task 9 - Writing

Write a paragraph about how you feel about this topic now.

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### Task 10 - Web site

Go to the web site and complete the exercises.

