

Unit 2

Humans and the environment

This unit includes:

LANGUAGE

Pronunciation

/k/, /p/, /g/, and /pr/

Vocabulary

Words and phrases related to human activities and the environment

Grammar

- The future with *will* and *be going to*
- Passive voice

SKILLS

Reading: Reading for main ideas and specific information in a text about green living

Speaking: Talking about ways to live green

Listening: Listening for specific information in an announcement about a green event

Writing: Writing about ways to improve the environment

COMMUNICATION AND CULTURE / CLIL

Everyday English

Asking for and giving advice

CLIL

Carbon footprint

PROJECT

Planning activities for a *Go Green Weekend* event



I GETTING STARTED

Go Green Club

1 Listen and read.

Mike: What are you going to do this weekend, Nam?

Nam: I'm going to attend the first meeting of my school's Go Green Club.

Mike: Really? Can you tell me about the club, please?

Nam: Well, it was set up by the Youth Union in my school. Its aim is to improve our environment and encourage people to adopt a greener lifestyle.

Mike: Sounds interesting. What's the first thing you are going to do?

Nam: We're going to clean up the school right after the ceremony.

Mike: Do you have any other planned events?

Nam: Not yet, but I think we'll organise more activities to raise local people's awareness of environmental issues.

Mike: I'm keen to reduce my carbon footprint, but I don't know what to do. Can I join the club?

Nam: Sure. The club welcomes all students in the area. I hope we'll be able to do a lot to protect our environment.

Mike: Great. Can you please give me the time and place of the club meeting?

Nam: OK. I'll text you. See you then.

Go Green Club

2 Read the conversation again and answer the following questions.

1. Who set up the Go Green Club?
2. What does the club want to achieve?
3. What does Nam think the club will do in the future?

3 Match the verbs or phrasal verbs in A with suitable nouns or noun phrases in B.

A	B
1. raise	a. a club
2. reduce	b. a greener lifestyle
3. clean up	c. awareness
4. adopt	d. your carbon footprint
5. set up	e. the school

4 Complete the following sentences based on the conversation in 1.

1. The club _____ by the Youth Union in Nam's school.
2. The club members _____ clean up the school right after the ceremony.
3. Nam thinks they _____ organise more activities to raise local people's awareness of environmental issues.

II LANGUAGE

Pronunciation

/kɪ/, /pl/, /gr/, and /pr/

- 1 Listen and repeat. Pay attention to the consonant blends /kɪ/, /pl/, /gr/, and /pr/.

/kɪ/	/pl/	/gr/	/pr/
club	please	green	practise
clean	place	group	present
class	play	ground	protect

- 2 Listen and practise saying the following sentences.

1. The club members will clean up all the classrooms.
2. We are pleased that we created an interesting plot for the school play.
3. Our group will make the playground green again.
4. The students are practising their presentation on environmental protection.

Vocabulary

The environment

1 Match the words and phrases to their meanings.

1 household appliances

2 energy

3 carbon footprint

4 litter

5 eco-friendly

a the amount of carbon dioxide (CO₂) produced by the activities of a person or an organisation

b rubbish lying in an open or public place

c causing no harm to the environment

d devices, such as fridges or TVs, used in people's homes

e power used for driving machines, providing heat and light, etc.

2 Complete the sentences using the words and phrases in 1.

- _____ car models always attract great attention at exhibitions.
- Remember to turn off your _____ when they are not used.
- Small changes in your daily habits can help reduce the _____ you produce.
- One of the most important sources of _____ is the sun.
- Students are reminded to pick up _____ that they see on the ground.

Grammar

The future with will and be going to

Remember!

We use *will* and *be going to* to talk about future actions.

We use *will* to talk about:

- plans which are made at the moment of speaking.

Example: This shirt looks beautiful. I will buy it.

- predictions based on what we think or believe about the future.

Example: I think our team will win the competition.

We use *be going to* to talk about:

- plans which are made before the moment of speaking.

Example: I have made a reservation. We are going to have dinner at the Chinese restaurant nearby.

- predictions based on what we see or know.

Example: Look at the dark clouds. It is going to rain soon.

Complete the following sentences with *will* or the correct forms of *be going to*.

- I don't think she _____ come tonight. She has to revise for her exam tomorrow.
- We have already made the decision. We _____ buy a new house next month.
- I'm sure she _____ pass the final exam.
- Look at the sun. It _____ be a beautiful day.
- I forgot to phone Dad. I _____ do it right after lunch.

Passive voice

Rewrite the following sentences using the passive voice. Begin each sentence as shown.

1. More and more people adopt a green lifestyle.

A green lifestyle _____.

2. The students didn't put the rubbish in the bins after the party yesterday.

The rubbish _____.

3. We will plant more trees in the neighbourhood.

More trees _____.

4. Our club is going to organise a lot of clean-up activities this weekend.

A lot of clean-up activities _____.

5. They discussed important environmental issues at the meeting.

Important environmental issues _____.

Remember!

We use the passive voice when the person or thing that does the action is not important or not known, or we don't want to say who the doer is. We focus on the action itself.

Example: The school playground is cleaned up every day (by students).

III READING

- 1 **Work in groups. Look at the pictures and answer the questions.**

Which pictures show a green lifestyle? Why?

a



b



c



d





2 Read the following text and choose the best title for it.

- A. Green living
- B. Green issues
- C. Green products

Tips

- When you choose the best title, you should:
- read through the whole text.
 - pay attention to the opening paragraph.
 - choose the title that best represents the idea of the whole text, not just part of it.

More and more people adopt a green lifestyle. It is a choice we make to change to a greener and more **sustainable** lifestyle. There are many things you can do to become an eco-friendly person. Here are some of them.

Turning off your appliances when they are not in use

This is one of the easiest ways to save energy and reduce your carbon footprint. It also helps reduce energy bills and prevent any dangerous situations such as a fire or an explosion.

Buying products that are grown using more natural and **organic methods**

This helps reduce the use of harmful chemicals in food. Organic food is better for us because it is safer and healthier. It also tastes better.

Cutting down on plastic use

This really helps the environment because it takes many years for plastic waste to break down into small pieces. Bring a reusable bag when you go shopping, and your own refillable bottle instead of buying bottled water.

Recycling as much as possible

This prevents pollution because it reduces the need to collect new raw materials and protects **natural resources** such as water and trees. So don't throw away your used household items, but sort and recycle them.

3 Circle the correct meanings of the highlighted words and phrases in the text.

1. sustainable
 - a. causing little or no damage to the environment
 - b. bringing no benefits to the environment
2. organic
 - a. without the use of animal organs
 - b. without the use of chemicals
3. cutting down on
 - a. reducing
 - b. reusing
4. natural resources
 - a. materials supporting life
 - b. materials harmful to life

4 Read the text again and decide whether the following statements are true (T) or false (F).

	T	F
1. Green living is now compulsory for many people.		
2. Turning off electrical appliances is an easy way to save energy.		
3. It takes a long time for plastic waste to break down.		
4. The use of refillable water bottles is not encouraged.		

5 Work in pairs. Discuss the following question.

In your opinion, which of the suggestions in the text is the easiest way to live green?

IV SPEAKING

Living green

1 Which of the following activities do you think teenagers should or shouldn't do to live green? Put a tick (✓) in the appropriate column.



Activities	Should	Shouldn't
1. Leaving your appliances on when not in use		
2. Recycling your used items		
3. Using plastic bags when shopping		
4. Buying organic food		
5. Dropping litter in the street		
6. Planting trees		

2 The table below presents the reasons why teenagers should or shouldn't do the activities in 1. Work in pairs and match them with the activities.

Reasons	Activities
a. This makes the street dirty and polluted.	
b. This wastes electricity and creates dangerous situations.	
c. It takes years for the material to break down into small pieces.	
d. This reduces the use of harmful chemicals in food.	
e. This protects natural resources.	
f. They provide shade and fresh air.	

3 Work in groups. Discuss and present your ideas about what you should or shouldn't do to live green.

Example:

There are many things that we should or shouldn't do to live green. We should recycle our used items so that we can protect natural resources. We shouldn't drop litter in the street because this will make the street dirty and pollute the environment.

V LISTENING

A green event

1 Work in pairs. Look at the picture and answer the questions.

What are they doing? Why?



2 Listen to an announcement about a *Go Green Weekend* event and decide whether the following statements are true (T) or false (F).

	T	F
1. At the club meeting, the speaker only talks about the teams and activities.		
2. The Clean-up Team will pick up rubbish in the central market.		
3. Both students and local people will take part in the event.		
4. A report of the event will be produced by the Media Team.		

3 Listen again and complete each gap in the table with ONE word from the recording.

Clean-up Team	Clean the central (1) _____ • Pick up rubbish, bottles, and (2) _____ bags • Water small trees and flowers
Donation Team	Collect used items (3) _____ the items and put them into the correct bags
Media Team	(4) _____ photos of the event on the club's website Make (5) _____ for the club's future activities

4 Work in groups. Discuss the following question.

If you have to organise a green event in your area, what will you do?

VI WRITING

Writing about suggestions for improving the environment

1 Work in pairs. Match the suggestions for improving the environment with their expected results.

Suggestions

1 Cleaning up regularly (e.g. organising clean-up activities at weekends)

2 Planting more trees (e.g. encouraging students to plant trees or flowers in their school)

3 Setting up more rubbish bins (e.g. putting more rubbish bins in public places such as parks or bus stations)

Expected results

a This reduces CO₂ and makes the air clean.

b This makes the waste collection easier.

c This keeps the environment clean and makes it safe for everyone.

2 Read the incomplete paragraph about ways to improve the environment. Fill in the blanks with the words and phrases from the box.

First In conclusion For example

There are three things we can do to improve the environment in our school. (1) _____, we should clean up all areas regularly. (2) _____, we can organise clean-up activities at weekends. By doing this, we can keep our environment clean, beautiful, and safe for everyone.

.....

.....

(3) _____, we can improve the environment in our school in many ways and even small actions can make a big difference.

3 Add two more suggestions to improve the environment in your school to complete the paragraph in 2. Use the ideas in 1 to help you.

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Asking for and giving advice

1  Listen and complete the conversation with the expressions in the box. Then practise it in pairs.

- A. You should
- B. What should I do
- C. I advise you
- D. Should I

Lan: I was asked to give a presentation on climate change next week.
(1) _____, Mai?

Mai: (2) _____ search for information about the topic on the Internet.

Lan: (3) _____ also read books in the library?

Mai: That's a good idea. (4) _____ to collect information from different sources. Then you can decide what to include in the presentation.

2 Work in pairs. Make similar conversations asking for and giving advice about green living. Use the expressions below to help you.

Useful expressions

Asking for advice	Giving advice
What should I do?	I think you should ...
What do you advise me to do?	I advise you to ...
Do you have any suggestions for me?	How about ...?
What would you do if you were me?	If I were you, I would ...
Can you give me some advice about ...?	My advice would be to ...

CLIL

1 Read the text and complete the table.

CARBON FOOTPRINT

A carbon footprint is the total amount of CO₂ produced by human activities. It also includes the emissions of other greenhouse gases. Although calculating your carbon footprint can be difficult, you can still estimate it based on how big your family is, how much electricity your appliances use, how much you drive or fly, or how much you recycle.

Globally, the average carbon footprint per person is more than 4 tons per year. Too much CO₂ in the Earth's atmosphere can cause serious problems. It can lead to increasing global temperatures and air pollution, and destroy the natural world.

It's not difficult to reduce your carbon footprint. You can do it by making your daily activities eco-friendly. For example, you can take shorter showers. The less hot water you use, the less energy is needed to heat the water. Instead of using your personal car or motorbike, you should use public transport, walk or cycle as much as possible.

These simple activities can help reduce your carbon footprint and your impact on the environment.

Carbon footprint		
Definition	Effects of large carbon footprint	Ways to reduce it
Carbon footprint is: - the total amount of (1) _____ produced by human activities - emissions of other greenhouse gases	- Increasing (2) _____ and air pollution - Destroying the natural world	Make your daily activities eco-friendly by: - taking shorter (3) _____ - using (4) _____, walking or cycling

2 Work in pairs. Discuss things you can do to reduce your carbon footprint.

VIII LOOKING BACK

Pronunciation

17 Listen and underline the words with the consonant blends /kl/, /pl/, /gr/ or /pr/. Then practise reading the sentences.

- The professor is proud of the results of our project.
- Grass is growing on the ground.
- Those toy planes are made of plastic.
- Click the button to become a member of the club.

Vocabulary

Complete the sentences. Use the words and phrases in the box.

appliances green lifestyle
carbon footprint eco-friendly

- More people adopt a(n) _____ because it is good for the environment.
- You should cut down on electricity usage to reduce your _____.
- Many modern houses today are built from _____ materials.
- Modern household _____ make housework much easier.

Grammar

Choose the best answers.

- Wind energy *is used* / *use* to produce electricity.
- More trees *are planted* / *plant* around the school.
- I'm sure you *are going to pass* / *will pass* your driving test. Don't worry.
- Mai has won the first prize in the speaking contest.
- Really? I *will* / *am going to* phone her to give her my congratulations.
- My parents have made their holiday plans. They *will travel* / *are going to travel* to the south of the country.
- Do you hear the thunder? It *is going to rain* / *will rain* heavily.

PROJECT

GO GREEN WEEKEND

Work in groups. Make a plan for a *Go Green Weekend* event. Think of activities that you can organise during the weekend. You should also provide the reasons and expected results of each activity you suggest.

Present your plan to the class. Your presentation should include the following:

GO GREEN WEEKEND				
Activity	Time	Place	Reason	Expected result
Picking up litter	Sunday morning	City park	The park is dirty because many people drop litter on the paths.	It will make the park cleaner and more beautiful.

Now I can ...

- pronounce the consonant blends /kl/, /pl/, /gr/, and /pr/ correctly in isolation and in sentences.
- understand and use words and phrases related to human activities and the environment.
- use *will* and *be going to* to talk about the future.
- use the passive voice.
- read for main ideas and specific information in a text about green living.
- talk about ways to live green.
- listen for specific information in an announcement about a green event.
- write about ways to improve the environment.
- ask for and give advice.
- understand what a carbon footprint is.
- plan activities for a *Go Green Weekend* event and give a group presentation about the event.

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