UNIT 3: LOOKING BACK AND PROJECT

I/pronunciation

Task 1. Listen and underline the sounds that are assimilated.

1. This is the best book on environmental issues.

2. We believe that both sides should focus more on energy-saving projects.

3. We'll make the earth a green planet.

4. Wind power produces no greenhouse gas emissions during operation.

5. Bio-fuels are obtained from biodegradable plant material.

Task 2. Listen and complete the sentences.

1. Fresh _____ provide lots of valuable nutrients.
2. Sustainability is the key element in modern _____.
3. I got _____ after eating vegetables sprayed with pesticides.
4. The goal of _____ foundation is to create new wildlife habitats.
5. We started using energy-saving _____.

II/Vocabulary

complete the sentences with the correct form of the words/phrases in the box.

deplete	combustion	organic	disposal of
soot particle	pathway	clutter	

1. The focus of the seminar will be on _____ hazardous waste.
2. Some people still think that our natural resources can never be _____.
3. A good way of clearing _____ from your home is to sort it into 'throw away', 'put away', and 'give away' boxes.
4. _____ farming avoids the use of chemical fertilisers and pesticides.
5. Incomplete _____ often gives off toxic by-products.
6. _____ are so tiny that they can enter the bloodstream causing health problems.
7. Green technology has been part of the _____ to economic progress.

LIVEWORKSHEETS

III/Grammar

Task 1. Combine the simple sentences into compound sentences, using appropriate conjunctions.

1. We read food labels carefully. We want to buy only organic products.

2. The burning of fossil fuels is the largest source of greenhouse gas emissions. The burning of fossil fuels causes air pollution.

3. Shall we organise a tree-planting day? Shall we launch a recycling campaign at school?

4. Regular exercise is essential to longevity. It is not the only factor.

5. Noise pollution can cause stress and psychological problems. Try to spend some peaceful, quiet time in nature.

Task 2. Combine the simple sentences into complex sentences, using the word in brackets.

1. We change our consumption habits. We can reduce our carbon footprint. (if)

2. We should use bicycles instead of cars. This will help to reduce exhaust fumes and pollution. (because).

3. Fossil fuels are burned. They emit harmful gas into the environment at the same time. (when)

4. Protect the environment. You live there. (where)

5. We reuse bags, old clothes and scrap paper at home. We can reduce waste. (so that)

LIVEWORKSHEETS

Task 3. Match the simple sentences. Then write complex sentences with which

1. The indoor air quality at school is better now.	**a.** This has resulted in fewer asthma attacks.
2. They have cleaned the mould from the walls.	**b.** This has brought them some financial and health benefits.
3. We keep our school environment clean and green.	**c.** This has had an impact on the entire community.
4. They have started using more green products.	**d.** This has helped students to improve their concentration and test results.
5. School staff have shown parents different ways to go green.	**e.** This has made us very proud.

LIVEWORKSHEETS

UNIT 3 : PROJECT

1. Do a survey. Find out:

- how many students in your class have chosen a green lifestyle
- what they often do
- why they think their activities are environmentally friendly

You can use the following questionnaire:



HOW GREEN ARE YOU?	Always	Often	Never
1. Purchase certified organic food and drinks.			
2. Buy reusable products.			
3. Refuse plastic bags when shopping.			
4. Walk to school at least twice a week.			
5. Turn off the lights when leaving home.			
6. Call a plumber to fix dripping water pipes and taps.			
7. Take part in tree-planting events.			
8. Use electronic files and avoid printing out documents.			
9. Use solar energy calculators, watches and other accessories.			
10. Encourage friends and relatives to join green activities.			

2. Report your findings to your class.

LIVEWORKSHEETS