

Pollution 5a

Word power

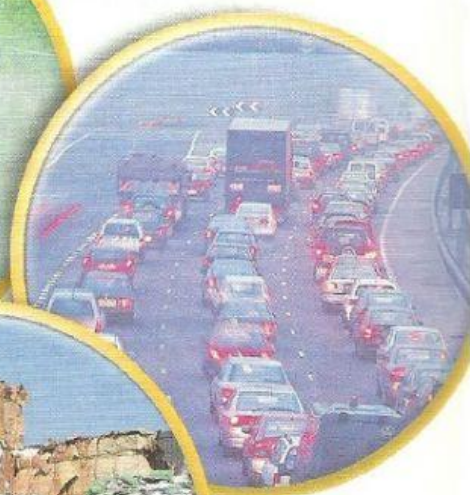
- Source and causes of pollution

- 1 a) Match the sources of pollution to the pictures.

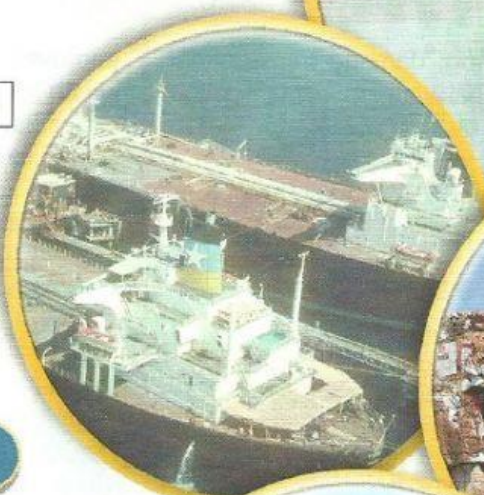
1



2



3



vehicles

factories

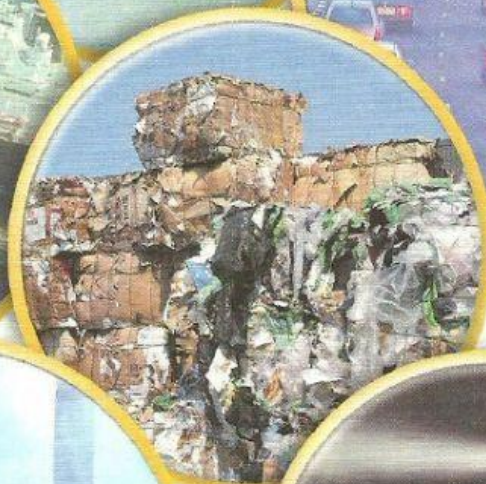
oil tankers

aerosol sprays

landfill sites

pesticides

4



5



6



- b) Complete the sentences with words from Ex. 1a.

- 1 ► **Factories** and release poisonous chemicals like carbon monoxide and sulphur into the air, especially over cities.
- 2 release CFCs which pollute the air.
- 3 Accidents involving which spill their loads in the sea, pollute the water.
- 4 used in crop spraying release harmful chemicals which are deposited in the soil.
- 5 are full of too much packaging.

Developing your speaking skills

• Results/problem solving

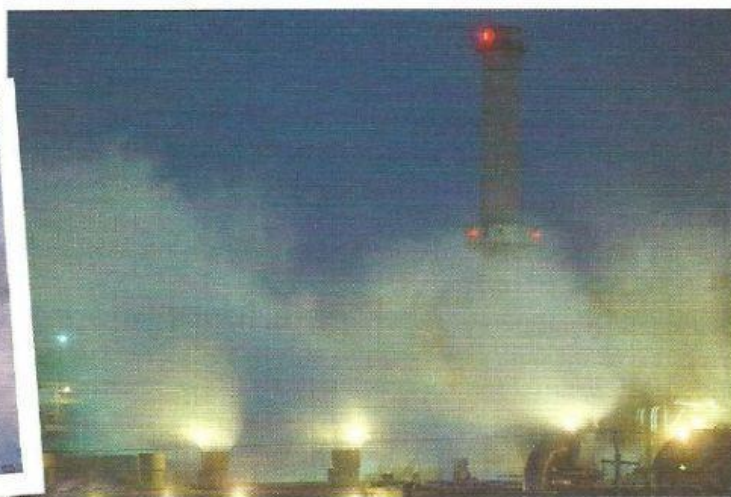
- 2 Use the tables below to talk about the effects of pollution and its possible solutions. You can also use your own ideas.

KEY LANGUAGE		
cause of pollution	effects	possible solutions
factories emit poisonous chemicals	acid rain, smog, damage trees/ lakes/ buildings, global warming, contamination of seas/ rivers by toxic waste	improve the way we dispose of waste products, introduce stricter laws/fines
oil tanker accidents at sea result in oil slicks	destruction of sea life and surrounding environment	more careful navigation, introduce stricter patrolling/ fines
aerosol sprays emit CFCs	damage to the ozone layer/increase in skin cancer	use of ozone-friendly sprays
overfull landfill sites	waste piles, unhygienic conditions	recycling, less use of packaging
pesticides in farming	contamination of food, water and soil	natural pest control using 'green' products
vehicles emit carbon monoxide	acid rain, smog, damage trees/ lakes/buildings, global warming	use of alternative fuels

○ Useful language

results	bring(s) about, result(s) in, consequently, lead(s) to, as a consequence, therefore
problem solving	... can/could be avoided/reduced/overcome/solved by ...

- A: **Factories** emit a lot of **poisonous chemicals** into the air.
 B: Yes, and this can **result in acid rain** which **damages trees, lakes and buildings**.
 A: This problem **could be solved** by improving the way they **dispose of waste products**.



Word power

• Wildlife

1 a) Which of these animals can you see in the pictures?

- whale
- deer
- polar bear

- sea turtle
- tiger
- cheetah

- penguin
- rhino
- elephant

- crocodile
- golden eagle

Wildlife

food

plants, grass,
leaves, meat, fish,
insects, shellfish,
seals

habitat

the jungle, forests, the
sea, lakes, rivers, the
savannah, the Arctic

animal types

birds, reptiles,
amphibians, mammals

**Save us!
Buy fake fur!**



**Don't destroy
our eggs!
Let them hatch!**



**Save us!
Don't let
our home
melt!**



**Save
our
tusks!**



**Save
our
skins!**



**Don't turn us into
fashion accessories!**

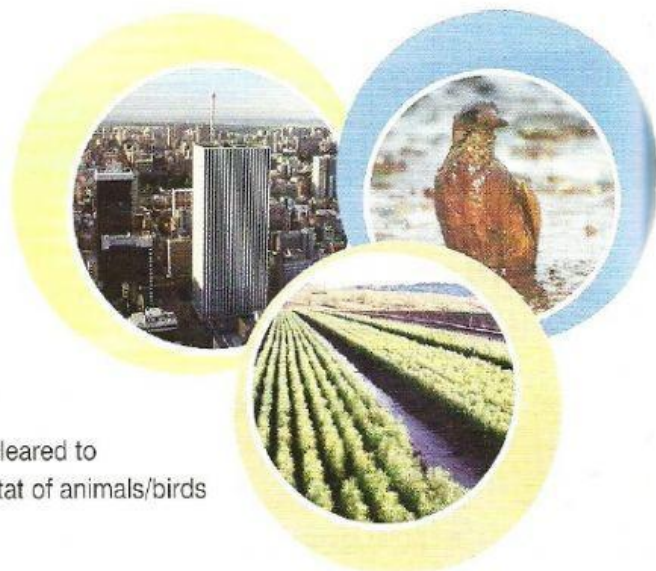


b) Talk about the animals in the pictures as in the example. Then use the captions to explain why they are endangered.

► Polar bears are **mammals** that live in the **Arctic**. They eat **seals and fish**. They are endangered because people hunt them for their fur.

2 How do the following problems affect animals? Use the ideas to tell your partner.

- pesticides — farmers spray crops with chemicals to protect crops from insects → animals get poisoned as they eat the insects
- pollution — industries release toxic waste in the water → destroys natural habitats
- growth in urban expansion — large amounts of ground is cleared to make way for housing/industry → destroys the natural habitat of animals/birds
- agricultural growth — ground is cleared to make way for crops → animals/birds lose their habitat
- hunting — demand for luxury items leads to hunting/killing of animal species → animals become endangered



- *Farmers need to protect their crops from insects, so they spray them with chemicals, which poison animals that eat the insects.*

Developing your speaking skills

• Prioritising

3 Read the ideas below. In pairs, use the ideas from Ex. 2 and the useful language below to talk about the most important steps to save wildlife. What can governments do? What can you and your classmates do?



Steps to save wildlife

- plant trees
- raise money
- adopt an animal
- organise campaigns
- create wildlife parks
- inform the public (hand out leaflets)
- do not buy animal products
- use the media to educate people
- introduce stricter legislation
- breed endangered animals in zoos

Useful language

Prioritising

Our first priority is/should be, The next thing to consider is, Another important factor to consider is, Last but not least, (*Planting trees*) is not as important as (*raising funds*), The least urgent priority is

- *A: The governments' first priority should be to create wildlife parks. This way we can preserve animals from extinction.*
B: You're right. Another important factor to consider is the introduction of stricter legislation. etc
A: We can also help save wildlife. Our first priority should be to stop buying animal products. etc

Speaking Test

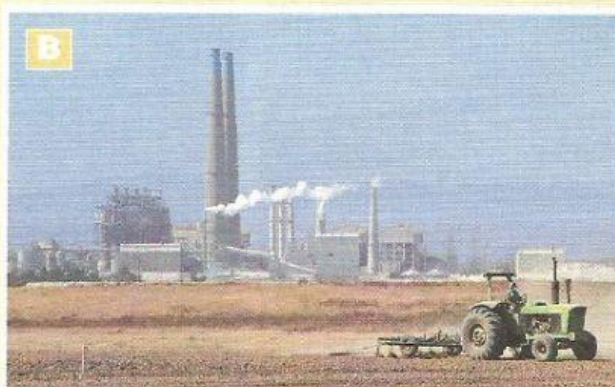
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Part 1 Talking about general topics (3 minutes)

- Have you ever been to an English-speaking country?
- What do you imagine you'll be doing in five years' time?
- What is your ideal way of spending an evening out?
- What do you like about the area where you live, and is there anything you dislike?

Part 2 Monologue (4 minutes)

How do these problems have a negative effect on the environment?



Candidate A: Compare the pictures and say **how these problems have a negative effect on the environment**. (1 minute)

Candidate B: Which would you say is the most serious form of pollution? (20 seconds)

Why is it helpful for these people to wear uniforms?



Candidate B: Compare the pictures and say **why it is helpful for these people to wear uniforms**. (1 minute)

Candidate A: How do you feel about pupils wearing uniforms at school? (20 seconds)

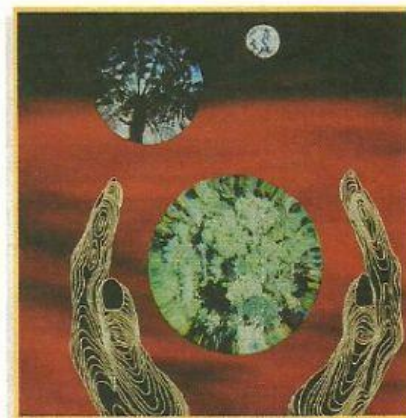
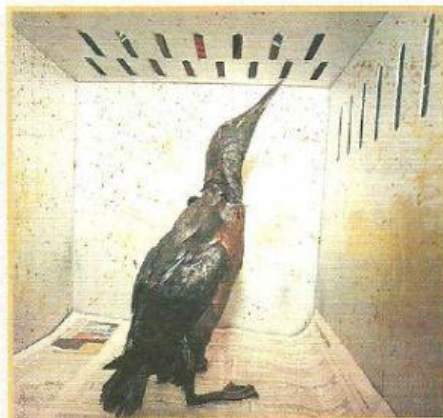
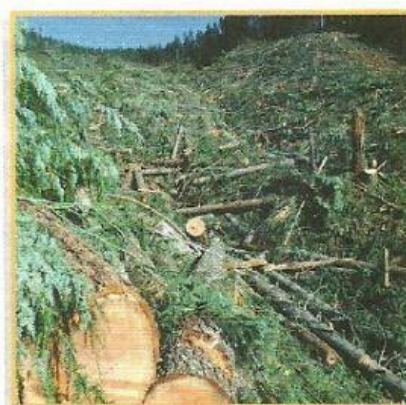
Model Interview:

- Listen to two candidates doing the speaking task in Part 2. What reasons does each candidate give to support their answers?

Part 3 Decision Making (pairwork) (3 minutes)

Your school wants to produce a series of posters to help promote awareness of the environment. Here are some of the suggestions they are considering.

- How effective are these pictures at drawing attention to environmental concerns? Which two pictures would you not use for the posters?



Part 4 Discussing in pairs (4 minutes)

- How else can we make people more aware of environmental problems?
- What do you think poses the most serious threat to wildlife?
- Do you know of any endangered species in your country? What are they?
- How important is it to protect species that are endangered? Why?
- What do people in your community do to help protect the environment?

Model Interview:

Listen to two candidates doing the speaking task in Parts 3 and 4 and answer the questions.

Part 3 1 Which of the suggestions do the candidates find the most effective and why? Which two options do they not recommend?

Part 4 2 In the candidates' opinion, what poses the most serious threat to wildlife? What examples do they give to support their answers?

3 Do either of the candidates think it is important to protect endangered species? What reasons do they give to support their answers?