2C LISTENING AND VOCABULARY

1 10 **Listen to Part 1 of a lecture. What is the main topic? Choose the correct answer.**

a The impact of climate change on our clothing choices.
b Green is the new black: the rise of eco-fashion.
c How your clothes are ruining the natural environment.

2 11 **Listen to Part 2 of the lecture and tick the things that are mentioned.**

1 ☑ water use
2 ☐ corruption
3 ☐ pesticides
4 ☐ chemical waste
5 ☐ child labour
6 ☐ consumerism
7 ☐ greenhouse gases
8 ☐ public opinion

3 11 **Listen to Part 2 again and complete the sentences with no more than three words in each gap.**

1 It takes around *7600* litres of water to produce a pair of jeans.
2 _____ has caused severe damage to the environment in many countries.
3 What used to be the Aral Sea in Kazakhstan is now just _____.
4 Apart from the overuse of pesticides and water, clothes manufacturing also produces a lot of _____.
5 Because of 'fast fashion', the number of times people wear an item of clothing has gone down by _____ in the last fifteen years.
6 Multinational companies in the fashion industry are likely to continue prioritising _____ over ethical values.

Vocabulary extension

4 **Complete the text with the phrases from the box, which you heard in the recording in Exercises 1 and 2. Use the information in brackets to help you.**

common knowledge in the name of safe to say
share the blame ~~well aware of~~ widely reported

Most people are [1]*well aware of* (know all about) the suffering that results from fur farming, yet all over the world animals are still mistreated and killed [2]_____ (for the sake of) fashion. Despite the fact that the issue has been [3]_____ (in the news a lot) and is now [4]_____ (known by everyone), fur is still seen by some people as a desirable luxury product. It is [5]_____ (certain) that if there was no demand for fur, then these farms would close. In reality, this means that consumers [6]_____ (are also responsible for the problem) with producers.

5 ON A HIGH NOTE **Would you stop purchasing clothing for environmental reasons? Write a short paragraph and explain your stance.**

Pronunciation

6 12 **Read some words from the lecture in Exercises 1 and 2. How are the underlined vowel sounds pronounced? Listen and check.**

1 jeans, each, feed, being
2 middle, river, simply, think

ACTIVE PRONUNCIATION
/i:/ and /ɪ/ sounds

/i:/ and /ɪ/ are similar sounds in English. The spelling of words which include these vowel sounds is not always a clear guide to their pronunciation.

- /i:/ (long) typically appears in words which are spelled with *ee* (e.g. *s**ee**n*), *ea* (e.g. *p**lea**se*), and *ie* (e.g. *p**ie**ce*).
- /ɪ/ (short) typically appears in words which are spelled with *i* (e.g. *b**i**g, w**i**ndow, sp**i**rit*).

7 13 **Write the words from the box in the correct column. Listen, check and repeat.**

~~extinct~~ freeze greenhouse habitat predict sea species statistics

/i:/ feet	/ɪ/ fit
	extinct

8 14 **Listen and notice how the vowel sound changes. Practise saying the pairs of words.**

1 steal still
2 field filled
3 cheap chip
4 leak lick
5 sleep slip
6 wheel will
7 feeling filling

9 15 **Listen to these pairs of words. Tick the word you hear first.**

1 ☐ slip ☑ sleep
2 ☐ pill ☐ peel
3 ☐ bitten ☐ beaten
4 ☐ list ☐ least
5 ☐ fit ☐ feet
6 ☐ lid ☐ lead

10 16 **Can you identify the /i:/ and /ɪ/ sounds in each sentence? Listen and check. Then practise saying the sentences.**

1 An increase in industrial waste will lead to habitat loss.
2 The key reason for this species' success is their big beaks.
3 Have you been drinking from reusable or single-use cups?
4 The disease spreads more quickly in humid conditions.

UNIT VOCABULARY PRACTICE > page 25

LIVEWORKSHEETS