

## UNIT 6: LOOKING BACK

### Pronunciation

#### 1. Listen and repeat the questions paying attention to the rising intonation.

1. Do you know that global warming is increasing?
2. Did you turn off the light before you left home?
3. Can we really reduce the carbon footprint of our homes?
4. Are you aware of the dangers of plastic bags on the environment?
5. Have you seen the 'Young Voices for the Planet' films?



#### 2. Listen and mark the rising intonation (R) or falling intonation (F) on the echo questions. Then practise reading the exchanges.

1.  
A: 'Plant for the Planet' helped plant 12 billion trees worldwide.  
B: Twelve billion trees worldwide?
2.  
A: Even when turned off, electronic devices use energy.  
B: Yes, they can still use energy.
3.  
A: Cutting down on energy use is the best way to help reduce global warming.  
B: The best way to do what?
4.  
A: Global warming has catastrophic effects on humans.  
B: Global warming has what on humans?
5.  
A: A single tree can absorb about one ton of carbon dioxide during its lifetime.  
B: How long can a tree live?



## VOCABULARY

Complete the sentences with the words in the box.

absorb  
energy use

deforestation  
emissions

diversity  
extinction

catastrophic  
carbon footprint

1. I believe that the only way for us to reduce global warming is to cut down on .....  
.....
2. Many species are threatened with ..... due to deforestation and loss of habitat.
3. Motor vehicles running on petrol are responsible for a large amount of carbon dioxide.....
4. There are many ways for us to reduce our ..... in order to save our environment.
5. More trees should be planted as they ..... carbon dioxide and give off oxygen.
6. The alarming rate of ..... results in damage to the quality of the land.
7. Rainforests have the highest species ..... on the earth.
8. Global warming has proved truly ..... for the environment.

## Grammar

1. Rewrite the sentences, using perfect participles.

1. After the students had learnt about the benefits of recycling and reusing, they started collecting waste paper, bottles, and cans to recycle and reuse.

→ \_\_\_\_\_



2. Since Mai had refused Nam's offer of a lift in his car, she had to walk home.

→

3. After Ha had read some documents about Green Earth, she decided to join the organisation.

→

4. Since the farmers used too much chemical fertiliser on their farm, they now have to drink polluted water.

→

5. After she replaced all the light bulbs in her house with LED lights, she saved a lot of money on her electricity bills.

→

6. Since we have become too dependent on the use of electricity, we have to find alternative sources of energy before fossil fuels run out.

→

## 2. Combine the sentences, using perfect gerunds.



1. Tonya had dumped a lot of rubbish on the beach. She was strongly criticised for that.

→



2. Sam had not worked hard enough in his previous job. He regretted it.

→ \_\_\_\_\_



3. Tony had rescued the kids from the fire. People admired him for that.

→ \_\_\_\_\_

4. I have seen him before. I remember that.

→ \_\_\_\_\_

5. 'You've lied to us,' the villagers said. The politician denied it.

→ \_\_\_\_\_

6. Thanh had forgotten to turn off the gas cooker before he left his house. He admitted that.

→ \_\_\_\_\_

## PROJECT

1. Work in groups. Discuss which of the following activities your group can do to help to reduce the carbon footprint of your school and community.

2. Give your group's activity a campaign name and think about its purpose. Then make a detailed plan, using the table below.

3. Present your group's detailed plan to the class.