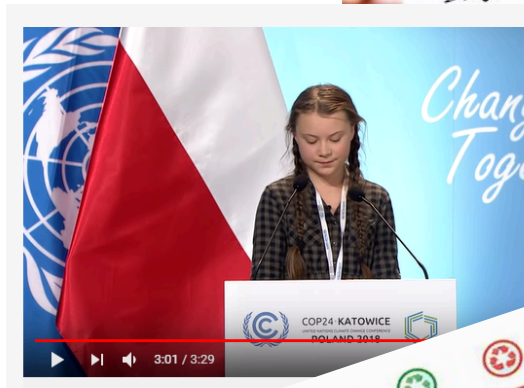


UNIT 6. ENVIRONMENT

VOCABULARY	Environment. Recycling
GRAMMAR	Will/ going to
READING	Why don't we eat bugs?
LISTENING	Saving the planet. Greta Thunberg. Life of plastic
WRITING	The world in a 100 years time.
ORAL INTERACTION	Talking about recycling. Giving advice.



WARM UP

1. Describe the pictures, what is the problem?



LISTENING AND VOCABULARY: THE ENVIRONMENT

1. Match the words to the definitions

1. Atmosphere	a. major, long term changes to global weather patterns. It can occur naturally or it can be driven by human actions. It can disrupt the balance of nature and threaten vulnerable species with extinction
2. Carbon dioxide (CO ₂)	b. gases that allow radiation from the sun to pass through the earth's atmosphere, and trap outgoing heat from the earth's surface. They include carbon dioxide, nitrous oxide and methane.
3. Climate	c. Energy generated by the sun. It is filtered by the atmosphere.
4. Climate change	d. The atmospheric conditions which relate to a specific time and place.
5. Ecosystems	e. the effect that greenhouse gases have on the environment. Without it, life on earth would cease to exist but human pollution intensifies it, and that can lead to problems.
6. Emission	f. sources of energy derived from remains of living things that died a long time ago. Gas, coal and oil are these.
7. Extinction	g. a rise in the earth's temperature caused by increase in greenhouse gases. If left unchecked, it leads to climate change which can be harmful for the environment.
8. Fossil fuels	h. when a plant or animal species dies out, it becomes extinct.
9. Global warming	i. gases and other substances discharged into the air, such as plumes of smoke from coal-fired power stations or car exhaust fumes.
10. The Greenhouse effect	j. typical weather conditions for a specific part of the world.
11. Greenhouse gases	k. a transparent gas that is either emitted or absorbed by all living things. It is a greenhouse gas which is naturally present in the earth's atmosphere
12. Solar radiation	l. natural habitats that support different kinds of animal and plant life, such as coral reefs.
13. Weather	m. the layer of air surrounding the earth that protects us from the sun's harmful rays.

2. Watch the video and answer the questions <https://youtu.be/ScX29WBJI3w>

1) According to the speaker, greenhouse gases are produced by...

- ☐ a) heat from the sun
- ☐ b) the actions of people
- ☐ c) the sun's rays, and also the actions of people
- ☐ d) the video doesn't say

2) Which of these things is a greenhouse gas?

- ☐ a) carbon monoxide
- ☐ b) carbon dioxide
- ☐ c) oxygen
- ☐ d) the video doesn't say

3) Which of these ways to generate power provides a clean source of power?

- ☐ a) gas
- ☐ b) oil
- ☐ c) wind power

4) Which of these things can help reduce levels of carbon dioxide?

- ☐ a) driving to work
- ☐ b) heating with coal instead of gas
- ☐ c) using public transport
- ☐ d) leaving your TV on standby, rather than switching it off

5) Which of these predictions about climate change does the video make?

- ☐ a) If the planet gets warmer, then polar bears will become extinct
- ☐ b) If the planet gets warmer, then we can expect more floods
- ☐ c) if the planet gets warmer, then fuel will become less expensive
- ☐ d) if the planet gets warmer, then sea levels will rise

6) The word extinct means...?

- ☐ a) to become scarce or rare
- ☐ b) in need of protection
- ☐ c) to become endangered

7) Choose the best answer to complete this statement:

If the planet continues to heat up, ___ ___ ___ expect to experience more extreme weather.

- ☐ a) then will we
- ☐ b) then can we
- ☐ c) then we can
- ☐ d) then should we

8) Which of these things isn't mentioned in the video?

- ☐ a) wave energy
- ☐ b) car pooling
- ☐ c) coral reefs
- ☐ d) heat waves



3. Look at the picture and make sentences about them with the vocabulary you have learnt.

READING: WHY DON'T WE EAT BUGS?

1. Watch the video and read

https://drive.google.com/file/d/1TLXsVFUo3isg_ApkcBWqHTiXN6_VMlnz/view?usp=sharing

Presenter: Every resort town in the US has a candy store, but one store in Pismo Beach, California, goes beyond the usual taffy and caramel apples. If Hotlix has its way, Americans will be snacking on everything from caterpillars and cockroaches to mealworm-covered apples.

Larry Peterman is a candyman on a mission. For more than a decade he's been promoting a valuable food source that most Americans find revolting. In a land of plenty, people resist. Larry knows why. From an early age, parents teach children to avoid insects.

Larry Peterman: In our culture, from the time that we're really small, we're taught to avoid insects. They might bite you like a mosquito, or just swat them.

This has got a good cricket in it!

Presenter: But kids aren't the only ones munching on bugs. Around the world, more than 1,400 insect species show up on menus. Insect eating, or entomophagy, is part of healthy diets in Asia, Africa, Australia and Latin America. This trend is anything but new. Archaeologists have found evidence of it dating to the earliest humans.

Advocates of insect-eating like to note that it's environmentally sound. Producing a pound of caterpillar takes a tenth of the resources needed to produce a pound of beef. And insects brim with vitamins and minerals. But despite all the benefits, most Americans can't stomach bugs.

Waiter: Welcome, welcome, welcome! Have a seat!

Presenter: Unlike Larry Peterman, who celebrates them at his dinner parties. The evening begins with Larry's version of the classic shrimp cocktail.

Larry Peterman: We've just finished preparing a cricket cocktail. It's a lot like a shrimp cocktail, only instead of shrimp we use crickets.

OK, folks, here's the first course! Now, enjoy!

While you're enjoying this, I'm going down and I'll get your next course.

Presenter: The main course is a stir-fry, with a special garnish.

Larry Peterman: Here we go! Dinner is served!

Dinner guests: Get ready ... OK ... uno, dos ... three ... go!

Presenter: Several courses later, Larry presents his pièce de résistance.

Larry Peterman: OK! Here it is, folks! What you've been waiting for!

Dinner guest: Oh no!

Larry Peterman: Now, don't let anybody dive in until everyone's been served, please!

We call it a Pismo Surfer. What it is is a banana with whipped cream, and a really good cockroach on it. You don't have to eat the wings, you don't have to eat the head, unless you want to.

Dinner guest: Do you know where this cockroach has been?

Dinner guest: How does it taste?

Larry Peterman: We can do another one next week if you like!

Presenter: Larry predicts he'll eventually win people over.

Larry Peterman: As we become more and more insect food-oriented, our tastes are going to change, and so I see a niche for somebody that does gourmet insects. Could have some snob appeal, like people taste flies and, 'Mmm, this is good. Hey, this bug is good!'



1. Larry Peterman's shop sells insects as pets. True False
2. Parents teach children to avoid insects. True False
3. Insects are only eaten by humans in Latin America. True False
4. Humans have only started to eat insects in the recent past. True False
5. Eating insects is better for the environment than eating meat. True False
6. Insects are a nutritious meal. True False

7. For dessert, Larry served a banana with whipped cream and a spider on it. True False
8. Larry thinks more people will eat insects in the future. True False

GRAMMAR. WILL AND GOING TO

1. Watch the video. Note down the use of “going to” and “will” <https://youtu.be/HTi63K0KMo>

GOING TO - VOY A CANTAR	WILL - CANTARÉ
<p>AFFIRMATIVE</p> <p>am/are/ is going to V</p> <p>NEGATIVE</p> <p>am/are/ is NOT going to V</p> <p>INTERROGATIVE</p> <p>Am/Are /Is going to V?</p> <p>WH-</p> <p>am/are /is going to V?</p>	<p>AFFIRMATIVE</p> <p>will V</p> <p>NEGATIVE</p> <p>will NOT V</p> <p>INTERROGATIVE</p> <p>Will V</p> <p>WH-</p> <p>will V</p>

USE

PREDICTIONS

With evidences- be going to

Look at the clouds, it is going to rain

With no evidence- will

My daughter is 7 and she will be a doctor when she grows up

DECISIONS

Spontaneous-will

Already planned-going to

A-I'm going shopping, I have a list. I'm going to buy milk,honey and eggs.

B-There is no sugar

A-OK, I' will buy sugar as well

ARRANGEMENT- Present Continuous. I'm meeting my mother at the airport tomorrow.*

Sometimes it is not clear if there is an arrangement or a previous decision. In those cases both are accepted

1. Write the correct form of “going to” and will

<p>1.My friend _____ buy a car.</p> <p>2.The cow _____ eat the green grass.</p> <p>3.Mario an I _____ go out for a walk.</p> <p>4.It _____ rain.</p> <p>5.You _____ ride a horse.</p> <p>6.Marta and Peter _____ swim.</p> <p>7.You _____ go to school.</p> <p>8.My aunt _____ watch television.</p> <p>9.I _____ write a note.</p> <p>10.My neighbours _____ get married.</p>	<p>1.My friend _____ buy a car.</p> <p>2.The cow _____ eat the green grass.</p> <p>3.Mario an I _____ go out for a walk.</p> <p>4.It _____ rain.</p> <p>5.You _____ ride a horse.</p> <p>6.Marta and Peter _____ swim.</p> <p>7.You _____ go to school.</p> <p>8.My aunt _____ watch television.</p> <p>9.I _____ write a note.</p> <p>10.My neighbours _____ get married.</p>
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2. Make questions with “going to” and “will” and what, when and when

<p>You / read a book.</p> <p>We / sing at the party.</p> <p>They / sell the car.</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
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VOCABULARY: RECYCLING



1.recycle	a.Most bottles and food packaging are made from this
2.paper	b.To use something again, rather than buy a new one.
3.plastic	c.To make smaller or less of something.
4.reuse	d.Waste, trash, items we do not need or want.
5.rubbish	e.To make something old into something new.
6.reduce	f.Made from trees, we use and write on this a lot
7.waste	g.Material used for making packages.
8.packaging	h.having a beneficial effect on the environment or at least not causing environmental damage
9.eco-friendly	i.garbage, rubbish, or trash
10.pollution	j.crude or processed material that can be converted by manufacture, processing, or combination into a new and useful product
11.raw materials	k.naturally occurring materials such as coal, fertile land, etc, that can be used by man
12.natural resources	l.the introduction of harmful substances or products into the environment:

2. Fill in the spaces with some words above

R_____ is very important in our lives because the w_____ we create is increasing all the time. The rise in population means that there are more people on the planet to create waste. New p_____ are being developed, but much of these products contain materials that are not eco-friendly. New lifestyle changes, such as eating fast food, means that we create additional waste that isn't recyclable. Recycling helps to decrease the p_____ caused by waste. It reduces the need for r_____ materials so that the rainforests can be preserved. Huge amounts of energy are used when making products from raw materials. Recycling requires much less energy which helps to preserve natural r_____. We should always remember that making products from raw materials costs much more than if they were made from recycled products.

3. Complete the sentences with the correct words.

1. We place _____ in the blue recycling bin.
2. We place _____ in the yellow recycling container.
3. It's important to know and practice the three "Rs": Recycle, R_____ and R_____
4. At home we separate _____ from plastic, paper and organic waste.

LISTENING: SAVING THE PLANET

1. Listen to the recording and do the exercises: <https://www.esl-lab.com/academic-english/recycling-earth/>



LISTENING: GRETA THUMBERG

https://drive.google.com/file/d/1cKuj2xAySZYW4WJmowqqFNdUWP0tD_2q/view?usp=sharing



1) Greta is _____.

- a. Swedish
- b. Swiss
- c. Scottish

2) Fill the gap: You are never too small to _____ a difference.

3) Put the words in order: planet in is mess! a Our

4) Fill the gap: I care about climate justice and the _____ planet.

5) It is the sufferings of the many _____ pay for the luxuries of the few.

- a. that
- b. whose
- c. where
- d. which

6) Fill the gap: You are stealing the _____ of your children.

7) Put the words in order: solutions are if within change the system And system the we should impossible to maybe find, itself. so

8) Fill the gap: The real _____ belongs to the people.

LISTENING AND READING. LIFE OF PLASTIC

1. Watch the video and translate the underlined words

https://drive.google.com/file/d/1Vk7fcq1DWUj3eXRUXglqeP1_PJLOpaAY/view?usp=sharing

This is the story of three plastic bottles, empty and discarded. Their journeys are about to diverge with outcomes that impact nothing less than the fate of the planet. But they weren't always this way. To understand where these bottles end up, we must first explore their origins.

00:25

The heroes of our story were conceived in this oil refinery. The plastic in their bodies was formed by chemically bonding oil and gas molecules together to make monomers. In turn, these monomers were bonded into long polymer chains to make plastic in the form of millions of pellets. Those were melted at manufacturing plants and reformed in molds to create the resilient material that makes up the triplets' bodies. Machines filled the bottles with sweet bubbly liquid and they were then wrapped, shipped, bought, opened, consumed and unceremoniously discarded. And now here they lie, poised at the edge of the unknown.

01:10

Bottle one, like hundreds of millions of tons of his plastic brethren, ends up in a landfill. This huge dump expands each day as more trash comes in and continues to take up space. As plastics sit there being compressed amongst layers of other junk, rainwater flows through the waste and absorbs the water-soluble compounds it contains, and some of those are highly toxic. Together, they create a harmful stew called leachate, which can move into groundwater, soil and streams, poisoning ecosystems and harming wildlife. It can take bottle one an agonizing 1,000 years to decompose.

01:54

Bottle two's journey is stranger but, unfortunately, no happier. He floats on a trickle that reaches a stream, a stream that flows into a river, and a river that reaches the ocean. After months lost at sea, he's slowly drawn into a massive vortex, where trash accumulates, a place known as the Great Pacific Garbage Patch. Here the ocean's currents have trapped millions of pieces of plastic debris. This is one of five plastic-filled gyres in the world's seas. Places where the pollutants turn the water into a cloudy plastic soup. Some animals, like seabirds, get entangled in the mess. They, and others, mistake the brightly colored plastic bits for food. Plastic makes them feel full when they're not, so they starve to death and pass the toxins from the plastic up the food chain. For example, it's eaten by lanternfish, the lanternfish are eaten by squid, the squid are eaten by tuna, and the tuna are eaten by us. And most plastics don't biodegrade, which means they're destined to break down into smaller and smaller pieces called microplastics, which might rotate in the sea eternally.

03:12

But bottle three is spared the cruel purgatories of his brothers. A truck brings him to a plant where he and his companions are squeezed flat and compressed into a block. Okay, this sounds pretty bad, too, but hang in there. It gets better. The blocks are shredded into tiny pieces, which are washed and melted, so they become the raw materials that can be used again. As if by magic, bottle three is now ready to be reborn as something completely new.

03:44

For this bit of plastic with such humble origins, suddenly the sky is the limit.



ORAL INTERACTION: TALKING ABOUT RECYCLING AND POLLUTION

1. Listen and complete the dialogue

<https://drive.google.com/file/d/1uJmXxFNSplydTYxRz4CvIk-3z3FkLNxT/view?usp=sharing>

Paul: Do you _____?

James: Yes, I do. How about you?

Paul: I only recycle _____

James: I recycle everything! I recycle glass, paper and _____

Paul: that's cool! I guess you care about the _____
a lot.

James: I do, I think people pollute way too much

Paul: I don't know a lot about _____.

James: Well, there are many different kinds of pollution.

Paul: oh really? like what?

James: Yes. _____ pollution and light pollution are two of them.

Paul: How do people prevent pollution?

James: Well, _____ less and using clean forms of energy prevent pollution.



EXTRA ORAL INTERACTION: GIVING ADVICE

1. Listen to the conversation, what's Nela's problem?

<https://drive.google.com/file/d/13hg3LQGjDeoYCzo9A5dv8Bt3ZYhLgMq8/view?usp=sharing>

2. Practice the dialogue changing the information in blue.

Kate Hi, Nela. How are you?

Nela Not great. I got up late so I couldn't have breakfast. I'm really hungry.

Kate Why did you get up late? Didn't you sleep well last night?

Nela Yes ... but only for about five hours. I was watching TV until two o'clock.

Kate Nela! You really shouldn't stay up so late.

Nela I suppose you're right.

Kate You'd better eat something now. Why don't you have some cereal?

Nela That sounds like a good idea!

HOW DO YOU SAY ...?

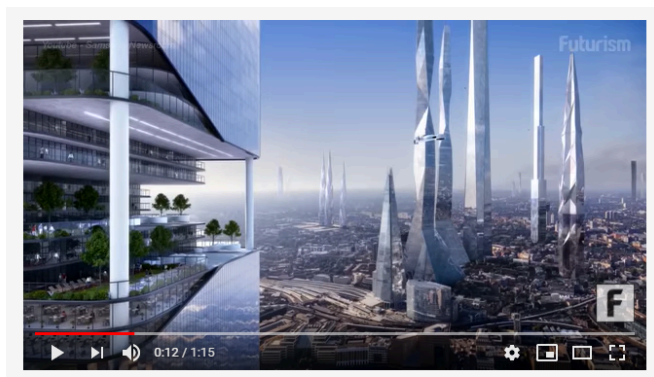
How do you say these phrases in your language? Translate them in your notebook.

- 1 You really shouldn't stay up so late.
- 2 I suppose you're right.
- 3 You'd better eat something now.
- 4 That sounds like a good idea!

WRITING: OPINION. THE WORLD IN A 100 YEARS

Imagine the world in a hundred years time. Watch the video for inspiration

<https://youtu.be/cMIOIJ9TXp8>



I think the world will be very different in a hundred years' time. There will be changes in science, technology and lifestyle.

*Firstly, I believe that science is going to _____
and also _____ for example, I imagine that _____*

*Secondly, technology will change a lot. We will probably have _____
and _____*

*Thirdly our lifestyle will be different. I suppose we will _____
but we will not _____*

In summary, I think the world will be a better/worse place to live because _____

VOCABULARY

MEDIO AMBIENTE	ENVIRONMENT
1. ATMÓSFERA	
2. DIÓXIDO DE CARBONO (CO ₂)	
3. CLIMA	
4. CAMBIO CLIMÁTICO	

5. ECOSISTEMAS
6. EMISIÓN
7. EXTINCIÓN
8. COMBUSTIBLES FÓSILES
9. CALENTAMIENTO GLOBAL
10. EL EFECTO INVERNADERO
11. GASES DE EFECTO INVERNADERO
12. RADIACIÓN SOLAR
13. CLIMA

RECICLAJE

- 1.RECICLAR
- 2.PAPEL
- 3.PLÁSTICO
- 4.REUTILIZAR
- 5 BASURA
- 6.REDUCIR
- 7.RESIDUOS
- 8.EMBALAJE
- 9.ECOLÓGICO
- 10.CONTAMINACIÓN
- 11.MATERIAS PRIMAS
- 12.RECURSOS NATURALES

RECYCLING

