

POLLUTION AND THE ENVIRONMENT

Lesson 1

Theme: Pollution and the environment

Objectives:

to introduce new vocabulary;

to develop students' vocabulary by active using;

to practice reading for finding a certain information;

to develop students' logical thinking, creative abilities, imagination;

to widen students' knowledge about ecology of our out planet.

Equipment: textbooks, presentation “ Pollution and the Environment”

Procedure

I. Introduction

T.: At our previous lessons we have spoken about science, scientists. Great discoveries made centuries ago continue to play an important role in the life of people. The marvelous ideas and inventions of scientists of different countries in physics, chemistry, maths, biology, medicine, genetics, computer technology and other sciences changed the face of earth, the way of life, they contributed greatly to the development of modern civilization. The progress of science and technology makes our life easier, but at the same time it can make the present ecological problems more difficult. Some of human activities cause natural problems and some are destroying our nature. And today we are going to speak about the nature and its problems.

II. Main Part of the Lesson

Introducing new words

Phonetic drill (slide 2)

Words: pollution, environment, cause, layer, to reach, increase, carbon dioxide, acid, to contain, aim, protection, plant, to refer.

Translation of the definitions

The environment is the air, water and land around us.

Pollution is dirty air, land and water.

The ozone layer is a layer of gases which stop harmful radiation from the Sun reaching the Earth.

Global warming is an increase in world temperature

caused by an increase in carbon dioxide.

Acid rain is rain that contains dangerous chemicals; this is caused by smoke from factories.

Many groups of people whose aim is conservation or protection of natural things, e.g. plants and animals, are often referred to as “greens”.

Vocabulary exercises

1. Translate (slide 3)

Common causes of damage
smoke from factories
car exhaust fumes
dumping industrial waste
aerosol cans (sprays)
cutting down tropical rainforests

2. Complete the definitions (slide 4)

- Environment is the air, water, and land
- Pollution is ... air, land, water.
- Conservation is the protection of natural things, e.g. ... and
- Acid rain is rain that contains dangerous chemicals. It is caused by
- Global warming is an increase in world temperature caused by an increase in
- The ozone layer is a layer of gases that stop dangerous radiation from the Sun reaching

3. Answer the questions (slide 5)

- ▣ - What is environment?
- ▣ - What is pollution?
- ▣ - What are common causes of damage?
- ▣ - Who are referred to as “ greens”?
- ▣ - What is the aim of “greens”?
- ▣ - What does acid rain contain?
- ▣ - What is global warming caused by?
- ▣ - What does the ozone layer stop?

Reading

Text Holes in the sky (slide 6)

This satellite photograph shows the hole in the ozone layer over Antarctica. The hole is pink and white on this computer photograph. The ozone layer stops some of the ultraviolet radiation from the sun. Ultraviolet radiation causes sunburn. Too much ultraviolet radiation causes sunburn and skin cancer.

CFCs in the atmosphere have caused the hole. Scientists first discovered the hole in 1982, and it is getting bigger. Thirty per cent of CFCs come from aerosol cans, thirty per cent from fridges and air –conditioning, and thirty-four per cent from the manufacture of some plastic products.

While-reading activity

- a) Underline all the words in the text that are used in our language. Include words which are nearly the same.
- b) Mark all the words that are difficult to understand or impossible to guess.

Post-reading activity

- a) Pair work: compare underlined words in pairs.
- b) Complete the gaps (dum-di-dum) in these sentences with cause(s) or come(s) from (slide 7):
 - Wool (dum-di-dum) sheep.
 - Dangerous driving (dum-di-dum) accidents.
 - CFCs (dum-di-dum) aerosols.
 - Lemonade (dum-di-dum) hiccups.
 - Ultraviolet radiation (dum-di-dum) sunburn.
 - Plastics (dum-di-dum) oil.

Text The green house effect (slide 8)

Sunlight gives us heat. Some of the heat warms the atmosphere, and some of the heat escapes back into space.

During the last 100 years we have produced a huge amount of carbon dioxide. The carbon dioxide in the atmosphere works like the glass in a greenhouse. It allows heat to get in, but it doesn't allow much heat to get out. So the atmosphere becomes warmer because less heat can escape.

Where does the carbon dioxide come from? People and animal breathe in oxygen, and breathe out carbon dioxide. Trees take carbon dioxide from the air, and produce oxygen. We produce carbon dioxide when we burn coal, oil, petrol, gas ... or wood. In the last few years, people burned huge areas of rain forest. This means there are fewer trees, and, of course, more carbon dioxide.

Pre-reading activity

- a) Paragraph 1 refers to diagram 1, paragraph 2 refers to diagram 2.
- b) Explain what you know about greenhouse effect.
- c) Answer: What is H₂O ? (water)
Look at the text quickly. What's CO₂? (demonstration; breathe in, breathe out)

Post-reading activity

Answer the questions (slide 9): What does sunlight give us? What happens to the heat? Does carbon dioxide allow heat in? Does it allow heat out? So why does the atmosphere become warmer? Where does carbon dioxide come from? What do trees do ? What has happened to the rain forest? What does this mean?

Text A hotter earth? (slide 10)

Some scientists think the greenhouse effect will make the world hotter. Areas near the coasts will be cloudier and wetter. There will be more storms. Inland areas will have a little more rain, but because the temperature will be higher, they will be drier. Sea levels will rise. They have already risen by 15 cm since 1880. Maybe they will rise another 30 cm before 2030. But clouds reflect sunlight back into space, and maybe more clouds will make the earth cooler again. Is the world's climate changing? We don't know.

While-reading activity

- a) Co-operative reading. Student A underline all the comparative words in the text. Student B underline all the nouns for weather. Students compare their texts in pairs.
- b) Find the words that mean go up and have gone up (rise/ have risen)

Silent reading of three texts . Refer to the glossary as necessary (slide 11)

Listening to the song “ Earth Song” by Michael Jackson.

What about sunrise?

What about rain?

What about all the things,

That you said we were to gain ...

What about killing fields?

Is there a time?

What about all the things,

That you said was yours and mine ...

Did you ever stop to notice

All the blood we've shed before?

Did you ever stop to notice

The crying Earth, the weeping shores?

What have we done to the world?

Look, what we've done.
What about the peace,
That you pledge your only son ...
What about flowering fields
Is there time?
What about all the dreams
That you said was yours and mine ..
Did you ever stop to notice
All children dead from war?
Did you ever stop to notice
The crying Earth, the weeping shores?

I used a dream,
I used to glance beyond the stars,
Now I don't know where we are,
Although I know we've drifted far.

Hey, what about yesterday?
(What about us)
What about the seas?
(What about us)
The heavens are fallen down,
(What about us)
I can't even breathe,
(What about us)
What about the bleeding Earth?
(What about us)
Can't we feel its wounds?

What about nature's worth?

T.: What is this song about?

III. The Final Part of the Lesson

Summarizing Homework

Putting down marks for different activities with analyses of students' work.

Homework: to learn new words, translate and learn the words of the song .

Project work: There are five continents on the Earth. Each group has to choose one continent and find information about ecological problems on this continent. Plan:

1. Short description of the continent
2. Ecological problems and examples
3. The most important problem

POLLUTION AND THE ENVIRONMENT

Lesson 2

Theme: Environmental problems

Objectives:

- to develop students' vocabulary by active using;
- to practice speaking skills;
- to practice students' grammar skills in using Modal Verbs;
- to widen students' knowledge on the topic;
- to increase students' awareness towards the ecological problems.

Equipment: Vocabulary cards, tables to complete.

Procedure

I. Introduction

“ The deer, the horse, the great eagle, these are our brothers ... The Earth is our Mother ... all things are connected like the blood which unites the family.” (Franklin Pierce)

Warming up

- What is environment?
- What is pollution?
- What are common causes of damage?
- Who are referred to as “ greens”?
- What is the aim of “greens”?
- What does acid rain contain?
- What is global warming caused by?
- What does the ozone layer stop?

II. Main Part of the Lesson

Vocabulary exercises:

- a) In pairs match the word with its definition.

1) garbage	a) something in a crumbled or broken condition
2) litter	b) an unwanted by-product of a manufacturing process
3) rubbish	c) food waste, discarded or useless material
4) trash	d) an untidy accumulation of objects lying about
5) waste	e) useless or rejected matter

Key: 1 c; 2 d; 3 e; 4 a; 5 b.

b) Choose one word to best complete the sentences.

1. I don't like their house because it is always full of (rubbish)
2. The main problem of ecology today is thousands of tons of industrial (waste)
3. She always leaves a lot of ... in the kitchen. (garbage)
4. In Singapore a person throwing ... on the road may be put in prison. (litter)
5. Sometimes it seems that ... accumulates itself. (trash)

Checking up Homework

Project work “ Our continent and ecological problems”.

Each group presents their information about continent and its ecological problems.

During the presentation everyone completes the chart:

Continent	Problems	Examples	The most important problem

Discussion

What problems demand world action nowadays?

Which of them is the most urgent one, concerning the people of the whole world?

Listening and translation of the song “ Earth song”.

Singing the song together.

Grammar: Modal verbs

Study the table:

	Present	Past	Future	Example
Ability	can/ can't	could/couldn't		He can speak English. He could swim when he was five.
Ability	be able to	was/were able to	will be able to	He will be able to do it.
Obligation	must			I must go.
	have to	had to	will have to	He has to wear uniform.
Advice	should/ shouldn't			They should do this. They shouldn't do that.

Grammar exercises:

1) Match the sentences (1 – 7) with their meanings (A – G).

1	You mustn't drop litter in the streets.	A	It's important for you to do so.
2	You can't use your camera in here, I'm afraid.	B	It's not necessary/ obligatory.
3	You have to have a license to own an exotic pet.	C	You don't have permission.
4	I don't have to use my car every day.	D	It is not a good idea – I don't recommend it.
5	We should had better to cycle to school.	E	It's not allowed.
6	We shouldn't leave the tap running when you're brushing your teeth.	F	It's the law.
7	We must try to save energy at home and at work.	G	It's the best thing to do.

Key: 1 E ; 2 C; 3 F; 4 B; 5 G; 6 D; 7 A.

2) Make true sentences about your country. Use modals.

- car drivers/ wear seat belts;
- you/ pay for local calls;
- citizens/ carry identity cards;
- smokers/ smoke in public places;
- passengers/ eat on public transport;
- teenagers/ leave school at 16.

3) Choose the most appropriate modal verb to complete the dialogue.

A: We've having an environmental awareness day at school tomorrow.

B: Environmental awareness? What's that?

A: It's a special day when we learn about all things we 1) should/ have to do to protect the environment. You know, how we 2) have to/can help to save the planet.

B: That sounds interesting. What do you do?

A: Well, for a start, everybody 3) had better/ should walk or cycle to school so that we save energy. And we 4) can't/ must sure we don't waste energy when we are there.

B: How do you do that?

A: To begin with, we remind everybody of what they 5) can/ don't have to do to save energy.

B: Like turning lights off in empty rooms, you mean?

A: That's right. We have a rule that the last person to leave a room 6) can/ must turn off the lights and close the door.

B: Why do you 7) must/ have to close the door?

A: To keep the heat in, of course! You 8) should/can never leave doors open because heat will escape!

B: Goodness! I never thought of that! I think we 9) had better/ have to have environmental awareness day at my school, too!

Key: 1 should; 2 can; 3 should; 4 must; 5 can; 6 must; 7 have to; 8 should; 9 had better.

III. The Final Part of the Lesson

Summarizing Homework

Putting down marks for different activities with analyses of students' work.

Homework: Continue your project work. Try to find the solution of the problems concerning your continent.

POLLUTION AND THE ENVIRONMENT

Lesson 3

Theme: Environmental protection

Objectives:

to introduce new vocabulary;

to develop students' vocabulary by active using;

to practice speaking, writing skills;

to practice students' grammar skills in using Modal Verbs;

to increase students' awareness towards the ecological problems.

Equipment: Presentation "Environmental Protection", textbooks.

Procedure

I. Introduction

"Mother Planet is showing us the red warning light – "be careful" – she is saying. You take care of the planet is to take care of our own house" (The Dalai Lama)

Warming up

- What is environment?
- What is pollution?
- What are common causes of damage?
- Who are referred to as "greens"?
- What is the aim of "greens"?
- What does acid rain contain?
- What is global warming caused by?
- What does the ozone layer stop?

II. The Main Part of the Lesson

Vocabulary exercises

- 1) Fill the gaps to form compound noun or phrase.
 - a) the ... layer
 - b) ... rain
 - c) ... waste
 - d) ... warming
 - e) ... rainforests
 - f) ... fumes
 - g) natural or human ...
- 2) Complete these word-building tables. If necessary use a dictionary to help you.

Noun	Verb
waste
.....	protect
.....	destroy
pollution
damage

Noun	Adjective
damage
environment
harm
danger
.....	safe

- 3) What should we do to protect the environment? Use the ideas listed to make sentences.

Reduce	Reuse	Recycle
amount of water we use	old tins, shoe boxes, jars and bottles	glass
energy consumption	writing paper	paper
burning of oil and coal	fruit/vegetable peelings	plastic
rubbish	water	aluminum
use of cars	old towels, sheets and clothes	
paper consumption		
excessive packaging		

Example: We should reduce the amount of water we use.

Writing

Write a sentence with Start ... or Stop ... for each signs, e.g.

SAVE THE WHALES

Stop killing the whales.

Checking up Homework

Project work “ Our continent and the solution of ecological problems”.

Speaking

Pair work

Look through the table “ Man and Nature” and say if you think the same:

Man and Nature

There are many environmental
problems such as ...

- water pollution
- air pollution
- land pollution
- noise pollution
- acid rains
- ozone layer destruction
- global warming
- overpopulation
- radioactivity
- depletion of natural resources

We would be able

to solve these problems if

- plants didn't dump chemical wastes into rivers/atmosphere/on land
- the number of cars were reduced
- more “ smokeless zones” were introduced
- amount of pollution was controlled
- people don't leave litter in the streets
- we protected and reproduced animal reserves
- people used natural resources rationally
- we stopped merciless killing of animals
- concentration of smoke in the air was controlled
- unrestricted industrialization was stopped

It happens because ...

- people are preoccupied with economic growth
- waste materials are being dumped on land
- chemicals are being extensively used
- animal habitats are being destroyed
- scientific and medical experiments are being conducted on animals
- natural resources are being used irrationally
- oil is being spilled into rivers
- wildlife is being damaged
- landscape is being littered

In order to protect the environment people must...

- be linked to nature
- adapt to environment
- preserve wildlife
- fight/reduce pollution
- install antipollution equipment
- minimize noise disturbance
- protect rare and vanishing species
- reclaim and recycle waste materials
- conserve natural resources

- urbanization is growing
- radioactive wastes are being stored
- biological balance is being upset
- harmonize industry and community
- preserve ecosystem
- use wind/ solar/ wave instead of nuclear energy

Example:

- There are many environmental problems such as water pollution. It happens because oil is spilled into rivers.
- I can't but agree with you: water pollution happens because oil is spilled into rivers.
- I think it happens because people are preoccupied with economic growth.
- In my opinion people must install antipollution equipment.

Presentation of dialogues

III. The Final Part of the Lesson

Summarizing

Homework: Make up a poster about a rare animal. Give a 2-minute talk about an endangered species. Remember to say:

- what species
- where it lives
- why it's endangered
- what we can do to help

POLLUTION AND THE ENVIRONMENT

Lesson 4

Theme: Conservation and Protection of Nature

Objectives:

to develop students' vocabulary by active using;

to practice speaking, reading, writing skills;

to involve students to work in groups;

to develop students' thinking.

Equipment: cards in the shape of a leaf, a picture of a dead tree, presentation "Conservation and Protection of Nature".

Procedure

I. Introduction

T.: We live on a wonderful planet. Earth is not our planet, it is our home. Look around nature surround us. It is very beautiful. What is our life without nature? I fully agree with Davies, the poet, who expressed his feelings in his poem "Nature". (slide 1) I like it very much. Listen:

What is this life, if full of care

We've no time to stand and state,

No time to see when woods we pass

Where squirrels hide their nuts in grass

No time to see in broad daylight

Streams full of stars like skies at night.

A poor life this is, full of care,

We've no time to stand and state.

Really, a poor life this is if we live outside of natural world. Yet, we are constantly destroying our home. Let's speak about smaller brothers: plants and animals. Many of them are in danger. Why? What should we do?

II. The Main Part of the Lesson

Checking up Homework

Each student tells about one of the animals which may be extinct. While listening other students fill up the table.(slide 2)

Name of animal or plant	Habitat	Causes of extinction	Solution of the problem
buffalo			
panda			
peacock			
tree frog			
leopard			
chameleon			
cheetah			
elephant			
zebra			
turtle			
blue whale			

T.: Imagine that you're a member of a team that is working to save endangered species. Look over the chart you have filled up and number the animals in the order you will try to save them from 1 (the most important species to save) to 10 (the least important). (slide 3)

Try to answer these questions:

What basis did you decide your ranking on? Usefulness to humans? Beauty? Size? Species that live in your country?

Why are most people more interested in saving larger, more beautiful animals than smaller, less beautiful ones?

Group Work

Each group has to work out some slogans.

The slogans are:

- Let our people see these rare animals!
- Help these rare animals to survive!
- Save this unique wildlife!
- Stop killing the animals for the sake of our future generation!
- Give freedom to all the animals that live in capes!

Activity “ The dead tree” (slide 4)

T.: Look at this tree. Is it beautiful? Is it full of leaves? Does it give shelter or food to animals and birds? Can it give air?

Let's cure the tree which is the symbol of wildlife for us. Everybody can do something to help nature. Choose a "leaf", make up a sentence and stick this "leaf" to the tree.

E.g. Break – As for me, I'll try not to break branches, bushes and flowers.

I think we have to recycle paper.

T.: Is the tree beautiful now? Who has cured it? Must we take care of nature? Do you agree, that you can help the world to be better and cleaner and safer?

Reading

1. Listen and match the sounds 1 – 6 with the words. How does each sound make you feel?
e.g. anxious, upset, calm. (slide 5)
 - waves - ships horn - a boat engine - an explosion - a drill - seagulls
2. How might the noises you heard affect the animals in the pictures (slide 6)
3. Read the text and match the headings to the paragraphs. There is one heading that you don't need to use. (slide 7)
 - a) Deadly Noises
 - b) No solution
 - c) A Difficult Job
 - d) A World of Sounds
4. Match the underlined words/phrases to their meanings below. Then explain the words/phrases in bold.
 - strong
 - know where sth/sb is
 - weak
 - unable to leave a place
 - extreme
5. Imagine you are an environmentalist trying to persuade a company to stop making noise near ocean animals. Give a two-minute talk. Include:
 - why hearing is important to ocean mammals
 - how noise affects them
 - what you want the company to do

The Toxic Tones

Ocean Noise Pollution

Noise annoys all of us from time to time, but for some marine animals, too much noise can be deadly.

1. Many ocean creatures, such as whales, seals, sea lions and dolphins, experience whole world through sounds, Whales, for example, use low-frequency sound waves to keep track of each other, tell others where food is available, and find each other to breed. Whales that are sometimes hundreds or even thousands of kilometres away must listen very carefully to hear the faint sounds of these ' whale songs'.

2. Unfortunately, in the last one hundred years, humans have begun flooding the ocean with noise, from off-shore oil drilling and the use of explosives for underwater mining, to shipping traffic and military operations. In fact, the ocean is ten times noisier than it was in 1960! As a result, sea creatures can no longer hear and communicate with each other. A blue whale born in 1940, for example, was able to hear sounds from up to 1,000 miles away. Today, this 'hearing bubble' has been reduced to only 100 miles, making it much harder for it to locate a mate. Evidence is also growing that sound blasts from military sonar are intense that they causes bleeding of the eyes, ears and organs in whales and dolphins. Some also suspect that noise, even it is quitter than the engine of an average motorboat, can cause whales and other mammals to swim miles away from breeding or feeding grounds, or even to become stranded.

3. So, can anything be done about this? Well, environmentalists are currently campaigning for ships and oil companies to move away from areas where there are a lot of sea mammals. They also believe that there should be laws or at least international agreements to control noise levels at sea. However, they certainly haven't got an easy job. Many people don't even believe, or don't want to believe, that ocean noise have such a drastic effect on animals.

III. The Final Part of the Lesson

Summarizing Home work

Putting down marks for different activities with analyses of students' work.

Home work: Write down a composition on the topic " Measures to prevent ecological problems: international, local and personal levels".

POLLUTION AND THE ENVIRONMENT

Lesson 5

Theme: “ Are you a ‘green’ citizen?”

Test

Objectives:

to control students’ level of knowledge on the topic.

to control speaking, listening, writing skills;

to involve students to work in groups;

to develop students’ thinking.

Equipment:

Procedure

I. Introduction

Warming up

1. How do we use nature?
2. What do forests, rivers, land give people?
3. How do industrial enterprises impact the environment?
4. Why is it important to keep our environment clean?
5. What animals are close to extinction?
6. Why are pandas (tigers, elephants, turtles, whales) close to extinction? (They are in danger because they are losing their natural habitat/ because of their precious fur/ because of their tusks that are used to make ornaments, etc.)

II. The Main Part of the Lesson

Speaking

Group work

Students are divided into 3 groups. Each group has its own task.

Task for the group 1

Look at the picture and ask as more yes/no-questions as you can.

Task for the group 2

Look at the picture and ask as more wh-questions as you can.

Task for the group 3

Look at the picture and describe what has happened.

Activity “Are you a “ Green citizen”?”

1. What is ‘green citizen’? Read the introduction to find out.
 - A green citizen conserves as much water as they can, for example by always turning off tap when ... etc.
2. Are you a green citizen? Do the quiz, then mark each sentence A (= always/very often), B (= sometimes/ occasionally), C (= never/ hardly ever).

Are you a green citizen ?

We are all citizens of Planet Earth and rely on it for food, air, water and much more, so not only our responsibility to care for the environment, it's also in our best interests! So, how much effort are you making to reduce your impact on the environment? Are you a bright green citizen or more of an embarrassing shade of red?

1. I try to conserve water e.g. by taking short showers, not letting taps run, keeping water in the fridge instead of letting the tap run to let it get cold, etc.
2. I walk, ride my bike, rollerblade, carpool or use public transport whenever I can.
3. I ‘reduce, reuse, recycle’ as much as I can!
4. I try to learn about nature by visiting wildlife reserves and/or national parks.
5. I put coffee grounds/fruit and vegetable peels etc. on a compound heap.
6. I take part in local environmental projects e.g. litter collection/ tree- planting/recycling projects etc.
7. I buy unprocessed, organic and locally-grown food.
8. I check that the products I buy, e.g. cleaning products, electrical equipment, are safe for the environment.
9. I turn off computers/lights/electronic equipment when I'm not using them.
10. I buy from environmentally responsible businesses.
11. I use rechargeable instead of disposable batteries.

12. I refuse plastic bags in the supermarket and use my own cloth bags instead.
13. We use energy-saving light bulbs at home instead of ordinary ones.
14. I buy products in bulk with as little packaging as possible.
15. I am generally interested in environmental issues and try to stay informed.

Mostly As

You are well on your way to winning the 'green citizen of the year' award! Keep up the good work!

Mostly Bs

Well ... not bad but you could do better! Remember, it's the survival of our planet we're talking about here!

Mostly Cs

Come on, you can do better than that! Set yourself a few achievable targets. It's never too late to get started!

3. Compare your results with your partner. What can you do to become 'greener'? Discuss in pairs.

Listening

Listen and answer the questions:

What is Lake Baikal famous for?

What is Lake Baikal threatened by?

Text for listening Lake Baikal

Lake Baikal, in eastern Siberia, is a miracle of nature. It's the deepest lake on the Earth and it contains more water than all the Great Lakes of America put together. It's also the oldest lake on Earth and, after more than 25 million years, Lake Baikal is still growing at a rate of 2 cm a year. However, facts and figures fail to describe the breathtaking beauty of Baikal. The water is crystal clear, and you can see the shimmering stones on the bottom of the lake it's hard to believe they're so deep down. But then this tranquility can easily become a tempest. As the lake changes its mood, the wind rises and huge waves begin to roll across the surface.

Lake Baikal is surrounded by some magnificent mountain ranges, such as the Primorsky, Baikalsky and Barguzinsky. More than 300 rivers flow into Lake Baikal and only one river, the Angara, flows outwards. On the 22 islands in the lake, the most famous is Olkhon Island, where they say the sun shines brightly for more than 300 days a year. Olkhon is a place of legend and wild spirits, and it's home to the famous Shamanka, where shamans used to live in times gone by.

This environmental treasure also contains a wealth of biodiversity. Most of the 2,635 species of animals and plants are discovered in and around Lake Baikal cannot be found anywhere else in which they feed. In 1996, Baikal was declared a UNESCO World Heritage Site. The total area of the site is 8,8 million hectares, which includes the lake's surface, three reserves, and two national parks, Pribaikalky and Tunkinsky.

Today this precious Russia jewel is threatened by the industry around its shores. We can only hope that future generations will be able to come here and enjoy Lake Baikal as much as we do.

Choose the correct answer A, B, C or D to each question.

1. Lake Baikal,, is a miracle of nature.
 - A. in eastern Europe
 - B. in eastern Siberia
 - C. in western Europe
 - D. in western Siberia
2. It's the deepest lake on
 - A. the Earth
 - B. Russia
 - C. America
 - D. Europe
3. Lake Baikal is still growing at a rate of ... a year.
 - A. 1 cm
 - B. 2 cm
 - C. 3cm
 - D. 4 cm
4. Lake Baikal is surrounded by some magnificent
 - A. meadows
 - B. plains
 - C. mountain ranges
 - D. forests
5. More than ... flow into Lake Baikal and only one river, the Angara, flows outwards.
 - A. 5 rivers
 - B. 100 rivers
 - C. 200 rivers
 - D. 300 rivers
6. On the 22 islands in the lake, the most famous is Olkhon Island, where they say ... for more than 300 days a year.
 - A. the sun shines brightly
 - B. the wind blows
 - C. it rains
 - D. it is foggy
7. This environmental treasure also contains a wealth of
 - A. mineral resources
 - B. biodiversity
 - C. human resources
 - D. oil

8. In ... , Baikal was declared a UNESCO World Heritage Site.
- A. 2017
 - B. 2000
 - C. 1996
 - D. 1896
9. The total area of the site is 8,8 million hectares, which includes the lake's surface, three ..., and two national parks, Pribaikalky and Tunkinsky.
- A. forests
 - B. lakes
 - C. reserves
 - D. rivers
10. Today this precious Russia jewel is threatened by the ... around its shores.
- A. industry
 - B. tourism
 - C. fishing
 - D. ship-building

Writing

Comment on the following statement:

Cutting down trees can benefit us greatly, but it has quite a few disadvantages, too.

What can you say for and against cutting down trees? Write 120 – 180 words using the plan.

Para 1 Introduction (state the problem)

Para 2 Arguments 'for'

Para 3 Arguments " against'

Para 4 Conclusion

III. The Final Part of the Lesson

T.: It's time we finished our work. You've worked hard, I am satisfied with your work. What was difficult for you? Did you enjoyed the topic of our lessons? People all over the world speak much about ecology and healthy environment nowadays. Do you think environmental problems should be discussed or it is no use talking?