**Name: …………………………………….. Date: …………………..**

**UNIT 3: Protecting the environment**

**Lesson 1**

**A. PRONUNCIATION**

***I. Choose the word that has the underlined part pronounced differently from the others.***

|  |  |  |  |
| --- | --- | --- | --- |
| 1. A. heart | B. catch | C. watch | D. question |
| 2. A. affect | B. effect | C. nature | D. climate |
| 3. A. natural | B. pollutant | C. lecture | D. feature |
| 4. A. visitor | B. forest | C. dirty | D. Dutch |
| 5. A. environment | B. temperature | C. picture | D. match |

**B. VOCABULARY**

***I. Put the words in brackets in the correct forms.***

|  |  |
| --- | --- |
| 1. Burning coal to produce electricity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the air. | (POLLUTION) |
| 2. People are worried about the effects of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the island. | (TOURIST) |
| 3. Polluted air can cause \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ problem in people and animals. | (HEALTHY) |
| 4. People believe that organic farming is better for the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | (ENVIRONMENT) |

**II. Complete the sentences using the words in the boxes.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *health* | *wildlife* | *cause* | *disease* | *land* | *damage* |

5. Water pollution can \_\_\_\_\_\_\_\_\_\_\_\_\_ marine life.

6. Many human activities can harm \_\_\_\_\_\_\_\_\_\_\_\_\_.

7. Fruit and vegetables cannot grow on polluted \_\_\_\_\_\_\_\_\_\_\_\_\_.

8. Air pollution can affect the \_\_\_\_\_\_\_\_\_\_\_\_\_ of people and animals.

9. A rare \_\_\_\_\_\_\_\_\_\_\_\_\_ is now killing many farm animals in the countryside.

10. Water waste from homes, plants and farms can \_\_\_\_\_\_\_\_\_\_\_\_\_ water pollution.

**C. GRAMMAR:**

***I. Read the conversation. Circle the correct options.***

***Mia:*** What are your going to do next week, Ben?

***Ben:*** If I (1) **have/ will have** time, I **plant/ will plant** some trees in my neighborhood.

***Mia:*** What do you do that for?

***Ben:*** To reduce air pollution.

***Mia:*** What (2) **happen/ will happen** if there **are/ will be** more trees?

***Ben:*** Well, if we (3) **grow/ will grow** more trees, they **help/ will help** reduce air pollution. And if the air we breathe (4) **becomes/ will become** clean, it **be/ will be** good for our health.

***Mia:*** Great! If I (5) **complete/ will complete** my homework on time, I **join/ will join** you.

***Ben:*** Great! We can do something helpful for our community that way.

***II. Complete the sentences using the correct forms of the verbs in the box.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *visit* | *not/be* | *happen* | *keep* | *do* |
| *die* | *not/reduce* | *harm* | *not/grow* | *continue* |

6. If beaches \_\_\_\_\_\_\_\_\_\_\_\_\_ clean, fewer people \_\_\_\_\_\_\_\_\_\_\_\_\_ them.

7. What \_\_\_\_\_\_\_\_\_\_\_\_\_ if we \_\_\_\_\_\_\_\_\_\_\_\_\_ nothing to reduce pollution?

8. If they\_\_\_\_\_\_\_\_\_\_\_\_\_ throwing trash into the river, many fish \_\_\_\_\_\_\_\_\_\_\_\_\_.

9. We \_\_\_\_\_\_\_\_\_\_\_\_\_ wildlife if we \_\_\_\_\_\_\_\_\_\_\_\_\_ air pollution.

10. If people \_\_\_\_\_\_\_\_\_\_\_\_\_ to pollute the land, plants and trees \_\_\_\_\_\_\_\_\_\_\_\_\_.

**D. READING**

***I. Read the text about air pollution. Choose the best options.***

|  |  |  |  |
| --- | --- | --- | --- |
| Air pollution is a big problem in big cities. Evidence shows that air pollution may cause serious health problems for humans and animals. We (1) \_\_\_\_\_\_\_\_\_\_ more health problems if we do not lower the air pollution levels. There are some simple actions we can take to ***reduce*** air pollution.  First, get familiar with bus or train ***routes*** in your city (2) \_\_\_\_\_\_\_\_\_\_ start to replace your motorbike travel with a bus trip at least once a week. The frequent use of public transportation can help reduce emissions that cause air pollution. You can even walk or bike (3) \_\_\_\_\_\_\_\_\_\_ short distances.  Second, try to use less packaging. Factories can badly (4) \_\_\_\_\_\_\_\_\_\_ air quality when producing plastic, foil, and cardboard for packaging. Whatever you are shopping for, remember to choose items with little packaging as possible. If you have no choice, go for recyclable packaging.  Another good way to reduce air pollution is to manage your household waste. Reusing, recycling and composting can help reduce a significant (5) \_\_\_\_\_\_\_\_\_\_ of garbage. That means that less garbage will end up in landfills which are major sources of air pollution. | | | |
| 1. A. get | B. getting | C. will get | D. won’t get |
| 2. A. but | B. for | C. yet | D. and |
| 3. A. in | B. for | C. with | D. at |
| 4. A. drop | B. grow | C. affect | D. keep |
| 5. A. amount | B. number | C. total | D. level |

***II. Read the text again. Choose the best answer.***

6. What is the best title for the text?

A. How bad is air pollution in big cities? B. What causes air pollution in big cities?

C. How can people solve a health problem D. What can people help to reduce air pollution?

7. Which word has the OPPOSITE meaning to the word ***reduce*** in paragraph 1?

A. cut B. lower C. increase D. decrease

8. Which word has the CLOSET meaning to the word ***routes*** in paragraph 2?

A. trips B. ways C. stops D. stations

9. According to the text, which is NOT a suggestion for reducing air pollution?

A. using plastic packaging B. recycling home garbage

C. using public transportation D. choosing recyclable packaging

10. Which is TRUE about the landfills in paragraph 4?

A. They cause air pollution B. They help manage household waste.

C. They are places for recycling household waste D. They have a large capacity for garbage.

**E. SPEAKING**

***Ask and answer about the effects of pollution using the prompts.***

|  |  |
| --- | --- |
| *What will happen if we ………………………?* | |
| ***continue to pollute the water***  1. it/ not safe to drink  2. fish and other water creature/ die | ***keep polluting the air***  3. there/ be acid rain  4. it/ affect tourism  5. it/ cause global warming |

**F. WRITING**

***I. Match the halves to make complete sentences.***

|  |  |  |
| --- | --- | --- |
| 1. It won’t affect the wildlife | 1. | a. if we keep using too much plastic. |
| 2. There will be fever birds | 2. | b. if we don’t stop damaging their homes. |
| 3. If there is too much trash on beaches, | 3. | c. if people use too many cars and motorbikes. |
| 4. We won’t be able to stop land pollution | 4. | d. fewer people want to visit them. |
| 5. Air pollution will worsen | 5. | f. if we keep the rivers and seas clean. |

***II. Combine the sentences using* First Conditional*. Add a comma where necessary.***

*(Ex) We keep polluting the land. Trees and plants will die.*

*=> If we keep polluting the land, trees and plants will die.*

*Or Trees and plants will die if we keep polluting the land.*

6. We recycle more. We will be able to protect the environment.

=>

7. Overfishing will damage marine life. We need to control it.

=>

8. Don’t throw garbage into rivers and lakes. You’ll make them dirty.

=>

9. We don’t stop polluting the environment. We get more health problems.

=>

10. We don’t have enough food and water. We don’t stop water pollution.

=>

**Name: …………………………………….. Date: …………………..**

**UNIT 3: Protecting the environment**

**Lesson 2**

**A. PRONUNCIATION**

***Circle the word that has a stress pattern different from the others.***

|  |  |  |  |
| --- | --- | --- | --- |
| 1. A. answer | B. become | C. enter | D. carry |
| 2. A. remove | B. wonder | C. bother | D. happen |
| 3. A. arrive | B. replace | C. enjoy | D. damage |
| 4. A. avoid | B. select | C. listen | D. attract |
| 5. A. review | B. suffer | C. gather | D. copy |

**B. VOCABULARY**

***I. Match the descriptions to the suitable words from the boxes. Write them on the lines.***

|  |  |  |  |
| --- | --- | --- | --- |
| *recycle* | *reuse* | *reduce* | *save* |
| *waste* | *clean up* | *air conditioner* | *electricity* |

***II. Complete the sentences using the words in the boxes.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *save* | *reuse* | *waste* | *clean up* | *reduce* |
| 6. Before the festival, people will \_\_\_\_\_\_\_\_\_\_\_\_\_ all the streets. | | | | |
| 7. The scientist will explain some techniques on how to \_\_\_\_\_\_\_\_\_\_\_\_\_ household things. | | | | |
| 8. Using these healthcare kits will help \_\_\_\_\_\_\_\_\_\_\_\_\_ the environmental risks to your health. | | | | |
| 9. The rescue team will take the elephants to another place so that they can \_\_\_\_\_\_\_\_\_\_\_\_\_ their lives. | | | | |
| 10. Please do not \_\_\_\_\_\_\_\_\_\_\_\_\_ electricity because there will not be enough for us to use this winter. | | | | |

**C. GRAMMAR**

***I. Are the sentences correct in the use of* and *or* so that? *Put a tick () or a cross ( )***

|  |  |
| --- | --- |
| 1. I think students should walk to school so that we should reuse old books. |  |
| 2. We will collect plastic bottles, and they will help recycle them. |  |
| 3. Everyone should reuse envelops so that we will not waste paper. |  |
| 4. We should use public transportation so that we can help reduce air pollution. |  |
| 5. We shouldn’t throw garbage into rivers and we will save the homes of water animals and plants. |  |

***II. Complete the sentences using* and *or* so that. *Add a comma where necessary.***

6. We should take a bus often \_\_\_\_\_\_\_\_\_\_\_\_\_ we can help reduce air pollution in the city.

7. At school we learn that we should save energy \_\_\_\_\_\_\_\_\_\_\_\_\_ we shouldn’t waste paper.

8. We should turn off air conditioners when we leave \_\_\_\_\_\_\_\_\_\_\_\_\_ we won’t waste electricity.

9. We should reduce our use of water \_\_\_\_\_\_\_\_\_\_\_\_\_ we should recycle things more often.

10. We should clean up the beach \_\_\_\_\_\_\_\_\_\_\_\_\_ we should plant more trees along the coast.

**D. LISTENING**

***I. Listen to a report on recycling in Japan, the USA and Senegal. Match the countries to the information. You may choose more than one answer.***

|  |  |  |  |
| --- | --- | --- | --- |
| ***J Japan*** | ***U USA*** | ***S Senegal*** |  |
| 1. place different trash bins everywhere | | |  |
| 2. has 65% of its drink cans recycled | | |  |
| 3. recycles a small amount of its waste | | |  |
| 4. recycles all its drink bottles and cans | | |  |
| 5. has 40% of its plastic containers recycled | | |  |

***II. Listen to a conversation between Mike and Lucy. Choose the best answers.***

6. What is the main topic of the conversation between Mike and Lucy?

A. City road conditions B. Traffic problems

C. City pollution and solutions D. City transportation

7. What is one way that Mike suggests reducing pollution in the city?

A. building more roads B. buying a new car

C. using public transportation D. driving a fuel-powered vehicle

8. What do Mike and Lucy agree on as a way to reduce pollution in the city?

A. doing nothing B. using single-use plastics

C. buying new cars D. telling people to use reusable bags

9. What does Lucy do at home to help reduce pollution?

A. reusing water bottles B. turning on lights

C. not using electronic devices D. It is only for certain people to do.

10. What is Mike’s opinion on ways of reducing pollution?

A. Every little bit counts. B. It is impossible to make a difference.

C. It is not worth the effort. D. It is only for certain people to do.

**E. SPEAKING**

***Talk about how to reduce pollution. Answer the question.***

|  |  |
| --- | --- |
| *“What we should/ shouldn’t do to reduce….?* | *air pollution* |
| *land pollution* |
| *water pollution* |

**F. WRITING**

***I. Put the words in the correct order to make complete sentences.***

1. water/ The/ be/ should/ clean/ people/ local/ it./ use/ that/ can/ so

=>

2. should/ We/ transportation,/ public/ and/ shouldn’t/ energy./ waste/ use/ we

=>

3. save/ should/ We/ paper/ that/ so/ have/ to/ down/ cut/ trees./ more/ we/ don’t

=>

4. should/ We/ reuse/ bags,/ shopping/ we/ use/ shouldn’t/ plastic/ and/ bottles.

=>

5. electricity/ save/ We/ help/ that/ so/ environment./ should/ can/ protect/ we/ the

=>

***II. Combine the sentences using* and *or* so that*. Add a comma where necessary***

6. People should take quick showers. They won’t waste water.

=>

7. People should learn how to recycle things. They can reduce land pollution.

=>

8. People should recycle plastic bottles. People can reuse glass bottles.

=>

9. We shouldn’t throw trash into rivers and lakes. We should help clean up the environment.

=>

10. We should turn off air conditioners when we leave a room. We can save electricity.

=>

**Name: …………………………………….. Date: …………………..**

**UNIT 3: Protecting the environment**

**Lesson 3**

**A. VOCABULARY**

***I. Match the descriptions to the correct words.***

|  |  |  |
| --- | --- | --- |
| 1. provide | 1. | a. someone whose job is to make houses or offices clean and tidy |
| 2. create | 2. | b. to make all the arrangements for something to happen |
| 3. organize | 3. | c. to take something away from a place because it is uncomfortable or not clean |
| 4. remove | 4. | d. to give something to somebody |
| 5. cleaner | 5. | e. to make something happen or exist |

***II. Complete the conversation using the words in exercise I.***

***John:*** I need your advice on how to write a guide, Ms. Addy.

***Ms. Addy:*** Alright. First (6) \_\_\_\_\_\_\_\_\_\_\_\_ a title with a clear purpose. Then write an introduction to tell what the problem is. For example, “The river bank is full of trash.”

***John:*** I got it. What should I write after that, Ms. Addy?

***Ms. Addy:***  Next, you should write about what people need to do. For example, you can ask some people to join the clean-up to (7) \_\_\_\_\_\_\_\_\_\_\_\_ trash from the river. You can also ask to (8)\_\_\_\_\_\_\_\_\_\_\_\_ more trash bins.

***John:*** Do I have to give a reason?

***Ms. Addy:*** Yes, you do. Then, you make suggestions. For example, you can tell everyone to (9)\_\_\_\_\_\_\_\_\_\_\_\_ a fair. This will help raise money, and people can use it to pay for the (10)\_\_\_\_\_\_\_\_\_\_(s).

***John:*** Thank you so much for your help, Ms. Addy.

***Ms. Addy:*** You’re welcome.

**B. LISTENING**

***I. Listen to Mr. Ford and Liam talking about soil pollution. Fill in each gap with ONE WORD.***

|  |  |  |
| --- | --- | --- |
| ***Causes of soil pollution***  + human activities like farming  + house waste (1) \_\_\_\_\_\_\_\_\_\_\_  + landfills | ***Effects of soil pollution***  + polluting drinking water  + causing plants and (2)\_\_\_\_\_\_\_\_\_\_\_ to die  + causing a shortage of (3)\_\_\_\_\_\_\_\_\_\_\_ | ***Solution to soil pollution***  + Educating people and showing (4)\_\_\_\_\_\_\_\_\_\_\_ to prevent it  + avoiding using chemicals in farming  + reusing or recycling daily items-clothes and (5)\_\_\_\_\_\_\_\_\_ bottles |

***II. Listen to a report on the city of Smallville. Write True or False.***

|  |  |
| --- | --- |
| 6. Land pollution is one of the problems in Smallville. | \_\_\_\_\_\_\_ |
| 7. The city should increase green space by building more parks and playgrounds. | \_\_\_\_\_\_\_ |
| 8. More trash bins near the river cannot help to reduce water pollution. | \_\_\_\_\_\_\_ |
| 9. Local people can help remove trash by joining street clean-ups. | \_\_\_\_\_\_\_ |
| 10. Children should learn about the importance of recycling at a young age. | \_\_\_\_\_\_\_ |

**C. READING**

***I. Read the text about ways to protect the environment. Match the students with opinions.***

|  |  |  |
| --- | --- | --- |
| *Protecting the environment is essential for maintaining the balance of nature and preserving resources for future generations. Here are some students’ ideas on simple steps to help protect the environment.* | | |
| **Mathew** | There are a few things we can do to protect the environment. One way is to refuse to take plastic bags when you purchase goods from supermarkets or convenience stores. Another way is to reduce water waste in our houses by taking quick showers. This will help reduce water pollution. | |
| **Karim** | A good way to protect the environment is to save energy because energy production harms the environment. Remember to turn off air conditioners, computers, and other electric devices when you leave our rooms. We should also take a bus to school or the shops to reduce air pollution. | |
| **Lin** | Trees are essential for our planet. Trees are homes to birds and many other species. They provide oxygen, help clean the air and flight climate change. Let us plant as many trees as possible. We can start planting trees in our gardens and schoolyards. We should help clean up where we live to reduce land pollution. | |
| **Sarah** | Supporting environmental activities is one of the most beneficial things anyone can do. We can help the environment by volunteering or donating. We can also organize campaigns to raise awareness about the importance of environmental protection and inspire others to act. By doing so, we can all help to preserve our planet and create a more sustainable future. | |
| 1. Energy production can damage the environment. | | \_\_\_\_\_\_\_ |
| 2. Trees can help protect the environment. | | \_\_\_\_\_\_\_ |
| 3. We should use public transportation more often. | | \_\_\_\_\_\_\_ |
| 4. We can protect the environment by volunteering and organizing campaigns. | | \_\_\_\_\_\_\_ |
| 5. Quick showers can help reduce water pollution. | | \_\_\_\_\_\_\_ |

II. ***Read the text again. Fill in each gap with NO MORE THAN TWO WORDS from the text.***

6. Environmental protection is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to preserving natural balance.

7. We should not take \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when we buy things at stores.

8. Using public transportation helps reduce \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Trees are important because they provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and fresh air.

10. We should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ others to take action to protect the environment.

**D. SPEAKING**

***Circle the best responses.***

1. So, what should our school do?

A. That sounds great, but I’m afraid! B. We can’t do anything.

C. I don’t think we can do that. D. We should start a recycling program.

2. Our school is organizing a park clean-up this weekend.

A. That’s great! B. No, thanks! C. I don’t think so. D. You’re welcome.

3. We should use fewer plastic bags.

A. We should make a plan. B. We should go now.

C. That’s a good idea. D. We should have a clean-up.

4. We should put more recycling bins in our schoolyard.

A. What do we need to do? B. Why should we do that?

C. How should we get there? D. When should we start the clean-up?

5. Making electricity often causes pollution. I think we should save energy.

A. That’s a good idea! How can we save it? B. That’s a good idea! How do we make it?

C. That’s great! What do we need to make it? D. That sounds great! Can we leave for it now?

**E. WRITING**

***I. Complete the guide on ways to reduce pollution using the phrases in the box.***

|  |
| --- |
| *A: to reduce water pollution*  *B: to make our city a greener place to live*  *C: This can cause land pollution*  *D: and recycle plastic bottles and bags*  *E: This will reduce the amount of gas emitted* |

Our city is getting polluted in the soil, the river, and the air. There are simple things we can do. First, we should collect (1) \_\_\_\_\_\_\_\_\_\_\_\_. People use a lot of plastic items in their daily life and do not put them in the bin. (2) \_\_\_\_\_\_\_\_\_\_\_\_. Second, we should clean up rivers (3) \_\_\_\_\_\_\_\_\_\_\_\_. If we collect trash in rivers regularly, they will be cleaner. Finally, we should use electric vehicles instead of gasoline-power vehicles. (4) \_\_\_\_\_\_\_\_\_\_\_\_ and lessen air pollution. These ideas are very easy to do, so don’t hesitate (5) \_\_\_\_\_\_\_\_\_\_\_\_.

**II. Write a guide on how to make a place cleaner. Write 80-100 words or more.**