



**Objective:** to activate students' background knowledge



# The Environment

*We won't have a society if we destroy the environment.*

*Margaret Mead*

## Warming-up

1. Work individually. Compare the photographs and say what topic both photos are connected to? How are these pictures similar? How are these pictures different? What are people doing to protect the environment?



### Useful expressions:

*I think they are probably ....*

*It is essential to ....*

*Because of this ...*

*I believe ....*

## Essential vocabulary

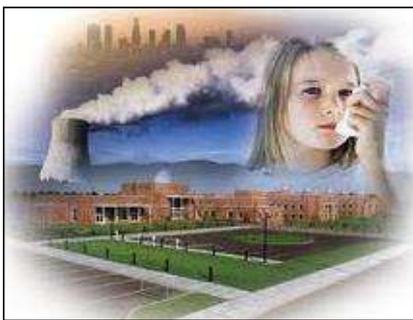
<u>Nouns</u>	<u>Verbs</u>	<u>Adjectives</u>	<u>Phrasal verbs</u>
countryside (n)	to litter (v)	industrial (adj)	to pick up
noise (n)	to pollute (v)	environmental (adj)	to wipe out
deforestation (n)	to protect (v)	renewable (adj)	to focus on
<u>Word-combinations and phrases related to the environment</u>			
Exhaust fumes		Carbon footprint	
Natural surroundings		Climate change	
The green house effect		Eco-friendly	

**2. Make up sentences of your own with words and word-combinations from essential vocabulary.**

### Reading

**3. Read the text and choose the best title to it.**

- a) *Types of Pollution*      b) *A Threat to Our Planet*      c) *Recycling Waste*



No part of our environment has escaped the effects of pollution. All over the world, our land, air and water have been contaminated by an increasing number of waste materials and substances that issue daily from factories, homes and vehicles. In some cases, this waste is only an eyesore, which spoils the beauty of our surroundings, while in other cases, it is a serious threat to our health and can result in death.

Some of the most dangerous waste substances are, without a doubt, those produced by factories. Industrial waste often contains toxic substances that can kill plant and animal life. When there is no proper government control, factories allow these substances to pour into rivers, while their chimneys fill the atmosphere with poisonous fumes, sometimes in areas no more than a few kilometers from heavily populated cities.

Nuclear waste is even more hazardous than industrial waste. Although everything is done to ensure that it is buried safely at great depths, the fact remains that plutonium waste continues to be dangerously radioactive for 24,000 years, while uranium waste remains so for 700 million years.

In towns and cities, the use of fossil fuels (oil, coal, and gas) for heating results in large amounts of carbon dioxide filling the atmosphere. Although some cities have been made “smokeless zones” where no coal or oil fires are allowed, the exhaust fumes from vehicles on the roads has meant that air pollution continues to be a major problem.

But, if we stop to think, each of us is guilty of polluting our environment to some extent. Almost everything we buy today comes in some sort of container or packaging, made of paper, plastic, glass, or aluminium which we usually throw away. Besides, being expensive to collect, many of these materials – especially plastic, glass and aluminium – are very difficult to get rid of and lie in huge dumps on the outskirts of many cities, one of the ugliest types of pollution. Attempts have been made to encourage factories to recycle these materials, but few have shown any interest.

How much longer can we allow this pollution to continue? Scientists tell us that the increased amount of carbon dioxide in the atmosphere may soon have disastrous effects. They fear that it will raise average temperatures around the world and cause the polar ice caps to melt. If this happens, they say the level of the world's oceans will rise by twelve to eighteen feet (four to six meters), and vast populated areas of our planet will be covered by water. Can we afford to make such risks by continuing to pollute our environment?

**4. Read the text again. Are these sentences true (T) or false (F) or is the information not mentioned (NM) in the text?**

- 1) Waste is not a real threat to our health.
- 2) The government is responsible for the waste factories produce.
- 3) Industrial waste is more dangerous than nuclear waste.
- 4) The increased amount of carbon dioxide is the cause of global warming
- 5) The more goods we buy, the more waste we produce.

**5. Answer the questions after the text.**

- 1) Why is industrial waste very dangerous?
- 2) How do factories dispose of nuclear waste?
- 3) What are the causes of air pollution?

- 4) What are “smokeless zones” in your opinion?
- 5) What are the results of rising temperatures?

**6. Complete the chart as shown.**

Noun	Verb	Adjective
investigation		
	to prefer	
achievement		
	to qualify	
		dangerous

### *Writing*

**7. Write an essay discussing the greatest threats to the environment in your country today and the solutions (example: <http://cpesamplewritings.blogspot.com/2015/09/cae-report-sample-for-2015-exam.html>).**

### *Speaking*

**8. Think about your answers to these questions.**

- 1) What are some of the most serious environmental problems in the world?
- 2) What are some local environmental problems you have noticed?
- 3) What would you do to save our environment?
- 4) Which countries are leaders in caring about the environment?
- 5) What kinds of technologies do you know of that might help stop environmental problems?

**9. Describe a problem that affects the environment in the area where you live. You should say:**

- what the problem is;
- what causes it;
- what people feel about the problem;

and explain what you think could be done to solve it.

(Example: <http://www.ielts-mentor.com/cue-card-sample/951-describe-a-problem-that-affects-the-environment>)

**10. Work in a group. Take part in a role-play “Environmental problems”.**

 <p><u>Gregory Brown / Margaret Brown</u>          Welcome the public: Hello and welcome to ....          Say the topic: Today we are speaking about .....          Let me introduce the guests: Let’s listen to ... / What about Mister?/ What do you think about it Miss...?</p>	 <p><u>Mary and Lindsey</u>          The girl-scouts          Speak about how to protect the environment          Invite people to join a clean-up day.</p>
 <p><u>Ben, 53</u>          Pensioner          Lives in the country.          A lot of people come on picnics and leave rubbish          They listen to loud music and add to noise pollution          You are very upset          You think young people need to have environmental education and stop acting this way</p>	 <p><u>Alicia/ Alex, 18</u>          A student          Thinks there is no big problem          Likes to smoke and drive a car          Thinks she should not clean up because there are special people for this          All Greenpeace actions are just a waste of time and money!</p>
 <p><u>Roger, 32</u>          A Greenpeace leader          Speak about the environmental problems in the world          Together we can make our world a better place!</p>	

**Home project**

**11. Make ppt presentation about Environment .....**

Deforestation	Water pollution	Air pollution
		

# MODULE 6

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## EARTH WATCH



**Objective:** to activate students' background knowledge



*Environmental pollution is an incurable disease.  
It can only be prevented.*

*Barry Commoner*

### *Warming-up*

**1. Work individually. Compare the photographs and say what topic both photos are connected to? What kind of pollution is the most dangerous?**



#### *Useful expressions:*

*Both these pictures make me think of ...  
I (don't) like this picture because ...  
From my point of view ...*

### *Essential vocabulary*

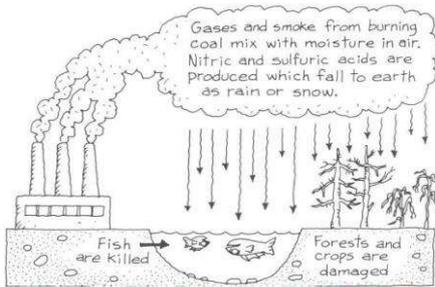
<u><b>Nouns</b></u>	<u><b>Verbs</b></u>	<u><b>Adjectives</b></u>	<u><b>Phrasal verbs</b></u>
importance (n) habitat (n) biodiversity (n)	to reduce (v) to contaminate (v) to relate (v)	hazardous (adj) harmful (adj) relevant (adj)	to die out to get back to nature to be under threat
<u><b>Phrases related to pollution</b></u>			
Melting of the ice caps	Road and air traffic		
Increased energy consumption	Burning of household waste		
Industrial development	Induce illnesses in plants, animals and humans		

**2. Make up sentences of your own with words and word-combinations from essential vocabulary.**

### Reading

**3. Read the text and choose the best title to it.**

**Environmental Pollution.** There are three types of environmental pollution: air, ground, and water pollution.

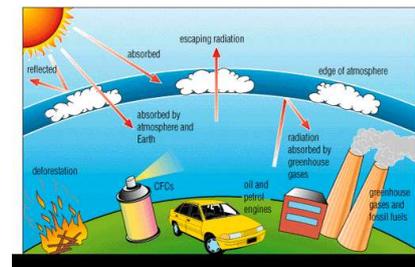


**Air Pollution.** Historically, air pollution comes from industries and transport. Factories, power stations and cars burn oil and coal. This rises into the air as different forms of sulphur and nitrogen. The sulphur and nitrogen combine

with water in the air to make sulphuric or nitric acid. This falls to the ground as **acid rain**.

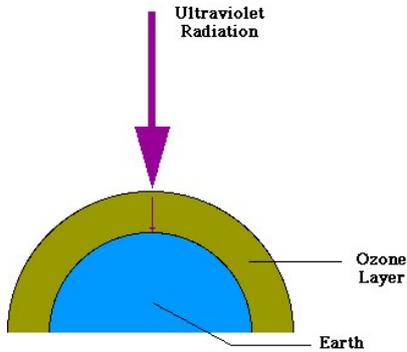
We burn large quantities of coal and oil, and this creates millions of tonnes of acid rain. The wind carries the rain long distances, and this creates problems. One country makes acid rain, and it falls to the ground in another country, for example, Canada gets a lot of acid rain from the USA, and Norway gets a lot of acid rain from Britain.

**The Greenhouse Effect.** Industrial countries also cause the greenhouse effect (also called “global warming” or “climate change”). Burning coal and oil produces carbon dioxide (CO<sub>2</sub>). The (CO<sub>2</sub>) increases in the Earth’s atmosphere, and retains heat from the sun (it works like the glass in a greenhouse - it lets heat in, but doesn’t let the heat out).



The Earth is getting hotter. Weather patterns are changing: some places have no water for years, and some places have floods. When a country has no water, the effects are very hard- in Chile in 1999, the result was

electricity cuts around the country. There was no water for the hydro-electric power stations.



**Ozone Layer Depletion.** The ozone layer is a band of gas around the Earth. It protects us from dangerous ultraviolet (UV) radiation from the sun. It is vital to human and animal survival.

Unfortunately, we are producing chemicals which destroy the ozone layer. The damage starts in the Antarctic and spreads. Sheep in the Magallanes are becoming blind because the ozone layer is thinner. In Australia, a lot of people are getting skin cancer from the sun.

**4. Read the text again. Are these sentences true (T) or false (F) or is the information not mentioned (NM) in the text?**

- 1) You can see the effects of ozone layer depletion in Chile.
- 2) The text describes different types of air pollution.
- 3) Canada sends acid rain to the USA.
- 4) Global warming is also called climate change.
- 5) Industrial countries cause the “greenhouse effect”.

**5. Answer the questions after the text.**

- 1) Which problems are described in the text?
- 2) Is the writer worried or not worried about environmental problems?
- 3) What is ozone layer?
- 4) Why are sheep in the Magallanes becoming blind?
- 5) Where are a lot of people getting skin cancer from the sun?

**6. Complete the chart as shown.**

Noun	Verb	Adjective
description		
	to damage	
pollution		
	to solve	
		changing

## Writing

**7. Write an essay discussing problems with environmental pollution that have become so serious that many countries are trying to solve them. Suggest possible solutions and give your own opinion. You should explain, giving reasons in support of your answer. Write 220-260 words in appropriate style. (<http://www.ieltsmentor.com/writing-sample/writing-task-2/1498-ielts-writing-task-2-sample-472-problems-with-environmental-pollution-have-become-serious>).**

## Speaking

**8. Think about your answers to these questions.**

- 1) What different forms of pollution do you know? What kind of pollution is worst for our health?
- 2) What do you know about air, marine and river pollution?
- 3) Which countries cause the most pollution?
- 4) What will happen if we keep polluting the environment?
- 5) What simple, everyday thing could help reduce pollution most?

**9. Describe a place you visited that has been affected by pollution.**

**You should say:**

- where it is;
- why and when you went there;
- how it has been affected by the pollution;

and explain what are the reasons for this pollution.

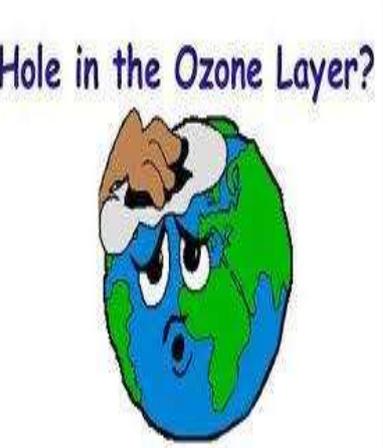
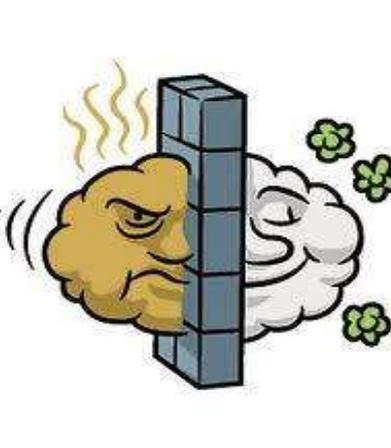
*(Example: <http://www.ieltsmentor.com/cue-card-sample/2497-place-you-visited-that-has-been-affected-by-pollution>).*

**10. Work in a group. Take part in the role - play "Environmental problems". Discuss the Recycling.**

Role A	Role B
You believe in recycling and doing all in your power to help the environment. Your friend is totally against recycling because she/he thinks it is all a lie, that nothing will help the environment and it's just a means to charge you more for energy and eco-friendly appliances. Try to give solid arguments in favour of recycling and reusing.	You believe that recycling is a sham. It is a means to charge you more money for energy and appliances. Your friend is very eco-conscious and will try to convince you to make an effort towards looking after the environment.

### Home project

**11. Make ppt presentation about effects of pollution: 1) on people; 2) on the environment.**

Effects of pollution on people		
Breathing problem	Headache	Disease / sickness
		
Effects of pollution on the environment		
Hole in the ozone layer	Acid rain	Smog
		

# MODULE 6

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## EARTH WATCH



**Objective:** to activate students' background knowledge



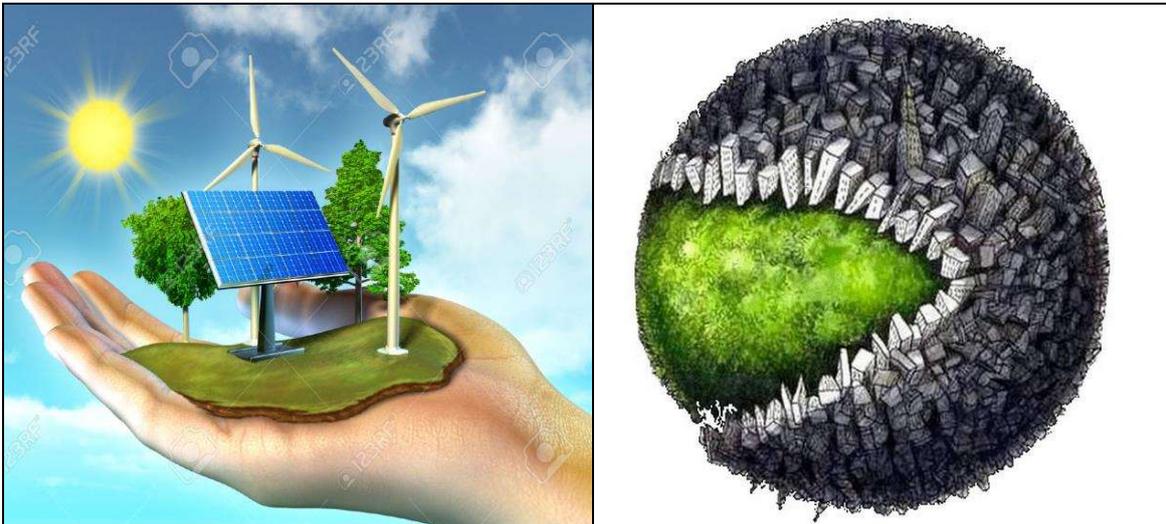
# Conservation

*Conservation means the wise use of the earth and its resources for the lasting good of men.*

*Gifford Pinchot*

## Warming-up

**1. Work individually. Compare the photographs and say what topic both photos are connected to? How are these pictures similar? How are these pictures different? What do you know about environmental conservation?**



### Useful expressions:

*I have no doubt that ...  
I am sure / I am certain that ...  
It goes without saying that ...*

## Essential vocabulary

<u>Nouns</u>	<u>Verbs</u>	<u>Adjectives</u>	<u>Phrasal verbs</u>
industry (n)	to recycle (v)	nuclear (adj)	to run out (of)
supply (n)	to save (v)	polluted (adj)	to come from
demand (n)	to provide (v)	solar (adj)	to flow into
<u>Phrases related to conservation</u>			
A breath of fresh air		To vanish into the air	
To add fuel to the fire		To sail close to the wind	
To be in deep water / be in hot water		To make waves	

**2. Make up sentences of your own with words and word-combinations from essential vocabulary.**

### *Reading*

**3. Read the text and do activities after it.**



**Water Conservation.** Water conservation means saving fresh water. If we do not conserve water our supplies of clean fresh water will run out. A bath uses more water than a shower.

Living things cannot survive without water. People need about 20 litres of fresh water each day to meet all their needs. We need to drink two to three litres of clean fresh water a day to keep healthy. Water is the most common liquid on Earth. We also use fresh water for washing, for watering our gardens so that plants can grow, for animals on our farms, for making electricity and for processes in our industries.

There is a growing demand for fresh water. The world's population is getting bigger and more people want water. (We need to find new sources of fresh water. More than 97 % of the world's water is salt water found in oceans.) Some climates are getting hotter and drier. This means people will need more water to keep cool and to keep their crops and gardens growing.

Human activity is polluting our water. When water is polluted it can kill the living things that depend on it. Water pollution is caused by waste from houses, farms and factories flowing into streams, rivers and groundwater. Smoke from factories pollutes the air.

If we do not conserve water there will not be enough clean water for people in the future. We can conserve water by preventing the pollution of our water supplies. We can also save water by using less of it. At least 75 % of the world's fresh water is stored under the ground.

**4. Read the text again. Are these sentences true (T) or false (F) or is the information not mentioned (NM) in the text?**

1) A shower uses more water than a bath.

- 2) Living things can survive without water.
- 3) There is a growing supply for fresh water.
- 4) When water is polluted it can't kill the living things that depend on it.
- 5) At least 95% of the world's fresh water is stored under the ground.

**5. Answer the questions after the text.**

- 1) How can we conserve water?
- 2) What is water conservation?
- 3) How much water do people need each day?
- 4) Why will the world need more water in future?
- 5) What causes water pollution?

**6. Complete the chart as shown.**

Noun	Verb	Adjective
	to survive	
		stored
conservation		
preventing		
watering		

**Writing**

**7. Write an essay discussing which one comes first economic development or environmental conservation. You should explain, giving reasons in support of your answer. Write 220-260 words in appropriate style. (<https://www.bartleby.com/essay/Which-One-Comes-First-Economic-Development-or-P3J6Z46ATC>).**

**Speaking**

**8. Think about your answers to these questions.**

- 1) What kind of energy do you use to heat your home?
- 2) What kind of energy do you use to cook?
- 3) Do you practise conservation? Is enough attention given to conservation in your country's schools and media?
- 4) In your opinion, which will be the best source of energy in future?
- 5) Which countries have the best and worst records on conservation?

9. Describe the role of students in conserving the natural resources and limit the waste?

10. Work in a group. Find video about environment conservation using site National Geographic (<https://www.nationalgeographic.org>).

### Home project

11. Make ppt presentation about the importance of conservation "As responsible citizen we have to conserve: ...".



# MODULE 6

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## EARTH WATCH



**Objective:** to activate students' background knowledge



# Eco-tourism

*Eco-tourism – global travelling with global thinking*  
Unknown

## Warming-up

1. *Work individually. Compare the photographs and say what topic are both photos connected to? How are these pictures similar? How are these pictures different? What eco destinations are depicted in the pictures? (Greenland, Palau).*



### Useful expressions:

*It's clear to me that ...*

*One thing I'm sure of is ...*

*I might be wrong but ...*

## Essential vocabulary

<u>Nouns</u>	<u>Verbs</u>	<u>Adjectives</u>	<u>Phrasal verbs</u>
expedition (n) earthquake (n) research (n)	to harm (v) to diminish (v) to foment (v)	complex (adj) responsible (adj) local (adj)	to take (smth) into consideration to force out to take (smth) in
<b><u>Phrases related to eco-tourism</u></b>			
Activities include excursions, sightseeing, scientific survey, exploration, and eco-agriculture tours			
To protect our natural environment			
The key to sustainable development			

**2. Make up sentences of your own with words and word-combinations from essential vocabulary.**

### *Reading*

**3. Read the text and choose the best title to it.**

#### **Eco-tourism**

*(<http://www.english-online.at/travel/ecotourism/ecotourism-sustainable.htm>)*



Eco-tourism is the opposite of mass tourism. People travel to remote areas and visit faraway places without destroying or ruining the environment. Ecotourism is intended for small groups of tourists who want to learn more about nature in a certain area and help people who live there. Eco tourists travel to places where plant and animal life is the main attraction. They want to know more about how people live side by side in a natural habitat.

Ecotourism makes people aware of how beautiful the land and countryside is. Local tour guides show visitors how important our environment is. They know how the region has developed over time. Tourists stay in small local houses, as opposed to gigantic hotel complexes in mass tourism regions.

Other aims of ecotourism are:

- helping conserve nature in a faraway place
- educating tourists about the place they are travelling to
- respecting the culture of people who live there
- the conservation of animal and plant species that are in danger of becoming extinct

- minimizing the impact of tourism in the area
- helping people who live there
- leaving a small carbon footprint

Among the most important destinations of eco-tourism are:

- the Galapagos Islands
- Costa Rica and other parts of Central America
- the Amazon rain forest
- East Africa

Ecotourism started out in the 1970s as an alternative to mass tourism. Today it is one of the fastest growing sectors of the tourism industry because more and more people are becoming aware of it. As a result, some countries are using ecotourism to gain money and profits. In some areas, it is operated by foreign investors who are only interested in their own profits. Bringing too many people to a remote place could, however, damage local culture.

Eco tourists can help preserve the local environment by:

- walking instead of using motor vehicles
- using less water
- turning off electricity if they don't need it
- eating locally produced food
- not throwing things away
- keeping to footpaths
- wearing clothes that do not offend the locals
- not scaring animals
- respecting the local customs and traditions.

#### *Madagascar – Example of Ecotourism*

Madagascar is a good example for an ecotourist destination. 80% of the plants and animals on the island have always been there and cannot be seen in anywhere else. While Madagascar has the potential to become a mass

tourism country, much of it is not fully developed and lacks infrastructure. Most people live in poverty, especially in rural areas.

The island attracts tourists who are interested in nature and wildlife and not those who long for the noise and activities of overpopulated beaches. They can go on wildlife adventures, whale-watching trips or hiking with local guides.

**4. Read the text again. Are these sentences true (T) or false (F) or is the information not mentioned (NM) in the text?**

1) Eco tourists don't travel to places where plant and animal life is the main attraction.

2) Eco-tourism makes people aware of how beautiful the land and countryside is.

3) Costa Rica and other parts of Central America are among the most important destinations of ecotourism.

4) Eco-tourism started out in the 1790s as an alternative to mass tourism.

5) Madagascar attracts tourists who are interested in nature and wildlife.

**5. Answer the questions after the text.**

1) What are the peculiarities of ecotourism?

2) Where do eco tourists travel?

3) Where do eco tourists stay?

4) What are the aims of ecotourism?

5) How do eco tourists preserve the local environment?

**6. Complete the chart as shown.**

Noun	Verb	Adjective
	to attract	
		produced
investor		
	to offend	
respect		

### Writing

**7. The community is organizing a campaign to make people aware of the damage tourists and tourist companies are causing to the environment in order to encourage Eco-tourism. Write an essay discussing benefits of eco-tourism as compared to the traditional one. You should explain, giving reasons in support of your answer. Write 220-260 words in appropriate style. ([http://fcwritingskills1discursive texts.blogspot.com/2013/05/blog-post\\_3.html](http://fcwritingskills1discursive texts.blogspot.com/2013/05/blog-post_3.html)).**

### Speaking

**8. Think about your answers to these questions.**

- 1) What is eco-tourism?
- 2) Why is eco-tourism important?
- 3) How popular is eco-tourism?
- 4) What are the principles of eco-tourism?
- 5) What are some of the pros and cons of eco-tourism?

**9. Describe a famous eco tourist destination. You should say:**

- what it is;
- what the main attractions of this place are;
- what someone can see / do there;

and say why you would recommend this place to a tourist.

**10. Work in a group. Group A is against ecotourism "Eco-tourism is a bad idea". Group B is for ecotourism "Ecotourism is a good idea".**

### Home project

**11. Make ppt presentation or find video about "Travel Tips: Eco-Travel".**

# MODULE 6

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## EARTH WATCH



**Objective:** to activate students' background knowledge



# Animals

*Animals are such agreeable friends – they ask no questions, they pass no criticisms."*

*George Eliot*

## Warming-up

1. *Work individually. Compare the photographs and say what topic both photos are connected to? How are these pictures similar? How are these pictures different? What are the places of animal's living?*



### Useful expressions:

*Well, they are clearly both connected to the topic of ...  
In the first one, there is (are) ... I guess it (they) could be  
In contrast, the second picture is of ...*

## Essential vocabulary

<u>Nouns</u>	<u>Verbs</u>	<u>Adjectives</u>	<u>Phrasal verbs</u>
hunting (n)	to combat (v)	disastrous (adj)	to pig out
predator (n)	to adapt (v)	domestic (adj)	to horse around
scent (n)	decline (v)	wild (adj)	to duck out
<b><u>Phrases related to inventions</u></b>			
Flora (plants) and fauna (animals)			
A bird in the hand is worth two in the bush			
It's a dog's life			

**2. Make up sentences of your own with words and word-combinations from essential vocabulary.**

### Reading

**3. Read the text and do tasks after it.**

#### **Six Wise and Funny Lessons on Aging – From Animals**

Aging gracefully can present challenges. Just for fun, we pulled these six examples of animal inspiration.



*1. Tortoises – Take life slow and enjoy the ride.* Tortoises are one of the most ancient creatures on the planet, living up to age 150. With an average speed of 17 mph, they're not winning the sprints, but they are highly effective at

burrowing and have evolved to survive the harsh conditions of the desert. They endure. Tortoises may not be the cutest animals around, but they teach an important life lesson: Slow and steady wins the race.



*2. Elephants – Share your memories.* Elephants' brains, which are the largest among land mammals at about 10.5 pounds, are complex. They have the ability to grieve and elephants have been observed performing burial-like ceremonies. Elephants also have excellent problem solving skills; the example of Asian elephant named Bandula unhooking the shackles on her feet and then freeing other captive elephants shows a keen intelligence. Scientists have found that older elephants are better at making crucial decisions, such as searching for food and protecting the herd from predators, because of their remarkable memory. We humans can look to elephants for inspiration to share our lifetime of experiences and use our hard-earned knowledge as leaders.



3. *Dolphins – Stay true to your friends and family.* Dolphins are extremely social and form tight-knit groups, called pods, which range from five to hundreds of members. These aquatic animals are so loyal that they have

been observed staying with sick or injured pod members. Dolphins can be friendly to humans, and there are numerous news stories of dolphins rescuing people from drowning and from sharks. Their sense of community and altruism exemplifies how we should approach relationships, which play a critical role as we age. Older adults tend to lose social connections after they retire or as their adult children move out of the house or start their own family, so it's vital to maintain close ties with friends and family – our pods.

4. *Zebras – Celebrate your uniqueness.* Each zebra has its own stripe pattern – no two are alike. Researchers think that zebras' stripes help them hide in the grass, making it difficult for their predators to pick out one individual animal



to attack. Another theory is that the stripes ward off pesky insects. Their unique colors set these mammals apart from all other animals, but their hides also save them. The human lesson is to be grateful for the skin you're in.



5. *Rabbits – Adopt a healthy lifestyle.* Rabbits have a healthy lifestyle. These little vegans eat mainly green leafy foods. Plus, they are active and agile. Their physically fit and flexible bodies allow them to do the “happy bunny dance.” This move is when rabbits jump into the air and twist their head and body in opposite directions. If we humans ate more vegetables and hopped (or even walked) around all day, maybe with practice we could do the “happy bunny dance”, too.

6. *Monkeys – Keep having fun.*

Monkeys groom each other on a daily basis for two reasons: hygiene and social interaction. This grooming goes beyond the “you scratch my back, I’ll scratch yours” mentality because of the social bonding that is created from this activity. Monkeys can make



most anything fun – even caregiving. These mischievous, curious primates teach us the importance of social bonds, and also to remember to have fun.

**4. Read the text again. Are these sentences true (T) or false (F) or is the information not mentioned (NM) in the text?**

- 1) Tortoises don’t live very long.
- 2) The elephant Bandula managed to unlock her own shackles and other elephant’s also.
- 3) Zebras’ stripes are all exactly the same.
- 4) Rabbits do not eat meat
- 5) Dolphins live together in groups called pods.

**5. Answer the questions after the text.**

- 1) What is the lesson we can learn from tortoises?
- 2) What is one way you can “share your memories” from the Elephant’s lesson?
- 3) What is the “happy bunny dance”?
- 4) Which is your favorite lesson from the 6 animals and why?

**6. Complete the chart as shown.**

Noun	Verb	Adjective
danger		
	to hunt	
	to cause	
impact		
measures		

## Writing

**7. Write an essay discussing the issue concerning the fact that around the world many wildlife species are in danger of extinction (pollution, hunting). How can we protect endangered animals? You should explain, giving reasons in support of your answer. Write 220-260 words in appropriate style. (<http://examwriting.blogspot.com/2015/09/how-can-we-protect-endangered-animals.html>).**

## Speaking

**8. Think about your answers to these questions.**

- 1) Why do you think people should protect wildlife? Why not?
- 2) What impact do you think human actions have caused on wild life?
- 3) Why are animals important to us?
- 4) Can you list a few items that are made from animals?
- 5) What measures could we take to protect wildlife?

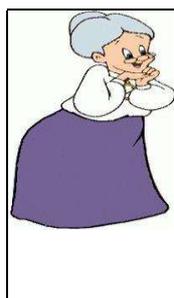
**9. Describe an animal that is important in your country. You**

**should say:**

- where you can find it
- what it looks like
- what recent news there has been about it

and explain why this animal is important.

**10. Work in a group. Take part in the role play "Pet Wanted". The following people are looking for a pet. Recommend something to each of them. Don't forget to give reasons for your choices.**

	<p>Jane is an elderly lady living alone in a small flat in the suburban area. She feels lonely as her children live far from her and would like to have a small pet which requires little care. She has difficulty walking.</p>		<p>Anna is an 8-year-old school girl. She'd like to have cute and fluffy pet but she's allergic to cats and she's afraid of dogs. Her parents want to find something which she can look after on her own.</p>
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	<p>Laura and Adam are university students. They are roommates. They spend little time at home; still they'd like to have a pet. They want something which needs little care or attention. They don't want a "traditional pet", they want something exotic.</p>		<p>The Jonhsons would like to have a pet. There are two children in the family (they are 9 and 13 years old), and the parents want the children to learn some responsibility, so they'd have to look after the new pet on their own. They live in a house with a big garden.</p>
	<p>Andrew is a 10-year-old boy. He wants to have a pet but his parents are not so keen on the idea. They rent a small flat in the city centre. Andrew wants to have a pet he can play with or can teach some tricks to. It can't be a cat or a dog, the landlady wouldn't allow anything furry.</p>		<p>Kim and Josh, a young couple with no children, live in a nice studio apartment in the city centre. They'd like to have a pet but they'd have little time to look after it. They want something else than a cat or a dog but Kim is afraid of insects or reptiles.</p>

*Home project*

**11. Make ppt presentation about wild animals.**

<b>Polar Bears</b>	<b>Lions</b>	<b>Monkeys</b>
		
<b>Elephants</b>	<b>Dolphins</b>	<b>Penquins</b>
		

# MODULE 6

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## EARTH WATCH



**Objective:** to activate students' background knowledge



# Natural Disasters

*Sometimes it takes a natural disaster to reveal a social disaster.*

*Jim Wallis*

## Warming-up

1. *Work individually. Compare the photographs and say what topic both photos are connected to? How can natural disasters affect the economy and social life in countries?*



### Useful expressions:

*The first photograph shows ...  
I think the common theme here is ...  
I wouldn't like to be in their shoes ....*

## Essential vocabulary

<u>Nouns</u>	<u>Verbs</u>	<u>Adjectives</u>	<u>Phrasal verbs</u>
consequences (n)	to damage (v)	violent (adj)	to calm down
casualty (n)	to rescue (v)	unpredictable (adj)	to break down
shelter (n)	to destroy (v)	seasonal (adj)	to go on
<b><u>Phrases related to natural disasters</u></b>			
To search relatives		Traffic was dislocated by the ...	
To be evacuated		Thousands of buildings collapsed	
To support victims		... did a lot of harm to the ...	

**2. Make up sentences of your own with words and word-combinations from essential vocabulary.**

### *Reading*

**3. Read the text and do tasks after it.**

#### NATURAL DISASTERS

A disaster is an event that could hurt people and cause damages.

*Tornadoes* are violent wind movements. They are also called twisters or cyclones. Most people recognize them as a towering black funnel extending downward from the base of a large cumulonimbus cloud. It rotates at speeds up to 300 miles per hour or in some rare cases, even faster. The speed of the wind is the primary cause of deaths and destruction of property. Many people are killed by flying objects and debris (missiles). They happened in certain parts of Australia, the Midwestern and Southern of the United States. They also occur more frequently in the spring and summer months.

*Hurricanes* are seasonal storms and are most prevalent in August and September. Hurricanes are huge tropical cyclones that originate over oceans near the equator, such as the Caribbean Sea and the Gulf of Mexico. However, if they do reach land, destruction of property is imminent. Wind speeds of a hurricane range from seventy to one hundred fifty miles per hour. One of the most destructive elements of a hurricane is the huge waves that are formed because of the strong winds and heavy rains. These waves called a storm surge can rise several feet above water levels, especially during high tide.

*Tsunami* is a large sea wave caused by a submarine earthquake or volcanic explosion. When the ocean floor is tilted or offset during an earthquake, a set of waves is created. Usually tsunamis move entirely across an ocean to the shore. A tsunami can have wavelengths of 60 to 120 miles and may reach speeds of 800 km/h. Tsunamis have incredible energy because of the great volume of water affected. Hawaii is the highest risk area.

*Lightning* is characterized by the discharge of electricity between rain clouds or between a rain cloud and the Earth. It is usually seen as an arc of extremely bright light which can be many kilometers in length; however, there are other forms as well. Accompanying the lightning is the giant roar of thunder. The thunder is caused by the expansion of air that has been heated by the lightning which then collides with cooler air, creating the sound of an explosion. Lightning and thunder occur together, however we hear the thunder after we see the lightning. Sound waves travel about one mile in five seconds, while light travels at more than 186,000 miles per second. Therefore, lightning is seen immediately when it occurs, and thunder is heard a little later.

*Earthquake* is a shaking of the ground caused by the sudden dislocation of material within the earth's outer layer, or crust. When forces pushing on a mass of rock overcome the friction holding the rock in place and blocks of rock slip against each other an earthquake may occur. Some earthquakes are so slight, and some occur in such remote areas, that they are barely felt. Others are so violent that they cause extensive damage. Earthquakes take place or have taken place in all parts of the world. There are two major scales in which earthquakes are measured: the Mercalli Scale and the Richter Scale.

*Avalanche* occurs when a mass of snow falls down a mountainside. That is because new snow (which is not wet) accumulates on a more heavy snow layer. Since the new snow layer is not compact, it could slide down toward the base of the mountain. Skiers, snowboarders and climbers could also cause an avalanche.

*Wildfires* are dangerous for all people living near woodlands. In the wild, wildfires are ignited by lightning. But some wildfires are caused by careless campers who did not extinguish their campfire or by walkers who threw their cigarettes in the woods. 80 % of wildfires are caused by careless people. Wildfires do not only have bad effects. In fact, the many dead pin needles, leaves and tree trunks on the ground are burnt to ashes by wildfires. These ashes are full of minerals and help the growth of new trees.

*Floods* happen when a watercourse overflows. They could be caused by rain, thaws of ice jams.

*Drought* is a period or condition of unusually dry weather within a geographic area where rainfall is normally present. During a drought there is a lack of precipitation. Droughts occur in all climatic zones. However, its characteristics vary significantly from one region to another.

**4. Read the text again. Are these sentences true (T) or false (F) or is the information not mentioned (NM) in the text?**

- 1) A disaster is an event that couldn't hurt people and cause damages.
- 2) Tornadoes are seasonal storms and are most prevalent in August and September.
- 3) Tsunami is a large sea wave caused by a submarine earthquake or volcanic explosion.
- 4) Avalanche occurs when a mass of snow falls down a mountainside.
- 5) Wildfires happen when a watercourse overflows. They could be caused by rain, thaws or ice jams.

**5. Answer the questions after the text.**

- 1) What are nature disasters mentioned in the text?
- 2) Where do tornadoes mostly happen?
- 3) When are hurricanes most prevalent?
- 4) What is the reason of thunder?
- 5) Why does avalanche occur?

**6. Complete the chart as shown.**

Noun	Verb	Adjective
		prevalent
explosion		
		careless
climber		
expansion		

### Writing

**7. Write an essay discussing the ways of minimizing the effects of natural disasters. You should explain, giving reasons in support of your answer. Write 220-260 words in appropriate style.**

### Speaking

**8. Think about your answers to these questions.**

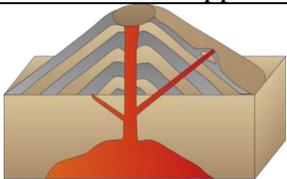
- 1) How many types of natural disaster can you name? Which is the worst?
- 2) What natural disasters are common in your country?
- 3) What is the best / worst natural disaster movie you have seen?
- 4) Think of three natural disasters. What can you do to stay safe during and after those natural disasters?
- 5) Which country has the most natural disasters?

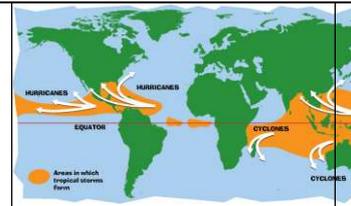
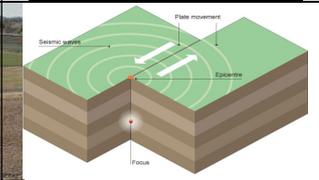
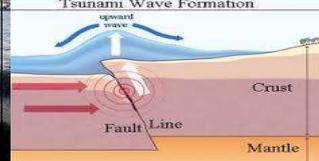
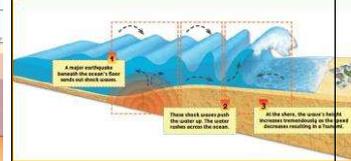
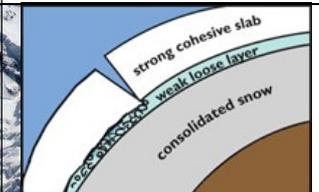
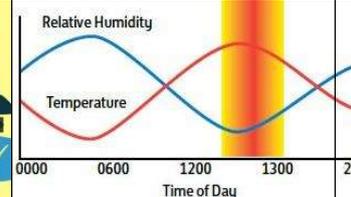
**9. Describe a natural disaster you heard about. You should say:**

- what it was and where it happened;
- when it happened;
- how you heard about it;

and explain how people reacted when they heard about this disaster.

**10. Work in a group. Take part in the role play. Group A describes natural disaster and Group B has to guess what it is. And then visa versa. Before discussing watch video "Learn English Words with Pictures: Natural Disasters" (<https://www.espressoenglish.net/learn-english-words-with-pictures-natural-disasters/>)**

What is this?	How does it happen?	Where does it happen?	How can you be safe?
 <p>This is a _____.</p>	 <p>_____</p>	 <p>_____</p>	 <p>I _____.</p>

 <p>This is a _____.</p>			 <p>I _____.</p>
 <p>This is an _____.</p>			 <p>I _____.</p>
 <p>This is a _____.</p>			 <p>I _____.</p>
 <p>This is a _____.</p>			 <p>I _____.</p>
 <p>This is an _____.</p>			 <p>I _____.</p>
 <p>This is a _____.</p>			 <p>I _____.</p>
<p>hurricane, wildfire, volcano, earthquake, tsunami, avalanche, landslide</p>	<p>warm and cold air mixes, snow gets too heavy, rain makes the mountain soft, earthquakes underwater, magma explodes, lightning and cigarettes, earth plates move</p>	<p>near the sea, between the earth plates, around the earth plates, in hot and dry forests, at mountains and hills, in snowy mountains, over the ocean</p>	<p>don't pass warning signs, find cover, wait in a vault, drive away, cover mouth and eyes, go to high ground, watch out for rocks</p>

*Home project*

11. Make ppt presentation about "What to do before, during, and after a Disaster".

<p><b>Tornadoes</b></p>	<p><b>Hurricanes</b></p>
	
<p><b>Earthquakes</b></p>	<p><b>Floods</b></p>
	
<p><b>Forest Fires</b></p>	<p><b>Tsunami</b></p>
	