

MODULE 12 Save our world

Unit 1

If everyone starts to do something, the world will be saved.

Listening and vocabulary

Preparation

- Ask students to look at the title of the module, the title of the unit and the pictures. Tell them to guess what the module is about, and write down three predictions related to what they expect to read about in the module. Do not allow them to flick through the module.
- Elicit predictions and write them on the board.
- Tell students to flick through the module to see if any of their predictions were correct.
- Discuss the content of the module as a class.

1. Work in pairs. Look at the pictures and talk about them. Use the words in the box to help you.

- Ask students to look at the words in the box. Discuss the meaning of the words.
- Give students a minute or two to look at the pictures and think of things to say about them, using the words in the box.
- Put students in pairs to talk about the pictures.
- Elicit sentences from the class and write them on the board.

2. Listen and complete the sentences.

- Ask students to read the sentences and guess what the missing words are.
- Compare ideas as a class.
- Play the recording for students to listen to and check their ideas.
- Tell students to work with a partner and complete the sentences from memory.

- Play the recording a second time for students to check answers.
- Check answers as a class.

Answers

1. pollution 2. rules 3. recycle; glass

Tapescript

Mr Jackson: Can anyone tell me what you can see in the first photo?

Betty: There's a factory, and it's causing a lot of pollution.

Mr Jackson: Correct. So what can we do about it?

Tony: Well, there should be some rules to stop the pollution.

Mr Jackson: What about the second photo?

Daming: It's a recycling centre. Waste products such as glass and paper can be recycled there.

Mr Jackson: Good. Why do we need to do that?

Lingling: To save energy, I guess.

Mr Jackson: Great!

3. Listen and read.

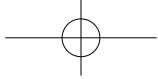
- Tell students to cover the conversation. Ask them to listen and identify three problems that the friends talk about, and one solution. Play the recording twice if necessary.
- Discuss answers as a class.
- Ask students to read the conversation to check.

Now complete the notes.

- Tell students to cover the conversation, read the notes and complete them from memory.
- Allow them to compare answers with their desk partner, then check answers as a class.

Answers

1. farmers can't use them to water their crops
2. spreads over cities and villages
3. use so much oil and cause pollution
4. collects waste; recycled or used again; sells the waste; in poor areas
5. ways to save energy and recycle at home; less waste



Everyday English

- Ask students to find the expressions in the conversation and think of another way to say the same thing.
- Tell students to work with a partner and write a short conversation using the three expressions. Suggest they imagine two friends planning an excursion for the weekend.
- Give students time to write and practise their conversations, monitoring to help as needed.
- Ask pairs to perform their conversations for the class.

4. Complete the passage with the correct form of the words in the box.

- Tell students to find the words in the conversation and tell you the meaning. Ask them to tell you which of the words does not usually change form (oil).
- Ask students to complete the passage with the correct form of the words.
- Allow them to compare answers with their desk partner before checking answers as a class.

Answers

- | | | | |
|------------|--------------|---------|------------|
| 1. enemy | 2. factories | 3. kill | 4. pollute |
| 5. spreads | 6. causes | 7. oil | |

Pronunciation and speaking

5. Listen and mark the words which the speaker links.

- Remind students about word linking in English: When a word starts with a vowel sound, it often links to the word that comes before it, so that they sound like one word.
- Ask students to read the sentences and guess where the speaker will link words.
- Then remind them that if a word starts with the same or a very similar sound as the last sound in the word in front of it, they also usually link.
- Tell students to look and see if there are any examples of these rules in the sentences and link them.
- Play the recording for students to listen to and check the words they have linked. Play twice if necessary.

- Compare answers as a class.

Now listen again and repeat.

- Play the recording again for students to listen again and repeat.
- Invite a few students to say the sentences for the class.

Answers

1. After our lesson on the environment, I'm worried about the future.
2. Students at a green school also learn ways to save energy and recycle at home.

6. Work in pairs. List the pollution problems in your place. Choose one problem and say what should be done about it.

- Tell students to look at the photo. Elicit what they can see.
- Remind students of the words in the boxes in Activities 1 and 4, then put students in pairs to talk about the photo and say what should be done.
- Tell students to write down their ideas when they have finished discussing the problem.
- Compare ideas as a class.

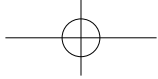
Unit 2

Repeat these three words
daily: reduce, reuse
and recycle.

Reading and vocabulary

1. Look at the pictures on the next page. Say which ways are good for the environment and why.

- Put students in pairs to discuss. Remind them of the words in the boxes in Unit 1.
- If you wish, ask students to write down their ideas.
- Discuss answers as a class.



2. Look at the title of the passage. What suggestions do you think the passage will make? Use the words in the box to help you.

- Tell students to look at the title, the pictures and the words in the box.
- Ask students to work with a partner and write down at least three predictions about what suggestions the passage will make.
- Compare ideas as a class.

3. Read the passage and answer the questions in the first part.

- Tell students to read the passage quickly and find if their predictions are there.
- Read the first part of the passage again, as a class, and check the meaning, particularly of the questions.
- With a partner, students take it in turns asking and answering the questions at the start of the passage.
- Ask individual students to report back to the class on their partner's answers.

4. Check (✓) the suggestions that are mentioned in the passage.

- Tell students to cover the passage and, working from memory, tick the suggestions that are mentioned in the passage.
- Play the recording for students to check their answers.
- Check answers as a class.

Answers

1. ✓ 2. ✓ 3. ✓ 5. ✓ 6. ✓

5. Find two things you should do and two things you should not do in the passage. Give reasons. Use your answers to write sentences.

- Explain to students that some of the things mentioned in the passage are not explicitly stated as cases of "should" or "should not", and that they will need to use their reasoning skills and experience of the world to decide upon some of them. This is especially the case for the things mentioned in

questions. For example:

Do you walk or ride a bike to school?

- Explain to students that the reasons may not always be explicitly stated together with the things that should or should not be done. Again, they will need to use their reasoning skills and experience of the world to connect reasons with things. For example:

We should walk or ride a bike to school because walking or riding a bike doesn't burn oil and cause air pollution.

Possible answers

Should:

Walk or ride a bike to school.

Use china cups and cloth bags.

Should not:

Buy new clothes just because they are modern.

Waste things.

Reasons:

Walking or riding a bike doesn't burn oil and cause air pollution.

China cups and cloth bags can be used many times.

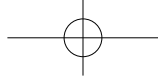
Old things can be just as good as new ones.

6. Complete the passage with the correct form of the words in the box.

- Ask students to read the words in the box, find them in the passage and check meaning.
- Ask students to tell you which of the words do not change form (plastic, rapid).
- Tell students to complete the passage with the correct form of the words in the box.
- Check answers as a class.

Answers

- | | |
|------------|-------------------|
| 1. tons | 2. granddaughters |
| 3. recycle | 4. Repeat |
| 5. step | 6. divide |
| 7. plastic | 8. policy |
| 9. rapid | |



Writing

7. Work in pairs. Make a list of things you can do to make your school greener.

- When pairs have finished their lists, ask them to form small groups and compare their ideas.
- Compare ideas as a class.
- Allow pairs to copy down any ideas that they think are good.

8. Write a passage on how to make your school greener and give reasons. Use the list you have made in Activity 7 to help you. Use *because*, *so* and *so that*.

- Check that students remember the meaning of “because”, “so” and “so that” and that they remember how to use them.
- You may like to suggest to students that they write their passage as an information or advice pamphlet for other students in the school.
- When they have finished their passage, tell students to exchange their work with their desk partner and check each other’s spelling, word forms, etc.
- Put the passages on the classroom wall to make a “Green Tips” display.

Possible answer

Help Make a Green School!

We can do many things to make our school green. Remember the three most important words: reduce, reuse and recycle!

Reduce

Many people waste paper because paper is cheap. But we should use less paper so that we can save trees. Make sure you write or print on both sides of the paper so that nothing is wasted. This simple tip will cut your paper usage in half!

Reuse

Many people like disposable cutlery because they don’t have to wash up. But these things aren’t green. Bring your own chopsticks from home and reuse them. Don’t use disposable cups or plates, either.

Recycle

We all eat and drink at school every day, so there are plenty of wrappers, bottles and cans to dispose

of. But don’t just throw your bottles, wrappers and cans in the rubbish bin — support the school’s recycling programme! Put paper, plastic, glass and metal in the recycling bins.

Follow these steps and we’ll all have a green school!

Unit 3

Language in use

Language practice

- Read the sentences to the class. Tell students to note that sometimes you can change a word by adding something onto the front (a prefix), and sometimes by adding it onto the end (a suffix). Ask students to look at the two example sentences and tell you which changes the meaning and which changes the word form. Prefixes usually change or modify the meaning of a word (e.g. use => reuse, possible => impossible); suffixes usually change the word form (e.g. pollute => pollution, person => personal). Some suffixes change the word form and add meaning (e.g. hope => hopeless).

Learning to learn

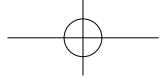
- Read the tip as a class. Elicit words that students know which are made of a word and a prefix (e.g. recycle), or of a word and a suffix (e.g. taller, teacher), or of a word with a prefix and a suffix (e.g. unforgettable). Work out the meanings of the parts of the words as a class.

1. Make new words. Join the parts of words in Box A with the words in Box B. You need to use some of the parts more than once.

- Put students in pairs to make as many new words as possible, using Box A and Box B.
- Find out which pair has made the most words.
- Elicit and check the words.

Answers

collectable, usable, careful, hopeful, useful, wasteful, impossible, careless, hopeless, useless, reuse, unusual, unwanted



Now work in groups. Play the guessing game *English for Fun*.

Either:

- Put students in groups of four. Tell students they are going to play a guessing game. Groups have to match words from the first step in Activity 1 to the definitions. The first group to finish should put their hands up or shout “Guessed it!” All groups should then stop writing. Each group wins a point for each correct word.

- Check answers as a class.

Or:

- Put students in teams of four. Read out the clues one by one for teams to shout out the correct word. A team wins a point for each correct word.

Answers

- | | | |
|--------------|----------------|-------------|
| 1. careful | 2. collectable | 3. hopeful |
| 4. hopeless | 5. impossible | 6. unusual |
| 7. useless | 8. reuse | 9. unwanted |
| 10. wasteful | | |

2. Complete the sentences with the words in the box.

- Ask students to read the sentences and check meaning.
- Tell students to complete the sentences using the words in the box, then compare answers with their desk partner.
- Check answers as a class.

Answers

- | | | |
|---------------|-------------|----------|
| 1. unhealthy | 2. wasteful | 3. reuse |
| 4. impossible | 5. hopeful | |

3. Complete the table.

- Put students in pairs to complete the table.
- Check answers as a class.

Answers

Noun	Verb	Adjective	Adverb
use	use	useful/ useless	usefully/ uselessly

Noun	Verb	Adjective	Adverb
hope	hope	hopeful/ hopeless	hopefully/ hopelessly
pollution	pollute	polluted/ unpolluted	—
water	water	—	—
waste	waste	wasteful/ wasted	wastefully
—	—	usual/ unusual	usually/ unusually

4. Complete the sentences with the correct form of the words in Activity 3.

- Ask students to read and complete the sentences with words from the table.
- Allow students to compare their answers with their desk partner before checking answers as a class.

Answers

- | | | | |
|-------------|----------|-------------|----------|
| 1. polluted | 2. usual | 3. wasteful | 4. water |
|-------------|----------|-------------|----------|

Extension

- Ask students to write three sentences with gaps for a partner to complete, using words from the table in Activity 3.
- Tell students to exchange sentences and complete them.
- Ask students to check their answers in pairs.

5. Complete the sentences.

- Ask students to read the example sentence and tell you which two words the answer is made up of (lunch+box). Point out that this is a very common method of making words in English.
- Complete Sentence 1 as a class, eliciting the answer.
- Ask students to complete the remaining sentences.
- Check answers in pairs, then as a class.

Answers

- | | |
|--------------|---------------|
| 1. postcard | 2. classroom |
| 3. storybook | 4. blackboard |



6. Work in pairs. Look at the pictures and answer the questions.

- Tell students to look at the pictures and discuss the answers to the questions with a partner.
- For Question 1, ask students to try to make a list of items that can be put in each bin. For example:
 - Cloth — old clothes, old mops
 - Paper — envelopes, old notebooks, boxes, paper cups
 - Glass — bottles, jars, broken drinking glasses
- For Question 2, ask students to think of items that can be made with recycled materials. For example: Recycled paper can be used for notebooks, tickets or writing paper.
- When pairs have discussed all four questions, discuss and compare ideas as a class.

7. Complete the conversation with the correct form of the expressions in the box.

- Ask students to read the expressions in the box and elicit gestures to indicate the meaning of each expression. For example: smile and nod or draw a tick for “be good for”; pretend to throw something in a bin for “throw away”; mime switching off a light for “turn off”; and make a worried face for “worry about”.
- Tell students to complete the conversation with the correct form of the expressions.
- Check answers as a class.

Answers

- | | |
|------------------|-----------------|
| 1. worried about | 2. throw away |
| 3. turn off | 4. are good for |

8. Listen and check (✓) the true sentences.

- Tell students they are going to listen to a passage about how to reduce, reuse and recycle.
- Let students read through the sentences first. Ask them to predict which sentences are likely to be true in the listening passage.
- Play the recording for students to listen to and check the correct sentences.
- Check answers as a class.

Answers

2. ✓ 3. ✓ 5. ✓ 6. ✓

Tapescript

Reuse and recycle

It's a waste to throw used things away. Don't throw away things made of glass, plastic and paper, but recycle them if possible. Plastic bags are hard to recycle, so reuse the old ones when you can. Take a bag with you when you go shopping.

Reduce pollution

Producing electricity and using oil may cause pollution of the air, water and earth in many different ways. If we use less electricity and oil, we can reduce pollution. Here is some advice: don't leave lights on and waste electricity; walk or cycle, and don't drive a car unless you have to. Walking and cycling are good for your health too!

9. Listen again and complete the table.

- Ask students to read the table and try to complete it from memory.
- Tell students to compare their answers with a partner, then play the recording again for them to check their answers.
- Play the conversation a final time, if necessary.
- Check answers as a class.

Answers

1. glass, plastic and paper; recycle
2. Reuse; take a bag; are hard to
3. reduce pollution
4. waste electricity
5. Walk or cycle; pollution

Around the world

- Ask students to look at the photo and the title of the passage and guess what Earth Hour is.
- Tell students to read the passage very quickly to see if their ideas were correct.
- Read the passage as a class.



- Ask students if anything surprises them and if they think Earth Hour is a good idea.
- Tell students to read the passage again and memorise as much information as possible. Then ask them to close their books.
- Ask students to work with a partner and try to write down as much information about Earth Hour as possible.
- After about four minutes, read the passage to students at natural speed and allow them to listen, check and then add information. Remind them to check their spelling and word forms.
- Students compare their passage with the original.
- Tell students to choose three new, useful words from the passage and write their own example sentences using the words.
- Compare sentences as a class.

Module task: Discussing what you can do about pollution

10. Work in groups. Decide what kind of pollution you want to talk about.

- Put students in small groups and ask them to list different kinds of pollution. The most obvious are air pollution and water pollution, but there are others: noise pollution, light pollution, nuclear waste, household waste and litter.
- Ask students to decide upon the kind of pollution their group would like to talk about. They can

decide by a vote, if they do not all agree on one topic.

- Give students time to research the topic.

11. Discuss your subject.

- Tell each group to nominate a secretary who will listen to their discussion and take notes.
- Tell students to follow the instructions and discuss their topic.
- If you wish, remind them of the pronunciation and intonation of the expressions given.
- When the discussion is finished, the group secretary reads the notes to the group, who decide if it is a reliable summary.
- The group then uses the secretary's notes to prepare a short presentation on the type of pollution they have chosen.

12. Present your group's ideas to the whole class.

- Ask students to give their presentations to the whole class. Encourage them to use expressions like "We discussed...", "We agree that...", "In our opinion...", "We do not all agree that...", "Although...", "We suggest that..."
- Tell students who are listening to the presentations to think of one question to ask each group.
- After each presentation, invite at least two students to ask questions.