

# 5

## Why take care of the environment?

### Listening

- I can identify the context in which an everyday conversation is taking place.

### Reading

- I can predict what a text is about from the title and pictures.

### Speaking

- I can compare different kinds of transportation.

### Writing

- I can write a short text about the environment.



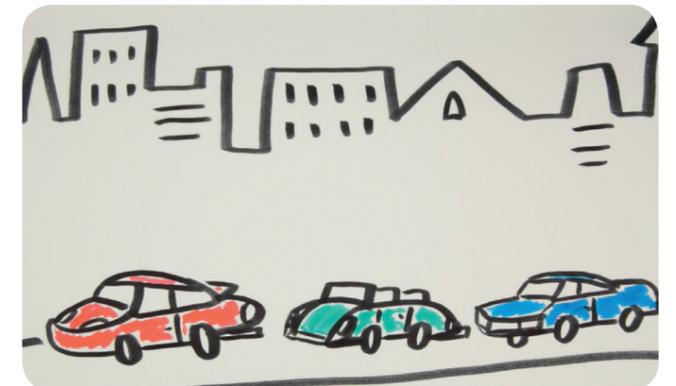
### 1 Look at the picture and discuss.

- 1 What can you see in the picture?
- 2 Where do the things in the picture come from?
- 3 What happens to places like this after many years?

### 2 Discuss with a friend.

- 1 The average American family produces over 728 kg of waste a year. Do you think this is a problem? Why? / Why not?
- 2 What can we do if we want less trash?

### 3 Watch the video. What problems does it talk about? Check (✓).



- air pollution  noise pollution   
water pollution  litter

### 4 Which kinds of pollution are a problem in your city or neighborhood?



## Reading 1

**3**  **1-36** Read Part 1 of *Meadow Rescue*. Make predictions as you did for Activities 1 and 2.

**4**  **1-37** Read the rest of the story. When you think of a question, stop reading, and guess the answer. Then continue reading and check your answer.



### Reading strategy

Make predictions before you read and while you're reading.

# Meadow Rescue

**1** "Close your eyes," said the park ranger, Miss Tucker. The children were in a meadow in the country, on a science trip. "What can you hear?" The children listened. Then they described the noises of all the insects and birds around them.

"A meadow is a nicer habitat for wildlife than other fields," said Miss Tucker, "because it has long grass and a lot of flowers."

**1** What do the children hear?

**2** Does Miss Tucker say yes? Why? / Why not?

**2** "Can we have our lunch now?" asked Juan. "I'm hungry." "Sorry, you can't eat here. We don't want to leave any trash. It's dangerous for wildlife." Miss Tucker said. Juan and Ava walked around the meadow together. Juan wasn't happy. "It's good to be outside in the fresh air. But the rules here are worse than the rules at school!" he said. "I often see trash in the country. What's the problem?"



3

The meadow was full of insects. "Those blue butterflies are my favorites," said Ava. "I like the red and black ones," said Juan. "They're bigger than the blue ones, and they're prettier, too."

**4** "What's in there?" asked Ava. They looked under a plant and saw a bottle. At the end of the bottle was a small, gray body with a long, thin tail. "It's a mouse!" said Juan. "It can't get its head out of the bottle!" They called Miss Tucker. "Mice love to drink from bottles, but then they can't move. Many of them die." Miss Tucker rescued the mouse.

**5** Later, the children had lunch in the picnic area. "Throw away all your trash," said Juan. "Animals can die when we leave trash on the ground."



**5** Read the story again and circle **T** (true) or **F** (false).

- |  |          |          |
|--|----------|----------|
| <b>1</b> Meadows are usually dangerous places for animals. | <b>T</b> | <b>F</b> |
| <b>2</b> The children had lunch in the meadow.             | <b>T</b> | <b>F</b> |
| <b>3</b> All of the mouse's body was in the bottle.        | <b>T</b> | <b>F</b> |
| <b>4</b> Miss Tucker helped the mouse.                     | <b>T</b> | <b>F</b> |

**6**  Discuss with a friend.



- The bottle in the story was dangerous for the mouse. What other litter can be dangerous for wildlife. Why?
- When a trash can is full, what should you do with your litter?

# Grammar 1

**1**  Watch Parts 1 and 2 of the story video. Why do the insects have green eyes? Then read and write.



We are too slow. Slower than the Smogator.

We need to be quicker.

Oh, no! It's big and it's angry. It's ..... us!

**2** Read the grammar box and complete the chart.

quick	quicker
slow	
big	
happy	
safe	

**Grammar**

It's **safer** in the TARDIS.

The Doctor was **happier** before the plant caught him.

We need to be **quicker**.

We were **slower than** the Smogator.

The Smogator is **bigger than** us.

**3** Read *Meadow Rescue* again and complete.

"A meadow is a ..... habitat for wildlife than other fields," said Miss Tucker.

"They're ..... the blue ones and they're ....., too."



**4**  Think and compare the pictures. Use the words in the box or your own ideas.

busy clean cloudy cold dirty  
pretty quiet snowy warm

In the mountains it is snowier than in the field.



It's a **good** habitat for wildlife. It's **better** than other kinds of field.

The rules here are really **bad**. They're **worse** than the rules at school!

What **a lot** of insects! There are many **more** here than in the school.

## Listening and Speaking

**Speaking strategy**

Offer suggestions.

**5**  Listen and number the pictures.



**6**  Imagine there's a lot of litter at your neighborhood park. What can you do to change this? Discuss with a friend and make suggestions.

Let's ...

Why don't we ...?

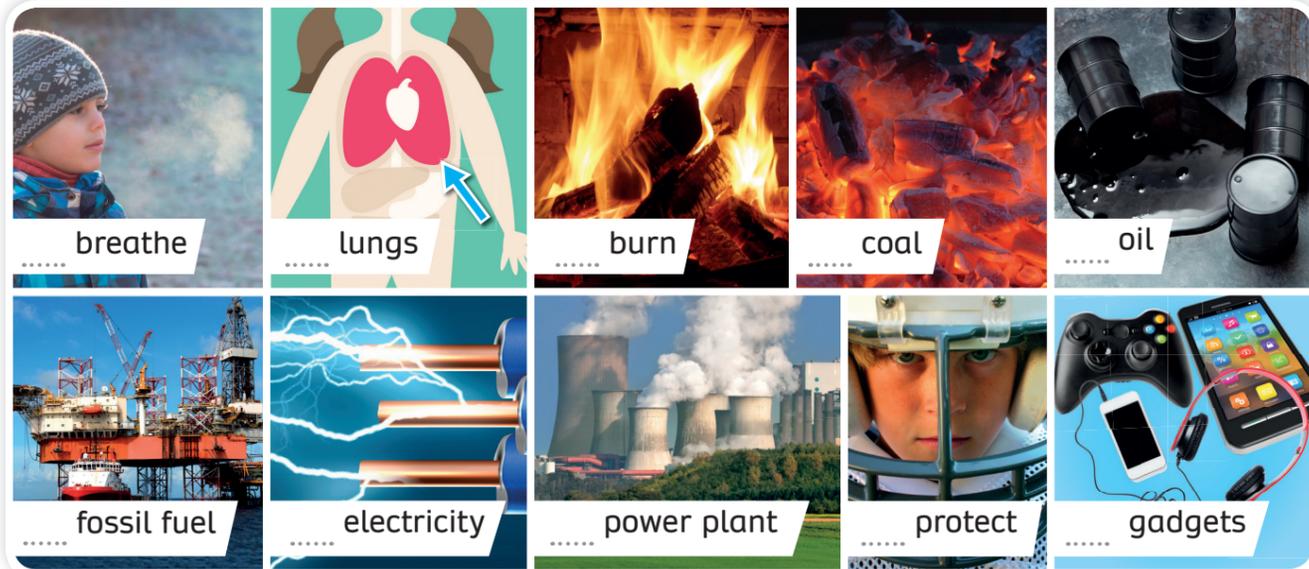
I think we should ...

Great idea!

That's not a bad idea.

# Vocabulary 2

**1** Listen and repeat.



**2** Listen and number.

**3** Read and cross out the wrong word or phrase.

- Please protect **the environment** / **me** / **your head** / ~~breathe~~.
- It smells in here because I burned some **food** / **water** / **cardboard**.
- Coal is **a fossil fuel** / **oil** / **black** / **from under the ground**.
- We need electricity for **fridges** / **gadgets** / **lungs** / **lights**.
- People often use fossil fuels when they **drink** / **drive cars** / **light fires** / **cook**.

**4** Can you solve the code? Write a word from Activity 1 for each symbol.

Most people love like TVs, tablets, and game consoles. need , or they stop working.

A lot of our come from big buildings called . The burn like coal and oil.

Pollution from the goes into the air. People the air, and the pollution goes go into their .

1 ..... *gadgets* ..... 4 .....

2 ..... 5 .....

3 ..... 6 .....

**5** Discuss with a friend.

- When do we breathe quickly? When do we breathe slowly? Why?
- Are there any factories or power plants close to your home? Do you like living close to them? Why? / Why not?
- Which gadgets do you and your family use every day?
- Imagine there's no electricity for a week. You can't use any gadgets. How do you feel? Why?

## Pre-reading 2

**1** Read the text and underline anything that you don't understand.

**Reading strategy**  
When you don't understand part of a text, read it again. Read the parts before and after it, too.

The world's forests are very important. Trees make oxygen, and without oxygen we can't breathe. So why do we cut down an area of forest bigger than twenty football pitches every minute? We should protect our trees, not cut them down.

**2** Read the underlined parts of the text again, and the parts before and after them. Write *yes* or *no*.

- Oxygen is important when we breathe. ....
- The world's forests are bigger now than before. ....

# Reading 2

**3**  **Read Air Pollution. What Can You Do? What are the three main things you can do to help reduce air pollution?**

## Reading strategy

When you don't understand part of a text, read it again. Read the parts before and after it, too.

# AIR POLLUTION

## What Can You Do?

Many places around the world have got problems with air pollution. **Power stations**, factories, lorries and cars are part of modern life. But their fumes make the air around them dirty. We have to **breathe** that air but sometimes it isn't safe. The places with the most air pollution are usually cities. Doctors say that city children have got weaker **lungs** than children from the countryside. And they think that thousands, probably millions, of children and old people die every year because of polluted air.



But you can help to stop air pollution.

## Here are some ideas:

**1** **Walk or cycle to school**  
Lots of people think that driving is the safest way to get to school but they're wrong. Did you know air pollution is worse inside a car than outside on the street? Fumes from cars are one of the biggest causes of air pollution, too. Buses and trains are better than cars but the best way to travel is on foot or by bike. Choose the quietest streets, without much traffic. Cycling and walking keep you fit. They wake up your brain in the morning too, so you can get better grades at school!



## **2** **Switch off your gadgets**

When you are not using computers, TVs and other **gadgets**, switch them off. And switch off the light when you leave a room too. This saves **electricity**, and power stations don't have to **burn** so much **fossil fuel**.



## **3** **Plant trees**

Trees take some of the pollution out of the air. Can you plant a tree in your garden, your closest park or at school?



Together, let's protect our lungs and make our air fresh!

## **4** **Answer the questions.**

- 1** What health problem do some children in cities have?
- 2** Does more air pollution go into the lungs of people in cars or people walking and cycling?
- 3** What can help you to get better grades at school?
- 4** What can we do to save electricity?

## **5** **Discuss with a friend.**



- 1** How do you usually get to school? Do you like traveling this way?
- 2** Are you sometimes in places with air pollution? Where? How do you feel when you are there?
- 3** What do you do to stop air pollution?

# Grammar 2

**1**  Watch Part 3 of the story video and complete.

The TARDIS is the \_\_\_\_\_ time machine on Earth, but it sometimes takes us to the \_\_\_\_\_ places.



**2** Look at the grammar box and read.

## Grammar

These bees are **the biggest** and **ugliest** on Earth.  
 Air pollution is one of **the worst** problems for the environment.  
**The best** cars for the environment are electric cars.  
 Which country cuts down **the most** trees?

**3** Read *Air Pollution. What Can You Do?* again and circle all the adjectives ending in **-est**. Then complete the chart.

quiet	quieter	the quietest
big		
safe	safer	the safest
ugly		
bad		
good		
many/a lot of		

**4** Look and write sentences to compare the pictures.

**big fast slow**

*Motorcycles are faster than bikes.*



motorcycle



quad bike



bike

## Speaking

**5**  You want to visit a friend in a different city. Look at the information. Then discuss.

Let's travel by train. It's the best for the environment.

Yes, but it's the slowest. I think we should go by plane. It's quicker.

Why don't we ... ?

			
people 	156	88	4
time 	4 hours	1 hour	3 hours
pollution (per person) 	5 kg	100 kg	15 kg

**6**  Think about a trip that you often make. How do you travel? Is there a better way to go?

# Writing

- 1 Look at the leaflet quickly. What habitat is it about?
- 2 Read the leaflet and answer the questions. In what order did you find the answers?
  - 1 What problems are there in the habitat?
  - 2 What should we do?
  - 3 Why is this habitat important?

**Protect Our Oceans**

Our oceans are the biggest habitat on Earth, and home to many important marine species. Trash, overfishing, and chemicals that end up in our oceans mean we are destroying natural resources.

We should protect our oceans for future generations. We need to keep the oceans clean and not throw our trash on beaches. Plastic that ends up in the ocean is a real problem for marine animals and wildlife, destroying their habitats.

We need to reduce waste, save water and keep our oceans clear of trash. That's how we can protect our beautiful marine life for years to come.

**We have to stop the pollution, take care of our fish, and protect our oceans!**

- 3 Look at the leaflet again. Number the paragraphs with the (1) examples of the topic, (2) the information, and (3) the conclusion.
- 4 **WB** Find or draw a picture for your leaflet. Then go to the Workbook to do the writing activity.

**Writing strategy**

Use a structure when you write. Introduce the topic, give more information and then write a conclusion.

*We need to reduce waste.*

# Now I Know

- 1 Why take care of the environment? Look back through Unit 5 and write sentences with the words in the box.

electricity   litter   poster   protect   travel   trees

*We can tidy up our litter.*

.....

.....

.....

- 2 Choose a project.

**Give a presentation about protecting habitats on Earth.**

- 1 Work with some friends.
- 2 Read your friends' leaflets from Writing Activity 4.
- 3 Together, choose a habitat.
- 4 Plan a presentation about the best ways to protect it.
- 5 Present it to the class.

or

**Write an article about a problem with the environment.**

- 1 Find out about problems with the environment and ways that people are solving them.
- 2 Find or draw pictures and the ways to solve a problem.
- 3 Write a short article about it.
- 4 Show your article to the class.

## Read and circle for yourself.

I can identify the context in which an everyday conversation is taking place.



I can predict what a text is about from the title and pictures.



I can compare different kinds of transportation.



I can write a short text about the environment.

