Unit 10: Green, Green World

	Title	Reading	Listening	Writing	Speaking
1	Noise	Article	---	Opinion	Opinion
2	Light	---	Phone conversation	Letter	Discussion
3	Light or Noise?	Discussion	Presentations	Letter	Opinion
4	Our Land	Article	-----	Letter of complaint	Opinion
5	Our Oceans & Seas	Letter to Editor	----	Opinion	Discussion/ opinion / solution
6	Awareness	Conversation	-----	Information poster / opinion essay	Presentations / opinions / solutions
7	Green	Article	-----	Letter	Discussion
8	The Moshav	----	Interview	Description	Opinion
9	Keeping Things Clean	-----	Presentations	Opinion	Presentations

Overall performance objectives:

- Can discuss personal experiences
- Can express opinion and preference
- Can write a description, letters and an opinion essay
- Can persuade and discuss a variety of topics orally
- Can plan and present their ideas clearly
- Can express different ideas easily

Vocabulary: New

attachment	deadly	impose	opposed	sprayed
charm	decays	increasingly	oxygen	sustainability
circle	deep	indirect	pollutant	tankers
civilization	delight	interfere	preserve	thus
coal	division	issue	previously	trapped
coast	ease	justification	prospect	unusually (adj)
consumption	eldest	landfill	pure	whale
cooperative	elsewhere	mine (n)	rank	while
corridor	enrich	mining	ruin	
creature	fisherman	neglect	sadly	
crossroad	hidden	obstacle	sensation	

Collocations, Chunks, and Idioms

against the law	dispose of	lead such busy lives	passed the time	reasonably well	the trouble with
as regards	feel strange	light bulb	pay a visit	speak up	to our minds
be hard on us	for once	one way or another	play a part	take our breath away	to reverse
couldn't take my eyes off	in response to	our dream turned into a reality	put an end to	the looks of	wide awake
cutting across	in the middle of nowhere	packed up	reach an agreement	the right	without a doubt

Reentered / Reviewed

absorb	consider	exceptionally	liquid	population	significant
accompanying	construction	exposure	little by little	positive	sites
additional	containers	extent	location	potentially	soil
adjusting	conveniences	factories	loss	prevented	solution
agriculture	convince	findings	make a living	process	sources
approved	creative	for the sake	make extensive use of	produce	spread
artificial	damage	for the worse	make the most of something	profitable	substance
at risk	decrease	forest	massive	promise	suffer
attempt	destroy	generate	method	quantity	surface
attract	details	gradually	minimize	realize	surroundings
authorities	developed	image	municipal	relating to	the short term
bare	direct	immense	occur	released	threatening
be prepared to do something	distance	impression	ocean	rely	unfortunately
breathe	disturbed	impressive	opposition	require	valuable
category	electricity	in need of	organization	residential	vehicles
chemicals	entitled	income	participate	resources	waves
citizens	environment	industry	particularly	restore	well-being
community	equipment	inhabitant	percent	risk	
concerned	eventually	inhabitants	permitted	river	
concerning	exceed	levels	pollution	separation	

Page 231

1: Noise

1. Let's Talk! Have a class discussion by relating to the questions provided. The discussion questions introduce the problem of noise pollution. The students may not have heard of this term, so try to explain it without giving away too much.

2. a. Have the students match the word or expression to the definition in the chart.
Answers:

1. rank
2. increasingly
3. against the law
4. impose
5. interfere
6, pollutant
7. speak up
8. the trouble with
9. unusually

2. b. Have the students choose the correct sentence that shows the meaning of the sentence given with the words in bold.
Answers:

1. a.
2. b
3. a
4. b
5. a
6. a

Page 232

3. a. Have the students match the word in Column A to the correct meaning in Column B.
Answers:

1. b
2. a
3. h
4. e
5. f

3. b. Have the students write examples for each of the descriptors given, in their notebooks. Encourage the students to share their answers. This is an opportunity to have the students not only share their ideas but to discuss the ideas that come up.

Option: Once the students are done, have the students discuss the answers and explain why they think the example they provided is good. Have either a class discussion or small groups.

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

Page 233

5. Have the students answer the questions according to the text in Exercise 4, in their notebooks.
Answers:

a. 2
b. Any of the following or something that shows the same idea: *the higher their noise level is. / the more they have noise (pollution). / the louder they are.*
c. 3
d. The answer should show they understood that as a result of noise pollution, millions of people/ many people suffer from loss of hearing (which could have been prevented)
e. Possible answers:
1. *They cannot drive noisy cars / They cannot have noisy parties after 11:00 at night.*
2. *They cannot collect garbage after 10:00 p.m.*
3. *The airplanes cannot make noise over residential areas.*

6. Let's Write! Have the students write an opinion essay on the topic provided. They should state their ideas according to the format they've already learned. They are to write their essays in their notebooks. They are to write between 100-120 words.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

Information in this lesson based on:
https://www.gov.il/en/departments/topics/noise
https://www.weforum.org/agenda/2017/03/these-are-the-cities-with-the-worst-noise-pollution/

Page 234

2: Light!

1. Let's Talk! Have a class discussion about lights and light pollution. The students should express an opinion on what they know or think.
Here are some possible answers to get the conversation going. These are only **POSSIBLE** answers, anything you feel is relevant is absolutely fine.

a. Possible benefits: It is safer to walk at night/ the houses are more secure/It is easier to see where you are going.
b. Possible disadvantages: The light may shine into the houses and keep people from sleeping/ It is impossible to see most of the stars/ It uses too much electricity
c. Big cities are most affected. (Tel Aviv, Haifa, Jerusalem, Beer Sheva)
d. Most of the Arava and the Negev south of Beer Sheva are not affected by light pollution.
e. Accept any answer. (The correct answer, that some plants and animals can be harmed because it is not dark enough. will be heard in the listening comprehension.)
f. Accept any answer. (Correct answer – that some LED lights can be less polluting- will be heard in the listening conversation).

2. a. Have the students choose the correct meaning for the expressions in bold.
Answers:

1. b	3. a	5. a
2. b	4. b	6. a

2. b. Have the students match the word to the definition.
Answers:

1. d	3. b	5. a
2. c	4. e	

3. Have the students write whether the sentence makes sense or not. Whatever doesn't make sense, they are to rewrite in their notebooks, using the words in Exercise 2.
Answers:

a. F – wide awake	e. F – For once
b. T	f. F – in the middle of nowhere
c. F – be hard on me	g. F – division
d. T	h. T

Page 235

4. Listening Comprehension
Have the students listen to phone conversation between Chani and Aliza. They should then answer the questions in their notebooks.
It's a good idea to have them read the questions prior to listening.

Play the recording twice to enable the students to check their answers.

Transcript

Phone ringing: bringgg bringgg

Chani: Alize? Hi, it's Chani. We missed you at work. How was your vacation in the Negev?

Aliza: Hi Chani! So nice to hear from you. Oh my vacation was great. And the most special part of it was the dark night that our family spent in a tent in the middle of nowhere.

Chani: That doesn't sound like a place where I would want to spend the night. What was so special about it?

Aliza: It was an amazing experience. We got there in the afternoon, and since there was no electricity at the site, we had to be completely organized before dark. We sat outside our tent, together with the children, watching a beautiful sunset, and little by little, the sky became completely dark.

Chani: Weren't there any lights in the distance?

Aliza: No, not at all. We were in the middle of Makhtesh Ramon, and it gave the impression of being far away from civilization. Everything was dark. Then, we looked up and saw the stars. There were hundreds, maybe thousands of stars in the sky. The sight really took our breath away. For once, it was dark enough for us to see the stars clearly and we were able to enjoy their beauty.

Chani: What about the darkness? Wasn't it frightening?

Aliza: No. It was such a peaceful sensation. We passed the time talking about the beauty of the creation, and about our feelings. We could hear the low voices of other people in tents nearby. It felt so calm. When we were tired, we went to sleep, and slept well all night. Until that night I had never realized how much our daily lives are affected by the electric lights that we have all around us all the time.

Chani: You know, I read an article about that, something called light pollution. Cities and towns around the world light up the area around them all day and all night. Yet there are some kinds of animals and plants that are at risk of being harmed because of the artificial lights around them. They need longer and darker nights in order to develop properly.

Aliza: Humans are also affected by artificial light. Instead of going to sleep a short while after dark, we stay wide awake for hours. Since we are so accustomed to electric lights, we can continue our daily routine for as long as long as we want, and we are not limited by the natural division between night and day. We lead such busy lives that we need to keep our lights on until late at night. As a result, most of us do not get enough sleep, and when we do try to sleep, the bright streetlights shining through our windows often interrupt our sleep.

Chani: Are you suggesting that we go back to the days when we used candles instead of electricity? When will we get our work done? When can the children do their homework? We are so used to the situation now when we can use artificial lights, that such an extreme change will be hard on us.

Aliza: No one is suggesting that we go back to candle light. However, there are studies that show that the type of lighting can make a big difference in how much light pollution there is in a certain area. It seems that the best type of light for the environment is a LED bulb with a low number, which has a warm, yellow light. If the LED bulbs could have covers on them, that would be even better.

Chani: That means that the streets will be darker than they are now at night. I am not sure that that is safe.

Aliza: Bright outdoor lights are also not safe – not for us and not for the animals endangered by them.

Chani: You have a point.

Aliza: When will you be back to work?

Chani: I'm coming back on Sunday. So, a few more days at home and then I'll be back. Thanks for calling, it was fun talking with you.

Aliza: Thanks, for me too. Have a good evening.

Answers to the questions:

a. Answers to chart:

1. Yes
2. Yes
3. No
4. Yes
5. No
6. No
7. Yes

b. 3
c. 1
d. *time to develop in the dark*
e. *we use electric lights / light bulbs/ artificial lights*
f. 3

6. Let's Write! Have the students write a letter to the municipality where they live to complain about a bright streetlight outside their window. They are to write between 120-140 words in their notebooks. Remind them of the letter template if necessary.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

Information in this lesson is based on:
https://www.nationalgeographic.com/science/article/nights-are-getting-brighter-earth-paying-the-price-light-pollution
http://www.astronomyisrael.com/2013/12/israel-light-pollution-map.html

Page 236

3: Light or Noise?

1. Let's Talk! Have a class discussion regarding the questions provided. This is an opening to the group work that will be done in this lesson. This is a good chance to review vocabulary, expressions and to bring up important points.

2. a. Have the students match the questions and answers.
Answers:

1. d
2. a
3. f
4. b
5. c
6. e

2. b. Have the students write the vocabulary words or phrases from Exercise 2.a. next to the correct meaning.
Answers:

1. while
2. put an end to
3. without a doubt
4. elsewhere
5. one way or another
6. ease
7. the right
8. reach an agreement

Page 237

3. a. Have the students complete the sentences using the words in the Word Bank.
Answers:

a. While
b. the right
c. without a doubt
d. put an end to
e. One way or another
f. ease
g. elsewhere

4. Let's Talk and Write! Group work.
4. a. Have the students work in small groups of three or four students. They are to list ideas on how to lower light pollution or noise pollution or both in their area.
Recommend they copy the chart provided in their book to their notebooks and fill it in as a group.

4. b. Once they have their ideas and some solutions, they are to pick one of the people they listed and write a letter explaining the problem and their recommended solution. The letter should be between 120-140 words, in their notebooks.
You can use the **Writing Templates** on page v in the TG to help you teach and review this. You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

5. Let's Talk! Have the groups share their ideas and their letter with the class. The others are supposed to listen and consider the questions provided.
It's a good idea to have a class discussion about the topics that arose in the presentations and then to have the students express their ideas after having listened.
You can assess the students using the **Speaking Rubrics** on page x in the TG.

Page 238

4: Our Land

1. Let's Talk! Have a class discussion on the questions provided. Encourage the students to express their ideas and direct the students to stay focused by asking more questions as the discussion progresses.

2. a. Have the students choose the correct meaning for the words in bold.

Answers:

1. a
2. b
3. b
4. a
5. a
6. b
7. a

Page 239

2.b. Have the students choose the word in each line that means something different than the others. The words in bold are the new vocabulary words.
Answers:

1. later
2. certainly
3. dangerous
4. nevertheless
5. why we think something

3.a. Have the students complete the parts of speech for each word group.
Answers (in bold):

	Nouns	Verbs	Adjectives	Adverbs
1.	purity	purify	**pure**	**purely**
2.	**sadness**	sadden	**sad**	**sadly**
3.	**decay**	**decay**	decayed, decaying	----------
4.	commerce	----------	**commercial**	**commercially**
5.	**mine**	mine	**mining, mined**	----------
6.	enrichment	**enrich**	**enriched, enriching**	----------
7.	**soil**	**soil**	soiled	----------

3.b. have the students complete the sentences with the words in the chart in Exercise 3.a. Each set of sentences is one word family or group.
Answers:

1. a. sad b. sadness c. saddened d. Sadly
2. a. mining b. a mine / mines c. mined / has been mining
3. a. decay b. decayed

4.c. Have the students write two sets of sentences using the word families in 3.a., in their notebooks. Encourage them to share.

Page 240

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.

Ask questions while reading to ensure comprehension.

Page 241

5. Have the students answer the questions according to the article in Exercise 4, in their notebooks.
Answers:

a. 1

b. 1. *left on the ground* 2. *it is thrown into bins*

c. The two results are:
- *The forests and plants that once enriched the soil are no longer growing there*
- *The animals who used to live in these forests lost their homes.*

d. The two answers are:

1. *Commercial farms make extensive use of chemicals/ use large amounts of chemicals*
2. *The farming businesses will move on to develop different land*

e. The answer should show understanding that: *When heavy rains fall, the soil in these locations is washed away. (causing more damage to the land)*

f. 3, 5

g. All the questions were answered in the article.

NOTE: It's a good idea to go back to the questions in Exercise 1 and to check them.

6. Let's Write! Have the students choose a problem, and to try to solve the problem by writing to the authorities / construction company/ commercial farm/ mining company/ or anyone else who is polluting the land. They are two write between 120-140 words in their notebooks. Encourage them to share their ideas.
Information in this lesson based on:
https://www.conserve-energy-future.com/causes-effects-solutions-of-land-pollution.php

Page 242

5: Our Oceans & Seas

1. Let's Talk! Group work. Have the students work in small groups to discuss the questions provided about oceans and seas and the pollution. Each group should then share one of their ideas with the class.

2. a. Have the students match the words or phrases to the meanings in the chart.
Answers:

1. c
2. a
3. d
4. f
5. b
6. g
7. h
8. e

2. b. Have the students choose the correct word to complete each sentence.

1. a
2. b
3. b
4. a
5. a
6. a

3. a. Have the students complete the paragraph using the words in the word bank. Explain that changes may be needed.

1. coast
2. disposed
3. fishermen
4. creature
5. hidden
6. whale
7. tanker

Page 243

3. b. Have the students complete the crossword puzzle with the words in the word bank.
Answers:

ACROSS
2. indirect
5. creature
6. spray

DOWN
1. hidden
3. consumption
4. deadly

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to relate to the questions presented prior to reading in relation to what they discussed in Exercise 1. Also ask them to think about what they might learn.

It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

Page 244

5. Have the students answer the questions according to the letter in Exercise 4, in their notebooks.
Answers:

a. 3
b. *they (are / are disposed of) far away from the sea*
c. Two answers are:
    1. Large tankers in the sea are damaged
    2. Plants and small fish absorb the pollutants / the chemicals / the gas or oil
d. 1
e. Two suggestions: l*imit our use of plastic bags and disposable bottles / encourage our leaders to find clean, natural sources for energy*

6. Let's Write! Have the students write an opinion on how they can help protect the oceans and seas and the animals and plants in them. They are to write at least two ideas that are different than the ones presented in the letter to the editor in Exercise 4.
They are to write between 120-140 words, in their notebooks.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

Information in this lesson based on:
https://www.nrdc.org/stories/ocean-pollution-dirty-factsOcean Pollution: The Dirty Facts

Page 245

6: Awareness

1. Let's Talk! Group Work. Have the students work in small groups of 3-4 to discuss the midrash and the questions. They are to express their opinions and ideas.
Encourage the students to share their ideas with the class afterwards.

2.a. Have the students choose a word that does not have the same meaning as the word in bold in each row.
Answers:

1. road map
2. discussion
3. comfort
4. in contrast to
5. improvement
6. write a poem

2.b. Have the students match the two parts of the conversation between Simmy and Shani.
Answers:

1. f
2. d
3. a
4. b
5. c
6. e

Page 246

2.c. Have the students find the words in the conversation that mean the same as the definitions.
Answers:

1. for the sake of – **on behalf of**
2. concerning - **as regards**
3. turn something around - **reverse**
4. protect, save - **preserve**
5. forgetting about- **neglecting**
6. participate – **play a part**

3.Group Work. Have the students work in groups to prepare the information for the poster.

3.a. Have the students categorize the phrases according to the headings provided. They should write these in their notebooks.
Answers:

a world with charm	Conservation	ruin and neglect
fascinating creatures waves falling on the coast pure rivers and waterfalls	limiting use of disposable bags using natural fertilizer on the soil recycling used objects	bare mountains dangerous landfills deadly chemicals

3.b. Have the students rewrite the sentences using the words in the word bank in bold.
Answers:

1. crossroads
2. preserve the world
3. play a part
4. regards our rivers and seas
5. justification (for polluting the world)
6. reverse the situation
7. on behalf of the environment
8. neglect the environment

Page 247

3. c. Let's Write and Talk! Have the students use the information they collected in Exercise 3 to create the poster. They are to write at least one way that they can help, they can help organize others, their municipality can help and how their neighbors could help.
The poster is to be presented to the class. Stress the importance of each student participating in the presentation.

4. Let's Write! Have the students write an opinion essay based on which of the ideas presented in the posters they feel could work the best.
They are to write between 120-140 words in their notebooks.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

Page 248

7: Green

1. Let's Talk! Have the students express their opinions on the questions presented. Encourage them to give explanations and examples where possible.

2. a. Have the students choose the correct meaning for each sentence.
Answers:

1. b
2. a
3. a
4. b

2.b. Have the students match the word to the definition.
Answers:

1. c
2. b
3. e
4. a
5. f
6. d

3.Have the students complete the sentences in their notebooks. Encourage them to share their ideas.

Page 249

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text.**
Ask questions while reading to ensure comprehension.

Page 250

5. Have the students answer the questions according to the article in Exercise 4, in their notebooks.
Answers:

a. 3, 4
b. *many neighbors spend time outside*
c. The responses:
    1. *The heat remains trapped in the air.*
    2. *People use more air conditioners because of the heat.*
    3. *There is more noise pollution.*
d. 4
e. Possible answers:
    1. *plant trees on the side of the road / create small parks*
    2. *plant trees and plants on the side of their buildings / cover their roofs with plants*

6. Let's Write! Have the students write a letter to the municipality asking them to build a green area of some sort in their neighborhood. The letter should be between 120-140 words, in their notebooks.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

The information in this lesson is based on:
https://www.britannica.com/topic/urban-planning
https://www.diva-portal.org/smash/get/diva2:1134199/FULLTEXT01.pdf Abstract
https://www.nhm.ac.uk/discover/why-we-need-green-spaces-in-cities.html

Page 251

8: The Moshav

1. Let's Talk! Have the students discuss, as a class, the questions presented. Encourage them to talk to each other and relate to the points presented by others.

2. a. Have the students match the sentences in Column A to the sentence in Column B that means more or less the same.
Answers:

1. f
2. b
3. e
4. h
5. d
6. a
7. c
8. g

2. b. Have the students choose the correct answer that means the same as the word or phrase in bold.
Answers:

1. a
2. b
3. b
4. a
5. a
6. b

Page 252

3.a. Have the students complete the sentences by matching Column A to Column B.
Answers:

1. c
2. e
3. d
4. a
5. f
6. b

3. b. Have the students write an example of each of the descriptors in their notebooks. Encourage sharing.

4. Listening Comprehension

Have the students listen to the interview between Mrs. Silverberg and Channa. They should then answer the questions in their notebooks.

It's a good idea to have them read the questions prior to listening.

Play the recording twice to enable the students to check their answers.

Transcript

Spotlight on a Family in the Moshav

Channa: Good morning, Mrs. Silverberg. Your family has been living here on the moshav for a few months. Where did you live before you came here?

Mrs. Silverberg: Before we came, we were living in an apartment on a busy street in Jerusalem. We had been living there for more than fifteen years, and we were planning to continue living there.

Channa: So why did you move to the moshav?

Mrs. Silverberg: It all started when we paid a visit to my cousin, who was here on vacation. I glanced around, and I couldn't take my eyes off of the large trees in the yard and the bushes growing near the house. The sounds were also different on the moshav. In fact, the chirping of the birds and noises from the farm animals seemed to me more natural sounds that the noise of the cars and machines that we heard in our home in the city. I felt an attachment to the place, and my husband and I felt that it would be a better place to raise children.

Channa: How long did it take you to make your move?

Mrs. Silverberg: It took time. There were many details to consider, and many obstacles in the way, so it took more than two years until our dream turned into a reality. After we found a house to rent, we told the children about our plans.

Channa: How did your children react to the news that they were moving from a big city to a Moshav?

Mrs. Silverberg: My younger children were excited about the news. They considered it an adventure, and they set out to make the most of the situation. In contrast, my eldest daughter Michal was opposed to the move. She did not want to leave her friends and to learn in a new place with new classmates, and she said she would feel strange living in a quiet village without the noise and the excitement of the city. Nevertheless, as time passed, and after Michal visited the moshav a few times and met a few girls who would be in her class, she stopped being opposed to our move. In fact, for the duration of the time that we were preparing for the move, she looked forward to the move. She packed up all of the children's things, and helped me in so many ways, that I feel that we could not have made the move without her help.

Channa: How well did your family adjust to the change?

Mrs. Silverberg: Reasonably well. Our neighbors were very helpful, and the teachers in the schools were extremely cooperative as they helped each one adjust to the new situation. Within a few weeks, everyone was accustomed to the new home and the new schools.

Channa: What was the most difficult adjustment for you to make?

Mrs. Silverberg: I miss some of my conveniences. For example, in the big city I could walk to the shopping area and buy whatever I needed. Buses passed every few minutes, and I could easily travel to other neighborhoods and to other cities. Here, buses come into the moshav just a few times a day, and sometimes I need two or three buses to reach my destination.

Yet, there are many more advantages than disadvantages in living in a more natural setting. In short, life in the moshav is a delight, and I am very happy with our decision.
Channa: Thank you, Mrs. Silverberg, for taking the time to answer our questions. May you always be happy here.
Mrs. Silverberg: Thank you Channa, and thanks to all of you who make our adjustment easier.

Answers to questions:

a. *Jerusalem*
b. 1
c. 2
d. *opposed the move / was against the idea / was not happy / did not want to move*
e. 4
f. *conveniences / shops / buses*

6. Let's Write! Have the students write a description of their new home in a different city or country.
They are to write between 120-140 words, in their notebooks.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

Page 253

9: Keeping Things Clean

1. Let's Talk! Have a class discussion summing up the unit by answering the questions presented. These are some possible answers, but in no way the only answers:

a. We learned about noise pollution, light pollution, land pollution, and pollution in the oceans and rivers.

b. Examples of other types of pollution are air pollution, soil pollution, and pollution caused by plastic.

c. Some possible answers: Today there are more cars, buses, and trains that pollute the air, there is more widespread use of plastics and other pollutants, there are larger commercial farms, and more widespread use of chemicals. (Accept any other answer that is logical.)

2. Pair Work. Have the students work in pairs to go through the unit to find words or phrases that can fit the descriptions provided. They are to write their lists in their notebooks.
Some possible answers, but accept any logical answer:

a. As regards, In response to, in view of, On behalf of, One way or the other, Sadly, The trouble with, Without a doubt

b. Against the law, at risk, decay, interfere

c. Bare, deadly, decayed, ruin

d. Landfills, mining, spray

e. Conservation, (being) cooperative, opposing pollution, preserve, reach an agreement, reverse (pollution)

3. a. Have the students match the beginning of the sentence with its end.
Answers:

1. d
2. a
3. f
4. b
5. g
6. e
7. c

3. b. Have the students complete the sentences in their notebooks. Encourage the students to share their ideas.
This will lead nicely to the next group work task in Exercise 4.

Page 254

4. Let's Write and Talk! Group work. Have the students work in groups to persuade the class that their ideas are best.

4. a. The students should answer the questions provided to help them organize their argument.

4. b. The students are to present their ideas, explaining why they believe the certain type of pollution is the most problematic type, what they can do to prevent or minimize this pollution and how they can go about getting help.

4. c. The students are to present for a few minutes. Then after, the whole class decides which type of pollution needs the most urgent attention.
You can assess the students using the Speaking Rubrics on page x in the TG.