

D ADVICE FOR THE HOME

- Now write down clearly as many of the recommendations you came up with in Activity C.
- Take them home and discuss with your family.
- By the end of the school year report back into class on how many of these you and your family were able to do.

 If you want to find out more about recycling, check the websites included in the Appendix, page 140.

GRAMMAR FOCUS

Study the following examples to see how we can talk about

A) INTENTIONS

Kostas **is going to try** to persuade his friends and neighbours to take recycling seriously.

What **are you going to do** to help save our planet?

I'm going to collect paper, glass, aluminium and plastic for recycling.

B) PLANS AND ARRANGEMENTS

We're handing out leaflets and brochures tomorrow.

I'm meeting my schoolmates later on today. **We're going** to the sports centre to play handball.

C) PREDICTIONS AND HYPOTHESES IN ENGLISH

I think I'll try out your idea with my family.

I believe things **will be** much better in the future.

If my plan works out, **we'll** manage to do something about our future on this planet.

 You can also study DISCOVER GRAMMAR pp. 155-157.

E LISTENING

Listen to what a British child is saying to the local reporter about a campaign his school is organizing. As you listen, try to take notes. In the spaces below write A. for intentions, B. for plans, and C. their predictions. Discuss with your classmates and decide if you could also do the same at your school.

1. collect money for class trip.
2. put bins to collect used paper
3. bring old newspapers and magazines
4. manage to get the money needed.
5. keep all your tickets for recycling.



F QUIZ: "WHAT A WASTE!"



Work with your partner and find how much energy will be saved if you decide to apply your plan at school. Try to make the calculations. Here are the facts you need to take into consideration:

For the production of 1 tonne (1.000 kg) of paper we spend :

- 1) 4.000 kg of wood 2) 40.000 litres of water 3) 7.000 kWatts of energy

Can you work out how many trees, how much water and how much energy we waste in Greece if we think of the 700,000 tonnes of paper we send to the landfills each year?

- 700,000 tonnes of paper = 1) kg of wood
 2) litres of water
 3) kWatt of energy



G PORTFOLIO



- Use all the ideas mentioned in the activities above to write a letter to an English-speaking friend of yours letting him or her know about the environmental work you are doing in your school.
- Include all information you think is necessary as well as pictures, photos and drawings.
- Let your partner check what you have written.
- If in difficulty you can ask your teacher for help.
- Then re-write it following any comments made. Your letter may start and continue as follows:

Hello, there!

How are you? Are you doing anything special at school this month?

Well, I must tell you I'm very proud of my school and myself because we're carrying out a recycling campaign. Let me tell you now a few things about it.

We're.....

We're also going to

Finally, I think that we'll

How about that? How do you like our work? Would you like to try it with your class? Let me know as soon as possible.

Write back

.....

Lesson 2

LET'S DO IT!!!

A LEAD-IN ►►

Do you remember Kostas' class environmental project?

Besides giving information about recycling to their fellow pupils, Kostas' class decided to do a survey about pupils' environmental attitude. Think of questions to ask your classmates.

B READING



These are some of the questions included in the pupils' questionnaire. Read them carefully and answer them to find out if you love planet Earth.

DO YOU LOVE OUR PLANET?

Let's find out together. Remember to be honest!

1. Do you turn off the light when you leave your bedroom?
 - a. Yes, always
 - b. Sometimes
 - c. No, I don't.
2. How do you usually go to school?
 - a. By car
 - b. On foot
 - c. By bus
3. What do you usually do with your rubbish from a picnic?
 - a. I leave it there
 - b. I put it in a rubbish bin
 - c. I take it home
4. Do you use both sides of a piece of paper when you write?
 - a. Sometimes
 - b. Never
 - c. I usually do
5. Do you ever use recycled paper?
 - a. What's that?
 - b. Usually
 - c. Sometimes
6. What do you usually do if there is rubbish on the beach?
 - a. I take it and put it
 - b. I leave it on the beach
 - c. I throw it in the sea in the litter bin
7. Do you buy plastic cups, knives or forks?
 - a. Yes, I do. I hate washing up
 - b. Sometimes
 - c. No, never
8. Do you watch environmental programmes on TV?
 - a. No, never
 - b. Very seldom
 - c. Yes, always
9. Do you leave the water running when you brush your teeth?
 - a. Yes, I do.
 - b. Sometimes.
 - c. No, never.
10. Do you take part in planting expeditions with your school or city?
 - a. Yes, sometimes.
 - b. No, never.
 - c. Yes, I usually do it twice a year.

(Adapted from Myles, J. (2001) *Holidays and Special Days in the USA* and www.link2english.com)

Check the answers in the Answer key to see whether your attitude to nature is positive or not.

Answer key			
Question 1.	a. 3 points	b. 2 points	c. 1 point
Question 2.	a. 1 point	b. 3 points	c. 2 points
Question 3.	a. 1 point	b. 2 points	c. 3 points
Question 4.	a. 2 points	b. 1 point	c. 3 points
Question 5.	a. 3 points	b. 1 point	c. 2 points
Question 6.	a. 3 point	b. 1 points	c. 2 points
Question 7.	a. 1 point	b. 2 points	c. 3 points
Question 8.	a. 1 point	b. 2 points	c. 3 points
Question 9.	a. 1 point	b. 2 points	c. 3 points
Question 10.	a. 2 points	b. 1 point	c. 3 points



24-30 points: Congratulations!!! You are a friend of the Earth after all. Keep up the good work and try to encourage other people to follow your example.

17-23 points: You take care of our planet, but not as much as you should. Why not try harder? Our planet needs your help!

10-16 points: Well, I'm afraid your attitude to Earth is not friendly. You must try hard to protect nature. After all, you belong to nature. Have you ever thought of that?

C

SPEAKING & WRITING



In small groups decide how you can organize a small project to inform pupils in other schools around the world about environmental problems in our town/city/country. You must think of 2 or 3 activities that you can prepare with your partner and make a list. By the end of the school year report back into class on how many of these you and your family were able to do.

Stages:

- Choose your team
- Decide on the issues and write them down clearly
- Decide on what information you need to gain a better understanding of the problems
- Decide where you will find this information
- Elicit possible and achievable(!) solutions to the problems
- Choose solutions
- Think of who will outline and present the solutions
- Decide on who will prepare the presentation
- Decide on what realia you will need for the presentation (photos, newspaper cutouts, poster, leaflet, short video, drawings)



Project title: _____

Monday We are _____

Tuesday _____

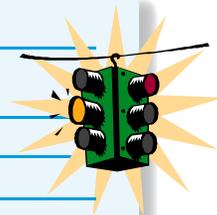
Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____



See Appendix, page 140, Activity A for an alternative speaking task.

D LISTENING



Kostas and his father are talking to people who are taking part in a CLEAN UP GREECE (www.cleanupgreece.org.gr) summit meeting for the environment organized in Athens. Listen to some tips that one of the participants offers to Kostas. He believes that people should follow them when they go shopping so they can reduce waste. Put a tick ✓ next to the pictures which are positive advice or a cross ✗ next to negative action.



a.



b.



c.



Kostas



d.



e.



f.



Create a slogan and put it up on the classroom wall.

5 Unit

GRAMMAR FOCUS

Study the following sentences to see how we can talk about

a) abilities

I can speak English.

Dogs and rhinos can swim but **elephants or cats can't**.

We can plant trees to make our neighbourhood prettier.

b) obligations

People must obey the laws of their country.

We must do everything we can to help the Earth survive.

c) how we can give advice in English.

You should write on both sides of a piece of paper so as not to waste any paper.

What do you think I should do?

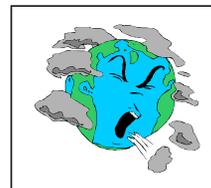
I think you should study harder to get better marks at school.

You shouldn't be so rude to your granny, Clarice! She's an elderly person and deserves your respect!

E PAIR OR GROUP WORK

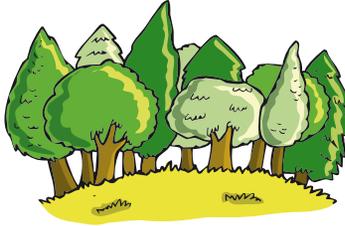


- Work in pairs or groups and prepare posters using ideas from this unit or your own ideas about environmental protection.
- Discuss with your fellow pupil or pupils and decide what to include in your posters and why. You may use the expressions in the Grammar Focus to decide upon action that is absolutely necessary (obligation) or action that is worth taking (advice).
- You could also talk about environmental problems shown in the pictures below.
- You could also use your ideas from Activity C.



F READING & WRITING

DIFFERENT COUNTRIES
DIFFERENT PROBLEMS
ONE SOLUTION
....ACT NOW!



Learning strategies

TO BE BETTER AT READING

- I try to guess what it's about
- I read the text once to get an idea
- I don't worry about unknown words

text adapted from: www.panda.org/about_wwf/what_we_do/forests/about_forests/importance/

Mediterranean Forests

The Mediterranean is one of the most important regions in the world for its forests. These forests are situated in an area between the European, African and Asian continents and are very important for their biodiversity features – plants and animals.

But the Mediterranean forests are under threat. One of the most serious threats is fires. This has caused serious problems in the area during the last few decades. Other general threats to the Mediterranean forests are:

- Climate change
- Droughts and floodings
- Extensive building development
- Atmospheric pollution



Task: Read the text, look at the photos and then make a chart listing country in the Mediterranean area and problem and (where possible) solutions. Discuss with your partner.



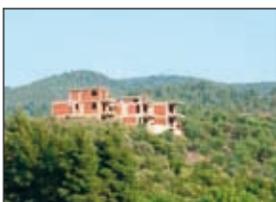
Italy

People cause fires



Lebanon

Violence and war destroys the natural environment



Greece

Building development threatens forests



Turkey

Too much lumbering reduces forests

5 Unit

Lesson 3

MY WORK CAN MAKE A DIFFERENCE!

A LEAD-IN ►►

Have you ever visited a forest? What can a person do and what cannot do in a forest? Think and discuss with your partners.

B SPEAKING & WRITING



You want to send this photo to your friend in Australia who is going to visit Zagorochoria next summer. Tell him what the problems are and what he should do when he is there. Make a list like the one in the Activity F, page 69.



PROBLEMS	ADVICE

For extra WWF guidelines on Zagorochoria, see Appendix p.141. Transfer these guidelines, which are in Greek, into English and fill in the boxes above.

CROSS CURRICULAR PROJECT

Work in small groups and imagine you are an English-speaking person who has moved to a new area and finds that some things must change. Look at the following issues. Choose one issue and prepare a project. Use the ideas from this unit and write to the Mayor of your town/city.

- Issues:**
1. Place recycle bins in public places
 2. Place battery-disposal bins in public places
 3. Organize a planting expedition
 4. Any other ideas you may think of

Prepare a poster encouraging people to take the situation seriously. Make sure they become aware of the problem and its solutions.

Finally, you can visit any of the websites mentioned in the Appendix and get information about environmental issues, learn about other places that face problems and what's more do the quizzes, fun activities, paint pictures and sing songs. Have fun!

For a fun **Recycling Board Game**, go to Appendix, page 142-143.



SELF-ASSESSMENT TEST



Name:.....

Class:.....

Date:.....

Score:...../ 100

A. Use the words in the box to fill in the following sentences.

glass, reduce, litter, chargeable, reuse, print, disposal,
recycle, friendly, pollution

1. We can do many things to save the environment from the rubbish.
The first thing is, which means "try not to use something as much as you used to"
2. The second of the three "Rs" is, which ,again means " use it again"
3. And, finally, the third "R" is, which means "take it to special bins so that it is made into new material again"
4. The things we can recycle are paper,, aluminium and plastic.
5. Those who recycle take part in recycling projects are environmentally people.
6. The other word for rubbish is
7. We can save trees if we on both sides of our paper on the printer.
8. When we use the school bus we reduce traffic and air
9. You can take your batteries to battery- bins,
10. or else , you can use re-..... batteries.

Points: / 30

B. Spot the mistakes and rewrite the sentences in the space provided.

1. What you will do tomorrow afternoon, Jack?
.....
2. I'll meet John and we go to the sports centre.
.....
3. We must to do everything we can to help save our planet.
.....
4. Ok Mum. I promise I'm going to call you the moment we get to Korinthos.
.....
5. If his plan work out, he's going to get the first prize.
.....

Points: / 30

5 Unit

C. Match the sentences.

- a. I'm afraid I can't answer the phone right now.
- b. We're working on an environmental project.
- c. I think I'll try out this idea myself.
- d. Ann's having a barbecue tomorrow.
- e. Are you going to hold an exhibition at school?
- f. I'm very proud of you.
- g. How do you like my new room?
- h. Do you ever dispose of batteries?
- i. Driving to work is not a very good idea, Dad.
- j. Jack has made certain decisions.
- i. I think it's fabulous.
- ii. Would you like to come?
- iii. No, but we're going to plant some trees up the hill.
- iv. I'm having a shower.
- v. You're doing your best to save Earth.
- vi. What's that?
- vii. Yes, all the time.
- viii. Cars produce waste gases that can harm us.
- ix. I'll let you know about the results as soon as possible.
- x. For starters, he's going to recycle paper.

Points: / 20

D. Write a letter to the City Council.

Tell them what they can, should and must do to protect the natural environment around the area where you live. Write at least three sentences.

Dear Sirs,

.....
.....
.....
.....

Yours faithfully,

.....

Points: / 30

Tick what's true for you:



Now I can:

- talk about recycling, the environment and take action
- talk about plans, intentions and obligation
- make hypotheses, promises and give advice on environmental issues
- change my habits at school or at home regarding rubbish
- organize a project about recycling
- answer or make a questionnaire
- use the Internet to get information



Learning strategies in English

READING: What I do to comprehend a reading passage.

- I read the title, look at the picture and try to guess what it's about
- I read the text once to get the main idea
- I look for specific bits of information
- I read and try and understand every word
- I don't worry about unknown words
- I try to guess the meaning from the context

GOOD, BETTER, BEST!

In this unit:

- ✓ We read about world records
- ✓ We write up a knowledge quiz
- ✓ We listen to two children discussing their favourite holiday places
- ✓ We speak about the tallest mountains and longest rivers

Time for a short quiz.

The Nile.

Italy and Germany.

The Oxford English Dictionary.

