



# Topic 2

## Going Green



The Blue Hole



### Unit 3 The Three Rs

- Look at the pictures and discuss the questions.
  1. What kind of things can we recycle?
  2. What does "The Three Rs" mean?
- Imagine a world with no recycling. What would it look like?

- List three ways that recycling is good for the planet.

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## Unit 4 Water Issues

- Look at the pictures and discuss the questions.
  1. What environmental problems are there where you live?
  2. What causes these problems?
- Make a list of things you and your family use water for.
- Compare your lists and answer the questions.
  1. How much water do you think you use every day?
  2. Where does it come from?



# Unit 3 The Three Rs

1 Read and label the paragraphs in the Go Green! section using the words in the box.

Reuse Reduce Recycle

## Go Green!

As the world's population increases, we produce more waste. In fact, the world throws away an incredible 50 tons of waste every second! What can we do about it?

1



Buy and use less. Look for ways to decrease the amount of waste you produce.

2



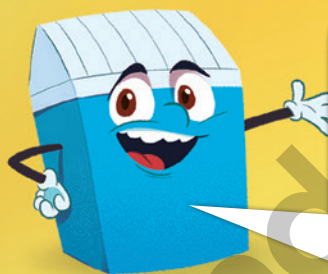
Use things again and again instead of throwing them away and buying new ones. These include plastic cups and bottles that you can wash and refill.

3



Don't throw things away. Make new items from old paper, glass, plastic or metal products. This slows down processes such as deforestation.

## Follow These Tips



Use your plastic bottles and make them into plant pots. You can even have a vertical garden!

Avoid products that have too much packaging and don't use plastic bags to carry your shopping.



Take your own cup when you go out. Lots of shops will be happy to fill it for you. We destroy over 30 million trees a year to make plastic cups!

- Read the Follow These Tips section. Then write the number of the corresponding three Rs description in each speech bubble.

2 Read again and find words with the prefixes *re-*, *de-* and *in-*. Then complete the table.

re-	de-	in-

- Say which prefix belongs to each category.

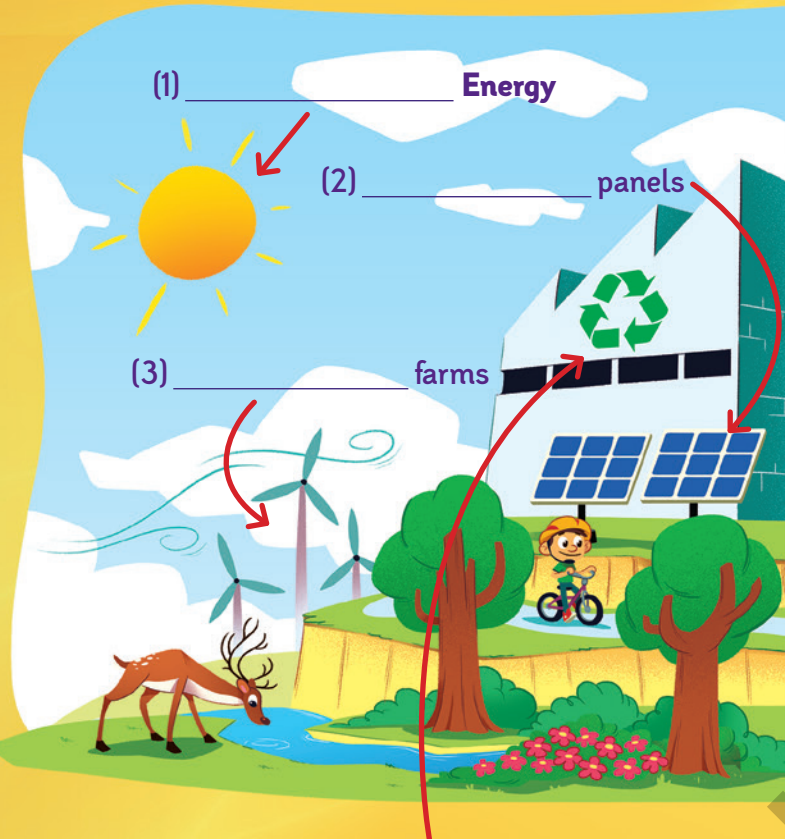
to repeat

to lower / to remove

to add



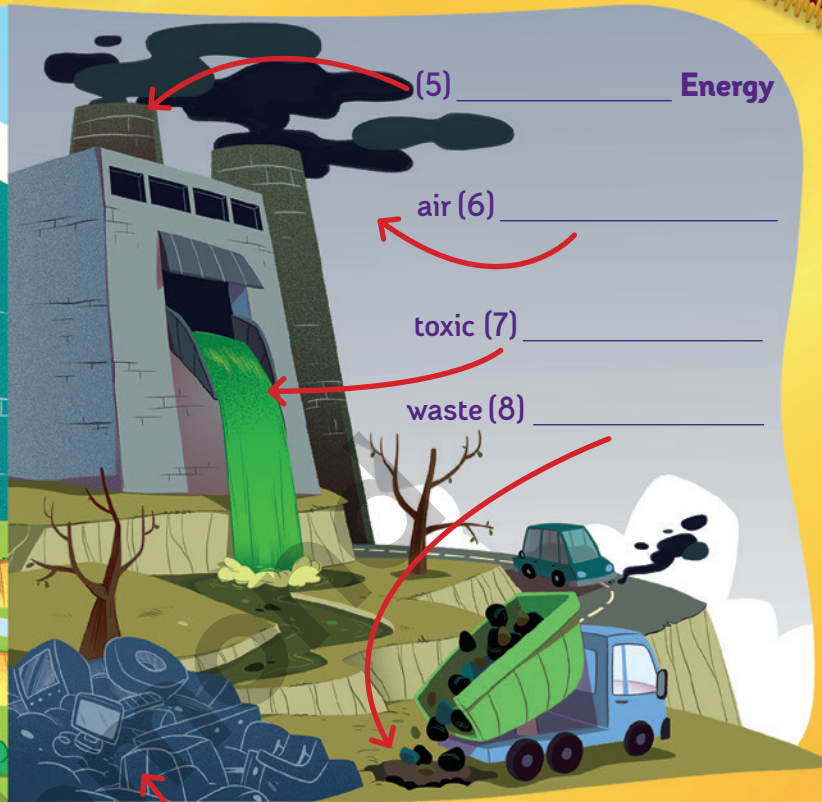
3 Read and label the picture using the words in bold.



recycling (4) \_\_\_\_\_

Governments can also develop energy strategies to follow the three Rs. For example, they can promote **renewable** energy like the sun and the wind by using more **solar** panels and **wind** farms.

- Reduce the use of **nonrenewable** resources like coal, oil and gas. Using these resources can cause air **pollution** or send **toxic** waste into our oceans.



(9) \_\_\_\_\_

- Reuse clothes, electrical products and building materials instead of taking them to the **dump**. This results in less waste **disposal**.
  - Recycle items at recycling **plants**. Recycling uses less energy than making new products.
- It's not too late to act! Let's go green today!

- Describe the differences between renewable and nonrenewable energy.

My Space

- Write an example of how you can reduce, reuse or recycle.

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Algae grows on the plastic that makes it **smell like** food. Surely it doesn't **taste like** food?

# 1 Listen and follow along.

## Good Buddies What a Waste!

1

CAN YOU TAKE THE RUBBISH OUT PLEASE, GEORGE?

SURE, MUM. WOW, THERE IS A LOT!

I KNOW. MOST OF IT IS PLASTIC PACKAGING AND BOTTLES.

2

WE ARE DOING A PROJECT ABOUT PLASTIC AT SCHOOL. DO YOU KNOW HOW IT IS MADE?

PLASTIC? NOT REALLY.

IT'S PRODUCED IN FACTORIES FROM MATERIALS LIKE OIL AND COAL.

3

LOTS OF THINGS THAT ARE MADE OF PLASTIC END UP IN THE OCEAN. THERE ARE GARBAGE PATCHES THAT LOOK LIKE ISLANDS, BUT THEY ARE FORMED BY FLOATING PLASTIC!

4

YES, I'VE SEEN THEM ON THE NEWS. THEY LOOK DISGUSTING!

SURELY IT DOESN'T TASTE LIKE FOOD?

YEAH! AND ANIMALS EAT THE PLASTIC. ALGAE GROWS ON THE PLASTIC THAT MAKES IT SMELL LIKE FOOD.

I DON'T THINK SO. BUT THE SMELL ATTRACTS THE ANIMALS AND THEN THEY EAT IT.

## 2 Read and circle the correct options.

1. Plastic is a **natural** / **machine-made** material.
2. A garbage patch is something you find in the **kitchen** / **ocean**.
3. **More** / **Less** than half of the turtle population has eaten plastic.
4. George can take the plastic bottles to **school** / **the shop**.

## 3 Look at the picture. Then choose a problem and make notes.

Cause:

Effect:

Solution:



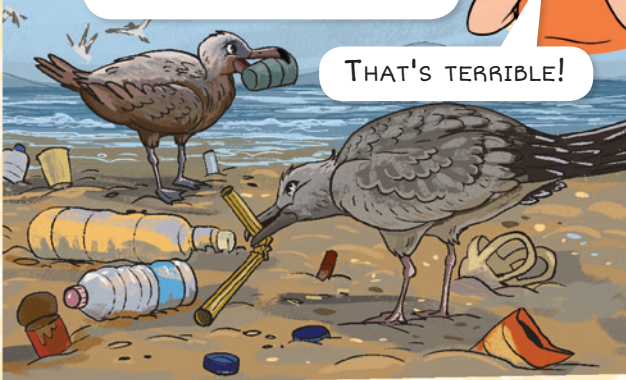


5

NEARLY ALL SEABIRDS HAVE EATEN PLASTIC AND SO HAS THIRTY PERCENT OF TURTLES. IT CAN KILL THEM. I LEARNED THAT IN CLASS.

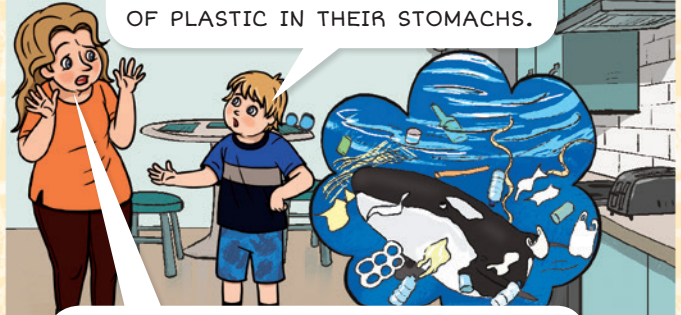


THAT'S TERRIBLE!



6

AND SOMETIMES WHALES AND DOLPHINS ARE FOUND WITH KILOS OF PLASTIC IN THEIR STOMACHS.



OK, OK. I DON'T WANT TO HEAR ANY MORE! WHAT CAN WE DO ABOUT IT?

7

WE HAVE TO USE LESS PLASTIC, MUM!



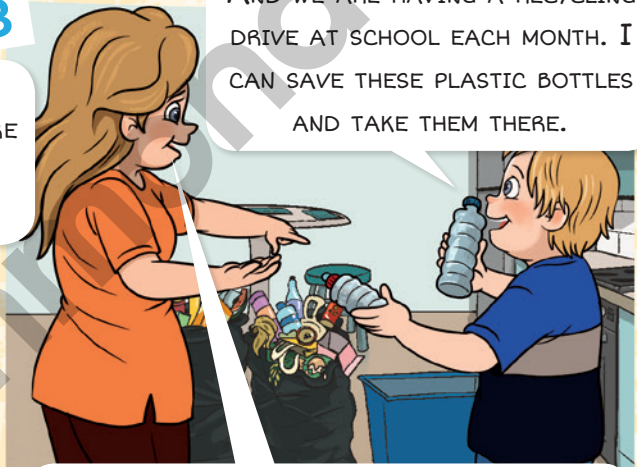
AND WE SHOULDN'T USE PLASTIC BAGS AT THE SHOP.

YES, WE CAN BUY PRODUCTS THAT ARE NOT PACKED IN PLASTIC.

NO, WE CAN KEEP USING THE BAGS THAT WE ALREADY HAVE.

8

AND WE ARE HAVING A RECYCLING DRIVE AT SCHOOL EACH MONTH. I CAN SAVE THESE PLASTIC BOTTLES AND TAKE THEM THERE.



GOOD IDEA. LET'S SEPARATE THE RUBBISH!

#### 4 Read again and write George and his mum's ideas for each of the three Rs.

1. Reduce: \_\_\_\_\_
2. Reuse: \_\_\_\_\_
3. Recycle: \_\_\_\_\_

#### 5 Read the riddles and match them to the pictures.

1. It smells like salt and fish.
2. It tastes like sugar.
3. It smells like dirty feet.



- In your notebook, write a riddle. Then have a classmate guess.




6 Look and label the steps using the words in the box. Then listen and check. 

make melt collect cut sort clean


# The Plastic Recycling Process





• Complete the recycling process using the correct form of each verb in parentheses. 

First, plastic (1) \_\_\_\_\_ (collect) by recycling lorries and taken to the recycling plant. It is not thrown into rubbish bins. Then the different plastics (2) \_\_\_\_\_ (sort) and they (3) \_\_\_\_\_ (cut) into small pieces. Next, the pieces of plastic (4) \_\_\_\_\_ (clean) and then they (5) \_\_\_\_\_ (melt). Finally, the melted plastics (6) \_\_\_\_\_ (make) into a new product.

## Play Passive Voice Relay!

plastic = 

paper = 

wood = 



Plastic is made from oil.

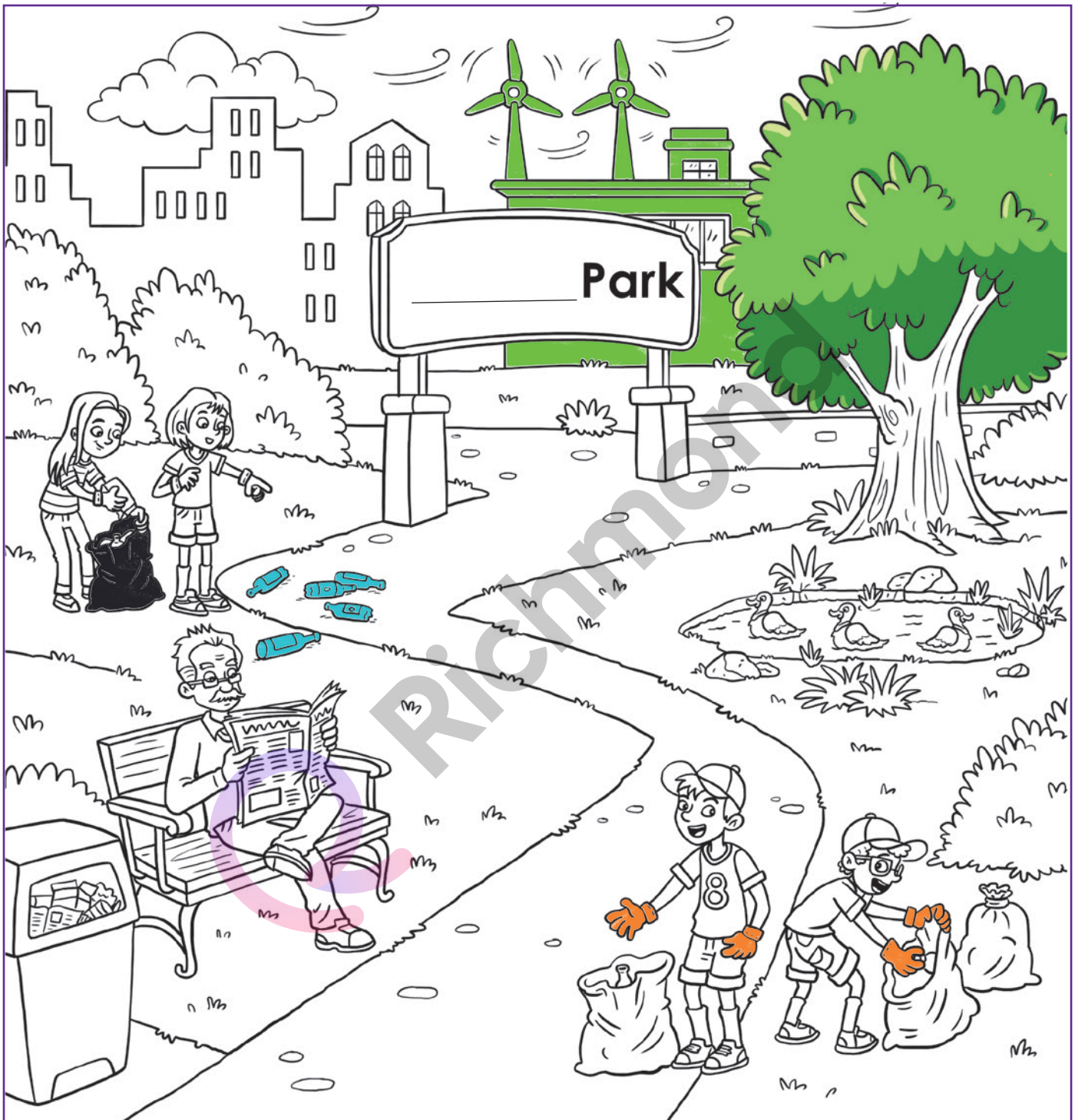


It is used to make bottles.



## Listening

1 Listen and colour and write. There is one example.



## Speaking

2 Look at the picture again and discuss the questions.

1. What are the people doing in the picture? How are they helping the environment?
2. What can you do to help your local environment?



## Noticing Your Breathing



1 Read and number the instructions in order.

# How to Notice Your Breathing

The way you are breathing can say a lot about how you are feeling. Let's make a pinwheel from old paper and straws and use it to check your breathing.



Bring every other point (four points in total) to the centre. Stick a pin through all four points.



Turn the pinwheel over. Make sure the pin is in the exact centre.



Cut along each fold to the mark.



Take a piece of paper. Make a square, fold it corner to corner along one diagonal, unfold that and then fold it corner to corner along the other diagonal, and then unfold it again.



Mark each fold 1/3 of the way out from the centre.



Stick the pin into an old plastic straw. Reuse straws—don't throw them away!

2 Listen and match the types of breathing to what the children say. 

1. Long, deep breaths
2. Short, quick breaths
3. Normal breathing

I can concentrate.

I can't sit still and I feel anxious.

I feel relaxed.

3 Discuss how you breathe in the following situations.  
How does each situation make you feel?



Why is it important to notice how we breathe?



watching a scary film




finishing homework on time



arguing with a friend



1 Listen and circle the correct options. 


# Go Green!

1. It's **collect** / **correct** to **collect** / **correct** all your rubbish,
2. And separate the **glass** / **grass** from the **glass** / **grass**,
3. Reduce the **road** / **load** that you send down the **road** / **load**,  
And keep the environment clean. Go green!
4. You know it's **light** / **right** to keep things **light** / **right**,
5. Or it won't be **long** / **wrong** before things go **long** / **wrong**.
6. So don't send the **rot** / **lot** to the dump to **rot** / **lot**,  
And keep the environment clean. Go green!




• Listen again and repeat.


2 Complete the slogans with *l*, *ll*, *r* or *rr* and read them aloud.



1  Seven bi\_\_\_\_\_ion  
d\_\_\_\_\_eams, one  
p\_\_\_\_\_anet.

2  think today, enjoy  
tomo\_\_\_\_\_ow.

3  No po\_\_\_\_\_ution is  
the only so\_\_\_\_\_ution.

4  G\_\_\_\_\_ow g\_\_\_\_\_ass  
and t\_\_\_\_\_ees.

• Listen and check. Then write  
another environmental slogan  
in your notebook. 

3 Listen to the tongue twister.  
Then practise it.  

 I raked the leaves  
next to Lake Reeves.



## Reading

- 1 Read the introduction to the article and identify the problem and solution. Discuss whether it is a good solution or not and give reasons.



# From Poo to Paper!

It makes paper by recycling elephant poo!

Elephant poo is full of fibre because there is a lot of it in the plants and vegetation that elephants eat. Did you know that elephants eat between 200 and 500 kilogrammes of plants every day? This means a lot of fibre and a lot of poo! Here is how poo paper is made:

**T**ake a look at the book you are reading. Where does the paper come from? Paper is made from different fibre materials that are mixed together to form a pulp. Most paper today is made from wood fibre pulp that comes from trees.

The problem is that we need to cut down trees to get these materials, and this leads to deforestation. So how else can we make paper? One place in Chiang Mai, Thailand, has found a way.

1. First, the poo is collected from elephant sanctuaries and parks in northern Thailand. Elephant poo is mostly dried plants because elephants don't digest all the plant fibres, and they don't eat any meat or dairy products. As a result, elephant poo doesn't smell bad. In fact, it doesn't smell like anything. What a relief!

2. However, the poo is still cleaned and boiled to make sure that all non-fibre materials are removed. These can include stones and dirt or bacteria from the elephants' stomachs. The poo is boiled for four to six hours until it looks like a pulp. Then it is mixed with other natural fibre materials to make the pulp stronger.

- 2 Read the rest of the article. Then write the number of each paragraph next to the corresponding picture.





**3.** Next, nontoxic food colouring is added to the mixture to make different colours. It's like making a cake! At this point, the mixture is removed from the mixing machine and the pulp is formed into small, round balls. The great thing is that the water in the mixing machine is saved and reused with the next load of poo.

**4.** Now comes the tricky part of actually making the paper. This process is called screening. The paper is made using a screen frame. This method hasn't changed since the invention of paper in China around two thousand years ago. A pulp ball is dropped onto a frame inside a basin of water. The papermaker catches the pulp fibres on the frame and spreads them across the surface. When the fibres are spread over the whole screen and there are no gaps, the frame is lifted out of the water. It is really heavy!

**5.** Now the frames are put in the sun for several hours for the paper sheets to dry. After that, each paper sheet is removed from its frame. Look at the colourful sheets of paper in the pictures. Sometimes this paper is handmade and at the end of the process you can still see the plant fibres on the surface of each sheet. On other occasions, machines are used to give the paper a smoother finish.

**6.** Finally, the paper is cut, glued, bound and decorated to make photo albums, notebooks, birthday cards and other products. It's incredible to think how these items started and the journey they took. From plant to poo to paper without destroying one tree—what a fantastic example of recycling!

### 3 Read the article again. Write words to complete the sentences.

You can use 1, 2 or 4 words. There is one example. 

0. Most paper is made from wood fiber.
1. The plants and vegetation that elephants eat have a lot of \_\_\_\_\_.
2. Elephant poo \_\_\_\_\_ bad because elephants don't eat meat or dairy products.
3. Some elephants have \_\_\_\_\_ in their stomachs that are cleaned away during the boiling process.
4. The pulp is made into different colours by adding nontoxic \_\_\_\_\_.
5. The screening process is similar to how the Chinese made paper around \_\_\_\_\_ ago.
6. Some paper is made by hand and other paper is made by \_\_\_\_\_.
7. The poo paper is used to make a lot of different \_\_\_\_\_.



### 4 Make suggestions for how you can recycle the items in the pictures.



chewing gum



hair



old shoes





## Writing

1 Look at the diagram and say what process it describes.

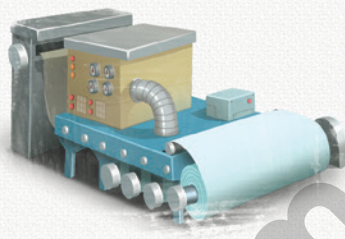


First, trees \_\_\_\_\_ (cut down).

Then the logs \_\_\_\_\_ (transport) to a pulp factory.



Different paper products \_\_\_\_\_ (buy).



Next, the pulp \_\_\_\_\_ (transform) into paper by special machines.



The pulp \_\_\_\_\_ (send) to a paper mill.



Later, the paper products \_\_\_\_\_ (throw) away.



After that, they \_\_\_\_\_ (take) to a waste paper disposal depot.



Finally, the paper \_\_\_\_\_ (sort) and sent to a recycling factory or the dump.

• Complete each step in the poster with the correct form of the verb in parentheses.

2 Find and circle the words that are used to sequence steps in the diagram. Then categorise them.

After that    Finally    First    Then    Next    Later

1. Beginning of a process: \_\_\_\_\_

2. Middle of a process: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3. End of a process: \_\_\_\_\_



### 3 Look and answer the questions.

1. What recycling processes are shown in the posters?
2. How many steps does each process have?





### 4 Choose one of the processes shown above and describe it. Use the images and prompts.

- Use sequencing words to present your steps in a clear order.
- Use the passive voice.
- When you finish writing, re-read your text and make any necessary corrections.



## Listening

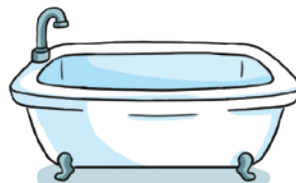
1 Andrew has done a survey on things people recycle or reuse. Which object did each person recycle or reuse? Listen and write a letter in each box. There is one example.  27  

0



Mr. Brown

B



A



B

1



Daniel

☐

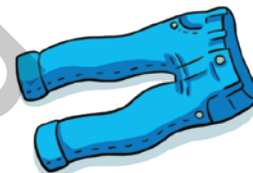
2



Ms. Davies

☐


C



D

3



Jenny

☐


E



F

4



Mrs. Smith

☐


G



H

5



Mr. Hill

☐

2 Ask and answer questions about the different things you can reuse or recycle.

What can you make from plastic bottles?





# Speaking

1 Look at the pictures. Find six differences.



In Picture 1, there are three cans.

In Picture 2, there are two cans.



Why is it important to reduce, reuse and recycle?

2 Complete the chart with items you can recycle. Then discuss with a classmate.

