

Unit 3

Litter

Introduction. Pages 68

1. Litter. Discuss with your teacher what is happening in the picture with the litter. Talk about some solutions. The teacher guides the student's response.

Practice. Page 70

1. Means of transport. Match the means of transport according to the effect that has on the environment. Make a line to match. The teacher guides the student's response.



Bus



Bicycle



Electric car



Car



Subway train



Motorcycle

Pollute

Eco-friendly

Practice. Page 71

1. Write how litter can affect the environment and what the consequences are. The teacher guides the student's response.

Practice. Page 72

1. Watch and listen closely to the video. Write down the things you can do to avoid littering. The teacher guides the student's response.

Practice. Page 73

1. Draw a way of picking up litter to help the community and environment. The teacher guides the student's response.

Practice. Pages 74 y 75

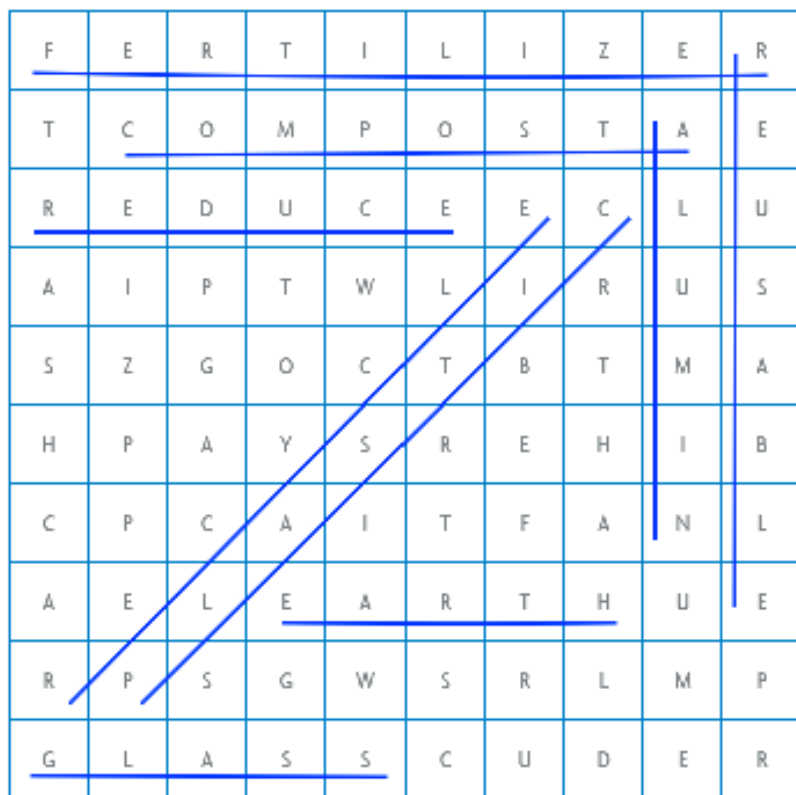
1. Cut the trash and paste it in the correspondent recycling bin. The teacher guides the student's response.



Practice. Page 78

- Find all the hidden words in this word search. Check your answer with your teacher. The teacher guides the student's response.

* The words Paper and Trashcan are missing.



- Make a collage about the importance of recycling. Use recyclable materials. The teacher guides the student's response.

Practice. Page 80

- Ask someone what they think of people who litter. The teacher guides the student's response.

Practice. Page 82

- Listen and then write sentences using the following words related to recycling. The teacher guides the student's response. For example.

- Choose: I choose products that I can reuse.
- Shoes: Maria wears shoes made from recycled plastics.

Listening. Page 83

- First watch the video. Then discuss it with your classmate and draw the effect that surprised you the most.

Practice. Page 84

- Research which has been the worst event because of littering that has occurred in Costa Rica. Write about it and then discuss it in class. The teacher guides the student's response.

Practice. Page 85

- Read the expressions. Exchange book with your classmate. Your classmate will draw on your book what they think of when they read the expression. Return each other book. Discuss about each other's drawings. The teacher guides the student's response.

Practice. Page 86

1. Complete the words. Then, create a sentence with each. Discuss it in class. The teacher guides the student's response. Example:

1. I am a **tree lover**.
2. The Manuel Antonio National Park is a **protected area**.
3. **Trees protect** the soil from erosion.
4. Protecting forests **protects water**.

Practice. Page 87

1. Write a story about a world full of the 3 R's and no littering. Use the words in the box. The teacher guides the student's response.

Stimulating creativity. Page 89

1. Create a dialogue with one of your classmates about giving advice to help the environment. Then, act it out in class. The teacher guides the student's response.

Practice. Page 90

1. Write true or false next to the sentences above. Discuss the results. The teacher guides the student's response.

1. Litter pollutes rivers and sewers. **True**
2. Recycling bins don't help the environment. **False**
3. The action of reusing makes no sense. **False**
4. It's impossible to reduce the waste. **False**
5. Pollution also comes from factories and transportation. **True**
6. Garbage always has to go to the trash cans. **True**
7. People collect trash from the community park every Saturday. **False**
8. I don't litter. **True**
9. The municipality plants tree every year. **True**
10. Littering is caused by people. **True**

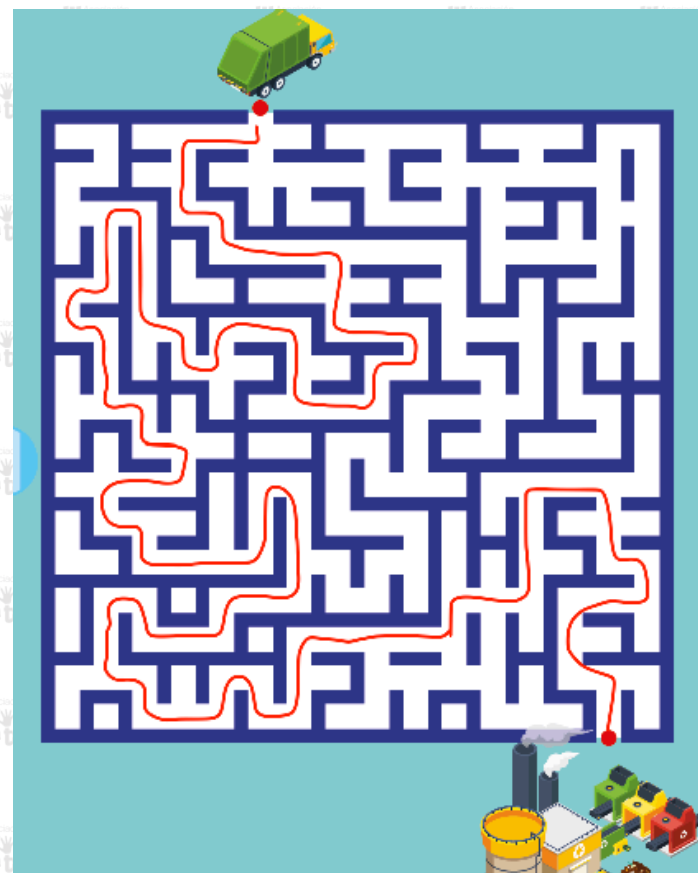
Stimulating creativity. Page 91

1. Connect the dots from 1 to 35 to complete the picture. Color it. Write a little essay of how contamination can damage the world. The teacher guides the student's response.



Practice. Page 92

1. Get this truck full of recyclable plastic to the Recycling Factory. The teacher guides the student's response.



Practice. Page 93

1. Cut and paste the materials on the correspondent bin if the material can be reuse, reduce or recycle. Explain why you put the material on that bin. The teacher guides the student's response. Example:



Reduce



Reducing the use of plastic is essential because plastic production requires an enormous amount of energy and resources. This causes carbon emissions and contributes to global warming.

Stimulating creativity. Page 94

1. Create a piece of news about how we need to stop littering and how to make recycling a habit. The teacher guides the student's response.

Practice. Page 99

1. Fill in the blanks with the correct form of the future: BE GOING TO or WILL. Then check your answers with your teacher. The teacher guides the student's response.
 1. Next month, we are **will go** (go) to Manuel Antonio beach.
 2. Jane **is going to write** a novel. (write)
 3. Can you close the door please? Sure, I **will close** (close) it.
 4. My friends **are going to play** video games online. (play)

5. Tonight, my friends **are going to have** (have) a birthday party for me.
6. John and Kate **will eat out** on Saturday. (eat out)
7. I think he **will pass** (pass) the exam.
8. He **is going to study** (study) for the English test tomorrow morning.
9. Not a problem! I **will help** (help) with your homework.
10. Karen **is going to meet** (meet) her boss at 6:00 pm.
11. Look at the clouds Susan. **will rain** (rain); you should take an umbrella.
12. The phone is ringing and I'm in the shower! —Don't worry Mark! I **will answer** (answer) for you.
13. I **am going to take** (take) the kids to the mountains this winter.
14. There isn't any milk left in the fridge —Oh sorry! I **will buy** (buy) some at the supermarket.