

دروسكم

منصة التعليم الإلكتروني



ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الاشتراك



Part Two:

Robert: But what will happen if the climate really changes?

Mike: A lot of things will happen. You know if the earth gets hotter, the glaciers will melt. And if the glaciers melt, the volume of the water in the seas will increase and the level of sea water will rise. This will cause flooding. As a result, vast areas of the Indian coast, Bangladesh, Holland and even London will be under water.

Robert: Are there any other effects you haven't mentioned?

Mike: I'm afraid there are many other effects. For example, if the climate changes, the direction of the winds and rainfall will change. Some regions will have more storms. These storms will destroy crops, houses and will kill a lot of people. On the contrary, vast areas of the world - the United States of America and Russia,

North Africa will suffer from lack of rain. This lack of rain, I mean the drought, can transform these areas into deserts. As a result, we will have less food to eat and less water to drink. This is why we scientists are raising the alarm about global warming, which is really a question of life and death to us humans.



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4 Listen to the interview again and answer the questions below.

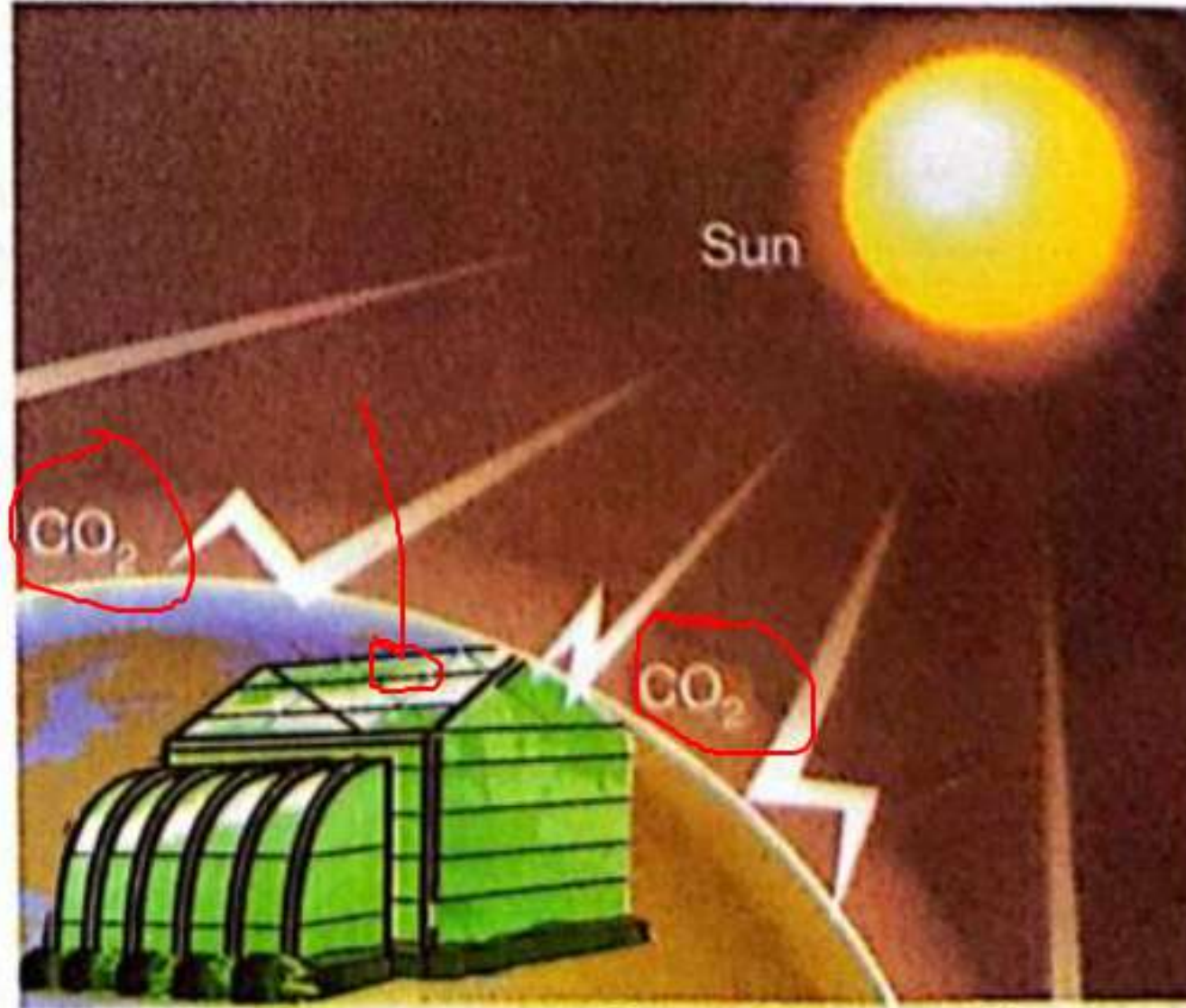
A. Which gas is responsible for global warming?

B. To what does Mike Richards compare the accumulation of this gas around the earth?

C. Why is it called so? (Use the picture to explain to your classmates).

D. How can we reduce high temperatures?

E. Is the climate specialist worried or indifferent about climate change? Pick out from the interview words and phrases that indicate his attitude.



Greenhouse effect



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SAY IT CLEAR

1 Listen to the dialogue below and mark the intonation at the end of the sentences with an arrow (↘ or ↗).

A: Is the Earth really getting warmer?

B: It's absolutely certain. The Earth is getting warmer.

A: And why does it matter if the world gets warmer?

X B: Oh ! It matters a lot. If the Earth gets hotter the sea level will rise.

2 Pair work: Act out the dialogue above with the right intonation changing the last sentence with one of the following.

X A. If the Earth gets warmer, this will cause flooding.

X B. We'll suffer from droughts if the earth gets warmer.

C. If the Earth gets hotter, it will become a desert.

D. If the Earth gets warmer, many islands will be under water.



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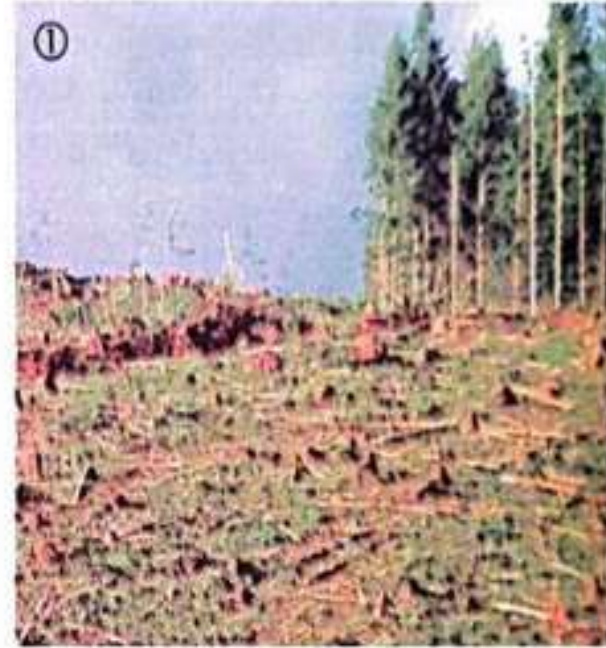
● Pair work: Look at the pictures on the right. Then use the cues in boxes A and B on the left to make a dialogue.

Example:

Ali: What will happen if we cut down the trees/don't stop deforestation/pollute the sea?

Bashir: If... , fish will die.

Deforestation



A

- Earth/ to become/ desert
- animals/to lose/habitat
- there/to be/less oxygen/atmosphere
- there/to be/more Co2 /atmosphere
- there/to be/less summer camping sites
- rain water /to erode/soil
- plant species/ to disappear
- climate/to change

B

- fish/to die
- seabirds/ get stuck/oil spill
- fishermen/to lose/jobs
- beaches/to be/polluted
- there/to be/less holidaymakers
- people/not to have/ enough food/to eat



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① Now write an SOS message (Save Our Souls = urgent call for help). Use the information contained in the boxes above.

Start like this:

Environmental threat!

If you don't stop spilling oil into the sea now, ...

Environmental threat!

Do you know what will happen if ... ? .

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There is no general rule for making adjectives. However, some suffixes are typical of adjectives.

- **-able, -ible** : comfortable, readable
- ✗ **-al, -ial** : comical, normal, musical
- **-ful** : beautiful, harmful
- **-ic** : classic, economic
- **-ical** : alphabetical, political
- **-ish** : British, childish, foolish
- **-ive, -ative** : active, creative
- **-less** : endless, timeless
- **-eous, -ious, -ous** : anxious, dangerous
- **-y** : angry, busy, wealthy



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2 Syllables

noun / adjective → 1st Happy - Table

verb → 2nd Connect - repeat ...

3-4 Syllables

before the last
tion - sion - ic - ian = contamination

before before the last
y - al - ize - ate = apologize

3 Listen and underline the stressed syllable of the words in the table below. Then add a stress mark (') to the transcribed words.

Verb		Noun	
poll <u>u</u> te	/pə'lu:t/	poll <u>u</u> tion	/pə'lu:ʃn/
preserve	/prɪzɜ:v/	preservation	/prezə'veɪʃn/
conserve	/kənsɜ:v/	conservation	/kənsə'veɪʃn/
em <u>i</u> t	/ɪmɪt/	em <u>i</u> sion	/ɪmɪʃn/
contam <u>i</u> nate	/kəntə'mɪneɪt/	contam <u>i</u> nation	/kəntə'mɪneɪʃn/
deforest	/dɪ:fɒrɪst/	deforestation	/dɪ:fɒrɪsteɪʃn/
de <u>s</u> troy	/dɪstrɔɪ/	de <u>s</u> truction	/dɪstrʌkʃn/
de <u>g</u> rade	/dɪgreɪd/	de <u>g</u> radation	/degrədeɪʃn/

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Here are some common cause and effect connectors words:

• Because ○

• Since ○

• As a result ✓

• Therefore ✓

• **Consequently** ✓

✗ Hence

✗ Thus

• **So** ✓

✗ This led to

• This caused ○

• This made ○

• This resulted in ○

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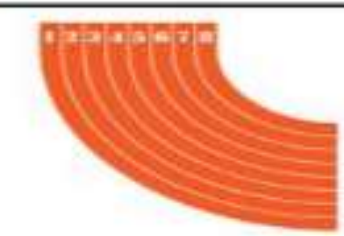






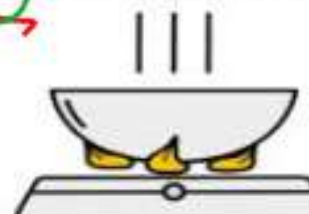
2 حصص مسجلة

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Match each cause to its logical effect.

Cause	Effect
It was hot and humid 	it was hard for Jane to focus. 
Because she has field-day activities today, 	we put on our costumes. 
The spaghetti was cooked 	so, he turned on the air conditioner. 
As it was Halloween, 	Daisy is excited to go to school. 
Since the noise was quite disturbing, 	and therefore, she turned the stove off. 

Handwritten connections: Cause 1 to Effect a, Cause 2 to Effect b, Cause 3 to Effect c, Cause 4 to Effect d, Cause 5 to Effect e.

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Cause connector effect

Consequently

• Therefore,

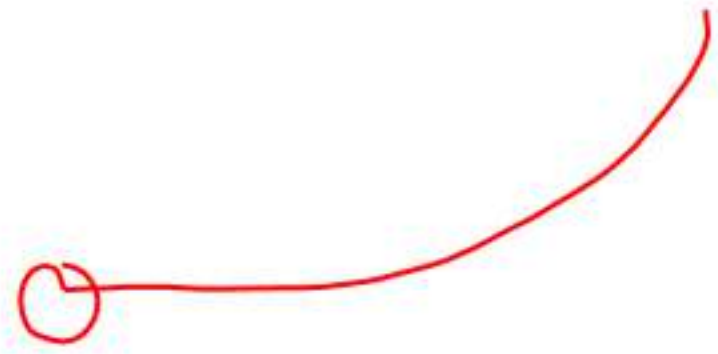
So,
^

① punctuation
(• ,)

② We can't
start with
effect connectors.

X

effect because Cause
since
as



Because
As
Since

Cause ; effect

Cause → Effect

- She made one big mistake, **as a result**, she lost her job.
- Mary studied hard for the chemistry exam, **Therefore**, she got an A+.
- It rained heavily, **consequently** the football game was called off.
- It is too late **so that** we cannot go to cinema.

Effect → Cause

- My father hasn't slept in 4 days **due to** his illness.
- They cannot go to cinema **because** it is too late.
- My success was largely **due to** luck.

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Negative prefixes

ab_

im_

in_

ir_

il_

non_

un_

an_

dis_

anti_

mis_

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ab_

abnormal

abuse

abduct

absent

im_

impossible

immoral

immature

impolite

in_

incomplete

inexpensive

insignificant

insane

ir_

irrational

irresponsible

irregular

irrelevant

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il_

illegal

illegible

illiberal

~~illogical~~

non_

nonsense

nonsmoker

nonprofit

nonstop

un_

unhappy

unusual

unstoppable

unstable

dis_

dishonest

disagree

disability

disgrace

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anti_

antibiotic

antisocial

anticlimax

antidote

mis_

misunderstand

misspell

misjudge

misapply

a_

apolitical

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Unit Three: Back to Nature

Theme : Environment and World of Animals

Grammar

- 1_ If Conditional (0 / 1 / 2)
- 2_ Expressing cause and effect relationship using **as a result** , **so** , **consequently**
- 3_ Express opinion: I think How do you feel about....? I agree / I disagree..
- 4_ Quantifiers: some , a little of , most of , all of , half of , few..
- 5_ Forming adjectives using suffixes : al , ic, ical
- 6_ Forming opposites using negative prefixes.



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Read the passage carefully then do the activities.

The latest scientific data confirm that the earth's climate is rapidly changing. Global temperatures increased by about 1-degree Fahrenheit over the course of the last century, and will likely rise even more rapidly in coming decades. The cause is a thickening layer of carbon dioxide pollution, mostly from power plants and automobiles that trap heat in the atmosphere.

Scientists say that unless global warming emissions are reduced, average U.S. temperatures could rise another 3 to 9 degrees by the end of the century with far reaching effects. Sea levels will rise, flooding coastal areas. Heat waves will be more frequent and more intense. Droughts and wildfires will occur more often. Disease-carrying mosquitoes will expand their range. And species will be pushed to extinction.

Warmer temperatures could also increase the probability of drought. Greater evaporation, particularly during summer and fall, could exacerbate drought conditions and increase the risk of wildfires. It increases the energy of the climatic system and leads to more intense rainfall at some times and in some areas.

Rising global temperatures will speed the melting of glaciers and ice caps, and cause early ice thaw on rivers and lakes. Consequences include loss of coastal wetlands and barrier islands, and a greater risk of flooding in coastal communities. Low-lying areas such as the coastal region along the Gulf of Mexico and estuaries like the Chesapeake Bay, are especially vulnerable. Unless we act now, our children will inherit a hotter world, dirtier air and water, more severe floods and droughts, and more wildfires.

1) Give a title to the text. *Global Warming* Put the following sentences in the right order according to the text.

2) Answer the following questions according to the text.

a) Why have global temperatures increased?

b) What is the source of carbon dioxide pollution?

a) Global warming and temperature in U.S.

b) The increase of temperature because of carbon dioxide pollution.

c) Effects of Global Warming in cold regions.

d) The increase the energy of the climatic system.

4) Find in the text words, phrases or expressions closest in meaning to the following:

a) Increase (§1)

c) regions (§2)

b) consequences (§2)

d) like (§4)

Rise areas

such effects such as



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5) Match words with their opposites.

Words:

1. latest

2. Polluted

3. More

4. increase

Opposites:

a. clean

b. earliest

c. drop

d. less

B) Mastery of Language: (07 points)

1) Supply capitals, punctuation and apostrophes where necessary.

Global warming is caused by carbon dioxide pollution he said.

2) Put the verbs between brackets in the right form.

a) If we heat ice, it (to melt)

melts

b) If we (~~to~~ reduce) Co₂ in the air, we breathe clean air.

c) If I (to be) you, I wouldn't refuse his invitation.

were

d) If we used the air conditioner, the room (to be) cooler.

s. part

would be

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3) Combine each pair of sentences with the following connectors. Make any necessary changes.
in order to - because - as a result (1,5pts)

a) A lot of students leave school. ~~They~~ have family problems.

b) The atmosphere is polluted. Many people become ill.

c) We must stop pollution, protect our environment.

4) Reorder the following words to get a coherent sentence.

Pollution the warming is cause global first of

5) Classify the following words according to the number of their syllables.

Accident - today - pollution - global.

One Syllable	Two syllables	Three syllables
	Today	accident

SECTION THREE: Written Expression. (05 points)

Using the following notes write a short composition on the following topic: 'The consequences of Global warming'

a) Climate changing.

b) Droughts and wildfires.

c) Heat waves.

d) Melting of glaciers and ice caps.



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Pollution is one of the greatest problems facing humankind. The nuclear accident at Fukushima-Japan that followed an earthquake and a tsunami; and the poisoning of the Flint River-USA by chemicals are just two recent examples of disasters affecting the environment. What can we do? Some people say there is no practical solution. However, I believe the problem can be dealt with on three levels: internationally, nationally, and last but not least, on a personal level. §1

Let us look at what can be done on a national level. Governments must be prepared to take action against pollution. For instance, air pollution could be reduced if car manufacturers and companies were made to fit effective filters on car exhausts and factory chimneys. These measures would in turn help to reduce the damage caused to lakes and forests by acid rain. §2

Lastly, what can we do as individuals? Firstly, I believe we should all be prepared to make changes to our lifestyles. Secondly, we can protest against companies responsible for pollution by making our opinions known and hitting them in the pocket. For example, if the public boycotted products such as aerosols, which damage the ozone layer, then manufacturers would have to change their packaging policies. §3

To sum up. I have tried to show that there are steps that can be taken in the fight against pollution. The problem can be solved if there is commitment. However, only by acting as individuals first. Can we expect governments to act in their turn? §4

Abridged from <https://tailieu.vn/doc>

A/ Part One : Reading Comprehension : (7pts)

1) Underline the right answer : (0.5pt)

The danger of pollution:

- Is limited to some places.
- Can be solved only by governments.
- Must be every body's concern at all levels.

2) Say if the sentences are true or false : (2pts)

- The recent disasters illustrated the great danger of pollution.
- Individuals can have an important role to stop pollution.
- Aerosols are harmless.
- The writer thinks that governments are very active in the fight against pollution.

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3) **Answer the following questions** : (3pts)

- What are the dangers of pollution mentioned in the text?
- How can factories reduce air pollution?
- How can individuals contribute in the fight against pollution?

4) **In which paragraph does the writer give his negative opinion about the role of government?** (0.5pt)

5) **What do the underlined words refer to** ? (1pt)

- Two examples of disasters :
- Which :
- I :



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B/ Part two : Mastery of language : (8pts)

1) Find in the text the words that are closest in meaning to : (1 pt)

- a) Producers (2§) =
- b) gases ejected from cars (2§) =
- c) combat (4§) =

2) Find in the text opposites : (1 pt)

- a) ancient (1§) ≠
- b) increased (§2) ≠

3) Complete the table : (2pts)

Verb	Noun	Adjective
.....	.....	known
.....	pollution	.....
.....	.....	reduced
believe	.....	.....

4) **Fill in the gaps with words from the list** : (2pts)

damaged / destructive / protects / veil

High above the Earth's atmosphere, there is a thin in the stratosphere called the ozone layer which the Earth from the sun's ultraviolet rays. This protective layer is beingby chemicals known a Chloro Fluoro Carbons (CFCs).



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5) **Underline the silent letters** :(1pt)

known / fight / what / firstly

6) **Transform the second sentences so that they mean the same as the first** : (1pt)

a) He asked the scientist : "How can we save the environment ?"

⇒ He asked the scientist

b) Scientists say: "Toxic chemicals contaminate water"

⇒ Scientists say

Written expression: Choose only one the topics

Topic 1: pollution is one of the serious problems facing humanity.

Write a paragraph giving the main causes of pollution (use these notes to help you)

- Fumes coming from cars / factories. Fertilizers in agricultures/ e very days' wastes everywhere/ Industries pour toxic chemicals into rivers.

Topic 2: You are a member of a school magazine. You contribute to enrich this magazine.

Write a short article in which you explain the dangers of deforestation.



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Part I: Read the text carefully then answer the following activities:

The Amazon forest in Brazil covers five million square kilometres an area as big as Europe. **It** contains 1/3 of the world's trees. That is why it is considered as the lungs of our planet.

However the trees are disappearing. By the year 1974, 1/4 of the forest had already been cut down. In the following year 1975, 4% of the trees went. If the destruction of the forest continues, there will be no forest by the year 2020. Scientists say that the deforestation can generate changes in the climate. In many countries there will be less or no rain and in **others** there will be too much water that can cause natural disasters.

What will happen if the Amazon forest is cut down? Two things may happen: there will be serious effects on the world's climate and the air that we breathe will contain less oxygen.

Why is this? Trees absorb carbon dioxide from the air and give out oxygen. The trees of the Amazon are very active as they provide 50% of the world's annual oxygen. If we lose the tropical forests, the air will contain less oxygen and more carbon dioxide, the temperature will rise and with less oxygen in the air, it will become difficult to breathe.

Scientists agree that if we destroy the Amazon forest, life on earth will become difficult and **it** may become impossible.

A/ READING COMPREHENSION: (8 pts)

1) Are these statements true or false? Put **TRUE** or **FALSE** (02 pts)

- a. Europe is larger than the Amazon forest.
- b. Some countries will suffer from flood because of trees' disappearance.
- c. Half of the world's annual oxygen is produced by the Amazon forest.
- d. The loss of the Amazon forest can cause a hotter climate.

2) Answer the following questions: (3.5 pts)

- a. Why is the Amazon forest important to us?
- b. Can forest destruction cause drought? Justify.
- c. What are the consequences of the disappearance of the Amazon forest?

3) Give a title to the text: (0.5 pts)



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4) In which paragraph is it mentioned that the cutting down of trees started a long time ago? (0.5)

.....

5) What do the underlined words in the text refer to? (1.5 pts)

a. It (§1) b. others (§2)..... c. it (§4).....

B/ MASTERY OF LANGUAGE: (7pts)

1) Find words that are close in meaning to the following: (1pts)

a. cause (§2) = b. supply (§3) =

2) Give the adjective of the following words keeping the same root: (1pts)

Word	Adjective	Word	Adjective
poison	Harm	.....
nature	Ecology	.....
aggress	science	.....

3) Supply punctuation and capitalisation. (1pts)

today more and more countries suffer from pollution said a scientist

.....



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4) Give the correct form of the verbs in brackets: (1.5 pts)

- When we heat ice, it (melt).....
- What will happen if we (not stop)deforestation?
- If I (be)..... you, I wouldn't drive a car but ride a bicycle.

5) Join the pairs of sentences using the right connectors: (1pts)

- a. Factories and vehicles pollute the air. Many people suffer from dangerous diseases.

b.
- a. Some animals are disappearing. Their habitat is being destroyed.

b.

6) Underline the stressed syllable in each word: (1pts)

deforestation – remain – ecological – carbon

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Part II: Written Expression: (5pts)

Choose either topic one or two:

Topic 1: If we don't stop polluting the sea and the oceans there will be dangerous effects on people's life and the environment. Write a composition of about 100 words (10 lines) on the consequences of sea pollution.

Topic 2: Greenhouse gases will continue to endanger our environment if man doesn't act now. Suggest solutions to reduce CO2 emission and prevent global warming in a composition of about 80 to 120 words. Use the cues given to you:

- Setting more green spaces / reforestation
- Reduce traffic pollution / use bicycle / public transportation / in the city
- Use / eco- clean products / made of plants / not harmful
- Use renewable energy sources (solar, wind, biomass) / less polluting

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حصة مباشرة

1

حصة مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الاشتراك



A/ READING COMPREHENSION: (8 pts)

1) a. **False** b. **True** c. **True** d. **True** (2)

2) Answers:

a. **The Amazon Forest is important to us because it is considered as the lungs of our planet that provide 50% of the world's annual oxygen.** (1)

b. **Yes, it can. "Scientists say that the deforestation can generate changes in the climate. In many countries there will be less or no rain..."** (1)

c. **There will be serious effects on the world's climate:** (1.5)

- **The air we breathe will contain less oxygen and more carbon dioxide.**
- **The temperatures will rise.**
- **Life on earth will become difficult and may become impossible.**

3) Title to the text: **The Deforestation of the Amazon Forest** (0.5)

4) It is mentioned in: **In paragraph (§2)** (0.5)

5) a. **It** (§1): **The Amazon Forest** (0.5) b. **others** (§2): **countries** (0.5) c. **it** (§4): **life on earth** (0.5)

B/ MASTERY OF LANGUAGE: (7pts)

1) a. cause (§2) = ...**generate** (0.5) b. supply (§3) = ...**provide**... (0.5)

2) Give the adjective of the following words keeping the same root: (1.5)

Word	Adjective	Word	Adjective
poison	poisonous	Harm	harmful /
nature	natural	Ecology	harmless
aggress	aggressive	science	ecologic /ecological scientific



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3) Supply punctuation and capitalisation. (1)

“Today more and more countries suffer from pollution”, said a scientist.

4) Give the correct form of the verbs in brackets:

b. When we heat ice, it **melts**. (0.75)

c. What will happen if we **don't stop** deforestation? (0.75)

5) Join the pairs of sentences using the right connectors:

1. Factories and vehicles pollute the air. **As a result**, many people suffer from dangerous diseases. (0.5)

2. Some animals are disappearing **because** their habitat is being destroyed. (0.5)

6) Underline the stressed syllable in each word:(1)

deforestation – remain – ecological – carbon

دروسكم
منصة الدعم المدرسي الإلكتروني

ملف الحصة المباشرة و المسجلة

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