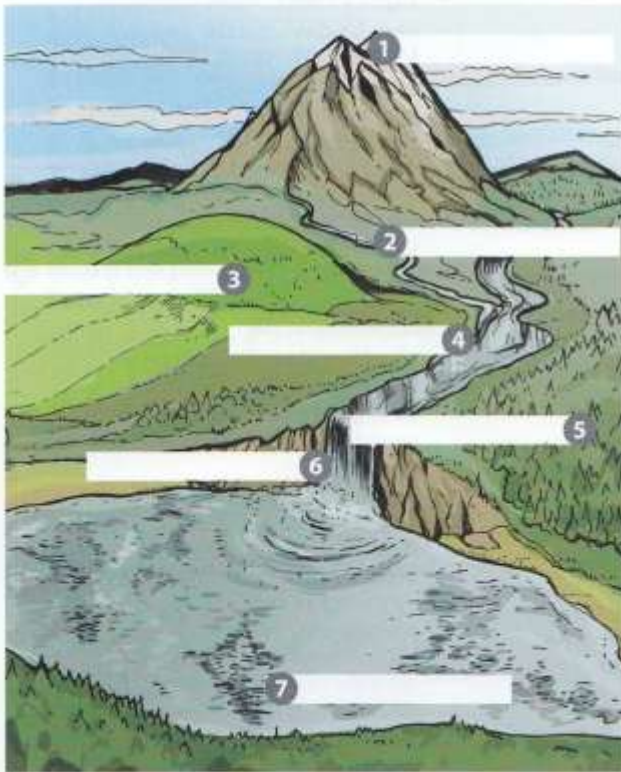


'What's the use of a house if you haven't got a tolerable planet to put it on?'

HENRY DAVID THOREAU (AMERICAN THINKER AND WRITER, 1817-1862)

LANDSCAPE FEATURES

1 Label the numbered elements in the picture.



WEATHER

2 Number the following adjectives in order from hottest to coldest.

- | | | |
|---------------------------------|-----------------------------------|-------------------------------|
| <input type="checkbox"/> chilly | <input type="checkbox"/> cool | <input type="checkbox"/> hot |
| <input type="checkbox"/> cold | <input type="checkbox"/> freezing | <input type="checkbox"/> warm |

3 Complete the table with the words from the box.

blowing cloudy raining rainy shining snowing
snowy sunny windy

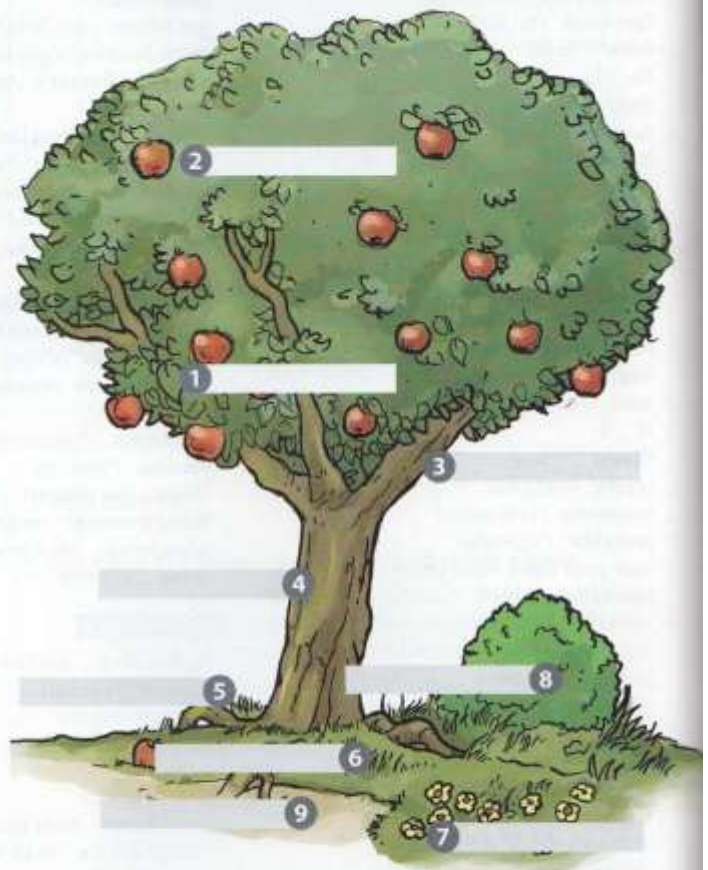
	VERB	ADJECTIVE
	The sun is _____.	a _____ day
		a _____ day
	It's _____.	a _____ day
	It's _____.	a _____ day
	The wind is _____.	a _____ day

4 Complete the sentences. Make new words from the words in BLOCK CAPITALS.

- It was so _____ we could hardly see anything.
FOG
- We had a very _____ summer this year.
STORM
- It was a _____ winter evening.
FROST
- It was a lovely, _____ late-summer morning.
MIST

PLANTS

5 Label the numbered elements in the picture.

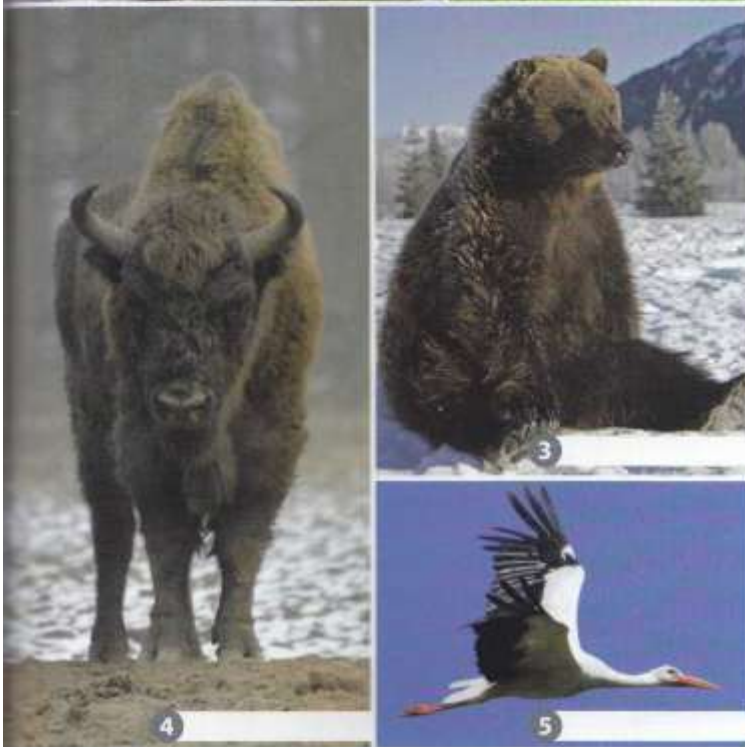


ANIMALS

6 What groups of animals are these?

- Their mothers feed them with milk. _____
- They can fly and have feathers. _____
- They live in water and breathe water. _____
- They fly and buzz. _____
- Snakes, tortoises and lizards belong to this group.

7 Label the animals in the photos. Which of them have you seen?



NATURAL DISASTERS

8 Match the names of disasters 1–7 with their descriptions a–g.

- | | | |
|--------------|--------------------------|---|
| 1 drought | <input type="checkbox"/> | a a rotating wind |
| 2 earthquake | <input type="checkbox"/> | b a very strong wind |
| 3 famine | <input type="checkbox"/> | c a huge wave caused by a volcanic eruption |
| 4 flood | <input type="checkbox"/> | d a long time without rain |
| 5 hurricane | <input type="checkbox"/> | e the ground shakes |
| 6 tornado | <input type="checkbox"/> | f much too much water |
| 7 tsunami | <input type="checkbox"/> | g there's no food and people are dying |

THE ENVIRONMENT

9 Match the words that go together.

- | | | |
|--------------------|--------------------------|-------------|
| 1 air/water | <input type="checkbox"/> | a rubbish |
| 2 wind/water/solar | <input type="checkbox"/> | b effect |
| 3 sort | <input type="checkbox"/> | c warming |
| 4 global | <input type="checkbox"/> | d rain |
| 5 greenhouse | <input type="checkbox"/> | e petrol |
| 6 acid | <input type="checkbox"/> | f species |
| 7 unleaded | <input type="checkbox"/> | g pollution |
| 8 animal | <input type="checkbox"/> | h power |

10 Use the words from Exercise 9 to complete the table.

PROBLEM	WHAT CAN WE DO?
air pollution	buy ¹ _____
² _____	use alternative energy sources, burn less fuel
too much waste	³ _____ your _____; recycle
extinction of many ⁴ _____	protect wildlife

USEFUL PHRASES

11 Complete the sentences with the words from the box.

become damage environmentally harmful
protect sort pick up

- We all have a responsibility to _____ the environment.
- If we don't protect wildlife, fifty per cent of the animal species that exist now may _____ extinct in the next century.
- It's not so difficult to _____ rubbish once you get used to it.
- Do you care about buying _____ friendly products?
- Using aerosol sprays is _____ to the environment.
- Industries which _____ the environment should pay special taxes.
- Our whole school is going to _____ litter on Earth Day.

MATCHING ◀26

1 In pairs, ask and answer the following questions.

- Do you like receiving postcards? How many did you get during your last holiday?
- Do you write postcards when you're on holiday? Who do you write to? What do you write about?

examtask

2 Read the postcards below. Match the questions 1–5 to appropriate postcards A–F. There is one extra postcard that you don't need to use.

Who...

- 1 is helping his/her family a lot?
- 2 has found a job in a new place?
- 3 wishes his/her holiday was over?
- 4 is happy despite extreme weather?
- 5 is probably a Biology student?

3 In pairs, ask and answer the following questions.

- Which of the places (A–F) would you most like to be in? Why?
- What kind of weather do you like and dislike? What do you do in that kind of weather?
- What kind of natural scenery do you like best? Why?

4 Match the words to make phrases.

- | | |
|----------------|-----------|
| 1 clear blue | a zero |
| 2 pouring with | b climate |
| 3 below | c winters |
| 4 moderate | d skies |
| 5 mild | e rain |

5 Write down at least six words or phrases from the text to describe natural scenery.

- | | |
|----------------------|---------|
| 1 <u>high cliffs</u> | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

Galapagos, General view

A

Hi Martin,
You'd love it here. It's an island in the Pacific Ocean 600 miles west of Ecuador, right on the equator. It's an incredible place to investigate wildlife. There are birds, fish, reptiles, mammals of all sorts! Giant tortoises, pelicans, dolphins, marine iguanas, penguins. We've even seen whales! Unfortunately, some species are in danger of extinction because of pollution, overpopulation and competition from rats and goats and other animals. Our professor is a real expert, too. I'll send you some photos from my project.
Love, Patricia

Martin Anderson,
41 Albion Street,
Bristol BS4 2JD
ENGLAND

33 14006

Germany

C

Hi Jez,
The weather is awful! The day we arrived, there was a storm with thunder and lightning. The river burst its banks and a flood washed away the campsite! It's still pouring with rain. They say the scenery is lovely - green valleys and snow-peaked mountains, but we can't tell because of the fog. Can't wait to get home.
Yours wetly, J&J

Jez Edwards
64 Martingale Road
Cambridge CB3 6RJ

ENGLAND

Canary Islands

B

Dear Gran,
It's gorgeous weather here: warm and sunny with clear blue skies! I can't believe it's late autumn! We're going to the sea later. The coastline is mainly rocky with high cliffs, but there are some lovely sandy beaches, too. Hope you're enjoying the mist and the clouds at home.
Love, Dag.

Susan
32 Ox
London
EN

St Albans, England

670

D

Dear Mum and Dad,
I'm really enjoying myself at aunty Pam's. It's fun looking after my little cousins. It's like a farm here: there are dogs, cats, hamsters, rabbits, guinea pigs, ducks, hens and even a pet pig! I feed them in the morning. Then I water the plants in the garden and pick the fruit in the greenhouse. It's great!
Love you, Sarah

Mr Tom Johnson
66 Helen Road
Coventry, AB 3
ENGLAND



6 Write a postcard like the ones below from a place you know, describing the scenery and the weather.



Sahara desert

E
Kieran,
We're resting at an oasis so I've got time to write. The desert is amazing. It's so different from home. It's too hot during the day - over 50 degrees centigrade, and at night it's freezing - below zero! I'll never complain about puddles, grey skies, spring showers or chilly summer days again! There are no flowers, grass or green leaves. Only sand and a few sad little plants. But it's so beautiful! There's a mountain range on the horizon that looks like something from the moon.
Missing you, Rachel.

Kieran Walters

112 Driver Stre

DS 32 ENGLAN

TAO San Diego

F
Hi Dan,
I love it here. It has a lovely moderate climate, just the right temperature, not too dry, not too wet, beautiful mild winters. And very little danger of earthquakes, hurricanes or any other natural disasters. My colleagues are friendly, even my boss! And the waves are great for surfing.
Be jealous! Sam

Dan Jake

342 Ealiv

BV 3 ENC

TRUE/FALSE ◀ 16

1 How are the following animals used by people?

dolphins horses donkeys camels pigeons
rats guinea pigs dogs

examworkout

2 Read the following statements. For each of the highlighted words, think of a synonym and an antonym. Make a list of all the synonyms and antonyms as a class.

- 1 Working with animals is not always **safe**.
- 2 Some aspects of the work may make you feel **sad**.
- 3 A pleasant thing about working with animals is that it's very **quiet**.

3 CD 2-31 Listen to a part of a radio programme about working with animals. Decide if the sentences 1-3 in Exercise 2 are true (T) or false (F). Which of the synonyms and antonyms did you hear?

examtask

4 CD 2-32 You are going to hear another part of the same radio programme. Decide if the sentences 1-6 are true (T) or false (F).

- 1 The speaker describes dolphins as smart but aggressive.
- 2 The speaker gives examples of animals used in wars.
- 3 Some animals have been honoured for their bravery.
- 4 The speaker gives examples of animals used for the amusement of humans.
- 5 Horses do more kinds of work than any other animal.
- 6 Training guide dogs helps difficult teenagers become more friendly and confident.

5 Which ways of using animals do you think are acceptable? Which aren't? Compare opinions in pairs. Then choose one of the ways of using animals and prepare a short speech for or against it.

- dogs leading the blind
- dogs helping the police
- animals in the circus
- zoos
- keeping animals as pets (which ones?)
- experiments on animals
- bullfights
- using animals for military purposes

1 In pairs, ask and answer these questions.

- What are the causes of global warming?
- What are the predicted effects of global warming?

examtask

2 Read the following text about the future of our world. For questions 1–5 choose the correct answer A–D.

- The writer dreamt of a world where
 - the shape of the continents had changed.
 - some countries had lost their independence.
 - there had been a war.
 - Britain did not exist any more.
- Flying above the earth, the writer saw the effects of
 - floods.
 - hurricanes.
 - an increasingly hot climate.
 - a volcanic eruption.
- She saw the devastating effect of the change on
 - industry.
 - agriculture.
 - travel.
 - animals.
- The city had been
 - burnt.
 - destroyed by a tornado.
 - destroyed by a nuclear bomb.
 - flooded.
- The woman told the writer
 - to stop burning petrol.
 - to change her lifestyle.
 - that the situation was also her fault.
 - that worse things were going to happen.

3 Do you think the vision described in the text will come true? Look through the text again and find:

- two or three things which you think are probable,
- two or three things which you think are improbable.

4 Put the highlighted words from the text under the correct headings in the table.

NATURAL DISASTERS	ENVIRONMENTAL PROBLEMS



My Secret Diary

Ann Wilkinson

Last night I dreamt...

24/02/08

... of the future. There was a map of the world, but the countries looked different. The land had shrunk and the seas had grown. Britain was smaller, and so was France. And Holland had disappeared.

In my dream I could fly, and I saw that the land that had been green was now brown. The snow had melted long ago from the black mountain tops. A drought had left the earth dry and thirsty. The forests had become a desert.

Near a village, there was a man, thin and silent, trying to grow plants in the dead soil. The heat was tremendous. I could hardly breathe. Then suddenly, a tornado came. Raindrops hit my face, the air was humid and heavy. A flood rushed down the valley towards the man and his village.

The storm carried me across an angry ocean and I came to a strange city without streets. Canals ran between high buildings. There was a statue of a giant woman, a torch above her head, water up to her knees.

Needing to rest, I flew into a building, a library. A woman was reading. 'You want to know what happened,' she said. I nodded. Her voice was dry and quiet like dead leaves.

'You knew about global warming, you knew it was real. You knew about the greenhouse effect and acid rain and what air pollution was doing to the environment. But you didn't care.'

'Some people tried. They warned you what would happen if you didn't protect your planet. They said, "stop burning petrol, save energy, consume less, recycle, use solar energy, use wind power..." But you wouldn't change your lifestyle: your car exhaust fumes, your cheap flights, your polluting factories, your carbon dioxide.'

'And the climate changed and the temperatures rose, and the glaciers and the polar ice caps melted. Seas covered your islands and coastal towns. There were hurricanes and floods and forest fires. Innumerable species died out. First polar bears became extinct, and then bees. And now you are alone with the rats and the cockroaches. And there are too many refugees, and not enough food or water, and you're just fighting for survival.'

She touched my face with her warm dry fingers and I woke from my dream.

But it wasn't a dream. It was a nightmare.

Comments: 12

MULTIPLE CHOICE ◀ 34

1 How do you normally find out what the weather is going to be like? Discuss your ideas in pairs.

examtask

2 Read the following text about an interesting way to measure the temperature. For gaps 1–9 choose the correct answer A–D.

NATURE'S THERMOMETER

According to reliable sources ¹ ____ *The Old Farmer's Almanac*, we can measure outdoor temperature without the help of a traditional thermometer. ² ____ you need is good ears, a bit of countryside and silence. Your natural thermometer will be nothing ³ ____ a small green insect: a cricket. We all listen to the concerts these animals give on warm summer evenings, but what ⁴ ____ this have to do with the temperature?

Crickets chirp as they rub their legs or wings together. That is, male crickets ⁵ ____ . Although we often find their music relaxing, it is not ⁶ ____ to be that. The sound is a cricket's way to serenade his lady and to keep other males as far as possible. In 1897 physicist Amos Dolbear suggested that counting the chirps of the crickets will tell us ⁷ ____ temperature it is.

There are various formulas for making one's calculations. If you understand Celsius, rather than Fahrenheit, you need ⁸ ____ the number of chirps in 25 seconds, divide it by 3 and then add 4 to get the current temperature. But do remember – you will only be able to find out the temperature in this way when ⁹ ____ crickets around. Below 15°C you may not have many of them, or if they are there, they will probably not be in the mood for love. ■

- | | | | |
|--------------|-------------|------------|-------------|
| 1 A similar | B like | C alike | D for |
| 2 A All | B And | C Which | D Ø |
| 3 A and | B but | C then | D because |
| 4 A is | B does | C did | D do |
| 5 A were | B did | C are | D do |
| 6 A intended | B intend | C intends | D to intend |
| 7 A how much | B which | C what | D how high |
| 8 A counter | B counted | C to count | D counting |
| 9 A they are | B there are | C are | D Ø |

MULTIPLE CHOICE ◀ 14



1 Describe the photo and answer the questions.

- Do you know anyone who is a vegetarian?
- What does he/she eat? What does he/she refuse to eat?
- Does he/she try to persuade others to become vegetarian? Why?/Why not?

examtask

2 CD 2-33 You are going to hear a conversation about the link between the vegetarian diet and the protection of the environment. For questions 1–6 choose the correct answer A–C.

- Alice says Tim
 - A never discusses environmental problems.
 - B does little to protect the environment.
 - C has no respect for animal rights.
- Tim protests that he
 - A does not use his car very often.
 - B always uses public transport.
 - C cycles instead of driving.
- Alice says the Amazonian rainforests are being cut down
 - A to produce paper.
 - B to obtain exotic types of wood for furniture.
 - C to make room for animal production.
- Alice says most people
 - A don't want to become vegetarians.
 - B don't want to sort their rubbish.
 - C do nothing to protect the environment.
- Alice says most farmland is used
 - A to grow cereals.
 - B to grow crops for the industry.
 - C to grow food for animals.
- Tim says a vegetarian diet
 - A will not save the planet.
 - B is unhealthy.
 - C is not good for men.

3 Who do you most agree with: Alice or Tim? Why?

SITUATIONAL ROLEPLAY ◀ 58

examworkout

- 1 CD 2-34 Read the exam task below. Listen to a candidate doing it and complete the conversation.

You have read about the Earth Day event in your town and you are trying to persuade your roommate to take part in it. Your partner thinks it is boring and a waste of time. Ask him to take part in one of the activities and suggest some attractive outdoor activity at the end of the day.

CANDIDATE: Hi Gregory. Look what it says in the paper: it's Earth Day next Saturday, and they're inviting everyone to come and clear up the litter in all the parks in the city. Why ¹ _____ go?

EXAMINER: Oh, no, give me a break. It's ² _____.

CANDIDATE: What ³ _____ it's a waste of time? We live on Earth, right? We've got to take ⁴ _____ for the planet.

EXAMINER: But I ⁵ _____ spend my whole Saturday picking up rubbish!

CANDIDATE: OK, so ⁶ _____ go picking up litter first, and then just go cycling along the river and have dinner in the pub by the canal. ⁷ _____?

examtask

- 2 In pairs, roleplay the situation below. One of you is the candidate, the other plays the role of the examiner.

There is "the Greenest School of the Year" contest in your country and you think that your school should enter it. Try to persuade your partner to help you organise some "green" events (e.g. a contest, an exhibition, a lecture, a Saturday meeting to clean the area around school) to encourage other students to take part in the program. Your partner is very busy studying for a test and doesn't like the idea of picking up garbage in the streets.

- 3 Now swap the roles and roleplay the situation again.

INFORMAL LETTER ◀ 49

examworkout

- 1 Read the exam task in Exercise 2 and do preparation exercises a–d.

a Choose the place(s) you want to write about.

- Find at least four words to describe its scenery in this unit.
- What else are you going to mention? (animals, activities, etc?)
- Use the Wordbank to help you.

b Choose the time of year you will write about.

- Find at least three words or phrases to describe the weather in this unit.

c List the clothes and equipment you will recommend.

d Complete these sentences with the modal verbs from the box:

.....
can might should
.....

- 1 I think you ___ like the area north of Lake Balaton.
- 2 The weather at this time of year ___ be very changeable.
- 3 You ___ bring both light and warm clothes.

examtask

- 2 Read the exam task below and write an email.

On a travel website, you have found a message from an English student who would like to visit your country. This is a part of the message:

I love nature and I really like all kinds of outdoor activities – walking, cycling, sailing, and I am keen on seeing animals in the wild too. I am reasonably fit so I can manage challenging walks. Could someone recommend a few places for me to go to? What is the best time to visit? I'm not sure about the climate, what kind of clothes do I need to take? Do I need to remember to bring anything else?
Rob

Write him an email answering all his questions.

LANDSCAPE FEATURES

cliff /klɪf/
 coast /kəʊst/
 continent /'kɒntɪnənt/
 coral reef /'kɒrəl ri:f/
 desert /'dezət/
 field /fi:ld/
 forest /'fɒrɪst/
 glacier /'glæsiə/
 hill /hɪl/
 island /'aɪlənd/
 lake /leɪk/
 mountain /'maʊntɪn/
 mountain range /'maʊntɪn reɪndʒ/
 mountain top /'maʊntɪn tɒp/
 ocean /'əʊʃən/
 river /'rɪvə/
 rocky beach /'rɒki bi:tʃ/
 sand /sænd/
 sandy beach /'sændi bi:tʃ/
 scenery /'si:nəri/
 sea /si:/
 stream /stri:m/
 valley /'væli/
 waterfall /'wɔ:təfɔ:l/
 wave /weɪv/

WEATHER

above zero /ə'baʊ 'ziərəʊ/
 below zero /bi'ləʊ 'ziərəʊ/
 blow /bləʊ/
 blue sky /blu: skai/
 chilly /tʃɪli/
 clear sky /kliə skai/
 clear up /kliə ap/
 cloud /klaʊd/
 cloudy /'klaʊdi/
 cold /kəʊld/
 cool /ku:l/
 degrees Centigrade /di'grɪz 'sentɪgreɪd/
 degrees Fahrenheit /di'grɪz fæ'rənhaɪt/
 fog /fɒg/
 foggy /'fɒgi/
 freezing cold /'frɪzɪŋ kəʊld/
 frost /frɒst/
 frosty /'frɒsti/
 heat /hi:t/
 hot /hɒt/
 humid /'hju:mɪd/
 ice /aɪs/
 icy /'aɪsi/
 lightning /'laɪtnɪŋ/
 meteorologist /'mi:tɪə'rɒlədʒɪst/
 meteorology /'mi:tɪə'rɒlədʒi/
 mild winter /maɪld 'wɪntə/
 mist /mɪst/
 misty /'mɪsti/
 moderate climate /'mɒdərət 'klaɪmət/
 pressure /preʃə/
 rain /reɪn/
 rainfall /'reɪnfɔ:l/
 rainy /'reɪni/
 shower /'ʃaʊər/

showery /'ʃaʊəri/
 snow /snaʊ/
 snowy /'snəʊi/
 storm /stɔ:m/
 stormy /'stɔ:mi/
 sun /sʌn/
 sunny /'sʌni/
 thunder /'θʌndə/
 warm /wɔ:m/
 weather forecast /'weðə 'fɔ:kəst/
 weather map /'weðə mæp/
 weather report /'weðə ri'pɔ:t/
 wet /wet/
 wind /wɪnd/
 windy /'wɪndi/

PLANTS

branch /brɑ:ntʃ/
 bush /buʃ/
 crops /krɒps/
 flower /'flaʊə/
 fruit /fru:t/
 grass /grɑ:s/
 greenhouse /'grɪnhaʊs/
 grow plants /grəʊ plɑ:nts/
 leaf /li:f/
 leaves /li:vz/
 root /ru:t/
 soil /sɔɪl/
 tree /tri:/
 trunk /trʌŋk/
 vegetable /'vedʒɪtəbəl/

ANIMALS

animal species /'ænəməl 'spi:ʃi:z/
 ant /ænt/
 badger /'bædʒə/
 bat /bæt/
 bird /bɜ:d/
 breed /bri:d/
 brown bear /braʊn beə/
 bull /bul/
 butterfly /'bʌtəflaɪ/
 camel /kæməl/
 chimpanzee /tʃɪmpən'zi:/
 cockroach /'kɒk-rəʊtʃ/
 cow /kaʊ/
 creature /'kri:tʃə/
 deer /di:/
 dolphin /'dɒlfɪn/
 domestic animal /də'mestɪk 'ænəməl/
 donkey /'dɒŋki/
 duck /dʌk/
 elephant /'eləfənt/
 European bison /'juərə'pi:ən 'baɪsən/
 farm animal /fɜ:m 'ænəməl/
 feed /fi:d/
 fish /fɪʃ/
 fox /fɒks/
 goat /gəʊt/
 guide dog /gaɪd dɒg/
 guinea pig /'ɡɪni piɡ/
 hamster /'hæmstə/
 hare /heə/

hen /hen/
 honey bee /'hʌni bi:/
 horse /hɔ:s/
 iguana /'ɪgwɑ:nə/
 insect /'ɪnsekt/
 kitten /'kɪtn/
 lamb /læm/
 lizard /'lɪzəd/
 mammal /'mæməl/
 monkey /'mʌŋki/
 parrot /'pærət/
 pelican /'pelɪkən/
 penguin /'penɡwɪn/
 pet shop /'pet ʃɒp/
 pig /pɪɡ/
 pigeon /'pɪdʒɪn/
 polar bear /'pəʊlə beə/
 pony /'pəʊni/
 puppy /'pʌpi/
 rabbit /'ræbɪt/
 rat /ræt/
 reptile /'reptail/
 sheep /ʃi:p/
 snake /sneɪk/
 squirrel /'skwɪrəl/
 stork /stɔ:k/
 tortoise /'tɔ:tɔ:s/
 train a dog /treɪn ə dɒg/
 vet /vet/
 whale /weɪl/
 wild boar /waɪld bɔ:/
 wildlife /'waɪldlaɪf/
 wolf /wʊlf/

NATURAL DISASTERS

bush fire /buʃ faɪə/
 drought /draʊt/
 earthquake /'ɜ:kweɪk/
 famine /'fæmɪn/
 flood /flʌd/
 forest fire /'fɒrɪst faɪə/
 hurricane /'hʌrɪkən/
 natural disaster /'nætʃərəl dɪ'zɑ:stə/
 tornado /tɔ:'neɪdəʊ/
 tsunami /tsu'nɑ:mi/
 volcanic eruption /vɒl'kænɪk ɪ'tʌpʃən/
 volcano /vɒl'keɪnəʊ/

ENVIRONMENT

acid rain /'æsɪd reɪn/
 air pollution /eə pə'lu:ʃən/
 alternative energy sources /ɔ:l'tɜ:nətɪv 'enədʒi sɔ:sɪs/
 biodegradable products /baɪəʊdɪ'greɪdəbəl prɒdʌkts/
 burn /bɜ:n/
 carbon dioxide /'kɑ:bən daɪ'ɒksaɪd/
 deforestation /di:fɒrə'steɪʃən/
 disposable /dɪ'spəʊzəbəl/
 exhaust fumes /ɪg'zɔ:st fju:mz/
 global warming /'gləʊbəl 'wɔ:ɪmɪŋ/
 greenhouse effect /'grɪnhaʊs ɪ'fekt/

hole in the ozone layer /həʊl ɪn ðə 'əʊzəʊn leɪə/
 industry /'ɪndəstri/
 landfill /'lændfɪl/
 lead /led/
 litter /'lɪtə/
 melt /melt/
 natural habitat /'nætʃərəl 'hæbətæt/
 organic /ɔ:'gænik/
 overpopulation /'əʊvəpɒpjə'leɪʃən/
 ozone-friendly /'əʊzəʊn 'frendli/
 polar ice cap /'pəʊlə aɪs kæp/
 pollute /pə'lu:t/
 pollution /pə'lu:ʃən/
 rainforest /'reɪnfɒrɪst/
 recycling /ri:'saɪklɪŋ/
 save energy /seɪv 'enədʒi/
 save water /seɪv 'wɔ:tə/
 smog /smɒɡ/
 solar power /'səʊlə 'paʊə/
 unleaded petrol /ʌn'ledɪd 'petrəl/
 waste /weɪst/
 water pollution /'wɔ:tə pə'lu:ʃən/
 water power /'wɔ:tə 'paʊə/
 wind power /wɪnd 'paʊə/

USEFUL PHRASES

become extinct /bɪ'kæm ɪk'stɪŋkt/
 clean up litter /kli:n ʌp 'lɪtə/
 clear up litter /kliə ʌp 'lɪtə/
 climate change /'klaɪmət tʃeɪndʒ/
 cut down forests /kʌt daʊn fɒrɪsts/
 damage the environment /'dæmɪdʒ ðə ɪn'vaɪrənmənt/
 energy-saving /'enədʒi 'seɪvɪŋ/
 environmentally friendly /ɪn'vaɪrənməntəli 'frendli/
 fall in temperature /fɔ:l ɪn 'temprətʃə/
 harmful to the environment /'hɑ:mfl tə ðə ɪn'vaɪrənmənt/
 in danger of extinction /ɪn 'deɪndʒə əv ɪk'stɪŋkʃən/
 pick up litter /pɪk ʌp 'lɪtə/
 pour with rain /pɔ: wɪð reɪn/
 protect the environment /prə'tekt ðə ɪn'vaɪrənmənt/
 protect wildlife /prə'tekt 'waɪldlaɪf/
 rise in temperature /raɪz ɪn 'temprətʃə/
 river burst its banks /'rɪvə bɜ:st ɪts bæŋks/
 sort rubbish /sɔ:t 'rʌbɪʃ/