



Pollution

Lesson code: UK1U-J3IB-XVT7

UPPER INTERMEDIATE

1 Warm-up

What kind of pollution is there where you live? What effects have you noticed?

2 Types of pollution

Match the types of pollution to the correct examples of each.

- | | |
|----------------|--|
| 1. thermal | a. An airport close to houses is a source of high levels of sound. |
| 2. radioactive | b. An oil slick kills and damages marine life. |
| 3. light | c. A nuclear power station leaks harmful waste. |
| 4. soil | d. Dangerous chemicals get into the ground used to grow crops. |
| 5. water | e. Hot water from a factory changes the temperature of a river. |
| 6. noise | f. Neon signs and office lights in a city create a sky glow. |
| 7. land | g. Plastic is burnt by people and releases toxic fumes. |
| 8. air | h. Rubbish is left at a large dump. |

Now, with a partner, think about some other examples of these types of pollution.

3 Pollution verbs

Put the verbs in the correct form into the spaces below.

contaminate decline degrade disrupt endanger exhaust

1. Pollution _____ the natural order of food chains, making it harder for animals to survive.
2. Coral reefs are _____ in the oceans as water temperatures keep rising.
3. Pollution will _____ many plant and animal species in the near future.
4. People _____ water supplies when they throw rubbish into them.
5. Deforestation _____ the environment as the soil becomes poor when trees are cut down.
6. It is possible that we will _____ some of our natural resources within a short time.

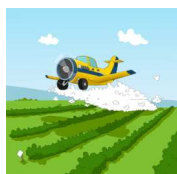


4 Causes of pollution

Match the words to the pictures of causes of pollution.

burning fossil fuels
dumping
plastic packaging
spraying insecticides and pesticides

deforestation
natural causes (forest fires, volcanic eruptions)
sewage
urban sprawl



1. _____



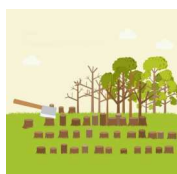
2. _____



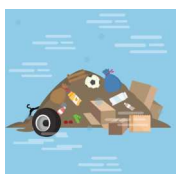
3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

5 Effects of pollution

Match the effects of pollution to their consequences to make sentences.

- | | |
|--------------------------|---|
| 1. Global warming | a. causes respiratory problems. |
| 2. Acid rain | b. creates dead zones in water. |
| 3. Algae growth | c. damages trees and forests. |
| 4. Smog | d. means less space for growing crops. |
| 5. Infertile land | e. means the earth gets hotter and the ice caps melt. |
| 6. Ozone layer depletion | f. means UV rays damage skin and eyes. |



6 Phrases for preventing pollution

Match the verbs on the right to the words on the left to make phrases for protecting the environment.

- | | |
|----------------|--------------------------------------|
| 1. conserve | a. car trips |
| 2. buy | b. chemicals out of the water supply |
| 3. keep | c. fewer packaged products |
| 4. turn off | d. lights and electronics |
| 5. consolidate | e. local produce |
| 6. reuse | f. paper |
| 7. use | g. water |

Now, with a partner, write down some other ways that you can help to prevent pollution.

7 Talking point

Discuss any of the questions below in pairs or small groups.

1. What are the most badly polluted places in your country?
2. What is your government doing about pollution? What do you think they should be doing?
3. What do you do to help prevent pollution?



1 Warm-up

Encourage a short discussion.

2 Types of pollution

Students can work alone and check in pairs. Then give students 3 minutes to do the second part of the activity.

1. e 2. c 3. f 4. d 5. b 6. a 7. h 8. g

3 Pollution verbs

1. disrupts 2. declining 3. endanger
4. contaminate 5. degrades 6. exhaust

4 Causes of pollution

Students can work in pairs and check with the teacher.

1. spraying insecticides and pesticides 2. burning fossil fuels
3. urban sprawl 4. natural causes (forest fires, volcanic eruptions)
5. deforestation 6. dumping
7. sewage 8. plastic packaging

5 Effects of pollution

1. e 2. c 3. b 4. a 5. d 6. f

6 Phrases for preventing pollution

Students can work alone and check in pairs. They can then work together for the second part of the activity.

1. g 2. e 3. b 4. d 5. a 6. f 7. c

7 Talking point

Monitor students conversations. Make a note of any typical errors and write up useful language on the board.

