

Unit 11 The planet in danger

Grammar
stative vs. dynamic verbs;
compound nouns



1

Look at the photographs and discuss these questions.

a Which types of damage to the planet are shown in these photographs? Match one of these words or phrases to each photograph.

endangered species pollution deforestation global warming

b What other similar types of damage can you think of?
c What worries you most? Which types of damage do you think are the most serious?

2 Look at the photographs again. Which type of damage is the most dangerous? Rank them and then complete the following table.

	Type of damage	Why is it dangerous?
1		
2		
3		
4		

Quote

"For the first time, we have the power to decide the fate of our planet and ourselves ... This is a time of great danger, but our species is young, and curious and brave. It shows much promise."

Carl Sagan



3

(11.1) You are going to hear four teenagers talking about the types of environmental damage that they take most seriously.

- a Which of the types of damage listed in question 1a do they mention?
- b Do any of the speakers have the same worries as you?

4

(11.1) Listen again and complete each of these sentences with one word from the interviews.

Speaker 1

a The boy takes global warming most seriously because it affects _____.

Speaker 2

b In the city centre, where the girl lives, there is a(n) _____ pollution problem.

c The girl thinks people are becoming _____ as a result.

d The worst pollution is caused by _____, not cars.

e In the street, people's _____ sting, and breathing is often _____.

Speaker 3

f The boy worries most about the _____.

g He worries about the animals and the _____ who live in the forests.

Speaker 4

h The girl is particularly worried about _____.

i She thinks everyone should stop _____ animals.

5 Complete these lists with words from the interviews.

Verb

1 pollute _____

2 _____ breath

3 _____ disappearance

4 destroy _____

6 Read the paragraph and answer the questions.

- a What is 'CEFAS'?
- b What is the joint project between CEFAS and EPA about?
- c What are the characteristics of Kuwait Bay?
- d Give your opinion on projects like the Kuwait Bay project. Can they help us save the planet? If yes, how? If no, why not?

Words to remember

appraise, aquaculture, deforestation, ecological, fund, joint, marine, overall, partnership, recreation, red tide, sting, sustainable, unbearable

Kuwait Bay
The British organisation CEFAS (Centre for Environment, Fisheries and Aquaculture Science) is working in partnership with the local Environment Public Authority (EPA) to appraise and improve the ecological quality of Kuwait Bay. EPA is an organisation that has set developmental goals at all levels: regional, national and international. Provoked by recent red tide events, the Kuwait government is funding this joint project, since Kuwait Bay is an important marine resource. The project will develop a supervision strategy to enhance the water quality of Kuwait Bay and protect human health. It provides employment, recreation, food and wildlife habitats. Therefore, to make sure these resources are available in the long term, the bay must be managed in a sustainable way, which is the overall aim of the project. During her interview with Kuwait Times, Dr. Michelle Devlin said, "This project will help everyone enjoy Kuwait's waters for years to come."

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The planet in danger

Reasons

- **Global Warming**
- **Deforestation**
- **Animal Extinction**
- **Pollution**
- **Drought**

Solutions

- **Stop cutting trees**
- **Planting more trees**
- **Build reservations for animals**
- **Using other sources of energy**
- **Stop hunting animals**

deforestation

n.

the cutting or burning down of the trees in an area





a

pollution



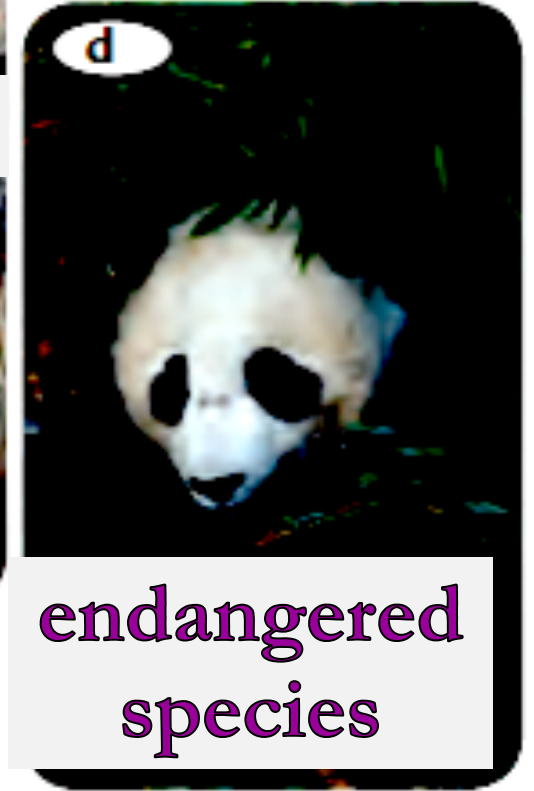
b

global warming



c

deforestation



d

endangered species

Discuss



1 Look at the photographs and discuss these questions.

- a Which types of damage to the planet are shown in these photographs? Match one of these words or phrases to each photograph.

endangered species

pollution

deforestation

global warming

b What other similar types of damage can you think of?

c What worries you most? Which types of damage do you think are the most serious?

pollution

deforestation

global warming

endangered species

Human activities

Harsh climate

Over grazing

Over cultivating



2 Look at the photographs again. Which type of damage is the most dangerous? Rank them and then complete the following table.

	Type of damage	Why is it dangerous?
1	global warming	it affects everything badly
2	pollution	it makes people ill
3	deforestation	it causes global warming
4	endangered species	wild animals will disappear

Quote

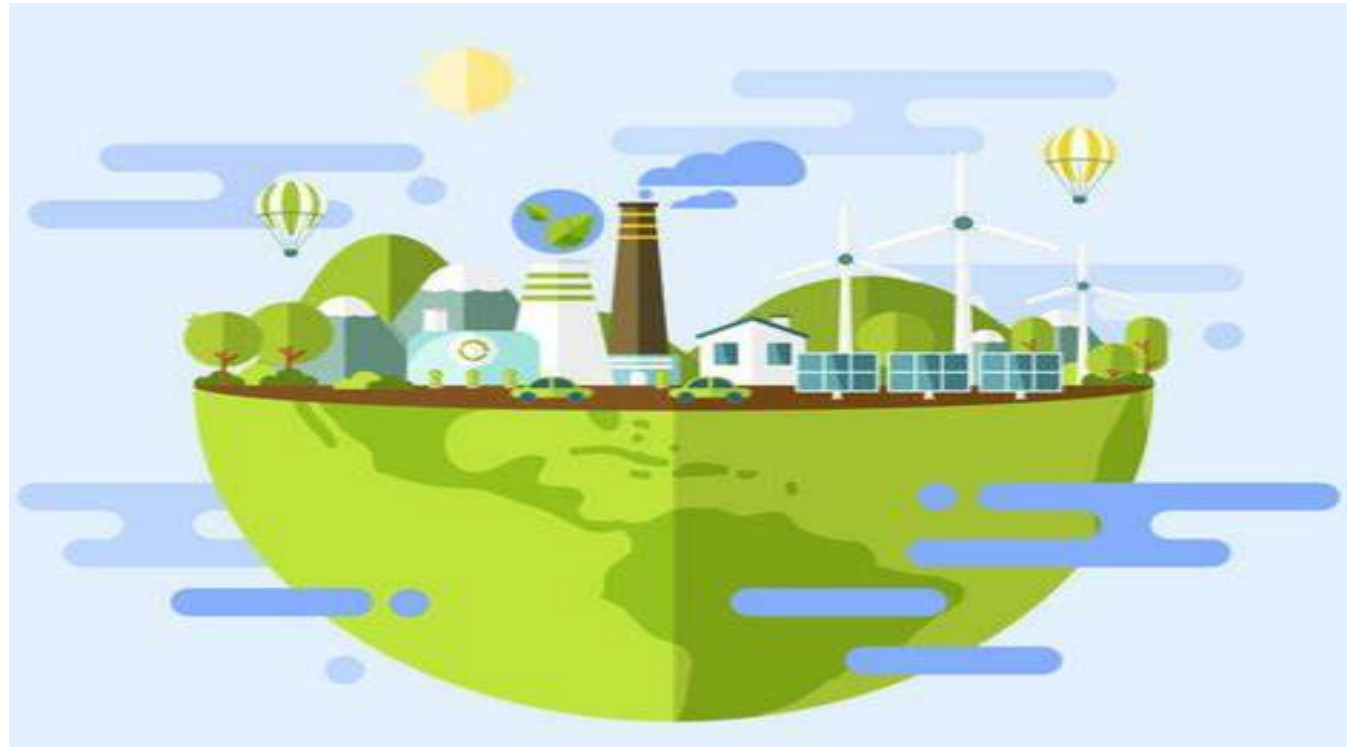
“For the first time, we have the power to decide the fate of our planet and ourselves ... This is a time of great danger, but our species is young, and curious and brave. It shows much promise.”

Carl Sagan

ecological

Adj.

biological, environmental



unbearable

Adj.

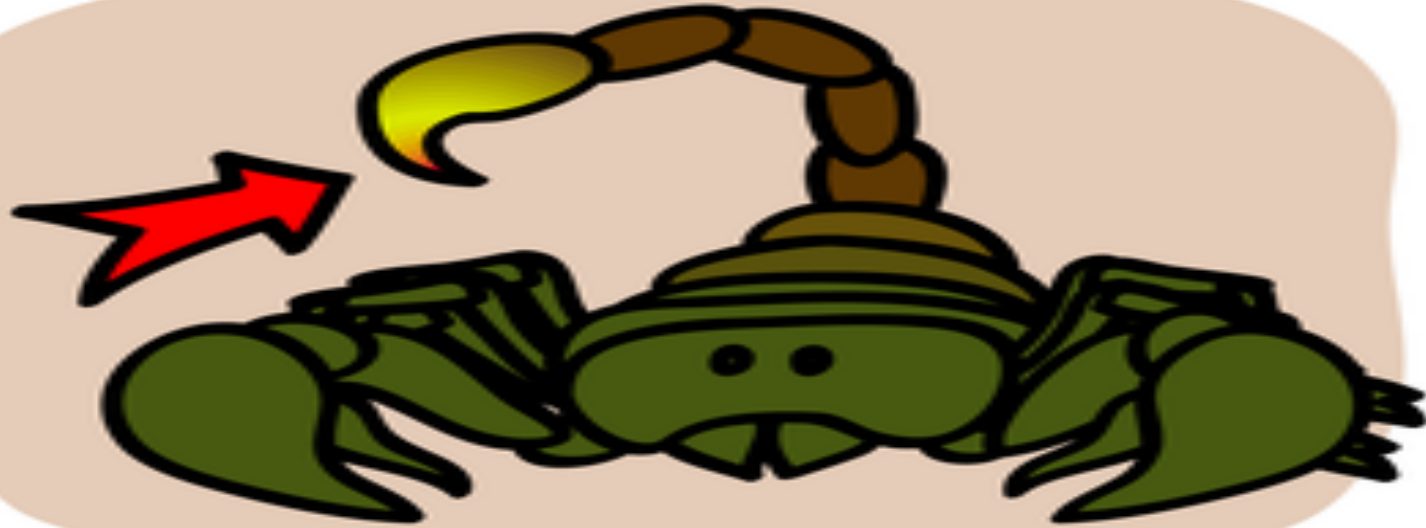
not able to be tolerated



sting

v.

to feel or cause to feel a sharp tingling or burning pain



sting

marine

Adj.

of, found in or produced by the sea



red tide

n.

a discoloration of seawater caused by a bloom of toxic red organism



sustainable

Adj.

able to be maintained at a certain rate or level



aquaculture

n.

the rearing of aquatic animals or the cultivation of aquatic plants for food



fund

v.

to provide with money for a particular purpose



appraise

v.

to judge the value or quality of

Save the earth



overall

Adj.

total



partnership

n.

association; collaboration



joint

Adj.



**shared, held or made by two or more people
or organisations together**

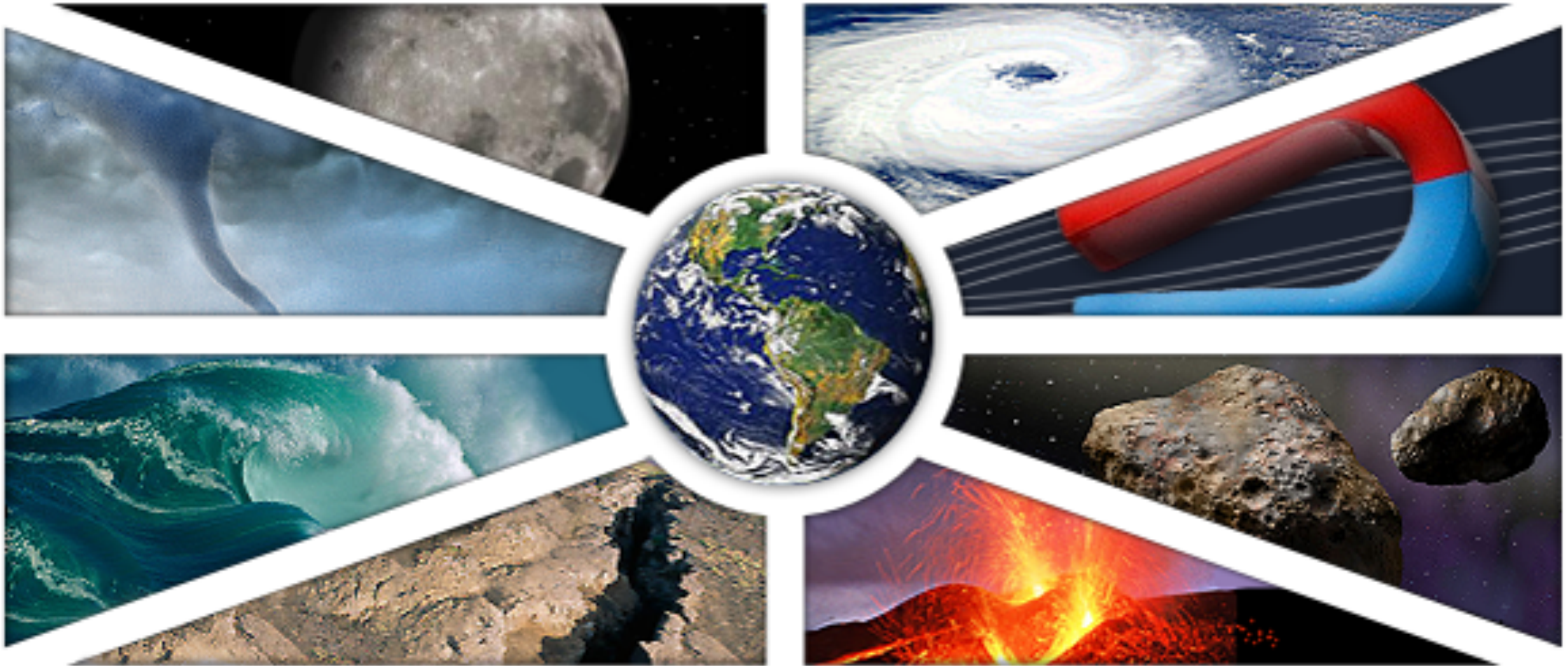
recreation



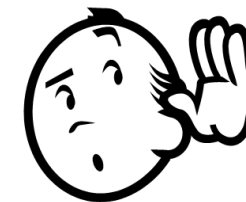
activity done for enjoyment when one is not working



Why is the Earth at risk?



Listen



3 (11.1) You are going to hear four teenagers talking about the types of environmental damage that they take most seriously.

- a** Which of the types of damage listed in question **1a** do they mention?
- b** Do any of the speakers have the same worries as you?

a- global warming, endangered animals, pollution, deforestation

b. Do any of the speakers have the same worries as you?

Check your understanding

4 (11.1) Listen again and complete each of these sentences with one word from the interviews.

Speaker 1

a The boy takes global warming most seriously because it affects **everything**.

Speaker 2

b In the city centre, where the girl lives, there is a(n) **unbearable** pollution problem.

c The girl thinks people are becoming **ill** as a result.

d The worst pollution is caused by **buses**, not cars.

e In the street, people's **eyes** sting, and breathing is often **difficult**.

Speaker 3

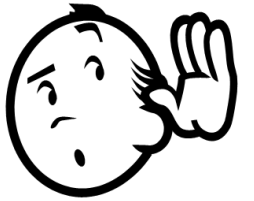
f The boy worries most about the **rainforests**.

g He worries about the animals and the **people** who live in the forests.

Speaker 4

h The girl is particularly worried about **animals**.

i She thinks everyone should stop **hunting** animals.



5 Complete these lists with words from the interviews.

Verb

Noun

1 pollute

pollution

2 breathe

breath

3 disappear

disappearance

4 destroy

destruction



Read the paragraph and answer the questions.

- a What is 'CEFAS'?
- b What is the joint project between CEFAS and EPA about?
- c What are the characteristics of Kuwait Bay?
- d Give your opinion on projects like the Kuwait Bay project. Can they help us save the planet? If yes, how? If no, why not?

a Center for Environment, Fisheries and Aquaculture Science.

b It is to appraise and improve the ecological quality of Kuwait Bay.

c Kuwait Bay is an important marine resource. It provides employment, recreation, food and wildlife habitats.

d (Students' own answers)

Kuwait Bay

The British organisation CEFAS (Centre for Environment, Fisheries and Aquaculture Science) is working in partnership with the local Environment Public Authority (EPA) to appraise and improve the ecological quality of Kuwait Bay. EPA is an organisation that has set developmental goals at all levels: regional, national and international. Provoked by recent red tide events, the Kuwait government is funding this joint project, since Kuwait Bay is an important marine resource. The project will develop a supervision strategy to enhance the water quality of Kuwait Bay and protect human health. It provides employment, recreation, food and wildlife habitats. Therefore, to make sure these resources are available in the long term, the bay must be managed in a sustainable way, which is the overall aim of the project. During her interview with Kuwait Times, Dr. Michelle Devlin said, "This project will help everyone enjoy Kuwait's waters for years to come."

What can we do protect the environment and stop global warming?

- Air pollution (Cars should use harmless fuel , Factories should be built in far areas)
- Water pollution (Strict rules should be followed to stop throwing rubbish into the sea)

In what way do we have the power to decide the fate of our planet and ourselves ?

- We can damage our planet if we are careless , greedy and ignorant .
- On the other hand , we can keep it safe by protecting its renewable resources

What type of environmental damage has our planet recently sustained ?

- **Pollution**
- **Deforestation**
- **Global Warming**
- **Overpopulation**
- **Endangered species**
- **Over consumption of renewable resources**

In what way do we have the power to keep our planet and ourselves?

- **We must use renewable resources such as water well**
- **We must stop felling forests**
- **We must stop killing wild animals**

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Thank you



2 Answer the following questions.

- a The text mentions many reasons why a particular animal may become endangered. List them and add some further reasons of your own.

- b Can you think of any ways in which you can save endangered animals?

3 Read the article again. Are these statements True (T) or False (F)? Justify your answers.

- a African Forest Elephants are unable to breed with African Bush Elephants.
- b Illegal hunting has stopped as a result of law enforcement.
- c Animal habitats are destroyed by farmers planting trees.
- d Borneo and Sumatra are safe havens for the Orangutan.
- e The percentage of orangutans decreased by 50% in a period of ten years.
- f Farmers kidnap and sell adult orangutans and keep baby orangutans as pets.
- g The illegal trade in animals has only existed since the start of the 20th century.

4 Find words or phrases in the article to match these definitions. The identifying letter of the relevant paragraph is given in brackets.

- a not exactly / roughly / about (A) _____
- b found over a large area of land (A) _____
- c place where animals live (A) _____
- d a unit for measuring land area (B) _____
- e plants that farmers grow for food (B) _____
- f protection from the weather and enemies (B) _____
- g danger (C) _____
- h violent / destructive (C) _____
- i illegal hunting (D) _____
- j continued existence (D) _____

5 What do the words in italics in these sentences from the article on page 76 refer to?

- a there are now around twenty thousand, and *this number* is decreasing every year. _____
- b to give farmers new land to grow *their* crops. _____
- c For poor people living in *these areas*, orangutans can bring in money ... _____
- d Because of the reduction in the size of the forests where *they* live, _____
- e *The latter* has a longer and narrower jaw bone, _____
- f However, hybrids between *the two species* commonly occur. _____

Over to you

- 6 Are you for or against spending so much money on saving endangered species when there are people starving in the world? Why? Justify your answer.



Key words
 hybrid, kidnap, latter, nominal, toenail, tusk

Reading

- 1 Read the article then put the sentences below in the correct place. There are two more sentences than you need.

A fight for survival

A Orangutans were once widespread throughout south-east Asia but now are only found in the wild on the islands of Borneo and Sumatra. Ten years ago there were approximately forty thousand orangutans in the wild. _____ There are many reasons why orangutans have become endangered. One important reason is habitat destruction. Our planet is continually changing, causing habitats to be altered and modified.

B _____ Every year thousands of acres of trees are cut down for wood and to give farmers new land to grow their crops. Serious forest fires also destroyed large areas of forest in the 1990s. Orangutans depend on the forest for shelter and food and need large areas to find insects and fruit to eat.

C _____ Because of the reduction in the size of the forests where they live, orangutans sometimes eat some of the crops that farmers grow. Therefore, it is common for people to kill adult orangutans to protect their crops, and to kidnap and sell baby orangutans as pets. However as adults, orangutan can be aggressive and difficult to keep.

D _____ Since the start of the 20th century, poaching has significantly reduced the population of African elephants in certain regions. Currently, the African Elephant has nominal governmental protection, but poaching is still a major threat to the African Elephant's survival. Illegal hunting creates orphans, who are unable to care for themselves, and removes mature elephants from the population, thereby preventing the birth of new elephants.

E _____ The latter has a longer and narrower jaw bone, rounder ears, a different number of toenails, straighter and downward-pointing tusks, and is of a considerably smaller size. However, hybrids between the two species commonly occur.

- a Due to the trade in animal parts, many species suffer high rates of exploitation.
- b For poor people living in these areas, orangutans can bring in money, but can also be a threat.
- c There are now around twenty thousand, and this number is decreasing every year.
- d Several charity organisations are working to save the orangutans of Borneo and Sumatra.
- e The natural habitat of the orangutan is the forest, but the forest itself is in danger.
- f Zoologists distinguish between two species of African elephants; the African Forest Elephant and the African Bush Elephant.
- g The Orangutan is an incredibly intelligent and sociable creature.

**A lot of animals are endangered with extinction.
Give reasons.**

- **poaching,**
- **trade in animal parts,**
- **hunting,**
- **killing,**
- **habitat destruction and**
- **deforestation.**

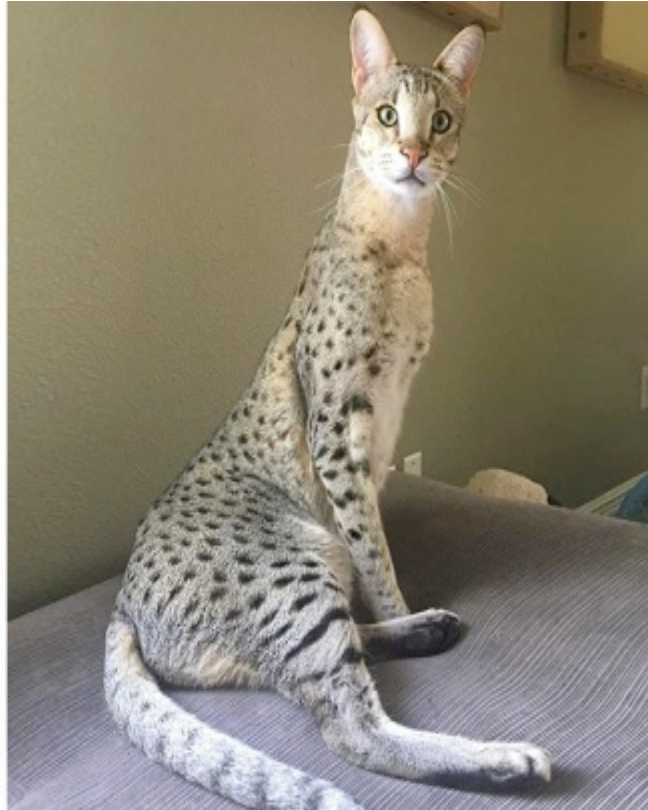
How can we save the endangered animals from extinction?

- **keeping them in game parks to breed,**
- **setting strict laws to prevent poaching,**
- **stop destroying their habitat,**
- **banning poachers from hunting them**
- **producing hybrid species**

hybrid

n.

the offspring of two plants or animals of different pieces or varieties



kidnap

v.

to take (someone) away illegally by force



latter

Adj.



denoting the second mentioned of two people or things

nominal

Adj.

existing in name only



toenail



the nail at the top of each toe



tusk

n.

a long, pointed tooth that sticks out of the mouth of animals like elephants



1 Read the sentences

A fight for survival

- C** **A** Orangutans were once widespread throughout south-east Asia but now are only found in the wild on the islands of Borneo and Sumatra. Ten years ago there were approximately forty thousand orangutans in the wild. There are many reasons why orangutans have become endangered. One important reason is habitat destruction. Our planet is continually changing, causing habitats to be altered and modified.
- E** **B** Every year thousands of acres of trees are cut down for wood and to give farmers new land to grow their crops. Serious forest fires also destroyed large areas of forest in the 1990s. Orangutans depend on the forest for shelter and food and need large areas to find insects and fruit to eat.
- B** **C** Because of the reduction in the size of the forests where they live, orangutans sometimes eat some of the crops that farmers grow. Therefore, it is common for people to kill adult orangutans to protect their crops, and to kidnap and sell baby orangutans as pets. However as adults, orangutan can be aggressive and difficult to keep.
- A** **D** Since the start of the 20th century, poaching has significantly reduced the population of African elephants in certain regions. Currently, the African Elephant has nominal governmental protection, but poaching is still a major threat to the African Elephant's survival. Illegal hunting creates orphans, who are unable to care for themselves, and removes mature elephants from the population, thereby preventing the birth of new elephants.
- F** **E** The latter has a longer and narrower jaw bone, rounder ears, a different number of toenails, straighter and downward-pointing tusks, and is of a considerably smaller size. However, hybrids between the two species commonly occur.



- a** Due to the trade in animal parts, many species suffer high rates of exploitation.
- b** For poor people living in these areas, orangutans can bring in money, but can also be a threat.
- c** There are now around twenty thousand, and this number is decreasing every year.
- d** Several charity organisations are working to save the orangutans of Borneo and Sumatra.
- e** The natural habitat of the orangutan is the forest, but the forest itself is in danger.
- f** Zoologists distinguish between two species of African elephants; the African Forest Elephant and the African Bush Elephant.
- g** The Orangutan is an incredibly intelligent and sociable creature.

2 Answer the following questions.

- a The text mentions many reasons why a particular animal may become endangered. List them and add some further reasons of your own.

Habitat destruction

Environment pollution

Poaching (illegal hunting)

Forest fires

-
- b Can you think of any ways in which you can save endangered animals?

Building nature reserves and game parks

Raising donations for preserving local endangered animals

Imposing more strict laws on illegal hunting and raising penalties

3 Read the article again. Are these statements True (T) or False (F)? Justify your answers.

- a African Forest Elephants are unable to breed with African Bush Elephants. **X FALSE**

Hybrids between the two species commonly occur.

- b Illegal hunting has stopped as a result of law enforcement. **X FALSE**

Illegal hunting has nominally stopped as a result of law reinforcement.

- c Animal habitats are destroyed by farmers planting trees. **X FALSE**

Animal habitats are destroyed by farmers cutting down trees.

- d Borneo and Sumatra are safe havens for the Orangutan. **X FALSE**

Several charity organisations are working to save the orangutans of Borneo and Sumatra.

- e The percentage of orangutans decreased by 50% in a period of ten years. **✓ TRUE**

- f Farmers kidnap and sell adult orangutans and keep baby orangutans as pets. **X FALSE**

Farmers kill adult orangutans and kidnap and sell the baby orangutan as a pet.

- g The illegal trade in animals has only existed since the start of the 20th century. **X FALSE**

The illegal trade in animals has significantly reduced the population of African elephants.

4 Find words or phrases in the article to match these definitions. The identifying letter of the relevant paragraph is given in brackets.

a not exactly / roughly / about

(A) **approximately**

b found over a large area of land

(A) **widespread**

c place where animals live

(A) **habitat**

d a unit for measuring land area

(B) **acre**

e plants that farmers grow for food

(B) **crops**

f protection from the weather and enemies (B)

shelter

g danger (C)

threat

h violent / destructive

(C) **aggressive**

i illegal hunting (D)

aggressive

j continued existence

(D) **survival**

5 What do the words in italics in these sentences from the article on page 76 refer to?

- a there are now around twenty thousand, and *this number* is decreasing every year. number of orangutans
- b to give farmers new land to grow *their* crops. farmers
- c For poor people living in *these areas*, orangutans can bring in money ... forests
- d Because of the reduction in the size of the forests where *they* live, orangutans
- e *The latter* has a longer and narrower jaw bone, African Bush Elephant
- f However, hybrids between *the two species* commonly occur. African Forest and African Bush elephants

Over to you

6 Are you for or against spending so much money on saving endangered species when there are people starving in the world? Why? Justify your answer.

I'm for spending so much money on saving endangered species when there are people starving in the world.

They keep the balance of nature.

They are apart of our heritage.

I'm against spending so much money on saving endangered species when there are people starving in the world.

Man is the most important creature on earth.

Money should be spent for the good of people who are starving.



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HOD Mr. Hesham Al- Sakhawi

Vocabulary

The environment

1 Choose the correct word to describe each part of the pictures below.

smokestack exhaust fumes factory landfill site smoke vehicle waste



2 Complete sentences a-c using the words and phrases you used to label the illustrations.

- Look at that factory. There's black _____ coming from the _____ 24 hours a day, 7 days a week.
- _____ from the exhaust pipe of _____ can make it difficult for people to breathe.
- There's a _____ on the outskirts of our city where they dump people's _____.

Compound nouns

 Grammar reference page 125

3 These nouns have two or more parts.

- Use a word from List A and another from List B to form compound nouns.

A	B
1 animal	change
2 climate	site
3 global	fumes
4 landfill	habitat
5 exhaust	warming

- Work in groups. Choose one of the compound nouns and talk to the rest of the group about this subject for one minute.

Pronunciation

 Stress patterns

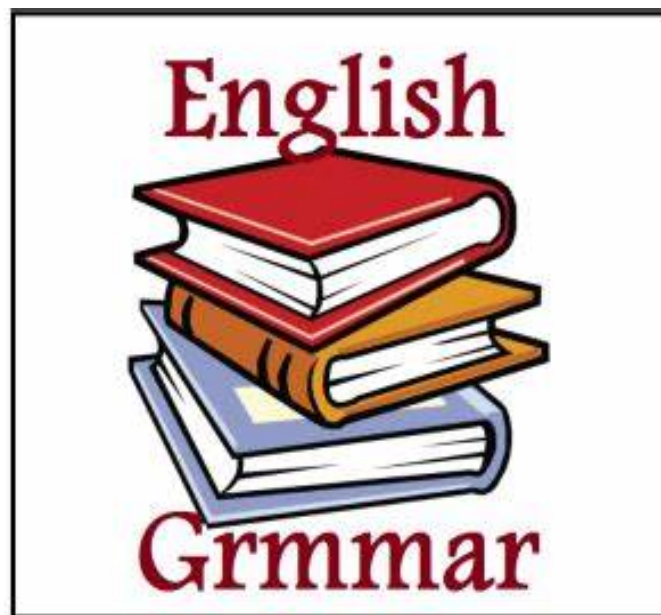
4 Match a sentence from List A with another from List B to find pairs of sentences that have the same stress pattern. It may help you if you read the sentences aloud.

A	B
a Do you work at home?	She's really worried.
b It's getting worse.	Taxis are fast.
c I don't believe him.	Does he like to swim?
d I'm very frightened.	I want to see you.
e Buses are slow.	He's feeling ill.

5 Compare your answers with a partner.

6 (11.2) Listen and check your answers. Then listen again and repeat each pair of sentences. Try to make the stress patterns of the two sentences sound the same.

Words to remember
anticipate, consent, contradict, dread, dump, exhaust pipe, fell, landfill site, smokestack, suspect



Grammar

Stative vs. dynamic verbs Grammar reference pages 134-135

1 Make a list of the verbs which people use to talk about their thoughts and feelings in these extracts from the interviews. What tense are all these verbs in?

- ... I **don't think** things are getting better.
- I **suppose** global warming is the most serious problem for me.
- ... the **pollution** is unbearable. I **believe** it's making people ill.
- I **reckon** this is causing global warming ...
- I **love** wild animals, and I **hate** to think that more of them will become extinct.
- I **know** what the problems are: people are **hunting** ...

2 Put the verbs from extracts 1a-f into these two lists:

- Thoughts _____
- Feelings _____

Then add these verbs to your lists:

consent anticipate dread realise suspect contradict

Note

These thinking and feeling verbs do not describe actions, so they are sometimes called stative verbs. They are not usually used in the continuous form.

3 We can use the continuous form of some stative verbs but with a different meaning.

- What is the difference in meaning between the forms of think in these sentences?
I **think** we should protect wild animals.
I **am thinking** about tigers and pandas in particular.
Which form of the verb means I believe and which means I have in my mind?
- What is the difference in meaning between the forms of anticipate in these sentences?
I **anticipate** that things will improve.
I **am anticipating** that my brother will call.
Which form of the verb means wait for and which means imagine?

11.10. Use English

4 Discuss these questions in pairs or groups.

- What do you know about global warming?
- How do you think people in Kuwait can protect the environment and stop global warming?
- What do you believe will happen if people do not stop felling the rainforests?
- What do you think we should do to improve situations like the one shown in this photograph?



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What are the negative effects of global warming?

- The world climate will change.
- It leads to dangerous diseases.
- It affects the environment badly.
- Extinction of animals.
- Health problems.

How can we protect our environment and stop global warming?

- They can grow more trees and plants.
- They can stop cutting trees.
- They can keep seas, oceans and rivers clean.

anticipate

v.

to regard as probable; to expect or predict



dread

v.

to anticipate with great apprehension or fear



suspect

v.

to doubt the genuineness or truth of



fell
to cut down a tree

v.



consent

v.

to give permission for something to happen



contradict

v.

to deny the truth of (a statement), esp. by asserting the opposite



1. Dynamic verbs

 **Verbs which refer to actions are called dynamic verbs.**

Dynamic verbs can be used in the simple and perfect forms (plays, played, has played, had played) as well as the continuous or progressive forms (is playing, was playing, has been playing, had been playing).

Ex: I usually *drink* coffee every morning for breakfast.

Ex: This morning I *am drinking* tea.

2. Stative verbs

 **Verbs which refer to conditions or states are called stative verbs.**

We do not usually use these verbs in continuous tenses:

I *believe* traffic pollution is bad for us. (Not I am believing)

Do you *know* where she lives? (Not Are you knowing)

We use Stative verbs to express what we think or believe and how we feel.

Note that we **CANNOT** use these verbs in the continuous (progressive) forms; you CAN'T say "*Yong is owning three cars." Owning is a state, not an action, so it is always in the simple form.

Thoughts	Emotions	Senses	Possession
believe	love / hate	see	have
think	like / dislike	hear	own
agree / disagree	adore	smell	possess
doubt	loathe	taste	contain
know	desire	seem	belong
remember / forget	appreciate	feel	want
suspect	want	look	consist
imagine	need	touch	include

We can use some thinking / believing verbs in continuous tenses. If we do this their meaning changes:

I think we should protect wild animals.

(think = believe)

I am thinking about getting a bike.

(think = consider)

I expect things will improve.

(expect = believe)

I am expecting a letter from my pen friend.

(expect = wait for)

Choose the correct option:

1. Iyou are a nice person.

**a- think
thinking**

b- am thinking

c- thinks

d-

2. Itgood.

a- tasting

b- is tasting

c- tastes

d- taste

3. Yougreat.

a- are looking

b- is looking

d- looking

d- look

4. He's beensince this morning.

a- working

b- work

d- worked

d- works

5. Hea huge house.

a- is having

b- has

d- have

d- having

6. Theyat the photo album now.

a- are looking

b- looks

d- looking

d- is looking



1 Make a list of the verbs which people use to talk about their thoughts and feelings in these extracts from the interviews. What tense are all these verbs in?

a ... I don't think things are getting better.

b I suppose global warming is the most serious problem for me.

c ... the pollution is unbearable. I believe it's making people ill.

d I reckon this is causing global warming ...

e I love wild animals, and I hate to think that more of them will become extinct.

f I know what the problems are: people are hunting ...

Each verb is in the present simple tense.



Put the verbs from extracts 1a–f into these two lists:

- Thoughts think, suppose, believe, reckon, know, consent, anticipate, realise, suspect, contradict
- Feelings love, hate, dread

Then add these verbs to your lists:

consent


anticipate

dread

realise

suspect

contradict

 We can use the continuous form of some stative verbs but with a different meaning.

a What is the difference in meaning between the forms of *think* in these sentences?

I think we should protect wild animals.

I am thinking about tigers and pandas in particular.

Which form of the verb means *I believe* and which means *I have in my mind*?

I think is a 'permanent' opinion (= **I believe**).

I am thinking refers to something which the speaker is considering at the moment (= **I have in my mind**).

- b** What is the difference in meaning between the forms of *anticipate* in these sentences?
I anticipate that things will improve.
I am anticipating that my brother will call.
Which form of the verb means *wait for* and which means *imagine*?

I anticipate is a general opinion (= I imagine).

I am anticipating describes a current situation (= waiting for).

Think and speak



4 Discuss these questions in pairs or groups.

- a What do you know about global warming?
- b How do you think people in Kuwait can protect the environment and stop global warming?
- c What do you believe will happen if people do not stop felling the rainforests?
- d What do you think we should do to improve situations like the one shown in this photograph?

discussion

exhaust pipe



a pipe on a car or machine through which waste gases pass



smokestack

n.

a chimney or pipe for discharging smoke from a locomotive, ship, factory, etc.



landfill site

n.

a place to dispose of refuse and other waste material by burying it and covering it over with soil, esp. as a method of filling in or extended usable land



dump

V.

to deposit or dispose of garbage in a careless or hurried way



Vocabulary

The environment



Choose the correct word to describe each part of the pictures below.

smokestack

exhaust fumes

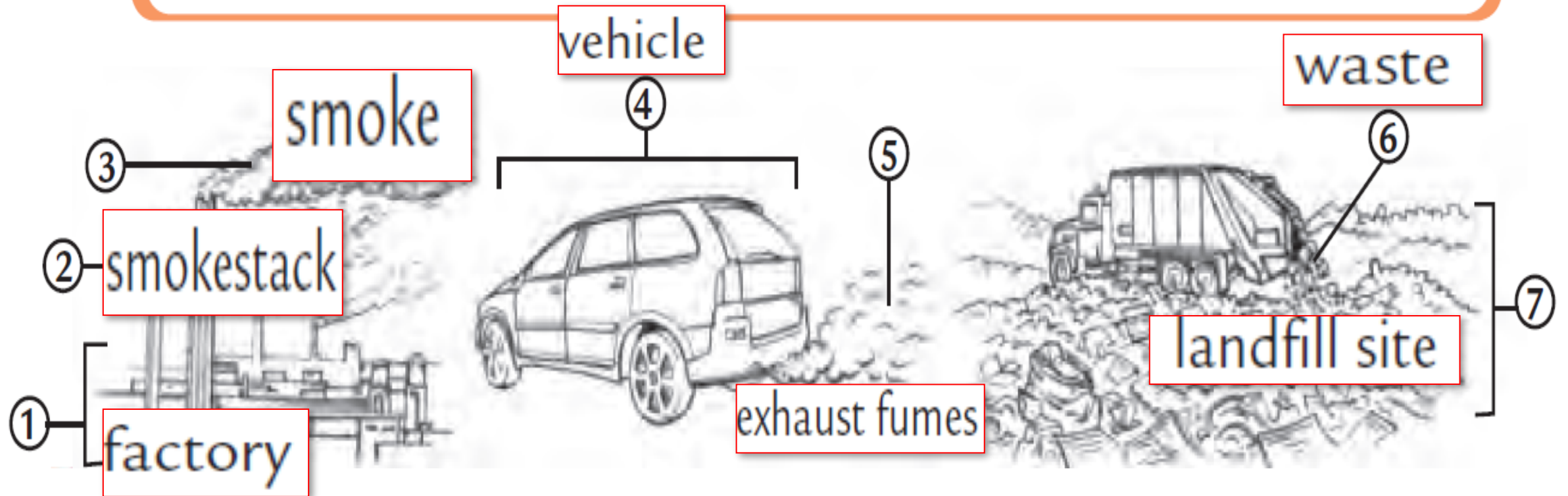
factory

landfill site

smoke

vehicle

waste





2 Complete sentences a–c using the words and phrases you used to label the illustrations.

smokestack

a Look at that factory. There's black **smoke** coming from the _____ 24 hours a day, 7 days a week.

exhaust fumes

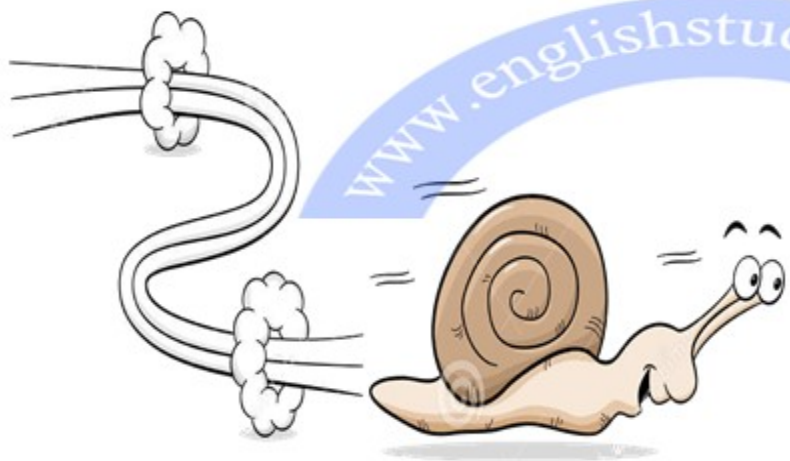
b _____ from the exhaust pipe of **vehicles** can make it difficult for people to breathe.

c There's a **landfill site** _____ on the outskirts of our city where they dump people's **waste** _____.

COMPOUND NOUNS



+



=



break

English Study Page

fast

English Study Page

breakfast

Compound noun is a noun which is made up of with 2 or more words

Haircut

Rain Forest

Aircraft

Eggplant

Armchair

Ice cream

Football

Bathroom

Self-esteem


Software

fireman

Compound nouns

Grammar reference page 125

COMMON COMPOUND NOUNS

- | | | | | |
|--|-------------|---------------|-------------|--------------|
| • Anymore | • Comeback | • Friendship | • Lifespan | • Seafood |
| • Airline | • Carpet | • Gentleman | • Moonlight | • Seashore |
| • Airport  | • Cowboy | • Goldfish | • Myself | • Skateboard |
| • Aircraft | • Cupboard | • Grandfather | • Notebook | • Skyscraper |
| • Armchair | • Chopstick | • Grandmother | • Newspaper | • Sunrise |
| • Boyfriend | • Classmate | • Grasshopper | • Nobody | • Snowboard |

Compound Nouns

- | | |
|------------------------|----------------------|
| <i>apple tree</i> | <i>housekeeper</i> |
| <i>bathroom</i> | <i>ladybug</i> |
| <i>birds-of-prey</i> | <i>lawn mower</i> |
| <i>bus stop</i> | <i>mother-in-law</i> |
| <i>catfish</i> | <i>necktie</i> |
| <i>courthouse</i> | <i>seafood</i> |
| <i>database</i> | <i>skydiving</i> |
| <i>daughter-in-law</i> | <i>son-in-law</i> |
| <i>downstairs</i> | <i>textbook</i> |
| <i>eggplant</i> | <i>thunderstorm</i> |
| <i>eyeball</i> | <i>toothbrush</i> |



3 These nouns have two or more parts.

a Use a word from List A and another from List B to form compound nouns.

A

- 1** animal
- 2** climate
- 3** global
- 4** landfill
- 5** exhaust

B

- change
site
fumes
habitat
warming

- 1. animal habitat**
- 2. climate change**
- 3. global warming**
- 4. landfill site**
- 5. exhaust fumes**

Pronunciation Stress patterns

4 Match a sentence from List A with another from List B to find pairs of sentences that have the same stress pattern. It may help you if you read the sentences aloud.

A

- a Do you work at home?
- b It's getting worse.
- c I don't believe him.
- d I'm very frightened.
- e Buses are slow.

B

- ⓓ She's really worried.
- ⓔ Taxis are fast.
- ⓐ Does he like to swim?
- Ⓒ I want to see you.
- ⓑ He's feeling ill.



Compare your answers with a partner.



(11.2) Listen and check your answers. Then listen again and repeat each pair of sentences.

Try to make the stress patterns of the two sentences sound the same.

Stress patterns

A

- a. Do you work at home?
- b. It's getting worse.
- c. I don't believe him.
- d. I'm very frightened.
- e. Buses are slow.

B

- She's really worried.
- Taxis are fast.
- Does he like to swim?
- I want to see you.
- He's feeling ill.

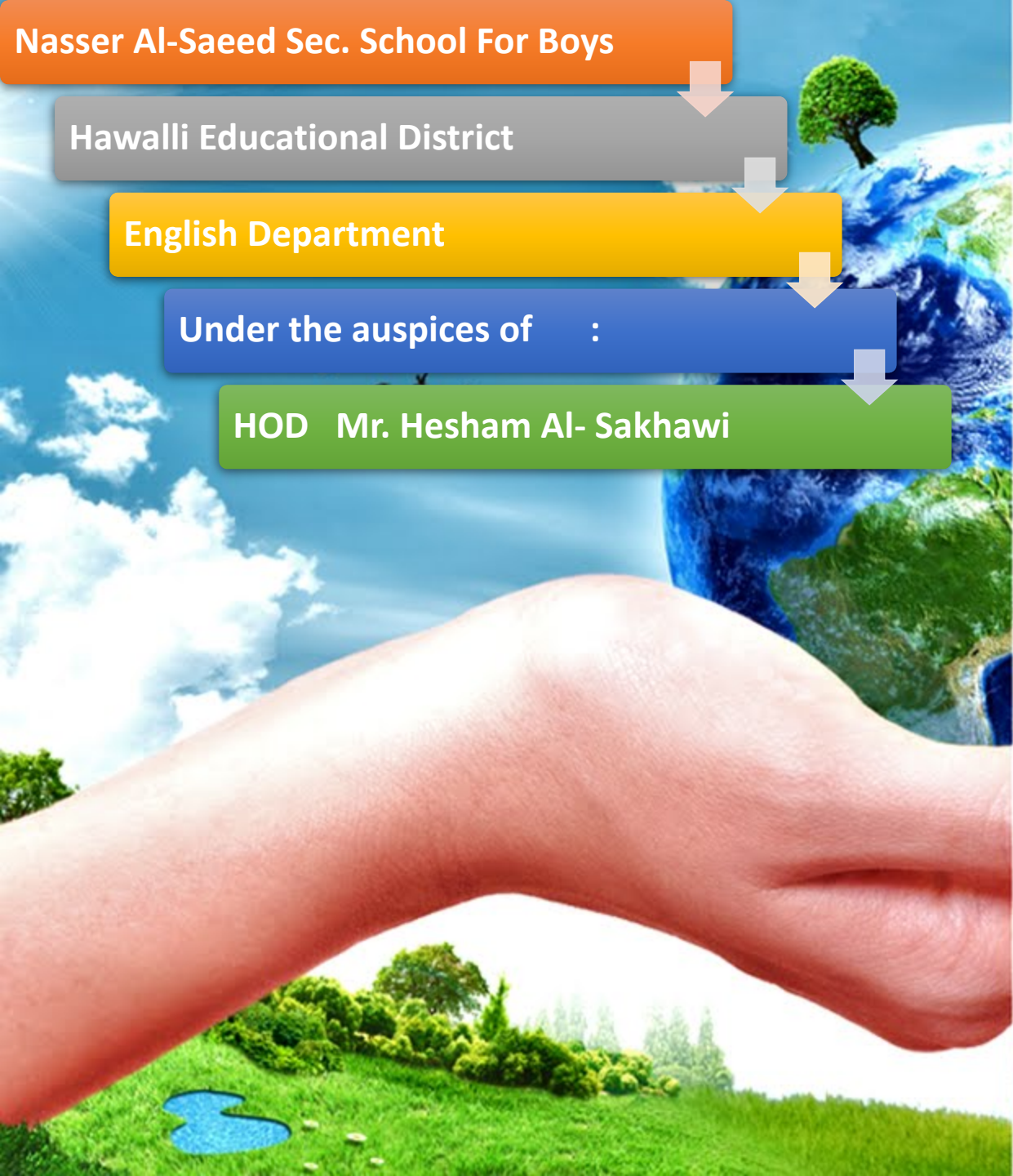
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Language practice

1 Complete the sentences below with words formed from the words in capitals.

- a People are worried about the threat of environmental _____ . POLLUTE
- b The _____ of the forests of Borneo is threatening orangutans. DESTROY
- c Some experts believe that _____ warming affects our climate. GLOBE
- d People have great _____ looking after adult orangutans. DIFFICULT
- e Charities try to _____ people to give money to their causes. PERSUASION
- f Acid rain may have caused major _____ damage. ENVIRONMENT
- g Ice has made the roads _____ . DANGER
- h The government is holding campaigns to save the orangutan from _____. EXTINCT

2 Fill in the blanks with the correct word from the word box. There are more words than you need.

climate pollution fumes habitat landfill warming catastrophe

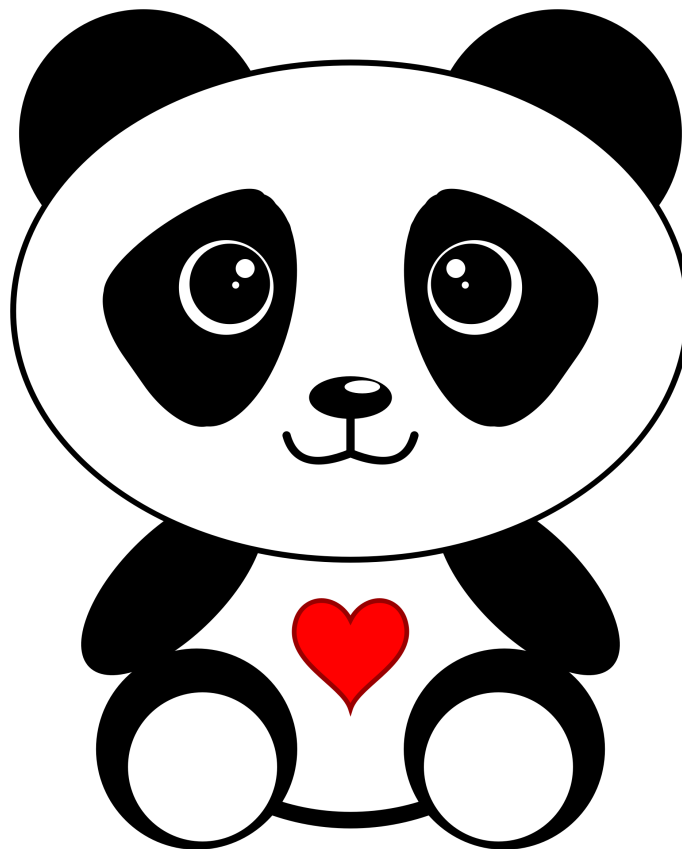
- a The natural home of an animal is called its _____ .
- b The rapid disappearance of rainforests is a major cause of global _____ .

- c Scientists have predicted that over a million species could become extinct by the middle of this century as _____ change threatens their habitats.
- d Recycling diverted 79 million tons of waste away from _____ sites.
- e One main reason for air pollution is the exhaust _____ produced by cars and other vehicles.



Dynamic vs. Stative Verbs

- Dynamic verbs may also be referred to as action verbs because they refer to actions.
- We can use dynamic verbs in simple and continuous tenses.
I usually go to school by bus.
This morning, I am going to school by bus.
- Some verbs are never or hardly ever used in continuous form. We call such verbs stative verbs (they express thoughts, beliefs or feelings.)
- Here is a list of common verbs which are not often used in the continuous form. Thinking verbs: know, realise, suppose, understand, agree, believe, expect, suspect, think.
Feeling verbs: fear, hate, like, love.
• Many stative verbs are occasionally used in the continuous form in order to emphasise the idea of change or development.
I feel we shouldn't do it.
I am feeling sick.



3 Two years ago, a young teenage boy started a toy animal company in order to raise money to help endangered animals. He went to Hollywood film stars and asked them to buy his toys. In your notebook, write five questions that he may have used to politely ask the stars to buy his toy animals.

4 Write the correct verb forms in these sentences.

- a Who (you / go) _____ to the match on Saturday with?
- b What (you / wear) _____ last winter?
- c I can't stand cartoons. I (think) _____ they are silly.
- d Diana (usually / not sit) _____ next to Ellen.
- e I (not take) _____ the bus to school today.

5 Complete this short article with the correct form of the verbs in brackets.

Faisal runs a giant panda centre in China. He (1) _____ (believe) that the world must do something now to save the giant panda. 'In 20 years it will be too late,' he (2) _____ (say). 'We must save some large areas of bamboo forest now. I (3) _____ (not think) we'll be able to do it if we wait more than five years.' Currently, Faisal (4) _____ (spend) much of his time trying to persuade people to give money to support the work of his centre. He fears that he won't be able to achieve his aim, but he (5) _____ (always think) of new ways of making money to help his animals.



6 Match the words in bold with the correct definition then use these words to form meaningful sentences. There is one more definition than you need.

- a The number of orangutans is decreasing every year. There are many reasons why orangutans have become **endangered**.
 - b **Hybrids** between the two species commonly occur.
 - c People **kidnap** baby orangutans but adults are difficult to keep.
 - d The African Elephant has **nominal** governmental protection, but illegal hunting is still a serious issue.
- 1 existing in name only
 - 2 seriously at risk of extinction
 - 3 animals fighting over territory
 - 4 take a person or an animal away illegally by force
 - 5 the offspring of two plants or animals of different species or varieties

7 Join the two sentences using the connectors in brackets.

- a You can hear what I'm saying. You keep quiet. (if) _____
- b I won't invite my classmates to a party. I know them well. (until) _____
- c He arrived home. I had already cleaned the house. (by the time) _____
- d The first quiz was easy. This one is extremely difficult. (whereas) _____
- e She's snobbish. People like her. (yet) _____
- f We're broke. We can't buy anything. (since) _____

U 11 L 6 WB P 78-88

Asynchronous 6

1 Complete the sentences below with words formed from the words in capitals.

a People are worried about the threat of environmental _____.
POLLUTE

pollution

b The _____ of the forests of Borneo is threatening orangutans.
DESTROY

destruction

c Some experts believe that _____ warming affects our climate.
GLOBE

global

d People have great _____ looking after adult orangutans.
DIFFICULT

difficulty

e Charities try to _____ people to give money to their causes.
PERSUASION

persuade

f Acid rain may have caused major _____ damage.
ENVIRONMENT

environmental

g Ice has made the roads _____.
DANGER

dangerous

h The government is holding campaigns to save the orangutan from _____.
EXTINCT

extinction

2 Fill in the blanks with the correct word from the word box. There are more words than you need.

climate pollution fumes habitat
landfill warming catastrophe

a The natural home of an animal is called its habitat.

b The rapid disappearance of rainforests is a major cause of global warming.

c Scientists have predicted that over a million species could become extinct by the middle of this century as climate change threatens their habitats.

d Recycling diverted 79 million tons of waste away from landfill sites.

e One main reason for air pollution is the exhaust fumes produced by cars and other vehicles.

Grammar assistant

Dynamic vs. Stative Verbs

- Dynamic verbs may also be referred to as action verbs because they refer to actions.
- We can use dynamic verbs in simple and continuous tenses:
I usually go to school by bus.
This morning, I am going to school by bus.
- Some verbs are never or hardly ever used in continuous form. We call such verbs stative verbs (they express thoughts, beliefs or feelings.)
- Here is a list of common verbs which are not often used in the continuous form.
Thinking verbs: *know, realise, suppose, understand, agree, believe, expect, suspect, think.*
Feeling verbs: *fear, hate, like, love.*
- Many stative verbs are occasionally used in the continuous form in order to emphasise the idea of change or development.
I feel we shouldn't do it.
I am feeling sick.



Two years ago, a young teenage boy started a toy animal company in order to raise money to help endangered animals. He went to Hollywood film stars and asked them to buy his toys. In your notebook, write five questions that he may have used to politely ask the stars to buy his toy animals.

Have you got a pet animal or bird at home?

What is your favourite endangered animal? Why?

Have you got a plan to save endangered species from extinction?

What are your suggestions to protect them?

Would you like to donate some money to save endangered species from extinction?

4 Write the correct verb forms in these sentences.

- a Who (*you / go*) **are you going** _____ to the match on Saturday with?
- b What (*you / wear*) **did you wear** _____ last winter?
- c I can't stand cartoons. I (*think*) **think** _____ they are silly.
- d Diana (*usually / not sit*) **doesn't usually sit** _____ next to Ellen.
- e I (*not take*) **am not taking** _____ the bus to school today.

5 Complete this short article with the correct form of the verbs in brackets.

Faisal runs a giant panda centre in China. He (1) _____ (*believe*) that the world must do something now to save the giant panda. 'In 20 years it will be too late,' he (2) _____ (*say*). 'We must save some large areas of bamboo forest now. I (3) _____ (*not think*) we'll be able to do it if we wait more than five years.' Currently, Faisal (4) _____ (*spend*) much of his time trying to persuade people to give money to support the work of his centre. He fears that he won't be able to achieve his aim, but he (5) _____ (*always think*) of new ways of making money to help his animals.



1- believes

2- says

3- don't think

4- spends

5- always thinks

6 Match the words in bold with the correct definition then use these words to form meaningful sentences. There is one more definition than you need.

- a The number of orangutans is decreasing every year. There are many reasons why orangutans have become **endangered**.
- b **Hybrids** between the two species commonly occur.
- c People **kidnap** baby orangutans but adults are difficult to keep.
- d The African Elephant has **nominal** governmental protection, but illegal hunting is still a serious issue.

2

seriously at risk of extinction

5

the offspring of two plants or animals of different species or varieties

4

take a person or an animal away illegally by force

1

existing in name only

- 1 existing in name only
- 2 seriously at risk of extinction
- 3 animals fighting over territory
- 4 take a person or an animal away illegally by force
- 5 the offspring of two plants or animals of different species or varieties

7 Join the two sentences using the connectors in brackets.

a You can hear what I'm saying. You keep quiet. (if)

You can hear what I'm saying **if** you keep quiet.

b I won't invite my classmates to a party. I know them well. (until)

I won't invite my classmates to a party **until** I know them well.

c He arrived home. I had already cleaned the house. (by the time)

By the time he arrived home, I had already cleaned the house.

d The first quiz was easy. This one is extremely difficult. (whereas)

The first quiz was easy **whereas** this one is extremely difficult.

e She's snobbish. People like her. (yet)

She's snobbish, **yet** people like her.

f We're broke. We can't buy anything. (since)

Since we're broke, we can't buy anything.

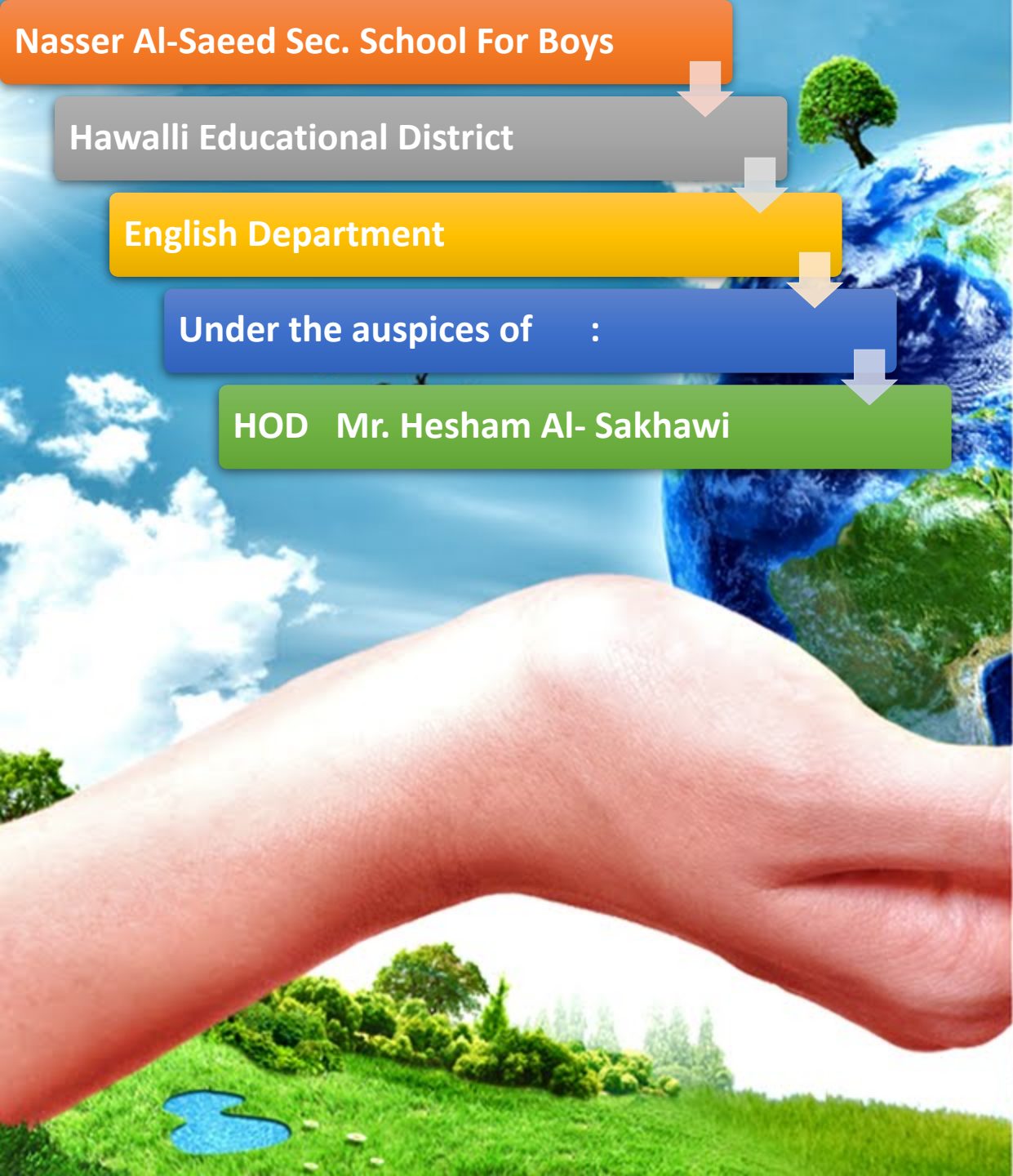
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Reading An open letter

Before you read

1 Look at the photograph and discuss these questions.

- Why are the trees being cut down?
- What happens to the wood from the trees? What happens to the land?
- How is what is happening in the photograph an environmental issue?



While you read

2 Read this open letter and answer these questions.

- Whom is the letter to? Whom is it from?
- What is the main worry expressed in the letter?
- Is the letter written in formal or informal language? Find two examples.
- Why do you think the writers want this to be an open letter?

The Editor

Natural Kuwait Magazine

Dear Sir,

This letter is to everyone who is attending this week's international symposium on the environment in Geneva.

We are students in our last year at high school and we are writing to express our anxiety about the environmental plight which confronts the world today.

We are chiefly concerned with the effects of global warming, which will have a worldwide impact over the next hundred years. We are not only worried for ourselves, but also for our children and our grandchildren.

Our own government is working very hard to tackle this problem, but we know that the situation can only be amended if all countries throughout the world work together. So, at your symposium this week, we hope you can all agree on action that will help to protect the Earth for now and for future generations.

Yours faithfully,

56 pupils from Kuwait High School

3 Cutting down trees leads to one type of pollution. List five more types of pollution and rank them according to how dangerous you feel they are to the planet. Suggest ways to solve these problems.

	Pollution	Solution
1		
2		
3		
4		
5		





Air pollution

Deforestation



A large, clear plastic water jug is positioned on a rocky, pebbly beach. The jug is partially filled with water and has a blue cap. The background features a calm sea meeting a dramatic, sunset sky with heavy, golden-orange clouds. The overall mood is one of scarcity and environmental concern.

Drought



Extinction

tackle

v.

to make determined efforts to deal with a problem or difficult task



amend

v.

to make better; to improve



international

Adj.

existing, occurring or carried on between two or more nations



symposium

n.

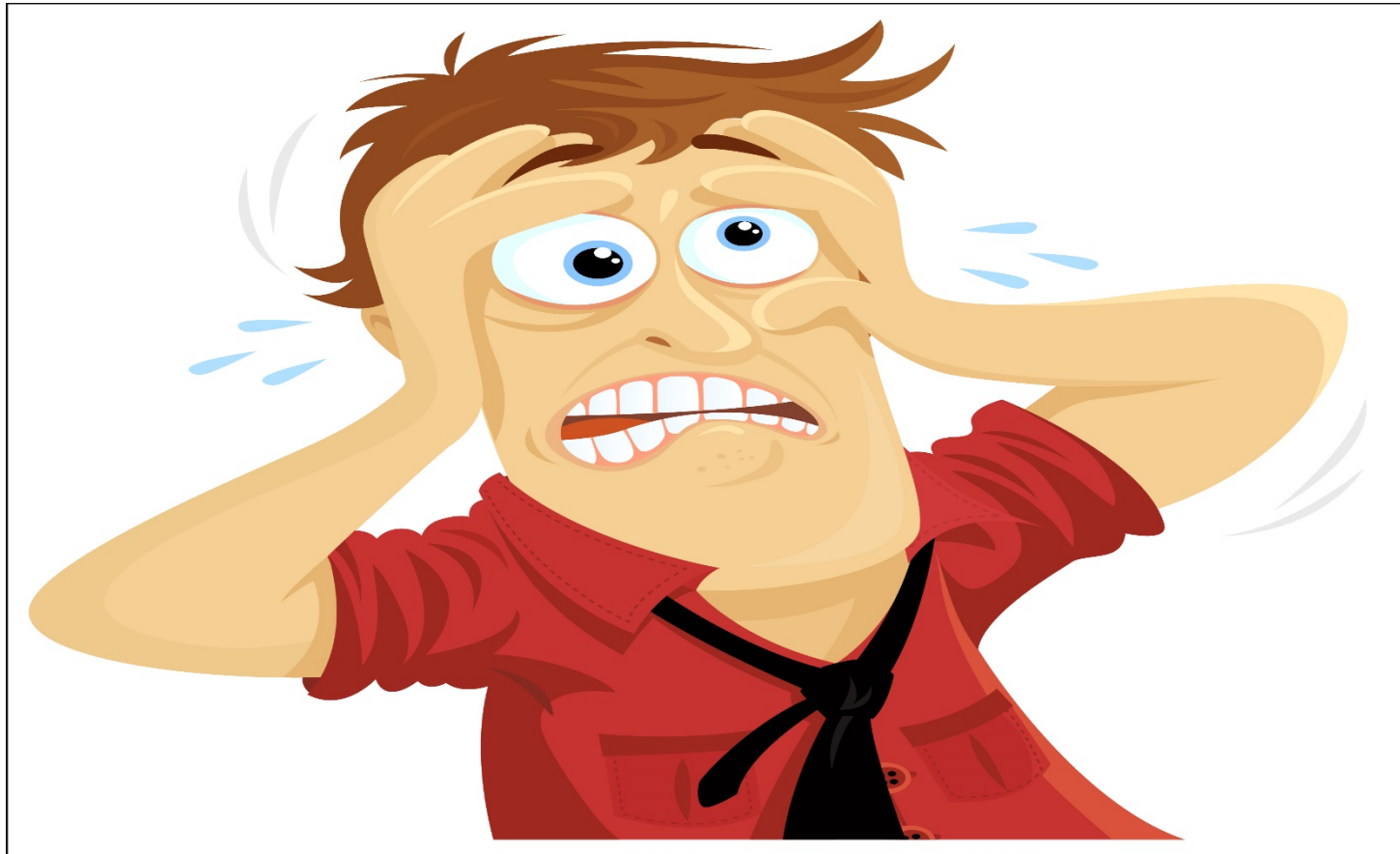
a conference or meeting to discuss a particular subject



anxiety

n.

a feeling of worry, nervousness, or unease, typically about an unpleasant event or something with an uncertain outcome



plight

n.

a dangerous, difficult or otherwise unfortunate situation



confront

v.

to threaten



chiefly

above all / mainly

adv.



worldwide

Adj.

extending or reaching throughout the world



1 Look at the photograph and discuss these questions.



- a** Why are the trees being cut down?
- b** What happens to the wood from the trees? What happens to the land?
- c** How is what is happening in the photograph an environmental issue?

a- The trees are probably being cut down either to make paper or to make furniture or building materials.

b- The wood will be transported, possibly by water, to factories. The land may be replanted or it may be built on, or left as wasteland.

c- It is an environmental issue because trees remove carbon dioxide (a 'greenhouse gas') from the air and store it. Trees also help to prevent flooding and of course provide a habitat for many creatures.

Read and analyse

2 Read this open letter and answer these questions.

- a** Whom is the letter to? Whom is it from?
- b** What is the main worry expressed in the letter?
- c** Is the letter written in *formal* or *informal* language? Find two examples.
- d** Why do you think the writers want this to be an open letter?

The Editor
Natural Kuwait Magazine

Dear Sir,

This letter is to everyone who is attending this week's international symposium on the environment in Geneva.

We are students in our last year at high school and we are writing to express our anxiety about the environmental plight which confronts the world today.

We are chiefly concerned with the effects of global warming, which will have a worldwide impact over the next hundred years. We are not only worried for ourselves, but also for our children and our grandchildren.

Our own government is working very hard to tackle this problem, but we know that the situation can only be amended if all countries throughout the world work together. So, at your symposium this week, we hope you can all agree on action that will help to protect the Earth for now and for future generations.

Yours faithfully,
56 pupils from Kuwait High School

a- It's to the editor of *Natural Kuwait Magazine* from pupils at Kuwait High School.

b- Global warming is the main worry expressed in the letter.

d- It's formal. (Dear Sir / Yours faithfully)

d- The writers want this to be an open letter so as many people as possible could read it, thereby helping spread the letter's message.

3 Cutting down trees leads to one type of pollution. List five more types of pollution and rank them according to how dangerous you feel they are to the planet. Suggest ways to solve these problems.

	Pollution	Solution
1	Radioactive pollution	*Banning of nuclear tests *Finding alternative energy sources
2	Air pollution	*Building factories away from cities *using new sources of energy
3	Water pollution	*Removing pollutants from wastewater *Reducing sewage pollution
4	Soil pollution	*Removing pollution from the soil and cleaning it up
5	Noise pollution	*Raising awareness on the consequences of noise pollution

Be The Solution Reduce Pollution

Nasser Al-Saeed Sec. School For Boys

Hawalli Educational District

English Department

Under the auspices of :

HOD Mr. Hesham Al- Sakhawi

THANK YOU





Writing

1 Plan your own open letter in which you put across your concerns about an environmental issue you are worried about.

- a Choose one of these kinds of issues to write about:
- a local issue in your area, city or town
 - a national issue which worries people in your country
 - an international issue which affects many people on Earth
- b Use the following questions in order to brainstorm your ideas.
- Who are you writing to?
 - On whose behalf are you writing this letter?
 - Why are you writing this letter?
 - How is the problem affecting you and your environment?
 - When and where did the problem start?
 - What can be done in order to solve this problem?

Words to remember
 amend, anxiety, chiefly,
 confront, international,
 plight, symposium, tackle,
 worldwide

2 Write your letter in 170–200 words.

You may use ideas from the *Useful Language* box to help you. Express your ideas clearly and simply. Use some formal language.

Check

3 When you have finished writing, read your letter carefully.

- a Check spelling, grammar and punctuation.
- b Exchange letters with a partner.
 As you read what your partner has written, ask yourself these questions:
- Is the purpose of the letter clear?
 - Do I share the writer's worries?
- c Return your partner's letter and talk about the problems you have both written about.

USEFUL LANGUAGE

Describing events or situations

The fact that ...
 This may lead to ...
 We can see that ...
 Experts have told us that ...

Guessing / Expressing opinions

I think this is ...
 I believe that ...
 It may be that ...
 One can explain this by ...
 A possible explanation is that ...

Suggesting / Warning

I am writing to tell you about ...
 Experts have told us / said / reported ...
 I would be grateful if you could (think again / stop ...)
 Please suggest that (they stop wasting water ...)
 I suggest that (you / your company ...)

Cutting trees is a devastating environmental issue. Why?

Trees help to remove carbon dioxide from the air.

They help to prevent flooding

They provide a habitat for many species.

What worldwide efforts could be carried out to confront deforestation?

Preventing illegal logging

Raising awareness through campaigns

Protecting animal habitats



An open letter

task

You are going to write an open letter* to a person or an organisation who you think could help protect or improve the environment.

* an open letter is a letter which many people can read – for example to a newspaper.





Plan your report that describes two benefits of space technology on our lives on Earth.

- a Choose either examples provided by the report on the previous page, or think of your own examples.
- b Make a note of important facts about the two examples you have chosen. You may need to use an encyclopaedia or the Internet to show how they were used in space.
- c Plan your report. Include the following:
 - ▶ A descriptive title
 - ▶ A brief introduction
 - ▶ Two paragraphs focusing on the advances, with clear explanatory headings
 - ▶ A brief concluding paragraph

2) Write your letter in 170–200 words.

You may use ideas from the *Useful Language* box to help you. Express your ideas clearly and simply. Use some formal language.

USEFUL LANGUAGE

Describing events or situations

The fact that ...

This may lead to ...

We can see that ...

Experts have told us that ...

Guessing / Expressing opinions

I think this is ...

I believe that ...

It may be that ...

One can explain this by ...

A possible explanation is that ...

Suggesting / Warning

I am writing to tell you about ...

Experts have told us / said / reported ...

I would be grateful if you could (think again / stop ...)

Please suggest that (they stop wasting water ...)

I suggest that (you / your company ...)

A model letter

**The Honorable Mr. Hesham
Hawalli House of Representatives
Salmiya**



Dear Representative Mr. Hesham, I am writing you this letter regarding our environment. I've been researching and exploring new ideas in which I believe can help improve the environment in which we live in. I understand you are a busy man and appreciate your time in reading this. I promise this shall only take a few moments.

In today's world we need to do everything in our power to keep our planet maintained and clean in hopes of prolonging its existence. Recently I have taken a look around at our own environment and surroundings and have concluded there is more that can be done. In our parks, woods, and some of our more confined areas I've noticed a bit more trash gathering than usual. Perhaps you can organize some type of group that strictly collects and picks up garbage, or maybe even get our schools to enroll in some type of program allowing students to do this and in return they may receive some sort of extra credits towards their classes.





Solar power is a great source for energy because it comes from a natural source. The sun is clean and safe for the environment . Companies that are larger which use more energy should be pitched to and informed of this great resource.

I think it's a fantastic idea if larger companies which decide to take this step would quite possibly receive some government aid or grant, or perhaps a tax break. If this is possible and, in some way, can be worked out, I believe that more companies would be on board with this idea. In my opinion, this shouldn't be a huge obstacle, after all the government does want us to "Go Green". Like I said...



3) When you have finished writing, read your letters carefully.

a. Check spelling, grammar and punctuation.

b. Exchange letters with a partner.

As you read what your partner has written, ask yourself these questions:

• Is the purpose of the letter clear?

• Do I share the writer's worries?

c. Return your partner's letter and talk about the problems you have both written about.

Our planet is in danger. Mention some environmental threats.

Pollution

Deforestation

Global warming

The extinction of many species



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Hawalli Educational District

English Department

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HOD Mr. Hesham Al- Sakhawi

THANK YOU





U 11 L 9 WB P 80- 81

Unit 11: The planet in danger

3 Write your own open letter asking people for donations to help a local organisation to protect wildlife in Kuwait. Justify the need and importance of it. Use the letter from the Orangutan Protection Society as a model, replacing the underlined parts of the letter with your own ideas. Make sure you expand on the original letter.

Lined writing area for the student's open letter.



Writing Open letters

1 Put the five paragraphs of this open letter into the correct order. Write numbers 1-5 in the spaces above each paragraph.

The Editor
Today Magazine

Dear Sir,

We are very grateful to you for bringing this problem to the attention of your readers.

But the most important way they could help would be to tell everyone they know about the situation of the orangutans and how their forest habitats are being destroyed.

The simplest thing to do would be to collect money to send to one of the centres which protect these amazing animals and help to keep them in the wild.

This letter is to everyone who is worried about animals in the world which are in danger of extinction.

We would like to ask your readers to think about how they can help to save the orangutans of Borneo and Sumatra. At the moment, there are twenty thousand, but this number is decreasing rapidly. Here are a few suggestions for ways in which people can help.

Yours faithfully,
Members of the Orangutan Protection Society

- 2 Read the paragraphs in the correct order. Which paragraph:
- a describes the decline of the orangutans?
 - b says who the letter is intended for?
 - c suggests something that would be simple for people to do to help?
 - d thanks the editor of Today Magazine?
 - e suggests the best thing people could do to help?





1 Put the five paragraphs of this open letter into the correct order. Write numbers 1–5 in the spaces above each paragraph.

*The Editor
Today Magazine*

Dear Sir, 4

We are very grateful to you for bringing this problem to the attention of your readers.
----- 5

But the most important way they could help would be to tell everyone they know about the situation of the orangutans and how their forest habitats are being destroyed.
----- 3

The simplest thing to do would be to collect money to send to one of the centres which protect these amazing animals and help to keep them in the wild.
----- 1

This letter is to everyone who is worried about animals in the world which are in danger of extinction.
----- 2

We would like to ask your readers to think about how they can help to save the orangutans of Borneo and Sumatra. At the moment, there are twenty thousand, but this number is decreasing rapidly. Here are a few suggestions for ways in which people can help.

*Yours faithfully,
Members of the Orangutan Protection Society*

4
5
3
2
1

2 Read the paragraphs in the correct order. Which paragraph:

- a describes the decline of the orangutans? **Paragraph 1**
- b says who the letter is intended for? **Paragraph 2**
- c suggests something that would be simple for people to do to help? **Paragraph 3**
- d thanks the editor of *Today Magazine*? **Paragraph 4**
- e suggests the best thing people could do to help? **Paragraph 5**



3 Write your own open letter asking people for donations to help a local organisation to protect wildlife in Kuwait. Justify the need and importance of it. Use the letter from the Orangutan Protection Society as a model, replacing the underlined parts of the letter with your own ideas. Make sure you expand on the original letter.

Be The Solution Reduce Pollution

Nasser Al-Saeed Sec. School For Boys

Hawalli Educational District

English Department

Under the auspices of :

HOD Mr. Hesham Al- Sakhawi

THANK YOU

