

Reading & Writing Book solutions

**ENGC2201
B1.1**

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PREPARING TO WATCH

- 1 You are going to watch a video about dolphins and egrets. Before you watch, work with a partner and discuss the questions.
 - 1 What do you know about dolphins? Where do they live and what do they eat?
 - 2 What do birds eat? How do they get their food?
- 2 Work with a partner. Look at the photos from the video and discuss the questions.
 - 1 Why and when might dolphins come onto land?
 - 2 Why do you think dolphins live in groups, rather than alone?
 - 3 What do the dolphins and the birds have in common?

GLOSSARY

marsh (n) an area of soft, wet land

egret (n) a large white bird with long legs which lives near water

surface (n) the top part or layer of something

mud bank (n) sloping raised land made of wet earth, especially along the sides of a river

shore (n) the land beside an ocean, a lake or a river

depend on (phr v) to need the help of someone or something in order to exist or continue as before


مستنقع
egret طائر

سطح
الارض


ساحل

يعتمد على

WHILE WATCHING

3  Watch the video. Number the sentences (a–e) in order (1–5).

- a Young dolphins and egrets learn how to fish from their parents. _____
- b Dolphins and egrets live together in the marshes of South Carolina. _____
- c The dolphins' fishing is the only way some egrets get food. _____
- d The egrets watch the dolphins in the water carefully. _____
- e The dolphins push the fish onto land. _____

4  Watch again. Write *T* (true), *F* (false) or *DNS* (does not say) next to the statements. Then, correct the false statements.

T 1 The egrets are experts on the dolphins' behaviour.

F 2 The dolphins push the egrets onto the shore.

F 3 When the fish are in the water, the dolphins start eating.

F 4 The dolphins always use their left sides to push the fish.

DNS 5 Some of the birds do not eat fish.

DISCUSSION

5 Work in small groups. Discuss the questions. Then, compare your answers with another group.

- 1 What other animals work together and help each other?
- 2 Why would two different animals work together?
- 3 What animals do humans work with? Why?

UNDERSTAND
MAIN ID

UNDERSTAND
DE

READING 1

PREPARING TO READ

1 Read the definitions and complete the sentences with the correct form of the words in bold.

UNDERSTANDING
KEY VOCABULARY

مواد كيميائية

chemical (n) a man-made or natural solid, liquid or gas made by changing atoms

يهدم

destroy (v) to damage something very badly; to cause it to not exist

[because of] سبب

due to (prep) because of; as a result of

مهدد بالانقراض

endangered (adj) (of plants and animals) that may disappear soon

طبيعي

natural (adj) as found in nature; not made or caused by people

تلوث

pollute (v) to make the air, water or land dirty and unhealthy

يحمي

protect (v) to keep something or someone safe from damage or injury

نوع / أصناف

species (n) a group of plants or animals which are the same in some way

- The black rhino is one of the most endangered animals in the world. There are only about 5,000 left today.
- There are three species of bears in North America. They are the American black bear, the grizzly bear and the polar bear.
- Dangerous chemical from factories can kill fish and other animals when they enter lakes and rivers.
- Smoke from factories can pollute the air and hurt both humans and animals.
- When new homes are built, it often destroys the areas where animals live.
- Few people visited the zoo last week due to the cold weather.
- I don't like zoos. I prefer to see animals in their natural environments.
- Many organizations are working to protect endangered animals by creating safe places for them to live.

NG YOUR
NOWLEDGE

2 Look at the title and the first paragraph of the essay opposite and answer the question. What is the difference between an 'endangered' and an 'extinct' species? Then, complete the table with the names of any endangered and extinct species you know.

مهددة بالانقراض

منقرض

endangered species

extinct species

Whales
Tuna
Sharks

Arabian oryx
Seal species

3 Read the essay. Then, complete the table in Exercise 2 with the names of any other endangered animals mentioned in the essay.

Endangered species

1 An **endangered species** is a group of animals or plants which could soon become extinct. Extinction happens when the last animal of the species has died out and there will be no more. Many species are nearly extinct and could disappear from the Earth very soon if we don't do anything to save them. There are many reasons why species become endangered [but most harm to species is due to human activities such as habitat destruction, hunting and overfishing.]

2 **Habitat destruction** is the main reason why animals become endangered. This happens in two ways. First, when humans move into a new area, they cut down trees to build houses and farms. This **destroys** the animals' habitat – the **natural** environment where plants or animals usually live – and leaves them without food. Animal habitats are also destroyed because of **pollution**. Dirty water from factories, which contains **chemicals**, ends up in rivers, and **poisons** used on **farmland** may even kill animals which live in the area.

3 Endangered species are also the result of **hunting and fishing**. Animals such as the **Arabian oryx** are nearly extinct because of the **high price** of their meat. Other animals are killed for their **fur, bones or skin** – or just for sport. For example, some **seal species** are now almost extinct because they are killed for their fur to make coats. **Tigers** are shot to make medicine and tea from their bones, and **crocodiles** are caught to make bags and shoes. Large sea creatures like **whales, tuna and sharks** have all become endangered species because of **overfishing** – too many are caught to make special dishes that people like to eat, such as shark's fin soup or sushi.



Arabian oryx

4 What steps can individuals and governments take to **protect** more animal and plant species from becoming endangered? We should try not to **pollute** natural areas, and farmers or companies who destroy animal habitats should face a **financial penalty**. The public can help out by refusing to buy products made from animals' body parts, such as seal fur coats or crocodile bags. Governments can help, too, by making it against the law to hunt, fish or trade in endangered species. They can also provide **funding** for animal sanctuaries and zoos. These protect animals from extinction by **breeding** more endangered animals, which can later be released into the wild. If we all cooperate by taking these steps, we will protect our planet so that our children and their children can enjoy it, too.

extinct → انقرضت
harm → ضرر
overfishing → الصيد جائر
hunting → صيد

poisons → سموم
seal → قنصة
individuals → أفراد
funding → تمويل

Sanctuaries → كميات الحيوانات
Cooperate → تعاون
breeding → تربية
financial penalty → عقوبة مالية

Reading for main ideas in academic texts
In academic texts, you can find the main idea of a paragraph in the **topic sentence**, which is often the first sentence. It tells the most important thought or message of the paragraph. **The middle sentences** develop and support the main idea. The paragraph may have a **concluding sentence** with a summary or final comment.

4 Read the essay again and write the paragraph number next to the main ideas.

- a How hunting and overfishing endanger animals 3
- b The definition of endangered and extinct species 1
- c How governments and citizens can protect animals 4
- d How humans destroy and pollute animal habitats 2

5 Work with a partner. Answer the questions.

1 According to the essay, what is the main cause of animal extinction and endangered species?

The main cause is habitat destruction, [human activity & pollution]

2 How does pollution and cutting down trees cause problems for animals?

This destroys the animal habitat & leaves them without food.

3 What do people hunt animals for?

For their fur, bones and skin or just for sport or to eat them.

4 Which large sea creatures are endangered because of overfishing?

Whales, tuna and sharks.

5 What can individuals do to protect animals from becoming endangered?

Try not to pollute natural areas, not to buy products.

6 What should governments do about the hunting and fishing of endangered animals?

Making it against the law, protect animals from.

7 What should governments invest in to get more animals back into the wild?

Protect animals from extinction by breeding more endangered animals.

READING BETWEEN THE LINES

6 Read the last paragraph of the essay again and underline the words and phrases with the same meaning as the bold words.

- 1 Companies who destroy animal habitats should **pay a fine**. financial penalty
- 2 You should help to protect animals by **choosing not to buy fur**. refusing to buy
- 3 We can make it **illegal** to hunt, fish or trade in endangered species. against the law
- 4 Governments can **pay for** animal sanctuaries and zoos. provide funding
- 5 If we **work together** by taking these actions, we can protect our planet. cooperate taking these steps

- 7 Work with a partner. Discuss.
- 1 What are some more examples of products which come from animals? Do you use any of these products?
 - 2 Should governments spend money to save animal habitats even if this means there is less money for things people need, such as hospitals?

READING 2

PREPARING TO READ

- 1 Read the definitions and complete the sentences with the correct form of the words in bold.

| | | | |
|---------------|----------------------|--|----------------|
| شائع | common (adj) | happening often or existing in large numbers | موهورود / قائم |
| قاسية / مؤذي | cruel (adj) | causing pain or making someone or something suffer on purpose | عسيرة |
| مرض | disease (n) | illness; a serious health condition which requires care | |
| موت | fatal (adj) | causing death | |
| يُطرح / يُقدم | introduce (v) | to put something into a place for the first time | |
| مهم / أساسي | major (adj) | most serious or important | |
| أصيل | native (adj) | used to describe animals and plants which grow naturally in a place | |
| يُجو | survive (v) | to stay alive; to continue to exist, especially after an injury or <u>threat</u> | لأبدي |

- 1 Cats are very **common** in the streets of some Middle Eastern cities.
 - 2 Plastic is often **fatal** to sea birds. Millions of birds die each year when they swallow plastic bags and other plastic waste.
 - 3 The flu is a common **disease** in humans, but some animals, such as horses, birds, seals and whales, can also get forms of the flu.
 - 4 Many people believe that it is **cruel** to keep animals in zoos, where they can't move around freely.
 - 5 Habitat loss is the **major** cause of species extinction in the Amazon River region.
 - 6 Grey whales are endangered, but there is a chance that they will **survive** because many countries have stopped hunting them.
 - 7 There are many unique species which are **native** to the island of Madagascar, including more than 80 kinds of snakes.
 - 8 Some animals become endangered when humans **introduce** new or foreign species into an area where they didn't exist before.
- 2 Work with a partner. Look at the photos in the article on page 23 and discuss the questions.
- 1 What are the animals in the photos? Do you have them in your country?
 - 2 Which animal do you think is endangered? Why?

WHILE READING

3 Read the article and answer the questions.

1 What is an invasive species?

Are plants & animals which arrive in an area where they aren't native

2 How did the grey squirrel enter the UK?

By rich people.

3 How are the two species of squirrels similar?

Paragraph (3)

4 How are the two species of squirrels different?

Paragraph (4)

5 What four reasons are given for the success of the grey squirrel in the UK?

Paragraph (5)

4 Read the summary and circle the correct words to complete it.

The article uses the example of the red and grey squirrel to explain what can happen when an invasive species competes with a native one. The ⁽¹⁾grey / red squirrel was introduced to the UK in the 19th century and has become very successful since then. Now there are ⁽²⁾fewer / more than 140,000 native red squirrels left in the wild. The main reason why the grey squirrel is more successful is that it is ⁽³⁾fatter / thinner, so it is less affected by cold weather. Another reason is that grey squirrels are ⁽⁴⁾unable / able to live in cities. A further reason may be parapoxvirus, which ⁽⁵⁾kills / injures red squirrels. Even though many people regard the grey squirrel as a ⁽⁶⁾pest / pet, ⁽⁷⁾most / few British people support destroying grey squirrels. Because red squirrels ⁽⁸⁾are / aren't endangered worldwide, perhaps they could be reintroduced to Britain.

Pet → حيوان الليف pest → آفة

READING BETWEEN THE LINES

5 Read the article again and answer the questions.

1 Paragraph 1 mentions one way that non-native species enter a new environment. What are some other ways?

In ship, by human activity

2 Why do you think grey squirrels are regarded as 'major pests', apart from the damage they do to plants and houses?

They eat human food

3 What reason could some people give for trying to save the red squirrel?

Because this is their original home

4 Why do you think there are no grey squirrels on the Isle of Wight?

To protect red squirrels from extinction, because of grey squirrels.

pests → آفات
adapt → تكيف

regard → يعتبر
مسارعة حركة البقاء على قيد الحياة

Losing the battle for survival

الأنواع الغازية

1 Invasive species are plants and animals which arrive in an area where they are not **native**, usually due to human activity. For example, a species of **shellfish** might attach itself to the outside of a ship travelling between countries and enter a new environment in this way.

Invasive species are often able to grow quickly in their new homes because they have no natural enemies. As a result, they may replace or damage native plants and animals which live in the same environment. One example is the case of grey and red squirrels in the UK.

2 Red squirrels used to be a **common** sight in British forests and **countryside**. Then, in the 1870s, the grey squirrel was **introduced** from North America because rich people thought the squirrels looked fashionable in the gardens of their large homes. Today, only about 140,000 red squirrels remain, mostly in Scotland. In contrast, grey squirrels are now extremely common and seen as **major** pests due to the damage they cause to plants and houses. While red squirrels are protected, grey squirrels can be **legally** trapped and destroyed.

3 At first sight, the two species of squirrel are similar. They both have a long tail, which helps them balance when jumping from tree to tree, and the same large eyes, small ears and powerful back legs.

4 In contrast, the two types of squirrel are different in body size and weight. The red squirrel has a typical head-and-body length of approximately 19 to 23 cm, a tail length of 15 to 20 cm and a body weight of 250 to 340 grams. The grey squirrel is larger than the red squirrel. The head and body measure between 23 and 30 cm, and the tail is between 19 and 25 cm long. Adult grey squirrels are also heavier, weighing between 400 and 600 grams. This size allows them to store more fat and helps them to survive hard winters, which could be fatal to their smaller cousins.

5 Three more differences explain why red squirrels have lost out in the competition with grey squirrels. First, red squirrels live high up in the trees, whereas grey squirrels spend more of their time on the ground. This means that any loss of forest habitat greatly affects the red squirrel population. Another reason is that grey squirrels are more intelligent and can adapt to new situations more easily than red squirrels. For example, they can survive in an urban environment because of their ability to use food provided by humans. A third problem for the red squirrel is **disease**. Both squirrels carry parapoxvirus. The virus does not seem to affect grey squirrels, but it is fatal to reds.

6 In conclusion, there does not seem to be much that scientists can do to help red squirrels survive in Britain. Some politicians support destroying populations of grey squirrels, but many British people would contend that this is **cruel**. Red squirrels have been successfully reintroduced from other countries, and they could be protected in places where there are no grey squirrels, such as the **Isle of Wight**. However, some people question whether Britain should protect red squirrels at all. Worldwide they are not an endangered species. Considering the evidence, saving the red squirrel may be a waste of British government money. Government conservation funding should instead be spent on other endangered animals.



COMPARATIVE ADJECTIVES

Use the comparative form of an adjective + *than* to compare two people or things.

GRAMMAR

| | |
|--|--|
| <p>Add -er to one-syllable adjectives. If the adjective ends in -e, just add -r.</p> <p>If the adjective ends in one vowel and one consonant (but not w), double the last consonant and add -er.</p> | <p>The red squirrel is smaller than the grey squirrel.</p> <p>The grey squirrel is larger than the red squirrel.</p> <p>The grey squirrel is bigger than the red squirrel.</p> <p>vowel → e, a, o, u, i</p> |
| <p>Use more/less + adjective + <i>than</i> for most adjectives with two or more syllables.</p> | <p>The grey squirrel is more intelligent than the red squirrel.</p> <p>The red squirrel is less common than the grey squirrel.</p> |
| <p>If an adjective with two syllables ends in -y, remove the -y and add -ier.</p> | <p>The grey squirrel is heavier than the red squirrel.</p> |

10
19

bigger

er + than
* -ier

2 Complete the sentences using the comparative form with *than*.

- The red squirrel is smaller and weaker than (weak) the grey squirrel.
- Grey squirrels are generally healthier than (healthy) their smaller cousins because greys are not affected by parapoxvirus.
- Grey squirrels are more successful than (successful) red squirrels because they eat food provided by humans.
- Red squirrels are more endangered than (endangered) grey squirrels, which are not at risk of extinction.



CRITICAL THINKING

At the end of this unit, you will write two comparison paragraphs. Look at this unit's writing task below.

Compare and contrast the two shark species in the diagram.

SKILLS

Comparing and contrasting facts

Graphic organizers can be useful for making notes on similarities and differences. One type of graphic organizer is a Venn diagram. Venn diagrams consist of two or more circles which overlap (cover part of the same space).

In Exercise 1 below, the Venn diagram shows the similarities and differences between red and grey squirrels. The characteristics only of red squirrels are listed on the left side of the diagram. The characteristics only of grey squirrels are listed on the right. The similarities between the two species are listed in the centre, where the circles overlap.

ANALYZE

- 1 Use your notes from Exercise 3 on page 22. Complete the Venn diagram with the similarities and differences between red and grey squirrels.

red squirrels

- 1) red in colour
- 2) smaller than g.s
- 3) body measure 19-23
- 4) tail length 15-20
- 5) weight 250-340g
- 6) live high upon trees
- 7) Parapoxvirus effect in their body more than
egs

both

- live in Britain
- a long tail
- Some large eyes
- Small ears
- powerful back legs

grey squirrels

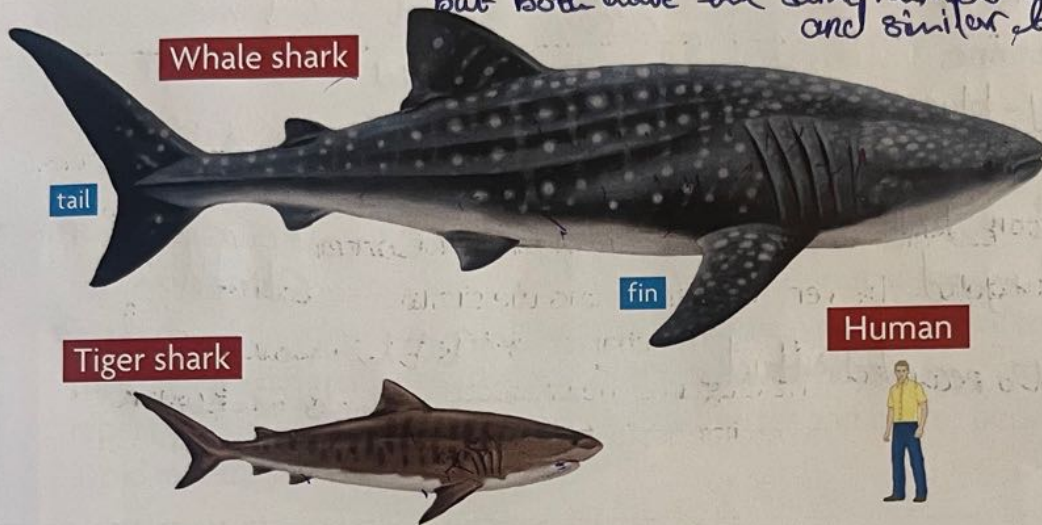
- grey in colour
- larger than r.s
- body measure 23-30"
- tail length 19-25
- weight (400-600)g
- spend more of their time in ground.

- 2 Work with a partner. Compare your answers and make any changes to your Venn diagram.

3 Look at the diagram of the two species of shark and read the information boxes in Exercise 4 below. Then, write a sentence for each feature to explain how the sharks are similar or different.

- 1 Size: Whale shark is bigger than tiger shark.
- 2 Colour: Both of them have the same stomach colour
- 3 Skin pattern: Whale shark has spots & wrinkled skin, while the tiger shark has stripes
- 4 Mouth: Whale shark's mouth is in front of head while tiger shark's mouth is in the bottom of the face
- 5 Fins and tail: Whale shark tail is bigger than the tiger shark, but both have the same number of fins and similar tails.

Soft skin



4 Look at more information about the two sharks and answer the questions. Write W (whale shark) or T (tiger shark).

Whale shark حيتان

Animal class: Chondrichthyes (fish)

Habitat: Oceans

Length: 5.5–10 m

Weight: 18 tonnes

Colour: White stomach, grey-blue back and sides with light spots

Diet: Plankton, krill, other very small animals

Conservation status: Endangered (will probably become extinct)

Behaviour towards humans: No recorded attacks

Tiger shark

Animal class: Chondrichthyes (fish)

Habitat: Oceans

Length: 3.0–4.2 m

Weight: 0.86 tonnes

Colour: White stomach, grey-brown back and sides

Diet: Tuna, dolphins, turtles

Conservation status: Not currently at risk of extinction

Behaviour towards humans: Many reports of attacks on humans

- 1 Which shark is smaller?
- 2 Which shark is heavier?
- 3 Which shark eats large animals?
- 4 Which shark eats tiny sea creatures?
- 5 Which shark is in greater danger of extinction?
- 6 Which shark is more dangerous to humans?

T

W

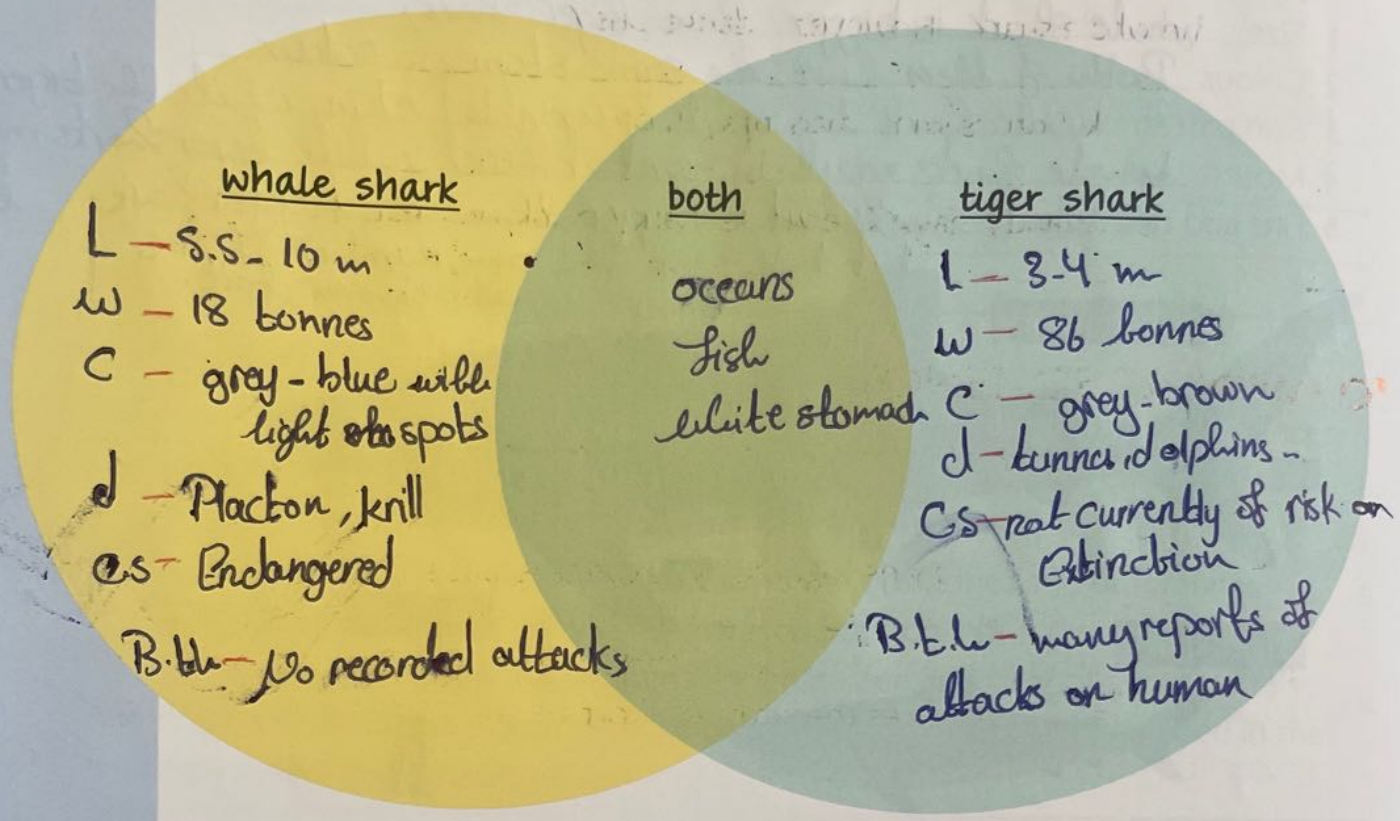
T

W

W

T

5 Look at the diagram and read the information boxes on the previous page again. Then, use your answers in Exercise 4 and the information about the whale shark and the tiger shark to complete the Venn diagram.



GRAMMAR FOR WRITING

WORD ORDER

In English sentences, the subject usually comes before the verb and the object. These example sentences show some of the common features of English word order. Remember, they are not the only sentence structures in English.

| subject | verb | object |
|-----------|------|------------------------|
| Squirrels | eat | seeds, nuts and fruit. |

| subject | verb | adjective | prepositional phrase |
|----------------|------|-----------|----------------------|
| Grey squirrels | are | common | in Britain. |

| linker | subject | verb | prepositional phrase |
|----------|---------|-----------------|----------------------|
| However, | they | were introduced | from North America. |

| linker | subject | verb | adjective |
|--------------|---------|-------------|-------------|
| In addition, | they | have become | endangered. |

GRAMMAR

1 Rewrite the words in the correct order.

1 lives / The tiger shark / in tropical oceans / .

The tiger shark lives in tropical oceans.

2 isn't / the whale shark / However, / dangerous / .

However, the whale shark isn't dangerous.

3 The tiger shark / on its skin / markings / has / .

The tiger shark has markings on its skin.

4 a large mouth / and / has / The whale shark / plankton / eats / .

The whale shark has a large mouth and eats plankton.

COMBINING SENTENCES

and and or

When joining two sentences together, you can take out some words. For example, when the subject and verb are the same, you do not need to repeat them. When different adjectives describe the same noun, you do not need to repeat the noun. This makes the sentences shorter and better because you can avoid repetition.

In affirmative sentences, use *and*:

The tiger shark has sharp teeth. The tiger shark has a powerful bite.

→ The tiger shark has sharp teeth *and* a powerful bite.

In negative sentences, use *or*:

The tiger shark is not an endangered species. The tiger shark is not a protected species. → The tiger shark is not an endangered *or*

(a) protected species.

2 Join the pairs of sentences with *and* or *or*. Take out the repeated words.

1 The whale shark is grey-blue. The whale shark has light spots on its body.

The whale shark is grey-blue and has light spots on its body.

2 The tiger shark is grey-brown. The tiger shark has a striped pattern on its body.

The tiger shark is grey-brown and has a striped pattern on its body.

3 The tiger shark eats large sea creatures. The tiger shark can be dangerous to humans.

The tiger shark eats large sea creatures and can be dangerous to humans.

4 The whale shark is not aggressive. The whale shark is not dangerous to swim with.

The whale shark isn't aggressive or dangerous to swim with.

5 The whale shark is an endangered species. The whale shark is a protected species.

The whale shark is an endangered species and protected species.

but and whereas

But and whereas are used to contrast two sentences. Whereas is more formal than but. Put a comma before **but** and **whereas**.

The tiger shark has sharp teeth and a powerful bite, **but/whereas** the whale shark does not have sharp teeth or a powerful bite.

- 3 Write three more sentences contrasting tiger sharks and whale sharks using **but** or **whereas**.

- 1 The whale shark has light spots, but the tiger shark has ^{big} spots.
- 2 The whale shark eat plankton & kill but the tiger shark eat honey.
- 3 The whale shark is domestic & not dangerous, but the tiger shark is dangerous.

both and neither

You can use other phrases to compare two different things.

If two things/people have the same characteristic, use **both ... and ...** :

Both the grey **and** red squirrel carry parapoxvirus.

Both grey **and** red squirrels carry parapoxvirus.

If they do not have a particular characteristic, use **neither ... nor ...** :

Neither the grey **nor** the red squirrel has large ears.

Neither grey **nor** red squirrels have large ears.

Use a plural verb form with **both ... and**. Use a singular verb form for singular subjects and a plural verb form with plural subjects with **neither ... nor**.

- 4 Write sentences using the information in the table and **both ... and ...** or **neither ... nor ...** .

| | red squirrels | grey squirrels |
|-----------------------------|---------------|----------------|
| 1 have long tails | yes | yes |
| 2 live on the Isle of Man | no | no |
| 3 are an endangered species | no | no |
| 4 live in forests | yes | yes |

- 1 **Both** red & grey squirrels have long tails.
- 2 **Neither** red **nor** grey squirrels live on the Isle of Man.
- 3 **Neither** red **nor** grey squirrels are an endangered species.
- 4 **Both** red & grey squirrels live in forests.

TOPIC SENTENCES

A **topic sentence** is usually the first sentence in a paragraph. It introduces the main idea of the paragraph, that is, the central point that the writer wants to make about the topic. It is a general statement about the paragraph's subject. It is then supported by the other sentences in the paragraph.

Look at three topic sentences from paragraphs in Reading 2. Notice that **there are two types of topic sentences**. The first type is a **general statement of the topic**. The second type also mentions **the topics of the supporting sentences**. Both kinds of topic sentence refer to the **main essay topic** (the situation of red squirrels and grey squirrels in Britain).

General statement

a At first sight, the two species of squirrel **are similar**.

b **Three more differences** explain why red squirrels have lost out in the competition with grey squirrels.

General statement + the topics of the supporting sentences

c In contrast, the two types of squirrel are different in **body size and weight**.

1 Look at the topic sentences (a–c) in the box above and at Reading 2 on page 23. Answer the questions.

- 1 Which sentences above introduce paragraphs about differences? b c
- 2 Which sentence above introduces a paragraph about similarities? a
- 3 In Reading 2, how many supporting sentences does each paragraph have? Are all the paragraphs the same length? What does this tell you about the 'correct' number of sentences in a paragraph?



2 In the following two texts, the topic sentences are missing. Read each text and the three possible topic sentences (a–c) below it. Circle the letter of two possible topic sentences for each text.

1 Both bear species are native to North America and are common in both the United States and Canada. Neither the black bear nor the grizzly bear is an endangered species. Despite their names, the species are also similar in colour. 'Black' bears can be black, brown, red and even white. In the same way, grizzlies can range in colour from black to blond. Finally, the two bear species are similar in behaviour. They are intelligent, curious and gentle unless humans enter their area or try to hurt their babies. Then both bears can become dangerous.

- a Bears are one of the biggest attractions in the national parks of North America.
- b The American black bear and the grizzly, or brown, bear are similar in many ways.
- c The American black bear and the grizzly, or brown, bear are similar in habitat, colour and behaviour.

2 African elephants are much larger than Asian elephants and have much larger ears to protect them from the hot African sun. African elephants also have more wrinkled skin than their Asian cousins. Although the two species have tusks – large, curved teeth – only male Asian elephants have them, whereas both male and female African elephants do. However, despite these differences, the African and Asian species are similar in several important ways. First, both species are very social. They live in groups which are usually led by the oldest female. Second, elephants are naturally gentle animals. Neither African nor Asian elephants are dangerous to humans in normal circumstances.

- a African and Asian elephants are different in appearance, but they are similar socially.
- b African and Asian elephants have both differences and similarities.
- c African and Asian elephants are very similar in appearance.



1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I can ...

watch and understand a video about great egret and dolphin fishing teamwork.

read for main ideas in academic texts.

compare and contrast facts.

use comparative adjectives.

use correct word order.

combine sentences with *and*, *or*, *but*, *whereas*, *both*, *neither*.

write topic sentences.

complete a comparison-and-contrast essay.

2 Use the *Unlock Digital Workbook* for more practice with this unit's learning objectives.

WORDLIST

- | | | |
|-------------------------------------|--|--|
| affect (v) <input type="radio"/> | destroy (v) <input type="radio"/> | native (adj) <input type="radio"/> |
| attach (v) <input type="radio"/> | disease (n) <input type="radio"/> | natural (adj) <input type="radio"/> |
| chemical (n) <input type="radio"/> | due to (prep) <input type="radio"/> | pollute (v) <input type="radio"/> |
| common (adj) <input type="radio"/> | endangered (adj) <input type="radio"/> | protect (v) <input type="radio"/> |
| contrast (v) <input type="radio"/> | ^{موت} fatal (adj) <input type="radio"/> | ^{اطلاق} release (v) <input type="radio"/> |
| cooperate (v) <input type="radio"/> | introduce (v) <input type="radio"/> | species (n) <input type="radio"/> |
| cruel (adj) <input type="radio"/> | major (adj) <input type="radio"/> | survive (v) <input type="radio"/> |

= high-frequency words in the Cambridge Academic Corpus

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

PREPARING TO WATCH

- 1 You are going to watch a video about the natural environment. Before you watch, work with a partner and discuss the questions.
 - 1 Can you name any of the Seven Natural Wonders of the World?
 - 2 What are some important geographical features, like mountains or rivers, in your country?
 - 3 What street or place names in your city or country refer to geography? (e.g. Pacific Coast Highway, Lake Street)
- 2 Work with a partner. Look at the photos from the video and discuss the questions.
 - 1 Where do you think these places are located – Europe, the USA or Japan?
 - 2 How old do you think these places are?
 - 3 What do you think formed these landscapes over time?

GLOSSARY

جوانب شديدة الانحدار

canyon (n) a deep valley with very steep sides

form (v) to create; to make something begin to exist or take a particular shape

cavern (n) a large cave

spectacular (adj) extremely good, exciting or beautiful

glacier (n) a large river of ice which moves very slowly, usually down a slope or valley

الوادي العميق
يشكل / يتكون
كهف
مذهل / هائل
الجليد يتحرك
الجليد يتحرك

READING

READING 1

PREPARING TO READ

UNDERSTANDING
KEY VOCABULARY

- 1 You are going to read an article about climate change. Before you read, look at the sentences (1–8) below and write the correct form of the words in bold next to the definitions (a–h).
- 1 The Amazon rainforest is one of the largest **ecosystems** in the world. It is home to more than 10% of all the known plants and animals on Earth.
- 2 Adelaide, Australia, has a very pleasant **climate**. The winters are not too cold and the summers are not too hot.

مبيدات حشرية

عازلات الاحتباس الحراري

- 3 **Pesticides** - chemicals generally used to kill insects which damage plants - also, **threaten** helpful insects, such as bees **the savannah** **مناطق السافانا**
- 4 In order to fight pollution, scientists are developing car engines which use electric or solar energy instead of **fossil fuels** like gasoline **البنزين**
- 5 Methane (CH₄) is a **greenhouse gas** which is found naturally inside the Earth and under the sea. It is used for cooking and heating homes and buildings. **الطبخ والدفء**
- 6 The Earth's **atmosphere** is 480 km thick and contains a mixture of about 10 different gases, which we call **air**.
- 7 Because of **global warming**, polar ice is melting, sea levels are rising and some islands might soon be under water.
- 8 Habitat loss is the most important **cause** of species extinction. **سبب**
- a **greenhouse gas** (n) a gas which makes the air around the Earth warmer
- b **cause** (n) someone or something that makes something happen
- c **atmosphere** (n) the layer of gases around the Earth
- d **climate** (n) the general weather conditions usually found in a particular place
- e **global warming** (n) an increase in the Earth's temperature because of pollution
- f **threaten** (v) to be likely to damage or harm something
- g **ecosystems** (n) all the living things in an area and the effect they have on each other and the environment
- h **fossil fuels** (n) a source of energy like coal, gas and petroleum, that was formed inside the Earth millions of years ago

- 2 Work with a partner. Look at the photo of the Upsala Glacier in Argentina on page 41 and discuss the questions.

- 1 What has happened to the glacier? **مelt**
- 2 What do you think caused this change? **Because of raising in temperature**
- 3 What are some other places where a similar change is happening today?
- 4 How do you predict this kind of change will affect the world?

Threatening the habitats of many species.

PREDICTING
CONTENT USING
VISUALS



The Upsala Glacier in Argentina used to be one of the biggest glaciers in South America. In 1928, it was covered in ice and snow, but now the glacier is melting at an annual rate of about 200 m, so the area is covered in water. This is evidence of global warming.

OUR CHANGING PLANET

1 In the last 100 years, the global temperature has gone up by around 0.75 °C. This may not sound like much, but such a small increase is causing sea levels to rise and **threatening** the habitat of many species of plants and animals. An increase of 2 °C in global temperatures could result in extinction for 30% of the world's land species.

2 The Northwest Passage is a sea route which runs along the northern coast of Canada between the Atlantic and Pacific Oceans. In the past, it was often difficult to use because the water was frozen; however, increasing temperatures and the subsequent deglaciation¹ have made it easier for ships to travel through this route. The trouble is that the melting of the ice is leading to loss of habitat for the polar bears and other species which live in this area.

3 Experts predict that global sea levels could rise by 30.5–122 cm by the end of the century. Consequently, some areas that were land a few hundred years ago are now under water, and many low-lying islands may be under water in the future.

4 As a result of the changing climate, the world's ecosystems are also changing faster than ever before. More than one-third of the world's mangrove forests² and around 20% of the world's coral reefs³ have been destroyed in the last few decades. Forests are being cut down to provide land for food because human population is growing at such a rapid rate. Approximately a quarter of the land on Earth is now used for growing food. As a result of the higher temperatures and higher levels of carbon dioxide in the atmosphere, plants are producing more pollen, which could lead to more cases of asthma, a medical condition which makes it hard to breathe.

5 What is causing climate change? The main cause is the huge amount of greenhouse gases, such as methane and carbon dioxide (CO₂), in the atmosphere, but the reason for this is the world's population – you and me. As the population increases, more land is needed to provide food and energy. Burning fossil fuels for heating, lighting, transport, electricity or manufacturing produces CO₂.

Furthermore, humans breathe out CO₂ while trees 'breathe in' CO₂ and produce oxygen, so by cutting down trees, we are increasing the amount of CO₂ in the atmosphere and reducing the amount of oxygen. As a result of human activities, CO₂ levels are now at their highest in 800,000 years.

6 The biggest challenge we all face is to prevent further environmental disasters. We must do something before it is too late. We need to reduce the amount of CO₂ in the atmosphere. We need to stop burning fossil fuels and start using renewable energy. We can get enough energy from renewable fuels, such as solar energy, hydroelectric energy or wind power, to be able to stop using fossil fuels completely.

1 deglaciation (n) the melting of a glacier
2 mangrove forest (n) large areas of trees and other plants which grow next to oceans, e.g. in Florida and Bangladesh
3 coral reefs (n) colourful underwater ecosystems built by tiny animals

WHILE READING

- 3 Read the article and number the main ideas in the order which they appear.
solution to the problem 6
changing ecosystems 4
melting glaciers 2
causes of climate change 5
- 4 Read the article again. Then, complete the sentences using the words and phrases in the box.

CO₂ levels coral reefs extinction farming
global temperatures mangrove forests sea levels

- 1 Over the last century, global temperatures have gone up by 0.75 °C.
- 2 Global increases in temperature could cause the extinction of 30% of land species.
- 3 Sea levels could rise by about 30.5 cm by the end of the century.
- 4 Recently, over a third of the world's mangrove forests have been destroyed.
- 5 Twenty percent of the Earth's coral reefs have been lost in the last few decades.
- 6 Twenty-five percent of the land on Earth is used for farming.
- 7 CO₂ levels are at their highest for 800,000 years.

Reading for detail

In a paragraph, the sentences which come after the topic sentence contain *supporting details* – information to help the reader understand the main idea more fully. Types of supporting details include facts, statistics, examples, reasons, explanations, comparisons and descriptions.

Often, the topic sentence includes words which tell you what type of supporting sentences to expect in the body of the paragraph. For example:

Topic sentence: What is causing climate change?

The words *is causing* tell you that the paragraph will use causes, or reasons, to explain the main idea.

5 Read the article again and complete the table with supporting details.

| | |
|---|---|
| 1 country where the Upsala Glacier is located | |
| 2 name of sea route through the Arctic ice | The Northwest Passage |
| 3 why forests are being cut down all over the world | To provide land for food because human population is growing at such a rapid rate |
| 4 medical problem caused by pollen | Asthma |
| 5 main chemicals responsible for climate change | Greenhouse gases |
| 6 human activities that reduce the amount of oxygen in the atmosphere | Burning fossil fuels / Cutting down trees |
| 7 what we should do to reduce the amount of CO ₂ in the atmosphere | Stop burning fossil fuels Start using renewable fuels Stop cutting down trees |

READING BETWEEN THE LINES

SKILLS

Identifying purpose and audience

It is useful to think about an author's purpose – what the author was trying to do when writing a text – as well as the audience, or intended reader(s) of a text. This information can give you an idea about the organization of a text and its function.

IDENTIFYING PURPOSE AND AUDIENCE

- Work with a partner. Discuss the questions.
 - What was the author's main purpose in writing this article?
 - to inform the reader about the causes and effects of global warming
 - to describe changes in mangrove forests and coral reefs
 - to persuade people to help reduce CO₂ levels by using renewable energy
 - Who is the intended audience for this article?
 - advanced science students
 - general adult readers
 - university professors
- What information in the article helped you choose your answer?

DISCUSSION

- Work with a partner. Discuss the questions.
 - Are there any advantages to the melting of the glaciers in the Northwest Passage? Give reasons for your answer.
 - What are some possible disadvantages of using renewable energy like solar energy or wind power?

populated → مأهولة
erosion → تآكل
flooding → فيضان
vast → واسعة
emissions → انبعاثات
contribute → تساهم
illegal → غير قانوني

Deforestation → إزالة الغابات
occur → تحدث
pasture → مزرعة
graze cattle → تربي الماشية

READING 2

PREPARING TO READ

1 You are going to read an essay about deforestation. Before you read, look at the photo and the title of the essay on page 45. Then, answer the questions:

1 Why are trees important for the environment?
Trees absorb CO₂ and produce O₂.
Provide homes for some animals.

2 Why do people cut down trees?
Trees are used as a fuel or for construction and cleared for pasture for animals or fields for planting food.

3 What will happen if we destroy too many trees?
Climate change, damage to animal habitats, and effects on biodiversity.

UNDERSTANDING KEY VOCABULARY

absorb (v) to take in a liquid or gas through a surface and hold it
construction (n) the process of building something, usually large structures such as houses, roads or bridges
destruction (n) the act of causing so much damage to something that it stops existing because it cannot be repaired
effect (n) result; a change which happens because of a cause
farming (n) the job of working on a farm or organizing work on a farm
logging (n) the activity or business of cutting down trees for wood
rainforest (n) a forest in a tropical area with a rainfall of 250 cm or more per year

ليمتص
البناء
تدمير
تأثير
على الزراعة
قطع الأشجار
غابة الاستوائية

- 1 Clothes made from plants, like cotton or bamboo, **absorb** water more easily than man-made materials like polyester.
- 2 **Farming** has been my family's occupation since my grandfather bought his first cow 75 years ago.
- 3 **Logging** hurts native people because it destroys the forest that provides them with food, shelter and medicine.
- 4 The Amazon **rainforest** in South America receives 200 to 600 cm of rain every year.
- 5 Because of heavy snow, the **construction** of the new road stopped for more than two months.
- 6 Sunburn is just one of the harmful **effects** of too much sun on sensitive skin.
- 7 In 2017, **Hurricane Harvey** caused serious **destruction** in the US state of Texas and killed more than 80 people.

THE

1 Forest of the to play of the **defore** large a for set const anima **effect** **damag** 2 The m farmi 1 Huge of foret Indus the pr the pr vegeta and bu cattle the lar to ano ten ye areas t reuse c top lay turn, c



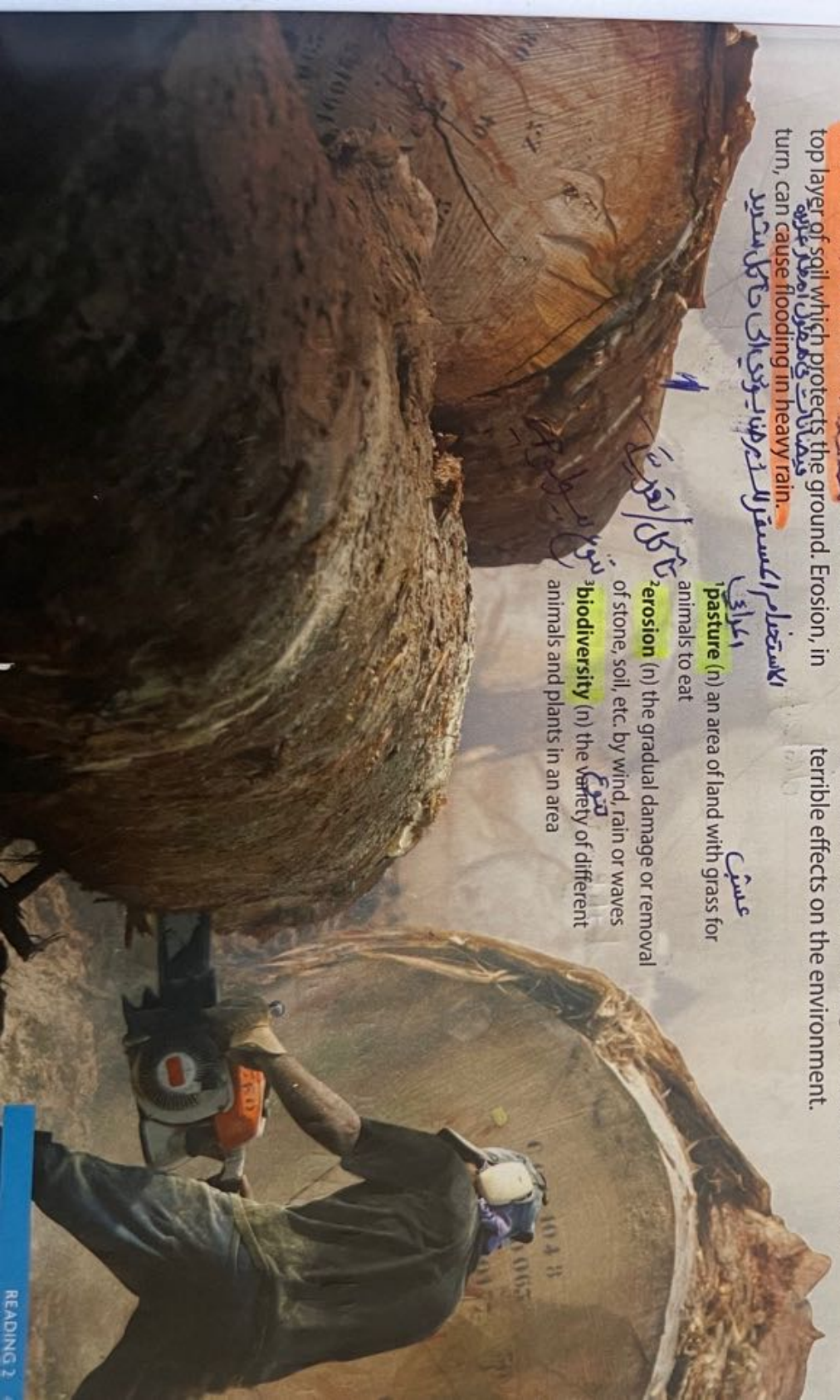
THE CAUSES AND EFFECTS OF DEFORESTATION

- Forests, which cover almost one-third of the surface of the Earth, produce oxygen and provide homes to plants, animals and humans. These days, many of the world's great forests are threatened by **deforestation** - the process of removing trees from large areas of land. The **destruction** of forests occurs for several reasons; trees are used as fuel or for **construction**, and cleared land is used as pasture¹ for animals or fields for planting food. The main harmful **effects** of deforestation are **climate change** and **damage to animal habitats**.
 - The main causes of deforestation are **commercial farming** by big business and farming by local people.
 - Huge commercial farms have taken over large areas of forest in many countries. In Indonesia, for example, **industrial logging** is carried out to clear huge areas for the production of palm oil, while in Brazil, large areas of the Amazon **rainforest** are cleared to grow soy and vegetable oil. In contrast, **local farmers** may cut down and burn trees to clear an area just big enough to graze cattle or grow crops. However, after two or three years, the land can no longer be used, so the farmer moves to another piece of land. Normally, it takes around **ten years** for cleared land to recover, but in populated areas the land is never allowed to recover. **This constant reuse of land leads to heavy erosion**² - the loss of the top layer of soil which protects the ground. Erosion, in turn, can cause **flooding in heavy rain**.
- One serious effect of deforestation is **climate change**. Normally tropical rainforests help control the Earth's temperature by **absorbing carbon dioxide**. As an example, the vast rainforest of the Amazon covers an area around 25 times the size of the UK and absorbs an estimated 1.36 billion tonnes of carbon dioxide annually. However, in areas where deforestation has taken place, the carbon dioxide goes into the atmosphere and **traps heat** in a process called the **greenhouse effect**. The result is **global warming**: **increasing global temperatures** result in less rain. This causes the **rainforests to dry out** and leads to **fires** - which cause more emissions of carbon dioxide. **In this way, the rainforests actually contribute to global warming instead of helping to solve it.**
- Forest destruction also has an effect on **biodiversity**³. Deforestation causes the loss of habitats and damage to land where plants and animal species live, leading to the extinction of many species. A decrease in biodiversity threatens entire ecosystems and destroys future sources of food and medicine.
- In conclusion, damage to the world's forests is leading to changes in the natural environment and causing global warming. Looking to the future, governments should act to plant more trees which will absorb carbon dioxide and protect forests from **illegal logging**. Otherwise **deforestation on such a large scale is sure to have terrible effects on the environment.**

المساحات المستعملة للرعي
pasture (n) an area of land with grass for animals to eat

التآكل
erosion (n) the gradual damage or removal of stone, soil, etc. by wind, rain or waves

تنوع الكائنات الحية
biodiversity (n) the variety of different animals and plants in an area



SUMMARIZING

READING FOR DETAIL

WHILE READING

3 Read the essay and complete the summary using the words in the box.

animals crops decade deforestation effects
environment erosion habitats protected warming

The essay discusses the human causes of ⁽¹⁾ deforestation and the ⁽²⁾ effect on the environment. Trees are removed for grazing of ⁽³⁾ animals and growing ⁽⁴⁾ crops like soy and palm oil. Farmers traditionally leave the land for a ⁽⁵⁾ decade before reusing it, but if the land is constantly reused, it results in ⁽⁶⁾ erosion of the soil. Deforestation allows CO₂ to escape into the atmosphere and contributes to global ⁽⁷⁾ warming. It also affects biodiversity because it leads to the loss of ⁽⁸⁾ habitats. Governments should make sure forests are ⁽⁹⁾ protected from logging. Otherwise deforestation will have terrible consequences for the ⁽¹⁰⁾ environment.

4 Read the essay again and correct the factual mistakes in the sentences.

- In Indonesia, trees are cut down to make way for olive oil plantations. palm
- Farmers can graze animals on their land for ten years. (2-3) years
- The rainforests of the Amazon cover an area 28 times the size of the UK. 25
- Deforestation protects future sources of food and medicine. destroys
- Governments should plant more trees to absorb oxygen. CO₂
- Small-scale deforestation will have disastrous effects on the environment. Large-scale

READING BETWEEN THE LINES

5 Work with a partner. Answer the questions.

- What does the writer mean by the phrases commercial farming? industrial logging and cutting down trees for industrial reasons by companies? gates - jobs
- What will probably happen if the Amazon rainforest disappears? High levels of CO₂, Global warming & Climate change
- Why does deforestation reduce future sources of food and medicine? Loss of habitat and damage to lands where plants & animals species live / Extinction of many species

MAKING INFERENCES
Take large areas to growing crops by big business.

DISCUSS

6 Work with...

- As the... Which...
- How c... extinc...



ACADEM...

1 Replace in the b...

- The r...
- Expel...
- Pollu...
- Fortu...
- In so...
- The y...
- The l...
- Hum...

DISCUSSION

- 6 Work with a partner. Use ideas from Reading 1 and Reading 2 to answer the following questions.
 - 1 As the world's climate changes, which places will have too much water? Which places will become drier? Give examples.
 - 2 How do both the melting of the glaciers and deforestation cause the extinction of species?

LANGUAGE DEVELOPMENT

ACADEMIC VOCABULARY

- 1 Replace the underlined words in the sentences with the academic words in the box.

| | | | | |
|-------------------|------------------------|-----------|---------------|------------------|
| <i>yearly</i> | annual (adj) | areas (n) | challenge (n) | consequences (n) |
| <i>3 problems</i> | contributes to (phr v) | issue (n) | predict (v) | trend (n) |

- 1 The most serious problem which threatens the environment is climate change. issue
- 2 Experts think that there will not be enough fresh water in the future. predict
- 3 Pollution and climate change are the results of human activity. consequences
- 4 Fortunately, we are seeing a pattern where people recycle more and use less packaging. trend
- 5 In some places, the glaciers have melted or even disappeared as a result of higher temperatures. areas
- 6 The yearly rate of species loss in the rainforest is nearly 50,000 – that's 135 plant, animal and insect species each day! annual
- 7 The biggest test we face is to protect the planet. challenge
- 8 Human activity causes climate change. Contributes to

ENVIRONMENT COLLOCATIONS

ENVIRONMENT COLLOCATIONS about the environment.

2 Match the words in each box to make collocations about the environment. Sometimes more than one collocation is possible.

carbon climate
environmental greenhouse
natural power tropical
tropical

change dioxide gas
group plant rainforest
resource

carbon dioxide
climate change
environmental group
greenhouse gas
natural resource
power plants
tropical rainforest

3 Complete the sentences with the correct form of the collocations from Exercise 2.

- 1 In my town, about 70% of the electricity comes from a power plants which uses coal for energy.
- 2 Carbon dioxide and methane are examples of greenhouse gases.
- 3 Almost all scientists these days agree that climate change is happening and is a serious threat to our planet.
- 4 Trees absorb carbon dioxide and give off oxygen.
- 5 All over the world, environmental groups are working to educate people about the dangers of deforestation and habitat destruction.
- 6 Fresh water is the most precious natural resource on Earth.
- 7 Thousands of unique plants, animals, birds and insects live in the tropical rainforests of South America and Southeast Asia.



WRITING

CRITICAL THINKING

At the end of this unit, you will write two paragraphs of a cause-and-effect essay. Look at this unit's writing task below.

Describe the human causes of climate change and the effects that climate change will have on the planet.

تحليل سبب ونتيجة Analyzing cause and effect

Cause and effect is a very common type of academic writing. Sometimes the causes and effects are discussed in separate paragraphs. This is true especially when there is one cause with several effects or one effect with several causes.

For example:

ازدحام مروري

Problem: traffic congestion in my city

Cause: too many cars on the road

Effects: air pollution; noise; people are often late to work or school; accidents

However, causes and effects are often connected in a chain of events. When describing a cause-and-effect chain, it is useful to write about several causes and several effects in the same paragraph. For example:

Problem: traffic congestion in my city

Cause 1: a shortage of housing → **Effect 1:** people live in the suburbs

Cause 2: people live in the suburbs → **Effect 2:** they must drive to get to work

SKILLS

- 1 Work in small groups. Look back at Reading 2 and complete the table of causes and effects.

DEFORESTATION

CAUSES

commercial farming
by big business

Farming by local
people

Industrial logging



EFFECTS

Climate change

Damage to animal
habitats

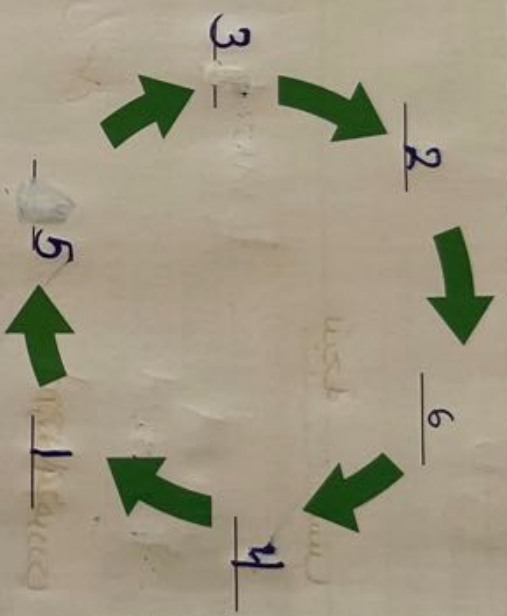
Effects on biodiversity

UNDERSTAND



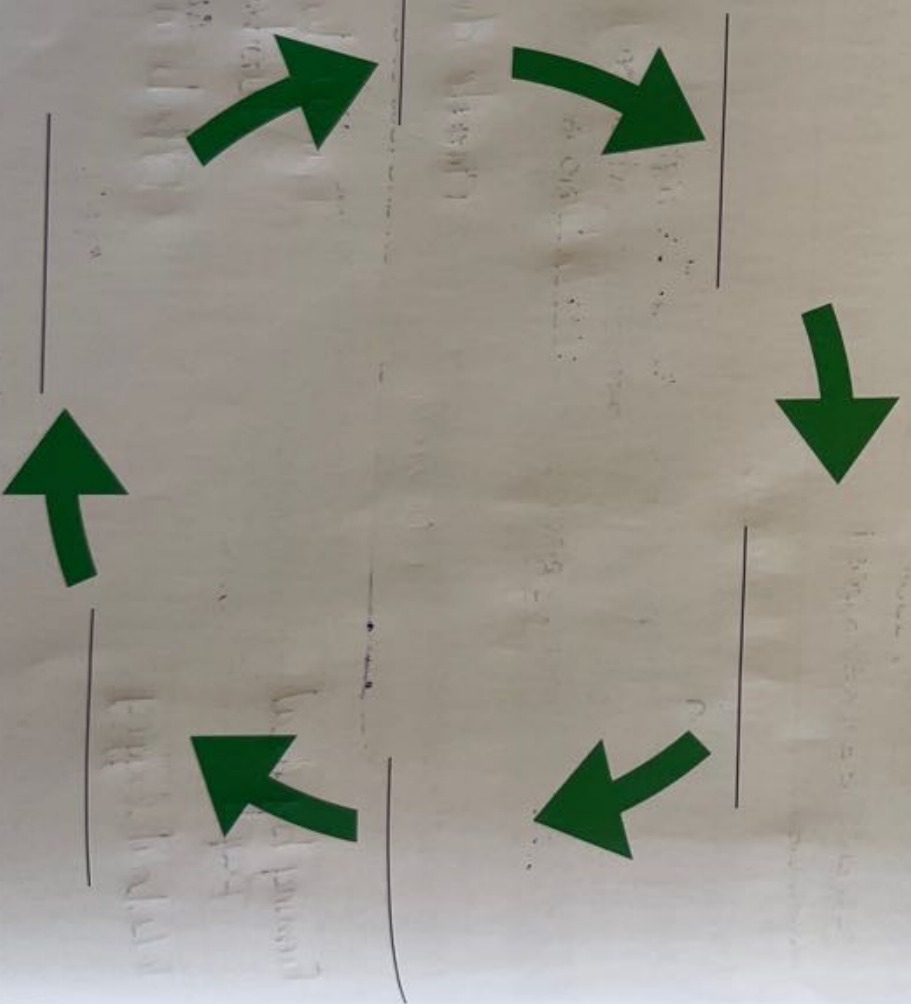
2 Read paragraph 3 of Reading 2 again. Complete the cause-and-effect chain with the numbers of the items (1–6) from the box.

| | | |
|------------------|----------------------------------|--|
| 1 less rain | 2 more CO ₂ emissions | 3 fires |
| 4 global warming | 5 forests dry out | 6 CO ₂ enters atmosphere and traps heat (greenhouse effect) |



- 3 Using information from Reading 1 and Reading 2 as well as your own ideas, brainstorm the human causes and effects of climate change.
- 4 Use your answers from Exercise 3 to create a cause-and-effect chain diagram. Then compare diagrams with a partner.

CLIMATE CHANGE



REMEMBER

APPLY

GRAMMAR

VERB

GR

1 Con
Mo
an e

2 Con

1 D
2 D
3 B
4 F
5 Re
6 Su

GRAMMAR FOR WRITING

VERBS OF CAUSE AND EFFECT

Writers use certain phrases to show the relationship between the causes of a problem and its effects. Look at the sentences below.

| cause | linking verb or phrase | effect |
|------------------------|--------------------------------------|----------------------|
| Deforestation | leads to causes results in | habitat destruction. |
| | يؤدي الى يسبب ينتج عن | |
| Habitat destruction is | linking verb or phrase | cause |
| | caused by due to the result of | deforestation. |
| | حدثت بسبب من حلال لسبب نتيجة | |

- 1 Complete the table by adding linking cause-and-effect verbs or phrases. More than one answer is possible. The first one has been done for you as an example.

| | |
|---|---|
| Global warming | Melting glaciers are |
| ⁽¹⁾ leads to higher temperatures and | ⁽³⁾ the result of higher temperatures, which are |
| ⁽²⁾ causes melting glaciers. | ⁽⁴⁾ caused by global warming. |

- 2 Complete the sentences using one linking word or phrase.
- 1 Deforestation results in animal extinction and loss of biodiversity.
 - 2 Demand for food and energy are expected to rise due to the increase in the world's population.
 - 3 Burning fossil fuels causes an increase in CO₂ in the atmosphere.
 - 4 Flooding, heat waves and other extreme weather are all caused by climate change.
 - 5 Reducing the amount of meat we eat may result in lower greenhouse gas emissions.
 - 6 Submerged islands could be the result of rising sea levels.

BECAUSE AND BECAUSE OF

Impress!

Because is a conjunction which introduces a reason. It is followed by a subject, a verb and sometimes an object.

The environment is changing because humans ^S are ^V burning ^{obj} fossil fuels.

Because of is a two-word preposition meaning 'as a result of'. It is followed by a noun, a pronoun or a noun phrase.

The climate is changing because of human activity.

- 3 Complete the sentences using *because* or *because of*.
- 1 Sea levels may rise because of melting glaciers.
- 2 In a warmer world, there are more fires because there is less rain.
- 3 The atmosphere is becoming warmer because of deforestation and burning fossil fuels.
- 4 Low-lying islands may be submerged because sea levels are rising.

ACADEMIC WRITING SKILLS

PARAGRAPH UNITY

SKILLS

A well-written paragraph has just one main idea, and all the supporting sentences in the paragraph should explain or give information about it. They should not introduce any new topics.

When a paragraph has these characteristics, it has **unity**. Unity is a basic requirement of good academic writing.

- 1 In the paragraph, circle the main idea. Then, cross out one sentence which does not support that idea.

Bottled water

Do you drink water from plastic bottles? If you do, you might want to think about changing your habit, because plastic water bottles hurt both people and the environment. First of all, plastic bottles contain two harmful chemicals: BPA and phthalates. Both types of chemicals can cause serious health problems in both adults and children. Second, plastic bottles hurt the environment. The bottles are made from petroleum, and transporting them requires an enormous amount of polluting fossil fuels. In the 1970s, the United States was the world's biggest exporter of fossil fuels. Also, most plastic bottles are not recycled. They end up in our landfills, where they can take many decades to break down. Because of these harmful effects of plastic water bottles on people and the environment, I have stopped buying them. I now drink water from the tap, and guess what: it tastes good!

SUPP

SKILLS

1 Read the paragraph and underline the main idea. Then, cross out one sentence which does not support that idea.

- 2 Read the paragraph and underline the main idea. Then, cross out one sentence which does not support that idea.

3 Read the paragraph and underline the main idea. Then, cross out one sentence which does not support that idea.

Giving examples

Examples are a common type of supporting detail. Look again at this extract from Reading 2.

Huge commercial farms have taken over large areas of forest in many countries. In Indonesia, **for example**, industrial logging is carried out to clear huge areas for the production of palm oil.

The first sentence makes it clear that there are 'many countries' in which commercial farms have taken over large areas of forest. In the second sentence, the writer states Indonesia as an example of this. The example provides specific detail to make the point more effectively.

Good writers use a range of expressions to introduce examples.

| | | |
|--------------|--------------|---|
| especially | like | such as |
| including | for example | One (Another) example is ... |
| particularly | for instance | One (Another) suggestion / method / idea is ... |

3 Complete the sentences below using the words and phrases in the box.

Africa, Asia and the Middle East climate change
lakes northern Lebanon peas and beans
placing stones trees the Gobi Desert

Desertification is a process in which land becomes drier, losing bodies of water **such as** ⁽¹⁾ lakes as well as wildlife and vegetation, **particularly** ⁽²⁾ lakes. Desertification has a number of causes, **including** ⁽³⁾ climate change, deforestation and damaging farming methods.

Desertification is a very serious problem in many regions of the Earth, **especially** poor parts of ⁽⁴⁾ Africa, Asia & Middle East. **For instance**, ⁽⁵⁾ the Gobi Desert in China is the fastest-growing desert in the world. Photos from space have shown sand dunes forming less than 45 km from Beijing! **Another example is** ⁽⁶⁾ northern China where forests were destroyed in order to build cities.

Desertification is a serious global problem, but now local people are trying solutions to reduce or prevent it where they live. Farmers in some dry areas plant **leguminous** plants like ⁽⁷⁾ peas & beans, which pull nitrogen from the air and make the soil richer. **Another method is** ⁽⁸⁾ placing stones around the base of trees. The rocks provide shade for the roots and help trees and insects survive. But the best solution of all is planting trees, or just not cutting them down in the first place.

WRITING

Describe climate

PLAN

- 1 Look at Critical
- 2 Look at
- 3 Refer to

WRITE

- 4 Read the below causes
- 5 Then, human to list