

9

NATURE IN DANGER

- Giving Explanations of Actions
- Reading: Earth 2019
- Describing Tables – Comparison and Contrast
- Reduced Relative Clauses (Review)
- Suffix *-al*



LISTENING

a) Listen to Part 1 of the passage. Fill in the blanks to complete the sentences.

1. Deforestation is a _____ .
2. According to scientists the world's forests _____ .
3. This is because forests are important to _____ .

b) Listen to Part 2 of the passage. Number the following words or phrases in the order in which you hear them. Number 1 is an example.

___ goal	___ improved	<u>1</u> <i>tropical</i>	___ agricultural
___ to grow	___ percentage	___ reserves	___ food and fuel
___ conserve	___ importantly	___ reforestation	

c) Listen again to Part 2 of the passage. Write the word that precedes or follows each of the following words. Number 1 is an example.

1. tropical <u>forests</u>	2. reforestation _____	3. _____ reserves
4. _____ importantly	5. _____ percentage	6. to grow _____
7. _____ goal	8. agricultural _____	9. _____ supply

d) Listen to Part 3 of the passage. As you listen, cross out the word or phrase in each of the following pairs which is incorrect. Number 1 is an example.

1. important – importance	2. forestation – deforestation
3. Anyone – Everyone	4. natural – national
5. absolute – absolutely	6. and Earth – on Earth



SPEAKING

Giving Explanations of Actions

a) Saying the right thing: *What would you do in these situations?*

① Your school has a no-smoking rule. A visitor walks into your school and lights a cigarette. What would you say?	<p>a. You're not allowed to smoke here.</p> <p>b. Smoking causes cancer.</p> <p>c. I hope you don't mind, but I'm afraid we have a no-smoking rule here.</p>
② You're at school. You walk into the library. A student that you don't know is crying. What would you do?	<p>a. Sit down next to him/ her, and say "You look upset. Would you like to talk about it?"</p> <p>b. Say "Sorry," and leave the room.</p> <p>c. Say "What's wrong? You're supposed to be studying!"</p>
③ Your hotel has put up a sign that says "No food or drink is permitted in the pool area." Two young men are eating and drinking there. What would you say?	<p>a. Hey, you! You mustn't eat or drink in the pool!</p> <p>b. Excuse me, but you are not supposed to eat or drink in the pool area.</p> <p>c. Hey, guys, you're not allowed to bring food or drink into the pool area.</p>
④ Someone has just parked their car across a crosswalk. What would you do?	<p>a. It's not my business. I wouldn't do anything.</p> <p>b. Call a police officer.</p> <p>c. Walk over, and tell them that parking is not allowed on crosswalks in your town.</p>

b) Now suppose you're asked "Why?", you could give the following explanations. But first write the sentences out in full.

1. Er ... If I could explain: It's our school's policy to keep / air clean / everyone / breathe



2. Well, the thing is, if you could talk / your problem / someone, you'd feel relieved and might see it in quite / different light

3. We need / keep / area absolutely clean so as / make it safe / everyone

4. The path is marked off / pedestrians crossing the street. If you park / car there, you'll get / parking ticket



READING

Below is an extract from the diary of an imaginary 'person' from outer space, who wrote about a planet after it had been destroyed by those who once inhabited it. This part of the diary is about what happened to Earth – the name of the planet after it was given 'the gift of life.'

a) Read it, and then choose words from the list which are closest in meaning to the underlined words and phrases in the extract.

- | | | |
|------------------------------|--------------------------|-------------------------|
| became | creatures | innumerable |
| keep watch over | predict | monitored |
| controlled | miscalculated | without plants or trees |
| stop | experience and knowledge | |
| very fine but easily damaged | | |

DIARY

EARTH 2019

We watched carefully what happened on Earth after it received life. As we watched, we thought about our own bare, colorless planet surrounded by black space, and grew more and more envious of Earth. We saw the countless blue colors of the oceans. We saw also the numberless green colors of the land and the millions of delicate flowers that covered it. We saw the land filled with living creatures ruled by strange *two-legged beings*. We allowed these beings to have the Earth to guard and protect it. However, it was these beings who finally destroyed Earth.

We knew this might happen and we came to prevent it from happening. However, we made a mistake and came too late. The final disaster happened so suddenly that it took us by surprise. The wisdom and the extremely powerful minds we had boasted about had failed to foresee the disaster.

b) Now answer the following questions in complete sentences.

1. What can be learned from the comparison between the ET's planet and Earth? (*ET = extraterrestrial*: a living being believed by some people to come from another planet)

2. What does the phrase *two-legged beings* refer to?

3. According to the ET, how did the *two-legged beings* manage life on Earth?

4. Why couldn't the ET and his 'people' save Earth from the disaster?

5. Which of the following messages do you think the writer of this story was trying to get across to the readers?

- A. Frogs have become an endangered species.
- B. Frogs are victims of ecological destruction.
- C. Man had better stop destroying his world.
- D. It is now too late for man to save his world.



WRITING

WORLD TRENDS 1972 - 1992



a) Collecting facts: *The following table presents events and facts about the world in 1972 and 1992. Read it carefully.*

1972	1992
POPULATION The Earth's population was 3.84 billion. 72% lived in developing countries. The population 20 years earlier in 1952 had been 2.5 billion.	POPULATION The population was 5.47 billion. 77% lived in developing countries. The population had grown by 95 million in one year. 386,900 were born each day, while 137,500 died.

CITIES 38% of the population lived in towns and cities. Three cities had more than 10 million people. One was in a developing country.	CITIES 46% lived in towns and cities. Thirteen cities had more than 10 million people. Nine of them were in developing countries.
RAIN FORESTS 33% of the world's tropical rain forests had already been destroyed by the beginning of 1972. 100,000 square km were destroyed during 1972, which was 0.5% of the total remaining forest.	RAIN FORESTS The rate of deforestation had doubled. 170,000 square km were destroyed during 1992. This was about 1% of the total remaining forest. 1.2 million species of plants and animals will disappear in the next 20 years.

b) Finding the answers: *Answer these questions using information about the world in the table above.*

1. How much had the world population increased between 1972 and 1992?
2. How many cities had grown to over 10 million people during this period?¹
3. Find a word which means “destruction of forests.”
4. What percentage of the rain forest was destroyed during 1972?
5. What percentage of the rain forest was destroyed during 1992?

c) Signaling: *When you are presenting information, you need to give the audience signals such as the following:*

Function	Signal
<i>Introduction</i>	I'm going to talk / write about... My topic / subject is...
<i>Sequencing</i>	First... Next... Then... After that... (The /My) next point is... Finally...
<i>Changing topic</i>	Now let's look at... Now let's turn to/ move on to...
<i>Giving examples</i>	For example... As you can see from (the picture)... The (graph / table) shows...
<i>Conclusion</i>	In conclusion... To sum up

¹ See REFERENCES in the Answer Keys

- d) Giving a presentation: *Look at the model presentation below. Insert the signals in the blank spaces in the talk. Underline the words or phrases that indicate comparison or contrast. The first sentence is an example.*

My (1) topic is the increase in the size of cities – cities are getting much bigger. I'm also (2) _____ the increase in the number of cities – there are more big cities now than twenty years ago. (3) _____, let's look at the figures. In 1972 only three cities had more than ten million people, whereas in 1992 there were thirteen cities with more than ten million; for example, Mexico City, Tokyo, and Shanghai. (4) _____, I'm going to look at the number of people who lived in cities. In 1972, thirty-eight per cent lived in towns and cities. Let's turn to 1992. The number had increased to 46%. (5) _____, let's look at developing countries. In 1992 nine of the thirteen biggest cities were in developing countries while there was one – only one – in 1972. (6) _____ by 1992 the number of major cities had increased and more people were living in urban areas.

- e) Writing a report: *Write a short report on three of the destinations favored by tourists in the city of Llorente. Use the information in the table below.*

Tourist Destinations	Age Groups			
	(Figures are percentages which show places tourists said they visited on their last holiday.)			
	21 – 30	31 – 40	41 – 50	51 +
Beaches	47	41	32	25
Shopping centers	91	83	95	83
National parks	28	37	24	21
Cinemas/Theaters	83	85	69	42
Museums	8	16	28	29
Sporting events	22	29	27	43

SUGGESTED ANSWER

The following answer focuses on the first three locations – beaches, shopping centers, and national parks. Use the words in parentheses in their correct form.

The table shows (1)_____ (clear) that different age groups favored different destinations in the city of Llorente, although some destinations were popular with all (2)_____ (age).

Shopping centers and beaches were the favorite (3)_____ (place) of the youngest age group in the study, the 21-30-year-olds. This group visited national parks the least, with only 28%. Shopping centers and beaches (4)_____ (be) also popular with the next group in the study, the 31-40-year-olds, and 37% of this group also visited national parks – 9% (5)_____ (high) than the first group.

With the third group, who were aged 41 – 50, shopping centers were far (6)_____ (much) popular than any other destination, with 95% visiting them. Beaches and national parks were visited by 32% and 24%, respectively, of this group.

The location that was the most (7)_____ (attract) to the oldest group, people over 51, was also shopping centers, with 83% visiting them, but beaches and national parks were visited by the (8)_____ (small) percentages of 25% and 21%.

Thus, while shopping centers were popular with all age (9)_____ (group), beaches were far more popular with the youngest group, and national parks were the least preferred places for the (10)_____ (old) group.



USE OF LANGUAGE

1. Reduced Relative Clauses (Review)

a) Rewrite the following sentences, using a to + base form of verb phrase to reduce the relative clause. Number 1 is an example.

1. The only thing *we can do now* is wait and see.
→ The only thing *to do now* is wait and see.

2. Who was the first Vietnamese woman that set foot on the Antarctic?

3. Why am I always the last that finds out about these parties?

4. This is the ideal place where we can build a house of our own.

5. The Honda Civic is the best car you should rent for your trip.

6. What are the most interesting things a tourist can see and do in your city?

b) Combine each pair of sentences to form one meaningful sentence, using (a) a relative clause and (b) a to + base form of verb phrase. Number 1 is an example.

1. The next question is the crucial one. We will consider it.

a. The next question *which we will consider* is the crucial one.

b. The next question *to consider / or to be considered* is the crucial one.

2. This is the best book. You can read it on a long flight.

a. This is _____

b. This is _____

3. He does not let little things disturb him. He is not that type of person.

a. He is not _____

b. He is not _____



Yuri Alekseyevich Gagarin

4. Yuri Gagarin traveled in space. He became the first man in that area of space exploration.

a. Yuri Gagarin became _____

b. Yuri Gagarin became _____

5. She needs help. No one can help her.

a. She has no _____

b. She has no _____

6. The best place is in the living room. You should put the piano there.

a. The best place _____

b. The best place _____

c) Rewrite the following sentences, using a present participle or past participle phrase to reduce the relative clause. Number 1 is an example.

1. We stood on the bridge which connects the two halves of the building.

→ We stood on the bridge *connecting* the two halves of the building.

2. I ran through the crowd of people who were hurrying to get to work.

3. The trees that were blown down in last night's storm have been moved off the road.

4. I come from a city which is located in the southern part of the country.

5. Much of this region, which was once covered by forest, is now bare of trees.

6. An agreement has been signed to protect the forests which are being cut down all over the world.

7. People who listen to very loud music may suffer gradual hearing loss.

8. The vegetables which are sold in this supermarket are grown without chemicals.

9. The stone steps, which had been worn down by generations of students, needed to be replaced.

2. Vocabulary: Suffix *-al*

Fill in each blank in the sentences below with a word related to the italicized word in the sentence. Number 1 is an example.

1. The entire *nation* celebrates the holiday. It's a *national* holiday.
2. Each holiday has its own *traditions*. In Viet Nam it is _____ to worship the ancestors on New Year's Eve.
3. *Autumn* has not yet arrived, yet there is an _____ chill in the air today.
4. Lam wants to study *agriculture*, and so he is going to an _____ college.
5. A part of the city has been set aside for *industry*. All _____ buildings must be located there.
6. "Did you *propose* a solution to the problem?" – "Yes, but no one listened to my _____ at all."
7. These appliances are operated by *electricity*. We have some _____ laborsaving devices around the house.
8. Though she was not a nurse by *profession*, Kim dealt with the problem like a true _____.
9. If you want to know when a certain flight *arrives* or departs, check the airport monitors for _____ and departures.