2 Environment

2.1 URBAN ENVIRONMENT

VOCABULARY: local environment

1 Complete the sentences with the correct word combinations.

traffic congestion	mindless vandalism
rush hour	transport connections
detached house	noise pollution
stunning views	~~abandoned cars~~
apartment block	crime rate

1 The park is full of *abandoned cars.* People just drive up and leave them there.

2 The _____ in my area aren't very good – it often takes me a long time to get anywhere.

3 I live on the 25th floor of an _____.

4 I live in a _____ with a big garden round it.

5 Why destroy the bus stop? That's just _____!

6 Do not drive through the centre of town at 5.30 p.m. It's the _____ then.

7 On Friday nights the open-air disco plays music very loud until 3 a.m. I think that's _____!

8 Lorries are not allowed into the city centre because of _____.

9 The rise in the _____ in the last few months is shocking. The police should do something.

10 Have a look from the balcony. There are _____ from there.

PRONUNCIATION

2 1.0 Listen and write the number of syllables in each word combination.

1 cosmopolitan atmosphere *5 – 3*

2 open spaces _____

3 abandoned cars _____

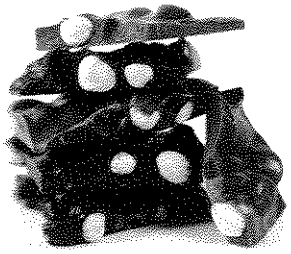
4 transport connections _____

5 mindless vandalism _____

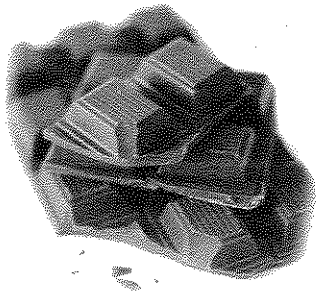
6 stunning views _____

VOCABULARY: words from the lesson

3 Fill the gaps in the text with one word. The first two letters are given to help you.



A [1] st*udy* was carried out last week, [2] de_____ to measure how many people like nuts in their chocolate. The [3] fi_____ were very surprising. Chocolate without nuts [4] ra_____ much more highly than chocolate with nuts. The survey also [5] es_____ that more than 30 percent of people who responded had, or knew someone who had, an allergy to nuts. Nut allergy seems to be becoming a big [6] is_____ and this research, [7] ca_____ out for chocolate manufacturers, agrees with scientists who say that our immunity to allergies is weakening. This may, of course, explain why chocolate without nuts was more popular than chocolate with nuts.



TRANSLATION

4 Translate these word combinations into your language. Do they exist in your language? If not, what do you say instead?

1 mindless vandalism _____

2 detached house _____

3 transport connections _____

4 rush hour _____

5 traffic congestion _____

6 crime rate _____

7 noise pollution _____

8 stunning views _____

2.2 CHANGING ENVIRONMENT

GRAMMAR: present perfect simple and continuous

1a Match sentence halves 1–6 with a–f.

1 They have finished ___

2 The zoo has been feeding ___

3 The species has become ___

4 No one has fed ___

5 The government has been reducing ___

6 I have turned down ___

a) extinct because of too much hunting.

b) CO_2 emissions since 2006.

c) the tests and are now waiting for the results.

d) the temperature because it was too hot.

e) three lion cubs since they were born.

f) the polar bears today.

1b Have the activities/situations above finished or are they ongoing? Tick the correct box.

	Have finished / taken place	Ongoing or continuing
1	☐	☐
2	☐	☐
3	☐	☐
4	☐	☐
5	☐	☐
6	☐	☐

2 Complete the sentences with the verb in brackets in the correct form (present perfect simple or continuous).

A According to the article, we _____ (look) at the wrong issue since 1975.

B For the past three years, many scientists _____ (say) something completely different.

C At some time, I'm sure we _____ (all think) about hotter temperatures, rising water levels and the possible effects for people around the world.

D Some scientists _____ (make) the same point – that the 'cycle' theory shows us that we can be sure the world is going to get cold again soon.

E Because of global warming, in recent years icebergs _____ (shrink) and there _____ (be) more and more rain.

F Secondly, the increase in heat is not because of natural increases in temperature, but because we _____ (damage) the environment.

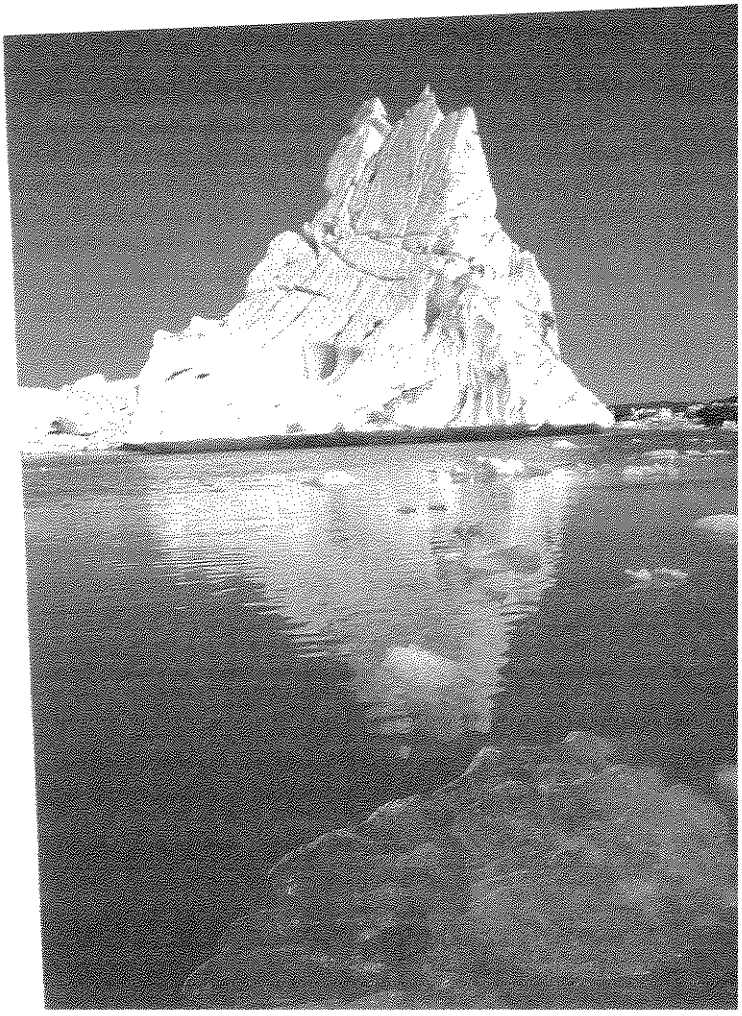
G Since then, we _____ (live) through the beginning of a cold period.

READING

READ BETTER

Most sentences in a text refer back to what was written before or to what will be written next. Look at number 1 in Exercise 3, which has been done for you. 'Hotter temperatures, rising water levels' in sentence C are examples of global warming, which is mentioned in the sentence before. Also, in sentence C we have the words *we* and *all*. In the sentence before we can see *we have all been hearing*. When you do this exercise, look at the sentence before and after the gap to help you and you will learn how sentences in a text link to each other.

3 Read the article on climate change. Match sentences A–G in Exercise 2 with gaps 1–7.



4 Read the article again and answer the questions.

1 What two examples of global warming are given in the first paragraph?

_____

2 How many articles did Newsweek write about Global Cooling?

_____

3 What has been happening since 1965?

_____

4 Why is it wrong to wait any longer for evidence?

_____

5 Which groups don't like the global warming theory?

_____

6 Why are ice and rain different from sea water?

_____

5 There are five word combinations in the article from the article on page 18 of the Course book. Underline them.

DICTATION

6 19 Listen and write what the man says. Check that the word combinations used are the same as the ones you underlined in Exercise 5.

_____

_____

_____

_____

_____

_____

7 Complete the notes.

1 The article was in a _____.

2 _____ makes people happier.

3 The article gives a _____ of life after climate change.

CLIMATE CHANGE: GLOBAL COOLING, GLOBAL WARMING ... OR SOMETHING ELSE?

In recent years we have all been hearing about global warming. [1] C It seems that the issue has been decided. There is global warming and we can't do anything to stop it.

Well, actually this might not be the whole story. In 1975, Newsweek published an article about Global Cooling, not Global Warming. The theory behind it was this: 'In recent years (1940–1965), global temperatures have been getting colder. World history shows that Hot Periods and Cold Periods appear in cycles. The period up to 1940 was a hot period.' [2] ____ This theory was supported by very famous scientists in scientific journals, and also celebrities, including Isaac Asimov.

Yet, in 2006, Newsweek wrote an 'apology' article. [3] ____ It isn't global *cooling* but global *warming* that is the big issue. There are two reasons for this. Firstly, there was a cooling period between 1940 and 1965. Since then, however temperatures have been increasing. [4] ____

So, do we all agree that global warming is the thing to worry about? Well, surprisingly the answer to that is 'no'. There are still many people who do not accept the theory about 'global warming'. [5] ____ Other scientists argue that there is not enough evidence over a long period of time. Well, in fact, that's true but if we wait for a longer period, it may be too late to do anything about it!

Finally, of course, large countries with strong economies that use a lot of power, and 'interested' industries (like the oil industry) spend millions and millions of dollars on research, trying to disprove the global warming theory.

They might be right. Maybe we are getting a false impression of what is happening. Why? [6] ____ They say it is going to get much colder. This is the 'Arctic Stream' theory. It is a very complex theory but here is the simple version: The UK is warmer than Canada because it has a stream of salt water that keeps it hot. This is called the 'Gulf Stream'. As we all know, salt water is warmer than fresh water (is it warmer to swim in the sea or a lake?). [7] ____ Ice and rain are fresh water, not salt water. This will have a significant effect on the Gulf Stream. With more fresh water in the sea, the Gulf Stream will stop working. If it stops working, the UK and Northern Europe will get much, much colder.

So, what should we believe? Climate change is not such a simple issue. If you live in Northern Europe, it looks like you are going to get very cold. For the rest of us, time to get the sun cream out.

2.3 EXTREME ENVIRONMENT

GRAMMAR: indirect questions

1 Peter Smith is interviewing Dr Aleyna Aykut about an earthquake in Istanbul. Correct the indirect questions he asks.

1 I'd like know how many earthquakes has Istanbul had.

I'd like to know how many earthquakes Istanbul has had.

2 Could you tell when was the last earthquake in Istanbul?

_____

3 I can ask when the last big earthquake in Turkey was?

_____

4 Could you tell me the Izmit earthquake was close to Istanbul?

_____

5 Do you know how many people in the Izmit earthquake were killed?

_____

6 Do you know whether did the Izmit earthquake affect Istanbul?

_____

7 Could you tell me is there a strong possibility of an earthquake in Istanbul?

_____

LISTENING

2 1.10 Listen to the first part of the interview and check your answers to Exercise 1.

3 1.10 Listen again and answer the questions from Exercise 1.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

4a 1.11 Some researchers are preparing the questions for the second part of the interview. Listen and finish the questions they decide to use.

1 Why do you think an earthquake _____?

2 How big _____?

3 What will happen if _____?

4 What _____?

5 Is the _____?

6 Are there any _____?

7 Should _____?

8 Can you predict _____?

4b Turn the questions above into indirect questions.

1 Can I ask _____?

2 Do you know _____?

3 Could you tell me _____?

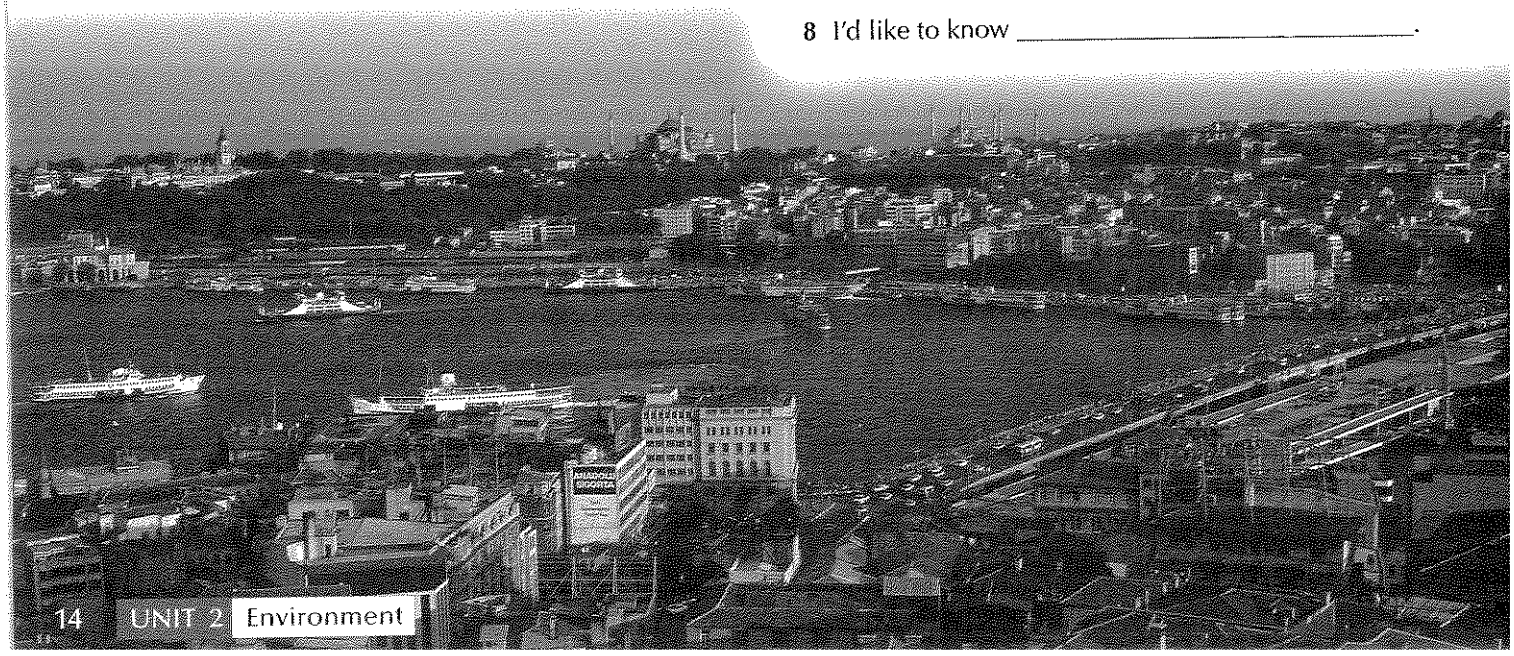
4 I'd like to know _____.

5 Can I ask _____?

6 Do you know _____?

7 Could you tell me _____?

8 I'd like to know _____.



READING

5 Read some of the answers taken from the second part of the interview. Which questions from Exercise 4 do they answer?

Q: _____

A: Absolutely not. There's no point worrying about something that might not happen. We can only say that an earthquake will probably happen, not that it will definitely happen. The government is working hard to make people safe.

Q: _____

A: Unfortunately we do not have the technology to do that. We believe there is a 62 percent chance in the next 30 years, a 50 percent chance in the next 25 years, and over the next ten years about 32 percent that a major earthquake in Istanbul will happen.

Q: _____

A: This is possibly the biggest problem in Istanbul. Some houses are taller than others but they may be connected to the same structure or 'column' as the house next to them. This column may be shorter or taller. This is very bad for the safety of a house. Another problem is that many buildings have shops on the ground floor. This means that there are not enough rooms and so not enough walls to hold the weight of the building.

Q: _____

A: We can't be sure, but it will be similar to the Izmit earthquake, probably a strength of 6.8 to 7.5. Without proper preparation we think this would result in the collapse of over 500,000 buildings and the deaths of thousands of people.

VOCABULARY: adverbs

6 Complete the text with adverbs from the box. One adverb is not used.

perhaps	pensively	mainly	normally
deliberately	relatively		

Unlike Istanbul, there are [1]_____ few earthquakes in Izmit. [2]_____, earthquakes happen in summer but they could [3]_____ happen at any time. Izmit needs to take steps to protect itself, [4]_____ in the area of improving the safety of its buildings. Now, most engineers are [5]_____ building earthquake-protected buildings.

EXTRA VOCABULARY: more adverbs

You can usually make adverbs from nouns by adding *-ly*. Be careful, however – not all adverbs end in *-ly*. Also not all adverbs have nouns and/or adjectives (e.g. *perhaps*).

7 Complete the table below. Some of the adverbs are in the Course book and others are in Exercise 6. You may want to check their meaning in your dictionary.

Noun	Adjective	Adverb
✗	absolute	
✗	normal	
intention		
✗	fast	
ease		
✗	slow	
completion		
✗	immediate	
probability		

2.4 SCENARIO: Sparrow Hill Wind Farm

KEY LANGUAGE: agreeing and disagreeing politely, polite questions

1 Correct these sentences.

a) You have point, but you don't think the answer is too simple?

_____

b) I am interested know more about it.

_____

c) I would go long you there.

_____

d) What is very truth because it can only generate small amounts of electricity.

_____

e) You have absolute right!

_____

f) I would know how you discovered that.

_____

g) That's one type to look at it but what else they can choose?

_____

2a Match sentences a–g in Exercise 1 with gaps 1–7.

A: Let's talk about the government decision on alternative sources of power. It seems they won't agree to wave power.
B: 1____ No one's been told yet!
A: A friend at a newspaper told me. They're going to announce their decision tomorrow. I believe they think it's too expensive.
D: 2____ They think it's too expensive and too slow.
B: What about solar power? It's certainly not as expensive as wave power.
A: 3____ I'm sure they have already thought about solar power.
B: Well, 4____ There isn't another choice!
A: What about this new 'sugar power'? I read something in a report and 5____ It's certainly something I know very little about.
D: 6____ Peter Davis thinks it could be really useful.
B: Oh come on! It's useless!
C: For our purposes 7____, I'm afraid.
A: Well then, what are we going to do?

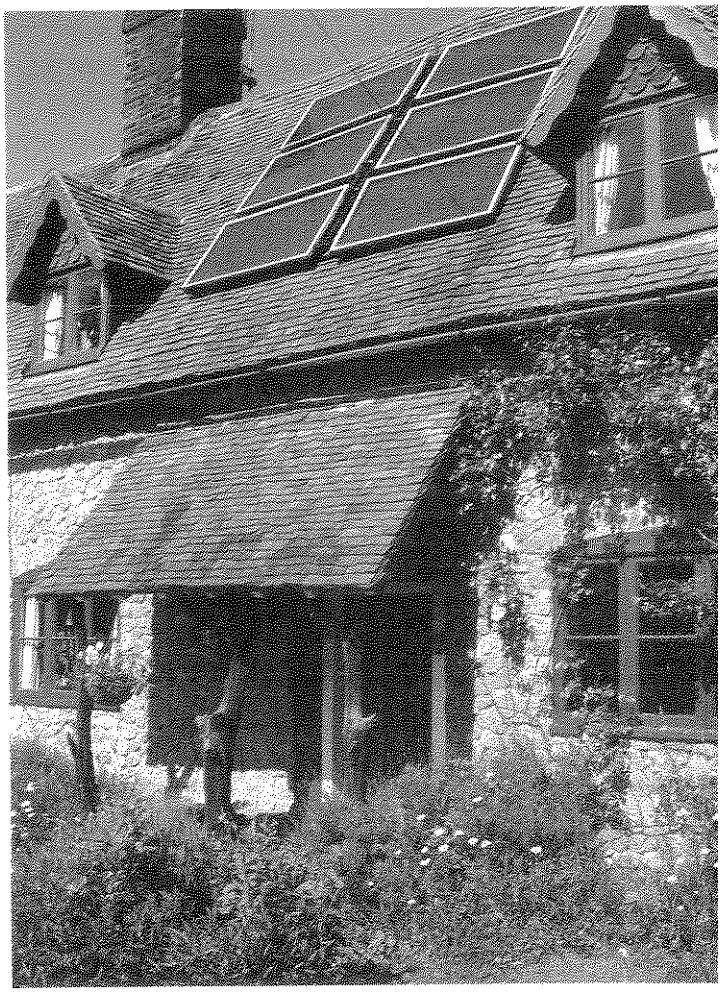
2b Listen to the meeting and check your answers.

VOCABULARY: words from the lesson

3 Complete the sentences with the words in the box.

viable	solar	spoil	fossil	renewable
wave	eyesore	generate		

1 We use this machine to _____ electricity when there is a power cut.
2 Coal is a _____ fuel.
3 We have a _____ panel on our roof to take power from the sun.
4 Making a car powered by water is not a _____ idea. Each car would need huge amounts of water.
5 The landscape would be beautiful if they hadn't built a football stadium there. The stadium is an _____.
6 That little machine with all the water inside is an example of _____ power.
7 Building a power station there will _____ my view of the sea.
8 Although it is more expensive, we will never be without _____ energy.



WRITING SKILLS: writing a questionnaire

1a Complete the question types with the phrases in the box.

yes or no	a figure	*what, who, why,* etc.
how frequently	a number on	
~~choice between~~	to tick items	

1 Questions requiring a *choice between* alternatives.

2 Questions which require the respondent to choose _____ a scale.

3 Closed questions requiring the answer _____.

4 Questions which require a respondent to indicate _____ they do something.

5 Open questions beginning with _____.

6 Straightforward questions which require _____ or a limited number of words.

7 Questions requiring respondents _____ in lists or boxes.

1b Match questions A–G with the types 1–7 above.

A How many children are there in your family? 6

B Is this your first car?
Yes ☐ No ☐ ___

C How often do you visit the library in a week?
a) Once b) Twice c) More than twice
d) Never ___

D On a scale of 1–5 (5 being the highest), how much do you like chocolate? ___

E What is the best meal you have ever eaten? ___

F Which of the following would you prefer?
a) a park for kids b) a new cinema ___

G Tick which things you own.
mobile phone ☐ a laptop ☐
a GPS system ☐ an iPod ☐
a portable DVD player ☐ ___

2 Write one of each type of question to find out the information asked for in this note.

Hi!

We need a questionnaire to find out what students want us to do at the Summer Festival next year. We need to know the following:

How often students go to the festival

How many days they went to the festival this year

Did they pay or did they use their student card

Did they think the festival was a success

Which things they saw (the rock concert, the film festival, the conference, the competition)

How they rated the festival

What they would like next year

Thanks ☺

_____
_____
_____
_____
_____
_____
_____
_____