

Unit 2 – Save the Planet

Reading Comprehension

READ THE BRIEF DESCRIPTIONS ABOUT SOME ENVIRONMENTAL ORGANISATIONS. MATCH THE SENTENCES WITH THE PARAGRAPHS.

- HELPING POOR PEOPLE TO EARN A LIVING. ____
- CONNECTIONS WITH AN AMERICAN MOVIE. ____
- LOCATION OF HEADQUARTERS IN BRITAIN. ____
- PROTECTING UNDERWATER LIFE. ____
- HELPING PEOPLE UNDERSTAND THE VALUE OF DIFFERENT SPECIES. ____
- CONNECTION BETWEEN HUMANS AND THE ANIMAL KINGDOM. ____

A - *Biofuelwatch* is an organisation working to raise awareness of the negative impacts of industrial biofuels and bioenergy on our planet. It is based in the UK and works with national and international partners to fight the social and environmental damage resulting from bioenergy.

B - *Fauna & Flora International* wants to protect all our planet's species and it works all over the world to show how important biodiversity is to everyone on the planet. The more species we can save, the better for our planet. It aims for a healthy future for our planet where people, wildlife and wild places can exist together.

D - *The Climate Project* was founded by American, Al Gore, and includes specially trained climate experts who want to educate people about the dangers of climate change. It has offices in more than fifty countries. They present a slide show featured in the Oscar winning film, *An Inconvenient Truth*.

C - *Oceana* is the largest international organisation focused only on ocean conservation, protecting sea ecosystems and endangered species. Offices around the world work together to help our oceans to return to their natural state.

F *Frontier*, started in 1989, protects biodiversity and ecosystems and at the same time creates jobs for some of the poorest communities. Their first projects were in Tanzania, one of the world's poorest countries, where they did research in remote forest, savannah, and marine environments.

E - *WWF* is best known as the world's most important nature organisation which focuses on how wildlife, the environment and human activity are all connected. It is passionate about protecting the natural world and knows that it also needs to take other action, for example, educating people about climate change and helping them to change the way they live to help protect the environment.

Vocabulary

COMPLETE THE TEXT WITH THE WORDS IN THE BOX.

Yesterday, a ⁰ group of friends and I went to a meeting about saving the planet.

It had been arranged by all the schools in the area. We learned about different kinds of ¹ energy, such as ² farms and ³ power. I thought we didn't have enough

sun for that, but apparently it still works in this country. Then we heard about how world tourism has damaged beautiful ⁴ and what the tourism industry is now doing to help the environment. They encourage everyone who flies to offset their carbon ⁵

by donating money to an organisation that will plant trees. It was sad to learn how industrial development and ⁶ have killed trees and led to almost total

⁷ in many parts of the world. One speaker told us how dangerous ⁸ bags are for wildlife. He said that everyone should ⁹ everything they can and that we should all be using ¹⁰ or paper bags to carry our shopping in.

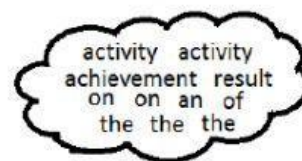
GROUP CLOTH DEFORESTATION
FOOTPRINT LANDSCAPES
PLASTIC POLLUTION RECYCLE
RENEWABLE SOLAR WIND

Grammar

USE THE IDEAS TO WRITE THE RULES:

- We use the Present Perfect Continuous when the focus is...

- We use the Present Perfect Simple when the focus is...



COMPLETE THE SENTENCES WITH THE CORRECT FORM OF THE VERBS. USE THE PRESENT PERFECT CONTINUOUS.

1. The Students _____ (recycle) paper and plastic at school.
2. You _____ (not use) cotton bags for shopping.
3. How long _____ you _____ (work) with the eco-group?
4. What _____ you mother _____ (do) to look after the local environment?
5. _____ Jack _____ (learn) how to plant seeds?
6. I _____ (think) of joining my local eco-group. It sounds fun.
7. Why _____ you _____ (not collect) paper for recycling?
8. My friend _____ (try) to reduce her carbon footprint.

CHOOSE THE CORRECT VERBS.

1. Call the group leader. Mike *has been having* / *have been having* / *has had* / *has have* an accident.
2. We can't collect litter because it *has been raining* / *has been rained* / *has rained* / *have been raining*.
3. My group *has collected* / *have collected* / *has been collecting* / *had been collected* twenty bags of rubbish this morning.
4. How long *have you gone* / *have you been gone* / *have you been going* / *have going* to eco-camp during this time?
5. How many students *have been joining* / *have been joined* / *have joined* / *has joined* this year?
6. I'm really tired. *I've been collecting* / *I've collected* / *I've been collected* / *I'm collecting* litter all morning.
7. You work quickly. You *'ve been planting* / *'ve been planted* / *'ve be planting* / *'ve planted* ten trees already.
8. My father has been repairing the gates in the park but he *hasn't been finishing* / *hasn't finished* / *has finished* / *has been finishing* yet.