Reading and Use of English • Part 7

You are going to read an article about four young environmentalists. For questions **43 – 52**, choose from the four people (**A – D**). The people may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Which person

is trying to explain how some behaviour has harmful effects?	**43**	
followed up a talk by offering an opportunity for practical action?	**44**	
says they were motivated by a desire to share their enthusiasm?	**45**	
believes that an idea they came up with worked well?	**46**	
selected something because it was relatively straightforward to deal with?	**47**	
received public recognition for their environmental contribution?	**48**	
says the future of the environment depends on a particular group of people?	**49**	
mentions someone whose expert knowledge highlighted a problem?	**50**	
helped to create a place that reflected their values?	**51**	
mentions having to gain consent to start on a project?	**52**	

LIVEWORKSHEETS

Young environmentalists

Four young people talk about their involvement in environmental projects.

A **Lucy Walker**

I won a national award for the work I did on a project to build an environmental centre made entirely out of green materials. It's a 100% carbon neutral building, which means that all the building materials were reused or recycled. The centre is somewhere kids can learn how to take care of the environment, but I realised that not everyone would have the opportunity to visit it. I therefore created an online curriculum guide, so kids could also learn about the environment in their schools. I translated it into Spanish as well so that it could be available to more people. All this took two years and I did it because I have a great love for the outdoors and being in the midst of wildlife, I wanted other young people to be able to experience the same passion that I feel.

B **Justin Day**

While hiking near my home, I noticed a plant I didn't recognise growing along the side of the trail. My sister, a naturalist, told me the plant was an invasive, non-native plant that is toxic to local wildlife. I then discovered that there are a number of different types of non-native plants in my area. Some excrete poisons into the ground so nothing can grow there for many years. I had to get permission from the local council to remove some of them, but I realised I couldn't do it alone. So I set up an environmental organisation to recruit other teenagers to give me a hand. We all learnt how to properly identify, remove and dispose of the invasive plants. Our focus has mainly been on a plant called *Dalmatian Toadflax*, which is easier to pull up, so anyone can do it. We also work on replanting areas with native grass and wildflower seeds.

C **Josh Benito**

After seeing an article in the newspaper about an environmental competition, I felt inspired to do something related to planting trees so I set up a project at my local primary school. I gave a presentation to the kids teaching them about the importance of taking care of the environment and how trees can help. Then, each of the 300 pupils was given two young trees: one to take home and plant in their garden, and one to give to a neighbour or friend. I think the project was an effective way of getting the message across to more people. Attached to each tree was information about helping the environment and the name of the project. This experience has taught me leadership skills and how to organise a large group. I have also learned many things from having to meet and talk with many different individuals.

D **Erica Klek**

When I was at primary school, my friend and I got really involved in aluminium can recycling and we also did a project on the greenhouse effect. Later on at high school I helped co-ordinate an environmental event because I wanted to make more people aware of important issues. It's our generation that's going to make or break the environment. Some teenagers don't know they're doing the wrong things, and I want to help them understand. I recently prepared a guide for students interested in organising similar activities in their own schools, which has been distributed to most of the schools in my area. I've also been helping to replant trees after they were destroyed in a hurricane. Unfortunately, we lost a lot, both exotic and native species.

LIVEWORKSHEETS