



Module D Unit 7

Training 1.1 (p.53)

Announcer : You are Jason Poon. You are helping your teacher design two posters about saving the environment. Your teacher is giving you comments on how to make the posters better. Listen carefully to the conversation and add comments to the posters below.

Jason : Hi Miss Lee, I've finished the two posters about saving the environment.

Miss Lee : Good work, Jason. The posters are very good, but I think you can still make some changes to them. Can you note down my comments?

Jason : Sure, Miss Lee.

Miss Lee : ^① First of all, this one about saving water, I think you need to add an exclamation mark after the title. It will make it look more urgent to save water.

Jason : OK, an exclamation mark after the title.

Miss Lee : ^② The second line should be changed to 'fix dripping water taps'.

Jason : Let me write that down...fix dripping water taps.

Miss Lee : Good. ^③ For the third line, add 'save water, save money'.

Jason : OK...save water, save money. That's true. Water bills can be very expensive, so it's a good reason to save water.

Miss Lee : Um, just one more thing. The poster is all words. I think a picture should be added. ^④ What picture do you think we should add, Jason?

Jason : How about a picture of a tap? Because that's a symbol of water.

Miss Lee : Excellent, yes, a picture of a tap. Write that down, then we can go onto the next poster.

Jason : Right, this next one is about plastic bags.

Miss Lee : That's an important issue. I like the picture of a plastic bag. It makes it clear what the poster is about, but I think we need to change the title a bit. ^⑤ We should add 'Say no to' before the title as the message of the poster is to say no to plastic bags.

Jason : I agree. I'll write that down...'Say no to'. What about the other points?

Miss Lee : They're good but the average number of bags used per day is wrong. ^⑥ 50 bags a day is too much! I think it should be 5. Make a note to change the number from 50 to 5. ^⑦ And I think it looks better if bullet points are added to the three statements.

Jason : Add bullet points. How do you spell 'bullet'?

Miss Lee : It's spelt B-U-L-L-E-T, bullet. For the third statement, I think another point can be added.

Jason : Should we add plastic bags harm wild animals? I have heard that turtles eat them because they think they're jellyfish, and then they die.

Miss Lee : You're right. ^⑧ Let's add 'and harm wild animals' after 'they damage the environment'.

Jason : 'and harm wild animals'.

Miss Lee : Good. I think the posters are fine now. Thanks for your help, Jason. *

Training 2.1 (p.54)

Announcer : You are interviewing a classmate about recycling. Listen to the conversation and fill in the questionnaire.

Jason : Hi Alice, can you help me with my homework about paper recycling?

Alice : Sure, how can I help, Jason?

Jason : I've got a short questionnaire. Can I ask you some questions?

Alice : Sure.

Jason : Great! First, I need to write down your name, Alice Ma. And your class is 2D. Now, the first question is: How often does your family recycle paper?

Alice : Always. We always separate paper items from the rest of the rubbish and put them in recycling bins.

Jason : Right, and what items does your family recycle?

Alice : We don't have newspapers but we do recycle boxes, you know, cereal boxes and tissue boxes and things like that.
Um, I never throw away old notes as I might need them again, but we do recycle cards. I'm not sure about envelopes so it's better to leave that blank.

Jason : OK. I'll tick the three items you mentioned. The next questions are about the school. How often do you use the school's recycling bins and why?

Alice : I think my answer is 'sometimes' because the bins are too far from the classrooms.

Jason : I agree. They're too far from the classrooms. I'll just write that down.
Now, in what lessons do you learn about recycling and protecting the environment?

Alice : Oh, lots of them. The Liberal Studies and Geography lessons have covered recycling. Also, our Art teacher got us to do a project only using recycled materials to help raise our awareness of being environmentally friendly.

Jason : Using recycled materials to do an Art project? That's interesting! OK, last two questions. What can be done at school to encourage recycling?

Alice : I don't think class recycling monitors or having a fine is a good idea. It would be too hard to implement. We have enough lessons and talks on recycling already. Perhaps more posters to remind us about recycling. And I also think I'd recycle more if there were more recycling bins available.

Jason : I agree. Just one more question left. What can you do to save paper?

Alice : Um, do less homework? Ha ha, I'm just joking! I think I could use both sides of paper.

Jason : Use both sides of paper. That's it. Thanks Alice.

Alice : You're welcome. *

Training 3.1 (p.55)

Announcer : You have done a survey on your classmates' habits of recycling domestic waste. Listen to the conversation and complete the pie chart below.

Jason : Mary, do you recycle your domestic waste?

Mary : Well, sometimes.

Jason : You are just like the majority of my classmates.

Mary : Really? Can you tell me more?

Jason : Sure. According to the survey I have done, 50% of my classmates said

that they sometimes recycle domestic waste.

Mary : I see. How many of them always recycle domestic waste?

Jason : Let me see...^③ 31% of them always do that.

Mary ^① : How about the remaining 19%?

Jason : They seldom recycle domestic waste. *

Training 3.2 (p.55)

Announcer : You are working on a chart about the carbon dioxide emissions in different countries. As you listen, complete the pie chart below.

Miss Lee : Jason, can you help me complete a pie chart?

Jason : Sure. What's this pie chart about?

Miss Lee : It's about the carbon dioxide emissions in different countries, which is a major cause of air pollution in the world.

Jason : I see. Which country emits the most carbon dioxide?

Miss Lee ^⑥ : The records show that it's China. ^⑦ It's responsible for 42% of the carbon dioxide emissions.

Jason : Oh, that's quite high, but it does have a very large population.

Miss Lee : The USA used to be the highest emitter of carbon dioxide. But China's economy is growing and so is its industrial development.

Jason : That's true. I think more can be done to reduce the emissions.

Miss Lee ^③ : The next one is the USA. They emit 34% of the world's total.

Jason : 34%, that's also a very high figure.

Miss Lee : I agree. ^④ The next country is India. ^⑤ India is responsible for 15% of the world's carbon dioxide emissions.

Jason : 15%. And what about the last country?

Miss Lee ^① : The last country to be shown on the chart is Japan ^② and the percentage is 9%.

Jason : OK. I have got all the percentages. I'll show you the chart once it's done.

Miss Lee : Thanks for your help, Jason. *

Training 4.1 (p.56)

Announcer : You are talking to a biologist about an endangered species. As you listen, fill in the information and circle where the species is found on the map below.

Jason : Mr Lam, are giraffes an endangered species?

Mr Lam ^① : Some species of giraffes are classified as ^② 'near threatened'.

Jason : Excuse me, Mr Lam, can you spell 'giraffes'?

Mr Lam ^④ : Sure, it's G-I-R-A-F-F-E-S. Most of them are in Africa. Can you find Africa on the world map?

Jason : Let me see...giraffes in Africa. Yes, I found it.

Mr Lam ^④ : Put a circle around Africa on the map.

Jason : OK. You said they are near threatened. What is the reason for that?

Mr Lam ^③ : They're near threatened because of hunting.

Jason : Let me put that down. The reason is hunting. *

Training 4.2 (p.57)

Announcer : You are listening to a radio programme about endangered animals. As you listen, complete the information on the world map below.

Presenter : Did you know that over 5,000 creatures are endangered in the world? Many birds, fish and animals are in danger of becoming extinct like the dinosaurs. It is tragic that so many beautiful creatures are in danger. Some animals are being hunted for their skin to make handbags or for their meat to make medical ingredients. Some lose their habitats because humans take over them. Others die because of pollution caused by humans. Today, we'll look at 5 endangered animals.

^④ The first species we'll look at is the polar bears. These large white creatures live in the Arctic, which is near the North Pole. They live on the ice and hunt seals for food. Unfortunately, due to pollution, global warming is causing the ice to melt. ^⑤ Polar bears are classified as vulnerable because of the ^⑥ melting of the ice. There're now about 20-25,000 of them left. They'll continue to be vulnerable unless the temperature in the Arctic decreases.

The second species we're going to look at today is also a type of bear called grizzly bears. These large brown-furred animals live in North America. ^① There're now about 25,000 of them. ^② They're near threatened ^③ because they were hunted in the past. They were shot for their fur. So they're decreasing in number. Now it's against the law to hunt them.

^⑤ The third species comes from Asia and is vulnerable. ^④ That's the giant pandas. They are found in China and there're only between 1,000 to 1,500 of these rare animals left in the wild. You can find these vulnerable creatures in some zoos but there're very few in the wild because they have a very low reproductive rate.

Another species that has even smaller numbers in the wild is the mountain gorillas. These intelligent animals are found in some parts of Africa. ^⑦ There're only about 790 left in the wild and they are seriously ^⑧ endangered. ^⑨ Despite efforts to protect them, many of them die of various diseases.

^⑩ Finally, one of the national symbols of Australia, the koalas, is ^⑫ near threatened as well. ^⑪ There used to be hundreds of thousands of them but now there're no more than a maximum of 80,000 left in the wild. ^⑬ Koalas eat eucalyptus leaves, but as the trees they need are being cut down or burnt in bush fires, they're losing their habitat. Without food and habitat, the Australian koalas cannot survive and are now near threatened. *