

<u>EAP</u>

| | Revision Sneet | Grade 7 |
|--|--|---|
| Name: | | |
| Q1/ Read the paragraph from | om an essay and match | features a-f sentence 1 – 6. |
| development can deined as 'devaffecting the ability of future ge example, in the UK a Sustainable matters. 4Similarly, in many cou | velopment which meets the repeated on the relations to meet their own the Development Commission of the relationship in the re | needs' (United Nation, 1987). 3For has been set up to advise on such trialized countries such as China, s. 5In other words, businesses are These examples show that |
| A the topic sentence | C an explanation | E another example |
| B the concluding sentence | d an example | F a definition |
| Q2/ True or False | | |
| 1. UN <u>involvement</u> in recent ele- | ctions has helped stabilize th | e region. (involve) [|
| 2. Life on other planets is theore | etically possible, but highly u | nlikely. (theoretical) [|
| 3. The <u>divide</u> between rich and p | poor has increased with each | generation. (divide) [|
| 4. Researchers noted a <u>similarity</u> | y in responses from male and | female test groups. (similar) [|
| 5. Attempts to <u>categorize</u> the flo | ora and fauna of rainforests h | nave been limited. (category) [|

Q3/ Use the prepositions

| To write complete se | entence showing a char | ge in time or quantity. |
|---|--------------------------|--------------------------|
| 1. The grain harvest | will have fallen | 10% in 2050. |
| a. by | b. with | c. of |
| 2. The Californian po million in 2030. | pulation will have incre | ease |
| a. from/to | b. of/to | c. for/to |
| 3. During the last 50 kilometers. a. by | years the Gobi desert h | c. in |
| 4. Global temperatur | res got higher | the last century. |
| a. during | b. off | c. with |
| 5. In 1972 wheat pric | ces went up | \$70 to \$181 per tonne. |
| a. from | b. under | c. next |
| | | |

A Planet under Stress

- 1. Humanity's demands on the earth have multiplied over the last half-century as our numbers have increased and our incomes have risen. World population grew from 2.5 billion in 1950 to 6.1 billion in 2000. The growth during those 50 years exceeded that during the 4 million years since we emerged as a distinct species.
- 2. Incomes have risen even faster than population. Income per person worldwide nearly tripled from 1950 to 2000. Growth in population and the rise in incomes together expanded global economic output from just under \$7 trillion (in 2001 dollars) of goods and services in 1950 to \$46 trillion in 2000, a gain of nearly sevenfold.
- 3. Population growth and rising incomes together have tripled world grain demand over the last half-century, pushing it from 640 million tons in 1950 to 1,855 million tons in 2000. To satisfy this swelling demand, farmers have plowed land that was highly erodible—land that was too dry or too steeply sloping to sustain cultivation. Each year billions of tons of topsoil are being blown away in dust storms or washed away in rainstorms, leaving farmers to try to feed some 70 million additional people, but with less topsoil than the year before.
- 4. Demand for water also tripled as agricultural, industrial, and residential uses climbed, outstripping the sustainable supply in many countries. As a result, water tables are falling and wells are going dry. Rivers are also being drained dry, to the detriment of wildlife and ecosystems
- 5. Fossil fuel use quadrupled, setting in motion a rise in carbon emissions that is overwhelming nature's capacity to fix carbon dioxide. As a result of this carbon-fixing deficit, atmospheric CO₂ concentrations climbed from 316 parts per million (ppm) in 1959, when official measurement began, to 369 ppm in 2000.
- 6. The sector of the economy that seems likely to unravel first is food. Eroding soils, deteriorating rangelands, collapsing fisheries, falling water tables, and rising temperatures are converging to make it more difficult to expand food production fast enough to keep up with demand. In 2002, the world grain harvest of 1,807 million tons fell short of world grain consumption by 100 million tons, or 5 percent. This shortfall, the largest on record, marked the third consecutive year of grain deficits, dropping stocks to the lowest level in a generation.
- 7. Now the question is, Can the world's farmers bounce back and expand production enough to fill the 100-million-ton shortfall, provide for the more than 70 million people added each year, and rebuild stocks to a more secure level? In the past, farmers responded to short supplies and higher grain prices by planting more land and using more irrigation water and fertilizer. Now it is doubtful that farmers can fill this gap without further depleting aquifers and jeopardizing future harvests.
- 8. In 1996, at the World Food Summit in Rome, hosted by the U.N. Food and Agriculture Organization (FAO), 185 countries plus the European Community agreed to reduce hunger by half by 2015. Using 1990-92 as a base, governments set the goal of cutting the number of people who were hungry—860 million—by roughly 20 million per year. It was an exciting and worthy goal, one that later became one of the U.N. Millennium Development Goals.
- 9. But in its late 2002 review of food security, the United Nations issued a discouraging report: "This year we must report that progress has virtually ground to a halt. Our latest estimates, based on data from the years 1998-2000, put the number of undernourished people in the world at 840 million...a decrease of barely 2.5 million per year over the eight years since 1990-92.
- 10. Since 1998-2000, world grain production per person has fallen 5 percent, suggesting that the ranks of the hungry are now expanding. As noted earlier, life expectancy is plummeting in sub-Saharan Africa. If the number of hungry people worldwide is also increasing, then two key social indicators are showing widespread deterioration in the human condition.

| 2 - Match sentences a-h with paragraph (1-8) they summarize. |
|---|
| a. Incomes have risen dramatically, by 700% in fifty years |
| b. Food supplies are most likely to suffer first: grain stocks fell for three years in a row |
| c. The world's population has grown rapidly in the last fifty years, faster than in the four million years before it |
| d. In the past, farmers increased production when there was shortage of food, but now it is not clear if they can do so |
| e. It was the goal of the UN to halve levels of world hunger by 2015 |
| f. We are using more water than is being replaced by the natural environment, causing significant ecological damage. |
| g. Income and population growth have increased food demand so much that farmers are significant ecological damage |
| h. Nature is struggling to cope with CO₂ emissions, which are up from 316ppm to 369ppm in just over forty years |
| i. Highlight the main idea in paragraph 9 and 10. |

1 - Read the text quickly and decide how you could use it as a source for the essay.

Using reporting structures

- 1 Complete sentences 1-4 with the most appropriate reporting verb.
 - 1. Even through much research has shown it to be flawed, Krashen (contends / maintains) that his theory holds true today.
 - 2. As (asserted / stated) by Maslow, his theory was never grounded in scientific research.
 - 3. Friedman (reports / disputes) that businesses have an ethical role in society; he believes that they are there solely to make money.
 - 4. Johnson (contends / asserts) that the population will reach levels the planet cannot cope with. Unlike many other forecasters, he believes that population levels will fall again in the next 40 years.

2 Complete the gaps with an appropriate phrase from below.

| Describe as | as reported by | maintains that | according to | |
|-----------------|---------------------|--------------------|--------------------------|--------------------------|
| 1 | Brown (20 | 005), population g | rowth is placing signif | icant demands on the |
| planet as peop | ole consume more | and more food, v | water, and fossil fuels. | |
| 2 | the UN | l in 2996, there w | ere around 860 million | people in the world |
| that were hun | gry. The world foo | od summit 3 | this | a |
| catastrophic s | ituation and set th | ne goal of cutting | the numbers by 20 mil | lion for the next twenty |
| years. Brown ' | 4 | while this w | as a good goal to set | out to achieve, they |
| have so far fai | led in doing so. | | | |

1 Decide on the word class for words 1-8. Then write in the remaining forms where possible.

| No. | | noun | verb | adjective | adverb |
|-----|---------------|------|------|-----------|--------|
| 1 | centre | | | | |
| 2 | Divide | | | | |
| 3 | Discuss | | | | |
| 4 | Category | | | | |
| 5 | Theoretical | | | | |
| 6 | Similar | | | | |
| 7 | Differentiate | | | | |
| 8 | collectively | | | | |

Using reporting verbs and verb structures:

1 Read the text and complete citations 1-4 using the reporting verb structures.

But wherever and whenever capitalism took hold, people's incomes and consumption levels began to rise in a sustained way. [...] In the U.S. the buying power of the average icome in 2002 was 32 times what it was in 1789 (the year the U.S. Constitution was adopted). This does not mean, of course, that American are now 32 times happier than they were in 1789, but does indicate an unprecedented growth in the availability of material goods.

| State that as reported by describe according to |
|--|
| 1 The buying power of the average American rose by an extraordinary 32 times between 1789 and 2002, Bowles, Edwards, and Roosevelt (2005, p.8). |
| 2 Bowles, Edwads, and Roosevelt (2005, p.8) The 200-year growth of material good in the US as 'unprecedented'. |
| 3. Bowles, Edwards, and Roosevelt (2005, p.8) capitalism led to an 'unprecedented growth' in the US economy after 1789. |
| 4 Bowles, Edwards, and Roosevelt (2005, p.8), there is a clear link between capitalism and growth. |
| 2 Replace tha phrases in italics in the test below with a suitable summarizing phrase |
| The structured environment the rewards the relationships the working process the personal characteristics |
| 1A Strong, determined, and decisive personality traditionally associated with a good leader is perhaps more associated with ₂a setting in which there is a strong hierarchy and chain of command found in traditional manufacturing contexts. ₃The role of individuals and their position within the hierarchy clearly determine how an individual is expected to behave in an organization. Employees were not expected to demand anything more than ⁴the salary, holidays, pension, and bonuses associated with their role. Today, however, ⁵the way in which people are expected to work plays a much more important role in determining managerial style |
| 1 Complete sentences 1-4 an appropriate past tense from of the verb in brackets. |
| 1. Harris (2009) (estimate) that fast food companies spent \$4 billion in 2009 of advertising in the US. |
| 2. CBS (put) the figure at around \$17 billion on advertising to 8- to 12 year-old, and these figures continue to rise annually. |
| 3. According to Halford et al. (2007), children's food intake (increase) 100% after watching food advertising. |
| 4. The World Health Organization (judge) that advertising is a probable cause of obesity. |

Identifying adverbial meanings:

1 Match these adverbials to functions 1-5.

| basically | essential | ly for examp | ole for instance | in brief | in conclusion | in other |
|-------------------|--------------|----------------|------------------|----------|---------------|-------------|
| words | in short | interestingly | in the same way | likewise | surprisingly | to conclude |
| 1 Compa | ring with so | mething simila | r: | | | |
| 2 Offerin | g explanatio | on: | | | | |
| 3 Introdu | ıcing an exa | mple: | | | | |
| 4 Showir | ng stance: | | | | | |
| 5 Signaliı | ng main poir | nt / summary / | conclusion: | | | |

2 Complete the text with an appropriate adverbial from each pair.

| While often criticized for their eco | logical impact, cities are sources of i | ideas, creativity, and |
|--------------------------------------|---|------------------------------|
| technology. 1 | (For instance / Essentially) hu | mans are social animals |
| and require a place to exchange kr | nowledge and socially interact. 2 | |
| (In other words / Signigicantly) eco | onomic opportunity has been a drive | er behind urban growth – |
| 3 (in ot | her words / essentially) 4 | (To |
| conclude / Similarly) opportunities | for education in cities are greater t | han elsewhere. |
| 5 (For in | stance / In other words) in Senegal | the urban literacy rates |
| for males is 80.6%, compared to 4! | 5.2% in rural areas (UNESCO, 2011). | 6 |
| (Significantly / To conclude) by 203 | 30 approximately two thirds of the g | lobal population will be |
| urban. Although there are definite | disadvantages we must also look at | the benefits of city living. |

Using suffixes to recognize word families

| 1 | Match each | group of suffixe | s to their typic | cal word classes. |
|---|------------|------------------|------------------|-------------------|
|---|------------|------------------|------------------|-------------------|

| 1. | -tion, -sion, -ity, -ment, -ism, -ness | Nouns: |
|----|--|------------|
| 2. | -ly, ily | Verbs: |
| 3. | -ify, -ize, -ate | Adjective: |
| 4. | -al, -ous, -ent, -ive | Adverbs: |

Using adverbials for cohesion

1 Complete sentence 1-5 with an appropriate adverbial from the list.

| for insta | ance in conclusion | in other words | likewise | surprisingly | |
|-----------|---|-------------------------|---------------|-------------------------------|---------|
| 1. 7 | There are several ext | ensive deserts, | | the Sahara in North | Africa. |
| 2 | | , very little of the | sun's energy | is currently used for desalin | nation |
| C | of water. | | | | |
| 3 | | . , this essay has argu | ed that cons | umption rather than produc | tion |
| r | needs to be evaluate | d. | | | |
| 4. 9 | Standards of living ha | eve risen in line with | increased urb | anization; | ····· , |
| t | there is arguably a direct correlation between these two factors. | | | | |
| 5. (| China has shown vast | t urban and economi | c developme | nt in recent years; | |
| | | there has been co | nsiderable gr | owth in India. | |

2 Imagine you have to prepare to write an essay on individual power and social power. Decide the order in which you would do the following.

- a) Search for key words such as power in the title, index, and contents pages of textbooks, or online.
- b) Study the essay title carefully and make sure you understand it
- c) Read selected extracts from your sources
- d) Use material from the notes and summaries in your essay
- e) Think of ideas to use in the essay
- f) Make notes and summarize key information from your sources
- g) Search for relevant sources of information, such as textbooks or online articles