

Assessment sheet 2.1: Answers to activities in Chapter 2

This resource provides you with answers and suggested responses to the activities in Chapter 2 'Global issues' of the *IB English B* coursebook.

Unit 2.1: Ending poverty

1.5 Once students have had the opportunity to come up with their own answers to the questions about poverty, give them these statistics.

a 80% of the world's population lives on less than \$10 a day (Source: World Bank, August 2008).

b 21,000 children under the age of 5 die each day due to poverty (Source: UNICEF).

c 1.6 billion people live without electricity (Source: World Bank Development Indicators, 2008).

d 1 billion children live in poverty (Source: UNICEF).

e The world's richest 20% consumes 76.6% of the world's resources; the middle 60% consumes 21.9% of resources; the poorest 20% consumes 1.5% of resources. (Source: World Bank Development Indicators, 2008).

f Nearly a billion people entered the 21st century unable to read or write their own name (Source: UNICEF).

g 1.1 billion people have inadequate access to water. 2.6 billion lack basic sanitation (Source: United Nations Human Development Report, 2006).

1.7 **1** d (idea) **7** d (code)

2 b (inflation) **8** c (produced)

3 c (adjustable) **9** b (habits)

4 c (included) **10** d (rules)

5 a (remarkable) **11** a (interest)

6 c (unfortunate) **12** d (reporting)

1.8 Here are examples of the kinds of answers students may produce in response to the comprehension questions on Text 2.1.

a Fairtrade helps farmers in developing countries by ensuring they get a better deal through use of the Fairtrade Mark.

b The first Fairtrade product was coffee grown in Mexico.

c A product can receive the Fairtrade Mark by meeting international Fairtrade standards.

d Most people see the blue and green in the Fairtrade logo as sky and grass, with a person holding up their arm to display their produce or to buy a Fairtrade product.

- 1.11**
- | | |
|---------------------------------|-------------------------------------|
| 1 a (small loan) | 5 g (basic needs) |
| 2 e (nutritious food) | 6 b (food vendors) |
| 3 c (increasing profits) | 7 h (juice-making equipment) |
| 4 f (living standards) | 8 d (powdered drinks) |
- 1.12**
- | | |
|--------------------------|----------------------|
| a loan or capital | f adjacent |
| b fees | g tenants |
| c afford | h wholesalers |
| d clientele | i wages |
| e premises | j exceed |

1.16 and **1.17** The six rules for how commas are used are given below, followed by the correct pairs of sentences for each.

When to use commas	Sentence pair
to separate a list of ideas	a + f
to separate multiple adjectives	h + k
before the word 'which', if a non-essential clause follows	e + i
after a time phrase at the beginning of a sentence	b + l
if a non-essential clause appears after the word 'because'	d + j
before an 'ing' verb that starts a new clause	c + g

- 1.18**
- a** Recently there has been a promotion of responsible governance, because....
- b** Fundraising can be hard, frustrating, ...
- c** My grandmother left everything to charity, which ...
- d** Before coming to Australia, ...
- e** Some people believe that charity causes more problems than it helps, ...
- f** The interest on their loan was too high, ...
- g** Every year they organise an auction, take part in a charity run, and ...
- h** After five loan cycles, ...
- i** Because the government received so much money from charity organisations, ...
- j** The men returned to the village from work, ...

1.21 Students may comment on the following in the cartoon:

- Black humour
- Irony
- Satire.

1.26 1 d 6 h
 2 g 7 a
 3 i 8 j
 4 f 9 e
 5 b 10 c

Unit 2.2: Global warming

2.4

1.5 tonnes	7 tonnes	13 tonnes
a, c	f, e	d, b

2.6

a envision	h distract
b shrinking	i akin
c divisive	j symptoms
d recipient	k elevated
e varying	l overtly
f accuracy	m rate
g document	n controversy

2.7 Here are some examples of the kinds of answers that students may produce in response to the comprehension questions on Text 2.4 ('Is Global Warming Real?').

a Scientists agree that the world is warmer than it was 100 years ago.

b Scientists report different results on climate change because they use varying methods to measure global warming.

c David Keith describes the media's reporting on global warming by using the analogy of a patient hooked up to a mercury drip, and then focusing on the patient's symptoms rather than the underlying condition and the cause behind it.

d Scientists are alarmed and concerned about the rate of climate change, and the rate of increase in CO₂ levels in the atmosphere.

e Climate change sceptics and scientists agree that the amount of CO₂ in the atmosphere is going up.

- 2.9** 1 c 8 m
2 g 9 d
3 j 10 k
4 l 11 e
5 f 12 h
6 i 13 a
7 b

2.10 Here are some examples of the kinds of answers that students may produce in response to the comprehension questions on Text 2.5 'Greener living: a quick guide'.

a The three main ways in which individuals affect the environment are energy used in the home, individual travel, and food.

b You can reduce your environmental impact in your home by turning down heating and buying energy saving products.

c A quarter of all damage done by individuals to the environment is caused by travel.

d To offset CO₂ emissions means to pay money for projects that reduce these emissions in other ways, such as renewable energy.

e Processed and frozen foods use a lot of energy to produce and keep.

f You should hang on to an old mobile phone rather than replacing it.

g Most local authorities in the UK support recycling by running doorstep collections and recycling centres.

2.12 Students might rewrite the sentences into reported speech as follows:

a Five years ago he predicted that the planet would be warmer in 100 years than it was 10 million years ago.

b She asked why she had to take the glass and paper out every week.

c David Keith said that there was no controversy among anybody.

d Chief Seattle once said that the Earth did not belong to us. We belonged to the Earth.

e My four-year-old daughter asked when we would run out of oil.

f At the meeting last night, I asked how we knew where 'green energy' came from.

g He suggested that we tried using an online carbon footprint calculator.

2.14 Students may give the kinds of answers below, to explain how images **a–d** on page 65 illustrate the effects of global warming.

- Image **a** illustrates how global warming causes melting of the ice caps and ice sheets in Arctic regions, and threatens the habitat of animals such as polar bears.
- Image **b** illustrates how global warming may cause temperatures to increase in some regions, causing drought and affecting crops.
- Image **c** illustrates how global warming may cause an increase in natural hazard events, such as hurricanes.
- Image **d** illustrates how global warming could cause sea levels to rise, and lead to flooding in vulnerable areas.

- 2.20**
- | | |
|----------------------|------------------------|
| a briny | g bleak |
| b sprout | h contaminating |
| c intensified | i barrier |
| d surging | j trigger |
| e seeping | k desperate |
| f inexorably | |

- 2.21** Students might give answers similar to those suggested below, to explain the phrases from Text 2.6.

- a** Their lives are being affected by the actions of people in other parts of the world.
- b** The United States, China and Russia are most responsible.
- c** The changes to global temperatures and sea levels predicted in the report are already starting to happen.
- d** A threatening force that is too strong to be held back.
- e** The rising ocean will cover the land and lots of people will have to move to find somewhere else to live.

- 2.22** In the completed table below are examples of adjectives, verbs and nouns from Text 2.6 'Bhamia, Bangladesh...' that students may choose as words that encourage them to think about the effects of global warming.

	Adjectives	Verbs	Nouns
1	briny	surging	thirst
2	inexorably	squeezed	reality
3	bleak	contaminating	misery
4	unstoppable	poisoning	force
5	desperate	smothering	disaster

Unit 2.3: Speeches

- 3.2**
- | | |
|-----------------|-----------------|
| a Ethos | f Pathos |
| b Pathos | g Pathos |
| c Pathos | h Ethos |
| d Logos | i Pathos |
| e Logos | j Ethos |



3.4 1 a

2 a, c, g

3 d, f

4 d, g

5 e

6 b

7 c