

One of the world's largest carbon sinks is just below our feet

Pre-reading

Look at the title and subtitle of this article:

One of the world's largest carbon sinks is just below our feet

Miles and miles of fungi networks below the ground help keep carbon out of the atmosphere.

With your partner, discuss the following points:

- What do you think this article is about?
- What do you think a 'carbon sink' is?
- What are fungi? How might they help keep carbon out of the atmosphere?

Grammar

Below are the first three paragraphs of the article you are about to read. The transcript contains nine grammar mistakes in total. Tip: Look at the verbs, as well as punctuation and word order.

Find and highlight the mistakes. Then write the corrections on the right.

Carbon sink be the term for things that absorb carbon dioxide so it (01)_____ stays out of the atmosphere. too much carbon dioxide causes climate change, (02)_____ so anything that pulling it out of our environment can help against global (03)_____ warming. (04)_____

We know trees in a forest do this, but now scientists beginning to (05)_____ understand that there is some busy little helpers in the forest soil, too: fungi. (06)_____ Fungi also store carbon dioxide – a lots of it. (07)_____

If fungi make you think of you're favourite pizza, you're not wrong, but (08)_____ the mushrooms we sees – and eat – are only the visible parts of organisms in (09)_____ the soil. And their a small part, too. (10)_____



Use of English

1. Now read the article. Then use the words in the table below to complete the sentences correctly. Use a dictionary if needed. Some sentences require you to use more than one of the words from the table.

carbon sink	coral reefs	pollution	climate change
symbiotic relationship	protect	carbon dioxide	fungi

- a) The Society for the Protection of Underground Networks (SPUN) is working to _____ fungi.
- b) Too much _____ in the atmosphere is a cause of _____.
- c) _____ are often considered the _____ of the soil because they are very important for biodiversity.
- d) A _____ is something that absorbs carbon dioxide.
- e) Fungi networks are being destroyed by _____, among other things.
- f) In a _____, one or both sides benefit from the relationship.

2. Find synonyms (>>) in the text for the words below. The paragraphs where you can find the words are indicated in brackets.

- a) under (>>) _____ (para. 0)
- b) system (>>) _____ (para. 0)
- c) to lead to (>>) _____ (para. 1)
- d) to construct (>>) _____ (para. 4)
- e) to convey information (>>) _____ (para. 5)
- f) job (>>) _____ (para. 6)
- g) to make more fertile (>>) _____ (para. 8)
- h) to ruin (>>) _____ (para. 10)
- i) strong (>>) _____ (para. 13)
- j) priceless (>>) _____ (para. 15)

Reading comprehension

1. Read the article again and then decide if the following statements are true (T), false (F), or not mentioned in the article (N).

	Statement	T	F	N
a)	Trees absorb carbon dioxide from the atmosphere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	Fungi help against climate change by storing carbon dioxide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	Fungi pizza is the author of the article's favourite type of pizza.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	The Greek word myco- means "root".	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e)	The fungi networks help keep the soil healthy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f)	Mycorrhizal networks sequester roughly six billion tonnes of carbon dioxide each year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g)	Soil is the world's biggest carbon sink.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h)	Pollution is the main thing that is destroying fungi networks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i)	By 2060, all of the Earth's soil could be degraded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j)	If fungi in the soil are destroyed, this would speed up climate change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k)	SPUN plans to collect 10,000 fungi samples from America.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l)	Jeremy Grantham started the SPUN project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m)	Fungi networks are invaluable in reducing climate change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now rewrite the false statements from above with the correct information from the article.

➤ _____



➤ _____

➤ _____

➤ _____

2. Write a summary of the article in your own words, outlining the key points.

Swap your summary with your partner's and compare them.

Post-reading

1. Get into groups of three or four. You are going to discuss the article and share your opinions on the topic. Start by individually reading the questions below and then think of a couple of your own questions about this topic to ask the group. Write your questions on the lines provided.

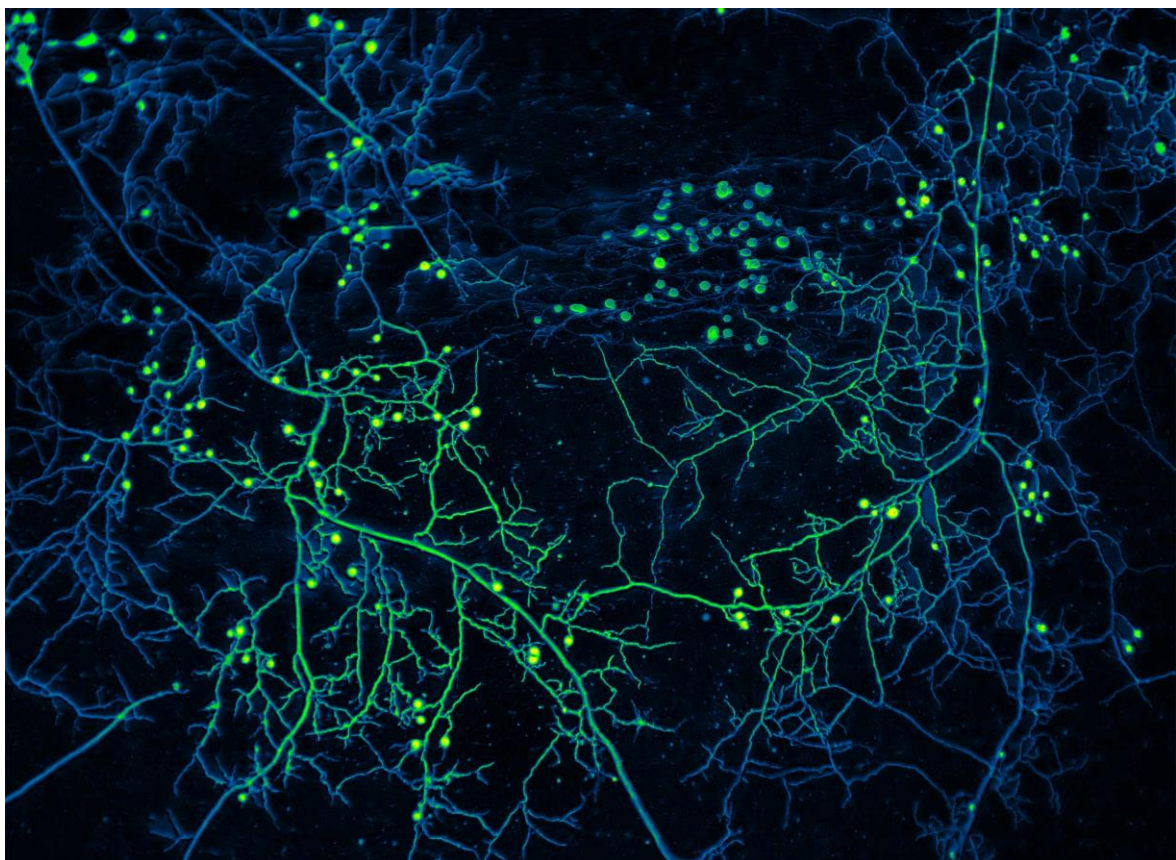
When everyone is ready, start the group discussion. Work through the following questions as a guide, but let the discussion flow naturally:

- Do you think it's important to take actions to slow down global warming? Why or why not? Explain your reasons.
- Whose responsibility do you think it is to mitigate climate change?
- The article says that protecting fungi networks in the soil is a key step towards mitigating climate change. What other actions can people take? Try to think of five things as a group.

- Do you think that your country is doing a lot to help reduce carbon emissions?
- Which countries are known for doing a lot, and which are known for not doing enough?
- _____ ?
- _____ ?

2. The article mentions the Society for the Protection of Underground Networks (SPUN). Take some time now to look through the website of this society using the link below:

<https://www.spun.earth/>



a) Working individually, find five things on the website about mycorrhizal fungi which are not mentioned in the article. Write them in the spaces provided here.

1. _____
2. _____



3. _____

4. _____

5. _____

b) Now share these points with others in your group. Did you find the same things or different things?

Answer key

Pre-reading

Individual student answers

Grammar

(1) be → is • (2) too → Too • (3) pulling → pulls • (5) scientists beginning → scientists are beginning • (6) there is → there are • (7) a lots of it → a lot of it • (8) you're → your • (9) sees → see • (10) their → they're

Use of English

1. a) protect • b) carbon dioxide, climate change • c) Fungi, coral reefs • d) carbon sink • e) pollution • f) symbiotic relationship
2. a) below • b) network(s) • c) cause(s) • d) build • e) communicate • f) function • g) enrich • h) destroy(ing) • i) hardy • j) invaluable

Reading comprehension

1. a) True • b) True • c) Not mentioned • d) False – The Greek word myco- means “of fungi”. • e) True • f) False – Mycorrhizal networks sequester roughly five billion tonnes of carbon dioxide each year. • g) False – Soil is the world's second biggest carbon sink. • h) Not mentioned • i) Not mentioned • j) True • k) False – SPUN plans to collect 10,000 fungi samples from around the world. • l) Not mentioned • m) True
2. Individual student answers

Post-reading

Individual student answers



EXTRA
ENGLISCH LERNEN • HOERN • SPRECHEN • SCHREIBEN

Young people in the UK and the US
Pressetexte und Übungen für den Unterricht | Niveau A2-B1

• DIE SPRACHZEITUNG •
THEMAMATTE

Das Extra für Ihren Unterricht

- Presstexte mit Übungen zum Thema „Jugend in Großbritannien und in den USA“
- lehrplangetreues Skilltraining: Lesen, Schreiben, Hören, Sprechen/Mediation
- inklusive 4 Testvorlagen

Extra – Young people in the UK and the US
€ 22,90 [D] · ISBN 978-3-7961-1061-0

www.sprachzeitungen.de



Hinweis: Die Zugangsdaten zu Ihrem persönlichen Abo dürfen Sie nicht an Dritte weitergeben.