

## Geography 3: Pollution 2

Read the passage below at least twice and answer the questions which follow it.

Humans have always caused **water pollution** by dumping rubbish in rivers, lakes and seas. When there were very few humans on Earth this did not damage the environment much. Now that there are over six billion people on Earth even the oceans cannot deal with the amount of waste we dump in them. We allow **pollutants** like: **domestic sewage**, **toxic chemicals**, **fertiliser** and **washing powders** into the water. These damage plant and fish life and make water unfit for drinking or swimming and other water sports. **Poisonous chemicals** like **DDT** (a pesticide or 'insect killer'), **PCBs** (polychlorinated biphenyls) and **mercury** have been released into the water and absorbed by plants which are then eaten by animals. Some of these animals have been eaten by humans. This kind of pollution can kill people and animals or make them very sick.

Accidental oil spills have dumped thousands of tons of **crude oil** into the ocean and caused terrible damage to plant, animal and fish life. The chemicals used to break up and clean away the oil do almost as much damage as the oil itself.

Now answer these questions, using complete sentences:

- 1 Name four pollutants which we allow into our water. What damage does this do?
- 2 Which three poisonous chemicals have been released into water? How can this affect us?
- 3 What three things can oil spills damage? What do the chemicals used to clean up oil spills do?
- 4 Draw a labelled diagram showing how poisonous chemicals released into the water can end up in human food.

**Word-building.** A way of forming new words in English is to add letters to existing words, either in front of the word (these are called **prefixes**) or at the end of the word (these are called **suffixes**). In this worksheet we will look at **suffixes**.

Suffixes are used to make a word do more 'work' for you. If we take the words 'dump', 'drink', we can make both words do more work for us by adding letters to the ends of them. We can use words like 'dump', 'drink', 'do', 'find', 'start', 'finish', 'eat', 'think', 'answer' and 'stand' to 'give orders' or tell people what to do. Instead of having to use a different word to answer, you can add the **suffix 'ing'** to any of those words to say that you are **doing** them right now. They become 'dumping', 'drinking', 'doing', 'finding', 'starting', 'finishing', 'eating', 'thinking', 'answering' and 'standing'. In this way, just by adding **ing**, you have twenty words instead of ten.

Can you think of other words to which you can add **ing**? Work with your teacher on this; some words like 'swim', 'put' and 'smile' change by adding or leaving out letters at the end when you add **ing** to them. Make a chart of words to which you can add **ing**. List them under three headings:

- 1) Words to which you just add **ing**
- 2) Words to which you have to add other letters
- 3) Words where you have to cut out letters.