

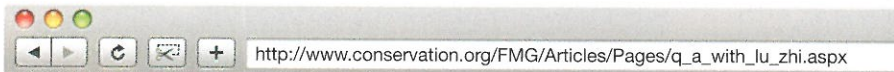
## Priorities

### READING

- 1 What words and ideas do you associate with the giant panda? Talk together.
- 2 a Which of these things do you think are, or have been, a problem for the panda? How?  
farming government policies logging  
tree planting road building tourism
- b Read the interview with Lu Zhi. What does she say or imply about the things in 2a?

### 10.2 goals

- describe important issues and priorities
- talk about dedicated people and their achievements



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## Dr Lu Zhi – saving pandas

By Carol Lane

Like many children, Lu Zhi was always curious about the natural world around her. But unlike most kids, she was to make preserving that world – and one of its most precious species – her life's work. Dr Lu, director of the Shanshui Conservation Center in China, is one of the world's top experts on panda conservation. After years of laboratory work and field research, she has won international acclaim and too many awards to count.

**Q: How did you come to dedicate yourself to saving the panda?**

**Lu Zhi:** Initially I studied biology but I was attracted to field work and wanted to work outside of the lab. As an undergrad, I began <sup>1</sup>studying with a professor who was focused on pandas. The more I learned, the more I wanted to learn. And once I began to understand the danger they faced as a species – man's destruction of their habitat – I just felt I had to do something. I wanted to take all the knowledge and training I'd built up and use it to benefit the environment.

**Q: What's the biggest challenge you face?**

**Lu Zhi:** The hardest thing is to change people's minds and behaviour, whether it's the government, business or everyday people. Farmers are worried about <sup>2</sup>paying their bills, local governments are concerned about jobs and education, and conservation isn't everyone's top priority.

**Q: How do you change minds?**

**Lu Zhi:** It's always a struggle. But the most important thing is to understand and appreciate why people feel the way they do. Everybody likes pandas but their everyday issues take precedence. You have to put yourself in their shoes and when you do, you realise you'd feel the same. That helps you come up with solutions. <sup>3</sup>Complaining and scolding don't work.

**Q: What is your experience of working with the Chinese government?**

**Lu Zhi:** There's a lot of cooperation. Years ago, while <sup>4</sup>doing research in an area the logging companies worked in, my professor worked with the government to turn the area into a reserve, and showed people things could change. I was really encouraged. Four years after that, the government actually stopped all commercial logging in western China and this benefited the panda a great deal. The <sup>5</sup>logging companies, subsidised by the government, became tree planters. They became our ally.

**Q: Is logging still a threat to the panda?**

**Lu Zhi:** No. But habitat destruction continues in other ways because they're <sup>6</sup>building roads and more tourists are coming. But tourism can be managed in a non-invasive, low-impact way. That's the challenge for that industry.

**Q: You seem so positive. Do you ever get discouraged?**

**Lu Zhi:** Sure. But I get strength from the people I work with, my friends. What we're doing is part of human nature so I can always find allies.

**Q: What do you hope will be your life's greatest accomplishment?**

**Lu Zhi:** That's easy! I hope one day my work won't be needed any more.

- 3 Read the article again. Find out:

- 1 Lu Zhi's reasons for getting involved in panda conservation.
- 2 what she thinks is the best way of dealing with people, and why.
- 3 why she feels positive about working with the government.



## 4 Talk together.

- 1 What do you think of Lu Zhi's work? Is the panda worth saving? Why? / Why not?
- 2 What other important environmental or conservation issues can you think of? Which are the most urgent?

## GRAMMAR

Using the *-ing* form

5 Read the information. Match a-f with the **highlighted -ing** forms 1-6 in the interview.

You can use the *-ing* form of a verb in different ways:

- a as the subject in a sentence
- b after prepositions (*at, by, of, than, without, etc.*)
- c after certain verbs (*begin, finish, involve, practise, enjoy, etc.*)
- d as part of a progressive verb form
- e as an adjective
- f after time linkers (*after, before, since, when, while, etc.*)

6 Work alone. Complete these sentences about issues and priorities with your own ideas, using *-ing* forms where you can.

*Your country*

- 1 A lot of people are concerned about ...
- 2 The government's focused on ...
- 3 I think ... should be the top priority

*Your personal life*

- 7 I spend a lot of time ...
- 8 ... usually takes precedence over ...
- 9 I'm happiest when ...

*Your work or studies*

- 4 ... is my main focus at the moment.
- 5 ... can sometimes be a problem.
- 6 ... takes up too much of my time.

Grammar reference  
and practice, p138

## SPEAKING

## 7 Listen to each other's sentences. How similar are your ideas about priorities?

## Life's work

## VOCABULARY

Achievements

## 1 Use the words in the box to complete these sentences describing achievements.

changed dedicated faced made showed  
used won worked greatest top

- 1 Lu Zhi's a \_\_\_\_\_ expert on panda conservation.
- 2 She's \_\_\_\_\_ preserving the natural world **her life's work**.
- 3 She's \_\_\_\_\_ international **acclaim** and **awards**.
- 4 She's \_\_\_\_\_ **herself to** saving the panda.
- 5 She's \_\_\_\_\_ her knowledge and training **to benefit** the environment.
- 6 She's \_\_\_\_\_ some hard **challenges**.
- 7 She's \_\_\_\_\_ **people's minds** and **behaviour**.
- 8 Her professor \_\_\_\_\_ **with** the government **to** improve things ...
- 9 ... and \_\_\_\_\_ **people that** things can change.
- 10 Her \_\_\_\_\_ **accomplishment** would be if, one day, her work wasn't needed!

## 2 Work alone. Think of somebody you'd describe as particularly dedicated, for example:

- someone you know or have met
- someone you're interested in or admire
- someone important in your country
- someone well known around the world

Write four or five sentences describing their achievements. Use expressions from 1.

## SPEAKING

## 3 In groups, tell each other about your people and ask questions to find out more.

- 1 Decide what each person's greatest accomplishment probably was.
- 2 Decide who seems to have had the biggest impact on people's lives today.