Reading 2

Pick from a list

4 You are going to read more about the honey badger. Before you do this, look at the exam question in the box and answer the questions 1-4.

1 Why did the wildlife experts visit the Kalahari desert? Choose two reasons.

A To find where honey badgers live.

B To observe how honey badgers behave.

C To try to change the way honey badgers behave.

D To temporarily catch some honey badgers.

E To find out why honey badgers have such a bad reputation.

1 Underline the key words in the question.

2 Find the paragraph in the passage where the question is dealt with.

3 Now look at these five options for the question above. Look for the answers in the text. Delete three answers which are NOT possible.

4 Which two options are you left with?

..... and .....

On the trail of the honey badger

Researchers learn more about this fearless African predator

On a recent field trip to the Kalahari Desert, a team of researchers learnt a lot more about honey badgers. They were rewarded with a detailed insight into how these fascinating creatures live and hunt.

The team employed a local wildlife expert, Kitso Khama, to help them locate and follow the badgers across the desert. Their main aim was to study the badgers' movements and behaviour as discreetly as possible, without frightening them away or causing them to change their natural behaviour. They also planned to trap a few and study them close up before releasing them. In view of the animal's reputation, this was something that even Khama was reluctant to do.

'The problem with honey badgers is they are naturally curious animals, especially when they see something new,' he says. 'That, combined with their unpredictable nature, can be a dangerous mixture. If they sense you have food, for example, they won't be shy about coming right up to you for something to eat. They're actually quite sociable creatures around humans, but as soon as they feel they might be in danger, they can become extremely vicious. Fortunately this is rare, but it does happen.'

The research confirmed many things that were already known. As expected, honey badgers ate any creatures they could catch and kill. Even poisonous snakes, feared and avoided by most other animals, were not safe from them. The researchers were surprised, however, by the animal's fondness for local melons, probably because of their high water content. Previously researchers thought that the animal got all of its liquid requirements from its prey. The team also learnt that, contrary to previous research findings, the badgers occasionally formed loose family groups. They were also able to confirm certain results from previous research, including the fact that female badgers never socialised with each other.

Following some of the male badgers was a challenge, since they can cover large distances in a short space of time. Some hunting territories cover more than 500 square kilometres. Although they seem happy to share these territories with other males, there are occasional fights over an important food source, and male badgers can be as aggressive towards each other as they are towards other species.

As the badgers became accustomed to the presence of people, it gave the team the chance to get up close to them without being the subject of the animals' curiosity – or their sudden aggression. The badgers' eating patterns, which had been disrupted, returned to normal. It also allowed the team to observe more closely some of the other creatures that form working associations with the honey badger, as these seemed to adopt the badgers' relaxed attitude when near humans.

5 Read the rest of the passage and choose TWO letters, A–E, for Questions 2–5.

Questions 2–5

2 What two things does Kitso Khama say about honey badgers?

A They show interest in things they are not familiar with.

B It's hard to tell how they will behave.

C They are always looking for food.

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D They do not enjoy human company.

E It is common for them to attack people.

3 What two things did the team find out about honey badgers?

A There are some creatures they will not eat.

B They were afraid of poisonous creatures.

C They may get some of the water they need from fruit.

D They do not always live alone.

E Female badgers do not mix with male badgers.

4 According to the passage, which of these two features are typical of male badgers?

A They don't run very quickly.

B They hunt over a very large area.

C They defend their territory from other badgers.

D They sometimes fight each other.

E They are more aggressive than females.

5 What two things happened when the honey badgers got used to humans being around them?

A The badgers lost interest in people.

B The badgers became less aggressive towards other creatures.

C The badgers started eating more.

D Other animals started working with the badgers.

E Other animals near them became more relaxed.

Listening

Table completion

❶ **You are going to hear a college head teacher giving information to some students about a college event. Before you listen, look at the table. What kind of information do you need for each gap?**

Natural History day: morning events

All events begin at 9.30. You **must** attend one of these.

Name of event	Theme or topic	Type of event	Location
Dogs might fly	Animal 1	Lecture and 2	Room 27
Flowers talk	How plants might 3	Video presentation	4 .....
A world in your 5	Local animal and plant life	6	Local park
I'm not touching that	Snakes and other 7	Workshop	8 ..... lab

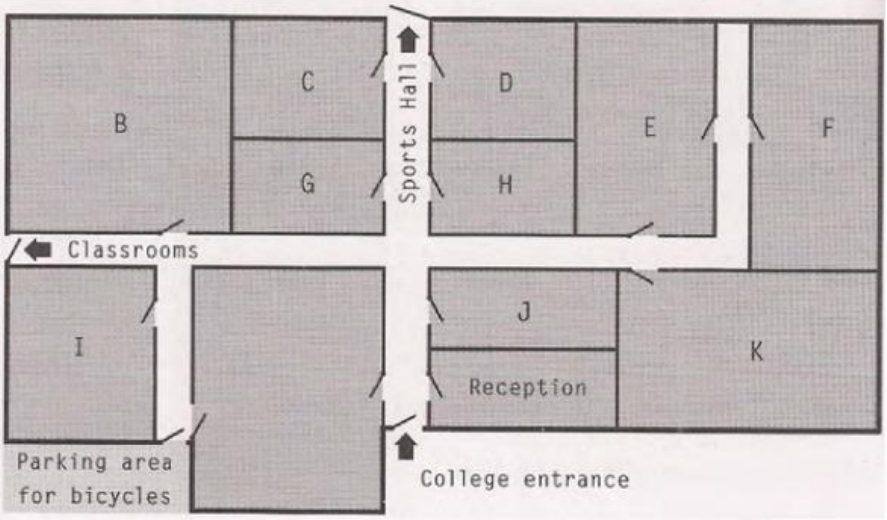
❷ (12) **Now listen and complete the table above. Write NO MORE THAN TWO WORDS OR A NUMBER for each answer.**

Labelling a plan

❸ **How do you get to room F from the main hall? Complete these directions with words from the box. There is one word you do not need, and there is one word you will need to use twice.**

end first follow leave left opposite
pass right second turn

1 ..... the main hall by the door 2 ..... reception and 3 ..... left. 4 ..... the corridor until you 5 ..... Room J, and turn 6 ..... . At the 7 ..... of the corridor, turn 8 ..... . Room F is through the 9 ..... door on your 10 ..... .



❹ (13) **Now listen and label the plan. Write the correct letter, A–K, next to Questions 1–5.**

1 Administration office .....
2 Café .....
3 Student common room .....
4 Lockers .....
5 Library .....

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VOCABULARY PRACTICE

1.1 These are things that scientists do as part of their work. For 1–3, match each verb with a noun or phrase. Check your answers, then tick the things you have done while studying science.

1	work	data into a computer	2	collect	exciting discoveries	3	make	conferences
	make	as part of a team		make	data		attend	statistics
	enter	observations		do	experiments		interpret	predictions

1.2 Write the words for scientists with the things they study (1–7).

astronomer biologist chemist ecologist ~~geologist~~ mathematician physicist

1 rocks: geologist 2 substances: _____ 3 stars: _____ 4 the environment: _____

5 living things: _____ 6 matter and energy: _____ 7 numbers and shapes: _____

1.3 WORD BUILDING Complete the table.

Person (noun)	astronomer	biologist	chemist	ecologist	geologist	mathematician	physicist
Subject (noun)	astronomy						
Adjective	astronomical						

1.4 Read the texts about two famous scientists. Answer the questions below with N (Newton), L (Lovelock) or B (both).

Isaac Newton (1642–1727) had a profound impact on astronomy, physics and mathematics. He was raised by his grandparents and it was thanks to an uncle that he went to university to study mathematics. He made the first modern telescope and developed a branch of mathematics known as calculus. He is also famous for developing the scientific laws of motion and the law of gravity, which formed the basis of all models of the cosmos.

James Lovelock (b. 1919) first graduated as a chemist, and then obtained degrees in medicine and biophysics. He produced a range of technical instruments, many of which are now used by NASA in space exploration. He is most famous for the Gaia Theory, which considers planet Earth as a living being, capable of changing and restoring itself. He brought his concern about climate change to the attention of both the public and the scientific world.

Which scientist ...

1 obtained a degree in chemistry? L
2 invented a scientific instrument? _____
3 worried about the future of the Earth? _____
4 developed theories of global importance? _____
5 had a keen interest in green issues? _____
6 showed a talent for mathematics? _____

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2.1 **There are currently many problems with the environment. Match the two halves of the sentences.**

1 Global warming means that the weather
2 Heavy traffic and exhaust fumes
3 The emissions produced by factories
4 The chemicals used on crops in the countryside
5 Heavy rain and rising water levels in rivers
6 Most households produce large amounts of waste which

A pollute the air in most cities.
B is taken to rubbish dumps.
C have caused serious flooding.
D create acid rain which destroys crops.
E is becoming more extreme.
F are dangerous to birds and other wildlife.

2.2 **Underline the problems in 2.1 which exist in your area/country, and then write a short paragraph about them.**

3.1 ▶55 **Listen to a student talking about how he tries to live in a green way. Mark the sentences T (true) or F (false). Correct the false sentences.**

1 He recycles as much of his rubbish as he can. _____
2 He switches off electrical equipment to avoid wasting power. _____
3 He never sleeps with the air-conditioning on. _____
4 He puts an extra sweater on instead of turning up the heating. _____
5 He buys organic food which is produced in his local area. _____
6 He mostly walks or uses public transport rather than driving. _____

3.2 **Write a short paragraph about yourself, explaining how green you are.**

4.1 **Read this text from a town council leaflet and choose the correct words.**

It is now widely accepted that pollution **(1)** *injures / hurts / harms* humans, the environment and buildings. Some pollution spreads across local and national **(2)** *barriers / boundaries / limits* and lasts for many generations. For example, if the crops in our fields are sprayed carelessly, the chemicals have an immediate effect on local wildlife and can ultimately **(3)** *turn out / end up / put down* in our food.

Burning fossil fuels such as oil, gas and coal also **(4)** *causes / gives / begins* pollution, in particular carbon dioxide, which contributes to global **(5)** *heating / warming / melting*. In our region eight out of the ten hottest years on **(6)** *account / record / report* have occurred during the last decade. We should therefore **(7)** *develop / stimulate / assist* the use of renewable energy resources such as wind and solar energy, because these do not **(8)** *bring / create / invent* carbon dioxide.

However, the biggest single cause of pollution in our city is traffic. Poorly maintained, older vehicles and bad driving techniques **(9)** *increase / make / do* the problem worse, and this pollution has been directly **(10)** *combined / associated / linked* to the rising number of asthma sufferers in our region. We should be aiming to gradually **(11)** *keep out / take in / cut down* vehicle use in the city and educate the public on the importance of purchasing environmentally friendly vehicles and maintaining them to a high **(12)** *grade / mark / standard*.

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