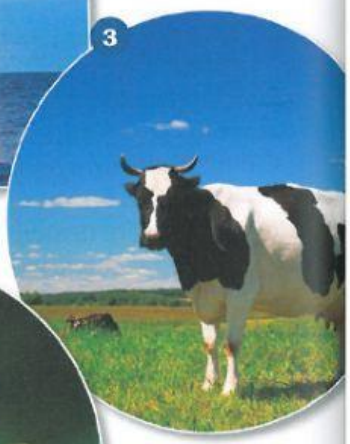
Unit 5 Animal world















Starting off

1 **Work in pairs. Match the names of these animals with the photos (1–7).**

cow crocodile penguin scorpion
tree frog whale zebra

2 **What are typical habitats for each of the animals in Exercise 1? Choose from the following.**

1 grassland 2 farmland 3 rivers and lakes
4 on the coast and in the sea 5 oceans
6 desert 7 rainforest

3 **Which of these animals have you seen? When and where?**

Reading 1

Sentence completion

1 **Work in pairs. You are going to read about a colourful species of bird. Before you read the whole passage, look at the title and subheading of the passage on page 49. What do you expect the passage to contain?**

2 **Read the passage quickly.**

1 What is the bee-eater's habitat?
2 How long do they live?

3 **<u>Underline</u> these words (1–7) in the passage, decide what type of word each one is, then match it with its definition from the *CLD* (a–g).**

	type of word	definition
1 diet	*noun*	a group of birds
2 prey		b home built by birds for their eggs
3 breed		c animal that kills and eats other animals
4 flock		d produce a young animal
5 migration		e journey from one place to another at the same time each year
6 predator		f the type of food that a person or animal usually eats
7 nest		g an animal that is hunted and killed by another animal

LIVEWORKSHEETS

The life of the European bee-eater

A brilliant movement of colour as it catches its food in the air, the European bee-eater moves between three continents.

True to their name, bee-eaters eat bees (though their diet includes just about any flying insect). When the bird catches a bee, it returns to its tree to get rid of the bee's poison, which it does very efficiently. It hits the insect's head on one side of the branch, then rubs its body on the other. The rubbing makes its prey harmless.

European bee-eaters (*Merops apiaster*) form families that breed in the spring and summer across an area that extends from Spain to Kazakhstan. Farmland and river valleys provide huge numbers of insects. Flocks of bee-eaters follow tractors as they work fields. When the birds come upon a beehive, they eat well – a researcher once found a hundred bees in the stomach of a bee-eater near a hive.

European bees pass the winter by sleeping in their hives, which cuts off the bee-eater's main source of food. So, in late summer, bee-eaters begin a long, dangerous journey. Massive flocks from Spain, France and northern Italy cross the Sahara desert to their wintering grounds in West Africa. Bee-eaters from Hungary and other parts of Central and Eastern Europe cross the Mediterranean Sea and Arabian Desert to winter in southern Africa. 'It's an extremely risky stratagem, this migration,' says C. Hilary Fry, a British ornithologist who has studied European bee-eaters for more than 45 years. 'At least 30 percent of the birds will be killed by predators before they make it back to Europe the following spring.'



In April, they return to Europe. Birds build nests by digging tunnels in riverbanks. They work for up to 20 days. By the end of the job, they've moved 15 to 26 pounds of soil – more than 80 times their weight.

The nesting season is a time when families help each other, and sons or uncles help feed their father's or brother's chicks as soon as they come out of their eggs. The helpers benefit, too: parents with helpers can provide more food for chicks to continue the family line.

It's a short, spectacular life. European bee-eaters live for five to six years. The difficulties of migration and avoiding predators along the way affect every bird. Bee-eaters today also find it harder to find food, as there are fewer insects around as a result of pesticides. Breeding sites are also disappearing, as rivers are turned into concrete-walled canals.

by Bruce Barcott, *National Geographic* magazine, 2008

4 Read Questions 1–8 below.

1 Underline the key ideas.
2 Decide what type of information you need for each gap.

Questions 1–8

1 Bee-eaters' prey are bees and other ..... .
2 Bee-eaters need to remove the ..... from bees before eating them.
3 There is plenty of food for bee-eaters on agricultural land and in ..... .
4 Bee-eaters migrate to spend the winter in different parts of ..... .
5 Because of ..... , almost one-third of bee-eaters do not survive migration.
6 Bee-eaters make nests in ..... , which they build themselves.
7 When nesting, the ..... receive food from different family members.
8 One problem for bee-eaters is ..... , which have reduced the amount of food available.

5 Now complete Questions 1–8 in Exercise 4. Write NO MORE THAN TWO WORDS from the passage for each answer.

Exam advice *Sentence completion*

- Underline the key idea in each question.
- Decide what type of information you need to complete the sentence.
- Read the section of the passage which deals with the key idea and choose your answer.
- Read the completed sentence to make sure it is grammatically correct.

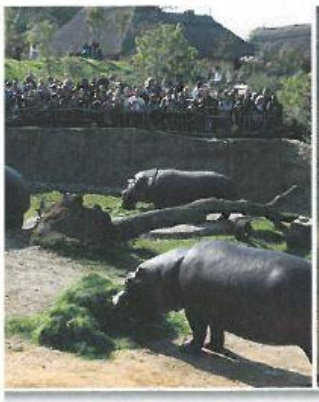
6 Work in small groups.

1 Are there any animals in your country which are in danger of disappearing?
2 Is this because their habitat or food is disappearing, or is there another cause?

LIVEWORKSHEETS

Listening

Table completion, Labelling a map or plan





1 **You are going to hear an information officer at a zoo talking to a group of visitors. Before you listen, work in pairs.**

1 Do you think it is a good idea to keep animals in zoos? Why? / Why not?
2 What can children and adults learn from zoos?

2 **Look at this table. What information do you need for each gap?**

Animal World – today's events			
name of event	location	type of event	time
The World of Ants	the 1	2	11 a.m.
The 3	4	film	12 noon
Encouraging 5	Exhibition Room	demonstration	2.30 p.m.
Birds of Prey	the lawn	6	7 ..... p.m.

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

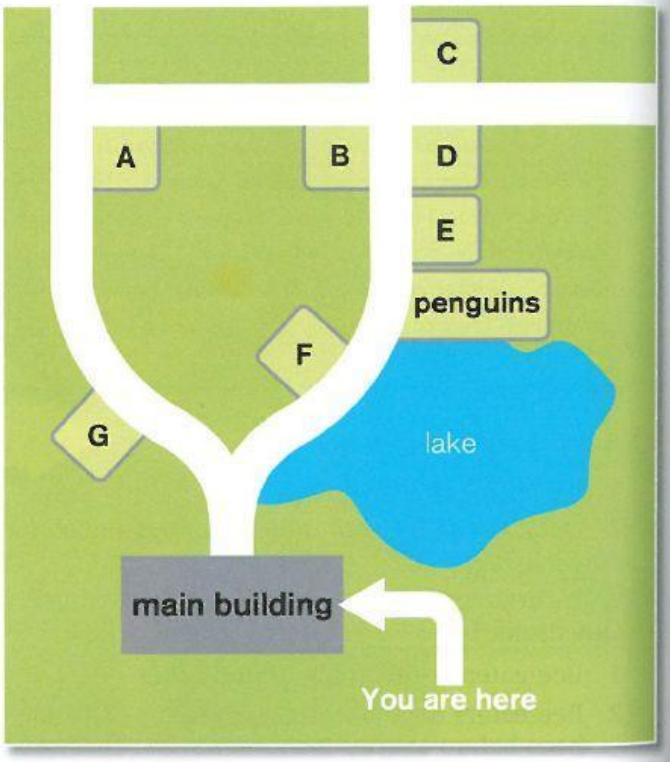
Exam advice *Table completion*

- Before you listen, read the table to see what information you are given and what information you need.
- You hear the answers in the same order as the questions in the table.

4 **Work in pairs. You are going to hear the information officer saying where things are in the zoo. Before you listen, look at the map below and answer these questions. For some of the questions, you must answer with a letter, e.g. A.**

1 Where are you on the plan?
2 If you take the left-hand path when you come to the lake, what is on your left?
3 If you take the right-hand path when you come to the lake, what is on your left?
4 What animals are next to the lake on your right?
5 What is between D and the penguins?
6 Which two places are opposite D?
7 What is over the crossroad on your right?
8 If you turn left at the crossroad and continue walking past B, what is on your left?

page 124 *Directions and prepositions of place*



5 (28) **Now listen and write the correct letter (A–G), next to these questions (1–3).**

1 gift shop 2 restaurant 3 picnic area

Exam advice *Labelling a map or plan*

Before you listen, check where each of the options is in relation to where:

- you are on the map/plan;
- the things are which are already labelled.

LIVEWORKSHEETS

Speaking
Parts 1 and 2

1 Work in pairs. Look at Part 1 questions a–d below.

1 Which question(s) ask(s) you to express your feelings or opinions?
2 Which question(s) ask(s) you for information?

a Which are your favourite animals? Why?
b Which animals don't you like? Why?
c Where are the best places in your country to see wildlife?
d How popular is watching wildlife in your country?

2 Work alone. Think how you could answer questions a–d in Exercise 1 with two or three sentences. If you like, note down some ideas.

3 (29) Listen to Suchin. What are her answers to the questions?



4 (29) Complete these phrases by writing one or two words in each gap. Then listen to Suchin again to check your answers.

1 I ..... my cat ...
2 I'm not sure ..... you say this, but ...
3 I'm quite ..... on birds ...
4 I ..... insects in the summer.
5 I don't know ..... their name is in English.
6 I'm not ..... keen on flies, either.
7 ..... a difficult question. I'm not sure.
8 It's ..... to say.
9 What is the activity ..... ?

5 Which phrases from Exercise 4 does Suchin use:

a when she doesn't know a word?
b when she's not sure of the answer?
c to express strong feelings?
d to express feelings which are not so strong?

Pronunciation: *Sentence stress 2*

6 Work in pairs. Take turns to ask and answer questions a–d from Exercise 1. Use phrases from Exercise 4 where necessary.

7 Work alone. Take a minute to read this prompt card for Speaking Part 2 and make notes.

Describe a place you have visited where you can see interesting animals.

You should say:

why you went there

what the place looked like

what you did there

and say which animals you found particularly interesting.

8 Work in pairs. Take turns to do the Speaking task

Pronunciation
Sentence stress 2

We stress the words in the sentence which carry the most meaning, or which express our feelings.

1 Work in pairs. Underline the word(s) you should stress in these sentences.

1 I'm not sure how you say this, but when he's there, I'm not alone.
2 I don't know what their name is in English.
3 That's a difficult question. I'm not sure.
4 It's hard to say.
5 What is the activity called?

2 (30) Work in pairs. Listen and check your answers then say the sentences in Exercise 1.

3 Which words in these sentences do you think should be stressed?

1 I've had him for nearly a year now and I love him. He's so beautiful.
2 I hate insects in the summer. They're horrible!

4 (31) Work in pairs. Listen and check your answers to Exercise 3, then say the sentences.

5 Work alone. Write your answers to these question and underline the words you would stress.

1 Which are your favourite animals? Why?
2 Which animals don't you like? Why not?

6 Work in pairs. Ask and answer the questions.

LIVEWORKSHEETS

Vocabulary

What type of word is it? 2

When we read a word we don't know, we can often tell what type of word it is by looking at its ending, e.g. a word ending in *-ion* is often, but not always, a noun: *migration*.

1 Work in pairs. Look at the endings of these words and decide if they are nouns, verbs, adjectives or adverbs.

1 previous adjective 2 biologist 3 extensive
4 international 5 distinctive 6 routinely
7 estimate 8 destination 9 oceanographer
10 indicate 11 recover 12 extinction

page 125 *Types of word and word endings*

2 Underline the words from Exercise 1 in the passage on this page and the next.

3 Work in pairs. Check your answers to Exercise 1 by looking at the positions of the words in the sentences. Then discuss what you think each word means from the context.

4 Check your answers by matching the words with their definitions on page 175.

Reading 2

Pick from a list

1 Work in small groups. You are going to read about an unusual whale. Before you read, decide whether these sentences are true (T) or false (F). If they are false, correct them.

1 Whales are fish. F (Whales are mammals.)
2 Whales are the largest living creatures.
3 Many whales are predators.
4 Some whales are never seen because they live deep under the ocean.
5 Some whales sing.
6 There are only ten species of whale.
7 Some species of whale are endangered.

Now look on page 175 to check your answers.

2 Look at the title and subheading of the passage. What do you think it will be about?

3 Read the passage quickly. Which of these sentences is the best summary of it?

A Researchers have quite a complete picture of whales' behaviour.
B Researchers have many things to learn about whales' behaviour.



Humpback whale breaks migration record

A whale surprises researchers with her journey.

A lone humpback whale travelled more than 9,800 kilometres from breeding areas in Brazil to those in Madagascar, setting a record for the longest mammal migration ever documented.

Humpback whales (*Megaptera novaeangliae*) are known to have some of the longest migration distances of all mammals, and this huge journey is about 400 kilometres farther than the previous humpback record. The finding was made by Peter Stevick, a biologist at the College of the Atlantic in Bar Harbor, Maine.

The whale's journey was unusual not only for its length, but also because it travelled across almost 90 degrees of longitude from west to east. Typically, humpbacks move in a north–south direction between cold feeding areas and warm breeding grounds – and the longest journeys which have been recorded until now have been between breeding and feeding sites.

The whale, a female, was first spotted off the coast of Brazil, where researchers photographed its tail fluke and took skin samples for chromosome testing to determine the animal's sex. Two years later, a tourist on a whale-watching boat snapped a photo of the humpback near Madagascar.

To match the two sightings, Stevick's team used an extensive international catalogue of photographs of the undersides of tail flukes, which have distinctive markings. Researchers routinely compare the markings in each new photograph to those in the archive.

The scientists then estimated the animal's shortest possible route: an arc skirting the southern tip of South Africa and heading north-east towards Madagascar. The minimum distance

LIVEWORKSHEETS



is 9,800 kilometres, says Stevick, but this is likely to be an underestimate, because the whale probably took a detour to feed on krill in the Southern Ocean near Antarctica before reaching its destination.

Most humpback-whale researchers focus their efforts on the Northern Hemisphere because the Southern Ocean near the Antarctic is a hostile environment and it is hard to get to, explains Rochelle Constantine, who studies the ecology of humpback whales at the University of Auckland in New Zealand. But, for whales, oceans in the Southern Hemisphere are wider and easier to travel across, says Constantine. Scientists will probably observe more long-distance migrations in the Southern Hemisphere as satellite tracking becomes increasingly common, she adds.

Daniel Palacios, an oceanographer at the University of Hawaii at Manoa, says that the record-breaking journey could indicate that migration patterns are shifting as populations begin to recover from near-extinction and the population increases. But the reasons why the whale did not follow the usual migration routes remain a mystery. She could have been exploring new habitats, or simply have lost her way. 'We generally think of humpback whales as very well studied, but then they surprise us with things like this,' Palacios says. 'Undoubtedly there are a lot of things we still don't know about whale migration.'

by Janelle Weaver, published online in *Nature*

4 Look at Questions 1–7 below. Underline the key ideas in the questions, but not the options.

Questions 1–7

1 What **TWO** aspects of the whale's journey surprised researchers?

A the destination
B the direction
C the distance
D the reason
E the season

2 The passage mentions reasons why whales generally migrate.

What **TWO** reasons are given?

A to avoid humans
B to be safe
C to eat
D to keep warm
E to produce young

3 What **TWO** methods did researchers use to record the identity of the whale near Brazil?

A They analysed part of the whale's body.
B They marked its tail.
C They made notes of its behaviour.
D They recorded the sounds it made.
E They took a picture.

4 The passage mentions places the whale may have passed close to on its journey.

Which **TWO** places may the whale have passe

A Antarctica
B Hawaii
C Maine
D New Zealand
E South Africa

5 The passage says that more research is done in the Northern Hemisphere.

Which **TWO** reasons are given for this?

A It contains more whales.
B It has friendlier surroundings.
C There are more samples available.
D It is easier to reach.
E It contains smaller whales.

6 The passage suggests why the whale made a different journey from usual.

Which **TWO** reasons does it suggest?

A She did not know where she was going.
B She did not want to breed.
C She wanted to escape a danger.
D She was looking for a new place to live.
E She was recovering from an illness.

7 Which **TWO** methods of finding out where whales migrate are mentioned in the passage?

A attaching radio transmitters
B comparing pictures taken in different place
C following them in boats
D placing cameras in key positions
E following their movements from space

5 Read the passage again to find where the key ideas are mentioned. Read those parts of the passage carefully and choose TWO letters (A–E) for Questions 1–7.

Exam advice *Pick from a list*

- Underline the key ideas in the questions to help you find the right place in the passage.
- Match ideas in the passage to the options.

LIVEWORKSHEETS

Writing
Task 1

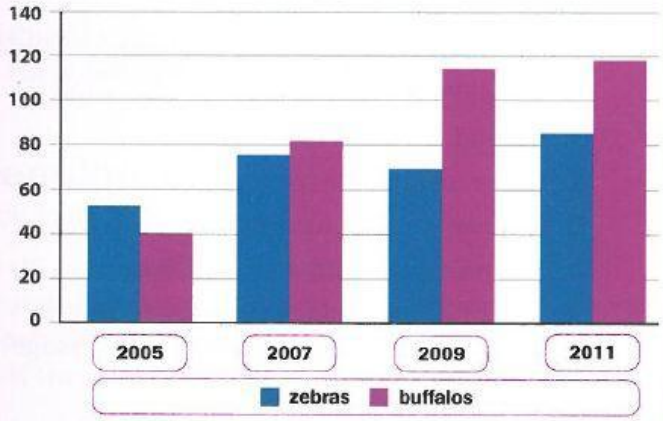


1 Work in pairs. Look at the Writing task below and say whether the sentences in the next column are true (T) or false (F). If a sentence is false, correct it.

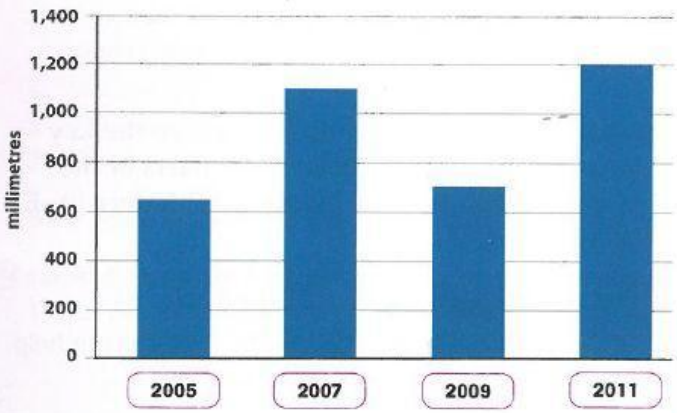
The charts below show information about animals and rainfall at the Nboro Nature Reserve.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.

Numbers of animals, Nboro Nature Reserve



Annual rainfall, Nboro Nature Reserve



1 The charts give information about the number of zebras and buffalos and the amount of rain at theNboro Nature Reserve **between** 2005 and 2011. T
2 **In** 2005, there were fewer zebras than buffalos, with 40 zebras and 50 buffalos.
F (There were 50 zebras and 40 buffalos.)
3 **From** 2005 **to** 2011, the number of buffalos rose each year till it reached just under 120.
4 On the other hand, the number of zebras fell to 75 in 2007 and then went up to 70 animals in 2009.
5 The zebra population then increased again to reach about 85 in 2011.
6 **During** the same period, there were 1,000 millimetres of rain in 2005.
7 The amount rose to 1,100 millimetres in 2007 and dropped to 700 millimetres in 2009, when there was little rain.
8 However, in 2011, 1,200 millimetres of rain fell.
9 Overall, numbers of both animals have decreased **over** the six-year period, but the amount of rain appears to affect the number of zebras.
10 When there is more rain, there are more zebras.

2 Read the corrected sentences in Exercise 1 again and group them so that they form paragraphs with these topics.

a an introduction to the information in the charts
b a summary and comparison of information about the animals
c a summary of the information about rainfall
d a general overview of all the information in the charts

page 56 Key grammar: *Countable and uncountable nouns*

3 Find words and phrases in the sentences in Exercise 1 which mean *rose* and *fell*.

4 Look at the prepositions in bold in the sentences in Exercise 1. Then choose the correct preposition in *italics* in each of the sentences below.

1 They started the research *in / on* 2002.
2 The number of animals increased *from / between* 2004 and 2008.
3 Average temperatures decreased *from / between* 2006 to 2010.
4 Animal numbers increased by 20% *during / from* this period.
5 Rainfall went up *between / over* the six-month period.

page 126 *Prepositions in time phrases*

LIVEWORKSHEETS

5 **IELTS candidates often make mistakes with prepositions in time phrases. Find and correct a mistake with a preposition in each of these sentences.**

1 The charts compare numbers of elephants ~~across~~ 1981 and 2001. between
2 The figures increased during 1950 to 1965.
3 The oldest nature reserve in Spain was established on 1918.
4 The temperature fell from 25° to 15° on July and it recovered slowly.
5 This is information about rainfall in Australia since 1990 to 2010.





6 **Work in pairs. Look at the Writing task below and answer the questions in the next column.**

1 What does each chart show, and what years are covered by the charts?
2 Are these words countable or uncountable?
a *colony* **b** *honey*
3 How many honey-bee colonies were there in 1970, and how much honey did they produce?
4 Did these figures rise or fall from 1970 to 1980? What comparison can you make about this period?
5 Did these figures rise or fall from 1980 to 1990? What comparison can you make?
6 Did honey-bee colonies and honey production rise or fall between 1990 and 2010?
7 For your overview, what in general can you say about bee colonies and honey production between 1970 and 2010?

7 **Work in pairs and discuss how you will organise your summary. Make notes while you speak.**

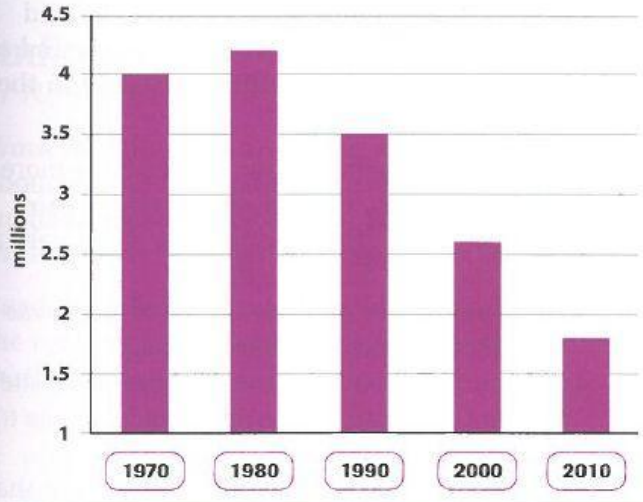
- What information will you put in your introductory paragraph?
- Will you deal with the number of bee colonies and the production of honey together or separately?
- How many paragraphs will you need, and what will be the subject of each of them?

8 **Work alone and write your summary. Write at least 150 words.**

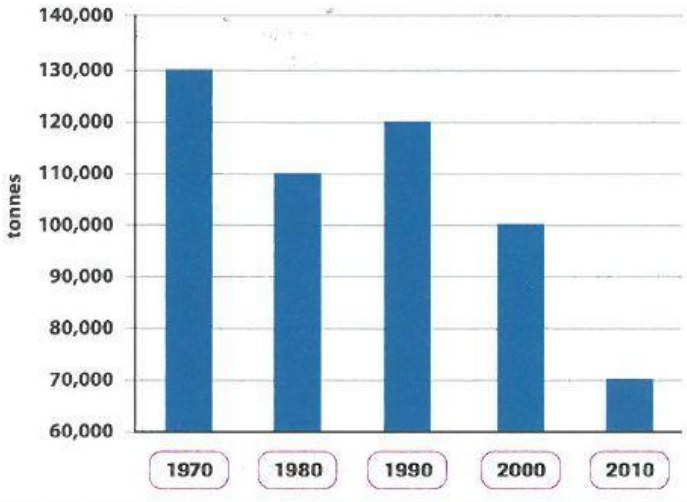
The charts below show information about honey-bee colonies and honey production in the US.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.

US honey-bee colonies 1970–2010



US honey production 1970–2010



LIVEWORKSHEETS

Key grammar

Countable and uncountable nouns

Nouns are either countable [C] or uncountable [U]. Countable nouns can be made plural; uncountable nouns are always singular.

1 Look at these words from Writing Exercise 1. Which are [C] and which are [U]?

1 zebra 2 buffalo 3 rain

2 Look at these words from Writing Exercise 1. Which words can we use with countable [C] nouns and which with uncountable [U] nouns?

1 amount 2 few 3 little 4 number

page 126 *Countable and uncountable nouns*

3 Are the words in bold in these sentences countable [C] or uncountable [U]?

1 **Zebras** eat **grass** and they need to drink **water** frequently.
2 He discovered a new **species** of frog in a **rainforest** in Indonesia.
3 These **frogs** don't require large **amounts** of **food**, but they only eat **insects**.
4 **Bee-eaters** dig **tunnels** in **mud** to make their **nests**.
5 I enjoy watching **programmes** about **wildlife** and **nature**.

4 IELTS candidates often make mistakes with the countable and uncountable nouns in the box. Write the nouns in the correct column of the table below.

~~activity~~ ~~advice~~ behaviour car device education equipment fact information job knowledge machine pollution research study suggestion traffic university work

countable	uncountable
activity	advice

5 Choose the correct option in *italics* for each of these sentences.

1 The *number* / *amount* of humpback whales has increased during the last 20 years.
2 Due to global warming, *fewer* / *less* birds are migrating than 50 years ago.
3 The *number* / *amount* of ice in the Arctic Ocean is decreasing.
4 Scotland produces *fewer* / *less* wool than New Zealand.
5 There are twice as *many* / *much* polar bears as 30 years ago.
6 We have so *many* / *much* information about animals living in rainforests.

6 IELTS candidates often make mistakes with *amount, number, few, less, many* and *much*. Find and correct the mistake in each of these sentences.

1 The chart shows the ~~amount~~ of people visiting wildlife reserves. number
2 The five charts illustrate the number of water consumed per person in different countries.
3 From the chart, we could say that women generally work less hours than men.
4 Killing too much animals will cause a lot of environmental problems.
5 Not everybody puts rubbish in the right place, and that is why there is so many rubbish on the ground.
6 The number of oil continued to increase from 3,000 to 3,700 million tonnes at the end of 2010.

Spelling

Small words often misspelled

IELTS candidates often confuse *the* and *they*; *there* and *their*; *than* and *then*; *to* and *too*. Find and correct the spelling mistakes in these sentences.

1 When there is more rain, zebras have more grass to eat, so ~~there~~ numbers rise. their
2 Buffalos and zebras occupy the same habitat and the have the same diet.
3 The number of animals on the reserve was higher last year then ten years ago.
4 Whales may have to find new breeding sites, when the ocean where they live becomes to crowded.
5 The number of elephants rose to 80 and than went down to 60.

LIVEWORKSHEETS