

# UNIT 8

## NATURAL WORLD

### A. VOCABULARY & GRAMMAR

**Exercise 1. Put the words in the correct categories to complete the table.**

|                |               |                  |                 |               |                  |
|----------------|---------------|------------------|-----------------|---------------|------------------|
| <i>bear</i>    | <i>shark</i>  | <i>butterfly</i> | <i>eagle</i>    | <i>snake</i>  | <i>crocodile</i> |
| <i>penguin</i> | <i>salmon</i> | <i>bee</i>       | <i>seahorse</i> | <i>rabbit</i> |                  |
| <i>whale</i>   | <i>frog</i>   | <i>lizard</i>    | <i>parrot</i>   | <i>ant</i>    |                  |

| Mammals | Reptiles (animal that lay eggs and use the sun to keep their blood warm) | Amphibians (animals that live both land and in water) |
|---------|--------------------------------------------------------------------------|-------------------------------------------------------|
|         |                                                                          |                                                       |
|         |                                                                          |                                                       |
|         |                                                                          |                                                       |

| Fish | Birds | Insects |
|------|-------|---------|
|      |       |         |
|      |       |         |
|      |       |         |

**Exercise 2. Look at the plant and animal characteristics. Which are the odd ones out? Choose the incorrect answers.**

|                    |                                       |                                          |                                      |
|--------------------|---------------------------------------|------------------------------------------|--------------------------------------|
| 1. Tree have       | <input type="radio"/> <i>branches</i> | <input type="radio"/> <i>claws</i>       | <input type="radio"/> <i>leaves.</i> |
| 2. Bears have      | <input type="radio"/> <i>antlers</i>  | <input type="radio"/> <i>fur</i>         | <input type="radio"/> <i>teeth.</i>  |
| 3. Eagles have     | <input type="radio"/> <i>beaks</i>    | <input type="radio"/> <i>humps</i>       | <input type="radio"/> <i>wings.</i>  |
| 4. Elephants have  | <input type="radio"/> <i>leathers</i> | <input type="radio"/> <i>thick skins</i> | <input type="radio"/> <i>trunks.</i> |
| 5. Salmon have     | <input type="radio"/> <i>scales</i>   | <input type="radio"/> <i>tails</i>       | <input type="radio"/> <i>trunks.</i> |
| 6. Crocodiles have | <input type="radio"/> <i>fins</i>     | <input type="radio"/> <i>scales</i>      | <input type="radio"/> <i>teeth.</i>  |
| 7. Rhinos have     | <input type="radio"/> <i>bone</i>     | <input type="radio"/> <i>fur</i>         | <input type="radio"/> <i>horns.</i>  |

**Exercise 3. Complete the text. Use the words and phrases in the box.**

|                   |                     |                           |                 |
|-------------------|---------------------|---------------------------|-----------------|
| <i>common</i>     | <i>conservation</i> | <i>endangered species</i> | <i>habitat</i>  |
| <i>population</i> | <i>rare</i>         | <i>risk</i>               | <i>wildlife</i> |

I believe that people have a responsibility to take care of \_\_\_\_\_. The best way to do this is to protect the places where they live – their natural \_\_\_\_\_. That's why I decided to take part in a local \_\_\_\_\_ project to protect the plants and animals in a forest near my town. The forest is home to several \_\_\_\_\_ – types of animals and plants which may soon not exist because there are so few of them. For example, there are some very \_\_\_\_\_ birds, which are only found in a few small areas now – there are probably fewer than 500 of them left in the wild. Fifty years ago, there were lots of them everywhere – they were a lot more \_\_\_\_\_. Anyway, thanks to our conservation project, the bird

population is slowly going up again. The birds are still at \_\_\_\_\_, but hopefully we'll be able to save them.

**Exercise 4. Match the words and phrases with the definitions.**

|                       |                        |                              |                         |
|-----------------------|------------------------|------------------------------|-------------------------|
| <i>climate change</i> | <i>global warming</i>  | <i>green issues</i>          | <i>greenhouse gases</i> |
| <i>pollution</i>      | <i>the environment</i> | <i>the greenhouse effect</i> | <i>the ozone layer</i>  |

1. The general name for the natural world: the air, water and land in or on which people, animals and plants live: \_\_\_\_\_
2. Connected to the protection of the environment: \_\_\_\_\_
3. The increase in world temperatures: \_\_\_\_\_
4. The layer of air high above the Earth that protects it from the sun's rays: \_\_\_\_\_
5. Changes in the world's weather due to air pollution: \_\_\_\_\_
6. Damage to water, air or land due to human behavior: \_\_\_\_\_
7. When heat from the Earth can't escape into space, and so the Earth gets hotter and hotter: \_\_\_\_\_
8. Gases like carbon dioxide (CO<sub>2</sub>) which stop heat from the Earth escaping into space: \_\_\_\_\_

**Exercise 5. Choose the correct words to complete the sentences.**

1. Is it too late to **cause / produce / save** our planet? I don't think so.
2. I think we should do more to **damage / destroy / protect** the environment.
3. Power stations don't just **damage / produce / survive** electricity; they also cause pollution.
4. A lot of people believe that pollution **causes / goes / saves** global warming, but some people think the Earth is getting hotter by itself.
5. The population fell to below 100 animals, but a group of conservationists worked very hard and the number is now **declining / dying / increasing** – it's going up again.
6. I think it's wrong to cut down rainforests and **destroy / go / recover** animals' natural habitats.
7. When we cut down rainforests, etc., we make it impossible for the animals and plants that live there to **protect / save / survive**.
8. Don't break the branches on that tree! It's alive and you're **causing / damaging / recovering** it!

## B. LISTENING

### Exercise 1: (10-3.2)

#### SECTION 2 Questions 11–20

Questions 11 and 12

Choose **TWO** letters, **A–E**.

Which **TWO** things does Alice say about the Dolphin Conservation Trust?

- A** Children make up most of the membership.
- B** It's the country's largest conservation organisation.
- C** It helps finance campaigns for changes in fishing practices.
- D** It employs several dolphin experts full-time.
- E** Volunteers help in various ways.

Questions 13–15

Choose the correct letter, **A, B, or C**.

**13** Why is Alice so pleased the Trust has won the Charity Commission award?

- A** It has brought in extra money.
- B** It made the work of the trust better known.
- C** It has attracted more members.

**14** Alice says oil exploration causes problems to dolphins because of

- A** noise.
- B** oil leaks.
- C** movement of ships.

**15** Alice became interested in dolphins when

- A** she saw one swimming near her home.
- B** she heard a speaker at her school.
- C** she read a book about them.

Questions 16–20

Which dolphin does Alice make each of the following comments about?

Write the correct letter, **A, B, C or D**, next to questions 16–20.

#### Dolphins

- A** Moondancer
- B** Echo
- C** Kiwi
- D** Samson



## Comments

- 16 It has not been seen this year. ....
- 17 It is photographed more than the others. ....
- 18 It is always very energetic. ....
- 19 It is the newest one in the scheme. ....
- 20 It has an unusual shape. ....

### Exercise 2: (10-1.4)

#### SECTION 4 Questions 31–40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

## THE SPIRIT BEAR

### General facts

- It is a white bear belonging to the black bear family.
- Its colour comes from an uncommon **31** .....
- Local people believe that it has unusual **32** .....
- They protect the bear from **33** .....

### Habitat

- The bear's relationship with the forest is complex.
- Tree roots stop **34** ..... along salmon streams.
- The bears' feeding habits provide nutrients for forest vegetation.
- It is currently found on a small number of **35** .....

### Threats

- Habitat is being lost due to deforestation and construction of **36** ..... by logging companies.
- Unrestricted **37** ..... is affecting the salmon supply.
- The bears' existence is also threatened by their low rate of **38** .....

### Going forward

- Interested parties are working together.
- Logging companies must improve their **39** ..... of logging.
- Maintenance and **40** ..... of the spirit bears' territory is needed.