READING PRACTICE

1 Complete the second sentence in each pair with a negative form of the word in bold in the first sentence.

1. We don't have much **accurate** information about the habits of this rare animal.
   Unfortunately, our information about this rare animal is probably .....
2. Most local residents **approve** of the decision to open a new park.
   Most local residents ..... of the decision to close the local park.
3. The measures taken to protect the wildlife in the area are **adequate**.
   The measures taken to protect the wildlife in the area are ..... .
4. Few areas of the country were **affected** by the floods.
   Few areas of the country were ..... by the floods.
5. The **appearance** of a very rare bird in the park caused great excitement.
   The ..... of the very rare bird from the region was very disappointing.
6. Your plans to ban cars from the national park aren't very **practical**.
   Your plans to ban cars from the national park are ..... .
7. The children **behaved** very well when they visited the aquarium.
   Unfortunately, the children ..... when they visited the aquarium.
8. The results of the survey on butterfly numbers have **encouraged** conservationists.
   The results of the survey on butterfly numbers have ..... conservationists.

2 Complete the sentences with the negative form of the adjectives in brackets. Each adjective is formed using a prefix (e.g. *un-*, *im-*).

1. Hunting is ..... in the national park and those who disobey the law will be punished. (legal)
2. Many people are ..... with the air quality in the town and think it should be improved. (satisfy)
3. Some scientists fear that the environmental damage caused by global warming is ..... . (reverse)
4. The ..... birds look very different from the adults of the same species. (mature)
5. It would be highly ..... for people today to do nothing about the threats to natural habitats such as rainforests. (responsible)
6. The scientists studied two insects and found they were completely ..... in terms of behaviour, size and habitat. (similar)
7. The loss of ..... forests in the north of the country is very sad. (replace)
8. I couldn't read my friend's biology lecture notes because they were completely ..... ! (legible)

LIVEWORKSHEETS

3 **For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).**

Example: (0) *EXCEPTION*

Lake Titicaca

Lake Titicaca is the largest lake in South America with the **(0)** ..... of Lake Maracaibo in Venezuela, which unlike Titicaca is connected directly to the sea. It is 190 kilometres long and reaches a maximum **(1)** ..... of 284 metres. Approximately 60 per cent of the lake lies in Peru and the rest in Bolivia. The lake is famous for a variety of **(2)** ..... wildlife, including a giant frog that can weigh up to three kilogrammes.
Some animals in the lake are **(3)** ..... species, which led to the **(4)** ..... of Titicaca National Reserve in 1978. The protection of the wildlife is guaranteed, and so is the beautiful scenery that makes a visit to the lake so **(5)** .....
There are numerous islands on the lake, although not all are **(6)** ..... to tourists. The **(7)** ..... of some of the islands are known as the Uros people, who still maintain their traditional way of life, but at the same time welcome visitors. **(8)** ....., this beautiful lake is often ignored by tourists.

EXCEPT
DEEP
USUAL
DANGER
ESTABLISH
FORGET
ACCESS
INHABIT
SURPRISE

4 **Write the adjectives and verbs with negative prefixes from exercises 1, 2 and 3 in the table.**

dis-	il-	im-	in-	ir-	mis-	un-

Get it right!

Look at the sentence below. Then try to correct the mistake.

Nowadays, zoos are considered by many people to be unuseful and cruel.

LIVEWORKSHEETS

Exam task

1 **You are going to read an article about a national vote for people's favourite tree. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.**

Tree of the Year



The aim of the national Tree of the Year competition is to promote and celebrate the most interesting trees around the country. Images and descriptions of a shortlist of 28 trees are put online and the public are asked to vote for their favourite.

The four trees that gain the most votes before 5 p.m. on 5th October will be given a grant of £1,000. In addition, all trees that receive 1,000 or more votes will get a grant of £500. The grants may be spent on a tree health check or advice from a tree expert, or an educational event, for example. **1** ____

Among the 28 shortlisted trees there are a wide range of tree species, each with its own unique, fascinating story. For example, the 'Ding Dong' tree is a copper beech tree growing in a primary school playground. It was named the 'Ding Dong' tree because of a game pupils invented in which they race to touch its trunk, shouting 'Ding Dong!' The protective space underneath the 50-year-old tree is used as a magical outdoor classroom, while the indoor classroom displays pictures of the tree through each season of the year. **2** ____

Many of the other trees in the competition are remarkable for their age alone. The Craigends Yew, for example, is thought to be up to 700 years old, making it one of the oldest in Scotland. It is an amazing sight as many of its branches have layered. **3** ____ As a result of these extra growths, the total size when measured around the tree's crown (the main body of its leaves and branches) is a massive 100 metres.

Another very old tree, the Holm Oak in Kilbroney Park, Northern Ireland, is much loved by local people. It measures 3.6 metres around the trunk, and its beautiful bark looks like the skin of a snake. **4** ____ The advantage of this lack of uprightness is that young children can climb safely and easily on it. Kilbroney Park is home to many remarkable trees, but this tree was chosen as the favourite by community members.

A 500-year-old veteran oak tree stands in the ancient woodland pasture at Carngafallt in Wales. One of the interesting things about this twisted, hollow tree is that it has several 'air trees' growing out of it. An 'air tree' is one growing without its roots touching the ground. **5** ____ It extends its roots down inside the oak's hollow trunk.

The original Bramley apple tree in Nottinghamshire is younger than many in this competition, but is the famous parent of all modern Bramley apple trees. **6** ____ Many years later, Matthew Bramley, the new owner of the tree, was carrying some of his fruit when he met a gardener called Henry Merryweather. Henry asked if he could take some cuttings from Matthew's trees to grow his own trees. Mr Bramley agreed, provided they were named 'Bramley's Seedling'.

LIVEWORKSHEETS

A This means that they are touching the ground and have taken root.

B These roots have become enormous with age and have now emerged above the ground. Children love to jump over them like horses in a race.

C But the most distinctive thing about this tree is that its main trunk is leaning towards the ground at an angle of 45 degrees.

D The best example of this on the big old tree is another species of tree called a rowan.

E Alternatively, they could be used to hold a community event in honour of the tree.

F It was planted from a seed in 1809 by a woman called Ann Brailsford.

G Children hang bird feeders from its branches and it is used as the focus of many of the educational activities going on around it.

2 **Complete the sentences in the notice with the correct alternatives.**

BLUE RIDGE FOREST RULES

1. Under no circumstances *should / need* fires be lit in the forest.
2. Only walkers *may / need* use the routes marked with yellow arrows.
3. Dogs *do not have to / must not* be on their leads in the West Lane area of the forest.
4. You *must not / need not* push, carry or use a bicycle on any forest footpath.
5. Children *should not / do not have to* be allowed to climb young trees.
6. All rubbish *should / may* be taken home.
7. Find out about which areas of the forest you *must / can* enter on factsheet 112.
8. Walkers *must not / do not have to* stay on the marked paths, but it is advisable that they do.



LIVEWORKSHEETS

The environment

1 **Make sentences with *It is ...*, a word or phrase from the box and the information below. Sometimes there is more than one possible answer.**

claimed	not known	predicted	sometimes	said	thought

1. ..... global conservation is fighting a losing battle.
2. ..... 11% of animals worldwide will be endangered by 2050.
3. ..... how many insect species have already become extinct.
4. ..... numbers of farmland birds will continue to rise.
5. ..... the word *butterfly* may originate from people calling one species a 'butter-coloured fly'.
6. ..... a new species of frog has been discovered in a remote area of jungle.

Exam task

2 **You are going to read five paragraphs from the website of a wildlife conservation organisation. For questions 1–10 choose from the paragraphs (A–E). The paragraphs may be chosen more than once.**

Which paragraph

points out that some aspects of the volunteers' work is surprisingly challenging?	1
includes a promise about the excellence of some services it offers?	2
says that the organisation is keen to recruit people who have a certain hobby?	3
lists a number of threats to animals that live in the sea?	4
mentions the length of time that the organisation has existed?	5
outlines the characteristics that are useful for volunteers to have?	6
warns that the measures taken to protect one species are not enough?	7
mentions features which can help distinguish one animal from another of the same species?	8
mentions how the organisation informs the public about its research findings?	9
describes the process involved in one kind of information-gathering session?	10



LIVEWORKSHEETS

The Sea Mammal Institute

A The Sea Mammal Institute is a wildlife conservation organisation set up to protect whales, dolphins and porpoises. Our team of professional researchers work together with volunteers to identify and monitor the numbers and locations of these creatures in order to gain valuable knowledge of the state of our ocean environment, and the impact of climate change, noise disturbance, chemical pollution and overfishing in our seas. We are also proud of the educational role we perform, increasing public knowledge and understanding of sea mammals, and passing on what our data has taught us through community group talks and school visits.

B Our organisation relies heavily on volunteers, who help collect data and then input, organise and analyse it. Volunteers interested in photography are always very welcome to help update our photo-identification catalogue – a collection of pictures of all the different species we monitor – and organise our ever-growing image library. If you would like to be a volunteer, the most straightforward way to get involved is to contact the organisation's co-ordinator in your area, and join him or her for a sea watch. Anyone with enthusiasm and a pair of binoculars can take part – and, as you'll learn if you join us, patience is pretty essential too!

C Although we are pleased to receive any information on public sightings of whales, dolphins and porpoises, it is also important for us to have 'effort-related' data collected by trained volunteers. 'Effort-related' data is that recorded by observers who time their watch and note down specific environmental data every 15 minutes. It doesn't matter how long each watch is, provided that its date and location are carefully noted down along with any details about sightings of sea creatures. We emphasise the need to do some basic training in observation before taking part in a watch because it's not as simple as it sounds. For example, despite the bottlenose dolphin being the probably the best-known type of dolphin, it is in fact rather tricky to identify with any confidence, since it has no clear pattern markings. The upper part of its body is plain dark brown and the underside is a paler brown or grey. So volunteers need plenty of guidance regarding how exactly to recognise it.

D The Sea Mammal Institute has been running courses for over twenty years, making it the most experienced organisation for training observers and students interested in sea animals in the country. It provides staff training for leading conservation organisations, and guarantees a very high quality of training from expert course leaders. The two-day introductory course recommended for new volunteer observers teaches participants the basics of how to identify different species, estimate group size, distinguish between calves, juveniles and adults and to assess the state of the sea. Plenty of practice conducting both land and boat-based surveys is given. Also included are sessions on basic photographic techniques to enable observers to identify an individual animal through distinctive markings, body size or injury scars.

E One of the strengths of our organisation is that we do long-term, continuous research. Over the 25 years since Sea Watch was set up, some significant insights have resulted from this research. For example, our monitoring of bottlenose dolphins shows that even in locations that are already controlled conservation areas, large numbers of motorised boats may be causing changes in their behaviour. Although strict codes of conduct stop boats approaching dolphins too closely or too fast, it is believed that the creatures' social structures are being affected by the presence of so many boats in these areas.

Get it right!

Look at the sentence below. Then try to correct the mistake.

It is told that animals suffer a lot if they are kept in cages or behind fences.

LIVEWORKSHEETS

LISTENING PRACTICE

Exercise 1

Nickel Kidman talks with her friend that she has been tired of New York's noises, and wanted to go back to Australia. But she read a report about Australian environment and found there are 5 environmental problems which have had an influence upon Australians' life.

Questions 1–4

Circle the correct letter A–D.

1. She knows about the environmental problems because
   (A) she read about them in a newspaper.
   (B) she saw it on the news.
   (C) her friend told her.
   (D) she saw a documentary on TV.

2. Australia's environmental problems are
   (A) the government's fault.
   (B) people's fault.
   (C) the environment's fault.
   (D) have different causes.

3. People in Australia get skin cancer because
   (A) it is a very hot country.
   (B) they like to swim in the sea.
   (C) they don't wear protection.
   (D) there is a hole in the ozone layer.

4. In hot weather
   (A) there are forest fires.
   (B) there are houses fires.
   (C) there are grass fires.
   (D) there are bush fires.

Questions 5–8

Listen to the tape again. Complete the gaps below.

There are too many 5 ..... in Australia.

The grass is being eaten and so when the rain comes it causes 6 .....

There is a lot of heavy industry in Australia especially 7 .....

The water in the rivers is 8 .....

LIVEWORKSHEETS

While listening

Exercise 1

Nickel's friend's major is environmental study and she explains about cause of environmental problems and possible solutions.
Questions 1–5
Match the problem with the solution.

(1) Skin cancer	(A) Put pressure on other governments.
(2) Polluted water	(B) Control residential housing.
(3) Soil erosion	(C) Stop using old machinery.
(4) Cyclones	(D) Offer farmers money to grow different things.
(5) Fires	(E) Pressure companies to store their waste products.

Questions 6–8
Listen to the tape again. Fill the gaps below.

My major is 6 _____.
Farmers should grow plants and farm animals that are 7 _____to Australia.
Cyclones are not only Australia's problem. In fact they are a 8 _____ problem.

VOCABULARY PRACTICE

A



B



1.1 **Look at photos A and B. Where do you think the places are? Choose from the list below.**

Brazil France India Kenya Morocco Thailand

1.2 **Match the description below with one of the photos. Then complete it with the words in the box.**

bank orchards ~~peaks~~ pine slopes springs streams tracks valleys vegetation

Manali is surrounded by towering snow-capped mountain **(1)** peaks and dense forests of **(2)** _____ trees. Shallow **(3)** _____ of clear mountain water flow into the Beas River. Around the town the landscape is breathtaking. The **(4)** _____ which covers the gentle wooded **(5)** _____ of the hillsides is mainly wild flowers and fertile apple **(6)** _____. Above Manali, travellers can walk along the winding **(7)** _____ through the narrow **(8)** _____ and high mountain passes to the Himalayas or take part in the adventure sports on offer. They can also relax in the village of Vashisht, on the left **(9)** _____ of the Beas River just a few kilometres from Manali, where hot **(10)** _____ emerge from the rock at about 50 degrees centigrade.

LIVEWORKSHEETS

1.3 ▶30 **Listen to this description of the other photo and complete it with the words you hear.**

This is a tropical rainforest. It's also sometimes called a **(1)** jungle . The trees are probably very old as they have very thick **(2)** _____ . It's usually quite dark in the forest as not much **(3)** _____ gets through the trees. The **(4)** _____ that grow under the trees tend to have large **(5)** _____ in an effort to get as much light as possible. The **(6)** _____ in the rainforest is often very poor so the trees have shallow **(7)** _____ , but some of them still manage to grow very tall with few **(8)** _____ near the bottom. They put all their energy into reaching the light! Rainforests are full of wildlife, from **(9)** _____ and snakes on the forest floor to monkeys and **(10)** _____ higher up.

1.4 **Match the adjectives with their opposites.**

cultivated ~~deep~~ mountainous muddy steep straight wide

1 shallow deep 2 narrow _____ 3 winding _____ 4 clear _____

5 wild _____ 6 flat _____ 7 gentle _____

1.5 **Write two or three sentences in your notebook about the place in this photo.**



Vocabulary note

Some words can have more than one meaning, and the second meaning may be idiomatic:

*I've got a **mountain** of work to do.* (= a huge amount of work)

*There was a **flood** of applications for the job.* (= suddenly a large number of applications)

2.1 **Read these sentences about two different climates. Decide which are about photo A and which are about photo B in 1.1.**

1 It is always hot and humid. B

2 Summers are mild and wet. _____

3 As it is near the Equator, there is little difference in temperature between the warmest and coolest months. _____

4 Rain falls nearly every day and there is no dry season. _____

5 In winter it becomes cold and frosty and the temperature falls to below 0°C. _____

6 In the rainforest, as dawn breaks and the sun comes up, there is a clear blue sky. _____

7 The heavy snowfall in winter attracts skiers and tourists. _____

8 By mid-afternoon every day it pours with rain and thunderstorms are also common. _____

9 The area is often cut off because of snow. _____

10 Floods sometimes occur in July and August during the wet season. _____

11 The temperature at night is 20–25°C but during the day it rises to above 30°C. _____

12 Skies are often cloudy in the mountains, whether it is summer or winter. _____

2.2 **The sentences make two separate descriptions. Which sentences can you join with *and* or *but*?**

A Summers are mild and wet, but in winter ...

2.3 ▶31 **Listen to a description of the climate in another country. Which part of the world do you think it is?**

2.4 **Using 2.1–2.3 to help you, write a list of vocabulary you can use about your country's climate.**

LIVEWORKSHEETS

3.1 WORD BUILDING **Complete the sentences with new words made from the words in the box.**

freeze	globe	mist	storm	tropic	warm

1 Yesterday the weather was so stormy that the waves were crashing against the houses by the beach.
2 They were able to skate on the lake because it was _____ .
3 We climbed to the top of the mountain but it was so _____ we couldn't see much.
4 Everybody is staying inside as the forecast says a _____ storm is on its way.
5 We always appreciate the _____ of the sun after a long cold winter.
6 It is thought that some unusual weather is caused by _____ warming.

Reading and Use of English Part 6

You are going to read a newspaper article about a trip to South America. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (**1–6**). There is one extra sentence which you do not need.

A trip to Patagonia

Laura Holt goes in search of pumas, the large wild cats of South America

Taking in a large area of Chile and Argentina, running along the Andes and down to where South America flicks its tail towards Antarctica, is a region called Patagonia and I was there on holiday. It was only my first day in the Torres del Paine National Park, a wild portion of Chilean Patagonia that's lavished with towering glaciers, snow-clad valleys and dramatic peaks.

Some other intrepid travellers come here to tackle the formidable 'W' circuit – an extended trek that links five key points in the national park over several days of scrambling up and down mountains. 1 [ ] I therefore planned to take a more leisurely pace, in the back of a chauffeur-driven van.

We gathered around a fire on the first night at camp. 2 [ ] A mother and her cubs had been spotted in the valley days before and a lone male had been seen casually strolling across the camp's wooden walkways. But by far the most startling tale was of a young puma cub which had found its way through an unlocked door into a hotel.

The next morning, we drove into the Patagonian plains. Overhead, majestic birds of prey carved black shadows against a brilliant blue sky. At Lake Sarmiento, oystercatchers squawked as we approached and elegant ostrich-like rheas pranced past like ballerinas. 3 [ ] It was too large to be a grey fox and too small to be a guanaco, the curious llama-like creature that roams these lands.

'Did you see that?', my guide, Felipe, pointed. 'Puma?' I replied. 'I think so,' said Felipe. A sighting of this size was so lucky. Even if it was over in a flash. But I suddenly felt vulnerable, out there in the wilderness, with nothing but a stick to defend myself if it came near. 4 [ ] Even so, I hoped I wouldn't have to put the theory to the test.

LIVEWORKSHEETS

After a hearty barbecue beside the Blue Lagoon, it was time to set off again. We hurtled down unmade mountain roads at breakneck speed, past the milky green glacial flow of the Paine River. **5** ☐ But I was soon back at the camp, exhilarated and utterly exhausted.

Over the next few days, the pace picked up steadily. There was a walk up to the Mirador Cuernos, through silent valleys of grazing animals, to a startling lookout point. **6** ☐ On the way down, we watched herds of horses gallop past isolated farms with red corrugated roofs.

On the final day I said goodbye and drove out of the park. The closest I had come to seeing a puma may have been a fleeting glimpse but I realised it mattered little. For my search had made me study every crag and cave, bush and boulder in this vast, ultimately unknowable land all the more intensely.

A At that point, I was more focused on staying upright than spotting pumas.

B Suddenly, a fleeting shadow sent a bolt of excitement through us.

C My goal, on the other hand, was to spot Patagonia's rare big cats and other wildlife.

D The thunderclap of a distant avalanche was the only disturbance of the peace.

E But with only 50 of these large cats in a huge area, there were still no guarantees.

F Apparently, the best thing to do is stand completely still and all should be well.

G Rumours of recent puma sightings were plentiful.



Exam tip

Read the whole paragraph and then all the options. Make sure the one you choose fits before and after the gap.

LIVEWORKSHEETS