# UNIT 8
# NATURAL WORLD

## A. VOCABULARY & GRAMMAR

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

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

| 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 | o branches | o claws | o leaves. |
| 2. Bears have | o antlers | o fur | o teeth. |
| 3. Eagles have | o beaks | o numps | o wings. |
| 4. Elephants have | o leathers | o thick skins | o trunks. |
| 5. Salmon have | o scales | o tails | o trunks. |
| 6. Crocodiles have | o fins | o scales | o teeth. |
| 7. Rhinos have | o bone | o fur | o horns. |

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

| common | conservation | endangered species | habitat | population |
|---|---|---|---|---|
| rare | risk | wildlife | | |

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.



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

| | | | |
|---|---|---|---|
| Climate change | global warming | green issues | greenhouse gases |
| pollution | the environment | the greenhouse effect | the ozone layer |

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 ($CO_2$) 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!

**Exercise 6. Read the sentences. How is the speaker using the modal verbs in bold? Match the correct descriptions with the sentences. Use the descriptions in the box.**

| |
|---|
| To talk about a feature possibility |
| To talk about a lack of ability to do something in the present and past |
| To talk about a possibility in the present |
| To talk about an ability to do something in the present and past |

1. Crocodiles **can swim** fast over short distances.

2. Some species of crocodile **might not exist** in a few years' time.

3. Crocodiles **can't breathe** underwater.

4. Crocodiles **may survive** in other habitats, not just freshwater areas.



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5. The number of endangered crocodiles **could increase** as a result of conservation efforts.

6. If people understood crocodiles better and were less afraid of them, this **could help** their survival.

**Exercise 7. Complete the conversation using *can, could, may* or *might***

**Student 1:** Our teacher asked us to write an essay on the natural world for homework. I'm not sure what to write about. I _____ write so many things.

**Student 2:** You _____ ask the teacher for help, you know.

**Student 1:** No, it's alright. If I ask her, she _____ think that I'm asking her for the answer. I think I might write about the destruction of rainforests. What about you?

**Student 2**: Oh, I'm going to write about what we _____ do to slow down global warming. I'm going to write about how we _____ be more 'green'. People _____ not realize that even small changes might make a big difference.

**Student 1**: Good idea. You _____talk about people recycling their rubbish.

**Student 2**: Yes, I _____ do that. I'm not sure yet. I need to write a plan first.

**Student 1**: Me too!

**Exercise 8. Match the examples in the box with the correct reasons for using the present perfect.**

| |
|---|
| I've felt very strongly about green issues since I was a child. |
| I've just bought a pet snake. Do you want to see it? |
| I've never seen a bear in the wild, but I've seen them in zoos. |
| That poor sparrow can't fly because it's broken its wing. |
| The squirrel population has now reached 500, so I hope it'll reach our target of 750 soon. |
| We've already done the report for the conservation project. |

1. We use the present perfect tense to talk about our progress through a list of jobs. *I've already done it* often means 'I don't need to do it again'. *I haven't done it yet* often means 'I still need to do it'.

_____

2. We use the present perfect to talk about news – things that the listener probably doesn't already know.

*I've just done it means ' I did it very recently'.*

_____

3. We use the present perfect to show the past reason for a present situation (often with *can/ can't*). We often use *"because"* to show this relationship.

_____



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4. We use the present to talk about the present results of a process that is continuing now. We often use numbers to present these results, and phrases like *so far* or *up to now*.

_____

5. We use the present perfect to talk about our experiences – things that have happened in our lifetime.

We usually ask questions with *Have you ever …?* and we use *"never"* in negative sentences about experiences.

_____

6. We use the present perfect to measure a period of time from a point in the past (e.g. *yesterday*) to the present moment. We usually ask questions with *How long ..?* and use for (e.g. *for a week*) or *since* (e.g. *since yesterday*) to describe the period of time.

_____

**Exercise 9. Complete the sentences. Use the words in the box.**

| already | always | ever | just | long | never | since | so far | yet |
|---|---|---|---|---|---|---|---|---|

1. I've never been to a zoo and I don't want to go. I think animals should be free.

2. The hole in the ozone layer has already grown very big.

3. Have you ever seen a shark?

4. Average temperatures around the world have been risen by 2◦C so far as a result of global warming, and they'll probably continue to rise.

5. Green issues have become a lot more popular since the 1980s and 1990s.

6. I've just seen an eagle! It flew over that field a few minutes ago .

7. Politicians keep saying they want to stop global warming, but they haven't done much about it yet.

8. How long have scientists known about the hole in the ozone layer?

9. I've always loved plants and animals, ever since I can remember.

**Exercise 10. Choose the correct verb forms to complete the interview.**

**A:** How long *are you being/ have you been/ were you* a wildlife photographer?

**B:** Well, I've loved taking photos of animals since *I'm/ I've been/ I was* a child. I think *I take/ I took/ I've taken* my first animal photo when I was about five years old. But *I'm/ I've been/ I was* a professional photographer for about 20 years now.

**A:** In your career, *you've won/ you win/ you won* a lot of awards for your photos. What's the best award that *you've won/ you win/ you won* so far?

**B:** Wildlife Photographer of the Year. *I've won/ I win/ I won* that five years ago, and then again last year.

**A:** So *you're winning/ you've won/ you win* that award twice, then?

**B:** Yes, that's right, and *I just hear/ I just heard/ I've just heard* I might win it again this year.



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## B. READING

**Exercise 1. In this unit, you will look at IELTS Reading four-option multiple choice questions and a diagram label completion task. You will read a text on the topic of survival techniques. What vocabulary do you already know on the topic of survival techniques? Choose the correct words to complete the definitions.**

1. When levels of water in your body become lower than normal: *container/ evaporation/ dehydration*

2. To become smaller in size, amount, degree, importance, etc.: *consume/ trap/ reduce*

3. To eat, drink or use something, especially in large amounts: *consume/ trap/ reduce*

4. When a liquid changes into a gas (e.g. water turning into steam): *container/ evaporation/ dehydration*

5. An object, such as a box or a bottle, that can be used for holding something: *container/ evaporation/ dehydration*

6. Successful or achieving the results that you want: *effective/ consume/ container*

7. To keep something such as heat or water in one place, especially because it is useful (verb): *reduce/ dehydrate/ trap*

**Exercise 2. Read the information. Then read the first paragraph. Choose the correct option to answer the question.**

> In an IELTS Reading four – option multiple choice task, the question are in the same order as the information in the text, so the answer to the first question will be before the answer to the second question, etc.
>
> Only **one** option is correct, so when you have found the part of the text that answers your question, you should read the text and each option A – D carefully – to make sure the option you choose matches exactly what the text says.

**Dealing with survival situations in the wild**

Over the last few years, there has been an increase in the number of television programs that show experts explaining how to survive in the wild. They use their experience to create fires, build shelters, find water and decide which plants are safe to eat and which might kill you. While these programs are no doubt highly entertaining, what is less certain is how successful they are at really educating viewers at home. Last year, over 2,300 hikers were reported lost in the wild in the USA. While most of them were eventually rescued, not all were so lucky. Some of the survivors told their rescuers that they had seen these kinds of television programs, and had believed they had learnt some useful skills. It turned out, however, that building a fire from wet wood and finding a source of clean water was a lot harder than they had imagined.



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1. What does the writer say about television programs on the subject of surviving in the wild?

O A. The people who make the programs know little about surviving in the wild?

O B. The people who appear on the programs are never in real danger themselves.

O C. The programs fail to make ordinary people aware of how difficult it is to survive.

O D. The programs should not discuss the stories of people who have not survived.

**Exercise 3. Read the second and third paragraphs of the text. Then choose the correct options to answer the questions.**

The human body is approximately 75% water – and this water has several important functions, including keeping the body at the right temperature. If a person doesn't drink water, it will take only two or three days for them to become dehydrated, and their body temperature may either drop or rise to dangerous levels. Often it is the case that hikers or campers who are lost in the wild don't start thinking about how they can find a new source of water until they run out of it, by which time it may be too late. They haven't thought about the consequences of dehydration, and neither do they recognise the warning signs. An ache in the kidneys, a headache, general confusion – all of these can tell someone that they are in need of water.

The average person loses 2 -3 litres of water every day just through normal activities such as breathing. It's impossible to avoid losing water from the body, but there are ways to slow it down. For example, when it may be necessary to build a shelter in the wild to sleep in, this should be carried out in the shade rather than in full sun. This reduces the amount of sweat which is produced when body temperature rises, which is, of course, water leaving the body. Some people may find it surprising that eating may increase chances of dehydration, but digestion does require water, so eating should be avoided if water is short. Hiking at night when the temperature drops is also an option, but only if hikers have a good torch or there is a full moon.

**1. In the second paragraph, the writer makes the point that**

O A. The speed at which dehydration occurs in people depends on the environment.

O B. People use all the water they have and only then start thinking how to get more.

O C. Most people know when they are beginning to suffer from dehydration.

O D. People should find out where water is located before they go hiking?

**2. What recommendation does the writer make for reducing water loss?**

O A. It's never a good idea to travel further when the sun has gone down.

O B. It's best to consume food in small amounts and regularly.

O C. Hikers should not waste their time making a basic place to stay in.

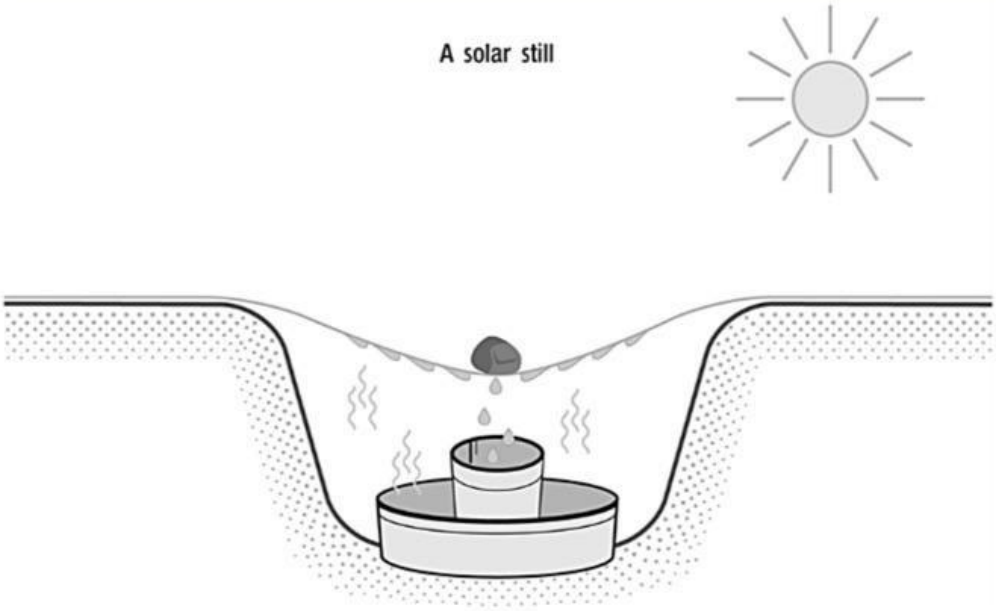
O D. It's a good idea to keep cool while doing any activity.



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**Exercise 4. Read the information. Then look at the diagram of the process involved in a *solar still*. Put the sentences in the correct order to complete the description of the process.**

In the IELTS Reading test, you may have to label a diagram. In order to do this, you will need to read carefully to understand a process that is described in the text and shown in the diagram.




**So how does a solar still work?**

Even though the salt content in this kind of water is great, the processes of evaporation and condensation will remove it, and then the water can be drunk.
The hole is then covered with a plastic sheet, as this kind of material will trap rising water as it evaporates.
Once the gas cools and turns back into water, it can fall into the container below.
If people are near an ocean, water from here can be added to a second, larger container, and placed beneath the narrow one.
A deep hole is dug into the ground and a narrow container is placed at the bottom of it.
To ensure that the maximum amount of water possible is collected, a heavy object such as a small rock should be placed in a central position above the container so that the water drops can fall directly into it.

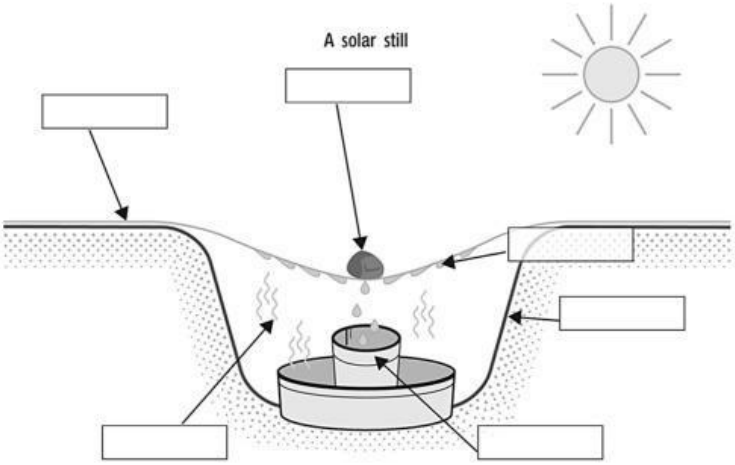
**Exercise 5. Read the text and look carefully at the diagram. Then label the diagram with the bold words from the text.**

For an IELTS Reading diagram labeling task, you should look carefully at the diagram to understand how it related to the description in the text. This will help you to quickly locate the answers you need.



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So how does a solar still work? **A deep hole** is dug into the ground and a narrow **container** is placed at the bottom of it. The hole is then covered with a **plastic sheet**, as this kind of material will trap rising water as it evaporates. Once the gas cools and turns back into water, it can fall into the container below. To ensure that the maximum amount of water possible is collected, a heavy object such as a small **rock** should be placed in a central position above the container so that the water drops can fall directly into it. If people are near an ocean, water from here can be added to a second, larger container, and placed beneath the narrow one. Even though the salt content in this kind of water is great, the processes of **evaporation** and **condensation** will remove it, and then the water can be drunk.




**Exercise 6. Read the complete description of a solar still and label the diagram. Write NO MORE THAN TWO WORDS for each question.**

**A solar still**

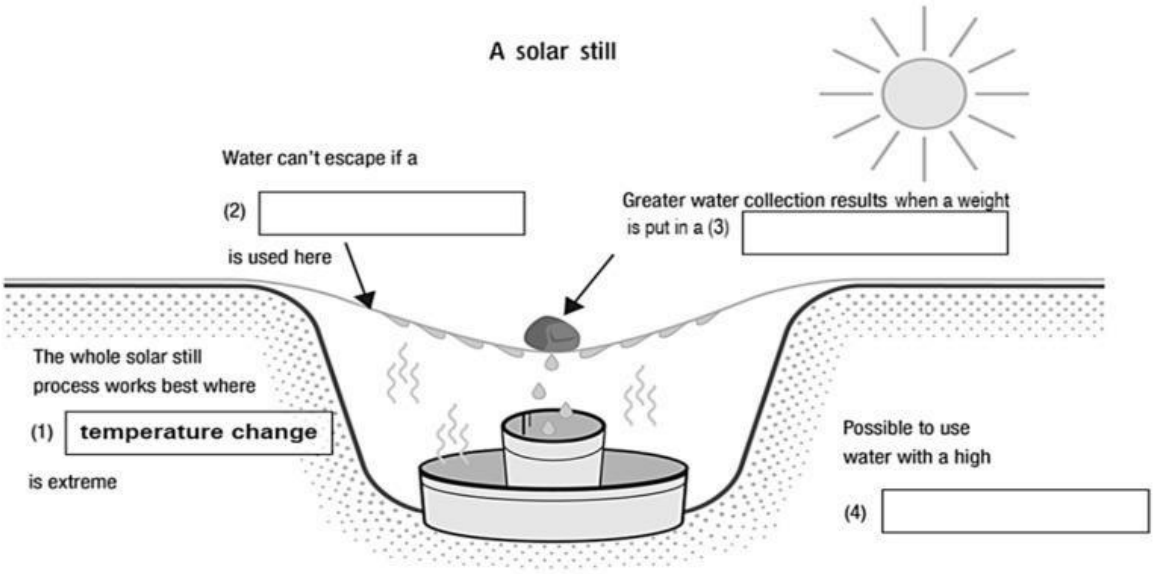
In situations when people are unable to locate a stream or river, there are certain ways they can get water which are less difficult than others. Building a simple structure called a solar still is one of these methods, but it will be most effective in regions which have dramatic temperature change. This is because, in very hot environments, lots of water is taken up into the air and turns into gas, a process called evaporation. At night time, however, when it is far cooler, the air releases the water again – the process of condensation.

So how does a solar still work? A deep hole is dug into the ground and a narrow container is placed at the bottom of it. The hole is then covered with a plastic sheet, as this kind of material will trap rising water as it evaporates. Once the gas cools and turns back into water, it can fall into the container below. To ensure that the maximum amount of water possible is collected, a heavy object such as a small rock should be placed in a central position above the container so that the water drops can fall directly into it. If people are near an ocean, water from here can be added to a second, larger container, and placed beneath the narrow one. Even though the salt content in this kind of water is great, the processes of evaporation and condensation will remove it, and then the water can be drunk.

Using the solar-still method will not produce enough water for people to collect and travel with, but it can ensure survival while people are waiting for rescue.



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**Exercise 7:**

## THE MODERN ZOO

**The first zoo is believed to have been in Egypt in around 3500 BC. Early collections of animals on display often belonged to royalty. King Henry I of England had lions, leopards and camels. He had received them as gifts. Until the late twentieth century, the main purpose of zoos was for entertainment. They existed to give people the chance to see animals they could not see in the wild. In 1959, famous wildlife expert Gerald Durrell opened the first zoo which put *conservation of animals* first.**

Nowadays zoos' aims are: conservation, education, entertainment, in that order. Modern zoos try to get a balance between providing safe, comfortable homes for the animals and opportunities for visitors to see animals in natural surroundings. Zoos now share their knowledge and support each other. The World Association for Zoos and Aquariums (WAZA) works to educate people about animal welfare and conservation. It also helps to coordinate breeding programmes.

From the 1990s, zoos began to see their main role as saving the most threatened species. Each zoo focuses on a small number of species. The Siberian tiger and the orangutan are two species that have been saved through breeding programmes run by zoos. For example, in 2005 there were between 331 and 393 Siberian tigers in the Russian Far East. By 2015, there were 562. The tigers were helped to breed under the Species Survival Plan of the Association of Zoos and Aquariums (AZA). Often the aim is to reintroduce endangered species into their natural habitats. In Indonesia, Borneo Orangutan Rescue teaches orangutans how to live in the wild. When they are ready, they are taken to protected forests to live naturally.

Now that we have a better understanding of animals, zoos try to recreate natural habitats of animals as accurately as possible. For example, polar bears live in a plain, white open space. Zoos try to provide 'enrichment' for the animals to improve their wellbeing. This includes climbing frames, feeding puzzles, unusual objects and different types of food. It allows animals to behave in a normal way, such as scratching, climbing, digging and solving problems. Another type of enrichment is mixing up types of animal that would naturally mix in the wild. Colchester Zoo in England has a 'kingdom of the wild' paddock where several species live together. They have found positive changes to the behaviour of these animals as a result.

Different types of technology are used to help create natural environments for animals. In Indianapolis Zoo, in the United States, for example, there is a 'functional forest' called the Hutan Trail, a series of towers and cables 20 metres above the ground. This allows the orangutans to swing around the zoo as they would swing around the forest in their native Indonesia. The cables are strong enough to give them a safe and comfortable trip around the zoo. They have access to three oases, where they can go when they want to be apart from the group.

Likewise, technology has been used to engage the public more with the animals. In many zoos there are webcams in some enclosures so visitors can keep up with their favourite animals between visits to the zoo.

Zoos have moved on over the last few decades. They now play an important role in protecting animals and in making people more aware of the importance of animals. Zoos have made people aware that animals should not be over-hunted and that they play an important role in the ecology of the planet and in helping to maintain the balance of nature.



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***Questions 1–6***

*Complete the notes below.*

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

Before the 1990s, zoos existed mainly for **1** _____ .

The first zoo to focus on protecting animals was started by **2** _____ .

Since the 1990s a number of zoos have introduced programmes which aim to breed threatened animals and return them to their **3** _____ . But first the animals have to learn how to survive in the **4** _____ .

Zoos offer animals **5** _____ by making it challenging for them to find their food, providing them with climbing equipment, and even mixing them with other species.

**6** _____ enable the public to view zoo animals from their homes.

***Questions 7–11***

*Complete each sentence with the correct ending, A–H.*

**7** The first zoo
**8** The World Association for Zoos and Aquariums (WAZA)
**9** Borneo Orangutan Rescue
**10** Colchester Zoo
**11** Indianapolis Zoo

**A** has created an environment that copies the animals' natural habitat.
**B** was started by Gerald Durrell.
**C** has webcams in all the enclosures.
**D** prepares one species to return to their own environment.
**E** does not always separate different types of animal.
**F** is part of the AZA.
**G** is involved in teaching about how to better care for animals and protect them and in helping zoos work together.
**H** was a private collection of animals.



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## E. WRITING

**Exercise 1. Read the sentences about IELTS Writing Task 2. Are they True or False?**

1. You should spend about 20 minutes on IELTS Writing task 2.

O True O False

2. You should write at least 250 words in IELTS Writing task 2.

O True O False

3. You get a higher score if you can write a lot more than 250 words in ILETS Writing task 2.

O True O False

4. You should discuss different opinions about the question and give your own opinion.

O True O False

5. You should not write about your own knowledge or experience of the topic.

O True O False

6. It is a good idea to be funny and informal in your answer for IELTS Writing task 2.

O True O False

**Exercise 2. Read the information. Then decide whether the underlined words and phrases are *the subject* or *the special idea about the subject.***

To understand the IELTS Writing Task 2 question you should find the **subject**, and the **special idea about the subject:**

Eating enough fruit and vegetables is the most important part of a healthy lifestyle. Do you agree or disagree?

In the question above, the **subject** is a healthy lifestyle and the **special idea** is that eating enough fruit and vegetables is the most important part of a healthy lifestyle.

**1** There are too many overweight children in the world. Why do children become overweight and what can be done about it? □ *the subject/ the special idea about the subject*

**2** Some people think that vegetarians are healthier than meat-eaters while other people think they are less healthy. Compare the two views. □ *the subject/ the special idea about the subject*

**3** Compare the dangers and benefits of using oil in cooking. □ *the subject/ the special idea about the subject*

**4** Sugar is now a big health problem in many countries around the world. What is your opinion? □ *the subject/ the special idea about the subject*

**Exercise 3. After you have found *the subject* and *the special idea about the subject*, you should decide what the essay question is asking you to do. Match each essay question with what it is asking you to do.**



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| | |
|---|---|
| Agree or disagree | Compare advantages and disadvantages |
| Compare two different opinions | Discuss problem and solutions |

1. There are too many overweight children in the world. Why do children become overweight and what can be done about it? _____

2. Some people think that vegetarians are healthier than meat – eaters while other people think they are less healthy. Compare the two views. _____

3. Compare the dangers and benefits of using oil in cooking._____

4. Sugar is now a big health problem in many countries around the world. What is your opinion? _____

**Exercise 4. Before you write the IELTS Writing Task 2 essay you should make a plan. Complete the plan with the correct words or phrases in the box.**

| | | | | |
|---|---|---|---|---|
| I think they should | plan | enjoy | important | my opinion |
| sugar has bad effect on health | | sugar in coffee | | too much cola |

Essay. _____

Introduction: a lot of people are unhealthy because of sugar

_____= people should eat less sugar but enjoy it sometimes

Main Paragraph 1, Fact: true = _____

Reasons or examples: people drink _____/ this could make them ill

Result or opinion _____drink less cola

Main Paragraph 2, Fact: traditional food is _____

Reasons or example: like traditional food and coffee in my country

Result or opinion: I think it's okay to have cakes at parties or _____

Conclusion: people should eat less sugar but still _____ it sometimes



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**Exercise 5. Put the paragraphs in the correct order to complete the IELTS Writing Task 2 essay.**

Sugar is now a big health problem in many countries around the world.
What is your opinion?

On the one hand, it is true that people eat too much sugar now and that it has a bad effect on their health. For example, in my country a lot of people drink cola with their meals instead of water. Cola has a large amount of sugar in it so they are drinking a lot more calories. More calories means that people get fat and have problems with their heart and other illnesses. In my view, they should reduce the amount of cola that they drink.

In conclusion, I agree that sugar is a big health problem, I think people should reduce the amount of sugar they have by drinking water instead of cola but I also think they should still enjoy sugar on special occasions or in coffee sometimes.

On the other hand, it is important not to stop enjoying traditional food. For example, in my country we have traditional sweet cakes with cherries and nuts, which we eat at parties. Also, where I live it is normal to have sugar with coffee. I think it would be sad to stop eating these cakes on special occasions and I do not agree that it is a problem to drink coffee with sugar sometimes.

Nowadays, a lot of people around the world are unhealthy because they eat too much sugar. In my opinion, people should reduce the amount of sugar they eat but also enjoy sweet things sometimes. In this essay, I am going to explain why I partly agree and disagree that sugar is a big health problem.

**Exercise 6. Read the sentences and underline the phrases for giving opinions.**

1. *In my opinion*, people should reduce the amount of sugar they eat but also enjoy sweet things sometimes.
2. On the one hand, *it is true that* people eat too much sugar now and that it has a bad effect on their health.
3. More calories *means that* people get fat and have problems with their heart or other illnesses.
4. *In my view*, they should reduce the amount of cola that they drink.
5. On the other hand, *it is important not to* stop enjoying traditional food.
6. *I think* it would be sad to stop eating these cakes on special occasions.
7. *I do not agree that* it is a problem to drink coffee with sugar sometimes.
8. In conclusion, *I agree that* sugar is a big health problem.



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**Exercise 7. Complete the table with the advantages and disadvantages**

| |
|---|
| sometimes tastes disgusting often cheaper than eating in a restaurant<br>can cause heart problems can be delicious often high in fat and sugar<br>can make you overweight quick and easy<br>if you buy fast food you do not have to cook at home. |

| advantages of fast food | disadvantages of fast food |
|---|---|
| | |
| | |
| | |
| | |

**Exercise 8.**

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Hamburgers and pizzas may be convenient but they can be also be unhealthy. Compare the advantages and disadvantages of fast food.

Give reasons for your answers and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.



LIVEWORKSHEETS