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 <u>incorrect</u> answers.

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

LIVEWORKSHEETS

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.

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: _____

LIVEWORKSHEETS

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. Crocodile **can swim** fast over short distance.

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

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

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

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.

LIVEWORKSHEETS

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

Student 1: Our teacher's asked us to write an essay on 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 it's 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 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'.

_____

LIVEWORKSHEETS

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.

_____

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?

LIVEWORKSHEETS

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.

LIVEWORKSHEETS