

## 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.**

- Tree have      ☐ branches      ☐ claws      ☐ leaves.
- Bears have      ☐ antlers      ☐ fur      ☐ teeth.
- Eagles have      ☐ beaks      ☐ numps      ☐ wings.
- Elephants have      ☐ leathers      ☐ thick skins      ☐ trunks.
- Salmon have      ☐ scales      ☐ tails      ☐ trunks.
- Crocodiles have      ☐ fins      ☐ scales      ☐ teeth.
- Rhinos have      ☐ bone      ☐ fur      ☐ 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.

**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<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. READING

**Exercise 1. 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 program 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 been these kinds of television program, 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.

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

- ☐ A. The people who make the programs know little about of surviving in the wild?
- ☐ B. The people who appear on the programs are never in real danger themselves.
- ☐ C. The programs fail to make ordinary people aware of how difficult it is to survive.
- ☐ D. The programs should not discuss the stories of people who have not survived.

**Exercise 2. 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.

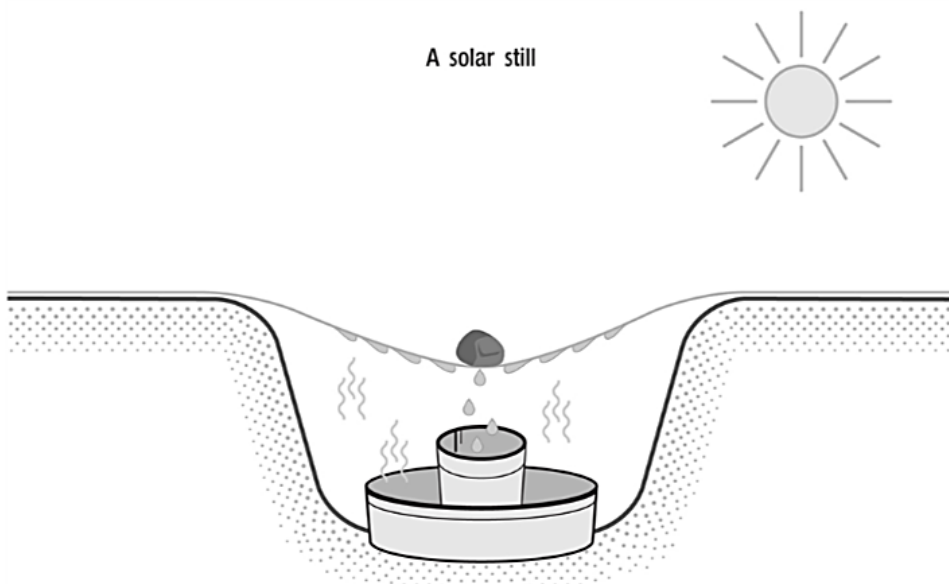
The average person loses 2 -3 litres of water every day just through normal activities such as breathing. It's impossible to avoid losing water from body, but there are ways to slow it down. For example, when it may be necessary to build a shelter in the wild to sleep in, this should be carried out in 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 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
  - ☐ A. The speed at which dehydration occurs in people depends on the environment.
  - ☐ B. People use all the water they have and only then start thinking how to get more.
  - ☐ C. Most people know when they are beginning to suffer from dehydration.
  - ☐ D. People should find out where water is located before they go hiking?
2. What recommendation does the writer make for reducing water loss?
  - ☐ A. It's never a good idea to travel after the sun has gone down.
  - ☐ B. It's best to consume food in small amounts and regularly.
  - ☐ C. Hiker should not waste their time making a basic place to stay in.
  - ☐ D. It's a good idea to keep cool while doing any activity.

**Exercise 3. 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.

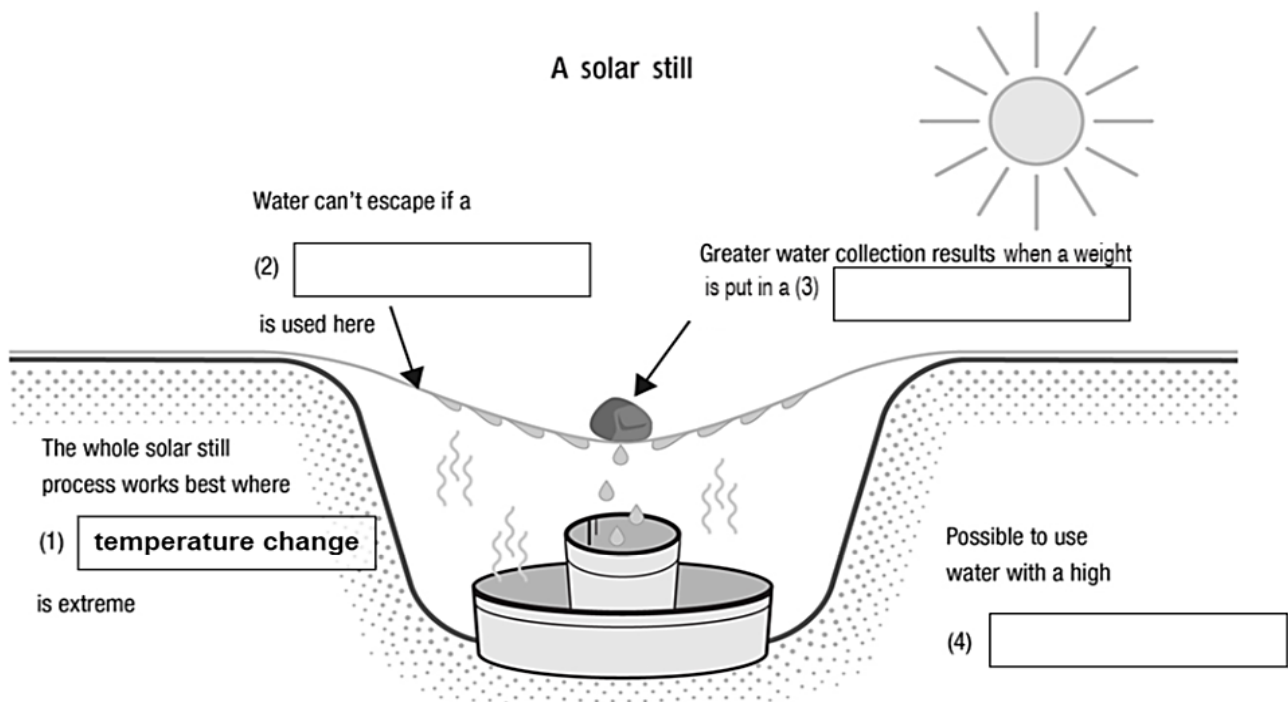
**Exercise 4. Read the complete description of a solar still and label the diagram. Write NO MORE THAN TWO WORDS for each question.**

#### 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.



## C. LISTENING

**Exercise 1. Read the information. Then listen to the recording and answer the questions. Choose the correct answers. (🔊 Track 8.1)**

In Section 2 and 4 of the IELTS Listening test, you will hear only one speaker. Before you hear the talk, you will hear an announcer give a short description of the context ( the speaker, the time, place or purpose of the talk). For example:

*You will hear a man talking about different kind of transport people can use in as city.*

At the beginning of the talk, the speaker will usually give more information about the context. You should pay attention to this information, because it is often easier to understand what a speaker is saying if you know *who* they are and *why* they are speaking.

1. Where is the speaker talking?

- ☐ at a university
- ☐ at a community centre
- ☐ at a train station

2. who is the speaker talking to?

- ☐ some people who have lived in the area for a long time
- ☐ some people from another country
- ☐ some people who have recently moved to the area

3. what is the purpose of the speaker's talk?

- ☐ to give advice for travelling in a city
- ☐ to describe plans for the future of transport in the city
- ☐ to offer free travel around a city.

**Exercise 2. Read the notes on city-centre travel. Then listen to the next part of the recording. Write one word in each gap (1–4) to complete the notes (🔊 Track 8.2)**

### NOTES

#### City-centre travel

|                |   |
|----------------|---|
| <b>Cycling</b> | <ul style="list-style-type: none"><li>▪ (1) <u>Green</u> lanes in center are only for cycling – use these.</li><li>▪ A new (2) <u>bridge</u> makes cycling over busiest roads very safe.</li><li>▪ Buying a bike that is good for riding in an area that has (3) _____ is recommended.</li><li>▪ You can hire bikes from a place near the (4) _____</li></ul> |
|----------------|---|

**Exercise 3. Listen to the next part of the talk about transport in the city centre. Complete the section about buses in the notes below. Remember that the underlined words are key words that can help you find the answers. Write one word in each gap. (🔊 Track 8.3)**

### NOTES

#### City-centre travel

|              |  |
|--------------|--|
| <b>Buses</b> | Buy a (5) _____ travel card if travelling by bus <u>every</u> day.<br>Take a ' <u>D</u> ' bus to get to the city's <u>central</u> (6) _____.<br><u>Discounts</u> for <u>elderly</u> people and some (7) _____. |
|--------------|--|

**Exercise 4. Match the words and phrases on the left to the correct synonyms and paraphrases on the right.**

|                |   |  |   |                |
|----------------|---|--|---|----------------|
| 1. ask for one | ● |  | ● | helpful        |
| 2. best for    | ● |  | ● | come out of    |
| 3. check       | ● |  | ● | recommend      |
| 4. exit (verb) | ● |  | ● | go and see     |
| 5. planning to | ● |  | ● | perfect method |
| 6. suggest     | ● |  | ● | make sure      |
| 7. useful      | ● |  | ● | thinking about |
| 8. visit       | ● |  | ● | pick one up    |

**Exercise 5. Listen to the last part of the recording. Write the correct words in the gaps 8–10. Write one word in each gap. (🔊 Track 8.4)**

### NOTES

#### City-centre travel

|                    |  |
|--------------------|--|
| <b>Underground</b> | <ul style="list-style-type: none"> <li>Trains best for visiting (8) _____.</li> <li>Check if station has any (9) _____ or not before you take trains.</li> <li>A (10) _____ can be picked up from ticket offices.</li> </ul> |
|--------------------|--|