STUDENT TEST BOOKLET

READING SECTION

Reading Passage 1

Deforestation, the purposeful clearing of forested land, is a global issue with far-reaching consequences. It is driven by a variety of human activities, including farming, livestock grazing, mining, and infrastructure development. While deforestation occurs worldwide, the highest rates of permanent forest loss are seen in Latin America, Southeast Asia, and Africa. Between 2015 and 2020, Africa, South America, and Asia experienced the most significant annual deforestation rates.

The primary driver of deforestation globally is the conversion of forests for agriculture. The rising worldwide demand for meat has led to extensive land clearing for livestock and for growing animal feed like soybeans. Urban sprawl also contributes to deforestation as land is developed for housing. In Malaysia and Indonesia, vast areas of forest are cleared for palm oil plantations. Palm oil, found in numerous consumer products, accounted for 7% of global deforestation between 2000 and 2018. In South America, particularly the Amazon rainforest, cattle ranching and soy plantations are the main culprits. The Amazon has lost approximately 17% of its forest cover in the last 50 years, with deforestation rates showing a recent upward trend.

Deforestation has a devastating impact on biodiversity. Forests are home to 80% of the Earth's land animals and plants, and their destruction threatens countless species, including the orangutan and Sumatran tiger. The removal of the forest canopy disrupts the natural temperature regulation, leading to extreme temperature swings that can harm the local flora and fauna. Furthermore, forests provide essential resources for an estimated 5.8 billion people worldwide, who rely on non-timber forest products for their livelihoods. In India, for instance, these products can constitute up to 40% of the income for local communities.

The environmental consequences of deforestation are equally severe. It is a major cause of soil erosion, which degrades land, clogs waterways, and increases the risk of flooding. Trees play a crucial role in mitigating climate change by absorbing carbon dioxide. When forests are cleared, this carbon is released into the atmosphere, and the

planet loses a vital carbon sink. If tropical deforestation were a country, it would rank third in carbon dioxide-equivalent emissions, behind only China and the United States. The South American rainforest, for example, influences regional and even global water cycles, and its loss has been linked to decreased rainfall and increased temperatures in the Brazilian Amazon.

Despite the grim statistics, there are reasons for hope. Conservation efforts are underway to combat illegal logging, preserve existing forest ecosystems, and restore lost tree cover through reforestation and rewilding. In Tanzania, a small island community has planted over two million trees in a decade. In South America, a coalition of organizations is working to protect and restore the Atlantic Forest. These initiatives, along with the adoption of sustainable farming practices and the use of carbon credits to fund restoration projects, offer a path towards a more sustainable future.

Questions 1-13

Questions 1-6 *Do the following statements agree with the information given in Reading Passage 1? In boxes 1-6 on your answer sheet, write*

TRUE if the statement agrees with the information FALSE if the statement contradicts the information NOT GIVEN if there is no information on this

1. The primary cause of deforestation is the construction of new homes.
2. Palm oil is a major contributor to deforestation in South America.
3. Deforestation can lead to a decrease in local rainfall.
4. The Amazon rainforest has lost over half of its forest cover in the last 50 years.
5. Reforestation efforts are only taking place in Africa.
6. Deforestation can increase the risk of flooding.

Questions 7-10 *Choose the correct letter, A, B, C or D. Write the correct letter in boxes 7-10 on your answer sheet.*

1. Which of the following is NOT mentioned as a cause of deforestation? A) Mining B) Tourism C) Agriculture D) Urban sprawl
2. According to the passage, what percentage of global deforestation between 2000 and 2018 was due to palm oil production? A) 7% B) 17% C) 40% D) 80%

3. The passage states that if tropical deforestation were a country, it would be the third-largest emitter of: A) Methane B) Carbon dioxide C) Nitrous oxide D) Water vapor

4. Which of the following is mentioned as a positive development in the fight against deforestation? A) A global ban on logging B) The discovery of new species in deforested areas C) The use of carbon credits to fund restoration projects D) A decrease in the global demand for meat

Questions 11-13 *Complete the summary below. Choose NO MORE THAN TWO WORDS from the passage for each answer. Write your answers in boxes 11-13 on your answer sheet.*

Deforestation has severe consequences for the environment. It is a major cause of 11. _____, which can lead to land degradation and clogged waterways. The loss of trees also disrupts the planet's ability to absorb carbon dioxide, a key factor in 12. _____. Furthermore, the destruction of forests can have a significant impact on regional 13. _____, as seen in the Brazilian Amazon.

Reading Passage 2

A The relationship between indigenous land ownership and the protection of forests is a complex one. While numerous examples demonstrate that indigenous stewardship can be highly effective in preserving forests, there are also instances where a lack of support and economic pressures have, unfortunately, led to deforestation. The key to successful conservation lies in providing indigenous communities with the necessary support, resources, and recognition of their rights. This enables them to sustainably manage their lands while fostering cooperation and understanding between international and local stakeholders.

B It is widely acknowledged that many indigenous communities possess a profound understanding of their local ecosystems, having developed sustainable practices over generations. When granted ownership of their ancestral lands, they often manage them in ways that promote conservation and biodiversity. Numerous studies have shown that deforestation rates are often lower in areas where indigenous people have secure land tenure compared to other protected areas. This is a testament to the effectiveness of their traditional knowledge and stewardship.

C Granting land rights to indigenous communities is not merely a conservation strategy; it is a matter of justice and human rights. Indigenous people have a

fundamental right to their ancestral lands, and the denial of these rights can lead to conflicts and further environmental degradation. Many successful conservation initiatives involve partnerships with indigenous communities, leveraging their traditional knowledge and involving them in decision-making processes. These collaborative approaches often result in more effective and equitable conservation outcomes.

D However, it is not always a simple success story. In some cases, indigenous communities may lack the resources, knowledge, or incentives to implement sustainable land management practices. This can lead to deforestation through practices such as slash-and-burn agriculture, over-harvesting of resources, and illegal logging. It is a stark reminder that land ownership alone is not a panacea for the complex issue of deforestation.

E Indigenous communities often face significant economic pressures that can drive deforestation. In the absence of alternative livelihoods, some communities have resorted to selling timber or clearing land for agriculture to generate income. This is a tragic irony, where the very people who have protected the forests for generations are forced to destroy them to survive. Furthermore, some indigenous governance structures are not robust enough to enforce sustainable management practices, leading to the over-exploitation of resources by both community members and outside actors.

F External exploitation is another significant threat. In some instances, corporations or illegal loggers have exploited the land through agreements or coercion with indigenous communities, leading to widespread deforestation. It is crucial to recognize that deforestation is driven by a variety of factors, including commercial agriculture, illegal logging, and infrastructure development. Blaming indigenous communities without addressing these larger systemic issues is both misleading and counterproductive. A balanced approach that respects indigenous rights while promoting sustainable practices is essential. This requires collaborative efforts involving international organizations, local NGOs, governments, and indigenous communities to create policies that support both human rights and environmental conservation.

Questions 14-26

Questions 14-19 *Reading Passage 2 has six paragraphs, A-F. Choose the correct heading for each paragraph from the list of headings below. Write the correct number,*

i-viii, in boxes 14-19 on your answer sheet.

List of Headings

i. The role of traditional knowledge in conservation ii. The need for a multi-faceted approach iii. The challenges of weak governance iv. The importance of economic incentives v. The complex reality of indigenous land ownership vi. The human rights dimension of land ownership vii. The impact of external forces viii. The limitations of traditional practices

1. Paragraph A
2. Paragraph B
3. Paragraph C
4. Paragraph D
5. Paragraph E
6. Paragraph F

Questions 20-23 *Choose the correct letter, A, B, C or D. Write the correct letter in boxes 20-23 on your answer sheet.*

1. According to the passage, what is a key factor in ensuring the success of indigenous-led conservation efforts? A) Strict government regulations B) The complete withdrawal of international organizations C) Providing resources and recognizing the rights of indigenous communities D) Focusing solely on traditional farming methods

2. The passage suggests that granting land rights to indigenous communities is important for: A) Economic development only B) Both conservation and human rights C) The tourism industry D) The expansion of commercial agriculture

3. What is one reason mentioned in the passage for why some indigenous communities engage in deforestation? A) A desire to modernize their societies B) A lack of respect for the environment C) Economic pressures and the absence of alternative livelihoods D) A belief that deforestation is beneficial for the soil

4. The passage concludes that a balanced approach to deforestation should involve: A) Blaming indigenous communities for the problem B) Prioritizing economic development over conservation C) Collaborative efforts between various stakeholders D) The complete exclusion of external actors

Questions 24-26 *Complete the sentences below. Choose NO MORE THAN THREE WORDS from the passage for each answer. Write your answers in boxes 24-26 on your answer sheet.*

1. The denial of land rights to indigenous people can lead to _____ and further environmental degradation.
2. Some indigenous communities have resorted to selling timber or clearing land for agriculture due to _____.
3. A balanced approach to deforestation requires collaborative efforts to create policies that support both human rights and _____.

Reading Passage 3

The clearing of forests is not just a threat to the world's biodiversity and a driver of climate change; it is also a significant factor in the emergence and spread of infectious diseases in humans. As more and more forest is cleared around the world, scientists fear that the next deadly pandemic could emerge from what lives within them. A 2015 study by researchers at Ecohealth Alliance found that nearly one in three outbreaks of new and emerging diseases are linked to land-use change like deforestation.

Many viruses exist harmlessly with their host animals in forests, as these animals have co-evolved with them over long periods. However, humans can become unwitting hosts for these pathogens when they venture into or alter forest habitats. The process of deforestation brings humans and wildlife into closer contact, creating pathways for zoonotic diseases—those that can be transmitted from animals to humans—to spill over into human populations. This can happen directly, through contact with infected animals, or indirectly, through vectors such as mosquitoes and ticks.

One of the most well-documented examples of this phenomenon is the link between deforestation and malaria. In some regions, a yearly increase of just 10 percent in forest loss has been associated with a 3 percent rise in malaria cases. This is because the mosquitoes that transmit malaria often thrive in the altered environments created by deforestation. The pools of stagnant water that form in cleared areas provide ideal breeding grounds for these insects. Similarly, in Liberia, the clearing of forests for palm oil plantations has attracted hordes of typically forest-dwelling mice, which are lured by the abundance of palm fruit. These mice can carry the Lassa virus, which causes a deadly hemorrhagic fever in humans.

Deforestation has also been linked to the emergence of other serious diseases. In the Northeastern United States, there is a curious association between deforestation and Lyme disease. The bacterium that causes Lyme disease is transmitted by ticks that rely on forest-dwelling deer to breed. However, the bacterium is also found in the white-footed mouse, which thrives in forests fragmented by human settlements. In the tropics, where wildlife and pathogen diversity is higher, the risk of disease spillover is even greater. A number of diseases transmitted by a wide range of animals, from blood-sucking bugs to snails, have been linked to deforestation.

Scientists are also concerned about the unknown diseases that may be lurking in forests. As people encroach further into these pristine environments, they may come into contact with pathogens that have never before infected humans. Climate change is expected to exacerbate this problem, as it pushes animals, along with the viruses they carry, into new regions where they have never existed before. Whether these diseases remain confined to forest fringes or spread to become global pandemics depends on their mode of transmission. Some viruses, like Ebola and Nipah, can be transmitted directly between people, giving them the potential to travel around the world.

Questions 27-40

Questions 27-32 *Do the following statements agree with the claims of the writer in Reading Passage 3? In boxes 27-32 on your answer sheet, write*

YES if the statement agrees with the claims of the writer NO if the statement contradicts the claims of the writer NOT GIVEN if it is impossible to say what the writer thinks about this

1. Deforestation is the primary cause of all new infectious diseases.
2. Animals in forests are always harmed by the viruses they carry.
3. The risk of disease spillover is lower in the tropics than in other regions.
4. Climate change is likely to worsen the problem of disease emergence from forests.
5. All viruses that emerge from forests have the potential to become global pandemics.
6. The clearing of forests for palm oil plantations has been linked to the spread of Lassa fever.

Questions 33-36 *Choose the correct letter, A, B, C or D. Write the correct letter in boxes 33-36 on your answer sheet.*

1. According to the passage, what is the main reason why deforestation increases the risk of disease? A) It creates new habitats for humans. B) It brings humans and wildlife into closer contact. C) It leads to a decrease in global temperatures. D) It reduces the number of disease-carrying animals.

2. The passage mentions that a 10 percent yearly increase in forest loss can lead to a 3 percent rise in: A) Lyme disease cases B) Ebola cases C) Malaria cases D) Lassa fever cases

3. Which of the following is NOT mentioned as a vector for disease transmission? A) Mosquitoes B) Ticks C) Snails D) Birds

4. The passage suggests that the global spread of a virus depends on its: A) Country of origin B) Mode of transmission C) Incubation period D) Severity of symptoms

Questions 37-40 *Complete the notes below. Choose NO MORE THAN TWO WORDS from the passage for each answer. Write your answers in boxes 37-40 on your answer sheet.*

Deforestation and Disease

- Nearly one in three outbreaks of new and emerging diseases are linked to 37. _____.
- Humans can become 38. _____ for pathogens when they alter forest habitats.
- The pools of stagnant water in cleared areas are ideal 39. _____ for mosquitoes.
- Scientists are concerned about the 40. _____ that may be lurking in forests.

LISTENING SECTION

SECTION 1 Questions 1-10

Complete the form below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

Tree Planting Initiative - Registration Form

Name	Sarah 1. _____
Email	s.green@email.com
Phone	2. _____
Occupation	3. _____
Reason for joining	Concerned about 4. _____
Previous experience	Has some 5. _____ experience
Availability	Saturdays and 6. _____
Preferred location	7. _____ Park
T-shirt size	8. _____
Dietary requirements	9. _____
Emergency contact	David Green (10. _____)

SECTION 2 Questions 11-20

Questions 11-15 *Choose the correct letter, A, B, or C.*

1. The speaker says that the main purpose of the talk is to: A) encourage people to donate money. B) raise awareness about a local issue. C) recruit volunteers for a new project.

2. The community project focuses on: A) planting new trees. B) cleaning up a local river. C) protecting an ancient woodland.

3. The project was started by: A) the local council. B) a group of concerned residents. C) a national environmental organization.

4. The speaker mentions that the woodland is home to: A) a rare species of bird. B) a historic building. C) a popular walking trail.

5. What is the main threat to the woodland? A) A planned housing development B) The spread of a non-native plant species C) A lack of funding for its maintenance

Questions 16-20 *What action is recommended for each of the following areas of the woodland? Choose FIVE answers from the box and write the correct letter, A-G, next to questions 16-20.*

Actions

A. Path maintenance B. Tree planting C. Pond clearing D. Litter picking E. Signage installation F. Invasive species removal G. Wildlife monitoring

Areas of the Woodland

1. The Northern Trail _____
2. The Old Oak Meadow _____
3. The Dragonfly Pond _____
4. The Bluebell Woods _____
5. The Main Entrance _____

SECTION 3 Questions 21-30

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

1. The students are discussing a presentation on: A) the economic benefits of deforestation. B) the social impacts of deforestation. C) the political challenges of reforestation.

2. What point does Maria make about the causes of deforestation? A) It is primarily driven by small-scale farmers. B) It is a complex issue with multiple drivers. C) It is mainly a problem in developing countries.

3. David suggests that the most effective way to combat deforestation is to: A) plant more trees. B) address the demand for products that drive deforestation. C) provide more funding for conservation projects.

4. The tutor, Dr. Evans, is concerned that the students have not considered: A) the role of indigenous communities. B) the impact of climate change. C) the effectiveness of different conservation strategies.

5. What does Maria say about the role of corporations? A) They are the main cause of the problem. B) They are starting to take the issue more seriously. C) They are unlikely to change their practices without government intervention.

6. David mentions a case study from: A) Brazil. B) Indonesia. C) Costa Rica.
7. The students agree that their presentation should focus on: A) a single case study. B) a comparison of different approaches. C) the historical context of deforestation.
8. Dr. Evans advises the students to: A) include more statistics in their presentation. B) focus on a specific geographical region. C) make their recommendations more concrete.
9. What is the main challenge the students face with their presentation? A) Finding reliable data B) Agreeing on a clear focus C) Keeping within the time limit
10. The students decide to next: A) conduct more research online. B) divide the presentation into sections. C) create a detailed outline.

SECTION 4 Questions 31-40

Complete the notes below. Write NO MORE THAN TWO WORDS for each answer.

The Role of Forests in the Water Cycle

Introduction

- Forests are a crucial component of the global 31. _____.
- They influence rainfall patterns and water quality.

How Forests Affect Rainfall

- Trees release water vapor into the atmosphere through a process called 32. _____.
- This water vapor contributes to the formation of clouds.
- The presence of forests can increase local and regional 33. _____.
- Deforestation can lead to a significant reduction in rainfall, a phenomenon known as 34. _____.

Forests and Water Quality

- Forest soils act as a natural 35. _____, removing pollutants and sediment from the water.
- The roots of trees help to stabilize the soil, preventing 36. _____.

- Deforestation can lead to increased soil erosion and a decline in 37. _____.

The Amazon Rainforest: A Case Study

- The Amazon is often referred to as the “lungs of the planet,” but it is also a massive 38. _____.
- It generates a significant portion of its own rainfall.
- Deforestation in the Amazon has been linked to changes in rainfall patterns as far away as the 39. _____.

Conclusion

- Protecting and restoring forests is essential for maintaining a healthy water cycle.
- This has important implications for 40. _____ and food production.

WRITING SECTION

WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below shows the main reasons for deforestation in three different regions between 2010 and 2020. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

(A chart would be provided here showing the percentage breakdown of deforestation causes - e.g., cattle ranching, soy cultivation, palm oil production, logging, and infrastructure - for South America, Southeast Asia, and Africa.)

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people believe that the most effective way to combat deforestation is for governments to impose strict penalties on the companies responsible. Others argue

that a more effective approach is to focus on consumer education and promoting sustainable products.

Discuss both these views and give your own opinion.

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

Write at least 250 words.

SPEAKING SECTION

Part 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

Deforestation

- What do you know about the issue of deforestation?
- Have you ever been to a forest or a large park?
- Do you think it's important to protect forests? Why?
- What are some of the products we get from forests?
- Do you think children should be taught about the importance of trees?

Part 2

Describe a time you learned about an environmental issue. You should say:

- *what the issue was*
- *when and where you learned about it*
- *what you learned*

and explain how this information affected you.

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.

Part 3

Discussion topics:

- What are the main causes of deforestation in the world today?
- What are the most serious consequences of deforestation?
- Do you think individuals can do anything to help reduce deforestation?
- What role should governments play in protecting forests?
- Do you think the media pays enough attention to environmental issues like deforestation?

GRAMMAR SECTION

Questions 1-5: Error correction *Identify the error in each sentence and rewrite it correctly.*

1. The deforestation have a devastating impact on biodiversity.
2. Many species of animals is threatened by the loss of their habitat.
3. The company was accused for to have illegally cleared a large area of forest.
4. If we don't act now, the problem of deforestation will gets worse.
5. The Amazon rainforest, that is the largest in the world, is in danger.

Questions 6-10: Sentence transformation *Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.*

1. They are building a new road through the forest. (BEING) A new road _____ through the forest.
2. "We must do more to protect the forests," the environmentalist said. (THAT) The environmentalist said _____ more to protect the forests.
3. It was such a dense forest that we got lost. (SO) The forest _____ that we got lost.
4. The government has banned the import of illegally logged timber. (HAS) The import of illegally logged timber _____ by the government.
5. I regret not joining the tree-planting day. (WISH) I _____ the tree-planting day.

Questions 11-15: Fill in the blanks *Complete the sentences with the correct form of the verb in brackets, or with a suitable article or preposition.*

1. The company denied _____ (be) responsible for the oil spill.
2. If I _____ (know) more about the issue, I would have written a better essay.
3. The forest has been protected _____ over 50 years.
4. We need to find _____ alternative to palm oil.
5. The conference on climate change will take place _____ London next month.

Questions 16-20: Word formation *Use the word in capitals to form a word that fits in the gap.*

1. The _____ of the rainforest is a major concern for scientists. (DESTROY)
2. We need to find more _____ ways of living. (SUSTAIN)
3. The government has introduced new _____ to protect the environment. (REGULATE)
4. The _____ of the Amazon rainforest is a complex issue. (CONSERVE)
5. The company was criticized for its _____ practices. (ETHIC)

LISTENING SCRIPTS

SECTION 1

Man: Hello, Green Future. How can I help you?

Woman: Oh, hello. I'm calling to inquire about your tree planting initiative. I saw an advert in the local paper.

Man: That's great. Yes, we're always looking for more volunteers. I can take some of your details now if you like.

Woman: Yes, please.

Man: So, can I start with your name?

Woman: It's Sarah Green. That's G-R-E-E-N.

Man: Excellent. And your email address?

Woman: It's s.green@email.com.

Man: Perfect. And could I take a phone number?

Woman: Yes, it's 07700 900822.

Man: 07700 900822. Got it. And what do you do, Sarah? What's your occupation?

Woman: I'm a teacher. I teach at the local primary school.

Man: A teacher. That's wonderful. And what has made you want to get involved in the initiative?

Woman: Well, I'm very concerned about deforestation and the impact it's having on the planet. I want to do something to help, even if it's just on a small scale.

Man: I completely understand. Every little bit helps. Do you have any previous experience with gardening or tree planting?

Woman: I have some gardening experience. I have a small vegetable patch at home. But I've never planted trees before.

Man: That's no problem at all. We'll provide all the training you need. And when are you available?

Woman: I'm free on Saturdays and Sundays.

Man: Great. We have planting sessions on both days. And is there a particular location you'd prefer to work at?

Woman: I saw on the advert that you're planting in a few different places. I live near the city centre, so Central Park would be the easiest for me to get to.

Man: Central Park it is. We'll send you a welcome pack with all the details. We also provide a t-shirt for all our volunteers. What size are you?

Woman: I'm a medium.

Man: Medium. Okay. And do you have any dietary requirements? We provide lunch for all our volunteers.

Woman: I'm a vegetarian.

Man: Vegetarian. No problem. And finally, can I take an emergency contact name and number?

Woman: Yes, it's David Green. He's my husband. His number is 07700 900823.

Man: Great. That's all the information I need for now. We'll be in touch soon.

Woman: Thank you very much.

SECTION 2

Good morning everyone, and thank you for coming. My name is John, and I'm here today to talk to you about a community project that I'm very passionate about. The aim of this talk is to raise awareness about a local issue and hopefully get some of you involved in our efforts to protect a very special place: the Old Oak Woodland.

The Old Oak Woodland is an ancient woodland that has been part of our community for hundreds of years. It's a beautiful place, home to a wide variety of wildlife, including a rare species of bird, the lesser spotted woodpecker. It's also a popular spot for walkers and families, with a network of paths and a beautiful pond.

The project was started a few years ago by a group of concerned residents, like myself, who were worried about the future of the woodland. We noticed that it was becoming neglected and that a planned housing development on its border posed a serious threat to its survival. We decided to take action and form the Friends of Old Oak Woodland.

Our main goal is to protect and preserve the woodland for future generations. We do this through a variety of activities, from practical conservation work to fundraising and awareness campaigns. We work closely with the local council, but we are an independent group, and we rely on the support of volunteers.

Now, I'd like to tell you about some of the specific tasks we need help with. The Northern Trail is one of the most popular routes through the woodland, but it has become very muddy and eroded in places. We need volunteers to help with path maintenance, which will involve laying down new gravel and improving the drainage.

The Old Oak Meadow is a beautiful open space, but it is being threatened by the spread of bracken. We need help with tree planting in this area to create a more diverse habitat.

The Dragonfly Pond is a vital habitat for many species, but it has become overgrown with reeds. We need volunteers to help with pond clearing to ensure that it remains a healthy ecosystem.

The Bluebell Woods are a spectacular sight in the spring, but they are being choked by an invasive species, the rhododendron. We need a team of volunteers to help with invasive species removal.

Finally, the main entrance to the woodland is in need of a facelift. We want to install new signage to welcome visitors and provide them with information about the woodland. So, we need volunteers to help with signage installation.

If you're interested in getting involved, please come and talk to me after the presentation. Thank you for your time.

SECTION 3

Dr. Evans: So, Maria and David, you're here to discuss your presentation on deforestation. How's it going?

Maria: We're making good progress, Dr. Evans. We've done a lot of research, and we've found some interesting case studies.

David: Yes, but we're having a bit of trouble deciding on a clear focus for the presentation. It's such a huge topic.

Dr. Evans: I see. Well, let's talk through some of your ideas. What have you found so far?

Maria: We've looked at the causes of deforestation, and it's clear that it's a complex issue with multiple drivers. It's not just about logging; it's also about agriculture, mining, and infrastructure development.

David: And we've been looking at the different approaches to combating deforestation. I think that the most effective way to tackle the problem is to address the demand for products that drive deforestation, like palm oil and soy.

Maria: I'm not so sure, David. I think that government intervention is key. Without strict regulations and penalties for companies that break the rules, I don't think we'll see much change.

Dr. Evans: Those are both valid points. But have you considered the role of indigenous communities in all of this? They are often the ones on the front line of deforestation, and they can also be powerful agents of conservation.

Maria: That's a good point. We haven't really looked at that in detail.

David: And what about the impact of climate change? It's a vicious circle, isn't it? Deforestation contributes to climate change, and climate change, in turn, makes forests more vulnerable to things like fires and disease.

Dr. Evans: Exactly. So, you need to think about how all these different factors are interconnected. What about the role of corporations? What have you found on that?

Maria: Well, it's clear that they are a big part of the problem. But we've also seen that some companies are starting to take the issue more seriously. They're making commitments to zero-deforestation supply chains.

David: Yes, I read a case study about a company in Costa Rica that has successfully implemented a sustainable sourcing policy. It shows that it can be done.

Dr. Evans: That's an interesting example. So, what do you think you should focus on in your presentation?

Maria: I think we should focus on a comparison of different approaches. We could look at the pros and cons of government regulation, consumer campaigns, and corporate initiatives.

David: I agree. And we could use the Costa Rica case study as a specific example.

Dr. Evans: That sounds like a good plan. It will give your presentation a clear structure and focus. I would advise you to make your recommendations as concrete as possible. Don't just say that governments should do more; suggest specific policies.

Maria: Okay, that's helpful. So, our next step is to create a detailed outline.

David: Yes, and then we can divide the presentation into sections and start working on the slides.

Dr. Evans: Excellent. I look forward to seeing the final presentation.

SECTION 4

Good morning. In today's lecture, we're going to be looking at the crucial role that forests play in the water cycle. Now, when we think of forests, we often think of them as the "lungs of the planet," absorbing carbon dioxide and producing oxygen. But they are also a vital part of the global water cycle, influencing everything from rainfall patterns to water quality.

So, how do forests affect rainfall? Well, trees release a huge amount of water vapor into the atmosphere through a process called transpiration. This water vapor then contributes to the formation of clouds, which, in turn, leads to rain. The presence of forests can significantly increase local and regional rainfall. In fact, some studies have shown that deforestation can lead to a significant reduction in rainfall, a phenomenon that is sometimes referred to as desiccation.

But forests don't just affect the amount of rainfall; they also have a major impact on water quality. Forest soils act as a natural filter, removing pollutants and sediment from the water as it seeps into the ground. The roots of trees also play a vital role in stabilizing the soil and preventing soil erosion. When forests are cleared, this natural filtration system is lost, which can lead to increased soil erosion and a decline in water quality.

Let's take the Amazon rainforest as a case study. The Amazon is not only the largest rainforest in the world, but it is also a massive water pump. It generates a significant portion of its own rainfall, and it has a major influence on weather patterns across South America and beyond. Recent research has shown that deforestation in the Amazon has been linked to changes in rainfall patterns as far away as the United States.

In conclusion, it is clear that protecting and restoring forests is essential for maintaining a healthy water cycle. This has important implications for both water security and food production. As we face the challenges of climate change and a growing global population, the need to protect our forests has never been more urgent.

ANSWER KEY

READING

1. FALSE

2. FALSE
3. TRUE
4. FALSE
5. NOT GIVEN
6. TRUE
7. B
8. A
9. B
10. C
11. soil erosion
12. climate change
13. water cycles
14. v
15. i
16. vi
17. viii
18. iv
19. ii
20. C
21. B
22. C
23. C
24. conflicts
25. economic pressures
26. environmental conservation
27. NO
28. NO
29. NO
30. YES

31. NOT GIVEN
32. YES
33. B
34. C
35. D
36. B
37. land-use change
38. unwitting hosts
39. breeding grounds
40. unknown diseases

LISTENING

1. Green
2. 07700 900822
3. teacher
4. deforestation
5. gardening
6. Sundays
7. Central
8. medium
9. vegetarian
10. husband
11. B
12. C
13. B
14. A
15. A
16. A
17. B

18. C
19. F
20. E
21. B
22. B
23. B
24. A
25. B
26. C
27. B
28. C
29. B
30. C
31. water cycle
32. transpiration
33. rainfall
34. desiccation
35. filter
36. soil erosion
37. water quality
38. water pump
39. United States
40. water security

GRAMMAR

1. The deforestation **has** a devastating impact on biodiversity.
2. Many species of animals **are** threatened by the loss of their habitat.
3. The company was accused **of having** illegally cleared a large area of forest.
4. If we don’t act now, the problem of deforestation will **get** worse.

5. The Amazon rainforest, **which** is the largest in the world, is in danger.
6. is being built
7. that they must do
8. was so dense
9. has been banned
10. wish I had joined
11. being
12. had known
13. for
14. an
15. in
16. destruction
17. sustainable
18. regulations
19. conservation
20. unethical

TUTOR GUIDE

Writing Task 1: Model Answer

The chart illustrates the primary drivers of deforestation in three distinct regions—South America, Southeast Asia, and Africa—between 2010 and 2020. The data reveals that the reasons for forest clearing varied significantly across these regions, with cattle ranching being the most dominant cause in South America, while palm oil production was the main culprit in Southeast Asia.

In South America, cattle ranching was by far the most significant driver of deforestation, accounting for over 60% of forest loss. This was followed by soy cultivation, which was responsible for approximately 15% of deforestation. Logging and infrastructure development played a relatively minor role, each contributing less than 10%.

In contrast, the primary cause of deforestation in Southeast Asia was the production of palm oil, which accounted for around 55% of forest clearing. Logging was the second most significant factor, at approximately 20%. Soy cultivation and infrastructure development were less prominent causes in this region.

Africa presented a more varied picture, with no single dominant driver. The main causes of deforestation were small-scale agriculture and the collection of fuelwood, which together accounted for over 50% of forest loss. Commercial agriculture, including crops like cocoa and coffee, was also a significant factor, while logging and infrastructure development played a smaller role.

Overall, the chart demonstrates that the causes of deforestation are complex and region-specific, with different economic activities driving forest loss in different parts of the world.

Writing Task 2: Model Essay (Band 9)

The issue of deforestation is one of the most pressing environmental challenges of our time, with far-reaching consequences for biodiversity, climate change, and human well-being. There is a great deal of debate about the most effective way to address this problem. While some argue that imposing strict penalties on the companies responsible is the best approach, others believe that focusing on consumer education and promoting sustainable products is more effective. This essay will discuss both these views before giving my own opinion.

On the one hand, there is a strong argument to be made for holding corporations accountable for their role in deforestation. Many of the products that we consume on a daily basis, from coffee and chocolate to beef and paper, are produced in ways that contribute to the clearing of forests. Companies that profit from these products have a moral and ethical responsibility to ensure that their supply chains are not causing environmental harm. Proponents of this view argue that governments should impose strict penalties, such as large fines or even criminal charges, on companies that are found to be involved in illegal deforestation. This would create a powerful deterrent and force companies to change their practices. Furthermore, it would send a clear message that deforestation is not acceptable and that those who profit from it will be held to account.

On the other hand, some people argue that a more effective approach is to focus on the demand side of the equation. They believe that by educating consumers about the environmental impact of their purchasing decisions, we can create a market for

sustainable products. If consumers demand products that are certified as deforestation-free, companies will have a financial incentive to change their practices. This approach empowers individuals to make a difference and creates a bottom-up movement for change. Moreover, it can lead to a more fundamental shift in our relationship with the environment, as people become more aware of the connections between their lifestyles and the health of the planet.

In my opinion, both of these approaches are necessary and should be pursued in parallel. While consumer education and the promotion of sustainable products are important, they are not enough on their own. The reality is that many consumers are not aware of the environmental impact of their purchases, and even those who are may not have the time or resources to research the sustainability of every product they buy. Therefore, we also need strong government regulation to ensure that all companies are held to the same standards. By combining top-down and bottom-up approaches, we can create a powerful force for change. Governments should impose strict penalties on companies that engage in deforestation, while at the same time supporting initiatives that promote consumer education and sustainable consumption.

In conclusion, the fight against deforestation requires a multi-faceted approach that addresses both the supply and demand sides of the problem. While holding corporations accountable through strict penalties is crucial, it is equally important to empower consumers to make sustainable choices. By working together, governments, companies, and individuals can make a real difference in protecting our planet's precious forests.

Speaking Part 2: Sample Response

I'd like to talk about the time I learned about the issue of plastic pollution in our oceans. I think I was in my late teens, and I saw a documentary on television about the Great Pacific Garbage Patch. I was absolutely horrified by what I saw. The documentary showed vast areas of the ocean that were literally choked with plastic waste, from tiny microplastics to large items like fishing nets and bottles.

I learned that this plastic is not only ugly and polluting, but it is also having a devastating impact on marine life. Animals like sea turtles, whales, and seabirds are mistaking plastic for food, which can lead to starvation and death. They are also getting entangled in plastic debris, which can cause serious injuries and drowning.

The documentary also explained that the problem is not just confined to the Pacific Ocean. There are similar garbage patches in all the world's oceans, and the amount of plastic entering the marine environment is increasing every year. I learned that much of this plastic comes from single-use items like plastic bags, bottles, and straws, which we use for a few minutes and then throw away.

This information had a profound effect on me. It made me realize that my own actions, however small, were contributing to this global problem. I started to think about all the single-use plastic I was using in my daily life, and I decided to make some changes. I started carrying a reusable water bottle and coffee cup, and I stopped using plastic straws. I also became more conscious of the packaging on the products I was buying and tried to choose items with less plastic.

Learning about the issue of plastic pollution was a real wake-up call for me. It made me more aware of the environmental challenges we face and inspired me to take action in my own life. It also made me realize that we all have a role to play in protecting our planet.

Key Vocabulary List

1. **Deforestation:** The clearing of a wide area of trees.
2. **Biodiversity:** The variety of plant and animal life in the world or in a particular habitat.
3. **Reforestation:** The process of replanting an area with trees.
4. **Rewilding:** The process of returning an area of land to a wild state, including the reintroduction of animal species that are no longer naturally found there.
5. **Carbon sink:** A forest, ocean, or other natural environment viewed in terms of its ability to absorb carbon dioxide from the atmosphere.
6. **Greenhouse gases:** Gases in the earth's atmosphere that trap heat.
7. **Zoonotic disease:** A disease that can be transmitted from animals to people.
8. **Vector:** An organism, typically a biting insect or tick, that transmits a disease or parasite from one animal or plant to another.
9. **Indigenous communities:** The original inhabitants of a particular territory.
10. **Land tenure:** The way in which land is owned or occupied.
11. **Slash-and-burn agriculture:** A method of farming that involves clearing land by destroying and burning all the trees and plants on it, farming there for a short

time, and then moving to a new area.

12. **Sustainable:** Involving methods that do not completely use up or destroy natural resources.
13. **Conservation:** The protection of animals, plants, and natural resources.
14. **Ecosystem:** A biological community of interacting organisms and their physical environment.
15. **Habitat:** The natural home or environment of an animal, plant, or other organism.
16. **Canopy:** The upper layer or habitat zone, formed by mature tree crowns.
17. **Soil erosion:** The wearing away of a field's topsoil by the natural physical forces of water and wind.
18. **Transpiration:** The process where plants absorb water through the roots and then give off water vapor through pores in their leaves.
19. **Desiccation:** The state of extreme dryness, or the process of extreme drying.
20. **Water security:** The capacity of a population to safeguard sustainable access to adequate quantities of acceptable quality water for sustaining livelihoods, human well-being, and socio-economic development.