

## UNIT 8: WILDLIFE



### PART I.

#### a. Vocabulary

Word	Part of speech	Pronunciation	Meaning
1. endangered	a	/ɪnˈdeɪndʒəd/	bị đe dọa, gặp nguy hiểm
2. primate	n	ˈpraɪmeɪt/	bộ (họ) linh trưởng
3. rescue	n/v	/ˈreskjuː/	(sự) giải cứu
4. mammal	n	/ˈmæml/	động vật có vú
5. enclosure	n	/ɪnˈklɒsʊə(r)/	chuồng thú
6. ape	n	/eɪp/	khỉ không đuôi
7. sign language	n	/saɪn/ /ˈlæŋɡwɪdʒ/	ngôn ngữ kí hiệu
8. species	n	/ˈspiːʃiːz/	loài
9. house	n	/haʊs/	cung cấp nơi ở
10. gibbon	n	/ˈɡɪbən/	con vượn
11. threatened	adj	/ˈθreɪtɪd/	bị đe dọa
12. critically	adv	/ˈkrɪtɪkli/	nghiêm trọng
13. threat	n	/θret/	mối đe dọa
14. habitat loss	n	/ˈhæbɪtæt/ /lɒs/	mất môi trường sống
15. deforestation	n	/ˌdiːfɒrˈsteɪʃn/	nạn chặt phá rừng
16. illegal	a	/ɪˈliːɡl/	trái phép
17. hunt	v	/hʌnt/	săn bắt
18. poach	adj	/pəʊtʃ/	săn bắt bất hợp pháp
19. cage	n	/keɪdʒ/	cái lồng, cái chuồng
20. monitor	n	/ˈmɒnɪtə(r)/	giám sát
21. release	v	/rɪˈliːs/	thả ra
22. extinct	a	/ɪkˈstɪŋkt/	tuyệt chủng
23. survive	v	/səˈvaɪv/	sống sót
24. captivity	n	/kæpˈtɪvəti/	sự nuôi nhốt
25. conserve	v	/kənˈsɜːv/	bảo tồn
26. rare	a	/reə(r)/	hiếm
27. recover	n	/rɪˈkʌvə(r)/	khôi phục, phục hồi
28. coral reef	n	/ˈkɒrəl/ /riːf/	rạn san hô
29. wildlife	a	/ˈwaɪldlaɪf/	động vật hoang dã
30. vulnerable	a	/ˈvʌlnərəbl/	dễ bị tổn thương
31. conservation	n	/ˌkɒnsəˈveɪʃn/	sự bảo tồn
32. spawning ground	n.p	/spɔːn/ /graʊnd/	nơi đẻ trứng
33. debris	n	/ˈdeɪbriː/	mảnh vỡ, mảnh vụn
34. nursery	n	/ˈnɜːsəri/	vườn ươm
35. marine	a	/məˈriːn/	thuộc về biển
36. degrade	v	/dɪˈɡreɪd/	xuống cấp
37. forest clearance	n.p	/ˈfɒrɪst/ /ˈklɪərəns/	sự chặt, phá rừng

#### b. Collocations/ phrases

Collocations/ phrases	Meaning
1. hesitate to do something	ngần ngại làm gì
2. be home to something	là nơi ở, trú ẩn của thứ gì
3. make a big profit	kiếm được lợi nhuận cao



## PART II. GRAMMAR

### a. Adverb clause of Condition

Mệnh đề trạng ngữ chỉ điều kiện bắt đầu bằng: if, provided/ providing (that), supposed/ supposing (that) (nếu, nếu như), unless (nếu không, trừ khi).

Ex: **If you do not work harder**, you will not succeed.

**Unless you work harder**, you will not succeed.

\* Xem phần Conditional Sentences

### b. Adverb clause of Comparison

Ex: Is it as good **as you expected**?

It's colder today **than it was yesterday**.

\* Xem phần Comparison of Adjectives and Adverbs.

## PART III. PRACTICE

**Exercise 1: Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions.**

1. They have \_\_\_\_\_ and returned to sea more than 700 baby sea turtles this month.  
A. threatened      B. rescued      C. hunted      D. poached
2. The \_\_\_\_\_ endangered tiger population requires urgent attention.  
A. critically      B. rarely      C. responsibly      D. encouragingly
3. Pollution poses a significant \_\_\_\_\_ to aquatic ecosystems.  
A. enclosure      B. deforestation      C. cage      D. threat
4. Animals in \_\_\_\_\_ often suffer from stress and limited space.  
A. conservation      B. clearance      C. captivity      D. debris
5. Deforestation has \_\_\_\_\_ many natural habitats.  
A. degraded      B. released      C. recovered      D. conserved
6. Sea turtles are particularly \_\_\_\_\_ to plastic pollution.  
A. passionate      B. affordable      C. temporary      D. vulnerable
7. The \_\_\_\_\_ snow leopard faces habitat loss due to human activities.  
A. rescued      B. released      C. threatened      D. monitored
8. Coastal areas are littered with \_\_\_\_\_ from fishing nets.  
A. debris      B. mammal      C. nursery      D. survival
9. The zoo's lion \_\_\_\_\_ provides a safe space for these majestic creatures.  
A. clearance      B. conservation      C. debris      D. enclosure
10. \_\_\_\_\_ wildlife trade harms biodiversity worldwide.  
A. Illegal      B. Marine      C. Rare      D. Extinct
11. Coral reefs serve as vital \_\_\_\_\_ for marine life.  
A. enclosures      B. nurseries      C. spawning grounds      D. forest clearances
12. Salmon return to their \_\_\_\_\_ to reproduce.  
A. forest clearances      B. spawning grounds      C. marine animals      D. nurseries
13. Forest \_\_\_\_\_ destroys habitats for countless species.  
A. mammal      B. clearance      C. spawning      D. primate
14. Public awareness is crucial for successful \_\_\_\_\_ efforts.  
A. nursery      B. captivity      C. enclosure      D. conservation
15. The \_\_\_\_\_ pangolin is hunted for its scales.  
A. marine      B. extinct      C. rare      D. dangerous
16. Scientists \_\_\_\_\_ migratory bird populations during their journeys.  
A. monitor      B. release      C. rescue      D. degrade
17. Plastic pollution affects both land and \_\_\_\_\_ environments.  
A. extinct      B. marine      C. captive      D. obsolete
18. Anti-poaching patrols work tirelessly to combat illegal \_\_\_\_\_.  
A. rescuing      B. releasing      C. degrading      D. poaching
19. Researchers study animal communication, including \_\_\_\_\_ among primates.  
A. nursery      B. sign language      C. spawning ground      D. forest clearance
20. If she \_\_\_\_\_ me, tell her to leave a message.  
A. calls      B. will call      C. called      D. would call
21. John will pick me up \_\_\_\_\_



- A. in case it rained      B. if it rains      C. provided that it would rain      D. unless it rained
22. You will not be allowed to attend the club meeting \_\_\_\_\_ you are a member.  
A. unless      B. if      C. providing that      D. supposed that
23. If it \_\_\_\_\_ tomorrow, I will not have to water the plants.  
A. will rain      B. is raining      C. would rain      D. rains
24. \_\_\_\_\_, tell him I have gone to London.  
A. If Mr. Jones called      B. Unless Mr. Jones calls  
C. Should Mr. Jones call      D. If Mr. Jones will call
25. \_\_\_\_\_, they would not have had such a successful conference.  
A. Due to good preparations      B. But for they had had good preparations  
C. Without good preparations      D. If their good preparations
26. If it \_\_\_\_\_ for the life jacket, I would have drowned.  
A. is not      B. was not      C. has not been      D. had not been
27. He may never speak to me again if he \_\_\_\_\_ out what happened.  
A. will find      B. was finding      C. finds      D. had found
28. \_\_\_\_\_ heavy traffic we would not have been late for the train.  
A. If      B. If only      C. Supposed      D. But for
29. \_\_\_\_\_ the boat leaves on time, we will arrive in Paris by the morning.  
A. If only      B. Provided that      C. But for      D. Without
30. \_\_\_\_\_ his best contribution, our team would not have won the game.  
A. But for      B. If      C. If only      D. Unless
31. If we \_\_\_\_\_ enough time, we'll study this exercise more carefully.  
A. will have      B. have      C. had      D. would have
32. If I \_\_\_\_\_ you, I'd take some rest before the exam tomorrow.  
A. is      B. are      C. were      D. would be
33. What would you do if you \_\_\_\_\_ a UFO?  
A. see      B. saw      C. would see      D. had seen
34. If he \_\_\_\_\_ soon, he can miss the train.  
A. isn't coming      B. doesn't come      C. won't come      D. didn't come
35. If I \_\_\_\_\_ in a hurry, I wouldn't have made so many mistakes.  
A. didn't be      B. were      C. hadn't been      D. wouldn't have been
36. More tourists would come to this country if it \_\_\_\_\_ a better climate.  
A. would have      B. had      C. had had      D. has
37. If I \_\_\_\_\_ was a formal party I wouldn't worn my old Jeans and a Jumper.  
A. knew      B. could know      C. had known      D. had been knowing
38. Unless you \_\_\_\_\_ all of my questions, I can't do anything to help you.  
A. answered      B. answer      C. don 't answer      D. are answering
39. John would be taking a great risk if he \_\_\_\_\_ his money in that business.  
A. would invest      B. invested      C. had invested      D. invests
40. The cuisine of France is \_\_\_\_\_.  
A. more famous than that of England      B. famous than the cuisine of England  
C. more famous than which of England      D. as famous than that of England
41. Russian is a \_\_\_\_\_ language to learn than English is.  
A. difficult      B. more difficult  
C. most difficult      D. more and more difficult
42. He has \_\_\_\_\_ his sister does.  
A. as friends as      B. more friends as      C. many friends than      D. more friends than
43. I think cow is \_\_\_\_\_ of all animals.  
A. most useful      B. less useful      C. the most useful      D. the more useful
44. Mary was \_\_\_\_\_ of the two sisters.  
A. the clever      B. as clever as      C. the cleverer      D. the cleverest
45. Rolls Royce is \_\_\_\_\_ any other car.  
A. much more expensive than      B. as much expensive than  
C. so much expensive as      D. very more expensive than
46. Among the students in my class, Peter is \_\_\_\_\_



- A. most active      B. the most active      C. the more active      D. more active
47. We can satisfy our basic necessities \_\_\_\_\_ we could in the past.  
A. as easily than      B. easilier than      C. more easily than      D. less easily as
48. The organizers hope to raise \_\_\_\_\_ for charity.  
A. more as £6 million      B. as much £6 million as      C. as much as £6 million      D. as more as £6 million
49. It was \_\_\_\_\_ to the shops than I expected.  
A. far      B. farer      C. farther      D. farthest
50. I think it's \_\_\_\_\_ holiday that I've ever had.  
A. better      B. the best      C. as good as      D. weller
51. The farmers have never had a \_\_\_\_\_ harvest than that.  
A. richer      B. the richest      C. as rich as      D. the least rich
52. The red shirt is better but it's \_\_\_\_\_ the white one.  
A. more expensive than      B. the most expensive      C. more expensive      D. as expensive
53. Hotels have developed \_\_\_\_\_ restaurants.  
A. as rapidly as      B. so rapidly that      C. not as rapidly as      D. as rapidly than
54. Which planet is \_\_\_\_\_ to the Sun?  
A. the closest      B. as close as      C. closer than      D. so close as
55. Being a firefighter is \_\_\_\_\_ being a builder.  
A. the most dangerous      B. not as dangerous so      C. more dangerous than      D. more much dangerous
56. My Tam is one of \_\_\_\_\_ singers in my country.  
A. the best popular      B. as popular as      C. more popular than      D. the most popular
57. The \_\_\_\_\_ accident in the history of the city occurred last night on the Freeway.  
A. badest      B. most bad      C. worse      D. worst
58. She was wearing exactly \_\_\_\_\_ I was.  
A. the same dress as      B. as dress as      C. much more dress than      D. the same dress
59. I'm afraid I can't afford to pay \_\_\_\_\_ that for a pair of shoes.  
A. too much as      B. so much      C. as much as      D. as many as
60. A supermarket is \_\_\_\_\_ a shopping centre.  
A. less convenient as      B. not so convenient than      C. less convenient than      D. the most convenient as
61. It was an awful day. It was \_\_\_\_\_ day of my life.  
A. as good as      B. the worst      C. the best      D. better than

**Exercise 2: Read the following advertisement and mark the letter A, B, C, or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 1 to 6.**

①  
Protecting our planet's precious wildlife is a (1) \_\_\_\_\_ we all share. Many species are (2) \_\_\_\_\_ danger of extinction due to habitat loss, poaching, and climate change. But it's not too late to make a difference !  
Join the Wildlife Conservation Society, (3) \_\_\_\_\_ to saving wildlife and wild places around the globe. We work tirelessly to (4) \_\_\_\_\_, like tigers, elephants, and sea turtles.  
Here's how you can help:

- **Donate** to support our conservation efforts.
- **Volunteer** your time at a local wildlife rehabilitation center.
- **Reduce** your carbon footprint (5) \_\_\_\_\_ combat climate change.
- **Educate** yourself and others about the importance of wildlife conservation.

Together, we can (6) \_\_\_\_\_ awareness of the plight of endangered species and ensure a healthy planet for generations to come. Visit our website or contact us today to learn more about how you can get involved.

1. A. responsible      B. responsibly      C. responsibility      D. irresponsible
2. A. to      B. on      C. at      D. in
3. A. which dedicated      B. to dedicate      C. dedicated      D. dedicating
4. A. protect endangered animals      B. animals endangered protect

C. endangered animals  
endangered

protect

D. protect animals

5. A. to helping

B. help

C. to help

D. helping

6. A. cause

B. raise

C. make

D. follow

②

Investing in our planet's future is not just the right thing to do, it's smart business. Companies (1) \_\_\_\_\_ to sustainability are attracting more customers and investors than ever before. By (2) \_\_\_\_\_, your business can (3) \_\_\_\_\_ a profit while making a real difference.

Eco-tourism is booming, with travelers eager (4) \_\_\_\_\_ the wonders of nature. Offer wildlife-friendly tours and activities, and watch your business thrive.

Here's how to get started:

- **Reduce** your environmental impact by using sustainable practices.
- **Partner** with conservation organizations to support their vital work.
- **Educate** your employees and customers about the importance of biodiversity.
- **Promote** your commitment to conservation to attract (5) \_\_\_\_\_ conscious consumers.

By protecting endangered species and their habitats, you're not only helping to preserve our planet's natural heritage, you're also investing (6) \_\_\_\_\_ a sustainable future for your business. Contact us today to learn more about how to integrate wildlife conservation into your business model.

1. A. committing      B. which committed      C. to committe      D. committed
2. A. conservation embracing wildlife      B. wildlife embracing conservation  
C. embracing wildlife conservation      D. conservation wildlife embracing
3. A. lock      B. treat      C. take      D. make
4. A. experience      B. to experience      C. to experiencing      D. experiencing
5. A. environmentalist      B. environmental      C. environment      D. environmentally
6. A. of      B. in      C. for      D. at

**Exercise 3: Read the following leaflet and mark the letter A, B, C, or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 1 to 6.**

①

### Protect Our Planet: Wildlife Conservation

Wildlife plays a vital role in maintaining the delicate balance of our ecosystems. (1) \_\_\_\_\_ human activities like deforestation and pollution, the (2) \_\_\_\_\_ of endangered species is rising. We need to (3) \_\_\_\_\_ now to protect our planet!

Here's how you can help:

- **Reduce, reuse, and recycle:** This helps to conserve natural resources and lessen our impact on the environment.
- **Choose sustainable products:** Opt for items made from recycled materials or those with (4) \_\_\_\_\_ packaging.
- **Support conservation organizations:** Many charities work tirelessly to protect endangered animals and their habitats. Donate or volunteer your time to help them (5) \_\_\_\_\_ their vital work.
- **\*\*Educate yourself and (6) \_\_\_\_\_:** Learn about the threats facing wildlife and spread awareness amongst your friends and family.

Every action, no matter how small, can make a difference. Let's work together to protect our planet and ensure a future for all living creatures.

1. A. On account of      B. Regardless of      C. In spite of      D. On be half of
2. A. lots      B. amount      C. range      D. number
3. A. act      B. perform      C. pretend      D. behave
4. A. vulnerable      B. minimal      C. rare      D. urgent
5. A. turn off      B. make out      C. come round      D. carry out
6. A. The other      B. others      C. others      D. another

②

**Wildlife: Worth Saving!**





Our planet is home to a breathtaking array of wildlife, from tiny insects to majestic elephants. Sadly, (1) \_\_\_\_\_ species are (2) \_\_\_\_\_ by habitat loss, poaching, and climate change. But we can all (3) \_\_\_\_\_ to help!

(4) \_\_\_\_\_ buying products that harm wildlife, choose sustainable alternatives. Look for items made from recycled materials and avoid those that contribute to deforestation or pollution.

There are (5) \_\_\_\_\_ ways to get involved in conservation efforts. You can volunteer with local organizations, donate to wildlife charities, or simply (6) \_\_\_\_\_ yourself and others about the importance of protecting our planet's precious creatures.

Remember, every action counts! Let's work together to safeguard animals and their habitats for generations to come.

- |                       |                |               |                  |
|-----------------------|----------------|---------------|------------------|
| 1. A. much            | B. many        | C. any        | D. none          |
| 2. A. estimated       | B. safeguarded | C. protected  | D. threatened    |
| 3. A. learn about     | B. work out    | C. pitch in   | D. apply for     |
| 4. A. Irrespective of | B. In view of  | C. Instead of | D. On account of |
| 5. A. quality         | B. number      | C. level      | D. plenty        |
| 6. A. coach           | B. cultivate   | C. educate    | D. inform        |

**Exercise 4: Mark the letter A, B, C or D on your answer sheet to indicate the best arrangement of utterances or sentences to make a meaningful exchange or text in each of the following questions from 1 to 5.**

①

**a. Ally:** Brian, did you see that documentary about the rhinos? It's so sad how they're being poached!

**b. Ally:** I agree! Maybe we could donate to a wildlife conservation charity?

**c. Brian:** Yeah, it's terrible. We need to do more to protect endangered animals like them.

- |          |          |          |          |
|----------|----------|----------|----------|
| A. c-a-b | B. b-c-a | C. c-b-a | D. a-c-b |
|----------|----------|----------|----------|

②

**a. Ally:** Some people think rhino horns have medicinal properties, but it's not true!

**b. Brian:** No, I missed it. Why are people doing that?

**c. Ally:** Brian, did you see that documentary about the rhinos? It's so sad how they're being poached for their horns.

**d. Ally:** Exactly! Maybe we could donate to a wildlife conservation charity?

**e. Brian:** That's awful. We need to protect endangered animals like rhinos.

- |              |              |              |              |
|--------------|--------------|--------------|--------------|
| A. c-b-a-e-d | B. c-e-d-b-a | C. d-b-a-e-c | D. d-e-a-b-c |
|--------------|--------------|--------------|--------------|

③

Dear Linh,

**a.** Moreover, our students participated in workshops to learn about responsible pet ownership and animal welfare. Seeing these initiatives in action was truly heartwarming.

**b.** Additionally, we organized adoption events to find loving homes for these animals.

**c.** I hope you are doing well. I have some exciting news about our school's recent efforts to help stray animals.

**d.** First, we partnered with local shelters to provide food and medical care for stray dogs and cats.

**e.** I'm proud to be part of a community dedicated to helping animals in need.

Best wishes,

- |                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|
| A. c - e - a - b - d | B. c - a - e - b - d | C. c - a - d - e - b | D. c - d - b - a - e |
|----------------------|----------------------|----------------------|----------------------|

④

**a.** However, they face threats from habitat destruction and illegal hunting for ivory.

**b.** Additionally, encouraging sustainable practices among local communities can minimize human-elephant conflicts.

**c.** Elephants play a crucial role in maintaining the balance of their ecosystems by dispersing seeds and creating water holes used by other animals

**d.** To combat this, governments and conservation groups must collaborate.

**e.** By implementing strict anti-poaching laws and protecting elephant habitats, we can help these magnificent creatures.

**f.** Through collective efforts and dedication, we can secure a better future for elephants and their habitats.

**g.** Lastly, educational campaigns can raise public awareness and support for elephant conservation.

- |                              |                              |                              |
|------------------------------|------------------------------|------------------------------|
| A. c - g - e - a - b - f - d | B. c - a - e - g - b - d - f | C. c - a - d - e - b - g - f |
| D. c - d - b - a - e - f - g |                              |                              |



⑤

Dear Sarah,

**b.** I hope you are doing well! I have some exciting news to share about our school's new environmental projects.

**e.** First, we have started a composting program to reduce food waste and enrich the soil.

**a.** We also planted a butterfly garden to attract and support local butterflies.

**d.** Additionally, students are participating in beach clean-up events to keep our coastline clean and safe for marine life.

**c.** These projects show our dedication to protecting the environment and making a positive difference.

Best wishes,

A. d-b-a-c-e

B. b-e-a-d-c

C. a-d-b-c-e

D. c-a-d-b-e

**Exercise 5: Mark the letter A, B, C, or D on your answer sheet to indicate the correct option that best fits each of the numbered blanks from 1 to 5.**

①

### THE IUCN RED LIST

The International Union for Conservation of Nature (IUCN) Red List divides species into seven levels of conservation: Least Concern, Near Threatened, Vulnerable, Endangered, Critically Endangered, Extinct in the Wild, and Extinct. It uses a set of precise criteria to evaluate extinction risks and (1) \_\_\_\_\_. An endangered species is one that meets any of the following criteria: Population reduction rate: A species is classified as endangered when (2) \_\_\_\_\_ has declined between 50 and 70 per cent. (3) \_\_\_\_\_

Geographic range: Geographic range (4) \_\_\_\_\_ where a species is found. If the area that a species lives on, known as its area of occupancy, is estimated to be less than 500 square kilometres, then the species (5) \_\_\_\_\_

Population size: A species is classified as endangered when there are fewer than 2,500 mature individuals. When a species population declines by at least 20 per cent or two generations within five years, it is also classified as endangered.

1. A. to decide which species need protection

B. decide which species need protection

C. deciding which species need protection

D. decides which species need protection

2. A. their population B. its population

C. this population

D. our population

3. A. Whose decline is measured over 10 years or longer

B. Being measured over 10 years or longer

C. Its decline is measured over 10 years or longer

D. This decline is measured over 10 years or longer

4. A. describes the area B. described the areas

C. the area is described

D. will describe the area

5. A. is classified as endangered

B. was classified as endangered

C. as endangered is classified

D. as endangered was classified

② Endangered species face a number of challenges that threaten their survival. Firstly, habitat destruction, (1) \_\_\_\_\_ deforestation and urbanisation, poses a significant threat to many species.

Additionally, pollution and climate change have detrimental effects on ecosystems, (2) \_\_\_\_\_.

Moreover, illegal hunting and poaching contribute to declining populations of endangered animals worldwide. These threats not only jeopardise the survival of individual species (3) \_\_\_\_\_.

Therefore, concerted efforts are needed to address the root causes of endangerment and (4) \_\_\_\_\_.

Governments, conservation organisations, and individuals must work together to protect endangered species and their habitats. By preserving natural habitats, combating illegal wildlife trade, and raising awareness, we can safeguard the future of these magnificent creatures and ensure (5) \_\_\_\_\_.

1. A. causing factors such as factors like

B. which causes

C. caused by factors such as

D. that is caused by factors like

2. A. farther endangered vulnerable species

B. further endangering vulnerable species

C. farther endangering vulnerable species

D. further endangered vulnerable species

3. A. nor disrupt entire ecosystems and biodiversity ecosystems and biodiversity

B. and disrupt entire

C. or disrupt entire ecosystems and biodiversity biodiversity

D. but also disrupt entire ecosystems and

4. A. implement effective conservation strategies strategies

B. we implement effective conservation



- C. implementing effective conservation strategies  
effective conservation strategies
5. A. their generations to come of continued existence  
for their continued existence  
C. their continued existence for generations to come  
continued existence to come
- ③ Protecting endangered species is crucial for maintaining biodiversity and ecological balance. (1) \_\_\_\_\_, many species face the threat of extinction. These vulnerable creatures play key roles in (2) \_\_\_\_\_, contributing to ecosystem stability and resilience.
- (3) \_\_\_\_\_, we can rescue and release endangered species back into their native environments, ensuring their survival and promoting species diversity. Through these efforts, we not only prevent species from becoming extinct but also (4) \_\_\_\_\_ they inhabit. It is our collective responsibility to take action and preserve (5) \_\_\_\_\_ to enjoy.
1.  
A. Though human activities like deforestation and forest clearance increase  
B. While human activities like deforestation and forest clearance increase  
C. As human activities like deforestation and forest clearance increase  
D. This increases human activities like deforestation and forest clearance
2. A. our natural habitats  
habitats  
C. its natural habitats  
D. these natural habitats
3.  
A. To implement conservation programmes  
B. When we implemented conservation programmes  
C. After we had implemented conservation programmes  
D. By implementing conservation programmes
4. A. safeguard the delicate ecosystems  
B. we can safeguard the delicate ecosystems  
C. safeguarding the delicate ecosystems  
D. to safeguard the delicate ecosystems
5.  
A. the future generations for the rich biodiversity on Earth  
B. the rich biodiversity of future generations on Earth  
C. the rich biodiversity on Earth for future generations  
D. the future generations on Earth for their rich biodiversity

**Exercise 6: Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions from 1 to 8.**

① It wasn't my usual holiday experience: standing on the beach, getting ready to release a baby sea turtle no bigger than my hand. But that was how I spent my final night in Puerto Vallarta, Mexico. During my week there, I had seen other tourists releasing the turtles in the early evening, and as my stay came to an end, I decided to join in.

Oscar, the organiser, runs Sociedad Ecológica de Occidente - a conservation project that brings tourists and residents together to save the sea turtles of Puerto Vallarta. These turtles are under **threat** from poachers who want their meat and eggs. But Oscar and his volunteers collect the eggs and take them to protected areas where they are allowed to hatch in safety.

We listened to Oscar's instructions. He told us that the turtles were released as the sun goes down so the bright lights of the hotels and nightclubs don't stop **them** finding their way back to the sea. We stood a few metres from the sea's edge holding our one-day-old turtles carefully in both hands. At a signal from Oscar, we gently placed them on the sand, stepped back and watched as they crawled slowly into the sea.

Back home, I still think of the tiny baby turtle and wonder where it is now. Did it make it to the open sea? Is it safe? Oscar Aranda has **dedicated** his life to saving the sea turtles; I only gave a few minutes of my time, but those minutes will stay with me for a lifetime.

(Adapted from *On Screen*)

1. Which of the following is NOT mentioned as a threat to the sea turtles?  
A. Poachers  
B. Pollution  
C. Loss of habitat  
D. Human disturbance
2. The word "**threat**" in paragraph 2 is OPPOSITE in meaning to \_\_\_\_\_.  
A. danger  
B. risk  
C. safety  
D. harm
3. The word "**them**" in paragraph 3 refers to \_\_\_\_\_.



- A. the tourists                      B. the sea turtles                      C. the eggs                      D. the lights
4. The word “**dedicated**” in paragraph 4 could be best replaced by \_\_\_\_\_.  
A. delayed                      B. devoted                      C. decorated                      D. destroyed
5. Which of the following best paraphrases the underlined sentence in paragraph 3?  
A. The turtles are released at sunset to avoid being confused by the city lights.  
B. The turtles are released at sunset to avoid being seen by predators.  
C. The turtles are released at sunset to avoid the heat of the day.  
D. The turtles are released at sunset to avoid the crowds of tourists.
6. Which of the following is TRUE according to the passage?  
A. The author is a regular visitor to Puerto Vallarta.  
B. The author released a sea turtle as part of a conservation project.  
C. The author works for Sociedad Ecológica de Occidente.  
D. The author plans to return to Puerto Vallarta to volunteer.
7. In which paragraph does the writer mention the reason for releasing the turtles at sunset?  
A. Paragraph 1                      B. Paragraph 2                      C. Paragraph 3                      D. Paragraph 4
8. In which paragraph does the writer express gratitude for the experience?  
A. Paragraph 1                      B. Paragraph 2                      C. Paragraph 3                      D. Paragraph 4
- ②

Global biodiversity loss doesn't just result from the destruction of habitats, or even hunting species for meat. A huge number of species are threatened by trade - both alive as pets or exhibits, or dead for use in medicines.

Though people have become increasingly aware of the threat caused by the trade of high-value species, such as the elephant for ivory, and various animals such as tigers, rhinos and the pangolin for medicine, few realise the **risk** that the pet trade puts to the future survival of many less well-known species.

Demands from collectors have driven a number of species to extinction in the wild, including the Chinese Tiger gecko (*Goniurosaurus*) and many other geckos known only to collectors and scientists. **Yet these extinct in the wild, critically endangered and unclassified species are easily available from inhuman traders in America and Europe, via the internet or reptile fairs.** These threats are a particular risk to any newly described reptile species, particularly those of Asia as well as New Zealand and Madagascar. Many bird species are also under severe extinction threat because of the pet trade. **They** include thousands of birds in South America, and an estimated 3.33 million annually from Southeast Asia.

The illegal wildlife trade is the fourth largest illegal trade globally, worth about \$20 billion annually. About half comes from Southeast Asia. Enforcement is generally so weak that traders of the majority of live animals and plants can operate with little fear of punishment. If we want any future for wild populations of these species, **drastic** action is needed to control their international and domestic trade. Without such action, we can expect to see the loss of many rare species to greed alone.

*Adapted to <https://theconversation.com/trading-in-extinction-how-the-pet-trade-is-hilling-off-many-animal-species-71571>*

1. Which of the following is NOT mentioned as a reason for biodiversity loss?  
A. Habitat destruction    B. Hunting for food                      C. Pollution                      D. Wildlife trade
2. The word “**drastic**” in paragraph 4 is OPPOSITE in meaning to \_\_\_\_\_.  
A. severe                      B. extreme                      C. moderate                      D. radical
3. The word “**They**” in paragraph 3 refers to \_\_\_\_\_.  
A. bird species                      B. collectors                      C. traders                      D. reptile fairs
4. The word “**risk**” in paragraph 2 could be best replaced by \_\_\_\_\_.  
A. danger                      B. benefit                      C. opportunity                      D. solution
5. Which of the following best paraphrases the underlined sentence in paragraph 3?  
A. Despite their endangered status, these species are readily acquired from unethical sellers in America and Europe, either online or at reptile fairs.  
B. The internet and reptile fairs are helping to conserve critically endangered species by making them available to the public.  
C. Extinct and endangered species are being illegally bred and sold in America and Europe.  
D. Collectors and scientists are working together to protect critically endangered species from illegal trade.



6. Which of the following is TRUE according to the passage?
- A. The pet trade mainly threatens well-known species like elephants and tigers.
  - B. The illegal wildlife trade is primarily fueled by demand for exotic pets.
  - C. Weak law enforcement contributes to the thriving illegal wildlife trade.
  - D. Most people are aware of the impact of the pet trade on biodiversity.
7. In which paragraph does the writer mention the specific regions most vulnerable to the pet trade?
- A. Paragraph 1
  - B. Paragraph 2
  - C. Paragraph 3
  - D. Paragraph 4
8. In which paragraph does the writer emphasize the need for urgent action to protect species?
- A. Paragraph 1
  - B. Paragraph 2
  - C. Paragraph 3
  - D. Paragraph 4

**Exercise 7: Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions from 1 to 10.**

ⓐ How do children learn about wildlife? And is what they learn the sort of thing they should be learning? It is my belief that children should not just be acquiring knowledge of animals but also developing attitudes and feelings towards them based on exposure to the real lives of animals in their natural habitats. But is this happening?

**(I)** Learning about animals in school is often completely **disconnected** from the real lives of real animals, with the result that children often end up with little or no understanding or lasting knowledge of them. **(II)** **They** learn factual information about animals, aimed at enabling them to identify them and have various abstract ideas about them, but that is the extent of their learning. **(III)** Children's storybooks tend to personify animals as characters rather than teach about them. **(IV)**

For direct contact with wild and international animals, the only opportunity most children have is visiting a zoo. The educational benefit of this for children is often given as the main reason for doing it but research has shown that zoo visits seldom add to children's knowledge of animals – the animals are simply like exhibits in a museum that the children look at without engaging with them as living creatures. Children who belong to wildlife or environmental organizations or who watch wildlife TV programmes, however, show significantly higher knowledge than any other group of children studied in research. The studies show that if children learn about animals in their natural habitats, particularly through wildlife-based activities, they know more about them than they do as a result of visiting zoos or learning about them in the classroom.

Research has also been done into the attitudes of children towards animals. It shows that in general terms, children form strong attachments to individual animals, usually their pets, but do not have strong feelings for animals in general. This attitude is the norm regardless of the amount or kind of learning about animals they have at school. However, those children who watch television wildlife programs show an interest in and affection for wildlife in its natural environment, and their **regard** for animals in general is higher.

*(Adapted from New English File, by Christina Latham-Koenig, Oxford University Press)*

1. Where in paragraph 1 does the following sentence best fit?
- “Some research in this area indicates that it is not.”**
- A. [I]
  - B. [II]
  - C. [III]
  - D. [IV]
2. The phrase “**disconnected**” in paragraph 2 could be best replaced by \_\_\_\_.
- A. related
  - B. linked
  - C. combined
  - D. separated
3. The word “**They**” in paragraph 2 refers to \_\_\_\_.
- A. Children
  - B. Animals
  - C. Schools
  - D. Ideas
4. According to paragraph 2, which of the following is NOT a way that children learn about animals in school?
- A. Learning factual information about animals
  - B. Identifying different animals
  - C. Developing feelings towards animals
  - D. Having abstract ideas about animals
5. Which of the following best summarizes paragraph 2?
- A. Children learn about animals in school through factual information and abstract ideas.
  - B. Children learn about animals in school, but this learning is often disconnected from real life.
  - C. Children learn about animals in school, but they do not develop strong feelings towards them.
  - D. Children learn about animals in school, but they do not understand their natural habitats.
6. The word “**regard**” in paragraph 4 is OPPOSITE in meaning to \_\_\_\_.
- A. esteem
  - B. respect
  - C. dislike
  - D. admiration
7. Which of the following is TRUE according to the passage?
- A. Children who visit zoos have a deep understanding of animals.
  - B. Children who watch wildlife programs have a higher regard for animals.



- C. Children learn more about animals in school than from watching TV.  
D. Children form strong feelings for animals in general.
8. Which of the following best paraphrases the underlined sentence in paragraph 3?  
A. Most children only have the opportunity to see wild animals in zoos.  
B. Most children only see wild animals in zoos and on TV.  
C. Zoos are the only place where most children can see wild animals.  
D. Most children only see wild animals in zoos, and this is not enough.
9. Which of the following can be inferred from the passage?  
A. Zoos should be replaced by wildlife parks.  
B. Schools should focus on teaching about animals' natural habitats.  
C. Children should spend more time watching wildlife programs.  
D. Children should be encouraged to have pet animals.
10. Which of the following best summarizes the passage?  
A. Children learn about animals in various ways, but the most effective way is through direct contact with wildlife.  
B. Children learn about animals in school, but this learning is often limited and abstract.  
C. Children form strong attachments to individual animals, but not to animals in general.  
D. Zoos are not effective in teaching children about animals.

② Think of an endangered species. What comes to mind? The giant panda and the blue whale? And what do these creatures all have in common? They're known as 'charismatic megafauna', in other words, large species of animals which **appeals to** a lot of people. However, less well-known or 'exciting' creatures are far more likely to actually become extinct because they don't get enough attention from researchers.

(I) The Ugly Animal Preservation Society's mascot is the blob fish, voted the world's ugliest animal. (II) With its tiny eyes, big mouth and slimy pink body it's far from attractive. (III) As a result, **it** has tiny fins and no skeleton, which keeps it from being crushed by the water pressure. (IV) Unfortunately, when fishing boats sweep the ocean floor, looking for other fish and crustaceans, these fish can get swept into the nets accidentally, which is causing their numbers to drop.

The California condor is another accidental victim of human activity. These huge birds with bald heads and big beaks weigh up to fourteen kilos, have a wingspan of up to two metres and can live as long as sixty years. They play an important role in the ecosystem by feeding on dead animals, thus preventing the spread of disease. Reintroduced into the wild after becoming extinct, other than in captivity, they are now under threat once more because of chemical pesticides introduced into the food chain and lead poisoning from the ammunition used to kill the animals they feed on.

Other creatures become endangered precisely because people find them ugly. Take the aye aye for example. Found only on the island of Madagascar, the aye aye is the world's largest nocturnal primate. During the day they sleep in nests in the trees, coming out to hunt at night. They are solitary creatures, furry, but strange looking, with big eyes, large ears and long, thin, pointed fingers. The middle finger is particularly thin and they use it to gently knock on trees. Then they reach into the tree and pull out any insects that respond to the knocking.

Unfortunately, the way they look means that they are traditionally considered an **omen** of bad luck. Some people even believe that if they point that thin middle finger at someone, they will die. As a result, they are often killed, even though, like many endangered species, they are now protected by law.

*(Adapted from High Note by Rachael Roberts and Caroline Krantz)*

1. Where in paragraph 2 does the following sentence best fit?  
"This marine creature lives deep in the ocean, where the pressure is very high."  
A. [I]                      B. [II]                      C. [III]                      D. [IV]
2. The phrase "**appeals to**" in paragraph 1 could be best replaced by \_\_\_\_\_.  
A. attracts              B. repels              C. bores              D. annoys
3. The word "**it**" in paragraph 2 refers to \_\_\_\_\_.  
A. net                      B. fishing boat              C. condor              D. blob fish
4. According to paragraph 2, which of the following is NOT a threat to the blob fish?  
A. Pollution              B. Overfishing              C. Habitat loss              D. Human activity
5. Which of the following best summarizes paragraph 2?  
A. The blob fish is an ugly animal that lives in the deep ocean.  
B. The blob fish is an endangered species due to human activity.  
C. The blob fish is a unique creature with special adaptations.



- D. The blob fish is a victim of accidental capture by fishing boats.
6. The word “**omen**” in paragraph 5 is OPPOSITE in meaning to \_\_\_\_\_.  
A. sign                      B. portent                      C. indication                      D. good luck
7. Which of the following is TRUE according to the passage?  
A. All endangered species are large and attractive.  
B. The California condor is threatened by pollution and hunting.  
C. The aye-aye is a solitary creature that lives in Madagascar.  
D. The blob fish is a popular animal in aquariums.
8. Which of the following best paraphrases the underlined sentence in paragraph 3?  
A. These birds play a vital role in the ecosystem by cleaning up dead animals.  
B. These birds help to prevent the spread of disease by eating dead animals.  
C. These birds feed on dead animals, which helps to maintain a healthy environment.  
D. These birds are important for the ecosystem because they eat dead animals.
9. Which of the following can be inferred from the passage?  
A. The complete disappearance of the California condor can affect the food chain.  
B. The number of the aye aye is dropping significantly because of their middle finger.  
C. The spread of disease could be encouraged by the extinction of the California condor.  
D. The blob fish is vulnerable to humans due to their natural defence mechanism.
10. Which of the following best summarizes the passage?  
A. Many endangered species are overlooked because they are not considered attractive.  
B. The blob fish, the California condor, and the aye-aye are all endangered species.  
C. Human activity is the main cause of extinction for many species.  
D. People should focus on protecting all species, not just the charismatic ones.

--- THE END ---

