

World English 2: Unit 8

Instructions: *Read. Then choose the correct answers.*

Community-led Conservation

John Kasaona was born in Namibia in 1971. When he was a boy, his father taught him how to take care of the family's animals. The country was at war from 1966 to 1990. Because of the fighting, many people had guns. This caused a problem: poaching—illegally hunting animals. Poachers killed many black rhinos for their horns, which were very valuable. To make things even worse, in the early 1980s, a terrible drought killed lots of other animals. By 1995, there were only 20 lions left in the Kunene region, where Kasaona's family lives. Many other species were also endangered.

The situation was bad, but positive changes were taking place. A non-governmental organization, the Integrated Rural Development and Nature Conservation (IRDNC), began working in Namibia to protect wildlife. They met with village leaders to ask who could work with them. They needed people who knew the environment well and who understood how wild animals lived. They decided to work with local poachers. It seemed crazy, but it also made sense. After all, if you spend your time hunting for animals, you will know where they live and how they behave. So, the IRDNC hired a group of poachers, including Kasaona's own father, to help protect wildlife in Namibia.

Since then, the situation has changed dramatically. The Kunene region now has more than 130 lions and lots of black rhinos. Most importantly, more land than ever is under conservation. That protected land generates money from tourism for Namibia to use in education, health care, and other important programs for its people.

Kasaona explains, “We were successful in Namibia because we dreamed of a future that was much more than just a healthy wildlife.” Kasaona created a model for other nations to follow by starting the largest community-led conservation program in the world.

- _____ 1. Which way of protecting animals is NOT mentioned in the text?
 - a. stopping poaching
 - b. creating advertisements about conservation
 - c. putting land under conservation
- _____ 2. According to the text, which of the following events happened first?
 - a. 20 lions remained in Kunene.
 - b. The war ended.
 - c. Drought hit Namibia.
- _____ 3. According to the text, what is one reason for the positive changes in the Kunene region?
 - a. Poachers started working in Namibia to save wildlife.
 - b. The government made laws to protect wildlife.
 - c. Village leaders asked people to stop poaching.

- _____ 4. What is one positive change in the Kunene region that is mentioned in the text?
- The government started a conservation program.
 - Money from tourism is being used for health care and education.
 - There is no more poaching in the region.

Instructions: Track 16 | *Listen. Then complete each sentence with a number.*

- There are more than _____ billion chickens in the world.
- Chickens are very smart and can remember over _____ faces.
- Chickens communicate with each other and can make about _____ different sounds.
- Female chickens can lay up to _____ eggs per year.

Instructions: *Complete each sentence with a word from the list. You can use one word twice.*

climate
disappearing
endangered
extinct
habitat
melting
protect
species
wild

- Experts say that eight _____ of bees are in danger.
- Honeybees aren't on the list of _____ animals yet, but experts are afraid that they could be one day.
- We need to do our best to _____ bees.
- Some of the problems may be due to _____ change.
- Others think it is because humans are destroying their natural _____.

Instructions: *Complete each sentence with an adverb of manner using the adjective in parentheses.*

Example

I could hear my sister singing _____ (happy) in her bedroom.

I could hear my sister singing happily in her bedroom.

14. I couldn't understand him because he was speaking too _____ (quick).
15. I get sick _____ (easy) when it's cold outside.
16. The children are doing _____ (good) in their swim lessons.

Instructions: Complete each sentence with your own ideas. Use a real conditional in the future.

Example

If we use cups made from plants, _____.

If we use cups made from plants, we will reduce the amount of plastic we use.

17. If we protect endangered species, _____.
18. If large predators, such as bears, become extinct, _____.
19. People will appreciate wild animals more if _____.
20. The world's wildlife is going to face serious problems if _____.
21. If we cut down all the trees, _____.

Instructions: Complete each sentence with one of the words in parentheses.

22. Animals that live in the Arctic Circle experience _____ (a lot of / many) cold weather.
23. This is _____ (too little / too few) meat for a lion. They eat much more.
24. The zoo needs to buy _____ (too much / many) kinds of vegetables for all the different animals.

Instructions: Complete the tasks.

25. You are starting an organization that helps with an environmental issue. What is the issue? Write a paragraph (50–75 words), describing how your organization will help.

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Answer Section

- | | | |
|---------------------|-----------------|------------------------------------|
| 1. ANS: B | PTS: 1 | OBJ: Reading |
| 2. ANS: C | PTS: 1 | OBJ: Reading |
| 3. ANS: A | PTS: 1 | OBJ: Reading |
| 4. ANS: B | PTS: 1 | OBJ: Reading |
| 5. ANS: 25 | | |
| PTS: 1 | OBJ: Listening | MSC: WE3e_L2_EV_Audio_Track_16.mp3 |
| 6. ANS: 100 | | |
| PTS: 1 | OBJ: Listening | MSC: WE3e_L2_EV_Audio_Track_16.mp3 |
| 7. ANS: 30 | | |
| PTS: 1 | OBJ: Listening | MSC: WE3e_L2_EV_Audio_Track_16.mp3 |
| 8. ANS: 300 | | |
| PTS: 1 | OBJ: Listening | MSC: WE3e_L2_EV_Audio_Track_16.mp3 |
| 9. ANS: species | | |
| PTS: 1 | OBJ: Vocabulary | |
| 10. ANS: endangered | | |
| PTS: 1 | OBJ: Vocabulary | |
| 11. ANS: protect | | |
| PTS: 1 | OBJ: Vocabulary | |
| 12. ANS: climate | | |
| PTS: 1 | OBJ: Vocabulary | |
| 13. ANS: habitat | | |
| PTS: 1 | OBJ: Vocabulary | |
| 14. ANS: quickly | | |
| PTS: 1 | OBJ: Vocabulary | |
| 15. ANS: easily | | |
| PTS: 1 | OBJ: Vocabulary | |
| 16. ANS: well | | |
| PTS: 1 | OBJ: Vocabulary | |
| 17. ANS: | | |
- (Answers will vary. Award point if simple present is used in condition clause or if *will/be going to* is used in result clause.) their populations will continue to grow.

their populations are going to continue to grow.

PTS: 1 OBJ: Grammar TOP: Real Conditionals in the Future

18. ANS:

(Answers will vary. Award point if simple present is used in condition clause or if *will/be going to* is used in result clause.) there will be too many smaller animals.
there are going to be too many smaller animals.

PTS: 1 OBJ: Grammar TOP: Real Conditionals in the Future

19. ANS:

(Answers will vary. Award point if simple present is used in condition clause or if *will/be going to* is used in result clause.) they watch TV shows about them.

PTS: 1 OBJ: Grammar TOP: Real Conditionals in the Future

20. ANS:

(Answers will vary. Award point if simple present is used in condition clause or if *will/be going to* is used in result clause.) we don't do something to help protect it.

PTS: 1 OBJ: Grammar TOP: Real Conditionals in the Future

21. ANS:

(Answers will vary. Award point if simple present is used in condition clause or if *will/be going to* is used in result clause.) we will have more air pollution.
we are going to have more air pollution

PTS: 1 OBJ: Grammar TOP: Real Conditionals in the Future

22. ANS: a lot of

PTS: 1 OBJ: Grammar TOP: Review of Quantifiers

23. ANS: too little

PTS: 1 OBJ: Grammar TOP: Review of Quantifiers

24. ANS: many

PTS: 1 OBJ: Grammar TOP: Review of Quantifiers

25. ANS:

Answers will vary.

PTS: 1 OBJ: Writing