

EXERCISE 25:

Read the following passage and answer the question that follows it.

THE AFRICAN CONTINENT

AFRICA is still essentially a farming continent and the practices used before the coming of the Europeans still predominate. Most rural communities are concerned almost entirely with producing food for their own needs. The food crop may be millet or sorghum, maize, rice, bananas, or various root tubers such as manioc, sweet potatoes and yams. Livestock is generally of poor quality, relatively unimportant as a source of food, and often merely a symbol of wealth and prestige.

In addition to the many diseases that affect plants, animals and human beings in Africa and make agriculture difficult, there are areas where physical conditions are unsuitable for intensive farming. Northwards the climate becomes increasingly arid towards the centre of the Sahara as the rainy season grows progressively shorter. There is also a smaller area where conditions are too dry to support more than a poor cover of vegetation, the Kalahari Desert for example. Parts of East Africa, on the other hand, are too rugged to be of much use for farming. Owing to its proximity to the equator, nowhere in Africa is too cold for agriculture, except the highest parts of the mountainous east and south. Within a limited area of Central Africa the rainfall is very heavy and a dry season almost non-existent, and as in the Amazon region of Latin America, clearance of the forest vegetation is difficult without suitable equipment. When all these unfavourable conditions have been taken into consideration, a large part of the continent remains unsuitable for farming. It is the primitive and wasteful methods of cultivation that kept the density of population low in these parts of Africa. With the elimination of plant and animal diseases, the introduction of new types of plants and livestock, and the wider use of fertilisers, the more favourable parts of Africa could undoubtedly be made to produce far more than they do at present. Production could be increased both by obtaining higher yields in existing areas of farmland and by the utilisation of new lands.

For the industrial nations of Europe and North America which lie outside the tropics, Africa is an important source of a number of tropical plant commodities. While far less important than Latin America for the production of coffee, Africa accounts for much of the world's cocoa. Palm kernels and groundnuts are important items of export from Nigeria and other parts of West Africa. On the other hand, little of the world's rubber comes from Africa, though there are areas where climatic conditions are suitable for its

cultivation. South Africa is able to support a number of large urban centres and to export several farm products, including wool and sub-tropical fruits. Central Africa has extensive areas of forest, the Congo having the largest reserves, but as yet very little timber is exported.

(From Geography of World Affairs by J.P. Cole)

Question:

In about 90 words, make a summary of the difficulties facing the development of agriculture in Africa.

ROUGH COPY

FAIR COPY

EXERCISE 27:

Read the following passage carefully and answer the questions after it.

POLLUTION

Thick black smoke curling out of smokestacks, horrible-tasting chemicals in your drinking water, pesticides in your food — these are examples of pollution. Pollution is any contamination of the environment which causes harm to the environment or the inhabitants of the environment. There are many kinds of pollution, and there are many pollutants. Some obvious kinds of pollution are pollution of the air, soil, and water. Some less obvious, or less **salient**, kinds of pollution are radioactive, noise, light pollution, and green-house gasses.

Air pollution can be caused by particles, liquids, or gases that make the air harmful to breathe. There are two main types of air pollution: primary and secondary. Primary pollutants enter the air directly, like smoke from factories and car exhaust. Secondary pollutants are chemicals that mix together to pollute the air, like mixtures of **emissions**, or waste output, from vehicles and factory smoke that change to form more dangerous pollutants in the air and sunlight.

Soil pollution can be caused by pesticides, leakage from chemical tanks, oil spills, and other chemicals which get into the soil by dumping or accidental contamination. Soil pollution can also cause water pollution when underground water becomes contaminated by coming into contact with the polluted soil.

Water pollution can be caused by waste products, sewage, oil spills, and **litter** in streams, rivers, lakes, and oceans. Some scientists believe that water pollution is the largest cause of death and disease in the world, causing about 14,000 deaths in the world each day.

Radioactive pollution can be caused by leaks or spills of radioactive materials. These materials can come from medical sources, nuclear power plants, or laboratories which handle radioactive materials. Air, soil, and water can be polluted by radioactivity. It can cause damage to animals, both **internally** and externally, by eating, drinking, or touching it. It can cause birth defects and genetic problems. It can cause certain cancers and other deadly diseases.

Noise pollution can be caused by vehicle, aircraft, and industrial noise. It can also be caused by military or experimental sonar. Noise has health effects on people and animals. In people, it can cause high blood pressure, heart problems, sleep disturbances, and hearing problems. In animals, it can cause communication, reproductive, and **navigation** problems – they have difficulty finding their direction. Sonar has even caused whales to beach themselves because they respond to the sonar as if it were another whale.

Light pollution can be caused by advertising signs, stadium and city lighting, and other artificial lighting (like the light caused by night traffic). Artificial lighting has health effects on humans and animals. In people, it can cause high blood pressure and affect sleeping and waking rhythms and immunity. It might be a factor in some cancers, such as breast cancer. In animals, it can affect sleeping and waking rhythms, navigation, and reproduction.

In addition, greenhouse gases have caused a warming effect on the earth's climate. The greenhouse gases are water vapor, carbon dioxide, methane, and ozone. They are naturally-occurring gases in the atmosphere, but human activity has increased their concentration in the atmosphere. For example, the levels of carbon dioxide (CO₂) in the atmosphere have risen due to the burning of fossil fuels. The effect is a rise in global temperatures. The higher temperatures cause the melting of glaciers, a rise in the water level of oceans, and the disruption of both land and marine life, including that of humans. Although carbon dioxide is necessary for plants to survive, it is also considered to be a kind of pollution because high levels of carbon dioxide have caused the oceans to become more acidic.

It is not possible for anyone to predict the exact timing and effects of global pollution and global climate change brought about by pollution. There is general agreement by scientists that the global climate will continue to change, that the intensity of weather

effects will continue to increase, and that some species of animals will become extinct. There is also general agreement, or **consensus**, that humans need to take steps to reduce emissions of waste products and greenhouse gases into the atmosphere, make adaptations to the changes that are occurring, and figure out ways of reversing the trends of pollution and global warming.

Question:

In not more than **90** words, summarise the causes of pollution.

ROUGH COPY

This image shows a full page of handwriting practice paper. It features ten sets of horizontal dashed lines, each set consisting of three parallel lines (top, middle, and bottom) to guide letter height and placement. The lines are evenly spaced across the entire page, providing a template for practicing consistent letter formation and alignment.

FAIR COPY

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EXERCISE 28:

Read the following passage carefully and answer the questions after it.

Sleep is an important component for the proper functioning of the brain. According to the brain scientists and researchers, seven hours is not sufficient sleep. The right amount of sleep is close to ten hours. Adequate sleep is important for the following reasons. Sleep is not a mere luxury but an absolute must in preparing one's body and brain for productive life.

The process of sleep, if given adequate time and proper environment provides tremendous power. It gestures, rejuvenates and energises the body and brain.

Sleep facilitates growth because the secretion of a growth hormone reaches its peak during sleep. A growth hormone is a chemical secreted by the pituitary gland. It stimulates growth of specific neural connectors to physically held memories in the brain to take place.

Adequate sleep facilitates memory storage, retention, organization, as well as new learning and performance of the brain.

The mood of a person and one's threshold for containing anger is facilitated by adequate sleep. If an individual gets enough sleep, he or she will be able to relax under high pressure, have immunity to disease and viral infection.

In Uganda today, it's usual to find children doing homework until 9 pm going to bed around 11.00 p.m. and waking up as early as five to prepare for school. Adequate sleep plays an important role. It assists in having a high concentration span, especially short-term memory, handling complex tasks, thinking logically and assimilating and analyzing new information. It is therefore important that children and adults have adequate sleep for a good health.

Parents should establish a regular sleep wake schedule seven days a week. Choose a reasonable bedtime that will allow adequate sleep of nine to ten hours.

Adapted from the New Vision Monday October 25th 2004 Pg 35

Question:

In not more than 95 words, summarise the importance of adequate sleep.

ROUGH COPY

Handwriting practice lines for the rough copy section, consisting of ten horizontal dashed lines.

FAIR COPY

Handwriting practice lines for the fair copy section, consisting of ten horizontal dashed lines.

EXERCISE 37:

Read the following passage carefully and answer the questions that follow

Computers and mobile phones are a common sight in many people's homes and offices. What many people may not have thought of is the way these gadgets have changed the way we work and move. A case in point is in the travel industry.

Ten years ago, you had to go to an airline or travel Company to pay for your paper ticket and having one was a requirement if you were going to be allowed to board an aircraft.

Today, however, things are very different. You can book your flight, pay for your ticket, select your seat and in some cases check-in from the comfort of your office or home, as long as you have a computer with Internet access.

While this has saved the passenger the possibility of losing a ticket and maybe having to pay a hefty fine before getting another one, it has also saved the airline industry millions of dollars.

According to the International Air Transport Association, electronic ticketing (e-ticketing) is saving the industry \$3b per year.

It costs \$1 to issue an electronic ticket as opposed to \$10 to issue a paper ticket. Travel agents have benefited in that they no longer need to have ticket stocks and the risk of these getting lost. The environment has also benefited because less paper is used, which means less trees are cut down.

Technology changed the way business is conducted in the travel industry. Before tour companies made brochures which were used to advertise the company's services locally and internationally.

Now with the presence of the worldwide web, it is possible to reach markets anywhere in the globe at minimal cost, day and night. It also means that a company can be operational 24 hours a day. The use of social media like Face book means you can get clients reactions to your services immediately.

The other question that arises is whether in certain instances people even need to travel. With the availability of technology like web and video conferencing, it is now possible to hold meetings and close business deals with anyone, anywhere in the world without having to leave the office building, thus saving companies thousands of dollars in travel expenses.

This is by no means the limit of use of technology in the travel industry. The development of the iPhone and now the iPad means that travel reservations and business can be carried out on the move. You can now have an office on the move.

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Passengers who opt for the new biometric check-in system will scan their index finger as they drop off their baggage, and again at the gate.

The two fingerprints are compared to confirm a passenger's identity, and no other ID is required.

Question:

In not more than **120** words show how technology boosts the travel industry according to this passage.

ROUGH COPY

[illegible]

FAIR COPY

EXERCISE 36:

Read the following passage carefully and answer the questions after it.

What are the special duties of a university in an independent African country apart from the established and universal ones recognised in the world of learning? It must first of all provide the highly-skilled manpower necessary for the running of that country. It has not always done this in the past. It has restricted itself in some cases to a few cultural and classical segments and ignored most of the pragmatic areas of learning. In this it has followed the British Oxbridge model of the nineteenth and early twentieth century. It should be remembered that if Britain had depended for its skilled manpower on the Universities alone, it would have been in a precarious state.

The wider framework of knowledge required for subjects like commerce, agricultural engineering, veterinary studies, international law and diplomacy, to name a few, was not originally provided in West African Universities. There are definite signs however that Universities founded since independence are now concerned with this broadening of their curricular for the provision of skilled manpower for their country's services.

Next, the Universities have a tremendous responsibility to the other steps in the educational ladder. For example, few African Universities concern themselves with elementary school teaching; yet this is one of the most important areas of education. Research is badly needed in this field and the University can help. Universities tend to concern themselves more with secondary school work but even here the liaison between secondary schools and Universities leaves much to be desired. There should be more frequent meetings between Principals and teachers of secondary schools and University academic authorities than there are at present. The University should also play an important part in the examinations for schools-leaving certificates, to see that the standards are sensible and that some of them dovetail into the requirements of the first year at the University although the latter requirements should not be the sole governing factor. It is in this field that departments and institutes of education at Universities have a great responsibility. To take a few examples; inspectors of schools, educational administrators, headmasters of secondary and elementary schools, are positions which will all be localised and filled by Africans soon but few African Universities set out to train these people.

They assume that after being trained as teachers they will pick up enough experience to fill these key positions. I do not believe that this is necessarily so. I believe *the*

University should take an active part in training those who show potential capacity for these posts. Again, the University should be concerned about the level at which the secondary schools stop their education. Should it be at the G.C.E Ordinary Level, with its broad base, as is the case in bigger countries like the United States, Russia, and some Commonwealth countries, or should it beat the or should it beat the G.C.E. Advanced Level two years later, with its specialised subjects, as is the case with countries in Britain? Should it be in between these two levels?

Thirdly, the University has a duty to study, publish and propagate all possible aspects of local African history and art. It should not, as at present, leave this completely to visiting American and British foundation research fellows. It is the duty of Universities to do this work and not only to do it but also, by lectures and broadcasts, to make available the results of their research to their undergraduates, to the country in particular, and to the world in general.

Fourthly, the University should provide a body of specialists who help with advice in the solution of national problems. Their presence in the community makes the particular community alive to the important issues which are current in the world of culture and learning.

The state can make much use of the academic staff of its University or Universities on committees of a specialist professional nature, or those connected with culture and education. Care should be taken, however, to see that staff members are not overburdened by work of this nature to the detriment of their University work.

Finally, it is important to provide facilities for studying and taking external degrees, for developing extra-mural work both in towns and in the remote areas of the territories and to initiate extension activities like agriculture in the latter. The resources of the University are thus placed at the direct service of the community through extension workers. This indeed is one of the ways of justifying the enormous cost of Universities in countries in Africa and it also justifies expensive faculties, particularly those like agriculture, medicine and engineering.

(From Africa: A subjective View by Davidson Nicol)

Question:

In not more than 110 words, summarise the roles that universities should play.

ROUGH COPY

FAIR COPY

EXERCISE 38:

Read the following passage carefully and answer the questions that follow

THE HEALTH HAZARDS OF BOXING

Most people will agree with me that boxing is now one of the most popular sports in the country today. There is hardly any month that passes without a contest being staged somewhere in the country. Boxing as a sport features regularly in our television programmes. School children, men and even women have now carried the sport right into their home grounds to the extent that it is now becoming an indoor game. Sometimes it goes beyond a mere sport.

All boxers are exposed to great dangers. There is in particular the risk of brain damage. Unlike other sports, the intention in boxing is to render the opponent ineffective, and this is achieved by blows deliberately aimed at the head, with consequent injury to the brain stem. Repeated blows to the head can produce gravely disabling neurological disorder - commonly described as the state of being 'punch - drunk' - though doctors have their own names for the condition.

The disorder is most common in those who had long boxing careers with repeated knockouts, or those who have the capacity to remain on their feet despite heavy battering. The disease is due to the shrinking of the brain as a whole, and the death of

some brain-cells. These individuals suffer from impairment of memory, sudden changes of mood, slurring of speech, and unsteadiness while walking or sometimes while at rest.

When the head is struck, the shape of the skull may be deformed, although this is not very common in the very mature adult. But because of sudden change in pressure within the skull, small blood vessels there can rupture, resulting in internal bleeding, which may make the patient lose consciousness. Even without any obvious brain damage, the person who receives a heavy blow can still lose consciousness for a while.

Very forceful blows may tear not only the blood vessels within the skull but also some other important structures such as the nerve fibres.

Blood – flow to the head may become reduced for a long time after a head injury. The result of this is death to the brain cells and their supporting structures. It might interest you to know that once a brain cell dies, there can never be a replacement, so the loss is permanent.

A brief loss of consciousness may follow sudden severe pain, such as a blow to the eyeball or to the neck. The heart-beat may slow down as a result of less blood flow to the head; the person may feel dizzy, and may lose consciousness. A blow to the umbilicus or testes may cause immediate fainting in addition to severe pain. Sometimes a severe blow to the neck or the left side of the chest may cause the heart to stop beating.

Boxing is sometimes referred to as 'the noble art of self defence'. To me it is a vicious and uncivilized sport. What kind of sport is it that encourages an individual to inflict painful injuries on another! And what's more, each blow is aimed at a vital centre. Strongly feel that boxing should be banned altogether in this country.

Question:

In not more than 110 words, summarise the health hazards of boxing.

ROUGH COPY

FAIR COPY

EXERCISE 39:

Read the following passage very carefully and answer the questions below.

CORPORAL PUNISHMENT SHOULD NOT BE ABOLISHED

Mr. Chairman, sir ladies and gentlemen: The mature section of the audience in front of me will be behind me when I suggest strongly that corporal punishment in schools should not be abolished. Hence I step on the platform to convince them that corporal punishment is in fact beneficial.

Punishment in all forms and types has existed since time immemorial and it will always exist. If you are offended whether accidentally or deliberately, our first reaction is to strike back even if you are the physically smaller party. This quick application of justice is nothing but a practical demonstration of corporal punishment. I would not of course, suggest this thoughtless type of punishment in schools but I would most certainly insist on a cool clinical form of physical punishment after it has been definitely established that the offender was indeed the offender. The fear of punishment provided a strong deterrent against a repetition of the offence.

All my opponents seem to show a bit of inconsistency both in their argument and their behavior. When their younger brothers and sisters annoy them. They punish the younger ones but when they themselves commit a fault they not only want to be excused they positively want to be rewarded. That is why I mean by inconsistent reasoning.

Fear and pain are two qualities man possesses. Nature has endowed man with these two characteristics for his own benefit and for the improvement of all pupils. Caning creates pain in human being and that pain is further accompanied by fear of repeated corporal. Punishment, a pupil will think ten times before he contemplates his next act of mischief.

The previous speaker mentioned that corporal punishment humiliates the receiver of the punishment. I have two counter arguments that statement. First the application of the rod, in fact, is meant to humiliate the victim. It must shame him into deciding never to commit an offence. Also the same speaker generously believes that degradation is also associated with an offence. The greater the offence, the greater the degradation. If an offender is prepared to degrade himself by committing an offence. I feel there is no reason why he should not be deliberately degraded with a suitable form of corporal punishment.

Let me be quite honest and admit that I received corporal punishment, not just once but on several occasions. I did not like it at the time: in fact I was deeply hurt both morally and physically. But let me be also truthful enough and confess that all the punishment did me a lot of good otherwise I might have been at this moment in an approved school. Also there are many among us here at this very moment who have been physically punished and are now the better for it only they are honest enough to admit it.

There is a tendency today to do away with corporal punishment. I think is a tragic mistake. In the absence of such punishment, pupils take the upper hand. They disobey their teachers, are rude to them, they ignore the authority of the discipline of the school suffers, the results go down and the school loses its popularity. That is the result of doing away with corporal punishment.

Another grave result of rejecting physical punishment and the resultant lowering of discipline is that of going on strike. A generation ago we never heard of pupils going on

strike. Pupils go on strike today, I fell, because teachers and heads do not strike their pupils when necessary.

There is a school not far from our own. It is known high and low and far and wide for its glorious sense of discipline. Ask the pupils and teachers of that school why they are so well behaved. They will surely answer that they are punished physically in the right does when necessary.

There are other forms of punishment, which can be noted out for school offences. Detention is a common one, writing a thousand lines is another, picking waste paper is yet another but corporal punishment has an advantage over them all. It is quickly administered but the pain lingers on a grim and durable reminder not to repeat the offence.

All of you must have heard the pupils saying – spare the rod and spoil the child. It is as true today as it was over a hundred years ago when it was first said.

Thank you.

Question:

State in not more than **120** words, summarise what the speaker considers as advantages of corporal punishment in schools.

ROUGH COPY

FAIR COPY

Handwriting practice lines consisting of multiple sets of three horizontal dashed lines.

EXERCISE 40:

Read the following passage carefully and answer the questions that follow:

Today streets, roads and highways are not only filled with the sounds of the steady stream traffic, but also the occasional hooting of horns or the mounting sound of accelerating vehicles. There might be the additional but not unusual sound of the sudden, screeching brakes and the screaming of the unfortunate pedestrian who is the innocent victim of an accident.

With the ever increasing traffic of cars, cycles and pedestrians, an increase in the number of accidents is only to be expected but it is nevertheless within human control to restrict the number of accidents to a negligible minimum. Statistics issued periodically by the police authorities reveal clearly that up to seventy five percent of all road accidents can be avoided if motorists and pedestrians exercise care and patience.

Scanned by CamScanner

It is shocking to note how some motorists show an utter disregard for human life in their anxiety to reach their destination in the shortest time possible. In the process, they overtake needlessly; disobey traffic signals and change lanes sharply and suddenly. Such motorists scarcely realize that they might reach their ultimate destination much before the immediate one.

A driver who drives under the influence of alcohol, is perhaps the greatest single cause of road accidents. Alcohol affects the sight, alertness and reflexes. As a result, he has little control over himself, let alone the car he is driving.

Apart from the direct human element which gives rise to accidents, there are two other causes, unroadworthy vehicles and bad roads. Faulty brakes, bad tyres and mechanical defects cause accidents, often many serious ones. Cars must therefore be kept in a constant state of fitness. Roads too need regular attention. Lanes must be clearly cut or marked, potholes filled and narrow streets broadened.

It would be unjust to place a full responsibility of all accidents solely on motorists. Two other categories of road users must also take the blame for accidents- cyclists and pedestrians.

Most cyclists are undoubtedly skilled in the art of controlling their machines, but overloading a bicycle might result in loss of balance and therefore very likely to lead to accidents particularly during rush hours.

Pedestrians are often too careless or too busy to look on both sides of the road before crossing it. They are often too lazy to walk up to a pedestrian crossing to cross a busy road. Almost all roads have foot paths which must be used by all pedestrians so that the road itself is left to the use of motorists and cyclists.

Accidents may also be caused by sheer bad luck. No human or mechanical care can prevent such accidents but if motorists, cyclists and pedestrians exercise care and patience, accidents can be reduced to a negligible minimum.

Monitor Newspaper – Road Accidents:

Question:

You have been asked to write an article for the school magazine on the topic: "The road causes of road accidents." In a summary of not more than 110 words, use all the causes of road accidents that are mentioned in the passage to write your article:

ROUGH COPY

Handwriting practice lines (dashed lines) for the first section of the page.

FAIR COPY

Handwriting practice lines (dashed lines) for the second section of the page.

EXERCISE 42:

Read the passage below and answer the question that follows it.

GONE FOREVER

By Barbara Reeves

A snow leopard roars in the high mountains of Asia. A black rhinoceros gallops across the plains of Africa. A grizzly bear hunts for fish in a North American river. A mother blue whale and her calf glide through the deep waters of the ocean.

All of these animals share the Earth with us. They fascinate us with their beauty, their grace, and their speed. We love observing their behavior, and learning more about their habits. But just loving them is not enough. All of these animals are endangered. Many of them have died, and without special care, they may someday disappear from the Earth.

Why is it important to care for animals like these? One reason is to protect the balance of life on Earth. Another reason is the beauty of the animals

themselves. Each species of animal is special. Once it is gone, it is gone forever.

Africa was once filled with an abundance of wild animals. But that is changing fast. One of these animals, the black rhinoceros, lives on the plains of Africa. It has very poor eyesight and a very bad temper! Even though the black rhino is powerful, and can be dangerous, its strength can't always help it to escape hunters. Some people think that the rhino's horn has magical powers, and many hunters kill rhinos for their valuable horns. This has caused the black rhino to be placed on the endangered species list. The elephant seems to represent all that is strong and wild in Africa. It once had no natural enemies, but is now endangered—killed for its ivory tusks.

The fastest land animal, the cheetah, also lives in Africa. It, too, is becoming extinct as people take over more and more of the land that is the cheetah's natural habitat.

Imagine Africa without the powerful rhino, the gentle, intelligent elephant, or the lightning quick cheetah. Once they are gone, they are gone forever.

Wherever people are careless about the land, there are endangered species.

Grizzly bears like to wander great distances. Each bear needs up to 1,500 square miles of territory to call its homeland. Today, because forests have been cleared to make room for people, the grizzly's habitat is shrinking and the grizzly is disappearing. It joins other endangered North American animals, such as the red wolf and the American crocodile.

In South America, destruction of the rain forest threatens many animals. Unusual mammals, such as the howler monkey and the three-toed sloth, are endangered. Beautiful birds like the great green macaw and the golden parakeet are also becoming extinct. They're losing their homes in the rain forest, and thousands die when they are caught and shipped off to be sold as exotic pets.

The giant panda of Asia is a fascinating and unique animal. Yet there are only about 1,000 still living in the wild. The giant panda's diet consists mainly of the bamboo plant, so when the bamboo forests die, so does the panda. China is now making an effort to protect these special creatures from becoming extinct.

Asia's big cats are also in trouble. The exotic snow leopard lives high in the mountains. Even there, it faces the loss of its natural habitat, and hunters who kill it for its fur. The tiger, the largest of all the big cats, is hunted merely for sport.

Ocean-dwelling animals are in danger of extinction as well. The blue whale is the largest animal in the world. It weighs up to 390,000 pounds. Whale hunting and pollution are this species' greatest enemies.

Unfortunately, it is people who cause many of the problems that animals face. We alter and pollute their habitats. We hunt them for skins, tusks, furs, and horns. We destroy animals that get in the way of farming or building. And we remove them from their natural habitats and take them home as pets.

What can you do to help endangered animals? Learn as much as you can about them. The more you know, the more you can help. Make an effort to support zoos and wildlife groups. Many zoos breed endangered animals, helping to ensure that they will continue to live on. Contribute to groups, such as the National Wildlife Federation and the Sierra Club, that work hard to protect animals. You can also be a smart shopper and never buy a pet that has been raised in the wilderness.

The world is made up of many living things, and each thing is dependent on the others to survive. If we allow even one species on Earth to become extinct, it has an impact on other living things and changes our world. When we mention any endangered wild animals, let's hope that we never again have to say, "Gone forever."

Question:

In about 120 words, summarise the causes of extinction for some animals.

ROUGH COPY

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FAIR COPY

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