

Metropolitan University, Sylhet
Midterm Examination, Summer 2020
CSE 49th, 50th, 51st Batches
Course:: GED- 115: English Language 2

Total Marks: 30

Read the following passage and answer question 1 and 2:

Why Zoos are Good
Scientist David Hone makes the case for zoos

In my view, it is perfectly possible for many species of animals living in zoos or wildlife parks to have a quality of life as high as, or higher than, in the wild. Animals in good zoos get a varied and high-quality diet with all the supplements required, and any illnesses they might have will be treated. Their movement might be somewhat restricted, but they have a safe environment in which to live, and they are spared bullying and social ostracism by others of their kind. They do not suffer from the threat or stress of predators, or the irritation and pain of parasites or injuries. The average captive animal will have a greater life expectancy compared with its wild counterpart, and will not die of drought, of starvation or in the jaws of a predator. A lot of very nasty things happen to truly 'wild' animals that simply don't happen in good zoos, and to view a life that is 'free' as one that is automatically 'good' is, I think, an error. Furthermore, zoos serve several key purposes.

Firstly, zoos aid conservation. Colossal numbers of species are becoming extinct across the world, and many more are increasingly threatened and therefore risk extinction. Moreover, some of these collapses have been sudden, dramatic and unexpected, or were simply discovered very late in the day. A species protected in captivity can be bred up to provide a reservoir population against a population crash or extinction in the wild. A good number of species only exist in captivity, with many of these living in zoos. Still more only exist in the wild because they have been reintroduced from zoos, or have wild populations that have been boosted by captive bred animals. Without these efforts there would be fewer species alive today. Although reintroduction successes are few and far between, the numbers are increasing, and the very fact that species have been saved or reintroduced as a result of captive breeding proves the value of such initiatives.

Zoos also provide education. Many children and adults, especially those in cities,

will never see a wild animal beyond a fox or pigeon. While it is true that television documentaries are becoming ever more detailed and impressive, and many natural history specimens are on display in museums, there really is nothing to compare with seeing a living creature in the flesh, hearing it, smelling it, watching what it does and having the time to absorb details. That alone will bring a greater understanding and perspective to many, and hopefully give them a greater appreciation for wildlife, conservation efforts and how they can contribute.

In addition to this, there is also the education that can take place in zoos through signs, talks and presentations which directly communicate information to visitors about the animals they are seeing and their place in the world. This was an area where zoos used to be lacking, but they are now increasingly sophisticated in their communication and outreach work. Many zoos also work directly to educate conservation workers in other countries, or send their animal keepers abroad to contribute their knowledge and skills to those working in zoos and reserves, thereby helping to improve conditions and reintroductions all over the world.

Zoos also play a key role in research. If we are to save wild species and restore and repair ecosystems we need to know about how key species live, act and react. Being able to undertake research on animals in zoos where there is less risk and fewer variables means real changes can be effected on wild populations. Finding out about, for example, the oestrus cycle of an animal or its breeding rate helps us manage wild populations. Procedures such as capturing and moving at-risk or dangerous individuals are bolstered by knowledge gained in zoos about doses for anaesthetics, and by experience in handling and transporting animals. This can make a real difference to conservation efforts and to the reduction of human-animal conflicts, and can provide a knowledge base for helping with the increasing threats of habitat destruction and other problems.

1. Answer the questions. DO NOT write MORE THAN 1 SENTENCE for each answer. (Marks: 1.5x5=7.5)

- a) Why does the author say that the "free" life of wild animals is not necessarily better than that of the zoo animals?
- b) How do zoos save endangered species from extinction?
- c) Why do some zoos send their animal keepers to other countries?
- d) How are people taught about animals in zoos?
- e) How do zoos help learn the processes of capturing and transporting dangerous

and in-danger animals?

2. On your answer sheet, write: (Marks 5)

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- a) Animals in zoos do not have enough food as they do in the wild.
- b) Some species have been saved from extinction through reintroduction from zoos.
- c) People are motivated by high quality TV wildlife documentaries to come to zoos.
- d) Zoos have always had great facilities for transmitting information about animals to the public.
- e) Studying animals in zoos is less stressful for researchers than studying them in the wild.

3. Give one example of each of the five types of conditionals (zero, first, second, third, and mixed conditionals). (Marks: 1.5=7.5)

4. Give one example of subjunctive with each of the following structures: (Marks: 1x3=3)

"that it do," "that it not do," "that it be"

5. Describe a holiday on which you visited somewhere and enjoyed yourself. Write at least 200 words. (Marks 7)