



# The Natural World

Multiple choice: observing nature | Cambridge IGCSE ESL 0510/0511

## 1. Lead-in discussion

Talk with a partner before you read.

1. Would you wake up early to listen to birdsong?
2. What can people learn by observing nature quietly?
3. Why might local wildlife be easy to overlook?
4. Should young people take part in nature surveys?

### Exercise 4 at a glance

Read one longer text and answer six multiple-choice questions. Choose A, B or C. The correct answer may depend on attitude, purpose or a detail across a whole paragraph, not just one matching word.

## 2. Read for overall understanding

Read the article. What did Leo learn from the dawn chorus walk?

### Joining a dawn chorus walk

by Leo Evans

When my biology teacher invited us on a dawn chorus walk, I nearly refused. Meeting at 5 a.m. sounded ridiculous, especially for birds I thought I could hear any afternoon. My friend persuaded me by saying we could get breakfast afterwards. I arrived half asleep, carrying a notebook and expecting a cold, silent hour. Instead, the guide asked us to stand still in the park entrance and listen before we started walking.

At first, I heard only a general mixture of sound. The guide helped us separate layers: a blackbird's clear notes from a rooftop, a robin repeating phrases near the path and gulls calling from the direction of the river. I was surprised that she did not identify everything immediately. She sometimes paused, listened again and changed her mind. That made the activity feel more honest. Observation was not magic knowledge; it was attention and practice.

As the light increased, we moved towards a small area of trees beside a busy road. I had walked past it hundreds of times without noticing anything special. The guide explained that small urban green spaces can still support insects, nesting birds and shelter for wildlife moving between larger parks. Traffic noise made listening harder, but it also made the birdsong seem more determined. The natural world was not somewhere far away; it was happening beside the bus stop.

We recorded the birds we could identify and sent the list to a local survey project. I expected the data to be unimportant because we were beginners. The guide said beginner records still help if they are careful and honest about uncertainty. It is better to write 'unknown bird heard near pond' than to guess a rare species. That advice reminded me of science lessons: good information includes what you do not know.

By the time we finished, I was tired but awake in a different way. I had not become a bird expert in one morning, and I still forgot some calls by lunchtime. But the walk changed the park for me. Now, when I pass those trees, I notice pauses, repeated sounds and movement in branches. Nature had not suddenly appeared. I had simply learned how much I had been missing.

### 3. Strategy focus

#### Check the strength of the claim

Some wrong options exaggerate the change in the writer. Choose the answer that matches the text without making it too strong.

### 4. Exam-style multiple-choice questions

For each question, choose the correct answer, A, B or C.

#### Question 1

Why was Leo reluctant to join the walk?

- A He thought the early start was unnecessary.
- B He disliked biology lessons.
- C He had already completed a bird survey.

#### Question 2

What surprised Leo about the guide?

- A She identified every sound immediately.
- B She listened carefully and sometimes changed her mind.
- C She refused to name common birds.

#### Question 3

What did Leo realise near the busy road?

- A Birdsong disappears when traffic is nearby.
- B Wildlife survives only in large parks.
- C Ordinary urban spaces can support wildlife.

#### Question 4

Why were beginner records still useful?

- A They were treated as rare species reports.
- B They could help if they were careful about uncertainty.
- C They replaced expert surveys completely.

#### Question 5

What did the survey advice remind Leo of?

- A Good information includes what you do not know.
- B Guessing confidently is useful in science.
- C Science lessons avoid local nature.

#### Question 6

How did the walk change Leo?

- A He became an expert by lunchtime.
- B He now avoids walking near the bus stop.
- C He notices local nature more carefully.

### 5. Follow-up tasks

1. Discussion: What natural sounds or signs do people miss in your area?
2. Strategy: Check whether an option exaggerates what the writer learned.
3. Writing: Write a short description of a familiar place after observing it carefully.
4. Vocabulary: Circle words and phrases connected to wildlife, observation and landscapes.

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Multiple choice: observing nature

## 2. Read for overall understanding

Suggested answer: He learned that careful listening can make ordinary local nature feel more detailed and valuable.

## 4. Exam-style multiple-choice questions

1. A; 2. B; 3. C; 4. B; 5. A; 6. C

1. A - He thought meeting at 5 a.m. was ridiculous for birds he could hear later.

2. B - She pauses, listens again and changes her mind.

3. C - The guide explains the value of small urban green spaces.

4. B - The guide says beginner records help if careful and honest.

5. A - He connects honest uncertainty to science lessons.

6. C - He notices sounds and movement he had missed before.