Reading, Writing
& Critical Thinking

# UNLOCK

3

THIRD EDITION

STUDENT'S BOOK
WITH DIGITAL PACK



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# MAP OF THE BOOK

| UNIT | VIDEO | READING | VOCABULARY | |
|---|---|---|---|---|
| **1 ANIMALS**<br>Reading 1: Endangered species (Ecology / Zoology)<br>Reading 2: Losing the battle for survival (Ecology / Zoology) | Great egret and dolphin fishing | ***Key reading skill:***<br>Reading for main ideas in academic texts<br>***Additional skills:***<br>Understanding key vocabulary<br>Using your knowledge<br>Reading for detail<br>Working out meaning from context<br>Understanding facts and figures<br>Synthesizing | Academic verbs | |
| **2 THE ENVIRONMENT**<br>Reading 1: Our changing planet (Environmental science / Natural science)<br>Reading 2: The causes and effects of deforestation (Environmental science / Natural science) | Colorado River, Grand Canyon, Yosemite | ***Key reading skills:***<br>Reading for detail<br>Identifying purpose and audience<br>***Additional skills:***<br>Understanding key vocabulary<br>Predicting content using visuals<br>Previewing<br>Reading for main ideas<br>Scanning to find information<br>Summarizing<br>Making inferences<br>Synthesizing | Academic vocabulary<br>Environment collocations | |
| **3 TRANSPORT**<br>Reading 1: Urban transport: problems and solutions (Transport management / Urban planning)<br>Reading 2: An essay about traffic congestion (Transport management / Urban planning) | Cambodia's bamboo railway | ***Key reading skill:***<br>Predicting content using visuals<br>***Additional skills:***<br>Understanding key vocabulary<br>Reading for main ideas<br>Reading for detail<br>Making inferences<br>Synthesizing | Transport collocations<br>Synonyms for verbs | |
| **4 CUSTOMS AND TRADITIONS**<br>Reading 1: Customs around the world (Cultural studies / Sociology)<br>Reading 2: Protecting our intangible cultural heritage (Cultural studies / Sociology / Anthropology) | South Korean Coming of Age Day | ***Key reading skills:***<br>Annotating a text<br>Previewing a text<br>***Additional skills:***<br>Understanding key vocabulary<br>Using your knowledge<br>Reading for main ideas<br>Reading for detail<br>Making inferences<br>Synthesizing | Synonyms to avoid repetition | |

| | GRAMMAR | CRITICAL THINKING | WRITING |
|---|---|---|---|
| | Comparative adjectives<br>***Grammar for writing:***<br>Word order<br>Combining sentences with *and*, *or*, *but*, *whereas*, *both*, *neither* | Comparing and contrasting facts | ***Academic writing skill:***<br>Writing topic sentences<br>***Writing task:***<br>Complete a comparison-and-contrast essay. |
| | ***Grammar for writing:***<br>Signals of cause and effect<br>*Because* and *because of* | Analyzing cause and effect | ***Academic writing skills:***<br>Understanding paragraph unity<br>Writing supporting sentences and details<br>Giving examples<br>***Writing task:***<br>Complete a cause-and-effect essay. |
| | Making suggestions<br>***Grammar for writing:***<br>First conditional<br>*If … not* and *unless* | Evaluating solutions to a problem | ***Academic writing skill:***<br>Writing a concluding sentence<br>***Writing task:***<br>Complete a problem–solution essay. |
| | Avoiding absolute statements<br>Adverbs of frequency to avoid absolute statements<br>***Grammar for writing:***<br>Paraphrasing | Responding to an author's ideas | ***Academic writing skill:***<br>Writing a summary and a personal response<br>***Writing task:***<br>Write a summary paragraph and a response paragraph. |

| UNIT | VIDEO | READING | VOCABULARY | |
|---|---|---|---|---|
| **5 HEALTH AND FITNESS**<br>Reading 1: An article about exercise and keeping fit (Health science)<br>Reading 2: An essay about whose responsibility it is to fight obesity (Nutrition) | The benefits of drinking coffee | ***Key reading skill:***<br>Making inferences<br>***Additional skills:***<br>Understanding key vocabulary<br>Predicting content using visuals<br>Using your knowledge<br>Skimming<br>Reading for main ideas<br>Reading for detail<br>Taking notes<br>Synthesizing | Health and fitness collocations | |
| **6 DISCOVERY AND INVENTION**<br>Reading 1: The magic of mimicry (Mechanical engineering / Industrial design)<br>Reading 2: Deepfakes – benefit or threat? (Mechanical engineering / Industrial design) | Nuclear fusion | ***Key reading skill:***<br>Scanning to find information<br>***Additional skills:***<br>Understanding key vocabulary<br>Using your knowledge<br>Reading for main ideas<br>Annotating<br>Making inferences<br>Reading for detail<br>Synthesizing | Prefixes | |
| **7 FASHION**<br>Reading 1:Thrifting goes global (Fashion design / Retail management / Business)<br>Reading 2: Offshore production (Fashion design / Retail management / Business) | Savile Row's first female Master Tailor | ***Key reading skill:***<br>Distinguishing fact from opinion<br>***Additional skills:***<br>Understanding key vocabulary<br>Using your knowledge<br>Reading for main ideas<br>Reading for detail<br>Making inferences<br>Scanning to find information<br>Synthesizing | Vocabulary for the fashion business | |
| **8 ECONOMICS**<br>Reading 1: How should you invest your money? (Business / Economics)<br>Reading 2: What has happened to the dream of a better life? (Economics) | Economic indicators | ***Key reading skill:***<br>Skimming for general ideas<br>***Additional skills:***<br>Understanding key vocabulary<br>Using your knowledge<br>Reading for main ideas<br>Reading for detail<br>Making inferences<br>Annotating<br>Synthesizing | Vocabulary for economics and economic trends | |

| | GRAMMAR | CRITICAL THINKING | WRITING |
|---|---|---|---|
| | Verb and noun forms<br>***Grammar for writing:***<br>Stating opinions<br>Stating a purpose<br>Linking contrasting sentences | Supporting an argument | ***Academic writing skill:***<br>Structuring an essay (introductory, body and concluding paragraphs)<br>***Writing task:***<br>Write a balanced opinion essay. |
| | Making predictions with modals and adverbs of certainty<br>***Grammar for writing:***<br>Relative clauses<br>Nouns with dependent prepositions: advantages and disadvantages | Analyzing advantages and disadvantages | ***Academic writing skill:***<br>Writing an introductory paragraph (hook, background information, thesis statement)<br>***Writing task:***<br>Write an explanatory essay. |
| | ***Grammar for writing:***<br>Multi-word prepositions to combine information | Identifying strong arguments | ***Academic writing skills:***<br>Using body paragraphs in argument counter-argument essays<br>Using counter-arguments<br>Using cohesion<br>***Writing task:***<br>Write an argument counter-argument essay. |
| | ***Grammar for writing:***<br>Describing graphs using noun and verb phrases<br>Prepositions and conjunctions to add data<br>Using approximations | Understanding and interpreting line graphs | ***Academic writing skills:***<br>Writing a description of a graph that shows change<br>Writing a concluding paragraph<br>***Writing task:***<br>Write an analysis essay. |

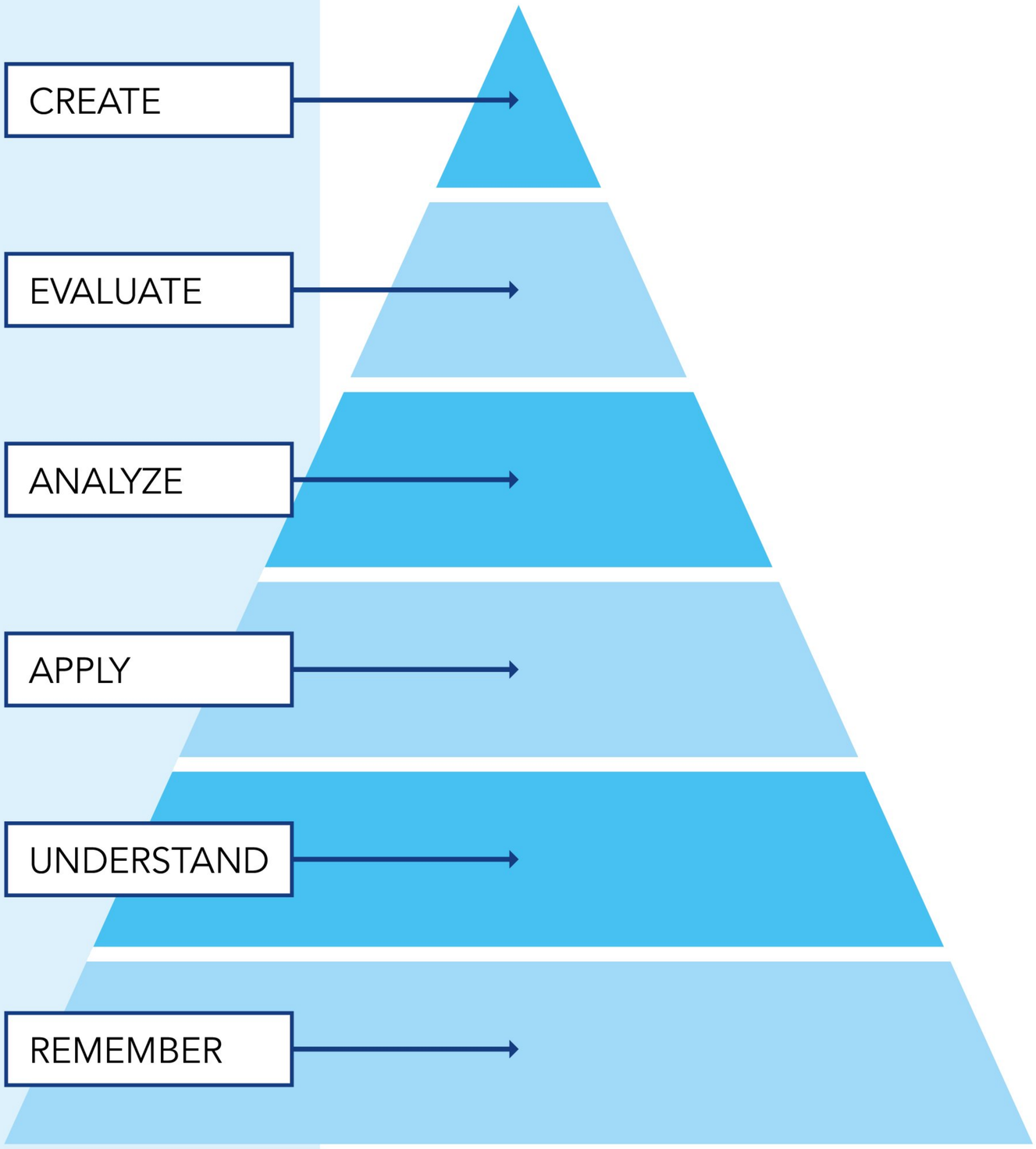
# YOUR GUIDE TO UNLOCK

## UNLOCK YOUR ACADEMIC POTENTIAL

*Unlock Third Edition* is a six-level, academic-light English course created to build the skills and language students need for their studies (CEFR Pre-A1 to C1). It develops students' ability to think critically in an academic context right from the start of their language learning. Every level has inspiring videos on a range of academic topics.

## CRITICAL THINKING

*Unlock Third Edition* includes the right mix of lower- and higher-order thinking skills development in every unit, with clear learning objectives. Students are better prepared for their academic studies and have the confidence to apply the critical thinking skills they have developed. Critical thinking in *Unlock Third Edition*:




- is **informed** by a range of academic research from Bloom in the 1950s, to Krathwohl and Anderson in the 2000s, to more recent considerations relating to 21st Century Skills
- has a **refined** syllabus with a better mix of higher- and lower-order critical thinking skills
- is **measurable**, with objectives and self-evaluation so students can track their critical thinking progress
- is **transparent** so teachers and students know when and why they're developing critical thinking skills
- is **supported** with professional development material for teachers so teachers can teach with confidence

## TEACHER RESOURCES

We've carried out research with teachers across the world to understand their needs and how we can better meet them with *Unlock*. All teacher resources can be accessed on our learning platform, Cambridge One cambridge.org/one.

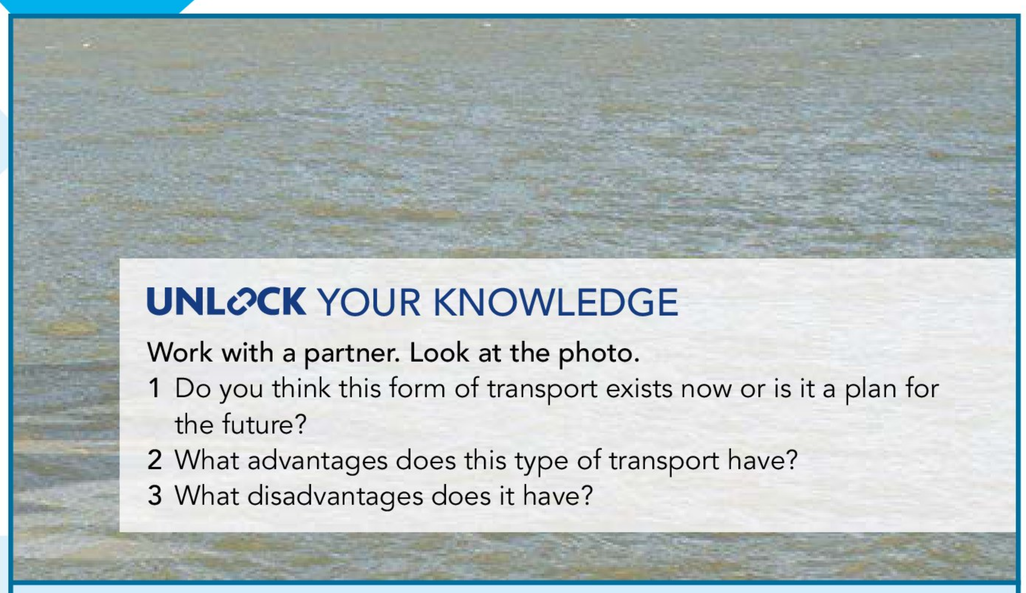
- Fully interactive presentation software, **Presentation Plus**, with pop-up activities to type or automatically display answers.
- Downloadable **Model Answer Booklet** with model answers for all end-of-unit productive activities and example answers for all 'Answers may vary' activity types in the Student's Book.
- **Variations of unit tests, mid- and end-of-course tests** give teachers options when assessing student understanding and progress.
- **Teacher Manual and Development Pack** supports your teaching with flexible lesson plans with timings for every unit.
- **Digital Workbook with videos** to assign additional practice for your students whenever you see this symbol UNLOCK DIGITAL WORKBOOK

## RESEARCH

*Unlock Third Edition* is informed by consulting with a global advisory panel and comprehensive review of the material so you can be assured of the quality of every lesson.

- **extensive market research** with teachers and students to fully understand their needs throughout the course's development
- consulting **academic research** into critical thinking
- refined vocabulary syllabus using our **exclusive Corpus research**

# HOW UNLOCK WORKS



## UNLOCK YOUR KNOWLEDGE

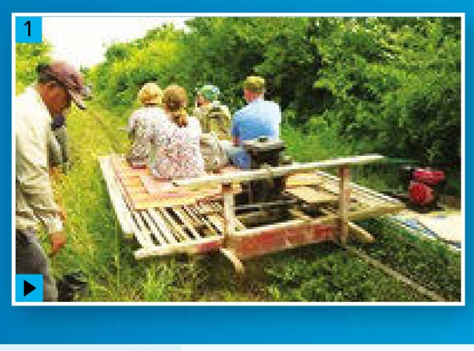
**Work with a partner. Look at the photo.**

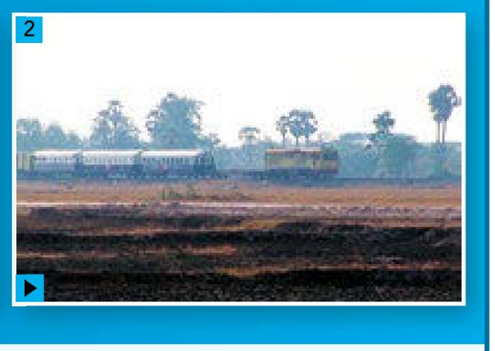
1 Do you think this form of transport exists now or is it a plan for the future?
2 What advantages does this type of transport have?
3 What disadvantages does it have?

### Unlock your knowledge

Encourages discussion around the themes of the unit with inspiration from interesting questions and striking images.

## WATCH AND LISTEN





ACTIVATING YOUR KNOWLEDGE

### PREPARING TO WATCH

**1** You are going to watch a video about trains. Before you watch, work with a partner and discuss the questions.

### Watch and listen

Features an engaging and motivating video which generates interest in the topic and develops listening skills.

# READING

## READING 1







### PREPARING TO READ

### Reading 1

Offers students the opportunity to develop the reading skills required to process academic texts, and presents and practises the vocabulary needed to comprehend the text itself.

## READING 2

### PREPARING TO READ

UNDERSTANDING KEY VOCABULARY

**1** Read the definitions and complete the sentences with the correct form of the words in bold.

**cycle** (v) to travel by bicycle
**emergency** (n) an unexpected situation which requires immediate action
**engineering** (n) the activity of designing and building things like bridges, roads, machines, etc.
**fuel** (n) a substance like gas or coal which produces energy when it is burned
**government** (n) the group of people that controls a country or city and makes decisions about laws, taxes, education, etc.
**practical** (adj) useful; suitable for the situation it is being used for
**vehicle** (n) any machine which travels on roads, such as cars,

### Reading 2

Provides a different angle on the topic and serves as a model text for the writing task.

## LANGUAGE DEVELOPMENT

### TRANSPORT COLLOCATIONS

**1** Match the words to make collocations about transport.

| | |
|---|---|
| 1 traffic | a transport |
| 2 public | b restrictions |
| 3 cycle | c congestion |
| 4 rush | d lane |
| 5 car | e share |
| 6 fuel | f duty |
| 7 parking | g hour |

**2** Complete the sentences with collocations from Exercise 1.

1 _____ is usually from eight to nine in the morning, and then again from four in the afternoon to seven in the evening.
2 At the weekend, because of _____, you can't leave your car there.

### Language development

Consolidates and expands on the language presented in preparation for the writing task.




a serious problem in cities worldwide.
many **vehicles** competing for too
oany TomTom, which does research
rldwide, estimated that in 2015 the
vasted 100 hours during the evening
ddition to wasting people's time,
ny other negative effects. Therefore,
where are working hard to find
blem.
iative effects on drivers, cities and

**4** Other, more creative, solutions to the congestion problem are to increase the tax on fuel or to make people pay to travel in the centre of a city or on a motorway. If governments increase the cost of driving, people will think more carefully about using their cars. However, taxing fuel and roads may mean that some people cannot afford to drive their cars, and they may have to give up their jobs. Also, governments may not want to increase the fuel tax too much if the tax is unpopular with voters.

### QR codes

Allows students to easily access the audio of the reading passages.

# WRITING

## CRITICAL THINKING

At the end of this unit, you will write two paragraphs about possible solutions to a problem. Look at this unit's writing task below.

Discuss the advantages and disadvantages of two solutions to a city's traffic congestion problems.

SKILLS

### Evaluating solutions to a problem

Sometimes there is more than one solution to a problem. When that is the case, you should evaluate each of the different solutions and decide which is the best. To do this, you will need to consider the points for and against each solution. For this topic, these might include how cheap, fast, convenient or popular it is.

UNDERSTAND

**1** Work with a partner. Look back at Reading 2. Then, choose three of the possible solutions which are mentioned and complete the table.

### Critical thinking

Develops the lower- and higher-order thinking skills required for the writing task.

## GRAMMAR FOR WRITING

### FIRST CONDITIONAL

GRAMMAR

First conditionals can be used to make predictions. You can use predictions to persuade or negotiate.

**idea/action**: The council creates a park-and-ride scheme.

**consequence**: The city can reduce pollution.

*__If__ the council creates a park-and-ride scheme, the city __will be able to__ reduce pollution.*
*The city __will be able to__ reduce pollution __if__ the council creates a park-and-ride scheme.*

Notice:

- The idea/action clause begins with *if*.
- The consequence clause uses *will*.
- *Can* changes to *be able to* in the consequence clause.
- Either the idea clause or the consequence clause can come first. If the idea clause comes first, put a comma after it.

### Grammar for writing

Presents and practises grammatical structures and features needed for the writing task.

## ACADEMIC WRITING SKILLS

### WRITING A CONCLUDING SENTENCE

SKILLS

Some paragraphs have a concluding sentence. Usually, this sentence reminds the reader of the topic sentence. It can do this by restating the main idea, but with different words. It can also summarize the main points of the paragraph. Writers often add a concluding comment, such as their opinion or a prediction. Compare these topic and concluding sentences:

Topic sentence: *Traffic jams have negative effects on drivers, cities and the environment.*

Concluding sentence: *Taken together, all these effects have a serious negative impact on the quality of people's lives.*

**1** Read the paragraphs. Then, circle the best concluding sentence (a–c) for each one.

### Academic writing skills

Practises all the writing skills needed for the writing task.

## WRITING TASK

Discuss the advantages and disadvantages of two solutions to a city's traffic congestion problems.

### PLAN

**1** Look at the table you created in Exercise 3 in the Critical thinking section and complete the outline.

Solution 1: _____
Advantages: _____
_____
Disadvantages: _____
_____
Solution 2: _____
Advantages: _____
_____
Disadvantages: _____
_____

### Writing task

Uses the skills and language learned throughout the unit to support students in drafting, producing and editing a piece of academic writing. This is the unit's main learning objective.

## OBJECTIVES REVIEW

**1** Check your learning objectives for this unit. Write *3*, *2* or *1* for each objective.

3 = very well  2 = well  1 = not so well

***I can …***

watch and understand a video about Cambodia's bamboo railway. ____
predict content using visuals. ____
evaluate solutions to a problem. ____
make suggestions. ____
use the first conditional. ____
use *if … not* and *unless*. ____

### Objectives review

Allows students to evaluate how well they have mastered the skills covered in the unit.

## WORDLIST

| | | |
|---|---|---|
| access (n) | destination (n) | public transport (n) |
| attempt (v) | emergency (n) | reduce (v) |
| commuter (n) | engineering (n) | remain (v) |
| connect (v) | fuel (n) | require (v) |
| consider (v) | government (n) | resident (n) |
| create (v) | outskirts (n) | traffic congestion (n) |
| cycle (v) | practical (adj) | vehicle (n) |
| demonstrate (v) | prevent (v) | |

= high-frequency words in the Cambridge Academic Corpus

### Wordlist

Lists the key vocabulary from the unit. The most frequent words used at this level in an academic context are highlighted with this icon

# COMPONENTS

*Unlock* offers 70–90 hours per Student's Book, which is extendable with the Digital Pack, and other additional activities in the Teacher's Manual and Development Pack.

*Unlock* is a paired-skills course with two separate Student's Books per level. For levels 1–5 (CEFR A1 – C1), these are ***Reading, Writing and Critical Thinking*** and ***Listening, Speaking and Critical Thinking***. They share the same unit topics so you have access to a wide range of material at each level. Each Student's Book includes access to the Digital Pack.

*Unlock Basic* has been developed for pre-A1 learners. ***Unlock Basic Skills*** integrates reading, writing, listening, speaking and critical thinking in one book to provide students with an effective and manageable learning experience. ***Unlock Basic Literacy*** develops and builds confidence in literacy. The Basic books also share the same unit topics and so can be used together or separately, and ***Unlock Basic Literacy*** can be used for self-study.

## STUDENT COMPONENTS

All material in the Student's Digital Pack (Levels 1–5) can be accessed on Cambridge One, our learning platform using the unique code printed on the inside front cover of the Student's Book.

| Resource | Description |
|---|---|
| **Student's Book with Digital Pack** | • 8 units per level (Levels 1–4); 10 units (Level 5)<br>• QR codes for students to easily access the Class Audio<br>• Levels 1–5 includes access to the Digital Pack:<br>– Interactive eBook with videos<br>– Digital Workbook<br>– Downloadable audio for listening activities and pronunciation (Listening and Speaking strand)<br>– Downloadable audio for reading passages (Reading and Writing strand)<br>• *Unlock Basic Skills* comes with downloadable audio and video (11 units)<br>• *Unlock Basic Literacy* comes with downloadable audio (11 units) |
| **Interactive eBook with videos** | • Levels 1–5<br>• Digital version of the Student's Book with auto-graded activities<br>• Student's Book videos for students to watch on their own |
| **Digital Workbook with videos** | • Levels 1–5<br>• Extension activities to further practise the language and skills learned<br>• Additional video comprehension and extension activities that are different from the activities in the Student's Book. |

## TEACHER COMPONENTS

All teacher components can be accessed on Cambridge One, our learning platform. Teachers can access the Digital Workbook with videos by creating an account. To access the Teacher's Resources and Presentation Plus, please request an access code from your local Cambridge representative.

| Resource | Description |
|---|---|
| **Audio** | • Downloadable audio for listening activities and pronunciation (Listening and Speaking strand)<br>• Downloadable audio for reading passages (Reading and Writing strand) |
| **Teacher's Manual and Development Pack** | • Flexible lesson plans with timings, lesson objectives and lesson observation templates<br>• Downloadable Model Answer Booklet with model and example answers for productive skills<br>• Supplementary classroom materials for Levels 1–4<br>• Common student errors<br>• *Developing critical thinking skills in your students*, a teacher development material with clear objectives, in-practice activities and opportunities for review and self-evaluation. |
| **Teacher Development Resources** | Additional materials which can be used for professional development:<br>• Peer-to-peer training workshop materials with PowerPoint presentations<br>• In-session worksheets, trainer's notes<br>• Pre- and post- workshop quizzes |
| **Presentation Plus** | • Fully interactive presentation software, with pop-up activities to type or automatically display answers<br>• Embedded audio and video for easy access to play in class |
| **Tests** | • Unit, mid- and end-of-course tests for the assessment of student understanding and progress |

## TEACHING WITH UNLOCK THIRD EDITION

This online training course gives you a thorough knowledge of how *Unlock* works, what it includes and acquaints teachers with the methodological principles behind the course.

UNIT 1

# ANIMALS

## LEARNING OBJECTIVES

### Watch and listen

Watch and understand a video about great egret and dolphin fishing teamwork.

### Reading skill

Read for main ideas in academic texts.

### Critical thinking

Compare and contrast facts.

### Grammar

Use comparative adjectives; use correct word order; combine sentences with *and*, *or*, *but*, *whereas*, *both*, *neither*.

### Academic writing skill

Write topic sentences.

### Writing task

Complete a comparison-and-contrast essay.

## UNLOCK YOUR KNOWLEDGE

Work with a partner. Look at the photo. Discuss the questions.

1 Are there many wild animals in your country? Give some examples.

2 Would you like to see animals like this one? Where can you see them?

3 There are not as many orangutans as in the past. Why not?

4 Do you think zoos are important? Why / Why not?

# WATCH AND LISTEN







ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

## PREPARING TO WATCH

**1** You are going to watch a video about dolphins and egrets. Before you watch, work with a partner and discuss the questions.

1 What do you know about dolphins? Where do they live and what do they eat?
2 What do birds eat? How do they get their food?

**2** Work with a partner. Look at the photos from the video and discuss the questions.

1 Why and when might dolphins come onto land?
2 Why do you think dolphins live in groups, rather than alone?
3 What do the dolphins and the birds have in common?

## GLOSSARY

**marsh** (n) an area of soft, wet land

**egret** (n) a large white bird with long legs which lives near water

**surface** (n) the top part or layer of something

**mud bank** (n) sloping raised land made of wet earth, especially along the sides of a river

**shore** (n) the land beside an ocean, a lake or a river

**depend on** (phr v) to need the help of someone or something in order to exist or continue as before







## WHILE WATCHING

UNDERSTANDING MAIN IDEAS

**3** ▶ **Watch the video. Number the sentences (a–e) in order (1–5).**

**a** Young dolphins and egrets learn how to fish from their parents. _____

**b** Dolphins and egrets live together in the marshes of South Carolina. _____

**c** The dolphins' fishing is the only way some egrets get food. _____

**d** The egrets watch the dolphins in the water carefully. _____

**e** The dolphins push the fish onto land. _____

UNDERSTANDING DETAIL

**4** ▶ **Watch again. Write *T* (true), *F* (false) or *DNS* (does not say) next to the statements below. Then correct the false statements.**

_____ 1 The egrets are experts on the dolphins' behaviour.

_____

_____ 2 The dolphins push the egrets onto the shore.

_____

_____ 3 When the fish are in the water, the dolphins start eating.

_____

_____ 4 The dolphins always use their left sides to push the fish.

_____

_____ 5 Some of the birds do not eat fish.

_____

## DISCUSSION

**5 Work in small groups. Discuss the questions. Then, compare your answers with another group.**

1 What other animals work together and help each other?
2 Why would two different animals work together?
3 What animals do humans work with? Why?

# READING

## READING 1

### PREPARING TO READ

UNDERSTANDING KEY VOCABULARY

**1** Read the definitions and complete the sentences with the correct form of the words in bold.

**chemical** (n) a man-made or natural solid, liquid or gas made by changing atoms
**destroy** (v) to damage something very badly; to cause it to not exist
**due to** (prep) because of; as a result of
**endangered** (adj) (of plants and animals) that may disappear soon
**natural** (adj) as found in nature; not made or caused by people
**pollute** (v) to make the air, water or land dirty and unhealthy
**protect** (v) to keep something or someone safe from damage or injury
**species** (n) a group of plants or animals which are the same in some way

1 The black rhino is one of the most _____ animals in the world. There are only about 5,000 left today.
2 There are three _____ of bears in North America. They are the American black bear, the grizzly bear and the polar bear.
3 Dangerous _____ from factories can kill fish and other animals when they enter lakes and rivers.
4 Smoke from factories can _____ the air and hurt both humans and animals.
5 When new homes are built, it often _____ the areas where animals live.
6 Few people visited the zoo last week _____ the cold weather.
7 I don't like zoos. I prefer to see animals in their _____ environments.
8 Many organizations are working to _____ endangered animals by creating safe places for them to live.

USING YOUR KNOWLEDGE

**2** Look at the title and the first paragraph of the essay opposite and answer the question. What is the difference between an 'endangered' and an 'extinct' species? Then, complete the table on page 19 with the names of any endangered and extinct species you know.

**3** Read the essay. Then, complete the table on page 19 with the names of any other endangered animals mentioned in the essay.

| endangered species | extinct species |
| --- | --- |
| | |

# ENDANGERED SPECIES

**1** An **endangered species** is a group of animals or plants which could soon become extinct. Extinction happens when the last animal of the species has died out and there will be no more. Many species are nearly extinct and could disappear from the Earth very soon if we don't do anything to save them. There are many reasons why species become endangered, but most harm to species is **due to** human activities such as habitat destruction, hunting and overfishing.

**2** Habitat destruction is the main reason why animals become endangered. This happens in two ways. First, when humans move into a new area, they cut down trees to build houses and farms. This **destroys** the animals' habitat – the **natural** environment where plants or animals usually live – and leaves them without food. Animal habitats are also destroyed because of pollution. Dirty water from factories, which contains **chemicals**, ends up in rivers, and poisons used on farmland may even kill animals which live in the area.

**3** Endangered species are also the result of hunting and fishing. Animals such as the Arabian oryx are nearly extinct because of the high price of their meat. Other animals are killed for their fur, bones or skin – or just for sport. For example, some seal species are now almost extinct because they are killed for their fur to make coats. Tigers are shot to make medicine and tea from their bones, and crocodiles are caught to make bags and shoes. Large sea creatures like whales, tuna and sharks have all become endangered species because of overfishing – too many are caught to make special dishes that people like to eat, such as shark's fin soup or sushi.



Tiger

**4** What steps can individuals and governments take to **protect** more animal and plant species from becoming endangered? We should try not to **pollute** natural areas, and farmers or companies who destroy animal habitats should face a financial penalty. The public can help out by refusing to buy products made from animals' body parts, such as seal fur coats or crocodile bags. Governments can help, too, by making it against the law to hunt, fish or trade in endangered species. They can also provide funding for animal sanctuaries and zoos. These protect animals from extinction by breeding more endangered animals, which can later be released into the wild. If we all cooperate by taking these steps, we will protect our planet so that our children and their children can enjoy it, too.

## WHILE READING

SKILLS

### Reading for main ideas in academic texts

In academic texts, you can find the main idea of a paragraph in the *topic sentence*, which is often the first sentence. It tells the most important thought or message of the paragraph. The middle sentences develop and support the main idea. The paragraph may have a *concluding sentence* with a summary or final comment.

READING FOR MAIN IDEAS

**4** Read the essay again and write the paragraph number next to the main ideas.

a How hunting and overfishing endanger animals _____
b The definition of endangered and extinct species _____
c How governments and citizens can protect animals _____
d How humans destroy and pollute animal habitats _____

READING FOR DETAIL

**5** Work with a partner. Answer the questions.

1 According to the essay, what is the main cause of animal extinction and endangered species?

_____

2 How does pollution and cutting down trees cause problems for animals?

_____

3 What do people hunt animals for?

_____

4 Which large sea creatures are endangered because of overfishing?

_____

5 What can individuals do to protect animals from becoming endangered?

_____

6 What should governments invest in to get more animals back into the wild?

_____

## READING BETWEEN THE LINES

WORKING OUT MEANING FROM CONTEXT

**6** Read the last paragraph of the essay again and underline the words and phrases with the same meaning as the bold words.

1 Companies who destroy animal habitats should **pay a fine**.
2 You should help to protect animals by **choosing not to buy** fur.
3 We can make it **illegal** to hunt, fish or trade in endangered species.
4 Governments can **pay for** animal sanctuaries and zoos.
5 If we **work together** by **taking these actions**, we can protect our planet.

# POST READING

## DISCUSSION

**7** Work with a partner. Discuss the questions.

What are some examples of products which come from animals? Do you use any of these products?

## WRITING

**8** Write a short paragraph about a product you know that comes from an animal. Include the following information:

- What is the product? Describe it. How do people use this product?
- Do you think it is a good idea to produce this item? Why / Why not?

# READING 2

## PREPARING TO READ

UNDERSTANDING KEY VOCABULARY

**1** You are going to read a fact file about two species of squirrel and answer some questions. First, check the meaning of the words in bold in the questions.

1 Are these animals **common** in your country?
2 Which squirrel do you think is seen as a **major** pest? Why?
3 Which squirrel do you think was **introduced** to the UK from North America and which one is native to the UK?
4 Which squirrel do you think can **survive** best in difficult conditions?
5 Which squirrel do you think is more likely to survive a **disease** or a virus?
6 Some people say that it's **cruel** to destroy one species of animal to help the other survive. Why do you think that is?

**2** Work in pairs or groups. Read the fact file about squirrels and discuss the questions in Exercise 1.

**Red and grey squirrel fact file: similarities and differences**

Posted 10 May 12:35 pm

At first sight, the two species of squirrel are similar. They both have a long tail, which helps them balance when jumping from tree to tree, and the same large eyes, small ears and powerful back legs. In contrast, the two types of squirrel are different in body size and weight.

21 Say something …



**red squirrel**



**grey squirrel**

| | | |
|---|---|---|
| **head-and-body length** | 19–23 cm | 23–30 cm |
| **tail length** | 15–20 cm | 19–25 cm |
| **body weight** | 250–340 grams | 400–600 grams |
| **native to** | Europe and Asia | North America |
| **conservation status** | near threatened in England and Wales (population decreasing) | common (population increasing) |

## UNDERSTANDING FACTS AND FIGURES

**3** Read the fact file again. Complete the student summary with the correct numbers.

The red squirrel has a typical head-and-body length of approximately (1)_____ to (2)_____ cm, a tail length of (3)_____ to (4)_____ cm and a body weight of (5)_____ to (6)_____ grams. The grey squirrel is larger than the red squirrel. The head and body measure between (7)_____ and (8)_____ cm, and the tail is between (9)_____ and (10)_____ cm long. Adult grey squirrels are also heavier, weighing between (11)_____ and (12)_____ grams. This size allows them to store more fat and helps them to survive hard winters, which can be fatal to their smaller cousins.

# WHILE READING

## READING FOR MAIN IDEAS

**4** Work in groups of four students, A, B, C and D. Read the text according to your letter. In your notebook, take notes about the main ideas and details in your text. Check the meaning of any words you don't know.

### Student A

Invasive species are plants and animals which arrive in an area where they are not native, usually due to human activity. For example, a species of shellfish might attach itself to the outside of a ship travelling between countries and enter a new environment in this way. Invasive species are often able to grow quickly in their new homes because they have no natural enemies. As a result, they may replace or damage native plants and animals which live in the same environment. One example is the case of grey and red squirrels in the UK.

### Student B

Red squirrels used to be a **common** sight in British forests and countryside. Then, in the 1870s, the grey squirrel was **introduced** from North America because rich people thought the squirrels looked fashionable in the gardens of their large homes. Today, only about 140,000 red squirrels remain, mostly in Scotland. In contrast, grey squirrels are now extremely common and seen as **major** pests due to the damage they cause to plants and houses. While red squirrels are protected, grey squirrels can be legally trapped and destroyed.

### Student C

Three more differences explain why red squirrels have lost out in the competition with grey squirrels. First, red squirrels live high up in the trees, whereas grey squirrels spend most of their time on the ground. This means that any loss of forest habitat greatly affects the red squirrel population. Another reason is that grey squirrels are more intelligent and can adapt to new situations more easily than red squirrels. For example, they can survive in an urban environment because of their ability to use food provided by humans. A third problem for the red squirrel is **disease**. Both squirrels carry parapoxvirus. The virus does not seem to affect grey squirrels, but it is fatal to reds.

### Student D

In conclusion, there does not seem to be much that scientists can do to help red squirrels **survive** in Britain. Some politicians support destroying populations of grey squirrels, but many British people would contend that this is **cruel**. Red squirrels have been successfully reintroduced from other countries and they could be protected in places where there are no grey squirrels, such as the Isle of Wight. However, some people question whether Britain should protect red squirrels at all. Worldwide, they are not an endangered species. Considering the evidence, saving the red squirrel may be a waste of British government money. Government conservation funding should instead be spent on other endangered animals.

**5** Work in your group from Exercise 4. Use your notes to share the information from your text.

**6** Work in your group from Exercise 4. Look at questions 2–5 in Exercise 1 again and check your answers. Say which paragraph the answers are found in.

**7** Work in your group from Exercise 4. Use your notes to find and underline seven mistakes in the summary. Then write the correct words in the gaps.

READING FOR DETAIL

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

The article uses the example of the red and grey squirrel to explain what can happen when an invasive species competes with a native one. The grey squirrel was introduced to North America in the 19th century and has become very successful since then. Now there are fewer than 140,000 native grey squirrels left in the wild. The main reason why the grey squirrel is more successful is that it is thinner, so it is less affected by cold weather. Another reason is that red squirrels are able to live in cities. A further reason may be parapoxvirus, which kills grey squirrels. Even though many people regard the grey squirrel as a pet, few British people support destroying grey squirrels. Because red squirrels are endangered worldwide, perhaps they could be reintroduced to Britain.



SYNTHESIZING

## DISCUSSION

**8** **Work with a partner. Use ideas from Reading 1 and Reading 2 to answer the following questions.**

1 Which reasons in Reading 1 and Reading 2 explain why the red squirrel is an endangered species?
2 Are there any endangered species in your country? Why do you think they are endangered?
3 In your opinion, is it important to try to save British red squirrels? Why / Why not?
4 Are introduced animal or plant species a problem in your country? Why? Give examples.

# LANGUAGE DEVELOPMENT

## ACADEMIC VERBS

**1** **Read sentences 1–6 and choose the correct definition of the words in bold.**

1 A recent fire **damaged** or destroyed many of the city's buildings.
**a** made worse **b** decreased
2 Loss of forest habitat **affects** red squirrels much more than grey squirrels.
**a** stops; prevents **b** influences; causes a change in
3 When organizations **cooperate**, they can do more to help endangered animals.
**a** work together **b** succeed
4 If people continue to hunt tigers, it will be impossible for them to **survive**.
**a** continue to live **b** find food
5 Some governments **provide** land where animals can live safely.
**a** change **b** give
6 In many countries, farms have **replaced** wild, natural spaces where animals once lived.
**a** left empty **b** taken the place of

**2** **Work with a partner or small group. Answer the question.**

Imagine you are alone in a forest. What is the most important thing that you need to help you **survive**? A knife? A blanket? Explain your answer.

# COMPARATIVE ADJECTIVES

GRAMMAR

Use the comparative form of an adjective + *than* to compare two people or things.

| | |
|---|---|
| Add *-er* to one-syllable adjectives. If the adjective ends in *-e*, just add *-r*. | *The red squirrel is* ***smaller than*** *the grey squirrel.*<br>*The grey squirrel is* ***larger than*** *the red squirrel.* |
| If the adjective ends in one vowel and one consonant (but not *w*), double the last consonant and add *-er*. | *The grey squirrel is* ***bigger than*** *the red squirrel.* |
| Use *more/less* + adjective + *than* for most adjectives with two or more syllables. | *The grey squirrel is* ***more intelligent than*** *the red squirrel.*<br>*The red squirrel is* ***less common than*** *the grey squirrel.* |
| If an adjective with two syllables ends in *-y*, remove the *-y* and add *-ier*. | *The grey squirrel is* ***heavier than*** *the red squirrel.* |

**3** Pick three adjectives from the box. Use the comparative form + *than* to write sentences comparing two of the animals from the list below.

| | | | | |
|---|---|---|---|---|
| big | common | dangerous | endangered | |
| fast | heavy | intelligent | strong | |

| | | |
|---|---|---|
| alligators | gorillas | snakes |
| elephants | lions | whales |
| foxes | mice | |

Example: *Elephants are larger than mice.*

1 _____

2 _____

3 _____



# WRITING

## CRITICAL THINKING

At the end of this unit, you will write two comparison paragraphs. Look at this unit's writing task below.

Compare and contrast the two shark species in the diagram.

SKILLS

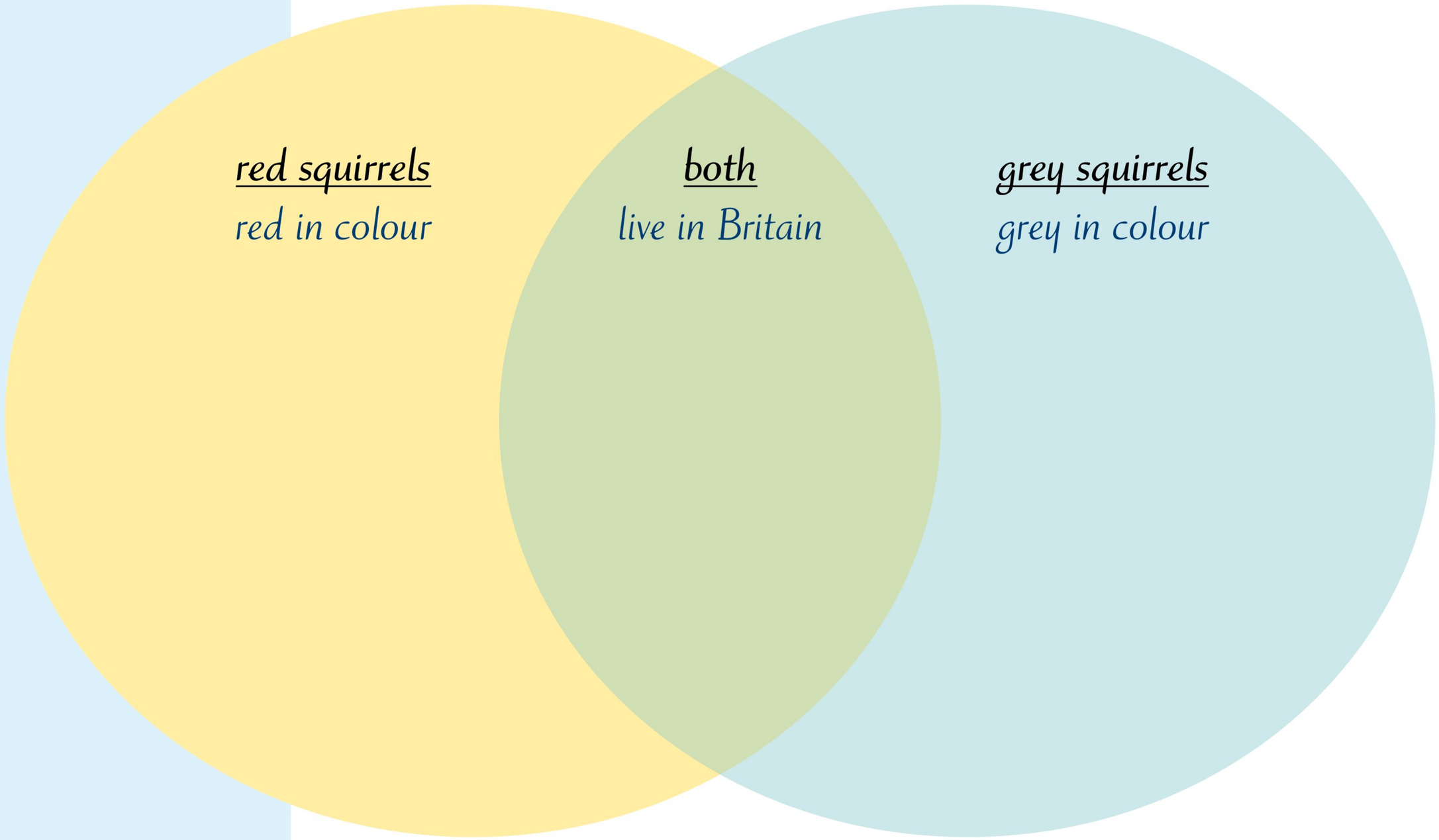
### Comparing and contrasting facts

Graphic organizers can be useful for making notes on similarities and differences. One type of graphic organizer is a Venn diagram. Venn diagrams consist of two or more circles which overlap (cover part of the same space).

In Exercise 1 below, the Venn diagram shows the similarities and differences between red and grey squirrels. The characteristics only of red squirrels are listed on the left side of the diagram. The characteristics only of grey squirrels are listed on the right. The similarities between the two species are listed in the centre, where the circles overlap.

ANALYZE

**1** Use the summary from Exercise 3 on page 22. Complete the Venn diagram with the similarities and differences between red and grey squirrels.




**2** Work with a partner. Compare your answers and make any changes to your Venn diagram.

**3** Look at the diagram of the two species of shark and read the information boxes in Exercise 4 below. Then, write a sentence for each feature to explain how the sharks are similar or different.

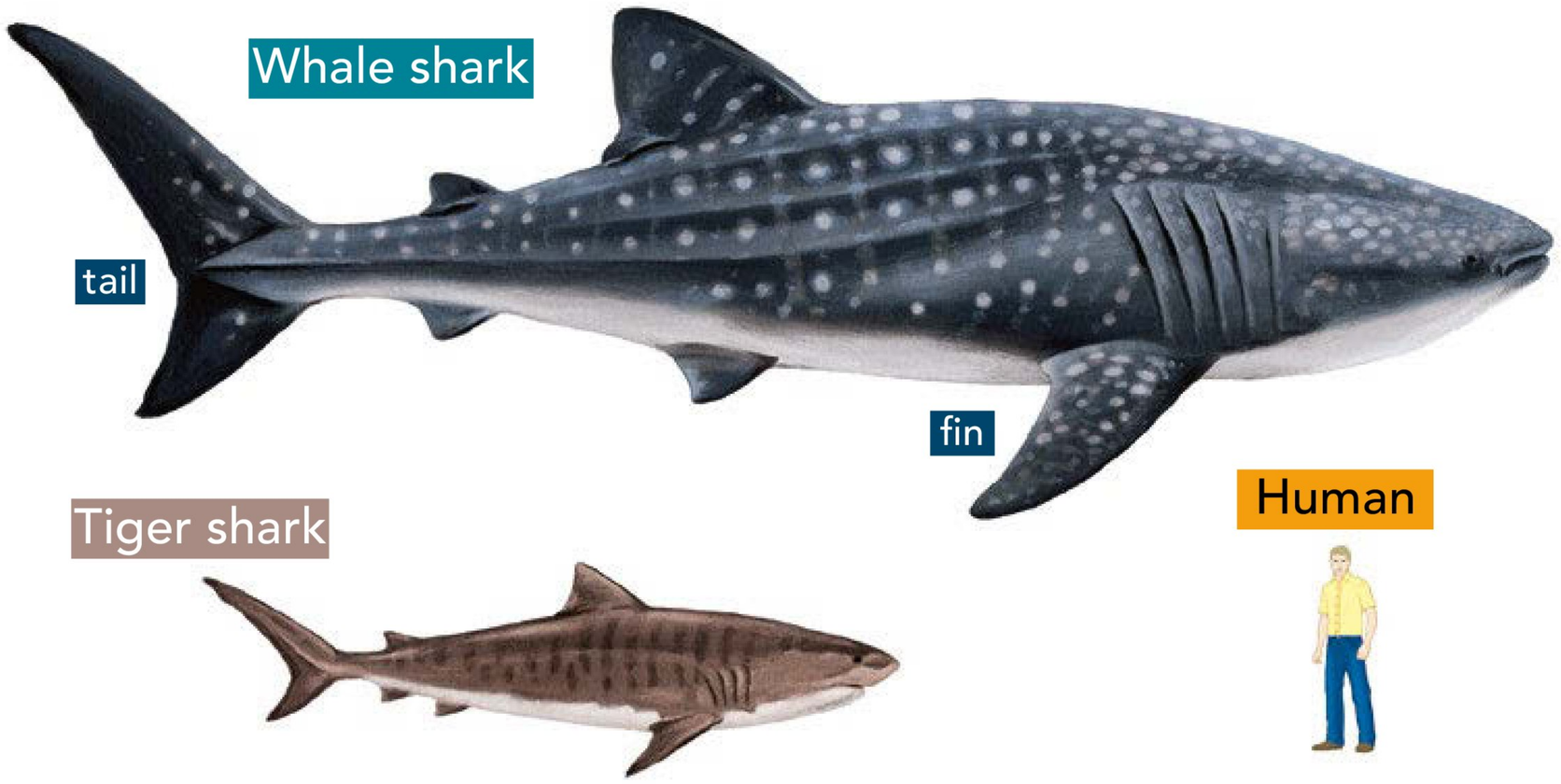
1 Size: _____

2 Colour: _____

3 Skin pattern: _____

4 Mouth: _____

5 Fins and tail: _____




**4** Look at more information about the two sharks and answer the questions. Write *W* (whale shark) or *T* (tiger shark).

## Whale shark

**Animal class:** Chondrichthyes (fish)

**Habitat:** Oceans

**Length:** 5.5–10 m

**Weight:** 18 tonnes

**Colour:** White stomach, grey-blue back and sides with light spots

**Diet:** Plankton, krill, other very small animals

**Conservation status:** Endangered (will probably become extinct)

**Behaviour towards humans:** No recorded attacks

## Tiger shark

**Animal class:** Chondrichthyes (fish)

**Habitat:** Oceans

**Length:** 3.0–4.2 m

**Weight:** 0.86 tonnes

**Colour:** White stomach, grey-brown back and sides

**Diet:** Tuna, dolphins, turtles

**Conservation status:** Not currently at risk of extinction

**Behaviour towards humans:** Many reports of attacks on humans

1 Which shark is smaller? _____

2 Which shark is heavier? _____

3 Which shark eats large animals? _____

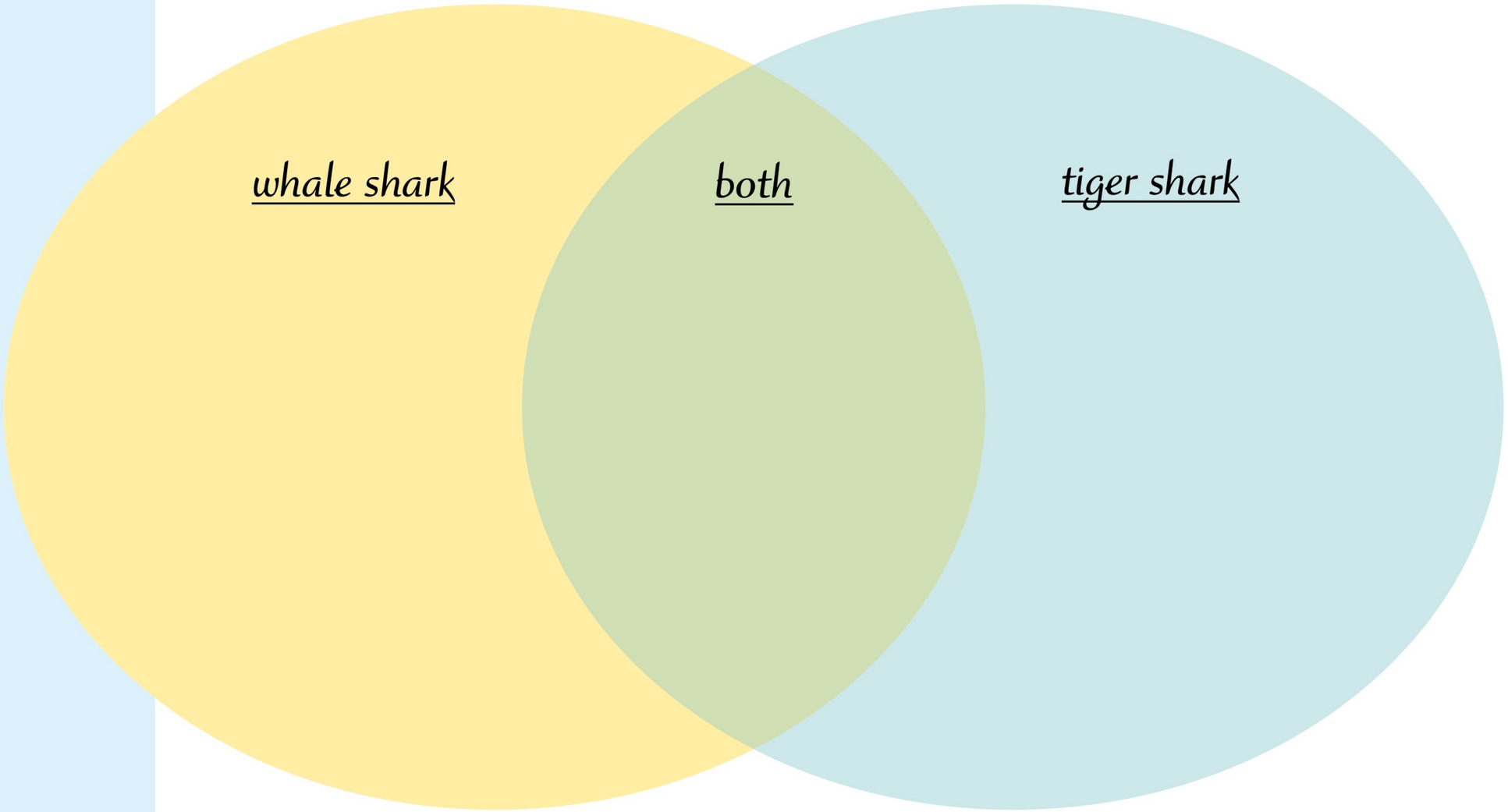
4 Which shark eats tiny sea creatures? _____

5 Which shark is in greater danger of extinction? _____

6 Which shark is more dangerous to humans? _____

## APPLY

**5** Look at the diagram and read the information boxes on the previous page again. Then, use your answers in Exercise 4 and the information about the whale shark and the tiger shark to complete the Venn diagram.




# GRAMMAR FOR WRITING

## WORD ORDER

GRAMMAR

In English sentences, the first two elements are usually the subject then the verb. Some sentences also have a third or fourth element. These example sentences show some possible orders of English sentences.

| subject | verb | object |
|---|---|---|
| Squirrels | eat | seeds, nuts and fruit. |

| subject | verb | adjective | prepositional phrase |
|---|---|---|---|
| Grey squirrels | are | common | in Britain. |

| linker | subject | verb | prepositional phrase |
|---|---|---|---|
| However, | they | were introduced | from North America. |

| linker | subject | verb | adjective |
|---|---|---|---|
| In addition, | they | have become | endangered. |

**1** Rewrite the words in the correct order.

1 lives / The tiger shark / in tropical oceans / .

_____

2 isn't / the whale shark / However, / dangerous / .

_____

**2** Work with a partner. Review the shark information boxes on page 27. Make sentences using the words below.

| attack | light spots | oceans | tuna | weight |
|---|---|---|---|---|

## COMBINING SENTENCES

GRAMMAR

### *and* and *or*

When joining two sentences together, you can take out some words. For example, when the subject and verb of both sentences are the same, or even just the subject, you do not need to repeat them. This makes the sentences shorter and better because you can avoid repetition.

In affirmative sentences, use *and*:

*The tiger shark has sharp teeth. The tiger shark has a powerful bite.*
→ *The tiger shark has sharp teeth* ***and*** *a powerful bite.*

*The tiger shark has sharp teeth. The tiger shark eats fish and turtles.*
→ *The tiger shark has sharp teeth* ***and*** *eats fish and turtles.*

In negative sentences, use *or*:

*The tiger shark is not an endangered species. The tiger shark is not a protected species.*
→ *The tiger shark is not an endangered* ***or*** *(a) protected species.*

**3** Join the pairs of sentences with *and* or *or*. Take out the repeated words.

1 The whale shark has a grey-blue back. The whale shark has a white stomach.

_____ .

2 The tiger shark is grey-brown. The tiger shark has a striped pattern on its body.

_____ .

3 The tiger shark eats large sea creatures. The tiger shark can be dangerous to humans.

_____ .

4 The whale shark is not aggressive. The whale shark is not dangerous to swim with.

_____ .

GRAMMAR

## *but* and *whereas*

*But* and *whereas* are used to contrast two sentences. *Whereas* is more formal than *but*. Put a comma before *but* and *whereas*.

*Whale sharks weigh up to 18 tonnes,* ***but/whereas*** *tiger sharks usually weigh less than a tonne.*

**4** Write the first half of two sentences contrasting whale sharks and tiger sharks. Use *but* or *whereas*. Then exchange your sentence half with your partner and finish your partner's sentences.

For example:
**Student A** *The whale shark has a grey-blue back, whereas …*
**Student B** *… the tiger shark has a grey-brown back.*

1 _____

2 _____

GRAMMAR

## *both* and *neither*

You can use other phrases to compare two different things.

If two things/people have the same characteristic, use *both … and … :*

***Both*** *the grey* ***and*** *red squirrel carry parapoxvirus.*

***Both*** *grey* ***and*** *red squirrels carry parapoxvirus.*

If they do not have a particular characteristic, use *neither … nor … :*

***Neither*** *the grey* ***nor*** *the red squirrel has large ears.*

***Neither*** *grey* ***nor*** *red squirrels have large ears.*

Use a plural verb form with *both … and*. Use a singular verb form for singular subjects and a plural verb form with plural subjects with *neither … nor*.

**5** Write sentences using the information in the table and *both … and … or neither … nor … .*

| | red squirrels | grey squirrels |
|---|---|---|
| 1 have long tails | yes | yes |
| 2 are an endangered species | no | no |

1 _____ .

2 _____ .

**6** In pairs, make up two sentences about your classmates using *both*, *neither* and *nor*. One student starts the sentence and the other student finishes.

**Student 1** starts: *Neither [classmate 1] nor [classmate 2] …*
**Student 2** finishes: *… is wearing a hat.*

# ACADEMIC WRITING SKILLS

## TOPIC SENTENCES

SKILLS

A **topic sentence** is usually the first sentence in a paragraph. It introduces the main idea of the paragraph, that is, the central point that the writer wants to make about the topic. It is a general statement about the paragraph's subject. It is then supported by the other sentences in the paragraph.

Look at three topic sentences from paragraphs in Reading 2. Notice that there are two types of topic sentences. The first type is a general statement of the topic. The second type also mentions the topics of the supporting sentences. Both kinds of topic sentence refer to the main essay topic (the situation of red squirrels and grey squirrels in Britain).

General statement

a *At first sight, the two species of squirrel **are similar**.*

b ***Three more differences** explain why red squirrels have lost out in the competition with grey squirrels.*

General statement + the topics of the supporting sentences

c *In contrast, the two types of squirrel are different in **body size** and **weight**.*

**1** Look at the topic sentences (a–c) in the box above and at Reading 2 on page 22. Answer the questions.

1 Which sentences above introduce paragraphs about differences? _____ _____

2 Which sentence above introduces a paragraph about similarities? _____

3 In Reading 2, how many supporting sentences does each paragraph have? Are all the paragraphs the same length? What does this tell you about the 'correct' number of sentences in a paragraph?

_____

_____

_____



**2** In the following two texts, the topic sentences are missing. Read each text and the three possible topic sentences (a–c) below it. Circle the letter of two possible topic sentences for each text.

**1** Both bear species are native to North America and are common in both the United States and Canada. Neither the black bear nor the grizzly bear is an endangered species. Despite their names, the species are also similar in colour. 'Black' bears can be black, brown, red and even white. In the same way, grizzlies can range in colour from black to blonde. Finally, the two bear species are similar in behaviour. They are intelligent, curious and gentle unless humans enter their area or try to hurt their babies. Then both bears can become dangerous.

a Bears are one of the biggest attractions in the national parks of North America.
b The American black bear and the grizzly, or brown, bear are similar in many ways.
c The American black bear and the grizzly, or brown, bear are similar in habitat, colour and behaviour.

**2** African elephants are much larger than Asian elephants and have much larger ears to protect them from the hot African sun. African elephants also have more wrinkled skin than their Asian cousins. Although the two species have tusks – large, curved teeth – only male Asian elephants have them, whereas both male and female African elephants do. However, despite these differences, the African and Asian species are similar in several important ways. First, both species are very social. They live in groups which are usually led by the oldest female. Second, elephants are naturally gentle animals. Neither African nor Asian elephants are dangerous to humans in normal circumstances.

a African and Asian elephants are different in appearance, but they are similar socially.
b African and Asian elephants have both differences and similarities.
c African and Asian elephants are very similar in appearance.



# WRITING TASK

Compare and contrast the two shark species in the diagram.

## PLAN

**1** Review your notes in the Venn diagram you created in Exercise 5 in the Critical thinking section.

## WRITE A FIRST DRAFT

**2** Read the introduction and the conclusion of the essay, which compares and contrasts the two shark species.

***The whale shark and the tiger shark***

*The whale shark and the tiger shark are two of the many shark species found in the major oceans of the world. Both the whale shark and the tiger shark belong to the animal class Chondrichthyes. Both types of shark have a large mouth, a divided tail and fins for swimming, including the large triangular fin which can often be seen above the surface of the water. On the other hand, these two types of shark are very different in their physical characteristics, diet, behaviour and conservation status.*

_____

*Overall, it is clear that the whale shark is a much larger animal, but it is a gentle giant, whereas the smaller tiger shark is a hungry meat-eater. However, both animals play an important role in the ocean environment. For example, tiger sharks keep the oceans clean by eating dead whales and fish. People and nations need to cooperate to make sure we protect both of these important animal species.*

**3** Complete the essay by writing two paragraphs about the differences between the two species. Use the instructions in 1–3 below and the Task checklist on page 34.

1 The last sentence in the introduction lists four differences between the two types of sharks. What are they?

_____

Which topic will you discuss in each paragraph?

_____

Compare your topics with a partner. They may not be the same.

2 Now write a topic sentence for each paragraph.

_____

_____

3 Complete each paragraph by adding supporting details.

## REVISE

**4** Swap essays with your partner. Use the Task checklist to review your partner's essay for content and structure.

| TASK CHECKLIST | ✔ |
|---|---|
| Did you use a topic sentence to introduce each paragraph? | |
| Did you include information about the size, colour and weight of the two shark species? | |
| Did you include information about the diet, behaviour and conservation status of the two shark species? | |

**5** Make any necessary changes to your essay based on your partner's feedback.

## EDIT

**6** Use the Language checklist to edit your essay for language errors.

| LANGUAGE CHECKLIST | ✔ |
|---|---|
| Did you use academic verbs correctly? | |
| Did you use comparative adjectives correctly? | |
| Did you use *and*, *or*, *but*, *whereas*, *neither* and *both* correctly? | |

**7** Make any necessary changes to your essay.

# OBJECTIVES REVIEW

**1** Check your learning objectives for this unit. Write *3*, *2* or *1* for each objective.

3 = very well  2 = well  1 = not so well

***I can ...***

watch and understand a video about great egret and dolphin fishing teamwork. _____

read for main ideas in academic texts. _____

compare and contrast facts. _____

use comparative adjectives. _____

use correct word order. _____

combine sentences with *and*, *or*, *but*, *whereas*, *both*, *neither.* _____

write topic sentences. _____

complete a comparison-and-contrast essay. _____

**2** Use the *Unlock* Digital Workbook for more practice with this unit's learning objectives.

UNLOCK DIGITAL WORKBOOK

## WORDLIST

affect (v)
chemical (n)
common (adj)
cooperate (v)
cruel (adj)
damage (v)
destroy (v)
disease (n)
due to (phr)
endangered (adj)
fatal (adj)
introduce (v)
major (adj)
native (adj)
natural (adj)
pollute (v)
protect (v)
provide (v)
replace (v)
species (n)
survive (v)

= high-frequency words in the Cambridge Academic Corpus

UNIT 2

# THE ENVIRONMENT

## LEARNING OBJECTIVES

### Watch and listen

Watch and understand a video about the natural environment.

### Reading skills

Read for detail; identify purpose and audience.

### Critical thinking

Analyze cause and effect.

### Grammar

Use signals of cause and effect; use *because* and *because of*.

### Academic writing skills

Understand paragraph unity; write supporting sentences and details; give examples.

### Writing task

Complete a cause-and-effect essay.

UNIT 2 THE ENVIRONMENT



## UNLOCK YOUR KNOWLEDGE

**Work with a partner. Discuss the questions.**

1 Look at the photo. Why do you think so many penguins are in such a small space? What do you think will happen to penguins in the future?

2 Human activity is changing our planet. How is it changing:
- the oceans and other bodies of water?
- the land?
- the weather?

# WATCH AND LISTEN







ACTIVATING YOUR KNOWLEDGE

## PREPARING TO WATCH

**1 You are going to watch a video about the natural environment. Before you watch, work with a partner and discuss the questions.**

1 Can you name any of the Seven Natural Wonders of the World?
2 What are some important geographical features, like mountains or rivers, in your country?
3 What street or place names in your city or country refer to geography? (e.g. Pacific Coast Highway, Lake Street)

PREDICTING CONTENT USING VISUALS

**2 Work with a partner. Look at the photos from the video and discuss the questions.**

1 Where do you think these places are located – Europe, the USA or Japan?
2 How old do you think these places are?
3 What do you think formed these landscapes over time?

## GLOSSARY

**canyon** (n) a deep valley with very steep sides

**form** (v) to create; to make something begin to exist or take a particular shape

**cavern** (n) a large cave

**spectacular** (adj) extremely good, exciting or beautiful

**glacier** (n) a large river of ice which moves very slowly, usually down a slope or valley







## WHILE WATCHING

UNDERSTANDING MAIN IDEAS

**3** Watch the video. Number the sentences (a–f) in order (1–6).

*a* *The weather in the Grand Canyon can change very quickly.* _____

*b* *Water is still changing the inside of Carlsbad Caverns.* _____

*c* *Half Dome in Yosemite National Park was made by glaciers.* _____

*d* *The Colorado River formed the Grand Canyon.* _____

*e* *The rocks in the Grand Canyon are very old.* _____

*f* *Yosemite Falls is the tallest waterfall in North America.* _____

UNDERSTANDING DETAIL

**4** Watch again. Circle the correct answer.

1 The Grand Canyon was formed in _____ years.
a a million b a few million c a billion

2 Some of the rocks in the Grand Canyon are _____ the Earth.
a as old as b half as old as c almost as old as

3 The Carlsbad Caverns is the _____ cave system in North America.
a oldest b largest c widest

4 The water in Yosemite National Park comes from _____ .
a snow b glaciers c a cave

## DISCUSSION

**5** Work in small groups. Discuss the questions. Then, compare your answers with another group.

1 How might water change the Earth's geography in the next 100 years?
2 Do you think that glaciers will ever return to where you live?
3 Who should protect special natural areas in the world?

# READING

## READING 1

### PREPARING TO READ

UNDERSTANDING KEY VOCABULARY

**1** You are going to read an article about climate change. Before you read, look at the sentences (1–8) below and write the correct form of the words in bold next to the definitions (a–h).

1 The Amazon rainforest is one of the largest **ecosystems** in the world, home to more than 10% of all known plants and animals on Earth.
2 Adelaide, Australia, has a very pleasant **climate**. The winters are not too cold and the summers are not too hot.
3 Pesticides – chemicals generally used to kill insects which damage plants – also **threaten** helpful insects, such as bees.
4 To fight pollution, scientists are developing car engines which use electric or solar energy instead of **fossil fuels** like gasoline.
5 Methane ($CH_4$) is a **greenhouse gas** which is found naturally inside the Earth and under the sea. It is used for cooking and heating homes and buildings.
6 The Earth's **atmosphere** is 480 km thick and contains a mixture of about 10 different gases, which we call *air*.
7 Because of **global warming**, polar ice is melting, sea levels are rising and some islands might soon be under water.
8 Habitat loss is the most important **cause** of species extinction.

a _____ (n) a gas which makes the air around the Earth warmer
b _____ (n) someone or something that makes something happen
c _____ (n) the layer of gases around the Earth
d _____ (n) the general weather conditions usually found in a particular place
e _____ (n) an increase in the Earth's temperature because of pollution
f _____ (v) to be likely to damage or harm something
g _____ (n) all the living things in an area and the effect they have on each other and the environment
h _____ (n) a source of energy like coal, gas and petroleum, that was formed inside the Earth millions of years ago

PREDICTING CONTENT USING VISUALS

**2** **Work with a partner. Look at the photo of the Upsala Glacier in Argentina on page 41 and discuss the questions.**

1 What has happened to the glacier?
2 What do you think caused this change?
3 What are some other places where a similar change is happening?
4 How do you predict this kind of change will affect the world?