

3

How can we protect wild animals?

Listening

- I can understand someone's reasons.
- I can recognize examples that support a speaker's point.

Reading

- I can understand basic options.
- I can understand the main ideas in simple stories.

Speaking

- I can talk about personal experiences.
- I can talk about past events or experiences.

Writing

- I can write short texts on familiar topics.



1 Look at the picture and discuss.

- 1 What can you see in the picture?
- 2 Where are the living things?
- 3 What do we mean by living things?
- 4 Can you name the living things?

2 Read and make notes. Then compare your answers with a friend.

- 1 What else do you know about the animals in the picture?
- 2 Is their habitat safe?
- 3 Should we protect animals? Why?
- 4 Do we need to protect their habitats?



Watch the video and answer the questions.



- 1 What animal can you see at the beginning?
- 2 What is the second animal that you can see?
- 3 Why is the second animal in danger?
- 4 List some of the characteristics of this animal.

Pre-reading 1

1 Discuss with a friend.

- 1 What do the animal facts make you think about?
- 2 What ideas does the text give you?



Reading strategy

Think about the opinions expressed by the author in the text.

2 Read and answer. How do you think the author feels about animals?

SAVE OUR ANIMALS!

Last month I watched a documentary about amazing animals on TV. I loved learning new things about tuna, gorillas, leopards, and turtles.

Sadly, many of them are now endangered and need our help. I think it's important to learn more about the endangered species and to teach everyone about the wonderful wildlife, birds, fish, and plants that live close to you.

3 Read *Once They're Gone, We Can't Bring Them Back*. What does the author want people to do?

Reading 1

Once They're Gone,

**WE CAN'T
BRING THEM
BACK**

There are many animals and plants on our planet that are in danger.

Some animals, like the West African Black rhino, are now extinct. It's very sad that we won't see another animal from this species again. In the last 500 years, we've lost 869 species of plants and animals. They're now extinct.

There are also **species** of animals or plants that are **endangered**. This is because their **habitats** are changing, **disappearing**, are **destroyed**, or they're hunted by **poachers**. Some of these are well-known species, such as mountain **gorillas**, and scientists believe there are about 600 left in the **rainforests** of Congo and Rwanda, Africa. Animals like **snow leopards**, **bluefin tuna**, and sea turtles are all endangered, too.





Today, almost all species of sea turtle are endangered, including the **leatherback turtle**. The leatherback is the largest of the sea turtles. An adult leatherback can weigh over 408 kilograms and grow as big as a small car! We can find these magnificent animals in the Pacific, Atlantic, and Indian Oceans ... but how many of them are left? Well, it's difficult to know exact numbers, but we do know that the numbers of sea turtles are dropping.

Almost 100 countries in the world have **national parks**. These are protected areas for both animals and plants. Sadly, we can't protect sea animals like turtles in the same way. Over 25% of Costa Rica is national park, but in 1989 the golden toad became extinct. This teaches us that levels of pollution are getting worse. This is a dangerous time for living species in our seas and on land. How much can we help?

The biggest problem for turtles and other sealife is that they eat tons of plastic. This plastic gets into oceans. There, things like plastic bags look like jellyfish to turtles. For some species of turtle, jellyfish are a form of food. This means they mistakenly eat the plastic bags.

Leatherbacks are born on land, but then live their whole life in the ocean. So, we need to find ways to stop our garbage and pollution from entering our oceans. We also need to **prevent** things like nets from fishing boats catching and trapping these beautiful animals. How much time do we have to change all that? Hopefully, enough.

Let's save our
sealife from extinction ...
and keep
the sea trash free!

4



What habitats can you identify in your country? Which animals live in those habitats?



Comprehension 1

1 Check (✓) the sentence that best summarizes the text.


- 1 There are only a few turtles in the ocean. ☐
- 2 We need more national parks. ☐
- 3 We can't stop animals becoming extinct. ☐
- 4 We need to protect animals' habitats. ☐

2 Read *Once They're Gone, We Can't Bring Them Back* again and answer the questions. Then compare with a friend.

- 1 Where do these animals live?
 - Leatherback turtle
 -
 - Mountain gorilla
 -
- 2 What are two reasons why sea turtles are endangered?
.....
- 3 Which two animals are extinct according to the article?
.....
- 4 How are we destroying habitats?
.....





Listening 1



3  A wildlife biologist studies wild animals and other wildlife. What questions would you ask a wildlife biologist?

 **Listening strategy**

Listen for reasons that explain why something is happening.

4  1-15 Listen to a wildlife biologist talking to a group of children. What problem does she talk about?

- 5  1-16 Listen again and complete.
- 1 Some seafife thinks plastic like their food.
 - 2 Plastic is dangerous for sea animals because they it.
 - 3 We can large algae – it looks like seaweed.
 - 4 This source of food on plastic.
 - 5 Seabirds think the plastic is their

6  Discuss with a friend. Why do you think other habitats, like rainforests, are in danger? 

Vocabulary 1

1 Find these words in *Once They're Gone, We Can't Bring Them Back*. What do you think they mean?

bluefin tuna endangered destroy
disappear gorilla leatherback turtle
national park poacher prevent
rainforest snow leopard species



2 Match the words from Activity 1 to the definitions. Were your ideas correct?

- 1** This place is full of tall trees and it rains a lot there.
- 2** A person who catches and kills animals without permission.
- 3** This is a protected place where animals can live safely.
- 4** To no longer exist.
- 5** A plant or animal group.
- 6** This is the biggest kind of ape.
- 7** This animal lives in the ocean but starts life on land.
- 8** To stop something from happening or someone doing something.
- 9** To damage something so much that it no longer exists.
- 10** Animals or plants that are in danger of becoming extinct.
- 11** This is a fish that lives in the Atlantic Ocean.
- 12** This is a large cat that lives in Asia.

.....

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3  Discuss with a friend. Are there any endangered animals in your country? Why are they endangered? Do humans have a responsibility to protect wild animals and plants? Why?



Grammar 1



Watch Part 1 of the story video. Where's the man taking the animals? Then read and complete.



- 1 lions do you have?
2 money do you want?

2 Read the grammar box and write.

Grammar

How many animals were there in the cage?

How much money is he going to make?

- 1 milk do we have in the refrigerator? A lot!
2 children did you invite to the party? Ten.
3 protein is there in an egg? I don't know!
4 bananas did you eat yesterday? Only one.

countable **uncountable**

We use *How many* with nouns.

We use *How much* with nouns.

3 Read *Once They're Gone, We Can't Bring Them Back* again and circle examples of *how many* and *how much*.

4 Write the words in the correct column.

bananas bread eggs food gorillas milk
pictures protein snow leopards water

How much ... ?

How many ... ?

5 Look, think, and write *How much* or *How many*. Then answer.

- 1 of Costa Rica is national park?
.....
- 2 can leatherback turtles weigh?
.....
- 3 mountain gorillas are there in Rwanda and Congo?
.....
- 4 countries in the world have national parks?
.....
- 5 plant and animal species have we lost in the last 500 years?
.....

Speaking 1

6 Look and choose a topic. Then ask and answer with a friend.

clothes food and drink pets



Speaking strategy

Monitor your voice when talking about something exciting.

How many pets do you have?

How much do you feed it?

One. I have a pet dog!

A lot!

Pre-reading 2

1 Discuss with a friend.

- 1 What's your favorite wild animal?
- 2 Where's its habitat?
- 3 What does it need to live?



Reading strategy

Look for the overall message the poem is trying to send.

2 Read, think, and answer. Is the polar bear's habitat changing? What do you think the poem is trying to tell us?

Polar Bear

Dangerous, white

Arctic, cold.

I walk on ice

What a cold life.

I'm happy alone.

But it's too warm.

Slowly. Melting. My home.

3 Read *Where There's No Return*. Do you think the habitats and animals are safe?

Reading 2

Where There's No Return

Shhh! **Whisper!**

Where the animals are free to **roam**,
Please be quiet.
This isn't our home ...

In the depth of the jungle
The Indian tiger lies.
A **predator** with black stripes
His shiny orange **coat**
Keeps him warm
And helps him to **survive**.

Behind the tall grass, he liked to hide
But the trees and grass are gone.
Could you live here?
Stay or go – he couldn't decide.



Under the waves
Gracefully the turtle **glides**,
In and out of sea caves,
Around **corals** red and white.
Her hard, protective **shell**
She needs to survive.

Over rocks and with friends, she liked to play
But the water is dirty and dangerous.
Could you live here?
She couldn't stay.



High in the mountains, the pandas sit.

We like to sit and eat.

Hectares of trees and forest.

Not many of us are alive.

We need lots of our food,

We need to survive.

Delicious **bamboo**, we ate all day.

But now there are roads, our forest isn't here.

Could you live here?

We couldn't stay.

And you?

Have you got stripes,

Or spots or **tusks**?

Do you eat bamboo?

Do you live in the savannah?

In the ocean or sky?

And most importantly,

Do you need us to survive?



4



What do the
animals in the
poem have or need to survive?
Do you think the animals are
happy about their habitats changing?



Comprehension 2

1 Read *Where There's No Return* again.
What do you think is happening to the animals' habitats?


2 Read again and answer. Then share your answers with the class.

- 1** How do the turtle's shell and the tiger's coat help them survive?
- 2** Why is bamboo important for the panda?
- 3** Who are the questions in the poem for?
- 4** Who's the last verse talking to?

3 Read and circle.

- 1** The turtle lives in **a cave** / **the ocean**.
- 2** There **is** / **isn't** a jungle in India.
- 3** There is **more** / **less** bamboo for pandas to eat.
- 4** Pandas **like** / **don't like** plants.
- 5** Humans and animals **need** / **don't need** each other.

Listening 2

4  What do you think about keeping wild animals as pets?



Listening strategy

Listen for examples used to support the speakers' points.

5



Listen to the children.
Check (✓) the topics you hear.

rare animals

☐

pandas

☐

national parks

☐

pets

☐

starting a campaign

☐

6



Listen again and circle **T** (true) or **F** (false).

- 1** The children like the poem. **T F**
- 2** Iguanas are exotic pets. **T F**
- 3** People don't have spiders as pets. **T F**
- 4** Some animals are endangered because they bite people. **T F**
- 5** The children will tell people about animal and habitat protection. **T F**

7



Discuss with a friend.

- 1** Do you think keeping exotic animals as pets is fair?
- 2** Are there any endangered animals in your country?

Vocabulary 2

- 1** Find these words in *Where There's No Return*. What do you think they mean?

bamboo coat coral glide
hectare polar bear predator roam
shell survive tusks whisper




- 2** Match the words from Activity 1 to the definitions. Were your ideas correct?

- 1** Parts of animals.
- 2** A kind of food.
- 3** A measurement of space or land.
- 4** The smooth movement though water or air.
- 5** To talk very quietly.
- 6** A large white animal.
- 7** To continue to live, especially if you're in danger.
- 8** To walk or move around and not have a clear plan of what to do.
- 9** They live in the ocean. They look like colorful rocks and plants.
- 10** An animal that hunts, kills, and eats other animals.

- 3** Read and circle one or two words.

- 1** We do this when we don't want to be loud. whisper / roam / survive
- 2** These protect some animals. tusks / bamboo / shell
- 3** Some land animals do this all day in their habitats. whisper / glide / roam
- 4** A lot of these make a national park. tusks / predators / hectares

- 4**  Imagine you're organizing an animal protection day. How can we help animals? What information do you think is important to share?



Grammar 2

1  3-3



Watch Parts 2 and 3 of the story video. Where are they going to go?
Why are the animals going on the spaceship?



They couldn't catch the alien animal collector.

2 Read the grammar box and circle.

Grammar

Look! I **can** run very fast!

Could you ride a bike when you were five?

I **couldn't** run fast when I was very young.

The Smogator **could** / **couldn't** escape.

The Doctor **could** / **couldn't** catch the poacher.

3 Read *Where There's No Return* again and circle examples of **could**, **couldn't** and **could + verb**.

4 Read and match.

- 1 My dad couldn't speak German when he was a child, but he
- 2 My mom's a great writer now, but she
- 3 My dad loved soccer. He couldn't play, but he
- 4 Jared and Sonia studied hard, but they

- a could watch it for hours on TV.
- b can now.
- c couldn't spell very well when she was a kid.
- d couldn't get good scores in science.

5 Read and complete. Use *can/can't* or *could/couldn't* and words from the box.

play send watch



Zoey: Grandma, ¹ you emails when you were young?

Grandma: No, I ² There were no computers when I was young.

Zoey: And ³ your parents TV when they were young?


Grandma: Yes, they ⁴ And I ⁵ , too. We had a TV at home.

Zoey: And ⁶ you tennis when you were at school?

Grandma: Yes, I ⁷ And your Grandpa, too. We ⁸ tennis very well.

Zoey: I ⁹ tennis now, too.

Speaking 2

6  Work in groups. Write a questionnaire and ask and answer the questions. Then tell the class about your group.

	Speak English	
Me		
Friend 1		
Friend 2		
Friend 3		

Could you speak English when you were six?

Yes, I could, but I couldn't speak very well.

No, I couldn't, but I can now!

Writing

1 Scan the text. Find this information.

2 Read the text. Check your answers from Activity 1.

1 The name of the group.

2 Which species they want to help.


3 What they try to teach.

How Can You Help?

We are responsible for our country's wild animals, birds, fish, and plants. A good way to protect endangered species is to join an animal protection group.

Our group's name is *Our Animals* and we think about how animal habitats are in danger. We need to think about different ways to help. We care about monkeys, so we started this wildlife group to help them. We believe they need to be in the wild and not in people's homes. We try to teach people that monkeys aren't pets. You can help by visiting our monkey sanctuary and learning more about our work. You can also volunteer at the sanctuary and of course, we always welcome donations.

3 Read the text again and circle the connecting words.

4  Find or draw a picture of the animal the wildlife protection group helps. Then go to the Workbook to do the writing activity.



Writing strategy

We can connect words and sentences with **so**.

*We care about monkeys, **so** we started this wildlife group.*

Now I Know

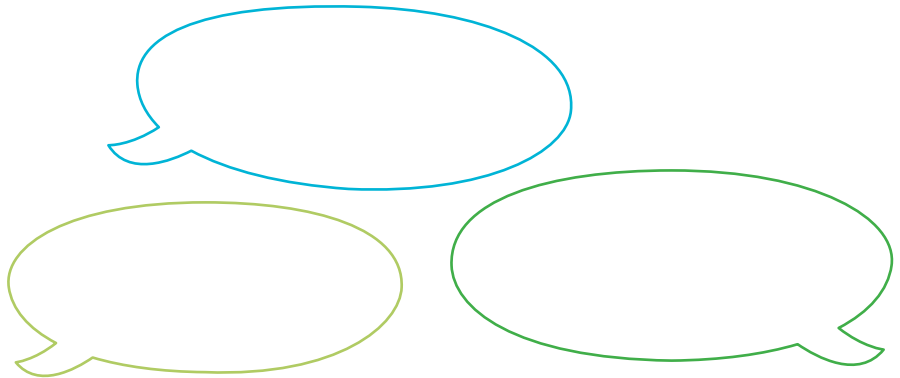
1



How can we protect wild animals? Look back through Unit 3. Make notes on what you learned about these things. Add your own ideas.



Endangered species
Animal habitats
Why they are in danger
What we can do to help
Exotic pets
Sharing messages



2

Choose a project.



Find ways to protect wild animals

- 1 Think about five easy things you can do to protect wild animals.
- 2 Make notes and plan a presentation of these five things.
- 3 Present your ideas to the class.



Create a local habitat

- 1 Choose a habitat and research it.
- 2 Find or draw pictures that show the most important information.
- 3 Write some notes to explain what the pictures show.
- 4 Put your pictures and notes onto a poster and show it to the class.

Read and circle for yourself.

I can understand someone's reasons.
I can recognize examples that support a speaker's point.



I can understand basic opinions. I can understand the main ideas in simple stories.



I can talk about personal experiences.
I can talk about past events or experiences.



I can write short texts on familiar topics.

