Why do we need to take care of nature?

- Talk about animals and their habitats.
- Learn how to be an active listener.
- Write a brochure about an insect.
 - Give a presentation on protecting an animal.
- Plan for an Arctic adventure.

What can you see?

3

Where do these animals live?

Are any of

any of these animals in danger of **extinction?**



3.1

Key Words 1

rainforest habitat orangutan endangered

PHI FEDA

extinct honeybee grasslands pollution

(1) 🕒 💷 Watch the video and number in order.

honeybee

🗌 sea turtle 📃 orangutan

Watch again. Complete the graphic organizer in the Activity Book.

51



Reading Strategy: Identifying the Main Idea

Unit

The main idea is what the text is about. You can often find it in the first and last sentences.

1) Read the text and underline the main idea in blue.

Sea turtles are endangered because of humans. Pollution in the ocean is a big problem for sea turtles. One of their favorite foods is jellyfish. People dump plastic bags in the ocean. Plastic bags look like jellyfish. Sea turtles eat the plastic bags by mistake. Sometimes turtles get stuck in pieces of plastic trash. Fishing can be bad for sea turtles, too. Fishing nets catch fish, but they also catch turtles. The turtles can't escape, and they die. We need to work together to protect turtles.

2 Read the text again. Underline the details that support the main idea in green.

3) Which summary best describes the main idea of the text? Circle.

- a Oceans and rainforests are being damaged by humans.
- **b** People's actions are endangering sea turtles.
- c Fishing is bad for turtles.

Look at pages 53–54. Answer the questions.

- a What animals can you see?
- **b** Where do you think they live?
- c What do you think this text is about?
- d Read the title. What do you think extreme habitats are?

What can we do to protect sea animals? I think we can ...

Key Words 2













ANIMAL SURVIVAL IN EXTREME HABITATS

1 33 Some animals live in places where it is difficult to survive. Let's look at three extreme habitats and meet the amazing animals that live there.

Case Study: The Desert and the Camel

Hot, hot! In the Sahara Desert, temperatures can go up to 50 degrees Celsius. At night, it gets very cold. And there is another problem: there's almost no water!

Camels are perfect for the desert. They keep fat in their hump to use for food. They can also close their noses to keep sand out of them. Their short fur is cool in the day and warm at night. Plus, they have big feet for walking on the sand.

Case Study: The Deep Ocean and the Anglerfish

Some animals live at 4,000 m underwater, where there is no sunlight! It is hard for animals to see the food they need to catch. And they can't see other animals that want to eat them! It is extremely cold. There is also a lot of pressure from the water above.

Anglerfish have adapted to the pressure. They have spaces in their body filled with gas. This helps them survive. Female anglerfish have a special light on their head. It helps them see in the dark. Male anglerfish have a very good sense of smell. This

helps them to find food.

Anglerfish have a huge mouth—good for catching big fish!

This anglerfish was found at 950 m underwater. It was swimming in the dark.

134 ANIMAL SURVIVAL IN EXTREME HABITATS

င့် Think 🔀

How do people survive very cold and hot weather?

Case Study: The North Pole and the Polar Bear

Brrrr! Temperatures in the Arctic regions go down to –50 degrees Celsius! It's very, very cold and windy. Animals here eat meat because there are no plants to eat. In winter, it is dark all day.

Polar bears have huge feet for walking on snow. Their fur is very thick—perfect for keeping warm. They even have fur on the bottom of their feet! White fur helps them to hide in the snow. This is useful when they need to catch seals. Polar bears have oil in their fur, so, when they get wet, they don't need a towel. They just shake off the water, and they're ready!

Adapting Animals

These amazing animals live in a delicate balance with nature. Over thousands of years, they have adapted to their habitats. Camels are happy in the hot desert. Anglerfish don't need light to find food. Polar bears can survive on the ice in the Arctic. But what happens if their habitats start to change quickly? What happens to the animals?

Climate Change: Habitats in Danger

Human activity is quickly changing the world's climate. The Arctic is getting hotter, so the ice is melting. Ice is the polar bears' home. Without ice, the bears can't get close to seals, their food. Hungry polar bears now travel a long way for food. Without food, they cannot survive. The oceans of the world are changing, too. The temperature of the water is slowly rising. Many ocean creatures eat plankton, tiny animals that are sensitive to the temperature. What happens if the water is too warm and all of the plankton die? Even in the driest deserts, there is a rainy season. Now with climate change, in some deserts, it does not rain at all. How can plants and animals survive without water?

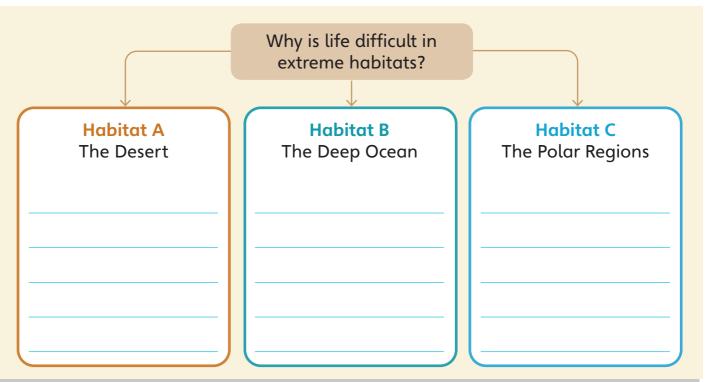
People need to change their ways, or their actions will destroy the natural world.



(1) Which statement summarizes the main idea of the article?

- **a** It's difficult to live in very cold or hot habitats.
- **b** Animals are adapted to suit their habitats. Habitats are changing.
- **c** Plankton are in danger.

[2] In groups, complete the graphic organizer with the main ideas.



Present the main ideas to the class.

(4) (1) 355 (Key Words 3) Find and circle the words in the article. Then, read and match.

1 melting

a the general weather conditions

2 rising

- **b** changing from a solid to a liquid
- 3 temperature
- 4 climate

c the measure of how hot or cold something is

c C

d going up

How are we damaging habitats?

Don't forget the ground rules for discussion.

Grammar: Past Progressive

The anglerfish was swimming in the dark. The camels were walking slowly.



(1) Read the sentences and do the tasks.

The seals were playing in the ocean.

A fish was jumping in the air.

- **a** Circle in <u>blue</u> was and were. Circle in <u>green</u> the verbs that end in *-ing*.
- **b** Do these sentences refer to the present, past, or future?

(2) (1)330 Listen to the rap and number the pictures in order.



Tell your partner what each animal in the rap was doing. The orangutan was singing. The panda was ...

(4) In pairs, ask and answer questions about what you were doing last Saturday.

What were you and your family doing at II a.m. last Saturday?

56

At II a.m., I was sleeping. My sister was ...



(1) Read the words. What sound do they have in common?



boy

oil





2 3.7

3)

1337 Listen and repeat the words above.

1338 Listen and repeat. Complete the chart.

voice oyster boil join joy soil soy toil destroy

oy

oi

Spelling Rule There are two ways to spell this sound. boy oil

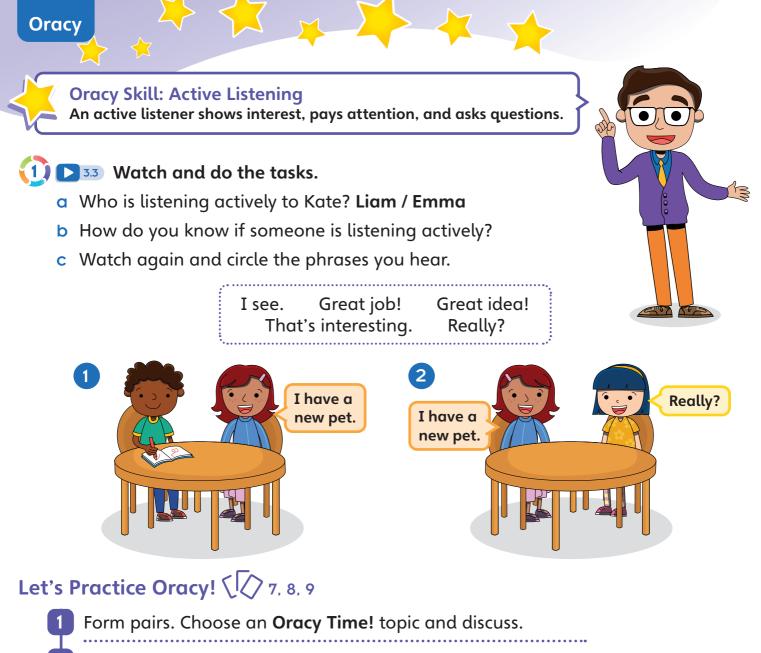
In pairs, take turns saying the words and spelling them aloud.

(5) (1) (1) (1) (2)

Troy the tiger destroyed the toy.

Competition!

Who can say it the most times without making a mistake?



Remember to listen actively. Ask your partner two questions.

Oracy Time!

Let me tell you about ... my pet / my favorite animal.

C	neck Your Oracy!	
	1 My partner was looking at me.	All the time / Sometimes / Never
	2 My partner asked me questions.	Yes / No
	3 My partner used the phrases on the cue cards.	All / Some / None



Make a Brochure

1 Read the brochure. Can you think of more ideas?

FACTS About Honeybees Bees are important for flowers. They carry pollen from flower to flower. This helps flowers make more flowers. Bees are important Gor humans. They make delicious honey! Bees Live in hives. **Do** Every hive has one

queen. She is the biggest bee. The queen's job is important. She is mother to all the bees.



🐝 Don't use chemicals in your garden.



(2) How does the writer make her ideas clear? Look and mark $\sqrt{}$.

The brochure uses illustrations.

The brochure uses lists.

The brochure uses long sentences. The brochure uses imperatives.

Improve Your Writing: Possessive Nouns

Possessive nouns show that one thing belongs to another. We add an apostrophe + s to the noun. If the plural noun already ends in s, we just add an apostrophe after the s.

the ladybug's spots

the ladybugs' spots

3 Read and underline two examples of possessive nouns in the brochure.



4) Prepare to make your own brochure in the Activity Book.

AB pages 49-50

59

Ready to Read: Fiction



Unit

3B

(1) (1) 3.10 Key Words 4 Listen, look, and repeat.



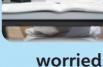








branch



warn



blow









mud



flood

yell



destroy

a yell

b flood

d mud

q shine

blow

warn

storm

f

h

c branch

e worried

destroy



- 1 to tell someone about possible danger
- 2 unhappy because you are thinking about problems
- 3 very bad weather with rain, wind, or snow
- 4 to glow with light
- 5 to speak in a loud voice
- 6 soil mixed with water
- 7 to move air
- 8 to cover with water
- **9** part of a tree
- 10 to break something into pieces

(3) Circle the words that are related to extreme weather.

Time to Talk!

What do you like to do when it's raining outside?

Reading Strategy: Using Background Knowledge

Before you read a text, think about what you already know about the topic.

👤 What do you know about butterflies? Complete the first two boxes.

What I KNOW	What I WANT to Know	What I LEARNED

(2) 📭 3.11) Read and circle T (true) or F (false). Then, listen and check your answers.

- a Caterpillars change into butterflies.b Butterflies can live in very cold habitats.T
- c Butterflies eat other insects.
- d Butterflies have mouths. T F
- e Butterflies help plants reproduce.

🗿 Look at pages 62–65 and do the tasks.

- **a** Look at the pictures of the girl. How is she feeling in each picture?
- **b** Read the title. What do you think the story is about?

Why are butterflies important to the environment? Butterflies are important to the environment because ...

Are you being an active listener?

F

F

F

F

The Day They Didn't Come

By Kim Milne

Kim Milne is a writer from the U.K. She has published many stories for children. Kim is an English teacher, and she also loves to paint. She has lived in Mexico for 30 years.

3.12 Luisa suddenly realized what day it was. She jumped out of bed and ran out of the house. Soon, she was in the forest. She looked up at the branches of the fir trees. She stood still and listened carefully. But she couldn't see or hear anything.

Worried, she ran back home.

"Mom," she cried, "it's already November, and they're still not here!" "Are you sure?" her mom asked. "Were you looking in the right place?" "Yes, ... yes. I was! I don't understand."



A quiet voice came from the rocking chair in the corner of the room.

It was Luisa's great-grandmother. "It's happening again."

"What do you mean?" asked Luisa.

"Well, when I was a child, a similar thing happened," she explained. "The butterflies are warning us about something!"

Luisa didn't share her great-grandmother's ideas that the butterflies were ancestors returning to Earth to protect them. But she knew something was wrong.

Luisa loved the arrival of the monarch butterflies every fall. Everyone in her tiny Mexican village did. It was a spectacular sight. The butterflies stayed in the forests all winter after flying 4,000 kilometers from Canada and the U.S.A. Then, in the spring, they flew back home. The following year, their greatgrandchildren would return to the same trees. How? No one knows for sure.

However, this year was different, and Luisa wanted to know why.

3.13 The Day They Didn't Come!



"Mom, I'm calling Uncle Pablo. I'm sure he can help us!" she said.

Pablo lived in Canada. He was a biologist and part of Monarchwatch, an organization that studies the monarch butterfly.

Luisa explained the problem to him.

"There are fewer butterflies every year," Uncle Pablo explained. "Butterfly larvae feed on milkweed plants. Farmers are destroying milkweed." He paused and then added, "You know, they're very sensitive to environmental changes. Maybe some bad weather is on its way!"



It wasn't the time of year for a storm, but Luisa decided to warn the villagers. She told them that bad weather was coming.

"Are you joking? Stop everything?" one of the villagers shouted. "Butterflies predicting the weather!" another laughed.

Luisa was very upset. "Why don't people listen to nature?" she asked herself.

That night, a big storm came. It was raining, and the wind was blowing very hard. While Luisa was brushing her teeth, she heard a loud crash. She ran to her bedroom window and saw a big tree lying on the ground. She felt afraid. The river was flooding. She heard people yelling in the distance.





"Over here! We need more sandbags!"

At that moment, her great-grandmother came into the room and sat on her bed. "Don't worry, dear. Everything's going to be OK," she said and gave her a hug. Luisa covered her head with a blanket and curled up next to her great-grandmother. The storm lasted all night.

The next morning, the sun was shining. Luisa opened her window and looked outside. Mud and broken branches were everywhere. Fallen trees were lying on the road. Some homes were flooded, and others were destroyed.

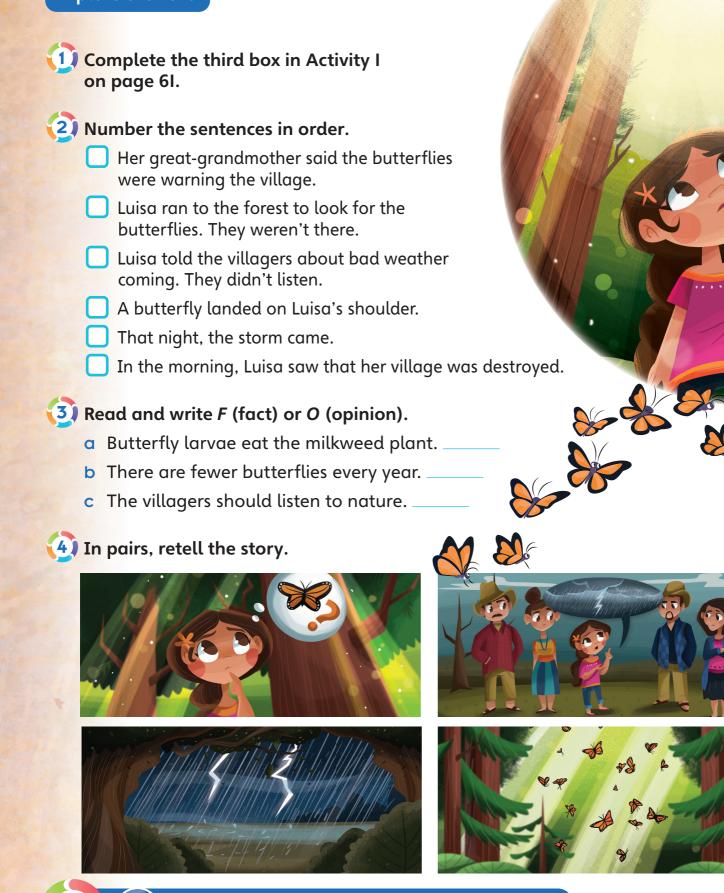
"Why didn't they listen to me?" she asked herself. At that moment, an orange, black, and white butterfly flew through the window and landed softly on her shoulder.

"Mom," she yelled. "They're here!"

Luisa now knew that what her great-grandmother believed about the butterflies wasn't so crazy after all. The butterflies were warning them.

Think

Do you think butterflies can predict the weather? Why or why not?



Are all animals important? Why or why not?

Grammar: Interrupted Past

While Luisa was brushing her teeth, she heard a loud crash.

Read the sentence and do the tasks.

While Luisa was talking, a butterfly landed on her shoulder.

- **a** Circle the verb in the simple past in green.
- **b** Underline the verb in past progressive in **blue**.
- c Mark (\checkmark) which action started first.
 - Luisa was talking. _____ A butterfly landed on her shoulder.

2) Read and circle the correct form of the verb.



Last winter, when my family and I went to Mexico, we visited the monarch butterfly reserve. While we **were driving / drove** to the reserve, a deer **was jumping / jumped** in front of the car. Luckily, my father stopped in time, and the deer ran away. Then, while we **were walking / walked** through the forest, a butterfly **was landing / landed** on my nose. My mother **was taking / took** a photo of me when she **was dropping / dropped** her cell phone! The butterfly flew away, so we didn't get our photo.

3 Make three silly excuses with phrases from the box.

a camel my brother / sister my English teacher a mosquito

broke my pencil ate my homework took my English book landed on my hand While I was doing my homework yesterday, ...

Grammar

Time



Listening

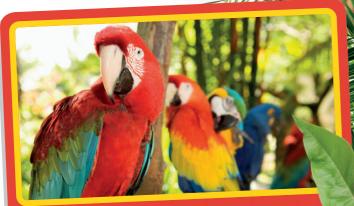
(1) **M** 3149 Listen and circle the main idea.

- a Rainforest Reggie was giving an interview about the rainforest and the animals and plants that live there.
- **b** Rainforest Reggie was answering questions about exotic animals in the rainforest.

(2) (1) 3.14, 3.15) Read and complete the fact files. Listen and check.

.....

warm smaller global warming medicine animals most



FACT FILE: Rainforests

- Rainforests have the ______ animals of any habitat.
- Plants from the rainforest are used in ______.
- The rainforest is getting

J CUD

T

68

(())



FACT FILE: Coral Reefs

- Coral reefs grow in _____
 water.
- Coral is a colony of _
- The biggest problem for coral reefs is _____.

Active Listening

- 1 Form groups. Discuss the **Oracy Time!** topic. Remember to listen actively.
- 2 Complete Check Your Oracy! on Activity Book page 57.

Oracy Time!

We can't do anything to save the environment.



Values AB page 56

The Big Challenge STEAM: Science & Technology

How can we protect the animals around us?

Your challenge is to protect an animal and its habitat.

Brainstorm Make a list of animals that live in your country. Choose one.

Research What is your animal's habitat? What does it eat? What is an interesting fact about the animal? Are there any threats to the animal?

Think How can you protect or help the animal?

Prepare and Practice

Present

Reflect Listen to feedback from your classmates. What can you change the next time you give a presentation?

There are jaguars in my country. They live in the rainforest, but now it's in trouble! Farmers are cutting down the trees, so it is getting smaller and smaller. If there is no rainforest, where are the jaguars going to live?

3B

Why do we need to take care of nature? Look back through the unit. Share your ideas.

AB pages 57–59

Oracy Performance Task 1: Collaboration



1) Which oracy skills do you remember? Read and match.

- 1 Active listening
- 2 Ground rules
- **3** Positive feedback
- a help us remember how to behave in a discussion.
- **b** encourages others to talk.
- c is about listening and responding to others.

(2) In pairs, complete the table.

Good point! That's awesome! Really? How about ... ? I see. Great idea! That's interesting. I think ...

Giving Positive Feedback	Active Listening	Giving an Opinion

YOUR TASK

You are traveling in the Arctic on a snowmobile. Your snowmobile suddenly breaks down. You have to walk for two days to the nearest shelter.

You are wearing warm clothes.

Look at the pictures on page 71. You can choose <u>five items</u> to take with you.

Which five items will you take?

