

UNIT 2

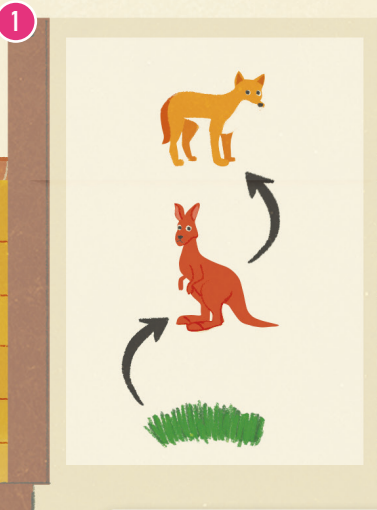
Circles of Life

A Listen. Which animal looks after its young longer?

- be born
- behavior
- die
- female
- 1 food chain
- habitat
- male
- pouch
- pregnant
- trunk



5 the natural place where animals and plants live



B Find and number the words in **A**. Then listen and check.

C Close your eyes. Listen, visualize, and say.

behavior behaviour



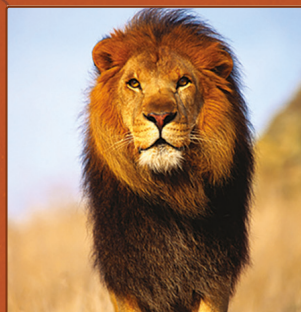
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the way
people or
animals do
things in a
particular
way

9



10



D Look and write.

About animals	Life cycle
	be born

E Listen and write. Then watch and say.

Welcome to Our Habitat

Welcome to our **1 habitat**

It's where we're **2 b** _____
and **3 d** _____.

A lot of lovely things to eat
Grass and flowers, but no flies.

You might find our **4 b** _____

A little strange, it's true.

Our feet are big and funny
So bouncing's what we do.

Got my baby in my **5 p** _____

But it isn't all carefree.

Got a dingo on my tail—

That's the **6 f** _____ here,
you see!

F Pronunciation. Listen and say. Copy the weak forms. Find other examples in the poem.

a lot of /əv/ lovely things

grass and /ən/ flowers

A Listen and read. How many parts are there in the food chain Faris describes?



Carmen: Isn't this field trip great?! I love birds ... it's a pity the owls are asleep though.

Faris: Well, of course they are! Most owls are nocturnal so they hunt at night.

Carmen: Yeah, I know. Have you seen a baby owl yet? Jon's already seen three!

Faris: No, I haven't. And I haven't seen a hawk catch a mouse yet, but I really want to!

Carmen: Birds eat mice? Yuck!

Faris: Yes, some do. I've just read it on that infographic over there. It's all about the hawk food chain. First, there's the grass. Then, an insect like a grasshopper eats the grass. Then a mouse eats the grasshopper, and when it's feeling full and happy—whooooomp!—out of nowhere the hawk swoops down and catches the mouse ...

Carmen: Like that? Ha, ha, ha!

Faris: Hey! That hawk's just stolen my hat!

	
Did you see a baby owl yet? I just read it.	Have you seen a baby owl yet? I've just read it.



B Look at **A**. Complete the table. Which word comes at the end of the question?

Present Perfect With Already, Just, and Yet					
Jon	's	already	_____		three.
That hawk	_____	_____	stolen		my hat!
I	_____	seen	a hawk catch a mouse	_____	.
_____	you	seen	a baby owl	_____?	Yes, I _____.
					No, I _____.

C Think and discuss. Then choose.

- 1 We use the present perfect to talk about *any time* / *an exact time* in the past.
- 2 We can use *already* / *just* to talk about something that happened sometime before now, and *already* / *just* for something that happened a moment before now.
- 3 In *negative* / *positive* sentences and questions we can use yet.

It hasn't happened already yet.

Remember



D Listen and say.

E Put the words in order.

- 1 the / born / babies / been / yet / Have / ? Have the babies been born yet?
- 2 from / We / the / come back / just / bird sanctuary / 've / .

- 3 already / 's / My dad / the fish / fed / .

- 4 about / I / this / read / book / owls / haven't / yet / .

- 5 caught / female / lion / 's / just / the / The / giraffe / !

- 6 finished / Why / you / haven't / yet / your / homework / ?

F Play a chain game. Ask and answer with your friends about things you have and haven't done.

Have you had lunch?

I haven't had it yet. Have you asked Aisha to the party?

Yes, I've already asked her. Have you ...?

How do humans affect nature?

A Listen to Iván and his dad talk about a problem in their garden. What solution do they decide on?



1 pesticide



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____

do something
to stop
something from
annoying you

8 _____

9 _____

10 _____



B Look at the pictures and definition in **A** and write. Then listen and check.

encourage endangered extinct get rid of harm
native ~~pesticide~~ poison predator prey

C Read and complete the paragraph.

We sometimes use 1 pesticides to kill insects that hurt us or the plants that we grow. We need to 2 _____ insects that hurt us but we shouldn't 3 _____ other animals by breaking their food chain. We need to think carefully about our behavior. Do we have the right to kill animals just to make our own lives easier? If we don't protect animals, there might be too few of them, so they will become 4 _____. They could even die out and become 5 _____. To control the animals and insects that might hurt us, it's better to 6 _____ natural predators instead of using pesticides.

D Now listen to a science program. What do humans do that affects animal habitats?



E Listen again. Write *True*, *False*, or *Doesn't Say*.

- 1 It doesn't matter what humans do on Earth. False
- 2 When we make our own lives better, we usually improve life for animals too. _____
- 3 Because of human behavior, it isn't easy for some animals to find enough food. _____
- 4 Scientists have a plan to stop the ice caps melting. _____
- 5 Poison can affect a whole food chain. _____
- 6 Some people think they're more important than the planet. _____

What can you do to help protect nature?
Why is it important to protect animals and plants?

A Listen to Susie and Carmen and read. What effect have people had on these toads and frogs?

Toads and Frogs at Home



cane toad

How long have cane toads lived in Australia? Surprisingly, they've only been there since 1935, when an organization introduced around 100 of them, from Hawaii. Farmers wanted a predator to get rid of an insect that was eating their sugar cane crops. The cane toads didn't get rid of the insects and now there are millions, possibly billions, of cane toads, because no predators eat them. The government has tried to control them for many years, but there are just more and more. The toads can be dangerous to animals and humans. It hasn't been a good way to try to deal with the insect.

In contrast, scientists have only just discovered this little yellow-black rain frog in Ecuador and already it's endangered. It's lived in the forest for a long time, but because humans are cutting down the forests where they live, they're quickly losing their habitat.



yellow-black rain frog



Look, here's an article about toads *and* frogs!

Great!

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B Look at **A**. Complete the table. Which question word do we use?

Present Perfect With <i>For</i> and <i>Since</i>					
How long	_____	cane toads	_____	in Australia?	
They	've only	_____	there	_____	1935.
The government	_____	tried	to control them	_____	many years.

*I've lived here since I
have been was young.*

Watch Out

C Think and discuss. Then choose.

- 1 We use the present perfect with *for* / *since* to talk about the duration of an activity or event.
- 2 We use the present perfect with *for* / *since* to talk about a point in time, when something started.

 **D** Listen and say.

E Write full sentences and questions with *for* or *since*.

- 1 Native predators / hunt / here / a long time
Native predators have hunted here for a long time.
- 2 Dinosaurs / be / extinct / millions of years

- 3 How long / you / live / here ?—last year

- 4 These pesticides / harm / animals / 2014

- 5 How long / she / play / the guitar ?—six months

- 6 I / not visit / the USA / 2015



F Play *True or False*. Write a list of activities. Then trade lists and ask and answer.

How long have you played tennis?
False! You haven't played since you were five!

Since I was five.

You're right. I've played since I was eight.

A Read the infographic about an imaginary food chain. Which animal is the prey of two predators?

A FOOD CHAIN IN ASKNA

A food chain shows which animals eat plants or other animals to get energy. This infographic features a food chain in the cold, snowy climate of Askna.

Mangin is a plant that grows in very cold sea water off the coast of Askna. It grows all year round, even in the coldest weather.



Groobits are very small and it is impossible for people to see them without a microscope. Millions of them live under the ice around Askna.



Hamdingers live in the sea too. Although they can't see anything, they can hear very well and they can swim very fast.



B Look at the structure of the infographic. Read and answer.

- 1 What do the arrows show? _____
- 2 What kind of information does the infographic give? _____

- 3 Why has the writer used color in the text? _____

- 4 How many sentences are in each section? _____
- 5 Why is the information arranged in short sections instead of one long paragraph? _____

C Look at the language in the infographic. Read and respond.

1 Cross out the conjunctions the writer doesn't use to make longer sentences.

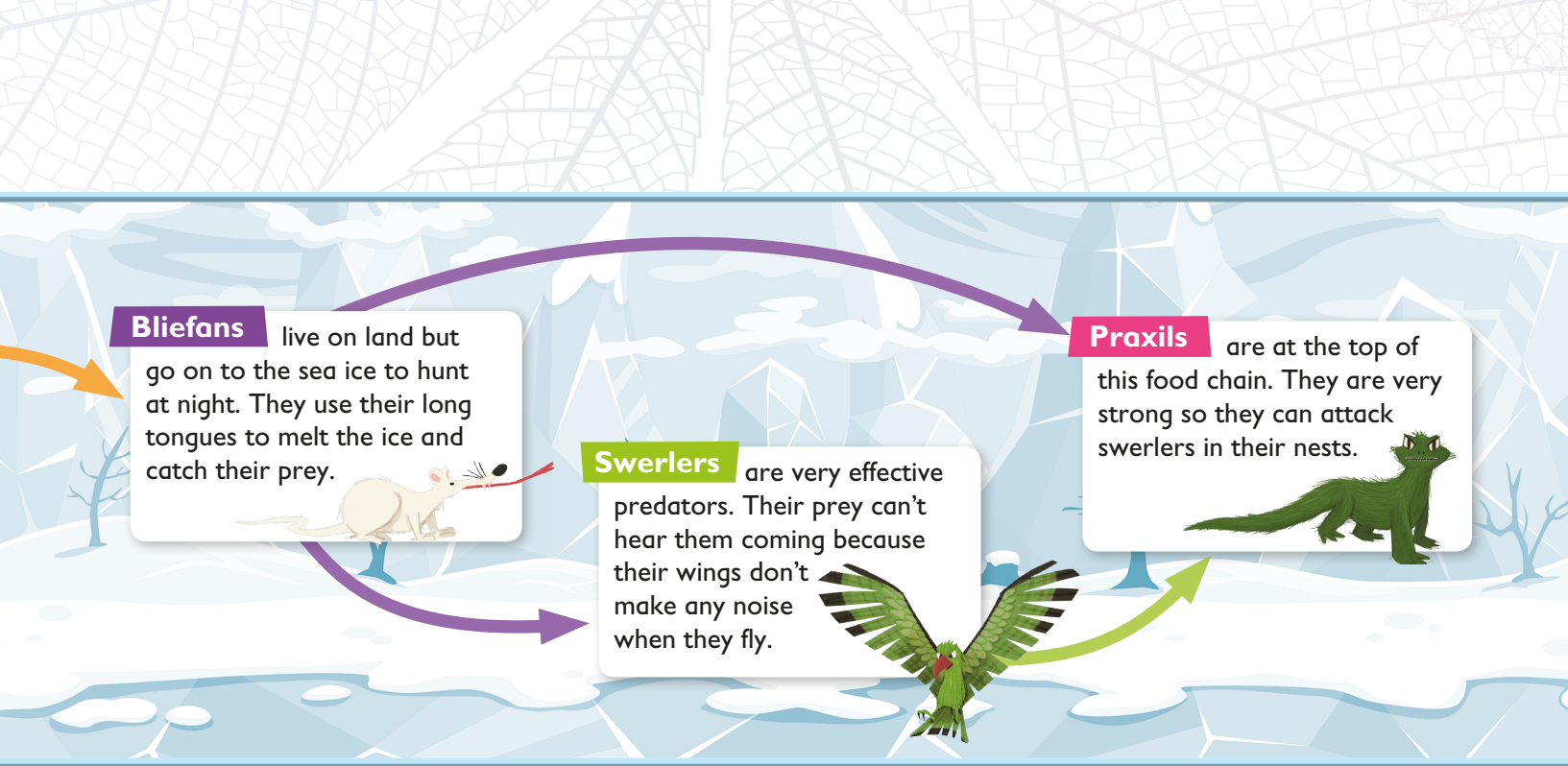
and but when although because that where so

2 How are the conjunctions *because*, *although*, and *so* used?

- a. _____ introduces unexpected information
- b. _____ introduces a purpose
- c. _____ introduces a reason

Conjunctions connect shorter facts with more details, making the information clear for the reader.





Bliefans live on land but go on to the sea ice to hunt at night. They use their long tongues to melt the ice and catch their prey.

Swerlers are very effective predators. Their prey can't hear them coming because their wings don't make any noise when they fly.

Praxils are at the top of this food chain. They are very strong so they can attack swerlers in their nests.



D Think and discuss. Research or invent some plants and animals for a food chain. Use a Generating Ideas technique.

E Plan your food chain. Use your notes in **D**, decide on the order, and what information you want to highlight.

	Introduction
●	Food chain sequence:
	1
	2
	3

F Now write and illustrate your infographic.

Read and Respond
Ask your friend to read your infographic. Can he/she add another piece of information?

A Watch and listen. What could you do to help bees?



B Watch again. Check (✓) the questions Linda and Maria use in their presentation. Who answers these questions?

- 1 Why do we need bees? Maria
- 2 Where do bees come from?
- 3 What has caused this?
- 4 How many bees are there in the world?
- 5 Do food producers encourage bees?
- 6 What can we do to stop bees disappearing?

C Prepare a presentation with a friend called *The Empty Sea*. Think and plan.

**Too much fishing—
now not enough fish**
FISH ENDANGERED

Habitat change
With climate change, the seas are becoming warmer and warmer. Fish and sea birds are moving to different parts of the ocean.

- put a limit on the number of fish we can catch
- special nets so the wrong fish and sea creatures not caught
- clean up habitats
- don't buy fish or other things from the ocean which are endangered

Reflect
What positive things can I say about my friends' presentations?

D Practice with your friends using phrases in **B**. Then share with the class. Make notes.

How well did you meet the challenge of Unit 2? Read and respond.

Looking Back

My favorite activity was ...

One thing I learned is ...

The funniest moment this month was when ...

I'll never forget when ...

Hello! Remember me? I'm Susie Kloo. I like learning about nature. What do you think I'm good at? Find out in Unit 3!



I've Just...

HOW TO PLAY

- 1 Play in pairs.
- 2 Take turns choosing a picture and saying a sentence about it. Answer your partner's questions and have a conversation for 1 minute.
- 3 You win 1 point for a correct sentence or question. You win 2 points if you include one of the **white** words or phrases on the page.
- 4 The player with the most points wins when you have talked about all the photos!

I've just played a game with my team.

Has your team ever won anything?



already
somewhere

anything
no one



How long? Who? What? When? Why? How often?

_____'s Points

_____'s Points



1



2



3

everyone
just
sometimes



4



6



5

How long? Who? What? When? Why? How often?