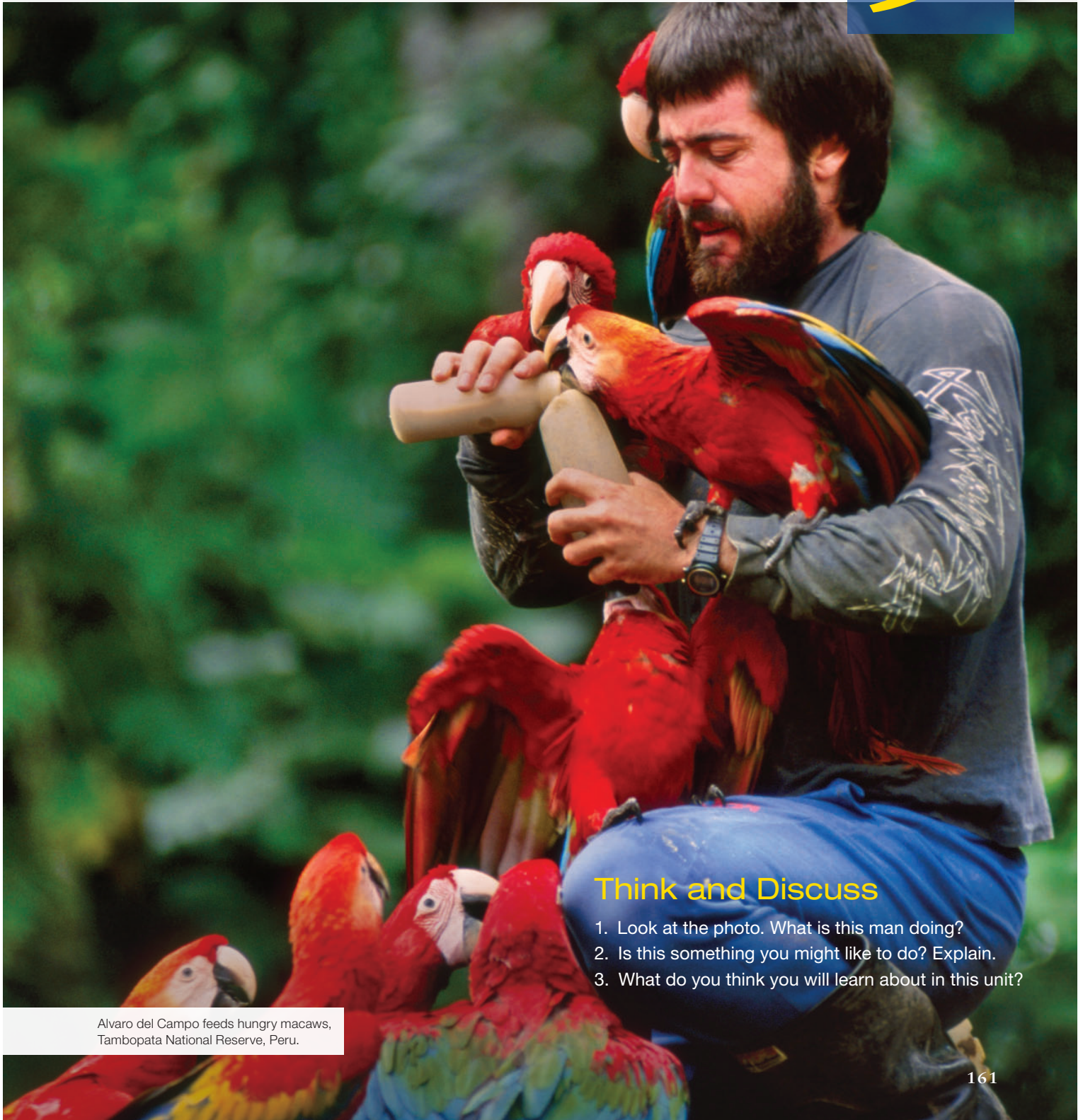


Our Relationship with Nature

ACADEMIC PATHWAYS

- Lesson A: Listening to a Lecture
Comparing Three Natural Attractions
- Lesson B: Listening to a Conversation
Giving an Individual Presentation

9



Alvaro del Campo feeds hungry macaws, Tambopata National Reserve, Peru.

Think and Discuss

1. Look at the photo. What is this man doing?
2. Is this something you might like to do? Explain.
3. What do you think you will learn about in this unit?

Exploring the Theme: Our Relationship with Nature

Look at the photos and read the captions. Then discuss the questions.

1. What do you see on these pages that represents the natural world?
2. Which of the photos on these pages show a good relationship between people and nature? Which photos show a bad relationship? Explain.
3. What can people do in order to have a positive effect on the natural world?

Sharing Land with Animals



When people and animals have to share the same land, it sometimes causes conflicts, or problems. This polar bear is looking through a cabin window in Svalbard, Norway.

Hunting and Fishing



These Senegalese fishermen are pulling in nets filled with fish. People fish and hunt animals for food. Fishing is the main reason there are fewer large fish in the oceans today than in the past.

Scientific Research



Biologists are scientists who study living things. The information biologists collect can help the animals they study. This biologist is studying Macaroni penguins on Bird Island, South Georgia.

The top of the volcano Santa Maria appears through the clouds in the western highlands of Guatemala.





A | Using a Dictionary. Listen and check (✓) the words you already know. Use a dictionary to help you with any new words. These are words you will hear and use in Lesson A.

- ahead (adv.) hunt (v.) relationship (n.) responsibility (n.) value (v.)
 depend (v.) raise (v.) respect (n.) share (v.) within (prep.)



B | Meaning from Context. Read the two articles below. Fill in each blank with a word from the box above it. There is one extra word in each box. Then listen and check your answers.

- ahead depend raise relationship share



The Maasai People and Cattle¹

The Maasai people of East Africa have a special (1) _____ with one kind of animal. They (2) _____ on cattle for meat and milk, which make up most of the Maasai diet. In order to (3) _____ cattle in a dry climate, the Maasai people (4) _____ land. Each family has its own animals, but they move the cattle over long distances and onto different families' land in order to find enough grass for the cattle to eat.



¹Cattle are the large animals that beef comes from.

- ahead respect value within



The Sami People and Reindeer

Like the Maasai, the Sami people of northern Europe (5) _____ one animal more than any other. In this difficult climate, reindeer give the Sami people food, clothing, and other useful items. Nowadays, some Sami people raise reindeer on farms, but many Sami people still travel long distances with their animals. This gives them a detailed knowledge of the land and a great (6) _____ for nature. No one knows exactly what is (7) _____ for the Sami people because climate change makes the future of the Arctic uncertain.



USING VOCABULARY

A | **Self-Reflection.** Discuss the questions with a partner.

1. When people think of your country or culture, what animal do they think of?
2. Why is that animal important to people in your country or culture?



track 3-17

B | **Meaning from Context.** Read the article. Fill in each blank with the correct form of a word from the box. There is one extra word. Then listen and check your answers.

hunted

raise

responsibility

within

The Australian Aborigines and Australian Animals

The Aborigines of Australia have a different kind of relationship with animals. Australia has many kinds of animals, and all of them are part of the Aborigines' traditional culture. In the past, they (1) _____ some of the animals for food. Other animals appeared in stories or in very old paintings on rocks.

For the Aborigines, everything in nature is connected, and human beings have a special role (2) _____ the natural world. One group of Aborigines believes it is their (3) _____ to make sure Australia's kangaroos are doing well.



An Aboriginal painting of a kangaroo, Kakadu National Park, Australia

C | **Critical Thinking.** Form a group with two or three other students. Discuss the questions.

1. In what ways do the Sami and Maasai people have a similar **relationship** with animals?
2. How is the Australian Aborigines' **relationship** with animals different from the Maasai and Sami people's **relationship** with animals?
3. Do you think it is the **responsibility** of human beings to take care of the world's animals? Explain.

Before Listening

- A** | **Using a Dictionary.** Read the article and the photo captions. Use your dictionary to help you with the underlined words.

An adult harp seal surfaces at a breathing hole.



An Inuit hunter in Nunavut, Canada, waits on the ice near a seal's breathing hole.



The Inuit People and the Harp Seal

It's winter in the Arctic, and for many Inuit people in Canada, Greenland, and Alaska in the United States, it's time to hunt the harp seal. They hunt the seals for their meat, oil, and skins, and they use guns to kill the animals, or they hit the seals on the head with a tool called a *hacapik*.

For the Inuit, the seal hunt is a very old tradition, and they know there are large numbers of harp seals in the Arctic. Other people, however, question the ethics of the seal hunt. In Europe, for example, it is now illegal to trade any seal products. People who are in favor of this new law think the seal hunt is wrong because of the ways hunters kill the animals.

Critical Thinking Focus: Making Comparisons


In academic work, students often need to make comparisons between two or more things, people, or ideas to show that they understand a topic.

To make a comparison, first list what you know about the things you want to compare. Then, study this information carefully to notice how the things are similar and how they are different.

- B** | **Critical Thinking.** Look back at the articles on page 164–165. Then discuss the questions with a partner.
1. Which culture lives in a similar climate to the Inuit people: The Sami, the Maasai, or the Australian Aborigines? Explain.
 2. How is the Australian Aborigines' use of animals similar to the Inuit people's use of animals? Explain.
- C** | **Self-Reflection.** Discuss the questions with your partner.
1. Is it legal or illegal to hunt wild¹ animals in your country? Explain.
 2. How do you feel about people hunting wild animals for food? Explain.

¹Wild animals live in nature. People do not take care of them.

Listening: A Lecture

 **A** | **Listening for Main Ideas.** Read the statements. Then listen to a part of a lecture from an ethics class and circle **T** for *true* or **F** for *false*.

- | | | |
|--|----------|----------|
| 1. The new law is popular with people in Europe. | T | F |
| 2. The Inuit people raise wheat as a crop. | T | F |
| 3. Only Inuit people can hunt seals. | T | F |
| 4. The Inuit people want to change the law. | T | F |



Identifying Opinions

Speakers often give personal opinions in addition to facts and other information. This happens in academic contexts as well as in everyday life. Sometimes speakers use special expressions to give their opinions, such as *I think* and *personally* and the other expressions you learned in Unit 5 on page 88. At other times, they change the way that they speak. Here are some ways that speakers express their opinions. Listening for these things can help you identify speakers' opinions.

Extra Emphasis

Speakers may say certain words more loudly than normal.

I do NOT want to WATCH this! *He gave an EXCELLENT presentation!*

Special Language

Speakers may use positive language to support an idea.

*These **beautiful** animals have the **amazing** ability to see in the dark.* (The speaker admires the animals.)

Speakers may use negative language to criticize an idea.


*Seal meat sounds **disgusting**, and the way people kill seals is **awful!*** (The speaker is against seal hunting.)

 **B** | **Identifying Opinions.** Read the questions. Then listen to the lecture from exercise **A** again and answer the questions.

1. What is the first student's opinion about the seal hunt? How does he express his opinion?
2. What is the third student's opinion about killing animals? How does he express his opinion?

 **C** | **Discussion.** With a partner, compare and discuss your answers from exercise **B**.

After Listening

 **Discussion.** Form a group with two or three other students. Discuss the questions.

1. Do you think the law against trading seal products in Europe is a good law? Why, or why not?
2. Why do the Inuit people think it should be legal for them to sell seal products in Europe? Do you agree with their reasons? Explain.

Grammar

The Comparative and Superlative Forms of Adjectives

We use the comparative form to talk about differences between two people or things. With most one-syllable or two-syllable adjectives, we form the comparative with adjective + *-er* (+ *than*).

*Polar bears are **larger than** black bears. They also live in a **colder** climate.*

With adjectives that have more than two syllables, we form the comparative with *more* or *less*.

*Brett is **more responsible than** his brother. He's **less interesting**, though.*

We use the superlative to talk about extremes among three or more people or things. With most one or two-syllable adjectives, we form the superlative with *the* + *-est*.

*Mount Everest is **the highest** mountain in the world.*

With adjectives that have more than two syllables, we form the superlative with *the most* or *the least*.

*Miranda is **the most intelligent** child in the class, but she is the least **friendly**.*



- A** | With a partner, take turns saying the sentences below with the comparative or superlative form of the adjective in parentheses.

Frank is the tallest member of my family.

1. Frank is (tall) member of my family.
2. Fishing is (dangerous) job in my country.
3. Your cookies are (delicious) than my cookies.
4. This view is (beautiful) than the view from my hotel room.
5. Your apartment is (clean) apartment in the building.
6. I think cattle are (smart) than horses.

Spelling Changes and Irregular Forms of the Comparative and Superlative

There are a few extra rules for spelling comparative and superlative adjectives correctly.

- With words ending in *e*, just add *-r* or *-st*: *safe-safer* *large-largest*
- With words ending in *y*, change the *y* to *i*: *lazy-lazier* *happy-happiest*
- With words ending in consonant-vowel-consonant, double the final consonant: *hot-hotter* *thin-thinnest*

Some common adjectives have irregular comparative and superlative forms.

good-better-best *bad-worse-worst* *far-farther-farthest*

B | With a partner, complete each sentence with the comparative or superlative form of the adjective in parentheses. Then practice saying the sentences.

1. My house is farther (far) from here than your house is.
2. African elephants have _____ (big) ears than Asian elephants have.
3. The monkeys at the zoo are _____ (noisy) than monkeys in the wild.
4. This rose is _____ (pretty) flower in my garden.
5. The _____ (bad) grade I got in any of my classes this semester was a C.
6. My apartment is _____ (small) than your apartment.

Language Function: Making Comparisons

A | Look at the photos and read the captions. Then read and listen to the information about two studies of black bears. Notice the similarities and differences between the two studies.

Black Bear Research: Two Places and Two Methods

North American black bears are shy animals. They are fearful by nature, and will usually run away if they see or hear people. Because of this, it can be difficult for scientists to learn about these animals.

In order to study black bears, researchers in the state of New Jersey, USA, catch bears in traps.¹ Then they sedate the bears with drugs, so they go to sleep and cannot move for a short time. Researchers then measure and weigh the bear, remove a tooth to find out the bear's age, and take blood to test for diseases. From these studies, researchers want to find out how many bears live in New Jersey, how long they live, and how many babies, or cubs, they produce.

Several hundred miles to the west, another black bear study is taking place in Minnesota, USA. There, Dr. Lynn Rogers and his team study bears that are completely awake. The bears know the researchers' voices and they are not afraid of the team. They still run away from other people, but with the help of a few grapes or nuts to keep the bears busy, Dr. Rogers can touch the animals to check their hearts, look at their teeth, and change the radio or GPS³ equipment that the bears wear around their necks. He and his team can also walk or sit with the bears for hours and make videos to learn about the bears' everyday lives.

In both places, the main goal is the same—to make sure there is a healthy population of wild black bears. In contrast, the research methods and the kinds of information researchers are able to collect are quite different.



A researcher from the New Jersey Department of Environmental Protection measures a sedated black bear.



Dr. Lynn Rogers of the Wildlife² Research Institute in Minnesota observes a black bear that is wearing a radio collar.

¹A trap catches and holds an animal that walks into it.

²Wildlife refers to the animals and other things that live in the wild.

³GPS (Global Positioning System) equipment allows researchers to follow the bears' movements with satellite technology.



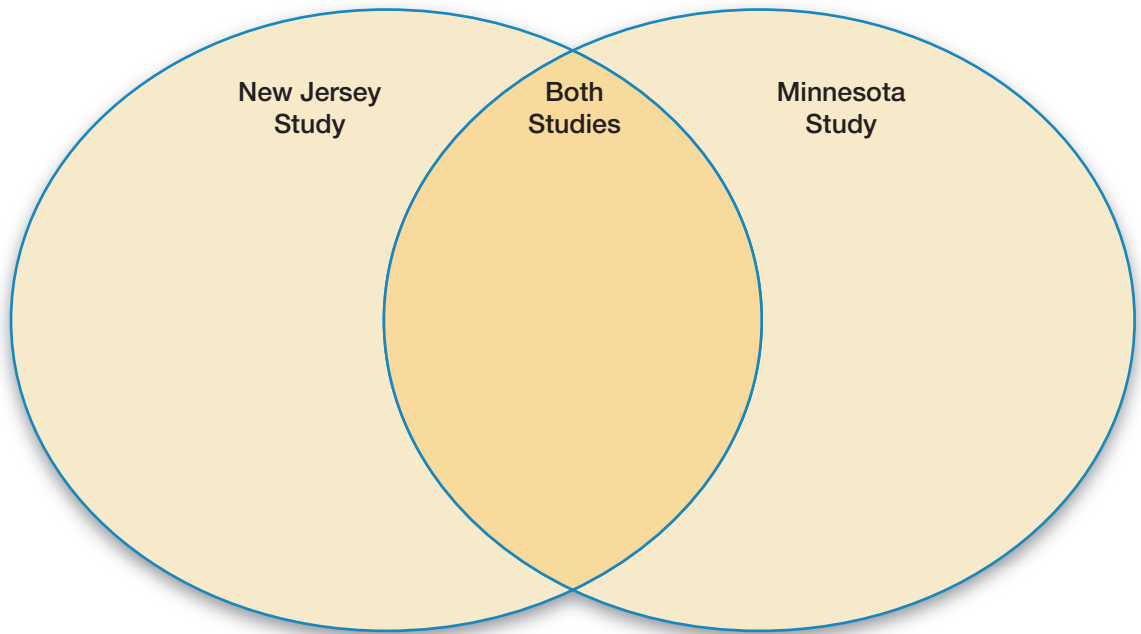
Dr. Lynn Rogers with a black bear cub

B | Collaboration. Work with a partner. Look at the types of information in the box below. Decide which bear study can collect each type of information. Use the article on page 169 and your own ideas.

- number of bears in an area
- number of cubs each year
- bears' favorite foods
- how mother bears teach cubs
- how cubs play together
- a bear's age
- a bear's health
- how bears react¹ to danger
- a bear's location
- how bears react to other bears

¹To **react** is to feel or do something because of something else.

C | Using a Graphic Organizer. With your partner, write each type of information from exercise **B** in the correct part of the Venn diagram below. (See page 214 of the *Independent Student Handbook* for more information on using Venn diagrams.)



D | Critical Thinking. With your partner, use your Venn diagram from exercise **C** to help you discuss the questions.

1. Which study do you think produces more information?
2. Which study do you think is kinder to the bears/better for the bears?
3. Which study do you think is more expensive?
4. Which study do you think is more useful to science?
5. Which study do you think is more useful to bear hunters?

E | Form a group with another pair of students. Discuss the questions and your answers from exercise **D**.

Comparing Three Natural Attractions

A | Self-Reflection. Discuss the questions with a partner.

- How important is spending time in nature to you? Very important, somewhat important, or not very important? Explain.
- Check (✓) the outdoor activities that you enjoy and add two more ideas of your own. Explain your choices to your partner.

<input type="checkbox"/> walking in a park or public garden	<input type="checkbox"/> sitting near a river, lake, or ocean
<input type="checkbox"/> watching animals outdoors or at a zoo	<input type="checkbox"/> other outdoor activities

B | Read the three advertisements for tours of natural attractions in South America.



IGUAZÚ FALLS

- Three days and two nights
- Visit the world's largest waterfall.
- Travel by plane from Buenos Aires to the Iguazú Falls.
- Go hiking in the national park and take beautiful photos from the observation areas.
- Enjoy a boat ride on the river below the falls.
- Stay in a luxury hotel.
- Cost: \$750 per person



COLCA CANYON

- Two days and one night
- Travel by bus to the Pampas Cañahuas and see wild animals.
- See the amazing Colca Canyon, where it's possible to watch the Andean condor—the largest bird in the world.
- Stay in a small hotel in a village.
- Cost: \$300 per person



GALÁPAGOS ISLANDS

- Four days and three nights
- Travel by boat to three islands where wild animals such as penguins, sea birds, and tortoises are common.
- Enjoy sunset walks on the famous Galápagos beaches.
- Stay in budget hotels on the islands and eat in the local restaurants (not included in the cost).
- Cost: \$1200 per person

C | With your partner, decide which attraction you would like to visit together. Compare the attractions using the comparative and superlative form of the adjectives in the box and your own ideas. Say as many sentences as you can.

amazing	expensive	interesting	short
beautiful	good	long	unusual


The tour of the Colca Canyon is less expensive than the other two tours.

That's true, but it's also the shortest tour.



A herd of wild horses in the western United States

Before Viewing

-  **A | Prior Knowledge.** In Lesson A of this unit, you learned about some of the relationships between people and animals. This video is about the relationship between people and horses. With a partner, discuss the questions.

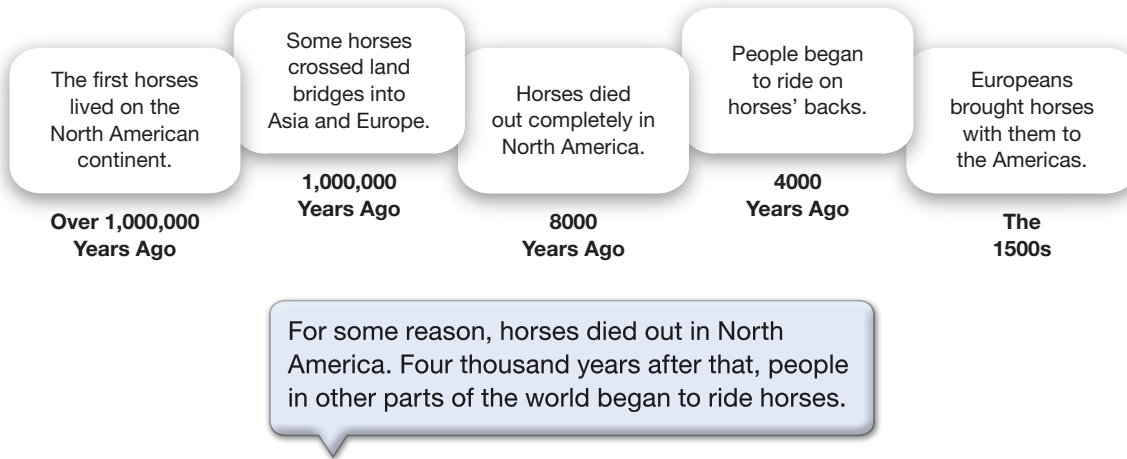
How are horses important to people around the world? How were they important in the past? Consider these areas of life:

sports/recreation food/farming art/movies/books transportation

- B | Using a Dictionary.** Match each word to its definition. Use a dictionary to help you.

- | | | |
|------------------|-------|--|
| 1. prey (v.) | _____ | a. to change in order to be successful in a new situation |
| 2. adapt (v.) | _____ | b. to become less and less common and eventually disappear |
| 3. predator (n.) | _____ | c. to hunt and eat other animals |
| 4. die out (v.) | _____ | d. to produce animals with certain qualities in a controlled way |
| 5. breed (n.) | _____ | e. an animal that hunts and eats other animals |

- C | Understanding Visuals.** Work with a partner. Take turns talking about important events in the history of horses. Use the information in the chart below and your own words to connect the ideas. Then switch roles.


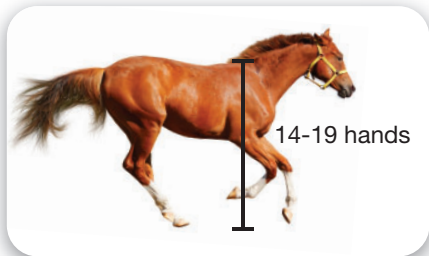
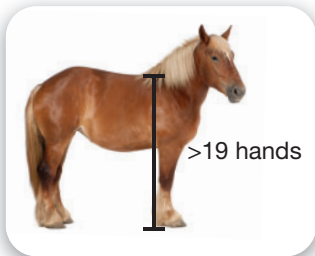


While Viewing

- A |** Read the statements. Then watch the video and number the statements 1 to 4 in the order you hear about them.

- ____ People began to breed horses for different jobs.
- ____ Horses are in an animal family with donkeys and zebras.
- ____ People measure a horse's size in "hands."
- ____ Horses eat grass and use their speed to run from predators.

- B |** Watch the video again and draw a line from each type of horse to its picture below.

racehorse	draft horse	pony
		

After Viewing

- Critical Thinking.** Form a group with two or three other students. Discuss the questions.

- In the video, you heard, "Thousands of years before humans invented cars and airplanes, it was the horse who allowed us to go faster, go farther, and explore the world." What do you think this statement means? Explain.
- What other forms of transportation did people use before cars and airplanes?



track 3-21

A | Using a Dictionary. Listen and check (✓) the words you already know. Use a dictionary to help you with any new words. These are words you will hear and use in Lesson B.

- aggressive (adj.) avoid (v.) is worth (phrase) reserve (n.) scenery (n.)
 attack.(v.) conflict (n.) limited (adj.) save (v.) wildlife (n.)



track 3-22

B | Meaning from Context. Look at the photos and read the captions. Circle the correct word or phrase to complete each conversation below. Then listen and check your answers.



A national park in Uganda is home to this mountain gorilla. Biologists come here to study the gorillas. Tourists come to see them as well.



It's not easy to hike into the hot, wet tropical rain forest. For these tourists, the chance to watch mountain gorillas is worth the long hike.

Marcy: Why did you decide to take this tour?

Hope: Well, I think gorillas and other kinds of (1) (**wildlife/scenery**) are really interesting.

Marcy: I agree, and the (2) (**conflict/scenery**) here is beautiful, too.

Hope: Yeah, all in all, this tour certainly (3) (**is worth/avoids**) the cost.

Dan: I'm scared. The gorillas are so big! Do they ever (4) (**save/attack**) humans?

Okello: Almost never. Gorillas are not (5) (**aggressive/limited**). In fact, they usually try to (6) (**attack/avoid**) trouble. You don't often see a gorilla getting into a (7) (**conflict/wildlife**) with another animal.

Dan: Oh, really? Don't the male gorillas fight each other?

Okello: No. They usually just show their strength, and the other males go away. Anyway, the tour groups don't get too close to the gorillas, so we'll be fine.

Leandro: This part of the national park is a nature (8) (**reserve/save**), right?

Vanessa: That's right. It's illegal to hunt here, so the animals are pretty safe.

Leandro: Do you think that's going to (9) (**be worth/save**) the mountain gorillas?

Vanessa: Maybe. There aren't many gorillas left, but the park helps to protect them.

Leandro: The area of the park is (10) (**scenery/limited**), though. The gorillas can't go very far.

Vanessa: That's true, and I think it's the gorillas' biggest problem these days.



C | With a partner, practice the conversations from exercise **B**. Then switch roles and practice them again.

USING VOCABULARY

A | Fill in each blank with a word from exercise **A** on page 174.

1. Uganda's government created the national park. One reason was to _____ the mountain gorillas since there are so few left.
2. The gorillas don't have much land. It's a _____ amount of land.
3. The land in the national park could be excellent for farming. For that reason, the land _____ a lot of money.
4. There is a _____ between different groups of people over how to use the park's land. Some people want to keep the nature _____ for the animals. Other people want to use the land differently.
5. The government wants more tourism, and tourists come to see the gorillas and other _____ such as chimpanzees. The beautiful _____ is another thing tourists want to see.
6. Mountain gorillas are shy. Most of the time, they _____ human beings, but the tour guides can usually find them.
7. People on the gorilla-watching tours don't need to worry. The gorillas aren't dangerous, and they don't _____ tourists.
8. Even though the gorillas are quite large, they aren't _____ animals. They're actually quiet, gentle animals most of the time.



B | **Discussion.** Form a group with two or three other students. Discuss the questions.

1. Do you think a gorilla-watching tour is something you might enjoy? Explain.
2. Do you think it's important to save the mountain gorillas? Explain.

C | **Critical Thinking.** Read the information. Then tell your group members which facts are surprising or interesting to you.

Mountain Gorilla Facts

- There are fewer than 800 mountain gorillas in the world. They live in four national parks in the area where Uganda, Rwanda, and the Democratic Republic of the Congo meet.
- Mountain gorillas live in family groups with as many as 40 gorillas.
- Adult male gorillas can weigh over 400 pounds (180 kilograms). Female gorillas become mothers at around 10 years old, and have one baby every three or four years.
- Mountain gorillas are mainly vegetarians. They eat so many plants that they rarely need to drink water.
- The gorilla's only predators are humans and leopards. Losing the land where they live is a much larger problem for them.



Before Listening

You are going to hear a conversation about Kariba Town in Zimbabwe, Africa. Look at the photo and read the information.



The Kariba dam on the Zambezi River stands on the border between Zambia and Zimbabwe. It's one of the largest dams in Africa. The dam and the first houses in Kariba Town were built in the late 1950s. At that time, the dam workers needed places to live. Now, Kariba Town is well known for beautiful Lake Kariba and for the wild animals that live nearby.

Listening: A Conversation



track 3-23

A | Listening for Main Ideas. Read the four statements. Then listen to the conversation and choose the main idea.

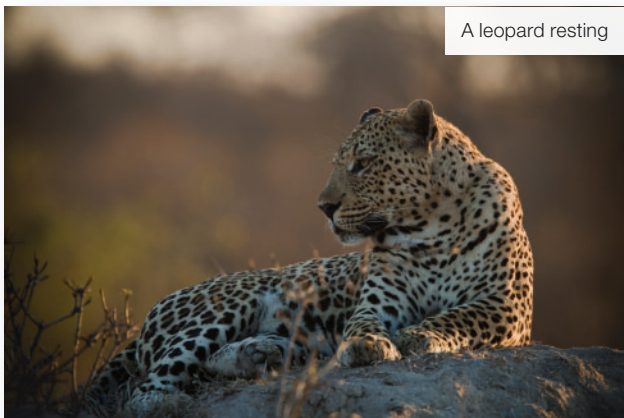
- Many people now want to leave Kariba Town and let the animals live there.
- Most people in Kariba Town stay indoors at night because that's when the animals walk around the streets and houses.
- There are benefits to having animals in and near Kariba Town. However, there are also some conflicts between people and animals there.
- Tourists visit Kariba Town to see the scenery and wildlife and to go boating and fishing on Lake Kariba.



track 3-23

B | Listening for Details. Listen again. Check (✓) the animals the speakers mention.

baboons elephants giraffes gorillas leopards zebras



A leopard resting



A Chacma baboon eating a mushroom

After Listening

 **Discussion.** With a partner, discuss the questions. Give reasons for your answers.

1. What do you think is the relationship between the speakers in the conversation (e.g., coworkers, friends, etc.)?
2. Is Kariba Town an interesting place to visit? Is it a good place to live?
3. How do you think the speakers feel about the hunting near Kariba Town and Kariba Lake?

Pronunciation

Using Stress for Emphasis

In Lesson A of this unit, you learned that speakers sometimes use extra stress when they give opinions. Speakers may also emphasize certain words to show emotions such as surprise, anger, or happiness, or to help their listeners understand what they are saying.

Examples:

Showing Emotion: **A:** *Guess what?! I GOT the JOB!*
B: *Oh, that's GREAT!*

To Give Meaning: *The land became a wildlife reserve AFTER it became a national park. (not before)*



track 3-24



track 3-25

A | Read part of the conversation. Then listen and notice the extra emphasis on the underlined words.

Jasmine: Really? I can't imagine an elephant outside my house—not here in Athens!

Jack: She's right. There aren't a lot of wild animals in this part of Greece.

Dakarai: Well, Athens is a very old city, but there was no Kariba Town before the 1950s. The land around Kariba belonged to the animals.

Jasmine: And then they built the dam.

Dakarai: Yes, that's right . . . then they built the dam. You know, when the water behind the dam began to rise, people had to save a lot of the animals. They went in boats to get them. Can you imagine? It's not easy to get wild baboons and zebras into a boat!

Jack: Wow! It's amazing that people did that!



B | Form a group with two or three other students. Decide whether each underlined word in exercise **A** shows emotion or emphasizes the speakers' meaning. Then practice the conversation. Then switch roles and practice it again.

Student to Student: Ending a Conversation

To end a conversation, follow these three steps. First, let people know you are going to end the conversation. Second, give a reason for ending it. Third, express your happiness about seeing or talking to the other person.

Well, I need to get going. My son is waiting for me. It was great to see you!

Anyway, I won't keep you. I need to make dinner. It was nice talking to you!

Grammar

Comparisons with As . . . As

We use *as* + adjective + *as* to talk about two things that are equal in some way.
*Ken is **as tall as** his brother.* (Ken and his brother are equally tall.)

We use *not as* + adjective + *as* to talk about two things that are not equal. When we compare unequal things, we say the smaller or lesser thing first.

*Ponies are **not as large as** horses.* (Ponies aren't equal to horses in size. Ponies are smaller.)

Note: Some common expressions formed with *as . . . as* are:

as soon as possible as much as possible as many as possible

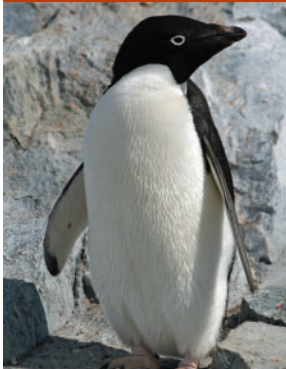
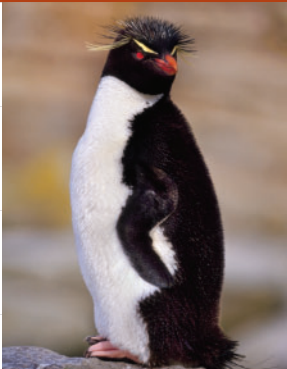
A | With a partner, make comparisons using *as . . . as* and the words and phrases below. Give your own opinions and say complete sentences.

1. baby elephants/baby tigers/cute *I don't think baby elephants are as cute as baby tigers.*
2. oranges/chocolate/delicious
3. oranges/chocolate/nutritious
4. black bears/baboons/aggressive
5. camels/reindeer/large
6. lions/tigers/beautiful

B | Read the information about two kinds of penguins. With your partner, make as many comparisons as possible using *as . . . as*, the adjectives below, and your own adjectives.

colorful heavy long-lived numerous short tall

Rockhopper penguins are not as heavy as Adélie penguins.

Penguin Fact File				
	20" (50 cm)	Average Height	20" (50 cm)	
	9 lbs.(kg)	Average Weight	7 lbs.(kg)	
	20 years	Average Lifespan	10 years	
	4.9 million	Estimated Population	3.3 million	
Adélie Penguin				Rockhopper Penguin



C | Look at the pictures and read the captions. Then read and listen to the article and underline the uses of *as . . . as*.

Blind Bobcat Finds a Friend

A bobcat named Bear was lucky to be at a sanctuary¹ that takes care of unwanted wildcats. He and the other animals at the sanctuary were not born in the wild, so they couldn't take care of themselves.

Bear had other problems, however. He was almost blind and very unfriendly toward other cats. Because of this, he was always alone. Then, workers at the sanctuary had an idea: Why not introduce him to Nairobi, a caracal, who was just as unfriendly as Bear?

At first, a fence separated the two animals, but Bear knew "Robi" was there. He surprised everyone by acting friendly toward the caracal. Robi was not as friendly as Bear, but after a few weeks, the caracal seemed more comfortable with the other cat, so workers at the sanctuary opened the fence.

Now, Robi and Bear are best friends. Bear stays as close as possible to Robi and follows him around. If the bobcat loses Robi, he chirps² until the caracal comes back. "Bear is so reliant³ on Robi," says Cheryl Tuller, director of the sanctuary, "Robi takes that as his job."



Nairobi the caracal (left) sits next to his best friend Bear the bobcat at the WildCat Haven Sanctuary in Oregon, USA.

Bear the blind bobcat follows Robi's lead. The fence behind the cats separates them from other animals at the sanctuary.



¹An animal **sanctuary** is a place where people take care of sick or unwanted animals.

²To **chirp** means to make a sound like a bird.

³If someone is **reliant**, they depend on someone or something.

D | **Critical Thinking.** With a partner, discuss each statement and circle **T** for *true* or **F** for *false*. Use the information in the article and your own ideas.

- | | | |
|---|----------|----------|
| 1. When workers introduced the cats, Bear was friendlier than Robi. | T | F |
| 2. With Robi's help, Bear is now as active as any cat at the sanctuary. | T | F |
| 3. Now, Bear is probably happier than Robi. | T | F |

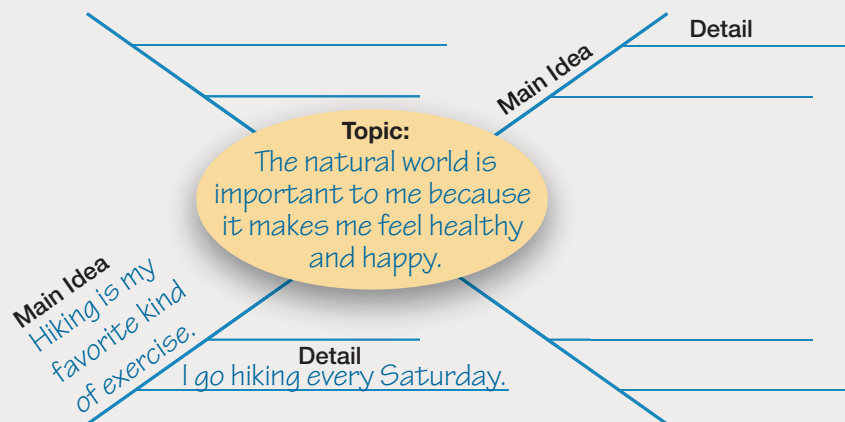
E | **Discussion.** Form a group with another pair of students. Discuss the questions.

1. What parts of the article are interesting or surprising to you? Explain.
2. Do you think other wildcats at the sanctuary have such close friendships? Why, or why not?
3. Have you heard other stories about unusual animal friendships? Explain.
4. Is a wildcat sanctuary a place you might like to visit? Why, or why not?

9

You are going to choose a topic for a short presentation. Think about details to include, and then practice your presentation before you present to the whole class. Your teacher will tell you how long your presentation should be.

- A | Brainstorming.** Use the question below to brainstorm ideas for your presentation. Write a list of your ideas in your notebook. How is the natural world important to you?
- B | Using a Graphic Organizer.** Look at your list of ideas from exercise **A**. Choose the ideas that you want to use in your presentation. Then follow the steps below. (See pages 214-215 of the *Independent Student Handbook* for more information on using *Graphic Organizers*.)
- Choose a topic from your notes. Put a check (✓) next to it.
 - Choose three or four main ideas to support your topic. Circle them.
 - In your notebook, draw a “spider map” similar to the one below.
 - Write your topic in the center of your spider map.
 - Write three to four main ideas at the end of the lines, or “arms.”
 - Write a few details for each main idea.



Presentation Skills: Ending a Presentation

At the end of a presentation, you need to give a strong conclusion. Your conclusion reminds your audience about the most important ideas from your presentation. It also tells your audience why they should care about the topic of your talk. For example, a presentation about a nearby lake might conclude in this way:

Lake Ripley is a home for wildlife as well as a popular place for people to have fun. As long as we take care of the lake, people will be able to enjoy it for a long, long time.

- C | Planning a Presentation.** Use your spider map from exercise **B** and follow these steps.
- Decide which of your ideas you will talk about first, second, and so on, and make notes for your talk. Think of a strong conclusion for your presentation.
 - You may want to look back at page 60 in Unit 3 for information about speaking from notes.
- D | Practicing Your Presentation.** Work with a partner. Take turns practicing your presentations and making helpful suggestions for improvement. You may want to use a Presentation Checklist to help you. (See page 218 of the *Independent Student Handbook* for information on *Presentation Checklists*.)
- E | Presentation.** Give your presentation to the class.