



Tadpoles swimming in the lily stalks.

Look at the photo,
answer the questions:

1 What animals are these?
Where do they usually live?

2 How do they get their food?



UNIT 8 GOALS

1. Use conditionals to talk about real situations
2. Talk about possible future situations
3. Describe what animals do
4. Discuss a problem in nature



POLAR BEAR (*Ursus maritimus*) The polar bear is one of eight different ___ **species** of bears. Its ___ **habitat** is the ice and water near the Arctic Circle. These bears are ___ **predators** that eat other animals. Their usual ___ **prey** is other arctic animals, such as seals. They ___ **hunt** for their food during the day. This bear is ___ **wild** and is found in the north of Canada. Polar bears are vulnerable, and there are not many of them left. Their habitat is shrinking. If we don't ___ **protect** these bears, they will become ___ **extinct**.

Vocabulary

A Read the text.

B Match the words in **blue** to their meanings.

- | | |
|---|--|
| 1. to look for animals and kill them | 5. a kind of animal |
| 2. an animal that other animals kill to eat | 6. doesn't exist any more, all dead |
| 3. animals that kill other animals | 7. to keep safe from danger |
| 4. the place where an animal usually lives | 8. in nature, not controlled by people |

Grammar: Real conditionals in the future

A Study the sentence and answer the questions.

Condition Result
If we don't protect these bears, they will become extinct.

1. Is the condition possible, or not possible? _____
2. Is the result now, or in the future? _____

Real conditionals in the future

We use the real conditional for situations that can happen in the future.

If you look out the train window, **you will see** a group of wild deer.

Conditional sentences have two clauses: the condition clause, and the result clause.

Condition: *if* + subject + simple present tense verb
 Result: subject + will/be going to + verb

The condition clause can be at the beginning or end of the sentence.

If you talk loudly, the birds will fly away.
 The birds are going to fly away **if you talk** loudly.

B Complete the sentence with the correct form of the verb in parentheses.

1. If an elephant _____ (live) in a zoo, it _____ (get) bored.
2. We _____ (be) very happy if our team _____ (win).
3. If I _____ (see) a bear in the forest, I _____ (yell) loudly.
4. I _____ (go) to the concert if I _____ (have) enough money for a ticket.
5. If you _____ (sleep, not) enough, you _____ (feel) tired.

C Discuss these situations with a partner. Write sentences to describe them in your notebook. What will happen if . . .

1. polar bears can't find enough food?
2. the polar bear's habitat disappears?
3. people put more polar bears in zoos?
4. people protect polar bears?
5. polar bears become extinct?

Real Language

You can say *That may be (true), but . . .* to show that you disagree with the other person's idea.

Conversation

A Listen 6 Close your book and listen to the conversation. What is Katie afraid of?

Mike: Let's go camping in the national park.

Katie: I'm not sure that's a good idea. There are black bears in the park.

Mike: That may be, but they're not very big. And they stay away from people.

Katie: If I see a bear, I'll be really scared. They're so dangerous!

Mike: Bears won't hurt you if you leave them alone.



B Practice the conversation with a partner. Switch roles and practice it again.

C Make two new conversations.

1. White Beach/sharks
2. North Campground/wolves
3. the nature reserve/snakes
4. your own idea _____

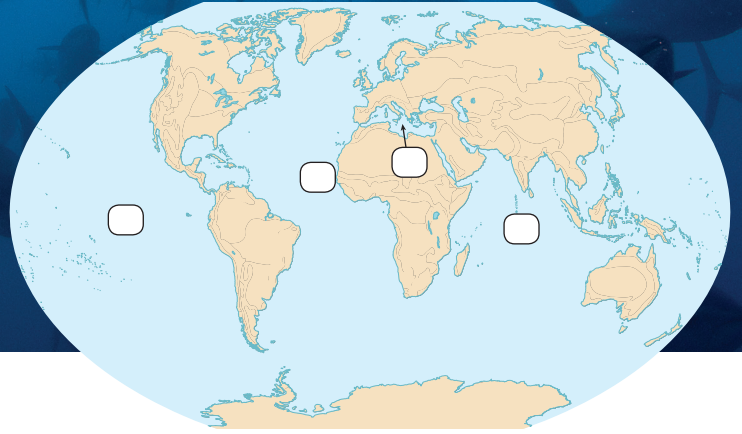
D **GOAL CHECK** Use conditionals to talk about real situations

Look at the problems in the box. How will these issues affect nature? Talk about them with a partner.

climate change
human population growth
energy use
nature shows/other education

B GOAL 2: Talk about Possible Future Situations

These bluefin tuna from a fish farm in the Mediterranean will become sushi in Japanese restaurants.



1. Atlantic Ocean
2. Pacific Ocean
3. Indian Ocean
4. Mediterranean Sea

Listening

- A** Look at the map and match the places with the boxes on the map.
- B** 7 Listen to the radio program about the bluefin tuna and circle the three places it talks about in the map.
- C** 8 Listen and fill in the blanks.

Bluefin Tuna

1. Up to _____ feet long
2. Weighs more than _____
3. Colors: _____, _____, _____
4. Swims more than _____ miles an hour
5. Lives up to _____ years

- D** 9 Listen and complete the sentences.
1. In _____ people use it to make sushi, and in _____, people love to cook big pieces for tuna steaks.
 2. If the boats _____ big bluefins, there _____ young fish in the future.
 3. Only _____ of the original population of bluefins was left.
 4. If the big boats _____ the fishing in the Mediterranean, many poor people _____ their jobs.
 5. If this amazing fish _____, the seas _____ a great treasure.

- E** Discuss these questions with a partner.

1. Is fish cheap or expensive where you live? How often do you eat it?
2. Do you know where your fish comes from?

Pronunciation: Phrases in sentences

A  **10** Listen and repeat the sentences. Notice how they're divided into phrases.

1. A bluefin tuna | can swim very fast | and live a long time.
2. My friend's birthday | is June fourteenth.

B Draw lines to divide these sentences into phrases.


1. Jeff and I saw three big sharks.
2. Cathy isn't here, but I can take a message.
3. I'll bring my camera if we go to the zoo.
4. If they catch all the big fish, the species won't survive.
5. The family will have fun at the national park.

C  **11** Listen and check your answers. Take turns saying the sentences.

Communication

A Read the information. What does *sustainable* mean?

Fish is one of the world's favorite foods. Around the world, the average person eats 36 pounds (16 kg) of fish every year. But many kinds of fish around the world are disappearing because people catch too many of them. Scientists say that 90 percent of the biggest fish are gone now. If we catch too many big fish now, there won't be any baby fish in the future. Our way of fishing now is not **sustainable**—it can't continue for a long time without hurting the environment.

B  You are members of an environmental group called **Save the Oceans**. You want to take action to solve the fishing problem. Talk about these plans. What will happen if we follow each one?

Plan A: Don't eat fish!

Tell people to stop buying and eating fish. Put ads in newspapers and magazines, and make TV commercials to explain why fishing hurts the environment.

Plan B: Safe fish symbol

Make a special symbol for fish that is caught in a sustainable way. Make commercials to tell people to look for this symbol in supermarkets and restaurants.

Plan C: Strict laws about

fishing Make stronger laws about how many fish people can catch. Send special police in fast boats to all of the fishing areas to make sure that fishing boats follow the laws.

C  **GOAL CHECK**  **Talk about possible future situations**

Which is the best plan? Why? Explain your decision to the class.

Word Focus

The word **environment** can refer to nature or to everything that's around us.

*Recycling used paper is good for the **environment**.*

*This classroom is a good **environment** for learning.*



beautifully fast well
slowly loudly badly

quick careful
quiet easy loud



Language Expansion: Adverbs of manner

A How do they do it? Complete the sentences with an adverb from the box.

1. A snail moves slowly.
2. A fox hunts _____.
3. A penguin walks _____.
4. A monkey jumps _____.
5. A lion roars _____.
6. A bird sings _____.

Adverbs of manner

Adverbs of manner tell us how an action is done. The adverb usually follows the verb.

Many adverbs of manner are formed from adjectives plus *-ly*.

Some adverbs of manner are irregular.

Note: For most adjectives that end in *-y*, change the *-y* to *-i* and add *-ly*.

A snail moves **slowly**.
Tigers run **fast**.

quick – quickly safe – safely
soft – softly careful – carefully

well fast hard

easy – easily happy – happily
angry – angrily

B In your notebook, write sentences using the adverb form of each adjective in the box.

Grammar: Review of quantifiers

A Write C for count nouns or NC for non-count nouns.

Raccoons are small (1) _____ animals that live in North America, Japan, and a few (2) _____ parts of Europe. They are *omnivores*—animals that eat both plants and animals. A raccoon's usual diet is (3) _____ nuts and (4) _____ fruit. They also like to eat insects. Sometimes they catch (5) _____ fish or (6) _____ frogs.

Quantifiers					
With count nouns			With non-count nouns		
too few	a lot of	eggs	too little	a lot of	meat
a few	many		a little	too much	
some	too many		some		

*Quantifiers tell us *how much* or *how many*.
 *Don't use *much* in affirmative sentences: ~~He has much money.~~ He has a lot of money.

B Circle the correct quantifier in each sentence below.

- Raccoons eat (many | a little) different kinds of food.
- They eat (a little | a lot of) nuts.
- Raccoons will eat (a few | a little) insects if they find them.
- They sometimes eat (a little | many) soap.
- If a raccoon goes in your garbage can, you'll find (a lot of | many) garbage all over the place!



Conversation

A 12 Listen to the conversation with your book closed. What does the woman want to see at the zoo?

Dan: So, which animals do you want to see at the zoo?
Carmen: I love to look at the penguins. I think they're really amazing.
Dan: Why is that?
Carmen: Well, they walk so slowly, but in the water they swim really well. And it's fun to watch them at feeding time.
Dan: Really? What do they eat?
Carmen: They eat a lot of fish and a few shrimp.

B Practice the conversation with a partner. Switch roles and practice it again.

C Fill in the chart. Add your own ideas. Then make new conversations.


	What they do	What they eat
1. tigers		
2. elephants		


meat walk play
 leaves grass swim
 run fruit

D **GOAL CHECK** Describe what animals do

Report to the class. Tell them about your favorite zoo animal. Try to use adverbs and quantifiers.

Reading


A  What are some reasons animals are endangered? Talk about your ideas with a partner.

B  Look at the list of ways we can protect endangered animals. Check the ideas you predict you will read about in the article. Compare your answers with a partner.

1. _____ stop poaching
2. _____ create advertisements about conservation
3. _____ prevent droughts
4. _____ put land under conservation
5. _____ support nature tourism

C Read the article. Write the dates next to the events.

1. _____ 20 lions remain in Kunene
2. _____ John Kasaona is born
3. _____ drought hits Namibia
4. _____ war begins
5. _____ war ends

D  List two good things about the community based conservation program. Compare your answers with a partner.

GLOSSARY

bush *n.* land far from towns and cities

confront *v.* to challenge (someone) in a forceful way

conservationist *n.* someone who works to protect animals, plants, and natural resources

poaching *n.* killing an animal illegally

species *n.* a group of animals or plants that are similar

TED TALKS

John Kasaona

Community Based Conservationist

HOW POACHERS BECAME CARETAKERS

TED John Kasaona's idea worth spreading is that Namibia's community-led conservation program can be a model for the rest of the world. It will help us protect endangered animals while empowering and improving the lives of rural people.

When John Kasaona was a boy growing up in Namibia, his father took him into the **bush** to teach him how to take care of the family's livestock. His father said, "If you see a cheetah eating our goat, walk up to it and smack it on the backside." A cheetah is a very nervous animal. If a person **confronts** it, it will probably run away. John also learned how to deal with a lion by standing very still and making himself look very big. These were useful lessons for a boy who became a wildlife **conservationist**. As Kasaona says, "it is very important if you are in the field to know what to confront and what to run from."

Kasaona was born in 1971. At that time, Namibia had many problems. The country was at war from 1966 to 1990. Because of the fighting, many people had rifles. This caused a secondary problem—**poaching**. For example, poachers killed many black rhinos for their horns, which were very valuable. To make things even worse, around 1980, a terrible drought killed people, livestock, and wildlife. By 1995, there were only 20 lions left in the Kunene region in the northwest of the country, where Kasaona's family lives. Many other **species** were also endangered.



John Kasaona is a conservationist in Namibia.



At the same time, positive changes were taking place. A non-governmental organization, the Integrated Rural Development and Nature Conservation (IRDNC) began working in Namibia to protect wildlife. They met with village leaders to ask who would be able to work with them. They needed people who knew the bush well, and who understood how wild animals lived. The answer was surprising: work with local poachers. It seemed crazy, but it also made sense. After all, if you spend your time hunting for animals, you will know where they live and how they behave. So IRDNC hired a group of poachers, including Kasaona's own father, to help protect wildlife in Namibia.

“We knew conservation would fail if it didn't work to improve the lives of the local communities.”

– John Kasaona

Since then, the situation has changed dramatically. The Kunene region now has more than 130 lions. The black rhino, almost extinct in 1982, has come back and there are now many free-roaming black rhinos in Kunene. Most importantly, more land than ever is under conservation. That protected land generates money from tourism for Namibia to use in education, health care, and other important programs for its people.


John Kasaona explains, “We were successful in Namibia because we dreamed of a future that was much more than just a healthy wildlife.” That success is now a model for other African countries.



Poaching endangers species in their natural habitats.



Communication

A  Think about two or three problems in nature in your country. What is happening? What is the cause? Share your ideas with a partner.

Writing

A Complete the sentences about a problem in nature in your country.

1. If we believe in conservation, we will _____.
2. If _____, many animals will be saved.
3. If people want to make positive changes, they will _____.

B Write *but*, *so*, and *even though* in the correct places in the paragraph.

By the 1990s, many species of animals were endangered in Namibia.

The situation was serious, (1)_____ conservationists needed to find a way to protect the animals. They found one, (2)_____ it wasn't what you would expect: they asked poachers for help.

(3)_____ this seemed crazy, I think it was a great idea. If we want to protect endangered species, we need to consider every solution.

C Write a paragraph in your notebook giving your opinion about a problem in nature in your country. Be sure to use the connectors in Exercise C.

D  **GOAL CHECK**  Discuss a problem in nature

Work with a group. Share your ideas from Exercise A about problems in nature. In your opinion, what is the most important problem to solve? What are two or three ways to help?

Writing Strategy

Conjunctions

Conjunctions are used to connect ideas within sentences.



Before You Watch

A  Read about the video and check the meanings of the words in **bold**.

While You Watch


A  Watch the video, *Happy Elephants*. Choose the main idea.

1. Elephants are happier in the wild.
2. People and elephants have been together for a long time.
3. Elephant trainers find ways to make elephants happier.

B  Watch the video again. Fill in the information.


1. Elephants and people have worked together for over _____ years.
2. There is one question that people have been asking: How is it possible to keep elephants happy? _____
3. Many people who work closely with animals say that they do have _____ and can experience happiness.
4. That means that they live in families and herds and they _____ other elephants.
5. For elephants, communication and social relationships are really _____.

After You Watch

A  Discuss these questions with your partner. Have you visited a zoo, or seen a video of a zoo? Do you think the animals like living there? Why, or why not?

Elephants are amazing animals. They can use their **trunks** to pick up heavy things. **In the wild**, they live in **herds** in the forest. Today, many elephants live in zoos. Their **trainers** take care of them. But can elephants be happy **in captivity**?

Before You Watch

A  Look at the picture and answer the questions with a partner.



1. What kind of animal is in the photo?
2. Where do these animals live?
3. What else do you know about these animals and their habitat?

B Look at the words in the box. Complete the paragraph with the correct word. Not all words will be used.

collectively *adj.* shared or done by a group of people
condone *v.* to allow (something that is considered wrong) to continue
crash *v.* to go down very suddenly and quickly
disrupt *v.* to cause (something) to be unable to continue in the normal way
pride *n.* a group of lions
revenue stream *n.* a flow of money that is made by or paid to a business or an organization

Africa's big cats are endangered, and we are all (1) _____ responsible. Soon, the (2) _____ of lions may disappear. Because we (3) _____ hunting and other activities that put them at risk, their numbers

have (4) _____ in the last 50 years. And it's not only the big cats that are in danger – eco-tourism brings in a large (5) _____ to Africa. If the cats disappear, so will the money and jobs.

C Beverly and Dereck Joubert are wildlife photographers who publicize the problem of endangered big cats. What do you predict you will hear in their TED Talk? Look at the pictures on the next page. Check the information you predict you will hear.

- _____ 1. We have spent five years watching a leopard cub grow up.
- _____ 2. We are also researching the behavior of giraffes and elephants.
- _____ 3. Our investigations have shown that these lions are essential.
- _____ 4. Lion bones are being sold.

While You Watch

A  Watch the video. Circle the main idea.

1. It's necessary to study big cats over many years.
2. If the big cats disappear, many other species may disappear.
3. Beverly and Dereck Joubert believe that big cats are beautiful.

TED idea worth spreading is that big cats are essential to the survival of entire ecosystems, including their human neighbors. The Jouberts believe we must change our relationship with the big cats and respect and celebrate them. Watch the Joubert's full TED TALK on TED.com



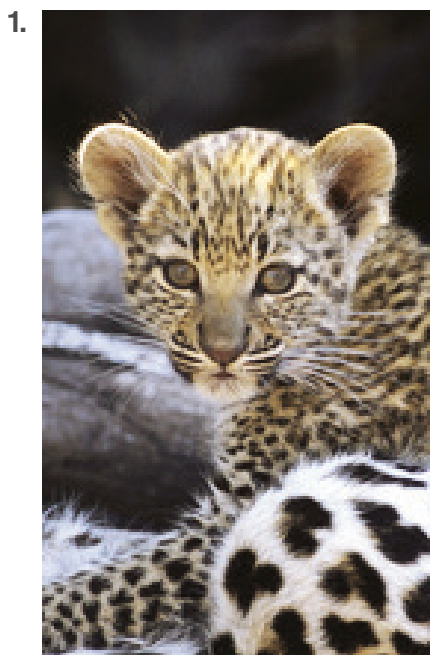
“And I know, in the light of human suffering and poverty and even climate change, one would wonder, why worry about a few cats?”

– Beverly Joubert

B Watch the video again and match the photo to the correct caption.

- ___ a. If a male lion is killed, the members of his pride may also die
- ___ b. The Jouberts have discovered that some lions hunt in the water.

- ___ c. Legadema trusts the Jouberts and lets them come close to her.
- ___ d. The Jouberts have studied a young leopard named Legadema since she was a baby.



After You Watch

A Complete the summary with the words in the box.

extinction passionate photographing respect survive

Beverly and Dereck Joubert are (1) _____ about protecting the African wilderness. They have spent many years studying and (2) _____ big cats. In the last 50 years, these cats have been pushed to the edge of (3) _____ by hunters. The Jouberts believe that if the big cats are viewed with (4) _____, they can survive. And if the big cats (5) _____, they can help us maintain our connection to nature and to other human beings.

B Match the phrases to state information from the video.


- | | |
|---|-----------------|
| ___ 1. number of lions alive now | a. \$80 billion |
| ___ 2. number of leopards left in the wild | b. 5 |
| ___ 3. years the Jouberts have been filming big cats | c. 20,000 |
| ___ 4. amount of ecotourism revenue stream | d. 50,000 |
| ___ 5. number of years the Jouberts followed Legadema | e. 28 |

C Read the statements below. Circle the ones that paraphrase the Jouberts' opinions in the video.

1. Many kinds of big cats live in the African wilderness.
2. It's important to protect big cats and the humans who live near them.
3. There used to be more than 450,000 lions in Africa.
4. It is wrong to hunt and kill lions for sport.
5. If we aren't connected to nature, we will lose hope.



Beverly and Dereck Joubert want to protect the African wilderness. Use their ideas to write a letter in support of big cat conservation to the editor of a newspaper in your country. Follow these steps.

D  Work with a partner to find facts and opinions from the video you can include. Complete the chart below. Choose the ones that support your idea the best.

FACT	OPINION

E Write your letter. Use the frame below to organize your ideas. Then show your letter to a different partner. Is your opinion easy to understand? Does he or she have ideas for improvement?


To the Editor:

I am writing to (1) _____. In my opinion, (2) _____. If we don't (3) _____, we will (4) _____.

It is also important to (5) _____. We will (6) _____ if we (7) _____.

Finally, I think (8) _____. If (9) _____, then (10) _____.

Yours sincerely,

Challenge!  Beverly and Dereck Joubert are working to ensure the long-term survival of big cats. Find out more about the Big Cats initiative at [TED.com](https://www.ted.com) and explore ways you can get involved. Share what you learn with the class.