UNIT 6

The World's Creatures



a passenger pigeon

PREVIEW

A ANIMAL EXTINCTION | Listen to the story of the passenger pigeon. Where did it live? What happened to it?

B ZOOM-IN | Read and listen to two friends discuss pets. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Emma = German
Rob = American English (standard)



Emma: Hey, whose cat is that?
Rob: I'm not sure. He's been hanging around our backyard all summer, looking for snacks and affection.
Emma: The poor thing!
Rob: Well, we felt sorry for him, so we've been feeding him every day.
Emma: Any idea who owns him?
Rob: Not a clue. It doesn't seem like he belongs to *anyone*. And he certainly has made himself at home here. When I look out my back window in the morning, he's always asleep on the bench.
Emma: So are you going to keep him?
Rob: I wouldn't mind. He seems to like us. And the feeling's mutual. He's got a very sweet disposition. But then I think, what if someone's looking for him?
Emma: Well, that's unlikely. If he's eating your food and snoozing in your backyard, it doesn't sound like anyone else is taking care of him. Have you let him in the house?
Rob: Not yet. We've never had a cat before. I'm a little worried he might damage the furniture … or worse! Do you know if cats can be house-trained?
Emma: Of course they can. And they're trouble-free. They just have to be fed twice a day.
Rob: Hey, you seem to know a lot about cats. Have you got one?
Emma: Me? No. I've actually got a couple of parakeets.
Rob: Really? I used to have one of them when I was a kid. They make pretty nice pets.
Emma: They're great. They just need a little love and affection.
Rob: Don't we all!



C UNDERSTAND FROM CONTEXT | With a partner, paraphrase the sentences, using featured words and phrases from Zoom-In.

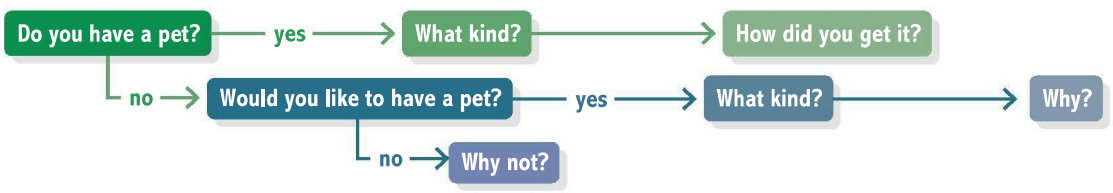
1 Emma says that cats don't require a lot of work.
2 Rob says that the cat acts like he lives at Rob's house.
3 Rob says that when he looks out his window, he always sees the cat taking a nap on a bench.
4 Rob says the cat has begun staying outside his house more and more.
5 When he realized that the cat needed something to eat, Rob was very concerned and decided to feed him.

D THINK AND EXPLAIN | Choose the correct meaning. Explain your answers.

1 You say "Not a clue" to indicate that you (are thinking about / don't know) something.
2 You say "The feeling's mutual" to indicate that your feelings for each other are (the same / different).
3 You say "That's unlikely" to indicate that something (might be / probably isn't) true.

E LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

F PAIR WORK | Discuss the questions in the flow chart.



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UNIT 6
COMMUNICATION GOALS

Lesson 1 Describe the traits of different pets
Lesson 2 Express opinions about the treatment of animals
Lesson 3 Compare animal and human behavior
Lesson 4 Discuss how to protect animals from extinction

G TALKING POINTS | Complete the survey. Classify the animals, according to your point of view.



1 makes a great pet	**6** may be in danger of extinction
2 is OK to use for entertainment	**7** needs lots of space
3 is delicious to eat	**8** is OK for medical research
4 is OK to use for making clothe s	**9** is too dangerous to be a pet
5 is the most similar to humans	**10** is the most fascinatin g

H VOCABULARY | Animals | Listen and repeat.

START TALKING

DISCUSSION Compare your responses in Talking Points and explain your choices.

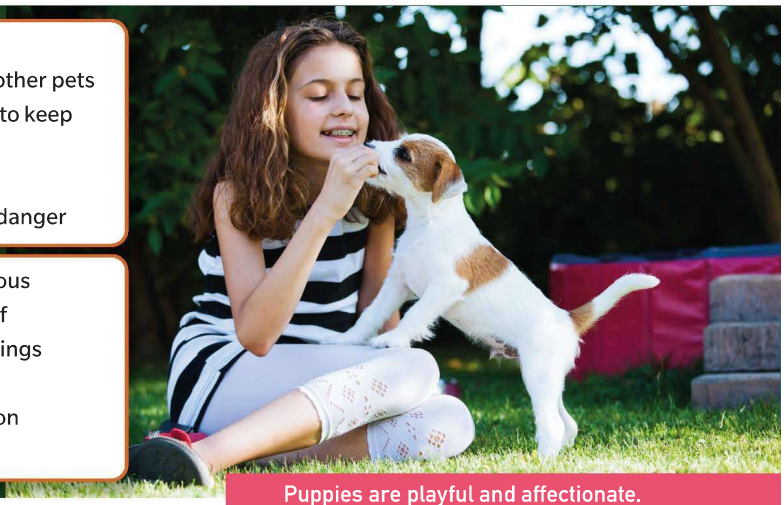
> "In my opinion, dolphins and monkeys are the most similar to humans. They're both supposed to be very intelligent."

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1 COMMUNICATION GOAL Describe the traits of different pets

A VOCABULARY | Positive and negative traits of pets | Read and listen. Then listen again and repeat.

POSITIVE TRAITS	**affectionate**	friendly and loving
	gentle / good-natured	easy-going; good with kids and other pets
	low-maintenance	easy to care for and inexpensive to keep
	loyal / devoted	attentive to its owner; reliable
	playful	active and fun-loving
	protective	good at protecting people from danger
NEGATIVE TRAITS	**aggressive**	hard to control; possibly dangerous
	costly	expensive to buy and take care of
	destructive	harmful to furniture and other things
	filthy	unclean; makes a mess
	high-maintenance	requires a lot of time and attention
	excitable	very nervous; easily frightened



Puppies are playful and affectionate. However, they can also be high-maintenance.

B LISTEN TO ACTIVATE VOCABULARY | Listen to each conversation. Use the Vocabulary to complete the chart. Listen again if necessary.

	Pet	Possible pros	Possible cons
1			
2			
3			
4			

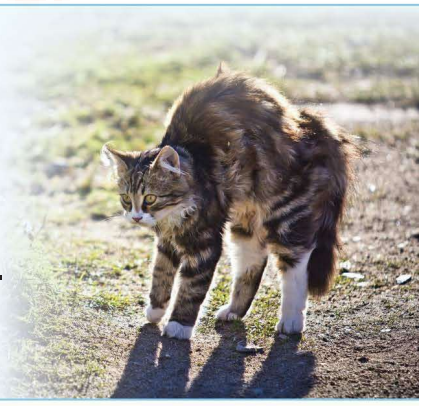
C GRAMMAR | Passive modals and modal-like expressions

Remember: Use the passive voice to focus on the receiver rather than the performer of an action. Form passive modals and modal-like expressions with be and a past participle.

Some cats **may be frightened** by loud noises.
Young parrots **ought to be fed** by hand.
An excitable puppy **shouldn't be left** alone at home.
They say your furniture **might be damaged** if you get a cat.

Note: Have to is a modal-like expression, not a true modal. It has two present forms—have and has. Have to, must, and must not express obligation. Don't have to expresses lack of obligation.

Dogs **have to be walked** several times a day, but they **must be kept** on a leash. According to city law, they **must not be permitted** to run free.
Cats, on the other hand, **don't** ever **have to be walked**.



GRAMMAR EXPANDER p. 124
Modals and modal-like expressions: summary

D NOTICE THE GRAMMAR | Find two examples of passive modals in Zoom-In on page 56.

E UNDERSTAND THE GRAMMAR | Complete each statement with the active or passive voice. Then, with a partner, explain who or what is the receiver of the action of the verb.

1 Dolphins (may train / may be trained) to do many things.
2 You (shouldn't allow / should be allowed) a rabbit to run free in the house.
3 A horse (has to give / has to be given) the opportunity to exercise.
4 Sometimes an aggressive dog (can't train / can't be trained) to be around people.
5 People (must never keep / must never be kept) baby crocodiles as pets.
6 Your furniture (might ruin / might be ruined) by a destructive pet bird.

"In item 1, dolphins is the receiver of the action."

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F **GRAMMAR PRACTICE** | **Write sentences, using passive modals.**

1 Not all pets / have to / walk regularly.

.....

2 Horses / can't / ride on city streets.

.....

3 A dog / should / train when it's still a puppy.

.....

4 A frog / can / keep in a small aquarium on a shelf.

.....

5 Very young children / shouldn't / leave alone in a room with an excitable pet.

.....

6 A good-natured pet / ought to / give lots of love and affection.

.....



COMMUNICATION ACTIVATOR

Now let's describe the traits of different pets.



A **CONVERSATION MODEL** | **Read and listen.**

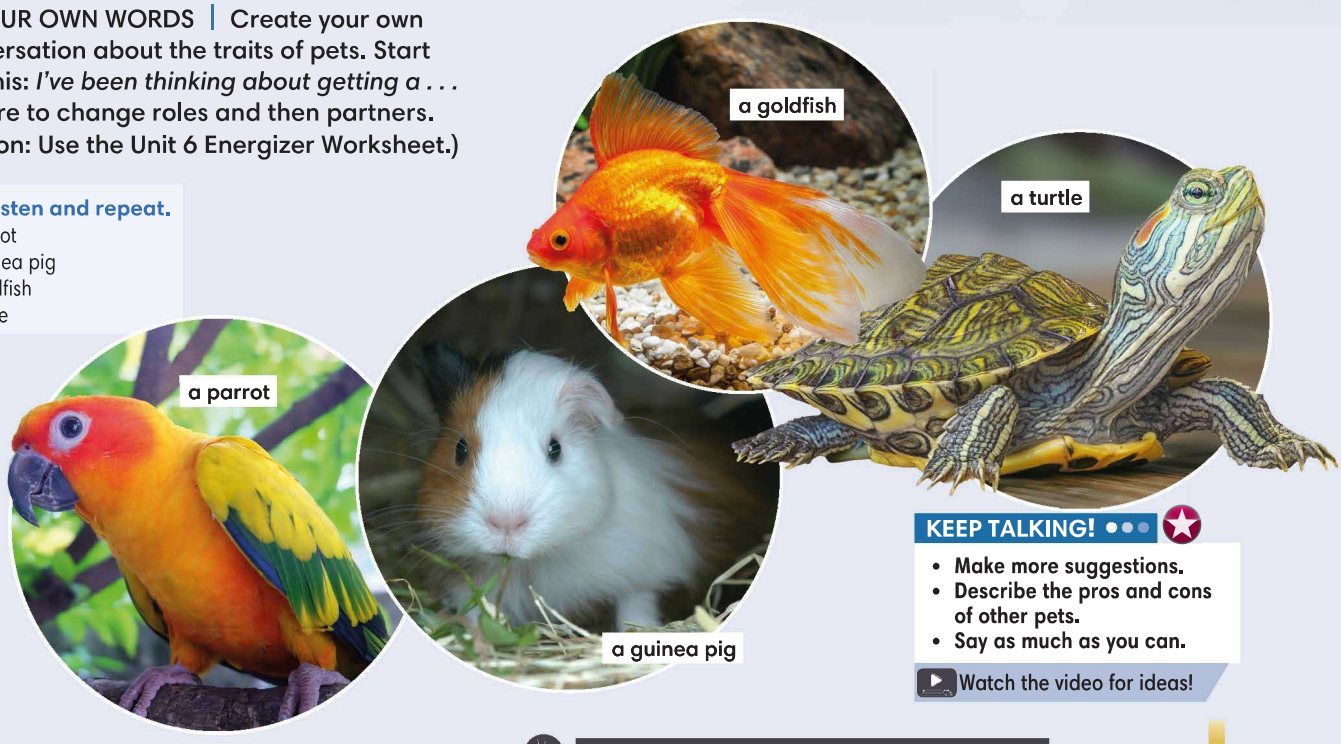
A: I've been thinking about getting a dog. Do you think that's a good idea?
B: Dogs are great, but they're a little high-maintenance. For one thing, they have to be walked a couple of times a day.
A: Good point. I hadn't thought of that.
B: And some dogs are too excitable.
A: But I'm sure they can be trained not to be. Right?
B: Not always.
A: On second thought, maybe I'll get a cat. I hear they're pretty low-maintenance.

Social language
To indicate you're considering a different course of action . . .
I hadn't thought of that.
On second thought, . . .
Now that you mention it, . . .

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **IN YOUR OWN WORDS** | **Create your own conversation about the traits of pets. Start like this: *I've been thinking about getting a . . .* Be sure to change roles and then partners. (Option: Use the Unit 6 Energizer Worksheet.)**

Listen and repeat.
a parrot
a guinea pig
a goldfish
a turtle



KEEP TALKING! ●●●

- Make more suggestions.
- Describe the pros and cons of other pets.
- Say as much as you can.

Watch the video for ideas!

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2 COMMUNICATION GOAL

Express opinions about the treatment of animals

A GRAMMAR CLOSE-UP | Read and listen. Notice the featured questions.

What's your opinion?

Should killing animals for sport or entertainment be banned by law?



Larry

"Absolutely! There should be laws to prohibit that. People should find ways to entertain themselves that don't involve cruelty to animals."

Do animals have to be used for medical research?



Valerie

"To tell the truth, I don't think it can be avoided. We can't experiment on humans, can we? But I do think research could be limited to small animals such as mice or rabbits."

Why do animals raised for food have to be kept in such filthy, crowded conditions?



Conor

"That's a good question. There's really no good reason. And it just increases the possibility of spreading disease, so it endangers our food supply. Treating food animals humanely would be a win-win solution, I think."

What can be done to protect animals from extinction?



Ellen

"Well, to begin with, their habitats—such as forests—should be protected. For example, people shouldn't be allowed to destroy them. But more importantly, we ought to stop people from hunting endangered animals. If we don't, there's no way to prevent their extinction."

B PAIR WORK | Do you agree or disagree with any of the opinions expressed in Grammar Close-Up? Explain.

C GRAMMAR | Passive modals: questions

Yes / no questions

Should hunting **be prohibited** as a sport?
Don't animals **have to be fed** antibiotics so they don't get sick?

Tag questions

Chickens can be raised humanely, **can't they?**
Animals don't ever have to be used for research, **do they?**

Information questions

What **could be done** to protect endangered animal species?
How **might** people's attitudes **be changed**?
Who **should be notified** if you see someone being cruel to an animal?
Why **shouldn't** certain animals **be used** for research?
Why **do** cats in animal shelters **have to be killed** if no one takes them home?

D GRAMMAR PRACTICE | Use passive modals to complete each question. Then practice the conversations with a partner.

1 **A:** ..... ?
(should / people / allow to hunt elephants)
B: In my opinion, no. They shouldn't.

2 **A:** ..... ?
(couldn't / new medications / discover through animal research)
B: I suppose. But the research should be conducted as humanely as possible.

3 **A:** ..... ?
(why / chickens / have to / raise in crowded conditions)
B: Because there's a huge consumer demand for chicken.

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4 **A:** ..... ?
(how / might / people's enthusiasm for bull fighting / change)
B: To tell the truth, since it's such a strong cultural tradition in some places, I'm not sure it's even possible.

5 **A:** ..... ?
(shouldn't / animals / use to improve people's lives)
B: Maybe, but I don't think they ought to be treated inhumanely.

6 **A:** ..... ?
(can't / endangered animals / protect)
B: Yes. I think it's possible and very important.

PRONUNCIATION LESSON p. 135
Sound reduction

COMMUNICATION ACTIVATOR

Now let's express opinions about the treatment of animals.

A **TALKING POINTS** | Using the cues, write questions about the treatment of animals for you and your classmates to discuss. Use a variety of passive modals or modal-like expressions.

Should animals be locked up in cages?

raise / to race for entertainment



make / to fight / for sport



lock up in cages



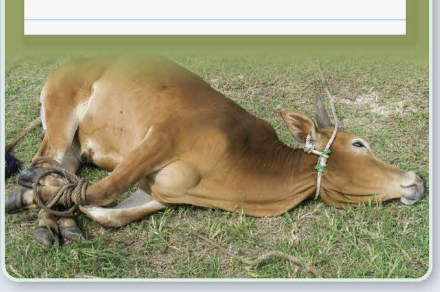
harm / to make medications safe for humans



kill / to make clothing



treat more humanely / before they're slaughtered for food



B **PAIR WORK** | Using your questions from Talking Points, compare your opinions. Agree and disagree, supporting your opinions and saying as much as you can.

Do you think animals have to be harmed to make medications safe for humans?

Actually, I think it's morally wrong. Animals shouldn't be treated that way.

I see your point, but humans have to be protected. I think that comes first.

KEEP TALKING! ●●●

- **Ask questions about your partner's opinions.**
- **Agree and disagree politely.**
- **Say as much as you can.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE

I couldn't agree with you more.
I completely agree.
You're so right.

I see what you mean, but . . .
That's one way to look at it, but . . .
I'm [not in favor of / opposed to] . . .
I'm sorry, but I have to disagree.

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3 COMMUNICATION GOAL Compare animal and human behavior

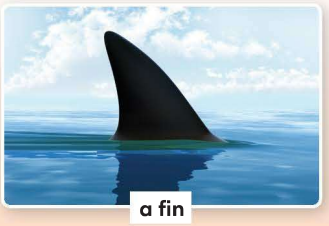
A VOCABULARY | Animal physical features and social groups | Read and listen. Then listen again and repeat.

PHYSICAL FEATURES

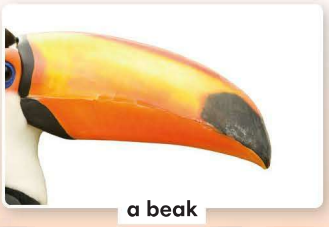

a paw


claws


hooves (singular: a hoof)


a fin

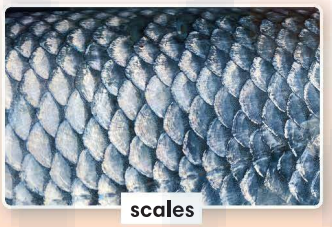

a wing


a beak


a tail


a horn

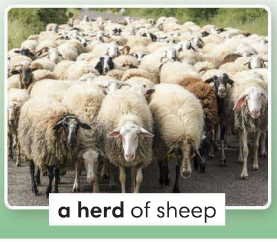

fangs

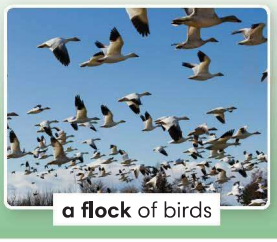

scales

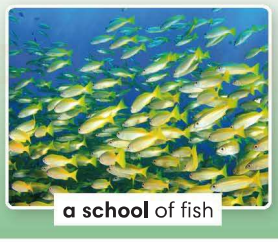

feathers


fur

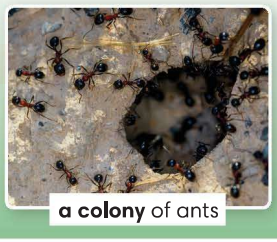
SOCIAL GROUPS


a herd of sheep


a flock of birds


a school of fish


a pack of wolves


a colony of ants

B ACTIVATE VOCABULARY | With a partner, complete the chart with animals from pages 57 and 59.

Animals with paws	Animals with fins	Animals with fangs
Animals with claws	**Animals with scales**	**Animals that travel in packs**
Animals with hooves	**Animals with horns**	**Animals that gather in herds**

C LISTEN FOR MAIN IDEAS | Listen to Part 1 of the lecture and answer the questions.

1 What is animal instinct?

2 What is the difference between an animal that is a predator and one that is prey?

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D **LISTEN FOR SUPPORTING DETAILS** | **Listen again. Write T (true) or F (false). Explain your answers.**

..... 1 Predators always hunt in packs.
..... 2 Traveling in packs helps predators hunt more efficiently.
..... 3 Predators differ from prey because predators have to fight for a dominant position in the pack.
..... 4 Being part of a flock provides parrots with the benefits of social interaction and affection.

E **UNDERSTAND FROM CONTEXT** | **With a partner, explain each of the following. Listen again if necessary.**

1 What's the meaning of "fight or flight"?
2 What does it mean for an animal to be "dominant" in a social group?

F **APPLY IDEAS** | **Based on the definition of predator and prey, complete each item with animals you are familiar with. Then, with a partner, compare and explain your answers.**

1 Three animals that are predators: ....., ..., and ..... .
2 Three animals that are prey: ....., ..., and ..... .
3 Three animals that can be both predators and prey: ....., ..., and ..... .
4 A predator that hunts alone for its food, rather than as part of a social group: ..... .

G **LISTEN FOR MAIN IDEAS** | **Now listen to Part 2 of the lecture and answer the questions.**

1 What's the difference between learned behavior and instinct?
2 What are two examples of learned behavior from the lecture?

H **APPLY IDEAS** | **Which of the following do you think illustrate learned behavior and which illustrate instinct? Explain your reasons, based on information from the lecture.**

a A hungry baby bird opens its beak wide so that an adult will put a worm inside.
b A baby rabbit quickly follows its mother to get away from a predator.
c A kitten—or baby cat—responds to what it perceives as danger by showing its fangs and trying to look bigger.

COMMUNICATION ACTIVATOR

Now let's compare animal and human behavior.

A **TALKING POINTS** | **Write brief notes to answer each question with your own ideas.**

1 **In what ways do humans behave like herd animals in herds or packs?**
2 **In what other ways do you think humans behave like animals?**
3 **In what ways are humans completely different from other animals?**
4 **In what ways are humans predators? In what ways are they prey?**

B **GROUP WORK** | **Use your Talking Points to share ideas. How are animals and humans similar and different?**

"I think humans and animals both like the safety and social interaction of groups."

"Humans are more able to use their intelligence to respond to danger."

RECYCLE THIS LANGUAGE

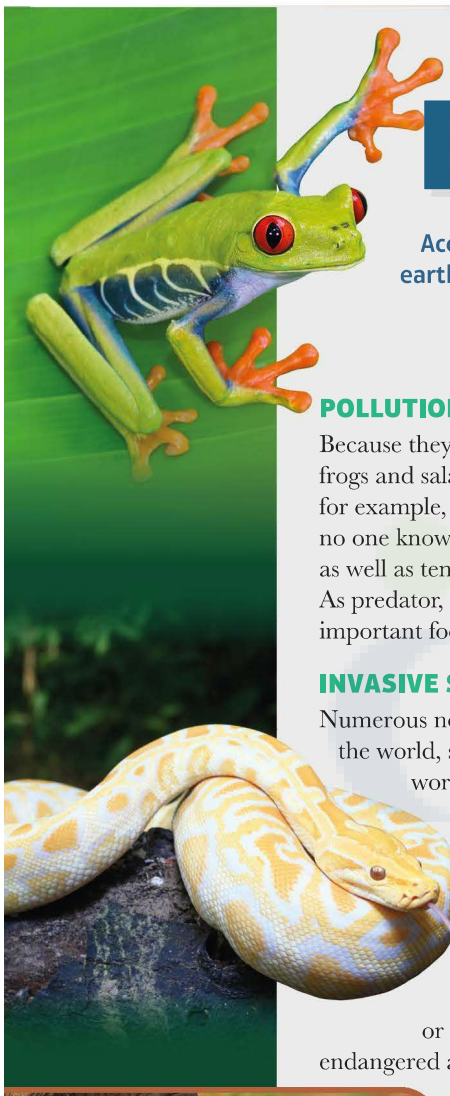
playful
affectionate
devoted
aggressive
destructive
intelligent
frightening
filthy



4 COMMUNICATION GOAL

Discuss how to protect animals from extinction

A READING | Read about some of the dangers to animal species today. Which seem to you to be the most challenging to overcome?



UNDER THREAT OF EXTINCTION



According to the Center for Biological Diversity, 30%–50% of all the earth's animal species could be headed for extinction by the year 2050. An estimated 99% of those species are endangered because of human activities. Here are some causes.

POLLUTION AND GLOBAL WARMING

Because they breathe and drink partly through their skins, amphibians, such as frogs and salamanders, are sensitive to environmental changes. Populations of frogs, for example, have been declining since the 1960s at an alarming rate all over the world. Yet no one knows for sure why. Contamination of the water the frogs live in is a likely culprit, as well as temperature changes from global warming. Does it matter if frogs disappear? As predator, frogs play a key role in reducing insect populations, and as prey they are an important food source of fish, birds, and other species.

INVASIVE SPECIES

Numerous non-native species of animals have been introduced into new habitats around the world, sometimes with catastrophic results. In the U.S. in the late 1990s, one of the world's largest snakes, the Burmese python, began to appear in the marshes of the Florida Everglades when pet owners, who no longer wanted their fast-growing reptiles, illegally released them into the wild. With no natural predators to stop them, an estimated 100,000 of these snakes have made local animals their prey, including birds, other reptiles such as alligators, and local mammals like rabbits, foxes, and deer. Some native mammal species have completely disappeared from the region as a result. And the snakes have even been known to occasionally eat pet cats or dogs. Unfortunately, the python's diet has also included some critically endangered animal species, increasing the likelihood of their extinction.





POACHING

According to the African Wildlife Foundation, an estimated 35,000 African elephants are killed each year due to illegal hunting. These majestic mammals are hunted primarily for their ivory tusks. Considering the astronomical prices people are willing to pay for ivory on the world market, poaching is difficult to stop. After years of illegal hunting, the size of herds in Africa had declined by about 60% through the 1980s, but efforts to reduce hunting by banning the sale of ivory helped reverse that decline. Unfortunately, as ivory became scarcer and scarcer, its price has gone sky high, and poaching has become more and more lucrative. For that reason, poaching is on the rise again, putting elephants in danger once more.

DUMPING OF PLASTICS

In addition to overhunting, overfishing, and deforestation, which contribute to the extinction of animals, a newer threat is posed by the amount of plastic that has entered the environment due to its increased use in containers and other packaging. These items are dumped into the world's oceans and landfills, endangering fish, marine and land mammals, and birds. Sadly, it has become increasingly common to find toxic plastic items in the stomachs of dead animals.



Plastics endanger birds such as the egret.

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B UNDERSTAND FROM CONTEXT | Choose the correct meaning for each word.

..... 1 a habitat
- a the food animals eat
- b the place animals live
- c the number of species

..... 2 contamination
- a food sources
- b pollution
- c temperature change

..... 3 invasive
- a coming from a different habitat and replacing native species
- b susceptible to being replaced by non-native species
- c in danger of extinction

..... 4 deforestation
- a increase in the growth of forests
- b the removal or destruction of trees
- c the disappearance of a species

C RECOGNIZE CAUSE AND EFFECT | With a partner, discuss the questions.

1 How might the environment be affected by the extinction of frogs?
2 Why was the introduction of the Burmese python in Florida considered catastrophic?
3 Why is poaching so difficult to stop?
4 How is dumping of plastics a disaster for the world's animals?

COMMUNICATION ACTIVATOR

Now let's discuss how to protect animals from extinction.

A TALKING POINTS | With a partner, discuss and write notes to complete the questionnaire.

1 Do you think humans ought to be responsible for the protection of endangered animal species? If so, why? If not, why not?

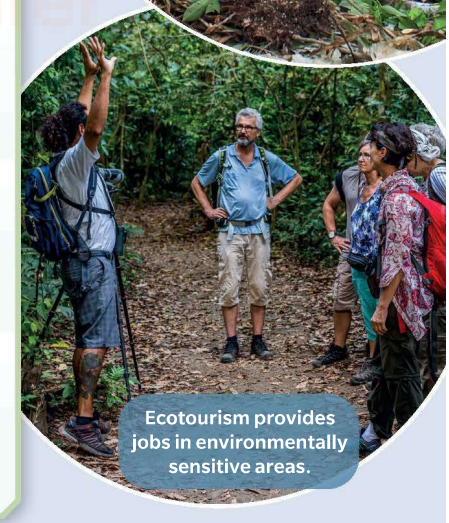
2 What do you think is more important—providing more land for farmers or protecting animal habitats? Explain your reasons.

3 In what ways do you think protecting wildlife could generate jobs and provide income for people who need it?

4 Do you think an invasive species should be killed off in order to protect native species? Explain your reasons.

5 Do you think it's more important to protect certain types of animals (such as mammals and birds) than it is to protect others (such as reptiles or amphibians)? Explain your reasons.


Logging threatens the world's forests.


Ecotourism provides jobs in environmentally sensitive areas.

B DISCUSSION | With your class, share the ideas from Talking Points that you discussed with your partner. Write summaries of your classmates' opinions on the board. (Option: Use the Unit 6 Soft Skills Booster, p. 156.)

WRITING HANDBOOK p. 146
- Skill Supporting a point of view
- Task Write a persuasive essay

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe the traits of different pets.
- ☐ Express opinions about the treatment of animals.
- ☐ Compare animal and human behavior.
- ☐ Discuss how to protect animals from extinction.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

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1 APPLY TO A VACATION LANGUAGE COURSE

Apply for a three-month vacation course in language and culture at the Connectivity Language and Culture Institute (CLCI). Fill out the application and, on a separate sheet of paper, draft a personal statement you will attach to the application.

Connectivity Language and Culture Institute

VACATION COURSES
Application for Admission

IMPORTANT: CLCI has three centers in different parts of the world. If you are accepted, you may choose which center to attend.

e-mail address _____ confirm e-mail address _____

A Enrollment Information

1. Legal Name * Last _____ * First _____ Middle Initial _____ * Required information
2. * Date of Birth / / 3. Gender _____
4. * Legal Address _____
   Mailing Address (if different from above) _____
5. Telephone * Home/Work _____ Mobile _____
   By providing your mobile number, you are giving permission to the college to send out text message notifications.
6. Educational Level (number of years past secondary school you have completed) _____
7. Level of English (check for each skill)

	Beginner	Intermediate	High Intermediate	Advanced / Native
Listening	○	○	○	○
Speaking	○	○	○	○
Reading	○	○	○	○
Writing	○	○	○	○

8. All students are enrolled in the main course in Language and Culture from Monday through Friday. You can choose one optional weekend workshop to enrich your understanding of the local culture. (4 hours)
   - ○ Cooking
   - ○ Family life
   - ○ Music and the arts
   - ○ Religion
   - ○ Sports

B Personal Statement (must be attached): Briefly tell us about yourself and why you would like to take one of our courses. (100 to 200 words)

Exchange personal statements with a partner, checking for any errors or unclear ideas. Suggest improvements. Revise and finalize your own statement.

Using your personal statement as a starting point for a discussion, tell your partner more about your feelings about living away from home: your excitement, your hopes, and any fears you have.

2 Choose a program

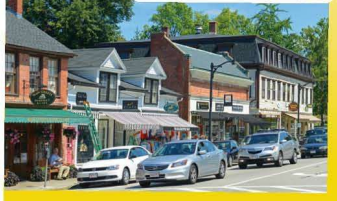
Imagine that you and your partner have been accepted to the CLCI and have won all-expenses-paid scholarships for a vacation course.

- Do an Internet search for information about Concord, Massachusetts; Sydney, Australia; and Les Baux-de-Provence, France.
- Discuss and together write the pros and cons of each place.
- Together choose one of the programs.
- Compare and discuss the choices other pairs of classmates have made. Say as much as you can.

Connectivity Language and Culture Institute

Concord, Massachusetts, U.S.!
Lovely historic small-town America



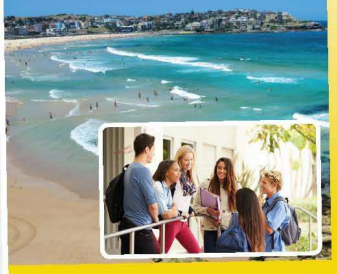


Quick facts
Population: 18,900
Housing: Airbnb (optional)
Food: School café (2 meals per day)
Transportation (free mini-bus to classes)
Class size: 4–8
Hours per week: 20

pros	cons

Connectivity
Language and Culture Institute

Sydney, Australia!
The cultural capital "down under"



Quick facts

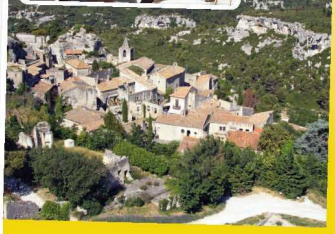
Population: 5.23 million
Housing: On-site rooms or local apartments (optional)
Food: On-site cafeteria
Transportation [n/a]*
Class size: 15
Hours per week: 18
* not applicable

pros	cons

Connectivity
Language and Culture Institute

Les Baux-de-Provence, France!
In the heart of the French countryside





Quick facts

Population: 391
Housing: Homestay with local families or local apartments (optional)
Food: Breakfast and dinner with family or on your own
Transportation: motorbike (provided)
Class size: 6–10
Hours per week: 20

pros	cons

3 Rent an apartment

Renters' requirements
maximum rent per month
number of rooms
appliances needed
phone / Internet / TV
other amenities
rules
other

Work in two pairs: two roommates who want to rent an apartment and two apartment owners. Prepare for a role play.

- RENTERS: Discuss and make notes on the notepad of what you want / need in your apartment.
- OWNERS: Discuss and complete the details of the two apartments you have to offer.

Apartment 1



Monthly rent*:
Number of rooms:
Description:

Number of bedrooms:
Is there Wi-Fi? (Yes / no)
Is there a washer and dryer? (Yes / no)
What appliances are there in the kitchen?

What floor is it on?
Elevator / stairs? (circle one)
What's the neighborhood like?

What are the rules / policies?

Other details:

* Set the rent in local currency for the city you chose. Find realistic rents online by searching for an apartment there.

Apartment 2



Monthly rent*:
Number of rooms:
Description:

Number of bedrooms:
Is there Wi-Fi? (Yes / no)
Is there a washer and dryer? (Yes / no)
What appliances are there in the kitchen?

What floor is it on?
Elevator / stairs? (circle one)
What's the neighborhood like?

What are the rules / policies?

Other details:

* Set the rent in local currency for the city you chose. Find realistic rents online by searching for an apartment there.

Role-play a telephone call to get and give information about the apartments. Based on the conversation, the two roommates decide which apartment to rent and tell the owners.

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