

CAMBRIDGE

# PRISM

Reading  
and  
Writing

# 2

.....  
Carolyn Westbrook  
Lida Baker  
.....

Experience  
Better  
Learning

# PRISM

READING AND WRITING

2

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Lida Baker

with

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**CAMBRIDGE**  
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# SCOPE AND SEQUENCE

UNIT	WATCH AND LISTEN	READINGS	READING SKILLS	LANGUAGE DEVELOPMENT	
<b>1 ANIMALS</b>  <i>Academic Disciplines</i> Ecology / Zoology	Great Egret and Dolphin Fishing Teamwork	1: Endangered species (factsheet) 2: Losing the Battle for Survival (article)	<u><b>Key Skill</b></u> Reading for main ideas <u><b>Additional Skills</b></u> Understanding key vocabulary Using your knowledge Reading for details Working out meaning Summarizing Making inferences Synthesizing	Academic verbs Comparative adjectives	
<b>2 THE ENVIRONMENT</b>  <i>Academic Disciplines</i> Environmental Science / Natural Science	Colorado River, Grand Canyon, Yosemite	1: Our Changing Planet (web page) 2: The Causes and Effects of Deforestation (essay)	<u><b>Key Skill</b></u> Reading for details <u><b>Additional Skills</b></u> Understanding key vocabulary Predicting content using visuals Reading for main ideas Scanning to find information Identifying purpose Previewing Summarizing Making inferences Synthesizing	Academic vocabulary Environment collocations	
<b>3 TRANSPORTATION</b>  <i>Academic Disciplines</i> Transportation Management / Urban Planning	The Jumbo Jet	1: Masdar: the Future of Cities? (case study) 2: A reading about traffic congestion (essay)	<u><b>Key Skill</b></u> Predicting content using visuals <u><b>Additional Skills</b></u> Understanding key vocabulary Reading for main ideas Reading for details Making inferences Synthesizing	Transportation collocations Synonyms for verbs	
<b>4 CUSTOMS AND TRADITIONS</b>  <i>Academic Disciplines</i> Cultural Studies / Sociology	Halloween by the Numbers	1: Customs Around the World (article) 2: Nontraditional Weddings (article)	<u><b>Key Skill</b></u> Annotating <u><b>Additional Skills</b></u> Understanding key vocabulary Using your knowledge Reading for main ideas Reading for details Making inferences Previewing Synthesizing	Avoiding generalizations Adverbs of frequency Synonyms to avoid repetition	

	CRITICAL THINKING	GRAMMAR FOR WRITING	WRITING	ON CAMPUS
	Use a Venn diagram	Word order Combining sentences <ul style="list-style-type: none"> <li>• <i>and</i> and <i>or</i></li> <li>• <i>but</i> and <i>whereas</i></li> <li>• <i>both</i> and <i>neither</i></li> </ul>	<u><b>Academic Writing Skills</b></u> Topic sentences <u><b>Rhetorical Mode</b></u> Comparison and contrast <u><b>Writing Task</b></u> Compare and contrast the two sharks in the diagram. (essay completion)	<u><b>Research Skill</b></u> Avoiding plagiarism
	Use a cause-effect chart	Verbs of cause and effect <i>Because</i> and <i>because of</i>	<u><b>Academic Writing Skills</b></u> Paragraph unity Supporting sentences and details <u><b>Rhetorical Mode</b></u> Cause and effect <u><b>Writing Task</b></u> Describe the human causes of climate change and the effects that climate change will have on the planet. (essay completion)	<u><b>Life Skill</b></u> Choosing your courses
	Identify and evaluate problems and solutions	Future real conditional <i>if ... not</i> and <i>unless</i>	<u><b>Academic Writing Skill</b></u> Writing a concluding sentence <u><b>Rhetorical Mode</b></u> Problem and solution <u><b>Writing Task</b></u> Discuss the advantages and disadvantages of two solutions to a city's traffic congestion problems. (essay completion)	<u><b>Study Skill</b></u> Creating idea maps
	Analyze a text Evaluate and respond to an author's ideas	Paraphrasing	<u><b>Academic Writing Skills</b></u> Writing a summary and a personal response <u><b>Rhetorical Mode</b></u> Summary and response <u><b>Writing Task</b></u> Summarize and respond to Reading 2. Give your opinions about the changes in wedding traditions. (paragraphs)	<u><b>Communications Skills</b></u> Communicating with professors

UNIT	WATCH AND LISTEN	READINGS	READING SKILLS	LANGUAGE DEVELOPMENT	
<b>5 HEALTH AND FITNESS</b>  <i>Academic Disciplines</i> Medicine / Nutrition	Nutrition Labels	1: A reading about health and exercise (article)  2: Tackling Obesity (essay)	<b>Key Skill</b> Making inferences <b>Additional Skills</b> Understanding key vocabulary Predicting content using visuals Skimming Reading for main ideas Reading for details Using your knowledge Scanning to predict content Synthesizing	Verb and noun forms Health and fitness collocations	
<b>6 DISCOVERY AND INVENTION</b>  <i>Academic Disciplines</i> Industrial Design / Mechanical Engineering	China's Man-made River	1: The Magic of Mimicry (article)  2: The World of Tomorrow (article)	<b>Key Skill</b> Scanning to find information <b>Additional Skills</b> Understanding key vocabulary Using your knowledge Reading for main ideas Annotating Making inferences Reading for details Synthesizing	Making predictions with modals and adverbs of certainty Prefixes	
<b>7 FASHION</b>  <i>Academic Disciplines</i> Fashion Design / Retail Management	A Life Tailored Around Clothes	1: Is Fast Fashion Taking Over? (article)  2: Offshore Production (essay)	<b>Key Skills</b> Distinguishing fact from opinion <b>Additional Skills</b> Understanding key vocabulary Using your knowledge Reading for main ideas Reading for details Making inferences Skimming Scanning to find information Synthesizing	Vocabulary for the fashion business	
<b>8 ECONOMICS</b>  <i>Academic Disciplines</i> Business / Economics	The Stock Market Crash of 1929	1: How Should You Invest Your Money? (article)  2: Income and Expenditure, 1996-2014 (article)	<b>Key Skills</b> Skimming <b>Additional Skills</b> Understanding key vocabulary Using your knowledge Reading for main ideas Reading for details Making inferences Annotating Synthesizing	Nouns and adjectives for economics Nouns for economic trends	

	CRITICAL THINKING	GRAMMAR FOR WRITING	WRITING	ON CAMPUS
	Subdivide arguments	Stating opinions Stating a purpose	<u><i>Academic Writing Skills</i></u> Essay structure <u><i>Rhetorical Mode</i></u> Opinion <u><i>Writing Task</i></u> Should colleges and universities require students to take physical education classes? (essay)	<u><i>Study Skill</i></u> Avoiding procrastination
	Use T-charts to brainstorm and organize ideas	Relative clauses Prepositional phrases with advantages and disadvantages	<u><i>Academic Writing Skill</i></u> Writing an introductory paragraph <u><i>Rhetorical Mode</i></u> Explanatory <u><i>Writing Task</i></u> Choose a new area of technology or invention and discuss its advantages and disadvantages. (essay)	<u><i>Study Skill</i></u> Annotating texts
	Identify and strengthen arguments	Multiword prepositions	<u><i>Academic Writing Skills</i></u> Body paragraphs in argumentative essays Cohesion <u><i>Rhetorical Mode</i></u> Argumentative <u><i>Writing Task</i></u> The fashion industry is harmful to society and the environment. Do you agree or disagree? (essay)	<u><i>Research Skill</i></u> Using Internet sources
	Understand and interpret line graphs	Describing graphs— noun phrases and verb phrases Prepositions and conjunctions Approximations	<u><i>Academic Writing Skill</i></u> Writing a concluding paragraph <u><i>Rhetorical Mode</i></u> Analysis <u><i>Writing Task</i></u> Describe the multiple-line graph showing home video revenue and explain the data. (essay)	<u><i>Life Skill</i></u> College applications

# HOW PRISM WORKS

## 1 Video

### Setting the context

Every unit begins with a video clip. Each video serves as a springboard for the unit and introduces the topic in an engaging way. The clips were carefully selected to pique students' interest and prepare them to explore the unit's topic in greater depth. As they work, students develop key skills in prediction, comprehension, and discussion.

### WATCH AND LISTEN



#### ACTIVATING YOUR KNOWLEDGE

#### PREDICTING CONTENT USING VISUALS

#### PREPARING TO WATCH

- 1 Work with a partner. Discuss the questions.
  - 1 Look at the clothes you have on now. Where were they made? Who do you think made them?
  - 2 Describe formal clothes for men and women in your country.
  - 3 If you could have one item of clothing specially made just for you, what would that be?
- 2 Work with a partner. Look at the photos from the video and discuss the questions.
  - 1 What industry do you think the men work in?
  - 2 Do you think these clothes are made by machine or by hand?
  - 3 Where would people wear clothes like these?

#### GLOSSARY

**dressed to the nines** (idm) wearing fashionable or formal clothes for a special occasion  
**mow the lawn** (v phr) to cut an area of grass, especially near a house or in a park, to keep it short  
**fabric** (n) cloth; material made from cotton, wool, etc., and used to make clothes, curtains, etc.  
**bespoke tailor** (n) a person who makes or sells clothing that is specially made for the customer  
**client** (n) a customer; someone who pays someone else for services  
**elegantly** (adv) in a stylish and beautiful way

140 Unit 7

## 2 Reading

### Receptive, language, and analytical skills

Students improve their reading abilities through a sequence of proven activities. They study key vocabulary to prepare them for each reading and to develop academic reading skills. A second reading leads into synthesis exercises that prepare students for college classrooms. Language Development sections teach vocabulary, collocations, and language structure.

### READING

#### READING 1



#### PREPARING TO READ

##### Predicting content using visuals

The images that accompany a text can provide valuable information about the content. For example, they can tell you where the text is set, what it is about, what kind of text it is (essay, blog post, etc.), what the key points are, and much more. All this information helps you make predictions about what you are going to read, and once you start reading, it helps you focus on the important information in the reading.

#### PREDICTING CONTENT USING VISUALS

PRISM Online

- 1 Work with a partner. You are going to read a case study about a new kind of city. Before you read, look at the photos of transportation in two cities and answer the questions.
  - 1 What problem can you see in the first photo? Does your city have this problem?
  - 2 What is the vehicle in the second photo? How could it be a solution to the problem in Question 1? Where do you think the photo was taken?
  - 3 How are the cities in the two photos different?

62 Unit 1

## ACADEMIC WRITING SKILLS

### WRITING A CONCLUDING SENTENCE

**GOALS** Some paragraphs have a concluding sentence. Usually, this sentence reminds the reader of the topic sentence. It can do this by restating the main idea, but with different words. It can also summarize the main points of the paragraph. Writers often add a concluding comment, such as their opinion or a prediction. Compare these topic sentences and concluding sentences.

Topic sentence: Since 2006, Masdar City has run into serious financial difficulties.

Concluding sentence: If all goes well, Masdar's green solutions to both traffic and environmental problems will outweigh the financial cost of building the city.

- 1 Read the paragraphs. Circle the best concluding sentence for each one.

PRISM Online

#### Paragraph 1

Riding my bicycle to school has both advantages and disadvantages. The most important advantage is that it saves me time because I don't have to wait in traffic or spend time searching for a parking space. Cycling is great exercise, and it feels good. Also, cycling helps the environment because it does not create any pollution. However, there are two things I dislike about cycling. One is that it can be dangerous if drivers can't see you. Also, some drivers are very rude.

- a In other words, some drivers think they own the road and cyclists have no place on it.
- b Still, I think the advantages of cycling outweigh the disadvantages, and I will continue to use my bicycle to get around in good weather.
- c Because of these disadvantages, I may sell my bike and take the bus.

#### Paragraph 2

In some cities, such as Seattle and Istanbul, people commute to work by ferry. A ferry carries people, and sometimes cars, over water between two or more places. Sometimes a ferry is the only way to get around because there are no roads or bridges. However, even if a road exists, many people prefer to travel by ferry because it saves time. Ferry passengers don't have to sit in traffic, and they can read or work on their computers. Another benefit is that ferries help the environment by keeping hundreds of cars and trucks off the roads.

- a These advantages explain why people in cities all over the world travel to and from work by ferry.
- b For me, the best thing about taking the ferry to work is that it is fun.
- c Many ferries have a restaurant on board, and passengers can drink coffee or eat a meal while they commute.

ACADEMIC WRITING SKILLS 75

## 3 Writing

### Critical thinking and production

Multiple critical thinking activities begin this section, preparing students for exercises that focus on grammar for writing and writing skills. All of these lead up to a structured writing task, in which students apply the skills and language they have developed over the course of the entire unit.

## ON CAMPUS

### COMMUNICATING WITH PROFESSORS

**GOALS** During their time at college, students need to communicate with their professors on a regular basis. The relationship that professors have with their students is different from a high-school teacher's relationship with their students, and it is important that students communicate with professors in the right way so that they have a positive and respectful relationship with them.

#### PREPARING TO READ

- 1 You are going to read an email exchange between a student and her professor. Before you read, work with a partner and discuss the questions.
- 1 Have you ever communicated with a professor or instructor outside of class? If so, how did you do it?
- 2 What are some reasons a student might contact a professor?
- 3 In your opinion, what is the best way to contact a professor outside of class?

D

On Feb. 12, David Alcott wrote:  
To: Sunbaby123@mail.cup.com  
Re: Hi

Dear Linda,  
Please come see me tomorrow during my office hours.  
Sincerely,  
Professor Alcott

L

On Feb. 11, Linda Sun wrote:  
hey dave-I had to miss the last few classes because of my work schedule. did i miss something important? can u send me the handouts and your presentation slides? i haven't been able to buy the book yet :( but i will get notes from someone else in the class.  
Thanks!

## 4 On Campus

### Skills for college life

This unique section teaches students valuable skills beyond academic reading and writing. From asking questions in class to participating in a study group and from conducting research to finding help, students learn how to navigate university life. The section begins with a context-setting reading and moves directly into active practice of the skill.

# WHAT MAKES *PRISM* SPECIAL: CRITICAL THINKING

## Bloom's Taxonomy

In order to truly prepare for college coursework, students need to develop a full range of thinking skills. *Prism* teaches explicit critical thinking skills in every unit of every level. These skills adhere to the taxonomy developed by Benjamin Bloom. By working within the taxonomy, we are able to ensure that your students learn both lower-order and higher-order thinking skills.

Critical thinking exercises are accompanied by icons indicating where the activities fall in Bloom's Taxonomy.

### WRITING

#### CRITICAL THINKING

At the end of this unit, you will write two comparison paragraphs. Look at this unit's Writing Task below.

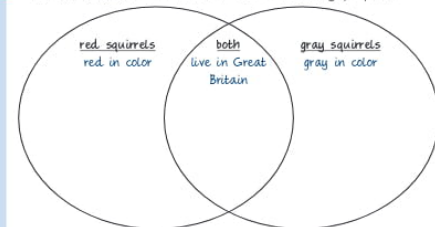
Compare and contrast the two sharks in the diagram.

#### Using a Venn diagram

A Venn diagram is useful for taking notes on similarities and differences. It consists of two or three overlapping circles. The Venn diagram in Exercise 1 shows some similarities and differences between red and gray squirrels. The special characteristics of red squirrels are listed on the left side of the diagram. The special characteristics of gray squirrels are on the right. The similarities between red and gray squirrels are listed in the center.

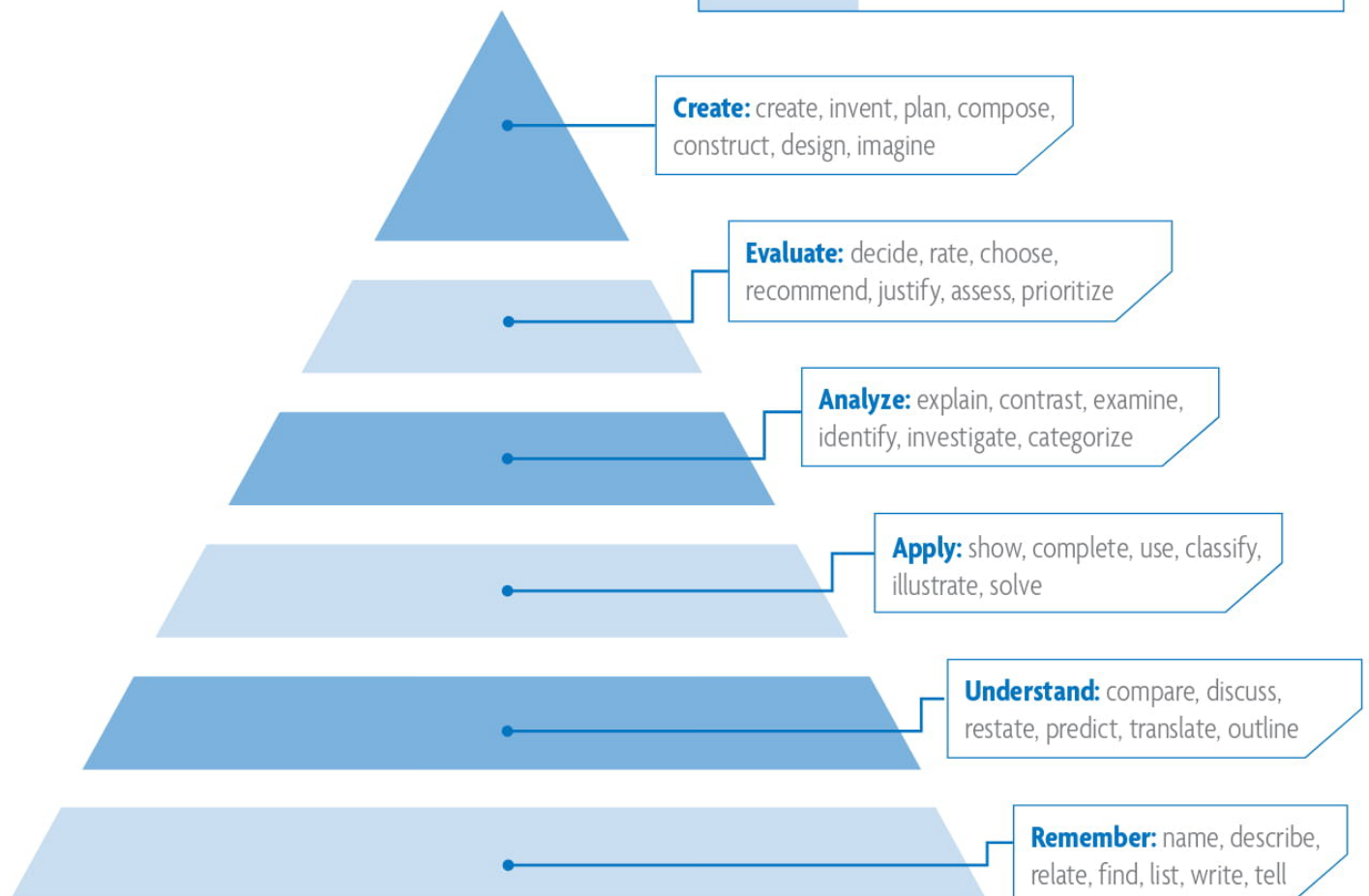
#### UNDERSTAND

1 Use your notes from Exercise 3 on page 22. Complete the Venn diagrams with the similarities and differences between red and gray squirrels.



2 Look at the diagram of the two sharks and read the information boxes on the opposite page. Write a sentence for each feature to explain how the sharks are similar or different.

- 1 Size: \_\_\_\_\_
- 2 Color: \_\_\_\_\_
- 3 Skin pattern: \_\_\_\_\_
- 4 Mouth: \_\_\_\_\_
- 5 Fins and tail: \_\_\_\_\_



# WHAT MAKES *PRISM* SPECIAL: CRITICAL THINKING

- 4 Look at the map again and the possible solutions to the traffic problem. What are the advantages of each problem? What are the disadvantages? Choose four solutions and write their advantages and disadvantages in the chart on the opposite page.

build a tunnel	encourage people to cycle
Cost: \$3 million	Cost: \$500,000
Time to implement: 2 years	Time to implement: 3 months
park-and-ride bus system	move the residential area to the other side of the river
Cost: \$2 million	Cost: \$100 million
Time to implement: 1 year	Time to implement: 10 years
road tax	ferry
Cost: \$100,000	\$2.5 million
Time to implement: 3 months	Time to implement: 2 years

- 5 Look at the four solutions and choose the best two. Write them in the Decision(s) box and write your reasons in the Reason(s) box on the opposite page.

EVALUATE

## Higher-Order Thinking Skills

**Create**, **Evaluate**, and **Analyze** are critical skills for students in any college setting. Academic success depends on their abilities to derive knowledge from collected data, make educated judgments, and deliver insightful presentations. *Prism* helps students get there by creating activities such as categorizing information, comparing data, selecting the best solution to a problem, and developing arguments for a discussion or presentation.

### GRAMMAR FOR WRITING

#### FUTURE REAL CONDITIONAL

**LANGUAGE** You can use future real conditionals to persuade or negotiate. Notice the use of *if* and *will* to combine two sentences.

**idea/action:** The government increases tax on fuel.

**consequence:** People use their cars less.

**If** the government increases the tax on fuel, people **will** use their cars less.

or

People **will** use their cars less **if** the government increases the tax on fuel.

**Notice:**

- The idea/action clause begins with *if*.
- The consequence clause uses *will*.
- *Can* changes to *be able to* in the consequence clause.
- Either the idea clause or the consequence clause can come first. If the idea clause comes first, put a comma after it.

GRAMMAR FOR WRITING 73

## WRITING

### CRITICAL THINKING

At the end of this unit, you will write two paragraphs of a cause and effect essay. Look at this unit's Writing Task below.

- Describe the human causes of climate change and the effects that climate change will have on the planet.

#### Describing causes and effects

**CAUSES** Cause and effect is a very common type of academic writing. Sometimes the causes and effects are discussed in separate paragraphs. This is true especially when there is one cause with several effects or one effect with several causes. For example:

**Problem:** traffic congestion in my city

**Cause:** too many cars on the road

**Effects:** air pollution; noise; people are often late to work or school; accidents

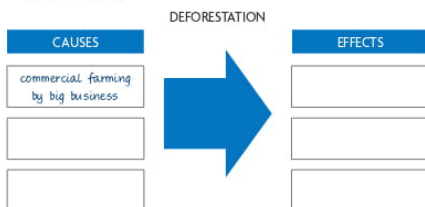
However, causes and effects are often connected in a chain of events. When describing a cause-and-effect chain, it is useful to write about several causes and several effects in the same paragraph. For example:

**Problem:** traffic congestion in my city

**Cause 1:** a shortage of housing ← **Effect 1:** people live in the suburbs

**Cause 2:** people live in the suburbs ← **Effect 2:** they must drive to get to work

- 1 Work in a small group. Look back at Reading 2 and complete the chart of causes and effects.



UNDERSTAND

## Lower-Order Thinking Skills

**Apply**, **Understand**, and **Remember** provide the foundation upon which all thinking occurs. Students need to be able to recall information, comprehend it, and see its use in new contexts. *Prism* develops these skills through exercises such as taking notes, mining notes for specific data, demonstrating comprehension, and distilling information from charts.

CRITICAL THINKING 49

# WHAT MAKES *PRISM* SPECIAL: ON CAMPUS

## More college skills

Students need more than traditional academic skills. *Prism* teaches important skills for being engaged and successful all around campus, from emailing professors to navigating study groups.

## Professors

Students learn how to take good lecture notes and how to communicate with professors and academic advisors.

## Beyond the classroom

Skills include how to utilize campus resources, where to go for help, how to choose classes, and more.

## Active learning

Students practice participating in class, in online discussion boards, and in study groups.

## Texts

Learners become proficient at taking notes and annotating textbooks as well as conducting research online and in the library.

# WHAT MAKES *PRISM* SPECIAL: RESEARCH

## DISCUSSION

- 6 Work with a partner. Use information from Reading 1 and Reading 2 to answer the following questions.
- 1 As the world's climate changes, which places will have too much water? Which places will become drier? Give examples.
  - 2 How do both the melting of the glaciers and deforestation contribute to the extinction of species?

## LANGUAGE DEVELOPMENT

### ACADEMIC VOCABULARY

- 1 Replace the underlined words in the sentences with the academic words in the box.

annual (adj) areas (n) challenge (n) consequences (n)  
contributes to (v) issue (n) predict (v) trend (n)

- 1 The most serious problem that threatens the environment is climate change. \_\_\_\_\_
- 2 Experts think that there will not be enough fresh water in the future. \_\_\_\_\_
- 3 Pollution and climate change are the effects of human activity. \_\_\_\_\_
- 4 Fortunately, we are seeing a pattern where people recycle more and use less packaging. \_\_\_\_\_
- 5 In some places, the glaciers have melted or even disappeared as a result of higher temperatures. \_\_\_\_\_
- 6 The yearly rate of species loss in the rainforest is nearly 50,000—that's 135 plant, animal, and insect species each day! \_\_\_\_\_
- 7 The biggest test we face is to protect the planet. \_\_\_\_\_
- 8 Human activity causes climate change. \_\_\_\_\_

## SYNTHESIZING

PRISM Online  
13 research

LANGUAGE DEVELOPMENT 47

## Vocabulary Research

### Learning the right words

Students need to learn a wide range of general and academic vocabulary in order to be successful in college. *Prism* carefully selects the vocabulary that students study based on the General Service List, the Academic Word List, and the Cambridge English Corpus.

## GRAMMAR FOR WRITING

### VERBS OF CAUSE AND EFFECT

Writers use certain phrases to show the relationship between the causes of a problem and its effects. Look at the sentences below.

cause	linking verb or phrase	effect
Deforestation	leads to causes results in	habitat destruction.
effect	linking verb or phrase	cause
Habitat destruction is	caused by due to the result of	deforestation.

- 1 Complete the chart by adding linking cause-and-effect verbs. More than one answer is possible. The first one has been done for you as an example.

Global warming  
(1) leads to higher temperatures and  
(2) \_\_\_\_\_ melting glaciers.

Melting glaciers are  
(1) \_\_\_\_\_ higher temperatures, which are  
(2) \_\_\_\_\_ global warming.

- 2 Complete the sentences using one linking word or phrase.
- 1 Deforestation \_\_\_\_\_ in animal extinction and loss of biodiversity.
  - 2 Demand for food and energy are expected to rise \_\_\_\_\_ to the increase in the world's population.
  - 3 Burning fossil fuels \_\_\_\_\_ an increase in CO<sub>2</sub> in the atmosphere.
  - 4 Flooding, heat waves, and other extreme weather are all \_\_\_\_\_ by climate change.
  - 5 Reducing the amount of meat we eat may \_\_\_\_\_ in lower greenhouse gas emissions.
  - 6 Submerged islands could be the \_\_\_\_\_ of rising sea levels.

PRISM Online  
13 research

GRAMMAR FOR WRITING 51

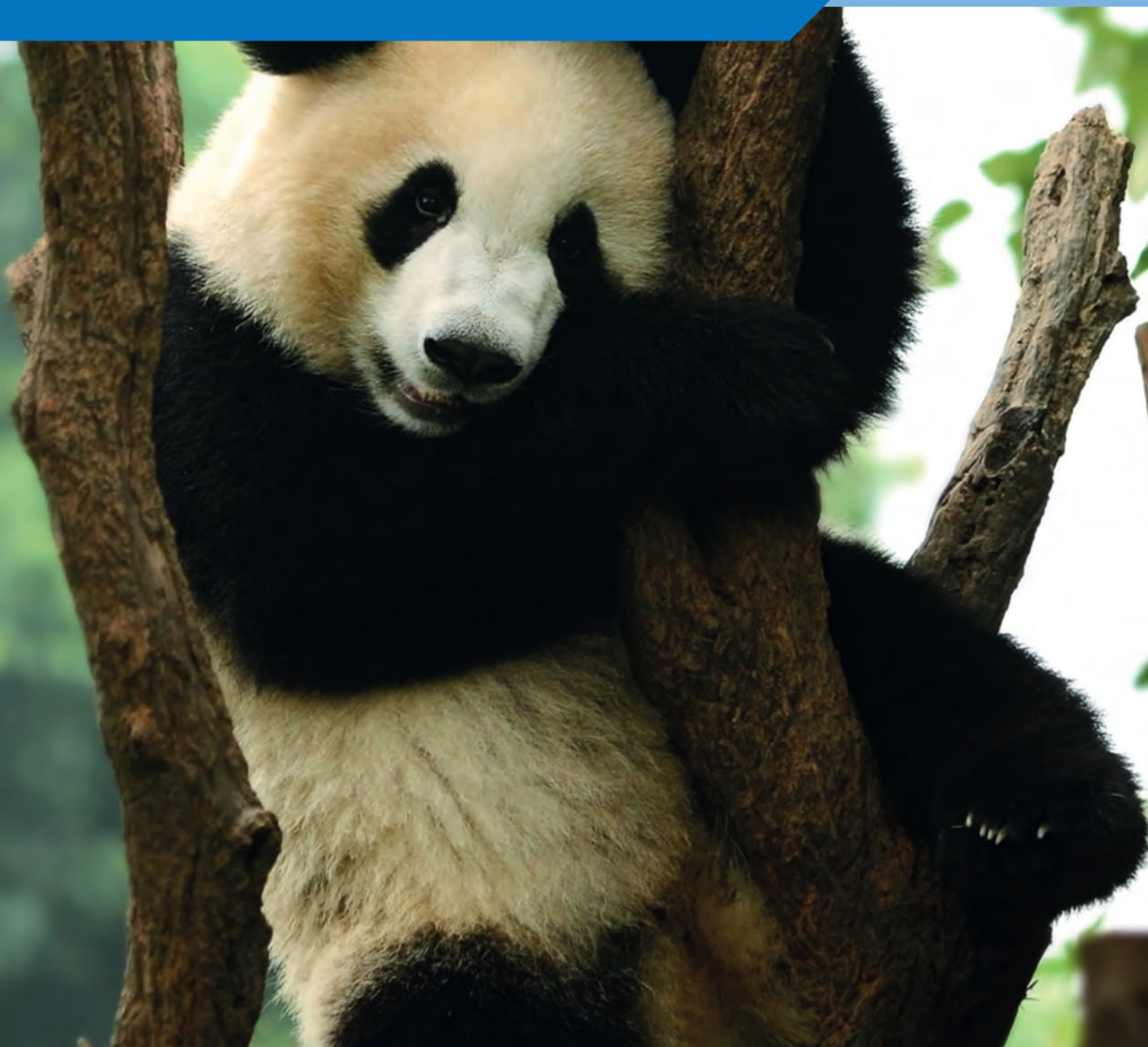
## Grammar for Writing

### Focused instruction

This unique feature teaches learners the exact grammar they will need for their writing task. With a focus on using grammar to accomplish rhetorical goals, these sections ensure that students learn the most useful grammar for their assignment.

## LEARNING OBJECTIVES

Reading skill	Read for main ideas
Grammar	Word order; Combining sentences with <i>and</i> and <i>or</i> , <i>but</i> and <i>whereas</i> , <i>both</i> and <i>neither</i>
Academic writing skill	Topic sentences
Writing Task	Complete a comparison and contrast essay
On Campus	Avoid plagiarism



### ACTIVATE YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- 1 In your opinion, is it better to see animals in a zoo or in nature? Why?
- 2 Are there more wild animals in your country now, or were there more in the past? Why? Give examples.
- 3 Why do some people enjoy having animals in their homes?
- 4 Do humans need animals? Why or why not?
- 5 Are animals important in your life? Why?

# WATCH AND LISTEN



## ACTIVATING YOUR KNOWLEDGE

## PREDICTING CONTENT USING VISUALS

### PREPARING TO WATCH

- 1 You are going to watch a video about dolphins and egrets. Before you watch, work with a partner and discuss the questions.
  - 1 What do you know about dolphins? Where do they live and what do they eat?
  - 2 What do birds eat? How do they get their food?
- 2 Work with a partner. Look at the photos from the video and discuss the questions.
  - 1 Why and when might dolphins come onto land?
  - 2 Why do you think dolphins live in groups, rather than alone?
  - 3 What is the relationship between the dolphins and the birds?

#### GLOSSARY



**egret** (n) a large white bird with long legs that lives near water

**shore** (n) the land beside an ocean, a lake, or a river

**marsh** (n) an area of soft, wet land

**depend on** (phr v) to need the help of someone or something in order to exist or continue as before

## WHILE WATCHING

- 3**  Watch the video. Number the sentences in order (1–5).
- a Young dolphins and egrets learn how to fish from their parents. \_\_\_\_\_
  - b Dolphins and egrets live together in the marshes of South Carolina. \_\_\_\_\_
  - c The dolphins' fishing technique helps the egrets get food. \_\_\_\_\_
  - d The egrets watch the dolphins in the water carefully. \_\_\_\_\_
  - e The dolphins push the fish onto land. \_\_\_\_\_
- 4**  Watch the video again. Write *T* (true), *F* (false), or *DNS* (does not say) next to the statements. Then, correct the false statements.
- \_\_\_\_\_ 1 The egrets are experts on the dolphins' behavior.  
\_\_\_\_\_
  - \_\_\_\_\_ 2 The dolphins push the egrets onto the shore.  
\_\_\_\_\_
  - \_\_\_\_\_ 3 When the fish are in the water, the dolphins start eating.  
\_\_\_\_\_
  - \_\_\_\_\_ 4 The dolphins always use their left sides to push the fish.  
\_\_\_\_\_
  - \_\_\_\_\_ 5 Some of the birds do not eat fish.  
\_\_\_\_\_

### UNDERSTANDING MAIN IDEAS

### UNDERSTANDING DETAILS

## DISCUSSION

- 5** Work in a small group. Discuss the questions. Then, compare your answers with another group.
- 1 What other animals work together and help each other?
  - 2 Why would two different animals work together?
  - 3 What animals do humans work with? Why?

## READING 1

### UNDERSTANDING KEY VOCABULARY

### PREPARING TO READ

- 1 Read the definitions. Complete the sentences with the correct form of the words in bold.

**chemical** (n) man-made or natural substance made by changing atoms  
**destroy** (v) to damage something very badly; to cause it to not exist  
**due to** (prep) because of; as a result of  
**endangered** (adj) (of plants and animals) that may disappear soon  
**natural** (adj) as found in nature; not made or caused by people  
**pollute** (v) to make an area or substance dirty and unhealthy  
**protect** (v) to keep something or someone safe from damage or injury  
**species** (n) types of plants or animals that have similar features

- 1 The black rhino is one of the most \_\_\_\_\_ animals in the world. There are only about 5,000 left today.
- 2 There are three \_\_\_\_\_ of bears in North America. They are the American black bear, the grizzly bear, and the polar bear.
- 3 Dangerous \_\_\_\_\_ from factories can kill fish and other animals when they enter lakes and rivers.
- 4 Smoke from factories can \_\_\_\_\_ the air and hurt both humans and animals.
- 5 When new homes are built, it often \_\_\_\_\_ the areas where animals live.
- 6 Few people visited the zoo last week \_\_\_\_\_ the cold weather.
- 7 I don't like zoos. I prefer to see animals in their \_\_\_\_\_ environments.
- 8 Many organizations are working to \_\_\_\_\_ endangered animals by creating safe places for them to live.

### USING YOUR KNOWLEDGE

- 2 Look at the title of the factsheet opposite. What do you think it will be about? Complete the chart with the names of endangered and extinct species you know.

endangered species	extinct species

- 3 Read the factsheet. Then, complete the chart with the names of animals mentioned in the factsheet.

## Endangered Species

- 1 An **endangered species** is a group of animals or plants that could soon become extinct. Extinction happens when the last animal of the species has died out and there will be no more. Many species are nearly extinct and could disappear from the Earth very soon if we don't do anything to save them. There are many reasons why species become endangered, but most harm to species is **due to** human activities such as habitat destruction, hunting, and overfishing.
- 2 Habitat destruction is the main reason why animals become endangered. This happens in two ways. First, when humans move into a new area, they cut down trees to build houses and farms. This **destroys** the animals' habitat—the **natural** environment where plants or animals usually live—and leaves them without food. Animal habitats are also destroyed because of pollution. Dirty water from factories, which contains **chemicals**, ends up in rivers, and poisons used on farmland may even kill animals that live in the area.
- 3 Endangered species are also the result of hunting and fishing. Animals such as the Arabian oryx are nearly extinct because of the high price of their meat. Other animals are killed for their fur, bones, or skin—or just for sport. For example, some seal species are now almost extinct because they are killed for their fur to make coats. Tigers are shot to make medicine and tea from their bones, and crocodiles are caught to make bags and shoes. Large sea creatures like whales, tuna, and sharks have all become endangered species because of overfishing—too many are caught to make special dishes that people like to eat, such as shark's fin soup or sushi.
- 4 What steps can individuals and governments take to **protect** more animal and plant species from becoming endangered? We should try not to **pollute** natural areas, and farmers or companies who destroy animal habitats should face a financial penalty. The public can help out by refusing to buy products made from animals' body parts, such as seal fur coats or crocodile bags. Governments can help, too, by making it against the law to hunt, fish, or trade in endangered species. They can also provide funding for animal sanctuaries and zoos and protect animals from extinction by breeding more endangered animals, which can later be released into the wild. If we all cooperate by taking these steps, we will protect our planet so that our children and their children can enjoy it, too.



Arabian oryx