

Reading, Writing  
& Critical Thinking

# UNLOCK

3

THIRD EDITION

STUDENT'S BOOK  
WITH DIGITAL PACK



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CAMBRIDGE



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UNIVERSITY PRESS & ASSESSMENT

Shaftesbury Road, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

103 Penang Road, #05-06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press and Assessment is a department of the University of Cambridge.

We share the University's mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9781009797528](http://www.cambridge.org/9781009797528)

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First published 2014

Second Edition 2019

Second Edition update published 2021

Third Edition 2025

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4

Printed in the United Kingdom by A Printer Ltd, Cambridge

*A catalogue record for this publication is available from the British Library*

ISBN 978-1-009-79752-8 Reading, Writing and Critical Thinking Student's Book with Digital Pack 3

ISBN 978-1-009-80484-4 Reading, Writing and Critical Thinking Student's eBook with Digital Pack 3

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# MAP OF THE BOOK

UNIT	VIDEO	READING	VOCABULARY	
<b>1 ANIMALS</b> Reading 1: Endangered species (Ecology / Zoology) Reading 2: Losing the battle for survival (Ecology / Zoology)	Great egret and dolphin fishing	<u><b>Key reading skill:</b></u> Reading for main ideas in academic texts <u><b>Additional skills:</b></u> Understanding key vocabulary Using your knowledge Reading for detail Working out meaning from context Understanding facts and figures Synthesizing	Academic verbs	
<b>2 THE ENVIRONMENT</b> Reading 1: Our changing planet (Environmental science / Natural science) Reading 2: The causes and effects of deforestation (Environmental science / Natural science)	Colorado River, Grand Canyon, Yosemite	<u><b>Key reading skills:</b></u> Reading for detail Identifying purpose and audience <u><b>Additional skills:</b></u> Understanding key vocabulary Predicting content using visuals Previewing Reading for main ideas Scanning to find information Summarizing Making inferences Synthesizing	Academic vocabulary Environment collocations	
<b>3 TRANSPORT</b> Reading 1: Urban transport: problems and solutions (Transport management / Urban planning) Reading 2: An essay about traffic congestion (Transport management / Urban planning)	Cambodia's bamboo railway	<u><b>Key reading skill:</b></u> Predicting content using visuals <u><b>Additional skills:</b></u> Understanding key vocabulary Reading for main ideas Reading for detail Making inferences Synthesizing	Transport collocations Synonyms for verbs	
<b>4 CUSTOMS AND TRADITIONS</b> Reading 1: Customs around the world (Cultural studies / Sociology) Reading 2: Protecting our intangible cultural heritage (Cultural studies / Sociology / Anthropology)	South Korean Coming of Age Day	<u><b>Key reading skills:</b></u> Annotating a text Previewing a text <u><b>Additional skills:</b></u> Understanding key vocabulary Using your knowledge Reading for main ideas Reading for detail Making inferences Synthesizing	Synonyms to avoid repetition	

	GRAMMAR	CRITICAL THINKING	WRITING
	Comparative adjectives <u><b>Grammar for writing:</b></u> Word order Combining sentences with <i>and, or, but, whereas, both, neither</i>	Comparing and contrasting facts	<u><b>Academic writing skill:</b></u> Writing topic sentences <u><b>Writing task:</b></u> Complete a comparison-and-contrast essay.
	<u><b>Grammar for writing:</b></u> Signals of cause and effect <i>Because and because of</i>	Analyzing cause and effect	<u><b>Academic writing skills:</b></u> Understanding paragraph unity Writing supporting sentences and details Giving examples <u><b>Writing task:</b></u> Complete a cause-and-effect essay.
	Making suggestions <u><b>Grammar for writing:</b></u> First conditional <i>If ... not and unless</i>	Evaluating solutions to a problem	<u><b>Academic writing skill:</b></u> Writing a concluding sentence <u><b>Writing task:</b></u> Complete a problem–solution essay.
	Avoiding absolute statements Adverbs of frequency to avoid absolute statements <u><b>Grammar for writing:</b></u> Paraphrasing	Responding to an author’s ideas	<u><b>Academic writing skill:</b></u> Writing a summary and a personal response <u><b>Writing task:</b></u> Write a summary paragraph and a response paragraph.

UNIT	VIDEO	READING	VOCABULARY	
<b>5 HEALTH AND FITNESS</b>  Reading 1: An article about exercise and keeping fit (Health science)  Reading 2: An essay about whose responsibility it is to fight obesity (Nutrition)	The benefits of drinking coffee	<u><b>Key reading skill:</b></u> Making inferences  <u><b>Additional skills:</b></u> Understanding key vocabulary Predicting content using visuals Using your knowledge Skimming Reading for main ideas Reading for detail Taking notes Synthesizing	Health and fitness collocations	
<b>6 DISCOVERY AND INVENTION</b>  Reading 1: The magic of mimicry (Mechanical engineering / Industrial design)  Reading 2: Deepfakes – benefit or threat? (Mechanical engineering / Industrial design)	Nuclear fusion	<u><b>Key reading skill:</b></u> Scanning to find information  <u><b>Additional skills:</b></u> Understanding key vocabulary Using your knowledge Reading for main ideas Annotating Making inferences Reading for detail Synthesizing	Prefixes	
<b>7 FASHION</b>  Reading 1: Thrifting goes global (Fashion design / Retail management / Business)  Reading 2: Offshore production (Fashion design / Retail management / Business)	Savile Row's first female Master Tailor	<u><b>Key reading skill:</b></u> Distinguishing fact from opinion  <u><b>Additional skills:</b></u> Understanding key vocabulary Using your knowledge Reading for main ideas Reading for detail Making inferences Scanning to find information Synthesizing	Vocabulary for the fashion business	
<b>8 ECONOMICS</b>  Reading 1: How should you invest your money? (Business / Economics)  Reading 2: What has happened to the dream of a better life? (Economics)	Economic indicators	<u><b>Key reading skill:</b></u> Skimming for general ideas  <u><b>Additional skills:</b></u> Understanding key vocabulary Using your knowledge Reading for main ideas Reading for detail Making inferences Annotating Synthesizing	Vocabulary for economics and economic trends	

	GRAMMAR	CRITICAL THINKING	WRITING
	Verb and noun forms <u><b>Grammar for writing:</b></u> Stating opinions Stating a purpose Linking contrasting sentences	Supporting an argument	<u><b>Academic writing skill:</b></u> Structuring an essay (introductory, body and concluding paragraphs) <u><b>Writing task:</b></u> Write a balanced opinion essay.
	Making predictions with modals and adverbs of certainty <u><b>Grammar for writing:</b></u> Relative clauses Nouns with dependent prepositions: advantages and disadvantages	Analyzing advantages and disadvantages	<u><b>Academic writing skill:</b></u> Writing an introductory paragraph (hook, background information, thesis statement) <u><b>Writing task:</b></u> Write an explanatory essay.
	<u><b>Grammar for writing:</b></u> Multi-word prepositions to combine information	Identifying strong arguments	<u><b>Academic writing skills:</b></u> Using body paragraphs in argument counter-argument essays Using counter-arguments Using cohesion <u><b>Writing task:</b></u> Write an argument counter-argument essay.
	<u><b>Grammar for writing:</b></u> Describing graphs using noun and verb phrases Prepositions and conjunctions to add data Using approximations	Understanding and interpreting line graphs	<u><b>Academic writing skills:</b></u> Writing a description of a graph that shows change Writing a concluding paragraph <u><b>Writing task:</b></u> Write an analysis essay.

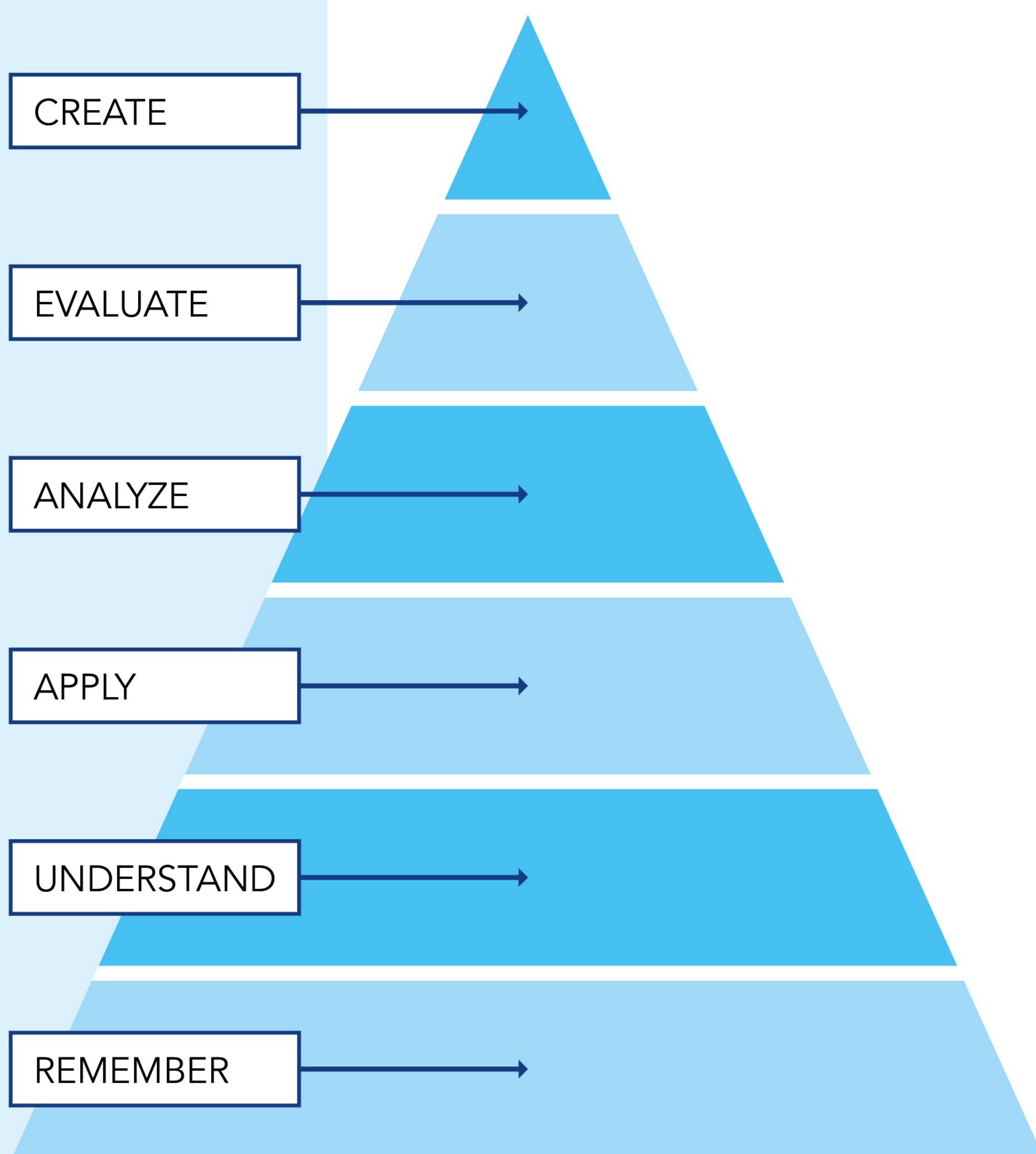
# YOUR GUIDE TO UNLOCK

## UNLOCK YOUR ACADEMIC POTENTIAL

*Unlock Third Edition* is a six-level, academic-light English course created to build the skills and language students need for their studies (CEFR Pre-A1 to C1). It develops students' ability to think critically in an academic context right from the start of their language learning. Every level has inspiring videos on a range of academic topics.

### CRITICAL THINKING


*Unlock Third Edition* includes the right mix of lower- and higher-order thinking skills development in every unit, with clear learning objectives. Students are better prepared for their academic studies and have the confidence to apply the critical thinking skills they have developed. Critical thinking in *Unlock Third Edition*:



- is **informed** by a range of academic research from Bloom in the 1950s, to Krathwohl and Anderson in the 2000s, to more recent considerations relating to 21st Century Skills
- has a **refined** syllabus with a better mix of higher- and lower-order critical thinking skills
- is **measurable**, with objectives and self-evaluation so students can track their critical thinking progress
- is **transparent** so teachers and students know when and why they're developing critical thinking skills
- is **supported** with professional development material for teachers so teachers can teach with confidence


## TEACHER RESOURCES

We've carried out research with teachers across the world to understand their needs and how we can better meet them with *Unlock*. All teacher resources can be accessed on our learning platform, Cambridge One [cambridge.org/one](https://cambridge.org/one).

- Fully interactive presentation software, **Presentation Plus**, with pop-up activities to type or automatically display answers.
- Downloadable **Model Answer Booklet** with model answers for all end-of-unit productive activities and example answers for all 'Answers may vary' activity types in the Student's Book.
- **Variations of unit tests, mid- and end-of-course tests** give teachers options when assessing student understanding and progress.
- **Teacher Manual and Development Pack** supports your teaching with flexible lesson plans with timings for every unit.
- **Digital Workbook with videos** to assign additional practice for your students whenever you see this symbol 

## RESEARCH

*Unlock Third Edition* is informed by consulting with a global advisory panel and comprehensive review of the material so you can be assured of the quality of every lesson.

- **extensive market research** with teachers and students to fully understand their needs throughout the course's development
- consulting **academic research** into critical thinking
- refined vocabulary syllabus using our **exclusive Corpus research** 

# HOW UNLOCK WORKS

## UNLOCK YOUR KNOWLEDGE

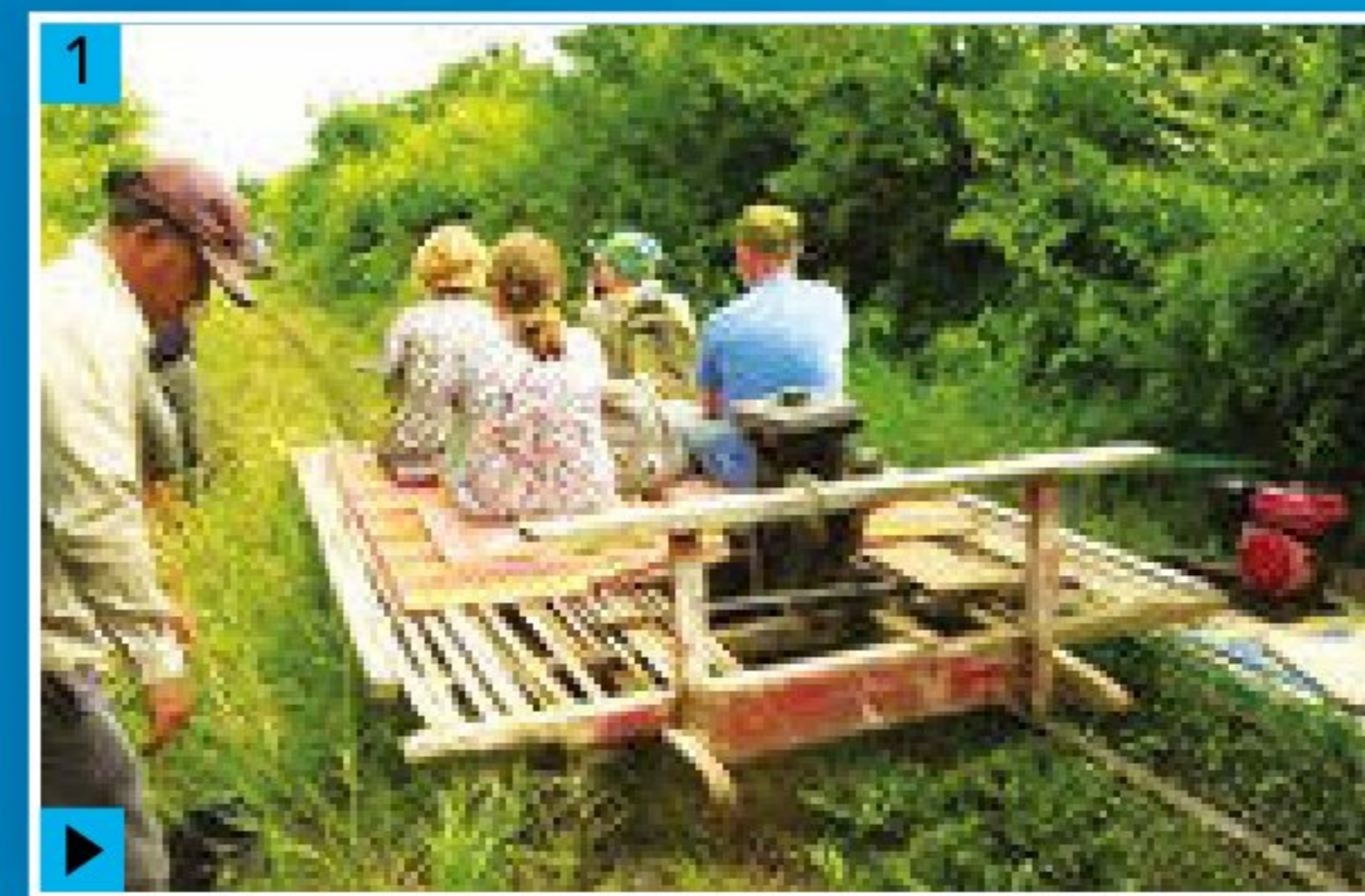
Work with a partner. Look at the photo.

- 1 Do you think this form of transport exists now or is it a plan for the future?
- 2 What advantages does this type of transport have?
- 3 What disadvantages does it have?

## Unlock your knowledge

Encourages discussion around the themes of the unit with inspiration from interesting questions and striking images.

## WATCH AND LISTEN



### ACTIVATING YOUR KNOWLEDGE

### PREPARING TO WATCH

- 1 You are going to watch a video about trains. Before you watch, work with a partner and discuss the questions.

## Watch and listen

Features an engaging and motivating video which generates interest in the topic and develops listening skills.

## READING

### READING 1



### PREPARING TO READ

## Reading 1

Offers students the opportunity to develop the reading skills required to process academic texts, and presents and practises the vocabulary needed to comprehend the text itself.

### READING 2

### PREPARING TO READ

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

**cycle** (v) to travel by bicycle  
**emergency** (n) an unexpected situation which requires immediate action  
**engineering** (n) the activity of designing and building things like bridges, roads, machines, etc.  
**fuel** (n) a substance like gas or coal which produces energy when it is burned  
**government** (n) the group of people that controls a country or city and makes decisions about laws, taxes, education, etc.  
**practical** (adj) useful; suitable for the situation it is being used for  
**vehicle** (n) any machine which travels on roads, such as cars,

## Reading 2

Provides a different angle on the topic and serves as a model text for the writing task.

## LANGUAGE DEVELOPMENT

### TRANSPORT COLLOCATIONS

- 1 Match the words to make collocations about transport.

- |           |                |
|-----------|----------------|
| 1 traffic | a transport    |
| 2 public  | b restrictions |
| 3 cycle   | c congestion   |
| 4 rush    | d lane         |
| 5 car     | e share        |
| 6 fuel    | f duty         |
| 7 parking | g hour         |

- 2 Complete the sentences with collocations from Exercise 1.

- 1 \_\_\_\_\_ is usually from eight to nine in the morning, and then again from four in the afternoon to seven in the evening.
- 2 At the weekend, because of \_\_\_\_\_, you can't leave your car there.

## Language development

Consolidates and expands on the language presented in preparation for the writing task.



a serious problem in cities worldwide. many **vehicles** competing for too many TomTom, which does research worldwide, estimated that in 2015 the wasted 100 hours during the evening in addition to wasting people's time, many other negative effects. Therefore, many are working hard to find solutions.

negative effects on drivers, cities and

- 4 Other, more creative, solutions to the congestion problem are to increase the tax on fuel or to make people pay to travel in the centre of a city or on a motorway. If governments increase the cost of driving, people will think more carefully about using their cars. However, taxing fuel and roads may mean that some people cannot afford to drive their cars, and they may have to give up their jobs. Also, governments may not want to increase the fuel tax too much if the tax is unpopular with voters.

## QR codes

Allows students to easily access the audio of the reading passages.

WRITING

CRITICAL THINKING

At the end of this unit, you will write two paragraphs about possible solutions to a problem. Look at this unit's writing task below.

Discuss the advantages and disadvantages of two solutions to a city's traffic congestion problems.

SKILLS

Evaluating solutions to a problem

Sometimes there is more than one solution to a problem. When that is the case, you should evaluate each of the different solutions and decide which is the best. To do this, you will need to consider the points for and against each solution. For this topic, these might include how cheap, fast, convenient or popular it is.

UNDERSTAND

1 Work with a partner. Look back at Reading 2. Then, choose three of the possible solutions which are mentioned and complete the table.

Critical thinking

Develops the lower- and higher-order thinking skills required for the writing task.

ACADEMIC WRITING SKILLS

WRITING A CONCLUDING SENTENCE

SKILLS

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 and concluding sentences:  
Topic sentence: *Traffic jams have negative effects on drivers, cities and the environment.*  
Concluding sentence: *Taken together, all these effects have a serious negative impact on the quality of people's lives.*

1 Read the paragraphs. Then, circle the best concluding sentence (a–c) for each one.

Academic writing skills

Practises all the writing skills needed for the writing task.

OBJECTIVES REVIEW

1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.  
3 = very well   2 = well   1 = not so well  
**I can ...**  
watch and understand a video about Cambodia's bamboo railway. \_\_\_\_\_  
predict content using visuals. \_\_\_\_\_  
evaluate solutions to a problem. \_\_\_\_\_  
make suggestions. \_\_\_\_\_  
use the first conditional. \_\_\_\_\_  
use *if ... not* and *unless*. \_\_\_\_\_

Objectives review

Allows students to evaluate how well they have mastered the skills covered in the unit.

GRAMMAR FOR WRITING

FIRST CONDITIONAL

GRAMMAR

First conditionals can be used to make predictions. You can use predictions to persuade or negotiate.  
**idea/action:** The council creates a park-and-ride scheme.  
**consequence:** The city can reduce pollution.  
*If the council creates a park-and-ride scheme, the city **will be able to** reduce pollution.*  
*The city **will be able to** reduce pollution **if** the council creates a park-and-ride scheme.*  
**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

Presents and practises grammatical structures and features needed for the writing task.

WRITING TASK

Discuss the advantages and disadvantages of two solutions to a city's traffic congestion problems.

PLAN

1 Look at the table you created in Exercise 3 in the Critical thinking section and complete the outline.  
Solution 1: \_\_\_\_\_  
Advantages: \_\_\_\_\_  
Disadvantages: \_\_\_\_\_  
Solution 2: \_\_\_\_\_  
Advantages: \_\_\_\_\_  
Disadvantages: \_\_\_\_\_

Writing task

Uses the skills and language learned throughout the unit to support students in drafting, producing and editing a piece of academic writing. This is the unit's main learning objective.

WORDLIST

access (n)	destination (n)	public transport (n)
attempt (v)	emergency (n)	reduce (v)
commuter (n)	engineering (n)	remain (v)
connect (v)	fuel (n)	require (v)
consider (v)	government (n)	resident (n)
create (v)	outskirts (n)	traffic congestion (n)
cycle (v)	practical (adj)	vehicle (n)
demonstrate (v)	prevent (v)	

= high-frequency words in the Cambridge Academic Corpus

Wordlist

Lists the key vocabulary from the unit. The most frequent words used at this level in an academic context are highlighted with this icon .

Unlock offers 70–90 hours per Student’s Book, which is extendable with the Digital Pack, and other additional activities in the Teacher’s Manual and Development Pack.

Unlock is a paired-skills course with two separate Student’s Books per level. For levels 1–5 (CEFR A1 – C1), these are **Reading, Writing and Critical Thinking** and **Listening, Speaking and Critical Thinking**. They share the same unit topics so you have access to a wide range of material at each level. Each Student’s Book includes access to the Digital Pack.

Unlock Basic has been developed for pre-A1 learners. **Unlock Basic Skills** integrates reading, writing, listening, speaking and critical thinking in one book to provide students with an effective and manageable learning experience. **Unlock Basic Literacy** develops and builds confidence in literacy. The Basic books also share the same unit topics and so can be used together or separately, and **Unlock Basic Literacy** can be used for self-study.

## STUDENT COMPONENTS

All material in the Student’s Digital Pack (Levels 1–5) can be accessed on Cambridge One, our learning platform using the unique code printed on the inside front cover of the Student’s Book.

Resource	Description
Student’s Book with Digital Pack	<ul style="list-style-type: none"><li>• 8 units per level (Levels 1–4); 10 units (Level 5)</li><li>• QR codes for students to easily access the Class Audio</li><li>• Levels 1–5 includes access to the Digital Pack:<ul style="list-style-type: none"><li>– Interactive eBook with videos</li><li>– Digital Workbook</li><li>– Downloadable audio for listening activities and pronunciation (Listening and Speaking strand)</li><li>– Downloadable audio for reading passages (Reading and Writing strand)</li></ul></li><li>• <i>Unlock Basic Skills</i> comes with downloadable audio and video (11 units)</li><li>• <i>Unlock Basic Literacy</i> comes with downloadable audio (11 units)</li></ul>
Interactive eBook with videos	<ul style="list-style-type: none"><li>• Levels 1–5</li><li>• Digital version of the Student’s Book with auto-graded activities</li><li>• Student’s Book videos for students to watch on their own</li></ul>
Digital Workbook with videos	<ul style="list-style-type: none"><li>• Levels 1–5</li><li>• Extension activities to further practise the language and skills learned</li><li>• Additional video comprehension and extension activities that are different from the activities in the Student’s Book.</li></ul>

## TEACHER COMPONENTS

All teacher components can be accessed on Cambridge One, our learning platform. Teachers can access the Digital Workbook with videos by creating an account. To access the Teacher's Resources and Presentation Plus, please request an access code from your local Cambridge representative.

Resource	Description
<b>Audio</b>	<ul style="list-style-type: none"><li>• Downloadable audio for listening activities and pronunciation (Listening and Speaking strand)</li><li>• Downloadable audio for reading passages (Reading and Writing strand)</li></ul>
<b>Teacher's Manual and Development Pack</b>	<ul style="list-style-type: none"><li>• Flexible lesson plans with timings, lesson objectives and lesson observation templates</li><li>• Downloadable Model Answer Booklet with model and example answers for productive skills</li><li>• Supplementary classroom materials for Levels 1–4</li><li>• Common student errors</li><li>• <i>Developing critical thinking skills in your students</i>, a teacher development material with clear objectives, in-practice activities and opportunities for review and self-evaluation.</li></ul>
<b>Teacher Development Resources</b>	Additional materials which can be used for professional development: <ul style="list-style-type: none"><li>• Peer-to-peer training workshop materials with PowerPoint presentations</li><li>• In-session worksheets, trainer's notes</li><li>• Pre- and post- workshop quizzes</li></ul>
<b>Presentation Plus</b>	<ul style="list-style-type: none"><li>• Fully interactive presentation software, with pop-up activities to type or automatically display answers</li><li>• Embedded audio and video for easy access to play in class</li></ul>
<b>Tests</b>	<ul style="list-style-type: none"><li>• Unit, mid- and end-of-course tests for the assessment of student understanding and progress</li></ul>

## TEACHING WITH UNLOCK THIRD EDITION

This online training course gives you a thorough knowledge of how *Unlock* works, what it includes and acquaints teachers with the methodological principles behind the course.



## UNIT 1

# ANIMALS

## LEARNING OBJECTIVES

### Watch and listen

Watch and understand a video about great egret and dolphin fishing teamwork.

### Reading skill

Read for main ideas in academic texts.

### Critical thinking

Compare and contrast facts.

### Grammar

Use comparative adjectives; use correct word order; combine sentences with *and*, *or*, *but*, *whereas*, *both*, *neither*.

### Academic writing skill

Write topic sentences.

### Writing task

Complete a comparison-and-contrast essay.



## UNLOCK YOUR KNOWLEDGE

Work with a partner. Look at the photo. Discuss the questions.

- 1 Are there many wild animals in your country?  
Give some examples.
- 2 Would you like to see animals like this one?  
Where can you see them?
- 3 There are not as many orangutans as in the past. Why not?
- 4 Do you think zoos are important? Why / Why not?

# 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 do the dolphins and the birds have in common?

### GLOSSARY

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

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

**surface** (n) the top part or layer of something

**mud bank** (n) sloping raised land made of wet earth, especially along the sides of a river

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

**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 (a–e) 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 is the only way some egrets get food. \_\_\_\_\_
- d The egrets watch the dolphins in the water carefully. \_\_\_\_\_
- e The dolphins push the fish onto land. \_\_\_\_\_

**4** Watch again. Write *T* (true), *F* (false) or *DNS* (does not say) next to the statements below. Then correct the false statements.

- \_\_\_\_\_ 1 The egrets are experts on the dolphins' behaviour.  
\_\_\_\_\_
- \_\_\_\_\_ 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  
DETAIL

## DISCUSSION

**5** Work in small groups. 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

PREPARING TO READ

1 Read the definitions and complete the sentences with the correct form of the words in bold.

- chemical** (n) a man-made or natural solid, liquid or gas 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 the air, water or land dirty and unhealthy
- protect** (v) to keep something or someone safe from damage or injury
- species** (n) a group of plants or animals which are the same in some way

- 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.
- 2 Look at the title and the first paragraph of the essay opposite and answer the question. What is the difference between an 'endangered' and an 'extinct' species? Then, complete the table on page 19 with the names of any endangered and extinct species you know.
- 3 Read the essay. Then, complete the table on page 19 with the names of any other endangered animals mentioned in the essay.

UNDERSTANDING  
KEY VOCABULARY

USING YOUR  
KNOWLEDGE

endangered species	extinct species



## ENDANGERED SPECIES

- 1 An **endangered species** is a group of animals or plants which 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 which 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. These 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.



Tiger

# WHILE READING

SKILLS

## Reading for main ideas in academic texts

In academic texts, you can find the main idea of a paragraph in the *topic sentence*, which is often the first sentence. It tells the most important thought or message of the paragraph. The middle sentences develop and support the main idea. The paragraph may have a *concluding sentence* with a summary or final comment.

READING FOR  
MAIN IDEAS

READING  
FOR DETAIL

4 Read the essay again and write the paragraph number next to the main ideas.

- a How hunting and overfishing endanger animals \_\_\_\_\_
- b The definition of endangered and extinct species \_\_\_\_\_
- c How governments and citizens can protect animals \_\_\_\_\_
- d How humans destroy and pollute animal habitats \_\_\_\_\_

5 Work with a partner. Answer the questions.

- 1 According to the essay, what is the main cause of animal extinction and endangered species?  
\_\_\_\_\_
- 2 How does pollution and cutting down trees cause problems for animals?  
\_\_\_\_\_
- 3 What do people hunt animals for?  
\_\_\_\_\_
- 4 Which large sea creatures are endangered because of overfishing?  
\_\_\_\_\_
- 5 What can individuals do to protect animals from becoming endangered?  
\_\_\_\_\_
- 6 What should governments invest in to get more animals back into the wild?  
\_\_\_\_\_

## READING BETWEEN THE LINES

6 Read the last paragraph of the essay again and underline the words and phrases with the same meaning as the bold words.

- 1 Companies who destroy animal habitats should **pay a fine**.
- 2 You should help to protect animals by **choosing not to buy** fur.
- 3 We can make it **illegal** to hunt, fish or trade in endangered species.
- 4 Governments can **pay for** animal sanctuaries and zoos.
- 5 If we **work together** by **taking these actions**, we can protect our planet.

WORKING OUT  
MEANING FROM  
CONTEXT