

1

HOW WAS
YOUR TRIP?

LEARNING GOALS

In this unit, you

- ⊗ talk about a weather event
- ⊗ talk about wildlife
- ⊗ discuss endangered animals
- ⊗ read about a wildlife rescue center
- ⊗ write a description of a place

GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What's going on?
- C** Now read Leti's message. Would you like to do this?



LETI MOLINA

@LetiM

Taking pictures of wildlife in Botswana was a dream come true!

LESSON 1

TALK ABOUT A WEATHER EVENT



LETI MOLINA

@LetiM

Just got back to New York from my photo shoot. I'm tired but happy!

1 VOCABULARY Weather

A 01-01 Listen. Then listen and repeat.

Weather			Results of bad weather	
It's pouring.	It's drizzling.	It's humid.	get soaked	get sunburned
It's freezing.	It's hailing.	It's overcast.	get damaged	get stuck

B 01-02 Listen. Circle the correct word to complete the sentence.

1. It's **drizzling** / **pouring** outside.
2. It's **drizzling** / **overcast**.
3. She got **sunburned** / **soaked**.
4. It's **humid** / **freezing** outside.
5. It's **hailing** / **overcast**.
6. His car got **stuck** / **damaged** in the storm.

C PAIRS Talk about ways to prepare for or deal with each kind of weather in 1A.

If it's pouring, take the subway. There are lots of car accidents in the rain.

2 GRAMMAR Get to express change

Use get + adjective or the passive with get to express a change of state.

Get + adjective

Subject	Get	Adjective	
People	are getting	sick	from the heat.
It	got	hot	after the rain stopped.

Passive with get

Subject	Get	Past participle	
The equipment	has gotten	damaged	by the storm.
I	got	soaked	in the downpour.

Commonly used with get

Adjectives	Participles
cold	caught
dark	confused
dirty	excited
hot	hurt
nervous	lost
thirsty	scared
wet	worried

Notes

- When get is followed by an adjective, it gives the idea of change or of becoming:
People are getting sick. = People weren't sick before, but now they are beginning to be sick.
- For the passive with get, the past participle describes the subject.
- The passive with get is more common in conversation than in writing.

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3 CONVERSATION SKILL

- A** ▶01-03 Read the conversation skill. Listen. Notice that B's reply question uses a pronoun and the same verb tense as A's statement.

1. A: It's going to hail tomorrow.
B: Is it?
2. A: I got really sunburned this weekend.
B: Oh, no! You did?

- B** ▶01-04 Listen. Write a reply question.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Reply questions

We use reply questions to show interest and keep a conversation going. There are two ways to form these questions:

Pronoun + auxiliary verb / verb be:

You do?
She did?
He has?
They are?
It was?

Auxiliary verb / verb be + pronoun

Do you?
Did she?
Has he?
Are they?
Was it?

4 CONVERSATION



- A** ▶01-05 Listen or watch. What does Leti tell Marcos about?



- B** ▶01-06 Listen or watch again. Write *T* (true) or *F* (false).

1. Leti saved her camera by putting it in a plastic bag. ____
2. The rain didn't last for a long time. ____
3. Leti feels disappointed about the weather on her trip. ____



- C** ▶01-07 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.



How did Leti react to the difficulties she experienced on her trip? Do you think you would react the same way? Why or why not?

Leti: A couple of the people in my group _____ from the heat.
Marcos: They did?
Leti: Yeah, I was lucky. I _____ a little _____, but that's it.
Marcos: Was it humid?
Leti: No, it was super dry.

5 TRY IT YOURSELF

- A** **THINK** Think about a time you got caught in bad weather. Complete the chart.

Where were you?	
How did the weather change?	
What did you do?	
How did you feel?	

- B** **PAIRS** Tell your partner about the weather event in 5A. Use the conversation in 4C as an example.

My friends and I were at the beach and it started getting cloudy and overcast ...

- C** **REPORT** Tell the class about your partner's story. Is it similar to your story?

☐ **I CAN** TALK ABOUT A WEATHER EVENT.



LESSON 2

TALK ABOUT WILDLIFE



LETI MOLINA

@LetiM

I got photos of some pretty dangerous animals—but I didn't get too close!



1 VOCABULARY Animals

A ▶ 01-08 Listen. Then listen and repeat.

FUN FACTS

about Animals!



an elephant

An elephant's trunk (its long nose) is so strong that it can knock down a tree, but it can also pick up an object as tiny as a grain of rice.



a lion

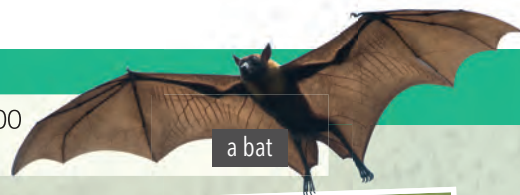
A lion's roar is so loud that humans can hear it from eight kilometers (five miles) away.



a snake

The smallest snake is as thin as a spaghetti noodle. The largest snake weighs more than 227 kilograms (500 pounds).

Some bats eat 600 insects per hour.



a bat

The hippopotamus (hippo) spends most of its day in water, but it cannot swim or float. It always keeps its feet on the bottom of the river.



a hippopotamus (a hippo)

The blue whale is the largest animal that has ever lived on Earth. A newborn blue whale weighs as much as 100 people.



a blue whale

Most spiders live for about a year, but some tarantulas live for more than 20 years.



a tarantula



WORDS TO DESCRIBE ANIMALS

enormous: very large

tiny: very small

adorable: very attractive and cute

gorgeous: very beautiful

fierce: ready and able to attack

aggressive: behaving in a way that shows it wants to fight

playful: active and wanting to have fun

B Read the fun facts. Which do you find the most surprising? Tell a partner.

C PAIRS Decide together. Which animals are enormous? Tiny? Adorable? Gorgeous? Fierce? Aggressive? Playful? Take notes.

2 GRAMMAR *So* and *such*

Use *so* with adjectives and *such* with noun phrases to show emphasis.

		Adjective			Noun phrase
The lion is	so	fierce.	Hippos are	such	dangerous animals.
He looks		calm.	We had		a good time!



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3 PRONUNCIATION

A ▶01-09 Read and listen to the pronunciation note.

B ▶01-10 Listen. Notice how the two words in the examples are linked. Then listen and repeat.

Linking with /w/	Linking with /y/
so ^w adorable	three ^y elephants
_____	_____
_____	_____
_____	_____

Linking vowels with /w/ and /y/

We often use /w/ or /y/ to link a word ending in a vowel to a word beginning with a vowel. When the first word ends in /u/, /ou/, or /au/, use /w/ to link it to the following vowel: so^wadorable, how^woften. When the first word ends in /i/, /eɪ/, /ɔɪ/, or /aɪ/, use /y/ to link it to the following vowel: very^yattractive, stay^yaway.

C ▶01-11 Listen. Write each phrase in the correct box in 3A. Listen and check your answers. Then listen and repeat.

- | | | |
|-----------------|-------------------|--------------|
| 1. so enormous | 3. baby elephants | 5. too early |
| 2. slow animals | 4. free advice | 6. tiny ants |

4 CONVERSATION



A ▶01-12 Listen or watch. Check (✓) the animals that they mention.

☐ elephants ☐ bats ☐ lions ☐ hippos ☐ spiders ☐ monkeys



B ▶01-13 Listen or watch again. Which animal does Leti say is ...?

- | | |
|-------------------|----------------------|
| 1. social _____ | 3. aggressive _____ |
| 2. gorgeous _____ | 4. fascinating _____ |

How does Leti feel about spiders? How does Marcos feel about them? Are you more like Leti or Marcos? Explain.



C ▶01-14 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.

Leti: Well, here's the first elephant I saw.

Marcos: Wow, he's enormous!

Leti: He's a she, actually. This is her baby.

Marcos: Aw, he's _____!

Leti: He's adorable. And _____ and playful.



5 TRY IT YOURSELF

A **THINK** Think about a time you saw a wild animal. Write your ideas in the chart.

Animal	Where I was	Description	How I felt

B **PAIRS** Talk about your animal encounter. Ask questions about each other's stories.

A: I saw a lot of bats once. **B:** You did? Where were you?

C **CATEGORIZE** Talk about animals that people in the class have seen.

- Make a list of the animals that pairs discussed in 5B.
- Categorize the animals according to the descriptions in 1A.

I CAN TALK ABOUT WILDLIFE.



LESSON 3

DISCUSS ENDANGERED ANIMALS



LETI MOLINA

@LetiM

People are doing so many creative things to protect animals!

1 BEFORE YOU LISTEN

A How do humans put animals in danger? How do we help them?

B 01:15 **VOCABULARY** Listen. Then listen and repeat.

a deer: a large wild animal that lives in forests and eats plants

soil: the substance in which plants grow; dirt

a field: an area of land where crops are grown

a crop: a plant such as corn, wheat, or vegetables that farmers grow

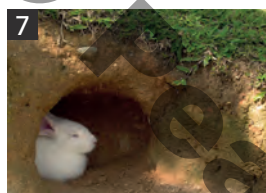
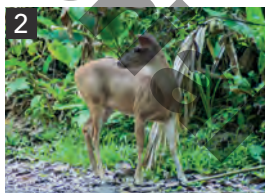
an endangered species: a type of animal or plant that soon might not exist anymore

a collar: a narrow band put around the neck of an animal

a hook: a curved piece of metal used for catching fish

a shelter: a place to protect people or animals from bad weather or danger

C Write one of the words in 1B under each picture.



2 GRAMMAR *Though, although, and even though*

Use clauses beginning with *though*, *although*, and *even though* to show a contrast with the main idea. The main clause shows an unexpected result.

<i>Though / although / even though</i> clause	Main clause (an unexpected result)
Though hunting laws are great,	they aren't enough to protect all animals.
Although a butterfly is a tiny insect,	it can fly thousands of miles.
Even though it can be expensive,	protecting wildlife is important.

Though, although, and even though can also be used after the main clause, usually after a comma.

Main clause (an unexpected result)	<i>Though / although / even though</i> clause
Most spiders live for about a year,	though some live much longer.
Hippos can't swim,	although they spend most of the day in water.
Species will continue to disappear	even though we try to save them.

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3 LISTENING



A ▶01-16 Listen or watch. What is the main idea?

- Efforts to save endangered wildlife ____ .
- have not been very successful
 - are important for both animals and humans
 - are getting more and more high-tech



B ▶01-17 Read the Listening Skill. Listen or watch again. How does the speaker answer each of these questions? Write a short answer.

- Problem solved. But have you created a new problem? With no wolves around, deer invade the nearby hills. And the deer ____ .
- Most countries have laws that limit hunting and fishing. Isn't that enough? ____ .
Though hunting laws are great, ____ .



C ▶01-18 Listen or watch again. Complete the chart.

Animal	Problem	Solution
	moving out of the jungle	tracking collars
	caught by mistake	magnetic fishhooks
monkeys		
turtles		turtle tunnels
bees	too many tall buildings.	

D **VOCABULARY EXPANSION** Read the sentences from the talk. What do the underlined expressions mean?

- Every animal is part of a complicated system. If we allow whole species to disappear, no one can predict the result.
- Although we can't predict the effects of allowing a specific animal to die off, we do know that our planet is stronger when there are many species of both animals and plants.
- One way to save endangered animals is to make sure that people don't kill them. Most countries have laws that limit hunting and fishing.

E **PAIRS** Compare your answers in 3D.

4 DISCUSSION

A **THINK** Make a list of reasons why saving wildlife is important. Make a list of other things that money and effort could be spent on instead of helping animals.

B **DISCUSS** In small groups, talk about your ideas in 4A. Should the money and effort people are spending on animals be used in other ways? Why or why not?

Although it takes time and effort to save animals, it's worth it because ...
Though I understand why people want to save wildlife, I think ...

C **EVALUATE** As a class, discuss the reasons why people want to spend money and effort on saving wildlife or on something else instead. Vote on the three most convincing reasons for each argument.



LISTENING SKILL Listen for questions

Speakers sometimes ask questions and then answer them. This is a way to highlight important ideas or transitions. Listen for questions to understand the important ideas in a talk.





LETI MOLINA

@LetiM

I read a great interview about a wildlife rescue center. Now I want to volunteer!

1 BEFORE YOU READ

- A PAIRS** Have you ever helped an animal?

Talk about it.

Last year I found a baby bird that had fallen out of its nest ...



- B** 01-19 **VOCABULARY** Listen. Then listen and repeat. Do you know these words?

orphaned fascinating an enclosure an environment mimic a natural habitat

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 127

2 READ

- A PREVIEW** Look at the title and the photographs. What do you think this text is about? Look at the format of the text. What does it tell you?

- B** 01-20 Read and listen to the interview. Were your answers correct?

A Place to Get Better

On the southern border of Costa Rica is a very special place where sick and injured wild animals are safe and cared for. It is the Jaguar Rescue Center. The center never turns away any wild animal brought to its door. I interviewed a volunteer, Kathleen, to find out more about this amazing place.

- 1 So, Kathleen, tell me more about the center. What kinds of animals does it help?

All kinds. Sloths, howler monkeys, porcupines, and more—any sick, injured, or orphaned animal. People in town, or sometimes the local police, see the animals in the road or while they're out hiking and bring them to the center.

- 2 So what kinds of tasks do you do at the center?

I do a lot of feeding and cleaning up. It's similar to having your own pets. We feed some of the baby animals with goat milk in bottles, and we help out in the kitchen to make food for the older animals.

- 3 Do you have a favorite kind of animal at the center?

My favorite are the howler monkeys. They are so fascinating! Did you know that they are the loudest land animal? Their vocalizations can be heard clearly for five kilometers.

- 4 Where do the howlers live in the center? I know that monkeys like to climb...

They eat and sleep in a very large enclosure, which we clean twice a day. The enclosure was created as an environment that closely mimics their natural habitat as much as possible, so there's plenty of space to climb, jump, swing, and play.

- 5 Do the animals return to the jungle when they're healthy again?

Yes! The goal is to return the animals to their natural habitat. Every afternoon, we take the healthy howlers into the jungle. If they don't come back, it means they are beginning a new life in the wild with a new family.

- 6 It must be difficult to say good-bye to the howlers when they find their new home.

Yes, but sometimes they come back to say hello. One of the howlers who had been successfully released back into the jungle returned one day with a surprise—a new baby! It's like she wanted to say "thank you" to the people who cared for her.

a sloth

a howler monkey

a porcupine

3 CHECK YOUR UNDERSTANDING

A Read the interview again. What is the interview mainly about? Circle the correct answer.

- a. what howler monkeys eat
- b. how a rescue center helps injured animals
- c. what to do if you find an injured animal

B Circle the correct answers, according to the interview.

1. Who finds the sick or injured animals and brings them to the center?
 - a. the volunteers
 - b. the police and hikers
 - c. tourists
2. What does Kathleen say about the animals' diets?
 - a. All the animals drink goat milk.
 - b. Some of the food is prepared in the kitchen.
 - c. The older animals find their own food.
3. What is one goal of the center?
 - a. to release the animals back into the jungle
 - b. to have the monkeys return to the center
 - c. to watch how the animals behave in their natural habitats

C CLOSE READING Reread questions 5 and 6. Then answer the questions.

1. In question 5, what does *it means* refer to? _____
2. In question 6, what does *It's like* refer to? _____

D Read the Reading Skill. Match the main ideas below with the questions in the interview. Write 1-5.

- ___ a. the howlers' habitat at the center
- ___ b. which animals are at the center
- ___ c. the goal of the center
- ___ d. the animal Kathleen likes best
- ___ e. what Kathleen does at the center

READING SKILL Find the main idea

The *main idea* is what a text is about. When you can find the main idea, it is easier to understand the text. When you read an interview, one way to find the main idea is to look at the questions.

E PAIRS What is the interview about? Retell the most important ideas. Use your own words.

The interview is about a volunteer and ...

How else does the Jaguar Rescue Center help animals?



4 MAKE IT PERSONAL

A Think about ways to help sick, injured, or orphaned animals. Complete the chart with your ideas.

Things to do	Things to give to a rescue center	Names of rescue centers you know

B PAIRS Compare your ideas in 4A. Are either of you interested in helping animals?

We both plan to give money to a shelter ...

☐ I CAN READ ABOUT A WILDLIFE RESCUE CENTER.

LESSON5

WRITE A DESCRIPTION OF A PLACE



LETI MOLINA

@LetiM

I finally posted photos from my trip to Panama last year! It was such an amazing experience!

1 BEFORE YOU WRITE

- A What is the most beautiful place you have ever been to? What beautiful place do you want to visit?
- B Read the travel blog. How does Leti feel when she thinks about Bocas del Toro? How do you know? Does the description make you want to visit Bocas del Toro?

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BOCAS DEL TORO

Last year I went on vacation to Panama and stayed in the most beautiful place I’ve ever been—a place called Bocas del Toro. It’s on the Caribbean Sea and has amazing beaches, trees, flowers, and wildlife—all in one place.

I loved walking on the beach and feeling the soft, white sand between my toes and the warm sun on my face. When I got a little too warm, I sat under a shady tree near the water and closed my eyes to hear the calming sound of the waves breaking on the shore. When I opened my eyes and looked around, I could see surfers riding on the blue-green waves, like dancers on top of the water. I could also see small, brown monkeys jumping and swinging through the many beautiful green trees. The sweet scent of the yellow and white ylang-ylang flowers mixed with the smell of the salty ocean. No perfume could smell any better! When I got hungry, I walked to a restaurant where they served delicious fresh fish and my favorite: sweet and salty fried plantains, which are similar to bananas.

Every time I think about my time in Panama, I can still see, smell, hear, feel, and taste that beautiful place, and for a few moments, I am back on that beach. I hope I can go back again soon!



Surfers riding waves



Ylang-ylang flowers



Fried plantains

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the travel blog in 1B. Complete the chart with the things that the writer sees, feels, hears, smells, tastes.

WRITING SKILL Use sensory words

Writers use sensory words to help a reader make pictures of people, places, and things in their mind. Use sensory words that describe colors and sights, sounds, feelings, tastes, and smells—all the five senses—to make the reader “see” what you see.

See	Feel	Hear	Smell	Taste

3 PLAN YOUR WRITING

- A** Think about a beautiful place that you know. What do you see, feel, hear, smell, and taste when you think about this place? Take notes in the chart.

See	Feel	Hear	Smell	Taste

- B PAIRS** Describe the place that you chose using your notes from 3A. Try to picture the place that your partner describes.

I want to write about the Galapagos Islands in Ecuador. I saw many colorful birds and huge, slow-moving turtles ...

4 WRITE

Write a travel blog about a beautiful place that you know. Use sensory words to talk about what you saw, felt, heard, smelled, and tasted there. Try to “paint a picture” in the reader’s mind. Use the blog in 1B as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange and read each other’s descriptions.
1. Underline all of the sensory words.
 2. Did your partner use enough sensory words to help you make a picture in your mind?
- B PAIRS** Can you improve each other’s descriptions? Make suggestions.

Revising tip

Wait a day before you revise your draft. This will help you see your writing with fresh eyes and make your writing better.

6 PROOFREAD

Read your description again. Check your

- spelling
- punctuation
- capitalization

PUT IT TOGETHER

1 PRESENTATION PROJECT



- A** ▶01-21 Listen or watch. What is the topic of the presentation?



- B** ▶01-22 Listen or watch again. Complete the chart.

Endangered animal	
Location	
Reasons for endangerment	
Interesting facts	

- C** Read the Presentation Skill. Make a list of animals and size comparisons.

- D** Make your own presentation.

Step 1 Choose an endangered animal and find information about it. Complete a chart like the one in 1B.

Step 2 Prepare a two-minute presentation about your animal. Bring an item or picture related to your endangered animal. Remember to include comparisons for measurements.

Step 3 Give your presentation to the class. Answer questions and get feedback.



PRESENTATION SKILL

Use comparisons for measurements

To make it easier for your audience to understand information about size, make comparisons to something the audience knows. For example, if you say that an animal is 15 meters (50 feet) long, you can also say that it is as long as a bus.

2 REFLECT AND PLAN

- A** Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Talk about a weather event
- ☐ Talk about wildlife
- ☐ Discuss endangered animals

Vocabulary

- ☐ Weather
- ☐ Results of bad weather
- ☐ Animals
- ☐ Words to describe animals

Conversation

- ☐ Reply questions

Pronunciation

- ☐ Linking vowels with /w/ and /y/

Listening

- ☐ Listen for questions

Grammar

- ☐ Get to express change
- ☐ So and such
- ☐ Though, although, and even though

Reading

- ☐ Find the main idea

Writing

- ☐ Use sensory words

- B** What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.

How did you do? Complete the self-evaluation on page 165.

