

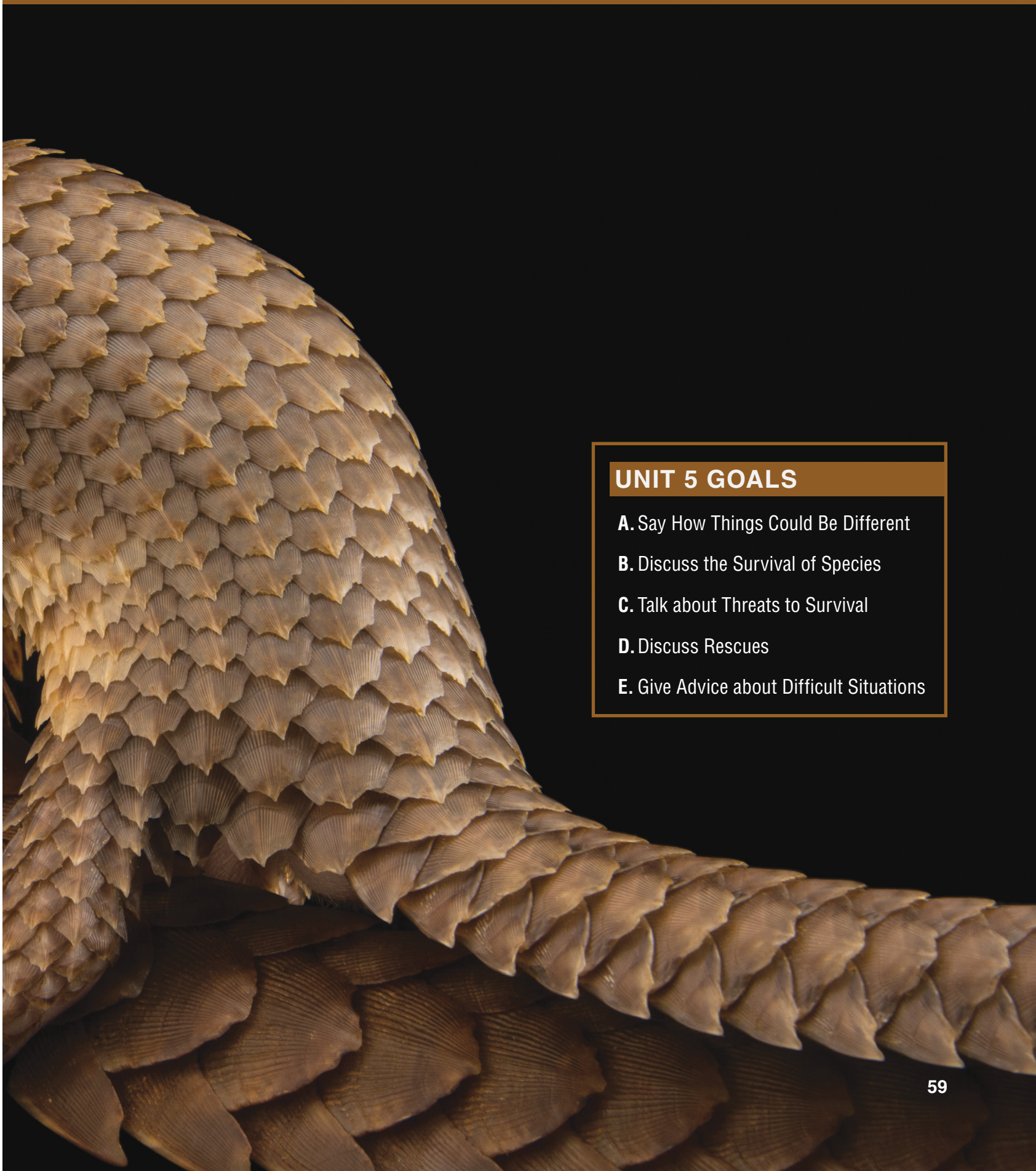


An endangered tree pangolin, with her baby, at Pangolin Conservation in St. Augustine, Florida

Look at the photo and answer the questions:

1 Why might these animals be endangered?

2 Are zoos and conservation centers the best way to save endangered species?



UNIT 5 GOALS

- A.** Say How Things Could Be Different
- B.** Discuss the Survival of Species
- C.** Talk about Threats to Survival
- D.** Discuss Rescues
- E.** Give Advice about Difficult Situations

Vocabulary

A Read the text. Then, discuss the meaning of the **blue** words with a partner.



A young girl looks in amazement at a fossil dinosaur.

One scientific study suggests that up to two billion different **species** may be **alive** now. That's a big number. However, since life began on Earth, scientists think at least *five* billion kinds of plants and animals have gone **extinct**. They know this from the **discovery** of many unknown kinds of fossils: dead plants or animals that have turned to stone.

Why did so many species not **survive**? Some species died out slowly because conditions changed. Others were killed in a huge natural **disaster** that happened about 66 million years ago. A big rock from space, called a comet, hit Earth. It killed the dinosaurs and caused terrible conditions. If humans had been alive at that time, they would have felt **terror**.

Many species are dying out these days, so some scientists think another mass extinction is happening now. They see a **relationship** between human activity and these deaths. For example, they think the problem is happening because humans are causing climate change. Is there any way to **rescue** species that are in danger? Maybe. If a scientist found a way to stop climate change, he or she would be a **hero** to people who care about the planet.

B In pairs, complete these definitions with a **blue** word from the text.

1. To _____ somebody is to save him or her from danger.
2. A _____ is a person who saves others or has a big effect on them.
3. _____ describes a plant or animal that died out, often a long time ago.
4. A _____ happens when somebody finds something that was lost.
5. A person who has experienced _____ has felt very strong fear.
6. A _____ is a link, or connection, between two people or events.
7. To _____ means to not die during a serious event.
8. A _____ is an event that creates terrible conditions and may cause many deaths.
9. _____ describes a plant or animal that is living, not dead.
10. _____ are groups of plants or animals that are similar in some ways.

C Expand your vocabulary by writing sentences using the noun forms of *extinct* and *survive*, the verb forms of *discovery* and *rescue*, and the adjective forms of *disaster* and *terror*. Work with a partner and use a dictionary if necessary.

Grammar

Unreal Conditionals	
Use unreal conditionals to talk about a situation that is not true, but that could be (or could have been) true if something were different.	Dinosaurs are extinct, but if the comet had missed, they might be alive.
Unreal conditionals have two parts: a condition part and a result part. The order of the parts does not matter, but when the condition part is first, you need a comma.	If an earthquake happened, some buildings might fall down . Some buildings might fall down if an earthquake happened.
There are two kinds of unreal conditionals: <ul style="list-style-type: none"> • To discuss events that you think are unlikely (second conditional). • To talk about events that are impossible (third conditional). 	Many plants would not grow if bees died out. If dinosaurs had survived, they would have eaten all the humans.

D Underline the examples of unreal conditionals in the text in **A**. Then, rewrite the examples with the parts in the opposite order.

E In groups, fix the underlined mistakes in these unreal conditional sentences. Then discuss the sentences. How true do you think they are? Why?

1. We might learn more about the past if scientists had discovered more fossils.
2. If the big rock missed Earth 66 million years ago, dinosaurs might have survived.
3. Humans would be an endangered species if dinosaurs are still alive.
4. If climate change stopped getting worse, more species might have lived.
5. If a scientist stopped climate change, she will become rich and famous.



GOAL CHECK Say How Things Could Be Different

Complete these sentences in your own words.

1. I would be happier if _____.
2. If I won a lot of money, I _____.
3. I could have _____ if I had _____.
4. If _____, I _____.

Then, interview your classmates and write the name of someone who wrote something that...

- is funny: _____.
- is unusual: _____.
- you wish you had written: _____.
- you hope comes true: _____.

What did you write for the first sentence?

I would be happier if I had more free time.


B


GOAL Discuss the Survival of Species

Listening

A Answer the questions in small groups.

1. What are fossils and how are they created? Share your knowledge.
2. When you were a child, how interested were you in fossils? Why?
3. You are going to listen to a talk about “living fossils.” What do you think they are?

B  22 Listen to the first part of the talk and take notes. Then, in pairs, use your notes to confirm the answers to questions 1 and 3 in **A**.

C  23 Listen to the whole talk and complete the summaries with a number or word that the speaker says.

Horseshoe crabs are living fossils. They have been alive for (1) _____ of millions of years. They live off the (2) _____ Coast of the United States. They also live around China, (3) _____, Japan, Korea, and other parts of Southeast Asia. They look just like fossil horseshoe crabs.

Like horseshoe crabs, coelacanths are living fossils. They are a kind of (4) _____. Scientists believed they were extinct. Then, Marjorie Courtenay-Latimer discovered one in (5) _____. She was working for a (6) _____ in South Africa at the time.



Fossilized horseshoe crabs can be found in rocks on the east coast of the US.


D Discuss these questions in a group.

1. How interesting did you find the talk about living fossils? Why?
2. Which of these living fossils would you most like to know more about: the volcano rabbit, vampire squid, or dinosaur ant? Why?
3. The speaker describes Marjorie Courtenay-Latimer as “a hero” because she was a woman doing science in the 1930s. Do you think “hero” is the right word in this case? Why?

PRONUNCIATION: Emphasis to Express Meaning

Speakers often emphasize a word to express a certain emotion or meaning. The exact emotion or meaning will depend on the emphasized word and on the situation.

- I **don't** like it. Please stop! (The emphasis probably shows anger.)
- You don't like it? **Really**? (The emphasis probably expresses surprise.)
- Actually, no, I **don't** like it. (The emphasis corrects a misunderstanding.)
- Jonah likes it, but I **don't**. (The emphasis makes the different opinions clear.)

E  24 Listen and underline the words that the speaker emphasizes. Then, in pairs, match each example of emphasis to one of the three reasons (a–c) below.

1. “Fossils are interesting, but today I want to focus on living fossils.” _____
 2. “In simple terms, these are species with three key... sorry, with two key characteristics.” _____
 3. “First, they're still alive now. And second, they look almost the same as actual fossils from long ago. They aren't the same, of course.” _____
 4. “Every species changes over time.” _____
 5. “However, living fossils look similar to their actual fossils because they have changed less than other species.” _____
- a. The emphasis corrects a mistake the speaker has made.
 - b. The emphasis contrasts one idea or thing with another one.
 - c. The emphasis makes sure listeners understand a key point.



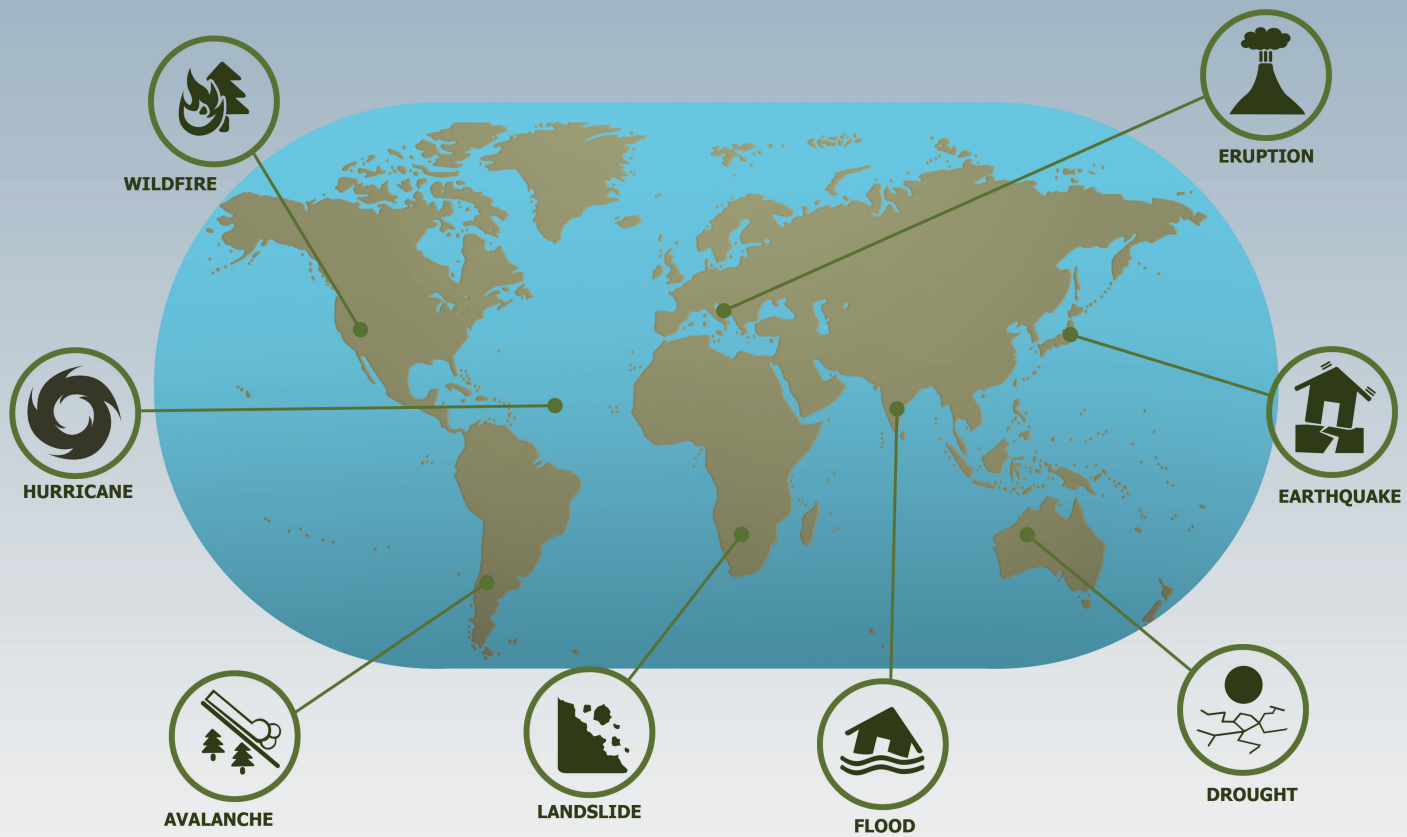
GOAL CHECK Discuss the Survival of Species

Complete these tasks. Use emphasis to express meaning during your discussions.

1. In groups, make a list of some important species that still exist. Discuss how your life might change if these species went extinct.
2. In different groups, make a list of species you know that have gone extinct. Discuss how the world would be different if these species were still alive.

C

GOAL Talk about Threats to Survival



Has a natural disaster ever affected your country?

Language Expansion: Natural Disasters

A Look at the infographic. Then, complete these descriptions of natural disasters.

1. A _____ is a large storm that begins over the northern Atlantic Ocean.
2. A _____ is when little rain falls and there is not enough water.
3. A fire in the countryside that burns without stopping is a _____.
4. An explosion of rock, dust, and gas from a volcano is an _____.
5. When an _____ happens, the ground shakes and moves.
6. When mud, rock, and stones slide down a hill, it is called a _____.
7. When there is an _____, a lot of snow slides down a mountain.
8. When there is too much rain, a river or lake can cause a _____.

B Discuss this question in a small group.

Some people think natural disasters are becoming more common. Other people think the number of natural disasters is the same, but the media reports them more. Which way of thinking is more likely to be correct? Why?

C MY WORLD Write a list of things that you feel are a threat to your survival. Order the list from most to least dangerous. When you have finished, share your list with a partner. Which threats are on both of your lists?

WORD FOCUS

A **threat** is a dangerous thing that might happen.

Grammar

Using *wish* and *hope*

Use *wish* (+ *that*) + subject + simple past verb to say that we want a present situation to be different.

Using *wish* (+ *that*) + subject + past perfect suggests you are sorry about a specific situation.

I **wish (that)** earthquakes **didn't happen**.

I **wish (that)** last year's earthquake **hadn't happened**.


Use *hope* (+ *that*) + subject + simple present verb to say that we want a situation to be different in the future, or to say what we want to happen.

I **hope (that)** we **get** no more earthquakes this year.

- D** In your notebook, complete these sentences in your own words. Then interview your classmates to find out their ideas. Which classmate's answers are most similar to yours?

I hope that... I wish that... My family hopes... My friends wish...

Conversation

- E**  25 In pairs, decide if you need *wish* or *hope* in each blank. Then, listen to check your answers.

Eric: Did you feel that earthquake last night? I thought I was going to get shaken out of bed! I (1) _____ that we don't get any more quakes. I hate them!

Tom: Me, too. Actually, I kind of (2) _____ we lived in a place that didn't have any natural disasters.

Mel: Well, I (3) _____ that you both knew more about safety.

Tom: What do you mean?

Mel: First of all, natural disasters can happen anywhere, so the danger is about the same wherever you live. And second, they're rare. You're much more likely to get hurt in a traffic accident.

Eric: Really? Well, I (4) _____ nothing bad happens to any of us—accident or natural disaster.

SPEAKING STRATEGY

Speakers often use **well** when they start speaking. We can use **well** to indicate:

- a thought about a question or statement.
- a change in topic.
- to rephrase something we have already said.

- F** Practice the conversation in groups of three. Then, talk about disasters you have heard about.



GOAL CHECK Talk about Threats to Survival

In groups, complete the tasks and discuss the questions.

1. Share your lists of threats from **C**. How many natural disasters are on your lists?
2. In the conversation, Mel says traffic accidents are more dangerous than natural disasters. Based on this information, come up with a new list of everyday threats. Share your list with the class.

D

GOAL Discuss Rescues**Reading****A** Complete the tasks in small groups.

- Share what you know about these events:
 - The rescue in 2018 of 12 boys and their coach after 17 days trapped in a cave in Thailand.
 - The rescue in 2010 of 33 men after 33 days trapped deep under the ground in Chile.
- Discuss why you think these events became big news.

B Read the text. Complete each statement with one word from the text.

- Night got trapped in a cave with friends from his soccer team on his _____.
- Usually it is safe to enter the cave in _____, but the rains came early in 2018.
- The boys' coach gave them his _____.
- The team was discovered by three _____.
- Over 100 _____ worked to get the boys out.

C Discuss these questions in groups.

- The boys were all members of the same soccer team. Do you think this helped them survive?
- This story became news around the world. Do you think this helped the team survive?
- Do you think Saman Kunan was a hero? How about Coach Chantawong?

**GOAL CHECK**

Work in a different group. If you were in these situations, what would you do? Explain and support your views.

- An earthquake traps 17 children in a building. Do you help dig them out?
- You see a whale on the beach. It's dying because it's too hot. Do you help keep the whale cool?
- You see a man in a fast-flowing river. He cannot swim. Do you try to help?
- A house is on fire. A person screams, "Save my dog!" Do you go into the house?

A Birthday to Remember

When he woke up on the morning of June 23rd, 2018, Peerapat Sompiangjai, whose nickname is "night," was excited. It was his seventeenth birthday, and his plans were to practice soccer and then have fun with friends from his team, the Wild Boars. When they fell asleep that night, however, Night and eleven of his friends felt hunger, thirst, and terror.

What happened? To celebrate Night's birthday, the Wild Boars explored the Tham Luang cave in northern Thailand. Their coach, Ekkapol Chantawong, went with them to keep them safe. Usually it is OK to explore the cave in June, but heavy summer rains suddenly started. The cave began filling with water and the Wild Boars had to go deeper into the cave to survive. They were **trapped!**

When the boys did not come home that evening, their parents became worried. They found the boys' bicycles, bags, and shoes outside the cave and **raised the alarm**. Soon, the story became big news around the world. **Volunteers** from many countries traveled to Thailand to help.

Inside the cave, the situation was not good. They had a little water, but almost no food. They did not know that people were looking for them. They did not even know what day it was or how long they had been trapped. Coach Chantawong tried to help the boys. He let them eat his share of the food, and he taught them how to **meditate** so they would feel less worried. He also told them to lie still in order to use less oxygen.

At last, there was good news on July 2nd, when three divers found the team alive. Around the world, people were happy to learn of their discovery. Now that divers



knew the boys' location, they could bring food, air, and medicine to them. However, the situation was not safe: the cave was full of water, the boys could not swim, and they were far from the cave entrance.

More heavy rains were expected, and the rescuers came up with a dangerous, desperate plan. First, they put diving equipment on the boys. Some divers then tied themselves to the boys and helped them swim to a dry part of the cave. Finally, more than 100 helpers took turns carrying the boys to the cave's entrance.

The plan was very dangerous, and sadly, diver Saman Kunan died while rescuing the boys. However, despite the danger, all of the Wild Boars, including Coach Chantawong, were out of the cave and being checked by doctors by July 10th. At last, after 17 days in the cave, they were all safe.

trapped in a situation or place with no way to get out
raise the alarm tell people about a dangerous situation
volunteers people who work or help without getting paid
meditate think and breathe in a calm, relaxing way

E

GOAL Give Advice about Difficult Situations

Communication

A Complete this information with prepositions from the box. Then, compare answers in pairs and discuss what natural disaster the advice is for.

after during
for from
inside on
to with

Before the Event

- Fix heavy furniture like bookcases or TVs (1) _____ walls or floors.
- Prepare an emergency box with enough food and water (2) _____ three days.

(3) _____ the Event

- If you are (4) _____ a building, stay where you are until the shaking stops.
- Cover your head and neck (5) _____ your arms or something protective.

(6) _____ the Event

- Move to a safe area that is far away (7) _____ things that could fall.
- If you are trapped, bang (8) _____ something till rescuers hear you.

People play golf while an ash plume is visible in the distance from the Kīlauea volcano on Hawaii's Big Island.



- B** In pairs, think of some social situations that are often difficult, such as starting a new job or giving somebody some bad news. Then, list the situations in order from the most to the least difficult.

COMMUNICATION SKILL: Giving Advice

When people are in a difficult situation, other people may give them advice. For advice about emergency situations, it is common to use imperative clauses.

Cover your head.

Move to a safe area.

Imperative clauses are very strong and direct, especially in spoken English. In non-emergency situations, it is more common to give advice using specific expressions or modals.

It's a good idea to change computer passwords regularly.

You might want to change your online passwords more often.

Writing

- C** Complete the steps in pairs.

an eruption a fire a flood a hurricane

1. Your teacher will assign you one of the emergency situations in the box. Discuss what advice you could give for how to survive this emergency. Write your advice on a piece of paper.
 2. Pass your paper to the pair of students on your left and take the paper from the students on your right. Read the advice and add any other ideas.
 3. Repeat step 2 until your piece of paper has been returned to you.
 4. Choose the three most useful pieces of advice on your paper. Share them with the class and explain why you chose them.
- D** In pairs, share your list of difficult situations from **B**. Discuss which kinds of situations are more difficult to survive: social situations like starting a new job, or physical dangers like natural disasters. Choose a situation—social or physical—that most of you have experienced.
- E** Write some advice for people who have to deal with the situation you chose. Then join a group and share your advice with other students. Discuss which advice you might follow if you were in that situation.



GOAL CHECK Give Advice about Difficult Situations

Think of a difficult situation that you or somebody you know might have to deal with in the future. Take turns sharing your situation with the class and listening to the advice you get. Then say which advice was the most useful, and why.

VIDEO JOURNAL

TED TALKS

THREE THINGS I LEARNED WHILE MY PLANE CRASHED

RIC ELIAS

Entrepreneur,
CEO of Red Ventures

Ric Elias's **idea worth spreading** is that life can be changed in an instant, so don't delay. Be the best person you can be right now. Watch Elias's full TED Talk on TED.com.

A Look at the photo. Ric Elias was one of the people who survived when US Airways Flight 1549 landed on a river. In pairs, discuss what you know or can imagine about this flight.

B Number these events in the order you think they happened, from 1 to 6. Then watch the first part of the talk to check your answers.

- A flight attendant said the plane had hit some birds.
- The pilot turned the plane around to go back.
- The plane was silent after the engines were turned off.
- The plane's engines started to make a scary noise.
- The plane's pilot told everyone to "brace for impact."
- There was an explosion and smoke filled the plane.



TED

WORD FOCUS

To **brace** means to prepare physically or emotionally for something bad to happen.

- C** Watch the final part of the talk. Check (✓) the questions that Ric Elias asks the audience to think about. In pairs, discuss how you would answer them.

If you almost died and changed your life to live differently, ...

- how would you improve your relationships?
- what would you do that you have been waiting to do?
- what would you say to the people closest to you?
- where would you go and who would you go with?

- D** At the beginning of his talk, Elias asks the audience to imagine several things. In pairs, discuss how you would feel and what you would do in each situation.

1. "Imagine a big explosion as you climb through 3,000 feet."
2. "Imagine a plane full of smoke."
3. "Imagine an engine going clack, clack, clack..."
4. "Imagine being in a plane with no sound."

- E** Work with a partner. Discuss *one* of these topics. Then join another pair of students who chose a different topic and take turns summarizing your discussion.

- Car crashes are much more common and dangerous than airplane crashes. Why do you think plane crashes always make the news but car crashes rarely do?
- Chesley "Sully" Sullenberger was the pilot of US Airways Flight 1549. Many people called him a hero for landing the plane safely. But Sully himself said he was not a hero and was just doing his job. Do you think he was a hero? Why?
- Movies about survival are popular. For example, there is a movie about Captain Sully, and a movie is going to be made about the rescue of the boys from Tham Luang cave. Do you think people should use such stories for entertainment? Why?

