



A. READING

Before you read

Work in pairs. Read these facts about endangered species and discuss the questions below.

- Once found throughout Africa and Asia, cheetahs are now only scattered throughout east Africa.
- It is estimated that only 1,000 pandas remain in the wild.
- There are only about 20 Siberian tigers left in the wild in China and about 100 live in Chinese zoos and national parks.



1. What do you understand from the facts above?
2. Can you explain why the numbers of these animals have become small?



While you read




Read the passage, and then do the tasks that follow.

The human race is only one small species in the living world. Many other species exist on this planet. However, human beings have a great influence on the rest of the world. They are changing the environment by building cities and villages where forests once stood. They are affecting the water supply by using water for industry and agriculture. They are changing weather conditions by cutting down trees in the forests. And they are destroying the air by adding pollutants to it.

It can be said that human beings are changing the environment in all respects through their actions and by their habits. This has resulted in two serious consequences. The first is that many kinds of rare animals are killed. The second is that the environment where these animals are living is badly destroyed. As a result, the number of rare animals is decreasing so rapidly that they are in danger of becoming extinct.

In order to make sure that these rare animals do not disappear, efforts have been made to protect the environments in which they live. Scientists have made lists of endangered species and suggested ways to save them. Many organisations have been set up and funds have been raised. Thousands of national parks all over the world have been established to protect endangered animals. Laws have been introduced to prohibit the killing of endangered animals and the destruction of the environments where these rare animals are living.

If people's interference with the environment decreases, more species will survive and produce offspring. The Earth will be a happy planet where human beings, animals and plants peacefully co-exist.


 **Task 1.** The words in the box all appear in the passage. Fill each blank with a suitable word.

pollutants	decreasing	protect
interference	extinct	endangered

1. Dinosaurs became _____ millions of years ago.
2. She tried to _____ herself from the wind.
3. This species of bird is _____ in number every year.
4. The chemical _____ from cars and factories make the air, water and soil dangerously dirty.
5. The blue whale is a(n) _____ species.
6. Because of the _____ of human beings, many animals have become extinct.

 **Task 2.** Circle A, B, C or D that best sums up each paragraph.

1. Paragraph 1
 - A. Human beings need to grow food.
 - B. Human beings pollute the environment.
 - C. Human beings interfere with nature.
 - D. People should stop living in cities and villages.
2. Paragraph 2
 - A. Many animals are disappearing.
 - B. Human beings are responsible for the changes in the environment.
 - C. People are in danger of becoming extinct.
 - D. The human race is also an endangered species.
3. Paragraph 3
 - A. Human beings have made efforts to protect the environment.
 - B. Scientists have made a long list of endangered species.
 - C. People should be kept away from animals and plants.
 - D. Rare animals do not disappear.
4. Paragraph 4
 - A. The survival of endangered species
 - B. The Earth – a happy planet
 - C. Conditions for a peaceful co-existence
 - D. People's interference with the environment


 **Task 3.** Answer the questions.

1. What are the four ways by which human beings are changing the world?
2. What are the serious consequences of people's interference with the environment?
3. What has been done to protect the environment?


After you read

Work in groups. Find out why some animals have become extinct.


B. SPEAKING

 **Task 1. Work in pairs.** Below are some reasons why nature is threatened. Put them in the order of importance.

- killing endangered animals for fur, skin and food
- keeping animals as pets
- hunting or capturing animals for recreation or entertainment
- burning forests
- cutting down trees for wood
- using fertilizers and pesticides for cultivation
- discharging chemical pollutants into the environment

 **Task 2. Work in pairs.** Match the reasons in Task 1 with possible measures for protecting the environment in the box below.

- Killing endangered animals for fur, skin and food should be banned.
- Planting trees should be encouraged.
- Keeping animals as pets should be discouraged.
- Zoos and national parks should be established to save animals and plants.
- Animals should not be captured for recreation and entertainment.
- All kinds of animals and plants should be protected.
- Discharging chemical pollutants into the environment should be prohibited.
- Decreasing the use of fertilizers and pesticides for farming should be encouraged.

 **Task 3. Work in pairs.** State the negative impacts caused by people on the environment and suggest measures to protect it.

Example:

A: *People are killing endangered animals for fur, skin and food.*

B: *Killing endangered animals for fur, skin and food should be banned.*

C. LISTENING

Before you listen


- *Work in pairs.* Name some national parks in Vietnam.
- *Listen and repeat.*

scenic features
approximately

devastating
vehicles

maintenance
completely


While you listen

 **Task 1.** Listen to the passage and decide if the following statements are true (T) or false (F).

1. National parks protect and preserve the natural beauty of the land.
2. They usually contain a variety of scenic features.
3. All national parks are in danger of being destroyed.
4. Large areas of national parks can be destroyed by fire.
5. Visitors do not help to preserve and protect national parks.

T F

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 **Task 2.** Listen again and answer the questions.

1. How many national parks are there in the United States?
2. How many people visit national parks every year?
3. Can you name some of the problems which national parks are currently facing?
4. What should be done to protect them?

After you listen

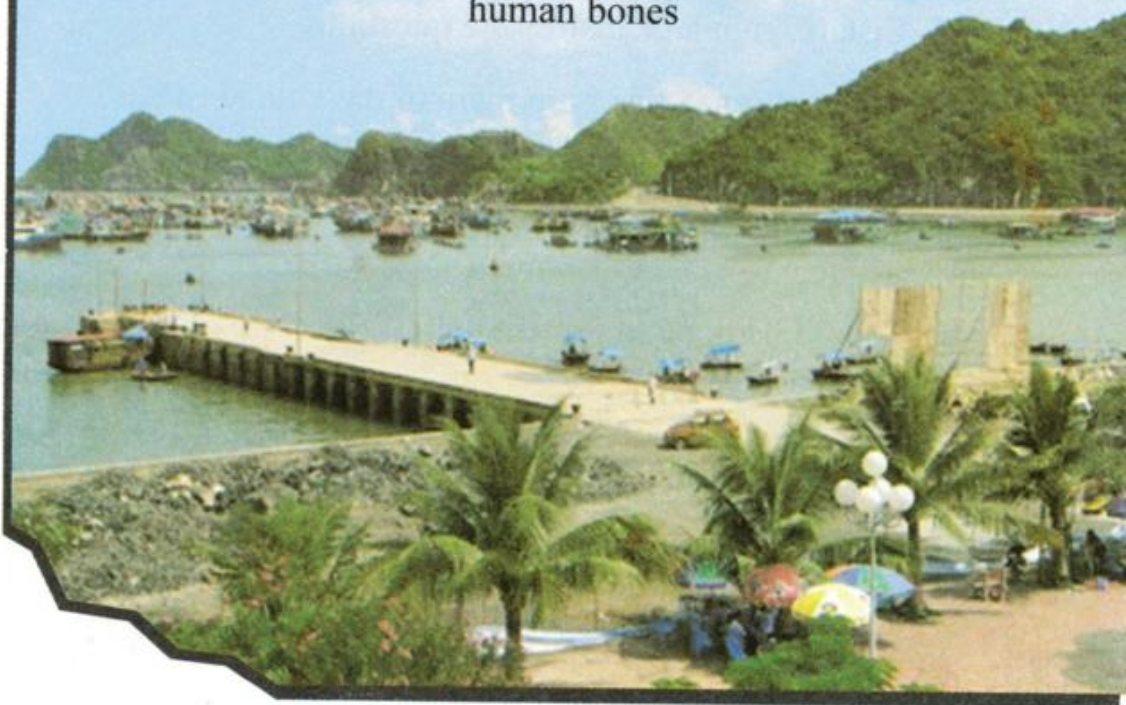
Work in groups. Summarise the passage, using the information in Tasks 1 and 2.

D. WRITING

Write a description of Cat Ba National Park, using the facts and figures below.

CAT BA NATIONAL PARK **SOME FACTS AND FIGURES**

Location:	Cat Ba Island 120 km from Ha Noi, 20 km east of Hai Phong
Special features:	tropical forests and coastal waters white sand beach, abundant natural resources, beautiful landscapes, rare animals and plants
Total area:	15,200 ha
Animals and plants:	species of fish: 300 species of animals: 40 species of birds: 150 species of plants: 620
Historic features:	6,000-year-old stone tools human bones



E. LANGUAGE FOCUS

● **Pronunciation:** / sl / - / sm / - / sn / - / sw /

● **Grammar:**

Relative pronouns with prepositions

Pronunciation

● *Listen and repeat.*

/ sl /	/ sm /	/ sn /	/ sw /
slave	small	snack	swallow
sleep	smart	sneeze	swim
slim	smell	snooker	swing
slowly	smoke	snowy	switch

● *Practise reading aloud this dialogue.*

A: Is Snowy at home? Snowy Smith?

B: He is sleeping. Go away.

A: Sleeping? Where?

B: In there. Why do you smile?

A: Perhaps Snowy is in there. But he is not asleep.

B: I swear he is sleeping.

A: When Snowy sleeps, he snores but he looks sweet.

Grammar

Exercise 1. Choose the suitable italicised words to complete the following sentences.

1. To *who/whom* it may concern.
2. It was a service for *which/that* I was grateful.
3. The success of a shared holiday depends on *who/whom* you share it with.
4. Do you like the person *who/whom* sits next to you?
5. Midway through the second half, Manchester United scored their third goal, at *that/which* point Leeds United gave up completely.
6. There is one person to *whom/who* I owe more than I can say.
7. It was the kind of accident for *which/that* nobody was really to blame.

Exercise 2. Combine the following sentences, using **preposition + whom** or **which**.

Examples:

She is the woman. I told you about her.

– *She is the woman about **whom** I told you.*

The song was interesting. We listened to it last night.

– *The song to **which** we listened last night was interesting.*

1. The man was very kind. I talked to him yesterday.
2. The man works in the hospital. I told you about him.
3. The woman teaches me English. I am telling you about her.
4. The movie is fantastic. They are talking about it.
5. The picture was beautiful. She was looking at it.
6. I'll give you the address. You should write to it.

Exercise 3. Complete the following sentences, using **who**, **whom**, **which** or **that**.

1. Jack is the one _____ I miss most.
2. It was a kind of computer with _____ I was not familiar.
3. Do you get on with the person _____ lives next door?
4. I must thank the man from _____ I got the present.
5. It is an event _____ I would rather forget.
6. The meeting to _____ I went was interesting.
7. The person _____ did it was never caught.
8. That's the woman to _____ Jim used to be married.