Reading to learn

Can animals be good companions?



1 **Work in pairs. Discuss the questions.**

1 Why do people keep animals as pets and companions?

2 Look at the pictures on pages 6 and 7. Do you think hens could make good companions? Why? / Why not?

Reading strategy

Identifying tone

Tone is the attitude that the author is expressing towards the topic of a text. It is conveyed through the author's use of language and the ideas or imagery they choose to include. Any word that describes attitude can also be used to describe tone, e.g., serious, objective, or sympathetic. Identifying the overall tone of a text can help you identify the main purpose of the text and the type of text it is.

2 1.01 **Study the reading strategy. Then read and listen to the text on page 7. Check (✓) the correct answers.**

1 What is the overall tone of the text? Find evidence in the text to support your answer.

- a serious and factual ☐
- b subjective and critical ☐
- c humorous and playful ☐

2 What is the main purpose of the text?

- a to inform us about the dangers of climate change ☐
- b to inform us about the problem of water pollution ☐
- c to persuade us to think about hens in a different way ☐
- d to entertain us with a story of an adventure and an unusual traveling companion ☐
- e to entertain us with a story about some funny videos on social media ☐

3 Choose the option that best describes the text type.

- a a news article ☐
- b an explanation ☐
- c an academic essay ☐
- d a magazine article ☐
- e an advertisement ☐
- f a review ☐



3 **Read the text again. Then answer the questions.**

1 Why did Guirec decide to take a traveling companion on his trip?

2 According to the writer, how did Monique relate to Guirec?

3 Why does Guirec feel it would have been strange to eat Monique during their trip?

4 How did Monique save Guirec's life?

5 What enabled Guirec to navigate the Northwest Passage?

6 What would you say was the purpose of Guirec's voyage?

Discover vocabulary Relationships

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4 **TALKING POINTS** **Discuss the questions.**

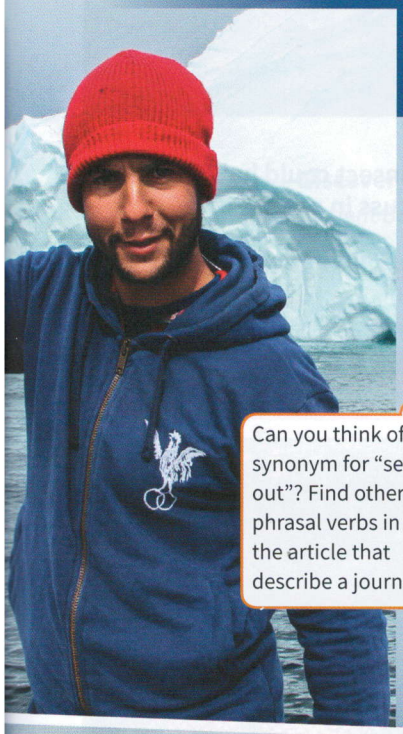
1 Why are some animals "friends" and others "food"?

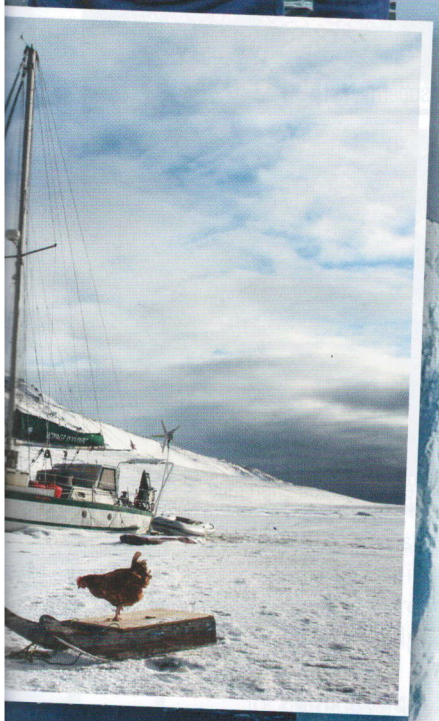
2 Imagine you are planning to sail around the world. If you could take one animal with you as a traveling companion, what would it be? Why?

Discover more

SEARCH ONLINE and find out about other **people who have traveled with animals on an adventure**. Where did they go? What made the animals good companions?

An Unusual Traveling Companion





"Once we'd crossed the Atlantic, we said to ourselves: 'We enjoyed that, we can go further,'" says 26-year-old explorer, Guirec Soudée, sitting in his farmhouse in France. Guirec is a young sailor from Brittany, and he's talking about his round-the-world trip. The voyage took five years, but he didn't do it alone. Guirec's shipmate was … a hen.

How is the article introduced? Does it use formal or informal language? Is the tone academic or conversational?

Guirec set out from France on his small boat in December 2013. By the time he had reached the Canary Islands, he was looking for a companion. A round-the-world voyage was a very big deal, and Guirec knew it would be a lonely experience. He decided he needed a pet, one that was good company, dependable, and didn't need much care. That's when he came across Monique. "She was only about four or five months old then, and had never left the Canary Islands," he says. "I didn't speak any Spanish and she didn't speak any French, but we got along."

Can you think of a synonym for "set out"? Find other phrasal verbs in the article that describe a journey.

Hens are very sociable creatures that are most at home in a flock and are normally found on land. But surprisingly, Monique quickly took to life on board and settled down well. She seemed to accept Guirec as her "flock." So in May 2014, the unlikely pair sailed across the Atlantic to St. Barts together. During the journey, each had their tasks – Guirec took care of the boat and Monique laid eggs for breakfast. They made a good team, and Monique's company and her eggs saved Guirec on more than one occasion.

What do you think a "flock" is? Why do hens prefer to be in a "flock"?

By June 2015, they had tired of the tropics and set off again – this time for Greenland. The plucky pair spent summer and autumn exploring the west coast, where Guirec paddleboarded around icebergs and met polar bears, while Monique made friends with local Inuit children. She even set foot in the snow. As in every relationship, they had their ups and downs. Monique got on Guirec's nerves when she made a mess, so they didn't always see eye to eye. "[But] I said to myself: 'If she annoys me, I can always eat her,'" says Guirec, with a grimace. "It feels weird to say that now! We formed a real bond. She was so endearing, she made me laugh so much, it felt as if I had always known her."

Look at the way the writer describes Guirec's relationship with Monique. Does she sound like an animal or a human? What effect does that have on the tone of the piece?

When winter closed in, the pair moved to a fjord in northwest Greenland. Then disaster struck: their boat got trapped in Arctic ice and, as temperatures dropped to -60°C, the two adventurers struggled to survive. "I thought I would lose everything I had worked for since I was 18," says Guirec. Luckily, Monique laid 106 eggs during the 130 days they were trapped. "I lost 12 kg", says Guirec. "She saved my life."

The writer often quotes Guirec directly. What effect does this have?

After Greenland, they sailed on, with Guirec becoming the youngest sailor to navigate the Northwest Passage, and Monique the first hen. They were able to do it because of melting polar ice and global warming. They also came across a lot of plastic waste. Guirec was eager to raise awareness of these environmental problems. "There were times when Monique and I … would turn around just to go and pick up plastic buoys or bottles."

Canada, Antarctica, and South Africa were the next stops, before returning to Brittany in December 2018. By then, the pair had traveled 72,420 km together. They also had over 160,000 followers on social media. Many of them "liked" Guirec's funny videos and his support for ocean preservation.

So why sail around the world ... and why with a hen? "Why not?" you may say. And Guirec would agree. His message is simple: follow your dreams and pursue your passion because anything's possible. Even sailing around the world with a hen as your first mate. In fact, he's already planning their next adventure: "Monique and I would like to cross the Arctic," he says, smiling. "There are loads of things we'd like to do, but we'll see … ."

Why does the writer start the final paragraph with a rhetorical question?

Language in use

Why do we need animals and insects?

1 **Look at the pictures in the article. They show the impact that losing one insect could have on our choice of food products. Which insect do you think it is? Why? Discuss in pairs.**

2 **Read the article and check your ideas from exercise 1. What other animals or insects does it mention? Why are they important?**

Defenders of the natural world

Imagine this: you go to the supermarket to buy some fruit and vegetables, but when you get there, you discover that none of your favorite products are available. There are empty boxes where the apples, cucumbers, and cherries were, and the remaining fruit and vegetables are incredibly expensive. Sound unlikely? Not according to scientists. Sadly, this will be just one of the side effects of our disappearing wildlife. In fact, the loss of some of our smallest creatures will have the most devastating effect.

Take the bee, for example. Bees enable plant life through pollination, but these busy little insects are being killed off by poisonous pesticides, poor weather, and disease. In the future, there will be fewer and fewer bees and, if they disappear, one-third of the world's crops will disappear with them.

Ants and termites also perform important roles in protecting the eco-system. Both of these insects help to clean up waste and recycle nutrients. Without them, forests would be drowning in their own organic rubbish. Ants also have a lot in common with earthworms. Ants may be the smarter of the two, but neither could be considered unimportant. They both help to ventilate and fertilize soil so it is full of nutrients. Without healthy soil, plants would die, resulting in less food, more pollution, and more flooding.

We need to change our habits, and the sooner they change the better. Habitat loss, pollution, and climate change are contributing to the decline of not only insects, but all creatures. It is estimated that 50% of animal species will be facing extinction by the year 2100. And the longer the situation goes on, the more animals we will lose. We need to recognize that all animals, meaning the big and the small, are essential for our survival.



a fully-stocked supermarket



a supermarket affected by food shortages

Discover grammar Talking about things in general

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We can use the zero article with plural count and noncount nouns to refer to people, animals, or things in general.

We can use the definite article with an adjective to talk in general about groups of people or animals, or it can be used with a singular noun to refer to a whole species of animal.

3 **Study the underlined text in examples a–e from the article and answer questions 1–3.**

a *There are empty boxes where the apples, cucumbers, and cherries were.*

b *Not according to scientists.*

c *Take the bee, for example.*

d *Habitat loss, pollution, and climate change are contributing to the decline of … all creatures.*

e *All animals, meaning the big and the small, are essential for our survival.*

1 Which refer to something in general using the zero article? .....

2 Which refer to something in general using the definite article? .....

3 Which *doesn't* refer to something in general? .....

4 **Work in pairs. Make as many general statements as you can, using the zero article, the definite article, and the words below.**

bee climate change rainforest rich tiger young

Discover grammar Making comparisons

Student Book ▸ Page 113 Workbook ▸ Page 7

We can use the definite article with a comparative to make a comparison between two things. Or we can use a *the…, the…* structure to show cause and effect.

The quantifiers *both*, *neither*, *all*, and *none* can also be used to make comparisons, by highlighting the similarities between two or more things.

5 **Read the Discover grammar box and find examples of the grammar in the article on page 8.**

6 **Study the factfiles about two different animals. Ask and answer the questions in pairs.**

1 What do they have in common? Complete the sentences with as many similarities as you can.

Both .....

Neither .....

2 How do they help the environment in different ways?

3 Which do you think is:

a the more important of the two animals? Why?

b the easier to protect? Why?

Frogs



Habitat	ponds
Threats	climate change, pollution, and pesticides, disease, habitat loss
Why they are important	**Bio indicators:** studying them can reveal a lot about the quality of their environment **Bug control:** frogs eat insects, which helps to protect crops. Among the insects they eat are disease-spreading mosquitoes, so frogs help to control their numbers **Food source:** they are prey for fish, birds, and reptiles

Bats



Habitat	trees, caves
Threats	climate change, habitat loss, disease
Why they are important	**Bio indicators:** studying them can reveal a lot about the quality of their environment **Bug control:** many bats eat insects, which helps to protect crops **Pollination:** when bats drink nectar from flowers, they pick up pollen, which they then transport to other plants, allowing the plants to reproduce **Spreading seeds:** some plants and trees rely on bats to eat, carry, and excrete their seeds in new locations, allowing new growth

7 **Make as many sentences as you can about the pictures using *the …, the … .***

The more forests we destroy, the fewer habitats there will be for animals.





Discover more

SEARCH ONLINE and find out about **why humans need sea otters, narwhals, seals, or birds**. Choose the topic that interests you most. Why is it important that we protect your chosen animal?

Life skills

Do we need animal products?

Life skills strategy

Using charts to present information

When you present an argument or opinion, you will need to give supporting information clearly and effectively. One way of doing this is by using charts.

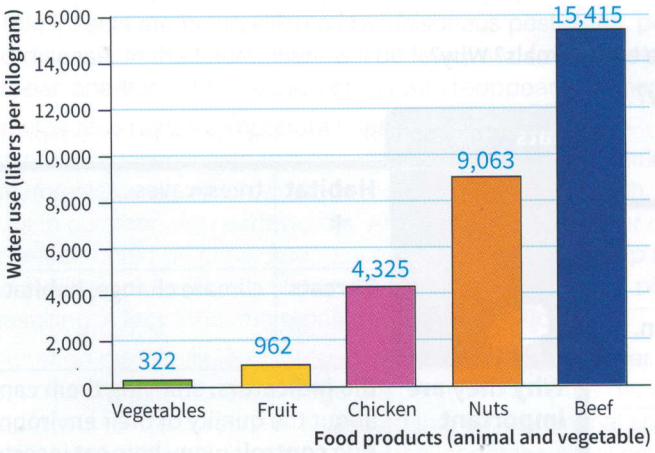
- **Bar charts** can show quantities and are good for making comparisons.
- **Line charts** are good for showing trends and developments over a period of time.
- **Pie charts** can show quantities, expressed as percentages of a whole.

1 **Study the life skills strategy and look at charts A–C below. Answer the questions.**

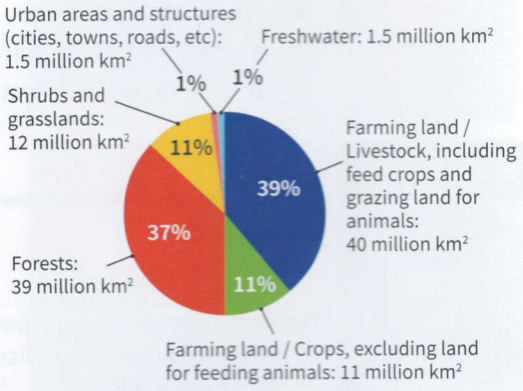
1 What type of charts are they?

2 Which statistic do you find most surprising?

A **The amount of fresh water used in the production of selected food products**

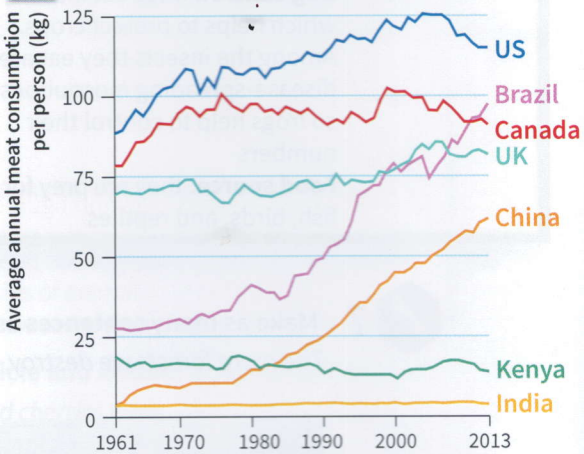


B **Land use as a percentage of global habitable land***



* Around 71% of all land on Earth

C **Meat consumption by selected country**



Source: UN Food and Agriculture Organization / Our World in Data

2 **Choose the correct option. Answer according to the information in charts A–C.**

1 Cows use **962** / **15,415** liters of fresh water per kilo of meat.

2 Producing **nuts** / **vegetables** requires more fresh water than producing chicken.

3 The amount of land used for farming livestock is **greater** / **less** than the amount used by forests.

4 **Half** / **Over three times** as much land is used for farming animals as for growing crops.

5 **Brazil and China** / **the US and Canada** experienced the most dramatic rise in annual meat consumption between 1961 and 2013.

6 On average, people in **Kenya** / **India** eat the least amount of meat per year.

3 **Are arguments 1–8 for or against the use of animal products? Choose the correct option.**

1 Leather takes less energy to produce than synthetic material. for / against

2 Many industrialized factory farms treat animals unethically. for / against

3 Animal products like meat are bad for our health. for / against

4 Small-scale farms produce ethical animal products. for / against

5 We can get enough nutrients into our diet from plants. for / against

6 Animal products use a lot of water and land. for / against

Discover vocabulary Developing an argument
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4 1.02 **Listen to a radio interview about the use of animal products. Which arguments from exercise 3 does Dr. Brady make?** .....

5 **Which of the charts A–C from page 10 support Dr. Brady's arguments?** .....

Listening strategy

Listening to summarize an argument

When you want to summarize an argument, listen for:
- the speaker's main points
- the evidence they use to support and develop their points
- the speaker's main argument, e.g., what they are trying to persuade the listener to think or do

6 **Study the listening strategy. Then listen again and complete the summary.**

In the radio show *Global Matters*, Dr. Helen Brady claims that our dependence on animal products is bad for [1] .....

She supports this claim by first talking about [2] .....

Then she goes on to point out [3] .....

Finally she looks at [4] .....

Examples and statistics she uses to support her arguments are: [5] .....

.....

and [6] .....

Her purpose is to [7] .....

.....

7 **Work in pairs. Choose and research one of the issues. Then follow stages 1–3 below.**
- animal sports
- animal testing
- intensive animal farming
- leather alternatives
- vegan diets

1 Write down your main arguments for or against.
2 Research facts and figures to support your arguments.
3 Find or create charts that will help to present the information as clearly as possible.

8 **Deliver your arguments from exercise 7 to another pair of students. Use the key phrases to help you. After you give your talk, ask the other pair to summarize your argument.**

Key phrases Making your case

There's no disputing the fact that ....
There's a proven link between ... and ....
The fact of the matter is ....
There's also ... to consider.
Let's take ... as an example.

9 **REFLECT Can you think of ways to replace or reduce the animal products you use?**

Discover more

SEARCH ONLINE and find out about other **replacements for animal products**, e.g., dairy, meat, eggs, and leather. Are they better for the environment? Are they cheap to produce?

Design and technology 1.14

anti-reflective eco-friendly energy efficient
groundbreaking performance-enhancing
shock-absorbent streamlined

1 Match the sentence halves 1–7 with a–g.

1 An eco- .....
2 An anti- .....
3 An energy- .....
4 A stream .....
5 A performance- .....
6 A ground .....
7 A shock- .....

a friendly product is kind to the environment.
b absorbent floor protects from injuries.
c breaking invention is very new and exciting.
d reflective coating on glasses improves night vision.
e lined design helps something move faster.
f enhancing product makes your body work better.
g efficient home doesn't waste electricity, gas, or oil.

2 Complete the sentences with words from the box.

1 Although our feet are naturally _____, most runners wear shoes.
2 _____ research has shown that animals are much smarter than we realized.
3 _____ diets don't include a lot of meat.
4 _____ glasses help night vision.
5 Hibernation is an _____ way for animals to spend the winter.
6 As chocolate contains _____, substances, it's forbidden for racehorses!
7 The seal's _____ shape helps it swim faster.

Relationships 1.15

form a real bond get along (with someone)
get on someone's nerves have (their) ups and downs
make a good team see eye to eye take care of someone
take to someone / something

3 Replace the underlined words with the correct form of phrases from the box.

1 I can't stand it when people are unkind to animals; it really annoys me! _____
2 My mom regularly rescues stray animals and looks after them. _____
3 The gorillas immediately loved their new home in the sanctuary. _____
4 People and their pets often become very close. _____
5 Don't leave these animals alone; they don't like each other. _____
6 All relationships go through good times and bad times. _____
7 Farmers and environmentalists don't always agree. _____
8 These lions work well together. _____

4 Answer the questions.

1 What kind of people do you get along with?
_____
2 Think of a time that you and some friends made a good team. Describe the situation and why it was a success.
_____
3 What kinds of ups and downs have you experienced at school this year?
_____
4 Describe a time when you didn't see eye to eye with someone. What happened?
_____
5 What kinds of things really get on your nerves?
_____

Developing an argument 1.16

back up your claims face a challenge
make a case for make light of something
make no bones about on the face of it
take something seriously the bottom line is

5 Answer the questions with words and phrases from the box.

1 Which three phrases describe the way someone deals with something difficult?
_____
2 Which two phrases have opposite meanings?
_____
3 Which phrase suggests we need to look at something more closely?
_____
4 Which phrase introduces the most important factor for consideration?
_____
5 Which phrase shows that someone isn't hiding their feelings?
_____
6 Which phrase shows that someone can give reasons for saying something is true?
_____

6 Choose the correct options to complete the text.

Every January, many people decide to [1]**face** / **make a case for** a new challenge: becoming vegan for a month. It's called "Veganuary." [2]**The bottom line is** / **On the face of it**, this seems an easy thing to do. How hard can it be to give up animal products for a month? However, let's [3]**make no bones about** / **make light of** it, it's an extremely difficult change to make, especially if you love meat and dairy. Vegans [4]**make light of** / **make a case for** their lifestyle benefiting both the individual and the planet. Moreover, scientists have [5]**backed up** / **made light of** these claims. For me though, [6]**the bottom line is** / **on the face of it** I can't [7]**take seriously** / **make light of** the poor conditions in which many animals are reared. I've become a vegan for good!

Talking about things in general

To make generalizations and refer to groups, we use:

- the zero article with noncount and plural count nouns.
  Food *is hard for* ***wolves*** *to find in winter.*
  The rarest ***animals*** *in Africa include* ***chimpanzees*** *and* ***gorillas****.*
- the definite article before a singular noun, when we refer to all things included in that class of nouns.
  Is ***the wolf*** *an endangered species? (= Are all wolves endangered?)*
  The bee *is important in food production. (= Bees are important in food production.)*
- the definite article before adjectives that describe groups.
  If wolves kill farmers' sheep, they soon become ***the hunted*** *rather than the hunters.*
  Do animals take care of ***the wounded*** *and* ***the old****?*

Tip The third form is used mostly for people (e.g., *The rich* = rich people) and is followed by a plural verb:
The rich *don't often wear fur coats these days.*
The homeless *need our help.*

Making comparisons

To make comparisons, we can use:

- the definite article when comparing two things.
  Of the two, gray wolves are ***the more common****.*
- the definite article in double comparisons.
  The larger *the animal,* ***the bigger*** *its appetite.*
- quantifiers, e.g., *all, both, neither, none.*
  Neither *the whale* ***nor*** *its calf is safe.*
- quantifiers + *of which* or *of whom*.
  Plastic waste, ***much of which*** *ends up in the oceans, is a threat to marine life.*

Tip The definite article can be used with both adjectives and adverbs for comparisons.
The more quickly *the climate changes,* ***the more difficult*** *it is for wildlife to adapt.*
Quantifiers can be used alone or with *of*.
All (of) the lions were in danger.
The quantifiers *all* and *both* are followed by a plural verb.
Both / All (of) the dolphins ***were following*** *the boat.*
In formal writing, the quantifiers *neither* and *none* are followed by a singular verb.
Neither / None (of them / of the seals) ***has caught*** *any fish yet.*
However, in informal writing or speech, it is very common to find them followed by a singular or plural verb.

1 **Complete the paragraph with the zero article (Ø) or the definite article.**

According to the song, "Only [1] _____ Strong Survive." But is this true for [2] _____ animals as well as [3] _____ humans? In some cases, it is. For example, in the case of [4] _____ giant panda, if the mother has two babies, she will abandon [5] _____ weaker of the two and take care of [6] _____ stronger one. In the wild, the weak or [7] _____ injured are often left to die, because they can attract [8] _____ predators, which are a danger to the group. In general, [9] _____ strength is important, but it is not the only factor in survival for [10] _____ wild animals. In the natural world, [11] _____ more easily animals adapt, [12] _____ better their chances of survival.



2 **Rewrite the sentences using the words in parentheses.**

1 The smaller the mammal, the faster its heart beats. (slowly)
_____
_____

2 Peacocks look very different; the male is the more attractive of the two. (less)
_____
_____

3 Neither the dodo nor the mammoth exists today. (both)
_____
_____

4 The whales lost their way, but all of them have survived. (none)
_____
_____

5 We saw many different butterflies and some were quite rare. (which)
_____
_____

6 I have two neighbors and they both keep chickens. (whom)
_____
_____

7 The faster we act to protect the planet, the better the future will be. (worse)
_____
_____

8 The polar bear depends on the ice for its survival, but much of it is melting. (which)
_____
_____