

# Unit 1

# Plants and Animals



What do living organisms need to survive?

1 What do the pictures show? Write the missing letters.



1 m o t h



2    u    t    e



3 pri       l    pe    r  
ca    t      



4          se



5 p       cup    n   

2 What can you see in the photos in 1? Unscramble the letters.

I can see a lot of \_\_\_\_\_ . (lviign oanismsrg)

3 How do the animals in 1 protect themselves? Match the pictures 1–5 with the sentences a–e.

- a I can fly very high when I'm in danger.
- b I protect myself with my sharp spines.
- c I don't move my wings when there's danger.
- d I have hairs with sharp edges to protect me.
- e I hide inside my shell to protect myself.

4



**4** What kind of text is it? Why was it written? Read it quickly and answer the questions.

- 1 What kind of text is it?  
 a an email    b a postcard    c a diary entry
- 2 It was written by Mark. Why do you think he wrote it?  
 \_\_\_\_\_

**Reading Tip**

The first time you read a text, try to understand the general meaning. Don't worry about understanding all the details.

Sunday, April 22<sup>nd</sup>

Yesterday was an awesome day! It was sunny and warm, so we ate lunch in the park. After lunch, I played baseball with my dad and my brother. I was running to catch the ball, and I tripped on a stone and fell. I thought it was a stone because it was round and hard. I looked closer, and I shouted: "It's a turtle!" Dad came to see, and he said "That's a kind of turtle. It's a tortoise." I didn't know the difference. My dad explained, "Some turtles that live on land are called tortoises."

We took the tortoise to the pet store, but I really wanted to keep him. Finally my parents said OK! I've made a house—a box with some grass—for him, and I give him some cabbage to eat every day. He loves cabbage!



**5** True or false? Circle **T** (true) or **F** (false).

- 1 Mark didn't have a good time yesterday. T / F
- 2 At first, Mark thought the tortoise was a ball. T / F
- 3 Mark now knows that some turtles are called tortoises. T / F

**6** Imagine that you found one of these animals on the playground. Explain what happened and how you looked after it.

frog    kitten    parrot    porcupine    rabbit    squirrel

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## Lesson 1 • What plant and animal characteristics are inherited?

### 1 What animal is it? Read the student's project.

#### General Information

A chameleon is a type of lizard that lives in hot places in Africa, Asia, and southern Europe. There are more than 200 types of chameleon.



#### Heredity

The offspring of all types of chameleon inherit similar characteristics: a very long tongue and big eyes. Their eyes can move in different directions. This gives chameleons a big advantage because they can see insects flying and catch them with their super-fast tongues.

#### Competition

Some male chameleons can turn red, green, yellow, brown, purple—any color you can imagine! They use their skin color to compete with each other. For instance, when a male wants to scare another male and chase it away, it changes its skin color. Chameleons also change color when they want to attract a female, or to camouflage themselves. They can match the color of the things around them so that their predators can't see them.

### 2 What do these words mean? Match the words (1–7) to their definitions (a–g).

- |                   |   |
|-------------------|---|
| 1 heredity        | a occurs when two or more living things need the same resources in order to survive                           |
| 2 offspring       | b a characteristic or behavior that can help an individual organism compete                                   |
| 3 inherit         | c the passing of traits or characteristics from parents to their offspring                                    |
| 4 characteristics | d to receive characteristics, or traits, from parents   |
| 5 advantage       | e the traits or behaviors that allow some organisms to hide themselves by looking like the natural background |
| 6 competition     | f the young of an animal or a plant   |
| 7 camouflage      | g the traits or qualities an organism has   |



### Grammar Tip

Helen **wrote** about chameleons.

Helen **didn't write** about lions.

**Did** Helen **write** about zebras? No, she **didn't**.

### 3 What happened? Complete the sentences with the past simple form of the verbs in parentheses.

- 1 George Mendel's work became very important for science. (become)
- 2 The peacock \_\_\_\_\_ in the park and \_\_\_\_\_ its beautiful tail. (run, show)
- 3 We \_\_\_\_\_ on a safari, but we \_\_\_\_\_ zebras. (go, not see)
- 4 \_\_\_\_\_ you \_\_\_\_\_ your red hair from your mom or your dad? (inherit)
- 5 Why \_\_\_\_\_ the chameleon \_\_\_\_\_ color? (change)
- 6 The moth \_\_\_\_\_ around the light, but it \_\_\_\_\_ burnt. (fly, not get)
- 7 There \_\_\_\_\_ two porcupines in the park. We \_\_\_\_\_ them. (be, not touch)
- 8 How \_\_\_\_\_ this coconut \_\_\_\_\_ here? I think it \_\_\_\_\_ across the water. (get, travel)

### 4 Discussing a science project. Complete the conversation. Use the past simple form of the verbs in parentheses.

**Mom:** Hi, Helen! How (1) did it go (go)? (2) \_\_\_\_\_ your teacher \_\_\_\_\_ (like) your project?

**Helen:** Yes, she did.

**Mom:** What (3) \_\_\_\_\_ she \_\_\_\_\_ (say)?

**Helen:** Well, she (4) \_\_\_\_\_ (tell) me: "You (5) \_\_\_\_\_ (work) hard, and you (6) \_\_\_\_\_ (find) a lot of interesting information about chameleons." Everyone in my class (7) \_\_\_\_\_ (want) to learn more about chameleons. Some of my classmates (8) \_\_\_\_\_ (ask) questions, and I (9) \_\_\_\_\_ (give) them answers.

**Mom:** So, what questions (10) \_\_\_\_\_ they \_\_\_\_\_ (ask) you?

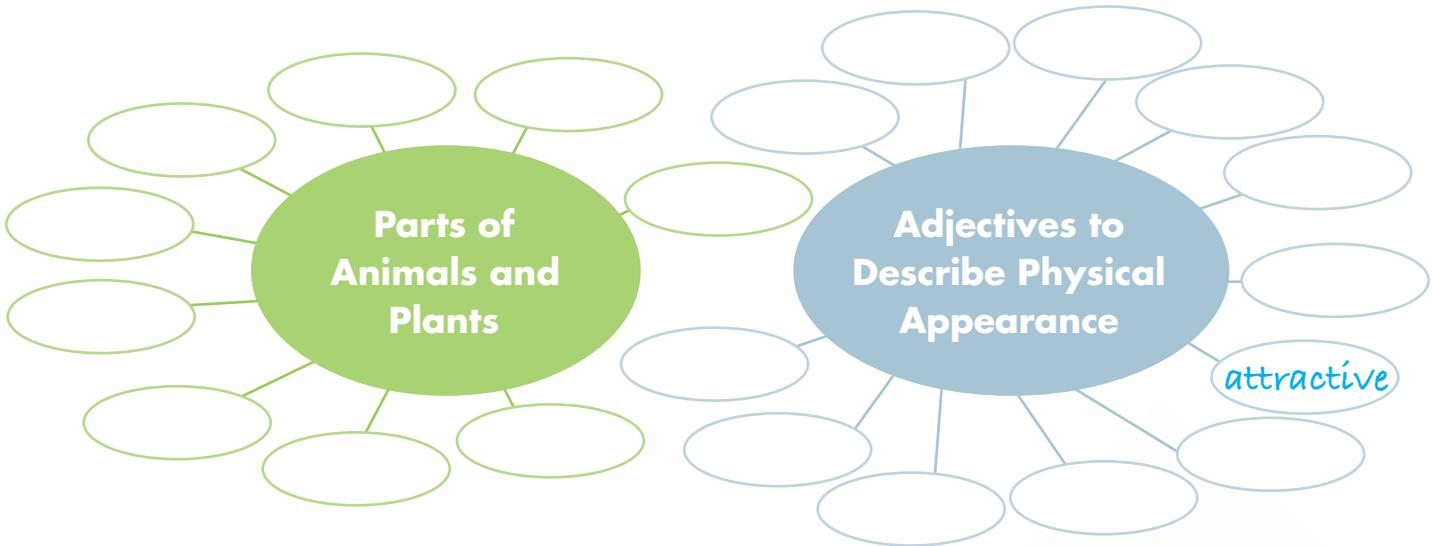
**Helen:** Well, Jim (11) \_\_\_\_\_ (ask) me if all chameleons change color and I (12) \_\_\_\_\_ (explain) that it's only the male chameleons.

**Mom:** That's interesting. I'm sure everyone (13) \_\_\_\_\_ (enjoy) your talk.

**Helen:** Thanks, Mom.

**5 Describing animals and plants. Complete the diagrams. Use the words from the box and your own ideas.**

~~attractive~~ big dark dry eyes flowers hair  
 leaves light long mane neck pods prickly  
 sharp short smooth spine stem tall wrinkled



**6 A description of a rose. Circle the correct words.**

This plant is called a rose, and its **flowers** / **leaves** are red. There are lots of different types of roses, and their **pod**s / **flowers** can be red, white, yellow, pink, or orange. The rose's leaves are **smooth** / **tall** and dark green. The **stem** / **neck** of the rose is quite long and **wrinkled** / **prickly**, and it has lots of sharp spines called thorns. They help protect the rose. I really like roses because they smell nice.



**7 A description of a daisy. Look at the picture and write.**

This plant is called a \_\_\_\_\_ and its \_\_\_\_\_  
 are \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## Lesson 2 • How do animals respond to the environment?

- 1 What differences are there between a porcupine and a hedgehog? Look at the photos and write. \_\_\_\_\_

### Porcupines vs. Hedgehogs

Some people think porcupines and hedgehogs are the same. In fact, there are more differences between them than similarities. First of all, a porcupine is bigger, and it has long, sharp hairs called quills, which it uses to protect itself. A hedgehog has short, thick hairs called spines, and its **behavior** is sometimes quite funny. When there's a dangerous **stimulus**, it rolls into a ball for **protection**. A porcupine doesn't react in the same way, but each animal has a strong survival **instinct**. The biggest similarity between them is that neither the porcupine nor the hedgehog **migrate**. They have different ways of surviving the winter. A hedgehog will go to sleep for up to six months, but a porcupine won't **hibernate** at all.



- 2 Read the text in 1. Are the sentences true for a porcupine, a hedgehog, or both? Mark (✓) the correct boxes.

	Porcupine	Hedgehog	Both
1 It looks like a ball when it feels threatened.			
2 It protects itself with long, sharp hairs.			
3 It doesn't go to sleep during winter.			

- 3 What do the words mean? Write the words in blue from the article in 1 next to the correct definitions.

- instinct: an inherited behavior, e.g., a hedgehog rolling into a ball
- \_\_\_\_\_: something that causes an animal's reaction
- \_\_\_\_\_: things that living things do in a situation
- \_\_\_\_\_: conserve energy by slowing down their body functions
- \_\_\_\_\_: staying safe
- \_\_\_\_\_: movement from one habitat to another



**4 Animal behavior. Circle the correct words.**

- 1 When geese **migration** / **migrate**, they follow their instinct to travel over long distances.
- 2 A hedgehog **reactions** / **reacts** in a funny way when there's danger. It rolls into a ball.
- 3 I give my dog a treat when he shows good **behave** / **behavior**. He sits when I tell him to.
- 4 A turtle's **hibernation** / **hibernate** can last six months.
- 5 Zebras **protect** / **protection** themselves from lions by staying together.
- 6 Animals that **survival** / **survive** a cold winter might be able to reproduce the following year.



**5 Verbs or nouns? Complete the table, using the words in 4.**

	Verb	Noun
1	<i>migrate</i>	<i>migration</i>
2		
3		
4		
5		
6		

**Grammar Tip**

Many kinds of birds **migrate** south in the winter. **Migration** helps many kinds of birds survive.

**6 Choose two animals that look similar but have many differences. Write sentences to describe their differences and similarities.**

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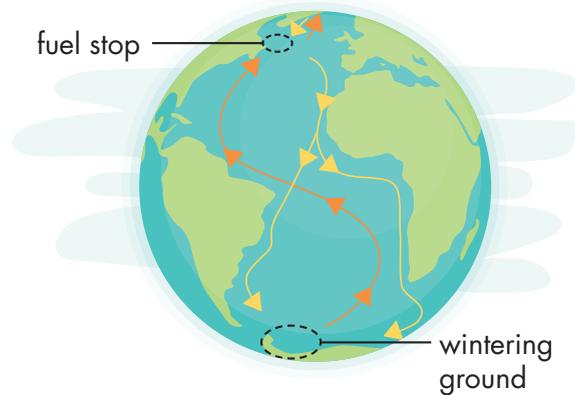


**7 Migration.** Look at the map in 8. What type of animal do you think will make this journey?

\_\_\_\_\_

**8 A migration route.** Read and check your answer to 7. Then put sentences a–c in the correct order.

**Arctic terns** are small birds that live in big groups. When it's summer in the Northern Hemisphere, they live in the Arctic regions of Europe, Asia, and North America. Before winter arrives in the Northern Hemisphere, they go on a long migration to the Antarctic. This is the longest migration done by any type of bird, covering about 70,000 km!



Scientists put devices on a few Arctic terns, to record their migration. They discovered the following:

- a** When the Arctic terns return to the Arctic, they fly east, west, and then east again, over the Atlantic ocean.
- b** The birds start in the Arctic and stop to feed in the North Atlantic.
- c** Then they fly along the African or Brazilian coasts, to the Antarctic.

**9 Find out about how an animal responds to its environment: migration, physical adaptation, or hibernation.** Write a description of one of the animals from the box, or any other animal.

zebra   giraffe   bear

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