Unit 6

Wonders of the Sea

In this unit, I will . . .
- name and describe sea life.
- talk about how we can protect the oceans.
- talk about future events.
- write to describe how things are different.

Check T for *True* and F for *False.*

1. The seal is underwater. (T) (F)
2. The seal is behind the seaweed. (T) (F)
3. Seaweed grows in the ocean. (T) (F)
4. Write a caption for this photo.

_____

A harbor seal, California, USA

VOCABULARY 1

1 **Listen and read.** TR: 6.1

2 **Listen and repeat.** TR: 6.2

We use the oceans for fun, for transportation, and, more importantly, we use the oceans for food. We must stop **pollution.** We must protect the oceans or our **resources** will **disappear.**

The oceans are full of wonderful sea life. Most of the **creatures** we know stay near the top **layer** of the water, called the sunlit **zone.** In this zone, **sunlight** goes down to about 200 m (656 ft.).

a whale

The middle layer of the water is called the twilight zone. This is because there isn't much light. This zone goes down to about 1,000 m (3,300 ft.). Many different types of fish live in this layer. Some of them look very strange.

a squid

The mysterious bottom layer of water is almost completely black. The only light comes from the creatures who live here. It is called the **midnight** zone because sunlight doesn't reach below 1,000 m (3,300 ft.). Some amazing animals live in this deepest part of the ocean.

a dolphin

fish

a sea turtle

a shark

an octopus

sea sponges

3 **Ask and answer.** Work with a partner. What did you learn?

SONG

1 **Listen, read, and sing.** TR: 6.3

Protect the Seas

CHORUS

Please, please protect the seas.
Put good deeds into motion.
Help save the oceans.

We must protect
the wonders of the seas,
to make a better world
for you and me.

We must stop polluting
the ocean blue.
An octopus would like that,
and so would you.

CHORUS

We must protect
the wonders of the seas,
to make a better world
for you and me.

When we make a mess,
we can't dump it in the sea.
Sharks don't want that.
Do we?

There are layers in the ocean below.
There are creatures there that we don't know.
They live deep underwater. They don't breathe air,
but our world is a part of theirs.

CHORUS

2 **Ask and answer.** Work with a partner.

1. What are two common ways we pollute the oceans?
2. What are some ways we use the oceans?
3. Why is it important to care for the oceans?

Honshu, Japan

GRAMMAR 1

Have to, must, can't,* and *don't TR: 6.4

We **have to** keep the oceans clean.
We **must** protect the oceans.
You **can't** throw trash into the ocean.
Don't leave food on the beach.

1 **Read.** Check the true sentences.

1. We must throw plastic bags in the ocean. ◯
2. Don't leave trash in the classroom. ◯
3. You have to throw trash in the rivers. ◯
4. You can't use biodegradable things. They will never disappear. ◯
5. We must protect natural habitats. ◯

2 **Read.** Complete the sentences.

Protect Our Oceans!

1. We must protect the whales and the dolphins.
2. We _____ throw bottles into the ocean.
3. _____ leave garbage on the beach.
4. We _____ respect and protect nature.
5. _____ use lots of plastic bags.
6. We _____ learn about our oceans and tell other people about them.

3 **Write.** What about you? Write about rules at home and at school.

At home, I must _____

_____

_____

_____

_____

At school, _____

_____

_____

_____

4 **Compare your rules.** Discuss in pairs.

VOCABULARY 2

1 **Listen and repeat.** Then read and write. TR: 6.5

oil spill

garbage

overfishing

1. Banana peels, plastic bottles, soda cans, old newspapers, boxes, and broken toys are examples of _____.
2. When companies catch too many fish all the time, there aren't enough fish left to reproduce. This is called _____.
3. Paper is _____. With time, it disappears.
4. Bottles and bags made out of _____ are not biodegradable.
5. Big ships called *tankers* transport oil across the ocean. When they have an accident and oil escapes, the result is an _____.

2 **Listen, talk, and stick.** Work with a partner. TR: 6.6

Oil spills happen when tankers have accidents on the ocean.

Right.

1	2	3	4	5

GRAMMAR 2

Future with *will* and *won't* TR: 6.7

What **will** happen in the future?

Sea animals and plants **will** disappear.
We **won't** have as much food as we need.

1 **Read and answer.**

1. Oil pollution affects the sunlit zone of the ocean. What will happen if there is a big oil spill?

_____

2. Pollution affects oxygen levels in the midnight zone and creates areas with no oxygen. Animals live in this area. What will happen to the animals?

_____

3. Imagine there are no more fish in the ocean. What will happen if there are no more fish?

_____

4. In some places fishing boats catch too many fish. What will happen if overfishing happens for a long time?

_____

2 **Play a game.** Cut out seven pictures and the bingo card in the back of the book. Listen and play. Discuss. TR: 6.8

READING

1 **Listen and read.** TR: 6.9

Colorful Corals

A coral reef looks like a colorful underwater garden. But corals are not plants. Corals are made up of tiny animals called *polyps*. Polyps have soft, transparent bodies without bones.

What's for dinner? Polyps have a mouth, stomach, and tentacles to catch food. Some polyps live in warm, sunlit zones. In daylight, these polyps get food from tiny plants called *algae*. After dark, the polyps use their tentacles to catch food. Some corals can even catch fish! In contrast, polyps that live in cold, dark zones have to work harder. There are no algae, so they have to use their tentacles to catch tiny animals called *plankton* in the water.

Underwater communities. Most corals live together in huge groups called *colonies*. Some build a protective skeleton around themselves. Old generations die and new ones grow on top, slowly building up coral reefs. Some are millions of years old. These beautiful reefs are home to more than 4,000 kinds of fish and thousands of other organisms.

Save the reefs! Coral reefs provide food for communities. They are also a source of tourism and jobs for local people. Scientists use reef animals to develop new medicines. But coral reefs are in danger from pollution. Coral reefs are disappearing. Some experts predict that only 10 percent of the world's corals will exist in the year 2050. We must protect our corals now.

Okinawa, Japan

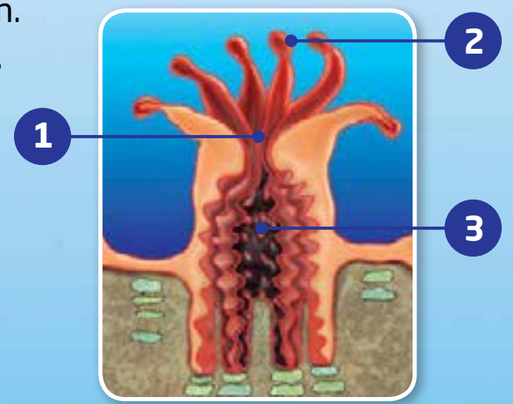
The Great Barrier Reef is more than 2,000 km (1,200 mi.) long! You can see it from outer space!

2 **Read.** Complete the definitions.

1. Corals are made up of individual animals called _____.
2. Warm-water polyps get food from tiny plants called _____.
3. Cold-water polyps eat tiny animals called _____.
4. Most corals live in very large groups called _____.

3 **Label.** Look and read the text again. Then write a label for each number.

1. _____
2. _____
3. _____



4 **Talk, listen, and write.** Choose warm or cold corals to talk to a partner about. Your partner will listen and complete the first column. Then listen to your partner and fill in the second column.

Type of coral		
They are made up of		
They live in		
They eat		

WRITING

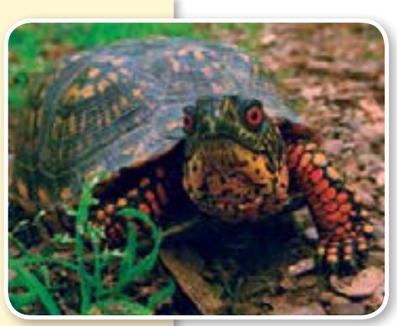
Contrast Writing In contrast writing, you write about the differences between two things. You can use facts and descriptive words to show differences. You can also use words that show contrast, such as *but* and *however*, and expressions such as *in contrast*.

1 **Read.** Read about land turtles and sea turtles. How does the writer show differences? Underline the words and expressions.

Land and Sea Turtles

All turtles begin their lives on land. Mother turtles lay their eggs in holes and then cover them up to protect them. But after that, the baby turtles' lives are very different. The baby land turtles crawl away to live in woods, swamps, grasslands, or deserts. In contrast, the baby sea turtles crawl to the ocean to live their lives in the water.

Land turtles and sea turtles look different, too. Land turtles have hard, high, round shells. When they are afraid, they hide in their shells. Sea turtles, however, have soft, flatter shells. They can't hide inside, but they can swim away really fast. When cold weather comes, land turtles dig holes in the ground and sleep. They are too slow to move to warmer places. In contrast, sea turtles simply swim away to find warmer waters.



land turtle

sea turtle

2 **Write.** Write about warm and cold corals. How are they different? Use words and expressions that show contrast.

3 **Share.** Share your writing in a small group. Listen and take notes.

Name	Warm corals	Cold corals
Jan	They get food from algae.	They catch all their food.

MISSION

Protect the oceans.

Think. Pair. Share.

- What will our oceans be like in 20 years?
- Why must we protect our oceans?
- What can we do to help?

Sipadan Island, Malaysia

"With every drop of water you drink, every breath you take, you're connected to the ocean – no matter where on Earth you live. Taking care of the ocean means taking care of us."

Dr. Sylvia Earle, Oceanographer, **National Geographic Explorer**

PROJECT

Make posters to help sea animals.

1. Research ways you can help sea animals.
2. Make posters.
3. Make cards to hand out.
4. Invite people to a community clean-up.
5. At your event, take photos for a school newspaper article.

Now I can . . .

- ◯ name and describe sea life.
- ◯ talk about how we can protect the oceans.
- ◯ talk about future events.
- ◯ write to describe how things are different.

Review

1 **Listen.** Weiwei is doing a survey. Write her questions in the chart. TR: 6.10

Topic	Question	Jun	Ming
Creature	1.	octopus	
Writer	2.		Bruce Coville
Athlete	3.	LeBron James	
School	4.		English
Illness	5.	a broken arm	

2 **Listen again.** Write Jun and Ming's answers in the chart. TR: 6.11

3 **Write.** Prepare five questions like Weiwei's for your classmates.

handsome	cool
popular	funny
pretty	great
wonderful	best / worst

actor	TV show
person	movie
hobby	relative
sport	singer

4 **Ask and answer the questions you wrote.** Work in a group of three. Take turns. Do you have any favorite things in common?

5 **Look and read.** Look at the pictures below. What's wrong? Match the sentences.

1. The stove is still hot.
2. The milk bottle is near the window.
3. The girl is wearing a cast.
4. The medicine bottle is open.

a. Adults should always put medicine away.
b. If the cat touches it, it will fall.
c. He must not touch it, or he'll burn himself.
d. She shouldn't climb a tree.

6 **Look and write.** Look at the pictures again. What else is wrong?

1. The boy is running with scissors. He _____ with scissors.
2. The man isn't wearing his hat. He _____ a hat in the sun.
3. The girl wants to touch the knife. She _____ it.

7 **Ask and answer.** Work with a partner.

1. Why shouldn't you sneeze on people? What should you do instead?
2. You feel dizzy. Is it better to lie down or do some exercise?
3. Why shouldn't we throw plastic in the ocean?

8 **Compare your answers with another partner.** Are they the same or different?

1 Listen and read. TR: 6.12

Oceans of Plastic: *TIME FOR ACTION*

Plastic is useful. It's in a lot of things we use every day, from clothes to pens, and bottles to toys. But there's a problem. Most plastic is not biodegradable, and a lot of it ends up in our oceans.

How big is the problem?

There are likely more than 5 trillion—that's 5,000,000,000,000!—bits of plastic in the world's oceans. Every ocean and every beach has plastic, from large objects to tiny pieces called *microplastics.* Tons of plastic enter the ocean every year. At this rate, by 2050 there will be more plastic than fish in our oceans!

How does plastic harm animals?

Fish, sea turtles, and birds think plastic is food, and they eat it. The plastic stays in their stomachs. Dead seabirds are found with stomachs full of plastic. Whales, dolphins, and seals get tangled up in plastic packaging or fishing nets. It's estimated that millions of ocean animals die each year because of plastic garbage in oceans around the world.

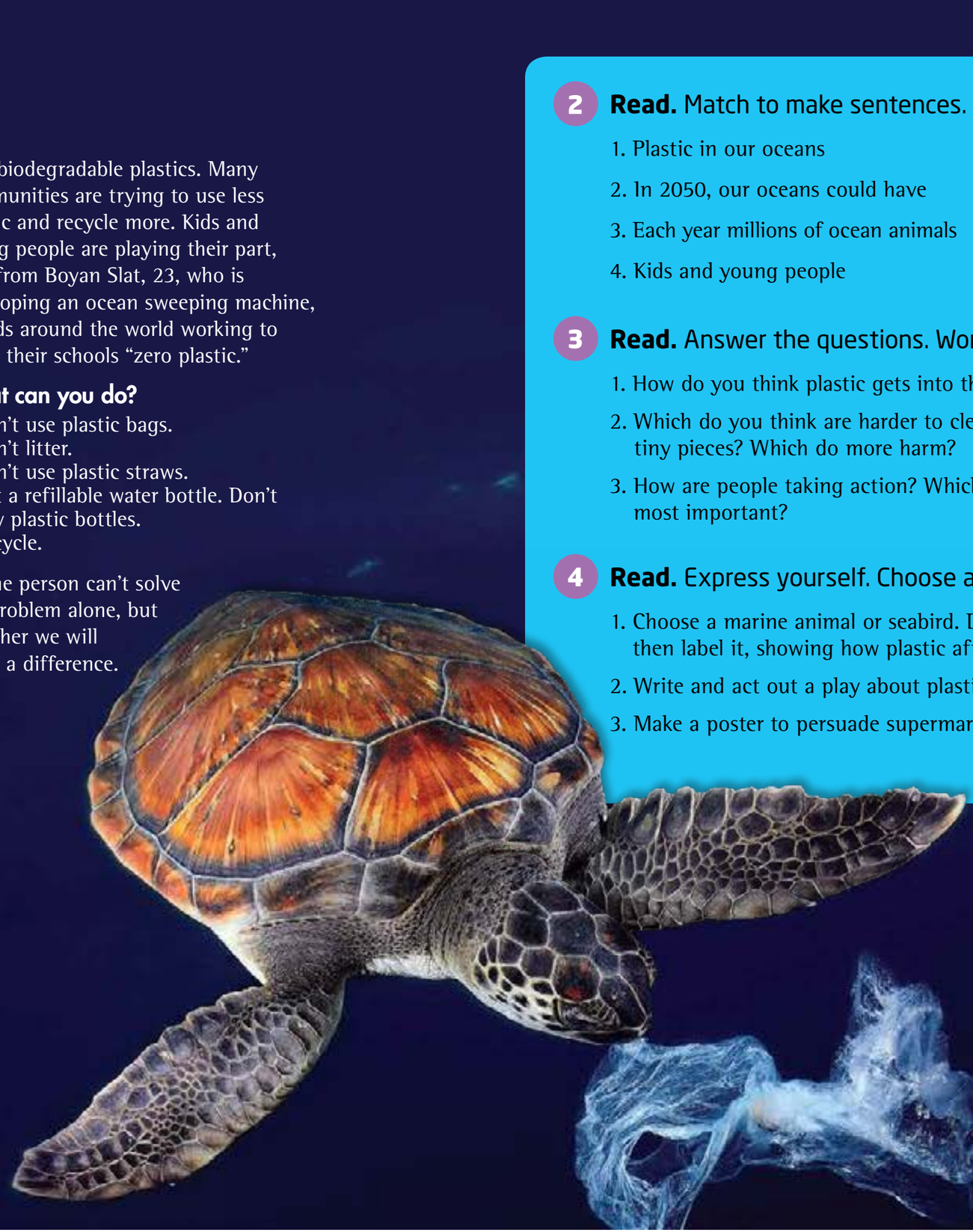
Is there any good news?

Yes! Scientists, schools, businesses, and everyday people are taking action. Some countries have banned plastic bags. Scientists are developing new biodegradable plastics. Many communities are trying to use less plastic and recycle more. Kids and young people are playing their part, too, from Boyan Slat, 23, who is developing an ocean sweeping machine, to kids around the world working to make their schools "zero plastic."

What can you do?

- Don't use plastic bags.
- Don't litter.
- Don't use plastic straws.
- Get a refillable water bottle. Don't buy plastic bottles.
- Recycle.

One person can't solve the problem alone, but together we will make a difference.



2 Read. Match to make sentences.

1. Plastic in our oceans	a. more plastic than fish.
2. In 2050, our oceans could have	b. are helping solve the problem.
3. Each year millions of ocean animals	c. is a very big problem.
4. Kids and young people	d. die because of plastic.

3 Read. Answer the questions. Work with a partner.

1. How do you think plastic gets into the oceans?
2. Which do you think are harder to clean up—large plastic objects or tiny pieces? Which do more harm?
3. How are people taking action? Which actions do you think are the most important?

4 Read. Express yourself. Choose an activity.

1. Choose a marine animal or seabird. Draw or paint a picture of it, then label it, showing how plastic affects it.
2. Write and act out a play about plastic pollution.
3. Make a poster to persuade supermarkets to use less plastic.