

7

AMAZING ANIMALS

The topic of this unit is animals. Students will discover ways in which animals can help humans and the content of the unit should help to stimulate interest in the natural world and the environment.

BASIC COMPETENCES

In this unit, students will learn how to ...

- use vocabulary to talk about animals CLC, SCC
- use past tenses CLC, L2L, SCC
- understand written information about animals with a difference CLC, L2L, SCC
- understand a conversation about a parrot saving a girl's life CLC, L2L, SCC
- ask for and respond to information CLC, L2L, SCC
- write a biography about an animal CLC, L2L, SCC
- pronounce *-ed* endings CLC, L2L
- understand written cultural information about Mongolia and the importance of determination as a value CLC, L2L, SCC, CAE
- make a scrapbook DC, L2L, CLC, CAE, SIE
- understand and use information from a video about animals SCC, DC, CMST, CLC

CLC	Competence in Linguistic Communication
L2L	Learning to Learn
SCC	Social and Civic Competences
DC	Digital Competence
CAE	Cultural Awareness and Expression
SIE	Sense of Initiative and Entrepreneurship
CMST	Competence in Mathematics, Science and Technology

🕒 Flipped classroom activity check

Check students' answers to the three questions in the flipped classroom activity and encourage them to share their thoughts. Who has got the most interesting ideas about the photo?

Background information

Lemurs are primates and mainly nocturnal. They live on the island of Madagascar. The word 'lemur' comes from the word 'lemures' (ghosts or spirits) from Roman mythology.

EXPLORE THE PHOTO

🗣️ Class discussion: animals

Use the photo to initiate a class discussion. The main idea behind this image is to show how close animals and humans can be and how they can help one another. Students should discuss the three questions in the flipped classroom activity on page 178.

As the discussion proceeds, write some of the key words and phrases that come up on the board. At the end of the discussion you could take a photo of it, or ask students to do so. You could show this photo at the beginning of the next class and ask students to remember what the words and phrases were about.

It doesn't matter too much if students have some of this discussion in their mother tongue, particularly as they are yet to learn the vocabulary in the unit which is related to this photo. The idea behind the photo is to get students to explore the topic, raise interest in it and allow them to use critical thinking skills before the language input from the unit.

Possible answers

- 1 We can see a monkey (lemur) holding a person's hand.
- 2 The person could be someone who works with animals and is helping this lemur. The person might be the lemur's owner and the lemur is their pet.
- 3 Why is the person with the lemur? Is the lemur the person's pet? Are they friends? Are they in Madagascar or in a zoo?

🎥 KICK-OFF! Faster, stronger, older

Class discussion: watch the video

Like the photo on the opening page of the unit, the kick-off video should help students to start thinking about the topic of the unit. The video can be used as a springboard for discussion. It shows curious facts about different animals.

Read through the questions to make sure students understand them all and get them to think about any possible answers. They should answer the first question before they watch. Play the video.

Possible answers

- 1 Students' own answers
- 2 rhinoceros, rhinoceros beetle, snow leopard, cheetah, sloth, deep sea sponge, Greenland shark, lyrebird
- 3 Students' own answers

Optional activity ★★

Ask students to write down one sentence for the following points after having watched the video.

- 1 something you have just learned, that you didn't know before
- 2 something surprising
- 3 your favourite scene in the video

➤ Teacher's Resource Bank: video worksheet

🕒 Flipped classroom activity

🖱️ WARM UP WITH POPPLET

Digital literacy: For homework, get students to work in small groups and make a list on *Popplet* of as many animals as they can think of in English. Tell them to give themselves a time limit of ten minutes. Ask them to bring their *Popplet* lists to the next class. This will help to preteach the vocabulary on page 87.

7

AMAZING ANIMALS

LEARNING OUTCOMES

I can ...

- understand texts about animals
- ask for and respond to information
- write a mini biography
- understand how to use different past tense forms
- talk about and describe animals
- categorise animal vocabulary and identify word forms
- make a scrapbook

WATCH VIDEO 7.1

- Before you watch, guess three animals from the video.
- Watch and check. Which other animals can you see?
- Which animal is your favourite? Why?



KICK-OFF! 7.1



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GRAMMAR IN ACTION 7.2



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GRAMMAR IN ACTION 7.3



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EVERYDAY ENGLISH 7.4



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GLOBETROTTERS 7.5

VOCABULARY


Animals

Target vocabulary

bear <i>beə</i>	horse <i>hɔːs</i>
crocodile <i>'krɒkədail</i>	lion <i>'laɪən</i>
donkey <i>'dɒŋki</i>	monkey <i>'mʌŋki</i>
duck <i>dʌk</i>	mouse <i>maʊs</i>
eagle <i>'i:gəl</i>	parrot <i>'pærət</i>
giraffe <i>dʒɪ'ra:f</i>	snake <i>sneɪk</i>
hippo <i>'hɪpəʊ</i>	whale <i>weɪl</i>

🔄 Flipped classroom activity check


Ask students how many animals they've got. Which is the most popular animal word?

-  **1** Remind students that they only need to match ten of the animals in the box with the photos.

Answers

b hippo **c** snake **d** whale **e** lion **f** mouse **g** bear
h eagle **i** parrot **j** crocodile

The animals which are not in the photos are: donkey, duck, horse and monkey.

-  **2** Play the audio, pausing after each sound.

Answers

1 eagle **2** lion **3** monkey **4** horse **5** duck **6** donkey

LEARN TO LEARN

Word groups

Our brains like categories – we classify information naturally and begin to group things together from a very early age. We know what we like and what we don't like very early on – these are two categories: like and dislike. Encourage students to remember new vocabulary by putting new words into different groups.

Background information

We can classify animals into three main groups depending on what they eat: 'herbivore', 'carnivore' or 'omnivore'. Herbivores eat plants. Carnivores usually have sharp teeth and eat meat. Omnivores eat plants and meat. Humans are omnivores as they are able to digest meat, fruit and vegetables.

- 3** Students complete the three categories with words from Exercise 1.

Answers

Herbivore: donkey, hippo, horse

Omnivore: duck, monkey, mouse, parrot

Carnivore: crocodile, eagle, snake, whale

Other possible answers:

Herbivore: rabbit, guinea pig, cow, elephant, butterfly, snail, zebra, deer, sheep


Omnivore: racoon, pig, chicken, hedgehog

Carnivore: spider, frog, bat, wolf, tiger, hawk, anteater, cheetah, dragonfly

Collaborate learning tip


Collaboration happens when two or more people work together, sharing their ideas and skills, towards a common goal. Working together allows students to:

- carry out tasks more quickly and efficiently
- learn from one another.

- 4**  **COLLABORATE** If students find it difficult to guess, encourage them to give their partner some clues, for example: *It hasn't got any legs. It is usually black and white and looks like a horse*, etc.

Answers

Students' own answers

- 5**  **USE IT!** **MIXED ABILITY** Encourage students to think of different ways of classifying animals. For stronger students, they could think back to their biology classes to help them find categories (the seven levels of classification: kingdom, phylum, class, order, family, genus, species) or for weaker students, they can choose different categories, for example: pets, big animals, animals that live in Africa, type of skin, sea animals, etc.

Explore it!

Digital literacy: Remind students of the criteria they need to use when writing keywords to search for information (see page 11 of this book). When they've found the information they want, get them to check it on another two websites to make sure there aren't any discrepancies between the information. If there are, they'll need to search again!

Answer

b

As a follow-up, ask students to find the answer to this question:

A tarantula spider can survive for ... without food.

a one year **b** two years **c** three years

Answer

b

Now encourage them to find their own question and answer on the internet.



VOCABULARY

Animals

- 1 Match ten of the animals in the box with the photos. Then listen, check and repeat. Which animals are not in the photos?

bear crocodile donkey duck
eagle giraffe hippo horse lion
monkey mouse parrot snake whale

a giraffe

- 2 Listen to the noises. Write the animals you hear from Exercise 1.

LEARN TO LEARN

Word groups

When you learn new words, put them into groups. This helps you remember the meaning.

- 3 Complete the word groups with animals from Exercise 1. Then think of two more animals for each group.

Herbivore

giraffe

Omnivore

bear

Carnivore

lion

- 4 **COLLABORATE** Guess the extra animals in your partner's word groups.

- 5 **Use it!** Write new word groups for the animals. Tell your partner the animals but not the groups. Can they guess the group?

Category 1: mouse, parrot, snake

Is your group 'pets'?

Explore it!

Guess the correct answer.

A blue whale's tongue is as heavy as ...

a a crocodile. b an elephant. c a giraffe.



Find an interesting animal fact. Then write a question for your partner to answer.



READING

Fact files


A fact file is a reading genre which presents data on a certain topic. The key points are often emphasised using bullet points or notes rather than full sentences.

Background information

Snowflake or *Copito de Nieve*, as he was known in Spanish, was an albino western lowland gorilla. He was captured in 1966 and taken to Barcelona Zoo. He had 22 offspring, but none of them were albino. In 2001, Snowflake was diagnosed with an unusual form of skin cancer. The zoo decided to euthanise him on 24th November, 2003.

When Nómade was born, her country was at war. Soldiers killed elephants to sell meat and ivory in exchange for weapons. Nómade and her 11 sisters survived as they didn't have any tusks. After the war, the number of elephants living in the Mozambique park had reduced by more than 90%. It was mostly male elephants who were killed at this time as their tusks tend to be bigger. As a result, the gene which means elephants are born without tusks has only passed down the female side.

Artico, a blue-eyed white Bengal tiger with no stripes, was born in Alicante, Spain in 2004. His parents, Excalibur and Cristina, are normal orange and black Bengal tigers. It is believed that there are only 20 white Bengal tigers like Artico in the world. The species is extinct in the wild due to their lack of camouflage colours – they find it difficult to catch prey and are easily seen by predators.

 **1** Encourage students to look at the photos on the page to help them do the task.

Answers

Students' own answers

2 Encourage students to study the photos carefully and to use their imagination to answer the question.

Possible answers


Snowflake is white/an albino gorilla.

Nómade hasn't got any tusks.

Artico is a tiger without stripes.

Optional activity

Ask students open class what they know about these types of animals, for example, habitat, countries where they live in the wild, diet, etc. Students can then check their ideas when they read the text in Exercise 3.

 **3** Play the audio for students to read and listen.


Answers

Snowflake was the world's only white gorilla.

Nómade was born without tusks.

Artico was white with no stripes.

Students' own answers

4  This is a KEY-style examination activity. Give students time to read the text again and the sentences.

Answers

2 elephants 3 tigers 4 tigers 5 elephants 6 gorillas

5 This exercise encourages students to focus on more topic vocabulary from the unit, which can be found in the fact files. It further encourages students to add to these lists either with words they already know, or new words that they find. Put students in groups of two to find two more words for each heading.

Answers

Animals: elephant, tiger, deer, buffalo, antelope

Things animals eat: fruit, leaves, plants, grass, trees, other animals


Habitats: forest, mountains, savannah

Possible answers

Animals: snake, lion, horse, etc.

Things animals eat: vegetables, eggs

Habitats: the sea, the jungle, lakes


6  Students are given the opportunity to carry out a thought-provoking speaking activity, which involves an element of critical thinking. They are able to discuss their personal response to the text and apply it to the world around them.

Possible answers

1 To act as a camouflage when they are hunting and to prevent them from being hunted.

2 To look for food in a new place every day.

3 Because poachers have killed so many elephants for their tusks, some elephants have evolved to be born without them.

 **Finished?** Students who have already finished all of the tasks on the reading page can turn to page 97 and do Exercise 1 which practises the vocabulary seen on page 87, in a fun way.

Optional activity

Digital literacy: Prepare a *Kahoot* for your students with facts taken from the fact file.

Possible questions

1 Where was Snowflake born?

a Barcelona b Africa c Alicante

2 Elephants weigh ...

a up to 6,000kg b up to 8,000 kg c up to 4,000 kg.

3 There are ... Bengal tigers without stripes in the world.

a 1 b 20 c 98

4 ... of female elephants are born without tusks in Africa today.

a 1% b 50% c 98%

5 Elephants use their ... to listen.

a tusks b ears c feet

Answers

1 b 2 a 3 b 4 c 5 c



Flipped classroom activity

GRAMMAR VLOG

Before you go through the grammar lesson on page 89, ask students to watch the grammar vlog and animation as homework. They will be able to watch the video at their own pace, stopping and starting where they need to. The visual aspect and the storytelling involved should help students to remember the grammar more easily. They should answer the questions in the video itself and make a note of their answers to take to the next class. You could also give them the worksheet from the Teacher's Resource Bank for them to do as homework.

READING

Fact files

-  1 Tell your partner two things you know about gorillas, elephants and tigers.
- 2 Look at the photos. What is unusual about Snowflake, Nómade and Artico?
-  7.03 3 Read and listen to the fact files. Check your answers to Exercise 2 and find out two more things about each of the animals.

Animals with a difference

Snowflake

From 1964 until 2003, there was a special gorilla in Barcelona Zoo. His name was Snowflake, and he was born in Africa. Snowflake was a celebrity in the zoo. He wasn't the same as the other gorillas because he was white. He was the world's only white gorilla.

WEIGHT Up to 270 kg
HABITAT African forests and mountains
FOOD Fruit, leaves and plants
FACT Gorillas are the largest mammals to build nests. They make a new nest every night!



Nómade

In the 1990s, in Mozambique, southern Africa, a baby elephant was born without tusks. Her name was Nómade. Her 11 sisters were born without them, too. In the 1930s, there weren't many African elephants without tusks, only 1%. But, in some areas of Africa today, 98% of female elephants are born like this.

WEIGHT Up to 6,000 kg
HABITAT African savannah and forests
FOOD Grass, leaves, trees, fruit and plants
FACT Elephants use their feet to listen.




Artico

In 2004, a Bengal tiger called Artico was born in a wildlife centre in Alicante, Spain. Artico wasn't like his parents. He was white with no stripes, but his parents weren't. They were orange with black stripes. Today, there are only about 20 Bengal tigers without stripes in the world.


WEIGHT Up to 230 kg
HABITAT Forests and mountains in Southeast Asia
FOOD Deer, buffalo, antelopes and other animals
FACT There aren't two tigers with the same stripes!



-  4 Choose the correct answer.

Which animals ...

elephants tigers gorillas

- 1 build nests? gorillas
 - 2 can hear with their feet?
 - 3 are carnivores?
 - 4 live in Southeast Asia?
 - 5 are the heaviest?
 - 6 live in African forests and mountains?
- 5 Find words in the fact files for the headings below. Think of two more words for each heading.
Animals: gorilla
Things animals eat:
Habitats:
 - 6  Voice it! Discuss the questions.
 - 1 Why do you think tigers have stripes?
 - 2 Why do you think gorillas build a nest every night?
 - 3 Why do you think some elephants are born without tusks?

 Finished? p97

GRAMMAR IN ACTION

Was/were, there was/were

Grammar resources

> **Teacher's Resource Bank:** video worksheet, extra grammar practice, grammar spidergrams

> **Workbook:** grammar practice

▶ GRAMMAR VLOG

If you didn't ask students to watch the grammar video as a flipped classroom activity, you can do it in class. Make sure you pause the video after the vlog presentation before showing the grammar animation. Pause the video again and answer any questions students might have before going on to the practice stage of the video.

🕒 Flipped classroom activity check

Before beginning the lesson, check that students have understood the grammar video they watched for homework. If they did the video worksheet, check answers. Encourage them to ask questions if they have any. Go through page 89 to check understanding and give them more practice of this grammar point.

Answers

(8) kangaroo, toad, tadpole, butterfly, caterpillar, flamingo, tapir, seal
It was grey.

Optional activity 🎲🎲

If you'd like to make your students aware of how we use this grammatical structure, you can start by asking them to think about these questions.

- Which tense are the verbs in the grammar table in?
- What is the infinitive form of these verbs?
- When do you use the present and past form of the verb?

Answers

- the past
- be
- We use the present form when we are talking about now and the past form to talk about something that has already happened.

- 1 Students look back at the fact files on page 88 in order to complete this grammar practice activity.

Answers

- 1 They weren't black. They were white.
- 2 He wasn't from Barcelona. He was from Africa.
- 3 She wasn't born in Spain. She was born in Mozambique.
- 4 She wasn't an Indian elephant. She was an African elephant.
- 5 He wasn't a lion. He was a tiger.

- 2 Ask students not to look back at the text for this activity. They should try to remember the information they have read in order to complete the task.

Possible answers

- There weren't any other white gorillas.
- There weren't many African elephants without tusks.
- There were twelve elephants born without tusks.
- There was a baby elephant without tusks.
- There was a Bengal tiger without stripes.
- There weren't many Bengal tigers without stripes.

👤 Collaborate learning tip

Each time your students work in pairs or groups, they are optimising their capacity to learn and improve. They are reaching beyond their comfort zone and helping one another to learn more.

- 3 **COLLABORATE** Students check and correct one another's work.

Answers

Students' own answers

Background information

The animals on the island of Flores have evolved in isolation. Consequently, it is home to many interesting species, including the Komodo dragon, pygmy elephants, giant rats and giant tortoises. It is said that animals that are usually big are small on the island of Flores and vice versa.

- 4 Remind students of the singular and plural forms of the grammar before they complete the text.

Answers

2 there was 3 were 4 There were 5 Were there,
6 there were 7 weren't 8 were 9 was

- 5 **Use it!** Students do the task, first individually and then in pairs. The activity allows students to practise and produce the target language so that they become comfortable with it. It also gives them a chance to relate it back to their own lives in a personalisation activity.

Answers

- 2 What was your favourite subject at primary school?
- 3 What was your favourite animal when you were six?
- 4 What was your favourite film when you were eight?
- 5 Who was your best friend when you were nine?
- 6 Where were you at six o'clock on Sunday evening?

Student's own answers

Grammar game

Divide the class into small groups of four or five. Find a zoo scene on the internet which includes lots of animals and people. Let students look at the scene for two minutes, then cover it up. In groups, students have to remember what *there was* and *there were* in the scene and write as many sentences as they can. They should also write two questions, for example: *Were there any elephants?* to ask another group. The first group to write six correct sentences and two questions calls out 'Stop!' and is given the chance to ask their questions to the rest of the class.

GRAMMAR IN ACTION

Was/were, there was/were



Watch video 7.2
How many animals
were there?
What colour was
the baby flamingo?

	Singular	Plural
+	His name was Snowflake.	They were orange with black stripes.
	There was a special gorilla.	There were many African elephants.
-	Artico wasn't like his parents.	His parents weren't white.
	There wasn't a white elephant.	There weren't any black tigers.
?	Was Artico white? Yes, he was . / No, he wasn't .	Were they tigers? Yes, they were . / No, they weren't .
	Was there a gorilla? Yes, there was . / No, there wasn't .	Were there any elephants? Yes, there were . / No, there weren't .

Grammar reference p125

- 1 Find information in the fact files to correct the sentences.

- Snowflake and Artico were black.
They weren't black. They were white.
- Snowflake was from Barcelona.
- Nómade was born in Spain.
- Nómade was an Indian elephant.
- Artico was a lion.

- 2 Remember the information from the fact files. Write sentences with *there was(n't)* and *there were(n't)*.

There was a special gorilla in Barcelona until 2003.

- 3 **COLLABORATE** Swap your sentences with a partner. Check your partner's sentences with the text. Are they correct?

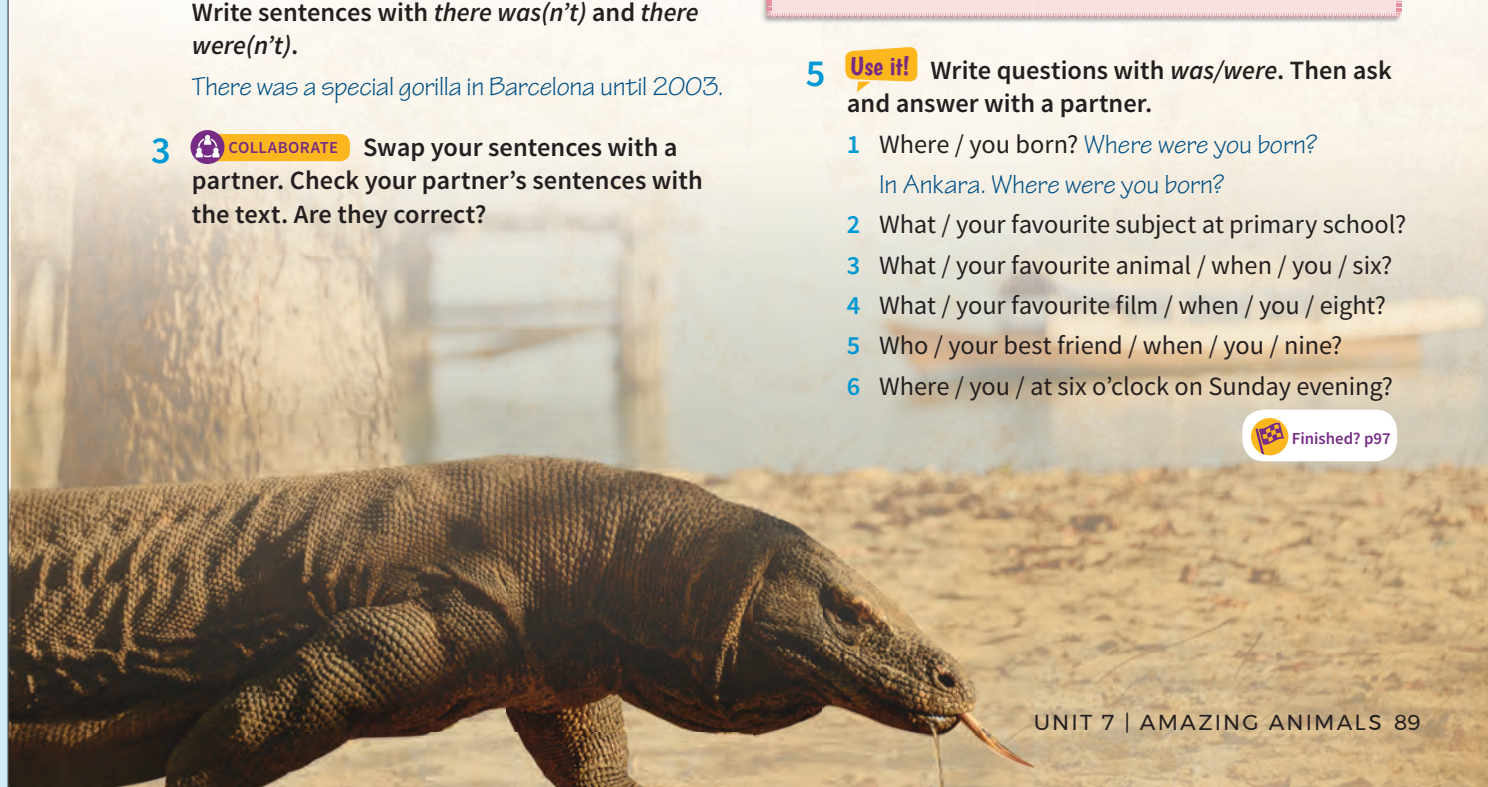
- 4 Complete the text with *was(n't)/were(n't)* or *there was(n't)/there weren't*.

50,000 years ago on the Indonesian island of Flores, ¹*there were* animals like elephants. But ²... one difference: they ³... very small. ⁴... also Komodo dragons and huge rats on the island. ⁵... people on Flores? Yes, ⁶... but they ⁷... like modern humans. They ⁸... only about one metre tall. That's the size of a three year old! And their brain ⁹... the size of an orange!

- 5 **Use it!** Write questions with *was/were*. Then ask and answer with a partner.

- Where / you born? *Where were you born?*
In Ankara. Where were you born?
- What / your favourite subject at primary school?
- What / your favourite animal / when / you / six?
- What / your favourite film / when / you / eight?
- Who / your best friend / when / you / nine?
- Where / you / at six o'clock on Sunday evening?

Finished? p97



VOCABULARY AND LISTENING


Adjectives

Target vocabulary

beautiful 'bjʊtəfəl	heavy 'hevi	noisy 'nɔɪzi
clever 'klevə	large lɑːdʒ	quiet 'kwaɪət
cute kjʊt	lazy 'leɪzi	tiny 'taɪni
dangerous 'deɪndʒərəs	long lɒŋ	wild waɪld

WARM UP WITH CRAM

Digital literacy: Get students to work in small groups and show them flashcards of several different animals that you have previously prepared using a digital tool, like *cram.com*. Ask them to write down all the adjectives they can think of to describe the animals.

 **1** Encourage students to guess the meaning of the other adjectives.

Answers

2 tiny 3 cute 4 dangerous 5 long 6 clever


Other adjectives

1 lazy: not very active 2 large: big 3 wild: living independently of people 4 noisy: loud 5 heavy: something that weighs a lot 6 quiet: not loud

 **2** Students complete the sentences with the correct adjectives.

Answers

2 wild 3 noisy 4 heavy 5 lazy 6 quiet

3  The activity allows students to practise and produce the target language so that they become comfortable with it.

Answers


Students' own answers

A podcast

4 Get a class discussion going on these two questions. Accept any reasonable ideas: there is no right or wrong. Maybe some of your students have parrots as pets, ask what their opinion is.

Possible answers

- a they can fly, they can talk, they make a lot of noise
- b Students' own answers

 **5** Tell students to look at the photos and encourage them to think of what the story might be about at this stage.

Audio script

PRESENTER: Hello listeners. You shared some great stories with us last week on 'Animal Corner' and here's another. We heard this amazing story yesterday and just had to share it with you. It happened more than ten years ago in the USA.

VOICE 1: Meagan and Samantha were good friends. They lived in Denver, and they did lots of things together: they shared a house, and they studied together at college. Samantha had a two-year-old daughter called Hannah. Sometimes Meagan looked after Hannah. Meagan didn't have any children, but she had a pet parrot called Willie.

VOICE 2: Willie was a very clever parrot, but there was one problem: he wasn't quiet. He was very noisy! He sang songs, he said a few words and he made a lot of noise.

VOICE 1: One morning, Samantha was at college and her daughter Hannah was at home with Meagan. Hannah was hungry, and she wanted breakfast, so Meagan went into the kitchen to make some toast. When the toast was ready, Meagan didn't give it to Hannah immediately because it was very hot. Meagan left it on the table and went to the bathroom. But Hannah had other ideas ... she didn't want to wait for her breakfast. She went into the kitchen. Willie the parrot followed her.

VOICE 2: Thirty seconds later, Meagan heard Willie. He was really, really noisy. Then Willie said two words: 'Mama. Baby'. He repeated the words ... again and again and again. He didn't stop. Meagan ran into the kitchen and saw Hannah ... her face was blue.

VOICE 1: Meagan saw that Hannah couldn't breathe. She took Hannah, carefully pushed her stomach and the piece of toast fell out of Hannah's mouth. Finally, Hannah started to breathe again and Willie stopped shouting. He was quiet at last.

PRESENTER: So, what do you think? Text, email ...

Answer

b

LEARN TO LEARN

Preparing to listen

In real life, we use several different strategies to prepare ourselves before listening to someone speak. One of the things we do is to anticipate answers to questions we might have.

Collaborate learning tip


Collaboration happens when two or more people work together, sharing their ideas. Working together allows students to:

- carry out tasks more quickly and efficiently
- learn from one another.

 **6** **COLLABORATE** Students find the question words in pairs.


Answers

1 How old 2 Who 3 Who 4 Why 5 Where

 **7** Students should have already thought about what type of answers are necessary.

Answers

1 two 2 Willie the parrot 3 Samantha/Hannah's mother
4 because it was very hot 5 in the bathroom

 **8** Students think back and reconstruct as much as they can remember about the story.


Flipped classroom activity


GRAMMAR VLOG

Before you go through the grammar lesson on page 91, ask students to watch the grammar vlog and animation as homework. They should answer the questions in the video itself and make a note of their answers to take to the next class. You could also give them the worksheet from the Teacher's Resource Bank for them to do as homework.

VOCABULARY AND LISTENING

Adjectives

 **1** Choose words to describe photos 1–6. Then listen, check and repeat. Can you guess the meaning of the other adjectives?

 **2** Complete the sentences with adjectives from Exercise 1. Then listen, check and repeat.

- 1 Lions run at 80 km per hour. They are very *fast*.
- 2 Hippos kill 2,900 people each year in Africa. They're Be careful!
- 3 The blue whale is very Other animals can hear it from 800 km away!
- 4 Giraffes are tall, but they're also They weigh up to 1,400 kg.
- 5 Koalas are ... animals. They spend most of their day sleeping in trees.
- 6 Mice can sing but we can't hear them. They are very ... animals.


3 **Use it!** Think of three animals. Write two adjectives to describe each one. Tell a partner your adjectives. Can they guess the animal?

It's quiet and tiny.

Is it a mouse?

A podcast

- 4** Discuss the questions with a partner.
- a What can parrots do?
 - b Are parrots good pets? Why / Why not?

 **5** Look at the photos. What do you think the podcast is about, a, b or c? Listen and check.

- a A hungry parrot
- b A dangerous parrot
- c A clever parrot



90 AMAZING ANIMALS | UNIT 7

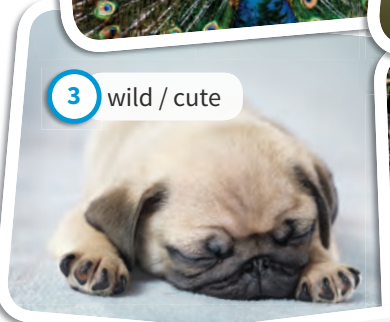
1 lazy / beautiful



2 tiny / large



3 wild / cute



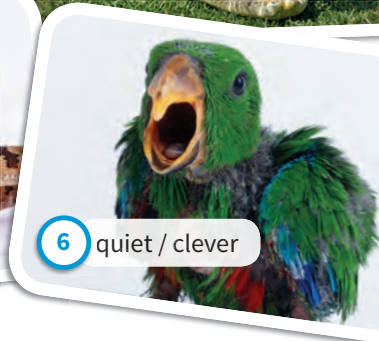
4 dangerous / noisy



5 long / heavy




6 quiet / clever



LEARN TO LEARN


Preparing to listen

Thinking about the questions before you listen can help you hear the correct answers.

- 6**  **COLLABORATE** Work with a partner. Read the questions in Exercise 7 and find the question words.

 **7** Listen again and answer the questions.

- 1 How old was Hannah?
- 2 Who was really noisy?
- 3 Who wasn't at home on the day of the story?
- 4 Why was Hannah's toast on the table?
- 5 Where was Meagan when Hannah ate the toast?

 **8** Work in pairs. Who can remember the most information about the story?


There was a parrot.


There was a girl called Hannah.

GRAMMAR IN ACTION

Past simple: regular and irregular

Grammar resources

 **Teacher's Resource Bank:** video worksheet, extra grammar practice, grammar spidergrams

 **Workbook:** grammar practice

GRAMMAR VLOG

If you didn't ask students to watch the grammar video as a flipped classroom activity, you can do it in class. Make sure you pause the video after the vlog presentation before showing the grammar animation. Pause the video again and answer any questions students might have before going on to the practice stage of the video.

Flipped classroom activity check

Before beginning the lesson, check that students have understood the grammar video they watched for homework. If they did the video worksheet, check answers. Encourage them to ask questions if they have any. Go through page 91 to check understanding and give them more practice of this grammar point.

Answers

The trip was to a wildlife centre.

There were three bears.

Optional activity

If you'd like to make your students aware of how we use this grammatical structure, you can start by asking them to look at the table and think about these questions.

- What tense are the verbs in? When do we use this tense?
- What is the present form of each verb?
- How does the verb change in the negative?

Answers


- the past simple. We use the past simple to talk about actions that happened in the past.
- lived – live, happened – happen, shared – share, did – do, heard – hear
- We use the infinitive of the verb and put the auxiliary verb *do* in the past tense and in the negative (*didn't*) before it.

- 1 Students think back to the listening on page 90, where they heard the grammar in context.

Answers

- 2 Meagan didn't hear Willie. (Meagan heard Willie.)
- 3 Meagan didn't make Hannah some toast (Meagan made Hannah some toast.)
- 4 Meagan left the toast on the table.
- 5 Meagan saw Hannah's face was blue.
- 6 Meagan and Willie didn't save Hannah's life. (Meagan and Willie saved Hannah's life.)



 **Pronunciation** This might be a good time to direct students to the pronunciation activities on page 143. See page 280 of this book for the answers.

Background information

Gilberto Chito Shedden, a fisherman from Costa Rica, found an enormous crocodile, who had been shot in the head and was dying, on the banks of the Reventazón River. He managed to get the crocodile into his boat and took it home to nurse it back to health. When the crocodile, named Pocho had recovered, Chito took it back to live in the wild. The next day, Chito found Pocho had returned to his house. The man and crocodile became inseparable until Pocho died on 12th October, 2011.




- 2 Tell students there is a list of irregular verbs on page 144 that they can use to help them complete the text.

Answers

- 2 had 3 decided 4 fed 5 gave 6 didn't leave 7 slept
8 took 9 didn't want 10 followed 11 became 12 died

Optional activity

Ask students to find out more information about Chito and Pocho. Remind them of how to search for information online (see page 11 of this book).

- 3  Exercises 3 and 4 allow students to practise and produce the target language both individually and collaboratively so that they become comfortable with it. It also gives them a chance to use the language in a personalisation activity. Remind them that some of their sentences must be false. They can look at the list of irregular verbs on page 144.

Answers

Students' own answers



- 4 Monitor students as they do this activity to check their use of the past simple.

Grammar game

Take a small, soft ball to class (alternatively you can screw up a couple of pieces of paper to make a ball). Ask students to stand in a circle, if your classroom allows it. Tell them they have to pass the ball randomly to another member of the class. Whoever has the ball says a verb and passes it to another member of the group, who has to give the past simple form of that verb, then a new verb before passing the ball on again. Check pronunciation of regular past endings and encourage students to call out irregular verbs too.



Finished? Students who have already finished all of the tasks on the grammar page can turn to page 97 and do Exercise 3 which practises the grammar seen on page 91, in a fun way.

GRAMMAR IN ACTION

Past simple: regular and irregular



Watch video 7.3
Where was the school trip?
How many bears were there?

	Regular verbs	Irregular verbs
+	They lived in Denver.	They did lots of things together.
-	She didn't want to wait.	Meagan didn't have any children.
Past time expressions	It happened more than ten years ago . You shared some great stories with us last week .	We heard this amazing story yesterday .

> Grammar reference p125

> Pronunciation p143

1 Complete the sentences. Then correct three of the facts about the listening.

Meagan ...

- and Samantha *studied* (study) in Denver.
- ... (not hear) Willie.
- ... (not make) Hannah some toast.
- ... (leave) the toast on the table.
- ... (see) Hannah's face was blue.
- and Willie ... (not save) Hannah's life.

3 Use it! Write five true or false sentences about you. Use the past simple (see p144) and the past words below.

yesterday ago
last week/month/year/summer/Friday

I went to Brazil on holiday three weeks ago.

4 Take turns to say your sentences. Can your partner guess which are true and false?

7.10 2 Complete the text. Then listen and check.


Gilberto 'Chito' Shedden was a fisherman from Costa Rica. One day, he ¹*saw* (see) a crocodile in the river. It ²... (have) an eye problem, so Chito ³... (decide) to take the crocodile home. He ⁴... (feed) the crocodile and ⁵... (give) it medicine. He called it Pocho. Chito ⁶... (not leave) Pocho and at night they ⁷... (sleep) in the same room. When Pocho was healthy again, Chito ⁸... (take) him to the river. But Pocho ⁹... (not want) to stay in the river, so he ¹⁰... (follow) Chito home! Pocho and Chito ¹¹... (become) best friends until Pocho ¹²... (die) a few years ago.



Finished? p97

SPEAKING

Asking for and responding to information


-  **1** Play the audio and ask students to focus particularly on the questions and reactions in the conversation as well as the question in Exercise 1.

Answer

Martha was at a safari park yesterday.

Useful language

This functional language can be used in any situation where students are asking for and responding to information.

-  **2** Check understanding of the phrases in the *Useful language* box. Ask students which phrases in the *Useful language* box they think are used for asking for information and which are used for responding to information. Focus on the intonation, pitch and tone in the audio and point out that Martha is telling a joke at the end of the conversation. Can your students find the joke?

Answers

1 How was 2 What was it like? 3 It was 4 What about

- 3** Students translate the phrases in the *Everyday English* box. Remind them that sometimes there might not be a direct translation in their language and so they should look for similar expressions.

Answers

Students' own answers

EVERYDAY ENGLISH

Play the video for students and encourage them to interact with the questions towards the end of the video.

- 4** Ask students to find the *Everyday English* phrases in the conversation. Encourage them to think of other phrases they have heard or know that they can use to react to what people have said.

Possible answers

Get away! You've got to be joking! Seriously?

Optional activity

Ask students to act out the dialogue in pairs. This will help them to feel more confident with the language and give them a chance to practise chunks of language and their pronunciation.

TASK


PLAN

- 5** Tell students that they will now have to plan their own conversation. Let them know that they are given an element of choice, they can either use some of the ideas in the book or they can invent their own ideas.

SPEAK

- 6** Once students have planned their conversation, they can begin to practise it. Remind them to use the checklist.

CHECK

- 7**  **COLLABORATE** As well as checking one another's work, remind students to do the task, thus giving them a reason for listening.

Answers


Students' own answers

Optional activity


While students are doing the speaking task in Exercise 7, monitor students and make a list of any mistakes or errors you hear. When students have finished speaking, put the incorrect sentences on the board. Divide students into groups of three or four and ask them to correct the sentences in their groups. Give them a time limit of about five minutes, depending on how many sentences you have. When the time is up, ask for volunteers to come up to the board to correct each sentence in turn as you go through them. The teams get one point for each sentence they correct successfully.

SPEAKING

Asking for and responding to information

-  **1** Listen to the conversation. Where was Martha yesterday?



-  **2** Complete the conversation with phrases from the *Useful language* box. Then listen again and check.

Useful language

How was (the school trip)? What about (lions)?
It was (amazing)! What was (it) like?

- 3** Look at the *Everyday English* box. How do you say these phrases in your language?



Watch video 7.4 Everyday English

No way! Really? Wow!
You're joking!

- 4** Daniel uses some of the phrases in the *Everyday English* box to react to what Martha says. Can you think of any other phrases to do this?



DANIEL

MARTHA

- DANIEL:** Hey, Martha. ¹... yesterday?
MARTHA: It was really cool. We went to a safari park.
DANIEL: Really? ²... ?
MARTHA: ³... amazing!
DANIEL: Were there any elephants?
MARTHA: Yeah, there were, but I didn't see them.
DANIEL: I can't believe you didn't see any elephants. ⁴... lions?
MARTHA: Yeah, there was a family of lions. One of them looked inside our car.
DANIEL: Wow! No way!
MARTHA: Yup. It did. Then it climbed in the window and ate my lunch.
DANIEL: You're joking!
MARTHA: Of course I'm joking!

TASK

Plan your own conversation

PLAN

- 5** Work with a partner. Decide where you went and which animals you saw. Use the ideas below or your own ideas.

bird sanctuary sea life centre
wildlife park


SPEAK

- 6** Practise the conversation.

CHECKLIST Remember to use:

- the past simple and past time expressions
- the vocabulary from this unit
- the *Useful Language* and *Everyday English* phrases.

CHECK

- 7**  **COLLABORATE** Work with another pair. Listen to their conversation and write examples of language they use from the **CHECKLIST**. Name two animals they saw.

WRITING

A biography

A biography is a writing genre which gives details about someone's life and is written by another person. Biographies can be short or long. They are usually written in chronological order and contain anecdotes about the person's life. The key points explain a person's life facts and their importance.

Optional activity ✨

Make copies of the biography and mix up the paragraphs. Get students to put them in the correct order in groups.

Optional activity ✨✨✨

Make a copy of the biography and cut it up into sentences. Put the sentences up around the classroom walls. In groups, students take it in turns to run, dictate and write. They run up to the sentences and go back to their group and dictate the sentence they have remembered. If they don't remember, they will have to go back and look at it again. One member of the group writes down the dictated sentence and so on until they have collected all of the sentences, which they then have to rearrange in the correct order to make a perfect copy of the biography on page 93.

- 1 Encourage students to look at the photo in order to answer the question. Accept all reasonable answers.

Answer

Winter the dolphin is special because she had a problem with her tail and vets made her a new one.

- 2 Focus on the three-paragraph structure of the biography. Ask students to say what they think the main function of each paragraph is.

Answers

1 c 2 a 3 b

- 3 Explain the importance of a timeline when writing a biography, because of its chronological nature. This will help students not to forget key information.

Answers

Born: October 2005

Dolphin Tale: September 2011

4 Useful language

Draw students' attention to the *Useful language* box. Explain that time expressions are essential when writing a biography, so that people know when things happened.

Ask students to find all of the time expressions in the biography. How many can they find? Once they have done this, they will have become more familiar with the text and the time expressions and will be in a better position to complete the *Useful language* box.

Answers

1 On 2 When 3 In 4 ago

Optional activity ✨✨

Give students extra practice with time expressions by putting the following phrases on the board and asking students to complete them with the correct words.

- 1 ... January 2 ... 10th September 3 ... 2021 4 ... she was nine
5 ... 20th April 6 ... 2017 7 ... June 8 ... 5th August 9 three weeks ...

Answers

1 in 2 on 3 in 4 when 5 on 6 in 7 in 8 on 9 ago

Teaching tip

If students do the writing exercise for homework, tell them to leave their writing for a few hours before going back to it later. If they do this, they are more likely to spot mistakes.

TASK


PLAN

- 5 Reiterate the importance of a timeline and time expressions when writing a biography. Go through the structure of a biography again with students so that they are all aware of it.

WRITE


- 6 Encourage students to use the writing template in the Teacher's Resource Bank to write their first draft.

CHECK

- 7  **COLLABORATE** As well as checking one another's work, remind students to answer the question, thus giving them a reason for reading. Encourage them to use the free online tool *Write and Improve*: <https://writeandimprove.com/>, where students can submit their written work and have feedback on spelling, vocabulary and grammar in a matter of seconds.

Answers

Students' own answers

 **Finished?** Students who have already finished all of the tasks on the writing page can turn to page 97 and do any of the exercises that they haven't already done.

Optional activity: Flipped classroom

Digital literacy: Encourage students to find out information about eagle hunting in Mongolia for homework in preparation for the next lesson (pages 94 and 95). Remind them of how to search on the internet (see page 11 of this book).

WRITING

A biography

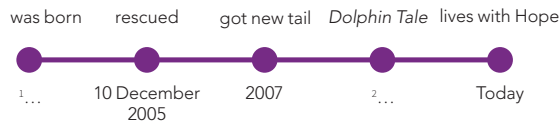
Winter the Dolphin

By Daniel Watson

- In October 2005, Winter the dolphin was born. On 10 December, when she was about two months old, fisherman Jim Savage, found her. Winter couldn't swim or catch fish because she had a problem with her tail. Jim called a rescue team and they took her to an animal hospital.
- Vets at the hospital wanted to help Winter. Finally, in 2007 they gave her a new tail. Winter was a clever dolphin and she learnt to swim quickly. In September 2011 she was the star of a film about her life called *Dolphin Tale*.
- Today Winter lives with another rescue dolphin called Hope. A few years ago Hope starred in *Dolphin Tale 2*, the story of her life.



- Look at the photo. Why is Winter the dolphin special? Read Daniel's biography and check.
- Match headings a–c with paragraphs 1–3.
a Main events b Now c Early Life
- Read Daniel's biography again. Copy and complete the timeline.



- Complete the *Useful language* box with time expressions from Daniel's biography.

Useful language

- 1... 10 December 2005 3... 2007
 2... she was two months old A few years 4... Today

Get it right!

We use *on* not *in* with dates.

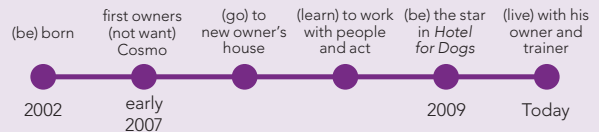
On Friday / On 10 December **NOT** *In Friday / In 10 December*

TASK

Write your own biography about a famous animal.

PLAN

- Look at the timeline about Cosmo, or make your own timeline about another famous animal.



Put the facts in the correct paragraph.

- Early life *He was born in 2002.*
- Main events
- Now

WRITE

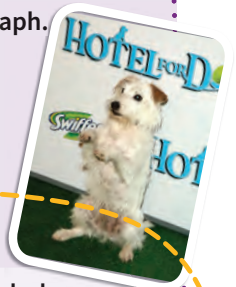
- Write your biography.

CHECKLIST Remember to include:

- the information from the timeline
- the past simple and time expressions
- the *Useful language* phrases
- three paragraphs.

CHECK

- COLLABORATE** Swap your biography with a partner. Have they got the items in the **CHECKLIST**? Why is your partner's animal special?



Finished? p97

GLOBETROTTERS: Helpers with hooves

Choose the best time to show the video, you might prefer to show it at the beginning of the lesson or at the end as a reward for students. The video talks about amazing facts about camels. Read through the questions with students and ask them to predict answers before watching, then watch to check their answers. You can find an extra video worksheet in the Teacher's Resource Bank.

Answers

- You can find camels in the Arabian peninsula, Africa and Asia.
- Camels can drink 150 litres (of water) in ten minutes.
- The hottest temperature camels can survive in is 40 °C.

 **Teacher's Resource Bank:** video worksheet

READING

An article

An article is a reading genre which gives the writer's opinion on a certain topic. The writer's main purpose is to engage the reader, so articles often contain facts and are entertaining. The language in an article is usually informal and contains questions, particularly rhetorical questions at the end.


Background information

Eagle hunting in a remote part of Mongolia, about 45 miles from the Russian border, is a tradition which dates back thousands of years. The Kazakh eagle hunters live across the valley in simple houses which are built specially to keep the snow out. The hunters find eagles when they are young and train them. Kazakh eagle hunters usually have an eagle for about 40 years, so both the bird and the hunter grow old together.

A documentary, *The Eagle Huntress*, was made in 2016 and tells the story of Aisholpan Nurgaiv, a 13-year-old girl, determined to become the first female eagle hunter in twelve generations of her family.

Optional activity: Flipped classroom check

Encourage students to share the information they found about eagle hunting in Mongolia. Do any of them mention the film, *The Eagle Huntress*?

-  **1** Let students use their imagination to answer the questions. Accept all sensible answers. There is no right or wrong answer in this task.

Answers

The girl (Aisholpan) is from Mongolia.

She is special because she was the first girl to win the Golden Eagle Festival and they made a film to tell her story.

- 2** Check understanding of the sentences before students answer them.


Answers

2 T 3 F. She wanted to be an eagle hunter. 4 T 5 T 6 F. She was the first Mongolian girl to enter the competition.

- 3** This task concentrates on working out the meaning of words from the context.

Answers

2 ancient (Paragraph 1) 3 freezing (Paragraph 3) 4 amazing (Paragraph 4)

- 4**  **Voice it!** Students are given the opportunity to carry out a thought-provoking speaking activity, which involves an element of critical thinking. They are able to discuss their personal response to the text and apply it to their world, so it becomes more familiar to them. This *Voice it* also includes the value 'determination' for you to discuss with your students. You could also talk about the fact that in this text it is a girl who manages to excel in an activity traditionally won by men.

VALUE: DETERMINATION

Determination is when you commit to doing something and don't give up until you have achieved it. Determination is an important value to teach as it will have a lifelong impact on students' future capabilities, confidence and happiness.

Ways in which you can teach your students determination are abundant, but here are some ideas.

- 1 Praise students for what they do rather than the result they get.** People want to continue when they receive praise. If one thing comes more easily to them than another, they will naturally continue with the easier thing. If we praise them for the things they find more difficult, they will learn that it's fine to take time to learn something that they find more difficult. They will also enjoy it more and want to succeed if it is more of a challenge
- 2 Help them to achieve their goal, but don't take over.** Careful guidance is essential in helping someone to build their determination and succeed. Guide students by asking them questions or offering ideas on where they may find solutions. Show them the way, but don't do the work for them. Apart from teaching them determination, it shows that you have confidence in them to complete the task, which will, in turn, build their confidence.
- 3 Let them fail!** When students do fail, talk to them about what they did well, rather than concentrating on the mistakes they made. Find an aspect that they really tried hard at and give them praise on that specific point. We all learn from our mistakes!
- 4 Teach by example.** Make sure you exemplify hard work and determination in class. Show your students that you also have to work hard and be determined to achieve your goals. Tell them anecdotes of when you or other people have shown determination and finally succeeded, or how you've solved problems or mistakes you've made.

Answers

Students' own answers



AROUND THE WORLD

READING

An article



1 Look at the photo. Where do you think the girl is from? Why is she special? Read and listen to the article to check your answers.

2 Read the article again and mark the sentences **T** (true) or **F** (false). Correct the false sentences.

- 1 Eagle hunting started in 1990.
F *Eagle hunting started thousands of years ago.*
- 2 In the past, only boys learnt to hunt with eagles.
- 3 Aisholpan didn't want to be an eagle hunter when she was young.
- 4 It was difficult to find a baby eagle to train.
- 5 Aisholpan's father taught her how to hunt with the eagle.
- 6 There were other girls in the competition in 2016.



Globetrotters

Watch video 7.5
Helpers with hooves

- Where can you find camels?
- How much water can camels drink in ten minutes?
- What's the hottest temperature camels can survive in?

3 Find adjectives in the text that mean:

- | | | |
|------------|-------------|-------------|
| 1 very big | <i>huge</i> | 3 very cold |
| 2 very old | | 4 very good |

4 **Voice it!** Discuss the questions.

- 1 Is there a similar competition in your country? Talk about it with your partner.
- 2 Aisholpan was determined to succeed. How does she show determination?
- 3 Is it important to be determined? Why?
- 4 Can you give an example of when you showed determination?

The Girl and the Golden Eagle

Can you imagine riding a horse in temperatures of -50°C with a huge eagle on your arm?

The ancient tradition of eagle hunting started thousands of years ago in Mongolia. Traditionally, it was only for boys in Mongolia and this tradition continues today. Boys learn to hunt when they are only 13. They use eagles because they can fly up to 320 km per hour and can see animals from more than four kilometres away. There are about 400 male eagle hunters today. But no 13-year-old girls ... until now.

The 2016 film, *The Eagle Huntress*, tells the story of Aisholpan. When she was young, Aisholpan took care of her father's eagle but she really wanted to be an eagle hunter like her father. So she went to

the high Altai Mountains with her father to find a baby eagle to train. It wasn't easy. The climb to the eagle nest was difficult and dangerous. But Aisholpan did it. She found her baby eagle!

Aisholpan's father became her trainer. But was Aisholpan strong enough to hunt with the huge bird in freezing temperatures? Yes, because she was determined to succeed.

In 2016, Aisholpan competed in the Golden Eagle Festival. She was the first Mongolian girl to enter the competition. There were 70 competitors. She was the youngest and the only girl. And guess what? Her eagle won. What an amazing achievement!

Explore it!



Digital literacy: Tell students that they might find the information they are looking for quickly on *Wikipedia*, but let them know that it's not always top quality information or totally reliable. Encourage them to dig deeper and find other sources to back up what they think they know.

Answer

female

As a follow-up, ask students to find the answers to these questions:

It takes ... to train a golden eagle.

a one to two years **b** three to four years **c** five to six years

Answer

b

OR

True or false?

The golden eagle can dive at the same speed as an express train (190 mph).

Answer

True

Now encourage them to find their own question and answer on the internet.



Collaborate learning tip

Collaborative testing helps students:

- engage with content
- increase their learning potential
- develop cooperation and communication skills
- reduce anxiety allowing for real learning to take place.

6



COLLABORATE

Encourage students to write two or three sentences each before reading them to their partners.

Answers

Students' own answers



MINI CULTURE PROJECT

Students can now do the project on page 134. This project allows students to further exploit one of the themes from the reading text or a related topic around it. Students are given the chance to investigate an area of culture and add a creative element to it. This is a collaborative project where students produce a small piece of work, using the target language from the unit, to show their results.



See the Project Book for extensive teacher notes and templates for carrying out this project.

LEARN TO LEARN

Noun and verb forms

We can form new words from nouns and verbs, this is called word formation. Very simply, word formation means taking one word and making other words from it. Word formation is important because it helps you build your vocabulary and understand better when reading.

5 Students look for similar words in the text with the endings *-er*, *-tion*, *-ment* and *-ing*.

Answers

2 competition 3 hunter 4 hunting 5 achievement
6 trainer 7 learn

Explore it!

Guess the correct answer.

Eagle hunters use *male / female* eagles because they grow bigger and are more powerful.



Find three interesting facts about eagle hunters. Choose your favourite fact and write a question for your partner to answer.



LEARN TO LEARN

Noun and verb forms

When you learn a new word, try to learn some other forms of the word. This will help you to understand reading texts.

We can add different endings to verbs to make nouns, for example *-er, -or, -tion, -ment, -ing* etc.

5 Copy and complete the table with words from the text.

verb	noun (person)	noun (thing)
¹ compete	competitor	² ...
hunt	³ ...	⁴ ...
achieve		⁵ ...
train	⁶ ...	
⁷ ...		learning

6 **COLLABORATE** Write sentences with words from the table. Take turns to say your sentences but do NOT say the word you chose. Can your partner guess your word?

They (hunt) with eagles.

Is the word 'hunt'?

Mini culture project p134



7 REVIEW

The aim of this review page is for students to recall and revise grammar and vocabulary from the unit. It also gives them a concise summary of these two areas.

VOCABULARY

1 Answers

1 monkey 2 giraffe 3 whale 4 lion 5 crocodile
6 eagle 7 mouse 8 parrot

2 Answers

1 noisy 2 beautiful 3 quiet 4 dangerous 5 large 6 clever

GRAMMAR

3 Answers

1 Were there 2 There were 3 There wasn't 4 There was
5 There wasn't 6 Was there

4 Answers

1 lived 2 died 3 wasn't 4 were 5 weighed 6 were
7 were 8 didn't eat 9 ate

GAMIFICATION: QUIZ EXTENSION

At the end of the unit, you could put students into teams and ask them to do the following quiz. You could prepare this either digitally (for example: *Kahoot*) or as a snail race, previously described on page 32, or any other way you'd like to do it. The quiz doesn't just ask questions about the language in the unit, but also cultural aspects and quirky facts that have cropped up throughout.

- Artico was a ...
a a gorilla b a tiger c an elephant
- Aisholpan won the Golden Eagle Festival in ...
a 2016 b 2017 c 2018
- 50,000 years ago, humans on the island of Flores were about ... tall.
a 50 centimetres b one metre c two metres
- A bear is a(n)
a herbivore b omnivore c carnivore
- Which animals build nests?
a gorillas b tigers c elephants
- Snowflake lived in ... zoo.
a Madrid b Málaga c Barcelona
- Nómade the elephant had ... sisters.
a 10 b 11 c 12
- Pocho was a ...
a fisherman b crocodile c parrot

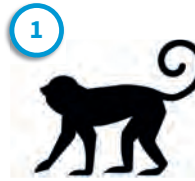
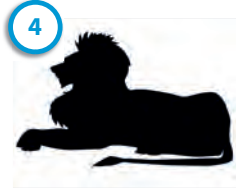
Answers

1 b 2 a 3 b 4 b 5 a 6 c 7 b 8 b

7 REVIEW

VOCABULARY

1 Write the names of the animals.



2 Complete the adjectives with the missing vowels. Then write a sentence using each one.

1 n _ _ sy

3 q _ _ _ t

5 l _ r g _

2 b _ _ _ t _ f _ l

4 d _ n g _ r _ _ s

6 cl _ v _ r

GRAMMAR

3 Joe and Sylvie went to a wildlife park last week. Complete the sentences with the correct form of *there was/were*.

1 ... many animals? (?)

4 ... a large tiger. (✓)

2 ... two lions. (✓)

5 ... a donkey. (X)

3 ... an elephant with no tusks. (X)

6 ... a white gorilla? (?)



4 Complete the text with the past simple form of the verbs.

Woolly mammoths ¹... (live) thousands of years ago. They ²... (die) because there ³... (not be) food for all of them.

They ⁴... (be) about 3.5 m tall and ⁵... (weigh) about 6,000 kg. Their tusks ⁶... (be) huge – sometimes nearly five metres long. Imagine that!

Mammoths ⁷... (be) herbivores, so they ⁸... (not eat) other animals. They ⁹... (eat) grass and other plants.



Vocabulary

Animals

bear	horse
crocodile	lion
donkey	monkey
duck	mouse
eagle	parrot
giraffe	snake
hippo	whale

Adjectives

beautiful	lazy
clever	long
cute	noisy
dangerous	quiet
heavy	tiny
large	wild

Grammar

Was/were, there was/were

Past simple: regular and irregular

7 FINISHED?

The aim of this page is to allow students who have already finished the lesson to practise the target language from the corresponding Student's Book page in a game-like way.

1 Possible answers

It's got an eagle's wings. It's got a crocodile's tail. It's got a duck's feet.

It's got a bear's head. It's got a hippo's body and legs. It's got a mouse's (back) legs. It's got a monkey's tail.

2 Answers

2 It's a clever monkey. 3 It's a lazy dog. 4 It's a noisy hippo.

5 It's a beautiful horse. 6 It's a tiny bird.

3 Answers

Down

- 1 sleep
- 3 make
- 4 leave
- 5 teach
- 6 do
- 8 feed
- 9 be

Across

- 4 learn
- 7 give
- 8 find
- 9 go
- 10 have
- 11 see
- 12 take

4 Answers

Students' own answers

GAMIFICATION: EXTRA FINISHED? ACTIVITIES

Ask students to make a list of verbs for every letter of the alphabet as far as possible. Then test a partner asking them to give the past simple form of each verb.

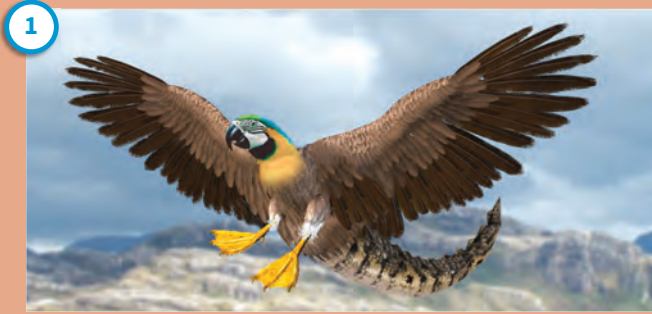
🕒 Flipped classroom activity

Before starting the next unit, write the following questions on the board at the end of the class and ask students to look at the photo on page 98 as homework. Encourage them to come up with some ideas about the photo and any possible answers to the questions before the next class. Doing this flipped classroom activity will get students thinking about the topic of the unit before they see it in class.

- 1 What can you see?
- 2 Who do you think these things belong to?
- 3 What else do you want to know about the people who own these things?

7 FINISHED?

1 Write six sentences about the strange animals in the pictures.



1 It's got a parrot's head.

2 Write a sentence for each photo. Use the adjectives in the box with the words for the animals.

beautiful clever dangerous
lazy noisy tiny

2 It's a dangerous lion.



3 Look at the past simple of the verbs in the crossword. Write the infinitive of the verbs for the clues, across and down.

			¹ S																
			L																
	² B	E	C	A	³ M	E													
		P				A													
		T				D													
					⁴ L	E	A	R	N	⁵ T				⁶ D					
	⁷ G	A	V	E								A				I			
				F						⁸ F	O	U	N	D					
	⁹ W	E	N	T					E			G							
	A					¹⁰ H	A	D				H							
	¹¹ S	A	W											¹² T	O	O	K		

Across 2 become

4 Invent an animal.

Invent an imaginary animal. Draw it and write four sentences to describe it.

