

## Lesson 1

## Vocabulary

## 1 Read the definitions and write the words.

- 1 to watch an animal carefully to find out something about it
- 2 a group of plants or animals with members that have similar features
- 3 describes something that no longer exists
- 4 an animal that is caught by another animal for food
- 5 the act of looking after animals, places or resources so that we don't lose them
- 6 an animal that hunts other animals
- 7 someone who introduces a television or radio programme
- 8 to keep something safe from getting hurt
- 9 the natural home of an animal
- 10 describes a species in danger of dying out

o b s e r v e

s \_\_\_\_\_

e \_\_\_\_\_

p \_\_\_\_\_

c \_\_\_\_\_

p \_\_\_\_\_

p \_\_\_\_\_

p \_\_\_\_\_

h \_\_\_\_\_

e \_\_\_\_\_

## 2 Complete the text with the words from Activity 1.

Have you seen that new wildlife programme on TV?

Every week it focuses on a different <sup>1</sup> species

of animal and why we need to <sup>2</sup> \_\_\_\_\_

it. It shows how important <sup>3</sup> \_\_\_\_\_ is –

if we don't look after <sup>4</sup> \_\_\_\_\_ animals,

lots of species will become <sup>5</sup> \_\_\_\_\_.

The <sup>6</sup> \_\_\_\_\_ of the programme has

travelled to many different places in the world to

<sup>7</sup> \_\_\_\_\_ animals in their natural

<sup>8</sup> \_\_\_\_\_.

My favourite episode was about Africa. It's always exciting

to see a <sup>9</sup> \_\_\_\_\_ such as a lion chase its

<sup>10</sup> \_\_\_\_\_ – as long as you're not a zebra!



## Lesson 2 Reading comprehension

1 Read the text on Pupil's Book pages 8–9 again. Tick (✓) the true statements.

- 1 Steve has travelled a lot. ☒
- 2 He doesn't like difficult or dangerous situations. ☐
- 3 He thinks we shouldn't be scared of animals. ☐
- 4 Mireya thinks it's important to help protect animals. ☐
- 5 She has never presented TV programmes about animals. ☐
- 6 Her latest project is to help protect rainforest habitats. ☐



2 Circle the correct words to complete the sentences.

- 1 After university, Steve observed animals and how they **run** / **communicate** / **live**.
- 2 It was **the TV producer's** / **the BBC's** / **Steve's** idea to make a video about snakes.
- 3 Steve **isn't easily scared** / **doesn't like a challenge** / **isn't enthusiastic**.
- 4 Mireya decided to study animals to help those that are **endangered** / **extinct** / **predators**.
- 5 She told everyone about the mouse lemur so that they would want to **find** / **buy** / **save** it.
- 6 She believes we must **hunt** / **protect** / **observe** endangered animals.

### Working with words

3 In these compound words, the wrong words have been put together. Rewrite them correctly.

1

paint	phones
-------	--------

paintbrush

2

ear	boat
-----	------

3

star	site
------	------

4

back	fish
------	------

5

life	brush
------	-------

6

camp	bone
------	------

## 1 Match to make sentences.

- |                                 |                             |
|---------------------------------|-----------------------------|
| 1 Anya Smith has been a vet     | a she saw a Siberian tiger. |
| 2 She has looked after animals  | b since 2011.               |
| 3 She visited the Sahara Desert | c yet.                      |
| 4 Last year, she                | d for six years.            |
| 5 When she was there,           | e travelled to Russia.      |
| 6 She hasn't been to Australia  | f a year ago.               |

## 2 Complete the text with the verbs in the correct tense (present perfect or simple past).

I <sup>1</sup> have found (find) wolves fascinating since I <sup>2</sup> \_\_\_\_\_ (be) a little girl. And now I'm here in Sweden with my family – on a wolf-watching holiday! I can't believe it! We <sup>3</sup> \_\_\_\_\_ (arrive) on Tuesday and we're staying in a hotel near a snowy forest. We <sup>4</sup> \_\_\_\_\_ (not see) any wolves yet, but I <sup>5</sup> \_\_\_\_\_ (hear) them! Our guide, Sven, <sup>6</sup> \_\_\_\_\_ (live) here for 30 years. Late one night last week, he <sup>7</sup> \_\_\_\_\_ (see) a family of wolves running across the frozen lake in the moonlight. He <sup>8</sup> \_\_\_\_\_ (not promise) to show us these wolves yet, but I hope he will!



## 3 Choose two things you like. Use the present perfect (with **for** and **since**) and the simple past to write about them.

I have loved dolphins since I was five. Last year, I went to an aquarium to see some dolphins. They were so beautiful!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lesson 4 Language in use

1 One of the answers to each question is incorrect. Cross out the incorrect answer.

1 When did you go to the bird sanctuary?

~~For half an hour.~~ / Last weekend. / In the summer.

2 What did you do there?

I watched the owls. / I've seen the parrots. /  
We took photos of the swifts.

3 Have you ever seen birds migrating?

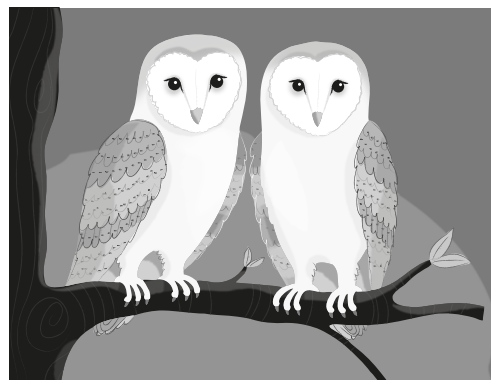
Yes, I have. / Yes, I did. / No, I haven't.

4 What did you think of the sanctuary?

It was fantastic. / It records where the birds go. / I loved it.

5 How long have you been interested in nature?

For a few years. / Since I started school. / Not yet.



2 Write questions using the prompts.

1 you / ever / visit / wildlife park?

Have you ever visited a wildlife park?

Yes, I have.

2 when / you / go?

Last summer.

3 which animals / you / see?

Lions and giraffes.

4 you / finish / your animal project yet?

No. I want to add some photos.

3 Choose a place. Write questions with the prompts. Then answer the questions for you.

zoo

bird sanctuary

aquarium

pet shop

ever / been?

when / go?

what / see?

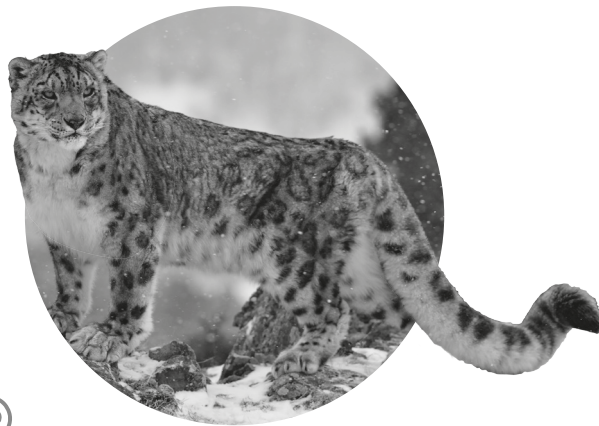
A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: \_\_\_\_\_  
B: \_\_\_\_\_



1  Complete the telephone conversation between two friends.

What does Maria say to Ben?

Write the correct letter (A–H) from page 13.



Example:

0 Ben: Hi, Maria. Thanks for calling back.

Maria: C

1 Ben: The writer? I love his books! I've got the one on big cat behaviour.

Maria: \_\_\_\_\_

2 Ben: Has he written any books recently?

Maria: \_\_\_\_\_

3 Ben: Have you read it yet?

Maria: \_\_\_\_\_

4 Ben: Yes, their habitat is at risk, isn't it? What can we do to help?

Maria: \_\_\_\_\_


5 Ben: Great idea! Let's go to the bookshop now!

Maria: \_\_\_\_\_

- A I can't – I've got swimming. How about Saturday morning?
- B Yes, he's an expert on predators.
- C Sorry I couldn't talk earlier. I was watching a programme about Hans Broder.
- D He's never presented a TV show.
- E He's just finished one about snow leopards.
- F Yes, I have. He says that they're in danger.
- G Well, we could buy his book – some of the money goes to conservation.
- H We could get rid of predators.

## Lesson 6 Learning to learn

# Class Project

- 1  You are going to use the internet to find out about an endangered animal and answer the questions below. Which keywords will be useful?

Keywords: animal

Other keywords: habitat

- 1 Where does it live?
- 2 Why is it endangered?
- 3 How can we help its survival?

- 2  Read the descriptions of these websites.

Can you trust the information? Circle *yes* or *no*.

- |   |                 |
|---|-----------------|
| 1 The website is written by people who are not experts. | yes / <u>no</u> |
| 2 I read the same information in a book.                | yes / no        |
| 3 The writer presents TV documentaries on conservation. | yes / no        |
| 4 The text is full of spelling mistakes.                | yes / no        |
| 5 The writer wants to sell me something.                | yes / no        |
| 6 The information has more opinions than facts.         | yes / no        |

- 3  Now search the internet to find out about the animal. Answer the questions in Activity 1. Remember to ask: 'Can I trust this information?'



## Prepare to write

**1** You're going to write a biography of the conservationist Gerald Durrell (1925–95). Read the notes and write the letters (a–i) in the correct section.

- a 1945 – worked as zookeeper in England
- b 1925 – born in India
- c wrote more than 30 books showing his love of animals
- d grew up in Greece where he had owls, donkeys and tortoises as pets
- e made lots of films about the animals he saved
- f believed that in order to protect a species, you must protect its habitat
- g 1946 – realised that some species were becoming extinct
- h was a world-famous conservationist and writer of animal books
- i 1958 – created a new kind of zoo, focused on research and conservation



This talks about:

- 1 who the person was.
- 2 early life and start in profession.
- 3 working life and experiences.
- 4 other achievements and beliefs.

h

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2** Plan your biography about Gerald Durrell. Use the information in Activity 1 and your own research. Write notes.

Paragraph 1 \_\_\_\_\_

Paragraph 2 \_\_\_\_\_

Paragraph 3 \_\_\_\_\_

Paragraph 4 \_\_\_\_\_

Additional material from your research

\_\_\_\_\_ in paragraph \_\_\_\_\_

\_\_\_\_\_ in paragraph \_\_\_\_\_

### 3 Write a biography about Gerald Durrell.

PROMOTIONAL USE ONLY © MA

Ask yourself:

- ☐ Did I organise the information into paragraphs?
- ☐ Is the information clear?
- ☐ Is the information in the correct order?
- ☐ Are the verbs in the correct tense?
- ☐ Is there a good range of vocabulary?

## Unit 1

## Lesson 7 Functional language

### 1 Look at the photo and complete the text.

The main focus is  
~~in the background~~  
 At the top  
 It looks like  
 I really like this photo  
 It seems as  
 It's possible that

My uncle is a wildlife photographer. He sent me this photo last week. I think he took it in a zoo because you can see a building in the background.

2 \_\_\_\_\_ two pandas in the snow.

3 \_\_\_\_\_ of the photo is a branch.

4 \_\_\_\_\_ one of the pandas is trying to climb onto the branch, but it isn't tall enough.

5 \_\_\_\_\_ if the other panda is pushing it.

6 \_\_\_\_\_ the panda is helping it get onto

the branch. 7 \_\_\_\_\_ because it shows animals working together.

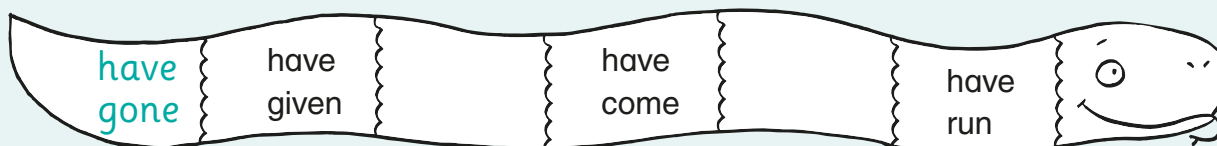
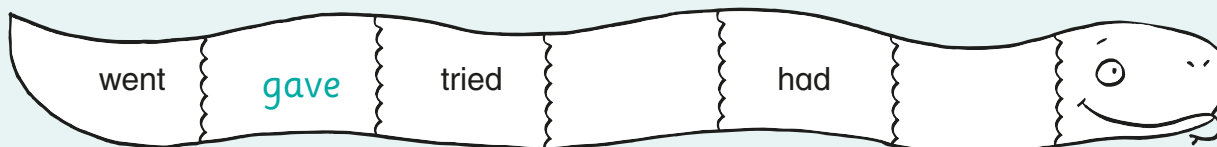


### Check-up challenge

#### 1 Unscramble the words. Then write a sentence using each word.

- |                |                 |       |
|----------------|-----------------|-------|
| 1 trodrape     | <u>predator</u> | _____ |
| 2 tabihat      | _____           | _____ |
| 3 teagrim      | _____           | _____ |
| 4 deerdengan   | _____           | _____ |
| 5 tropcte      | _____           | _____ |
| 6 labelbunieve | _____           | _____ |

#### 2 Complete the verb snakes.





### 3 Complete the text with the correct form of the verbs.



I <sup>1</sup> have been (be) a presenter on the wildlife programme *Save our species* since 2011. <sup>2</sup> \_\_\_\_\_ (you see?) it? In the programme, we want to tell people how important it is to protect animals that might become extinct. We <sup>3</sup> \_\_\_\_\_ (observe) more than 100 different species. Last year we <sup>4</sup> \_\_\_\_\_ (visit) zoos that look after endangered monkeys and, since we started, I <sup>5</sup> \_\_\_\_\_ (observe) more than 50 different types of animal in their habitat. I <sup>6</sup> \_\_\_\_\_ (not travel) to the Galapagos Islands to see the giant tortoises yet, but I'm hoping to go there next. Yesterday the other presenter, Melanie, <sup>7</sup> \_\_\_\_\_ (decide) that she would make a special programme about predators in danger.

On *Save our species* we're doing all we can do to help people to understand that conservation is important. More and more animals are at risk. Many species <sup>8</sup> \_\_\_\_\_ (die out) since the programme started, and more species are dying out every day, so we need to act fast!

## What I can do!

### 1 Put a tick (✓) or a cross (x).

find specific information in a text

☐

make and use compound nouns

☐

talk about past events and experiences

☐

write a biography

☐

ask and answer about a past experience

☐

describe a wildlife photo

☐

### 2 My unit progress

1 My favourite activity:

\_\_\_\_\_

2 Something I did well:

\_\_\_\_\_

3 Something I could improve:

\_\_\_\_\_