

12 Incredible wildlife

Unit profile

Vocabulary: Animals
Reading: Animals: interesting, unusual and imagined
Grammar: Modals of probability
Vocabulary: Adverbs of probability
Listening: A podcast
Speaking: Describing a picture (1)

Warmer

Ask 'Which is your favourite animal? Why?'
 Put students into small teams and tell them to write three headings: *Animal*, *Insect* and *Bird* on a piece of paper. Explain that you are going to read out a list of animals, insects and birds and that they have to write them in the correct column. Tell them not to worry about spelling. Read out the animals, insects and birds from exercise 1 on page 68. Then ask each team to read out the words in their columns. Do not confirm answers at this point.

Your profile

Model the activity by telling students which animals you have seen by pointing to the pictures (but don't say the words at this point). Tell them where you saw the animal. Say, for example, 'I saw this animal at the zoo'. Choose a student to stand up, point to the animals they have seen and say where. The student then nominates another student to do the same until several students have had a turn.
 Ask the second question and invite students to hold up their books and point to the pictures (or call out the names of the animals if they know them).

VOCABULARY Animals

1 **2.02** Ask students to look at the words and drill pronunciation, paying attention to *kangaroo* /ˌkæŋɡəˈruː/, *mosquito* /mɒˈskiːtəʊ/, *bear* /beə/ and *giraffe* /dʒɪˈrɑːf/. Put them into pairs to match each word to a photo.

In feedback, call out the name of an animal and ask students to point to its picture.

Play the recording for students to listen and confirm their answers.

Now check answers to the game from the Warmer. Award points for each correct answer to find the winning team.

Audioscript

Narrator: a	Narrator: e
Speaker 1: snake	Speaker 2: camel
Narrator: b	Narrator: f
Speaker 1: bee	Speaker 2: shark
Narrator: c	Narrator: g
Speaker 1: parrot	Speaker 2: rat
Narrator: d	Narrator: h
Speaker 1: bear	Speaker 2: dolphin

Narrator: i	Narrator: o
Speaker 1: donkey	Speaker 2: giraffe
Narrator: j	Narrator: p
Speaker 1: bat	Speaker 2: butterfly
Narrator: k	Narrator: q
Speaker 1: fly	Speaker 1: tiger
Narrator: l	Narrator: r
Speaker 1: ant	Speaker 1: kangaroo
Narrator: m	Narrator: s
Speaker 2: mosquito	Speaker 1: penguin
Narrator: n	Narrator: t
Speaker 2: frog	Speaker 1: whale

Answers

a snake b bee c parrot d bear e camel f shark
 g rat h dolphin i donkey j bat k fly l ant
 m mosquito n frog o giraffe p butterfly q tiger
 r kangaroo s penguin t whale

2 **2.03** Divide students into small groups and ask them to choose a team name. Write the team names on the board. Ask each team to choose a writer and tell this person to write numbers 1–10 on a piece of paper. Ask them to read the questions but not to discuss them yet.
 Books closed. Read out each question and the four options twice. Give students ten seconds to decide on their answer and write it down. Books open. Ask students to check they have written down the right letter, but tell them not to change their answers.
 Get students to swap their papers with another team. Play the recording for them to check and mark their answers. The team with the most points is the winner. Ask 'Which facts surprised you?'

Audioscript

Narrator: 1
Ants are very organised animals. They live in groups of many thousands and they've even got farms where they grow mushrooms to eat!

Narrator: 2
Sharks and tigers attack humans, but not very often. However, when mosquitoes bite humans, they can give us a disease called malaria. Malaria from mosquitoes kills more than one million people every year.

Narrator: 3
Bats have very poor eyes so they use sound to find their food. They produce a high sound, which bounces off objects which are close to them. Bats use this sound to find where small insects are so they can catch them.

Narrator: 4
Bears love the sweet smell of toothpaste! Bears sometimes go into tents when people are camping in the mountains because they want to eat the toothpaste! It's a good idea to leave your food and your toothpaste outside your tent if you're camping in the mountains.

Narrator: 5

Frogs and butterflies move their feet a lot, but only the bee communicates by dancing. A bee's dance can tell other bees where there is food.

Narrator: 6

Dolphins and monkeys have got big brains, like humans. Dogs have got smaller brains and they can't recognise themselves in a mirror.

Narrator: 7

A lot of people think that camels don't drink very much. But, in fact, when they do drink, they drink quite a lot. Giraffes drink very little because there's already a lot of water in the leaves of the trees that they eat.

Narrator: 8

Whales live in family groups of up to 20. Bats and bees live together in very large groups, but flies don't live with a group of other flies. They live on their own, wherever they find food.

Narrator: 9

Most animals are frightened of lions, but not donkeys. Donkeys don't run away when there's a lion nearby. Nobody knows why!

Narrator: 10

Bats and parrots can fly. Some ants can fly as well. Penguins have got wings, but they can't fly.

Answers

- | | |
|--------------|--------------|
| 1 a ant | 6 a dog |
| 2 d mosquito | 7 c giraffe |
| 3 c bat | 8 d fly |
| 4 a bear | 9 b donkey |
| 5 b bee | 10 c penguin |

- 3** Ask students to work in pairs and decide which animal is being described. You may need to explain *fur* (the thick hair that covers the bodies of some animals like cats and rabbits).

Check answers. Ask 'Do you like these animals?'

Answers

- 1 rat 2 tiger 3 ant 4 frog

- 4** Demonstrate the activity by describing one of the animals in the pictures for the class to guess. Say, for example, 'This animal lives in Africa. It has four legs, a tail and a very long neck!' Ask a confident student to do the same.

Students work in pairs, describing animals for their partner to guess. Stop them after a few minutes and invite different students to describe an animal for the class to guess.

READING

- 1** Ask four stronger students to describe the photos as in exercise 4 on page 68. Take a class vote on whether they are describing photo A, B, C or D.

Answers

- A rat B tree kangaroo C coelacanth
D sasquatch/yeti (footprint)

- 2** Ask students to read the title of the article and predict what they will find out about the animals in the photos (what they are, where they live, why they are unusual). Ask them to read the paragraph headings. You may need to explain *fear* (a strong, unpleasant feeling that you get when you think that something bad or dangerous might happen) and *species* (a group of animals who share similar characteristics). Ask students to discuss the headings in pairs before holding a brief class discussion about what they think each paragraph is about.
- 3** Set a short time limit for students to read the article and match each heading to a paragraph. Tell them not to worry about any words they don't know at this point, but just to focus on the general meaning of each paragraph. Allow students to compare their answers with a partner before checking as a class.

Answers

- 1 B 2 D 3 C 4 A

- 4** Tell students to read the article carefully. Then ask them to cover the article and read the statements. Tell them to discuss each statement with a partner and decide whether it is correct or incorrect according to the article. Ask them to check their answers by scanning the article again, looking carefully for the specific information.

Answers

- 1 Correct 2 Correct
3 Incorrect. It was common 200–300 million years ago.
4 Correct 5 Correct

- 5** Read out the meanings one by one for students to discuss in pairs which highlighted word it matches. Check understanding of any other new words in the text. Encourage other students to provide definitions if they can. New words may include *imaginary* (not real but imagined in your mind), and *stay still* (stay without moving).

Answers

- 1 exist 2 jungle 3 rare 4 common

Talking points

Give each student a number: 1 or 2. Divide them into groups with students who have the same number. Group number 1 should discuss the first question, and group number 2 should discuss the second question. Monitor and join in with the discussions, helping with ideas and language where necessary. Give positive feedback for interesting ideas.

After a few minutes, put students into new groups, each with one or two students of each number. Ask them to share their ideas before feeding back as a class.

EP Word profile

Divide the class into groups of three and give each group a sentence to look at. Ask them to think about the meaning of the sentence and write another sentence using the word *still* in the same way.

Put students into new groups of three, with one student who discussed each sentence in each group. Ask students to read out the sentence from the Word profile, explain the meaning (sentences 1 and 3 = continuing to happen; sentence 2 = without moving) and then read out their sentence. The rest of the group should listen and decide whether they think the meaning and new sentence are correct. Share some ideas as a class. Monitor as students complete the exercises on page 126. Check answers.

Answers

- 1 1 continuing 2 despite 3 not moving 4 drink 5 despite
2 1 There are still 1,500 wild tigers in India.
2 They still haven't found any new species.
3 Bears often sit still for a long time.
4 The scientists still need more money.
5 This is still water. I asked for sparkling water!
6 I only got 60%, but I still passed.

Cooler

Divide the class into three groups and get students to form three lines, standing one behind the other in front of the board.

Show the three students at the front of the lines the animals on page 68. Point to an animal and tell them to whisper its name to the student behind them. Students continue whispering its name down the line. When the last student in the line hears the word, they come to the board and draw the animal. Award a point to any team which draws the correct animal.

GRAMMAR Modals of probability

- 1 Before class, wrap up a box in paper. Say 'Today it's my birthday! This is my birthday present. I don't know what it is. It might be a new watch! It could be some chocolates. It can't be a football. It isn't round. It must be something small. What do you think it is?' Do not correct their use of modals of probability at this point.

Ask students to look at the photo and say what they think it might be (a stick insect). Tell them to read the sentences and complete the rules in pairs. Invite different students to read out each completed rule.

→ Grammar reference Student's Book page 149

Answers

a might/could b must c can't

- 2 Tell students to read the sentences and ask a stronger student to explain what they have to do.

Students complete the exercise individually and then compare their answers with a partner. Invite different students to read out the completed sentences. Ask them to explain their answer.

Mixed ability

To support weaker students, do the exercise as a class. Ask stronger students to use gesture and facial expression to provide further explanation of the options, e.g. nodding for *must*, shaking their head for *can't*, and waving their hands side-to-side for *might* and *could*.

Answers

- 1 can't 2 could 3 might 4 can't 5 might 6 must
7 can't 8 must


Corpus challenge

Ask students to read the sentence, written by a student. Ask them to look at the verbs and elicit which modal verb is used and what the tense is (*can*; present simple).

Tell them that there is one mistake in the sentence. Ask them to work in pairs to decide what the mistake is. Invite a student to say what the mistake is and why it is wrong (*can* is used to express ability, whereas this sentence is about probability). Ask another student to correct the mistake.

Answer

This could/might be the best trip ever!

- 3  2.04 Play the first sound. Say 'What is it? It can't be a bee. A bee is too small. It might be a bear because it is loud! It could be an elephant ... No. It must be a tiger. It sounds like a big cat!'

Play the second sound. Students work in small groups to discuss the noise and make sentences using all four modals of probability. Encourage stronger students to give a reason if they can.

Repeat the process with the other sounds.

Audioscript

Narrator: 1

(a tiger roaring)

Narrator: 2

(birds calling)

Narrator: 3

(a basketball game)

Narrator: 4

(an egg frying)

Narrator: 5

(heavy rainfall)

Narrator: 6

(a motorboat)

Narrator: 7

(a plane taking off)

Narrator: 8

(clapping and cheering at a concert)

Extension activity

Play a guessing game similar to exercise 3. Ask students to think of a noise but not to tell anyone what it is. Nominate a student to make their noise for the class to guess. The others must use an appropriate modal of probability in a sentence when guessing.

The first person to guess correctly then makes their noise. Continue until several students have had a turn. This could also be played in small groups.

Answers

- 1 a tiger 2 birds 3 a basketball game
4 an egg frying 5 heavy rain 6 a motorboat
7 a plane taking off 8 clapping and cheering at a concert

- 4 Tell students to look at the photos and ask two students to read out the example conversation.

Put them into new pairs to discuss the photos. Monitor and help as they are working. Give positive feedback for the correct use of modals of probability. Invite pairs to hold their conversations in front of the class.

VOCABULARY Adverbs of probability

- 1 Ask students to read the sentences and discuss the meaning of the words in bold with a partner. Draw the probability line on the board while they are working. Feed back as a class.

Tell students to look at the line on the board and ask 'What does yes mean?' (I'm certain it is) and 'What does no mean?' (I'm certain it isn't).

Invite different students to come to the board and write the adverbs in the correct place along the line.

Answers

- 1 definitely 2 probably 3 perhaps 4 definitely not


- 2 Ask students to look at the photos and say what they can see. Tell them that both photos are related to the topic of the unit.

Put them into pairs to make suggestions about the photos using the adverbs of probability. Monitor and help as they are working. Invite suggestions from the class, reminding students to use the adverbs of probability.

Tell them to check their ideas on page 121 to see if they were correct.

LISTENING

- 1 Write *Animals at work* on the board and elicit examples of animals which work with humans (for example, dogs help the police). Set a short time limit for students to read the introduction and look at the photos. Discuss some ideas about how animals help humans.

- 2  2.05 Play the recording for students to listen out for the three animals.

Check answers.

Audioscript

Narrator: Animals at work

Presenter: There are always stories in the news about how we need to save the planet's wildlife. But sometimes humans need help too. Hear how some clever creatures are helping us. Over to our animal expert, Ron Jones.

Ron Jones: We all know that dogs can make a big difference to blind people, but now they can help people who aren't blind as well. I spoke to a schoolgirl called Donna Hutt. She's disabled and she's been in a wheelchair for three years.

Ron Jones: How does your dog help you, Donna?

Donna Hutt: My dog, Riley, is amazing. She can open and close doors. She can get things for me, like the remote control. She's even learnt to pick up my clothes from the floor!

Ron Jones: Does Riley go to your school as well?

Donna Hutt: Yes. Before I had Riley, I was 'the girl in the wheelchair'. Now I'm 'the girl with the amazing dog!' I can't imagine living without her. She can give me my books at school, she can get money out of the bank for me, and she can even give shop assistants my money at the checkout.

Ron Jones: That's really clever! Thank you, Donna, for talking to us about Riley.

Donna Hutt: That's OK.

Presenter: What a wonderful story!


Ron Jones: Yes. Dogs help us more than most other animals. They can smell really well, so the emergency services often use them to find people, for example, under badly-damaged buildings. But they aren't the only animals that help in dangerous situations. After a war, there are often bombs buried in the ground. Now the army is using specially-trained rats to find these bombs. And the rats are light, so the bombs don't explode.

Presenter: That's interesting! I never knew that.

Ron Jones: Well, did you know that bees also have a very good sense of smell? They can recognise different chemicals, and even change the buzzing noise they make depending on which chemical they find. Scientists are now training them to recognise and find chemicals that are dangerous to humans, so they can warn us if these chemicals are in the air. Bees are much cheaper to train than dogs and rats, so scientists hope that they will be used more in the future. Another possible use for bees is ...

Answers

dogs, rats and bees

- 3  2.05 Tell students to read the sentences and think about how to complete them. Ask them to compare their ideas with a partner. Play the recording again for them to listen and check their answers. Find out whether they were surprised by any of the information.

Answers


- 1 Rats 2 Dogs 3 Bees 4 Rats 5 Dogs 6 Bees

- 4 Put students into small groups. Monitor and join in as they discuss the questions. Give positive feedback for interesting ideas. Then give each student in the group a number and ask all students with the same numbers to form a new group. Set a short time limit for them to share their ideas before holding a whole-class discussion.

SPEAKING Describing a picture (1)


- 1 Remind students that we use the present continuous to describe photos. Put them into pairs to say what they think is happening in the photo.

Invite them to share their ideas but do not confirm them at this point.

- 2  2.06 Play the recording for students to listen and check. Were any of their ideas mentioned?

Audioscript

Girl: I can see two people and a dog on a mountain. It looks very cold because they're wearing warm clothes, and thick gloves. There's deep snow on the ground. I think the people are probably mountain rescue workers, and the dog is probably a rescue dog. On the left, one person is digging down into the snow. Maybe they're looking for someone who's buried under the snow. The other person's on the right; he's kneeling next to the dog. He might be the dog's trainer. I think perhaps the dog has found the person, and now the rescue workers are going to dig them out. I think dogs are amazing animals, and we're very lucky that we can use them to help rescue people after accidents like this.


- 3  2.06 Tell students to read the phrases in the *Prepare* box. Go through each one, and then ask students to complete the sentences.

Play the recording again for students to check their answers. Check answers.

Answers

1 probably 2 left 3 Maybe 4 on the right 5 might
6 perhaps

- 4 Monitor as students describe the photo in pairs, giving positive feedback when they use phrases from the *Prepare* box. Invite different students to say a sentence about the photo using one of the phrases.

- 5  *Preliminary* Speaking Part 3 tests students' ability to organise language while speaking for a long turn. They are given a photo to describe, and should talk about it for about one minute, demonstrating their vocabulary. Although each student is given a different photo to describe, the photos are linked by topic.

Cooler

Draw part of an animal on the board and ask students to guess what it is using modals of probability, e.g. 'It can't be a tiger because it's got wings. It might be a lion because it's got big teeth and it looks fierce. No, it must be a tiger because it's got stripes'.

Students then work in small groups taking turns to draw part of an animal and guessing what it is. Remind them to use modals of probability.

You may need to pre-teach these words before playing the game: *claws, sharp teeth, tail, paws, whiskers, trunk, wings, beak, hooves, fins, stripes and spots*.

Project

Tell students to choose a country far from where they live. Show them a map of the world for them to do this, and make sure students choose a variety of places. Tell them that they are going to carry out some research online to find out about an interesting or unusual animal which lives there.

Allow students time to do their research. Remind them to make notes about just one animal. Ask them to find out what it looks like, which country it lives in, what it eats, what it sounds like, how it spends its time and what its home is like. Encourage them to find the most unusual animal possible.

Ask them to find a picture of their animal, too. They should also practise what they are going to say.

In the following class, students present their picture and describe the animal they researched. Tell the class to listen carefully and ask further questions about the animal.

Teacher's resources

Student's Book

Grammar reference and practice page 149

Vocabulary list page 133

Workbook

Unit 12, page 48

Go online for

- Pronunciation
- Progress test
- Achievement test
- Corpus tasks