

10 Animals and us

Unit profile

Vocabulary: Nature and wildlife
Reading: Animals in danger
Grammar: Conditional sentences; second conditional
Vocabulary: Phrases with *at*
Listening: A race with teams of dogs
Speaking: Discussing a topic (1)

Warmer

Write or dictate the letters in each of the words in the box in exercise 3 on page 58, but without the vowels. Put students into pairs or teams and set a short time limit for them to guess the words. Check understanding as you elicit the words. Monitor and check pronunciation, e.g. *creatures* /'kri:.tʃəz/, *environment* /ɪn'vaɪ.rən.mənt/ and *jungle* /'dʒʌŋ.ɡl/, and give pronunciation practice if necessary.

Your profile


Put students into mixed-ability pairs to discuss the questions. Monitor and encourage them to give examples of animals in danger they know of, or would like to see if they visited a zoo. Encourage students to explain their reasons. Bring the class together and ask students to report on discussions.

VOCABULARY Nature and wildlife

- 1 Put students into same-ability pairs to look at the pictures. Monitor and help students express their opinions as they discuss the question. Bring the class together and invite two or three students to give and justify their answer. Explain that the tiger is thought to be most at risk. Make a note of any useful theme-related vocabulary on the board, e.g. *extinct*.

Mixed ability

Give weaker pairs one reason why each of the animals is in danger, e.g. bees: a fall in the number of flowers; bluefin tuna: too much fishing; tigers: forests are being destroyed. Ask them to match the reasons with the pictures.

- 2  1.26 Read the question and play the recording. Pause after each speaker to give students time to note their answers. Allow students to compare their answers with a partner before listening again to check. Get students to give answers, encouraging them to add any other information they remember. Do not over-correct for accurate use of conditional forms at this point.

Audioscript


Daniel: Everyone knows that bees make honey, and I love honey! But it's not just about saving something sweet and tasty. This problem is as serious as saving the rainforest. It's really important. Why is that? Well, you see, the population of honeybees today is far lower than it used to be even a few years ago. And why does that matter? Well, because bees and other insects help our crops to grow in the fields. Besides, without them, we wouldn't have nearly as many plants and flowers. If bees disappeared completely, we would all suffer and our food would be more expensive.

Ruth: Some people say that the bluefin tuna is one of the tastiest living creatures in the sea. But you wouldn't eat a tiger, would you? Well, this large fish is equally in danger, probably more so. It is overfished, because it's such a popular ingredient in sushi and other dishes. If we don't stop this soon, the balance of the ocean environment will be damaged forever. There are other kinds of tuna besides the bluefin that we can eat instead and these exist in bigger numbers, so why don't we eat those?

Tommy: Over the last hundred years, at least ninety-five percent of tigers living in the wild have disappeared. There could be as few as 3,200 left today. This is all due to the actions of humans. Besides being hunted, tigers are facing another challenge. The landscape where they live is changing, as more and more trees are cut down for wood, and the areas of jungle are getting smaller all the time. However, many things are happening at long last to protect tigers and increase their numbers, so by the next Year of the Tiger in 2022 we could all have better news.

Answers

Daniel: the population of honeybees is lower than it used to be, they help our crops to grow so there won't be as many plants and flowers and food will be more expensive
Ruth: the balance of the ocean environment will be damaged forever
Tommy: 95% of tigers have disappeared, the area of the jungle where they live is getting smaller

- 3  1.26 Put students into mixed-ability pairs and ask them to underline key words, phrases or clues in 1–8 which they think will help them complete the sentences (see Answers). Monitor and encourage stronger students to give reasons for their ideas. Play the recording for students to check their answers before feeding back as a class.

Answers

- 1 rainforest (clue: collocates with *save*)
- 2 population (clue: lower, reference to size)
- 3 crops (clue: collocates with *grow*)
- 4 creatures (clue: in the sea)
- 5 environment (clue: the ocean is a type of environment)
- 6 humans (clue: an action is something done by a person)
- 7 landscape (clue: trees are part of the jungle)
- 8 jungle (clue: smaller, a jungle is a mass)

- 4 Put students into pairs or small groups to discuss the question. Monitor and help students express their ideas. Bring the class together and invite two or three students to report the conclusions of their discussion. Take a class vote on which animal is most important.
- 5 Put students into small groups and elicit examples of animals living in the wild, e.g. polar bears in the Arctic, before they discuss the questions. Ask each group to nominate a spokesperson to report a summary to the class, and write ideas on the board.

EP Word profile

Ask students to explain each use of the phrases with *besides* to their partner. Discuss ideas as a class. Then set the exercise on page 134. Check answers.

READING

- 1 Direct students to the photo and ask *Have you ever seen this animal? Where? What do you know about it?* Do not over-correct for accuracy, but help students communicate their ideas. Read the instructions aloud. Tell students to ignore the spaces and set a short time limit for them to read the text and answer the question. Give weaker students the following prompts written on slips of paper to guide their reading: *Where does it live? What does it eat? Why is it in danger? How many are left? What will happen in the future?* Put students into pairs to compare answers, and elicit some facts.

Write *the wild, the rescue centre, private homes, the national park* on the board and check meanings. Direct students to the second paragraph and tell them to put the places in the order they are mentioned in the text (private homes, the rescue centre, the national park, the wild).

Possible answer

Orangutans live in the trees of tropical rainforests, they eat fruit, there are only around 7000 left.

● Prepare for Preliminary for Schools

Reading and Writing, Reading Part 5

Task description

Reading Part 5 tests students' understanding of vocabulary, and grammatical items such as prepositions, pronouns and linking words. The text contains ten numbered spaces followed by a four-option multiple-choice question for each space.

Tip

Tell students to remember to check that the answers they choose fit with the words around the spaces, e.g. limited *to* and *in this way*.

- 2 ● Read the example and each of the options with the class. Tell students to look either side of the space and ask them why *also* is the correct answer. Encourage them to think about the meaning of the word and its position in the sentence (the missing word should mean *in addition*, it can follow *and* and occur before a noun; *yet* and *still* do not mean *in addition*; *too*, meaning *also*, occurs at the end of a sentence or clause). Monitor and encourage stronger students to give reasons for their answers as they complete the exercise in mixed-ability pairs. Make a note of any problematic items. Check answers.

Fast finishers

Ask fast finishers to find information in the text which explains what might happen to orangutans in the future (they will disappear) and to make a note of ways of preventing this. Students tell the class their ideas after checking answers to exercise 2.

Answers

1 B 2 C 3 A 4 B 5 D 6 A 7 B 8 D 9 B 10 C

- 3 Ask students to read questions 1–3 and to answer them individually. Put them into mixed-ability pairs to compare answers. Monitor and encourage stronger students to point to parts of the text where they can find the answer. Nominate individuals to give answers and see if the class agrees before confirming.

Answers

- 1 The forest has been destroyed.
- 2 a rescue centre
- 3 Many end up living in the wild and having babies.

Talking points

Tell students to complete a class survey. They choose one of the questions and ask as many people as possible, making a note of their answers, in a set time limit. Write *One person thinks ...* and *Most people said ...*. Give students time to write a short summary of what people said. They should add a final sentence expressing their own answer to the question. Bring the class together and read each of the questions in turn. Invite two or three students to read the results of their survey to the class. Encourage students to link their answers to what others before them have said. You could write the following phrases on the board: *As ... said, I agree with ... when he/she said ... , I'm afraid I don't agree with ... when he/she said ...*.

GRAMMAR Conditional sentences

Books closed. Draw two columns on the board, headed *If/When + Possible action + Result*. Write some conditions in the *Possible action* column, e.g. *miss the bus, leave my phone on, don't have breakfast, go to London, travel by plane, don't know a word in English*.

Elicit a model sentence for the first one, e.g. *If I miss the bus, I get home late*. Nominate a student and ask *What will happen if I miss the bus?* Nominate another and ask *Is this a fact? Will this situation (i.e. getting home late) actually happen if I miss the bus?*

Underline the verbs (*miss, get*) and point out that we use the present tense when we are talking about factual results and results which are general truths.

Put students into small groups to add factual results to the possible actions on the board. Ask students to say complete sentences and ask the class to say *yes* or *no* to indicate whether or not the result is a general truth after each suggestion. Monitor for accurate use of tense.

- 1 Read the instructions with the class. Ask students to read both sets of sentences and say which ones are like the examples on the board and why (the sentences in pair 1 use the present tense and are about situations that actually happen). Monitor and help as students do the matching activity in pairs, checking they understand the rules. Bring the class together and check answers. Add both sets of sentences to the board, underlining verb tenses and *if / when / will / won't*.

Answers

1 a 2 b

→ Grammar reference Student's Book page 154

- 2 Ask students to read the sentence halves and check vocabulary as necessary, e.g. *protected* (kept safe from something dangerous). Do one or two items as a class before putting students into mixed-ability pairs to continue. Monitor and encourage stronger students to explain why an answer is correct. Ask students to give answers, and see if the class agrees before confirming. Tell students to underline the verb tense and say which sentences use the first conditional (1 d, 3 e, 5 c).

Extension activity

Put students into groups of three. Student A says a condition (either zero or first), e.g. *If school is cancelled tomorrow ...*, Student B says an appropriate result, e.g. *I'll go to the beach*. Student B then says a condition and Student C says a result.

Answers

1 d 2 a 3 e 4 f 5 c 6 b

- 3 Do the exercise as a class. Ask *Are the conditions and results in both sentences the same?* (Yes). Which words mean the same as 'unless' in sentence 2? (*If ... don't*). Write the sentences on the board and underline *unless* and *if we don't*. If students need more practice to grasp form and meaning, give them some more sentence stems to continue, e.g. *If it rains tomorrow / If it doesn't rain tomorrow; If I get up early tomorrow / Unless I get up late tomorrow; If she drinks any more coffee / Unless she stops drinking coffee*.

Answer

don't do

- 4 Do the first item as a class and ask students to continue individually. Monitor and help if necessary and nominate individuals to give answers. Alternatively, set a two-minute time limit for students, in pairs or small groups, to write their answers on a slip of paper. They swap slips of paper and check answers.

Fast finishers

Ask fast finishers to write two similar gap-fill sentences for another fast finisher, and to swap and complete their sentences.

Answers

1 unless 2 If 3 if 4 Unless 5 unless 6 If

Second conditional

- 5 Do the exercise as a class. Direct students to sentences 1 and 2. Ask *Are the sentences about the future?* (Yes). Which sentence suggests that bees probably won't disappear? (2). Add sentence 2 to the board and underline the verbs. Point out that second conditional sentences are about situations which are not true now and probably won't be in the future.

Extension activity

Set up a chain story: Say *If I had more free time, ...* and nominate a student to continue. That student completes the sentence and nominates another to continue, and so on until each student has contributed to the story. If students are running out of ideas, introduce different *if*-clauses, e.g. *If I could live anywhere, ...; If I had a car, ...; If I was a teacher, ...*.

Answer

Sentence 2

- 6 Do the first item as a class, reminding students that the verbs must follow one of the conditional patterns. Ask them to continue individually, checking answers after each one. Allow weaker students to complete the exercise in pairs.

Answers

1 existed 2 would 3 won't 4 didn't 5 are

Corpus challenge

Put students into pairs to correct the mistake. Nominate a student to give the answer and ask the class if they agree.

Answer

I would be really happy if you met Maria.

- 7 Model the activity by giving your own responses. Put them into pairs or small groups and ask them to choose the two most interesting situations to discuss. Monitor for accuracy and ask students to report any interesting or amusing answers back to the class.

Fast finishers

Ask fast finishers to complete the sentences again, this time with two true and one false answer. They swap with another fast finisher, and decide which results are true and which is false.

VOCABULARY Phrases with *at*

- 1 Write *Phrases with at* and these numbers on the board: 90%, 96%, 98%. Read the first sentence aloud and ask *How many tigers will have disappeared?* Tell students that two answers are possible (96% and 98%). Ask them to choose a meaning for *at least* from *a* or *b* (*b*). Check students understand the meaning of *finally* (after a long time). Read sentence 2 aloud.

Answers

1 b 2 a

- 2 Read the phrases in the box aloud, and ask students what they mean or when they are used. Help students communicate their ideas. If they need more support, give them the following definitions to match to an *at* phrase:


- to make negative statements stronger: *at all*
- in the beginning: *at first*
- the highest standard that can be achieved: *at its best*
- at the same time: *at once*
- now: *at present*

Do the first item as a class and monitor and help as students continue individually. Ask students to give answers and see if the class agrees before confirming.

Answers

1 at its best 2 at once 3 at present 4 At first 5 at all
6 at least

LISTENING

- 1 Ask students if they have ever watched animals racing, and encourage them to share their experiences with the class. Direct them to the questions and the photo. Tell them to guess the answers with a partner. Share ideas as a class, encouraging students to give reasons for their answers.
- 2  1.27 Read the instructions and play the recording. Allow students to compare their answers with a partner before checking as a class.

Audioscript

Adam: Hi Berit. Thanks for sending me that photo of the dog sled event, awesome. So what part of Norway is it?

Berit: Up in the north, the area's called Finnmark.

Adam: It looks very cold! And how long is the race actually?

Berit: Do you mean the distance travelled?

Adam: Yeah, and the time it takes as well.

Berit: It's one thousand kilometres! Isn't that amazing? The fastest team can complete the race in under six days, without stopping.

Adam: Hang on a moment, when you say without stopping, do these people sleep standing up?!

Berit: No, there are rest breaks, when the people can change over. And if a dog isn't running properly, it gets to rest under a blanket on the sled.

Adam: Sorry, I don't understand. You mean some dogs do complete the whole one thousand kilometres?

Berit: That's right. It's what they're trained to do, Adam. Each team starts with fourteen dogs and of course there are some that don't run the whole way, but as long as there are enough dogs left to pull the sled, the team can continue the race.

Adam: Oh, I see. How many teams enter then?

Berit: Around one hundred and forty.

Adam: Sorry, I missed that, can you repeat the number you just said?

Berit: 140 – one-four-oh. And they don't just come from Norway – there are Italians, people from Spain, even a team from Scotland.

Adam: Wow. I'd love to come over and see it one day. Do many local people watch the race?

Berit: Absolutely, you can see that from the photo.

Adam: I suppose so, yeah, they look ...

Berit: It's really – oh, sorry, what were you going to say?

Adam: I can't remember! Oh yes, er, it looks so cold they must really want to be there!

Berit: It's great fun. You know, the people watching often stay where they are for hours cheering the teams on. They can take a long time to go through, especially towards the end of the race.


Adam: Interesting! Going back to the dogs, um, are they OK, do they suffer at all?

Berit: Of course not! Like I said before, they have big teams. If a dog got tired or sick, no one would expect it to race. And there are several vets along the route, who check on all the dogs regularly.

Adam: That's sensible. OK, on a completely different subject, what are you going to do next weekend? Do you fancy Skyping again ...

Answers

1 Finnmark, Norway 2 1000 km 3 140 4 very popular

- 3  1.27 Read the instructions and check students understand the sentences. Put them into pairs to discuss the sentences from memory. Play the recording again for students to check their answers.

Answers


Sentences 1, 3 and 4 are correct. Sentence 2 is incorrect as some dogs run the full distance. Sentence 5 is incorrect as vets regularly check on all the dogs.

SPEAKING Discussing a topic (1)

- 1 Read the instructions and monitor and help as students do the exercise in mixed-ability groups. Bring the class together and ask one spokesperson from each group to give an additional piece of advice. The class vote on which piece of advice they think is the best. Encourage students to give reasons.

Answers

1, 3, 4, 5 and 6

- 2  1.27 Ask students to read the *Prepare* box. Play the recording, pausing after each of the phrases for students to match the phrases to the functions. Check answers after each phrase.

Extension activity

Put students into same-ability pairs to test each other on the phrases in the *Prepare* box. They take turns saying a function for their partner, who must say one of the phrases from memory.

Answers

1 b, c 2 a 3 h 4 f, g 5 d 6 e

Prepare for Preliminary for Schools Speaking Part 2

Task description

Speaking Part 2 tests students' ability to make suggestions and recommendations, discuss alternatives and come to an agreement. The interlocutor gives them instructions and a picture showing different ideas, as a stimulus for the discussion. Students talk to each other for up to three minutes, expressing their own opinions about the situation.


Tip

Tell students that these expressions are useful to keep the conversation going:

What do you think?

Is there anything you'd like to add?

What else do we need to consider?

- 3  Put students into same-ability pairs. Direct them to the picture and read the questions. Give students time to think about the differences before they start discussing the questions. Monitor and help as necessary, giving positive feedback when they use the phrases from the *Prepare* box.

- 4 Ask students to read the questions and check they understand the meaning of *taking part in* (participating in). Tell them to choose two questions and select a stronger pair of students to discuss their answers in front of the class. Monitor and help as students continue in pairs. Bring the class together and share any interesting points made during the discussion.

Cooler

Give students one minute to look at the *Prepare* box in exercise 2. Books closed. They write a phrase from memory for each of the functions 1–6 and then open their books to check their answers.

Project

Put students into pairs or small groups to find out more about protected animals in the wild. In class, ask them to make a list of their favourite animals that might be in danger, where they live, why they are threatened and what could be done to save them. Possible animals may include whales, polar bears, pandas and elephants. Students share out the topics and use the internet to research information. They can either make a poster or present their information using PowerPoint in the following class. Other students can offer further suggestions on what could be done to help, and vote on the animal that needs the most urgent attention.

Teacher's resources

Student's Book

Grammar reference and practice page 154

Vocabulary list page 140

Video

Animals and us
Speaking Part 4

Workbook

Unit 10, page 40

Go online for

- Pronunciation
- Progress test
- Video extra worksheet
- Speaking test video worksheets
- Corpus tasks