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Alice Copello , With Simon Cupit
Excerpt
More Information

Unit 7 Why are animals important?

Lesson Aim: I can talk about and describe animals.

Warmer

Elicit the unit title. Encourage students to consider how animals help humans and why they are important.

Teacher Support Hub pp xxxiv–xxxv

Start It!

Unit Quiz

1 & 2 Point out that the animal is a lemur – a small animal that has a long tail and lives in trees. Wild lemurs are only found on the island of Madagascar.

3 & 4 Write students' ideas on the board. Play **video 7.1** and allow students to check their answers in pairs.

Video Comprehension Questions

Extend It!

Ask students to remember facts from the video and ask their partner a question starting *Which animal …?*

Class Challenge

A tarantula can survive for one year / **two years** / three years without food.

Flipped Class

Prepare for **Explore It!** (p83). Students find at least three interesting facts about an animal to share in the next class.



Unit Aims

Skills

I can ...

- understand texts about animals p84, p90
- ask for and respond to information p88
- write an article p89

Language

I can ...

- talk about and describe animals p83, p86
- understand how to use different past tense forms p85, p87

Learn to Learn

I can ...

- categorize vocabulary, p83
- think about questions before listening p86
- identify noun and verb forms p91
- use mind maps p93

Extra Resources

- Finished? Student's Book **p124**
- Vocabulary Bank, Student's Book **p134**
- Workbook **p56–63**
- Grammar Reference and Practice, Workbook **pp100–101**
- Teacher Support Hub, Teacher's Book **pp xxxiv–xlvii**

Digital Resource Pack

(on Cambridge One)

- *Teacher's Resource Bank* for word lists, differentiated worksheets, *Culture Projects*, and many other extra resources
- *Practice Extra, Presentation Plus, Test Generator,* and *Digital Collaboration Space*

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Lesson Aim: I can talk about and describe animals.

Warmer

Ask students to think of an animal for each letter of the alphabet. The student with the most answers wins.

VOCABULARY

Animals

7.01 **1** Match ten animals with the photos. Then listen, check, and repeat. Which four animals are not in the photos?

bear	g	giraffe	a	mouse	f
crocodile	j	hippo	b	parrot	i
donkey		horse		snake	c
duck		lion	e	whale	d
eagle	h	monkey			

1 donkey
2 duck
3 horse
4 monkey

7.02 **2** Listen to the noises. Which animals do you hear from Exercise 1?

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

3 Work in pairs. Which of the animals have:
1 a tail? 2 feathers? 3 fur?

1 bear, crocodile, donkey, duck, eagle, giraffe, hippo, horse, lion, monkey, mouse, parrot, whale
2 duck, eagle, parrot
3 bear, donkey, giraffe, horse, lion, monkey, mouse

LEARN TO LEARN

Word Categories

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

4 Complete the categories with animals from Exercise 1. Then write two more animals for each category.

Mammals	Birds	Reptiles
bear, donkey, hippo, horse, lion, monkey, mouse, whale	parrot	snake
giraffe	duck, eagle	crocodile

Use It!

5 Work in pairs. Guess the extra animals in each of your partner's categories.

6 Write new categories for the animals. Tell your partner the animals but NOT the categories! Can your partner guess your new categories?

Mouse, parrot, snake — *Is your category "pets"?*

Explore It!

Guess the correct answer.
A blue whale's tongue weighs the same as …
a a crocodile. b an elephant. c a giraffe.
Find another interesting animal fact. Then write a question for your partner to answer.

Audioscript pT139

7.01 **1** Remind students that they only need to match ten of the animals in the box with the photos. Pause after each word to drill the pronunciation.

Target Vocabulary

bear beər
crocodile ˈkrɑ·kə·daɪl
donkey ˈdɑŋ·ki
duck dʌk
eagle ˈi·gəl
giraffe ʤɪˈræf
hippo ˈhɪ·poʊ
horse hɔrs
lion ˈlaɪ·ən
monkey ˈmʌŋ·ki
mouse maʊs
parrot ˈpæ·rət
snake sneɪk
whale weɪl

Crossword
Vocabulary Memory Game

7.02 **2** Pause after each sound to give students time to write.

3 ★★★ Students think of more animals with a tail, feathers, and fur.

Vocabulary Bank SB p134

Learn to Learn

We begin to group things together from an early age. Encourage students to remember new vocabulary by putting new words into different groups.

4 Encourage students to cover and remember the spelling of the words when writing them in the categories.

5 Write prompts on the board and model them with a strong student.
A Are your extra animals elephant, tiger, and cat?
B Elephant is right but not the other two. Try again!

6 ★ Write other possible categories on the board (e.g., *Animals I like / Animals I don't like*, *Carnivores/Herbivores*).

Explore It!

Students write a question using one of the facts they found for homework, and then ask their partner.

Extend It!

Students close their books and write down all the animal words they can remember from p83.

Homework

Workbook p56

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Lesson Aim: I can understand texts about animals.

Warmer

In large groups, students take turns miming an animal from the previous lesson, making animal sounds as necessary. The first student to guess the animal wins a point and mimes the next animal. Students play for four minutes.

Teacher Support Hub pp xxxvi–xxxvii

1 Elicit students' ideas on the board.

2 ★ Give students prompts: *The gorilla is different because … , The elephant doesn't have … ,* and *The tiger is … .* Students guess the answers in pairs, using a dictionary if necessary.

3 7.03 Students discuss the facts they learned in groups of four and decide which is the most interesting.

Extra Reading Practice

4 EXAM ★★★ After feedback, students write one fact using information in the texts. Then they give it to another student to check.

5 Write the answers on the board to check spelling more easily.

6 Support students by writing the following on the board while they discuss: *to hide, warm, safe from hunters, hunt, clean,* and *I'm not sure, what do you think?, It might be because … .*
Suggested answers:
1 to hide so they can hunt better; 2 to be warm and clean at night; 3 so that hunters will not hunt them for ivory

Animals with a Difference

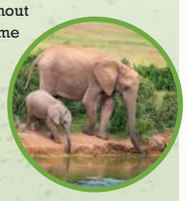
Snowflake

From 1964 to 2003, there was a special gorilla in the 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.



Nómade

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



Artico

In 2004, a Bengal tiger named Artico was born in a wildlife center in Alicante, Spain. But 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.



GORILLA FACT FILE
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.

AFRICAN ELEPHANT FACT FILE
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.

BENGAL TIGER FACT FILE
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.

READING
Fact Files

1 **Tell your partner two things you know about gorillas, elephants, and tigers.**

2 **Look at the photos. What is different about Snowflake, Nómade, and Artico?**

7.03 3 **Read the text and the fact files. Check your answers to Exercise 2. Find out two more things about each animal.**

Snowflake is white.
Nómade doesn't have tusks.
Artico is white.

4 EXAM **Circle the correct answers.**

		Snowflake	Nómade	Artico
1	Who was born in Spain?	A	B	(C)
2	Who was female?	A	(B)	C
3	Who was very famous?	(A)	B	C
4	Who was similar to her sisters?	A	(B)	C
5	Who was not white?	A	(B)	C
6	Whose parents had stripes?	A	B	(C)
7	Who lived in a zoo?	(A)	B	C

5 **Find words in the fact files for each of these categories. Think of two more words for each category.**
Animals: *gorilla* , elephant, tiger, deer, buffalo, antelope
Things animals eat: fruit, leaves, plants, grass, trees, deer, buffalo, antelopes, other animals
Habitats: forests, mountains, savannah

Voice It!

6 **Why do you think …**
1 tigers have stripes?
2 gorillas build a nest every night?
3 some elephants are born without tusks?

Finished? p124 Ex. 1

Finished?

Students turn to p124 and do Exercise 1.

Flipped Class

▶ Ask students to watch **video 7.2** and do **Video Worksheet 7.2**.

Homework

Workbook p57

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Lesson Aim: I can understand how to use different past tense forms.

Warmer

Write *Snowflake*, *Nómade*, and *Artico* on the board. In pairs, students write as many facts as they can remember about these three animals in two minutes. During feedback, check students' pre-existing knowledge of *was/were*.

▶ Play **video 7.2**. Elicit that the flamingo was gray. There was a kangaroo, some toads, some caterpillars, a tapir, and a seal.

1 Allow students to look back at p84 to help them fill in the chart. Then drill the sentences and help with any pronunciation problems.

Extra Grammar Practice

2 Students read the text on p84 again and answer *yes* or *no*. After feedback, students complete the sentences in pairs.

3 ★ Support students with some of the words in the text before they attempt the task. Ask them to read through the text without paying attention to the missing words, and draw a picture of an island with some animals on it (a small elephant, a dragon without wings, a big rat) and a small person.

Grammar Game

In pairs, students draw a quick picture of a zoo with a lot of animals in it and show it to another pair for ten seconds only. The new pair has two minutes to write as many sentences about the zoo as possible (e.g., *There were three elephants.*). They win a point for each correct sentence about the picture of the zoo.

GRAMMAR IN ACTION

Simple Past: *To Be, There Was/Were*



Watch video 7.2
What color was the flamingo when it was a baby?
What animals were there?

	Singular	Plural
+	His name [1] was Snowflake.	They [6] were orange with black stripes.
+	**There** [2] was a special gorilla in the zoo.	**There were** other gorillas in the zoo.
–	Artico [3] wasn't like his parents.	His parents [7] weren't white tigers.
–	**There wasn't** a white elephant.	**There** [8] weren't many elephants without tusks.
?	**Was** Artico completely white? Yes, he [4] was. / No, he **wasn't**.	**Were** they tigers? Yes, they [9] were. / No, they **weren't**.
?	**Was there** a gorilla? Yes, **there was**. / No, **there** [5] wasn't.	**Were there** any elephants? Yes, **there were**. / No, **there** [10] weren't.

1 **Complete the examples in the chart above. Use the text on page 84 to help you.**

2 **Find information in the text on page 84 to correct the sentences.**

1 Artico was a lion.
He wasn't a lion. He was a tiger.

2 Snowflake was born in Barcelona.
He wasn't born in Barcelona.
He was born in Africa.

3 Nómade was an Indian elephant.
She wasn't an Indian elephant.
She was an African elephant.

4 Snowflake and Artico were black.
They weren't black.
They were white.

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

GIANT DRAGONS!

In the past, on the Island of Flores, [1] there were animals like elephants. But [2] there was one difference: they [3] were very small. [4] There were also Komodo dragons and huge rats on the island. [5] Were there people on Flores? Yes, [6] there were, but they [7] weren't very tall. They [8] were only about one meter tall. That's the size of a three-year-old! And their brain [9] was the size of an orange!

Use It!

4 **Write questions with *was*/*were*. Then ask and answer with a partner.**

1 Where / born?
Where were you born?

2 What / favorite subject in elementary school?
What was your favorite subject in elementary school?

3 What / favorite animal / when / you / six?
What was your favorite animal when you were six?

4 Who / best friend / when / you / eight?
Who was your best friend when you were eight?

5 Where / you / at six o'clock on Sunday evening?
Where were you at six o'clock on Sunday evening?

6 When / your last vacation?
When was your last vacation?

Finished? p124 Ex. 2

4 Students can write the questions in pairs, and then they can ask and answer them with a new partner.

Finished?

Students turn to p124 and do Exercise 2.

Homework

Workbook p58

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Lesson Aim: I can talk about and describe animals.

Warmer

Ask students about their favorite animals. Encourage them to explain their answers.

Teacher Support Hub
pp xxxviii–xxxix

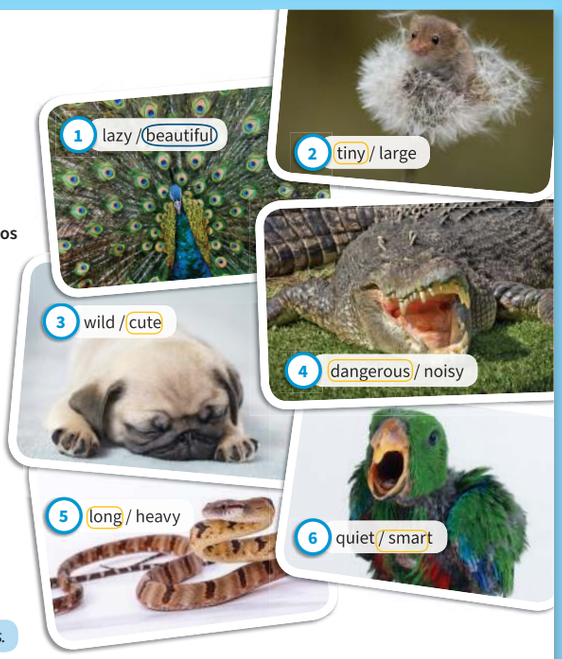
VOCABULARY AND LISTENING

Adjectives

7.04 **1** Circle the correct adjective to describe photos 1–6. Then listen, check, and repeat.

2 Write opposite adjectives from Exercise 1 for the words below.

1 short long
2 light heavy
3 huge tiny
4 quiet noisy
5 safe dangerous



Use It!

3 Think of three animals. Write two sentences to describe each one in your notebook. Tell your partner. Can they guess the animal?

It's quiet and fast. It sometimes lives in houses.

Is it a mouse?

A Podcast

4 Discuss the questions with a partner.

1 What can parrots do?
2 Are parrots good pets? Why / Why not?

7.05 **5** Listen to the podcast and circle what it's about.

a a hungry parrot
b an intelligent parrot
c a dangerous parrot



LEARN TO LEARN

Preparing to Listen

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

6 Underline the question words in Exercise 7.

7.05 **7** Listen again and answer the questions.

1 How old was Hannah? two years old
2 Who was really noisy? Willie the parrot
3 Who wasn't at home on the day of the story? Samantha / Hannah's mother
4 What was on the table? the toast
5 Where was Meagan when Hannah ate the toast? in the bathroom

8 Work in pairs. Take turns telling the story.

There was a little girl named Hannah ...

and there was a parrot named Willie.

Target Vocabulary

beautiful ˈbjuːtɪfəl
cute kjut
dangerous ˈdeɪndʒərəs
heavy ˈheːvi
large lɑrdʒ
lazy ˈleɪzi
long lɔːŋ
noisy ˈnɔɪzi
quiet ˈkwaɪɪt
smart smɑrt
tiny ˈtaɪni
wild waɪld

Spelling Practice

2 After feedback, ask students to think of one more animal for each word (e.g., *dangerous – lion*). Elicit these on the board.

Vocabulary Bank SB p134

3 ★★★ Instead of writing sentences, students could just think about the animals for a few moments.

4 Write these words on the board to support students while they discuss: *fly*, *speak*, *repeat*, *noisy*, *cage*, *play*.

7.05 **5** During feedback, encourage students to justify their answer.

Learn to Learn

Knowing the reasons for listening before they do a task helps students focus on relevant information.

6 Allow students time to discuss in pairs what they remember about the story.

7.05 **7** Encourage students to raise their hands when they hear an answer. This will help support weaker students.

8 This is an opportunity to see how much students know about irregular verbs. Ask students if they would like to have a pet parrot (or any other pet) and why.

Homework

Workbook p59

Flipped Class

▶ Ask students to watch **video 7.3** and do **Video Worksheet 7.3**.

7.04–7.05 **Audioscripts pT139**

1 7.04 Put students into pairs. If they don't know the vocabulary, allow one student in each pair to check in a dictionary. Then they explain or mime the word to their partner.

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Lesson Aim: I can understand how to use different past tense forms.

Warmer

▶ Play **video 7.3**. Elicit the animals (a mother bear and two baby bears) and that Ben touched a snake.

7.09 Audioscript pT139

1 After students complete the chart, elicit extra sentences about what students remember of the story from the audio.

Pronunciation

7.06–7.08 Students turn to p142 for practice of the sounds /t/, /d/, and /ɪd/.

2 After completing the exercise, allow students to check answers in pairs.

Get It Right!

Remind students that we use the auxiliary *didn't* with all subjects.

3 7.09 Encourage students to check the **Irregular Verbs** on p143 for support.

Irregular Verbs Practice

4 Encourage students to help each other. Write on the board: *What's the past of …?, How do you spell …?*

Grammar Game

Students play in groups with a small ball or scrunched-up piece of paper. One student says one of the verbs from Exercise 3 in the base form and passes the ball to another student, who has three seconds to say the past tense of the verb. This student gets a point if the verb is correct. Then the student says a new verb and passes the ball to someone else. If the verb wasn't correct, the ball goes back to the previous student, who wins another point.

GRAMMAR IN ACTION

Simple Past: Regular and Irregular Verbs



Watch video 7.3
Which animals ran away?
Who touched a snake?

	Regular Verbs	Irregular Verbs
+	They [1] lived in Denver.	Meagan **had** a pet parrot.
–	Hannah **did not** ([2] didn't) **want** to wait.	Meagan **didn't** [4] have any children.
Past Time Expressions	It **happened** more than ten years [3] ago. You **shared** some great stories with us **last week**.	We **heard** this amazing story **yesterday**. They **wrote** to us **last year**.

> Irregular verbs p143 > Pronunciation p142

1 Complete the examples in the table above.

2 Circle the correct words to complete the sentences. Mark the sentences that have irregular verbs.

1 Meagan *made* / *didn't* make toast for Hannah. ✓
2 She *left* / *didn't leave* the toast on the table. ✓
3 The parrot *followed* / *didn't follow* Meagan.
4 Hannah *ate* / *didn't eat* the toast. ✓
5 Meagan *heard* / *didn't hear* a lot of noise. ✓
6 Willie *stopped* / *didn't stop* saying the words.
7 Meagan *ran* / *didn't run* into the kitchen. ✓
8 The parrot *saved* / *didn't save* Hannah's life.

Get It Right!

Use the base form of the verb after **didn't**.
She didn't go to class. **NOT** ~~*She didn't went to class.*~~

7.09 **3** Complete the text. Then listen and check.

Use It!

4 Write sentences with *ago*. Change the words in **bold** so that the sentences are true for you. Then work with a partner and say your sentences. Are any the same?

1 This class / start / **thirty minutes**
This class started forty-five minutes ago.
2 I / get up / **four hours**
I got up (four hours) ago.
3 I / have / breakfast / **three hours**
I had breakfast (three hours) ago.
4 I / meet / my English teacher / **six months**
I met my English teacher (six months) ago.

5 Write three true and three false sentences about yourself in your notebook. Use the simple past and past time expressions.

6 Take turns saying your sentences. Can your partner guess which are true and which are false?

I went to Brazil on vacation last week.

False! You were at school last week.

Finished? p124 Ex. 3

A Croc's Best Friend

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



UNIT 7 | WHY ARE ANIMALS IMPORTANT? 87

5 & 6 Allow students to check their sentences in pairs to ensure the grammar is correct. Then they play the game with a new partner.

Finished?

Students turn to p124 and do Exercise 3.

Homework

Workbook p60

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Lesson Aim: I can ask for and respond to information.

Warmer

In groups, students discuss their last school trip or a fun day out they had recently. Elicit a few stories, and provide relevant vocabulary on the board for students to reuse in Exercise 5.

Teacher Support Hub pp xl–xli

SPEAKING

Talk About a Field Trip

7.10 **1** **Listen to the conversation. Where was Martha yesterday?**



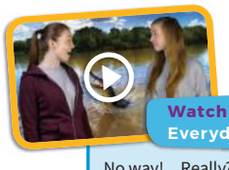
DANIEL Hey, Martha. [1] How was the field trip yesterday?
MARTHA [2] It was really cool! We went to a safari park.
DANIEL Really? [3] What was it like?
MARTHA It was amazing!
DANIEL Were there any elephants?
MARTHA Yeah, there were, but I didn't see them.
DANIEL I can't believe you didn't see any elephants. [4] What about 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!

7.10 **2** **Complete the conversation with the phrases from the *Useful Language* box. Then listen and check.**

Useful Language

How was (the field trip)?	It was (really cool).
What about (lions)?	What was (it) like?

3 **Look at the *Everyday English* box. Find and underline the phrases in the conversation.**



Watch video 7.4 Everyday English

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

4 **Work with a partner. Practice the conversation.**

PLAN

5 **Work with a partner. Plan a conversation about a field trip. Decide on these things.**

Where you went: _____
What you saw: _____
What you didn't see: _____
What happened: _____

SPEAK

6 **Practice the conversation with your partner. Remember to use verbs in the past and phrases from the *Useful Language* and *Everyday English* boxes.**

CHECK

7 **Work with another pair. Listen to their conversation and complete the notes.**

Place: _____
What they saw: _____
What they didn't see: _____
What happened: _____

7.10 Audioscript pT140

1 7.10 ★★★ Challenge students to listen with their books closed and answer the question in pairs. Elicit that Martha was at a safari park.

2 7.10 Pause after each useful Language phrase to drill pronunciation.

Focus on Phrases

3 ▶ After students underline the phrases, play **video 7.4**. Drill the phrases, helping students say the correct intonation.

4 Allow students to say the conversation along with the audio before acting it out in pairs. Encourage a pair to volunteer to perform the conversation for the class, if appropriate.

5 Elicit students' ideas for a destination (e.g., *aquarium*, *football stadium*, *beach*). Write them on the board and elicit other relevant vocabulary.

6 If appropriate, students can record the conversation on their smartphones so they can hear themselves and check their vocabulary and grammar.

7 While each pair performs their conversation, one student from the other pair takes notes, and the other student puts checkmarks next to the *Useful Language* and *Everyday English* phrases they hear.

Flipped Class

Prepare for Exercise 5 (p89). Students research an Austrian dog named Betsy, who understands more than 340 words.

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Lesson Aim: I can write an article.

Warmer

Ask students where they can find articles (e.g., online, in magazines, in newspapers). Ask them what kind of articles they read.

Teacher Support Hub pp xlii–xliii

1 Put students into pairs. Ask one student to close their book and the other to describe the photo to their partner. Elicit relevant information and why the dog is different (it is skateboarding).

2 Encourage students to highlight information in the text that helps them match the topics with the paragraphs.

3 Allow students to check their answers in small groups before asking three volunteers to come to the board to write the answers.

4 Elicit that *ago* means "before now."

Get It Right!

Ask students a few questions to elicit the correct use of the prepositions. For example: *When is your birthday? When do you have English class? When does summer start?*

5 Ask students to discuss what they found out about Betsy for homework.

Sentence Starters

6 & 7 After students have written the first draft, put them into pairs to read each other's texts and check them using the checklist. They can copy phrases they like from their partner's text. Then they write the final version of their article.

WRITING
An Article

Skateboarding Dog
By Lidia Watson

1 b Can you skateboard? Tillman, a dog from California in the U.S.A., could. He could skateboard 100 meters in 20 seconds!

2 a In 2007, millions of people watched a video of him skateboarding. Soon, he became an international star. Tillman also liked other sports. He could snowboard and surf. Several years ago, he won first place in a surfing competition. On October 27, 2015, Tillman died. He was 10 years old.

3 c Now there are many skateboarding, snowboarding, and surfing dogs. Some even have their own websites! Do you know any animals with amazing abilities?



1 Look at the photo. Why do you think this dog is different? Read the article and check your ideas.

2 Match topics a–c with paragraphs 1–3.
- a description of things Tillman did
- b introduction to the subject
- c conclusion that asks a question

3 Read the article again and complete the notes.



could skateboard, snowboard, and surf

Skateboarding Dog
Who Tillman
What
Where California, U.S.A.

4 Look at the *Useful Language* box. Find and underline the time expressions in the article.

Useful Language
In 2007 On October 27, 2015 Several years ago

Get It Right!
We use **on** for days and dates.
On Friday / On October 27
We use **in** for months and years.
In October / In 2007

PLAN

5 Read the notes about a dog named Betsy. Use the notes to plan an article or make your own notes about a famous animal.

Most Intelligent Dog
Who Betsy
What understands more than 340 words
Where Vienna, Austria



Decide what information to include in each paragraph. Use the information in Exercises 2 and 3 to help you.

WRITE

6 Write your article. Remember to include three paragraphs, the simple past, and time expressions.

CHECK

7 Do you …
- introduce the animal in the first paragraph?
- describe what the animal did?
- use time expressions?

Finished? p124 Ex. 4

Finished?
Students turn to p124 and do Exercise 4.

Flipped Class
Prepare for **Explore It!** (p91). Students research an interesting fact about people who hunt with eagles.

Homework
Workbook p61

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Excerpt
More Information

Lesson Aim: I can understand texts about animals.

Background Information

Eagle hunting (i.e., hunting with eagles) is a traditionally male activity, but Aisholpan is a girl who trained as an eagle hunter and also won a competition. A movie was made about her in 2016, called *The Eagle Huntress*.

Warmer

▶ Play **video 7.5**. Elicit that you can find camels in Africa and Asia, that camels can drink 150 liters of water in ten minutes, and that camels can survive in temperatures of –50°C or +40°C. Ask students: *What other animals were important in the past? Are they still important today?*

Extra Video Questions

1 7.11 Elicit a few predictions from the class and write them on the board, asking students to justify their answers and eliciting relevant vocabulary such as *temperature*, *freezing*, *hunt*, *train*, and *nest*. Elicit that the girl is from Mongolia and that she's an eagle hunter.

2 ★ Before they read, ask students to match the following with questions 1–5: a place (3), a person (4, 5), a number (1, 2).

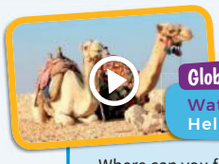
3 ★★★ Challenge students to time each other's responses, ensuring they each speak for at least 30 seconds for each question.

Extra Reading Questions

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AROUND THE WORLD

READING
An Article



Globetrotters
Watch video 7.5
Helpers with Hooves

- Where can you find camels?
- How much water can camels drink in ten minutes?
- What temperatures can camels survive in?

7.11 **1** **Look at the photo. Where do you think the girl is from? Why is she special? Read the article to check your answers.**

2 **Read the article again and answer the questions.**

1 How old are boys when they learn to hunt with eagles? 13
2 How fast can eagles fly? up to 320 kph
3 Where was Aisholpan's baby eagle when she found it? in the Altai Mountains
4 Who was Aisholpan's trainer? her father
5 Who was the youngest person in the 2016 Golden Eagle Festival competition? Aisholpan

Voice It!

3 **Discuss the questions.**

1 Aisholpan was determined to succeed. How did she show determination?
2 Why is determination important?
3 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 kph and can see animals from more than four kilometers 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!

90 WHY ARE ANIMALS IMPORTANT? | UNIT 7

Class Challenge

The world's largest eagles are 50 / 150 / **250** cm wide.

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Lesson Aim: I can understand texts about animals.

Learn to Learn

Students' active and passive vocabulary is quickly expanded when they learn word families instead of single words.

4 Encourage students to try to complete the chart before checking the text again.

Word Formation

5 Extend this activity by flipping it. In pairs, one student says a word from the chart, and the other must make a sentence with it. Students take turns for three minutes.

Explore It!

In pairs, students help each other write a question using one of the interesting facts they researched for homework. Elicit a few for the whole class to answer.

Culture Project

See Project Book p46 for further information and activities.

Extend It!

Ask students to find unknown words in the text and to use the techniques they learned on p69 to help them guess the meaning. Students then check the vocabulary in a dictionary and use p81 to help them make example sentences. Working in pairs, one student says an example sentence without saying the difficult word, and the other student must guess it, as in Exercise 5 on this page.

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

4 Complete the chart with words from the text.

Verb	Noun (person)	Noun (thing)
1 *compete*	competitor	6 competition
hunt	4 hunter	7 hunting
train	5 trainer	training
2 climb	climber	climb
3 learn	learner	learning

5 Write sentences with words from the chart in Exercise 4. Take turns saying sentences, but do NOT say the word you chose. Can your partner guess your word?

They ... a mountain every year.

Is the word "climb"?



Explore It!



Guess the correct answer.

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

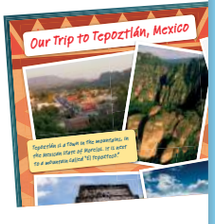
Find three interesting facts about eagle hunters. Choose your favorite fact and write a question for your partner to answer.

SHAPE IT!

CULTURE PROJECT

A Scrapbook

Aisholpan is from the Altai Mountains. Choose a place with mountains in your country that you remember visiting. In groups, make a paper or digital scrapbook about this place.



Teacher's Resource Bank

UNIT 7 | WHY ARE ANIMALS IMPORTANT? 91

Flipped Class

Prepare for the **Review** lesson (p92). Students review the grammar and vocabulary from Unit 7.

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Lesson Aim: I can review what I have learned and reflect on my progress.

The aim of this page is for students to review the grammar and vocabulary from the unit. You can either do it in class, as a timed progress test, or assign it for homework.

Vocabulary

1 Students play in groups. One student draws an animal from p83. The first student to guess the animal wins a point and draws a new animal. Students play until the group has guessed ten animals.

2 Put students into pairs. Students take turns choosing a word to complete and adding one letter. If the letter is correct, they win one point. If the letter completes the word, they win an extra three points. Students take turns completing all the words in this way.

Grammar in Action

3 Before doing this activity, ask students to review the chart on p85, and the forms of *was/were*.

4 ★★★ Books closed. Write the verbs in parentheses on the board randomly. Read the text to the class, saying *beep* for each missing word and pausing after each sentence. In small groups, students choose the correct past tense of one of the verbs on the board. Continue until the end of the text.

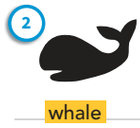
7 REVIEW

VOCABULARY

1 Write the animals.


1 parrot


4 giraffe


2 whale


5 lion


3 mouse


6 monkey

2 Complete the adjectives with the missing vowels.

1 w i ld
2 t i ny
3 n oi sy
4 b eau t i f u l
5 q uie t
6 l a zy
7 d a ng e r ou s
8 h ea vy
9 c u t e
10 l a rg e
11 l o ng
12 sm a rt

GRAMMAR IN ACTION

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

1 Were there many animals? (?)
2 There were two lions. (✓)
3 There wasn't an elephant with no tusks. (✗)
4 There was a tiger with no stripes. (✓)
5 There weren't any donkeys. (✗)
6 Was there a white gorilla? (?)

4 Complete the text with the simple past of the verbs in parentheses.

Mammoths [1] lived (live) many, many years ago in Asia, Europe, and North America. They [2] died (die) because the weather [3] got (get) warmer and they [4] couldn't (not can) find any food. They [5] were (be) about 3.5 m tall and [6] weighed (weigh) about 6,000 kg. Their tusks [7] were (be) very, very long – about five meters! They [8] were (be) herbivores, so they [9] didn't eat (not eat) other animals. They [10] ate (eat) grass, plants, and flowers.

Self-Assessment

I can name 14 animals in English.	☹	😐	☺
I can use adjectives to describe animals.	☹	😐	☺
I can use *was* and *were* to describe the past.	☹	😐	☺
I can use regular and irregular verbs to talk about the past.	☹	😐	☺



Review the Unit Theme

Remind students of the unit title: *Why are animals important*? Put students into pairs. Have them discuss the following questions: *What animals live in your country? Do you have any pets? What are they? How can animals help people?* Share answers as a class.

Teacher Support Hub p xlvii

Unit Quiz Review

Self-Assessment

Students look back through the unit in the Student's Book and the Workbook and reflect on how well they can do these things. Then they discuss their opinions with a partner.

Homework

Workbook pp62–63

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Lesson Aim: I can use mind maps.

Mind maps are useful tools that allow students to visually organize thoughts and information. They can be used while studying, taking notes, reviewing, and planning written or spoken texts. Mind maps show the relationships between ideas, so some students prefer them to simple lists.

LEARN TO LEARN

LEARN TO ... USE MIND MAPS

Mind maps can help you think of ideas and plan how to organize them.

1 **Discuss the questions.**
1 What is a mind map?
2 Why do people make mind maps?
3 Do you use mind maps?

2 **Look at the mind map below. What is the topic?**
My Hobbies

3 **Complete the mind map with the words and phrases below.**
1 Soccer
2 Where?
3 magazines
4 on the weekend

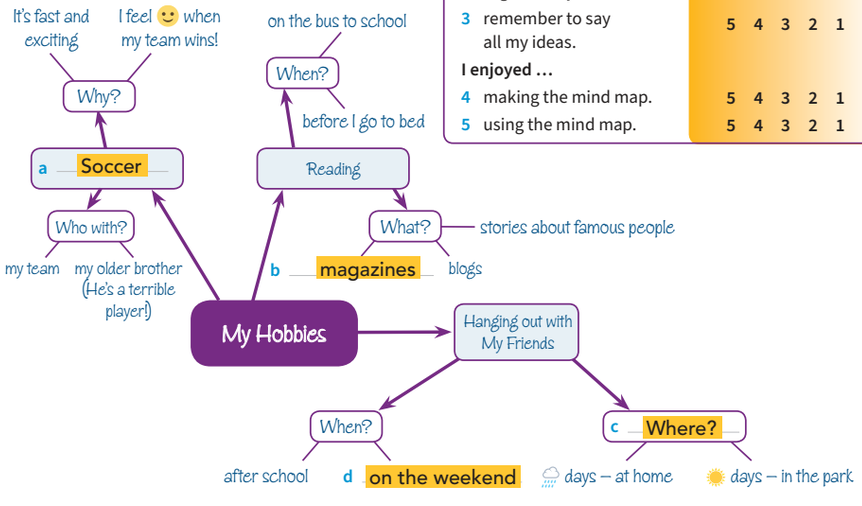
SHAPE IT!

4 **Make a mind map about your favorite animal. Follow the instructions.**
1 Write the topic in the middle.
2 Add three main ideas about the topic.
3 Write one or two questions about each main idea.
4 Write notes about your answers to each question.

5 **Use your mind map to talk to your partner about your favorite animal.**

6 **Circle how you feel. Then compare and discuss your answers with a partner.**

The mind map helped me …	Agree → Disagree
1 think of ideas.	5 4 3 2 1
2 organize my ideas.	5 4 3 2 1
3 remember to say all my ideas.	5 4 3 2 1
I enjoyed …	
4 making the mind map.	5 4 3 2 1
5 using the mind map.	5 4 3 2 1



1 If appropriate, allow students to discuss the questions in pairs in their first language. Elicit that a mind map is a simple diagram with lines and circles for organizing information so that it is easier to use or remember.

2 Elicit what made students understand the answer (the topic is in the center; it is in bigger letters; it is in a different color). Stress that mind maps are good because they are visual, so the size/color of the text is important to make the mind map clear.

3 ★ Before the activity, go through the format of the mind map with the class to demonstrate how it is organized: **My Hobbies** → specific hobbies → questions → answers.

SHAPE IT!

4 Encourage students to use different color pens if available.

5 Students speak with their partner and then have two minutes to make changes to their mind maps, adding any extra ideas they discussed. Then they try again with a new partner.

6 Stress that there are no correct answers for this activity. If appropriate, allow students to discuss ideas in their first language.

Flipped Class
Prepare for Unit 8. Students research famous treasure and archaeological finds in their country.

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