

1 Natural world

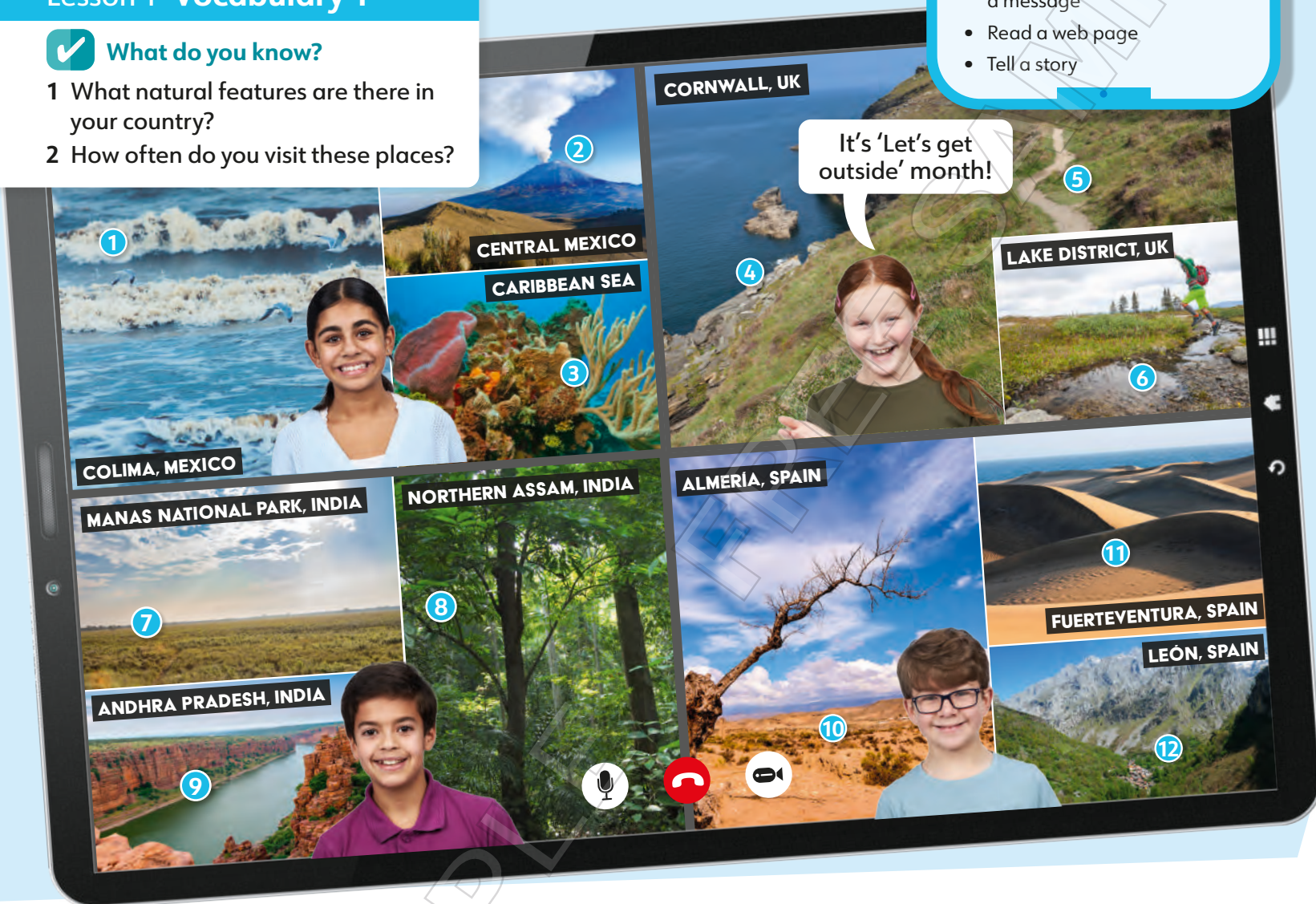
UNIT OBJECTIVES

- Talk about natural features
- Talk about interrupted activities in the past
- Read and write a story with a message
- Read a web page
- Tell a story

Lesson 1 Vocabulary 1

✓ What do you know?

- 1 What natural features are there in your country?
- 2 How often do you visit these places?



1 Match the words to the photos. Then listen, check and repeat.

- a ocean b volcano c coast d desert e rainforest f valley
g sand dune h stream i coral reef j canyon k path l grasslands

2 Work in pairs. Take turns to describe a natural feature for your partner to guess.

It's like a rock. It's in the ocean.

A coral reef.

3 Think. Answer the questions.

- 1 Which of these places would you most like to visit? Why?
- 2 What is the most beautiful natural feature in your country?
- 3 Why are natural features important?

1 Listen and read. Did Sophie sleep in the valley?

- S:** Hi, Mateo! I'm doing a 'Get outside challenge'. Last weekend, we went to a valley to learn bushcraft.
- M:** Bushcraft? What's that?
- S:** You learn how to collect water, make a fire and build somewhere to sleep. It was an adventure!
- M:** Really? What happened?
- S:** **I was collecting water from the stream when I heard a noise.** I looked round and saw an eagle on the path! It flew away before I could take a photo.
- M:** Did you frighten it?
- S:** No, I didn't. **I wasn't making a noise when it flew away.** Later, **we were cooking sausages on the fire when it started raining.** The fire went out and we all got wet.
- M:** Oh, no! What did you do then?
- S:** We went home. But it was a fun day and we learned a lot!



2 Look at the examples in bold in the dialogue. Think and decide.

- We use the past continuous for a **short / longer** action that was in progress in the past.
- We use the past simple for a **short / longer** action that interrupts the first action.

Look

What verb tense comes after **when**?

3 Listen and follow. Then make your own sentences.

Grammar reference, p.118

Past continuous and past simple

I	was	collecting water	when	I	found a coral reef.
He / She	were	scuba diving in the ocean		he / she	saw an eagle.
We / They	wasn't	making a noise		we / they	heard a loud bang.
	weren't	paying attention			fell on the path.

4 **Talk Partners** Play a card game in pairs.

Go to Activity Book, p.129

I was running to school when a monkey jumped on my head!





Before you read

1 Look at the pictures and answer the questions.

- 1 What type of story do you think it is?
- 2 What animals can you see? Do you think they have the same character? Why / Why not?

2 Read the story and check your ideas in Activity 1.

The ants and the grasshopper



It was a hot afternoon in the grasslands. All the birds and animals were enjoying summer. A grasshopper was sitting under a bush eating a tasty leaf when, suddenly, he heard a noise. In the distance, he saw a long line of ants moving slowly towards him. They were carrying heavy seeds and fruit.

'I don't understand these ants. Why are they always working?' thought the grasshopper.

One of the ants was passing the grasshopper when it dropped its seed to have a rest.

'Are you moving somewhere?' asked the grasshopper.

'No,' replied the ant. 'We're carrying food to our nest.'

'Do you have visitors?' asked the grasshopper.

'No,' replied the ant. 'We're collecting food for winter.'

'Why?' laughed the grasshopper. 'Winter isn't for a long time. There's lots of food right now. You should do something more **useful**. Have fun and enjoy the summer!'

'It's important to be prepared,' replied the ant.

Summer passed slowly. The ants continued to take food to their nest and the grasshopper continued to eat, sleep and play. Finally, winter arrived. The ants woke up one morning to find everything covered in snow.



The grasshopper was cold and hungry. He didn't have any food. He thought about the long summer days when he was warm and happy, and there was food everywhere. Then he remembered the busy ants carrying food to their nest all summer.

'Now I understand,' thought the grasshopper. He started looking for food, but he was tired and **helpless** and soon he fell over. He was sleeping in the snow when the ants found him.

'We worked hard all summer while you just ate and played,' said one of the ants. 'You laughed at us, but now we have lots of food in our nest.'

The ants were **helpful**. They carried the grasshopper to their nest and gave him food and water. They let him stay with them until he felt better. When it was time to go, the ants gave him food to take with him.

The grasshopper thanked the ants. 'You are kind and generous. Your hard work saved my life. I will never be lazy and **useless** again.'

After you read

3  Answer the questions. Find one sentence in the story to support each answer. 

- 1 What does the grasshopper think of the ants at the start of the story?
- 2 Do the ants agree with this point of view?
- 3 How does the grasshopper's point of view change?

Identify points of view

To understand different characters' points of view in a story, look for:

- what they say to and about each other, e.g. *'Why?' laughed the grasshopper ... , 'You are kind and generous.'*
- their actions towards each other, e.g. *They let him stay ... , The grasshopper thanked the ants ...*

Recognise strengths in others

4 Read and discuss.

- 1 What strengths did the grasshopper see in the ants by the end of the story?
- 2 How does the grasshopper say he will change?
- 3 Can you think of someone you know who ...
 - a plans for the future and works hard?
 - b is kind and thinks about how other people feel?
 - c is generous to other people?

What are the living and non-living elements of an ecosystem?



1 1.5 Match the words to the photos. Then listen, check and repeat.

- a grassy b sandy c muddy d rocky e steep f flat



2 Look at the photos below. Think and discuss.

- 1 What can you see in photo 1? Where do you think it is?
- 2 How is photo 2 different? What problems can occur when this happens?
- 3 Who can you see in photo 3? What is she doing? Why?

Use pictures to make predictions

Before you listen, look at the pictures carefully. Think about the **place** (*where*), the **people** (*who*) and the **action** (*what*). This will give you information to help you understand the listening.



3 1.6 Listen and check your ideas in Activity 2.

4 1.6 Listen again. Answer *True* or *False*.

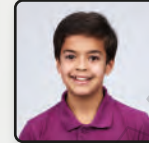
- 1 Jane didn't enjoy her walk up the mountain.
- 2 Rainbow Mountain is 5,200 metres high.
- 3 It's difficult to climb the mountain when it rains.
- 4 The mountain always looks busy in photos.
- 5 There are up to 4,000 visitors a day.

False

5 Discuss in pairs. What message does Jane want to give with her photos?

1 Listen and read. What was the lizard doing?

- L:** Hi, Amit! Last year, I visited the Great Sandy Desert in Australia. Lots of amazing animals live there. Look at this one. It's called a thorny lizard.
- A:** Wow! It looks dangerous! **What were you doing when you saw it?**
- L:** We were hiding behind a rock. We were waiting for it to come out of its nest.
- A:** **What was the lizard doing when you took this photo?**
- L:** It wasn't doing anything. Well, that's not really true. Thorny lizards don't drink with their mouth. They take in water from the sandy ground through their skin. So when we saw it, it was having a drink!
- A:** That's amazing!



2 Listen and follow. Then make your own questions. Grammar reference, p.118

Past continuous and past simple questions

What	was	you	doing	when	you saw the lizard?
Where	were	he / she they	going		the kangaroo escaped ?
					the rock fell onto the path?
					the sandstorm started ?

3 Listen to the music and mime an action. When the music stops, stand still. Ask and answer with a partner.

climb a steep sand dune

walk in the rainforest

ride a camel



swim in the ocean

scuba dive on a coral reef

run on a muddy path

What were you doing when the music stopped?

I was climbing a steep sand dune.



How many different ecosystems do you know? Can you name one animal in each?



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ANIMAL RECORD BREAKERS



What is migration and why do some animals migrate?

Every year, some animals travel huge distances to a new home. These long trips are called migrations. The main reasons that animals migrate are to find more food, warmer weather or a safe place to have their babies.

How do animals know when and where to migrate?

The things that tell animals about *when* to migrate are: changes in the weather, the number of hours of daylight or how much food there is. Most scientists believe animals are born with the instinct to migrate, but they aren't completely sure how animals know *where* to go.

How do they find their way?

Different animals have different ways of finding their way around the Earth. These include using the sun, the stars and the wind, or natural features such as mountains and rivers. Some animals, such as birds, use the Earth's magnetic field to know which direction to go in.

Which animals are the record breakers?

Arctic terns have the longest migration of any animal. Every six months, they fly from the northern Arctic all the way to Antarctica in the south. Then, six months later, they go all the way back to the Arctic. The distance there and back is around 71,000 km. Terns are strong and fast, so they get there in about 40 days.

Before you read

1 Look at the text quickly and answer the questions.

- 1 Is this text on the internet or in a magazine? How do you know?
- 2 What is the web address of the website? Why is this useful?
- 3 What sections has this website got?
- 4 Why are some of the words underlined? Why is this useful?

2 What animals can you see in the photos? What do you think they have in common? Read the web page and check your ideas.



Identify features of a website

A website is part of the World Wide Web. It contains web pages. A website has:

- a **web address**. You use this to access the website.
- a **navigation bar**. You use this to visit other sections of the website.
- **hyperlinks**. You can click on these words or phrases to get more information from another web page.

Another record breaker is the [monarch butterfly](#). During the summer months, these beautiful butterflies live in the USA and Canada. As it gets colder, they fly south to Mexico, travelling around 4,800 km in about two months. They can travel around 160 km each day. That's a long way!

MONARCH BUTTERFLIES



HUMPBACK WHALES



Not all animals fly during their migration, of course. The [humpback whale](#) has the longest migration of any mammal, swimming over 9,800 km every year. These whales move from the warmer tropical ocean to find food in the north.

RED CRABS



An animal that migrates on land is the [red crab](#), which lives on Christmas Island near Indonesia. At the start of the wet season in October, the whole community of red crabs moves together from the forest to the coast to give birth. As soon as the babies are born, the parent crabs travel back to the forest, even though the babies are only 5 mm long. The whole trip is around 10 km and takes about nine days.

After you read

3 Match the numbers to the facts.

5 2 40 160 9,800 71,000

- 1 The number of days the Arctic tern takes to migrate to Antarctica. 40
- 2 The length of the Arctic tern's migration in kilometres (km).
- 3 The number of kilometres a monarch butterfly can travel each day.
- 4 The number of months the monarch butterfly takes to migrate to Mexico.
- 5 The length of the humpback whale's migration in kilometres.
- 6 The size of a baby red crab in millimetres (mm).

4 Watch the video about red crabs. Answer the questions.

- 1 What type of video is this?
How do you know?
a animation c advert
b news d documentary
- 2 What new information about red crabs did you learn from the video?
- 3 What does the video show you that the text doesn't?
- 4 How does the video help you understand the text?



What can you do to help protect different ecosystems around the world?



1 Look and think. What are the stags doing in photo 1? What do you think is happening in photos 2 and 3?



2 Watch the boy telling a story. Check your ideas in Activity 1.

3 Watch again. Number the parts of the story (a-d) in order.

- a Tell the main events
- b Give background information (*who, where*)
- c Introduce the story
- d Introduce a dramatic event

1



4 Match phrases 1-4 with a-d in Activity 3.

Tell a story

- 1 Did I tell you about the time ...?
- 2 I went to Scotland with my parents ...
- 3 You'll never guess what happened!
- 4 We were ... when ... , Suddenly ... , Eventually ...

C

Show interest

When you listen to a story, ask questions and repeat short phrases. This shows the speaker that you are interested and paying attention:

Fighting?! What happened?

Go to Activity Book, p.16, Activities 1 & 2

5 Plan your story. [Go to Activity Book, p.16](#)

6 **Talk Partners** Work in pairs. Take turns to tell your story. Use phrases from Activity 4 and show interest when you listen.



Did I tell you about the time I went to the water park with my cousins?

You'll never guess what happened ...

I don't think so.



7 **Reflect.** Discuss your story with your partner.

1 Read the story. Who saw the seals? Why?

The waiting game

It was a winter morning on the coast. Jamal and Lin were sitting on top of a sand dune. They were waiting to see the seals that sometimes came onto the beach. Lin was getting bored.

'This is stupid,' she said. 'The seals aren't coming today. Let's go home.'

But Jamal really wanted to see the seals, so he decided to wait. Lin went home, leaving Jamal alone. He waited for another hour, but the seals didn't come.

He was getting ready to leave when he saw something in the ocean. It was a little black nose. He smiled and kept very still. He was looking at the ocean when a seal swam onto the beach. Then another seal arrived and they started playing together.

The next day, Jamal told Lin about the seals.

'I'm sorry I left you!' she said. 'I wasn't patient and I missed something really special.'



2 Read the story again and answer the questions.

- 1 Where and when does the story take place?
- 2 What are the characters doing?
- 3 What does Lin decide to do? Why?
- 4 What does Jamal do? Why?
- 5 What happens in the end?
- 6 How do you think Lin feels? Why?

3 Find examples of features a–f from the box in the story.

a It was a winter morning on the coast.

4 Plan and write a story.

Go to Activity Book, p.17

Structure of a story

A good story has a beginning, a middle and an end. Follow this checklist to structure your story.

Beginning

- a Say where and when the story takes place (setting).
- b Introduce the characters and what they're doing.

Middle

- c Introduce a problem.
- d Describe what happens next.

End

- e Say how the characters solved the problem.
- f Say what lesson they learned.

What do you know now?

Think about Unit 1.

Go to Activity Book, p.20

Review

1 Work in pairs. Make sentences to compare the places. Use these adjectives.

beautiful expensive sunny wet popular exciting

I think Olive Inn is more beautiful than The Grange.
But Buckley Manor is the most beautiful.



How do you say *the wettest/ the most exciting place* in your language?
Is the number of words the same?

Buckley Manor



£££££



6/10



Olive Inn



££



8/10



The Grange



£££



3/10



2 Make questions about the picture. Then ask and answer in pairs.



- 1 What / Greg / do / when he / fall / in / stream?
- 2 What / Tim and Jane / do / when they / see / bear?
- 3 What / Carla / do / when Lucy / take / photo?
- 4 What / fox / do / when / eagle / appear?
- 5 What / Andy and Kim / do / when they / see / eagle?

What was Greg doing
when he fell in the stream?

He was fishing.



Exam tip: Listening, Part 1

- Look carefully at the three pictures. Think about what you can see in each one. Think about the differences between the pictures.
- Listen for specific information, e.g. names, places, times, prices, days, numbers, etc.
- Make sure you listen right to the end before you choose your answer.

1 **RI.1** Look. What can you see in each picture? Listen and choose the correct picture.

Who is Zak going to ask for help?



A



B



C

2 **RI.2** For each question, listen and choose the correct picture.

1 What are they going to do on the coast?



A



B



C

2 What was Zak doing when his mum called?



A

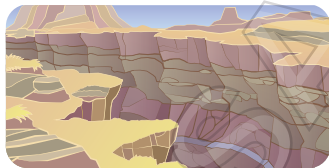


B

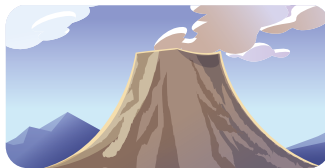


C

3 Where did Zak go last weekend?



A



B



C

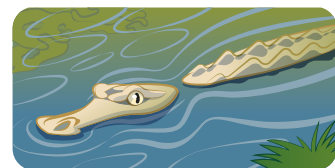
4 What did Zak see in the rainforest?



A



B



C