

1

Life in the wild

Lesson 1 Reading

conservation endangered extinct
habitat observe (observing) predator
presenter prey protect species

1 How many wild animals do you know in English? Write a list.

2  Look at the texts and photos and answer the questions. **Be a star!** 

- 1 What kind of texts are they?
- 2 What kind of work do these people do?
- 3 What discoveries have they both made?

3  1.2 Read the texts quickly and check your ideas in Activity 2. Are any of the animals on your list in Activity 1 mentioned?

4 Look at the vocabulary panel above. Find the words in the text. Use the context to work out what they mean.

STEVE BACKSHALL

STEVE BACKSHALL is a wildlife expert whose love of animals and adventure has taken him all over the world. He was born in England in 1973.

Steve has been interested in animals since he was a child – he grew up on a farm, where he was surrounded by animals from an early age. After university, he travelled to many countries and enjoyed **observing** wild animals. He became especially interested in **predators** and the **prey** that they hunt.

In 1998, he travelled to the jungle in Colombia, bought a video camera and made a video about snakes. He took it to a TV producer, who gave him his first job. Soon he was producing, filming and presenting nature programmes. In 2003, he joined the BBC's Natural History Unit, where he took part in challenging trips to wild places.

Berkshire
Buckinghamshire
Oxfordshire



In 2009, he and his team explored Mount Bosavi, a volcano in Papua New Guinea, where they discovered a new species – a woolly rat as big as a cat! As a TV **presenter**, he's caught snakes and swum with sharks. He also makes exciting nature programmes for children. *Deadly 60* is all about predators.

Steve has also written five books about animals and is now studying for a degree in biology so he can learn more about animals. He believes that TV and books are a great way to help people appreciate nature and understand that animals are not frightening.



MIREYA MAYOR

MIREYA MAYOR is a scientist and **conservation** expert who works to **protect** animals. She was born in the USA in 1973.

Mireya wanted to be a lawyer, but at university she discovered that some animals might disappear and become **extinct** unless we help them. So she decided to study animals, and spent two years in the jungle researching monkeys.

In 1999, she started her first wildlife show on National Geographic TV, *Wild Nights*. Since then she's travelled to lots of countries to do research and make programmes to tell people about conservation. In 2000, Mireya discovered a new kind of lemur in Madagascar, the mouse lemur. This **species** is so small it can fit in your hand. She told everyone that the cute little animal was **endangered**. Because of this, the animals' **habitat** became a national park to protect them.



Mireya has also written an autobiography – the story of her life as a scientist and explorer. She has just joined the Amazon Conservation Team, a group of people who are trying to save the rainforest – a habitat for thousands of different species of plants and animals. Mireya wants people to understand how amazing animals are and to protect the endangered ones before it's too late.



Lesson 2 Reading comprehension

1 Read the biographies on pages 8–9 again and complete the table. **Be a star!** ★

Name	Steve Backshall	Mireya Mayor
Born	1973	
Profession		
TV programme name		
Discovery		
Number of books written		

2 Write *T* (True) or *F* (False). Then read again and check your answers.

- Steve only became interested in animals when he was an adult. F
- Steve studied biology at university before he worked with wildlife.
- Steve believes TV helps people understand animals and nature.
- Mireya has done research in the jungle.
- Mireya believes we will lose some animals if we don't protect their habitats.
- Mireya thinks we should only save small animals.

3  Which skills do you think are useful for a wildlife expert? Underline, then add two more ideas.

- making maps
 - taking photographs
 - understanding science
 - knowing about weather
 - speaking different languages
- _____





Values

Why is it important to protect wildlife?

Working with words

Compound nouns

A compound noun is a noun that is made up of two or more words. This is usually a noun + a noun:

rainforest = *rain* + *forest*

wildlife = *wild* + *life*

Match the words to make compound nouns.

- | | |
|---------|----------|
| 1 ear | a site |
| 2 camp | b brush |
| 3 life | c fish |
| 4 back | d bone |
| 5 paint | e phones |
| 6 star | f boat |

1 Look and read.

Graphic

Grammar

Present perfect and past simple

She **'s taken** photos **since** 2012 .

She **'s taken** lots of photos of wildlife .

She **took** this photo **last** winter .



2 Circle the correct answer to complete the sentences.

- Mateusz Piesiak **has been** / **was** interested in wild birds since he was a baby.
- He's only 16, but he **has won** / **won** many photography prizes.
- Last year, he **won** / **has won** Young Wildlife Photographer of the Year.
- His parents **helped** / **have helped** him travel to wild places.
- He **has travelled** / **travelled** to four different continents last year.
- He **has come** / **came** back from Siberia three weeks ago.
- While he was there, he **took** / **has taken** thousands of photos of birds.
- He **has taken** / **took** photos of other animals since then, too.



3 Take turns asking and answering with a partner. **Be a star!**

- What are you interested in?
- How long you have been interested in it?
- When did you start doing it?
- Have you bought any equipment?



What are you interested in?

How long ... ?

I love playing volleyball.

I've played since ...



Lesson 4 Language in use

1 1.3 Listen and say.

migrate record sanctuary unbelievable



-  **Have you ever visited** the bird sanctuary?
-  **Yes, I have.** I loved it!
-  **When did you go?**
-  **I went** with my mum last year.
-  **What did you do** there?
-  **I watched** an expert put a ring on a bird's leg to record where it goes. Look, I took a photo.
-  What kind of bird is that?
-  It's a swift. They migrate from China every year. They fly over 120,000 kilometres.
-  That's unbelievable! **How long have you been** interested in birds?
-  For about six years.

2 Complete the questions with the correct form of the verbs.

- 1 Have you ever visited (visit) the wildlife park? Yes, I have.
- 2 When _____ you _____ (go)? Last summer.
- 3 What _____ you _____ (do) there? I watched the monkeys.
- 4 _____ you _____ (take) any photos? No, I didn't.
- 5 How long _____ you _____ (be) interested in animals? Since I was five.

3 Think of places you could visit to see animals and what you could do there. Use your own ideas and the ideas in Activity 2 to make a new dialogue. **Be a star!**

-  Have you ever visited the wildlife park?
-  Yes, I have. I loved it.
-  When did you go?

1  Look at the photos and answer the questions.

at risk behaviour chance
danger get rid of survival

- 1 What animals can you see? Where are they?
- 2 What do the photos have in common?



2  1.4 Listen and check your ideas in Activity 1. **Be a star!** 

3 What is 'mutualism'? Tick (✓) the correct definition.

- a When predators work together to catch prey.
- b When animals from different species work together to help each other.
- c When animals of the same species protect each other from predators.

4  1.4 Listen again and complete the notes.

1 Ostriches can't ¹ hear or ² _____ very well. Zebras can't ³ _____ very well. Ostriches can ⁴ _____ danger from far away. Zebras can ⁵ _____ and ⁶ _____ it. So when one of them ⁷ _____, the other one ⁸ _____ too.

2 Oxpeckers are ¹ _____. They ² _____ parasites from a rhino's ³ _____. Parasites ⁴ _____ rhinos and ⁵ _____ their blood. Rhinos can't get the ⁶ _____ off their backs so the birds ⁷ _____ them. This helps the rhino, and the birds get ⁸ _____.

5   Discuss the questions.

- 1 Which animals do you think are a danger to ostriches and zebras?
- 2 What's the difference between mutualism and the predator-prey relationship?

1  Look at the texts on pages 8–9 again. Answer the questions.

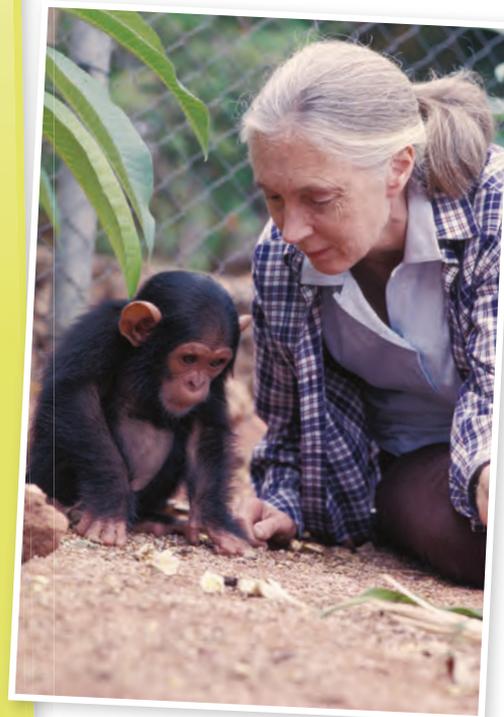
- a What is a biography?
- b What information do you expect to find in a biography?

2 Use the texts to number the paragraphs of a biography in order (1–4).

- a early life and start in profession _____
- b who the person is and date and place of birth _____
- c other achievements and beliefs _____
- d working life, experiences and discoveries _____

3  Read the notes from a biography of the conservationist Jane Goodall. Number them in order.

- a has also written many books _____
- b born 1934, England 2
- c has helped countries in Africa protect wildlife _____
- d 1956 – travelled to Kenya to visit friend; met famous scientist Louis Leakey _____
- e while working with Leakey discovered chimpanzees can make and use tools _____
- f believes that animals are clever and we should take care of them _____
- g 1960 – went to Tanzania to study chimpanzees by sitting with them _____
- h Jane Goodall is a world-famous conservationist and writer on animal behaviour 1
- i as a child, observed birds and animals – made notes and drawings _____
- j Leakey gave her a job as researcher on chimpanzees _____



4 Which section of the biography would each sentence in Activity 3 appear in? Match paragraphs 1–4 in Activity 2 to letters a–j.

Paragraph 1 h, b

Paragraph 3 _____

Paragraph 2 _____

Paragraph 4 _____

5 Work in pairs to write a biography of Jane Goodall. Use the notes in Activity 3 and the texts on pages 8–9 to help you. **Be a star!** ★

Jane Goodall is a world-famous conservationist and writer on animal behaviour. She was born in England in 1934.

As a child, she observed birds and animals, and ...



Learning to learn

Research information online

The internet is a great place to look for information – but it can be difficult to find exactly what you’re looking for. Follow these tips to find the right information!

- Are you using the right keywords? You want to research predators in the ocean, but typing *predators* gives you a lot of responses that aren’t useful. Make your search more detailed, e.g. *predators ocean*.
- Are you using the best websites? The websites that appear first are usually the most useful – but check who wrote them and when. Look for websites you can trust, for example, a site like National Geographic will give you better information than a company trying to sell you a holiday.
- Is the information correct? If you’re not sure whether you can trust the website, look at information on another website. Is it the same?

Try searching for further information about Jane Goodall to include in your biography.



1  Look at the photo. What can you see? What do you think is happening?

2  1.5 Listen and complete the description. How is it similar / different to your ideas in Activity 1?

The main focus of the photo is a ¹ turtle and some ² yellow fish. They are swimming together in the ocean. In the background there are some black fish. At the ³ top of the photo you can see some ⁴ coral. It looks like the fish are on ⁵ the back of the turtle. It's possible that they are ⁶ cleaning it – perhaps they are ⁷ protecting the turtle. I really like this photo because it shows ⁸ animals working together to ⁹ help each other. It also has beautiful, bright ¹⁰ colors.



3 Number the stages of describing a photo in the same order as Activity 2.

- a say what you think is happening _____
- b describe the general situation _____
- c describe the main focus 1
- d give your opinion of the photo _____
- e describe other details in the photo _____

4 Choose one of the photos. Prepare a short description of it. Use the phrases and Activities 2 and 3 to help you.

The main focus of the photo is ...
 In the background / foreground ...
 At the bottom / top ...
 It looks like ... / It seems as if ...
 It's possible that ... / Maybe ...



5  Describe your photo to the class. Listen to other descriptions of the photo. Were your ideas the same or different? **Be a star!** 



1 Match fact files 1–4 to the photos.



1 **General:** reptile, needs to live near water, cold-blooded so can't keep itself warm
Food: fish, birds, small mammals
Young: eggs in nest on land

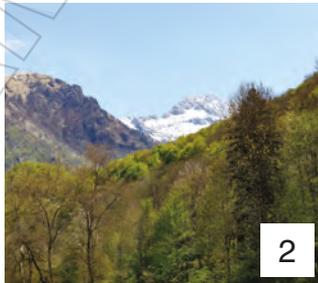
3 **General:** bird, spends 75% of its time in cold water, can't fly
Food: fish, squid
Young: eggs in nest on ice

2 **General:** mammal, needs land where it can run, doesn't need to drink often
Food: trees – usually acacia trees
Young: babies can run when an hour old

4 **General:** bird, flies high, can see prey very far away
Food: birds, small mammals
Young: eggs in high nest

2 Think and choose the best habitat for each animal.

Label the photos with the animals in Activity 1. **Be a star!** ★



3 Research another animal. Tell the class about its habitat and lifestyle.

Reading time 1

- 1  1.6 Read the story on pages 18–20. What does Tali want to do? Why isn't he allowed to do it?

Tali's stone

Tali lived in a beautiful village at the foot of Green Mountain. The men in the village went fishing every day to catch fish for the people to eat. Tali's father was a great fisherman and everyone respected him.

'Why can't I go fishing?' said Tali unhappily. 'It's so unfair!'

'Your father has already told you,' said his mother. 'You're too young. Fishing is full of dangers.'

'I'm not tall,' Tali said to his friend Bala, 'and I'm not very strong yet. But I'm fit – I can run, jump and climb – and I'm clever!'

Bala agreed. Tali was very intelligent! At night, when they observed the sky, Tali remembered all the names of the stars. When they climbed to the top of the Great Pyramid, Tali knew all the hills and villages around them. And he was curious. He always wanted to find out more about the world and he loved to discover things!



Late one afternoon, as the boys were walking home from the river, there was a terrible storm. They started to run for shelter when suddenly Tali stopped.

'Look where the lightning hit the ground.' There was a red glow.

'Come on, let's look,' said Tali. It was a red hot stone.

'Don't touch it,' said Bala as he pulled his friend back.

'Let's come back for it tomorrow,' Tali said.

The next day, the boys went back to look for the stone.

'There it is! It doesn't look very special,' said Bala. It was small, grey and dull. It looked like a teardrop.

'You're right, it's boring,' said Tali. And he threw it back on the ground.

When the stone hit the ground, it started to spin quickly. Then it slowed down and suddenly stopped.

'Did you see that?' asked Bala. Tali picked up the stone.

'Let's throw it again.' Once more, the stone turned quickly on the ground and then stopped. Every time the boys threw the stone it stopped in the same place.

'Look, Bala! It always points at Green Mountain,' Tali said. 'Let's keep it. It's a really special stone.'



That evening, while they were having dinner, Tali's mother and father were talking in low voices. They seemed very worried.

'The weather is so bad. Many days have passed and we haven't caught any fish,' said Tali's father.

'But it's too dangerous to go out in the boats. The fog is too thick and you can't see how to get back to the riverbank.'

The fishermen always navigated their way back by looking at Green Mountain. That way, they didn't hit the rocks. However, these days it was too difficult to see the mountain.

'Can I go outside?' asked Tali. He wanted to play with the special stone.

'Yes, but don't go too far,' said his mother.



Reading time 1

Tali ran outside and found his friend Bala already waiting for him.

‘Did you tell your father about the stone?’ Bala asked.

‘I haven’t told him yet. He’s worried about the fog. They can’t go fishing.’

Tali threw the stone on the ground and the boys watched it spin.

‘What’s that?’ asked Tali’s father, as he stood behind them in the doorway.

‘It’s a special stone,’ Bala said. ‘It spins and points to Green Mountain.’

‘That’s unbelievable! Do you think it could help us on the fishing boats?’ Tali’s father asked.

They ran down to the river and got onto one of the boats. Tali’s father threw the stone down and watched it spin and stop, pointing to Green Mountain.

‘Everyone in the village is hungry. We need to try to catch some fish. We’ll take the stone with us tomorrow.’

The next day the fishermen went out on the boats in the fog. Tali and Bala waited and waited on the riverbank, but the boats didn’t come. They were very tired and very worried. After many hours, they heard excited voices cheering through the fog.

‘The special stone works! I can see the riverbank,’ said one man.

Tali and Bala ran to meet them.

After that, the fishermen always took the special stone on their fishing trips. And they also took Tali and Bala!





1 Read the text on pages 18–20 again. Circle the correct word(s) to complete the sentences.

- 1 Tali's parents thought he wasn't **clever** / **old** / **brave** enough to go fishing.
- 2 Bala thought Tali was **clever** / **boring** / **a great fisherman**.
- 3 The **rain** / **lightning** / **ground** made the stone very hot.
- 4 The stone started **spinning** / **jumping** / **flying**.
- 5 The fishermen couldn't find their way when it was **sunny** / **raining** / **foggy**.
- 6 At first, the boys were not sure **the sun** / **the fishermen** / **Tali's mother** would return.
- 7 When the boat returned the fishermen were **sad** / **excited** / **angry**.

2  **Match the action to the emotion.**

How did Tali feel when ... ?

- | | | |
|--|---|--|
| <ol style="list-style-type: none"> 1 he couldn't go fishing 2 he saw the red glow 3 he saw the stone the next day 4 he saw the stone spin 5 the boats didn't return 6 he heard the voices in the fog |  | <ol style="list-style-type: none"> a bored b worried c unhappy d curious e happy f surprised |
|--|---|--|

3   **Discuss the questions. Be a star!** 

- 1 What did the lightning do to the stone?
- 2 Why did the stone point to Green Mountain?
- 3 How did Tali's discovery change things for the fishermen in his village?
- 4 Do you think it was fair when his father told Tali he couldn't go fishing? Why? / Why not?
- 5 What do you think happens to Tali in the future?
- 6 Do you think this is a true story?

4   **Watch the video version of the story and answer the questions.**

- 1 How is the beginning different to the story in the book?
- 2 Do you prefer the written story or the video? Why?
- 3 What is good about a) written stories? b) videos and films?