




1

Life in the wild

Vocabulary

conservation	endangered	habitat
nervous	observe (observed)	predator
protect	species	survive
		trust

Lesson 1 / Reading

- 1  How many sea animals do you know in English? Write a list.
- 2 Look at the text and photos and answer the questions.
 - 1 What type of text is it?
 - 2 What work does Craig Foster do?
 - 3 Where does he work?
- 3  1.1 Read the text quickly and check your ideas in Activity 2. Are any of the animals on your list in Activity 1? **Be a star!** 
- 4 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

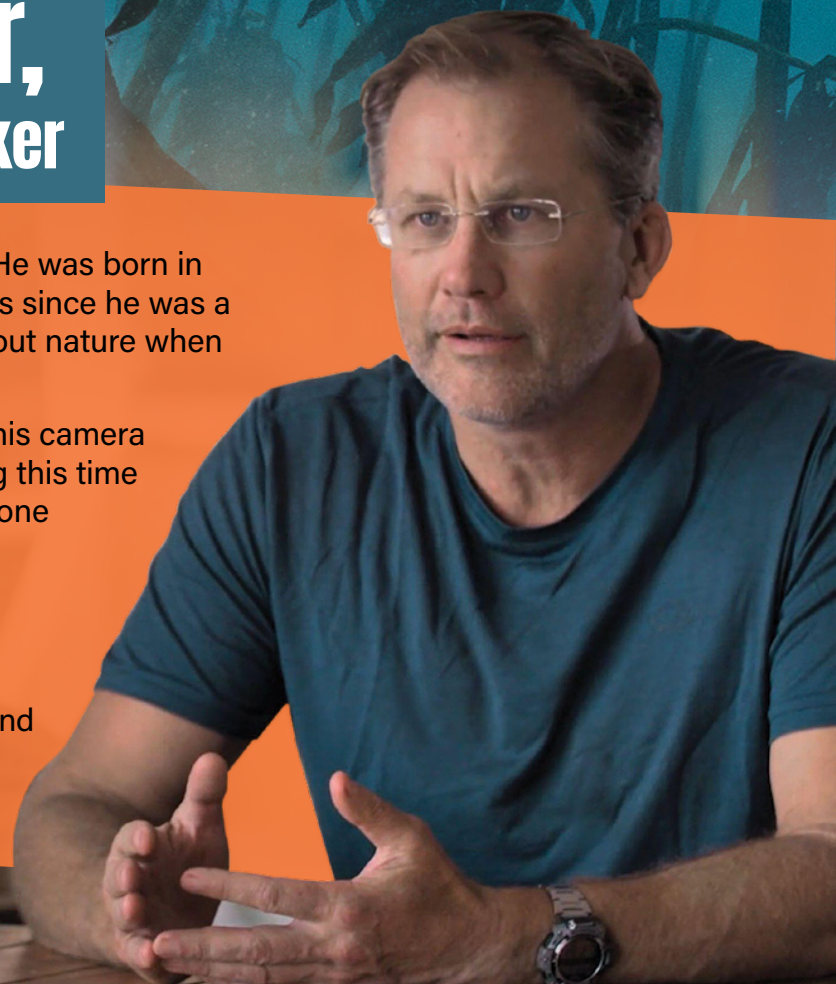


Craig Foster, wildlife film-maker

Craig Foster is a wildlife documentary film-maker. He was born in South Africa in 1970. He has been interested in films since he was a child and he started making documentary films about nature when he was very young.

For many years, Craig has swum underwater with his camera and filmed sea animals and **observed** them. During this time he also discovered some new shrimp species, and one species is called after him.

In 2020, he finished a film about his friendship with an octopus, called *My Octopus Teacher*. Since the film came out, Craig has started a **conservation** organisation to **protect endangered** sea animals and their **habitats**. He has also written a book.



Making *My Octopus Teacher*

In 2010, Craig felt sad and tired and didn't know what he wanted to do with his life. So he went back to a beach that he has visited since he was a child and he started swimming in the sea.

Craig's beach is in False Bay, near Cape Town, South Africa. The weather there is very stormy, and there are big waves. But there is a seaweed habitat on the bottom of the sea and there are lots of different **species** of animals to watch.

One day, Craig observed a very strange thing – a pile of shells on the bottom of the sea. Suddenly, the pile of shells moved. There was an animal hiding in it. Craig moved closer, and saw it was an octopus.

Craig started watching the octopus, but it was **nervous** and scared of him. So Craig made a decision that would change his life. He decided to visit the octopus nearly every day for a year. After some time, Craig could touch it, pick it up and carry it around.

Craig took his cameras into the water to make a film about his new friend. He watched the octopus playing with fish, he saw an attack by a **predator** shark that bit off one of the octopus's arms and he watched the octopus sitting quietly in a safe place while the arm grew back.

Craig learnt a lot of things from his octopus teacher. He learnt that life is hard sometimes, but if you are strong you can **survive**. He learnt that there is a beautiful world under the water, which you can join if you visit it often enough.

What else did Craig learn? He also learnt that everything in nature is connected. Little fish need plants to live, bigger fish need little fish and they all need a clean, healthy habitat. He also found out that if you learn to **trust** an animal or a person, your life can be better.



Seaweed habitat in False Bay, South Africa

Lesson 2 / Reading comprehension

- 1  Read the biography on pages 8–9 again. Are the statements true or false? Write *T* (True) or *F* (False).

Be a star! 

- 1 Craig Foster was born in the USA.
- 2 He has been a film-maker since he was young.
- 3 In 2010, he was in a difficult time in his life.
- 4 He went back to False Bay because it had a good café.
- 5 The octopus didn't learn to trust Craig.
- 6 The octopus changed Craig's life.

F

2 Answer the questions.

- 1 What type of films did Craig Foster make?
- 2 Why did he go back to False Bay?
- 3 Why does False Bay have a lot of sea animals?
- 4 Why did Craig think the octopus was interesting?
- 5 Why did he decide to visit every day?
- 6 What did Craig learn from the octopus?

Films about nature

- 3   Discuss in pairs. Which skills do you think are useful for a wildlife film-maker?

making maps knowing different environments understanding science
using a computer knowing about weather knowing about clothes

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*
paintbrush = *paint* + *brush*

Match the words to make compound nouns.

- | | |
|--------|----------|
| 1 back | a weed |
| 2 sea | b life |
| 3 life | c fish |
| 4 ear | d phones |
| 5 wild | e bone |
| 6 star | f boat |

Lesson 3 Grammar

Graphic

Grammar

1 Look and read.

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

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

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

Present perfect and past simple



2 Circle the correct answers to complete the sentences.

- 1 Mireya Mayor **has been** / **was** born in the USA in 1973.
- 2 She **has decided** / **decided** to study endangered animals at university.
- 3 She **made** / **has made** television programmes to tell people about conservation since 1999.
- 4 Mireya **discovered** / **has discovered** a tiny species of lemur in 2000.
- 5 The lemurs' habitat **became** / **has become** a national park to protect the animals in Madagascar.
- 6 She **has travelled** / **travelled** to lots of countries to do research.
- 7 She **has written** / **wrote** the story of her life as a scientist.
- 8 Mireya **has joined** / **joined** the Amazon Conservation Team to help save the rainforest in 2017.

mouse lemur



3 Work in pairs. Talk about people and their interests. Be a star!

- **A** Look at page 144. **B** Look at page 146.
- Take turns to read the information in the table on your page and ask and answer questions about the people and their interests. **A** starts.

What is Jo interested in?

How long has he been interested in photography?



Photography.

He's been interested since he was eight.

Go to Grammar booster: page 134.

Unit 1 Use the present perfect and past simple to talk about experiences and events WB: page 10

Lesson 4 / Language in use

1 1.2 Listen and say.



Vocabulary

migrate record sanctuary
swift 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?



Why is it important to protect wildlife?

Lesson 5 / Listening

Vocabulary

at risk behaviour chance
danger get rid of prey survival

1 Look at the photos and answer the questions.

- 1 Where are these animals?
- 2 What do the photos have in common?



2 1.3 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 1.3 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 Work in pairs. 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?

Lesson 6 Writing

1  Look at the biography 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 text on pages 8–9 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 discoveries _____
- d working life and experiences _____

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 text 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

Finding 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:

- **Use the correct keywords.** You want to research sea temperature, but typing *temperature* will give you a lot of responses that aren’t useful, like *body temperature*, *weather* and *climate*. Type *sea temperature* to make your search more exact.
- **Use the correct websites.** The websites that appear first are usually the most useful – but check who wrote them and when. If the website is marked ‘Ad’ it’s trying to sell you something. Look for websites you can trust; for example, an official site like National Geographic will give you better information than a company trying to sell you a holiday.
- **Check your information on at least two websites.** The internet is full of wrong information. If you’re not sure you can trust the information on one website, check it with information on another website. If the facts are different, look for a third, official website.

Search 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 1.4 Listen and complete the description. How is it similar or different to your ideas in Activity 1?

The main focus of the photo is a ¹ turtle and some ² fish. They are swimming together in the ocean. In the background there are some black fish. At the ³ bottom 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 the animals working together to ⁹ keep the turtle safe each other. It also has beautiful, bright ¹⁰ colours.



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

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

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 similar or different?

Be a star!



Lesson 8

Think about it!

Choose a habitat

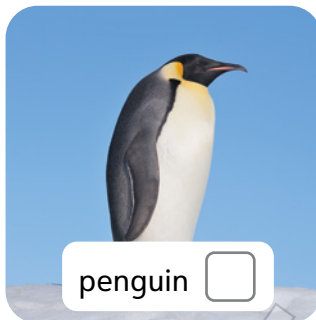
1 Match fact files 1–4 to the photos.



golden eagle ☐



crocodile ☒



penguin ☐



giraffe ☐

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.

- 1  1.5 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.



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 actions to the emotions.

How did Tali feel when ... ?

- 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

- a bored
- b worried
- c unhappy
- d curious
- e happy
- f surprised

3 Work in pairs. 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?