

11 A WORLD OF ANIMALS

OBJECTIVES

FUNCTIONS: asking and answering about past holidays; talking about ability in the past; describing a picture; sequencing (in a story)

GRAMMAR: past simple: irregular verbs; past simple (negative and questions); *could* / *couldn't*

VOCABULARY: verb and noun pairs; adjectives

READING

1 Match the words in the list with the photos. Write 1–12 in the boxes.

1 bear | 2 bird | 3 cat | 4 cow | 5 dog
6 elephant | 7 gorilla | 8 horse | 9 tiger
10 rabbit | 11 sheep | 12 snake

2 Complete the sentences with (plural) animals. Then compare your ideas with other students. Use the animals from Exercise 1 or any others that you know.

- 0 Sometimes snakes are dangerous.
- 1 Sometimes you see _____ in people's houses.
- 2 You can find _____ in towns.
- 3 You can find _____ in the countryside.
- 4 I like _____.
- 5 I don't like _____.
- 6 You can find _____ on a farm.
- 7 _____ can sometimes run very fast.
- 8 You can find _____ in Africa.
- 9 People sometimes eat _____.

3  2.39 Look at the photos on page 103. What do you think the article is about? Read, listen and check.

4 Read the article again. Choose the correct words.

- 0 Erin worked / was on holiday in Glacier Park.
- 1 The people wanted to see bears / have a nice horse ride.
- 2 Erin and the boy were on the same horse / different horses.
- 3 The boy's horse ran away because it / the boy was scared.
- 4 Tonk / Erin didn't want to move.
- 5 The boy fell off / stayed on the horse's back.
- 6 Erin / Erin and Tonk ran at the bear three times.
- 7 Erin and Tonk saved / didn't save the boy from the bear.



Erin and Tonk to the rescue



Erin Bolster and Tonk

Erin Bolster was a guide in Glacier Park in Montana, USA. In July 2011, she took a group of eight people on horses for a ride in the woods. Erin was on a big white horse called Tonk.

Everyone was ready to have fun, and the ride started well. Erin knew there were bears in the woods, but they didn't usually go near people.

Suddenly, an angry, 300 kilogram

grizzly bear came out from the trees. It was very near to an eight-year-old boy who was on his horse. The boy's horse saw the bear and got very scared. It ran away with the boy on its back. The bear ran after them.

Tonk was scared, too. He didn't want to move. But Erin needed to help the boy. She didn't stop to think. She gave Tonk a kick and they went after the bear.

She found the bear near the boy and his horse. Then the boy fell off the horse and the bear started to go towards him! Erin put Tonk between the bear and the boy. Together they ran at the bear three times. The bear made a terrible noise – but then it went away. Erin picked the boy up and took him back to his father and the other riders.

The boy's father was very happy and Erin and Tonk were heroes!



THINK VALUES

Animals and us

1 After Erin and Tonk saved the boy, Erin decided to buy Tonk. Why, do you think? Choose an answer.

- A Tonk didn't have a place to live.
- B Erin thought Tonk was a hero.
- C Tonk was very cheap.
- D Erin thought Tonk was a beautiful horse.

2 Tick (✓) the things you agree with.

- It's important to be nice to animals.
- Animals and people can live together.
- It isn't good to eat animals.
- It isn't good to use animals for clothes.
- All animals are important.
- Zoos are bad for animals.
- Zoos help people understand animals.
- It isn't good to have animals in your house.

3 **SPEAKING** Work in pairs. Compare your ideas with a partner.

GRAMMAR

Past simple: irregular verbs

- 1 Look at these examples from the article on page 103. Find the past tense of the other verbs in article and write them in the table.

Erin **put** Tonk between the bear and the boy. Together they **ran** at the bear three times.

1 put	<i>put</i>	7 give	
2 run	<i>ran</i>	8 go	
3 come		9 know	
4 fall		10 make	
5 find		11 see	
6 get		12 take	

- 2 Complete the sentences with the past simple form of the words in the list. Use the irregular verbs list on page 128 of the Workbook to help you.

come | drink | eat | fall | forget | get
give | ~~go~~ | run | see | take | write

- 0 Last weekend we went to Scotland. My uncle _____ with us.
1 We _____ some nice places and _____ lots of photographs.
2 The little girl _____ too fast and she _____ over.
3 I _____ some good presents for my last birthday. My parents _____ me a bicycle!
4 I _____ an email to my friend but I _____ to send it!
5 My friends and I went to a fast food place last night. We _____ pizza and we _____ milkshakes.

Past simple (negative)

- 3 These sentences are not true. Use the text on page 103 to correct them. Then choose the correct words to complete the rule.

- 0 Bears usually went near people.
Bears didn't usually go near people.
1 Tonk wanted to move.
2 Erin stopped to think.

RULE: To make negative sentences in the past simple, we use *didn't* (*did not*) + the ¹base / *past* form of the verb.

It's ²the same / *different* for both regular and irregular verbs.

It's ³the same / *different* for all subjects (I/you/they/we/he/she/it).

- 4 Make the sentences negative.

- 0 I liked the film.
I didn't like the film.
1 I saw my friend at the party.
2 We had a good time.
3 I took a photograph.
4 Our friends came to see us.
5 She found her phone.

Workbook page 100

VOCABULARY

Verb and noun pairs

- 1 Choose the correct words in the sentences from the text on page 103.

- 1 Everyone was ready to *have / do* fun.
2 The bear *did / made* a terrible noise.
3 The boy's horse saw the bear and *got / did* very scared.

- 2 Write the phrases in the correct columns. You can write some phrases in more than one column.

~~a break~~ | a good time | a mistake | a noise
a shower | angry | away | excited | homework
on holiday | photographs | something

have	take	make
	<i>a break</i>	
do	get	go

- 3 In which column(s) can you add the words in the list? Can you add more words to the columns?

a bath | a party | a train | breakfast | fun | skiing

- 4 Complete the sentences so they are true for you. Use a positive or negative verb form.

- 1 I _____ breakfast this morning.
2 I _____ my homework last night.
3 Last weekend, I _____ a lot of photographs with my phone.
4 I _____ a good time at the weekend.
5 My family _____ on holiday last year.
6 The last time I went to a party, I _____ fun.

- 5 **SPEAKING** Compare your answers with a partner.

Workbook page 103

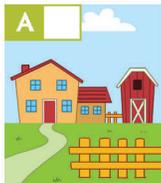
LISTENING

1 **2.40** It's the end of the summer holidays. Ian meets Becky and asks about her holiday. Listen and tick (✓) the correct options.

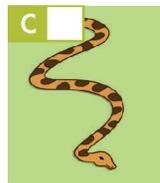
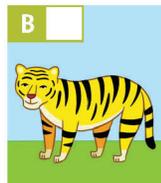
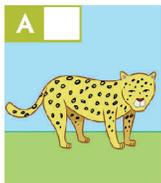
1 Where did Becky go?



2 Where did she stay?



3 What did she see on her holiday?



2 **2.40** Listen again and choose the correct answers.

- Where did Becky's dad work in the past?
 - in Belize
 - in a zoo
 - in a shop for animals
- What animals did Becky's family want to see?
 - snakes
 - birds
 - big cats
- What did they hear outside?
 - jaguars
 - strange noises
 - other people

THINK SELF-ESTEEM

Animals and nature

Tick (✓) the statements that are true for you.

- I like camping.
- It's exciting to be near animals and nature.
- I only want to see animals in a zoo.
- I don't like dangerous animals or places.

GRAMMAR

Past simple (questions)

1 Complete the questions from the listening. Write the same word in each space. Then complete the rule.

- _____ you have a good holiday?
- _____ you see one?
- Where _____ you stay, then?
- What _____ you do on your holiday?

RULE: To form past simple questions, we use
 1 _____ + I/you/he/she/it/we/they + the base form of the verb.

2 Put the words in order to make questions.

- to the party / did / go / you ?
Did you go to the party?
- she / a good time / did / have ?
- watch / on TV / did / that programme / you ?
- they / a lot of / take / photographs / did ?
- what / for breakfast / did / have / you ?
- did / you / where / last night / go ?

3 Complete the dialogues.

- A What did you watch on TV last night?
B I watched a really good film.
- A Where _____ on Saturday?
B I went to the cinema.
- A What _____ at the zoo?
B We saw some really cool animals!
- A What _____ in Italy?
B We ate spaghetti and pizza.

4 **SPEAKING** Work in pairs. Write questions to ask your partner about their last holiday. Then ask and answer.

- ... go?
- ... stay?
- ... do?
- ... a good time?
- ... photographs?
- ... on your own?

Workbook page 101

Pronunciation

Past simple irregular verbs

Go to page 121.



READING

- 1 Look at the pictures. These animals don't exist today; they're extinct. Match them with the names in the text. Write 1–3 in the boxes.
- 2  2.43 Read and listen to the article. Where did these animals live?

Extinct animals

1 The dodo

The dodo was a bird. It lived on the island of Mauritius, in the Indian Ocean. At one time there were thousands of them on the island. Then people from Europe arrived and started to eat them. The Europeans took animals such as dogs and cats to the island, and the animals ate the dodo eggs. So, why didn't the dodo fly away from the people? Because it couldn't fly. And in 1681, it became extinct.

2 The sabre-toothed cat

This dangerous cat lived thousands of years ago, in North and South America. It had two very big teeth that it used to kill animals. You could see these teeth even when the cat's mouth was closed. People think that this cat could kill very big animals. It became extinct around 10,000 BCE because there wasn't enough food for it.

3 The woolly rhinoceros

This very big animal lived in the middle of Europe and Asia until about 8,000 BCE. It had two horns – the big one was sometimes one metre long. It had a thick woolly coat, so it could keep warm in the cold winters. But then the weather changed a lot and the woolly rhinoceros couldn't live in the warm weather. Also, many people killed them for food. So they died out.

3 Read the article again. Write the names.

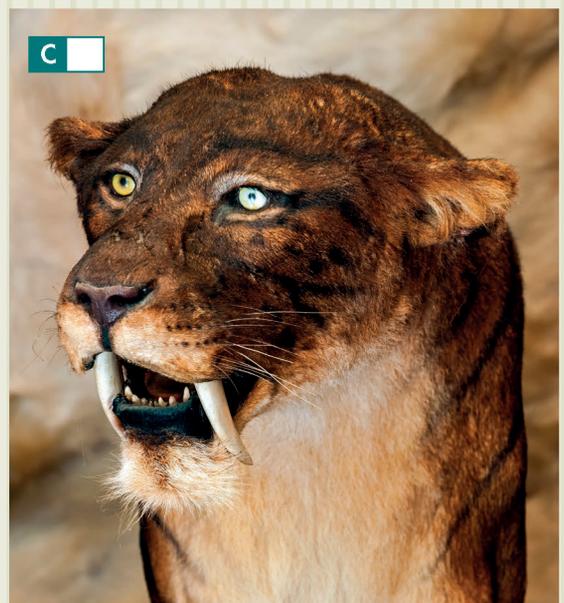
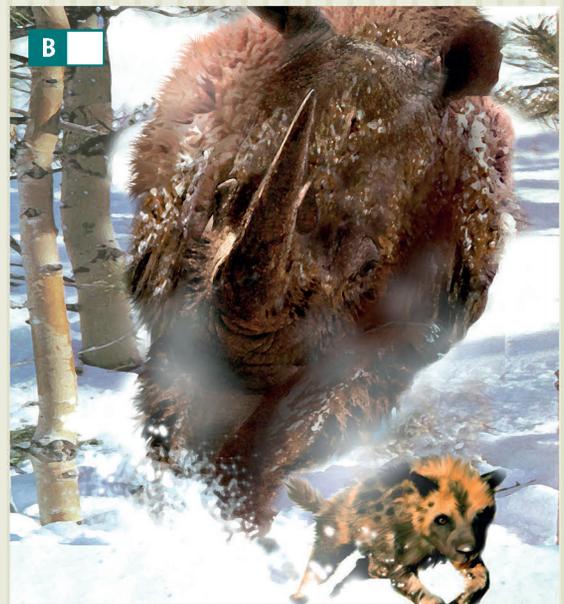
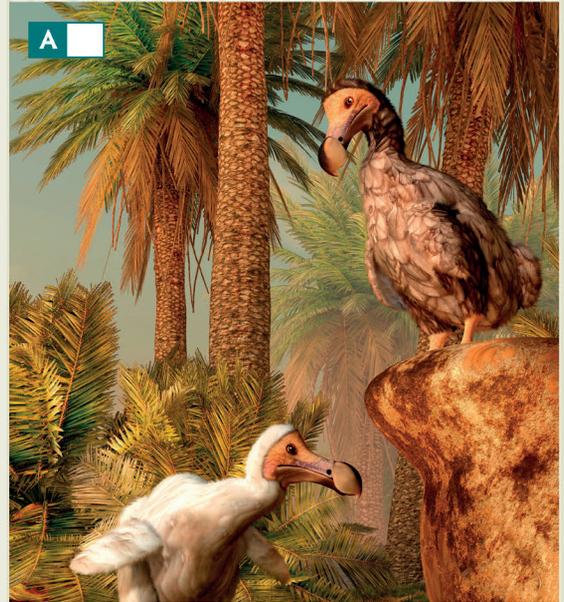
- 0 This animal became extinct when the weather changed.
woolly rhinoceros
- 1 These animals became extinct because of people.

- 2 This animal killed other animals.

- 3 This animal was a bird but it couldn't fly.

- 4 This animal was the first to become extinct.

- 5 This animal was the last to become extinct.



GRAMMAR

could / couldn't

1 Complete the examples from the text on page 106. Then read the rule.

- This cat _____ kill very big animals.
- The woolly rhinoceros _____ live in the warm weather.

RULE: We use **could/couldn't** + the base form of a verb to talk about ability in the past.

2 Use **could/couldn't** and a verb from the list to complete the sentences.

do | drive | play | ride | see | speak

- The homework last night was very difficult. I _____ it! ✗
- My grandmother _____ without her glasses. ✗
- My brother _____ the guitar when he was only seven. ✓
- I _____ a bicycle when I was four. ✓
- My father _____ a car until he was 25. ✗
- My grandfather was amazing; he _____ five languages. ✓

3 **SPEAKING** Work in pairs. Think about what you could or couldn't do when you were five. Use the ideas in the list. Add your own ideas.

dance
read and write
ride a bicycle
speak English
swim
take photographs
use a tablet

When I was five, I couldn't ride a bicycle.

When I was five, I could swim.

Workbook page 101

VOCABULARY

Adjectives

1 **2.44** Write a word from the list under each picture. There are six extra words you don't need. Listen and check.

beautiful | boring | clean | clever
dangerous | dirty | horrible | interesting
lovely | safe | stupid | ugly

2 Match the adjectives and their opposites from Exercise 1.

boring – interesting

3 **SPEAKING** Work in pairs or in small groups. Use the adjectives from Exercise 1 to talk about these things.

your town | a TV programme
a famous person | an animal on TV
a sport that is popular in your country
a famous actor | a place in your country

Workbook page 103



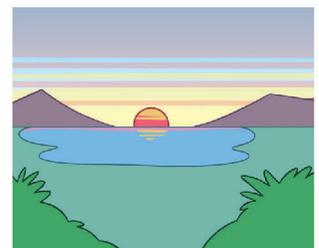
1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

The spider

1 Look at the photos and answer the questions.

What do you think Ruby is scared of?
Is Dan nice or horrible to Ruby?

2  2.45 Now read and listen to the photostory. Check your answers.



1

TOM I had a really good time yesterday.
DAN Yeah? What did you do?
TOM I took the dog for a walk in the forest. It was really fun.
ELLIE That sounds nice.



2

ELLIE What about you, Ruby? What did you do yesterday?
TOM Ruby? What's the matter? Did something bad happen?
RUBY Yes. Oh, it was horrible. I don't want to talk about it.
TOM Come on, Ruby. We're your friends. What happened?



3

RUBY Well, last night I went into my bedroom, and suddenly I saw ... oh, it's stupid.
ELLIE What, Ruby? What? Tell us!
RUBY All right. I sat down and there was a spider on my bed, right beside me! A big, fat, ugly spider.
ELLIE Poor you!
DAN Ha, ha, ha, ha! You're afraid of spiders? I don't believe it!
ELLIE Dan! Don't be horrible! Don't say things like that.
RUBY I hate spiders, Dan! I'm really, really afraid of them!



4

TOM That wasn't very nice, Dan. Tell her you're sorry.
DAN Oh, come on. It's silly to be scared of spiders.
TOM But she's really angry with you now.
DAN I've got a great idea, Tom! Let's play a joke on her.
TOM Oh, no! Don't look at me!

DEVELOPING SPEAKING

3  EP6 Watch to find out how the story continues.

- 1 What does Dan do to Ruby?
- 2 What has Jason got?

4  EP6 Watch again. Put the events in order. Write 1–7 in the boxes.

- | | | |
|-------------------------------------|---|--|
| <input type="checkbox"/> | a | Ellie has got an idea. |
| <input type="checkbox"/> | b | Ellie talks to a boy called Jason. |
| <input type="checkbox"/> | c | Jason and Ellie go and talk to Dan. |
| <input type="checkbox"/> | d | Tom says he's scared of Ellie. |
| <input type="checkbox"/> | e | Dan gets scared when he looks in Jason's box. |
| <input checked="" type="checkbox"/> | f | Dan plays a trick on Ruby with a plastic spider. |
| <input type="checkbox"/> | g | Dan tells Ruby that he knows how she feels. |

PHRASES FOR FLUENCY

1 Find the expressions 1–4 in the story. Who says them?

- 1 What happened?
- 2 All right.
- 3 ... suddenly ...
- 4 Poor you!

2 How do you say the expressions in Exercise 1 in your language?

3 Put the sentences in the correct order to make a dialogue.

- | | | |
|-------------------------------------|------|--|
| <input type="checkbox"/> | ANDY | It's true. I was so scared I jumped on the chair and fell off! |
| <input type="checkbox"/> | ANDY | Because I saw a big, scary spider! |
| <input checked="" type="checkbox"/> | ANDY | Can I tell you what happened yesterday? |
| <input type="checkbox"/> | ANDY | I was in the kitchen, and suddenly, I fell off my chair. |
| <input type="checkbox"/> | GINA | What? You saw a spider and fell off your chair? |
| <input type="checkbox"/> | GINA | All right. What happened? |
| <input type="checkbox"/> | GINA | Oh, poor you! But why? |

4 Complete the dialogues with the expressions from Exercise 1.

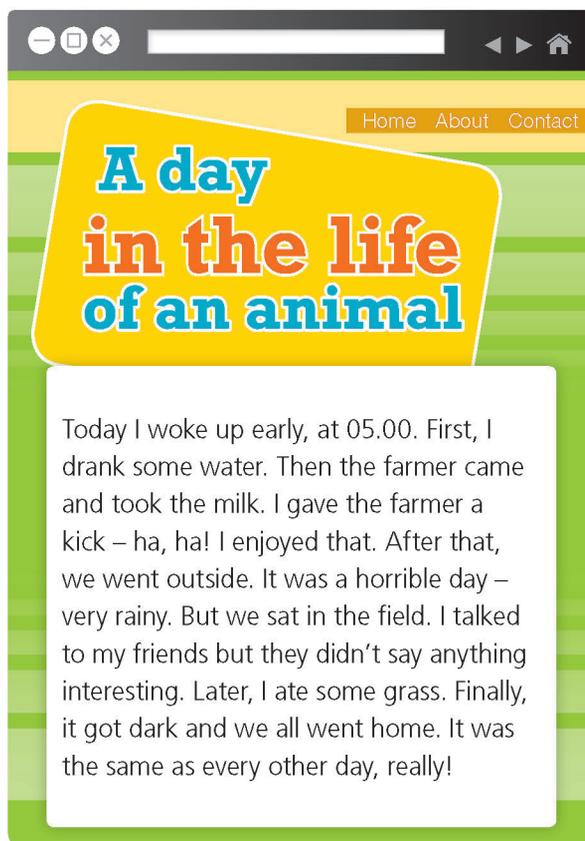
- 0 A You look really happy! What happened?
B I got my test results. 95%!
- 1 A I think I'm ill.
B _____! Perhaps you should stay in bed today.
- 2 A Julia was horrible last night.
B I know. At first she was OK, but _____ she got angry with me!
- 3 A There's a great new online computer game. Can I play it, Dad?
B _____, but only for ten minutes. You've got homework.

FUNCTIONS

Sequencing (in a story)

1 Read the blog entry. The writer is an animal. Choose which animal the writer is.

- a bird b cow c cat



The screenshot shows a browser window with a blog entry. The title is "A day in the life of an animal" in large, colorful letters. Below the title is a white text box containing the following text:

Today I woke up early, at 05.00. First, I drank some water. Then the farmer came and took the milk. I gave the farmer a kick – ha, ha! I enjoyed that. After that, we went outside. It was a horrible day – very rainy. But we sat in the field. I talked to my friends but they didn't say anything interesting. Later, I ate some grass. Finally, it got dark and we all went home. It was the same as every other day, really!

2 Find the words and phrases which tell us when things happened and the order in which they happened.

WRITING

A day in the life of an animal

1 Choose an animal. Choose from the animals on page 102, or think of a different one.

Think about:

- what this animal usually does every day
- what the animal eats and drinks
- where the animal goes

2 Write a blog entry for the animal. Don't write what animal it is! Use the past simple and sequencing words and phrases. Write about 35–50 words.

3 Give your blog entry to a partner. Can he/she guess which animal it is?