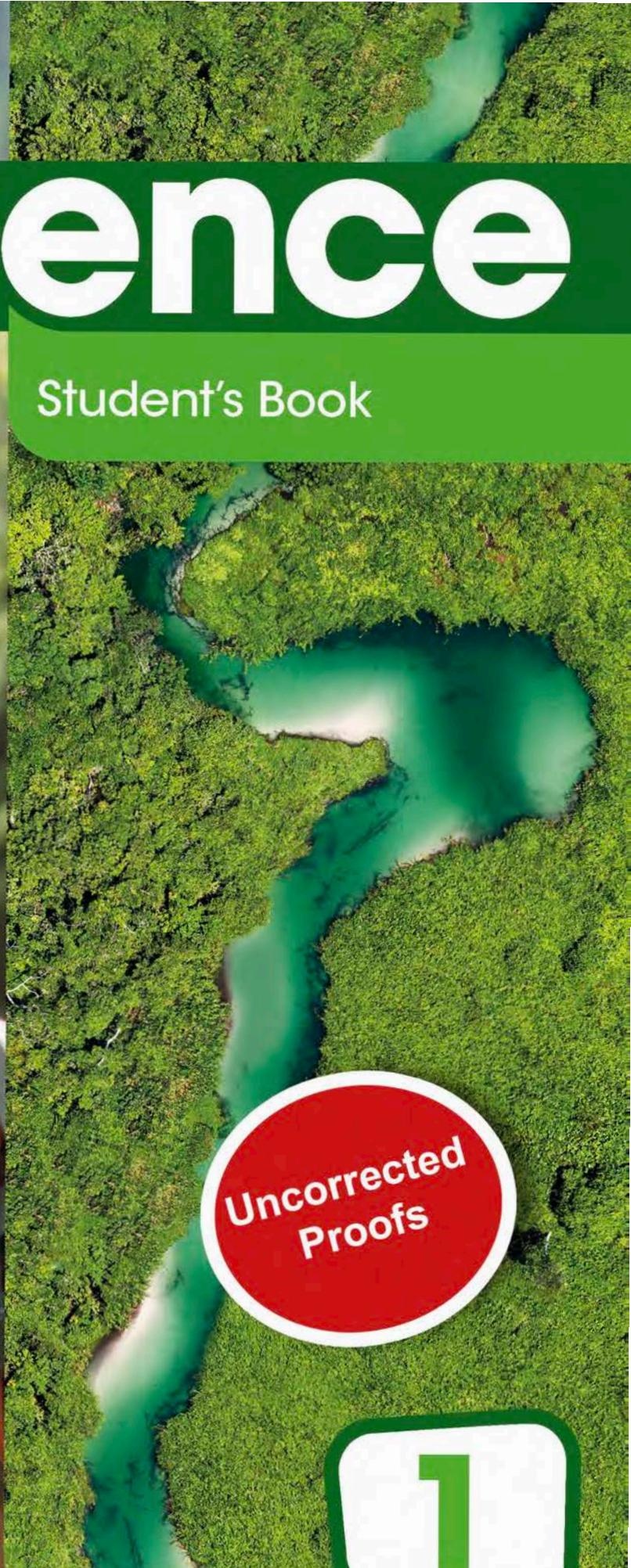


Influence

Student's Book



Uncorrected
Proofs

1

6

Animals in danger

WDYT?
(What do you think?)

What can we do to help animals in danger?

Vocabulary: describing animals; collocations: taking action

Grammar: past simple of *be* and regular verbs

Reading: an article about two conservation success stories

Listening: a podcast about a teen entrepreneur

Speaking: showing interest

Writing: an email

Project: prepare a poster about endangered animals



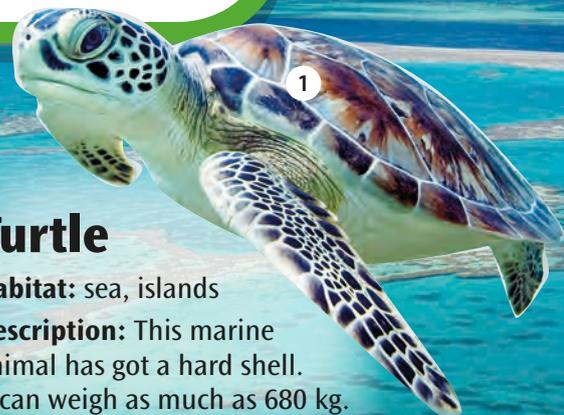
Video skills p73



Real-world speaking p79



Project pp82-83



Turtle

Habitat: sea, islands

Description: This marine animal has got a hard shell. It can weigh as much as 680 kg.

Peacock

Habitat: forest

Description: The peacock has got 200 colourful feathers and a small white beak. It's got wings but can only fly short distances.



Goat

Habitat: mountains

Description: The goat lives in mountains. It's got short brown or white fur, a short tail and two horns.



Describing animals

1 Read the mini texts and add the names of the animals to the table.

Class	Animal	Class	Animal
bird		insect	
mammal	goat	reptile	

2 Add the animals in the box to the table. Which animal can't you add? Why not?

ant crocodile parrot penguin rhinoceros shark

3 Read the descriptions and match the words in the box to body parts 1-9 in the photos.

beak feathers fin fur horn shell
tail tooth (pl. teeth) wings

Bee

Habitat: garden, the countryside

Description: The bee has got a yellow and black striped body. It makes honey and is very important for plants.



7

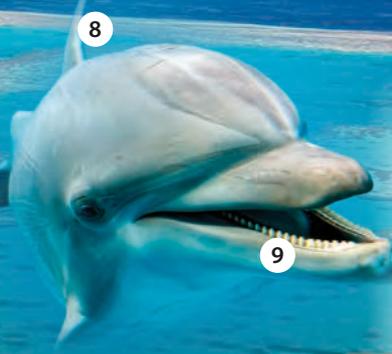
8

Dolphin

Habitat: sea, rivers

Description: The dolphin lives in the sea. It's got a big fin on its back, but it's not a fish. It's got up to 100 teeth. It's very intelligent.

9



Snake

Habitat: deserts, forests

Description: Snakes are often dangerous. This spotted rattlesnake is very poisonous and can kill you.



4 Match the adjectives we can use to describe animals with the correct symbol.

colourful dangerous marine
poisonous spotted striped

① 	② 	③ 
④ 	⑤ 	⑥ 

be and have got

We say 'The tiger *is* a striped animal' but 'It's *got* (has got) striped fur.'

5  36 Listen to the descriptions and write the name of each animal.

6 Complete the descriptions of animals using words from the box.

beak colourful dangerous
feathers horns tail (x2) wings

The parrot is a very 1 (...) bird with yellow 2 (...) on its body. It's got a black 3 (...), blue 4 (...) and a long blue 5 (...).



The rhino has got two 6 (...) and a very short 7 (...). It's a big animal and can be very 8 (...) if it gets angry.



7  Work in pairs. Student A, think of an animal. Student B, ask questions to guess your partner's animal.

Is it a mammal?

No, it isn't.

Is it a bird?

Yes, it is.

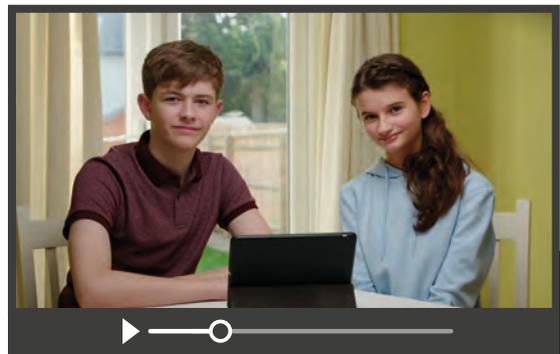
Is it colourful?

Yes, it is.

I know – it's a peacock!

Yes!

VIDEO SKILLS



8  Watch the video. What animals do you see?

9  Work in pairs. Discuss the questions.

- Why do vloggers make top 5 videos?
- Why are top 5 videos popular?
- What could you make a top 5 video about?
- Do you like this type of video? Why/Why not?

An article

1  Work in pairs. Answer the quiz questions.

How much do you know about extinct animals?

Amazing Animals of the Past Quiz

1 Which dinosaur was the biggest?

- a the Titanosaur
- b the Tyrannosaurus Rex
- c the Stegosaurus

2 Was the dodo ... ?

- a a reptile
- b a mammal
- c a bird

3 Steller's sea cows were very big sea mammals, up to nine metres long! Were they dangerous?

- a Yes, they were.
- b No, they weren't.

4 Were mammoths similar to ... ?

- a lions
- b sharks
- c elephants

5 The Tasmanian tiger wasn't a tiger. Was it ... ?

- a a dog
- b an insect
- c something different

6 Were there any baiji dolphins in Australia?

- a Yes, there were.
- b No, there weren't.

2  37 Listen and check your answers.

3  38 Read and listen to the article about two animals. What do they have in common?

► **Subskill: Understanding the content of paragraphs**

Read the headings first, then read paragraph A to see which fits best.

4 Match headings 1–5 with paragraphs A–E in the article.

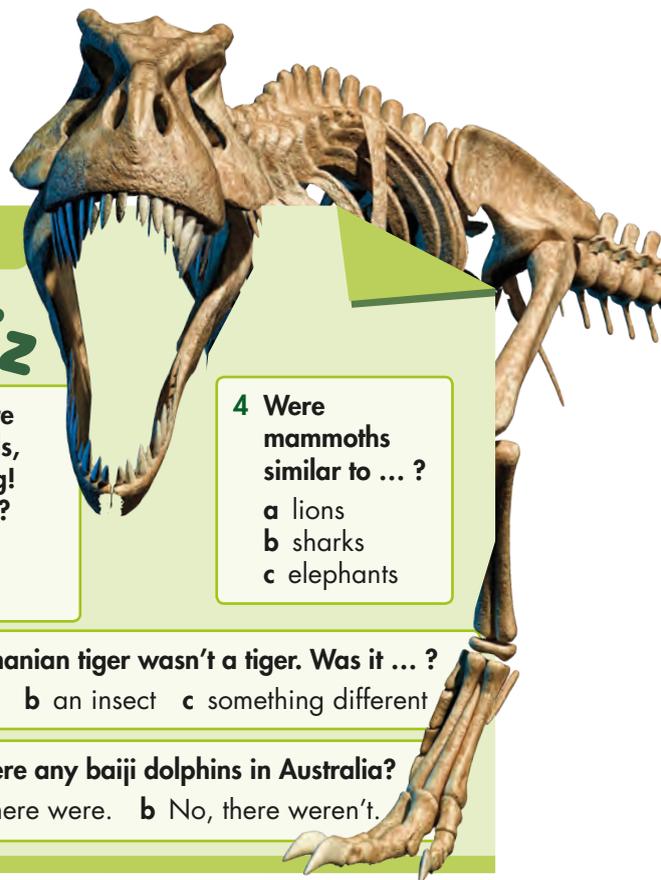
- 1 Can we change this situation?
- 2 What are the facts about gorillas?
- 3 What solutions were there to the problems?
- 4 What is a saiga?
- 5 Why were saigas and gorillas in danger?

5 Which animal does the information refer to, the gorilla or the saiga?

- 1 In the 1990s, the population was over a million.
- 2 They sometimes travel 1,000 km.
- 3 There were 500 in 1960.
- 4 There were 50,000 in the year 2000.
- 5 There were about 200 in the 1970s.

6 Are the sentences true or false? Correct the false sentences.

- 1 The saiga has got a very small nose.
- 2 The gorilla has got grey fur.
- 3 The reasons for changes in saiga and gorilla populations were habitat and hunting.
- 4 The populations of both animals are improving now.
- 5 The saiga and the gorilla are the only success stories.



7 **Word work** Match the definitions to the words in bold in the text.

- 1 a programme of activities
- 2 the number of people or animals living somewhere
- 3 killing an animal for food or sport
- 4 rules made by a government
- 5 the place where an animal lives
- 6 very hot, dry places

8 Complete the sentences with words from exercise 7.

- 1 The Sahara and the Gobi are (...).
- 2 Seas and rivers are the (...) of the dolphin.
- 3 I don't like (...) or killing animals.
- 4 I'm organising a (...) to get people to cycle to school.
- 5 We need more (...) to control the Internet.
- 6 The (...) of my city is 700,000.

CRITICAL THINKING



- 1 **Remember** Find examples in the article of actions to help animals in danger.
- 2 **Evaluate** Think of an advantage and a disadvantage of each action. Then choose the best idea.
- 3 **Create** Imagine you are creating a campaign to help animals in danger. What campaign would you create? Which animals would you help?

The saiga and the mountain gorilla

Two conservation success stories

Some scientists say that one species becomes extinct every seven minutes.

What can we do to stop this from happening?
Let's meet two endangered animals and find out.

A (...)

The saiga has got brown or grey fur, horns and a very strange long nose. It lives in groups in the **deserts** of south-east Europe and central Asia. They can travel up to 1,000 km between summer and winter. In the 1990s there were more than a million saigas, but by the year 2000 the population was less than 50,000.

B (...)

The mountain gorilla is a large mammal. It lives in national parks in two regions of Africa. It's got black fur and is very intelligent. In 1960 there were about 500 gorillas in the Virunga mountains, but by the 1970s the **population** was about 200.

C (...)

The saiga and the gorilla were both at risk of extinction. The reduction in **habitat** was a big problem: there wasn't enough open space for the saiga and there was less forest for the gorilla. **Hunting** was also a serious problem. Some people kill gorillas or sell them. There weren't any **laws** to stop this until 2008. Other people kill saigas for their horns.



Mountain gorillas can weigh 180 kg.



Logo of G4G, a mountain gorilla charity organisation

D (...)

Animal conservation organisations, like WWF, and governments were very worried and there was a big **campaign** to help the saiga and the gorilla, with more money to protect their habitats and new laws to stop hunting. There were special exhibitions and there was even a saiga stamp!

E (...)

The saiga and mountain gorilla are still in danger but the populations are slowly growing. And the saiga and the gorilla are not the only success stories: a similar programme is also helping the giant panda. Extinction of plants and animals is still a very serious problem, but with success stories like these, we can see that change is possible.



Saiga postage stamp from Mongolia

Past simple: *be*

1 Copy and complete the tables with the examples in the box.

Steller's sea cows **were** very big sea mammals.
The Tasmanian tiger **wasn't** a tiger.
There **was** less forest for the gorilla.
There **were** more than a million saigas.

Affirmative and negative

Subject	was(n't)	+ singular
Hunting	was	a serious problem.
1 (...)	(...)	(...)
Subject	were(n't)	+ plural
2 (...)	(...)	(...)

there was/were

There	was(n't)	+ singular
3 (...)	(...)	(...)
There	were(n't)	+ plural
There	weren't	any laws.
4 (...)	(...)	(...)

2 Complete the sentences with the correct past simple form of *be*.

- The dodo (...) an unusual bird from Mauritius. It (...) one metre tall.
- Mammoths (...) reptiles; they (...) mammals.
- By 2002, there (...) any baiji dolphins. They (...) extinct.
- Steller's sea cow (...) a cow. It (...) a big mammal and its habitat (...) the sea.

3 Read the examples. Choose the correct option to complete the rules.

Yes/No questions	Short answers
Were they dangerous?	No, they weren't.
Was the dodo a bird?	Yes, it was.
Were there any baiji dolphins in Australia?	No, there weren't.
Wh- questions	
What was the problem?	
Why was there a big campaign?	
How many saigas were there in 1990?	

- In Yes/No questions, the verb comes **first/second**.
- In Wh- questions, the verb comes **before/after** the question word (*who, what, why*, etc.).
- When we ask questions with *there was/were*, the verb comes **before/after** *there*.

4 Order the words to make questions.

- was / How / big / rhino / the ?
- dangerous / Was / it ?
- the / What / rhino's / diet / was ?
- were / there / rhinos / in / 2011 / many / How ?
- in Cameroon / there / Were / rhinos ?

5 Match answers a–e to questions 1–5 in exercise 4.

- Plants.
- None. They were extinct.
- It was up to 3.8 m long.
- Yes, there were.
- Yes, because it was so big.

6 Complete the text with *was(n't)* or *were(n't)*.

Today on the Fun Facts Forum we answer your questions about

PREHISTORIC ANIMALS



Which **1** (...) the most frightening animal?
Keisha, Boston



I think it **2** (...) the megalodon, from the shark family. Megalodons **3** (...) very dangerous. Their name means 'big tooth'! It **4** (...) a good idea to go near them!



5 (...) dinosaurs the biggest reptiles?
Cameron, Glasgow



Yes, they **6** (...). But they **7** (...) the most dangerous! There **8** (...) an enormous dinosaur-eating crocodile called Deinosuchus.



9 (...) the dodo the only flightless bird?
Laurie, Vancouver



No, it **10** (...). There **11** (...) a prehistoric bird that was too big to fly! The Ornimegalonyx was more than 9 kg.

7 Answer the question to solve the Brain teaser.



TEASER

All the mammoths were in a line. Two mammoths were in front of a mammoth. Two mammoths were behind a mammoth. And there was a mammoth in the middle.

What is the smallest possible number of mammoths?

Collocations: taking action

1 Complete the leaflet with verbs in the box.

donate join organise protect
raise solve start visit

Save our wildlife!

There are many ways that we can 1 (...) wildlife. Why not choose two and do them in the next month?

How you can help

- Find out which animals are in danger and what you can do to 2 (...) the problem.
- 3 (...) a wildlife park and see animals in real life.
- 4 (...) an organisation like the World Wildlife Fund and help them with their work.
- 5 (...) a new school club. Meet regularly and talk about animals.
- 6 (...) a special day at your school with games and activities to teach other students about wildlife.
- 7 (...) money to give to a wildlife charity.
- 8 (...) a small amount of money every month and help to save your favourite animal.

2 Match verbs 1–8 with nouns a–h to form collocations.

- | | |
|------------|-----------------------------|
| 1 visit | a a group, a club |
| 2 join | b endangered animals, birds |
| 3 organise | c awareness, money |
| 4 protect | d old clothes, your time |
| 5 start | e a zoo, a museum |
| 6 donate | f a party, a sports event |
| 7 raise | g a mystery, a puzzle |
| 8 solve | h a new business, a blog |



A typical hive has got 50,000 bees. They make 14 kg of honey. Bees are great navigators. They can navigate like a sat nav.



A podcast

▶ **Subskill: Identifying which statements are true or false**

Before you listen, read the true/false options and underline key words. As you listen, tick the statements that are completely true. The remaining option must be the false one.

3 39 Listen to a podcast about Mikaila Ulmer. Which two statements are true?

- a She's a young entrepreneur.
- b She donates money to protect bees.
- c She is a volunteer for a wildlife organisation.

4 Listen again. Are the sentences true or false? Correct the false sentences.

- 1 You can only buy Mikaila's lemonade in Texas.
- 2 Bees were her favourite insect when she was young.
- 3 She decided to make lemonade for a business competition.
- 4 She used a recipe from her aunt's cookbook.
- 5 Cafés and shops now sell the drink.
- 6 The President of the USA tried her lemonade.

5 Choose the correct option.

- 1 Mikaila was **four/five** years old when it all started.
- 2 She received \$ **50,000/60,000** for her business on a TV show.
- 3 Mikaila has a contract for \$ **7/11** million to sell her lemonade.
- 4 She gives **20/25** % of her money to bee organisations.
- 5 She visited the White House in **2016/2017**.

6 Discuss the questions in pairs.

- 1 In what ways is Mikaila extraordinary?
- 2 What's the most important thing she does?



Past simple of regular verbs: affirmative and negative

1 Read the examples and complete the rules.

Affirmative	Negative
She started to sell the drink.	She didn't like bees.
She visited the White House.	She didn't stop there.

- To make the past simple of regular verbs, add (...).
- To make the negative, use (...) + infinitive.

2 Read the Spelling rules on p81. Write the affirmative past simple of the verbs in the box.

finish like organise play
study travel visit watch

3 Complete the sentences with the affirmative or negative of the verbs in brackets.

- I started my science project last weekend, but I (...) (**finish**) it.
- We (...) (**watch**) a film about pandas in class yesterday.
- We (...) (**play**) football last weekend because the weather was so bad.
- My grandparents are on holiday now so we (...) (**visit**) them last Sunday.
- I (...) (**like**) animals when I was younger but now I love them.
- We (...) (**organise**) an event at our school last term to raise money for wildlife.

Time expressions

We use the past simple with past time expressions.

yesterday

last night, last Thursday, last weekend

in August, in 2017

4 Write true sentences for you. Compare your sentences with other students.

- watch TV / last night
I watched/didn't watch TV last night.
- play a computer game / last weekend
- visit another country / last year
- study English / last summer
- listen to music / yesterday
- travel by bus / last week

Irregular verbs

Some verbs are irregular in the affirmative of the past simple.

go → went see → saw have → had meet → met

5 Choose the correct option.

GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8



From zoos, to wildlife parks, to city farms, there **1 is/are/were** many places for animal-lovers to visit in the UK.

One of **2 more/the most/the best** exciting places is 'Crocodiles of the World', near Oxford. Here, you can see 150 crocodiles and other reptiles. **3 It was/There was/There were** the idea of Shaun Foggett, or 'The Croc Man'. Shaun had a collection of crocodiles at his home, but there **4 was/wasn't/weren't** space for all of them. He didn't **5 want/wants/wanted** to give the crocodiles to other people so he **6 decide/decides/decided** to start a zoo.

Now, Shaun **7 help/helps/helped** to protect the crocodiles and teach other people about them. Visitors can help to look after the animals – prepare their food and feed them. (You **8 can't/must/mustn't** be careful, of course!) You can also donate money to the organisation.

Research

Where can you go to see animals in your local area?



Showing interest

1 Watch the video and choose the correct option.

- 1 Megan visited a **city farm/wildlife park/zoo**.
- 2 Lukas **went out with friends/studied/played computer games**.

2 Watch again. Which Key phrases do you hear?

3 Complete the dialogue with the Key phrases. Watch again and check.

4 40 Listen and repeat the Key phrases. Pay attention to the intonation.

5 Create your own dialogue. Follow the steps in the Skills boost.

Lukas

SKILLS BOOST

THINK

Choose a place in the town or the countryside that you visited. Make notes about it.

PREPARE

Prepare a dialogue. Include Key phrases for showing interest.

PRACTISE

Practise your dialogue. Remember to use intonation to show interest.

PERFORM

Act out your dialogue for the class.

6 **Peer review** Listen to your classmates and answer the questions.

- 1 Which Key phrases do they use?
- 2 Do they use intonation to show interest?

Key phrases

Asking questions: What was it like?

Was it fun?

Responding: You're (kidding/joking)!

Really? No way!

That's so funny!

That's (amazing/cute/great)!

Sounds (boring/interesting/incredible)!

Real-world grammar

There **were** loads of animals.

It **was** cool!

Lukas

Hi, Megan. How was your weekend?

Megan

Hi! It was brilliant! I went to a farm, right here in the city.

Lukas

No 1 (...)! What was 2 (...)?

Megan

It was cool! There were loads of animals. Look, I've got some photos.

Lukas

Aww, that's 3 (...)! 4 (...) funny!

Megan

And this is me feeding the chickens. I wasn't very good at it. They nearly escaped!

Lukas

You're 5 (...)!

Megan

No, it's true! So, what about you?

Lukas

Oh, I was at home the whole time.

Megan

6 (...) boring!

Lukas

I know, but I finished my science project.

Megan

Oh, no! Is that for today?

Josef

To: Sam Friday Attachments 1.4MB

Hi Sam,

How are things? We went on a school trip to the National Aquarium last week. It was brilliant! There were loads of fish. The sharks were definitely the best!

First of all, we visited the local fish section and learned about their habitats. Then we saw the jellyfish. They were really cool, especially the white-spotted jellyfish. After that, we went to the Atlantic Ocean tank. It's the biggest tank in the country and we actually walked under the water. There were sharks and stingrays above our heads. It was amazing!

Next, there were the smaller tanks with colourful tropical fish and a giant octopus. Finally, we saw the turtles before we went home. I'm sending you a picture of one of them. I hope you like it!

Anyway, that's all for now. Let me know your news.

Speak soon,

Josef



An email

1 Read the email about a school trip to an aquarium and answer the questions.

- 1 What marine animals does Josef mention?
- 2 What adjectives does he use to give his opinion?

2 Read the email again and answer the questions.

- 1 When was Josef's trip?
- 2 What was his favourite marine animal?
- 3 What fish were there in the first section?
- 4 Which jellyfish was especially cool?
- 5 What two things were special about the Atlantic Ocean tank?
- 6 Were there tropical fish in the last tank?

3 Order the places that Josef visited.

- a the jellyfish
- b the turtles
- c the section with local fish
- d the smaller tanks
- e the Atlantic Ocean tank

► Subskill: Sequencing words

We use sequencing words to describe the order of events, e.g. *First of all, ...*

4 Find five sequencing words or phrases in Josef's email.

WDYT?
(What do you think?)

What can we do to help animals in danger?

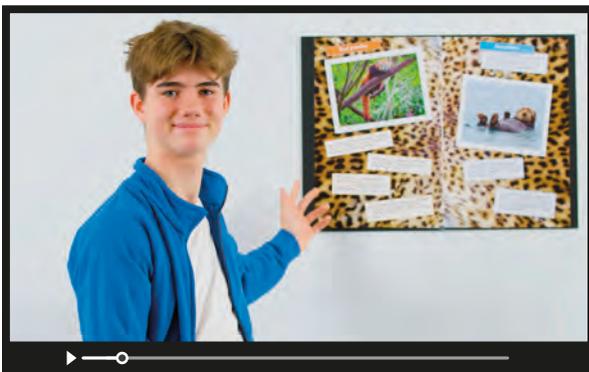
TASK: Prepare a poster about endangered animals to raise awareness and help to protect them.

Learning outcomes

- 1 I can present clear information about endangered animals.
- 2 I can listen to my classmates' opinions.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p132

- 1  Watch a video of a student presenting a poster about endangered animals. Which animal(s) is it about?



STEP 1: THINK

- 2 Read the student's poster in the Model project. Which information does it include?

- a description of the animal
- its habitat
- its population (past and present)
- why it is in danger
- how the animal helps humans
- ways to help

- 3 Which of these things does the poster in the Model project include to make it interesting and attractive?

- title(s)
- pictures or photos
- maps
- diagrams
- text in short paragraphs
- numbers and statistics
- different fonts and colours

STEP 2: PLAN

- 4 Work in pairs and choose a class of animal to research.
- 5 Work individually. Research two endangered animals and make notes. Include the information in exercise 2.

STEP 3: CREATE

- 6 Work in pairs. Read the tips in the Super skills box and practise saying the Key phrases with a partner.

COLLABORATION



Listening to other people's opinions

Tips

Listen to others and ask questions.
Make decisions together.

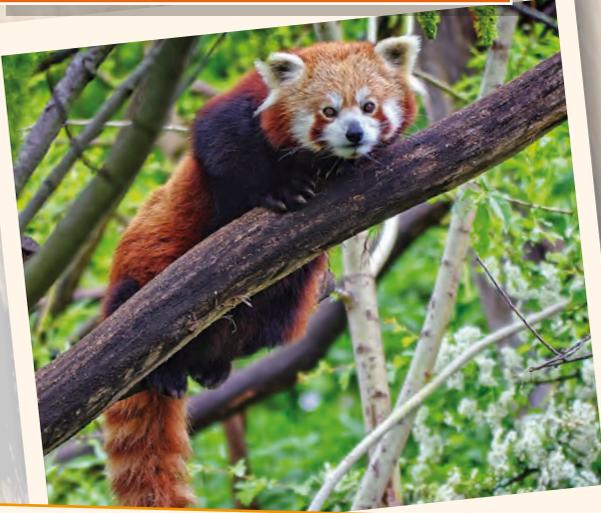
Key phrases

That's a good idea.
Yes, that sounds good!
What do you think, (Miguel)?
Why do you think (this animal) is important?
Why don't we choose (the dolphin)?
Do we all agree?
So we've decided that ...

- 7 Work in your pair. Share your research and choose two animals to present. Use the tips and Key phrases in the Super skills box.
- 8 Create your poster and prepare to talk about it.

Model project

Red pandas



Red pandas live in the forests of China, India, Nepal and Myanmar. They've got red fur with black legs and a white striped face.

Red pandas are in danger because their natural habitat is disappearing, and with it, bamboo, their main food.

Fifty years ago, there were about 20,000 red pandas in the world, but now there are less than 10,000 (and some scientists say only 2,500).

To help to save them, you can join a wildlife organisation and adopt a red panda, or campaign to stop the destruction of forests in Asia.

Sea otters

Sea otters are the smallest marine mammal, but they've got very strong tails to help them swim. They live in the seas around Japan, Alaska, California and Mexico.

In the 1700s, there between 150,000 and 300,000 of these otters, but people hunted them for their fur. In 1911, they were almost extinct.



The number of otters is growing again (there are about 100,000), but plastic in the oceans is now a problem. We need to teach people about plastic, and help to clean our beaches.

STEP 4: PRESENT ■ ■ ■ ■

9 Read the *How to ...* tips on p132. Then present your poster to the class.

10 **Peer review** Listen to the presentations of your classmates and answer the questions.

- 1 Which animal do you like best? Why?
- 2 Think of a question to ask about the animals.

6 FINAL REFLECTION

1 The task

How attractive is your poster?



How easy is it to understand the presentation?



2 Super skill

How well do you collaborate?
Give examples.



3 Language

Do you use language from the unit?
Give examples.

