

Your Influence

TEACHER'S RESOURCE CENTRE

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Reading

**Your
Influence**

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 _____

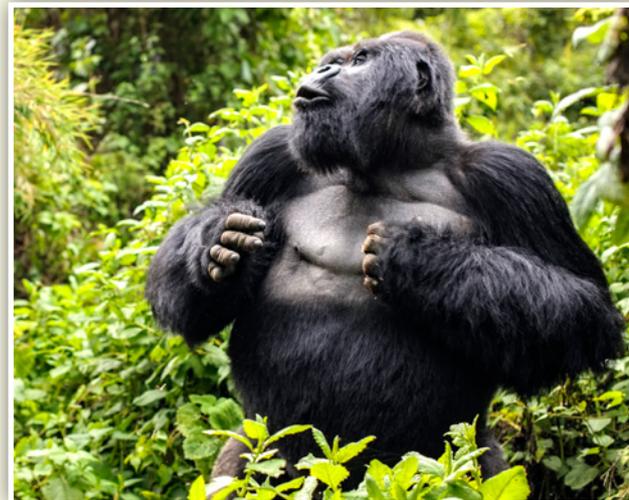
The saiga and the gorilla were both at risk of extinction. The reduction in habitat was a big problem: there wasn't enough open space for the saiga and there was less forest for the gorilla. Hunting was also a serious problem. Some people kill gorillas or sell them. There weren't any laws to stop this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

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.



fun
facts

Fun facts

Mountain gorillas can weigh 180 kg.

Animals in danger



Bandicoots finally find a home

A (...)

Do you know what a bandicoot is? Bandicoots are small animals that look like rats or mice, but they're a different kind of animal. They are a marsupial - an animal like a kangaroo, where the baby lives in a pocket in its mother, called a pouch. They have small pointy noses, big back feet and a thin tail. They are the same size as a rabbit. They make different sounds when they are angry, scared or in pain, or when they are trying to find another bandicoot.

B (...)

Most bandicoots live in Australia, but a few live in Papua New Guinea, in the south Pacific. There are 20 different species of bandicoot and 12 of these live in Australia. They are very common in New South Wales, which is on the east coast of Australia. They live in different habitats, such as woods, coastal areas and open land. They live in small holes in the ground, under vegetation to help them hide from other animals.

C (...)

Unfortunately, all species of bandicoot are in danger. About half of the species in Australia are now extinct, including the desert bandicoot, which was from the central part of Australia. Bandicoots are in danger for two reasons. One reason is that people farm the land where bandicoots live. When they farm

the land, they clear it of the trees and other vegetation and the bandicoots die. Another reason is because of natural predators. These are animals like foxes, cats and dogs that hunt the bandicoot. One species of bandicoot is in a lot of danger. The Eastern barred bandicoot, which lives in Victoria in the south of Australia, is becoming extinct. In 1988, the population of Eastern barred bandicoots was only about 100.

D (...)

Because Eastern barred bandicoots were nearly extinct, there was a campaign to breed more bandicoots. The aim was to increase the number so they weren't in danger anymore. There are now nearly 1000 more bandicoots living in zoos and in other places in Victoria. The zoos now want to release the bandicoots into the wild, so they can live in their natural habitat.

E (...)

However, there is a problem with this plan. There are still lots of foxes, cats and dogs in the wild. If the zoos release the bandicoots, they are still in danger. So, they plan to release the bandicoots onto an island, called French Island. The island is on the south-east coast of Australia. There aren't any foxes or other predators on it and they think the bandicoots can be safe here. There are now 55 bandicoots living on French Island and the future is good for the rest of the bandicoots.

1 Read the article. Why do the bandicoots need a new home?

2 Read the article again. Match headings 1–5 to paragraphs A–E in the article.

- 1 What was the plan to help them? __
- 2 What is their natural habitat? __
- 3 What is a bandicoot? __
- 4 What problems do they have? __
- 5 What is the next step? __

Subskill: Understanding the content of paragraphs

Underline the key words in each heading first, then look for words with the same or a similar meaning in each paragraph.

3 Answer the questions.

- 1 What type of animal is a bandicoot?

- 2 Why do bandicoots live in small holes?

- 3 What was the problem with the Eastern barred bandicoot in 1988?

- 4 Was the campaign to breed more bandicoots successful?

- 5 Where is the bandicoots' new home?

- 6 Why is this their new home?

4 Word work Match the underlined words in the text with the definitions.

- 1 the natural environment
- 2 let an animal leave a place and be free
- 3 get animals to have babies
- 4 take things away from a place to make space
- 5 animals that kill and eat other animals
- 6 plants and trees

5 Think of the advantages and disadvantages of bandicoots living on an island by themselves. Do you think it's a good idea? Why or why not?

Reading & Writing (Bascis)

**Your
Influence**

Reading

- 1 Read the opinion essay. What does Xavi think are more dangerous: mountain sports or water sports? _____



In your opinion, is it better to go on holiday to the mountains or to the beach?

In my opinion, it's better to go on holiday to the mountains. It's more interesting than going to the beach. There are more fun activities to do.

I like camping in the mountains because you can stay in different places.

Some people prefer the beach, but not me! I don't like doing water sports because I think they're more dangerous than mountain sports.

- 2 Read the opinion essay in exercise 1 again and complete the sentences.

- Xavi thinks it's better to go on holiday to the mountains.
- Xavi goes on holiday to the mountains because _____.
- He likes camping in the mountains because you can stay _____.
- He doesn't like doing _____.
- He thinks _____ are better.

Writing

- 3 Look at the notes about beach holidays and mountain holidays.

Beach holidays: more interesting

Hotel: more comfortable

Activities: swimming, kite surfing, dancing, going to barbecues

Mountain holidays: aren't as exciting, more boring

Camping: not comfortable

- 4 Now complete this opinion essay with the phrases in the box.

are more boring than as exciting as beach activities go swimming in the disco it's more comfortable more interesting



In my opinion, it's better to go on holiday to the beach than to the mountains. It's

(1) more interesting than going to the mountains because you can (2) _____

and kite surfing. I like staying in a hotel because (3) _____ than camping.

I like dancing (4) _____ or going to barbecues. I don't like doing mountain sports

because they aren't (5) _____.

I think mountain holidays (6) _____ beach holidays.

Communication games (+ Teacher's notes)

**Your
Influence**

Past charades



I had lunch with my friend.



I won a medal in a race.



I was late for school.



I played the guitar.



I walked up a mountain.



I watched a sad film.



I cooked dinner for my family.



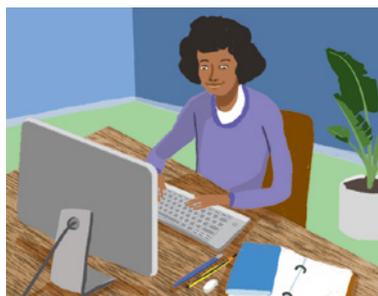
I studied English in the library.



I went swimming.



I saw a famous football player.



I surfed the Internet.



I played volleyball on the beach.

Past charades

Activity: Groupwork guessing game with charades

Language: past simple affirmative regular and irregular verbs; sports; free-time activities

Preparation: Make one copy of the worksheet for each group of four students. Cut up the cards.

Procedure

- Divide the class into groups of four. Give a set of cut-up picture cards to each group. Ask the students to shuffle the cards and place them in the middle of the group, face down.
- Explain that the students are going to play a game. Tell them that each card has a picture and a short sentence in the past simple on it. Students take turns to turn over the cards and act out the situation/activity shown, without speaking or showing the card to the other students. The other students in the group have to guess the situation/activity and say a sentence exactly as it appears on the card, beginning with 'I ...'. Students score one point for each sentence they guess correctly. Tell students that they can only take one card at a time and they can't put the card back and pick another one. The first team to use up all the cards, shouts *Stop!* and the game finishes.
- Ask the students to play the game in their groups. Monitor and make sure they're playing according to the rules and are keeping track of their points.
- When a group shouts *Stop!* ask all the groups to stop and collect the cards. Give students five minutes to write down as many sentences as they can remember. Explain that each correct sentence they

write counts for five points, in addition to the points they scored whilst playing the game.

- After five minutes, hand out the cards again so that the students can check their sentences. Ask them to add up their score. The group with the highest number of points is the winner.

Extension

Divide the class into pairs and give each pair four cards. Ask the students to copy the sentences into their notebooks. On their own, ask them to extend each sentence by adding an *and* or *because* clause. Do an example on the board, e.g. *I walked up a mountain because it was a beautiful day.* When they finish, students read out their sentences and compare their ideas.

Translation and Dictation

**Your
Influence**

Past simple *be*: affirmative and negative

- 1 We were outside in the garden.
- 2 There was a big spider in the kitchen.
- 3 Dad wasn't at a football match yesterday.
- 4 I was ill at the weekend.
- 5 There weren't any people in the park.
- 6 There wasn't a swimming pool at the hotel.

Past simple *be*: questions and short answers

- 1 Were you at the library yesterday? Yes, I was.
- 2 Was the exam difficult? No, it wasn't.
- 3 Were there a lot of birds in the garden? No, there weren't.
- 4 Was there a book on the table? Yes, there was.

Past simple *be*: *wh*- questions

- 1 How tall was the giraffe?
- 2 Where were you this morning?
- 3 What was the food like at the restaurant?
- 4 Why were you at the sports centre yesterday?

Past simple regular verbs: affirmative and negative

- 1 I talked to your sister yesterday.
- 2 We visited a wildlife park at the weekend.
- 3 I didn't finish that book. It was terrible.
- 4 The film started at eight o'clock.
- 5 Joe didn't do his homework.

Past simple irregular verbs

- 1 I went to the cinema yesterday.
- 2 They had pasta for dinner.
- 3 We saw a baby rhino at the zoo.
- 4 My sister met her best friend at the shopping centre.

Revision

At the wildlife park there were a lot of different animals. Were there any giraffes? Yes, there were. There was a baby giraffe with its mother. It was very cute. There were lions and zebras but there weren't any tigers. We also saw some penguins. We stayed there all day and we didn't go home until six o'clock. We were very tired.

 Past simple *be*: affirmative and negative

- 1 I was late for school yesterday.
- 2 The book wasn't very good.
- 3 There weren't any televisions 200 years ago.
- 4 The TV programme about lions was excellent.
- 5 The girls weren't at football practice yesterday.
- 6 There were a lot of students in the classroom.

 Past simple *be*: questions and short answers

- 1 Was she at home yesterday? Yes, she was.
- 2 Was there a TV in the hotel room? No, there wasn't.
- 3 Were there a lot of animals at the wildlife park? Yes, there were.
- 4 Were they at the shopping centre? No, they weren't.

 Past simple *be*: *wh*- questions

- 1 How many penguins were at the zoo?
- 2 Where was your brother last night?
- 3 What was the party like?
- 4 Why were you at home yesterday?

 Past simple regular verbs: affirmative and negative

- 1 We watched a film about dolphins yesterday.
- 2 Anna didn't enjoy her lunch.
- 3 The film finished at ten o'clock.
- 4 My friend called me last night.
- 5 They didn't wait for me.

 Past simple irregular verbs

- 1 She went to a concert at the weekend.
- 2 The shark had a lot of teeth.
- 3 My sister saw a famous actor in town today.
- 4 I met my cousin at the park.

 Revision

Were there any home computers in 1970? No, there weren't. There weren't any computer games either. There was TV though. In 2000 there were hundreds of computer games. There were all sorts of home computers. My brother and I played lots of computer games when we were young. My brother liked driving games and I enjoyed adventure games. We had two TVs in our house but I didn't have a TV in my bedroom.

Listening

**Your
Influence**

Animals in danger

A podcast

1 Look at the photo. What do you think the podcast will be about?



2 Listen to the podcast and circle T if the statements are true and F if the statements are false.

- 1 Sarah didn't enjoy her holiday very much. T / F
- 2 Sarah visited an area built for elephants to live in. T / F

Subskill: Identifying which statements are true or false

Read the sentences quickly before you listen so you have an idea what the conversation is about. Make notes while you listen and correct any false sentences AFTER you listen so you don't lose focus on what the speaker is saying.

3 Listen again. Are the sentences true or false? Write True or False. Correct any false sentences.

- 1 Sarah wasn't happy with the number of animals she saw.

- 2 The place Sarah stayed at was lovely.

- 3 Sarah visited the water hole in the afternoon to watch the birds

4 The reserve helps the local community in several different ways.

5 Sarah donated some supplies to the local hospital.

6 The reserve has tracker dogs which help protect the animals from hunters.

4 Complete Sarah's notes about her trip. Then listen again and check your answers.

Activities I did in Kenya:

Saw lots of animals including a rhino with a big (1) _____ ... didn't see any (2) _____.

Went birdwatching ... pelicans are my favourite. They have long (3) _____ and white (4) _____.

Visited the local (5) _____ and donated _____ some paper, pencils and (6) _____.

Looked at the elephant underpass: they built this so elephants don't (7) _____ a big road.

Learned about security on the reserve and saw some tracker dogs.

5 Answer the questions for you.

1 Would you like to go on a holiday like this? Why / Why not?

2 What animals would you like to see or visit on holiday? Why?

Vocabulary Basics

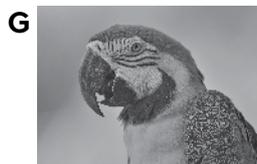
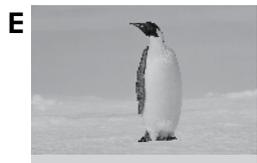
**Your
Influence**

Animals in danger

Describing animals

1 Match the photos to the animal. Write the letter.

- | | |
|--------------------|-------------|
| 1 dolphin H | 5 crocodile |
| 2 parrot | 6 shark |
| 3 turtle | 7 goat |
| 4 penguin | 8 bee |



2 Complete the sentences with the body parts in the box.

feathers fins horns shell tail teeth

- The turtle swims and has a shell.
- Fish don't have arms and legs – they have _____.
- The crocodile has got a long _____.
- Birds have got _____ all over their bodies.
- Goats have got two _____ and they are good climbers.
- A shark has got a lot of _____ and it can bite you.

3 Choose the best adjective.

- Parrots are blue and yellow. They're very **colourful / dangerous**.
- The turtle is a **striped / marine** animal.
- The bee is a spotted / striped insect.
- Snakes can kill you if they are **poisonous / colourful**.
- Dolphins are intelligent animals and they're not usually **marine / dangerous**.

Collocations: taking action

4 Complete the collocations with the missing letters.

- donate m _____ y
- j _____ an organisation
- o _____ o n e e a special day
- p _____ t wildlife
- r _____ e money
- solve a p _____ m
- start a c _____ b
- visit a w _____ e park

5 Complete the sentences with words from Exercise 4.

- I really want to visit a wildlife park.
- Can we _____ the problem of animals in danger?
- Would you like to _____ a little money? It's to help save penguins.
- If we don't _____ animals, they become extinct. It's as simple as that.
- We are trying to _____ a special event at our school to _____ money to help wildlife.

Vocabulary Standard

**Your
Influence**

Describing animals

- 1 Complete the table with the words in the box.

ant bee crocodile dolphin goat parrot
penguin shark snake

Birds	Mammals	Reptiles
parrot		

Fish	Insects

- 2 Order the letters and complete the body parts.

- Many mammals have fur, which helps keep them warm. **ruf**
- The main characteristics of birds are their , wings and .
skabe, streefah
- Fish have which help them move and change direction in the water. **snif**
- Sharks have a lot of but they kill fewer than 10 people a year. **hette**
- Goats have on their heads which can tell us how old they are. **shron**
- A turtle is a marine reptile with a on its back. **hells**

- 3 Complete the adjectives.

- Parrots are more colourful than the birds we see in our garden.
- Some snakes have got sp skin.
- Animals that live in the sea are called m animals.
- Any large animal can be d , especially if it is frightened.
- Not all snakes are p but the rattlesnake is!
- Tigers have got st fur.

Collocations: taking action

- 4 Choose the correct answer.

- Can you help me **visit** / **organise** a surprise party for Joachim?
- When they build new roads, they have to **protect** / **solve** the habitats of wildlife.
- We never throw old clothes away. We always **raise** / **donate** them to charity.
- Can you help me **solve** / **visit** this puzzle? I can't do it.
- More young people want to **donate** / **join** wildlife organisations today.
- Every year, the school organises a party and we pay 5 euros a ticket. It's to **raise** / **start** money to help poor families.

- 5 Complete the text with verbs from Exercise 4.

Schools can do a lot to help 1 protect wildlife. They can 2 new clubs and invite students to 3 them. Schools can 4 special events to help 5 money, or students can 6 zoos to learn about animals. Finally, schools can ask students and parents to 7 things to sell, and we can use the money to help wildlife. It's very important that we try to 8 the problem of endangered species.

Vocabulary Higher

**Your
Influence**

Animals in danger

Describing animals

1 How many of the following types of animal can you name?

Birds	Mammals	Reptiles	Fish	Insects
parrot	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

2 Complete the facts about animals with the missing adjectives.

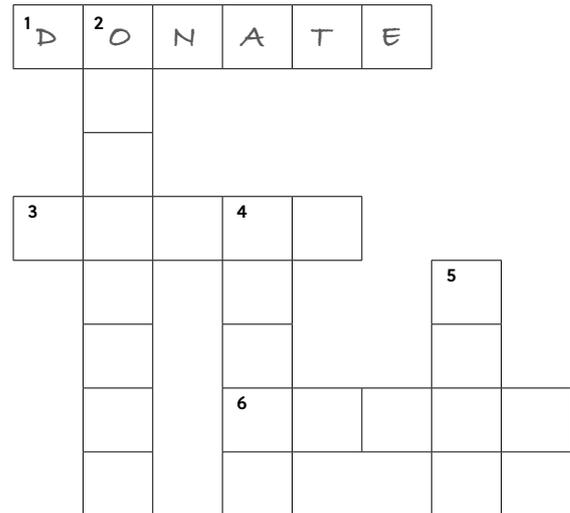
- Only a few species of spider are Poisonous enough to kill you.
- Leopards have _____ fur but it's harder to see the spots on black leopards.
- The largest animal in the world is a _____ mammal – the blue whale.
- There are many species of crocodile, but the Nile crocodile is the most _____. It kills many people every year.
- Zebras have black and white _____ fur but their skin is actually black.
- Some insects are very _____ but sometimes the colours mean, 'I don't taste nice. Don't eat me!'

Extra challenge

3 Write a description of one of the animals from exercise 1.

Collocations: taking action

4 Complete the crossword with the missing verbs.



Across

- give (often money, often to charity)
- collect or get (usually money)
- go to see a place or person

Down

- plan or arrange; to make something happen
 - find the answer to something
 - become a member of a club
- 5 Complete the sentences with words from the crossword.
- Have you got any old clothes you can donate? We sell them and give them to charity.
 - When I'm bored, I _____ the museum in town. I always find something interesting there.
 - We're trying to _____ the mystery of what happened to the money. It just disappeared.
 - Do you want to _____ our club? We meet every week and talk about endangered species.
 - We hope to _____ £10,000 to save the tigers.
 - Our school wants to _____ a sports event this year.

Grammar Basics

**Your
Influence**

Past simple: *be*

1 Choose the correct option.

- 1 **There was**/There were a boat in the river.
- 2 **There wasn't**/There weren't any students in the library.
- 3 Our school **weren't/wasn't** open yesterday.
- 4 **There was**/There were two goats on the mountain.
- 5 They **were/weren't** interested in the film.
- 6 **There wasn't**/There weren't any food for our lunch.
- 7 That pizza **was/were** huge!



yes/no questions and short answers

2 Complete the questions and answers with the items from the box.

No there was there weren't Was wasn't
Was there Were Were there Yes

- 1 was the spider big?
No, it wasn't.
- 2 _____ the children happy?
Yes, they were.
- 3 _____ a party for Rosa?
Yes, _____.
- 4 Were you busy last weekend?
_____, I was.
- 5 _____ any horses in the field?
No, _____.
- 6 Was the film good?
_____, it wasn't.

Wh- questions

3 Match the question halves.

- | | |
|-------------|----------------------|
| 1 How long | a there a festival? |
| 2 What was | b people were there? |
| 3 Which was | c the best band? |
| 4 Why was | d was the queue? |
| 5 How many | e the weather like? |

Past simple regular *-ed* verbs:
affirmative and negative

4 Write the past simple form of the verbs in brackets.

- 1 Pilar didn't watch TV yesterday. (not watch)
- 2 We _____ their new song. (not like)
- 3 I _____ my room last weekend. (tidy)
- 4 Those birds _____ from Africa. (travel)
- 5 Mum _____ my birthday party. Dad did! (not organise)
- 6 Tomás _____ to the teacher. (listen)
- 7 You _____ your grandmother yesterday. (not help)

Past simple irregular verbs

5 Match the infinitives to their past simple forms.

- | | |
|--------|---------|
| 1 meet | a had |
| 2 see | b went |
| 3 hear | c met |
| 4 go | d saw |
| 5 have | e heard |

Grammar Standard

**Your
Influence**

Past simple: *be*

1 Choose the correct option to complete the text.

Mehmet **was/were** at a wildlife park with his friends yesterday. 1 **There was/There were** amazing animals everywhere! Mehmet was happy, and his friends 2 **was/were** excited! 3 **There was/There were** an excellent guide who answered all their questions. Mehmet saw lots of colourful birds, but they 4 **wasn't/weren't** very big. Mehmet's best friend 5 **wasn't/weren't** interested in the birds. He liked the lions!



yes/no questions and short answers

2 Circle the correct words. Then complete the answers.

- Was/Were they Spanish?
Yes, they were.
- Was/Were she at home last night?
Yes, _____.
- Was there/Were there flowers in the garden?
No, _____.
- Was/Were the children happy?
Yes, _____.
- Was there/Were there a book on the table?
No, _____.

Wh- questions

3 Complete the questions with *How*, *What*, *Where* or *Why*.

- What were their names? Maria and Tim.
- _____ was Omar asleep? He was tired.

- _____ were the turtles? In the ocean.
- _____ was in the bag? A laptop.
- _____ many people were here? 20.

past simple regular *-ed* verbs: affirmative

4 Complete the puzzle with the past simple form of the verbs in the box. Then write the mystery verb.

like organise play receive start study travel

1	R	E	8	C	E	I	V	E	D	
2	T									
3	S				T					
		4	O							
		5	L							
6	P									
7	S									

The mystery verb is: _____.

Past simple regular *-ed* verbs: negative

5 Rewrite the sentences so they are negative.

- Zoe lived with her aunt last year.
Zoe didn't live with her aunt last year.
- I tidied my room.

- Felipe finished his lunch.

- They enjoyed the film.

- We planned a holiday.

Past simple irregular verbs

6 Complete the past simple irregular verbs.

- get: g e t 4 meet: m _ _ _
- see: s _ _ _ 5 go: w _ n _ _
- have: h _ _ _

Grammar Higher

**Your
Influence**

Past simple: *be*

1 Complete the text.

(1) *There was* a cool festival in our town last week. All my friends (2) _____ at it! (3) _____ lots of people on the streets and everyone (4) _____ so happy. (5) _____ a lot of delicious food at the festival but my friends and I didn't eat anything because we (6) _____ hungry. It was difficult to hear the music because it (7) _____ very loud, but we danced anyway!

Yes/No and *Wh*-questions

2 Order the words to make questions.

- people / who / those / were / ?
Who were those people?
- were / with Stefan / yesterday / you / ?

- sister / why / here / was / your / ?

- the gym / Hector / was / with you / at / ?

- football match / was / a / on TV / there / ?

- the park / there / any children / were / in / ?

- in / was / school bag / Martin's / what / ?

Past simple regular and irregular verbs

3 Complete the sentences with the correct form of the verbs in the box.

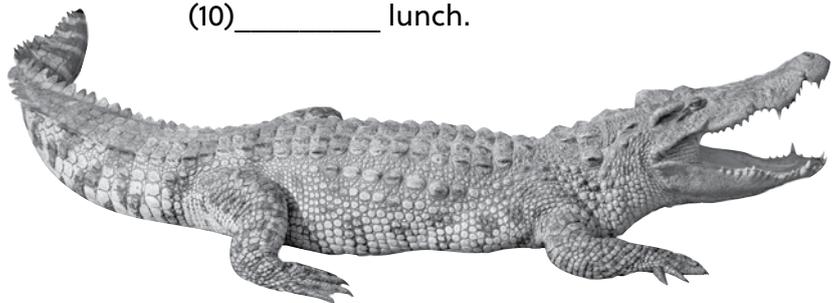
hate have meet see stay stop study

- We *didn't stay* there last night. [✗]
- Yana and Petra _____ for the exam together. [✗]
- Everyone _____ outside the bus station. [✓]
- Dad _____ the car suddenly! [✓]
- Amir _____ a good time. [✗]
- I _____ the film. It was boring. [✓]
- We _____ our grandparents yesterday. [✓]

Grammar round-up

4 Complete the dialogue with one to three words in each gap.

- (1) *Were you* at the wildlife park yesterday, Tim?
- (2) _____, Sue. It was amazing!
- (3) _____ lots of cool animals?
- Yes, (4) _____.
- Were there (5) _____ crocodiles?
- Yes, (6) _____ one!
- Oh, I don't (7) _____ crocodiles. They're frightening.
- No, I think the (8) _____ frightening animals are snakes.
- Stop, Tim! I (9) _____ want to think about crocodiles or snakes.
- OK, come on, Sue. Let's get (10) _____ lunch.



CLIL (+ Teacher's notes)

**Your
Influence**

Science

1a Read the animal fact files. Which animals eat plants and other animals?

ANIMAL FACT FILES

GIANT SPIDER CRAB

TYPE OF ANIMAL: arthropod

HABITAT: waters around Japan, inhabiting holes in the deeper parts of the ocean

DIET: omnivore: eats plants and small sea creatures

LENGTH: 3.8m **WEIGHT:** up to 19kg

UNUSUAL FEATURE: It has extremely long legs.



DID YOU KNOW?

In parts of Japan, the Giant Spider Crab is eaten and considered a delicacy.

FRILL-NECK LIZARD

TYPE OF ANIMAL: reptile

HABITAT: tropical forests of northern Australia

DIET: carnivore: eats insects and other small creatures

LENGTH: 85cm **WEIGHT:** 0.5kg

UNUSUAL FEATURE: The colourful frill on its neck, which it uses for defence.



AYE-AYE

TYPE OF ANIMAL: mammal

HABITAT: tropical forests on the island of Madagascar, Africa

DIET: omnivore: eats fruit and insects

LENGTH: 36–43cm, tail 56–61cm **WEIGHT:** 2kg

UNUSUAL FEATURE: Its large eyes and ears, and a very large tail which is longer than its body.



DID YOU KNOW?

The aye-aye is an endangered species.

HOODED SEAL

TYPE OF ANIMAL: mammal

HABITAT: icy north Atlantic and Arctic oceans

DIET: carnivore: eats fish and crustaceans

LENGTH: 2.6m (male) **WEIGHT:** up to 300–410kg

UNUSUAL FEATURE: The male seal has a hood on its nose that inflates like a balloon when it's excited or threatened.



1b Read the fact files again. Then complete the table with a tick (✓) or a cross (×).

	Giant spider crab	Frill-neck lizard	Aye-Aye	Hooded seal
lives in a hot climate	×			
eats plants				
lives in water				
eats animals				
has an unusual nose				

2 Read and match.

- | | | |
|---|-------|--|
| 1 The Frill-neck lizard and the Hooded seal | | a aren't mammals. |
| 2 The Frill-neck lizard and Giant spider crab | | b have some very long body parts. |
| 3 The Giant spider crab and Aye-Aye | | c show a part of their body when they feel scared. |

3 Work with a partner and discuss the questions.

- Do you know of any animals that are native to your country? Which ones?
- Do they have any unusual features? What are they?

Science

VOCABULARY FOCUS

arthropod [n]: a type of animal that has jointed legs, a body divided into several parts, and a skeleton on the outside. Insects are arthropods.

carnivore [n]: an animal that eats other animals

creature [n]: a living thing; animal

crustacean [n]: a sea animal with a hard shell and several pairs of legs

defence [n]: protection

exotic [adj]: interesting or exciting because of being unusual or not familiar

extremely [adj]: very

feature [n]: a part of something

hood [n]: something that covers your head

inhabit [v]: to live in a place

mammal [n]: an animal that is born from its mother's body and drinks its mother's milk

omnivore [n]: an animal that eats both plants and other animals

reptile [n]: a type of cold-blooded animal that gives birth to young animals as eggs

threatened [adj]: in danger of harm

WARMER

Give students the names of some animals and ask them to tell you the country or region they immediately associate with that animal. For example, kangaroo (Australia); bear (Canada); penguin (Antarctica); kiwi (New Zealand); panda (China); alligator (USA); tiger (India); giraffe (Africa); llama (South America); camel (North Africa), etc.

1a Ask students to read the animal fact files quickly and answer the question.

Answers

Giant spider crab and Aye-Aye (the Proboscis monkey sometimes eats insects so could be considered both a plant eater and a meat eater, too).

1b Students read the fact files again and complete the table by ticking or crossing the correct answers. When students have finished, elicit answers as a class.

Answers

giant spider crab: eats plants, lives in water; **frill-neck lizard:** lives in a hot climate, eats animals; **aye-aye:** lives in a hot climate, eats plants, eats animals; **hooded seal:** lives in water eats animals, has an unusual nose.

2 Students read the sentences and match the correct halves. Elicit answers as a class.

Answers

1 c 2 a 3 b

3 Put students into pairs to discuss the questions. Then elicit their answers and ideas as a class. Compare the students' information about the native animals of your country.

Culture (+ Teacher's notes)

**Your
Influence**

Food customs around the world

1a Read the information about some special occasion foods around the world. Match the photos to the correct countries.

FOOD CUSTOMS AROUND THE WORLD

Around the world, people eat special foods on special occasions. This article features three countries and explores how and why they celebrate their special occasions with food.



1

SCOTLAND Haggis is a food from Scotland in the UK. People traditionally eat it on 25th January. This is Burns Night, a special day to celebrate Robert Burns, the Scottish poet (1759-1796). Burns wrote a famous poem about haggis, and it is now the custom to eat it in celebration of him. Haggis is a meat pudding made of animal products. On Burns Night, a person playing the bagpipes, a traditional musical instrument, comes into the room and a waiter brings in the.



2

INDIA Diwali is the Hindu Festival of Light and it is in October each year. Eighty per cent of India's population is Hindu so Diwali is a very big festival. People light hundreds of small oil lamps in their homes and gardens during the celebration. One of the most popular foods at Diwali is sweets and sweet desserts. *Gulab jamun* is a favourite. These are dough balls with sugar syrup and spices. They're also very popular at other celebrations like weddings.



3

CHINA Chinese New Year is a very important festival and Chinese people around the world celebrate it. Chinese New Year lasts for 16 days and, during this time, people eat special food that will bring good luck for the year ahead. Dumplings or *jiaozi* are one of the most popular Chinese New Year special foods. These are small balls made of meat, seafood or vegetables and wrapped in dough. A lot of families serve them at midnight on New Year's Eve.

2a Read the texts again and write the foods. Then match to the special occasions (a-c).

- | | | |
|--|-------|--------------------|
| 1 It's made of animal parts. | | a Chinese New Year |
| 2 It's made of dough and is sweet to taste. | | b Burns Night |
| 3 They have meat in them, and sometimes seafood and vegetables, too. | | c Diwali |

2b Read and match.

- | | | |
|--------------------------------------|-------|--|
| 1 People in India eat sweet desserts | | a because they believe the food brings luck. |
| 2 People in Scotland eat haggis | | b to celebrate an important person from their country. |
| 3 People in China eat dumplings | | c and light up their homes for this festival. |

3 Work with a partner and discuss the questions.

- 1 What do people eat for celebrations and other special occasions in your country?
- 2 Why do you think people eat these foods?
- 3 Do you think it's important to celebrate important events with traditional foods? How else do people celebrate important events in your country?

Food customs around the world

VOCABULARY FOCUS

bagpipes [n]: a Scottish musical instrument consisting of a bag with several pipes sticking out of it. You play it by blowing air through one of the pipes.

custom [n]: tradition

dough [n]: a mixture of flour, water, fat, yeast, etc that is used to make bread or pastry

oil lamp [n]: an object that produces light by burning oil

poem [n]: a piece of writing that uses language arranged in fixed lines that have a beat and often rhyme

poet [n]: a person who writes poems

pudding [n]: a savoury dish containing (meat) and sometimes flour or pastry

pudding [n]: a soft sweet food that you eat at the end of a meal

spices [n]: a substance made from plants that you add to a food to give it flavour

syrup [n]: a sweet liquid made from sugar and water

wealth [n]: having a lot of money

wrap [v]: to cover something by putting something around it

1a Ask students to read the texts quickly and match the photos to the correct countries.

Answers

1 Scotland 2 India 3 China

2a Students read the texts again and write the names of the foods. Then they match them to the special occasions. Elicit the answers as a class.

Answers

1 haggis, b 2 gulab jamun, c 3 dumplings/jiaozi, a

2b Students read the sentences and match the sentence halves. When students have finished, elicit answers as a class.

Answers

1 c 2 b 3 a

3 Put students into pairs to discuss the questions. Elicit their answers and ideas as a class.

WARMER

Ask students to brainstorm foods from around the world that they associate with particular countries; for example, pasta from Italy, sushi from Japan, etc.