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Learning Situation How does the environment influence the way people design their living spaces: their homes, cities and natural surroundings? How can these designs affect the environment? **Activate!**

Step 1 Write an advertisement for an ideal block of flats	Urban landscapes	Present Simple Passive / Past Simple Passive	Living Design Exhibition wall labels Activate!
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5 CALL OF THE WILD

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Learning Situation How do animals use their senses and how do they communicate? How can humans understand animals and how can they benefit from this understanding? **Activate!**

Step 1 Write a summary of a story	Senses	Modals: can / could, be able to, may / might Activate!	How Do Animals Use their Senses? A magazine spread
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Project Make CV profiles for two animals

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6 SURVIVAL!

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Learning Situation How do people survive on their own in nature? What can they learn and do in order to be prepared for possible dangers and challenges? **Activate!**

Step 1 Create a poster with tips for travellers in the wild	Survival	Zero Conditional, First Conditional Activate!	Against All Odds A news story Activate!
Step 2 Talk about mistakes or regrets related to a trip or outdoor experience	Nature	Second Conditional, Third Conditional	Dry by Neal and Jarrod Shusterman and Trapped by Michael Northrop Book reviews Activate!
Step 3 Write a first-person narrative about survival challenges			

Project Prepare a list of items for a survival kit

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7 MAKING AN IMPRESSION

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Learning Situation How do people form impressions of each other? How accurate are these impressions? Can we do anything to change them? **Activate!**

Step 1 Talk about clothing choices	Fashion and appearance	Time Clauses	Appearance and Impressions Four online texts Activate!
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Step 3 Write a formal e-mail of application			

Project Create two different memes or posts about an experience and analyse them

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An interview about blind auditions	Presenting yourself /i:/, /eɪ/, /i:/ Activate!		
		A formal e-mail of application	Formal language

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8 GREAT MINDS

Page 120

Learning Situation How do different people's brains work differently? How can understanding this help people in life? **Activate!**

Step 1 Write a paragraph about your learning styles	The mind	Reported speech: statements, questions	Incredible Minds At Work An article Activate!
Step 2 Talk about difficulties and success strategies	Abilities and challenges	Reported speech: orders, requests, offers, suggestions Activate!	A for Assist An online article
Step 3 Write a review of a film or TV series that focuses on the mind			

Project Create a slideshow presentation about someone famous for their great mind

A conversation about coping with reading challenges	Talking about learning styles /aɪ/, /i:/, /i:/	A paragraph about learning styles	Sport: The power of the mind in sport
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		A film review	Review of connectors

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* Key Competences: 1. Linguistic 2. Plurilingual 3. STEM (Science, Technology, Engineering, Maths) 4. Digital 5. Personal, social, learning to learn 6. Citizenship 7. Entrepreneurial 8. Cultural awareness

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CALL OF THE WILD

1. Can you identify the animal in each picture? Match it to the list below. There are THREE extra animals.
whale • cow • snake • lion • bird • cat • elephant • monkey • spider • worm • chameleon • bee • turtle

2. Which animals in Exercise 1 are reptiles, insects or mammals? Which other animals do you know in each group? Make lists.

Learning Situation

How do animals use their senses and how do they communicate? How can humans understand animals and how can they benefit from this understanding?

PROJECT: Make CV profiles for two animals



Activate! VIDEO

Do the quiz. How many answers did you get right? Which answer or fun fact surprised you the most?

74 Do all activities in your notebook.

VOCABULARY 1 Senses



1. Read Mark's notes in his animal observation journal. Pay attention to the words in pink. Do you think he's an expert on animals? Why or why not?

MY ANIMAL OBSERVATION JOURNAL

In My Garden

I glanced at a leaf and at first, I didn't see the gorgeous insect on it. It looked exactly like the leaf - same colour and patterns. Excellent disguise! How does it stay on the moving leaf? Has it got sticky legs?

Bright red and yellow bird made two sounds - one was quite deep and the other had a very high pitch. Unusual. Could be an Eastern Rosella - must check the Collins Bird Guide.

Family Trip to Appalachian Forest, USA

Large deer ate fruit but avoided a rotten one. How did it detect bad fruit? By sniffing it and discovering an awful scent? By its sense of sight - old fruit is darker in colour? Or by its sense of touch - fruit too soft?

Small reptile sitting on rock. Appearance: black and yellow skin. May be a tiger salamander. Looks slimy. It might absorb liquid through its skin like some other reptiles.

Skunk approached I've read it releases a chemical that really stinks. I moved away!

FUN FACT

On National Poultry Day people celebrate chickens! Did you know that these amazing creatures can see more colours than humans and can recognise up to 100 faces?

2. Complete the two missing categories in the chart. Then copy and complete the chart with words in pink from Exercise 1.



3. Choose the correct answer to show you understand the words in bold.

- In music / cooking, **pitch** is very important.
- A mouse / lion makes **deep** sounds.
- Baked bread / A dead fish usually **stinks**.
- Glue / Paper is **sticky**.
- A bird's beak / rabbit's fur feels **soft**.
- Fresh roses / Dirty socks have got a sweet **scent**.

4. Complete the animal facts with the correct form of the words below. There are more words than you need.
stink • touch • glance • release • rotten • sniff appearance • sight

Small Creatures, Big Abilities

Kea Parrot: With its incredibly powerful sense of sight, the kea parrot can locate food from far away. The kea may watch you carefully and then steal things from you when you're not looking in the other direction!



Bombardier Beetle: When it is threatened, the bombardier beetle releases a boiling hot chemical that can injure other animals. It also really stinks, which makes the beetle's enemies avoid it.



Star-Nosed Mole: The star-nosed mole has got an unusual nose. Besides its star-shaped nose, there are 25,000 tiny receptors on it. These receptors help the mole 'feel' tiny insects in less than a second.



5. INTERACTION Ask and answer questions with your partner about your senses.

Have you got a good sense of smell?

Yes, I'm really sensitive to things that stink!

WORKBOOK, page 48

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READING A magazine spread

1. BEFORE YOU READ Choose three different animals - an insect, a mammal and a reptile. For each of the animals, which of its senses do you think is the strongest? Do you think these senses are better than a human's?

2. READ text A and explain ...

- a benefit of Arctic foxes' excellent sense of smell
- a way that dolphins use their senses to navigate in the ocean
- an advantage and a disadvantage of a butterfly's vision
- two reasons why monkeys clean each other's fur
- a way that bees use their sense of touch
- an advantage of electroreception for sharks

HOW DO ANIMALS USE THEIR SENSES?

SMELL

Insects often communicate with smells, releasing special chemicals called pheromones to send messages to others. Ants leave a trail of pheromones to show others where to find food. When an ant is crushed by a bigger animal, it releases a scent that warns other ants of danger. Other animals rely on their powerful noses to find food to survive. Arctic foxes, for example, are able to find small animals that are hiding under half a metre of snow!

HEARING

Most animals' sense of hearing is far more sensitive than that of humans. Elephants have got enormous ears. These help them pick up very deep sounds that the human ear can't detect. Other animals hear much higher frequencies than we can. This is related to the size of the space between the ears. A bat, for instance, is able to hear much higher pitches because its ears are closer together. Whales and dolphins use echolocation - making sounds and then using the echoes to help them understand their surroundings - to find food and avoid obstacles.

SIGHT

Butterflies may not see as clearly as people do, but their vision is remarkable in other ways. They can see things that move very fast, helping them escape birds that try to eat them. While humans see colour with three types of eye cells (for red, green and blue), butterflies use up to 15 types. They are therefore able to see many more gorgeous colours, as well as ultraviolet light, which helps them find flowers with nectar to eat.

TOUCH

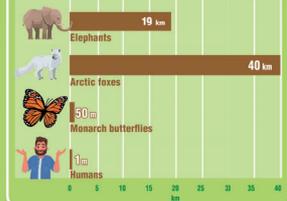
Like humans, animals use their sense of touch for various purposes. When monkeys remove insects from each other's fur, this is not only a cleaning method. It could also strengthen their social connections. Bees use a special dance to communicate where food is located. After finding nectar, a bee returns to the hive and dances. Since it is dark inside and bees are deaf, they rely on touch by using their antennae to detect the movements of the dancing bee, which tell them where to go.

ELECTRORECEPTION

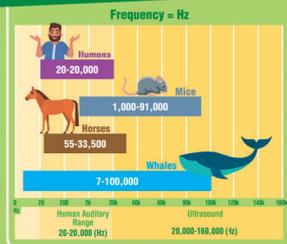
You may be shocked to learn that some marine animals have got the incredible ability to 'feel' electricity. It tells them when there are other creatures around - to eat or avoid. Sharks also use this special sense to detect natural electric fields and find their way in the ocean.

76 Do all activities in your notebook.

How Far Can They Smell?



How Well Can They Hear?



LEARNING TO LEARN

Sometimes you need to look at more than one text to get information about a topic. Then you compare and combine the information, and draw conclusions.

Choose the correct answer:

In text A, we learn that a human's sense of hearing is better than / not as good as some animals'. Then in infographic C, we learn that human hearing range is 20-20,000 Hz, which is more / less than the hearing range of other animals in the chart. This information supports / contradicts the information in text A.

3. Now read infographics B and C. Answer the questions based on A, B and C.

- What do you learn about elephants' senses from text A? Which additional information about elephants' senses is given in infographic B?
- Do you learn about the same butterfly senses in text A and infographic B? Explain.
- How does the information in infographic C add to your understanding about whales' senses in text A?
- Which point about Arctic foxes' senses in text A is supported by information in infographic B?

4. THINK ABOUT IT Based on the information in infographic C, which of the following would be the first to hear another animal coming towards them?
a human • a mouse • a horse

CRITICAL THINKING

Electroreception is one sense that humans haven't got. How would our lives be different if we had this sense?

WORDS FROM THE TEXT

5. Find words or phrases in text A to match the definitions.

- the smell or series of marks left by a person or animal as it moves along (lines 1-8)
- depend on or trust (lines 1-8)
- environment (lines 9-18)
- unusual or surprising (lines 19-26)
- where bees live and make honey (lines 27-35)

6. Copy and complete the sentences with the words and phrases you found in Exercise 5.

- Did you see how high the fish jumped out of the water? It was ...!
- I think there's ... nearby, so watch out for bees!
- We followed the ... of footprints in the sand.
- You shouldn't ... your mobile phone to navigate, because you may not always have reception.
- There could be bears here in the forest, so pay attention to your ...!

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LANGUAGE 1 Activate! GRAMMAR PRESENTATION

Modals can / could We use can and could to talk about ability and possibility and to give and ask for permission. I can take the dog to the vet at 4 o'clock. He can't communicate with his cat. The rabbit tried to run from the fox but it couldn't get away. Eating rotten food could make you ill. Can / Could I borrow your pen? be able to We use be able to to talk about ability and possibility. Are some ants able to fly? He wasn't able to see any leopards on his last safari. I hope we'll be able to meet later. may / might We use may and might to talk about possibility. We also use may to talk about permission. A pet parrot may / might learn to talk. We may not / might not go to the zoo today; May I touch the snake? Yes, you may hold it.

NOW YOU! I can ... but I can't ... When I was younger, I could ... I might ... this weekend.

- 1. Copy and complete the facts with the correct form of can, could or be able to. Write all possible answers. • How fast ... a cheetah ... run? Up to 112 km per hour! • Octopuses ... fit into tiny spaces due to their soft, boneless bodies. • A sloth is one of the slowest animals on Earth. It ... move more than 38 metres in a day. • Millions of years ago, mammoths ... find food simply by digging under the snow with their tusks. • One day, we ... communicate with animals, thanks to AI.

- 2. Copy and complete the sentences with the correct form of can, could, be able to, may or might. Write all possible answers. 1. I ... get a new pet for my birthday - if my parents agree. 2. Customers ... bring their pets into the restaurant. Pets aren't allowed here. 3. Penguins are birds, but they ... fly. 4. Unfortunately, we ... get to the pet shop before it closed yesterday. 5. ... I hold your pet mouse? I love small animals. 6. There was a forest fire. Now the wild goats ... have enough to eat. 7. ... your dog walk a few days after it was born? 8. Sam wants to swim with the dolphins, but he ... do it because he's a bit scared.



DON'T STOP THE MOOO-SIC!

As the man plays his accordion, a group of eager fans gathers. They ... might not / can / can't get enough of the music! When the audience "rings" happily, the musician is pleased that he ... may / wasn't able to / is able to entertain them. You ... could / may not / might believe that cows appreciate a good melody, but this viral video proves the opposite - cows ... can't / can / won't be able to enjoy music ever though they ... couldn't / aren't able to / weren't able to hear it in the same way that humans do. Music relaxes animals, which improves their health and performance, but researchers asked "May not / Could / Might not certain styles of music have better effects than others?" They discovered that although music ... might / wasn't able to / won't be able to help animals, not all styles of music work in the same way. Classical music made cows happier and they produced more milk, but rock music had the opposite effect. Thanks to this research, farmers ... couldn't soon / won't soon be able to / will soon be able to create customised playlists for their animals, helping them relax and produce more milk. Happy cows, happy owners!

- 4. Listen and check your answers to Exercise 3.

REFLECTION Why do you think the types of music mentioned affected the cows in different ways? What effect have those types of music got on you?

Activate! VIDEO Watch the video. Which types of music do sharks, cats and dogs each respond best to?

LISTENING A conversation

- 5. BEFORE YOU LISTEN In what ways do you think animals can help people emotionally? 6. Listen to the conversation between two teenagers about a film called The Mustang. Then answer the questions. 1. Who is the main character in the film and what is he? 2. What is Roman's job in the programme? 3. How are Marquis and Roman similar? 4. Which sense does Roman mainly use to communicate with the horse? 5. How does Roman change as a result of working with Marquis? 7. Copy the sentences. Then listen again and complete the sentences. 1. Although it's hard for Roman to deal with people, he manages to ... Marquis. 2. Lena explains that horses understand how people are ... 3. When a horse senses that someone is ... it may respond in an aggressive way. 4. The horse runs away from Roman at first because it doesn't ... 5. According to Lena, building a connection with animals can have ... on people.

WELL-BEING How can relationships with animals have a positive effect on your well-being? Give examples.

SPEAKING Talking about how animals help people

8. INTERACTION Copy the chart below. Then work in pairs. Type of animal: Who the animal saved: What the problem or danger was: How the animal was able to save the human/s: What we can learn about the animal's senses from the story:

A Student A: Read the news story on page 167. Answer your partner's questions about the story. Student B: Ask your partner questions to complete the chart about the news story.



BE ACTIVE Learning Situation Step 1

- 1. Write a paragraph about one of the stories that relate to animals in Exercises 6 or 8. Summarise what happened in two to three sentences. 2. MEDIATION Record a message for an animal-loving friend or family member, telling them about a different story from the one you summarised.

VOCABULARY 2 Animals Activate! VOCABULARY PRESENTATION

- 1. Read the captions for some photographs at a wildlife photography competition. Pay attention to the words in green. Match each caption to the correct picture.

WILDLIFE PHOTO COMPETITION

The slow lorix is a rare species that looks harmless, but can be deadly. This animal has got a special gland in its arm that produces poison. It has to lick the gland to activate the poison. Then it uses the poison to bite other lorises when fighting them over territory. Saiga antelopes live in large herds. Their large noses help them smell predators from far away so they can outrun them. Their noses also help them to breathe properly in the dry summers and freezing cold winters. Hoatzins live in small flocks, like families. These birds stink because of the way they digest the leaves they eat. This releases smelly gases. They have also got sharp claws that they could scratch you with! Although the common genet doesn't belong to the cat family, it looks and sounds like a cat. Genets purr to convey that they're feeling good, especially after a meal of birds or frogs, which are their prey. Red fox cubs act like young dogs - they even wag their tails when they're happy. You mustn't train them to be pets, though. Foxes grow up to be quite fierce. When adult foxes bark and howl, the sound is frightening. They often make these calls to warn each other or to attract a mate.

LINGUISTIC Words that end in the suffix -ly are often adverbs, but not always. In Exercise 1, deadly is an adjective. What does it describe? Decide whether the following words are adjectives or adverbs. sadly • lovely • quickly • friendly • curly • silly really • ugly Write sentences with two of the adjectives and two of the adverbs.

- 2. Look at the words in green in Exercise 1. Find ... 1. the name of a part of an animal's body 2. the name for a baby lion or bear 3. three verbs related to sounds that animals make 4. two adjectives that suggest that an animal is dangerous 5. two names for groups of animals 6. two verbs that relate to things an animal does when it attacks

PLURILINGUAL Animals form different groups with different names. flock • herd • pack • swarm • colony • school Match the following animals to the groups above: bees • fish • birds • wolves • ants • cows How do you say each group of animals in your language?

- 3. Choose the correct answer. 1. What do predators eat? fruit / grass / meat 2. What do some animals wag? their tail / their wings / their fur 3. Which kind of animal is rare? ducks / house cats / snow leopards 4. What can you convey? food / feelings / habitats 5. How do animals get prey? by hunting / by sleeping / by playing 6. What are you likely to lick? a film / an alligator / an ice cream 7. Which animal can you outrun? a beetle / a horse / a tiger

EXTRA Think of another correct answer to three of the questions in Exercise 3.

- 4. Listen and repeat. Pay attention to the pronunciation of real and /eɪ/. 1. rare /eə/ 2. prey /eɪ/

READING A scientific article

- 5. BEFORE YOU READ If you could speak to animals, which animals would you talk to? What would you ask or say to them? 6. Read the article. What did Joyce Poole want to find out? Did she succeed? Which words helped you decide?

LEARNING TO LEARN When reading a text, it's helpful to ask yourself what pronouns like it, this or that refer to. To find out, read what comes before the pronoun - in the previous phrase or sentence. What do the following pronouns refer to? 1. this (line 6) 2. it (line 16) 3. that (line 42)

TALKING TO ANIMALS

Anyone who read the famous story of Doctor Dolittle as a child undoubtedly dreamed about having the doctor's mysterious ability to talk to animals. For decades, scientists have tried to find ways to interpret the language of different animal species. However, animals don't convey their thoughts in words like we do, so this is a challenging task. One animal species that researchers have focused on is elephants. In the 1980s, scientist Joyce Poole was studying elephants in Africa when she observed something interesting about how they were communicating. When a member of the herd called out, only one elephant would respond while the others ignored it. This behaviour suggested that all the elephants understood who the call was for. (could this mean that elephants were using 'vocal labels' in the same way that humans use personal names?) That was Poole's theory, but she didn't have the means to test it. Things changed when scientist Mickey Pardo joined Poole years later. Together, they began studying elephant communication with the help of AI. How did their research work? First, they had to record nearly 500 different elephant calls and make a note of which elephant responded to each of them. Then, they entered this data into a computer program for analysis. After the analysis was completed, they entered new calls into the

program and asked it to predict which elephant would respond to each. The final step was to test the program's predictions. To do this, the researchers played the recorded calls to the elephants. What was the outcome? Just as the program had predicted, each call was made in order to communicate with a specific elephant. This proved that Poole had been right. Following Pardo and Poole's success, scientists are now developing large language models like the ones used in AI chatbots to help them understand more about animal communication. For these models to work, researchers must make many recordings and collect a great quantity of data. The problem is that it's rare for these recordings not to include other noises from the environment. As a result, researchers need to identify and separate the relevant animal sounds from all the others before they can analyse them. Fortunately, new AI technologies are able to do just that! Who knows? With the help of improved AI technologies, our dreams of becoming Doctor Dolittle may soon come true.



- 7. Answer the questions. 1. Why is it hard for scientists to understand animal language? 2. Why did Poole believe elephants used 'names'? 3. Which data did Pardo and Poole ask the AI program to analyse? 4. What is an issue when recording animal calls? 5. What two things might help scientists understand animal language in the future?

- 9. WORDS FROM THE TEXT Find words or phrases in the text to match the definitions. 1. definitely (lines 1-6) 2. a way (lines 10-16) 3. put (lines 17-25) 4. result (lines 26-33) 5. become real (lines 37-46)

- 8. Copy and complete the sentences. 1. Doctor Dolittle was able to ... 2. In the 1980s, Poole couldn't ... 3. Researchers tested the program's predictions by ... 4. To work well, large language models require ... 5. New AIs help scientists analyse animal calls by ...

Activate! VIDEO Watch the video. What is an important purpose of animal calls and communication? Which animals use unique whistles?

LANGUAGE 2 **Activate!** GRAMMAR PRESENTATION

Modals
must
We use *must* to talk about obligation and necessity.
Ben **must** take his sick pet to the vet.
have to, need to
We use *have to* and *need to* to talk about obligation and necessity, or lack of it, in the present, past or future.
Kate **has to / needs to** train her dog.
Do you **have to / need to** look out for predators?
You **didn't have to** buy more cat food.
What **will we need to** take on safari?
mustn't
We use *mustn't* to talk about prohibition.
You **mustn't** try to outrun a bear.
should
We use *should* to give and ask for advice.
You **should** go and see the panda cubs at the zoo.
HOW YOU ...
If your cat scratches you, you need to ...
Snakes can be deadly, so you mustn't ...
GRAMMAR APPENDIX, WORKBOOK, pages 111-112

1. Copy and complete the sentences. Use the affirmative or negative form of the modals and verbs in brackets.
1. Monarch butterflies fly to warmer countries in winter. Some ... (must / travel) more than 4,000 kilometres!
 2. A baby kangaroo can't leave its mother for several months. It ... (have to / stay) in her pouch.
 3. That bird has got sharp claws. You ... (must / stand) too close to it.
 4. Look at that huge flock of birds in the sky. We ... (should / take) a picture to show our friends.
 5. Owls can turn their heads completely to look back. They ... (need to / turn) their bodies.
 6. This cat could be ill. You ... (should / let) it lick you.
 7. ... bats ... (need to / see) when they are flying? Don't they use sound to navigate in the dark?
 8. Pandas require a lot of bamboo. They ... (have to / spend) up to 16 hours a day eating it.
 9. Food that humans eat can be harmful to animals. You ... (must / feed) the animals at the zoo.
 10. A snake can often survive for months without food. It ... (have to / eat) every day.
- EXTRA** Write one more item for Exercise 1. Have another student answer it.

2. Choose the correct answers.

CLEVER COMMUNICATION

Different species of animals ¹ **shouldn't / have to / might not** share the same habitat, so they constantly hear each other's calls. But how much of this communication ² **do they need to / may they / were they able to** understand in order to survive? Scientists have attempted to answer this question by studying a bird called the fork-tailed drongo. To get food, the drongo ³ **mustn't / isn't able to / has to** use a clever means – it mimics the alarm calls of other species. When animals like meerkats hear these calls, they mistakenly think they ⁴ **don't have to / can't / must** run and hide. All the bird ⁵ **could / doesn't need to / needs to** do is wait for the meerkats to find food and then frighten them with a false alarm call to make them run away and abandon it. Free meal for the drongo!

After a while, however, the meerkats realise that they ⁶ **must / shouldn't / aren't able to** pay any attention to these false calls. Seeing that its call is no longer effective, the clever drongo understands that it ⁷ **has to / mustn't / might not** continue using the same one. Amazingly, it ⁸ **is able to / should / can't** make a different animal's alarm call instead – and it works! The drongo ⁹ **mustn't / doesn't have to / can't** wait too long before the poor meerkats respond to the new frightening call by running off – and the drongo ¹⁰ **can / must / should** steal their food once again!

3. Listen and check your answers to Exercise 2.

4. Write two sentences about each picture. Use a variety of different modals.

ACTIVE GRAMMAR LAB page 151

BASICS, Exercises 6
MORE PRACTICE, Exercises 7-8
EXTENSION, Exercise 9

LISTENING An interview

5. BEFORE YOU LISTEN Which of the following animals can you expect to see on safari in Africa? Which do you think are the most dangerous? crocodile • bear • elephant giraffe • lion • hippopotamus kangaroo • zebra

6. Listen to an interview with a safari guide. Which four animals from Exercise 5 are mentioned?

7. Match these four animals to the descriptions below. Which description doesn't fit any of the animals?

1. They won't attack you, but it's better to stay away if you see two of them attacking each other.
2. Everyone knows to stay away from them, but they aren't the most dangerous animals you can see on safari.
3. It's rare for them to attack, but don't ever let them think you're a danger to their young.
4. They are dangerous to humans and often attack without any warning and for no reason.
5. They are much faster than most people realise and don't always give a warning before attacking.

8. Listen again. Then correct the sentences by changing the words in bold.

1. The most dangerous animal in Africa is the lion.
2. Hippos kill about 50 people every year.
3. Zebras usually attack humans.
4. A female elephant raises her body before attacking.
5. We should remember that we are guests on a tour.

SUSTAINABLE GOALS

15 **Wildlife**

Why should there be laws to protect wild animal species? Should these laws also protect wild animals that are dangerous to humans? Why or why not?

SPEAKING Visiting the vet

9. A teenage pet owner is talking to the vet about a pet dog. Watch the video and complete the sentences.

A: How can I help you?
B: I'm a bit worried about Lucky. I think he may be ...
A: Why? What's wrong with him?
B: I'm not sure. He's ... more than usual. Is that normal behaviour for a dog?
A: It could be. ... is Lucky?
B: He's ...
A: I see. He's ... You know, dogs sleep more as they ... is Lucky? ...?
B: Oh, yes!
A: Good. There's probably nothing to worry about. But I need to examine Lucky properly – just to make sure. Let me first check ...

10. Watch the video again and check your answers to Exercise 9.

Record yourself

BE ACTIVE Learning Situation Step 2

Talk about a pet's behaviour

1. INTERACTION In pairs, role-play a conversation between a teenage pet owner and a vet. Use the language in Exercise 9 to help you.

A Student A: You're a pet owner. Read information card 1 on page 167, and explain your pet's behaviour to your partner.

Student B: You're a vet. Read information card 1 on page 168. Analyse the pet's behaviour and give your partner advice.

How can I help you? I think my dog is ill.

Reassuring
It'll be alright.
It's OK.
Don't worry!
... will get better soon.

B Now reverse roles. Use information card 2 on pages 167 and 168.

2. MEDIATION Your friend is getting a pet dog or hamster for the first time. Write your friend a message, explaining what you learned about the animal's behaviour.

PEER ASSESSMENT, page 164 **WORKBOOK**, page 61

WRITING An opinion essay

In an opinion essay, we start by presenting the topic and stating our opinion. Then we support our opinion with facts, reasons and examples. We end by summarising or restating our opinion.

ANALYSE A MODEL

1. Read the opinion essay. Then answer the questions below. Which paragraph gives the answer to each question?

THE BEST PET

Choosing a pet isn't always easy. Many people opt for a dog or a cat as a pet, but I believe that snakes are the ideal choice.

Why did I choose snakes? The first reason is that I find reptiles fascinating. To me, snakes are the most interesting reptiles of all. But that's not the only reason for my choice. In my opinion, snakes make better pets than dogs because dogs often make noise and you need to keep them clean. In contrast, snakes are quiet, clean animals. Unlike dogs, you don't need to walk your snake. In addition, snakes only need to eat once a week, so feeding is more convenient than with dogs or cats that need daily meals. Another advantage of pet snakes is that they don't cause allergies in their owners, while furry pets like dogs and cats sometimes do.

To sum up, snakes make perfect pets because they are interesting and easy to care for. As I see it, it would be better to choose a snake as a pet than any dog or cat.

1. What is the topic of the essay?
2. What is the writer's opinion on the topic?
3. What is the first reason the writer mentions for choosing this pet?
4. What makes this pet a better choice than a dog?
5. In what two ways is this pet preferable to a cat?
6. Which main points about this pet does the writer restate in the summary?

FOCUS ON LANGUAGE

SYNONYMS

We use synonyms rather than repeating the same word so that our writing will be more varied. I don't think dogs are as interesting as snakes. It's fascinating to see how my cat hides his food. Opt for, ideal and in my opinion appear in paragraphs 1 and 2. Find synonyms for them in paragraph 3.

2. Find two synonyms from the list below to replace the words in bold in each sentence. Which two sentences could be from an opinion essay about pets?
- risen • enormous • difficult • glad • huge challenging • increased • cheerful
1. Elephants are **very big** animals, but hippos are also **very big**.
 2. It's **hard** to be responsible for a dog when you're very busy, but it's not as **hard** to take care of a fish.
 3. The number of grey wolves has **gone up** in recent years and the number of Eurasian lynxes has **gone up** too.
 4. When my dog wags his tail, I know he's **happy** to see me, and this makes me **happy**.
- WORKBOOK**, page 63

BE ACTIVE Learning Situation Step 3

Write an opinion essay about your ideal pet

PLAN

1. Think about your ideal pet. Then copy and complete the chart with your ideas about the pet, or use the Writing Plan on page 128 of your Workbook.

Paragraph 1	presentation of the topic and your opinion
Paragraph 2	facts, reasons and examples that support your opinion
Paragraph 3	summary and restatement of your opinion

2. Copy and complete the sentences below using information from your chart.

- I believe that ...
- The first reason is ...
- To me, ...
- But that's not the only reason ...
- In my opinion, ...
- Another advantage of ...
- In contrast, ...
- In addition, ...
- To sum up, ...
- As I see it, ...

WRITE

Write an opinion essay about your ideal pet. Use the information in the chart, your sentences and the model text to help you.

ASSESS YOURSELF

Use the checklist in your Workbook to assess your writing.

WRITING GUIDE, WORKBOOK, page 120 **PEER ASSESSMENT**, page 164

Pairwork PROJECT

Make CV profiles for two animals

MODEL

Read the model CV profiles for two animals. Name one way in which the animals are similar.

Name: Sandy the Sloth

Location: The tropical rainforests of Central and South America
Contact: sandy.sloth@slovmail.com

About Me:
Hi! I'm Sandy. I might be the slowest animal in the rainforest, but I like to think of myself as relaxed. Why should I hurry when I can sleep in a tree for 20 hours a day and still be fabulous? I live a simple life: hanging upside down, eating leaves, and moving only when I really have to. Green algae grow on my fur and provide me with great camouflage. Don't be afraid of my long claws – I only scratch predators who try to eat me. If you're looking for a worker who is calm, quiet and careful, I'm perfect for the job.

Key Skills and Abilities:

- Great swimmer: I may be slow on land, but I'm surprisingly fast in water.
- Expert energy saver: Because of my slow lifestyle, I'm able to save energy and I don't need a lot of food.
- Flexible faller: I can fall off a branch 30 metres high without getting injured.
- Sharp sense of smell: I can't see very well, especially in daylight, but I have an incredible sense of smell.

Name: Wanda the Whale

Location: All deep oceans of the world
Contact: wanda@clickclickclick.org

About Me:
Hello! I'm Wanda, a sperm whale with a big head and an even bigger voice. I spend my days diving deep in the ocean to hunt – sometimes as far down as 1,000 metres. I chat to other sperm whales by clicking! I'm able to send out deep and powerful clicks that are the loudest in the animal kingdom and can travel for thousands of kilometres underwater. If you're looking for someone who knows the ocean, loves working in a team and communicates well, you should give me the job.

Key Skills and Abilities:

- Excellent communicator: I use patterns of clicks to talk to other sperm whales.
- Swimming and diving expert: I can hold my breath for 90 minutes and dive deeper than most submarines.
- Professional hunter: I'm excellent at using sound to locate prey.
- High intelligence: I have got the largest brain of any animal on the planet.

BE ACTIVE

IT'S PROJECT TIME! Turn to **PAGE 144 IN YOUR WORKBOOK** and follow the steps: **PLAN** → **RESEARCH** → **CREATE** → **PRESENT**

EXTRA MEDICINE

1. **Zoopharmacognosy**, which comes from the Greek words *zoo* (animal), *pharma* (medicine), and *gnosy* (knowing), is a behaviour in animals. They treat or medicate themselves when they are ill or hurt. How do you think animals might self-medicate, and what could we learn from them?

2. Read the article and answer the questions below.



HEALING YOURSELF

Meet Rakus. He's just an ordinary orangutan, living in Gunung Leuser National Park in Indonesia. Like most orangutans, he often gets into fights with other males over female mates and territory. After a particularly bad fight, Rakus was left with a deep cut on his face. The scientists who were observing his behaviour were shocked at how Rakus dealt with the problem.

Orangutans typically eat fruit and insects, but the scientists saw that Rakus was chewing something unusual. He took leaves and other parts from a plant called 'akar kuning'. He chewed them and then carefully put the chewed leaves on his wound. Amazingly, within just five days, Rakus' wound was completely better, with no sign of infection. What left an impression on the scientists was not the healing properties of the plant because it's known that the akar kuning has anti-bacterial effects. What truly amazed them was that this animal seemed to know exactly how to treat himself – how to choose the right plant and use it in the right way. Rakus' behaviour was the perfect example of zoopharmacognosy.

While animal self-medication might shock modern scientists, it wouldn't surprise many people of traditional cultures. Throughout history, humans have looked to animals as guides, learning from them what to eat, what to avoid and how to treat health problems. Kenyan women, for example, know that when a pregnant elephant is ready to give birth, it eats the leaves of a particular tree called the boraginaceae. What effect does it have? It starts the labour process and the elephant starts giving birth to her calf. Following the elephants' example, women who are nine months' pregnant drink tea made from these leaves. But just because an animal eats something doesn't mean it's safe for humans. A type of large bird called a great bustard eats blister beetles, which reduce harmful bacteria in the bustard's body. It may sound like a great idea, but these insects can be poisonous if humans eat too many!

What can we learn from Rakus and his wild, wise friends? Animals might not have doctors or pharmacies, but they may teach us more than we ever imagined about nature's medicine.



- What caused Rakus' injury? How did his wound heal?
- What was not surprising to the scientists? What did surprise them?
- How do traditional cultures often view animal self-medication? Is it similar or different to how modern scientists see it?
- What have women in Kenya learned from elephants? What do they do as a result?
- Should people always do exactly what animals do to self-medicate? Give an example to support your answer.

3. Look at the pictures. Which medical equipment and treatments (1-3) do you think the animals (a-c) inspired? Listen to a lecture and check your answers.



4. **MEDIATION** Write a message to a family member, telling them about two interesting or surprising things you learned about animals and medication.



EXTRA Find out about another way in which animals have inspired medicine or health. Tell the class about it.

86 Do all activities in your notebook.

ACTIVE Round up!



ASSESS YOURSELF!

Senses

appearance	release	stiff
deep	rotten	soft
disguise	scent	sticky
glance	sight	sink
gorgeous	slimy	touch
pitch		

LEARNING TO LEARN

When you learn a new word, make collocations with it. Write down other words that often go together with it. For example, these are common collocations: rotten eggs, a flock of birds.

- Choose ten words from the lists and make collocations with them.
- Write eight sentences about the appearance, behaviour, senses and communication skills of different animals you've learned about in the unit. Use as many modals as you can.

Animals

bark	fierce	pedator
bite	flock	pey
call	herd	purr
claw	howl	rare
convey	lick	scratch
cube	mate	train
deadly	outrun	vag

Activate!

- > WORDLIST PLUS
- > VOCABULARY AND GRAMMAR REVIEW
- > PROGRESS AND COMPETENCES CHECK, WORKBOOK, PAGES 54-57



BE ACTIVE WELL-BEING

WRITE A SCRIPT

Imagine you are writing a scene for an animated film. Write a conversation between two animal characters. Did the information you learned in the unit help you to understand the animals better? If so, how?



HAVE A 'MOST UNUSUAL ANIMAL' COMPETITION

Find a picture and a few facts about an unusual animal. Display your picture and tell the class about the animal. Take a vote to decide on the most unusual animal. Did you learn anything new or surprising?



BE ACTIVE

Learning Situation

In this unit, you learned about how animals use their senses and how they communicate, and what people can gain from understanding how animals behave. Based on the information in this unit, which animals do you think people have learned the most from? What else do you think people could learn from the animal world in the future?

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ACTIVE GRAMMAR LAB: UNIT 5

can / could

This bird's colours **could** disguise it. (possibility)
Elephants **can't** jump. (inability)
We **couldn't** watch the wildlife film last night. (inability)
Can / Could I please get a pet? (permission)

be able to

Lynne **is able to** care for our cat when we're in France. (possibility)
The giraffe **wasn't able to** reach the leaves. (inability)
Will the injured horse **be able to** run again? (ability)

may / might

A chameleon **may / might** change its appearance to protect itself. (possibility)
You **may not / might not** enjoy touching slimy animals. (possibility)
May I take your dog for a walk? (ask for permission)
Yes, you **may**. (give permission)

GRAMMAR APPENDIX, WORKBOOK, pages 100-110

3. Complete the conversation with suitable modals according to the words in brackets. Use a variety of modals.

Justin: Hi Peter. What are you doing tomorrow?

Peter: I ¹ ... go to see some dogs in the animal shelter. (possibility)

Justin: Great! ² ... I come with you? (permission)

Peter: Sure. My parents ³ ... take us. (ability)

Justin: Great. Imagine you find a dog you like there. ⁴ ... you ... bring it home right away? (possibility)

Peter: I hope so!

Justin: Oh no, I forgot! My sister's birthday party is tomorrow. Sorry, but ⁵ ... come with you. (inability)

4. Complete the text with the correct form of the modal-verb pairs below.

can / cheat • might / appear • be able to / produce
could / have • may / eat • may / see
not able to / resist • can / switch

The Language of Light

Have you ever seen insects light up in the night sky? They ¹ ... blue, green or even red. This phenomenon is called bioluminescence – the ability to produce light. The most common example of bioluminescence is in fireflies. You ² ... them after dark in the summer as they fill the air with tiny lights. Some species of firefly ³ ... their light on and off, while others produce light constantly. Each type of firefly ⁴ ... a unique pattern that attracts only members of its species.

What other functions ⁵ ... bioluminescence ... for fireflies? Well, other animals ⁶ ... fireflies if they are tasty. How do fireflies avoid this? The chemicals that create bioluminescence taste bad to most animals. Some females ⁷ ... also cleverly ... other fireflies with bioluminescence and use it as a disguise. They mimic the light patterns of females from another firefly species. The unfortunate males ⁸ ... the attractive light, and as soon as they get close enough, the females eat them!

EXTENSION

- Write a sentence about each of the following.
 - something you can do, but an animal can't
 - an activity that pet owners might do with their pets
 - something visitors may do at the zoo
 - wild animals that people could possibly see in your part of the country
 - something people are able to do to help animals

BASICS

- Copy and complete each sentence in TWO possible ways. Use *can*, *could* or *be able to*.
 - Sally is an excellent dog trainer – she ... train any dog, even an aggressive one.
 - Are there lions in this area? ... we see them on our safari?
 - The chicks ran all over the garden so quickly that we ... catch them.
 - ... I hold your rabbit? Its fur looks soft.
 - Sorry, I ... come to your house. I'm allergic to cats.

MORE PRACTICE

- Choose the correct answer.
 - Moles use their sense of touch because they **may not / aren't able to / couldn't** see well.
 - A skunk **couldn't / might not / is able to** create a rotten smell, so that no animal wants to eat it.
 - Zebras **could / can't / couldn't** have up to 80 stripes. That zebra has got 78!
 - Fires can harm wildlife, so visitors to this national park **might not / may not / could** light fires here.
 - Am I able to / Can I / Was I able to** release the fish back into the lake after I've caught them?



150 Do all activities in your notebook.

must

Predators **must** catch prey to get food. (necessity)
You **must** walk the dog this evening. (obligation)

have to, need to

Female bears **have to / need to** protect their cubs. (necessity)
The zookeeper **didn't have to / didn't need to** feed the lions because they had already eaten. (lack of necessity)
You **don't have to / don't need to** play with my dog. (lack of obligation)
Do flamingos **have to / need to** live in flocks? (necessity)

mustn't

You **mustn't** put your arm out of the car while on safari. (prohibition)

should

Hikers **should** watch out for snakes in this area. (advice)
You **shouldn't** try to train a lion. (advice)
What **should** I do if a fox bites me? (advice)

GRAMMAR APPENDIX, WORKBOOK, pages 111-112

BASICS

6. Choose the correct answer.

- Cats lick themselves because they ... stay clean.
 - shouldn't
 - need to
 - mustn't
- Conservationists believe that humans ... protect endangered species.
 - must
 - don't have to
 - shouldn't
- Swans ... stay with their mate for life, but these birds often choose to do that.
 - mustn't
 - must
 - don't have to
- There's only one way to see kiwi birds in the wild – you ... travel to New Zealand.
 - shouldn't
 - don't need to
 - have to
- A spider monkey ... walk on the ground. It can also swing from tree to tree.
 - mustn't
 - doesn't need to
 - shouldn't
- You ... forget to use mosquito spray in the Far East – some mosquitoes there can carry deadly viruses.
 - shouldn't
 - don't have to
 - don't need to

MORE PRACTICE

- Copy and complete the sentences with a suitable modal and the verb in brackets.
 - To survive, a mouse ... (outrun) predators such as cats and snakes.
 - You ... (feed) pet fish three times a day – once or twice is enough.
 - Everyone ... (watch) the new documentary about gorillas – it's amazing!
 - Jellyfish are beautiful to look at, but you ... (touch) them. You'll get hurt.

8. Choose the correct answers to complete the film review.

What a Journey!

Pangolin: Kulu's Journey can / should / might possibly be the best animal documentary I've seen. Every animal lover really ¹ **may / should / mustn't** watch it. Kulu, the star of the film, is a rare animal called a pangolin. Pangolins are unique in appearance and behaviour. They ² **might / can't / couldn't** run and they ³ **shouldn't / aren't able to / may not** bite or fight with their claws, so their only defence is to roll up into a ball. Sadly, criminals often seal and sell pangolins, so volunteers ⁴ **have to / should / are able to** protect them. Gareth Thomas is one of these volunteers and he rescues a baby pangolin, who he calls Kulu. Gareth knows he ⁵ **mustn't / should / might not** release Kulu back into the wild right away because Kulu is too young to survive on his own. First, the baby pangolin ⁶ **shouldn't / doesn't have to / needs to** grow and he ⁷ **may / has to / won't be able to** learn how to keep safe and find food. But that's just part of his journey. Kulu ⁸ **only needs to / doesn't only need to / can't only learn to** survive. He also needs love and care. So, Gareth ⁹ **mustn't / may not / must be** a pangolin parent until Kulu is ready. Can a man and a pangolin become friends? Watch the film to find out.



EXTENSION

- Rewrite each sentence using a modal. There may be more than one possible answer.
 - Why is it a good idea for an antelope to always stay with its herd?
Why should an antelope always stay with its herd?
 - It's extremely important to see a doctor after a wild animal bites you.
 - In this game, your goal is to identify animal calls.
 - Is it possible for lions to survive without catching prey every day?
 - In this city, you aren't permitted to let your dog walk around freely.
 - Delphinus haven't got the ability to breathe underwater.
 - It isn't necessary for camels to drink every day.

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PEER ASSESSMENT

UNIT 5

Learning Situation Step 1 page 79

Read your partner's summary of a story. Then complete the assessment below.

My partner's summary ...

1. includes relevant information about the story
2. includes appropriate vocabulary and correct grammar
3. is clear and easy to follow

Learning Situation Step 2 page 83

After role-playing conversations, complete the assessment below.

My partner ...

1. contributed to the conversation by explaining a pet's behaviour and giving relevant advice
2. included appropriate vocabulary and correct grammar
3. spoke clearly

Learning Situation Step 3 page 84

Read your partner's opinion essay. Then complete the assessment below.

My partner's opinion essay ...

1. includes the topic, their opinion, and facts, reasons and examples to support it
2. includes appropriate vocabulary and correct grammar
3. is clear and easy to follow

PAIRWORK ACTIVITIES

STUDENT A

UNIT 5, PAGE 79, EXERCISE 8

NEWS TODAY

Saving His Family from Disaster

A remarkable cat named Mr Boo became a hero after he helped save his family from a dangerous gas leak. In the Kesckes family's home in Ohio, their cat Mr Boo started crying loudly one morning. Mr Boo was usually calm and quiet, so Ariana Kesckes immediately realised something was wrong. She soon discovered that carbon monoxide gas was filling the house. This poisonous gas, which humans can't see or smell, can make them very ill or even kill them. Firefighters who arrived at the scene said there must be something very special about Mr Boo's sense of smell because cats can't usually detect carbon monoxide. Yet somehow he had saved the family's lives.

UNIT 5, PAGE 83

Learning Situation: Step 2

INFORMATION CARD 1

You are a pet owner.

Your dog constantly licks herself. She seems to do it a lot more than other dogs. You want to know what this behaviour means and if you're doing something wrong. The vet checks her for parasites and allergies, but your dog seems healthy.

INFORMATION CARD 2

You are a vet.

A hamster's body language can tell us a lot about how it feels. A happy hamster can look relaxed, comfortable and often sleepy. Part of its natural behaviour is to collect food and create a place to hide. Running around and jumping is also a sign that a hamster is energetic and happy.

PAIRWORK ACTIVITIES

STUDENT B

UNIT 5, PAGE 79, EXERCISE 8

NEWS TODAY

A Giant Hero

A young girl named Amber was on holiday in Thailand with her family. One day, she was riding an elephant named Ning Nong along the beach, when suddenly the elephant ran away from the beach and up a high hill. At first, Amber couldn't understand why. Moments later, however, she looked down at the beach they had just been on and was shocked to see a huge tsunami hit it. Elephants can sense the vibrations caused by tsunamis earlier than humans can, so Ning Nong had known that he and Amber were in danger. The tsunami that they survived became the worst in history, killing over 200,000 people. Amber and her family will never forget the elephant who saved her life.

UNIT 5, PAGE 83

Learning Situation: Step 2

INFORMATION CARD 1

You are a vet.

There are many issues that can cause dogs to lick themselves too much. The first step is to check if your dog has got health problems, such as food allergies or parasites. I will check that, of course. If the dog is physically healthy, too much licking can mean that your dog is bored. It's important to play with your dog, walk it regularly so that it gets enough exercise, and let it meet other dogs.

INFORMATION CARD 2

You are a pet owner.

You are the new owner of a pet hamster and you think he is behaving strangely. He runs around the cage and sometimes jumps in the air. He also takes the food you give him and hides it instead of just eating it. At other times, he looks sleepy and opens his mouth wide to breathe. You want to know what this behaviour means and what you need to do.

ACTIVE MINDS

ESO 4

Workbook

Alice Scott
Stephen Brown

BURLINGTON

Burlington Books

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5

CALL OF THE WILD



VOCABULARY 1 Senses

1. Choose the correct answer.
- Insects can't escape when a chameleon catches them with its long, **sticky / deep / rotten** tongue.
 - It is common for adults to raise the **disguise / appearance / pitch** of their voice when talking to babies.
 - Fish have a **deep / gorgeous / slimy** substance covering their bodies that protects them from disease.
 - We rely on **sight / touch / appearance** to decide if something is hard or soft.
 - Decorator crabs are sea creatures that put seaweed on their shells as a **disguise / pitch / scent** to protect themselves.
 - You may not notice a leaf-litter toad when you **glance / release / sniff** at the ground because its skin looks like a dead leaf.

2. Choose the correct answer to complete the sentence. Pay attention to the words in bold.
- When our dog **stinks**, we ...
 - know he's hungry
 - give him a bath
 - take him on a long walk
 - What a **gorgeous** bird! It ... !
 - has such beautiful colours
 - sings a lot in the morning
 - has got long wings
 - Many birds put **soft** things in their nests, such as ...
 - little pieces of metal
 - tiny stones
 - grass
 - Dogs can be trained to **sniff** for explosives because ...
 - they have got better sight than humans
 - they have got an excellent sense of smell
 - their paws are very sensitive



3. Complete the quiz with the words below. Then decide whether you think each fact is true (T) or false (F). Check your answers on page 57.

Test Your Animal IQ	T	F
1. Dogs can hear sounds at higher _____ than cats can.		
2. When threatened, an octopus _____ ink that changes its colour.		
3. With its amazing sense of _____, an eagle can see a small animal from up to three kilometres away.		
4. Vultures live by eating the _____ meat of dead creatures.		
5. The _____ of the Arctic fox changes in the winter.		
6. Mother animals reject babies with human _____ on them.		

4. Give an example of each item below.
- something you might glance at on your phone
 - the appearance of your favourite animal
 - something sticky that you use regularly
 - something rotten you have smelled
 - a singer or actor you think is gorgeous
 - a scent that you like



LANGUAGE 1 Modals: can / could, be able to, may / might



5. Complete the sentences with the correct form of **be able to, can or could** and the verbs in brackets. There may be more than one correct answer.
- _____ owls _____ (see) in the dark?
 - _____ I please _____ (borrow) your camera over the weekend?
 - Dinosaurs disappeared because they _____ (not survive) the asteroid that hit Earth more than 60 million years ago.
 - The tiny hummingbird moves fast. It _____ (fly) at speeds of up to 53 kilometres an hour.
 - _____ your neighbour _____ (feed) your fish while you're away next week?
 - Despite all the research so far, we still _____ (not understand) exactly how animals think.
 - She _____ (not adopt) a cat because her parents didn't agree to it.
6. Complete the mini-dialogues between students and a zoo guide. Use the correct form of **may, might, can, could or be able to** to add the verbs given. There may be more than one correct answer.

not do / change

A: How fast ¹ _____ chameleons _____ colour?

B: In under 30 seconds. They ² _____ this without the special skin cells they have.

not hear / not speak

A: Excuse me, but I ¹ _____ what you said.

B: I ⁴ _____ any louder, so please, everyone, be quiet.

not be / see

A: ⁵ _____ we _____ the baby tigers later?

B: I'm not sure. They ⁶ _____ on public display.

grow / weigh

A: How tall ⁷ _____ giraffes _____ ?

B: As tall as five and a half metres. And, they ⁸ _____ nearly 2,000 kilos.

7. Choose the correct answer.

Video-Chating Parrots

Parrots ¹ **can't / could / can** be amazing pets. These very intelligent birds ² **were able to / are able to / is able to** learn to speak and do tricks, such as putting a ball in a basket. When a parrot doesn't get enough attention and ³ **may / couldn't / isn't able to** get the physical and mental exercise that it needs, it ⁴ **is able to / may not / might** develop aggressive behaviour or self-harming habits, such as pulling out its feathers.

Parrots in the wild are social animals that live in groups, but parrots ⁵ **can't / couldn't / could** do this. Now, there is another way for them to socialise: they ⁶ **might not / can / may** interact in video calls. A research project involving 15 pet parrots found that the parrots ⁷ **might / might not / could** easily learn how to indicate that they wanted to make a video call. As the experiment continued, the birds ⁸ **may / might / were able to** choose which bird to call from pictures on the screen. Gradually, the birds developed friendships – choosing to call certain birds more often. Not every parrot owner ⁹ **will be able to / can't / might** spend time teaching their pet to make video calls, but video playdates for parrots ¹⁰ **will / couldn't / may not** be at all unusual in the future.

8. Write a logical ending for each sentence.
- This weekend, I might _____.
 - When I was younger, I couldn't _____.
 - In future, I hope that all zoo animals will be able to _____.
 - When I'm watching my favourite TV series, I can't _____.
 - At my school, students may not _____.

SPEAKING Talking about how animals help people

9. Match the questions in A to the correct answers in B.
- A**
- What type of animal was it?
 - Who did the animal save?
 - What was the danger?
 - How was the animal able to save the human?
 - What can we learn about the animal's senses from the story?
- B**
- her owner
 - She woke her owner up to warn her.
 - a little dog
 - There was a flood.
 - Dogs are able to hear better than people.

VOCABULARY 2 Animals

1. Choose the correct answers. Pay attention to the words in bold. There may be more than one correct answer.
- Predators** are animals that *sleep during the day / live in groups / kill other animals*.
 - Some tiny frogs release a **poison / colour / sound** that can be **deadly**.
 - Look at that big **flock** of birds / cows / sheep!
 - Scientists only recently learned how cats produce the **sound / sight / appearance** of **purring**.
 - Dogs **wag** their paws / noses / tails when they're happy.
 - Baby lions and goats / cheetahs / bears are called **cubs**.
 - Our neighbour's dog **barks** a lot. I'm tired of the **smell / sound / sight**.
 - Wild zebras and elephants / tigers / lizards live in **herds**.
2. The words in bold are in the wrong sentence. Write the correct word next to each sentence.
- This old dog has no teeth, so he can't **howl**.
 - Many animal mothers **scratch** their babies to clean and comfort them.
 - We **outrun** dogs who may become guide animals for blind people.
 - In a long-distance race, an experienced athlete could **bite** a cheetah.
 - An elephant may **train** anger through movements of its ears and trunk.
 - Although it's widely believed that wolves **lick** at the moon, it's not actually true.
 - Be careful! These sharp cactus plants can **convey** your skin.

3. Complete the text with the words below.

flocks • prey • calls • claws • fierce • convey • mates • rare • predators

Forward, Backward, Upside-Down!

Hummingbirds are gorgeous birds with shiny, colourful feathers. Most are very small and some are extremely ¹ _____ – including the Bee Hummingbird, which lives only in Cuba and is the world's tiniest bird. Hummingbirds don't travel in ² _____; they live alone and don't have long-term ³ _____. Their main food is the nectar of flowers. Hummingbirds often compete over this food source, threatening each other with loud ⁴ _____ and other sounds. This is often followed by a ⁵ _____ fight, with the birds using their sharp ⁶ _____ and long beaks as weapons. Despite this fighting ability, ⁷ _____ can still catch hummingbirds. These little creatures are ⁸ _____ for cats, hawks and other meat-eating birds, snakes, lizards and even some large insects. Hummingbirds are unique because they can hover or stay in one place in the air and fly backwards and upside down. This inspired a group of scientists to create tiny, flying robots that will be equipped with cameras to ⁹ _____ information to human operators. Hopefully, the little robots can be used in search-and-rescue missions in the future.

4. Write five sentences, using two of the words below in each sentence. You may change the form of the words. There are more words than you need.
- train • bite • prey • herd • cub • claw • fierce • scratch • horse • cat dog • lion • fox • sheep • elephant • mouse • bear
- _____
 - _____
 - _____
 - _____
 - _____

LANGUAGE 2 Modals: must, have to, need to, mustn't, should



5. Read the sentence and choose the correct continuation.
- We **mustn't** give dogs chocolate.
 - It can be deadly for them.
 - It has too many calories.
 - How often do camels **need to** drink?
 - They can last for weeks without drinking.
 - They drink every day.
 - We **shouldn't** get too close to that snake!
 - It's nothing to worry about.
 - It might be dangerous.
 - Some shark species **must** swim constantly.
 - Otherwise, they don't get enough oxygen.
 - They don't need to rest.
 - Lions **don't have to** eat every day.
 - They can't hunt that often.
 - But it's necessary for them to eat about twice a week.
 - What **should** we do if we see a mountain lion while we're hiking?
 - I'm sure the park ranger can advise us.
 - The mountain lions in this area are scared of humans.

6. Choose the correct answer.

PRESS "WALK"

After living together for thousands of years, dogs and humans ¹ **could / can't / are able to** understand each other quite well. So, ² **do we need to / we have to / we might** teach dogs to "speak" human language? This is becoming quite popular thanks to electronic devices called sound boards or button boards. These devices have got buttons that a dog ³ **has to / couldn't / is able to** push with a touch of a paw. Each button activates a word such as *food, walk, happy, home, hungry, water, hurt and want*. With training, dogs ⁴ **can / have to / must learn to** press various buttons to express what they want or feel. At first, they ⁵ **should / can't / might** press just one button, such as *walk*. Eventually, they learn to add another word, for example, *walk now*. In one recent study, researchers found that dogs ⁶ **must / were able to / should** convey logical, specific ideas with their two-word combinations. ⁷ **May / Should / Could** sound boards help us understand dogs better? Some people think so. Others disagree, believing that we ⁸ **should / shouldn't / must** ask dogs to express themselves in human language. Moreover, they worry that dog owners ⁹ **might not / mustn't / couldn't** remain as alert to their dog's natural ways of expressing themselves. Who's right? Perhaps we ¹⁰ **may / must / should** ask some dogs for their opinion!



7. Complete the sentences with the correct form of a variety of modals. There may be more than one correct answer.
- People _____ kill wolves here. It's against the law.
 - _____ everyone _____ pay a fee to adopt an animal from the shelter?
 - What do you think? _____ we go on a safari next spring? I _____ decide.
 - My cats _____ hunt to get food. I feed them twice a day.
 - To become a veterinarian, you _____ study for many years.
 - In the future, zoos _____ exist anymore. I hope I'm right, because I think animals should be free.
8. Write a sentence about the following.
- a reason that a friend shouldn't get a pet dog
 - something you don't have to do on weekends
 - something you are able to do now that you couldn't do in the past
 - what you mustn't do at the zoo
 - something fun that you might do next summer

SPEAKING Visiting the vet

9. Complete the dialogue with the phrases below.
- There's probably nothing to worry about. It could be • Let me first check • I think she may be I'm not sure • What's wrong with her
- Vet: How can I help you?
- Owner: I'm a bit worried about Bella. _____ ill.
- Vet: Why? ² _____?
- Owner: ³ _____ She's eating more than usual. Is that normal behaviour for a cat?
- Vet: _____
- Owner: How old is Bella?
- Vet: She's 18 months old.
- Owner: You know, some cats may start eating more when they're bored or anxious. ⁵ _____ But I need to examine Bella, just to make sure. ⁶ _____ her weight, then I'll do a blood test.

READING

1. Read the blog entry. Then tick (✓) the sentences T (true), F (false) or DS (doesn't say).

THE NATURAL WORLD: A Science Museum Blog

We invited scientists to write about a person who's inspired them. The first response is below.

Sir David Attenborough: An Appreciation

BY M. WILSON, ZOOLOGIST

Over the past 70 years, British naturalist Sir David Attenborough has brought nature from all around the world to millions of homes. He's widely credited with changing how people think about the natural world, and with raising awareness of how climate change is harming creatures and their habitats. He's also inspired generations of scientists, conservationists, environmental activists, nature photographers and documentary makers – and me!

His career began in 1950, when he was hired by BBC Television. Funnily enough, at the time he didn't even own a TV! His first documentary series was *Zoo Quest* (1954–1963). In this series, Attenborough and a small film crew documented rare species around the world. It was the first time television viewers could see wild animals in their native habitats. Some of these animals were captured and brought to the London Zoo, which Attenborough later expressed regret about.

In his work, Attenborough presents scientific information in an entertaining way that makes it easy for viewers to understand. Often expressing amazement, his narration adds to the dramatic visual scenes.

Many of his programmes have inspired people to take action – a phenomenon often called 'the Attenborough effect'. This famously occurred when an episode of *Blue Planet II* (2017) showed the deadly effects of plastic pollution on whales.

Because they were using the latest cameras and equipment, Attenborough and his team could, as some said, 'film the impossible'. In the late 1950s his team was the first to film the indri, the biggest lemur in Madagascar. This animal was so rare that scientists were only able to study dead specimens – they had never seen or heard a living one before then.

As a zoologist, I'm aware that research into animal senses and behaviour can benefit people. Today, for instance, feline specialists are helping to develop robots that will be able to 'see' like cats do. This could increase safety of self-driving cars. Scientists are training bees to sniff for land mines in war zones. In Botswana, researchers are finding that lions and leopards don't attack farmers' cows that have pictures of eyes painted near their tails.

David Attenborough's documentaries remind me that studying animals can benefit humanity in another way: knowing about their capabilities and their roles in nature may make people work harder to protect them and the Earth that we share.



T F DS

- Sir David Attenborough studied natural sciences at university.
- Attenborough regretted making *Zoo Quest*.
- "The Attenborough effect" mostly inspires young people.
- Prior to *Zoo Quest*, no one had filmed the indri.
- Research into cats' sense of sight might improve robotic vision.

2. Answer the questions.

- What was unique about *Zoo Quest* when it began?
- What emotion does Attenborough's narration often convey?
- How were Attenborough and his team able to "film the impossible"?
- What might protect cow herds in Botswana from predators in the future?

LISTENING *Activate!*

3. Listen to the lecture about art made by animals and complete the sentence.

The speaker believes that ...

- animals can express themselves through art
- more research is needed on animal creativity
- animals enjoy the process of painting
- animal paintings are true art

4. Listen again and answer the questions.

- How old was Congo when he first used a pencil and paper?
- Why did Congo sometimes get upset when his supplies were taken away?
- Why did Joanne Lefson give Picasso paints and paper?
- What, besides painting, did Picasso and Congo have in common?
- Who has benefitted from sales of Picasso's paintings?

WRITING

5. Match the words in A to their synonyms in B.

- | | |
|---------------|------------------|
| A | B |
| 1. convey | — a. looks |
| 2. sniff | — b. teach |
| 3. appearance | — c. communicate |
| 4. rare | — d. smell |
| 5. train | — e. beautiful |
| 6. gorgeous | — f. unusual |



6. Complete the second sentence with the synonym of the word(s) in bold in the first sentence.

- Cats and dogs are **forbidden** in student housing. It's a pity that they're _____.
- One **advantage** of a cat as a pet is that you don't need to walk it. Another _____ is that cats are quieter than dogs.
- Watching fish in an aquarium can help people feel less **anxious**. Even watching them on a video makes people calmer and less _____.
- In the wild, parrots live in **large groups**. These _____ can contain hundreds of birds and offer protection from predators.
- Toys are **necessary** to keep pet cats happy. It's also _____ to give them a space to hide in their cages.

7. Read the opinion essay. Do you agree with the writer? Why or why not?



YES TO PETS

Should we have pets? It may sound **1 strange**, but some people **2 argue** that pet-owning is unethical and should eventually be ended. However, I believe that they are wrong.

Why do I think people should continue to have pets? The first reason is that we lived with the most **3 common** pets – dogs and cats – for thousands of years. Their populations would **4 likely** be much lower if they had remained wild. In addition, we have created breeds which wouldn't have occurred naturally. In my opinion, this means we have a responsibility to care for them. But that's not the only reason I support pet ownership. To me, it seems that having a pet increases our awareness of our **5 link** to the natural world and raises awareness of the importance of preserving it. The experience of living with a different species may also help us feel more empathy for people who are different to us. Furthermore, pets can help **6 lower** stress levels and provide companionship, so they're good for our physical and mental health.

To sum up, pet ownership should not be ended. As I see it, we should continue to encourage it because of its many benefits for us and the animals.

8. Match each word in bold in the essay in Exercise 7 with a synonym below.

- | | | |
|--------------|-----------------|---------------|
| — a. typical | — c. reduce | — e. claim |
| — b. odd | — d. connection | — f. probably |

PROGRESS CHECK

VOCABULARY *Activate!*

1. Choose the correct answer.

- When apples become ..., they change colour from yellow or red to dark brown.
 - gorgeous
 - rotten
 - slimy
- As the fastest land animals, cheetahs can ... other animals over short distances.
 - sniff
 - outrun
 - stink
- After identifying the ... of prey, hunting dogs try to find exactly where it is.
 - scent
 - claw
 - disguise
- Cats ... their feelings through body language, such as tail movements and ear position.
 - scratch
 - sniff
 - convey
- Fish have a good sense of ... that allows them to see in colour and focus on close and distant objects underwater.
 - touch
 - flock
 - sight
- A king cobra's bite is ... because it can inject enough poison to kill 20 people or one Asian elephant.
 - deadly
 - rare
 - soft

2. Replace the underlined words in the sentences with words with the same or similar meaning below.

glimpse • gorgeous • release • wag • train
sticky

- With a single look, you can see the dire wolf is different from the smaller grey wolf.
- A spider's web is gluey because it is made with a glue-like substance produced in the spider's belly.
- They teach dogs that are used in search and rescue teams.
- Whenever the farmers let out chickens into the yard, they shake their wings with excitement.
- Tigers are considered attractive animals due to their orange coat and contrasting dark stripes.
- Foxes move their tails not only to communicate happiness but also to show anger.

3. Complete the text with the words below. There are more words than you need.

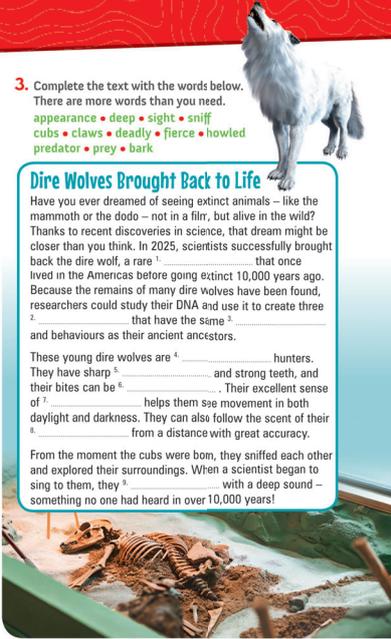
appearance • deep • sight • sniff
cubs • claws • deadly • fierce • howled
predator • prey • bark

Dire Wolves Brought Back to Life

Have you ever dreamed of seeing extinct animals – like the mammoth or the dodo – not in a film, but alive in the wild? Thanks to recent discoveries in science, that dream might be closer than you think. In 2025, scientists successfully brought back the dire wolf, a rare ¹ _____ that once lived in the Americas before going extinct 10,000 years ago. Because the remains of many dire wolves have been found, researchers could study their DNA and use it to create three ² _____ that have the same ³ _____ and behaviours as their ancient ancestors.

These young dire wolves are ⁴ _____ hunters. They have sharp ⁵ _____ and strong teeth, and their bites can be ⁶ _____. Their excellent sense of ⁷ _____ helps them see movement in both daylight and darkness. They can also follow the scent of their ⁸ _____ from a distance with great accuracy.

From the moment the cubs were born, they sniffed each other and explored their surroundings. When a scientist began to sing to them, they ⁹ _____ with a deep sound – something no one had heard in over 10,000 years!



4. *Intro 1 2 3 4 5 6 7 8* Choose the correct answer.

- Bear trainers **keep fit / take a risk / take action** because wild animals' behaviour is unpredictable.
- The London Zoo is a famous **landmark / frost / reward** in the capital city.
- An Arctic fox survives **quest / forecast / freezing cold** thanks to its thick fur.
- If your pet is ill, don't **attempt / carry out / quit** to treat it yourself – take it to a vet.
- During a **parade / heatwave / high season**, it's important that pets have plenty of water and shade.

5. *Activate!* DICTATION Listen and write the paragraph.

LANGUAGE *Activate!*

6. Choose the correct answer.

The Amazing Salamander

What do you know about salamanders? We ¹ **should / may** all learn a bit more about this unusual creature because they have a very special gift.

Salamanders are amazing animals for one reason in particular: when a salamander loses a part of its body, it doesn't bleed to death – instead, it ² **can / may** grow a new body part.

When a salamander loses an arm or leg, it waits. In a few weeks, the missing part ³ **needs to / is able to** grow back just like new and the salamander ⁴ **must / can** continue to live as normal.

Scientists think that a special chemical ⁵ **might / should** be important in the regrowth process. This chemical makes sure the right body part grows back, while a gene controls how big the new part ⁶ **has to / might be**. Because humans also have this chemical, scientists hope to unlock its ability using new gene tools. That way, they ⁷ **can / have to** control these natural body processes and one day we ⁸ **may / are able to** have the salamander's amazing power to heal ourselves.

7. Write questions with the words given and the modals in brackets. Then match the questions in A to the answers in B. Choose the correct modal to complete the answers.

- | | |
|---|--------|
| A | B |
| 1. you / take / Rover / to the vet / this afternoon (can) | _____? |
| 2. we / feed / the cat / every day (need to) | _____? |
| 3. Jackie / adopt / a pet / from the animal shelter (should) | _____? |
| B | |
| — a. Yes, but she needs to / may / is able to make an appointment first. | |
| — b. Yes, of course. And you can / might / must give her clean water, too. | |
| — c. No, sorry I may / have to / can't go to football practice this afternoon. | |

8. Write sentences with the words given. Use a modal that matches the meaning of the word in brackets.

- a cat / scratch / you / when it's scared (possibility)
 - you / release / the parrot / from the cage (permission)
 - monkeys / use tools / and solve problems (ability)
 - owners / train / their dogs / not to bark / at people (obligation)
 - you / not give / chocolate / to your pets (prohibition)
 - my dog / go for a walk / twice a day (necessity)
9. *Intro 1 2 3 4 5 6 7 8* Correct the mistakes in the sentences.
- Dinosaurs used to walking the Earth millions of years ago. **X**
 - I didn't see Kerry's new puppy yet. **X**
 - Mia is a person which loves all animals. **X**
 - Humans don't can outrun cheetahs over short distances. **X**
 - Danny who has three dogs, wants to be a vet. **X**
 - I don't know someone that actually likes snakes. **X**

10. TRANSLATION Write the sentences in English.

- Un leopardo fiero puede cazar presas usando sus garras poderosas.
- Los cachorros de león son muy ricos, pero pueden ser fieros.
- Si tienes un perro, deberías adiestrarlo para que te escuche.
- Algunos animales apestan para protegerse a sí mismos de los depredadores.
- El perro ladró al rebaño de ovejas para mantenerlas juntas.

COMPETENCES CHECK

WRITTEN COMPREHENSION

1. Read the science article and answer the questions.

A New Kind of Goldfish

Last summer, fishermen along the coast of Costa Rica caught a fish no one had ever imagined before: a two-metre-long shark with white eyes and golden skin!

Equally surprising is that the shark survived with such a bold, eye-catching appearance. The shark's golden colour might make it more visible to both its prey and predators.

This is not the first time a shark with unusual skin colour has appeared. In 2022, Honduran fishermen saw a shark that had a spotted appearance and was easily identifiable among its mates.

Skin conditions are rare among sharks and other marine creatures. However, the existence of golden and spotted sharks suggests that scientists should continue researching genetic conditions in animals.



Golden shark

The following statements are all incorrect. Correct the sentences with information from the text.

- 1. Albinism results in dark colouring in animals but not humans.
2. The golden shark has two common genetic skin mutations.
3. Thanks to their sharp sense of sight, fierce predators can see well in dark water.
4. Both the golden shark and the spotted shark survived because they are visible to their prey.

2. Answer the questions.

- 1. Why did fishermen want to show the golden shark's pictures to scientists?
2. What can be inferred about the importance of a shark's colouring in its natural habitat?
3. What might happen to the golden shark if it moved to shallower, clearer waters?
4. How common are skin conditions in sharks and other marine creatures, according to the last paragraph?

WRITTEN PRODUCTION

- 3. Imagine you are a fisherman sharing a surprising discovery. Write a social media post about the discovery. Include:
- what is remarkable about the discovered creature
- where and when was it discovered
- what was your reaction to the discovery

ORAL COMPREHENSION



- 4. Listen to the interview. Complete the sentences with one to four words.

- 1. Fat Bear Week celebrates bears' ability to survive by gaining ... before winter.
2. During hibernation, bears ... to care for new skin.
3. Last year, more than ... voted online.
4. People sometimes vote for bears based on their ..., not just their size.
5. This year, the bears are fatter than ever because there was ...



ORAL PRODUCTION

- 5. Choose the correct answer.

- 1. How can I help you?
a. There's probably nothing to worry about.
b. I think my dog may be ill.
2. How was the animal able to save the family?
a. It warned them of danger.
b. It had a good sense of smell.
3. What can we learn about a dog's senses?
a. They have an excellent sense of smell.
b. They have a loud bark.
4. Is that normal behaviour for a dog?
a. It could be.
b. Dogs are intelligent animals.
5. What's wrong with him?
a. I'm a bit worried.
b. I'm not sure - let me check.

ASSESS YOURSELF!

I can ...

Vocabulary

- name five words related to senses
name five words related to animals

Language

use the modals may / might, be able to, can / could, must, have to, need to, mustn't, should correctly

Competences

A science article

- understand main points
understand descriptions

A social media post

- describe an event
present main points in an organised manner

An interview

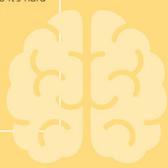
- understand main points
understand relevant details

Conversations

- respond to questions

Answers for Exercise 3, Page 48:

- 1. F (cats hear higher pitches than dogs)
2. F (the ink makes a cloud, so it's hard to see or smell the animal)
3. T
4. T
5. T
6. F (this is a myth; mothers don't eject their babies if they've been handled by humans)



GLOSSARY

UNIT 5

- amaze /ə'meɪz/ sorprender, asombrar
ant /ænt/ hormiga
appearance /ə'piərəns/ aspecto
approach /ə'prəʊtʃ/ acercarse a
bark /bɑ:k/ ladrar
bat /bæt/ murciélago
bee /bi:/ abeja
behaviour /bɪ'heɪvjə/ comportamiento
bite /baɪt/ morder; picar
blister beetle /'blɪstə 'bi:tli/ escarabajo aceitero, cantárida
call /kɔ:l/ cúa
call /kɔ:l/ llamada
chemical /'kemɪkəl/ sustancia química
chew /tʃu:/ masticar, mascar
claw /klɔ:/ garra
come true /kʌm 'tru:/ hacerse realidad
convey /kən'veɪ/ expresar, transmitir
crush /krʌʃ/ aplastar
cub /kʌb/ cachorro
deadly /'dedli/ mortal
deaf /deɪf/ sordo/a
deep /di:p/ grave; profundo/a
disguise /dɪs'gaɪz/ disfraz
dive /daɪv/ bucear
enter /entə/ introducir
fierce /fɪəs/ fiero/a
find one's way /faɪnd wənz 'weɪ/ encontrar el camino, orientarse
flock /flok/ bandada; rebaño
fox /fɒks/ zorro
fur /fɜ:/ pelo, pelaje
glance /'glɑ:ns/ mirar
gorgeous /'gɔ:dʒəs/ precioso/a
great bustard /'greɪt 'bʌstəd/ avutarda
hearing range /'hɪərɪŋ reɪndʒ/ rango auditivo
herd /hɜ:d/ manada; rebaño
hive /haɪv/ colmena
hold one's breath /həʊld wənz 'breθ/ aguantar la respiración
howl /haʊl/ aullar
kingdom /'kɪŋdəm/ reino
label /leɪbl/ etiqueta
labour /leɪbə/ parto
lick /lɪk/ lamer, chupar
mate /meɪt/ (pareja) macho / hembra
means /mi:nz/ medios
outcome /aʊtkʌm/ resultado

- outrun /aʊt'rʌn/ dejar atrás a, correr más rápido que
pattern /'pætən/ patrón
pick up /'pɪk ʌp/ captar
pitch /'pɪtʃ/ tono
poisonous /'pɔɪzənəs/ venenoso/a
predator /'predətə/ depredador
pregnant /'pregnənt/ embarazada
prey /preɪ/ presa/s
purr /pɜ:/ ronronear
rare /reɪ/ poco común; exótico/a
release /rɪ'li:s/ liberar
rely on /rɪ'laɪ ɒn/ confiar en
remarkable /rɪ'mɑ:kəbəl/ extraordinario/a
rotten /rɒtn/ podrido/a
scent /sent/ olor; aroma; rastro
scratch /skretʃ/ arañar
shark /ʃɑ:k/ tiburón
sharp /ʃɑ:p/ agudo/a
sight /saɪt/ vista
slimy /slɪmi/ viscoso/a
sloth /slɔ:θ/ oso perezoso
sniff /snɪf/ olfear, husmear
soft /sɒft/ suave; blando/e
sperm whale /spɜ:m weɪl/ cachalote
sticky /stɪki/ pegajoso/a
stink /stɪŋk/ apestar, oler mal
strengthen /'streŋθən/ fortalecer
surroundings /sə'raʊndɪŋz/ entorno
touch /tʌtʃ/ tacto
trail /treɪl/ rastro
train /treɪn/ adiestrar, domesticar
undoubtedly /ʌn'daʊtɪdli/ irrefutablemente, sin duda
upside down /'ʌpsaɪd daʊn/ boca abajo
wag /wæg/ sacudir, menear, mover
whale /weɪl/ ballena
wound /wʌʊnd/ herida

SPEAKING GLOSSARY

Visiting the vet

- How can I help you? /hau kən aɪ 'help ju:/
¿Cómo / En qué puedo ayudarte?
I'm a bit worried about ... /aɪm ə bɪt 'wɔ:ɪd əbaʊt/ Estoy un poco preocupado/a por...
I think he may be ... /aɪ 'θɪŋk hi: meɪ bi:/
Creo que puede estar...
Why? What's wrong with him? /waɪ wɒts 'rɒŋ wɪð hɪm/ ¿Por qué? ¿Qué le pasa?
I'm not sure. /aɪm nɒt 'ʃʊə/ No estoy seguro/a
He's ... more than usual. /hi:z ... mɔ: ðən 'ju:ʒuəl/
Está... más de lo habitual.
Is that normal behaviour for ...? /ɪz ðæt 'nɔ:məl bɪ'heɪvjə fɔ:/ ¿Eso es un comportamiento normal para...?
It could be. /ɪt 'kʊd bi:/ Podría ser.
You know ... /ju: 'nəʊ/ Sabes, ...
There's probably nothing to worry about. /ðeə 'prɒbəbli nəθɪŋ tu wəri əbaʊt/ Probablemente no haya nada de qué preocuparse.
But I need to examine ... just to make sure. /bʌt aɪ ni:d tu ɪg'zæmɪn ... dʒʌst tu meɪk 'ʃʊə/ Pero tengo que examinar... para asegurarme.
Let me first check ... /let mi: 'fɜ:st tʃek/ Deja que mire / compruebe primero...
Reassuring
It'll be alright. /ɪt bi: əl'raɪt/ Saldrá / Irá bien.
It's OK. /ɪts əʊ'keɪ/ Está bien.
... will get better soon. /wɪl get 'betə suən/
... se pondrá mejor pronto.

GRAMMAR APPENDIX

UNIT 5

Los verbos modales

can

Formas

I can swim well.

He can't / cannot swim well.

Can you swim well?

Yes, we can. / No, she can't.

Can expresa habilidad o capacidad para hacer algo (saber) y posibilidad (poder), y también se usa para pedir permiso o favores (poder).

Afirmativa: sujeto + can + verbo en la forma base. She can speak English very well. (Ella sabe hablar inglés muy bien.)

We can take the bus or the train. (Podemos coger el autobús o el tren.)

Negativa: sujeto + cannot o can't + verbo en la forma base. I can't play the violin. (No sé / puedo tocar el violín.)

Interrogativa: Can + sujeto + verbo en la forma base. Can you open the door, please? (¿Puedes abrir la puerta, por favor?)

Respuestas breves: se pone el pronombre personal sujeto + can o can't. Can I borrow your laptop? Yes, you can. / No, you can't. (¿Me prestas tu ordenador portátil? Sí. / No.)

could

Formas

I could play the piano.

He couldn't play the piano.

Could you play the piano?

Yes, we could. / No, she couldn't.

Could expresa habilidad en el pasado y posibilidad, y también se puede usar para pedir permiso o favores de forma educada que con can.

Afirmativa: sujeto + could + verbo en la forma base. He could walk when he was ten months old. (Él sabía andar cuando tenía diez meses.)

Your idea could work. (Tu idea podría funcionar.)

- **Negativa:** sujeto + **could not** o **couldn't** + verbo en la forma base.
We couldn't solve the riddle.
(No supimos / pudimos resolver el acertijo.)
- **Interrogativa:** **Could** + sujeto + verbo en la forma base.
Could you take me home?
(¿Podrías llevarme a casa?)
- **Respuestas breves:** se pone el pronombre personal sujeto + **could** o **couldn't**.
Could you take the train? Yes, I could. / No, I couldn't. (¿Pudiste coger el tren? Sí. / No.)

be able to

Formas de presente	
I am able to run fast.	
He isn't able to run fast.	
Are you able to run fast?	
Yes, we are. / No, she isn't. / Yes, I am.	
Formas de pasado	
I was able to run fast.	
He wasn't able to run fast.	
Were you able to run fast?	
Yes, we were. / No, she wasn't.	
Formas de futuro	
I will be able to run fast.	
He won't be able to run fast.	
Will you be able to run fast?	
Yes, we will. / No, she won't.	

Al igual que **can**, sirve para expresar habilidad o posibilidad, pero **be able to** se puede conugar, por lo que se utiliza en distintos tiempos verbales.

- **Afirmativa:** sujeto + **am / is / are** o **was / were** o **will be + able to** + verbo en la forma base.
That five-year-old child is able to ride a bike.
(Ese niño de cinco años sabe / puede montar en bici.)
- **Negativa:** sujeto + **am not / isn't / aren't** o **wasn't / weren't** o **won't be + able to** + verbo en la forma base.
We weren't able to book a table in advance.
(No pudimos reservar mesa con antelación.)
- **Interrogativa:** en presente y pasado, **Am / Is / Are** o **Was / Were** + sujeto + **able to** + verbo en la forma base. En futuro, **Will** + sujeto + **be able to** + verbo en la forma base.
Will you be able to come after work?
(¿Podrás venir después del trabajo?)

- **Respuestas breves:** en presente y pasado, se pone el pronombre personal sujeto + **am / is / are** o **was / were** en afirmativa y **'m not / isn't / aren't** o **wasn't / weren't** en negativa. En futuro, el pronombre personal sujeto + **will** o **won't**.
Was she able to arrive on time? Yes, she was. / No, she wasn't. (¿Ella pudo llegar a tiempo? Sí. / No.)

may, might

Formas		Usos
I may come.	I might come.	posibilidad
He may not come.	He might not come.	
May I go now?		permiso
Yes, you may. / No, you may not.		
You may go now.		
You may not go now.		

May (puede que, tal vez) y **might** (podría / podría ser que) expresan posibilidad en afirmativa y negativa, aunque con **might** la posibilidad es más remota.

May también se utiliza para dar, pedir o denegar permiso, o para hacer peticiones educadas.

- **Afirmativa:** sujeto + **may / might** + verbo en la forma base.
I may / might miss the bus.
(Puede / Podría ser que pierda el autobús.) [posibilidad]
You may use the printer while you're here.
(Puedes usar la impresora mientras estás aquí.) [permiso]
- **Negativa:** sujeto + **may / might not** + verbo en la forma base.
He may / might not come to the parade. (Puede / Podría ser que él no venga al desfile.) [posibilidad]
You may not watch TV after dinner. (No podéis ver la tele después de cenar.) [permiso]
- **Interrogativa:** **May** + sujeto + verbo en la forma base. En interrogativa se suele usar **may** y tiene el significado de permiso o petición, no el de posibilidad.
May I take one brochure? (¿Puedo coger un folleto?)
- **Respuestas breves:** se pone el pronombre personal sujeto + **may** o **may not**.
May we go now? Yes, you may. / No, you may not. (¿Podemos ir ahora? Sí. / No.)

must

Formas	
I must tell you.	
He mustn't tell you.	

- **Afirmativa:** sujeto + **must** + verbo en la forma base. Expresa la obligación y la necesidad o conveniencia de hacer algo, y significa "deber". Además, puede utilizarse para dar consejos y también para recomendar algo (en este caso, se suele traducir por "tener que").
Passengers must have a valid ticket.
(Los pasajeros deben tener un billete válido.) [obligación]
You must listen to this song. You'll love it!
(Tienes que escuchar esta canción. ¡Te encantará!) [recomendación]
- **Negativa:** sujeto + **must not** o **mustn't** (la más habitual es la segunda) + verbo en la forma base. Expresa prohibición, que algo no está permitido, y también que algo no se debe hacer porque no es conveniente o correcto. Además, puede utilizarse para dar consejos.
You mustn't use your phone in class.
(No debes usar el teléfono en clase.) [está prohibido]
You mustn't chew with your mouth open.
(No debes masticar con la boca abierta.) [no es correcto]
You mustn't forget your trainers.
(No debes olvidar tus zapatillas de deporte.) [consejo]
- **Interrogativa:** **Must** + sujeto + verbo en la forma base. En este caso, **must** expresa obligación o necesidad, aunque este verbo modal no se suele usar en la forma interrogativa.
Must I wear formal clothes?
(¿Debo llevar ropa formal?)
- **Respuestas breves:** se pone el pronombre personal sujeto + **must**.
Must I lock the door? Yes, you must.
(¿Debo cerrar la puerta con llave? Sí.)

have to

Formas	
I have to go soon.	
He doesn't have to go soon.	
Do you have to go soon?	
Yes, we do. / No, she doesn't.	

- **Afirmativa:** sujeto + **have / has to** + verbo en la forma base. Significa "tener que" y expresa, como **must**, la obligación o necesidad de hacer algo. La diferencia es que **have to** si se conjuga y, por eso, se usa en distintos tiempos verbales.
I have to take my cat to the vet.
(Tengo que llevar a mi gato al veterinario.)

- **Negativa:** sujeto + **don't / doesn't have to** + verbo en la forma base. Significa "no tener que / por qué".
You don't have to stay late.
(No tienes que / por qué quedarte hasta tarde.)
Recuerda que **have to** significa lo mismo que **must**, pero **don't have to** y **mustn't** no son equivalentes.
You don't have to do it.
(No tienes que / por qué hacerlo.) [no es necesario]
You mustn't do it.
(No debes hacerlo.) [está prohibido]
- **Interrogativa:** **Do / Does** + sujeto + **have to** + verbo en la forma base.
Do we have to remind her about the appointment?
(¿Tenemos que recordarle a ella la cita?)
- **Respuestas breves:** se pone el pronombre personal sujeto + **do / does** o **don't / doesn't**.
Do you have to go now? Yes, I do. / No, I don't.
(¿Tienes que ir ahora? Sí. / No.)

need to

Formas	
I need to sleep now.	
He doesn't need to sleep now.	
Do you need to sleep now?	
Yes, we do. / No, she doesn't.	

Need to significa "tener que" y expresa, como **have to**, la obligación o necesidad de hacer algo. Se puede conjugar y, por lo tanto, puede usarse en distintos tiempos verbales.

- **Afirmativa:** sujeto + **need / needs to** + verbo en la forma base.
He needs to take a rest because he is very tired.
(Él tiene que descansar porque está muy cansado.)
- **Negativa:** sujeto + **don't / doesn't need to** + verbo en la forma base.
The floor is clean, so you don't need to mop it.
(El suelo está limpio, así que no tienes que / por qué fregarlo.)
- **Interrogativa:** **Do / Does** + sujeto + **need to** + verbo en la forma base.
Does she need to go to the doctor?
(¿Ella tiene que ir al médico?)
- **Respuestas breves:** se pone el pronombre personal sujeto + **do / does** o **don't / doesn't**.
Do you need to call him now? Yes, I do. / No, I don't.
(¿Tienes que llamarlo ahora? Sí. / No.)

should

Formas	
I should use it.	
He shouldn't use it.	
Should you use it?	
Yes, we should. / No, she shouldn't.	

Should se usa para dar o pedir consejos y para decir lo que se debería o no hacer.

- **Afirmativa:** sujeto + **should** + verbo en la forma base.
I should make the reservation as soon as possible.
(Debería hacer la reserva lo antes posible.)
- **Negativa:** sujeto + **should not** o **shouldn't** (la forma más habitual es la segunda) + verbo en la forma base.
You shouldn't have drinks with caffeine.
(No deberías tomar bebidas con cafeína.)
- **Interrogativa:** **Should** + sujeto + verbo en la forma base.
Should we practise a little longer?
(¿Deberíamos practicar un poco más?)
- **Respuestas breves:** se pone el pronombre personal sujeto + **should** o **shouldn't**.
Should I stay until she returns? Yes, you should. / No, you shouldn't.
(¿Debería quedarme hasta que ella vuelva? Sí. / No.)

UNIT 5**WRITING PLAN**

Write an opinion essay about your ideal pet
Learning Situation Step 3 from Student's Book, page 84

1. Think about your ideal pet. Then complete the chart with your ideas about the pet.

Paragraph 1: presentation of the topic and your opinion:
Paragraph 2: facts, reasons and examples that support your opinion:
Paragraph 3: summary and restatement of your opinion:

2. Write an opinion essay about your ideal pet. Use the information in the chart above and the Useful Language below to help you. Then use the checklist to check your writing.

Useful Language

- I believe that ...
- The first reason is ...
- To me, ...
- But that's not the only reason ...
- In my opinion, ...
- Another advantage of ...
- In contrast, ...
- In addition, ...
- To sum up, ...
- As I see it, ...

Checklist

- I used ... correctly.
 - text organisation
 - paragraph organisation
 - connectors of sequence and time expressions
 - adverbs of degree
 - synonyms

5

PROJECT PLANNER: Make CV profiles for two animals

PLAN

COLLABORATION

- In pairs, decide what two animals you want to include.
- Decide which animal each of you will write about.

RESEARCH

- Use the Internet to find information about the animal you chose.
- Find suitable pictures of your animal.
- Complete the plan for your animal's CV profile.

Where it lives:	Lifestyle:
TYPE OF ANIMAL:	
Physical appearance and features:	Skills and abilities:

TIP When you write creative tasks, use your imagination and be funny. Don't just give the facts!

CREATE

- Write the content for your animal's CV profile. Make sure you use appropriate grammar and vocabulary.

COLLABORATION

- Look at your partner's content. Discuss and edit it.
- Plan a design for your CV profile.
- Use the information and pictures to create your CV profile.

PRESENT

- Complete the cue card about your CV profile.

The first / second animal we chose is _____

We gave the animal the name _____
He / She lives _____

Some interesting facts about him / her are _____

He / She is good at / a good _____

His / Her other skills and abilities include _____

He / She is suited to a job as _____

- Use your cue card to present your project to the class.

Reflect 😊 😊 😊

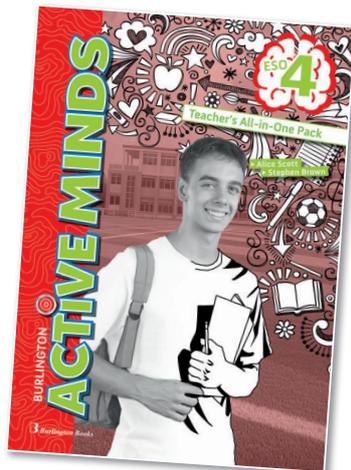
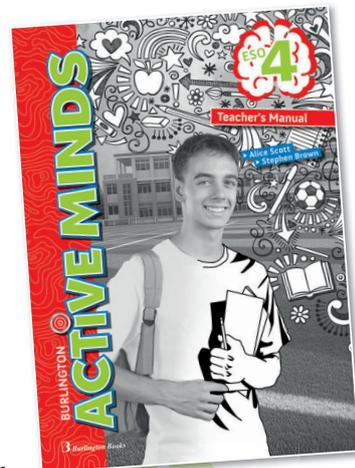
- We researched our animals and found relevant information.
- Our CV profiles were fun and attractive.
- The presentation of our project was clear and easy to follow.

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