

16 AMAZING ANIMALS



ABOUT YOU

▶ 11 Watch the video then ask and answer the questions in pairs.

What animals do people in your family have?
Do you like visiting zoos? Why? / Why not?
Is there any animal in particular that you like?

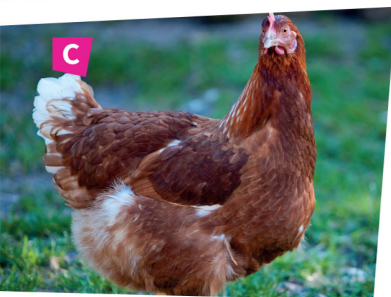
A



B



C



D



E



F



G



H



I



J



VOCABULARY

AND

READING

Animals

1 Match the photos A–J to the words in the box.

EP

bear	chicken	duck	elephant
insect	lion	monkey	mouse
rabbit	rat		



Listen, check and repeat.

2 Complete the table with the words in Exercise 1.
Which of the animals can you keep as pets?

Wild animals	Farm animals	Both

Now add other animals that you know.

3 In pairs, discuss the questions.

- Which of the animals in Exercise 2 can help people?
- How do they help?
- What can they do?

4 Look at the photos on page 95. Are these wild animals, pets or farm animals?

Now read the story quickly. Which animal helped Jack?

5 Choose the best title for the story.

- A quiet walk in the forest
- Bear to the rescue
- Alone with a mountain lion

6 Read the story again and answer the questions.

- What time of year was it?
- Was Jack walking in this area for the first time?
- How many bears did he see?
- Was the bear afraid of Jack?
- What jumped onto Jack's back?
- Which was the larger animal, the mother bear or the mountain lion?
- What did the bear do next?
- What did the mountain lion do next?

One day in May, Jack Smith was walking in Northern Oregon. It was a place he liked walking in and he knew it well. He was walking along a path when he saw a black bear, a female with her two babies. One was about a year old, the other was only a few months. Jack stopped to watch the bears. Because Jack walked along the path regularly, the bear knew who he was. It wasn't afraid and it didn't try to attack him. While Jack was watching the bears, something large and heavy hit him from behind. It was a mountain lion! Jack tried to get away from the mountain

lion. Then, while he was fighting it, the mother bear ran towards him. But the bear didn't attack Jack, it attacked the mountain lion. The bear was much bigger than the mountain lion. While the mountain lion was attacking Jack, the bear stood on its two back legs and pulled the mountain lion off Jack's back. The mountain lion ran off into the trees. Then the bear went back onto its four feet and looked at Jack for a moment, before it walked back to look after its babies.

Jack wasn't badly hurt. He was sure the bear recognised him and wanted to save his life.

GRAMMAR

Past simple and past continuous

- 1 Look at this sentence from the story and answer the questions.

A

B

He *was walking* along a path when he *saw* a black bear.

- Which verb is past simple, and which verb is past continuous?
- Which action, A or B, started first?
- Which action, A or B, interrupted the other?

GRAMMAR REFERENCE AND PRACTICE PAGE 153

- Find three sentences with *while* in the story. Answer questions 2 and 3 in Exercise 1 about them.
- Find all the other examples of the past simple and the past continuous in the story.
- Complete the sentences with one verb in the past simple and one in the past continuous.
 - The boy *was eating* (eat) an ice cream when the monkey *stole* (steal) it.
 - The cats _____ (sleep) outside when the rain _____ (start).
 - While the girl _____ (read) a book, her phone _____ (ring).
 - The teacher _____ (arrive) while Katie and Adam _____ (play) a computer game.
 - Lucy _____ (eat) her lunch when she _____ (hear) the news.
 - The boy _____ (fall off) his board while he _____ (skate) in the park.

- 5 Correct the mistakes with the past simple and past continuous.

- When we looking for the lions at the zoo yesterday, we found the elephants.
- Yesterday while I came back home, I dropped my purse in the road.
- When I waiting for the bus, I saw a monkey in the trees.
- When we walk beside the lake, we heard a noise behind us.
- It is snowing when I went there and very cold.

- 6 In pairs, take turns to say sentences with *when* or *while* and the past simple or past continuous. Use the verbs in the box and animals from the table on page 94.

climb	drive	eat	find	open
run	sit	talk	walk	write

While the man was driving along the road, a monkey jumped out of a tree.

I saw a family of rabbits when I was walking by the river.

READING

- 1 Look at the photos. How are these animals helping people? Do you think it is bad to use animals in this way? Discuss your ideas with your partner.
- 2 Read Part 1 of the article. Match two of the photos A-C to this part of the article.
- 3 Read Part 1 of the article again.
 - 1 Find three things that guide horses can do.
 - 2 Find two things that monkey helpers can do.

- 4 Look at the photos again. What do you think Part 2 of the article is about? Read it quickly to check your ideas.
- 5 Read Part 2 of the article again. For each question, choose the correct answer (A, B or C) for each gap.

1 A busy	B free	C favourite
2 A help	B look	C make
3 A tells	B speaks	C says
4 A arrives	B brings	C collects
5 A shall	B need	C should
6 A project	B activities	C jobs
- 6 In pairs, look at all the choices for Exercise 5 again and answer the question.

How did you choose the correct answers?

Our Animal Friends



Animals can help people in many different ways. They can help people in their homes and in their daily lives. They can also save people when they are in danger, for example in the mountains or in the sea. When people think of animal helpers, most people think of guide dogs for the blind (people who can't see). But do you know about guide horses? These small horses help blind people move around a city or town. For example, they travel with them in taxis, cross roads and even help them get on and get off buses. Horses live much longer than dogs, so they can be with the person for a long time. Other animals can be helpers too. Monkeys are very clever and can look after people in many different ways. They can pick up your phone when you drop it. They can turn on the television for your favourite programme and turn off the television when it finishes. However, many people think that monkeys shouldn't be animal helpers because they are wild animals.



2 Most dogs are good at swimming but the dogs in the photo are very, very good at it. They work on ¹ _____ beaches in Italy during the summer, keeping people safe in the sea. They can jump from helicopters and fast boats, and ² _____ people in danger in the water.

'Dogs don't get tired as quickly as we do,' ³ _____ Emilio, their trainer. 'A dog is strong and it can swim fast. It gets to a swimmer faster than we can and then it ⁴ _____ the person back to the beach.'

It takes three years to teach these dogs everything they ⁵ _____ to know. Then they are ready to do their ⁶ _____.

People often think of animals as their friends, but these amazing animals are much more than that.



TALKING POINTS

Were you surprised by any of the animal helpers in the article? Which ones? Why?

Discuss your ideas with your partner.

VOCABULARY

Phrasal verbs

1 Match the phrasal verbs from Part 1 of the article to the meanings.

EP

- | | |
|---------------------|--|
| 1 get on | a start something working |
| 2 get off | b stop something working |
| 3 look after | c take something off the floor |
| 4 pick up | d enter a bus, train, plane or boat |
| 5 turn off | e leave a bus, train, plane or boat |
| 6 turn on | f help someone when they are ill or cannot do something themselves |

2 Complete each sentence with one of the phrasal verbs in Exercise 1 in the correct tense.

- It was starting to rain when I got off the bus, so I opened my umbrella.
- Please _____ your bags from the floor and put them on the shelf.
- Finally, the boat arrived to take us across the lake. But it was full and we couldn't _____.
- I can only do my homework when it's quiet. Please can you _____ the radio?
- I _____ my mum when she was ill. I made her meals and drinks.
- I woke up suddenly in the night and it was very dark, so I _____ the light.



PRONUNCIATION

/u:/ and /ʊ/



3 Listen to the sounds /u:/ and /ʊ/.

Then put the words in the box in the correct columns.

do	food	foot	good
group	look	move	put
suit	took	true	two

/u:/ move

/ʊ/ look



Listen and check. Then repeat.

LISTENING



1 Listen to the radio interview between Jim Townes and Sue Green. Sue talks about things children learn from looking after pets. How many things does she talk about?



2 Now listen again and make notes in the chart about what Sue says children learn from pets.

Food	Keeping them clean	Animals, not toys

3 Do you think Sue is right? What other things can children learn when they look after a pet?

WRITING



PREPARE TO WRITE

A story

GET READY Look at the three pictures. What does each one show? Compare your ideas with a partner.

PLAN In your story you have to write about all of the pictures. Read the questions and make notes.

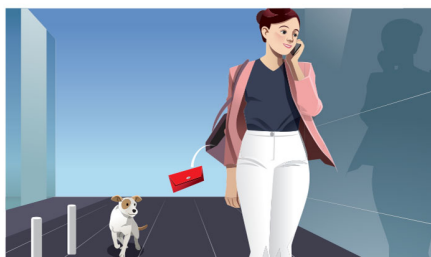
- What happened in the first picture?
- What happened in the second picture?
- What happened in the third picture?
- What was the end of the story?



WRITE Write the story shown in the pictures. Write 35 words or more.

IMPROVE In pairs, read your own story and your partner's. Check for mistakes.

Give your partner two ideas to make their story better. Use your partner's advice and rewrite your story.



UNIT 16

PAST SIMPLE AND PAST CONTINUOUS

➤ SEE GRAMMAR REFERENCE, UNITS 5–7, PAST SIMPLE, PAGES 142–144

➤ SEE GRAMMAR REFERENCE, UNIT 15, PAST CONTINUOUS, PAGE 152

- We use the **past continuous** to describe activities happening at a particular moment in the past. Sometimes these activities happen at the same time. We don't use the past continuous to talk about the beginning or the end of an activity.
John was looking at the elephants and his sister was buying an ice cream.
- We use the **past simple** when one complete action follows another.
I woke up and I went downstairs.
- We often use the **past simple** and **past continuous** together to say that one action interrupts another.
A elephant was eating some fruit when the boy fell.

when and while

We use **when** and **while** to connect two activities. When we use the **past simple** and **past continuous** together, we often use:

- when** before the past simple.
The boy was looking at the elephants when he fell.
Or
When the boy fell, he was looking at the elephants.
- while** before the past continuous.
The boy fell while he was looking at the elephants.
Or
While the boy was looking at the elephants, he fell.

Practice

1 Choose the correct words to complete the sentences.

- When the teacher *came / was coming* into the classroom, we *played / were playing* cards.
- She *didn't call / wasn't calling* me when she *heard / was hearing* a strange noise.
- While I *got off / was getting off* the bus, it *started / was starting* to rain.
- John *arrived / was arriving* while my sister *made / was making* breakfast.
- My brother *climb / was climbing* a tree when he *fell / was falling*.
- I *didn't meet / wasn't meeting* my teacher while we *shopped / were shopping*.

2 Complete the sentences with **when** or **while**.

- I was giving food to my rabbit _____ you phoned me.
- We found some money _____ we were playing football outside.
- I wasn't doing anything _____ you turned on the light.
- _____ you sent me the message, I was doing an exam.
- My mum was watching the monkeys _____ someone stole her purse.
- _____ my friends were snowboarding, they saw a famous musician.

3 Complete the sentences with one verb in the past simple and one verb in the past continuous.

- My teacher _____ (travel) by boat when she _____ (feel) sick.
- When the music _____ (start), I _____ (not talk) to my friends.
- While I _____ (carry) the plates, I _____ (fall).
- We _____ (run) in the park when we _____ (see) some ducks.
- While I _____ (do) my homework, my phone _____ (ring).
- We _____ (not visit) the British Museum while we _____ (stay) in London.

4 Complete the sentences so they are true for you. Use the past simple or the past continuous.

- When I woke up yesterday, it was raining.
- When I got to school, my friends _____
- The teacher came into the classroom while _____
- When I arrived home, I _____
- While I was doing my homework, _____