

UNIT

6

Amazing nature

Unit aims

- Read and interpret a fact file and an encyclopedia entry.
- Recognize and use words related to wild animals and geographical features.
- Learn and practice the superlative form of adjectives.
- Listen to an extract from a news report.
- Play a board game.
- Write a fact file.

Siberian tiger

Lake Baikal

Box jellyfish

Starting out

- 1 The animals and the lake in the pictures hold world records. Do you know which ones?
- 2 Do you know if there are any wild animals in the region where you live? Which ones?

Starting out

Ask students to look at the pictures and ask what they have in common. Ask them if they like or are interested in being in contact with nature (for example, if they like camping, going to the beach, going hiking, etc.). Ask students if they think it is important to preserve nature and why.

Then ask them to answer the questions in pairs. Have some students share their answers.

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Reading

Activities 1 and 2

Read the instructions with the whole class. Ask students to skim the text, observing its characteristics. Check the answer with the whole class.

Activity 3

Ask students to try and answer the questions, initially ignoring any unknown words. Then ask them to compare answers with a classmate. Check the activity with the whole class. Tell students to read the text again and underline any unknown words. Organize students into pairs and ask them to compare the words they underlined, checking if other students know any of them. Then ask them to try and infer the meaning of these words from the context. Finally, clarify any remaining doubts.




Reading

Pre-reading

- 1 Look at the text in Activity 2 and pay attention to its elements and organization. Then check (✓) the correct alternative.
☒ The text is a fact file which presents basic information about a specific animal.
☐ The text is a fact file that tells a fable about a specific animal.
- 2 Now read the text and confirm your answer in Activity 1.

NOTE: The cheetah's scientific name, "*Acinonyx jubatus*", is missing in the fact file. This mistake will be corrected in the first reprint of the Student's Book.

CHEETAH



Body Length:
1.1–1.5 m

Weight:
21–72 kg

Gestation:
93 days

Number of young:
2–5

Distribution: Eastern and southern Africa
Habitat: Savannah and open forests

Conservation Status

Extinct in the Wild
Critically Endangered
Endangered
Vulnerable
Near-Threatened
Least Concern
Data Deficient

Description
The Cheetah has a yellowish coat with small black spots and a ringed tail that is 60–80 cm long. Its coat pattern is used for camouflage. The cheetah has a relatively small head and sleek body.

Diet
The Cheetah is a **carnivore** and eats medium-sized herbivores such as gazelles, antelopes and smaller animals like hares.

In the wild
Cubs leave their mother at 13–20 months but the siblings may stay together for longer.

Threats
The Cheetah was once widespread across Asia and Africa. Now there are only approximately 60 Asian Cheetahs surviving in reserves in Iran. Only scattered populations survive in suitable habitat in Africa, mainly in the African Savannah. Cheetahs are hunted by humans for their fur and because they are a threat to livestock. They are also threatened by habitat loss and human encroachment.

Did you know?
The Cheetah is the world's fastest land animal and can run short distances at over 110 kph for 10–20 seconds.

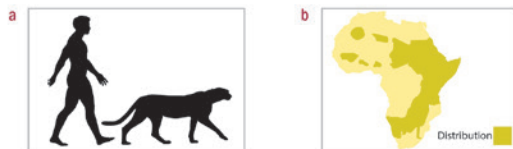
Looking at the text

A **fact file** or **fact sheet** provides factual information about a person, animal, event or object in a concise manner. It is based on real facts and doesn't show the writer's opinion on the issue. The text is usually organized into items that can be numbered or divided into bullet points.

While reading

- 3 Read questions a–e. Then read the fact file again to answer them.
 - a What is the cheetah's scientific name? Acinonyx jubatus.
 - b How long is its body? It is 1.1–1.5 m long.
 - c What color is its fur? It is yellow and black. / It is yellowish, with small black spots.
 - d Is the cheetah a herbivore? No, it is a carnivore.
 - e What is its main habitat? The savannah and open forests in Africa.

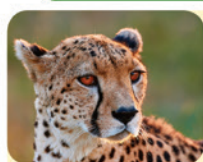
- 4 Look at these excerpts from the fact file. Then match them with the information they represent.



- b The areas of the African continent where cheetahs can be found.
a The size of a cheetah relative to a human being.

- 5 Read an extract from an encyclopedia entry about cheetahs. Then label the highlighted sections of the text with the categories from the box.

- a Body length and weight d Physical description
b Diet e Scientific name
c Habitat



cheetah

The cheetah (*Acinonyx jubatus*) is one of the world's most recognizable cats, known especially for its speed. Nearly all the cheetahs remaining in the wild live in Africa.

Cheetahs live in a wide variety of habitats, including the dry, open country and grasslands where they are most often seen, as well as in areas of denser vegetation and rocky uplands.

Cheetahs are covered almost entirely with small black spots on a background of pale yellow and have a white underbelly. Their faces have prominent black lines that curve from the inner corner of each eye to the outer corners of the mouth. Cheetahs have a slender body measuring 4 feet (1.2 meter) long, with a 2–3-foot (65–85-centimeter) tail that is used for balance. The animals weigh from 75 to 119 pounds (34 to 54 kilograms), and males are slightly larger than females.

Unlike most carnivores (meat eaters), cheetahs are active mainly during the day; they prefer to hunt in the early morning and late afternoon. A cheetah eats a variety of small animals, including game birds, rabbits, young warthogs, and all types of antelope.

- 6 Compare the characteristics of the fact file (FF) and the encyclopedia entry (EE) you have read. Check (✓) the appropriate column.

	FF	EE	BOTH
a Concise information, organized into items.	✓		
b In-depth information, organized into paragraphs.		✓	
c Use of nonverbal features to provide information.	✓		
d Factual information, based on reliable data.			✓

Post-reading

- 7 Can you name any endangered animals in your country? *Personal answers*

Reading Tip

Nonverbal features

Since fact files are concise, they usually make use of nonverbal features, such as maps and illustrations, in order to give information in a clear and objective way. Analyzing and understanding these elements can be very important to understanding the text as a whole.

Activity 7

Note: Amongst some of the species of Argentinian fauna that are threatened with extinction are: “Cauquén de cabeza colorada” (*Chloephaga rubidiceps*), “Cardenal amarillo” (*Gubernatrix cristata*), “Yaguareté” (*Panthera onca*) and “Venado de las pampas” (*Ozotoceros bezoarticus*).

Reference

SECRETARÍA DE GOBIERNO - AMBIENTE Y DESARROLLO SUSTENTABLE. Plan Extinción Cero. Available at: <<https://www.argentina.gob.ar/ambiente/biodiversidad/extincioncero/especies>> [Accessed in November 2018].

Suggestion for further reading

ArgentinaXplora. Available at: <https://argentinaxplora.com/activida/eco/vega/especies_en_extincion.html> [Accessed in November 2018].

Activity 5

Read the instructions with the whole class. Draw students' attention to the words in items a–e and to the spaces where they should write letters. Clarify the meaning of the words, if necessary, before they do the activity. Request during the previous lesson that students read about the cheetah and other wild animals, so as to scaffold the class discussion. If appropriate, ask students to talk to their geography teacher about the leopard's habitat (*Sub-Saharan Africa*). It is likely that students will already have studied the great Sahara Desert or they may have some information about it. The site <bigcatrescue.org/cheetah-facts/> and the video <www.youtube.com/watch?v=5V451tcH69E> (Accessed in November 2018.) may help support the discussion.

Answers

page 64: 1 The text is a fact file which presents basic information about a specific animal. 3 a *Acinonyx jubatus*. b It is 1.1–1.5 m long. c It is yellow and black. / It is yellowish, with small black spots. d No, it is a carnivore. e The savannah and open forests in Africa.

page 65: 4 b, a 5 e, c, d, a, b 6 a FF b EE c FF d both 7 Personal answers

Vocabulary

Activity 1

Encourage students to explore the pictures. Then see if they know how these animals are called in their L1. Find out what students know about these animals. Have students work in pairs if appropriate. Encourage them to look for cognates and other known words (such as parts of the body and face) in the text. Explain that the boxes will be completed in Activity 2.

See further information on the two animals presented:

- Maned wolf: Related to wolves and domestic dogs, the maned wolf (*Chrysocyon brachyurus*) is native to the savannah and is the largest canine in South America, measuring up to 1 meter tall and weighing between 20–25 kilos. It may be found in parts of Brazil, Argentina, Bolivia, Paraguay, Peru and Uruguay. (Source: WWF – *Maned wolf* or *Aguará Guazú*. Available at: <http://wwf.panda.org/our_work/wildlife/profiles/mammals/wolf_maned/>. Accessed in November 2018.)
- Golden lion tamarin: The golden lion tamarin (*Leontopithecus rosalia*) stands out due to the vibrant color of its fur, which varies from golden to golden-red. Just like other tamarins and marmosets of the *Callitrichidae* family, its small size, long tail and agility make the golden lion tamarin one of the cutest animals amongst Brazilian fauna. (Source: WWF – *Golden lion tamarin*. Available at: <http://wwf.panda.org/knowledge_hub/teacher_resources/best_place_species/back_from_the_brink/golden_lion_tamarin.cfm>. Accessed in November 2018.)

Vocabulary

Adjectives to describe wild animals, geographical features

1 Look at the pictures of two wild animals and their names. Then use the names to complete their descriptions.



Maned wolf



Golden lion tamarin

2 Almost a meter tall, the _____ is the largest canine in South America. With a golden-red coat, long muzzle, and large ears, it looks like the red fox. However, its extremely long, thin legs make it immediately recognizable.

3 This small monkey has long, gold-orange hair that surrounds its face. Its body and tail are also reddish while its face is dark and hairless. The _____ is an omnivore, which means it eats both plants and meat.

2 Look at the pictures in Activity 1 again. Use the words from the box below to label the different body parts in the pictures.

1 arm 2 eye 3 foot 4 hand 5 head 6 jaw
7 leg 8 neck 9 muzzle 10 tail 11 tongue

3 Underline the appropriate words to complete the sentences.

a The maned wolf and the golden lion tamarin are **endangered** / **not vulnerable** species.

b Gorillas are **small** / **large** apes.

c Crocodiles have **strong** / **weak** jaws.

d The giraffe is famous for its **long** / **short** neck.

e Flamingos have **stout** / **thin** legs.

f The gazelle is lean and **agile** / **slow**.

4 Match the definitions with the pictures.

a Beach: an area of sand or small rocks next to an ocean or lake.

b Forest: an area of land covered by trees and other plants growing close together.

c Island: a tract of land surrounded by water and smaller than a continent.

d Lake: a body of fresh or salt water of considerable size surrounded by land.

e Waterfall: a steep fall of water in a watercourse; cascade.







Activity 2

Ask students which words they recognize in the box. When they have completed the task, they can check their answers in pairs, before checking them with the whole class.

Activity 3

Draw students' attention to the words in bold. Ask students about the relationship between them. Elicit from students that they show contrast (that is, they are antonyms).

Activity 4

After performing the task, ask students if the geographical features described can be found where they live, in their state or elsewhere in the country.



Grammar

Superlatives

- 1 Read the texts and decide if the sentences are T (true) or F (false).



Jaguar

Jaguars are the third largest cats in the world. Did you know you can also call a jaguar a panther and still be correct? That's because "panther" comes from the scientific name *Panthera* - the family classification of big cats including the jaguar and the leopard. Jaguars live in many parts of the American continent, especially in areas with rainforests.



Lion

Most people believe the biggest wild cat is the lion but they are incorrect. However, lions are probably the most famous wild cats, mainly thanks to Hollywood movies. They are also the tallest big cats and can weigh up to 190 kg. Today, lions live in different parts of Africa, in the savannah or grassland. They are the only cats that live in groups called "prides".



Siberian Tiger

The biggest, largest and heaviest cat is definitely the tiger, especially the Siberian tiger. This type of tiger can weigh up to 320 kg. These giants mainly live in the mountainous regions of Far East Russia where there is more room to roam freely and there are less human threats. All tigers have their own, unique set of stripes, just like humans and their fingerprints.

- a Jaguars are smaller than lions.
b Siberian tigers are smaller than lions.
c Lions are taller than Siberian tigers.



Understanding Language

Check (✓) the correct alternatives according to the text in Activity 1.

- a What sentence indicates the Siberian tiger is the number 1 cat in size?
☒ "The biggest, largest and heaviest cat is definitely the tiger..."
☐ "All tigers have their own, unique set of stripes..."
- b The words "the biggest, largest" and "heaviest" indicate
☐ a comparison between the Siberian tiger and the lion.
☒ a comparison between the Siberian tiger and all other cats.
- c To indicate the superlative in "the biggest, largest" we use
☒ adjectives *big* and *large* with the suffix *-est*, preceded by *the*.
☐ adjectives *big* and *large* with the suffix *-er*, followed by *than*.
- d To indicate a superlative form as in "the most famous" we use
☒ the adjective *famous*, preceded by *the most*.
☐ the adjective *famous*, preceded by *more* and followed by *than*.

Check Grammar Reference, page 132

- 2 Underline the correct words to complete the sentences and test your knowledge on records held by wild animals.

- a The cheetah is the world's fastest / the world's smallest land animal and can sprint at over 110 km/h for 10-20 seconds.
 b The jaguar is the biggest / the smallest feline on the American continent and the third-biggest cat in the world (behind the tiger and the lion).
 c Crocodiles' jaws are very strong. They have the most poisonous / the most powerful bite in nature.
 d Although the lion is not the number 1 big cat, it is the shortest / the tallest.

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Understanding Language

Ask students to do the activity individually. Then check it with the whole class. Elicit examples that describe animals and write sentences on the board. Underline superlatives. Explain that the article *the* was removed before *largest* and *heaviest* in the sentence, "The biggest, largest and heaviest cat is definitely the tiger..." to avoid repetition.

Activity 2

Ask students to cover the information about animals and try and answer the questions without referring to the original texts where the passages were taken from. To check their answers, students can look for information in the texts or compare answers with a classmate.

Grammar

Activity 1

Initially, have students explore the pictures by asking, for example, *Is it a big or small animal?*, *Does it live in South America?*, etc. Organize students into pairs. Have them look for cognates and other known words to do the task. Review comparatives, which were presented in Unit 5, if necessary.

Answers

page 66: 1 a maned wolf b golden lion tamarin 2 Maned wolf: 2, 8, 6; 9, 11 / Golden lion tamarin: 5, 1, 4, 3; 7, 10 3 a endangered b large c strong d long e thin f agile 4 c, e, b, d, a

page 67: 1 a T b F c T 2 a the world's fastest b the biggest c the most powerful d the tallest **Understanding Language** a "The biggest, largest and heaviest cat is definitely the tiger..." b a comparison between the Siberian tiger and all other cats. c adjectives *big* and *large* with the suffix *-est*, preceded by *the*. d the adjective *famous*, preceded by *the most*.

Activity 4

After checking the activity, organize students into pairs and ask them to write five questions about the locations and animals mentioned in the unit. Then ask them to close their books. Put two pairs together to form groups of four students. One pair must challenge the other by asking questions. At the end, the winner will be the pair that can answer the most questions correctly. Monitor students while they are working, but avoid corrections. If necessary, write down relevant mistakes and go through them with the whole class later.

Optionally, you may ask students to research at home some places and animals of their own interest. In the next class, ask them to share the information in groups of four or five. This can be done in an exchange as follows:

- A: Which is the largest country in the world?
 B: I think it's China.
 C: I think it's Russia.
 A: Which is the fastest animal in the world?
 B: I think it's the ostrich.
 C: I don't know.
 D: I think it's the cheetah.

You can review expressions for giving opinions.

3 Fill in the gaps with the superlative form of the adjectives from the box to complete this animal records file.

fast	heavy	large	strong	tall	venomous
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a

The Fastest Bird

Peregrine falcons can dive toward the earth at more than 200 miles per hour.



b

The Most Venomous Animal

A single sea wasp has enough venom to kill 60 adult humans.



c

The Strongest Animal

The rhinoceros beetle can lift 850 times its own weight.



d

The Largest Animal (land)

African elephants are the heaviest and the second-tallest land animals. Large bulls (males) weigh more than 13,000 pounds and are 12 feet tall at the shoulder. Giraffes, which grow to a height of 18 feet, are the tallest land animals.

Language Corner

1 mile = 1.6 kilometer
 1 foot = 30.48 centimeters
 1 inch = 2.54 centimeters
 1 pound = 453 grams

What's your weight in pounds? And your height in feet and inches? *Personal answers*

4 Write complete sentences about some geographical world records. Look at the example.

a The Nile, in Africa / long / river
The Nile, in Africa, is the longest river in the world.

b Mount Everest, on the border of China and Nepal / high / mountain
Mount Everest, on the border of China and Nepal, is the highest mountain in the world.

c The Atacama Desert / South America / dry / desert
The Atacama Desert, in South America, is the driest desert in the world.

d Greenland / in the North Atlantic Ocean / big / island
Greenland, in the North Atlantic Ocean, is the biggest island in the world.

e Lake Baikal / Russia / deep / lake
Lake Baikal, in Russia, is the deepest lake in the world.

The World of English

The adjectives ending with -est most commonly used with the word *animal(s)* are: *largest, biggest, fastest, greatest, cutest, smartest, rarest, deadliest.*

The adjectives preceded by *the most* that are most commonly used before the word *animal(s)* are: *most dangerous, most beautiful, most endangered, most interesting, most abundant, most common, most famous.*

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Answers

- page 68:** **3 a** The Fastest **b** The Most Venomous **c** The Strongest **d** The Largest / the heaviest / the tallest
4 b Mount Everest, on the border of China and Nepal, is the highest mountain in the world. **c** The Atacama Desert, in South America, is the driest desert in the world. **d** Greenland, in the North Atlantic Ocean, is the biggest island in the world. **e** Lake Baikal, in Russia, is the deepest lake in the world. **Language Corner** Personal answers
- page 69:** **1 a** According to the definition in Activity 4, in *Vocabulary*, it's "a body of fresh or salt water of considerable size, surrounded by land." **b** It's in Russia. **2 a** oldest / deepest **b** Russia **c** winter **3 a** **4** It's called "Prince of Lakes."



Listening

A news report

1 Answer the questions below.

a How do you define a lake, as a geographical feature?

According to the definition in Activity 4, in Vocabulary, it's "a body of fresh or salt water of considerable size, surrounded by land".

b Look at the map below. Where is Lake Baikal located?



It's in Russia.

13 2 Listen to the first part of a news report on Lake Baikal. As you listen, check (✓) the correct alternative to complete the sentences about it.

a Lake Baikal is the _____ and _____ lake in the world.

☐ largest / most dangerous ☒ oldest / deepest

b It is considered one of the seven wonders of _____

☒ Russia ☐ the world

c It freezes over completely during the _____

☐ fall ☒ winter

14 3 Now listen to the second part of the report. According to the report, which American movies have used information collected in Lake Baikal?

a ☒ *Alien*, *Titanic* and *Avatar*.

b ☐ *The Amazing Spider-Man*, *Alien* and *X-Men: Days of the Future Past*.

c ☐ *The Avengers*, *Avatar* and *The Hobbit*.

15 4 Listen to the last part of the report. Due to its majesty and beauty, what is Lake Baikal called?

It's called "Prince of Lakes".

Note: Lake Baikal is over 1,600 m deep. In addition to being the deepest lake, with its surface area of 32 km², it is also considered the largest freshwater lake in the world, containing hundreds of species of animals.

Students may ask about the difference between a lake and a lagoon.

- Lakes are large and deep bodies of water that are surrounded by land on all sides, with no connection to the sea. Lakes normally have fresh water, but there are some important saltwater lakes, for example, the Dead Sea.
- Lagoons are shallow bodies of water, normally circular and small. There are, however, lagoons that are larger than many lakes, for example, the Curonian Lagoon (1,619 km²).

If appropriate, you can suggest students undertaking a short study, individually or in groups, on lakes and lagoons in their country or region.

Listening

Activity 1

Organize students into pairs and have them answer the questions. Monitor and help if necessary. Then ask them to return to Activity 4, in the *Vocabulary* section, and confirm their answers.

Activity 2

Ask students to read items a–c before doing the activity. By doing so, in addition to gaining familiarity with the theme, they can anticipate some answers.

Speaking

Activity 1

Do the activity with the whole class. You can ask students which board games they know or are used to playing. If appropriate, list the games on the board and, if any are unknown to anyone in the class, ask those who know the game to explain it briefly.

Amongst traditional board games, you can introduce: ludo, chess, checkers (drafts) and backgammon. As an out-of-class activity, you can encourage students to organize “an afternoon of board games” with the community at the school.

Activity 2 and Language Corner

Organize students into pairs and read the step-by-step instructions with the whole class. If necessary, review and give example sentences. Tell students they can use erasers or other small objects as markers. Have some coins handy in case students do not have any. Draw their attention to the *Language Corner* box. Monitor the game, but avoid making corrections while students are playing. If necessary, write down relevant mistakes and go through them later.

Speaking

Language Corner
 Expressions commonly used when playing a board game:

- It's my turn./It's your turn.
- Move your marker (two) squares forward.
- Move your marker (one) square back.
- You're the winner! Congratulations!
- Let's play again!

An animal records game

- 1 Do you like to play board games? Which ones have you already played?
Personal answers
- 2 Work with a partner. Follow these steps to play a board game about wild animals.

Step 1: Research other records held by animals. Write eight short questions about these records in your notebook, with three alternative answers each.

Step 2: Place your markers on **START**. Flip a coin in order to move along the board.
 Heads: move two squares. Tails: move one square.

Step 3: If you land on a square with the command “Answer Question #...,” your partner asks you a question from his/her list. If your answer is incorrect, go back one square.

Step 4: The winner is the first player to reach the **FINISH** square.

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Macmillan Life Skills – Self-awareness

After finishing the activities in the *Writing* section, you may use the worksheets related to self-awareness available at the Teacher's Resource Centre. As you will see explained in more detail in the specific Teacher's Notes for this task, self-awareness is about understanding your strengths, weaknesses and personal characteristics to help you with the choices you may make. In this specific task, students will learn about records expressed in the form of an infographic. Make sure you have the necessary copies for all students.

Suggested website

ANIMAL Facts Encyclopedia. Available at: <www.animalfactsencyclopedia.com> (Accessed in November 2018.). Site where students can find information on several animals.

UNIT 6

Writing

SELF-AWARENESS

What: a fact file.
Goal: inform the audience about a wild animal.
Audience: classmates and teacher.
Where: notebook and classroom wall.

1 Look at the cheetah fact file on page 64. Check (✓) on the list below the types of information you can identify in that fact file.

<p>a <input checked="" type="checkbox"/> common name</p> <p>b <input checked="" type="checkbox"/> scientific name</p> <p>c <input type="checkbox"/> class</p> <p>d <input checked="" type="checkbox"/> conservation status</p> <p>e <input checked="" type="checkbox"/> physical description</p> <p>f <input checked="" type="checkbox"/> distribution</p>	<p>g <input checked="" type="checkbox"/> habitat</p> <p>h <input type="checkbox"/> lifespan</p> <p>i <input checked="" type="checkbox"/> diet</p> <p>j <input checked="" type="checkbox"/> threats</p> <p>k <input checked="" type="checkbox"/> behavior</p> <p>l <input checked="" type="checkbox"/> interesting facts</p>
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2 Now write a fact file for a wild animal.

Writing Guidelines

- 1 Choose an animal to write about.
- 2 Select, from the list in Activity 1, what you want to include in your fact file. Choose at least six items.
- 3 Find relevant information about the animal, according to your choices in Step 2.
- 4 Choose a picture of the animal or draw it to illustrate your fact file.
- 5 Write a draft, using the information you have collected. Pay attention to the typical features of a fact file. Your teacher can help you, if necessary.
- 6 Share your draft with your classmates. Based on their comments, rewrite it, if necessary.
- 7 Prepare a final version of your fact file on a separate sheet of paper, paying special attention to text organization and layout. If possible, include the picture you selected in Step 4.
- 8 Display your fact file on the classroom wall.

3 Several wild animals are at risk of extinction. What is the importance of learning and spreading information about them? Discuss with your teacher and classmates. *Personal answers*

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Writing

Activity 2

Read the step-by-step instructions with the whole class. The research necessary to create the fact sheet may be done as homework or done in the school library or multimedia lab. It is important to remind students of the importance of producing an original text based on research. Suggest students presenting their work in the form of a poster or in a digital format. Encourage the class to choose a mascot from the animals shown.

Answers

page 70: 1 Personal answers

page 71: 1 a, b, d, e, f, g, i, j, k, l 3 Personal answers

Self-assessment

Designed to develop the learners' responsibility for their own learning, in this section students are led to become aware of their strengths and weaknesses in order to foster self-reflection on the learning process. By identifying their weaknesses, students can ask for help from a classmate, redo some activities, focus on the activities of the *Review* sections, refer to the *Grammar Reference* or perform the *Workbook* activities. Ideally, students always have a sense of success or the desire to get it, and thus they devote more effort to learning. Successful learning experiences are the driving force for the desire to learn more and better.

Having Fun!

These activities are not only meant to be performed at the end of the unit; they can be done at the beginning or at the end of a class, or during a lesson as a moment of relaxation.



Self-assessment

Reflect on your learning in this unit. Check (✓) the emoticon that best represents your answer.

Personal answers

	😊	😐	😞
Read and interpret a fact file and an encyclopedia entry.			
Recognize and use words related to wild animals and geographical features.			
Learn and practice the superlative form of adjectives.			
Listen to an extract from a news report.			
Play a board game.			
Write a fact file.			



Having Fun!

Work with a classmate and guess: are these interesting facts T (true) or F (false)?

		T	F
a	Blue whales are the loudest animals. Their low frequency pulses can be detected 500 miles away.	✓	
b	One of the best places in the world to see a jaguar is the Pantanal, Brazil.	✓	
c	A gorilla's lifespan is very short. Unfortunately, they usually live up to 15 years.		✓
d	Although giraffes are very tall, they have the same number of bones in their necks as humans (seven bones).	✓	
e	The pattern of black and white stripes on zebras is the same for all the animals.		✓
f	African elephants can't swim.		✓
g	Lions are very active animals that sleep only a few hours a day.		✓

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Answers

page 72: Having Fun! a T b T c F d T e F f F g F

page 73: 1 a T b T c T d F e F