

We're going to:

listen and read about animal homes,
and food chains

learn about animal camouflage and
caring for pets

write a leaflet and design a poster about
a zoo/animal park

present information about natural places
in your country

Lesson 1 Places where animals live

1 Talk about it **21st**  Do you live near any of the places below?

What is it like? Is it hot/dry/cold ... ?

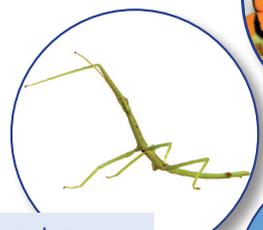
2   **Word study**

Match the animals with the places where they live.



1 horned viper

4 clownfish



2 stick insect



5 golden eagle

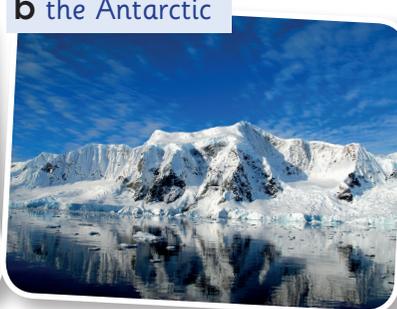


3 elephant seal

a forest



b the Antarctic



c ocean



d desert



e mountain



63 **3**   **Listen**

Listen and check your answers to Activity 2.

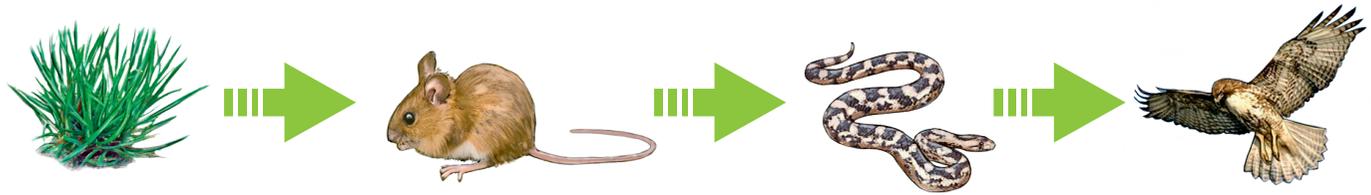
Listen again. What type of food does each animal find in each place?

Lesson 2 Animal food chains

1 Talk about it



Look at the food chain below. Can you explain it?



Reading strategy: Interpreting diagrams

Use reading texts to help you understand diagrams and flowcharts.

2 21st



Read and talk

Read the text and check your answer to Activity 1.

A food chain shows what each animal eats. It starts with a plant, such as grass. An animal like a mouse eats the grass. Then an animal like a snake eats the mouse, and a bigger animal or bird, like an eagle, eats the snake.

Some animals, such as rabbits and mice, only eat plants. Can you think of any other animals like this? Other animals only eat other animals, not plants. For example, an eagle eats rabbits and mice. Can you think of any other meat eaters? There are also animals that eat both plants and meat. Can you think of an example?

3



Talk

Choose one of the places from Lesson 1 and draw another food chain. Then explain the food chain to another pair.

Lesson 3 Ocean creatures

1 Talk about it   Have you ever swum in an ocean? What did you see?

How many ocean creatures can you think of?

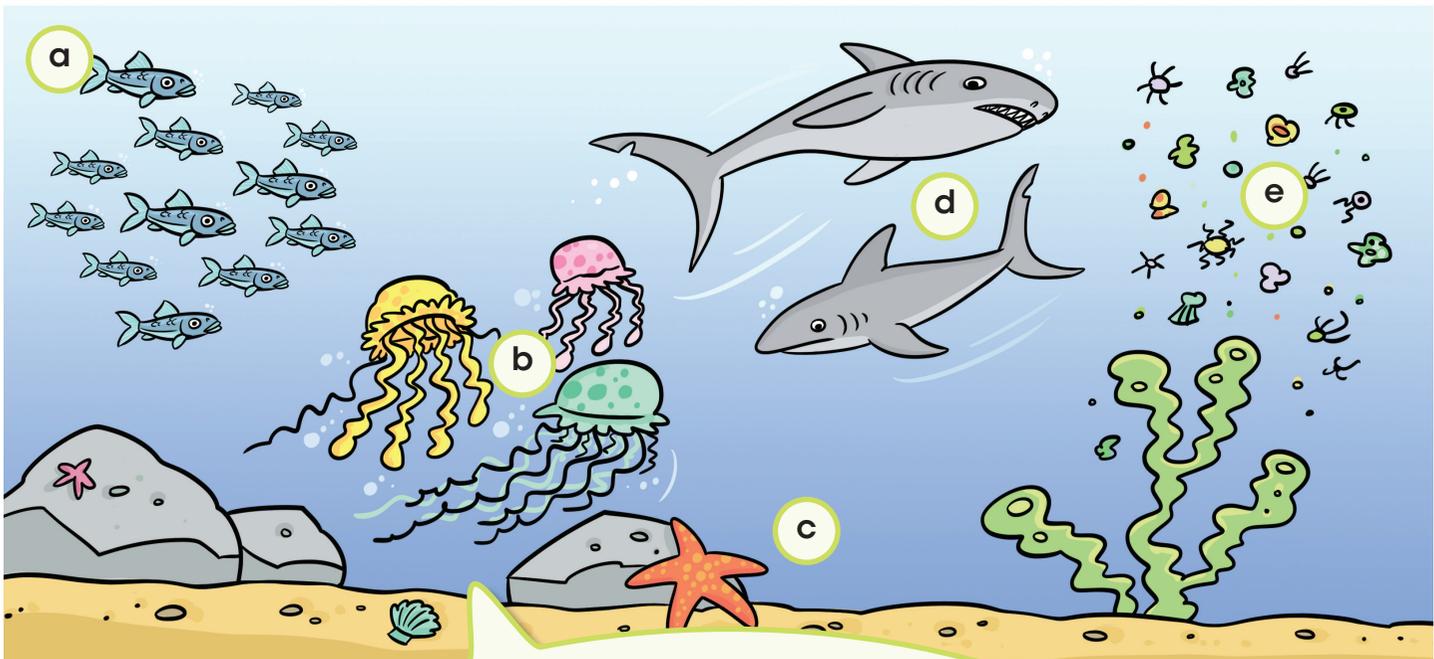
2    **Vocabulary**

Look at the ocean creatures and plants in the diagram. Can you match the names to the pictures?

minnows sharks plankton jellyfish starfish

64 **3**   **Listen and read**

Omar is doing a presentation about ocean food chains. Look at the picture and guess the order of the food chain. Then listen and read to check.



Did you know that the ocean food chain begins with very small plants? The small plants make their own food from the sun's energy. In the ocean, there are very small animals called plankton. The little plankton eat the very small plants. The next link in the chain are jellyfish and starfish. These animals eat the plankton. Then, the jellyfish and starfish are eaten by small fish. These small fish are called minnows. Larger fish, such as sharks, then eat the smaller fish, the minnows.

Lesson 4 Animal camouflage

1 Talk about it   Look carefully at the photos below.

Talk about what you can see.

2   **Read**

Read the text, and match the animals in blue to the pictures in Activity 1.
Why do the animals change their colour?

Animals must be clever to stay safe and alive, so some animals have camouflage. This means that they can change colour, so that they are the same colour as the environment.

The **chameleon** can change its colour. If a chameleon is on green leaves, it changes to green; then other animals can't see it and eat it. The chameleon can hide and catch other insects to eat.

The **flower spider** is very good at camouflage. It sits on flowers, and changes its colour to the colour of the flower. This keeps it safe, but it also has sharp teeth!

The **cuttlefish** can also change colour – very quickly – and can also change its body shape! If a larger fish chases it, the cuttlefish shoots black ink into the sea. This means the bigger fish cannot see and the cuttlefish is safe. Did you also know that cuttlefish have green blood and three hearts?



3   **Read**

Read the text again. Are these sentences **true** (T) or **false** (F)? Correct the false sentences.

- 1 Some animals change colour to stay safe.
- 2 If a chameleon sits on green leaves, other animals can see it easily.
- 3 The flower spider has no teeth.
- 4 The cuttlefish can change its colour and body shape.
- 5 Bigger fish can always see a cuttlefish.

Lesson 5 Scales, stripes and humps

1 Use of English

- 1 Look at the three animals in Lesson 4.
Read sentences a, b and c, and match them to the animals.
 - a It sits on flowers.
 - b It can change its colour and its body shape.
 - c It changes to green when it's on leaves.
- 2  Read the *Use of English* box. Find examples of *it* and *its* in the sentences. What does *it's* mean?

Use of English

it and its

We use **it** instead of the name of a place, object or animal, so that we don't repeat the name.

We use **its** if something belongs to an animal or a place. Remember! No apostrophe: **it's**.

2 Word study Animal characteristics

Look at the animals below, and use the words in the box to describe how they use these characteristics. Use *it/its* when you can.

a long tail big ears stripes scales a hump

A snake has got scales. It uses its scales to move and keep cool.



65 3 Listen

Listen to Samira talking about her animal project.

- 1 Which five animals does she talk about?
- 2 Write down three facts about the animals. Share the facts with your class.

Lesson 6 My learning

1 Talk about it Look at the different places.

Can you match the pictures and words? Describe a place to your partner, but don't say the word. Can your partner guess the place?

the Antarctic forest desert mountains ocean



66 2 Listen

Before you listen, read the table and number the ocean creatures in the same order as the food chain. Then listen to Tariq talking about the food chain. He makes two errors. Listen and correct the errors.

plankton	jellyfish and starfish	sharks	minnows (small fish)
	1		

3 Use of English

Circle *it* or *its*.

A snake has got scales. It / Its scales help it / its to move and to keep cool.

- 1 A flower spider uses camouflage very well. **It / Its** sits on flowers and changes colour.
- 2 A cuttlefish can change **it / its** colour very quickly.
- 3 An elephant has very big ears. **It / Its** ears help to keep **it / its** cool.
- 4 A zebra has got black and white stripes. **It / Its** ears are very small.
- 5 And the camel? **It / Its** has a big hump on **it / its** back.

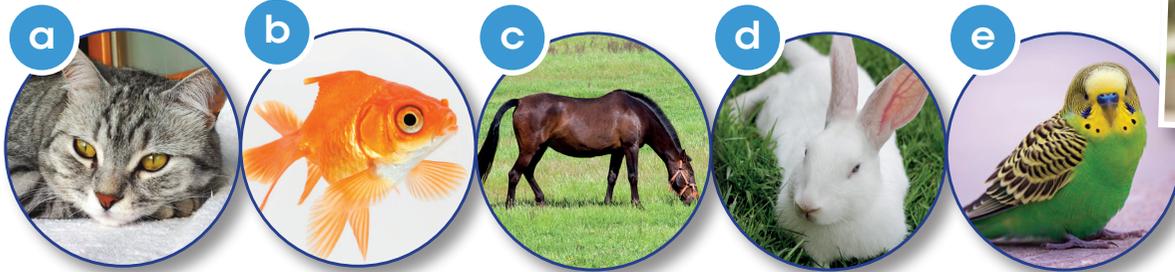
Lesson 7 Looking after pets

1 Talk about it  Have you got a pet or would you like to have a pet?

Make a list of animals that make good pets. Give reasons for your answers.

67 2 Listen 

Part 1. Listen to Yousif talking about his family's pets. Which three pets in the pictures does he talk about? Which one is his pet?



68 3 Listen

Part 2. Listen to Yousif talking about his own pet. Choose a sentence to describe what he talks about.

- a** Things you can do with your pet **b** The food that your pet eats **c** How to look after your pet

68 4 Word study   **Caring for pets**

Match the correct word with each picture. Listen again and check your answers.

feed brush clean exercise visit (the vet) look after (teeth)



Lesson 8 Advice for pet owners

1 Talk about it



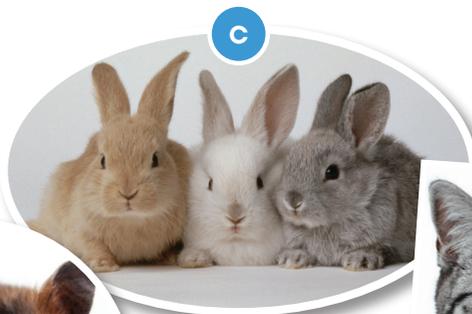
Look at the pets. How do you take care of these pets?



a



b



c



d



e

69 2 Read and listen

Read and listen to Aisha talking about her pet. Which pet does she have? Use the pictures to help you.

You have to work hard when you have this pet, and you must look after it. You must give it clean water every day, and you must feed it every day. You should feed it meat and fish. These pets must eat meat to stay healthy. Also, it should have a safe place where it can sleep. You don't have to brush it because this pet cleans itself. This pet is often very active. It should have a place to exercise, such as a garden or yard, where it can run and climb.

3 Use of English

Read the *Use of English* box and underline the modal verbs in the text.

Use of English

Modal verbs: must, should, have to, don't have to

We use **must** + verb or **have to** + verb, when we talk about things that are very important to do.

You **must** give it clean water every day.

You **have to** work hard when you have a pet.

We use **should** + verb to talk about something that it is important to do, or a good idea to do.

You **should** feed it meat and fish.

We use **don't have to** + verb, when something is not necessary.

You **don't have to** brush it.

Lesson 9 Let's go to the zoo

1 Talk about it  Have you ever visited a farm, zoo or safari park?

Was it a school or family trip? What animals did you see? What did you do?

2 Read 

Read this leaflet about the Al Ain Zoo. Would you like to go there? What animals would you like to see? Choose three activities you would like to do. Why?

AL AIN ZOO

Come and feed the monkeys!
Be the first to feed the giraffes!
Don't miss the safari tour!
See amazing animals from all over the world!

There's lots to see at **Al Ain Zoo**

Come and meet our lions, giraffes, meerkats and gazelles!
Ride our camels and meet our parrots!
Don't leave without seeing our snakes and eagles!



Opening times:

Every day: 9am–8pm

Public Holidays: 9am–10pm

Ramadan: 5pm–11pm

Prices:

Adults: 30 EAD

Children (3–12 years): 10 EAD

Under 3 years: Free entry

3 Read

Read the leaflet and answer **true** (T) or **false** (F).

- 1 You can ride the camels.
- 2 The zoo is closed on Saturdays.
- 3 There aren't any snakes.
- 4 You can give food to the monkeys.
- 5 You have to pay for children under the age of three.

Writing tip

Use imperative sentences to write your slogans.

Come and ... ! Don't miss ... !

Be the first ... ! Don't leave ... !

Lesson 10 An animal poem

1 Talk about it  Have you ever asked for something that you couldn't have?

How did you feel? Why couldn't you have it?

70 2 Read and listen

Read and listen to the poem. Find the animals in the poem and underline them. How does the writer feel at the start and end of the poem? Why?

I really wanted a hamster, but my Mum said 'no'.
I really wanted a cat, but my Mum said 'no'.
I really wanted a snake, but my Mum said 'no'.
I really wanted a horse, but my Mum said 'no'.
I really wanted a pet, but my Mum said 'no'.
I felt really sad and I felt really low.

My Dad came home with a big glass box.
He filled it up with water, some small plants and rocks.
He showed me two orange fish in a small plastic bag
And we put them in the water, and then I felt glad.



3 Write 

Write a short poem about animals you are sure you can't keep in your house.

I can't keep a ...

And I can't ...

I can't keep a ...

Or a ... with a ...

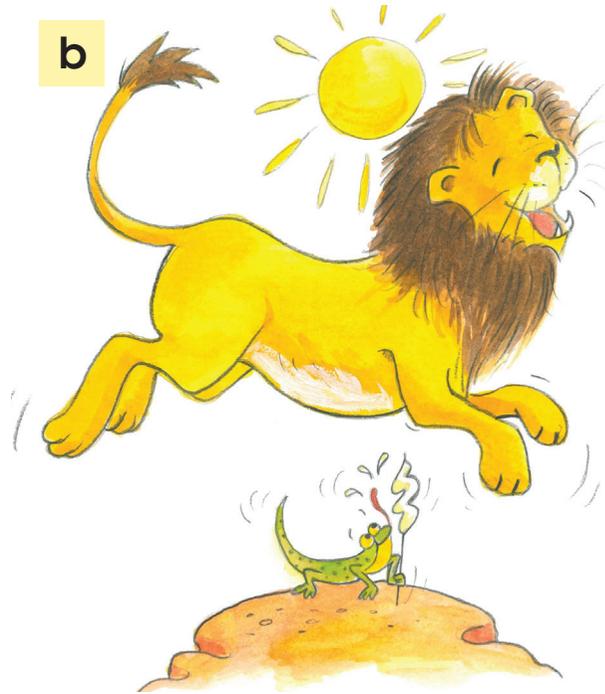
Lesson 11 Same sounds

1 Talk about it  Look at the two pictures and describe them to your friend.

a



b



71 2 Read and listen

Match with the correct picture. What do you notice about the words?

- 1 Lex the lion laughed loudly as he leaped over Lucy the lazy lizard.
- 2 Charly the cheetah chewed cheese and cherries.

Choose the correct description for these sentences.

- a All the words rhyme.
- b The main words all start with the same sound.

3 Write 

Look at the guide below, then copy and complete the table.

Name	Adjective (eg. size, shape, appearance)	Colour	Animal	Action verb	Adverb/noun
Salem	(the) small	silver		swims	slowly
Butti	(the)	blue		bites	

Lesson 12 My learning

1 Talk about it Think about the horse that Yousif described in Lesson 7.

Discuss with your friend.

- 1 How did Yousif look after his horse?
- 2 Why is it important to look after animals and pets?
- 3 Is it good to keep pets? Why? Why not?



2 Use of English

Read the sentences. Look at the underlined words and decide if they are **true** (T) or **false** (F). Correct the false sentences.

- 1 You should clean your cat every day.
- 2 You must look after any pet that you have.
- 3 You don't have to give a hamster clean water.
- 4 You have to brush your fish often.
- 5 If your pet is ill, you should visit the vet.
- 6 A horse must have a lot of exercise.
- 7 You don't have to feed cats with meat or fish.

3 Write

Your teacher will give you the name of a pet. Work with a partner and finish the sentence parts about the pet.

- 1 If you have a _____, you should _____.
- 2 You don't have to _____.
- 3 You must _____ every day.
- 4 You have to _____.
- 5 You should _____ but you don't have to _____.

Lesson 13 Review

- 1  Write the names of two animals which live in each habitat.

the Antarctic mountain ocean desert

- 2 Name two natural places that you would like to visit. Why?
- 3 Draw a diagram to show the food chain in the ocean.
- 4 Write a description of a tiger.
- 5 Write a description of a snake.
- 6 Give an example of how an animal uses camouflage.
- 7 Name two advantages and two disadvantages of having a pet.
- 8 Use these verbs to explain how to care for a cat. Write three sentences.

should must don't have to have to

- 9 Write a slogan to interest children about the new lions at a zoo.
- 10 Make a short sentence with one of these letters: l, s, m, b, or g. All or most of the words must start with that letter. Include an adjective, a verb and a noun.



1



Design a poster: a zoo or a wildlife park

- 1 Imagine that you and your group are opening a new zoo or wildlife park for animals in your area with lots of activities for children and families.
- 2 Think of a name for your zoo or wildlife park.
- 3 Discuss and make a list of the animals that are going to live there.
- 4 Decide on three activities for children.
- 5 Write slogans to attract visitors to your zoo or wildlife park.
- 6 Draw or find pictures of animals that live at the zoo or wildlife park and put them on your poster.
- 7 Display your poster in the classroom.

2



A study of a natural place

- 1 Choose a natural place that is in your country.
- 2 Look on the Internet and find information about this place. Take notes on:
 - The place and climate.
 - The animals that live there.
 - Find out what they eat and what eats them!
 - Choose one of the animals and draw a picture of it.
 - Find out the animal's characteristics.
- 3 Present your findings to the class.