

Every unit is introduced by a member of the **Tiger Tracks Social Learning Network (SNL)** from a different English-speaking country. Pupils relate to the social media context and the **contact with a course character their own age** from another country **creates interest** and immediately **engages** them with the content.

Key vocabulary is introduced using attractive **photographic flashcards and word cards**. Pupils are encouraged to think about the meaning of words by predicting answers to questions in the Tiger Tracks SNL posts.

Pupils do a **listening activity** to find out the answers to the questions in the Tiger Tracks SNL post. Then they do a **personalised speaking activity** and **practise the new vocabulary** by relating it to themselves.

Short, focused internet research tasks extends pupils' learning and integrates English and the development of **ICT skills**.

3 Awesome animals

In this unit:

- I name and describe animals.
- I listen to and read a traditional story: How the tiger got its stripes.
- I compare animals and people.
- I find out about Indian and UK culture.
- I set out buying tickets, in a role play.
- I read about endangered animals, and write and present a project.

Lesson 1

1 Listen and say. 2:04

Tiger Tracks SNL

Hi, everyone. My name's Sita. I'm from India. In my country, we've got some awesome animals. Can you guess which of these animals live in India? Do you know any other animals which live in India?

rhino, deer, red panda, hippo, panther, snow leopard, buffalo, eagle, baboon, flamingo

2 Ask and say your opinion. Listen and check. Which animals live in India? 2:05

Do rhinos live in India?
Yes, I think so. I'm not sure. No, they don't.

3 Listen and do the vocabulary quiz. 2:06

It's got soft, black fur. It's fierce. It runs very fast. What is it?

INTERNET TRACKS

24 May learning outcomes: name and describe animals; ask and answer about animals that live in India.

Find out the names of three more animals that live in India.

Clear aims at the start of every unit mean pupils know what to expect and are actively involved in setting their own personalised learning objectives.

All the **listening material** is available on the Class CDs and **Teacher's App. Audioscripts** can be found at the end of the Teacher's Book.

A **vocabulary quiz** engages pupils in **identifying new words** from descriptive or contextual clues and **recycles familiar language**. This emphasis on regular recycling ensures flexibility and continuity in pupils' learning.

3 Awesome animals



Lesson 1

1 Read and write.

- It's got white fur with black spots and sharp teeth. What is it? It's a snow leopard.
- It's got big ears and red fur. It's got a long tail with brown stripes. What is it? _____
- It's got soft, black fur. It's fierce. It runs very fast. What is it? _____
- It's very big and very fierce. It lives near rivers. What is it? _____
- It's very big and it's got a long horn. What is it? _____
- It's very tall. It's got long legs and a long beak. What is it? _____



2 Write questions and answers.

- Do tigers live in India? Yes, they do.
- _____
- _____
- _____

3 Write about the animals.

- An eagle has got big wings and a big beak. It's also got sharp claws.
-
- _____
-

The material reflects and consolidates learning in the Pupil's Book lessons.

Pupils have an opportunity for contextualised practice using recycled language structures and vocabulary from the same lexical set.

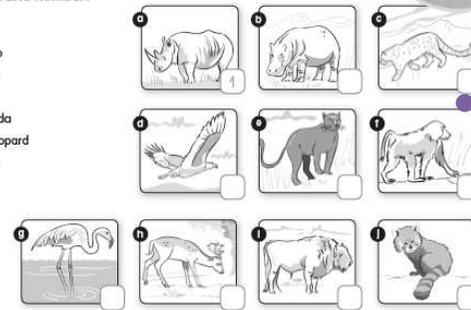
3 Awesome animals



Lesson 1

1 Look and number.

- rhino
- flamingo
- panther
- hippo
- red panda
- snow leopard
- baboon
- deer
- eagle
- buffalo



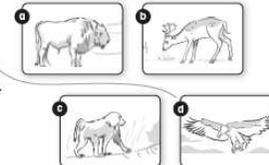
2 Order and complete the questions.

- tigers / live / India? / in / Do Do tigers live in India?
- live / elephants / in / Do / India? Do elephants live
- Do / India? / in / snakes / live Do snakes
- India? / in / Do / live / lions Do

Yes, they do.

3 Read and match.

- This animal has got big wings.
- This animal has got brown fur and horns.
- This animal has got arms and legs and a long tail.
- This animal has got long legs and a short tail.



Pupils do an engaging puzzle or activity to practice new words.

All activities have clear instructions which pupils can follow independently.

Pupils develop reading skills through a range of **enjoyable and varied task types**, such as website articles, advertisements and holiday leaflets, which engage their interest and closely relate to the topic and English-speaking country of the unit.

Pupils play a range of enjoyable games which develop **communicative skills** using information and language in the text.

Comprehension questions or true-false statements **check understanding** of the text.

The screenshot shows a digital reading interface for 'Wildlife in India'. At the top, it says 'Lesson 2 Listen and read.' and 'Here's a website where you can find out more about wildlife in India! Which wildlife would you like to see?'. The main text describes Indian wildlife, mentioning national parks, mammals, and reptiles. Below the text are several images: a tiger, a rhinoceros, a hippo, and a snow leopard. There are interactive elements like 'Answer the questions.', 'Play The memory game.', and 'Choose and say.'. A 'THINKING SKILLS' box highlights 'Comparing and contrasting'. A 'TALK ABOUT IT' box shows a child saying 'I want to go to a park in the mountains because I want to see a snow leopard.' At the bottom, there are 'INTERNET TRACKS' and a page number '25'.

A series of **Reading Tips** which relate to each text build up **micro-reading skills** in a gradual and systematic way.

A feature of New Tiger 5 is the systematic integration of a range of **thinking skills** which pupils need for all subjects in the curriculum.

Pupils frequently express **personal views** and responses which makes learning meaningful and memorable.

Lesson 2



4 Read and write. (See Pupil's Book page 25.)

Animals in national parks near rivers and forests:
elephants

Animals in national parks in the mountains:
bears

5 Order and write the questions. Write short answers. (See Pupil's Book page 25.)

National parks near rivers and forests

- 1 hot / the / is / summer / in / it / ? Is it hot in the summer? Yes, it is.
 2 season / is / a / monsoon / there / ?
 3 tigers / you / Can / see / ?

National parks in the mountains

- 4 lots / is / snow / of / there / ?
 5 long / is / summer / the / ?
 6 snow leopards / got / Have / spots / ?

6 Listen and complete. Write.

Talk about it!

1 I want to go to a park near rivers and forests because I want to see a tiger.

2 I want to go to a park _____ because I want to see _____.

3 I want to go to a park _____ because I want to see _____.

4 I want to go to a park _____ because I want to see _____.

And you? I _____.

Lesson 2



4 Read and write. (See Pupil's Book page 25.)

elephants baboons bears flamingos eagles mountain deer deer
red pandas wolves foxes buffalo rhinos snow leopards hippos tigers

Animals in national parks near rivers and forests:
elephants tigers

Animals in national parks in the mountains:
bears eagles

5 Read and write T (True) or F (False). (See Pupil's Book page 25.)

National parks near rivers and forests

- 1 It is hot in the summer. T
 2 There is a monsoon season. _____
 3 You can see bears there. _____

National parks in the mountains

- 4 There is lots of rain. _____
 5 The summers are long. _____
 6 Snow leopards have got spots. _____

6 Listen and write. Answer the question for you.

a wolf hippos a tiger a snow leopard

Talk about it!

1 I want to go to a park near rivers and forests because I want to see a tiger.

2 I want to go to a park in the mountains because I want to see _____.

3 I want to go to a park in the mountains, too, because I want to see _____.

4 I want to go to a park near rivers and forests because I want to see _____.

Rosa Steve
Duncan Joseph

And you? I want to see _____.

Pupils do a range of comprehension and practice activities which reinforce language and thinking skills.

Regular listening activities engage pupils in finding out the views of the Tiger Tracks SNL members and motivate them to write their personal opinions.

Every unit includes a **double-page story of a different genre** and develops listening and reading skills in a variety of motivating and engaging contexts. Each story is introduced by the **Tiger Tracks SNL** member.

The **Teacher's App on Navio** provides flexible ways of presenting the story.

All the stories are **attractively illustrated** and the illustrations varied, depending on the context and theme. Clear pictures and audio support pupils' understanding of the narrative.

Focus questions provide a clear purpose for listening and reading and aid initial comprehension.

Comprehension questions check pupils' understanding of the story.

The **Do You Know ... ?** feature at the end of each story contains amazing or interesting facts which link the story to the real world.

Pupils are encouraged to learn and use **Everyday phrases** which are naturally contextualised in the story.

Tiger Tracks Values is a regular feature which highlights **values and attitudes** relevant to the story. Two questions invite children to think about the issues and relate them to their own attitudes and behaviour.

Pupils are encouraged to express their personal opinions in response to the story. This develops **self-confidence, self-esteem and respect** for the views of others.

Lesson 3

1 Listen to and read the story.

- Why is the tiger curious?
- What is the man's trick?

2 There are many stories about animals in India. This is a traditional story about how the tiger got its stripes. Check it out and let me know what you think. Enjoy!

How the tiger got its stripes

1 A long time ago, in the days when animals can speak, tigers are white or brown, but they haven't got stripes. One day something happens to change this forever.

2 A tiger walks to the edge of the forest. A man is eating his lunch by a river bank. An enormous buffalo is eating grass nearby. The tiger comes up to the buffalo.

Don't be scared, I'm not hungry. I'm curious. You're bigger and stronger than the man. Why do you work for him?

The man is much intelligent than I am.

What is intelligence? And where does the man get it from?

I don't know. Why don't you ask him?

3 The man is worried. He thinks quickly.

My intelligence is at home. Wait here and I can get it. Don't come with me because people in my village are scared of tigers.

I don't want to leave my buffalo with a hungry tiger. Please don't let you take the buffalo with you.

Alright. But make sure you come back. Or tomorrow I may be hungry ...

4 The tiger leaps over to the man. The man stands up, he's shaking with fear.

What is intelligence? Where do you get it from? Please can you share it with me?

Intelligence is very precious. I don't want to share it with you.

Are you sure? I'm feeling hungry ...

5 The tiger races to the river. He swims in the water and cools his fur.

Ah, that's better. But look at my fur. I've got orange stripes like the man and black stripes from my fur.

6 And this is the story of how a tiger got its stripes. It's also the reason why tigers never get peevish!

26 Key learning outcomes: predict what happens in a story; listen to and understand a story; give a personal response; learn everyday phrases.

Tiger Tracks Values

Think about it! Is it important to be kind to animals? In what ways are you kind to animals?

27 **Do you know...?** A tiger's stripes are unique – like a person's fingerprints! Stripes also help tigers to hide in forests.

Ask and say.

- Do you think the story is true? Why? / Why not?
- Do you like the story? Why? / Why not?
- What's your favourite part of the story?
- Is the man intelligent or clever?

Everyday phrases

Learn and use!

- Are you sure?
- Alright.
- Yes, of course it is.
- That's better.

Reading and/or writing activities check understanding and practice key language.

Lesson 3

7 Read the story and write the answers. (See Pupil's Book page 26.) Ask and say.

- Picture 1: Have tigers got stripes? *No, they haven't.*
- Picture 2: What is the man doing? _____
- Picture 3: What does the tiger want? _____
- Picture 4: How is the man feeling? _____
- Picture 5: Where does the man tie the tiger? _____
- Picture 6: What do the man and his son bring? _____
- Picture 7: Who sets the straw on fire? _____
- Picture 8: What colour are the tiger's stripes? _____
- Picture 9: Do tigers trust people? _____



8 Write sentences about the story. Use these words.

buffalo curious hungry straw rope river

- 1 *The buffalo is eating grass.*
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____



HOME-SCHOOL

9 Read and circle. Write a review of the story. Tell your family about the story.

- 1 The story is traditional / a fairy tale .
- 2 The story is from India / Africa .
- 3 The story is about how the tiger got its claws / stripes .
- 4 At the start of the story, the tiger hasn't got any stripes / paws .
- 5 At the end of the story, the tiger has got brown and yellow stripes / orange and black stripes .

The story is a traditional story from _____ . It's about how _____ . At the start of the story, _____ . At the end of the story, _____ .

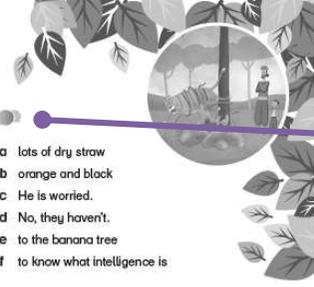
My favourite character in the story is _____ . My favourite part of the story is when _____ . I _____ this story. It's _____ .

Home-School Link promotes interaction and communication between the pupils' home and school environment.

Lesson 3

7 Read the story and match. (See Pupil's Book page 26.) Ask and say.

- Picture 1: Have tigers got stripes? a lots of dry straw
- Picture 3: What does the tiger want? b orange and black
- Picture 4: How is the man feeling? c He is worried.
- Picture 5: Where does the man tie the tiger? d No, they haven't.
- Picture 6: What do the man and his son bring? e to the banana tree
- Picture 8: What colour are the tiger's stripes? f to know what intelligence is



8 Read and write.

rope orange straw stripes intelligence black

This is a traditional story about how the tiger got its (1) stripes . A tiger asks a man what (2) _____ is. The man says his intelligence is at home. He will go and get it. He ties the tiger to a tree with thick (3) _____ . He returns with his son and lots of dry (4) _____ . The man and his son lay the straw around the tiger and set it on fire. The tiger breaks the rope and jumps in the river. He now has (5) _____ stripes from the fire and (6) _____ stripes from the rope.



Pupils answer questions relating to specific story frames. This encourages detailed reading and visual observation.

9 Read and circle. Tell your family about the story.

- 1 The story is traditional / a fairy tale .
- 2 The story is from India / Africa .
- 3 The story is about how the tiger got its claws / stripes .
- 4 At the start of the story, the tiger hasn't got any stripes / paws .
- 5 At the end of the story, the tiger has got brown and yellow stripes / orange and black stripes .

My favourite character in the story is the tiger / the buffalo / the man .
 My favourite part of the story is picture 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 .
 I like / don't like this story.
 It's a funny / interesting / boring story.

Pupils create a structured review of the story, including their personal options. They use the review to help them retell the story to their family.

The Pupil's App on Navio allows pupils to read the story again at home and share it with their family as part of the Home-School Link.

In Lesson 4, **clear presentation of grammar** and **enjoyable practice activities** ensure that pupils can understand and use the grammar of the unit. In Lesson 5, a wide range of enjoyable activities and games, including **listening tasks**, provide pupils with opportunities to extend their practice of grammar introduced in Lesson 4.

A short text related to the content of the unit embeds the target **grammar in context**. The grammar is highlighted in bold and helps to make the form and meaning clear.

Pupils practice the grammar through a range of enjoyable **activities and games**.

Grammar Tables make learning points clear and explicit.

Lesson 4
11 Listen and read. Say which animal is Asian or African.

Asian or African?

The African elephant is bigger and heavier than the Asian elephant. Some people also say that it is stronger. The African elephant is taller than the Asian elephant and it's got longer legs. The Asian elephant has got smaller ears than the African elephant and its tusk is shorter.

The African lion is smaller and lighter than the African lion. The male has got a shorter, darker mane. The African lion is stronger and heavier than the Asian lion. Some people also say that it is fiercer. The male has got a longer, thicker mane.

Play Which animal?
This elephant is bigger!
It's the African elephant!

12 Listen, repeat and learn.
Comparative adjectives

I'm tall.	You're shorter.	He's stronger.	She's bigger.	It's heavier.	They're more intelligent.
I've got longer hair.	He's/She's got shorter hair.	He's/She's got longer tusks.			

13 Be a grammar detective! Look at page 27 in the Activity Book.

- When do we use comparative adjectives?
- How do we make comparative adjectives?
- Can you find two comparative adjectives in the story?

FAST TRACK GRAMMAR
Write five sentences using comparative adjectives.

The **Grammar Detective** encourages pupils to take an actively **analytical and deductive approach** to discover rules of grammar for themselves. This develops curiosity about language and makes learning grammar motivating and memorable.

Lesson 5
14 Listen and identify /s/. Count and say.

My sister's older than my brother, and she's got longer, straighter hair.

My mother's taller than my father and she's got shorter, fairer hair.

15 Listen and say True or False.

Li's 12 years old. I'm 130 metres tall. I've got long, straight hair.

Tom's 11 years old. I'm 1.45 metres tall. I've got short, dark hair.

Sophie's 10 years old. I'm 140 metres tall. I've got short, fair hair.

Ben's 13 years old. I'm 130 metres tall. I've got long, curly hair.

17 Play Who are you?

Are you older than Li? No, I'm not.

Have you got darker hair than Sophie? Yes, I have.

You're Tom! Yes, that's right!

18 Talk about you and your friends.
I'm older than Kate.
I've got bigger hands than David!

FAST TRACK GRAMMAR
Write five sentences comparing yourself and a friend.

Sound Track is a regular feature which develops pupils' awareness of features of pronunciation and their ability to speak clearly and intelligibly. Activities focus on individual sounds as well as word and sentence stress.

Pupils have **frequent opportunities to use the grammar** and talk about themselves.

Pupils go back to the story text and find examples of the new grammar point. This encourages recognition of form and meaning, and the **contextualised use of language**.

The **Fast Track Grammar** feature provides ideas for optional grammar writing practice. It can be used, either for fast finishers or as an additional practice activity.

An initial grammar writing practice activity is based on understanding the grammar text in the Pupil's Book.

GRAMMAR TRACKS

Lesson 4

1 Read and write correct sentences. (See Pupil's Book page 28.)

- The Asian elephant is bigger. *He is twice the African elephant in height.*
- The Asian elephant is taller. *She is taller.*
- The Asian elephant's got longer legs. *He is taller.*
- The African elephant's got smaller ears. *He is shorter.*

2 Read and write. Be a grammar detective!

Comparative adjectives

- We use comparative adjectives when we compare animals, people and things.
- When an adjective has:
 - one syllable, we add -er e.g. tall → taller
 - two syllables and one consonant at the end, we double the consonant e.g. big → bigger
 - two syllables ending in y, we change the y to i e.g. busy → busier
 - three or more syllables, we use more e.g. intelligent → more intelligent

1	stronger	longer	8
2	bigger	taller	6
3	longer	7	shorter
4	more intelligent	beautiful	8

3 Write sentences to compare the animals.

- 1 (tall) (hill) *An elephant is taller than a hippo.*
- 2 (long) (hill)
- 3 (big) (elephant)
- 4 (short) (elephant)
- 5 (long) (neck)

Lesson 5

1 Remember and write. Listen, underline /a/ and count.

My sister's _____ My mother's _____

Which vowels do we sometimes pronounce as /a/?

2 Write sentences. (See Pupil's Book page 29.)

- 1 (a) (Jan / a) (long) *Jan is shorter than Jan.*
- 2 (a) (Tom / a) (hill) *Tom's got longer legs than Tom.*
- 3 (a) (Jan / a) (only) (hill)
- 4 (a) (Jan / a) (only) (hill)
- 5 (a) (Jan / a) (only) (hill)
- 6 (a) (Jan / a) (only) (hill)

3 Write about you and your friends or family. Tell your family about your friends at school.

- 1 (a) *Jan is taller than Jan.*
- 2 (a) (hill)
- 3 (a) (long) (hill)
- 4 (a) (long) (hill)
- 5 (a) (short) (hill)
- 6 (a) (only) (hill)

Pupils read the **Grammar Detective** notes and complete the activity designed to check understanding.

GRAMMAR TRACKS

Lesson 4

1 Read and tick (✓) the correct sentences. (See Pupil's Book page 28.)

- The Asian elephant is bigger.
- The African elephant is taller.
- The African elephant is taller.
- The African elephant has got shorter legs.
- The African elephant has got bigger ears.

2 Read and write. Be a grammar detective!

Comparative adjectives

- We use comparative adjectives to compare two people, animals or things.
- When an adjective has:
 - one syllable, we add -er e.g. tall → taller
 - two syllables and one consonant at the end, we double the consonant e.g. big → bigger
 - two syllables ending in y, we change the y to i e.g. busy → busier
 - three or more syllables, we use more e.g. intelligent → more intelligent

1	stronger	2	bigger
3	longer	4	more intelligent

3 Look, read and write T (True) or F (False).

- 1 *An elephant is taller than a hippo.* T
- 2 *A hippo has got longer legs than an eagle.* F
- 3 *A hippo is heavier than a rhino.* F
- 4 *An elephant has got a longer neck than a giraffe.* F

Sound Track activities consolidate pupils' pronunciation introduced and practiced in the Pupil's Book.

Lesson 5

1 Remember and write. Listen and check.

My sister's (1) older (2) my brother and she's got (3) longer (4) hair.

My mother's (5) taller than my (6) brother and she's got (7) longer (8) hair.

2 Complete the sentences. (See Pupil's Book page 29.)

- 1 (a) (Jan / a) (short) Jan is shorter than Jan.
- 2 (a) (Tom / a) (hill) Tom's got longer legs than Tom.
- 3 (a) (Jan / a) (only) (hill) Jan is shorter than Jan.
- 4 (a) (Jan / a) (only) (hill) Jan's got longer hair than Jan.
- 5 (a) (Jan / a) (only) (hill) Jan's shorter than Jan.
- 6 (a) (Jan / a) (only) (hill) Jan's shorter than Jan.

3 Write about you. Tell your family about your friends at school.

- 1 I'm older than _____
- 2 I'm taller than _____
- 3 I've got longer hair than _____
- 4 I'm younger than _____
- 5 I've got shorter hair than _____
- 6 I'm shorter than _____

A personalised practice activity encourages pupils to link the new grammar to their home context.

In Lesson 6, pupils are introduced to **the culture of another English-speaking country** through a post by the Tiger Tracks SNL member introducing the unit. This develops pupils' interest and curiosity in finding out about other people's lives.

In Lesson 7, Sita and Rosa, the course characters from England and Scotland, take turns to **introduce an aspect of culture in the UK**.

An attractively illustrated text develops **reading skills** and motivates pupils to learn about aspects of other countries and cultures.

Pupils are encouraged to **reflect** and compare their own country and culture to the reading text.

An enjoyable **interactive culture quiz** about different English-speaking countries helps pupils build up basic cultural knowledge.

A **cultural video** brings the cultural and language contexts of the dialogues to life and provides a motivating model for pupils to follow.

A role-play **develops fluency** practice and encourages pupils to be creative in the way they interpret and act out a conversation based on the dialogue.

A true-false activity requires pupils to **predict information** about a cultural aspect of the UK followed by listening carefully to find out if they are correct.

Pupils learn key items of vocabulary that relate specifically to **different communicative contexts**.

Pupils listen as practice and learn a **functional dialogue** related to the culture lesson. This develops pupils' confidence in using natural communicative language in a real-world context.

Pupils demonstrate **comprehension** by answering further questions on the Culture reading text in the Pupil's Book.

Pupils create their own **functional dialogue** based on the one in the Pupil's Book.

Culture 

Lesson 6

16 Read and answer the questions. (See Pupil's Book page 30.)

- Who builds the Taj Mahal? *The Emperor of India.*
- Who is the Taj Mahal in memory of? _____
- How many workers build the Taj Mahal? _____
- Which animals help? _____
- How long does it take? _____
- What is the Taj Mahal made of? _____
- What is it decorated with? _____



17 Listen, number and write.  

The Tiger Tracks SLN members tell Sita about famous buildings in their country.

Big Ben Sydney Opera House Empire State Building Edinburgh Castle

_____ the USA _____

My favourite famous building in my country is _____.

Lesson 7

Everyday Chit-Chat

18 Read and complete the dialogue in your own words. Act out. 

Man: How can I help you?
 You: I'd like (1) *four tickets* to visit the (2) _____, please.
 Man: Is that for adults or children? Tickets for children under sixteen are cheaper.
 You: Oh, thanks. It's for (3) _____ and (4) _____, please.
 Man: Right. That's (5) _____ pounds in total, please.
 You: Here (6) _____.
 Man: Thank you.



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Culture 

Lesson 6

16 Read and match. (See Pupil's Book page 30.)

- Who builds the Taj Mahal? _____
- Who is the Taj Mahal in memory of? _____
- How many workers build the Taj Mahal? _____
- Which animals help? _____
- How long does it take? _____

a 20,000
 b the queen
 c the Emperor of India
 d 22 years
 e elephants



17 Listen, number and write.  

The Tiger Tracks SLN members tell Sita about famous buildings in their country.

Big Ben Sydney Opera House Empire State Building Edinburgh Castle

England Australia the USA Scotland

My favourite famous building in my country is _____.

Lesson 7

Everyday Chit-Chat

18 Read and complete the dialogue. Act out. 

sixteen five tickets you are museum two



Man: How can I help you?
 You: I'd like (1) *five tickets* to visit the (2) _____, please.
 Man: Is that for adults or children?
 You: It's for (3) _____ adults and three children, please.
 Man: Right. That's (4) _____ pounds in total, please.
 You: Here (5) _____.
 Man: Thank you.

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Listening activities involving the Tiger Tracks SNL members develop **micro-listening skills** in a natural context and give pupils a chance to extend their cultural knowledge of other countries.

Lesson 8 of every unit in *New Tiger 5* is a **Cross-curricular lesson**. This allows pupils to learn interesting content from other areas of the curriculum.

A reading text is attractively presented and laid out in easy-to-read sections with appealing photos or illustrations, making it **accessible and motivating** to develop readers.

Comprehension questions check pupils' **understanding** of the cross-curricular content and language.

Pupils do a wide range of enjoyable activities and games which get them to **use the language and respond to the content** of the cross-curricular text.

Animals need protection
Lesson 8

Watch the video presentation. Name the four reasons why animals are endangered.

Listen and read. Then answer the questions.

Endangered animals
RED ALERT
An endangered (threatened) animal is in serious danger of extinction. There are four main reasons why animals are endangered:

- Global warming**: The Earth is getting hotter. It is harder for animals to find the food and water that they need.
- Pollution**: The Earth, rivers and seas are polluted by chemicals and rubbish. Animals catch diseases and die.
- Loss of habitat**: Animals lose their homes when people cut down forests to build farms or roads. They also lose their source of food and water.
- Hunting and poaching**: People hunt and poach wild animals for their skins, horns or tusks, or to sell them as exotic pets.

Mountain gorillas live in Africa. There are about 300 in the world today. Gorillas are endangered because of loss of habitat, poaching and hunting baby gorillas to sell as exotic pets.

Polar bears live in the Arctic. There are about 20,000 in the world today. Polar bears are endangered because of global warming and pollution.

Tigers live in Asia. There are about 4,000 in the world today. Tigers are endangered because of loss of habitat, global warming, poaching and hunting for their skins.

Giant pandas live in China. There are about 2,000 in the world today. Giant pandas are endangered because of loss of habitat and pollution.

Indian rhinos live in Asia. There are about 3,000 in the world today. Indian rhinos are endangered because of hunting and poaching for their valuable horns.

Snow leopards live in Asia. There are about 5,000 in the world today. Snow leopards are endangered because of loss of habitat, hunting and poaching for their skins.

Which animals are endangered because of ...
1 loss of habitat?
2 global warming?
3 pollution?
4 hunting and poaching?

Play Question challenge.
Where do polar bears live?
In the Arctic. How many tigers are there in the world today?
About four thousand. Why are Indian rhinos endangered? ...

Think and say.
Are there endangered animals in your country? Why are they in danger?

My words to remember
endangered habitat pollution global warming hunting poaching

THINKING SKILLS
Go go go!

Key learning outcomes: learn about some endangered animals and why they are in danger of extinction; understand the reasons why animals are endangered.

NEW!

The topic of the lesson is introduced through a **video clip**. As well as generating interest in the topic, the video also presents new vocabulary the pupils will need in the lesson.

The cross-curricular lessons contain activities which focus explicitly on developing pupils' **thinking skills**.

Key **cross-curricular vocabulary** is highlighted for pupils to note and learn.

Pupils are encouraged to reflect on and share their own **knowledge and experience of the topic** and how it applies to their world.

The final outcome of each unit is a **motivating and enjoyable project** which pupils do individually and/or collaboratively. The project integrates key language and content from the unit and engages pupils in planning, preparing, writing and presenting their work in an increasingly autonomous way.

Project: An endangered animal

30 Read Rosa's fact file. Why is the red squirrel endangered?

Fact file: An endangered animal

Name: Red squirrel
Habitat: in trees, woods and parks
Country: the UK
Appearance: red or brown with white fur on their chests
Food: nuts and seeds
Why it is endangered:
1. loss of habitat 2. disease 3. road traffic
4. danger from grey squirrels - they are heavier and stronger
Number of animals today: 40,000 in the UK

Listen, read and answer.

Report: An endangered animal

My favourite endangered animal is the red squirrel. Red squirrels live in the trees in woods and parks. They are red or brown with white fur on their chests. They eat nuts and seeds. Red squirrels are shy and live on their own. Red squirrels are endangered because of loss of habitat, disease and road traffic. They are also in danger from grey squirrels. Grey squirrels are heavier and stronger than red squirrels. Grey squirrels are hungrier and eat red squirrels' food. There are about three million grey squirrels in the UK today, but there are only about 40,000 red squirrels.

1 Where do red squirrels live?
3 Which squirrels are heavier and stronger?

2 Do red squirrels live in large groups?
4 How many grey squirrels are there in the UK?

Plan your project.

- 1 Choose an endangered animal.
- 2 Do online research.
- 3 Complete a fact file.
- 4 Write a report.
- 5 Share your project with your class.

Go to Activity Book page 32. Do the Unit 3 Review and self-assessment. Complete your Progress Journal for Unit 3.

Key learning outcome: plan a fact file about an endangered animal and report and present it to your class.

NEW!

A five-stage flow chart engages pupils in actively **planning their projects** from the outset.

The project is introduced by one of the UK Tiger Tracks SNL members and provides a **model** for the pupils' own projects. The projects enable pupils to **produce different written genres** in each unit, such as reports, descriptions, surveys and diaries.

Optional ideas for the presentation of projects motivate pupils to want to **communicate and share the work** they have done with the rest of the class.

Pupils get ready for their own projects by first doing a **detailed comprehension activity** based on the model project texts in the Pupil's Book. This establishes the structure of the project and provides an outline and model of what pupils need to do.

Project: An endangered animal

23 Read Rosa's project and write T (true) or F (false). (See Pupil's Book page 33.)

- Rosa's favourite endangered animal is the red squirrel.
- Red squirrels are smaller than grey squirrels.
- Red squirrels are hungrier than grey squirrels.
- Grey squirrels are stronger than red squirrels.
- Red squirrels aren't shy and they live in groups.

24 Choose, research and make notes.

My favourite endangered animal: _____
 Where they live: _____
 Appearance: _____
 Food: _____
 Character: _____
 Why they're in danger: _____
 How they compare with another animal: _____
 How many there are today: _____

25 Read your notes and write.

Think!

- How many paragraphs do you need?

Remember!

- To compare, write ... *er than* ...
- To give reasons, write *because of* ...

Writing Tip!

- Keep sentences short. Use *also* to add ideas.

Write your project in your notebook

My favourite endangered animal is ...

A variety of tips for projects develop pupils' ability to write appropriately and correctly. **Think!** gives help with the structure of texts. **Remember!** reminds pupils of the key grammar points and **Writing Tip!** develops micro-writing skills.

Project: An endangered animal

23 Read Rosa's project and circle. (See Pupil's Book page 33.)

- Red squirrels are red or brown with white / black fur on their chests.
- Red squirrels are smaller / bigger than grey squirrels.
- Grey squirrels are stronger / smaller than red squirrels.
- There are three million / 140,000 red squirrels in the UK today.

24 Choose, research and make notes.

My favourite endangered animal: _____
 Where they live: _____
 Appearance: _____
 Food: _____
 Character: _____
 Why they're in danger: _____
 How many there are today: _____

25 Read your notes and write.

Think!

- How many paragraphs do you need?

Remember!

- To give reasons, write *because of* ...

Writing Tip!

- Keep sentences short. Use *also* to add ideas.

Write your project in your notebook

My favourite endangered animal is ...

Using notebooks allows for **drafting and re-drafting**. It also give flexibility to the length of projects and allows pupils to include pictures and photos.

Pupils prepare for their project by choosing their topic and carrying out independent investigations or research in a way that reflects the previous activity. This provides pupils with a **clear template and support**.

In the **end matter of each Pupil's Book** there are 2 new **skills-based** modules with a Cross-curricular focus. Each lesson has a subject theme and includes 4 lessons: **reading, listening, writing and a project lesson** that integrates language skills, preparing pupils better for real-world use of English. These lessons can be used all together or individually as extra skills practice.

NEW!

The lesson begins with an **engaging question** to introduce the theme and find out what pupils already know about the topic.

Reading

Listening

Technology The history of communication

1 Look and listen. Write the dates and the missing words in your notebook.

email typewriter Gutenberg printing press social media

2 Read and match the definitions with the paragraphs.

Changing communication

Do you communicate in the same way as your parents or grandparents? Probably not! Communications changes when technology changes – let's take a look!

1 Cave paintings 33,000 BC
These were the first examples of people communicating with each other, before there was writing! You can see these painting of animals and symbols in caves in France and Spain.

2 The Gutenberg printing press 1440
This was the first printing press for printing many books and newspapers. With a printing press, you could print quickly and easily.

3 Email 1960s–Now
Email made communication very fast. With email, you can write long messages to anyone in the world and it only takes a few seconds.

4 Social media 2000s–Now
Social media includes all the new ways we can communicate using the internet. We can send short, instant messages to people very easily.

Big technological changes affected how we communicate. But one thing stays the same – we always find ways to communicate with each other!

a You could print lots of books and newspapers quickly.
b You can send short, instant messages very easily.
c You can send long messages in a few seconds.
d You could communicate without writing.

Language Help
You can send short messages. You could print books quickly.

Key learning outcome
History: read and find out about the history of communication

How to create a web page

1 Read and order the stages for creating a web page.

a Add content and images. b Choose a design for your page.

c Choose your website platform. d Add a heading.

e Find a host and create a domain name.

2 Listen to the tutorial and check your answers.

3 Listen again. Read and say True or False.

1 It is difficult to create a web page.
2 You should think about the colours for the design of the web page.
3 You can only use one heading on your page.
4 You can change the pictures and the text that you choose.

Language Help
First ... Next ... Then ... Finally ...
Add a heading. Don't put too much information. You can do this on your website platform. You should think of something original.

Key learning outcome
ICT: listen and find out how to create a web page

Language Help boxes on each page make the key language more accessible and supports them with the activities.

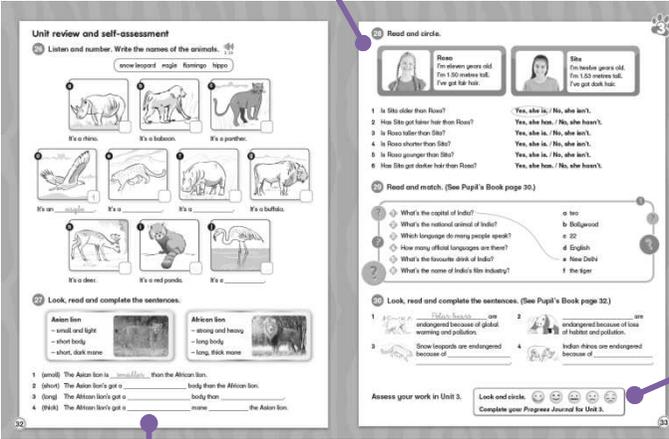
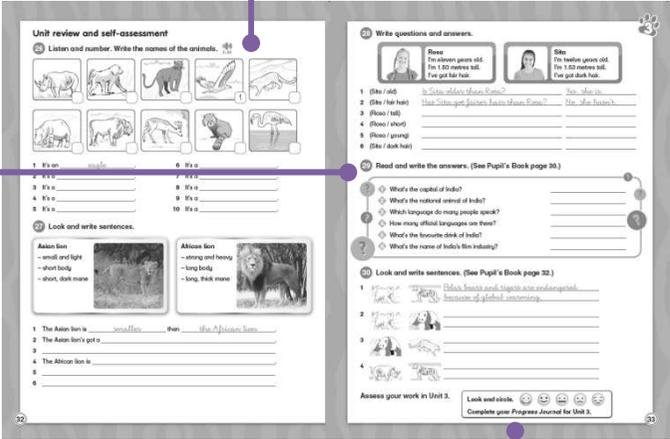
A **double-page lesson** in the Activity Book/Essential Activity Book provides a **systematic review** of the key vocabulary, main grammar, culture and cross-curricular content of each unit. An **initial self-assessment** activity gets pupils to reflect on their work in the unit. This is explored in more depth and detail in the **Progress Journal**, which can be downloaded from the **Teacher's App**.

Pupils listen, identify and write the words for the **ten key vocabulary items** of the unit.

A range of enjoyable revision activities engage pupils in **reviewing the main grammar** from the unit.

Pupils check their **cultural knowledge** by answering the culture quiz about the English-speaking country of the unit.

Pupils **assess their own work** by circling the face that corresponds to their performance and effort.



Pupils complete their **Progress Journal** at the end of the unit. This **promotes learner autonomy** and provides a motivating ongoing record of learning and achievement.

Pupils do a writing activity to recall and review the **cross-curricular content** of the unit.

Supplementary material in the end matter of the Activity Book and Essential Activity Book

This section contains reinforcement material of the vocabulary and grammar for every unit of New Tiger 5. It also includes activities to develop pupils' reading, speaking and study skills.

- 🐾 Vocabulary reinforcement activities
- 🐾 Grammar Reference Bank
- 🐾 Reading activities
- 🐾 Speaking activities
- 🐾 Study skills activities

