

6

Animals in danger

Uncorrected Proofs

WDYT?
(What do you think?)

What can we do to help animals in danger?

Vocabulary: describing animals; collocations: taking action

Grammar: past simple of *be* and regular verbs

Reading: an article about two conservation success stories

Listening: a podcast about a teen entrepreneur

Speaking: showing interest

Writing: an email

Project: prepare a poster about endangered animals

Peacock

Habitat: forest

Description: The peacock has got 200 colourful feathers and a small white beak. It's got wings but can only fly short distances.

Turtle

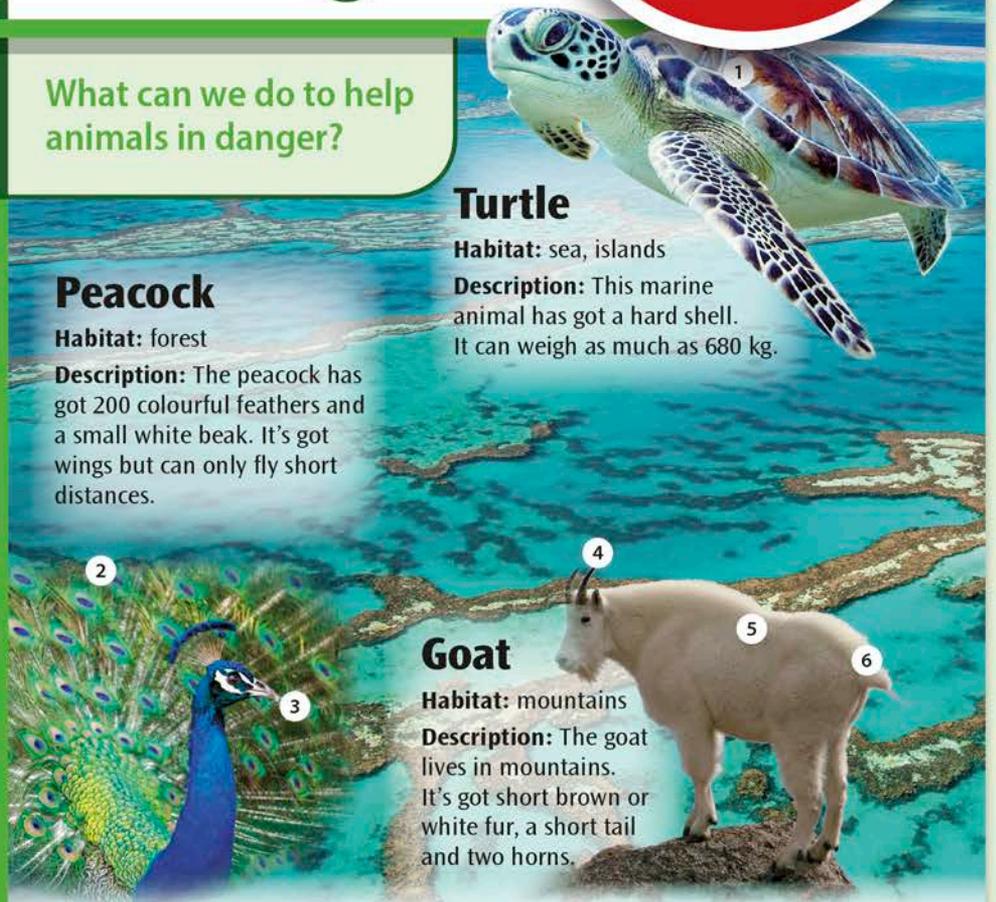
Habitat: sea, islands

Description: This marine animal has got a hard shell. It can weigh as much as 680 kg.

Goat

Habitat: mountains

Description: The goat lives in mountains. It's got short brown or white fur, a short tail and two horns.



Exercise 1

bird: peacock;
insect: bee;
mammal: goat, dolphin; **reptile:** snake, turtle



Video skills p73

Exercise 2

bird: parrot, penguin; **insect:** ant; **mammal:** rhinoceros; **reptile:** crocodile

We can't add shark because it's a fish.



Real-world speaking p79



Project pp82-83

Exercise 3

- 1 shell
- 2 feathers
- 3 beak
- 4 horn
- 5 fur
- 6 tail
- 7 wings
- 8 fin
- 9 tooth (pl.teeth)

Describing animals

1 Read the mini texts and add the names of the animals to the table.

Class	Animal	Class	Animal
bird		insect	
mammal	<i>goat</i>	reptile	

2 Add the animals in the box to the table. Which animal can't you add? Why not?

ant crocodile parrot penguin rhinoceros shark

3 Read the descriptions and match the words in the box to body parts 1-9 in the photos.

beak feathers fin fur horn shell
tail tooth (pl. teeth) wings

Vocabulary

Lesson aims Students learn and practise words to describe endangered animals, and watch a video about animals in captivity.

Warmer

Books closed. Write the unit title on the board and elicit examples of situations where animals are in danger. (Examples: a gazelle being chased by a cheetah; a dog running into a road; a rhino being hunted by humans.) Discuss any that relate to animals being endangered (e.g. the rhino), and why this danger is a problem.

(Answer: There will be none of that animal left in the near future.)

WDYT? What can we do to help animals in danger?

Ask students if they have any early suggestions as to how we can help. Don't offer solutions – tell students that they will learn more about this through the unit and return to the question at the end of the unit.

Describing animals

- 1 Revise the words in the 'Class' columns. Ask students if they can think of any examples of each one.

Extra activity

With students' books closed, write 200, 680, 100 on the board. Ask what the numbers refer to in the article.

(Answers: a peacock has 200 colourful feathers; a turtle can weigh 680 kg; a dolphin has up to 100 teeth.)

- 2
 - Encourage students to think about why they can't add one of the animals to the table.
 - Nominate a student to say which animal can't be added and to give their reason.
 - ▶ **Challenge** Ask students to discuss other animal classes such as *fish* and *amphibians*. Ask students if they can name any examples of each.

Fast finishers

Ask students to add two more animals to each column in the table and to compare their answers with other fast finishers.

(Suggested answers: **bird**: eagle, hawk; **insect**: butterfly, wasp; **mammal**: elephant, lion; **reptile**: lizard, chameleon.)

- 3 Drill the pronunciation of the words in the box (see Pronouncing *th* below).

- ▶ **Reinforcement** Check meaning either with a simple description or an illustration on the board. The students may also find it beneficial to write the target vocabulary next to each number, rather than the other way around. This will aid memorisation.

Pronouncing *th*

ABCD

Students will often use *f*, *z* or *d* sounds instead of *th* (/t/ and /θ/). To help students with both pronunciations of *th*, tell them their tongue should be between their teeth. Ask them to make *f*, *z* or *d* sounds. With these, their tongue should stay behind their teeth. Suggest that they practise the two sounds at home in front of a mirror so they can see and feel the difference.

To recognise the difference between the voiced /ð/ and the unvoiced /θ/, ask students to put their hand gently on their throat and say the following words: *tooth*, *three*, *think*. Then compare them to these three: *these*, *they*, *feather*.

In the first three words, they shouldn't feel any vibrations during the *th* part of the words, but in the second three they will feel a vibration or hum in their throat.

Extra activity

Write further examples of animals on the board (e.g. *dog*, *rabbit*, *goldfish*, *snail*, *owl*) and ask the class which descriptions/body parts could be used in relation to each one.

Ask students to write a positive or negative sentence about three of the animals from exercise 2, using the words from exercise 3.

If necessary, write the following examples on the board:

An ant doesn't have feathers or fur.

A rhinoceros has two horns.

A crocodile has lots of teeth.

- 4
- Read through the adjectives in the box as a class and check pronunciation. Point out that *spotted* is two syllables, but *striped* is only one.
 - Before they do the task, draw students' attention to the language box and the use of *be* and *have got*.

Fast finishers

Ask fast finishers to look at the adjectives in exercise 4 again and think of other animals that each one could describe.

(Suggested answers: **colourful**: toucan; **dangerous**: shark, lion; **marine**: whale, jellyfish; **poisonous**: frog, spider; **spotted**: leopard, ladybird; **striped**: tiger, zebra)

- 5  0.00 See the audioscript on pxx.

- Tell students they are going to hear four descriptions of animals.
- ▶ **Reinforcement** The animals described are all in the box in exercise 2.

Extra activity

After checking answers, ask students if they can remember any facts that were mentioned about each animal.

- 6
- Encourage students to look at each gap and decide whether a singular noun, a plural noun or an adjective is needed by looking at the words before and after.
 - Students then work independently to choose the correct noun or adjective from the box.
 - Ask follow-up questions, e.g.:
Is a rhinoceros a marine animal? (no)
Does a rhinoceros have fur? (no)
- 7
- Tell Student B to only use Yes/No questions. Tell students they can choose any of the animals on the page.
 - ▶ **Challenge** Allow students to choose animals not mentioned in the lesson.
 - Nominate a few pairs to ask and answer questions in front of the class.

VIDEO SKILLS

- 8  0.00 See the videoscript on p XXX.
- Play the video and ask students to think about the question. Nominate students to share their answer.
- 9
- Remind students to give reasons for their own answers in question 4.
 - Ask some pairs to share with the class what they discussed, encouraging discussion and debate.

Further practice

- Ask students to complete the Vocabulary extra exercises in the Workbook pxxx.
- Macmillan Education Student's app

Homework

Ask students to research two more animals in danger and to write a short description of 20–30 words about each one. Remind them to include some of the nouns from exercise 3 and some of the adjectives from exercise 4.

Bee

Habitat: garden, the countryside

Description: The bee has got a yellow and black striped body. It makes honey and is very important for plants.

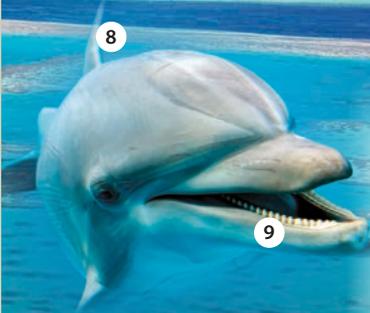


7

Dolphin

Habitat: sea, rivers

Description: The dolphin lives in the sea. It's got a big fin on its back, but it's not a fish. It's got up to 100 teeth. It's very intelligent.



8

9

Snake

Habitat: deserts, forests

Description: Snakes are often dangerous. This spotted rattlesnake is very poisonous and can kill you.



4 Match the adjectives we can use to describe animals with the correct symbol.

colourful dangerous marine
poisonous spotted striped



be and have got

We say 'The tiger is a striped animal' but 'It's got (has got) striped fur.'

Exercise 4

- | | |
|-------------|-------------|
| 1 striped | 2 marine |
| 3 colourful | 4 poisonous |
| 5 dangerous | 6 spotted |

5 36 Listen to the descriptions and write the name of each animal.

6 Complete the descriptions of animals using words from the box.

beak colourful dangerous
feathers horns tail (x2) wings

The parrot is a very 1 (...) bird with yellow 2 (...) on its body. It's got a black 3 (...), blue 4 (...) and a long blue 5 (...).



The rhino has got two 6 (...) and a very short 7 (...). It's a big animal and can be very 8 (...) if it gets angry.



7 Work in pairs. Student A, think of an animal. Student B, ask questions to guess your partner's animal.

Is it a mammal?

No, it isn't.

Is it a bird?

Yes, it is.

Is it colourful?

Yes, it is.

I know – it's a peacock!

Yes!

VIDEO SKILLS



8 Watch the video. What animals do you see?

9 Work in pairs. Discuss the questions.

- Why do vloggers make top 5 videos?
- Why are top 5 videos popular?
- What could you make a top 5 video about?
- Do you like this type of video? Why/Why not?

Exercise 5

- penguin
- crocodile
- ant
- shark

Exercise 6

- colourful
- feathers
- beak
- wings
- tail
- horns
- tail
- dangerous

Exercise 8

TBC

An article

1  Work in pairs. Answer the quiz questions.

How much do you know about extinct animals?

Amazing Animals of the past Quiz

1 Which dinosaur was the biggest?

- a the Titanosaur
 b the Tyrannosaurus Rex
 c the Stegosaurus

2 Was the dodo ... ?

- a a reptile b a mammal c a bird

3 Steller's sea cows were very big sea mammals, up to nine metres long! Were they dangerous?

- a Yes, they were.
 b No, they weren't.

4 Were mammoths similar to ... ?

- a lions
 b sharks
 c elephants

5 The Tasmanian tiger wasn't a tiger. Was it ... ?

- a a dog b an insect c something different

6 Were there any baiji dolphins in Australia?

- a Yes, there were. b No, there weren't.

2  37 Listen and check your answers.

3  38 Read and listen to the article about two animals. What do they have in common?

 **Subskill: Understanding the content of paragraphs**

Read the headings first, then read paragraph A to see which fits best.

4 Match headings 1–5 with paragraphs A–E in the article.

- 1 Can we change this situation? **E**
 2 What are the facts about gorillas? **B**
 3 What solutions were there to the problems? **D**
 4 What is a saiga? **A**
 5 Why were saigas and gorillas in danger? **C**

5 Which animal does the information refer to, the gorilla or the saiga?

- 1 In the 1990s, the population was over a million. **S**
 2 They sometimes travel 1,000 km. **S**
 3 There were 500 in 1960. **G**
 4 There were 50,000 in the year 2000. **S**
 5 There were about 200 in the 1970s. **G**

6 Are the sentences true or false? Correct the false sentences.

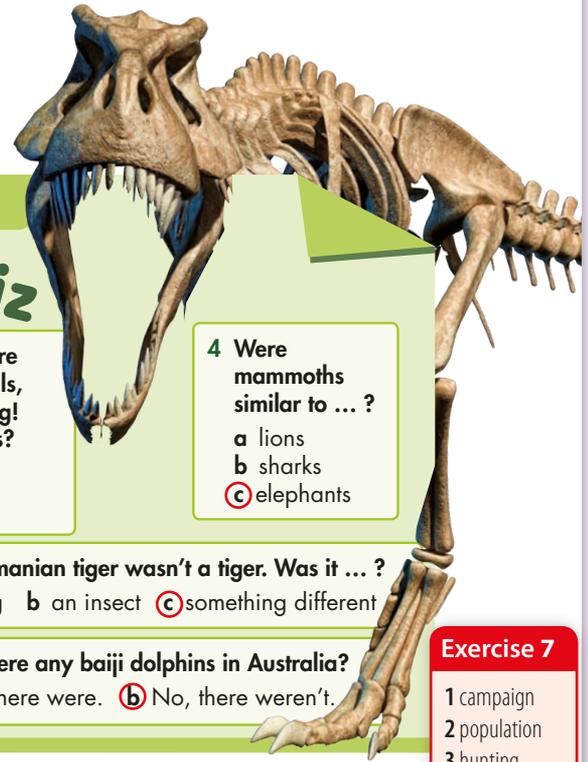
- 1 The saiga has got a very small nose.
 2 The gorilla has got grey fur.
 3 The reasons for changes in saiga and gorilla populations were habitat and hunting.
 4 The populations of both animals are improving now.
 5 The saiga and the gorilla are the only success stories.

Exercise 3

Both were in danger of extinction but numbers are now improving.

Exercise 6

- 1 F – it has a strange, long nose
 2 F – it has black fur
 3 T
 4 T
 5 F – a similar programme is also helping the giant panda



Exercise 7

- 1 campaign
 2 population
 3 hunting
 4 laws
 5 habitat
 6 deserts

7 **Word work** Match the definitions to the words in bold in the text.

- 1 a programme of activities
 2 the number of people or animals living somewhere
 3 killing an animal for food or sport
 4 rules made by a government
 5 the place where an animal lives
 6 very hot, dry places

8 Complete the sentences with words from exercise 7.

- 1 The Sahara and the Gobi are (...).
 2 Seas and rivers are the (...) of the dolphin.
 3 I don't like (...) or killing animals.
 4 I'm organising a (...) to get people to cycle to school.
 5 We need more (...) to control the Internet.
 6 The (...) of my city is 700,000.

Exercise 8

- 1 deserts
 2 habitats
 3 hunting
 4 campaign
 5 laws
 6 population

CRITICAL THINKING



- 1 **Remember** Find examples in the article of actions to help animals in danger.
 2 **Evaluate** Think of an advantage and a disadvantage of each action. Then choose the best idea.
 3 **Create** Imagine you are creating a campaign to help animals in danger. What campaign would you create? Which animals would you help?

Critical thinking

See T75 for answers.

Reading and critical thinking

Lesson aims Students read an article about conservation and complete exercises focusing on understanding the main idea.

Warmer

Show students some pictures of dinosaurs and other extinct animals.

Ask students if these animals are still around today and elicit the word *extinct*.

Check understanding of the word by asking questions:

Are there any of these animals left in the world? (no)

Are these animals gone forever? (yes)

Ask students if they know of any other extinct animals.

An article

- 1 • Look at the pictures and ask students if they know what these animals are.
(Answers: (the skeleton of) Tyrannosaurus Rex.)
- Nominate students to share their answers but don't confirm at this stage.
- 2  0.00 See the audioscript on pXXX.
 - Play the audio to check answers.
 - Follow-up questions:
How long was the Titanosaur? (35 metres)
Were the dodo's feathers yellow? (No, grey)
How tall was the mammoth? (four metres tall)
Where did the baiji dolphin live? (In the Yangtze river, China)
 - Listen again to the audio to confirm answers.
- 3  0.00 See the audioscript on pXXX.
 - Check understanding of the term *conservation* (= work to prevent something from being destroyed).
 - Check students understand the phrase *have (something) in common* (= have something about them that is the same).
 - Ask students to read and listen to the article and answer the question.
 - Follow-up questions:
Did you know about the animal called the saiga?
Do you know anything about the WWF or any other conservation organisations? (See Cultural note on T75)

Subskill: Reading for the main idea

Explain to students the main benefits of reading for the main idea:

- 1 It will save them time.
- 2 It will make their detailed read easier, because they will know what to expect.

Explain that headings will usually provide a summary of the information that is to follow. They are a useful way to discover the main idea of a text.

- 4 • Before the task, discuss the advice for approaching the Subskill.
 - Revise the words *situation*, *facts*, and *solutions* if necessary.
- 5 • Students do the task.
- 6  **Reinforcement** Indicate which paragraph/line students can find the information in.
 - Check answers with the class. With the false sentences (1, 2 and 5) ask students to identify the correct information in the text.

(Answers: 1 the saiga has a long nose, not a small one; 2 the gorilla has black fur (it's the saiga who has grey fur); 5 the saiga and the gorilla are not the only success stories.)

- 7  **Word work** Before doing the task, read through the definitions as a class and decide what part of speech they need to look for.

Extra activity

Ask students to write six sentences, each using one of the new words from exercise 7 in the correct context.

- 8 • Students do the task.
 - ▶ **Challenge** Ask students to cover their answers to exercise 7 and see if they can complete exercise 8 from memory before checking their answers.

CRITICAL THINKING

Turn to T75 for notes on the Critical thinking tasks.



CRITICAL THINKING



Refer to pXX for more information on critical thinking in the classroom.

- Remember** (LOT) Give students two to three minutes to complete the task. Share their ideas on the board.
- Evaluate** (HOT) Model an example first, e.g.
Action: more money to protect habitats
Advantage: their habitats don't decrease further, so they have somewhere to live
Disadvantage: this doesn't increase the size of their habitats so there still isn't much space
 Then give students time to work in pairs to write their own list.
- Create** (HOT) You could discuss some real examples that you or students have heard of, or allow students to research some online first.
 After they have had time to note down some ideas, nominate students to share their campaigns and then have a class vote on the best one.

Critical thinking

Suggested answers:

- A campaign to get more money to protect habitats, a campaign to have new laws to stop hunting, special exhibitions and a saiga stamp.
- Action:** protecting habitats
Advantage: The saigas and gorillas alive now have somewhere to live.
Disadvantage: If you just protect and don't increase the habitat, the population won't grow.
Action: New laws to stop hunting.
Advantage: The population of these animals won't decrease further.
Disadvantage: If more of the animals stay alive, they will need more space and food.



Culture note

The **WWF** (or **World Wildlife Fund**) is one of the largest and most well known conservation organisations. It currently has over five million supporters worldwide and is present in more than 100 countries supporting around 1,300 projects.

WWF has a very distinctive panda logo which was based on a real panda named ChiChi who was living in London Zoo at the time. The charity helps many different species – from African elephants to marine turtles, emperor penguins to snow leopards.

Their aims are reducing carbon emissions, living sustainably, restoring wildlife, sustaining forests and oceans, protecting rivers and lakes and trading sustainable seafood and timber.

The increase in the number of mountain gorillas is one of the organisation's success stories, with numbers having increased so far to around 1,000.

Further practice

TK

Homework

Draw students' attention to the **fun facts box**. Ask students to research online and find two more interesting facts about either the mountain gorilla or the saiga.

Get online

Draw students' attention to the last paragraph in the article and ask what other animal is being helped with a similar programme. (**the giant panda**) Ask students to go online and find information about conservation programmes for the panda.

The saiga and the mountain gorilla

Two conservation success stories

Some scientists say that one species becomes extinct every seven minutes.

What can we do to stop this from happening?
Let's meet two endangered animals and find out.

A (...)

The saiga has got brown or grey fur, horns and a very **strange long nose**. It lives in groups in the **deserts** of south-east Europe and central Asia. They can travel up to 1,000 km between summer and winter. In the 1990s there were more than a million saigas, but by the year 2000 the population was less than 50,000.

B (...)

The mountain gorilla is a large mammal. It lives in **national parks** in two regions of Africa. **It's got black fur** and is very intelligent. In 1960 there were about 500 gorillas in the Virunga mountains, but by the 1970s the **population** was about 200.

C (...)

The saiga and the gorilla were both at risk of extinction. The reduction in **habitat** was a big problem: there **wasn't enough open space** for the saiga and there was **less forest** for the gorilla. **Hunting** was also a serious problem. Some people kill gorillas or sell them. There weren't any **laws** to stop this until 2008. Other people kill saigas for their horns.

Ex 6.1

fun facts

Mountain gorillas can weigh 180 kg.



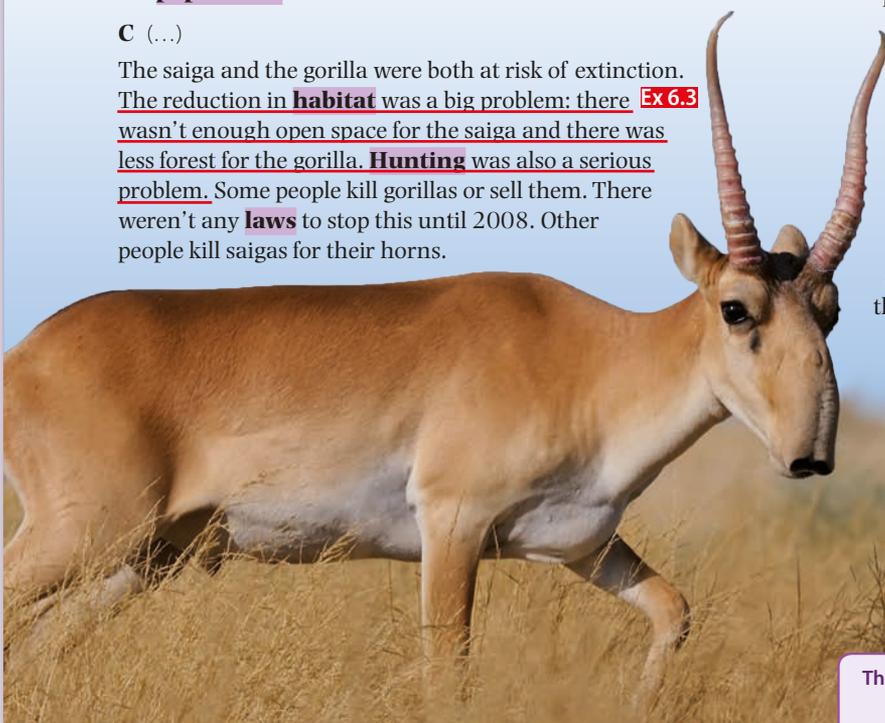
Logo of G4G, a mountain gorilla charity organisation

D (...)

Animal conservation organisations, like WWF, and governments were very worried and there was a big **campaign** to help the saiga and the gorilla, with more money to protect their habitats and new laws to stop hunting. There were special exhibitions and there was even a saiga stamp!

E (...)

The saiga and mountain gorilla are still in danger but **the populations are slowly growing**. And the saiga and the gorilla are not the only success stories: **a similar programme is also helping the giant panda**. Extinction of plants and animals is still a very serious problem, but with success stories like these, we can see that change is possible.



Saiga postage stamp from Mongolia



Past simple: be

Exercise 1

- 1 The Tasmanian tiger wasn't a tiger.
- 2 Steller's sea cows were mammals.
- 3 There was less forest for the gorillas.
- 4 There were more than a million saigas.

1 Copy and complete the tables with the examples in the box.

Steller's sea cows **were** very big sea mammals.
 The Tasmanian tiger **wasn't** a tiger.
 There **was** less forest for the gorilla.
 There **were** more than a million saigas.

Affirmative and negative

Subject	was(n't)	+ singular
Hunting	was	a serious problem.
1 (...)	(...)	(...)
Subject	were(n't)	+ plural
2 (...)	(...)	(...)

there was/were

There	was(n't)	+ singular
3 (...)	(...)	(...)
There	were(n't)	+ plural
There	weren't	any laws.
4 (...)	(...)	(...)

Exercise 2

- 1 was, was
- 2 weren't, were
- 3 weren't, were
- 4 wasn't, was, was

2 Complete the sentences with the correct past simple form of be.

- 1 The dodo (...) an unusual bird from Mauritius. It (...) one metre tall.
- 2 Mammoths (...) reptiles; they (...) mammals.
- 3 By 2002, there (...) any baiji dolphins. They (...) extinct.
- 4 Steller's sea cow (...) a cow. It (...) a big mammal and its habitat (...) the sea.

3 Read the examples. Choose the correct option to complete the rules.

Yes/No questions	Short answers
Were they dangerous?	No, they weren't.
Was the dodo a bird?	Yes, it was.
Were there any baiji dolphins in Australia?	No, there weren't.
Wh- questions	
What was the problem?	
Why was there a big campaign?	
How many saigas were there in 1990?	

- 1 In Yes/No questions, the verb comes **first/second**.
- 2 In Wh- questions, the verb comes **before/after** the question word (who, what, why, etc.).
- 3 When we ask questions with there was/were, the verb comes **before/after** there.

Exercise 4

- 1 How big was the rhino?
- 2 Was it dangerous?
- 3 What was the rhino's diet?
- 4 How many rhinos were there in 2011?
- 5 Were there rhinos in Cameroon?

4 Order the words to make questions.

- 1 was / How / big / rhino / the ?
- 2 dangerous / Was / it ?
- 3 the / What / rhino's / diet / was ?
- 4 were / there / rhinos / in / 2011 / many / How ?
- 5 in Cameroon / there / Were / rhinos ?

5 Match answers a-e to questions 1-5 in exercise 4.

- a Plants.
- b None. They were extinct.
- c It was up to 3.8 m long.
- d Yes, there were.
- e Yes, because it was so big.

Exercise 5

- 1 c 2 e 3 a
- 4 b 5 d

6 Complete the text with was(n't) or were(n't).

Today on the Fun Facts Forum we answer your questions about **PREHISTORIC ANIMALS**

 Which **1** (...) the most frightening animal?
Keisha, Boston

 I think it **2** (...) the megalodon, from the shark family. Megalodons **3** (...) very dangerous. Their name means 'big tooth'! It **4** (...) a good idea to go near them!

 **5** (...) dinosaurs the biggest reptiles?
Cameron, Glasgow

 Yes, they **6** (...). But they **7** (...) the most dangerous! There **8** (...) an enormous dinosaur-eating crocodile called Deinosuchus.

 **9** (...) the dodo the only flightless bird?
Laurie, Vancouver

 No, it **10** (...). There **11** (...) a prehistoric bird that was too big to fly! The Ornimegalonyx was more than 9 kg.

7 Answer the question to solve the Brain teaser.

BRAIN TEASER

All the mammoths were in a line. Two mammoths were in front of a mammoth. Two mammoths were behind a mammoth. And there was a mammoth in the middle.

What is the smallest possible number of mammoths?

Exercise 6

- 1 was 2 was 3 were
- 4 wasn't 5 Were 6 were
- 7 weren't 8 was 9 Was
- 10 wasn't 11 was

Exercise 7

Three

Grammar

Lesson aims Students learn and practise the form and use of the past simple of be and then complete a short text correctly.

Warmer

Write the following sentences on the board:

Today, I am in the classroom.

My students are in the classroom too.

Ask students if the sentences refer to the past, the present or the future. (the present)

Ask if they know how to write the same sentences about the past, starting *Yesterday* ...

Don't correct their sentences yet, but allow students to review and correct them at the end of the lesson.

Past simple: be

- Ask students to copy and complete the tables in their notebooks.
 - Reinforcement** First, help students decide if each verb refers to a plural or a singular noun and is positive or negative. Suggest that students do this for other relevant exercises on this page (2 and 6).

Extra activity

Re-read the article on p75 as a class and find more sentences to add to the grammar table.

Challenge Students can also adapt the information from the article to create additional sentences.

Using a timeline

ABCD

The past simple tense is used for single events, a series of separate events or habitual actions in the past that have been completed. Timelines are a good way of showing this visually for students, with 'past' and 'present' indicated on the line, and crosses to show single completed actions in the past. This way of visualising becomes more useful when comparing with other types of past tense in higher levels, so it is helpful to introduce it now.

- Students do the task.
 - Follow-up questions:**
 - Were the animals in the sentences alive in the past?* (yes)
 - Are they alive now?* (no)
 - Alternatively, just ask them to explain why the past simple is used here.
- Students do the task.

Extra activity

Ask students to use the past simple to write two more incorrect sentences about the extinct animals discussed on p74. Then ask them to swap with a partner and correct each other's work.

- Remind students to check the position of the verb carefully and use the table to help them.
 - When checking answers, write the correct questions on the board to ensure accuracy.

Fast finishers

Ask fast finishers to use what they can remember from the quiz and article to ask and answer the questions in the *Wh-* questions section of the table with a partner.

- Follow-up questions:**
 - Were mammoths reptiles?* (No, they weren't.)
 - Was the sea cow a mammal?* (Yes, it was.)
 - Were there more than a million saigas in the 90s?* (Yes, there were.)
- Remind students to do the ones they know first, then return to the more difficult ones.
 - Students do the task independently.
 - Give students five minutes to discuss the puzzle in pairs.
 - Circulate and suggest that students draw dots in a line to represent each mammoth. This will help them to visualise the options.

Further practice

- Grammar bootcamp pXXX
- Workbook pXXX
- Macmillan Education Student's app

Homework

Ask students to research one type of dinosaur and write four sentences about it using *was*, *were*, *wasn't* and *weren't*.

Vocabulary and Listening

Lesson aims Students learn to use collocations and to listen for specific information in the context of taking action for wildlife.

Warmer

Preteach the word *wildlife* (= animals, birds and plants that live in natural conditions).

Ask students to name some wildlife that lives in the local area, and some that lives further afield.

Discuss whether wildlife in your area/country is in danger.

Collocations: taking action

- Students do the task.
 - Challenge** Before completing the leaflet, ask students if they know of any words that often come after the verbs in the box.
- Tell students they can use the text in exercise 1 to help them.
 - When checking answers, remind students that *donate* can be used for things as well as money.
 - Write the following questions on the board and ask students to discuss them with a partner:
Do you like visiting museums?
Which clubs or groups can you join at your school?
Do you donate your old clothes to charity?

A podcast

▶ Subskill: Listening for specific information

Remind students that it is more difficult to understand a piece of audio if they don't know what they are listening to and what they are listening for. They should try to always have a clear plan of what they need to listen for.

- ▶  0.00 See the audioscript on pXXX.
 - Ask students to read the questions and predict what type of information they need to listen for.
 - Reinforcement** Check the meaning of *entrepreneur* (= someone who uses money to start business and make business deals) and *volunteer* (= someone who is not paid for the work they do).
 - When checking answers, ask students how they eliminated the false sentence.

(Suggested answers: **a** must be true as the audio says she's a teenager so she's young and talks to 'other' entrepreneurs **b** must be true as she donates 20% of all her money to protect bees **c** can't be true as she earns money and has a \$60,000 contract so she can't be a volunteer (The audio also doesn't mention a wildlife organisation.)



Culture note

Mikaila Ulmer describes herself on her website as *A social entrepreneur, bee ambassador, educator and student*. She was introduced to President Barack Obama at the 2016 United State of Women Summit.

- Students do the task.
 - Check answers as a class. When looking at the false sentences 1, 2 and 4, ask students what words or phrases they heard which told them these were false.

(Suggested answers: 1 her lemonade is sold all over the USA (*all over* = *everywhere*) 2 she didn't like bees [...] she was afraid of them 4 she received a cookbook from her great-grandmother [it] contained a recipe for lemonade)
- Remind students how to say larger numbers (e.g. 60,000 = *sixty thousand*) and years (e.g. 2016 = *two thousand and sixteen* or *twenty sixteen*).

Extra activity

Write the definitions below on the board. Ask students which words from the listening match the definitions. Play the audio again to check. After checking the meanings of the words, ask students to write example sentences with the new vocabulary.

- when a person is very good at something (*adj*)
- normal or average, not unusual or special (*adj*)
- instructions for preparing a dish (*noun*)
- no longer happening or existing (*verb*)

(Answers: 1 talented 2 ordinary 3 recipe 4 disappearing)

- Check students understand the word *extraordinary* (*unusual, special or unique*).
 - Follow-up questions:
Do you know any extraordinary people?
Why are they extraordinary?
Why do you think what Mikaila does is important?

Further practice

- Workbook pXXX
- Student's Resource Centre Listening Worksheet 1
- Macmillan Education Student's app

Homework

Ask students to write three ways they are going to try to help wildlife this month. Suggest ways they can start each sentence, e.g. *I promise ...*, *I hope to ...*, *I want to ...*

Exercise 1

- | | |
|-----------|------------|
| 1 protect | 2 solve |
| 3 Visit | 4 Join |
| 5 Start | 6 Organise |
| 7 Raise | 8 Donate |

Collocations: taking action

1 Complete the leaflet with verbs in the box.

donate join organise protect
raise solve start visit

Save our wildlife!

There are many ways that we can 1 (...) wildlife. Why not choose two and do them in the next month?

How you can help

- Find out which animals are in danger and what you can do to 2 (...) the problem.
- 3 (...) a wildlife park and see animals in real life.
- 4 (...) an organisation like the World Wildlife Fund and help them with their work.
- 5 (...) a new school club. Meet regularly and talk about animals.
- 6 (...) a special day at your school with games and activities to teach other students about wildlife.
- 7 (...) money to give to a wildlife charity.
- 8 (...) a small amount of money every month and help to save your favourite animal.

2 Match verbs 1–8 with nouns a–h to form collocations.

- | | | |
|------------|-----------------------------|---|
| 1 visit | a a group, a club | 2 |
| 2 join | b endangered animals, birds | 4 |
| 3 organise | c awareness, money | 7 |
| 4 protect | d old clothes, your time | 6 |
| 5 start | e a zoo, a museum | 1 |
| 6 donate | f a party, a sports event | 3 |
| 7 raise | g a mystery, a puzzle | 8 |
| 8 solve | h a new business, a blog | 5 |



A typical hive has got 50,000 bees. They make 14 kg of honey. Bees are great navigators. They can navigate like a sat nav.



Vocabulary and Listening

6

A podcast

▶ **Subskill: Identifying which statements are true or false**

Before you listen, read the true/false options and underline key words. As you listen, tick the statements that are completely true. The remaining option must be the false one.

3 39 Listen to a podcast about Mikaila Ulmer. Which two statements are true?

- a She's a young entrepreneur.
- b She donates money to protect bees.
- c She is a volunteer for a wildlife organisation.

4 Listen again. Are the sentences true or false? Correct the false sentences.

- You can only buy Mikaila's lemonade in Texas.
- Bees were her favourite insect when she was young.
- She decided to make lemonade for a business competition.
- She used a recipe from her aunt's cookbook.
- Cafés and shops now sell the drink.
- The President of the USA tried her lemonade.

5 Choose the correct option.

- Mikaila was **four/five** years old when it all started.
- She received \$ **50,000/60,000** for her business on a TV show.
- Mikaila has a contract for \$ **7/11** million to sell her lemonade.
- She gives **20/25** % of her money to bee organisations.
- She visited the White House in **2016/2017**.

6 Discuss the questions in pairs.

- In what ways is Mikaila extraordinary?
- What's the most important thing she does?

Exercise 4

- F – She sells lemonade all over the USA.
- F – She didn't like bees.
- T – She decided to enter a business competition.
- F – She received a cookbook with a recipe for lemonade from her great-grandmother (and used it to make lemonade for the competition).
- T – She went to local shops and cafés and asked them to sell it.

Exercise 5

- four
- 260,000
- 11 million
- 20
- 2016



Exercise 6

Suggested answers:

- She started her business at a very young age, and she works very hard in an adult world.
- She raises awareness of bees and donates money to help protect them.

Past simple of regular verbs: affirmative and negative

Exercise 1

1 ed 2 didn't

1 Read the examples and complete the rules.

Affirmative	Negative
She started to sell the drink.	She didn't like bees.
She visited the White House.	She didn't stop there.

- To make the past simple of regular verbs, add (...).
- To make the negative, use (...) + infinitive.

Exercise 2

finished, liked,
organised, played,
studied, travelled,
visited, watched

2 Read the Spelling rules on p81. Write the affirmative past simple of the verbs in the box.

finish like organise play
study travel visit watch

3 Complete the sentences with the affirmative or negative of the verbs in brackets.

- I started my science project last weekend, but I (...) (**finish**) it.
- We (...) (**watch**) a film about pandas in class yesterday.
- We (...) (**play**) football last weekend because the weather was so bad.
- My grandparents are on holiday now so we (...) (**visit**) them last Sunday.
- I (...) (**like**) animals when I was younger but now I love them.
- We (...) (**organise**) an event at our school last term to raise money for wildlife.

Time expressions

We use the past simple with past time expressions.
yesterday
last night, last Thursday, last weekend
in August, in 2017

4 Write true sentences for you. Compare your sentences with other students.

- watch TV / last night
I watched/didn't watch TV last night.
- play a computer game / last weekend
- visit another country / last year
- study English / last summer
- listen to music / yesterday
- travel by bus / last week

Irregular verbs

Some verbs are irregular in the affirmative of the past simple.

go → went see → saw have → had meet → met

5 Choose the correct option.

GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8



From zoos, to wildlife parks, to city farms, there **1 is/are/were** many places for animal-lovers to visit in the UK.

One of **2 more/the most/the best** exciting places is 'Crocodiles of the World', near Oxford. Here, you can see 150 crocodiles and other reptiles. **3 it was/There was/There were** the idea of Shaun Foggett, or 'The Croc Man'. Shaun had a collection of crocodiles at his home, but there **4 was/wasn't/weren't** space for all of them. He didn't **5 want/wants/wanted** to give the crocodiles to other people so he **6 decide/decides/decided** to start a zoo.

Now, Shaun **7 help/helps/helped** to protect the crocodiles and teach other people about them. Visitors can help to look after the animals – prepare their food and feed them. (You **8 can't/must/mustn't** be careful, of course!) You can also donate money to the organisation.

Research

Where can you go to see animals in your local area?

Grammar

Lesson aims Students use and form the past simple regular in affirmative and negative sentences and complete a text.

Warmer

Play Snowman with some regular past tense verbs. Just use affirmative forms.

(See Activities bank, pxxx, for full instructions.)

Suggested verbs: *listened, visited, started, helped, liked, watched, played, finished.*

Past simple of regular verbs: affirmative and negative

- Students do the task.
 - Follow-up questions:
 - Do we use the past simple for events now or in the past? (in the past)
 - Are the events finished? (yes)

Fast finishers

Ask fast finishers to choose five affirmative verbs from the warmer and use them in completely new negative sentences.

- Students do the task.

Past tense forms

ABCD

Students may have difficulty with the fact that the negative (and question) form of the past simple uses auxiliary verbs with infinitives. Show an example on the board with the *-ed* ending crossed out in the negative version:

Affirmative: *She visited her grandparents last week.*

Negative: *She didn't ~~visit~~ her grandparents last week.*

Point out that the *-ed* ending transforms into an infinitive in negative sentences.

- Reinforcement** Before beginning the task, help students decide whether they need to use a negative or an affirmative verb.
 - Remind students to check the correct spelling of the affirmative verb in exercise 2.

Extra activity

Play a game to consolidate spelling and form. Put students into four teams and show a verb flashcard or say a verb in the infinitive to one team. That team has one chance to spell the past simple of the verb. If they get it wrong, the chance goes to the next team to win a bonus point.

- Read through the expressions in the time expressions box
 - Tell students these are often used with the past simple and can go at the beginning or end of a sentence.

GRAMMAR ROUND-UP

- Before beginning exercise 5, read through the irregular verbs box.
 - Challenge** Ask students to add two more examples.
 - Students do the task.
 - When checking answers, ask students to explain why one answer is correct or the others incorrect.

Research

- Ask students to discuss the Research question with a partner and note down any ideas.
- Then ask students to research online or in books and write down what they find.
- Nominate pairs to report their findings to the class. Ask other pairs if they found anything different.

Further practice

- Grammar bootcamp pxxx
- Pronunciation pXXX.
- Macmillan Education Student's app

Homework

Write the following title on the board:

The last time I went to a zoo or farm, ...

Tell students they need to write five or six sentences about the last time they went to a zoo, farm or animal park like the one mentioned in the text. Ask students to use a variety of verbs in the affirmative and negative.

Real-world speaking

Lesson aims Students learn key phrases to show interest and use them in a dialogue.

Warmer

To practise the past simple form of verbs, play an A-Z race. (See Activities bank, pxxx, for full instructions.)

(Suggested answers: asked, believed, carried, decided, entered, finished, Googled, helped, introduced, jumped, kicked, listened, mixed, needed, opened, played, (Q), remembered, studied, travelled, used, visited, wanted, (X), (Y), (Z))

1  0.00 See the videoscript on pXXX.

- Ask students to watch the video and choose the correct option.
- If necessary, pause the video at the relevant places and give them time to consider the answers.

2 • Ask students to read through the Key phrases in the box. Remind students that the question *What was it like?* is different from *Did you like it?* and that they should answer this question with a description.

Extra activity

Tell students you are going to say something you did last weekend (e.g. *I went skiing; I won a competition; I visited a museum*) and point to someone. He/She has to respond with an appropriate phrase or question from the Key phrases box. The student then has to say something they did last weekend and point to another student for him/her to respond, etc.

Reinforcement Less confident students could be asked to respond with Key phrases rather than producing their own sentences.

3 • Students do the task.

- If necessary, play the video again, pausing where necessary for students to complete the gaps.
- Play the video again for students to check their answers. Confirm the correct answers as they watch.

4  0.00 See the audioscript on pXXX.

- Students do the task.

5 • **THINK** Allow students time to brainstorm ideas in pairs. Encourage them to choose somewhere about which they have something interesting to say – something surprising, funny or unusual. It can be a personal experience, or an interesting fact about the place.

- If only one of them knows the place, ensure that they can communicate their experience to their partner so that they can both take part in the dialogue preparation.

- Give them enough time to write notes about what they will talk about, and to swap ideas with their partner.
 - **PREPARE** Students work in their pairs to turn their notes into a dialogue, making use of some of the Key phrases.
 - **PRACTISE** Encourage students to give their partner feedback on their intonation.
 - Ask them to practise both parts, then to decide which they will perform.
 - **PERFORM** Before students perform, ask them to read through the Peer Review questions in 7 and make notes as their classmates read their dialogues.
- 6 • **Peer review** Remind students to consider the Peer review questions when their classmates perform.
- After all students have performed their dialogues, nominate students to discuss whether their classmates used a variety of phrases and good intonation.

Further practice

- Workbook pXXX
- Student's Resource Centre Speaking Worksheet 1

Homework

Ask students to think about the verbs they came up with in the warmer, and to use four or more of these in a short dialogue of their own, plus at least two Key phrases.



Showing interest

1 Watch the video and choose the correct option.

- 1 Megan visited a city farm/wildlife park/zoo.
- 2 Lukas went out with friends/studied/played computer games.

2 Watch again. Which Key phrases do you hear?

3 Complete the dialogue with the Key phrases. Watch again and check.

Lukas

Hi, Megan. How was your weekend?

Megan

Hi! It was brilliant! I went to a farm, right here in the city.

Lukas

No 1 (...)! What was 2 (...)?

Megan

It was cool! There were loads of animals. Look, I've got some photos.

Lukas

Aww, that's 3 (...)! 4 (...) funny!

Megan

And this is me feeding the chickens. I wasn't very good at it. They nearly escaped!

Lukas

You're 5 (...)!

Megan

No, it's true! So, what about you?

Lukas

Oh, I was at home the whole time.

Megan

6 (...) boring!

Lukas

I know, but I finished my science project.

Megan

Oh, no! Is that for today?

Exercise 2

- 1 city farm
- 2 studied

Exercise 3

- 1 No way!
- 2 What was it like?
- 3 That's disgusting!
- 4 That's so
- 5 kidding!
- 6 Sounds

4 Listen and repeat the Key phrases. Pay attention to the intonation.

5 Create your own dialogue. Follow the steps in the Skills boost.

Lukas

SKILLS BOOST

THINK

Choose a place in the town or the countryside that you visited. Make notes about it.

PREPARE

Prepare a dialogue. Include Key phrases for showing interest.

PRACTISE

Practise your dialogue. Remember to use intonation to show interest.

PERFORM

Act out your dialogue for the class.

6 Peer review Listen to your classmates and answer the questions.

- 1 Which Key phrases do they use?
- 2 Do they use intonation to show interest?

Key phrases

Asking questions: What was it like?

Was it fun?

Responding: You're (kidding/joking)!

Really? No way!

That's so funny!

That's (amazing/cute/great)!

Sounds (boring/interesting/incredible)!

Real-world grammar

There **were** loads of animals.

It **was** cool!

Exercise 4

- 1 way
- 2 it like
- 3 disgusting
- 4 That's so
- 5 kidding
- 6 Sounds

Josef

To: Sam Friday Attachments 1.4MB

Hi Sam,

How are things? We went on a school trip to the National Aquarium last week. It was brilliant! There were loads of fish. The sharks were definitely the best!

First of all, we visited the local fish section and learned about their habitats. Then we saw the jellyfish. They were really cool, especially the white-spotted jellyfish. After that, we went to the Atlantic Ocean tank. It's the biggest tank in the country and we actually walked under the water. There were sharks and stingrays above our heads. It was amazing!

Next, there were the smaller tanks with colourful tropical fish and a giant octopus. Finally, we saw the turtles before we went home. I'm sending you a picture of one of them. I hope you like it!

Anyway, that's all for now. Let me know your news.

Speak soon,

Josef



Exercise 1

- 1 sharks, local fish, (white-spotted) jellyfish, stingrays, tropical fish, giant octopus, turtles
2 brilliant, the best, cool, amazing

An email

1 Read the email about a school trip to an aquarium and answer the questions.

- 1 What marine animals does Josef mention?
- 2 What adjectives does he use to give his opinion?

2 Read the email again and answer the questions.

- 1 When was Josef's trip?
- 2 What was his favourite marine animal?
- 3 What fish were there in the first section?
- 4 Which jellyfish was especially cool?
- 5 What two things were special about the Atlantic Ocean tank?
- 6 Were there tropical fish in the last tank?

Exercise 2

See T80 for answers.

3 Order the places that Josef visited.

- a the jellyfish **2**
- b the turtles **5**
- c the section with local fish **1**
- d the smaller tanks **4**
- e the Atlantic Ocean tank **3**

Subskill: Sequencing words

We use sequencing words to describe the order of events, e.g. *First of all, ...*

4 Find five sequencing words or phrases in Josef's email.

Exercise 4

First of all, Then, After that, Next, Finally

Writing

Lesson aims Students write an email using sequencing words.

Warmer

Ask students to look at the two photos on p80 and discuss the following questions in pairs:

What place are the people visiting?

What animals can you see?

What do the animals live in?

Nominate students to give their answers or elicit/confirm the meaning of any new words.

(Answers: an aquarium; a turtle, a shark, some fish; a tank)

An email

- 1 • Students do the task.
 - ▶ **Reinforcement** Students read through the email in pairs or small groups and identify all the adjectives, before deciding which ones refer to his opinion.
- 2 • Check students understand the meaning of *section* and *especially*.
 - Check answers as a class, asking students to say the place in the email where they found the answer.
 - Draw attention to the fact that sometimes Josef uses words or phrases that aren't the same as the ones in the sentences but have the same or similar meaning (e.g. favourite = the best).

Fast finishers

Ask fast finishers to think of three or four different positive adjectives that Josef could use to describe his experiences. (Suggested answers: cool, great, excellent, really good, fantastic)

Exercise 2

- 1 It was last week.
- 2 Sharks (they were the best).
- 3 There were local fish in the first section.
- 4 The white-spotted jellyfish was especially cool.
- 5 It's the biggest tank in the UK and you walk under the water.
- 6 No, there weren't. There were turtles.

- 3 • Students do the task.
 - ▶ **Challenge** Ask students to try to do this from memory before checking against the text.
 - Ask students if there were any words or phrases in the email that helped them with this exercise. Hopefully they may mention some of the sequencing words. If they don't, point out one or two as a lead-in to the Subskill.

Subskill: Sequencing words

In addition to the sequencing words in the lesson, students may frequently come across *first*, *second*, *third*, *afterwards*, *as soon as*, *lastly*, *meanwhile*.

Point out to students that:

- *after that*, *then* and *next* can be used in any order
- *first of all* and *finally* need to be used at the beginning or end of the sequence of events.

Asking students to describe what they did that morning or at the weekend using a variety of sequencing words is a good way to practise them alongside the past simple and can be a way to start or end some lessons. Instructions and recipes also lend themselves to using sequencing words, so ask students to write out their favourite recipes or instructions for a simple task (e.g. playing an instrument or taking a photo).

- 4 • Students do the task.
 - When checking answers, elicit from students that we use a comma after the sequencing word or phrase.

Extra activity

Write the following verbs on the board:

walk, travel, eat, talk, want, help, visit

Ask students to choose four of them and make up a sequence of events using sequencing words.

- 5 • Read through the example as a class, then ask students to continue the exercise independently.
- ▶ **Reinforcement** Work through the exercise in stages: first, have the students underline the verbs, then ask them to write these in the past tense.
 - Ask one or two students to read their answers out. Draw attention to the fact that sometimes more than one answer is correct.

Exercise 5

Suggested answer:

Last week, we went on a trip to a theme park. It was brilliant! First of all, we visited the 'Lost Kingdom' and saw 'living' dinosaurs. Then we went on the two giant rollercoasters there. After that, we had lunch in the picnic area. Next, we walked to the water attractions and went on the water slides. Finally, we met in the animal arena and watched the keepers feed the penguins.

- 6 • **THINK** Remind students to choose a place they feel was particularly interesting to them. Refer them back to the email on p80, so they can see the type of information to include and the level of detail.
- **PREPARE** Give students a set amount of time to complete this stage. After the time is finished, ask students to share their ideas with a partner and give extra help or ideas as needed before students start writing.
 - **WRITE** Before students write their email, ask them to read through points 1–4 in the **CHECK** section for things they should include. Refer them back to the email on p80 again, so they can see the length and order of the paragraphs.
 - ▶ **Challenge** Tell students that they are free to write more than two paragraphs and to expand on the suggested content in **PREPARE**.
- 7 • **Peer review** After students have had time to read and answer the questions, ask if anyone read about a place they would really like to visit, and why.

Further practice

- Refer students to the Writing bank in the Workbook pXXX.

Homework

Ask students to think of a place they recently visited in their city and to write a brief description of what they did there using sequencing words.

Optional: Ask them not to mention the name of the place in their text. In the next class, nominate different students to read their descriptions and ask their classmates to guess where they went.

Get online

Ask students to research an aquarium in or near their city. Ask them to list some of the marine animals they can see there and anything else that may be interesting for visitors.

Exercise 5

See T81 for answers.

- 5** Read the plan for a visit to a theme park. Write sentences using sequencing words and the past simple.

Last week, we went on a trip to a theme park. It was brilliant! First ...

Theme park visit

- 10.30** Visit the 'Lost Kingdom' section and see 'living' dinosaurs
- 11.00** Go on the two giant rollercoasters there
- 13.00** Have lunch in the picnic area
- 13.45** Walk to the water attractions and go on the water slides
- 15.30** Meet in the animal arena and watch the keepers feed the penguins

- 6** Write an email about a trip. Follow the steps in the Skills boost.

SKILLS BOOST

THINK

- 1 Choose a place that you visited.
- 2 Make notes about where you went and the things you saw.

PREPARE

Organise your notes into paragraphs:

Paragraph 1: Where?
When?
Your favourite thing

Paragraphs 2 and 3: The places you went to and the things you saw

WRITE

Write your email. Use the example in exercise 1 to help you.

Hi ...

How are things? I/We went on a trip to ...

CHECK

Read your email. Answer the questions.

- 1 Do you use *was/were* correctly?
- 2 Do you use the past simple ending of regular verbs?
- 3 Do you use irregular verbs in the past?
- 4 Do you use sequencing words, e.g. *First of all, ... , Then ... ?*

- 7** **Peer review** Exchange your email with another student. Answer the questions.

- 1 Does the writer use the past simple and sequencing words?
- 2 Would you like to visit this place? Why/Why not?

QUICK REVIEW



Grammar

Past simple: be

I/He/She/It was/wasn't ...

*The Titanosaur **was** the biggest dinosaur.*

You/We/They were/weren't ...

*Mammoths **weren't** elephants.*

(Question word) + was/were + subject

***Were** mammoths big?*

*Yes, they **were**./No, they **weren't**.*

*How big **were** they?*

there was/were

There was/wasn't + singular/uncountable noun

***There was** a problem.*

There were/weren't + plural noun

***There were** only 50,000 saigas.*

Was there + singular noun ?

Yes, there was.

No, there wasn't.

***Was there** a big population?*

No, there wasn't.

Were there + plural noun ?

Yes, there were.

No, there weren't.

***Were there** saigas in Europe?*

Yes, there were.

Past simple: regular verbs

Affirmative: verb + -ed

*She **started** a business.*

Negative: didn't (*did not*) + infinitive

*They **didn't visit** a wildlife park.*

Spelling rules

For most regular verbs, add -ed *visit → visited*

Verbs ending in -e → + -d *receive → received*

Verbs ending in a consonant + -y → *y* + -ied

carry → carried

Some verbs ending in consonant + vowel + consonant → double the final consonant + -ed

stop → stopped travel → travelled

Vocabulary

41 Animals

Birds: parrot, peacock, penguin

Fish: shark

Mammals: dolphin, goat, rhinoceros

Insects: ant, bee

Reptiles: crocodile, snake, turtle

42 Describing animals

Body parts: beak, feathers, fin, fur, horn, shell, tail, tooth (pl. teeth), wings

Adjectives: colourful, dangerous, marine, poisonous, spotted, striped

43 Collocations: taking action

donate money/old clothes/your time

join a club/a group/an organisation

organise a party/special day/sports event

protect birds/endangered animals/wildlife

raise awareness/money

solve a mystery/problem/puzzle

start a blog/business/school club

visit a museum/wildlife park/zoo

6

Project

WDYT?
(What do you think?)

What can we do to help animals in danger?

TASK: Prepare a poster about endangered animals to raise awareness and help to protect them.

Learning outcomes

- 1 I can present clear information about endangered animals.
- 2 I can listen to my classmates' opinions.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p132

Exercise 1

Answers tbc.

- 1  Watch a video of a student presenting a poster about endangered animals. Which animal(s) is it about?



STEP 1: THINK

- 2 Read the student's poster in the Model project. Which information does it include?

- a description of the animal
- its habitat
- its population (past and present)
- why it is in danger
- how the animal helps humans
- ways to help

Exercise 2

Answers tbc.

Exercise 3

Answers tbc.

- 3 Which of these things does the poster in the Model project include to make it interesting and attractive?

- title(s)
- text in short paragraphs
- pictures or photos
- numbers and statistics
- maps
- different fonts and colours
- diagrams

STEP 2: PLAN

- 4 Work in pairs and choose a class of animal to research.

- 5 Work individually. Research two endangered animals and make notes. Include the information in exercise 2.

STEP 3: CREATE

- 6 Work in pairs. Read the tips in the Super skills box and practise saying the Key phrases with a partner.

COLLABORATION



Listening to other people's opinions

Tips

Listen to others and ask questions.
Make decisions together.

Key phrases

That's a good idea.
Yes, that sounds good!
What do you think, (Miguel)?
Why do you think (this animal) is important?
Why don't we choose (the dolphin)?
Do we all agree?
So we've decided that ...

Exercise 6

Answers tbc.

- 7 Work in your pair. Share your research and choose two animals to present. Use the tips and Key phrases in the Super skills box.

- 8 Create your poster and prepare to talk about it.

Project

Lesson aims *Students prepare, present and evaluate a poster about endangered animals; students think about environmental responsibility and our impact on the natural world.*

Warmer

Ask students to look at the Graphic organiser for this unit on pXXX. Give them five minutes to discuss with a partner what they learned about animals in danger, and what they enjoyed most about the unit.

WDYT?

What can we do to help animals in danger?

Ask students to think again about the WDYT? question that they considered at the beginning of the unit. Ask them to think about whether they have learned anything new about how we can help animals in danger.

Discuss as a class what students are able to do themselves to help endangered animals. Discuss that raising awareness is an achievable goal.

TASK

Ask students to look at the description of the task. Ask the following questions to check they have understood the task:

What are you going to prepare? (a poster presentation)

Can you make a poster about any type of animal? (no, only endangered animals)

What is this poster for? (to raise awareness)

Visit the Teacher's Resource Centre for ideas on how to run this Project lesson in a more digital way.

1  0.00 *See the videoscript on pxx.*

- Students do the task.

Content to be expanded once videos developed.

STEP 1: THINK

- Have students read the presentation on page 83.
 - When checking answers, ask students to say where in the texts they found the relevant information.
- Help students with any harder vocabulary such as *diagrams, statistics and fonts*.
 - Go through answers as a class and find examples of each item on the list.

STEP 2: PLAN

- Students do the task.
 - ▶ **Reinforcement** Write the classes from the first lesson (p72) up on the board and underneath write examples of species within the class, asking students for further examples. This will help students decide which class they are interested in researching.
- It may help if you have a list of endangered species/breeds prepared before the lesson in case students have difficulty choosing two.

STEP 3: CREATE

-  0.00 *See the videoscript on pXXX.*
 - Check students' answers as a class. The Super skills focus is on valuing the individual contributions made by each team member, so remind students to use the phrases and to listen and decide together as they put their presentation together.
- When sharing and discussing their research, remind students to think about which two animals they have found most information on and will be able to make an interesting presentation about.
- If you have the facilities, allow students to create and present their posters digitally. Refer students to pXXX and ask them to read the tips on How to give a presentation about a poster.
 - Remind students to use language from the Quick review on p81 in their presentation where possible.

STEP 4: PRESENT ■■■

- 9 • Ensure that you leave enough time for both students in each pair to practise their presentation without feeling rushed. To be fair to both, announce when the pairs should swap over and the other person start presenting.

Fast finishers

Fast finishers can offer one another feedback on their presentation, and re-present any parts that their partner feels they could have been done better.

- 10 • **Peer review** Before presenting, ask students to read through the Peer review questions in exercise 11 and to think about these while listening to other groups.
- If students are nervous about presenting to the whole class, consider putting three or four pairs together and have them just present within these groups.
 - Students should read the questions before listening to their classmates present. After all pairs have made their presentations, ask students to answer the questions.
 - Nominate different students to ask the questions they thought of in Q2.

Model project

Layout: The layout of a poster is flexible. In the Model project, there is one illustration per animal, followed by 3 or 4 short snippets of information, which are broken up into separate pieces to make them easy to read. How these are displayed is a personal decision for the students.

Pictures: Pictures are important for a poster to be accessible and engaging. They can be photos or illustrations. Ideally they should be brightly coloured and clear.

Language: The language used is clear and concise. Sentences are relatively short. These factors make a poster easy to read at a glance.

These Varying tenses are used – present simple to explain characteristics of the animals; past simple and present perfect to talk about their history. Modals are used to talk about actions for the future – *can* and *need*.

FINAL REFLECTION

- Ask students to work through the questions and decide which face best matches how they feel they did.
- Remind students to give examples where necessary.
- In evaluating part 3, ask students to look at the Quick review on p81 to check what language from the unit they used. Ask them to think about other places where they could include the new language.
- Where students have chosen a face other than the smiley face, ask them to think about what they would do differently next time to improve.

Further practice

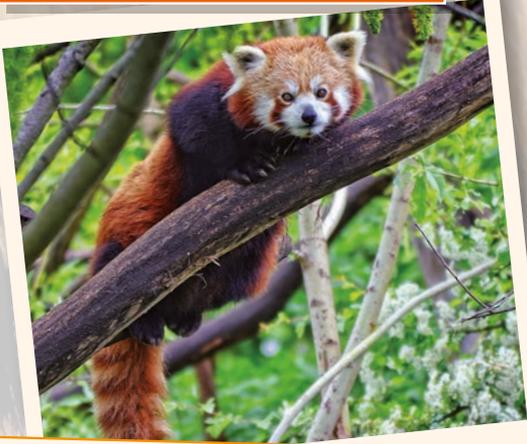
- Workbook pXXX
- Student's Resource Centre

Homework 🏠

Ask students to read the last paragraph in the presentation on p83 again (*The number of otters ...*). Ask them to research ways that we can reduce the amount of plastic in the oceans.

Model project

Red pandas



Red pandas live in the forests of China, India, Nepal and Myanmar. They've got red fur with black legs and a white striped face.

Red pandas are in danger because their natural habitat is disappearing, and with it, bamboo, their main food.

Fifty years ago, there were about 20,000 red pandas in the world, but now there are less than 10,000 (and some scientists say only 2,500).

To help to save them, you can join a wildlife organisation and adopt a red panda, or campaign to stop the destruction of forests in Asia.

Sea otters

Sea otters are the smallest marine mammal, but they've got very strong tails to help them swim. They live in the seas around Japan, Alaska, California and Mexico.

In the 1700s, there between 150,000 and 300,000 of these otters, but people hunted them for their fur. In 1911, they were almost extinct.



The number of otters is growing again (there are about 100,000), but plastic in the oceans is now a problem. We need to teach people about plastic, and help to clean our beaches.

STEP 4: PRESENT ■ ■ ■ ■

9 Read the *How to ...* tips on p132. Then present your poster to the class.

10 **Peer review** Listen to the presentations of your classmates and answer the questions.

- 1 Which animal do you like best? Why?
- 2 Think of a question to ask about the animals.



FINAL REFLECTION

1 The task

How attractive is your poster?



How easy is it to understand the presentation?



2 Super skill

How well do you collaborate?
Give examples.



3 Language

Do you use language from the unit?
Give examples.

