

1 Life in the wild

Lesson 1 Reading

Pupil's Book pages 8–9

1 Life in the wild

Lesson 1 Reading

Vocabulary
conservation endangered habitat
nervous observe (observed) predator
protect species survive trust

1 How many sea animals do you know in English? Write a list.
2 Look at the text and photos and answer the questions.
1 What type of text is it? 2 What work does Craig Foster do? 3 Where does he work?
3 1.1 Read the text quickly and check your ideas in Activity 2. Are any of the animals on your list in Activity 1? **Be a star!**
4 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

Craig Foster, wildlife film-maker

Craig Foster is a wildlife documentary film-maker. He was born in South Africa in 1970. He has been interested in films since he was a child and he started making documentary films about nature when he was very young.

For many years, Craig has swum underwater with his camera and filmed sea animals and **observed** them. During this time he also discovered some new shrimp species, and one species is called after him.

In 2020, he finished a film about his friendship with an octopus, called *My Octopus Teacher*. Since the film came out, Craig has started a **conservation** organisation to **protect endangered** sea animals and their **habitats**. He has also written a book.

Making My Octopus Teacher

In 2010, Craig felt sad and tired and didn't know what he wanted to do with his life. So he went back to a beach that he has visited since he was a child and he started swimming in the sea.

Craig's beach is in False Bay, near Cape Town, South Africa. The weather there is very stormy, and there are big waves. But there is a seaweed habitat on the bottom of the sea and there are lots of different **species** of animals to watch.

One day, Craig observed a very strange thing – a pile of shells on the bottom of the sea. Suddenly, the pile of shells moved. There was an animal hiding in it. Craig moved closer, and saw it was an octopus.

Craig started watching the octopus, but it was **nervous** and scared of him. So Craig made a decision that would change his life. He decided to visit the octopus nearly every day for a year. After some time, Craig could touch it, pick it up and carry it around.

Craig took his cameras into the water to make a film about his new friend. He watched the octopus playing with fish, he saw an attack by a **predator** shark that bit off one of the octopus's arms and he watched the octopus sitting quietly in a safe place while the arm grew back.

Craig learnt a lot of things from his octopus teacher. He learnt that life is hard sometimes, but if you are strong you can **survive**. He learnt that there is a beautiful world under the water, which you can join if you visit it often enough.

What else did Craig learn? He also learnt that everything in nature is connected. Little fish need plants to live, bigger fish need little fish and they all need a clean, healthy habitat. He also found out that if you learn to **trust** an animal or a person, your life can be better.

Unit 1 Read a biography from a magazine WB: page 8

Unit 1 Reading skill: use images to help understanding WB: page 8

Learning objectives: Read a biography from a magazine; Use images to help understanding

Vocabulary: conservation, endangered, habitat, observe nervous, (observed), predator, protect, species, survive, trust

Resources: Vocabulary 1 worksheet

Warm-up: Farm or wild?

- On the left of the board write the word *FARM* and on the right write *WILD*.
- Explain that you are going to say the names of some animals. The children must tell you if the animals usually live on farms or in the wild by saying *farm* or *wild*. (Explain that sometimes it can be both.)
- Say the animals and have the children put their hands up and say *FARM* or *WILD*. Ask if the class agrees. Suggested animals: cow (*farm*), tiger (*wild*), turtle (*wild*), horse (*both*), snake (*wild*), goat (*both*).

1 How many sea animals do you know in English? Write a list.

- Divide the class into small groups and give each group a sheet of paper. Tell the children they have two minutes to write the names of as many sea animals as they can. Each child should write a name.
- When the time is up, say *Stop!* and ask the children for suggestions. Write them on the board and have the children check their spelling. Ask how many correct words they had.

Answers: Children's own answers.

2 Look at the text and photos and answer the questions.

- The children look at the text and photos (without reading the text) and write down their ideas to answer the questions.
- Ask volunteers to tell you their ideas and give reasons.
- Ask if the class agrees with the ideas.

3  **1.1 Read the text quickly and check your ideas in Activity 2. Are any of the animals on your list in Activity 1?**

Be a star!

- Give the children a few minutes to read the text. Have them check their answers from Activity 2. Then ask the children which of the animals in their lists from Activity 1 were in the texts. Tick them off on the board.
- Play the audio if the children need additional support.

Answers: 1 a biography 2 He is a wildlife documentary film-maker. 3 Underwater, in the sea

4 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

- The children scan the text to find the words in the vocabulary box. Ask them to look at the words before and after the words in bold to help them work out their meaning from the context. Then have them check their answers in the dictionary on page 154 of the Pupil's Book.

Cooler: Disappearing words

- Play *Disappearing words* (see Games bank, pages 14–17) with the vocabulary from this lesson.

Workbook page 8

1 Life in the wild

Lesson 1 Vocabulary

1 Read the definitions and write the words.

- | | |
|--|------------------|
| 1 to watch an animal carefully to find out something about it | o <u>observe</u> |
| 2 a group of plants or animals with members that have similar features | s _____ |
| 3 describes something or someone worried or scared | n _____ |
| 4 to be strong and do well even when things are hard | s _____ |
| 5 the act of looking after animals, places or resources so that we don't lose them | c _____ |
| 6 an animal that hunts other animals | p _____ |
| 7 to believe that something is good and won't hurt you | t _____ |
| 8 to keep something safe from getting hurt | p _____ |
| 9 the natural home of an animal | h _____ |
| 10 describes a species in danger of dying out | e _____ |

2  **1.1 For each question, choose the correct answer.**

- | | |
|---|--|
| 1 What animal has Sophia drawn?
<input checked="" type="radio"/> A a blue whale
<input type="radio"/> B a shark
<input type="radio"/> C an octopus | 4 The captain thinks that
<input type="radio"/> A whales should trust people.
<input type="radio"/> B we need to be kind to the whales.
<input type="radio"/> C we don't do enough to protect whales. |
| 2 How many whales are left?
<input type="radio"/> A 140,000
<input type="radio"/> B 50,000
<input type="radio"/> C 10 to 25,000 | 5 Richard is going to do his presentation on
<input type="radio"/> A Wednesday.
<input type="radio"/> B Thursday.
<input type="radio"/> C Friday. |
| 3 When Sophia saw a whale, she was
<input type="radio"/> A amazed.
<input type="radio"/> B excited.
<input type="radio"/> C sad. | |



8 Unit 1 A2 Key for Schools: Listening Part 3

1 Read the definitions and write the words.

Answers: 1 observe 2 species 3 nervous
4 survive 5 conservation 6 predator 7 trust
8 protect 9 habitat 10 endangered

2   **1.1 For each question, choose the correct answer.**

This activity helps the children prepare for Part 3 of the Listening paper of the Cambridge A2 Key for Schools exam.

- Have the children listen to the conversation and choose the correct answer to the questions based on what they hear. Review answers as a class.

Audioscript

For each question, choose the correct answer.

Boy: Hi Sophia! I love that drawing! Is it a blue whale? Are you doing the project on animals and conservation?

Girl: Thanks Richard – yes it is ... and yes I am! What are you writing about?

Boy: I'm writing about sea animals like sharks and octopuses. Did you know that blue whales are endangered too?

Girl: I know – that's why I've drawn one!

Boy: So, what have you found out about blue whales?

Girl: Well, like you said – they are endangered. But they don't have any natural predators, so the reason why they are endangered isn't because other animals are eating them, but because they are losing their habitat. About 100 years ago, there used to be about 140,000 blue whales in our oceans. Guess how many there are left now?

Boy: Hmm – 50,000?

Girl: No – unfortunately not that many have survived. There are about 10 to 25 thousand – so of course they are now a protected species.

Boy: Have you ever seen a whale?

Girl: Actually, I have! I went on holiday to visit my aunt in California last year and we went on a boat trip. It was early morning and we saw one on its own. It was amazing – I felt so excited to see one.

Boy: Did you get very close to it?

Girl: No, we observed it from a distance – the captain of the boat said that we shouldn't get too close as they might start to trust people – and some people are not so kind. He thinks we should do more to protect them.

Boy: Oh, well that's a bit sad. Didn't you feel nervous that it might swim under your boat?

Girl: No, not really. So, when are you going to do your presentation? I'm going to do mine on Wednesday.

Boy: It's on Thursday next week so I've got until Friday to finish it so that I can spend the rest of the time practising.

Answers: 1 A 2 C 3 B 4 C 5 B

Lesson 2 Reading comprehension

1 Read the biography on pages 8–9 again. Are the statements true or false? Write T (True) or F (False). **Be a star!**

- Craig Foster was born in the USA. F
- He has been a film-maker since he was young.
- In 2010, he was in a difficult time in his life.
- He went back to False Bay because it had a good café.
- The octopus didn't learn to trust Craig.
- The octopus changed Craig's life.

2 Answer the questions.

- What type of films did Craig Foster make? Films about nature
- Why did he go back to False Bay?
- Why does False Bay have a lot of sea animals?
- Why did Craig think the octopus was interesting?
- Why did he decide to visit every day?
- What did Craig learn from the octopus?

3 Discuss in pairs. Which skills do you think are useful for a wildlife film-maker?

making maps knowing different environments understanding science
using a computer knowing about weather knowing about clothes

Working with words

Compound nouns

A compound noun is a noun that is made up of two or more words. This is usually a noun + a noun:
rainforest = rain + forest
paintbrush = paint + brush

Match the words to make compound nouns.

1 back	a weed
2 sea	b life
3 life	c fish
4 ear	d phones
5 wild	e bone
6 star	f boat

10 Unit 1 Reading skill: read for specific information Working with words: compound nouns WB: page 9

1 Read the biography on pages 8–9 again. Are the statements true or false? Write T (True) or F (False). **Be a star!**

- Refer the children to the example and ask them if they can remember why the sentence is false. Tell them they can check in a moment. (In the second sentence it says: *He was born in South Africa in 1970.*)
- Have the children read the biography again and write T or F next to the remaining statements.
- Read out the statements and ask for volunteers to answer and give reasons for their answers. Check with the class.

Answers: 1 F 2 T 3 T 4 F 5 F 6 T

2 Answer the questions.

- Ask the children what they can remember about Craig Foster and *My Octopus Teacher*. Elicit answers from volunteers and check with the class.
- Refer the children to the first question and the example answer and have them find the information in the article that provides the answer (in the first paragraph).
- Then have them continue the activity individually.
- Check answers as a class.

Answers: 1 Films about nature **2** Because he felt sad and tired and didn't know what he wanted to do with his life. **3** Because there is a seaweed habitat on the bottom of the sea. **4** Because it was hiding in a pile of shells. **5** Because the octopus was nervous and scared of him. **6** He learnt that life is hard sometimes, but if you are strong you can survive. He learnt that there is a beautiful world under the water. He learnt that everything in nature is connected. He also learnt that if you trust an animal or person, then your life can be better.

Learning objectives: Read for specific information; Compound nouns

Resources: Working with words worksheet

Warm-up: What's the last word?

- Play *What's the last word?* (see Games bank, pages 14–17) with track 1.1 from Lesson 1.
- Suggested words to pause after: *nature, animals, endangered, swimming, species, octopus, scared, shark, survive, plants.*

Teaching star!

Reading

To be efficient readers, the children need to be able to find information in a text without reading line by line. Introduce a scanning activity to develop this skill. Here is an example:

- Have the children find two numbers in the text on page 8. When they've found them, they raise their hands and give their answers. ('1970' – the year Craig was born; '2020' – the year he finished *My Octopus Teacher*)
- Ask if they found them by starting at the beginning and reading every word. (*Probably not – they scanned the text looking for numbers and not reading anything else.*)
- Do the same with names of sea animals in the text on page 8 for extra practice (*shrimp, octopus*).

3  **Discuss in pairs. Which skills do you think are useful for a wildlife film-maker? Underline, then add two more ideas.**

- Divide the class into pairs. Have the children discuss the skills from the list and choose the skills they think are useful.
- Read the list out and have the children raise their hands for the ones they chose. Ask a few volunteers to explain their reasons.

Answers: Children's own answers.

Working with words

Compound nouns

- Have the children read the introduction to the *Working with words* section.

Match the words to make compound nouns.

- Have the children match the words to make compound nouns and compare with a partner.
- Ask the children to read out a word each. Ask if the class agrees.

Answers: 1 e 2 a 3 f 4 d 5 b 6 c

Cooler: Team spelling

- Play *Team spelling* (see Games bank, pages 14-17) with the compound nouns from *Working with words*. Call out only the first part of the word and have the team write the whole word.

Lesson 2 Reading comprehension

1 Read the text on Pupil's Book pages 8-9 again. Circle T (True) or F (False).

- 1 Craig Foster started making films at university. T / **F**
- 2 He has visited the beach at False Bay since he was young. T / F
- 3 Craig found an octopus hiding inside the seaweed. T / F
- 4 He came nearly every day for a month to observe the octopus. T / F
- 5 A predator shark bit off one of the octopus's arms. T / F
- 6 Craig created an organisation to help endangered animals. T / F



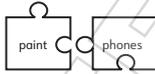
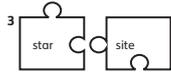
2 Complete the sentences with the words in the box.

conservation films habitat nervous species trust

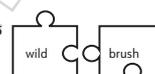
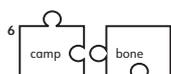
- 1 Craig Foster has been interested in films since he was a child.
- 2 There is a seaweed _____ on the bottom of False Bay.
- 3 There are many different _____ of animals living in the sea.
- 4 The octopus was _____ and scared of Craig.
- 5 Craig and the octopus learnt to _____ each other.
- 6 The Sea Change Project is a _____ organisation.

Working with words

3 In these compound words, the wrong words have been put together. Rewrite them correctly.

1  2  3 

 paintbrush

4  5  6 

Unit 1 9

1 Read the text on Pupil's Book pages 8-9 again. Circle T (True) or F (False).

Answers: 1 F 2 T 3 F 4 F 5 T 6 T

2 Complete the sentences with the words in the box.

Answers: 1 films 2 habitat 3 species
nervous 4 trust 5 conservation

3 In these compound words, the wrong words have been put together. Rewrite them correctly.

Answers: 1 paintbrush 2 earphones
3 starfish 4 backbone 5 wildlife 6 campsite

Lesson 3 Grammar

1 Look and read.

Graphic Grammar

Present perfect and past simple

She **'s taken** photos **since** 2012.

She **'s taken** lots of photos of wildlife.

She **took** this photo **last** winter.

2 Circle the correct answers to complete the sentences.

1 Mireya Mayor **has been** / **was** born in the USA in 1973.

2 She **has decided** / **decided** to study endangered animals at university.

3 She **made** / **has made** television programmes to tell people about conservation since 1999.

4 Mireya **discovered** / **has discovered** a tiny species of lemur in 2000.

5 The lemurs' habitat **became** / **has become** a national park to protect the animals in Madagascar.

6 She **has travelled** / **travelled** to lots of countries to do research.

7 She **has written** / **wrote** the story of her life as a scientist.

8 Mireya **has joined** / **joined** the Amazon Conservation Team to help save the rainforest in 2017.

3 Work in pairs. Talk about people and their interests. Be a star!

• **A** Look at page 144. **B** Look at page 146.

• Take turns to read the information in the table on your page and ask and answer questions about the people and their interests. **A** starts.

What is Jo interested in?

How long has he been interested in photography?

Photography.

He's been interested since he was eight.

Go to Grammar booster: page 134. Unit 1 Use the present perfect and past simple to talk about experiences and events WB: page 10 11

- Have the children read the sentences in their Pupil's Book. Say the sentences and have the children repeat.
- Ask which sentences talk about the girl's life experience (*first two*) and which talk about something that happened at a specific time in the past (*last one*).
- Ask which word we use to talk about the start of the experience (*since*).
- Have the children look back at the reading texts on pages 8–9 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If you have access to the class video, ask the questions in the first point above. Play the video. The children watch and answer the questions.
- Play the video again and continue as above from the fourth point.

2 Circle the correct answers to complete the sentences.

- Refer the children to the example sentence. Ask them why it is *has been* (because it *talks about something that happened at a specific time in the past*).
- Decide on the answer to numbers 2 and 3 as a class and ask the children to give reasons. (2 - *decided - specific time*), 3 - *has made - experience*)
- Have the children complete the activity individually and then compare answers with a partner.
- Have the children read out sentences. Ask if the class agrees.

Answers: 1 was 2 decided 3 has made
4 discovered 5 has become 6 has travelled
7 has written 8 joined

Learning objectives: Use the present perfect and past simple to talk about experiences and events

Grammar: Present perfect and past simple tenses

Review vocabulary: wildlife and conservation

Resources: Grammar 1 worksheet

Warm-up: Missing vowels

- Write the compound nouns from the last lesson on the board, but without the vowels: *rnfrst wldlfe rphns swd lfbt bckbn pntbrsh strfsh* (Answers: *rainforest, wildlife, earphones, seaweed, lifeboat, backbone, paintbrush, starfish*)
- Tell the children they can make the words complete again by adding the vowels: *a, e, i, o* or *u*. Point out they are all words from the last lesson.
- Give the children some thinking time and then invite volunteers to the board to write a complete word. Ask if the class agrees.

1 Look and read.

- Ask the children to say what they can see in the pictures. Ask *What is the girl doing? Do you like her photo? Do you think it's her first photo?* Explain that to take good photos you need to practise for a long time.
- Ask why the girl takes good photos (*She's had years of practice.*).

3 Work in pairs. Talk about people and their interests. Be a star!

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 144 and have Student B turn to page 146.
- Read out the instructions and the example text so the children have an understanding of how to play the game.
- Tell the children to first read about their new friend shown on their page. Then tell Student A to look at the first table and ask Student B about their new friend using the questions in the table. Student B answers the questions using the present perfect and past simple as shown in the example on page 11. Student A completes the table with the answers given. Then they switch roles.
- Allow time for the children to complete the game.

Pair work

Give the children a chance to learn about their partner as this builds positive relationships in the classroom.

- Have the pairs of children from the previous activity take turns asking and answering each other the following questions:
What are you interested in?
How long have you been interested in it?
When did you start doing it?
Have you bought any equipment?
- Have the children respond using the present perfect and past simple. For example, responses to the first two questions could be *I love playing volley ball. I've played since ...*

Grammar booster

Ask the children to turn to page 134 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 1 have been 2 travelled 3 took 4 have helped 5 came 6 have been

Cooler: Memory chain

- Start a memory chain by saying, e.g. *For my hobby, I've bought a greenhouse.* Encourage the next child to repeat your sentence and add a new item (connected with their hobby) e.g. *For my hobby, I've bought a greenhouse and a skateboard.*
- Each new child in the chain remembers and repeats what the others said and then adds an item.
- In large classes, divide the children into groups of seven or eight to play the game so everyone can be more active and have their turn sooner.



Workbook page 10

Lesson 3 Grammar

1 Match to make sentences.

1 Anya Smith has been a vet	a she saw a Siberian tiger.
2 She has looked after animals	b since 2011.
3 She visited the Sahara Desert	c yet.
4 Last year, she	d for six years.
5 When she was there,	e travelled to Poland.
6 She hasn't been to Australia	f a year ago.

2 Complete the text with the verbs in the correct tense (present perfect or simple past).

I¹ have found (find) wolves fascinating since I² _____ (be) a little girl. And now I'm here in Sweden with my family - on a wolf-watching holiday! I can't believe it! We³ _____ (arrive) on Tuesday and we're staying in a hotel near a snowy forest. We⁴ _____ (not see) any wolves yet, but I⁵ _____ (hear) them! Our guide, Sven, ⁶ _____ (live) here for 30 years. Late one night last week, he⁷ _____ (see) a family of wolves running across the frozen lake in the moonlight. He⁸ _____ (not promise) to show us these wolves yet, but I hope he will!

3 Choose two things you like. Use the present perfect (with *for* and *since*) and the simple past to write about them.

I have loved dolphins since I was five. Last year, I went to an aquarium to see some dolphins. They were so beautiful!

10 Unit 1 Go to Vocabulary and grammar reference page 118

1 Match to make sentences.

Answers: 1 b 2 d 3 f 4 e 5 a 6 c

2 Complete the text with the verbs in the correct tense (present perfect or simple past).

Answers: 1 have found 2 was 3 arrived 4 haven't seen 5 have heard 6 has lived 7 saw 8 hasn't promised

3 Choose two things you like. Use the present perfect (with *for* and *since*) and the simple past to write about them.

Answers: Children's own answers.

Remind the children that they can refer to the grammar reference on page 118 to help them while completing these activities.

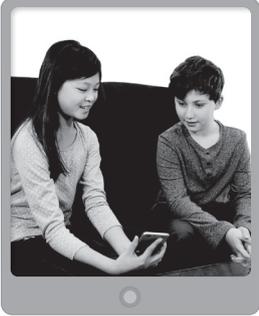
Lesson 4 Language in use

Pupil's Book page 12

Lesson 4 Language in use

Vocabulary
migrate record sanctuary
swift unbelievable

1 1.2 Listen and say.



2 Complete the questions with the correct form of the verbs.

- 1 Have you ever visited (visit) the wildlife park? Yes, I have.
- 2 When did you go (go)? Last summer.
- 3 What did you do (do) there? I watched the monkeys.
- 4 Did you take (take) any photos? No, I didn't.
- 5 How long have you been (be) interested in animals? Since I was five.

3 Think of places you could visit to see animals and what you could do there. Use your own ideas and the ideas in Activity 2 to make a new dialogue. **Be a star!**

Have you ever visited the wildlife park?
 Yes, I have. I loved it.
 When did you go?

Why is it important to protect wildlife?

12 Unit 1 Use the present perfect and past simple to ask about experiences
WB: page 11

Go to Grammar booster: page 134.

Learning objectives: Use the present perfect and past simple to ask about experiences

Grammar: Present perfect and past simple questions

Vocabulary: migrate, record, sanctuary, swift, unbelievable

Review vocabulary: wildlife and conservation

Resources: Language in use video; Grammar 2 worksheet

Warm-up: Stand or sit

- Call out sentences about the children's hobbies, e.g. *I'm interested in ... photography / football / dancing*, etc. If the sentence is true for them, they stand up / stay standing. If it is false, they stay sitting / sit down.
- Each time the children stand up, ask a child or two a follow-up question, e.g. *How long have you been interested in ...? Have you bought any equipment?*

Vocabulary

- Draw attention to the vocabulary box.
- Use each word in a sentence and have the children say which word you used, e.g. *It's unbelievable how fast cheetahs can run! Lots of animals migrate from cold places to warm places in the winter. There's a sanctuary for homeless animals near my*

house. Scientists record everything they do in their experiments. Swifts fly high in the sky.

- Check the children's pronunciation and repeat the word again for them to say, if necessary.
- Ask the children to identify the words from your definitions:

A place where birds or animals are protected. (sanctuary)

To move from one part of the world to another with the seasons. (migrate)

To make a note or copy of information so you can use it later. (record)

Amazing and very surprising (unbelievable)

A type of aerial bird. (swift)

1 1.2 Listen and say.

- Have the children look at the photos. Ask *Who can you see? (Julia and Paul) What do you think they're talking about?*
- Play the audio and have the children follow and check their ideas. Ask *Where was the bird? What did they do to it? What's special about this bird?*
- Play the audio again. Stop after each sentence and have the children repeat.
- Ask the children to find two questions about experience. (*Have you ever visited ...? How long have you been interested in ...?*) Ask what is different about the other questions and why. (*They use did + infinitive to ask about events at a specific time.*)
- Divide the class into pairs and have them act out the dialogue and then change roles and act it out again.

- If you have access to the class video, ask *Where was the bird? What did they do to it? What's special about this bird?* Play the video. The children watch and answer the questions (*at a bird sanctuary; They put a ring on its leg; It migrates over 120,000 kilometres from China every year.*).
- Follow the procedure above from the third point.
- Play the video again and have the children repeat, copying all intonation and body language as closely as possible.

2 Complete the questions with the correct form of the verbs.

- Refer the children to the example question. Elicit why it is *Have you ever ...*. (*We use 'Have you ever' to talk about a life experience.*)
- Elicit the answer for number 2 and ask the class to give reasons. (*We use 'did you go' because 'last summer' is a specific time.*)
- Have the children continue the activity individually.
- Ask pairs of children to read out the completed questions and answers. Ask if everyone agrees.

Answers: 1 Have / visited 2 did / go 3 did / do
4 Did / take 5 have / been



15



Why is it important to protect wildlife?

Introduce the children to Sustainable Development Goal 15: *Life on land*. Ask: *Why is it important to protect wildlife?* This

question helps the children take positive action in the community.

- Have the children discuss what we can do to help and protect wildlife and why it's important to do so (e.g., because all animals support each other's food chains and other wildlife).

Possible answers: It's important because animals need our help to stay safe from pollution and people who might harm them. We can't learn about or enjoy these animals unless we protect them.

3 Think of places you could visit to see animals and what you could do there. Use your ideas and the ideas in Activity 2 to make a new dialogue. **Be a star!**

- Elicit some examples of places to visit to see animals. Explain that they do not have to be in the children's own area or even country. They can be in the wild or animals in captivity (e.g. *the zoo, the park, the jungle, the beach, the forest, the farm*).
- Ask what the children could do in the different places (*watch, take photos, learn, touch, feed, etc.*).
- Have two volunteers read the mini-dialogue. Then elicit ideas from the class to build a new dialogue.
- Divide the class into pairs and have them develop and practise their own versions of the dialogue.

Grammar booster

Ask the children to turn to page 134 of their Pupil's Book to complete Activities 2 and 3. If the children need more grammar practice before the communicative Activity 3, have them complete these activities first. Alternatively, you may wish to have the children complete these activities at home.

Answers: 1 Have 2 visited 3 did 4 go 5 went 6 did 7 do 8 watched 9 Did 10 take 11 have 12 been

3 1 I never visited India. 2 She discovered a new species last year. 3 Have you watched the new film yet? 4 We took a photo of the octopus under water. 5 Did you go to the safari park? 6 Who did you go with?

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see Games bank, pages 14–17) with the dialogue in Activity 1.

Lesson 4 Language in use

1 1.2 Listen and choose the correct answers.

- When did you go to the bird sanctuary?
a For half an hour. b Last weekend. c In the summer.
- What did you do there?
a I watched the sparrows. b I've seen the parrots. c We took photos of the swifts.
- Have you ever seen birds migrating?
a Yes, I have. b Yes, I did. c No, I haven't.
- What did you think of the sanctuary?
a It records where the birds go. b It was fantastic. c I loved it.
- How long have you been interested in nature?
a For a few years. b Since I started school. c Not yet.

2 Write questions using the prompts.

- you / ever / visit / wildlife park?
Have you ever visited a wildlife park? Yes, I have.
- when / you / go?
Last summer.
- which animals / you / see?
Lions and giraffes.
- what / you / learn?
Some lions are endangered.
- you / finish / your animal project yet?
No, I want to add some photos.

3 Choose a place. Write questions with the prompts. Then answer for you.

aquarium bird sanctuary pet shop zoo ever / been? when / go? what / see?

Unit 1 Go to Vocabulary and grammar reference page 118

11

The children can refer to the grammar reference on page 118 while completing these activities.

1 1.2 Listen and choose the correct answers.

Audioscript

- A:** *When did you go to the bird sanctuary?*
B: *I went last weekend.*
- A:** *What did you do there?*
B: *We took photos of the swifts.*
- A:** *Have you ever seen birds migrating?*
B: *No, I haven't.*
- A:** *What did you think of the sanctuary?*
B: *It was fantastic.*
- A:** *How long have you been interested in nature?*
B: *I've been interested for a few years.*

Answers: 1 b 2 c 3 c 4 b 5 a

2 Write questions using the prompts.

Answers: 1 Have you ever visited a wildlife park? 2 When did you go? 3 Which animals did you see? 4 What did you learn? 5 Have you finished your animal project yet?

3 Choose a place. Write questions with the prompts. Then answer for you.

Answers: Children's own answers.

Lesson 5 Listening

Pupil's Book page 13

Lesson 5 Listening

Vocabulary
at risk behaviour chance
danger get rid of prey survival

1 Look at the photos and answer the questions.

- Where are these animals?
- What do the photos have in common?



2 1.3 Listen and check your ideas in Activity 1. **Be a star!**

3 What is 'mutualism'? Tick (✓) the correct definition.

- When predators work together to catch prey.
- When animals from different species work together to help each other.
- When animals of the same species protect each other from predators.

4 1.3 Listen again and complete the notes.

1 Ostriches can't ¹ hear or ² _____ very well. Zebras can't ³ _____ very well. Ostriches can ⁴ _____ danger from far away. Zebras can ⁵ _____ and ⁶ _____ it. So when one of them ⁷ _____, the other one ⁸ _____ too.

2 Oxpeckers are ¹ _____. They ² _____ parasites from a rhino's ³ _____. Parasites ⁴ _____ rhinos and ⁵ _____ their blood. Rhinos can't get the ⁶ _____ off their backs so the birds ⁷ _____ them. This helps the rhino, and the birds get ⁸ _____.

5 Work in pairs. Discuss the questions.

- Which animals do you think are a danger to ostriches and zebras?
- What's the difference between mutualism and the predator-prey relationship?

Unit 1 Compare photos with audio information WB: pages 12-13 13

1 Look at the photos and answer the questions.

Suggested answers: 1 An ostrich and some zebras. A rhino and an oxpecker. They are in their habitat.
2 They are working together to help each other for a better chance of survival.

2 1.3 Listen and check your ideas in Activity 1. **Be a star!**

Audioscript

Have you ever seen two animals helping each other? And did you know: animals from different species sometimes work together and help each other? It's called mutualism. Well, today I'm going to talk about mutualism. Many animals are at risk from predators. But by working together with another species, these animals have a better chance of survival. I've been interested in studying mutualism since 2010 and I've observed many examples. Here are some photos I took last year.

This is a photo of an ostrich and two zebras in their habitat. Ostriches and zebras aren't very similar, are they? So what are they doing together? Well, ostriches can't hear or smell very well, and zebras can't see very well. But ostriches can see danger from far away and zebras can hear and smell it. So, when one of them runs, the other one runs too.

The next photo shows a rhinoceros. Can you see the bird on its back? This is an oxpecker and its behaviour is quite interesting. Oxpeckers are cleaners. They clean parasites from a rhino's skin. Parasites bite rhinos and drink their blood. Rhinos can't get the parasites off their back so the birds eat them. This helps the rhino, and the birds get food!

Next is a photo of ...

Learning objectives: Compare photos with audio information

Vocabulary: at risk, behaviour, chance, danger, get rid of, survival

Review vocabulary: wildlife and conservation

Warm-up: Team sentences

- Play *Team sentences* (see Games bank, pages 14-17) with sentences from the previous lesson.
- Suggested sentences: *Have you ever visited the bird sanctuary? What did you do there? I watched an expert put a ring on a bird's leg. How long have you been interested in birds?*

Vocabulary

- Refer the children to the vocabulary box.
- Read out an example sentence for each word (see Pupil's Book, page 154). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 154.

3 What is 'mutualism'? Tick (✓) the correct definition.

- Ask the children if they remember the word *mutualism* from the audio.
- Refer them to the sentences and have them choose the correct definition.
- Read out the sentences and have them raise their hands for the definitions they chose.

Answer: b

4 1.3 Listen again and complete the notes.

- Play the audio again up to ... *poor sense of hearing and smell*. Ask if the children heard the example answer.
- Play the section of the audio about ostriches and zebras. Have the children complete the information.
- Ask the children to read out a sentence each. Write the words on the board.
- Follow the same procedure for the second section.

Answers: Text 1: 1 hear 2 smell 3 see 4 see
 5 hear 6 smell 7 runs 8 runs
Text 2: 1 cleaners 2 clean 3 skin 4 bite 5 drink
 6 parasites 7 eat 8 food

★ ★ **Teaching star!**

Mixed ability

Some children may find completing the notes in Activity 4 challenging. The following approach will enable them to participate in the answer-checking process.

- When they have completed the texts in Activity 4, write all the answers on the board in random order. Fast finishers can check their work. Less confident children can identify any answers they found challenging.
- Finally, go through all the answers with the class. All the children will be confident and ready to contribute.

5   **Work in pairs. Discuss the questions.**

- Give the children some time to think about their answers.
- Divide the class into small groups and have them discuss their answers.
- Ask each group a different question. Then ask the rest of the class if they would like to add anything to the answer.

Cooler: Collocations

- Play *Collocations* (see Games bank, pages 14–17) with these words:
 Column 1 - *different / sense of / good / a long way / stand / quite / bad / a lot*
 Column 2 - *hearing / together / species / for the rhino / eyesight / of noise / away / interesting*

Workbook pages 12–13

Lesson 5 Exam practice

1  For each question, choose the correct answer.

	Mateusz	Steve	Joel
1 Who won a special award for photography?	A	B	C
2 Whose work happens in zoos?	A	B	C
3 Who started travelling after university?	A	B	C
4 Whose work is not always easy?	A	B	C
5 Who discovered an animal no one had seen before?	A	B	C
6 Whose parents helped him with his work?	A	B	C

Wildlife experts

Mateusz
 Mateusz Plesiak has been interested in wild birds since he was a baby, and he has won many photography prizes. He won Young Wildlife Photographer of the Year when he was 15. His parents have helped him travel to wild places. He has travelled to four different continents. While he was in Asia, he took thousands of photos of birds. He has taken photos of other animals since then too.



Steve
 Steve Backshall is a wildlife expert who has been interested in animals since he was a child. He grew up on a farm with many animals. After university, he travelled to many countries to observe wild animals. Now he films nature programmes for television. In 2009, Steve and his team discovered a new species in Papua New Guinea – a rat as big as a cat!



Joel
 Joel Sartore has been an explorer and wildlife photographer for more than 25 years. He takes photos of different species of endangered animals. Joel often takes photos in zoos, where these endangered animals are looked after and protected. It's easier to take photos in zoos because the animals are not so afraid of humans and they don't get very nervous, run or hide. It's not always easy work, but Joel loves his job.



2  You are going to interview one of the people in Activity 1. Write an email to the person.

Say:

- where you live and what animals are found in your country.
- why you are interested in their work.
- one question you would like to ask them about their life or work.

Lesson 6 Learning to learn

Class Project

1  You are going to use the internet to find out about an endangered animal and answer the questions below. Which keywords will be useful?

Keywords: animal _____

Other keywords: habitat _____



- Where does it live?
- Why is it endangered?
- How can we help its survival?

2  Read the descriptions of these websites. Can you trust the information? Circle **yes** or **no**.

1 The website is written by people who are not experts.	yes / no
2 I read the same information in a book.	yes / no
3 The writer presents TV documentaries on conservation.	yes / no
4 The text is full of spelling mistakes.	yes / no
5 The writer wants to sell me something.	yes / no
6 The information has more opinions than facts.	yes / no

3  Now search the internet to find out about the animal. Answer the questions in Activity 1. Remember to ask: 'Can I trust this information?'

1  **For each question, choose the correct answer.**

This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English A2 Key for Schools exam.

If done in class:

- have the children read the text and answer the questions by choosing the correct answer.
- have the children complete the activity individually.
- nominate children to read out questions, then call out their answers. Ask for class agreement.

Answers: 1 A 2 C 3 B 4 C 5 B 6 A

Lesson 6 Writing / Learning to learn

Pupil's Book pages 14–15

Lesson 6 Writing

1 Look at the biography on pages 8–9 again. Answer the questions.

- What is a biography?
- What information do you expect to find in a biography?

2 Use the text on pages 8–9 to number the paragraphs of a biography in order (1–4).

- early life and start in profession
- who the person is and date and place of birth
- other achievements and discoveries
- working life and experiences

3 Read the notes from a biography of the conservationist Jane Goodall. Number them in order.

- has also written many books
- born 1934, England
- has helped countries in Africa protect wildlife
- 1956 - travelled to Kenya to visit friend, met famous scientist Louis Leakey
- while working with Leakey discovered chimpanzees can make and use tools
- believes that animals are clever and we should take care of them
- 1960 - went to Tanzania to study chimpanzees by sitting with them
- Jane Goodall is a world-famous conservationist and writer on animal behaviour
- as a child, observed birds and animals - made notes and drawings
- Leakey gave her a job as researcher on chimpanzees



4 Which section of the biography would each sentence in Activity 3 appear in? Match paragraphs 1–4 in Activity 2 to letters a–j.

Paragraph 1: h, b Paragraph 3: _____
Paragraph 2: _____ Paragraph 4: _____

5 Work in pairs to write a biography of Jane Goodall. Use the notes in Activity 3 and the text on pages 8–9 to help you. **Go a step!**

Jane Goodall is a world-famous conservationist and writer on animal behaviour. She was born in England in 1934. As a child, she observed birds and animals, and ...



Learning to learn

Finding information online

The internet is a great place to look for information - but it can be difficult to find exactly what you're looking for. Follow these tips to find the right information:

- Use the correct keywords. You want to research sea temperature, but typing 'temperature' will give you a list of responses that aren't useful, like body temperature, weather and climate. Try 'sea temperature' to make your search more exact.
- Use the correct websites. The websites that appear first are usually the most useful - but check who wrote them and when. If the website is marked 'Ad' it's trying to sell you something. Look for websites you can trust, for example, an official site like National Geographic will give you better information than a company trying to sell you a holiday.
- Check your information on at least two websites. The internet is full of wrong information. If you're not sure you can trust the information on one website, check it with information on another website. If the facts are different, look for a third, official website.

Search for further information about Jane Goodall to include in your biography.

4 Which section of the biography would each sentence in Activity 3 appear in? Match paragraphs 1–4 in Activity 2 to letters a–j.

- The children read the sentences in Activity 3 again and match them to the paragraphs in Activity 2.

Answers: Paragraph 1: h, b
Paragraph 2: i **Paragraph 3:** d, e, g, j **Paragraph 4:** a, c, f

5 Work in pairs to write a biography of Jane Goodall. Use the notes in Activity 3 and the text on pages 8–9 to help you.

- Read out the first part of the biography and encourage the children to say what comes next.
- The children work in pairs to write the biography, using the notes in Activities 3 and 4.

Learning objectives: Write a biography; Use paragraphs to organise information; finding information online

1 Look at the biography on pages 8–9 again. Answer the questions.

- Answer the first question as a class.
- Give some thinking time for the second question and ask for suggestions.

Suggested answers: a A biography is a book that someone writes about someone else's life. b Who the person is and their date and place of birth. Information on their early life, interests, profession and experiences.

2 Use the text on pages 8–9 to number the paragraphs of a biography in order (1–4).

- Decide the first paragraph together as a class and then have the children continue individually.
- Read out the topics and have the children say the corresponding number.

Answers: 1 b 2 a 3 d 4 c

3 Read the notes from a biography of the conservationist Jane Goodall. Number them in order.

- Have the children find information about who Jane Goodall is (h). Write the letter on the board.
- Repeat for the other items. Then write the letters in order on the board.

Answers: 1 h 2 b 3 i 4 d 5 j 6 e 7 g 8 c 9 a 10 f

Suggested answers: ... made notes and drawings. In 1956, she travelled to Kenya to visit a friend and she met the famous scientist, Louis Leakey. Leakey gave her a job as a researcher on chimpanzees. While she was working with Leakey, Jane discovered that chimpanzees can make and use tools. Then in 1960, she went to Tanzania to study chimpanzees by sitting with them. She has helped countries in Africa protect wildlife and she has also written many books about it. She believes that animals are clever and that we should take care of them.

Learning to learn

Finding information online

- Ask the children if they use the internet to find information and what sort of things they search for.
- Have them read the information in the *Learning to learn* box.
- Ask for key words to search for information about Jane Goodall: *Jane Goodall, life, work, biography, etc.*

Lesson 7 Speaking

Vocabulary
background bottom foreground top

1 Look at the photo. What can you see? What do you think is happening?

2 1.4 Listen and complete the description. How is it similar or different to your ideas in Activity 1?

The main focus of the photo is a ¹ turtle and some ² yellow fish. They are swimming together in the ocean. In the background there are some black fish. At the ³ bottom of the photo you can see some ⁴ rocks. It looks like the fish are on ⁵ top of the turtle. It's possible that they are ⁶ helping it - perhaps they are ⁷ cleaning the turtle. I really like this photo because it shows ⁸ animals working together to ⁹ help each other. It also has beautiful, bright ¹⁰ colours.

3 Number the stages of describing a photo in the same order as Activity 2.

a say what you think is happening _____ d give your opinion of the photo _____
b describe the general situation _____ e describe other details in the photo _____
c describe the main focus 1

4 Choose one of the photos. Prepare a short description of it. Use the phrases and Activities 2 and 3 to help you.

The main focus of the photo is ...
In the background / foreground ...
At the bottom / top ...
It looks like ... / It seems as if ...
It's possible that ... / Maybe ...

5 Describe your photo to the class. Listen to other descriptions of the photo. Were your ideas similar or different? **Be a star!**

16 Unit 1 Describe a wildlife photo
WB: page 16

Vocabulary

- Read out the words in the vocabulary box to the children. Do a gesture for each one: *background* - point to the back of the room; *foreground* - point to something close to you; *bottom* - point to the floor; *top* - point to the ceiling. You can also use a picture you have brought in to illustrate these words by pointing at different parts of it.
- Have the children repeat the words and do the actions with you.

1 Look at the photo. What can you see? What do you think is happening?

- Have the children look at the photo and say what they can see. Ask them if this photo reminds them of others they've seen recently in their book.
- Ask what the children can see in the foreground, in the background, at the bottom and at the top of the picture. Do the gestures from the vocabulary section above to remind them of the meanings.

2 1.4 Listen and complete the description. How is it similar or different to your ideas in Activity 1?

- Play the audio and have the children listen and compare to their ideas in Activity 1.
- Then play the audio again and have the children complete the missing words in the description.
- Ask individual children to read out a sentence each. Ask if the class agrees. Write the words on the board.

Audioscript

The main focus of the photo is a turtle and some yellow fish. They are swimming together in the ocean. In the background there are some black fish. At the bottom of the photo you can see some rocks. It looks like the fish are on top of the turtle. It's possible that they are helping it - perhaps they are cleaning the turtle. I really like this photo because it shows animals working together to help each other. It also has beautiful, bright colours.

Answers: 1 turtle 2 yellow 3 bottom 4 rocks
5 top 6 helping 7 cleaning 8 animals 9 help
10 colours

Learning objectives: Describe a wildlife photo

Vocabulary: background, bottom, foreground, top

Resources: Vocabulary 2 worksheet

Materials: a picture or landscape containing a background and a foreground (optional)

Warm-up: Alphabet vocabulary

- Write the alphabet on the board in four columns (A-G, H-N, O-U, V-Z) with space to write a word after each letter.
- Divide the class into two teams. Tell the teams they will have five seconds each time to think of an animal starting with one of the letters - only one animal per letter. Write each team's words in a different colour. Decide who starts and begin accepting and writing suggestions.
- When the point comes where a team takes longer than five seconds to give a word, they stop and the other team continues until they also have no more words. Then count the words in each colour to see who won.

Extension

Extra practice helps the children become more confident in producing extended speech.

- Give the children a chance to read the description one more time. Divide the class into pairs and have one child at a time try to remember and say the description. Tell them it doesn't have to be exactly the same, but as close as possible. The other child listens and follows in the book. They can give prompts if necessary, e.g. the start of the next sentence, or a missing word. They then change roles and repeat. This 'effortful remembering' is the basis of effective and lasting learning.

3 Number the stages of describing a photo in the same order as Activity 2.

- Refer the children to the example - *describe the main focus* - and ask them which sentences this includes.
- Give the children some time to think about the other sections of the description.
- Write the order on the board for all the children to check.

Answers: 1 c 2 b 3 e 4 a 5 d

4 Choose one of the photos. Prepare a short description of it. Use the phrases and Activities 2 and 3 to help you.

- Ask the children what they can see in each picture. Draw a line down the middle of the board and write key vocabulary for each picture on each side. Ask the children if there is anything in the pictures they are not sure how to say. Write new vocabulary as well.
- Ask the children to choose which photo they would like to talk about. Give them a few minutes to decide what they're going to say - remind them to refer to the phrases and order in the previous activities and to use the vocabulary from the top of the page where possible.

5 Describe your photo to the class. Listen to other descriptions of the photo. Were your ideas similar or different?

★ ★ Be a star!

- Divide the class into pairs. Have the children listen to each others' description and see if their partner used words and phrases from the previous activities.
- Invite volunteers to read out descriptions for each photo. Elicit similarities and differences in the descriptions of each photo from the rest of the class.

- Ask the children if anyone would like to nominate their partner to give a good example of a description for the class.
- Ask the class to listen and say what was similar to their own description.

Cooler: Shark game

- Play the *Shark game* (See Games bank, pages 14-17) with some of the key vocabulary from this lesson.

Workbook page 16

Lesson 7 Functional language

1 1.3 Listen and complete.

- 1 There's a building *in the background*.
- 2 The two pandas are the *main focus*.
- 3 There's a branch *at the top* of the photo.
- 4 It *looks like* one of the pandas is trying to climb onto the branch.
- 5 *It seems as if* one panda is pushing the other one.
- 6 *It's possible that* the panda is helping the other panda get onto the branch.



Check-up challenge

- 1 Unscramble the words. Then write a sentence using each word.

1	trodape	<i>predator</i>	_____
2	tabihat	_____	_____
3	teogrim	_____	_____
4	deerdengan	_____	_____
5	tropctpe	_____	_____
6	labelbunieve	_____	_____
- 2 Complete the verb snakes.

went	gave	tried	had	_____	_____
have gone	have given	have come	have run	_____	_____

16 Unit 1

1 1.3 Listen and complete.

Audioscript

My uncle is a wildlife photographer. He sent me this photo last week. I think he took it in a zoo because you can see a building in the background. The main focus is two pandas in the snow. At the top of the photo is a branch. It looks like one of the pandas is trying to climb onto the branch, but it isn't tall enough. It seems as if the other panda is pushing it. It's possible that the panda is helping it get onto the branch. I really like this photo because it shows animals working together.

Answers: 1 in the background 2 main focus 3 at the top 4 looks like 5 It seems as if 6 It's possible that



Lesson 8 Think about it!

Pupil's Book page 17

- Say the names of the animals and have the children call out the numbers. Check that the class agrees.

Answers: 1 crocodile 2 giraffe 3 penguin
4 golden eagle

Lesson 8 Think about it! Choose a habitat

1 Match fact files 1-4 to the photos.



golden eagle



crocodile



penguin



giraffe

1 **General:** reptile, needs to live near water, cold-blooded so can't keep itself warm
Food: fish, birds, small mammals
Young: eggs in nest on land

3 **General:** bird, spends 75% of its time in cold water, can't fly
Food: fish, squid
Young: eggs in nest on ice

2 **General:** mammal, needs land where it can run, doesn't need to drink often
Food: trees - usually acacia trees
Young: babies can run when an hour old

4 **General:** bird, flies high, can see prey very far away
Food: birds, small mammals
Young: eggs in high nest

2 Think and choose the best habitat for each animal. Label the photos with the animals in Activity 1. **Be a star!**



1



2



3



4

3 Research another animal. Tell the class about its habitat and lifestyle.

Unit 1 Apply thinking skills: make decisions based on evidence WB: pages 16-17 17

2 Think and choose the best habitat for each animal. Label the photos with the animals in Activity 1. **Be a star!**

- Ask the class to choose a habitat from one of the photos for the crocodile. Ask for suggestions and reasons (e.g. photo 1: it needs to live near water, it can't keep itself warm so it can't live in a cold habitat).
- Have the children choose habitats for the other animals individually.
- Ask for volunteers to explain which habitat they chose for the other animals and why. Ask if the class agrees.

Answers: 1 crocodile 2 golden eagle 3 penguin
4 giraffe

3 Research another animal. Tell the class about its habitat and lifestyle.

- Ask the class for suggestions for animals to research and write them on the board.
- Have the children each choose one animal that they would like to research and tell the class about.
- Ask the children what key words they will use in their research: *name of animal, habitat, food, young*.
- If they have access to the internet, have the children do a search and make notes about the animals in the same format as the fact files in Activity 1. Help them choose a suitable website if necessary. If they don't have internet access, have the children make notes on what they already know about the animal and supplement it with online research later.
- Divide the class into pairs and have the children tell each other about their chosen animal.
- Invite volunteers to tell the class about their animal.

Cooler: Change it round

- Play *Change it round* (see Games bank, pages 14-17) using the giraffe fact file.
- Make the first change - erase *mammal* and replace it with *doctor*.
- Encourage the children to suggest changes using the phrase *Change (x) for (y)*.
- At the end, ask the class to read the new fact file aloud.

Learning objectives: Apply thinking skills: make decisions based on evidence

Resources: Unit 1 test

Warm-up: Odd word out

- Write on the board the following groups of words:
1 *turtle fish rhino shark*
2 *river jungle ocean lake*
3 *eagle tiger crocodile rabbit*
4 *fox cow sheep pig*
- Ask the children to look and decide which is the odd word out in each group and why. Have them compare ideas with a partner and then invite suggestions from the class.
- Ask if everyone agrees - there may be alternative answers.

Suggested answers: 1 rhino (lives on land, not in water) 2 jungle (land habitat, not water) 3 rabbit (not a predator) 4 fox (wild animal not domesticated)

1 Match fact files 1-4 to the photos.

- Ask the children if they have ever seen any of these animals in a zoo or in the wild. Ask if they know where they live and what they eat.
- Have the children read the fact files and match each one to an animal in the photos.

Lesson 7 Functional language

1 1.3 Listen and complete.

- 1 There's a building in the background.
- 2 The two pandas are the _____.
- 3 There's a branch _____ of the photo.
- 4 It _____ one of the pandas is trying to climb onto the branch.
- 5 _____ one panda is pushing the other one.
- 6 _____ the panda is helping the other panda get onto the branch.

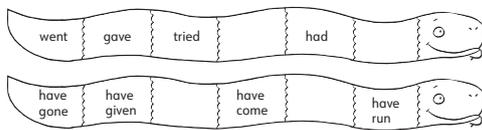


Check-up challenge

1 Unscramble the words. Then write a sentence using each word.

- 1 trodrape predator _____
- 2 tabihat _____
- 3 teagrim _____
- 4 deerdengan _____
- 5 tropcte _____
- 6 labelbunieve _____

2 Complete the verb snakes.



3 Complete the text with the correct form of the verbs.



I ¹ have been (be) a presenter on the wildlife programme *Save our species* since 2011. ² _____ (you see) it? In the programme, we want to tell people how important it is to protect animals that might become endangered, or even die out. We ³ _____ (observe) more than 100 different species. Last year we ⁴ _____ (visit) zoos that look after endangered monkeys and, since we started, I ⁵ _____ (observe) more than 50 different types of animal in their habitat. I ⁶ _____ (not travel) to the Galapagos Islands to see the giant tortoises yet, but I'm hoping to go there next. Yesterday the other presenter, Melanie, ⁷ _____ (decide) that she would make a special programme about predators in danger.

On *Save our species* we're doing all we can do to help people to understand that conservation is important. More and more animals are at risk. Many species ⁸ _____ (be) described as endangered since the programme started, and more species are in danger every day, so we need to act fast!

What I can do!

Put a tick (✓) or a cross (x):

- find specific information in a text
- talk about past events and experiences
- ask and answer about a past experience
- make and use compound nouns
- write a biography
- describe a wildlife photo

In this unit, my favourite activity is: _____
 Something I did well: _____
 Something I could improve: _____

Check-up challenge

1 Unscramble the words. Then write a sentence using each word.

Answers: 1 predator 2 habitat 3 migrate
 4 endangered 5 protect 6 unbelievable
 Children's own answers.

2 Complete the verb snakes.

Answers: 1 went, gave, tried, came, had, ran
 2 have gone, have given, have tried, have come, have had, have run

3 Complete the text with the correct form of the verbs.

Answers: 1 have been 2 Have you seen
 3 have observed 4 visited 5 have observed
 6 haven't travelled 7 decided 8 have been

Reading time 1

1 1.5 Read the story on pages 18-20. What does Tali want to do? Why isn't he allowed to do it?

Tali's stone

Tali lived in a beautiful village at the foot of Green Mountain. The men in the village went fishing every day to catch fish for the people to eat. Tali's father was a great fisherman and everyone respected him.

'Why can't I go fishing?' said Tali unhappily. 'It's so unfair! Your father has already told you,' said his mother. 'You're too young. Fishing is full of dangers.'

'I'm not tall,' Tali said to his friend Bala, 'and I'm not very strong yet. But I'm fit - I can run, jump and climb - and I'm clever!'

Bala agreed. Tali was very intelligent! At night, when they observed the sky, Tali remembered all the names of the stars. When they climbed to the top of the Great Pyramid, Tali knew all the hills and villages around them. And he was curious. He always wanted to find out more about the world and he loved to discover things!



Late one afternoon, as the boys were walking home from the river, there was a terrible storm. They started to run for shelter when suddenly Tali stopped.

'Look where the lightning hit the ground!' There was a red glow.

'Come on, let's look,' said Tali. It was a red hot stone.

'Don't touch it,' said Bala as he pulled his friend back.

'Let's come back for it tomorrow,' Tali said.

18 Reading time 1 Read a traditional story

The next day, the boys went back to look for the stone.

'There it is! It doesn't look very special,' said Bala. It was small, grey and dull. It looked like a teardrop.

'You're right, it's boring,' said Tali. And he threw it back on the ground.

When the stone hit the ground, it started to spin quickly. Then it slowed down and suddenly stopped.

'Did you see that?' asked Bala. Tali picked up the stone.

'Let's throw it again.' Once more, the stone turned quickly on the ground and then stopped. Every time the boys threw the stone it stopped in the same place.

'Look, Bala! It always points at Green Mountain,' Tali said. 'Let's keep it. It's a really special stone.'

That evening, while they were having dinner, Tali's mother and father were talking in low voices. They seemed very worried.

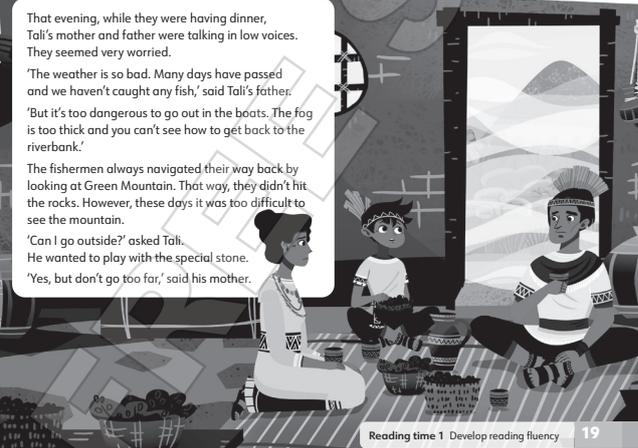
'The weather is so bad. Many days have passed and we haven't caught any fish,' said Tali's father.

'But it's too dangerous to go out in the boats. The fog is too thick and you can't see how to get back to the riverbank.'

The fishermen always navigated their way back by looking at Green Mountain. That way, they didn't hit the rocks. However, these days it was too difficult to see the mountain.

'Can I go outside?' asked Tali. He wanted to play with the special stone.

'Yes, but don't go too far,' said his mother.



19 Reading time 1 Develop reading fluency

Reading time 1

Tali ran outside and found his friend Bala already waiting for him.

'Did you tell your father about the stone?' Bala asked.

'I haven't told him yet. He's worried about the fog. They can't go fishing.'

Tali threw the stone on the ground and the boys watched it spin.

'What's that?' asked Tali's father, as he stood behind them in the doorway.

'It's a special stone,' Bala said. 'It spins and points to Green Mountain.'

'That's unbelievable! Do you think it could help us on the fishing boats?' Tali's father asked.

They ran down to the river and got onto one of the boats. Tali's father threw the stone down and watched it spin and stop, pointing to Green Mountain.

'Everyone in the village is hungry. We need to try to catch some fish. We'll take the stone with us tomorrow.'

The next day the fishermen went out on the boats in the fog. Tali and Bala waited and waited on the riverbank, but the boats didn't come. They were very tired and very worried. After many hours, they heard excited voices cheering through the fog.

'The special stone works! I can see the riverbank,' said one man.

Tali and Bala ran to meet them.

After that, the fishermen always took the special stone on their fishing trips. And they also took Tali and Bala!



20 Reading time 1 Read a traditional story

Learning objectives: Read a traditional story; Develop reading fluency

Warm-up: Vocabulary categories

- Divide the class into pairs or groups of three. Each pair / group needs a piece of paper and a pen or pencil.
- Tell the children you will say two words which belong to a vocabulary set. In their pair / group, they must decide what the set is and write two more words belonging to the set (they do not need to write the set). When they finish, they hold up their paper for you to check.
- Ask the groups what words they had and ask the class to guess the set.
- Suggested words / sets: *river, lake (water environments); tiger, shark (predators); hamster, cat (pets); background, bottom (positions in a picture); turtle, fish (water animals); eagle, duck (birds).*

Pre-reading

1 1.5 Read the story on pages 18–20. What does Tali want to do? Why isn't he allowed to do it?

- Have the children look at the pictures on pages 18–20. Ask *What can you see? What are the people doing? Where do you think this is? Is this a modern story or an old story? Why do you think that?*
- Have the children read the first paragraph of the story to find the answer to the question.
- Have one child explain the answer. Ask if the class agrees.
- Ask the children to imagine what Tali could do to persuade his parents to allow him to go fishing. Give a little thinking time and invite suggestions.
- Conduct class feedback and write some ideas on the board.

Answers: Tali wants to go fishing. Tali is too young and fishing is full of dangers.

While reading

- Explain to the children that there may be some words they do not understand in the text, but that shouldn't stop them because they are reading for enjoyment.
- Have the children read all the text on page 18 individually. While they are reading, write on the board:
Who is Tali's father?
What is Tali good at?
What did Tali and Bala see?
What do you think will happen next?
- Have the children place their Pupil's Book face down. Divide the class into pairs and have them discuss the answers to the questions on the board. Leave the questions on the board.
- Repeat for page 19 with these questions:
What happened when they threw the stone?
What was the fishermen's problem?
What do you think will happen next?
- Repeat for page 20 with these questions.
Did the fishermen understand why the stone was special?
How did Bala explain it?
What happened next?

Post-reading

- Ask the children to give a summary of the story. Nominate different children to contribute part of the summary each.
- Give your own incorrect answers to the questions in the While reading section. Have the children say *stop* when they hear something wrong.
- Invite a different child to give a correct version each time and ask if the class agrees.
- Give the children time to read the story one more time.
- In their pairs, have them discuss the answers to all the questions. Ask them to try to add some detail that they didn't remember the first time.

Reading

A long text can be challenging for children. Help them to cope better by breaking the text down into parts. Between reading each part ask the children:

- comprehension questions – they will remember better what happened in a restricted portion of text.
 - for a brief summary of what has happened (without looking at the text).
 - what the children think will happen next and why.
- You can also write key words on the board and ask how they are important in the story so far.

Teaching star!

Cooler: What's the word?

- Play *What's the word?* (see Games bank, pages 14–17) with key words from the story.
- When they have guessed the word, ask why it was important in the story.
- Suggested words: *fisherman, dangers, intelligent, lightning, stone, riverbank, navigate, unbelievable, cheering.*

Reading time 1 Activities

1 Read the text on pages 18–20 again. Circle the correct word(s) to complete the sentences.

1 Tali's parents thought he wasn't **clever** / (old) / **brave** enough to go fishing.

2 Bala thought Tali was **clever** / **boring** / **a great fisherman**.

3 The **rain** / **lightning** / **ground** made the stone very hot.

4 The stone started **spinning** / **jumping** / **flying**.

5 The fishermen couldn't find their way when it was **sunny** / **raining** / **foggy**.

6 At first, the boys were not sure **the sun** / **the fishermen** / **Tali's mother** would return.

7 When the boat returned the fishermen were **sad** / **excited** / **angry**.

2 Match the actions to the emotions.

How did Tali feel when ... ?

1 he couldn't go fishing

2 he saw the red glow

3 he saw the stone the next day

4 he saw the stone spin

5 the boats didn't return

6 he heard the voices in the fog

a bored
b worried
c unhappy
d curious
e happy
f surprised

3 Work in pairs. Discuss the questions. **Be a star!**

1 What did the lightning do to the stone?
2 Why did the stone point to Green Mountain?
3 How did Tali's discovery change things for the fishermen in his village?
4 Do you think it was fair when his father told Tali he couldn't go fishing? Why / Why not?
5 What do you think happens to Tali in the future?
6 Do you think this is a true story?

4 Watch the video version of the story and answer the questions.

1 How is the beginning different to the story in the book?
2 Do you prefer the written story or the video? Why?
3 What is good about a) written stories? b) videos and films?

Reading time 1 Give a personal response to a text 21

Learning objectives: Give a personal response to a text

Resources: Reading time 1 video; Video activity worksheet

Warm-up: Backs to the board

- Play *Backs to the board* (see Games bank, pages 14–17) with words from Unit 1.
- Suggested words: *migrate, danger, unbelievable, species, habitat, predator*

1 Read the text on pages 18–20 again. Circle the correct word(s) to complete the sentences.

- Refer the children to the example sentence. Ask if they remember why this answer is correct. (*Tali's mum said he was too young.*)
- Have the children complete the activity individually.
- Ask individual children to read out sentences. Ask if the class agrees. Write the correct words on the board so everyone can check their work.

Answers: 1 old 2 clever 3 lightning 4 spinning 5 foggy 6 the fishermen 7 excited

2 Match the actions to the emotions.

- Read out the emotion adjectives and have the children repeat each one with an appropriate facial expression.
- Read out the first sentence and have the children make an unhappy face.
- Decide the answer for number 2 as a whole class. Have them make a curious face.
- Have the children continue the activity individually.
- Ask individual children to read out the sentences and have the others call out the adjective and make the facial expression. Check everyone agrees.

Answers: 1 c 2 f 3 a 4 d 5 b 6 e

3 Work in pairs. Discuss the questions. **Be a star!**

- Discuss answers to number 1 with the whole class.
- Give the children some quiet time to look at and think about the other questions.
- Divide the class into pairs and have them discuss their answers.
- Ask the questions to the whole class and ask who would like to give an answer.

Answers: 1 The lightning made the stone red hot. 2 The stone pointed to Green Mountain so that the fishermen could navigate their way back. 3 The stone worked and the fishermen could catch fish and navigate their way back. They always took the stone fishing with them. 4, 5, 6 Children's own answers.

4 Watch the video version of the story and answer the questions.

Before the video

- Tell the children they are going to watch a video of the story.
- Divide the class into small groups and have each group choose one character from the story. The children write down the main characteristics of the character they chose.
- Then they read them aloud to the class. The class guesses which character they chose.

During the video

- Show the children the video and ask them to look out for any differences between the version in their book and the video version.
- Ask the children what differences there are to the version in their book at the beginning and end of the video. Play those parts again if necessary.

After the video

- Give the children some time to think about questions 2 and 3. Then elicit some answers.
- Ask them to raise their hands to vote for the written version or the video version.

Videoscript

A long time ago, two boys, Tali and Bala, lived on a beautiful island. One evening, Bala found his friend with some fishermen. Tali and Bala looked up at the sky. The stars were coming out.

As they walked home, the sky became darker.

And suddenly... (a loud thunder clap)

'Look where the lightning hit the ground.' There was a red glow. 'Come on, let's look,' said Tali.

It was a red hot stone.

'Don't touch it,' said Bala.

'Let's come back for it tomorrow,' Tali said.

The next day, Tali and Bala went back to look for the stone.

'There it is,' said Bala.

'It doesn't look very special,' said Bala.

'You're right, it's boring,' said Tali. And he threw it on the ground.

It started to spin. 'Did you see that?' asked Bala.

'Let's throw it again!'

'Look, Bala! It always points to Green Mountain,' Tali said.

'Let's keep it. It's a really special stone.'

That evening, Tali's mother and father were talking. 'We

need to go fishing to feed everyone, but the weather is so bad,' said Tali's father. 'It's too dangerous to go out in the boats.'

The fishermen always used Green Mountain to navigate. However, these days it was too difficult to see the mountain.

'Can I go outside?' asked Tali. He wanted to play with the special stone. Tali ran outside and found his friend Bala there.

'Did you tell your father about the stone?' Bala asked.

'What's that?' asked Tali's father.

'It's a special stone,' Bala said. 'It spins - and points to Green Mountain.'

'That's unbelievable!' said Tali's father. 'Do you think it could help us on the fishing boats?'

They ran down to the sea and Tali's father got into one of the boats. He threw the stone and watched it spin and stop, pointing to Green Mountain.

'Everyone in the village is hungry,' he said. 'We need to try and catch some fish. We'll take the stone with us tomorrow.'

The next day, the men went out in their boats. That evening, Tali and Bala waited on the beach. They waited and waited, but the boats didn't come. After many hours, they heard excited voices.

'The special stone works! I can see Green Mountain,' said one of the fishermen.

After that, the fishermen always took the special stone on their fishing trips. And they took Tali and Bala too!

Answers: Children's own answers.

Cooler: Acrostics

- Write the word *STONE* on the board with the letters one below the other in a vertical line.
- Ask the children for a word about the story that begins with each of the letters. Write their suggestions next to the letters on the board (e.g. *storm, Tali, outside, navigate, excited*).
- Now have the children choose from the words *NORTH* or *DANGER* and do the same. They then share their acrostics with the children around them.
- Ask if anyone would like to share their acrostic with the class.