

### 1 Life in the wild

**Lesson 1 Reading**

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

**2 Look at the texts and photos and answer the questions.** **Be a star!**

- What kind of texts are they?
- What kind of work do these people do?
- What discoveries have they both made?

**3 1.2 Read the texts quickly and check your ideas in Activity 2. Are any of the animals on your list in Activity 1 mentioned?**

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

**conservation endangered extinct habitat observe (observing) predator presenter prey protect species**

**STEVE BACKSHALL**

STEVE BACKSHALL is a wildlife expert whose love of animals and adventure has taken him all over the world. He was born in England in 1973.

Steve has been interested in animals since he was a child – he grew up on a farm, where he was surrounded by animals from an early age. After university, he travelled to many countries and enjoyed **observing** wild animals. He became especially interested in **predators** and the **prey** that they hunt.

In 1998, he travelled to the jungle in Colombia, bought a video camera and made a video about snakes. He took it to a TV producer, who gave him his first job. Soon he was producing, filming and presenting nature programmes. In 2003, he joined the BBC's Natural History Unit, where he took part in challenging trips to wild places.

In 2009, he and his team explored Mount Bosavi, a volcano in Papua New Guinea, where they discovered a new species – a woolly rat as big as a cat! As a TV **presenter**, he's caught snakes and swam with sharks. He also makes **exciting** nature programmes for children. *Deadly 60* is all about predators.

Steve has also written five books about animals and is now studying for a degree in biology so he can learn more about animals. He believes that TV and books are a great way to help people appreciate nature and understand that animals are not frightening.

**MIREYA MAYOR**

MIREYA MAYOR is a scientist and **conservation** expert who works to **protect** animals. She was born in the USA in 1973.

Mireya wanted to be a lawyer, but at university she discovered that some animals might disappear and become **extinct** unless we help them. So she decided to study animals, and spent two years in the jungle researching monkeys.

In 1999, she started her first wildlife show on National Geographic TV, *Wild Nights*. Since then she's travelled to lots of countries to do research and make programmes to tell people about conservation. In 2000, Mireya discovered a new kind of lemur in Madagascar, the mouse lemur. This **species** is so small it can fit in your hand. She told everyone that the cute little animal was **endangered**. Because of this, the animals' **habitat** became a national park to protect them.

Mireya has also written an autobiography – the story of her life as a scientist and explorer. She has just joined the Amazon Conservation Team, a group of people who are trying to save the rainforest – a habitat for thousands of different species of plants and animals. Mireya wants people to understand how amazing animals are and to protect the endangered ones before it's too late.

**Learning objectives:** Read two different biographies; Use images to help understanding

**Vocabulary:** conservation, endangered, extinct, habitat, observe (observing), predator, presenter, prey, protect, species

**Resources:** (PK) - Unit 1, Lesson 1, Vocabulary tool; (TRC) - Vocabulary 1 worksheet; (PRC) - Review audio track 1.2

**Materials:** Class Audio CD1

### 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 the corresponding word. Ask if the class agrees. Suggested animals: *cow (farm), tiger (wild), turtle (wild), horse (both), elephant (wild), snake (wild), sheep (farm), lizard (wild), eagle (wild), goat (both)*.

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

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

**Answers:** Children's own answers.

**2**  **Look at the texts and photos and answer the questions. Be a star!** 

- The children look at the texts and photos (without reading the texts) 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**  **1.2 Read the texts quickly and check your ideas in Activity 2. Are any of the animals on your list in Activity 1 mentioned?**

- Give the children a few minutes to read the text. Have them check their answers from Activity 2. Then have them find the names of all the wild animals mentioned in the texts.
- 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 biographies 2 They both work with animals. Steve is a wildlife expert and Mireya is a scientist and conservation expert. 3 Steve discovered a new species of rat. Mireya discovered a new species of lemur.

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

Note: the vocabulary in the panel is not for pre-teaching. The aim is to encourage the children to approach unknown words and understand their meaning from the context or by using a dictionary.

- Children scan the text to find the words in the vocabulary panel.
- Ask children to look at the words before and after the words in bold to help them work out their meaning from the context.
- Have the children explain the meaning of the words in bold.
- Ask them to check their answers in the dictionary on page 134 of the Pupil's Book.
- Read out these definitions and ask the children to say the words (correct their pronunciation where necessary).

*A group of animals all of the same type. (species)*

*Make sure something is safe from danger. (protect)*

*When a species doesn't exist anymore. (extinct)*

*When a species could soon become extinct. (endangered)*

*The place where animals naturally live. (habitat)*

*Animals that other animals hunt. (prey)*

*Animals that hunt other animals. (predators)*

*The act of protecting habitats and species so they will not become extinct. (conservation)*

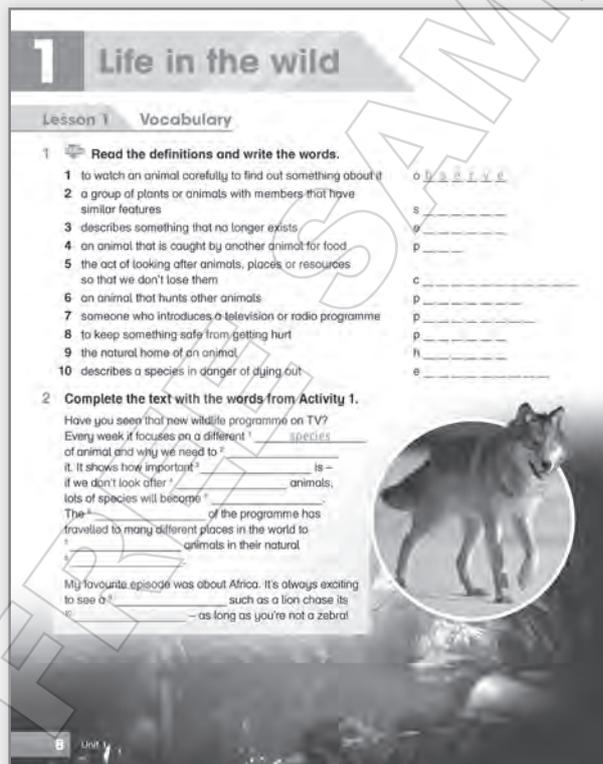
*Watch carefully. (observe)*

*Someone who introduces a TV programme. (presenter)*

**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
- 2 a group of plants or animals with members that have similar features
- 3 describes something that no longer exists
- 4 an animal that is caught by another animal for food
- 5 the act of looking after animals, places or resources so that we don't lose them
- 6 an animal that hunts other animals
- 7 someone who introduces a television or radio programme
- 8 to keep something safe from getting hurt
- 9 the natural home of an animal
- 10 describes a species in danger of dying out

2 Complete the text with the words from Activity 1.

Have you seen that new wildlife programme on TV? Every week it focuses on a different **1** species of animal and why we need to **2** it. It shows how important **3** is – if we don't look after **4** animals, lots of species will become **5**. The **6** of the programme has travelled to many different places in the world to **7** animals in their natural **8**. My favourite episode was about Africa. It's always exciting to see a **9** such as a lion chase its **10** – as long as you're not a zebra!

**1**  **Read the definitions and write the words.**

This activity helps the children prepare for part 6 of the Reading and Writing paper of the Cambridge Key for Schools exam.

The children should be encouraged to guess the word *before* checking it against the letter and spaces. If done in class:

- refer the children to the example and point out that there is one space for each letter of the word.
- elicit the answer for number two from the class and have them spell it and check against the number of spaces.
- have the children complete the task.
- write numbers 1–10 on the board. Invite children to come and write one answer each.

**Answers:** 1 observe 2 species 3 extinct  
4 prey 5 conservation 6 predator  
7 presenter 8 protect 9 habitat  
10 endangered

**2 Complete the text with the words from Activity 1.**

**Answers:** 1 species 2 protect 3 conservation  
4 endangered 5 extinct 6 presenter  
7 observe 8 habitat 9 predator 10 prey

**Lesson 2 Reading comprehension**

1 Read the biographies on pages 8–9 again and complete the table. **Be a star!**

Name	Steve Backshall	Mireya Mayor
Born	1973	
Profession		
TV programme name		
Discovery		
Number of books written		

2 Write **T (True)** or **F (False)**. Then read again and check your answers.

- Steve only became interested in animals when he was an adult. **F**
- Steve studied biology at university before he worked with wildlife. **—**
- Steve believes TV helps people understand animals and nature. **—**
- Mireya has done research in the jungle. **—**
- Mireya believes we will lose some animals if we don't protect their habitats. **—**
- Mireya thinks we should only save small animals. **—**

3 Which skills do you think are useful for a wildlife expert? **Underline, then add two more ideas.**

• making maps • taking photographs • understanding science  
• knowing about weather • speaking different languages

**Values**  
Why is it important to protect wildlife?



**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  
wildlife = wild + life

Match the words to make compound nouns.

1 ear	a site
2 camp	b brush
3 life	c fish
4 back	d bone
5 point	e phones
6 star	f boat

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

- 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 animals in the first text for extra practice (*snakes, woolly rat, cat, sharks*).
- Tell the children that in the next activity, they will be looking for specific information and need to use the same approach.

**1 Read the biographies on pages 8–9 again and complete the table.**

**Be a star!** ★

- Ask the children what they can remember about Steve Backshall and Mireya Mayor. Elicit answers from volunteers and check with the class.
- Refer the children to the example answer in the table and have them find the information in the text.
- Then have them continue the activity individually and then check their answers with a partner.
- Draw the chart on the board and invite children to come and complete a piece of information. Ask if the class agrees.

**Learning objectives:** Read for specific information; Compound nouns

**Resources:** (PK) - Unit 1, Lesson 2; (TRC) - Working with words worksheet; (PPK) - Working with words activity for Unit 1

**Materials:** Class Audio CD1

**Warm-up: What's the last word?**

- Play *What's the last word?* (see Games Bank, pages 14–17) with track 1.2 from Lesson 1.
- Suggested words to pause after: *expert, adventure, observing, prey, jungle, wild, exciting, predators, frightening.*

**Answers:**

Name	Steve Backshall	Mireya Mayor
Born	1973	1973
Profession	wildlife expert	scientist and conservation expert
TV programme name	Deadly 60	Wild Nights
Discovery	woolly rat	mouse lemur
Number of books written	five	one

**2 Write T (True) or F (False). Then read again and check your answers.**

- 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 paragraph it says: Steve has been interested in animals since he was a child.*)
- Have the children read the other sentences and write **T** or **F** without referring to the text.
- Read out the sentences and ask children to raise their hands for the true sentences. Then have them read the texts again to check their answers.
- Ask volunteers to give reasons for their answers. Check with the class.

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

**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 first text on pages 8–9 that aren't a year. When they've found them, they raise their hands and give their answers. ('60' – the name of Steve's programme about predators is Deadly 60; 'five' – he has written five books)

**3**  **Which skills do you think are useful for a wildlife expert? Underline, then add two more ideas.**

- Have the children choose skills from the list and underline them.
- Read the list out and have the children raise their hands for the ones they underlined. Ask one child to explain their reasons.
- Then give them some thinking time to add any more ideas. Ask for suggestions to share with the class and have the children give reasons.

**Answers:** Children's own answers.

**Working with words**

**Compound nouns**

- Ask the children if they remember seeing the words *rain* and *forest* in the text. See who can be the first to find them on page 9 (last paragraph). Point out that they are printed together as one word.
- 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 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

**Values** 

- Give the children some time to think about the *Values* question.
- Then have them suggest why it is important to protect wildlife.
- Explain that if one species becomes extinct, it can affect other species in the same habitat.

**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. Tick (✓) the true statements.

1 Steve has travelled a lot.

2 He doesn't like difficult or dangerous situations.

3 He thinks we shouldn't be scared of animals.

4 Mirya thinks it's important to help protect animals.

5 She has never presented TV programmes about animals.

6 Her latest project is to help protect rainforest habitats.

2 Circle the correct words to complete the sentences.

1 After university, Steve observed animals and how they run / communicate / live.

2 It was the TV producer's / the BBC's / Steve's idea to make a video about snakes.

3 Steve isn't easily scared / doesn't like a challenge / isn't enthusiastic.

4 Mirya decided to study animals to help those that are endangered / extinct / predators.

5 She told everyone about the mouse lemur so that they would want to find / buy / save it.

6 She believes we must hunt / protect / observe endangered animals.

Working with words

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

1 paint phones 2 ear boat 3 star site

4 back fish 5 life brush 6 camp bone

**1 Read the text on Pupil's Book pages 8–9 again. Tick (✓) the true statements.**

**Answers:** ✓ by: 1, 3, 4, 6

**2 Circle the correct words to complete the sentences.**

**Answers:** 1 live 2 Steve's 3 isn't easily scared 4 endangered 5 save 6 protect

**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 lifeboat 6 campsite

**Lesson 3 Grammar**

**1 Look and read.**

**Graphic Grammar**  
Present perfect and past simple

She **is taken** photos **since** 2012.

She **is taken** lots of photos of wildlife.

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

**2 Circle the correct answer to complete the sentences.**

- Mateusz Piaslak **has been** / was interested in wild birds since he was a baby.
- He's only 16, but he **has won** / won many photography prizes.
- Last year, he **won** / has won Young Wildlife Photographer of the Year.
- His parents **helped** / have helped him travel to wild places.
- He **has travelled** / travelled to four different continents last year.
- He **has come** / came back from Siberia three weeks ago.
- While he was there, he **took** / has taken thousands of photos of birds.
- He **has taken** / took photos of other animals since then, too.

**3 Take turns asking and answering with a partner. Be a star!**

- What are you interested in?
- How long you have been interested in it?
- When did you start doing it?
- Have you bought any equipment?

What are you interested in? I love playing volleyball.

How long...? I've played since...

Unit 1 Use the present perfect and past simple to talk about experiences and events  
Y1B, page 10

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

**Grammar:** Present perfect and past simple tense

**Resources:** (PK) - Unit 1, Lesson 3, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

### Warm-up: Missing vowels

- Write the compound nouns from the last lesson on the board, but without the vowels: *rnfrst wldlfe rphns cmpst lfbt bckbn pntbrsh strfsh*  
(Solution: *rainforest, wildlife, earphones, campsite, 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.*).
- 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. Children watch and answer the questions.
- Play the video again and continue as above from the fourth point.

### 2 Circle the correct answer to complete the sentences.

- Refer the children to the example sentence. Ask them why it is *has been* (*because it talks about a life experience*).
- Decide on the answer to numbers 2 and 3 as a class and ask the children to give reasons. (2 – *has won – experience*, 3 – *won – specific time*)
- 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 has been 2 has won 3 won 4 have helped 5 travelled 6 came 7 took 8 has taken

### 3 Take turns asking and answering with a partner. Be a star! ★

- Have the children ask you the questions first. Give full answers, e.g. *I'm interested in gardening. I've been interested in gardening since I was a child. I started gardening with my dad when I was about five. Yes, I've bought lots of gardening tools and I bought a greenhouse last year.*
- Ask for a volunteer to do another example interview with you asking the questions.
- Divide the class into pairs. Drill the questions before they start, then have them ask and answer. Monitor and check the children's use of present perfect and past simple.
- Invite volunteers to act out their interview for the class.

### Group work

Give the children a chance to share information about their partner as this builds rapport and positive relationships in the classroom.

- Divide the class into groups of four, so that two pairs from the last activity work together in each group.
- Have each child tell the other group members what they learnt about their partner's hobby in Activity 3. The aim is to find two children in the group who have similar hobbies.
- At the end, ask if any groups had two children with the same or a similar hobby.

### 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 Russia.
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).

I <sup>1</sup> have found (find) wolves fascinating since I <sup>2</sup> was (be) a little girl. And now I'm here in Sweden with my family – on a wolf-watching holiday! I can't believe it! We <sup>3</sup> arrived (arrive) on Tuesday and we're staying in a hotel near a snowy forest. We <sup>4</sup> haven't seen (not see) any wolves yet, but I <sup>5</sup> have heard (hear) them! Our guide, Sven, <sup>6</sup> has lived (live) here for 30 years. Late one night last week, he <sup>7</sup> saw (see) a family of wolves running across the frozen lake in the moonlight. He <sup>8</sup> hasn't promised (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 a zoo to see some dolphins. They were so beautiful!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 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 *Grammar reference* page 118 to help them when completing these activities.

Lesson 4 Language in use

1 Listen and say.

migrate record sanctuary unbelievable

1 Have you ever visited the bird sanctuary?  
 2 Yes, I have. I loved it!  
 3 When did you go?  
 4 I went with my mum last year.  
 5 What did you do there?  
 6 I watched an expert put a ring on a bird's leg to record where it goes. Look, I took a photo.  
 7 What kind of bird is that?  
 8 It's a swift. They migrate from China every year. They fly over 120,000 kilometres.  
 9 That's unbelievable! How long have you been interested in birds?  
 10 For about six years.

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 \_\_\_\_\_ you \_\_\_\_\_ (go)? Last summer.  
 3 What \_\_\_\_\_ you \_\_\_\_\_ (do) there? I watched the monkeys.  
 4 \_\_\_\_\_ you \_\_\_\_\_ (take) any photos? No, I didn't.  
 5 How long \_\_\_\_\_ you \_\_\_\_\_ (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!**

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

12 Unit 4 Use the present perfect and past simple to ask about experiences. WB: page 11

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

**Grammar:** Present perfect and past simple questions

**Vocabulary:** migrate, record, sanctuary, unbelievable

**Resources:** (PK) - Unit 1, Lesson 4, Language in use video; (TRC) - Grammar 2 worksheet; (PPK) - Grammar 2 activity; (PRC) - Review audio track 1.3 and Language in use video

**Materials:** Class Audio CD1

### 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 panel at the top of the page.
- 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.*
- 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)*

### 1 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

### Teaching star! ★

#### Using digital

The *Reset* tool allows you to complete an activity on the Interactive White Board (IWB) and then reset it. This way more children can come to the board and be involved.

- At the end of Activity 2, invite children to come to the board and write their answer in the digital version of the exercise. Ask if the class agrees.
- Use *Reset* to clear the exercise and invite different children (one at a time) to come and write an answer. Challenge them to do it faster each time!

### 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 together.
- Divide the class into pairs and have them develop and practise their own versions of the dialogue.

#### Cooler: Disappearing sentences

- Play *Disappearing sentences* (see Games Bank, pages 14–17) with the first part of the dialogue in Activity 1, from *Have you ever visited the bird sanctuary? Yes, I have. I loved it!* to *Look, I took a photo.*

#### Workbook page 11

Lesson 4 Language in use

1 One of the answers to each question is incorrect. Cross out the incorrect answer.

1 When did you go to the bird sanctuary?  
~~For half an hour.~~ / Last weekend. / In the summer.

2 What did you do there?  
I watched the owls. / I've seen the parrots. / We took photos of the swifts.

3 Have you ever seen birds migrating?  
Yes, I have. / Yes, I did. / No, I haven't.

4 What did you think of the sanctuary?  
It was fantastic. / It records where the birds go. / I loved it.

5 How long have you been interested in nature?  
For a few years. / Since I started school. / Not yet.

2 Write questions using the prompts.

1 you / ever / visit / wildlife park?  
Have you ever visited a wildlife park? Yes, I have.

2 when / you / go?  
Last summer.

3 which animals / you / see?  
Lions and giraffes.

4 you / finish / your animal project yet?  
No, I want to add some photos.

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

zoo   bird sanctuary   aquarium   pet shop

ever / been?   when / go?   what / see?

A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: \_\_\_\_\_  
B: \_\_\_\_\_

Go to Grammar reference page 118 Unit 1 11

Remind the children that they can refer to *Grammar reference* page 118 to help them when completing these activities.

### 1 One of the answers to each question is incorrect. Cross out the incorrect answer.

**Answers:** 1 For half an hour. 2 I've seen the parrots. 3 Yes, I did. 4 It records where the birds go. 5 Not yet.

### 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 Have you finished your animal project yet?

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

**Answers:** Children's own answers.

#### Grammar reference (page 118)

### 1 Underline the correct verb form to complete the sentences.

**Answers:** 1 I've never visited 2 discovered  
3 Have you watched 4 Have you ever been  
5 did you go

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.

**Lesson 5 Listening**

1 Look at the photos and answer the questions.

1 What animals can you see? Where are they?

2 What do the photos have in common?

at risk behaviour chance  
danger get rid of survival

2 1.4 Listen and check your ideas in Activity 1. **Be a star!**

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

a When predators work together to catch prey.

b When animals from different species work together to help each other.

c When animals of the same species protect each other from predators.

4 1.4 Listen again and complete the notes.

1 Ostriches can't hear or smell very well. Zebras can't see very well. Ostriches can see danger from far away. Zebras can hear and smell it. So when one of them runs the other one runs too.

2 Oxpeckers are cleaners. They eat parasites from a rhino's skin. Parasites bite rhinos and drink their blood. Rhinos can't get the parasites off their backs so the birds eat them. This helps the rhino, and the birds get food.

5 Discuss the questions.

1 Which animals do you think are a danger to ostriches and zebras?

2 What's the difference between mutualism and the predator-prey relationship?

Unit 1 Compare photos with audio information  
WB, pages 12-15 13

2 1.4 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

**Resources:** (PK) - Unit 1, Lesson 5; (PRC) - Review audio track 1.4

**Materials:** Class Audio CD1

**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 panel.
- Read out an example sentence for each word (see Pupil's Book, page 134). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 134.

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 1.4 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 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 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 Complete the telephone conversation between two friends. What does Maria say to Ben? Write the correct letter (A–H) from page 13.

**Example:**  
 0 Ben: Hi, Maria. Thanks for calling back.  
 Maria: C

1 Ben: The writer? I love his books! I've got the one on big cat behaviour.  
 Maria: \_\_\_\_\_  
 2 Ben: Has he written any books recently?  
 Maria: \_\_\_\_\_  
 3 Ben: Have you read it yet?  
 Maria: \_\_\_\_\_  
 4 Ben: Yes, their habitat is at risk, isn't it? What can we do to help?  
 Maria: \_\_\_\_\_  
 5 Ben: Great idea! Let's go to the bookshop now.  
 Maria: \_\_\_\_\_

**Lesson 5 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

1 Where does it live?  
 2 Why is it endangered?  
 3 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 / <b>no</b>
2 I read the same information in a book.	yes / <b>no</b>
3 The writer presents TV documentaries on conservation.	yes / <b>no</b>
4 The text is full of spelling mistakes.	yes / <b>no</b>
5 The writer wants to sell me something.	yes / <b>no</b>
6 The information has more opinions than facts.	yes / <b>no</b>

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 Complete the telephone conversation between two friends. What does Maria say to Ben? Write the correct letter (A–H) from page 13.**

This activity helps prepare the children for part 3 of the Reading and Writing paper of the Cambridge English Key for Schools exam.

If done in class:

- have the children read all the possible answers and elicit the answer for number 1.
- have the children complete the activity individually.
- nominate children to read out lines of the dialogue.

**Answers: 1 B 2 E 3 F 4 G 5 A**

**Lesson 6 Writing**

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

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

2 Use the texts to number the paragraphs of a biography in order (1–4).

a early life and start in profession  
b who the person is and date and place of birth  
c other achievements and beliefs  
d working life, experiences and discoveries

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

a lets also write in many areas  
b born 1934, Kinsale  
c was helped countries in Africa protect wildlife  
d 1956 - travelled to Kenya to visit friend and scientist Louis Leakey  
e while working with Leakey discovered chimpanzees can walk and use tools  
f helped build schools and clinics and set up a hospital  
g 1960 - went to Tanzania to study chimpanzees by sitting with them  
h Jane Goodall is a world famous scientist who has helped many African countries  
i was a child who was really interested in animals  
j during time for a job as a research assistant

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

Paragraph 1: h, b Paragraph 2: g  
Paragraph 3: a, d, e Paragraph 4: c, f

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

Jane Goodall is world famous conservationist and writes and animals. Because she use born in Kenya in 1934. At a young, she discovered that chimpanzees can walk and use tools.

**Learning to learn**

Research 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!

- Are you using the right keywords? You want to research predators in the ocean, but typing predators gives you a lot of responses that aren't useful. Make your search more detailed, e.g. predator ocean.
- Are you using the best websites? The websites that appear first are usually the most useful – but check who wrote them and when. Look for websites you can trust. For example, a site like National Geographic will give you better information than a company trying to sell you a holiday.
- Is the information correct? If you're not sure whether you can trust the website, look at information on another website. Is it the same?

Try searching 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.

- 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 texts on pages 8–9 to help you. **Be a star!** ★

- Read out the first part of the biography and encourage children to say what comes next.
- 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; Research information online

**Resources:** (PK) - Unit 1, Lesson 6

1 Look at the texts 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 texts 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**

**Research 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 8 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: \_\_\_\_\_

Other keywords: \_\_\_\_\_

1 Where does it live?  
2 Why is it endangered?  
3 How can we help it survive?

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 spelling 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?'

**Learning to learn**

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?**

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

**Answers: 1 no 2 yes 3 yes 4 no 5 no 6 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?'**

**Lesson 8 Writing**

**Prepare to write**

1 You're going to write a biography of the conservationist Gerald Durrell (1925–95). Read the notes and write the letters (a–i) in the correct section.

a 1945 – worked as zookeeper in England  
b 1925 – born in India  
c wrote more than 30 books showing his love of animals  
d grew up in Crete where he had zebu, donkeys and foxes nearby  
e made lots of films about the animals he loved  
f believed that in order to protect a species, you must protect its habitat  
g 1946 – realised that some species were becoming extinct  
h was a world-famous zoologist and writer of travel books  
i 1958 – created a new kind of zoo, focused on research and conservation

The notes about:  
1 who the person was  
2 early life and start in profession  
3 working life and experiences  
4 other achievements and beliefs

2 Plan your biography about Gerald Durrell. Use the information in Activity 1 and your own research. Write notes.

Paragraph 1  
Paragraph 2  
Paragraph 3  
Paragraph 4

Additional material from your research: \_\_\_\_\_ or paragraph \_\_\_\_\_ or paragraph \_\_\_\_\_

**Prepare to write**

1 **You're going to write a biography of the conservationist Gerald Durrell (1925–95). Read the notes and write the letters (a–i) in the correct section.**

- If done in class, elicit which paragraphs the information in a and b belongs to. Children complete the activity individually.

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

2 **Plan your biography about Gerald Durrell. Use the information in Activity 1 and your own research. Write notes.**

- Elicit which notes (a–i) go in paragraphs 1 and 2. Then children work individually to complete the plan.
- Elicit extra information and decide which paragraph it should go in. Write the extra notes on the board.

**Ready to write**

3 Write a biography about Gerald Durrell.

Gerald Durrell

4 Read and check what you wrote in Activity 3.

Ask yourself!

- Did I organise the information into paragraphs?
- Is the information clear?
- Is the information in the correct order?
- Are the verbs in the correct tense?
- Is there a good range of vocabulary?

5 Rewrite the biography in your notebook. Use the points in Activity 4 to improve your work.

**Ready to write**

3 **Write a biography of Gerald Durrell.**

- Children use the plan in Activity 2 to write their biography.

4 **Read and check what you wrote in Activity 3.**

- Children check their work against the checklist and make a note of any necessary changes.

5 **Rewrite the biography in your notebook. Use the points in Activity 4 to improve your work.**

- The children write a final version in their notebook.

**Lesson 7 Speaking**

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

2 1.5 Listen and complete the description. How is it similar / different to your ideas in Activity 1?

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

16 Unit 7 Describe a wildlife photo  
WB page 16

**Learning objectives:** Describe a wildlife photo

**Vocabulary:** background, bottom, foreground, top

**Resources:** (PK) - Unit 1, Lesson 7; (TRC) - Vocabulary 2 worksheet; (PPK) - Vocabulary activity (PRC) - Review audio track 1.5

**Materials:** Class Audio CD1; 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.

### Vocabulary

- Read out the words in the vocabulary panel 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 1.5 Listen and complete the description. How is it similar / 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

## Teaching star! ★

### 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 the same 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 Look at the photo and complete the text.

The main focus is in the background  
 At the top At the top  
 It looks like It looks like  
 I really like this photo I really like this photo  
 It seems as if it's possible that It seems as if it's possible that

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.  
 \* two pandas in the snow.  
 \* one of the photo is a branch.  
 \* one of the pandas is trying to climb onto the branch, but it isn't tall enough.  
 \* if the other panda is pushing it.  
 \* the panda is helping it get onto the branch because it shows animals working together.

1 & Use 1

Checkup challenge

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

1 trodrape predator  
 2 tabinol \_\_\_\_\_  
 3 taogrim \_\_\_\_\_  
 4 daerdangan \_\_\_\_\_  
 5 froptie \_\_\_\_\_  
 6 labelunieve \_\_\_\_\_

2 Complete the verb snakes.

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

### 1 Look at the photo and complete the text.

Answers: 1 in the background 2 The main focus is 3 At the top 4 It looks like 5 It seems as 6 It's possible that 7 I really like this photo

- Say the names of the animals and have the children call out the numbers. Check 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 <input type="checkbox"/>	 crocodile <input type="checkbox"/>	 penguin <input type="checkbox"/>	 giraffe <input type="checkbox"/>
--	---	---	---

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

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

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

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 15–17 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. **Be a star!** ★

- 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 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:** (PK) - Unit 1, Lesson 8; (TRC) - (TG) - Unit 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 Look at the photo and complete the text.**

The main focus is  
in the background  
At the top  
It looks like  
I really like this photo  
It seems as  
It's possible that

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 <sup>1</sup> \_\_\_\_\_ in the background.

<sup>2</sup> \_\_\_\_\_ two pandas in the snow.  
<sup>3</sup> \_\_\_\_\_ of the photo is a branch.  
<sup>4</sup> \_\_\_\_\_ one of the pandas is trying to climb onto the branch, but it isn't tall enough.  
<sup>5</sup> \_\_\_\_\_ if the other panda is pushing it.  
<sup>6</sup> \_\_\_\_\_ the panda is helping it get onto the branch. \_\_\_\_\_ because it shows animals working together.



**Check-up challenge**

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

1 trodrape \_\_\_\_\_ predator \_\_\_\_\_  
2 tabihat \_\_\_\_\_  
3 teogrim \_\_\_\_\_  
4 deerdangan \_\_\_\_\_  
5 trapcte \_\_\_\_\_  
6 labelunieve \_\_\_\_\_

**2 Complete the verb snakes.**

went gave tried \_\_\_\_\_ had \_\_\_\_\_

have gone have given have come have had have run

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



I <sup>1</sup> \_\_\_\_\_ have been \_\_\_\_\_ (be) a presenter on the wildlife programme Save our species since 2011. <sup>2</sup> \_\_\_\_\_ (you see?) If in the programme, we want to tell people how important it is to protect animals that might become extinct. We <sup>3</sup> \_\_\_\_\_ (observe) more than 100 different species. Last year we <sup>4</sup> \_\_\_\_\_ (visit) zoos that look after endangered monkeys and, since we started, I <sup>5</sup> \_\_\_\_\_ (observe) more than 50 different types of animal in their habitat. I <sup>6</sup> \_\_\_\_\_ (not travel) to the Galapagos Islands to see the giant tortoises yet, but I'm hoping to go there next. Yesterday the other presenter, Melania, <sup>7</sup> \_\_\_\_\_ (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 <sup>8</sup> \_\_\_\_\_ (die out) since the programme started, and more species are dying out every day, so we need to act fast!

**What I can do!**

**1 Put a tick (✓) or a cross (✗).**

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

**2 My unit progress**

1 My favourite activity: \_\_\_\_\_  
2 Something I did well: \_\_\_\_\_  
3 Something I could improve: \_\_\_\_\_

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**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 died out

**Reading time 1**

1 1.6 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

**Resources:** (PK) - Unit 1, Reading time 1; (TRC) - Animated flashcards; (PRC) - Review audio track 1.6

**Materials:** Class Audio CD1

### 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 1.6 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.

## Teaching star!

### 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.

## 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: *exploring, understand, intelligent, lightning, frustrated, amazing, thread, navigate.*

**Reading time 1 Activities**



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

- Tali's parents thought he wasn't clever / old / brave enough to go fishing.
- Boto thought Tali was clever / boring / a great fisherman.
- The rain / lightning / ground made the stone very hot.
- The stone started spinning / jumping / flying.
- The fishermen couldn't find their way when it was sunny / raining / foggy.
- At first, the boys were not sure the sun / the fishermen / Tali's mother would return.
- When the boat returned the fishermen were sad / excited / angry.

**2 Match the action to the emotion.**

How did Tali feel when ... ?

1 he couldn't go fishing	a bored
2 he saw the red glow	b worried
3 he saw the stone the next day	c unhappy
4 he saw the stone spin	d curious
5 the boats didn't return	e happy
6 he heard the voices in the fog	f surprised

**3 Be a star!**

**Discuss the questions.**

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

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

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

Reading time 1 Give a personal response to a text. 21

**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 action to the emotion.**

- 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 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.

**Learning objectives:** Give a personal response to a text

**Resources:** (PK) - Unit 1, Reading time 1: Activities Reading time 1 video; (TRC) - Animated flashcards, Video activity worksheet; (PRC) - Review Reading time 1 video

**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, extinct*

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

##### Before the video

- Tell 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. 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.