

UNIT 2

Circles of Life



Unit Overview

Themes

Animals, life cycles, and protecting nature
Life cycles and change

Synopsis

In this unit, students will explore the importance of protecting nature. They will learn about animals and their life cycles. They will discuss how we can help protect animals and plants and how life cycles represent change. Students will plan and prepare a presentation about a problem and solution and write an infographic.



Vocabulary

be born, behavior, die, female, food chain, habitat, male, pouch, pregnant, trunk
Pronunciation: sentence stress
(weak forms)

p. 64

Think It Over

Review and Reflection:
Looking Back

p. 70

Explore Language

Present Perfect With *Already, Just, and Yet*

p. 65

Language Book

Write About It

An Infographic
Paragraph Building: organizing information

p. 69

Global Citizenship

How do humans affect nature?
encourage, endangered, extinct, get rid of, harm, native, pesticide, poison, predator, prey

p. 66

Take the Stage

Presentation: using rhetorical questions to create interest

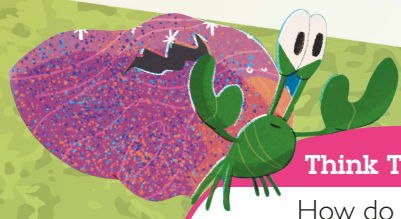
p. 68

Explore Language

Present Perfect With *For* and *Since*

p. 67





Think Together

How do life cycles represent change?

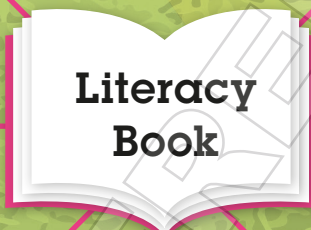
p. 77



Visible Thinking

Question Starts

p. 71



Literacy Book

Nonfiction

Persuasive text: *Fire Ecology*
 Words in Context: *accident, natural disasters, canopy, benefit, deliberately, scavengers, species*

p. 75

Fiction

Fantasy: *Arthur's Adventures*
 Words in Context: *shell, protect, shiny, ordinary, sea anemone*

p. 72

Reading Skill

Understanding sequence of events

p. 74

Literary Term

Antonym

p. 73



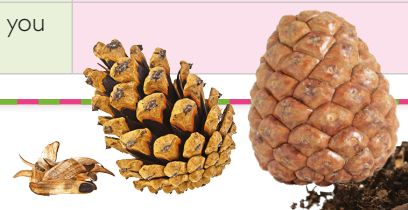
Language and Literacy Connections

The connecting theme for Unit 2 is the natural world and animal life cycles.

Language

Literacy

Vocabulary	Set 1: animals and their life cycles; Set 2: controlling nature	Fiction: be born Nonfiction: die, prey
Grammar	Present Perfect With Already, Just, and Yet Have you seen a baby owl yet? Jon's already seen three! And I haven't seen a hawk catch a mouse yet. That hawk's just stolen my hat! Present Perfect With For and Since How long have cane toads lived in Australia? Surprisingly, they've only been there since 1935. It's lived in the forest for a long time.	Fiction: You've lived in this tide pool since you were born. You've both grown a lot since we last saw you. Nonfiction: It hasn't rained for a long time. These plants have already completed their life cycles.
Skills	Pronunciation: sentence stress (weak forms) Process Writing: generating ideas	Reading: understanding sequence of events Literary Term: antonym
International English	behavior/behaviour; Did you see a baby owl yet?/Have you seen a baby owl yet?; I just read it./I've just read it.	



Vocabulary

Lesson Objectives

- to learn vocabulary about animals and their life cycles: *be born, behavior, die, female, food chain, habitat, male, pouch, pregnant, trunk*
- to say a poem about animals and their habitat
- to practice sentence stress: weak forms

Materials

Audio Tracks 15 to 19; Video; pictures of baby animals (WU)

Warm Up

Do a Chalk Talk routine (see TB p. 20) using pictures of animals as prompts. Tell students to write what they know about each animal, including its physical characteristics.

A TRACK 15 TB p. 216 Listen. Which animal looks after its young longer?

- Have students explore the picture and say what they see. Encourage students to notice different parts of the picture, including the food chain poster and the door.
- Tell students that they are going to listen to Casey and her friend Faris tell their classmates about some of the animals in the picture. Remind students of the challenge from the end of Unit 1. Ask *What do you think Casey is interested in?*
- Play the audio and have students point to the picture as they listen.
- Ask the gist question *Which animal looks after its young longer?* Explain that we use the word *young* to talk about baby animals in general. Listen again to check answers.

Answer

The elephant looks after its young longer.

B TRACK 16 TB p. 216 Find and number the words in A. Then listen and check.

- Have students look at the words. Point out the example (1) Ask *Where is the food chain?* Have students complete the activity in pairs. Listen again to check answers.

Answers

- 1 food chain 2 pouch 3 pregnant 4 be born
5 habitat 6 die 7 trunk 8 behavior 9 female
10 male



International English



Draw students' attention to the two words and elicit which is American English and which is British English. Ask students how the two words differ (spelling).



C TRACK 17 TB p. 216 Close your eyes. Listen, visualize, and say.

- Prepare students for the visualization (see Visualization).
- Play the audio, allowing students to visualize the ideas as they listen.
- Have students compare their ideas in groups.

D Look and write.

- Use the TTL to look at the example in the table together. Have students find more words in A that we use to talk about animals and their life cycles.
- Have students discuss their ideas in pairs and complete the table in their books, using the pictures. This activity is a categorizing activity. Then check answers as a class.

Answers

Some discussion might be had about *habitat*.

About animals: female, male, pouch, trunk

Life cycle: *be born, behavior, die, food chain, habitat, pregnant*



E TRACK 18 TB p. 217 Listen and write. Then watch and say.

- Play the video or audio of the poem. To focus on the pronunciation, use just the audio initially. Ask students to guess which animal they think the poem is about.
- Have students read the poem and complete the blanks. Play the poem video or audio to check answers.
- Ask *Which animal is the poem is about? (kangaroos) Why?* Play the video or audio again and have students join in.

Answers

- 1 habitat 2 born 3 die 4 behavior 5 pouch
6 food chain



F TRACK 19 TB p. 217 Pronunciation. Listen and say. Copy the weak forms. Find other examples in the poem.

- Point out that some words in the poem have a stronger stress than others. Have students try saying the phrases. Play the audio and have them listen and repeat, noticing the stressed and weak words.
- Point out the pronunciation of the schwa in the weak form of *of*. Explain that this is because the word isn't stressed.
- Remind students that although these words may have different vowels, the weak form is always pronounced with the schwa. Play the video or audio again for students to listen for more forms and check answers.

Answers

we're born and /ən/ die; our feet are /ə/ big and /ən/ funny; got a /ə/ dingo

Cool Down

Play the *Yes/No Game* (see TB p. 27). Students use words from the lesson to make statements, e.g. *Lions have a pouch.*

Explore Language

Lesson Objectives


- to learn how to use the present perfect with *already*, *just*, and *yet*
- to practice vocabulary related to animals and their life cycles

Materials

Audio Tracks 20 and 21

Warm Up

Have a quick discussion about the types of food students eat to personalize the concept of food chains. Have students draw their own simple food chains for their diet. Then have students share their food chains in small groups and notice if anyone's food chain is different and why.

 **A TRACK 20 TB p. 217** Listen and read. How many parts are there in the food chain Faris describes?

- Have students look back at the picture on pp. 22–23 and ask if they can see a door. Then have them look at the picture on p. 24 and notice where the children are. Tell students they are going to listen to Faris from Lesson 1 talking to his friend Carmen about what animals eat. Play the audio while students follow the dialogue in their books.
- Ask the gist question *How many parts are there in the food chain Faris describes?* and elicit the answer. Listen again and check. Ask further comprehension questions (see **ETB**).

Answers

Four parts: the grass grows; an insect like a grasshopper eats the grass; a mouse eats the grasshopper; a hawk eats the mouse



International English



Draw students' attention to the International English feature. Have them look at the sentences and elicit the differences. Remind students that the past perfect is generally used in British English, but in American English, the simple past is usually used instead.

B Look at **A**. Complete the table. Which word comes at the end of the question? 

- Display the table using the TTL. Look at the first sentence together. Tell students that the sentences are all in dialogue in **A** and ask them to complete the table. Students can work individually or in pairs.
- Check answers together. Review how to form the present perfect by conjugating the verb *have* on the board and eliciting the past participles from the table. Have students notice the position of the adverbs. Then ask *Which word comes at the end of the question?* and elicit the answer.

- Draw students' attention to the Grammar tip *Remember*. Ask *Why can't we use "already" here?* Elicit that the sentence is negative. In **C**, students will think more about the meaning of each adverb and when we use them.

Answers

seen; 's just; haven't, yet; Have, yet; haven't
The word *yet* comes at the end of the question.

C Think and discuss. Then choose.  



- Look at the first sentence together. Ask *When did Jon see three baby owls?* Elicit that we don't know exactly when. Refer students to the statement and elicit the correct option.
- Have students work in pairs to discuss the remaining sentences. Refer them to the table in **B** for examples of sentences with the adverbs. Then check answers.

Answers

1 any time 2 already; just 3 negative

 **D TRACK 21 TB p. 217** Listen and say.



- Play the audio, having students repeat each sentence chorally.
- For ideas on how to vary the drill, see **TB p. 23**.

E Put the words in order.  

- This activity provides controlled practice of the verb forms and adverbs. Look at the example together. Have students identify the adverb (*yet*) and say where in the sentence it goes (*yet* usually goes at the end of a sentence or clause).
- Have students complete the sentences individually. Remind them to look at the table in **B** to help them. Check answers as a class.

Answers

1 *Have the babies been born yet?* 2 We've just come back from the bird sanctuary. 3 My dad's already fed the fish. 4 I haven't read this book about owls yet. 5 The female lion's just caught the giraffe! 6 Why haven't you finished your homework yet?

F Play a chain game. Ask and answer with your friends about things you have and haven't done.  

- This activity provides freer practice of the grammar. Ask *What things do you usually do?* Elicit verbs from the class and write them on the board. Then elicit the question form in present perfect using one of the verbs and ask a student, e.g. *Have you done your homework yet?* Elicit an answer and write it on the board.
- Have everyone sit in a circle. Have three students demonstrate using the examples on the page. Then play as a class or in smaller groups.

Answers

Students' own answers

Cool Down

Play *Pass the Whisper* (see **TB p. 26**). Have one student choose a sentence or question in the present perfect.

Global Citizenship

Lesson Objectives



- to learn vocabulary related to controlling nature: *encourage, endangered, extinct, get rid of, harm, native, pesticide, poison, predator, prey*
- to explore how humans affect nature and how humans can protect nature
- to practice listening for gist and detail

Materials

Audio Tracks 22 and 24; Audio Track B

Opening Question   

Ask the opening question: *How do humans affect nature?* Elicit ideas and encourage students to think about different aspects of nature (wildlife, plants, trees, the ocean, etc.) and how people might affect it. Record students' ideas in some way, e.g. in a spidergram, to come back to at the end of the lesson.

 **A TRACK 22 TB p. 217** Listen to Iván and his dad talk about a problem in their garden. What solution do they decide on? 

- Tell students they are going to listen to a boy and his dad talking about mosquitoes. Ask students *Have you been bitten by a mosquito?* Ask *What kinds of places do mosquitoes live in?* *Would you be happy if there were no mosquitoes?* Encourage a class discussion.
- Ask the gist question *What solution do they decide on?* and play the audio. Check the answer with the class. Ask students what is the problem with pesticides, and if they agreed with Dad and Iván's final decision.

Answer

They decide to use natural predators to control the mosquitoes in their garden.

 **B TRACK 23 TB p. 217** Look at the pictures and definition in A and write. Then listen and check.


- Point out the example answer for number 1, *pesticide*. Refer students to the vocabulary box in B and have them write the words for each picture and definition in A.
- Play the audio to check answers and drill pronunciation.

Answers

1 *pesticide* 2 *encourage* 3 *extinct* 4 *poison*
5 *harm* 6 *native* 7 *endangered* 8 *get rid of*
9 *prey* 10 *predator*

 **TRACK B TB p. 217 Visualization**

- The TTL has a visualization audio track for this vocabulary set. (See TB p. 21.)

C Read and complete the paragraph. 



- Have students read the paragraph. Ask *What is the purpose of the text?* (to make us think about how we can protect nature).

- Look at the example together. Ask *What do pesticides do?* (kill insects and plants) Remind students to look at the words before and after each blank to help them decide what kind of word is missing.
- Have students complete the sentences, then check answers together.

Answers

1 *pesticides* 2 *get rid of* 3 *harm* 4 *endangered*
5 *extinct* 6 *encourage*

 **D TRACK 24 TB p. 217** Now listen to a science program.

What do humans do that affects animal habitats?  

- Have students look at the two pictures and say what they see.
- Ask the gist question *What do humans do that affects animal habitats?* Play the audio, then check the answer with the class.
- Ask students if they can think of any other ways that humans affect animal habitats that weren't mentioned in the audio and brainstorm ideas.

Answer

Humans cut down forests; use fossil fuels that cause temperatures to rise; put trash in rivers and poison the plants.

E Listen again. Write True, False, or Doesn't Say.  

- Have students read the sentences before they listen again to see what they remember. Point out that there is a third option, *Doesn't Say*, for information that doesn't appear in the listening.
- Play the audio and have students complete the activity. Check answers as a class, encouraging students to explain their answers. Have students discuss the different ways humans affect nature that appear in the science program.

Answers

1 *False* 2 *False* 3 *True* 4 *Doesn't Say* 5 *True*
6 *Doesn't Say*

Discussion Questions    

- Have students discuss each question in pairs or small groups (see **ETB**). Guide students to conclude that even small actions can help. Elicit ideas of what students can do themselves. Focus on the concept of conservation for both plants and animals, encouraging students to recognize the lasting effects of their actions.
- Return to the opening question: *How do humans affect nature?* Revisit any ideas from the beginning of the lesson and encourage students to share any new ideas.

Cool Down

Play the *Yes/No Game* (TB p. 27) by calling out statements using the vocabulary, e.g. *We should encourage people to stop using plastic.*

Explore Language

Lesson Objectives


- to learn how to use the present perfect with *for* and *since*
- to practice using vocabulary related to controlling nature

Materials

Audio Tracks 25 and 26

Warm Up

Write *Toads are ...* on the board. Put students in pairs and give them one minute to finish the sentence in as many different ways as they can.

 **A TRACK 25 TB p. 217** Listen to Susie and Carmen and read. What effect have people had on these toads and frogs?

- Tell students that they are going to listen to Susie and Carmen reading an online article. Ask *What do you think they will learn?* Play the audio and have students follow the text. (Note: The beginning and end of the conversation are not on the page.)
- Ask the gist question *What effect have people had on these toads and frogs?* and elicit the answer. Play the audio again for students to check. Ask students *Why are the toads a problem?*

Answers

People introduced the cane toad to Australia; the toads are dangerous to humans and other animals; the government can't control them.
The yellow-black rain frog is endangered because humans are cutting down the forests where they live.



B Look at A. Complete the table. Which question words do we use? 

- Display the table using the TTL. Have students find the missing words in A and complete the table individually or in pairs.
- Check answers. Have students notice the position of *for* and *since*. Ask *What comes after "for" and "since"?* Elicit that both *1935* and *many years* refer to time. Then ask the question *Which question word do we use?* and elicit the answer. Point out that we use *for* and *since* to answer a question with *How long?*

Answers

have, lived; been, since; has, for
We use *How long ...?*

- Draw students' attention to the Grammar tip *Watch Out*. Have students notice the use of the simple past in the second part of the sentence and elicit its uses.

C Think and discuss. Then choose.  

- Ask students how long different activities are, e.g. a soccer game (90 minutes) or their journey to school. Then ask them *How long have you lived in your house?* Give your own response, e.g. *I've lived there for five years / since 2014.*
- Have students work in pairs to discuss the sentences. Refer them to the article in A for examples. Then check answers.



Answers

1 for 2 since



D TRACK 26 TB p. 218 Listen and say.



- Play the audio, having students repeat each sentence chorally. Encourage them to copy the linking and intonation.
- For ideas on how to vary the drill, see TB p. 23.

E Write full sentences and questions with *for* or *since*.  

- This activity provides controlled practice of the verb forms with *for* or *since*. Elicit that the verbs in the prompts are infinitives and that students need to use the present perfect with *for* or *since* for each question. Ask *Is "a long time" the duration or when it started?* Then ask *How do you know if you should use "for" or "since"?* Remind students that if the time phrase is a date or year, we usually use *since* because it tells us when the action started.
- Have students do the activity individually and then check answers.

Answers

- 1 Native predators have hunted here for a long time.
- 2 Dinosaurs have been extinct for millions of years.
- 3 How long have you lived here? Since last year.
- 4 These pesticides have harmed animals since 2014.
- 5 How long has she played the guitar? For six months.
- 6 I haven't visited the USA since 2015.

F Play True or False. Write a list of activities. Then trade lists and ask and answer.  

- Tell students to write ten activities they do in their notebooks and then trade lists with a friend.
- For this freer oral practice, students ask and answer questions about the activities on their lists. Have two students read the examples on the page. Then have students play in groups. Have students count the number of times they guess true or false correctly, to see who knows their friend best.

Answers

Students' own answers

Cool Down

Play *Stand Up, Sit Down* (see TB p. 26). Call out statements using the present perfect with *for* or *since*, e.g. *You've studied English for five years.*

Write About It

Lesson Objectives


- to plan and make an infographic
- to learn how give facts, reasons and details
- to learn about conjunctions
- to learn to generate ideas to help your writing

Materials

Support printout from the Resource Bank (F)

Warm Up

Ask students what they remember about food chains. Do a Think, Pair, Share routine (see TB p. 20) to give students time to think. Elicit some examples of food chains from the class.


A Read the infographic about an imaginary food chain. Which animal is the prey of two predators? 

This text type is also modeled in the Literacy Book for this unit, *Fire Ecology*.

- With books closed, display the infographic using the TTL. Then have students tell a friend what they noticed.
- Have students open their books and read the infographic. Make sure students realize that the place and animals are not real but invented. Ask the comprehension question *Which animal is the prey of two predators?* and elicit the answer. Ask students how they found this information.

Answer


The bliefan is the prey of two predators.

B Look at the structure of the infographic. Read and answer. 

- Using the TTL, display pp. 30–31. Go through the questions and quickly have students point out the features in the infographic.
- Then have students answer the questions individually. Check answers as a class, encouraging students to justify their answers.

Answers

1 The arrows show which plants and animals are prey or which are predators. 2 It gives information about the animals' habitats and how some of them hunt their prey. 3 To make it easy and enjoyable for readers to find information. 4 Two. 5 It makes it easier for the reader to understand.

C Look at the language in the infographic. Read and respond. 




- Review conjunctions and elicit that we use conjunctions to link or connect ideas. Explain that different conjunctions are used to add more information, to give reasons, or to show the difference between two opposite ideas.
- Have students scan the infographic for the conjunctions and circle them as they find them and answer question 1.

- Have students work in pairs to discuss and answer question 2.

Answers

- 1 The writer doesn't use the conjunctions *when*, *that*, and *where*.
2 a although b so c because



- Draw students' attention to the callout. Tell students that we can understand information better if we have an explanation or more details about it.

D Think and discuss. Research or invent some plants and animals for a food chain. Use a Generating Ideas technique.    

- Tell students they are going to create their own infographic. Review ways to generate ideas in **Process Writing Step 1: Generating Ideas** on p. 140.
- Tell students to choose a way of generating ideas to think of at least four new plants or animals of their own, using their imaginations, and their knowledge of plants and animals. Ask *Are your new animals herbivores, carnivores, or omnivores? What is your new species called?*

Answers

Students' own answers

E Plan your food chain. Use your notes in D, decide on the order, and what information you want to highlight.  

- Tell students to think about how the plants and animals they have invented fit together to make a food chain. Have them notice that other food chains they've studied start with a plant and end with a carnivore, and that the animals usually increase in size.
- Have students organize their ideas from D to make a food chain and write the sequence in their books.

Answers

Students' own answers

F Now write and illustrate your infographic.  

- Discuss what makes an infographic attractive and easy to follow, such as the title, font size and color, text boxes, and images. Remind students to think about how to fit all their content on the page. They will need up to six main sections, the introduction and space for arrows.
- Students may complete their infographics in their notebooks or using the Support printouts from the Resource Bank.
- Have students give each other feedback.

Answers

Students' own answers

Cool Down

Have some students write the name of one of their new plants or animals on the board and draw a simple picture. Then have students vote on the most imaginative species. They can't choose their own!

Take the Stage

Lesson Objectives

- to prepare and give a presentation explaining a problem and solution
- to learn how to use rhetorical questions to create interest

Materials

Video

Warm Up

Ask students what they know about bees. Elicit ideas from the class and write them on the board. Then do a Question Starts routine to help students come up with some questions on the topic (see TB p. 20).

A TB p. 239 Watch and listen. What could you do to help bees?

- Tell students they are going to watch a video of two girls giving a presentation about bees.
- Ask students what problems bees might have and elicit ideas. Then ask the question *What could you do to help bees?* Elicit a few suggestions from the class and write them on the board. Tell students not to worry if they don't know, as they will find out in the video.
- Play the video once and have students listen to see if their ideas are mentioned.
- Play the video again and have students listen for the different things that people can do to help bees. Check answers as a class.

Suggested Answers

Write to food producers to ask them to stop using pesticides; make yards more bee-friendly; become a beekeeper; plant flowers that bees like.

B Watch again. Check (✓) the questions Linda and Maria use in their presentation. Who answers these questions?

- Have students read the questions before they rewatch the video and see how much they remember. They should check the boxes of the questions that they think are included in the video.
- Play the video once and have students check their answers. Then play the video again and tell students to pay attention to who *answers* the questions (the same person who asks the question).
- Ask *Do Linda and Maria know the answers to the questions?* (yes) Explain that these are called rhetorical questions and sometimes we include them to help us organize our ideas in a presentation or in some types of writing, e.g. articles. Questions are similar to headings. They also make the listener curious and want to know more.

Answers

1 Maria 3 Linda 6 Maria

C Prepare a presentation with a friend called *The Empty Sea*. Think and plan.

- Tell students they are going to plan a presentation about problems and solutions. Have students look at the title for their presentation and guess what the topic might be. Have them look at the newspaper, book, and notepad to help them.
- Give students time to read the information. Ask *What's the problem?* (There aren't enough fish.) *Why?* (because the seas are getting warmer, so fish and birds are moving to other places) *Where can we find out what we can do?* (in the notepad)
- Tell students to work in pairs to plan their presentations, choosing three questions from B and adapting them to suit their topic, e.g. *Why do we need fish? What can we do to stop fish from disappearing?* Students should make sure they answer their questions in their plan.

Answers

Students' own answers

D Practice with your friends using phrases in B. Then share with the class. Make notes.

- Remind students that it is very important to listen carefully when someone is giving a presentation. Taking notes while you listen can help you focus on the information and how the speaker presents it. Tell students that they are going to listen to their classmates and think about their presentations.
- Discuss with the class what makes a good presentation. Write the following two headings on the board: *Content* and *Delivery*. Then write the following questions in each section:

Content: e.g. *Are questions used to structure the presentation? Is the information clear and interesting?*

Delivery: e.g. *Is the presentation split clearly between the two speakers? Do both speakers maintain eye contact / speak clearly?*
- Have students practice their presentations in small groups first. Then have a few pairs perform their presentations for the class. The rest of the class listens and makes notes using the questions on the board to help.
- Have students analyze their own performances and encourage students to make positive comments about each other's presentations.

Answers

Students' own answers

Cool Down

Play *Just a Minute* (see TB p. 26). For this unit, topics could be bees, fish, rain frogs, polar bears, rainforests, and mosquitoes.

Think It Over

Lesson Objectives

- to review what has been learned in the unit
- to reflect on the unit and their own progress
- to think about learning strategies and how to continue learning at home

Warm Up

Do a quick quiz with the class about Unit 2. Ask questions about pictures, words, or information and have students find the answers in their books. Have students play in teams. Possible questions: *How many children are there in the museum on p. 22? What animal is in the rap? What did the hawk steal? What's the word for picture 6 on p. 26? What's the Grammar tip on p. 29? Name one invented plant or animal from the infographic.*

How well did you meet the challenge of Unit 2? Read and respond.



Students are going to review what they did in the unit. Allowing students to make a personal response and to reflect on their own learning will help them retain knowledge and engage with the learning points.

Looking Back

- Give students time to think about and discuss activities in the unit before they complete each section of the graphic organizer. *Looking Back* encourages students to remember enjoyable moments in the unit. By sharing ideas with friends, they will remember more activities and things they learned, and they may also be encouraged to go back and review things they had forgotten.
- Tell students they are going to review what they learned in the unit and also think about their own learning. Let them know that it's important that they think about themselves and not worry about what other people think or say, as different students will remember or enjoy different things. Remind students that reflecting on what they've learned and what they enjoyed or found difficult can help them think about what to focus on next time.
- Have students do a Chalk Talk routine (TB p. 20) to recap as many things that they have done during the unit as possible. Elicit categories from the class, e.g. words; grammar; presentation phrases; things I learned about infographics; things I learned about the natural world; facts; interesting ideas. Write each one in the middle of a large sheet of paper. Give students a couple of minutes to do each stage of the Chalk Talk routine.

- When students have finished adding ideas to the Chalk Talk posters, have them stick the posters on the wall for reference. Then refer students to the graphic organizer in the book and the prompt sentences: *My favorite activity was ...*, *One thing I learned is ...*, *I'll never forget when ...*, *The funniest moment this month was when ...* Have students talk in pairs about the different sections. Remind students to give reasons for their answers by explaining why they have chosen these things. Ask students what they particularly remember from the unit. Making connections between the material, activities, and personal emotions can help students remember what they have learned.
- If students find it difficult to think of anything funny, suggest one or two moments that you think students may have found amusing, e.g. the kangaroo in the poem video on p. 23; the part of the story on p. 24, where the hawk steals Fari's hat; or the invented plants and animals from the writing lesson. You could also encourage students to remember any funny moments that happened in class that are not related to the activities on the page. There may have been a game where students had fun and laughed, e.g. during a miming game.
- When you feel they have enough ideas, have students work individually to fill in the organizer. Remind them that they should write their own responses about themselves. Monitor to help as necessary. Look at what the students are writing so you can tailor your classes and any additional practice to their needs.
- If you feel it is appropriate for your class, have students share their ideas with a friend.

Looking Forward

Draw students' attention to the character at the bottom of the page. Elicit who it is and what they remember about her. (Susie appeared in Lesson 4, p. 28.) Ask *What was Susie reading about?* (rain frogs) Have students read the speech bubble and make predictions about what Susie is good at. Tell them that they will find out in the first lesson of Unit 3.

Put It Together

To further review and recycle the language in Units 1 and 2, play the game *I've just ...* on pp. 34–35. See TB p. 206 for teaching notes.

Get Ready to Read

Lesson Objectives

- to activate prior knowledge about animal life cycles
- to guide inquiry and deepen understanding through a Question Starts VTR
- to preview the reading skill of understanding the sequence of events

Materials

VTR printout from the Resource Bank (A, B, C)

Warm Up

Ask students if they know any animals that change as they grow older. Elicit examples and have students say how they change, e.g. snakes shed their skin, young lions grow manes, tadpoles turn into frogs.



Question Starts

A Look at the picture. Then brainstorm questions. Write a list.

- This VTR encourages students to look at the picture of the different stages of the life of a caterpillar and think of questions they would like to ask about it. Start by having students look at the picture for one minute and say what they see.
- Draw students' attention to the question words. Ask *What questions do you have about the picture?* Give students a few minutes to think of and write questions in their notebooks. Students can do this individually or in pairs. The objective of the activity is to practice developing good questions and to provoke thinking and deep inquiry.
- Elicit questions from the class and write them on the board. Record the students' ideas from the VTR to revisit in the Think Together lesson.

Here's an example of this part of the routine.

Teacher: What questions do you have about the picture?

Student A: How many days old is each chrysalis?

Teacher: What an interesting question! Do you have any other questions?

Student B: What will it look like after?

Student C: Why is this (one) yellow and that (one) green?

B Look at your list from A. Which questions seem most interesting? Discuss them with the class.

- Ask students to look at their list of questions and to choose those they most want to know the answers to.
- Tell students that they are going to practice negotiation skills by working as a group to decide which three questions they want to ask. Have students work in groups of three to review the questions and discuss possible

answers. This will help them decide which questions they think are the most interesting. Have students write the questions in their books.

C What new ideas or questions do you have now? Talk about your ideas with your partner.

- Encourage students to use the picture to ask questions about life cycles in general. They shouldn't limit their ideas to what they see in the picture. Give students one to three minutes to talk about their ideas in groups. Then elicit some ideas.
- Allow students to ask as many questions as they want to and express their ideas. Students can be as imaginative and creative as they like. Encourage students to discuss together, not just with you.

Transition

Have students think about the different stages of the caterpillar before it pupates and after it emerges from its chrysalis. Elicit that a caterpillar starts as an egg and ask students *What other animals lay eggs?* Write the students' suggestions in two groups: terrestrial and aquatic.

D Think and discuss. Choose a living thing. What are the different stages in its life cycle?

- Have students work in pairs to choose an animal or living thing. They should then think about the life cycle of that animal or living thing, from its birth to its death. Remind students to think about any physical changes that may occur during the life of their living thing and to think about how it reproduces (e.g. by laying eggs, giving birth, pollination). Don't require too many details, as they will learn more about life cycles during the unit.
- Have students share their ideas with the class.

Answers

Students' own answers

E *Arthur's Adventures* is about a young hermit crab named Arthur. Put the events in order.

- This activity previews the skill of understanding the sequence of events.
- Ask *What's the title of the story? (Arthur's Adventures) Who's the main character? (Arthur) What do we know about Arthur? (He is a hermit crab; he is young.)*
- Have students read the four sentences about the story. Have students find the first sentence. Elicit how they know it is the first sentence (because it starts with *First*). Remind students that time expressions like *first* help us understand the order of events. Have students number the four sentences. Then check answers as a class.

Answers

3, 1, 4, 2

Now read **Arthur's Adventures**

Fiction: *Arthur's Adventures*— Fantasy

Lesson Objectives

- to read a fantasy story about the adventures of a young hermit crab
- to make a personal connection to the reading

Materials

Audio Tracks 8 and 9; pictures of animals that have shells, e.g. a snail or turtle (WU)

Warm Up

Show students pictures of a snail or a turtle. Point to the shell and ask *Why do some animals have shells?* and elicit answers.

TRACK 8 Reading Approach

Engage with the Text

- Using the Story Player TTL, show the opening spread of the story. Ask students who they think this story is about, where it is set, and what type of story it is.
- Play the audio while students follow along in their books. Pause after the second page and ask students to predict what will happen to Arthur.
- Have students read the whole story before looking at the Words in Context.

TRACK 9 TB p. 230 Words in Context

- Draw students' attention to the Words in Context box. Give students a few minutes to find and highlight each instance of each word in the reading.
- Have them identify the type of word by looking at the form and the sentence.
- Write these strategies on the board for students: *using pictures; using prefixes; surrounding words and sentences; positive/negative; world knowledge.*
- Have students work in pairs to discuss the words.

shell / sea anemone (p. 26 / p. 30, nouns) Both words are used in sentences with *are* (verb) following, and both are used with adjectives, which describe nouns (*strong, beautiful, cool*). Strategies to use: pictures, surrounding words (especially the adjectives), world knowledge of creatures in the sea

protect (p. 26, verb) The following sentences include the contrasting adjectives *safe* and *dangerous*. Strategies to use: surrounding words and sentences, world knowledge of things that guard against danger in their own lives (e.g. a bike helmet)

shiny (p. 26 / p. 28, adjective) The sentences show that *shiny* is a positive adjective describing how something looks. Strategies to use: positive/negative, surrounding sentences

ordinary (p. 29, adjective) This is contrasted with *shiny* and has a slightly negative meaning. A synonym from an earlier sentence (p. 28) is *plain*, and the following sentence says *but I also want to look good*. Strategies to use: positive/negative, contrasting ideas, surrounding sentences

- Go through each word to elicit the meaning and how they know. Play the audio to practice pronunciation.

Analyze the Text and Features

- Have students read the text individually. While they read, give them questions to answer: *What decisions does Arthur make? Are they good decisions?*
- Tell students to find the yellow callouts and discuss the questions with a partner.
 - **Critical Thinking** (p. 26): *How should Arthur decide which shell to buy?* Have students think about why hermit crabs need shells and the qualities a shell should have.
 - **Making Connections** (p. 27): *Why do you think the fisherman threw Arthur back into the water?* Ask *What's the fisherman looking for?* (fish, seafood) *What does Arthur look like?* (a shell) Elicit that Arthur's new shell protected him from the fisherman.
 - **Making Connections** (p. 28): *Why is the open sea scary?* Ask students what dangers there might be and elicit what kinds of predators there are for small animals in the ocean.
 - **Personalization** (p. 31): *Have you ever added things to your clothes to make them more interesting?* Have students discuss the question in pairs.
 - **Text Focus** (p. 30): *The most exciting part of the plot is called the climax.* Read the paragraph at the top of p. 30 again up until the text focus question and ask *Why is this part exciting?* Elicit that Arthur is scared and we don't know what is behind him.



International English



Guide students to notice that the second noun is the same. Tell students that *tide* is the movement of the water. When the tide goes out, it leaves behind smaller pools of water. Ask *Why do you think it is called a "rock pool" in British English?*

Interact with the Text

- Now that students are familiar with the story and characters, have them choose one of the characters, to think about their point of view and feelings in each scene. In pairs, students tell each other what their character is thinking or saying in the scenes in which they appear.

Cool Down

Have students do *30-Second Speeches* about the reading in pairs. They each have 30 seconds to tell their partner as much as they can about one of the readings.

Explore the Reading

Lesson Objectives

- to understand and analyze *Arthur's Adventures* through reading comprehension activities
- to explore the SEL competency of self-awareness by possessing self-efficacy and self-esteem
- to make a personal connection to the reading

Warm Up

Using the TTL or your book, show students a page from the story and tell them to write down the first three words that come to their minds. Repeat with other pages from the story. Then have students compare their words with a friend. Which words are the same?

A Read and answer.

- Refer back to *Arthur's Adventures*. Ask questions to help students remember the story, characters, and main events. Students can look back at the reading in their books if they need to.
- Draw the students' attention to the questions and do the first one together. Encourage students to refer to the reading for support. They should write their answers as full sentences.
- Have students do the rest of the activity individually and then compare with a friend. Check answers as a class.

Answers

1 Arthur was born in a tide pool. 2 No, Arthur's dad didn't like the shiny shell because it was weak. 3 Arthur broke his first shell on a rock. 4 Conrad gave his old shell to Arthur. 5 Deka was watching Arthur. 6 They both put sea anemones on their shells.

B Think and write. At the end of the story, how is Arthur different than he was at the beginning? Write three examples.

This activity practices the critical thinking skills of analysis and evaluation by having students think about how Arthur changes through the story.

- Ask *What was Arthur like at the beginning of the story?* Elicit a few ideas from the class. Then ask *What was Arthur like at the end?* Put students in pairs and have them make two lists in their notebooks: *Beginning* and *End*. Encourage them to think not only about Arthur's physical appearance but also about his mental state and how his experiences shape those changes. They can look back through the reading to help them.
- Then have students write three ideas in their books, in full sentences.
- Elicit answers from a few students and write them on the board.

Suggested Answers

Arthur is bigger than he was at the beginning. At the beginning, Arthur chooses a shell that looks good but isn't very strong. At the end, he finds a shell that protects him and looks good. Arthur understands that protection is more important than looking good.

C Think and discuss. How does Arthur feel in his different shells? Why? How do different clothes and hairstyles make you feel?

- This activity explores the SEL competency of self-esteem by helping students make connections between Arthur's struggles for self-identity and their own feelings about their appearance.
- Write the questions on large sheets of paper and do a version of a Chalk Talk routine (see TB p. 20). In this version, there are only two questions, so it is not necessary to rotate the papers. Give them one question to answer first. After a few minutes, give them the second.
- Have students compare and discuss their ideas in their groups. Finally, ask some students to share their ideas with the class, encouraging them to give personal examples of what makes them feel good.

Answers

Students' own answers

Literary Term: Antonym

Write the antonyms. Now find three pairs of antonyms in the reading.

- Draw students' attention to the explanation of *antonym*. Elicit some opposites from the class and write on the board. Common examples are *hot/cold*, *big/small*, and *good/bad*.
- Look at the words in the colored lozenges together with the class and check understanding of the adjectives.
- Have students do the activity individually. Then check answers as a class. Have two students demonstrate each opposite by acting out a situation, e.g. *strong/weak*—one student mimes carrying a very heavy box, and the other pretends he/she can't pick it up.
- Have students find more examples of antonym pairs in the reading. Check answers as a class.

Answers

1 short 2 difficult 3 strong 4 young
5 dangerous 6 bored

Words and their antonyms in the reading: *strong/weak*, *bigger/smaller*, *ordinary/fancy*

Cool Down

As an exit pass, students have to write a sentence using two antonyms, e.g. *The test was very difficult, but I studied a lot so it was easy.*

Get Ready to Read

Lesson Objectives

- to activate prior knowledge about forest fires
- to practice the reading skill of understanding the sequence of events

Warm Up

To introduce the reading skill of understanding the sequence of events, play a version of *Backs to the Board* (see TB p. 25). Display one of the following actions: make a sandwich, have a shower, make a sandcastle. The class describes the different stages involved in the process, e.g. *First, put two pieces of bread on a plate. Then spread butter on the bread. Put some cheese on one piece of bread. Put the other piece of bread on top.* The student at the front follows the instructions and guesses what the action is, e.g. *make a sandwich.*

A Think, write, and discuss. Look back at *Arthur's Adventures*. Write the events in the story map. Then retell the story using the transition words.

- With books closed, brainstorm key words from *Arthur's Adventures* with the class and write them on the board. Then elicit what happens in the story, inviting several students to tell part of the story.
- Display or copy the story map onto the board. Point out that a story map helps us put the story events in order. Ask *What happened in the beginning?* Elicit answers from the class, then complete the first section as an example.
- Tell students to look back at the reading to find the four main events in the story and write them in the story map. Draw the students' attention to the transition words: *In the beginning, Next, Then, Last.* Then have students retell the story in their own words using these or other transition words.
- Have students look at the reading skill box. Then ask questions to check comprehension, e.g. *What does the sequence of events tell us?* (when and in what order things happened; how much time has passed between each event) *How does this help us?* (We can remember the story more easily.)

Suggested Answers

In the beginning, Arthur is a young crab in a tide pool. He chooses his first shell with his dad.

Next, Arthur breaks his shell and meets Conrad, another crab, who helps him.

Then, Conrad and Arthur grow bigger together and they change their shells.



Last, Arthur chooses a good, strong shell and swims back to his parents' tide pool with his sister.

B Look at the diagram. Read and sequence the events.

- Draw the students' attention to the diagram. Ask students what they think each stage illustrates. Provide any useful vocabulary, e.g. lightning, fire, sunlight, seedling.
- Then have students read the sentences and decide which picture illustrates each one. Check answers as a class, having students read the sentences in order.
- You or the students may point out that the sequence is actually a cycle, which starts again as soon as it finishes.

Answers

4, 3, 2, 1

C Think and write. What do you know about forest fires? What do you want to know about them?  

- This activity activates schema about the topic of the reading and generates interest.
- Ask *What is a forest fire?* and elicit ideas. Don't correct or give much feedback at this stage, as students will learn more about the topic in the next lesson.
- Give students two to three minutes to think about what they know about forest fires, either from reading or about their country. Ask students if forest fires are common where they live and encourage them to say if they have heard of one recently. Students can write notes about their ideas in their books. Then have groups share their ideas with the class. Set up a class KWL chart for this activity. A KWL chart has three columns: *Know, Want to Know, and Learn.*
- Have each student add their thoughts to the K and W columns in the KWL chart.

Answers

Students' own answers

Now read **Fire Ecology**

Nonfiction: *Fire Ecology*— Persuasive Text

Lesson Objectives

- to read a persuasive text about fire ecology
- to make a personal connection to the reading

Materials

Audio Tracks 10 and 11; picture of a forest fire (WU)

Warm Up

Show students a picture of a forest fire, like the one on p. 35. Ask students if they have ever seen news about forest fires in their country on TV. Have students predict three possible consequences of forest fires. Have students discuss their ideas in pairs and write them in their notebooks.

TRACK 10 TB p. 230 Reading Approach

Engage with the Text

- Using the Story Player in the TTL, project the opening spread of the reading. Ask students what they notice first. Have them look at the infographic and other pictures and make predictions about the reading. Then have them read the title. Explain that *ecology* refers to the relationship between living things and their surroundings, so *fire ecology* explores how a fire can affect the life of the plants and animals that live in its environment.
- Play the audio and have students follow along in their books. Pause the audio to ask prediction questions, e.g. *How do you think forest fires start? What do you think happens to the animals?*

TRACK 11 TB p. 231 Words in Context

- After the first reading of the text, draw students' attention to the Words in Context box.
- Give students a few minutes to find and highlight each instance of each word in the reading. Then have them identify the type of word by looking at the form and the sentence.
- Write these strategies on the board: *pictures; surrounding words and sentences; positive/negative; contrasting ideas; world knowledge.*
- Have students work in pairs to discuss the words. Then elicit which strategies they didn't use (positive/negative).

accident (p. 34, noun) The surrounding clauses provide supporting explanation (they don't know what they did) and a contrasting idea introduced with the conjunction *but* (it's done on purpose). Strategies to use: surrounding words and sentences, contrasting ideas

natural disasters (p. 34 / p. 37, noun) Looking at the individual words in this open compound noun helps figure out its meaning, as well as referring to the pictures. Strategies to use: word building, world knowledge, using pictures

canopy (p. 34 / p. 35, noun) The preceding part of the sentence of the first occurrence of this word (leaves and branches) give us its meaning. Pictures will also provide guidance. Strategies to use: surrounding words and sentences, using pictures

benefit (p. 36, verb) The following sentence gives positive outcomes for the animals that survive. Strategy to use: surrounding words and sentences

deliberately (p. 36, adverb) The adverb *even* tells us that the action is surprising. The previous sentences in the paragraph explain why a forest fire can be a good thing for some birds looking for food. This word can be contrasted with *accident* from p. 34 and connected to the synonym *on purpose* in that same sentence. Strategies to use: surrounding words and sentences, contrasting ideas

scavengers (p. 37, noun) The second part of the sentence and the rest of the paragraph explain what scavengers do. Strategy to use: surrounding words and sentences

species (p. 37, noun) The sentence shows that *species* is something that is related to plants and animals, and that there are a lot. Strategies to use: surrounding words and sentences, world knowledge

- Go through each word to elicit the meaning and how they know. Play the audio to practice pronunciation.

Analyze the Text and Features

- Have students read the text individually in their books. Tell them to look at the pictures as they read and see how each picture represents a part of the text.
- Have students find the orange callouts to discuss in pairs. Alternatively, use Group Time to discuss the questions after students have finished reading (see TB p. 21).
 - **Making Connections** (p. 35): *How might humans start a fire by accident?* Elicit suggestions from the class.
 - **Personalization** (p. 37): *How do you feel about forest fires now?* Review the positive and negative effects of forest fires with the class and write them on the board in two lists. Then ask *Do you think forest fires are necessary?*

Interact with the Text

- Have students work in pairs to prepare a presentation about the life cycle of a forest using the infographic to help them. Have pairs present to the class or to smaller groups.

Cool Down

Have students think of three things they remember from the reading and write them on sticky notes. Collect the sticky notes, remove any duplicates, and stick them on a poster on the wall. Students can come back to this in a later lesson to see if they still remember!

Explore the Reading

Lesson Objectives

- to understand and analyze *Fire Ecology* through reading comprehension activities
- to learn about science through CLIL: biology
- to make a personal connection to the reading

Warm Up

Play *Ten Words* (see TB p. 27). Have students write down ten words about the topic of forest fires.

A Think and write five things that happen in a forest fire. Then trade with a partner. Check (✓) Plants or Animals.

- Have students work in pairs to write three questions about the reading, e.g. *What can cause forest fires? How do forest fires help some plants and animals?* Then they trade questions with another pair and answer the questions. Students can look back at the reading in their books if they need to.
- Do the activity orally first. Elicit ideas about the different things that can happen in a forest fire and write them on the board. Try to elicit more than five so students can choose when they do the activity. For each one, ask *Does this affect plants or animals?*
- Have students write their ideas in their books individually. Check answers as a class.

Suggested Answers

Plants: sunlight reaches the ground, trees burn, seeds open, new plants grow

Animals: some try to escape, some die, some scavenge / take advantage of the fire

B Think, discuss, and write. What is the author's opinion of forest fires? How can you tell?

Students are going to make inferences to analyze the text in more detail. This reading skill is taught explicitly in Unit 10.

- Ask *Are forest fires a good thing or a bad thing?* Elicit opinions from the class. Ask *What makes you say that?* to encourage students to justify their answers. Then ask *What is the author's opinion?* Have students look back at the text to find out. Tell them that they don't need to read the whole text again. We can often find the author's opinion at the beginning and end of a text. Draw students' attention to the opening paragraph. Tell students that this paragraph introduces the topic or situation.

- Have students read the second paragraph. Ask *Does the author give an opinion here?* Highlight the sentence *For many years ... they are also an important part of the life cycle of a forest.* Elicit that here the author's opinion is that forest fires are an important part of the forest's life cycle. Then tell students to read the last paragraph of the reading. Ask them to underline the words and phrases that help them identify the author's opinion.
- Have students discuss their ideas in pairs and then write them in their books. For the discussion, you could use a Numbered Heads Together routine (see TB p. 20).

Suggested Answers

The author thinks that forest fires are not a negative thing: "they are also an important part of the life cycle of a forest." "It's possible for people to see forest fires more as natural wonders than natural disasters." Forest fires can benefit some plants and animals: "Some plants need fire or smoke to produce young plants." "Fires give predators the chance to hunt insects and small animals that have to leave their hiding places to escape."

C Think and write. What happens to each part of a forest in a fire?

In this activity, students will explain what happens to different parts of a forest during a fire. This draws on the CLIL science area of biology and ecology.

- Have students look at the diagram and remember the different parts of a forest. Tell students to think about the plants and animals that inhabit each part of the forest and how the fire affects them. They can look back at the reading to help them.
- Have students write the explanations in their books individually. Then have them discuss their ideas in pairs or small groups.

Answers

1 Fire burns the dry branches and leaves. 2 Fire gets rid of overgrown plants and fallen leaves. Heat and smoke cause seed pods to open. 3 Burned plants feed the soil. Sunlight can reach the forest floor.

Cool Down

Play *Word Tennis* (see TB p. 27). Start each round with words related to the reading, e.g. *forest, fire, predators*.

Think Together

Lesson Objectives

- to make connections between the readings
- to explore the key concept: How do life cycles represent change?
- to reflect on the unit and provide personal thoughts and opinions

Warm Up

Play *Odd One Out* (see TB p. 26). Write some of the words that appear in either reading, e.g. *canopy, leaves, shell, trunk*.

A Compare and contrast the life cycles in *Arthur's Adventures* and *Fire Ecology*. Think about the changes for a hermit crab and for a new tree.



- Elicit a brief summary of the two readings. Then ask *What changes happen to Arthur? What changes happen to a tree? How does a tree begin life?* Elicit that a tree starts with a seed.
- This activity requires students to think critically about the two readings. Review how to complete a Venn diagram: on one side they will write about a hermit crab, on the other side about a tree, and in the middle the changes that apply to both a hermit crab and a tree. Students can look back at the two readings to help them complete the diagram. Then check answers.

Suggested Answers


Arthur's Adventures: takes place in the ocean

Both: predators and prey (fish and octopus are predators to crabs; falcons and woodpeckers are predators to insects and small animals); life cycles (life cycle of a hermit crab, lifecycle of the forest); creatures living together in shared habitats

Fire Ecology: how plants grow and change; takes place in the forest

B What other life cycles do you know? How do they show change? Do an Inside-Outside Circle.  

- Tell students to think about animals or plants that change during their lives. Elicit a few animals and write their names on the board, e.g. butterflies, frogs, birds, or other animals that lay eggs. Then have each student choose one ready for the Inside-Outside Circle routine.
- Set students up for an Inside-Outside Circle (see TB p. 21). Have students on the outside of the circle ask their partner about the life cycle of their chosen animal. When you think they are ready to move on, use a signal to direct students to rotate and change partners. Remind students to explain the different stages in the life cycle each time. Encourage students to choose a new animal when they change partners.
- Invite some students to share their ideas with the class.

C Choose one of the cycles from B. Draw, write, and number. What changes at each stage? 

- Tell students they are now going to apply what they have learned about life cycles and write about a life cycle of their choice. It should be one they know if you want to do this activity in class. You could have them research at home beforehand.
- Have students look back at the infographic in *Fire Ecology* and notice how the arrows show the life cycle. Tell students to think about four different changes or stages that occur during their chosen animal or plant's life. They should draw pictures, number each stage, and write what happens.

Answers

Students' own answers

My Reading Journal

What life cycle would you like to learn more about?

This is a personalization question. Ask a student which life cycles he/she is interested in. Elicit ideas about what students learned about life cycles during the unit and any questions they may have.

Have students answer the question for themselves and then discuss with a friend.

Example Answer

I would like to learn more about the life cycle of a spider. I want to know how spiders are born.

Do you like learning about biology? Why or why not?

This is another personalization question. Ask the question and elicit a show of hands. Tell students to think about why they like it (or don't like it) and write this in their books.

Example Answer

I like learning about biology because you learn lots of interesting things about animals.

Go back to page 25. What new questions do you have?

Have students look back at the VTR picture on pp. 24–25. Using the TTL, project the image onto the board. Ask students how they think the picture connects to the two readings in the unit. Then repeat the Question Starts routine. If you recorded students' ideas in Lesson 1, display these. Encourage students to think of new questions and ideas they have now, e.g. *Do all insects have the same life cycle?*

Cool Down

Play *Mime It!* (see TB p. 26). Have students act out the life cycle of an animal or plant.