

Unit 3 Animals in danger

Students will learn how to:

- Talk about endangered animals
- Discuss why some animals are in danger
- Ask and answer questions about extinct animals using the past simple
- Talk about endangered animals using the first conditional
- Listen to a variety of texts for general understanding and for specific information
- Read a variety of texts for general understanding and for specific information
- Read and understand factual information about endangered animals
- Analyse a leaflet
- Discuss leaflets and their purposes
- Make a leaflet about an endangered animal
- Recognise and use suffixes
- Recognise and use the silent 'r'
- Discuss ways of getting started on a project

- Write simple sentences using the first conditional
- Identify and use the suffixes '-er', '-or', '-ion', '-ation'
- Recognise and identify the silent 'r'
- Recognise the stress, rhythm and intonation patterns of English through a poem
- Analyse and understand the purpose of a leaflet
- Independent learning skills: plan work, research information, write, check spelling and punctuation, reflect on what skills they are good at, record stages of a project, write a Learning Journal

Activities

- Read a poem
- Read and match
- Read and sequence
- Listen and sequence
- Do a jigsaw reading
- Do a project: make a leaflet
- Write a Learning Journal

Main language

- Why is [the blue whale] in danger?
- Where did [the mammoth] live?
- What did [the quagga] look like?
- If we stay silent, more animals will die.
- If we stop poaching, the animals will survive.
- If the forests disappear, there will be more deserts.
- Leaflets are used to . . .
- A leaflet should be . . .

Vocabulary

- **Animals:** Arabian leopard, Arabian tahr, blue whale, giant panda, hedgehog, lynx, macaw, marine iguana, orang-utan, oryx, rhino, seagull, tiger, turtle
- **Extinct animals:** dodo, mammoth, passenger pigeon, quagga
- **Items of litter:** bottle cap, building material, cigarette butt, food container, glass bottle, plastic bag (bottle), pull tab, rope
- **Farming:** fertilizer, food chain, pest, pesticide
- **Adjectives:** attractive, endangered, extinct, helpless, silent, straight, wavy
- **Verbs** (*past tenses of regular and irregular verbs*): conserve, design, hunt, injure, poach, poison, pollute, produce, protect, rescue, spray, support, survive
- **Grammar:** first conditional
- **Other language:** bred, breeding, charity, diet, extinction, habit, habitat, horn, leaflet, litter, loss, pollution, ranger, reserve, trapped

Skills and strategies

- Apply prior knowledge
- Categorise
- Use deductive reasoning skills
- Ask and answer questions to find out factual information
- Read a variety of texts for general understanding and specific information
- Listen to a variety of texts for general understanding and specific information
- Listen to longer, more complex texts

Lesson 1

YOU WILL NEED:

- ANIMALS IN DANGER POSTER
- BLU-TAC

In this lesson, students will:

- discuss reasons why some animals are in danger
- listen to a song and put the verses in order
- match pictures of animals to names
- identify an animal from a description

Target Language

- What animals can you see [in the picture]?
- Why are some animals in danger?
- Why is [the blue whale] in danger?
- Save the animals!

Vocabulary

Animals: giant panda; tiger; turtle; hedgehog; macaw; marine iguana; Arabian leopard; Arabian tahr; orang-utan; rhino; seagull; blue whale

Before this lesson

- ◆ Return students' portfolios and Skills Books which you collected at the end of Unit 2.
- ◆ Put the 'Animals in danger' poster on the wall of your classroom. You should put it somewhere where students can see it easily, but also at a height where they will be able to stand in front of it and identify objects and words.

Warm up (5 minutes)

- ◆ Tell students to **Look at the poster**. Ask **What can you see?** and elicit some ideas. Tell students to **Look at pages 26 and 27 of your Classbook**. Ask them to **Look at the title of the unit, the pictures on pages 26 and 27, and the pictures in the frieze**. Ask what they think the unit is going to be about. Elicit that it will be about animals in danger.

Task 1 (10 minutes)

Step 1

- ◆ Ask students if they remember **The Green Song** from previous grades and elicit what they can remember. (Students learned this song in *English for Me* Grade 4A). Tell students to **Look at page 30 of your Skills Book** and

read the rubric and instruction text. Check their understanding of the task. They have to listen to the song and put the four verses in the correct order. Tell them to write the letter of each verse in the box beside the appropriate number.

Step 2

- ◆ Play **Songs and Rhymes 3.1** straight through.

Songs and Rhymes Transcript 3.1 The Green Song

Clean up, green up,
Protect the Earth and keep it clean.
Clean up, green up,
Protect the Earth and keep it green.

Recycle tins, put rubbish in bins,
It's up to you, you can help too.
Clean up, green up,
Protect the Earth and keep it green.

Clean up, green up,
Protect the Earth and keep it clean.
Clean up, green up,
Protect the Earth and keep it green.

Save the trees, and save the seas,
It's up to you, you can help too.
Clean up, green up,
Protect the Earth and keep it green.

Clean up, green up,
Protect the Earth and keep it clean.
Clean up, green up,
Protect the Earth and keep it green.

Save the bear and show you care,
It's up to you, you can help too.
Clean up, green up,
Protect the Earth and keep it green.

Clean up, green up,
Protect the Earth and keep it clean.
Clean up, green up,
Everybody, everywhere.

Clean up, green up,
Protect the Earth,
Let's take care!

Step 3

- ◆ Get students to compare their ideas, then do

a whole class check.

Answers:

1. d
2. c
3. a
4. b



If time allows, discuss with students the messages in the song about the environment. Ask what animals are mentioned, and why they need to be saved. Students may suggest bears are hunted for their meat and skins, while others are used for entertainment as 'dancing bears.' Ask students to suggest any other animals that may be in danger.

Task 2 (10 minutes)

Step 1

- ◆ Tell students to **Look at the picture at the top of pages 26 and 27 of your Classbook**. Ask **What animals can you see?** and elicit the names. Ask **What are the animals doing?** and elicit that they are marching together as a kind of protest because they have been badly treated.

Step 2

- ◆ Tell students to **Look at Activity 1** and read the rubric and instruction text. Check their understanding of the task. They have to match the names of the animals to the animals in the picture at the top of pages 26 and 27. Remind students not to write in their Classbooks. Tell them to write the numbers **1 – 12** in their exercise books, and write the letter of the corresponding animal beside each number. Do the first one with them as an example (**1 = k. Giant panda**)

Step 3

- ◆ Tell students they are going to hear the answers, and that they should listen and check their work. Play **Listening 3.1** straight through.

Listening Transcript 3.1

- Picture 1 = k. giant panda
 Picture 2 = b. tiger
 Picture 3 = l. turtle
 Picture 4 = i. hedgehog
 Picture 5 = a. macaw
 Picture 6 = d. marine iguana
 Picture 7 = j. Arabian leopard

Picture 8 = f. Arabian tahr

Picture 9 = e. orang-utan

Picture 10 = g. rhino

Picture 11 = h. seagull

Picture 12 = c. blue whale

Task 3 (5 minutes)

Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They should read Texts 1, 2 and 3 and match each text to one of the animals in the picture. Make it clear to students that they do not have to understand every word of the texts; they only need to find the key information so they can identify each animal.

Step 2

- ◆ Get students to compare their ideas in their groups, then do a whole class check. Ask students which words helped them identify the correct animal.

Answers:

1. tiger
2. blue whale
3. rhino

Task 4 (5 minutes)

Step 1

- ◆ Organise students into pairs. Tell them to **Look at Activity 3 on page 27 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to discuss with their partner the reasons why wild animals are in danger. Make sure they understand that they can use the pictures in the frieze on page 27 to help them get ideas.

Students will probably not have the language to express their ideas in English, so allow them to use L1 if necessary. The purpose of the activity is to sensitise students to the concept of animals in danger.

Step 2

- ◆ Elicit ideas about their discussions from volunteers. They may suggest some of the following reasons as to why animals are in danger:

1. Hunting – some animals are killed for sport, medicine, food or clothing.
2. Poaching – some people steal animals to sell them, or to use them for food, clothing or medicine.
3. Loss of habitat – some animals that live in rainforests die because their habitats are being destroyed.
4. Pollution – this causes the death of some animals.
5. Fishing nets – some animals die because they get trapped or caught in fishing nets by accident.
6. Litter – some animals die from eating plastic or cut themselves on glass and tin cans.

Homework

Tell students to **Look at the words in the frieze on page 31 of your Skills Book**. Then tell them

- ◆ to **Look at Activity 2 on page 30** and read the rubric and instruction text. Check their understanding of the task. They have to match the pictures in Activity 2 to the reasons in the frieze about why animals are in danger. Tell them to write the number of each picture under the corresponding word or phrase in the frieze.

Lesson 2

In this lesson, students will:

- match pictures of extinct animals to descriptions
- ask and answer questions with a partner
- decide if statements are true or false
- write sentences about why creatures became extinct

Target Language

- Where did the [mammoth] live?
- Who hunted the [dodo]?
- Why did white Americans hunt [passenger pigeons]?
- What did the [quagga] look like?

Vocabulary

Extinct animals: passenger pigeon; dodo; quagga; mammoth

Other language: extinct; hunting; poaching; loss; habitat; pollution; litter; trapped

Homework check (5 minutes)

Tell students to take out their Skills Books with their answers to Activity 2 on page 30. They should have completed this activity for

- ◆ homework. Do a whole class check and elicit the answers from volunteers.

Answers:

hunting – Picture 3
poaching – Picture 1
loss of habitat – Picture 4
pollution – Picture 2
litter – Picture 6
getting trapped – Picture 5

Task 1 (5 minutes)

Step 1

Tell students to **Look at Activity 1 on page 28 of your Classbook** and read the rubric and instruction text. Check their understanding of the

- ◆ task. They have to read the four texts and match each text to one of the extinct animals in the pictures. Make sure they understand the meaning of **extinct**. Remind them to note down the answers in their exercise books, not in their Classbooks.

Remind students that they do not have to read the whole text, but just look for the words and phrases which will enable them to identify each animal



quickly.

Step 2

Do a whole class check. Ask students to tell you which words helped them decide on the correct answers.



Answers:

1. the dodo – Picture c
2. the Passenger pigeon – Picture d
3. the quagga – Picture a
4. the mammoth – Picture b

Task 2 (10 minutes)

Step 1

Organise students into pairs – **Student A** and **Student B**. Tell them to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to ask and answer each set of questions with their partner. Student A asks the questions in Set A, which Student B answers. Then Student B asks the questions in Set B, which Student A answers. When they have finished, tell them to swap roles.

When each pair has had the opportunity to ask and answer all the questions, if time allows, you can encourage students to make up questions of their own.



This activity provides an opportunity to assess how well students have understood the topic, and are able to ask and answer questions about the different animals and birds.



Task 3 (10 minutes)

Step 1

Tell students to **Look at Activity 1** on page 31 of your **Skills Book** and name the four extinct animals in the pictures on the left. Tell them to read the rubric and instruction text, and check their understanding of the task. They have to read the five statements, decide whether they are **True** or **False** and put a tick (✓) or a cross (X) in each box accordingly. Explain that they are then going to hear information about each animal, which will enable them to check their answers. Give students time to read the statements and put a tick or a cross in each box, then play **Listening 3.2** straight through.

Listening Transcript 3.2

Narrator:

The passenger pigeon became extinct in 1914 because white Americans hunted it for sport. Sometimes they shot thousands of birds in one day.

The quagga was also hunted, but not for sport. It was hunted for its meat and skin. The quagga also lost its habitat when South African farmers took the grasslands where it lived.

The dodo was hunted for its meat by European sailors when they arrived in Mauritius. The dodo became extinct only a few years after the sailors arrived.

The mammoth became extinct a very long time ago. Men hunted the mammoth for its meat and skin. This is probably why it became extinct.

Step 2

Get students to check their answers with a partner, then play the listening again, pausing after each set of information to give students time to check their work. Elicit the answer before moving on to the next animal.

Answers:

1. T
2. T
3. F
4. F
5. T

Task 4 (5 minutes)

Step 1

Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. Explain that first they have to label each picture, then write a sentence about why that animal became extinct. Go over the first sentence, which has been done as an example, then tell students to label and write sentences about the other three pictures.

Possible sentences:

2. Dodo
Men hunted the dodo for its meat / to eat it.
3. Quagga
*Men hunted the quagga for its meat and skins.
Farmers took the land where the quagga lived.*
4. Passenger pigeon

Men hunted the pigeon for sport.

Homework

Tell students to finish writing their sentences for Activity 2 at home.

Lesson 3

In this lesson, students will:

- learn about and discuss the Arabian oryx

- read an e-mail and a text and answer questions
- listen for specific information
- do a gap-fill activity

Target Language

- Why did the oryx nearly become extinct?
- How was it saved from extinction?
- Where can you see oryx in Oman?
- Why do oryx have special people to look after them?

Vocabulary

oryx; endangered; horn; extinction; bred; ranger; protect; reserve

Warm-up (5 minutes)

Ask students if they can remember the names of the extinct animals from the previous lesson.

Elicit the names and write them on the board:

- passenger pigeon
- quagga
- dodo
- mammoth

Ask students if they know of any animals in Oman that are in danger of becoming extinct. Elicit their ideas. Students may suggest the **Arabian oryx**. Tell them that the oryx was in danger of becoming

- ♦ extinct. Ask what they know about the oryx – for example, what it looks like and where it lives. Tell students they are going to find out more about the oryx in this lesson.

Task 1 (5 minutes)

Tell students to **Look at Activity 1 on page 29 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to find the answers to the four questions in the e-mail. Get them to compare their answers with

- ♦ a friend, then do a whole class check. This can be done as a quick oral activity.

Answers:

1. Maha.
2. Rose.
3. Endangered animals / the Arabian oryx.
4. A photograph and some information.

Task 2 (10 minutes)

Step 1

Organise students into pairs. Tell them to **Look at Activity 2** and read the rubric and instruction text.

Check their understanding of the task. Explain that in their pairs, they should read the four questions and discuss possible answers, but

- ◆ without looking at the text about the oryx at the bottom of the page.

Step 2

Tell students to read the text about the oryx to find out if their answers were correct. Do a whole class check.

Answers:

- ◆ 1. It was hunted for sport.
- 2. They were bred in a zoo in America.
- 3. On the Jiddat Al Harasees in central Oman.
- 4. To stop people stealing or shooting the oryx.

Task 3 (10 minutes)

Step 1

Tell students to **Look at Activity 1 on page 32 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to read the sentences which Maha wrote about the oryx, then listen to the information and decide if each statement is **True** or **False**. Play **Listening 3.3** straight through.

Listening Transcript 3.3

Radio presenter:

Welcome to Earth File. Today's programme is about the Arabian oryx. Here we are at the Jiddat Al Harasees where the famous oryx are kept. They are extraordinary animals. Oryx can go without drinking water for months. They get moisture from the dew in the morning and evening. During the day they rest, but at night they walk up to 50 kilometres. Oryx live in groups called herds. If one gets lost, it will try to find its herd. These beautiful animals were heavily hunted and the last wild oryx was shot in the 1970s. Luckily, a zoo in America had a herd of oryx. The zoo bred them and sent some back to Oman. The oryx were put back into the wild in the 1980s. Today, oryx are protected by rangers at the Jiddat Al Harasees.

Step 2

Get students to compare their ideas, then play the listening again so that they can check their answers. Do a whole class check. As you elicit the answers, tell students to make any corrections in their Skills Books.

Answers:

- a. ✓
- b. ✗ (during the night, it walks up to 50 kilometres)
- c. ✓
- d. ✗ (the last wild oryx was shot in the 1970s)
- e. ✗ (some oryx were shot in a zoo in America)
- f. ✓

This activity provides an opportunity to assess how well students are able to listen to a text and extract specific information.

Task 4 (5 minutes)

Step 1



Tell students to Look at Activity 2 and read the rubric and information text. Check their understanding of the task. They have to fill in the gaps in the sentences, using the verbs in the rock at the bottom right of the page. Show them the example of the completed gaps in the first sentence.

Step 2

When students have finished, get them to quickly check their answers, then do a whole class check.

Answers:

- 2. finds / follow
- 3. see / know
- 4. is / stand
- ◆ 5. go / understand

The answer to the 'Do you know. . ?' question at the bottom left of the page is that the animal footprints are of the red fox, which is found all over Oman.

At the end of this lesson

Collect students' Skills Books so you can check the work they have completed up to this point in the unit.

Lesson 4

In this lesson, students will:

- ◆ learn about endangered animals in Oman
- match pictures of endangered animals to descriptions
- listen to a longer text and extract specific

information

- complete Stages 1 and 2 of a project

Vocabulary

tahr; leopard; whale; turtle

At the beginning of this lesson

Return students' Skills Books which you collected at the end of Lesson 3.

Task 1 (10 minutes)

Step 1

Tell students to **Look at page 30 of your Classbook** and to **Look at the animals in the four photos**. Ask a few volunteers to describe these animals. Tell students that all the animals are found in Oman, and that they are all endangered.

Step 2

Tell students to **Look at Activity 1** and read the rubric and instruction text. Check their understanding of the task. They have to match each of the four photographs to one of the descriptions of the animals at the bottom of the page. Remind students to note down their answers in their exercise books.

Remind students they do not have to read every word of the texts in order to identify the animal described; they should just look for key words or phrases. All the answers can be found in the first sentences of the texts except for Text b, where students have to read the second sentence as well to get the right answer.

Answers:

- 1. b
- 2. a
- 3. d
- 4. c

Task 2 (15 minutes)

Step 1

Tell students to **Look at Activity 1 on page 33 of your Skills Book**. Tell them to read down the list of six places in Oman. Ask **Have you ever visited any of these places?** Ask what animals they might find there.

Step 2

Tell students they are going to hear a talk about the animals in these places. Tell them to listen to the information, then complete the table in the top part of the page with the animals in the turtle shape on the right. Tell students they should write only the letter of the animal as in the example, not its whole name. Play **Listening 3.4** straight through.

Listening Transcript 3.4

Many people in Oman work very hard to protect endangered animals. If we work together, we will enjoy showing these animals to our children and our children's children. If we do nothing, we will lose the animals forever. If you are interested in wildlife, here are some places you will enjoy visiting.

First of all, look at your map of Oman. Find number 1. This is a place called Ras Al Hadd. If you go there during the breeding season, you'll see green turtles. They lay their eggs on the beach before returning to the sea. Ras Al Hadd is a very important place for turtles.

Next, find number 2 on the map. This is the Jiddat Al Harasees where you can see Arabian oryx. If you are lucky, you might see a Houbara bustard as well. These birds are rare in Oman.

OK, now find number 3 on the map. This is Al Halaaniyat Bay. If you are lucky, you might see whales here and you might also see a humpback whale. Humpback whales are enormous – about 800 times the size of a man. They communicate by singing to each other. If you visit the Natural History Museum in Muscat, you can hear a recording of the humpback whale singing.

Now look at number 4 on the map. This is the Salalah Bird Sanctuary where you can see many different kinds of birds. Birds and their eggs are

protected in all parts of Oman, so be careful not to harm the birds or take their eggs.

The next place to look at on the map is called Wadi Al Sarin which is number 5. You can see the Arabian tahr here. This animal is a kind of goat and it is very special to Oman. It is also an endangered species.

Finally, look at number 6 on the map. This place is called Bait Al Barakah, which is a special place where they look after animals which are endangered in Oman, including the Arabian oryx, the Arabian tahr and the Arabian leopard. At Bait Al Barakah, they breed the animals so that, one day, they can go back into the wild.

Step 3

Get students to compare their ideas. Then play the listening again so they can check their answers. Do a whole class check.

Answers:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

This activity provides an opportunity to assess how well students are able to listen to a longer text and extract specific information.

Task 3 (5 minutes)

Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to look at the information in the completed table in Activity 1, and use it to draw pictures round the map of Oman to show where each of the animals lives.

If time does not allow in class, tell students to complete this activity for homework.

Task 4 (5 minutes)

Step 1

Tell students to **Look at Activity 3** and read the rubric and instruction text. Explain that during this unit, they will be researching information about an endangered animal and making a leaflet using the information they have researched.

Step 2

Tell students to **Look at the Project Record Sheet on page 85 at the back of your Skills Book**. Tell them to read through the first two stages of the project. Get them to choose an endangered animal and write its name in the space under the rubric for Stage 1. They should choose a different animal from the Arabian oryx, which is

focused on in the next lesson. They can use ideas from their books, or from the poster 'Animals in danger.'

Step 3

Tell students to discuss with their friends the kind of information they want to find out about their chosen animal, and to write their ideas in the space under the rubric in Stage 2. When they have completed Stages 1 and 2, they should tick the boxes for these stages on the Project Record Sheet. Remind them to look at their Project Record Sheets each time they work on their project. Tell them not to cut out the page now, but to do this when they have finished their projects. Explain they will spend some time in the next lesson planning their projects.

Homework

Students complete Activity 2 on page 33 of their Skills Books.

Tell students to start thinking about their Learning Journals for this week.

Lesson 5

YOU WILL NEED:

- SCISSORS

In this lesson, students will:

- look at an example of a Project Planning Sheet
- consider how to plan a project
- complete a Project Planning Sheet
- complete Stage 3 of a Project Record Sheet

Task 1 (10 minutes)

Step 1

Tell students to **Look at Activity 1 on page 34 of your Skills Book**. Tell them to look at the words **Learning Journal** written down the side of the page, and explain that they are going to be looking at how they can help themselves learn. Tell them to read the rubric and instruction text, then give them time to read Maha's planning sheet and discuss the ideas contained in it.

Step 2

Ask if students can remember using a similar planning sheet for the project on the environment in the previous semester. Elicit what they can remember, then elicit their ideas about what **K**, **W** and **L** mean. Encourage them to suggest:

K is for know.

W is for what. [I want to know]

L is for learned.

Task 2 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read Maha's notes in Activity 2 and decide if the information in the notes matches her notes about what she needed to know, as written in Activity 1. Elicit that she found information to answer all her questions except for how oryx live for months without drinking.

Step 2

Ask students what extra information Maha found out about the oryx. Elicit that she found out about numbers of oryx in Oman in 1996 and 1999, and what happened to them.

Task 3 (10 minutes)

Step 1

Ask students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. Tell them to **Look at the Project Planning Sheet on page 105 at the back of your Skills Book**. Distribute the scissors and tell them to **Cut out the page carefully**.



Step 2

Tell students that they should think about how

to plan their projects, and to complete their Project Planning Sheets. Make sure they understand that the Project Planning Sheets will be different for each student because they are doing projects on different endangered animals, and they will know different things about their animals before they start. Circulate around the classroom offering guidance and support.

Step 3

Tell students to show their Project Planning Sheets to the rest of their group. Tell them to complete Stage 3 of their Project Record Sheets on page 85 of their Skills Books. Say they should think about where they will look for information, and what pictures they will need. They can then put a tick in the box beside Stage 3.

Information about some endangered and protected animals

Specific to Oman – www.environment.org.com

Worldwide –

www.earthwatch.org

www.library.thinkquest.org/e-animals.htm

www.wordwildlife.org

Tell students to keep their Project Planning Sheets in their portfolios, and to update them when they have completed their projects.

Task 4 (5 minutes)

Step 1

Tell students to **Look at page 77 at the back of your Skills Book** and **Look at the Learning Journal cut-out page**. Ask them to look at Ahmed's comments for Weeks 1 and 2. Say **What did Ahmed write about?** and elicit answers. Tell them you want them to think about their own learning experiences in Week 1. Remind them they can add some drawings if they like. If time allows, tell students to start writing up their journals in class. Circulate around the classroom offering guidance and support.

Homework

Students write up their Learning Journals for Week 1.

For the next lesson

If you have access to an OHP, you may want to prepare an OHT for the whole class check in Skills Book, page 31, Activity 2 for Task 4 of the next lesson.

- If we stay silent, more animals will die.
- If we do nothing, our wildlife will die.
- If we hunt too many animals, they will become extinct.
- If we stop poaching, the animals will survive.

Vocabulary

silent, pollute/pollution, injure, poison, survive, habitat; helpless

Warm up (5 minutes)

Tell students to **Look at Activity 1 on page 35 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to discuss with their group what they think about endangered animals.

Task 1 (5 minutes)

Tell students to **Look at Activity 2** and read the poem silently to themselves. Tell them they are going to hear the poem, and they should read the words to themselves as they listen. Play **Songs and Rhymes 3.2** straight through.

Songs and Rhymes Transcript 3.2 Poem - Man the hunter

Man the hunter with the help of his gun
Has killed so many animals. Soon there'll be none!

If we stay silent, more animals will die.
Don't you believe me? I'll tell you why.

Man the polluter has poisoned land and sea,
Now the fish are dying with the birds and the

If we stay silent, more animals will die.
Don't you believe me? I'll tell you why.

Man the destroyer has cut the forests down,
The animals lie helpless and frightened all around.

If we stay silent, more animals will die.
Don't you believe me? I'll tell you why.

Man the poacher wants creatures great and small
Locked up in cages so that he can look cool.

You have to believe me, now you know why,
If we do nothing, our wildlife will die! bees.

Lesson 6

YOU WILL NEED:

- AN OHT FOR THE WHOLE CLASS CHECK FOR SKILLS BOOK, PAGE 31, ACTIVITY 2 (optional)

In this lesson, students will:

- discuss reasons why some wild animals are endangered
- listen to and read a poem
- discuss the writer's ideas in the poem
- listen to a talk and put information in sequence

Target Language

Task 2 (5 minutes)

Step 1

Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to read the poem again and underline the reasons the writer gives as to why animals are in danger.

Step 2

Do a whole class check and elicit the answers.

Reasons given by the writer:

hunting – killing of animals
pollution – poisoning land and sea
loss of habitat – cutting down of forests
poaching

Step 3

- ◆ Elicit ideas from students about what the writer thinks will happen in the future if we don't take more care about endangered animals. Ask students **What do you think?**

Task 3 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 1 on page 31 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. Explain that they are going to listen to Maha talking about the reasons why animals are in danger, and that they have to put the reasons in the order in which she describes them. They should write the letter of each text in the correct sequence in their exercise books. Play
- ◆ **Listening 3.5** straight through.

Listening Transcript 3.5

Maha:

Yesterday, I saw a dead fox lying at the side of the road. Many animals die like this in road accidents.

◆ Others die or are injured in building work or in accidents at sea. If a large ship collides with a whale, it will badly injure or kill it.

Many other animals die because they are hunted to death. Many species are now extinct because of hunting.

Some people catch wild animals alive and sell them for a lot of money. This is called poaching. Poachers



will leave the animals alone if nobody buys from them.

When we pollute the earth with rubbish or chemicals, lots of animals suffer and die. If we don't stop pollution, many animals will disappear forever.

Another problem for the animals is that they have nowhere to live. Many forests are disappearing, and many animals cannot find food or a place to live. If we continue cutting down the trees, the animals won't survive.

Step 2

At the end of the listening, ask students to compare their ideas, then do a quick whole class check.

Answers:

c – b – e – a – d

Task 4 (10 minutes)

Step 1

Organise students into pairs. Tell them to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. One student has to choose one half of a sentence beginning **If . . .** from the left hand side of the page. Their partner has to complete it with a phrase from the right hand side.

Tell students they may find more than one possible phrase to go with the first part of each sentence beginning with 'If.' If any students finish early, encourage them to make up their own phrases using the same sentence pattern.

Step 2

- ◆ Do a whole class check orally, or use the OHT you have already prepared.

Possible answers:

If we hunt too many animals, they will become extinct.

If we stop poaching, the animals will survive.

If we make space for the animals, they will have somewhere to live.

If we protect the animals, they will have better lives.

Homework

- ◆ Write the following 10 words on the board and tell students to learn the spellings.

extinct; endangered; hunting; poaching; loss; habitat; pollution; litter; trapped; survive

Remind them of the 'look, cover, write, check' method and encourage them to use it. Say you will be checking these spellings at the end of the unit.

Remind students to write up their Learning Journals for Week 1.

For the next lesson

- ◆ You will need to prepare sets of 'Animals in danger' information cards for Tasks 2 and 3 of the next lesson – one set for each group of 6 students.

You will also need to prepare photocopies of the completed 'Animals in danger' mind map from the photocopiable pages at the back of this Teacher's Book – one photocopy for each group of 6 students. Familiarise yourself with this mind map as much as possible in order to be able to explain it to students.

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check in Skills Book, page 36, Activity 1 for Task 2 of the next lesson.

Lesson 7

YOU WILL NEED:

- ANIMALS IN DANGER INFORMATION CARDS
- AN OHT FOR THE WHOLE CLASS CHECK IN SKILLS BOOK, PAGE 36, ACTIVITY 2 (optional)
- ◆ ANIMALS IN DANGER MIND MAP FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK – one mind map per group

In this lesson, students will:

- match pictures of endangered animals to names
- find specific information in a factual text
- share information to complete a table

- share information to complete a mind map

Target Language

- Which of these animals is the most endangered?
- Which is the longest living of these animals?
- How many are left?
- How long do they live?

Vocabulary

lynx; panda; orang-utan; rhino

Task 1 (5 minutes)

Step 1

Tell students to **Look at Activity 1 on page 32 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to look at the pictures, then match them to the names of the animals in the dolphin at the bottom of the page. Tell students to write the numbers **1 – 6** in their exercise books, and the letter of each endangered animal beside the corresponding number.

Step 2

Tell students they are going to hear the answers, and they should listen and check their work. Play **Listening 3.6** straight through.

◆ Listening Transcript 3.6

1. f. orang-utan
2. e. Javan rhino
3. c. giant panda
4. b. Iberian lynx
5. a. golden lion tamarin
6. d. Chinese river dolphin

Task 2 (15 minutes)

Step 1

- ◆ Tell students they are going to find out more about these six animals. Organise them into groups of six students and distribute the 'Animals in danger' information cards, making sure that every student in each group takes a card.

Step 2

Tell students to **Look at Activity 1 on page 36 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to complete the table by sharing the information on their information card

with the other students in their group. Circulate around the classroom offering guidance and support. Tell students that when they have finished, they should use the information to discuss the answers to the three questions underneath the table.

Step 3

Quickly draw the table on the board, or use the OHT you have already prepared. Do a whole class check and elicit the information for each animal.

Answers:

Step 4

Elicit the answers to the three questions underneath the table.

Endangered animal	Country	How many are left?	How long do they live?
golden lion tamarin	Brazil	around 1000	15 years
Iberian lynx	Spain	less than 300	13 years
Chinese river dolphin	China	30 or less	24 years
giant panda	China	around 1000	34 years
orang-utan	Indonesia	15,000–25,000	40 years
Javan rhino	Indonesia and Vietnam	less than 100	21 years

Students who finish this activity early, or any activity in previous or later lessons, can be directed to the extra activity in the turtle at the bottom left of page 32. Remind students that they can do these extra tasks whenever they finish early, or in their free time.

Task 3 (5 minutes)

Step 1

Tell students to read the information on their activity cards again. This time they should find

out why the animal is endangered. Ask them to read the information and make notes about their animal. Tell them they will need this information for the next activity.

Step 2

Give students time to read their cards and make notes. Circulate around the classroom offering guidance and support.

Task 4 (10 minutes)

Step 1

Tell students you would like them to complete a mind map of the reasons these animals are endangered. To do this, they will need to share their information with their other group members, then use this shared information to make their mind maps.

See the photocopiable page at the back of this Teacher’s Book for an example of a completed mind map which you can explain clearly to students.

Step 2

Quickly draw a blank mind map on the board and do one category as an example. Write **pollution** in one of the blank boxes. Ask students which animal is endangered by pollution, and what kind of pollution it is. Write the information in the box – **Chinese river dolphin – noise / chemicals**. Tell students to continue sharing the information in their groups to complete their mind maps. Circulate around the classroom offering guidance and support.

Step 3

Do a whole class check and elicit the reasons why these animals are endangered. Distribute photocopies of the completed mind map to each group for easy checking. Ask what is the most common danger for these animals, and elicit **loss of habitat**.

Step 4

At the end of the activity, tell students to store their mind maps in their portfolios.

Homework

Remind students to learn the spellings of the 10 words which you gave them to learn at the end of Lesson 6. Tell them you will be checking

these words later in the unit.

- ◆ extinct; endangered; hunting; poaching; loss; habitat; pollution; litter; trapped; survive

Remind students to finish writing up their Learning Journals for Week 1.



For the next lesson

If you have access to an OHP, you might like to prepare OHTs for the whole class checks in Skills Book, page 36, Activity 2 for Task 1, and Skills Book, page 37, Activity 3 for Task 4 of the next lesson.



Lesson 8

YOU WILL NEED:

- OHTS FOR THE WHOLE CLASS CHECKS FOR SKILLS BOOK, PAGE 36, ACTIVITY 2 AND SKILLS BOOK, PAGE 37, ACTIVITY 3 (optional)

In this lesson, students will:

- play a TPR game
- understand the use of the first conditional
- form sentences using the first conditional
- complete rules about the use of the first conditional

Target Language

- If we lose the forests, animals will have nowhere to live.
- The animals will starve if they cannot find enough food.
- If the forests disappear, there will be more deserts.
- If animals swallow plastic bags, they will die in pain.

Vocabulary

first conditional; straight line; wavy line

Warm-up (5 minutes)

Tell students you are going to play a quick TPR game with them. Say they are going to hear some statements about the animals they have read about in this unit, and they should listen to each statement carefully. If they think the statement is **True**, they should stand up. If they think the statement is **False**, they should remain sitting down. Play **Listening 3.7** straight through.

There is no need to pause the CD after each statement as there are pauses already built into the listening text.

Listening Transcript 3.7

- ◆ 1. Oryx eat grass, herbs and fruit. // True
2. There are leopards in the Salalah Bird Sanctuary. // False. There are leopards at Bait al Barakah.
3. The orang-utan lives for approximately 40 years. // True.
4. Whales can sing. // True.
- ▶ 5. An Arabian tahr is a kind of cat. // False. It's a kind of goat.

6. Oryx are brown. // False. They are white.
7. The giant panda is found in China. // True.
8. The golden lion tamarin lives in Spain. // False. It lives in Brazil.

Task 1 (10 minutes)

Step 1

Tell students to **Look at Activity 2 on page 36 of your Skills Book** and read the rubric and

instruction text. Check their understanding of the task. They have to complete the four sentences by putting the given words and phrases in the right order. Remind them to end each sentence with a full stop.

Step 2

Tell students to compare their answers, then do a whole class check. Write the completed phrases on the board, or use the OHT you have already prepared.

Answers

- ◆ 2. If lots of people send letters to governments, they'll protect animals more carefully.
- 3. You'll help endangered animals if you give money regularly / you regularly give money.
- 4. If you become a volunteer, you'll work on international projects.

Task 2 (5 minutes)

Tell students to **Look at Activity 1 on page 37 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **LANGUAGE**. Read the words on the strip coming out of Robby's head – **First conditional**. Tell students to read the information text, then discuss with them the ideas contained in the examples. Explain that these are possible situations which could happen in the future.

Task 3 (5 minutes)

Tell students to **Look at Activity 2** and read the rubric and instruction text. Discuss the two halves of the example sentence with them. Get them to decide which part describes a possible future situation, and which part describes the result. Elicit their ideas. Students should suggest the following:

part 1 describes a possible future situation
part 2 describes what the result will be

Task 4 (10 minutes)

Step 1

Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to underline with a straight line the part of each sentence that describes something that could

happen in the future, and underline with a wavy line the part that describes what the result will be. Go through the first sentence as an example. Do a whole class check, using the OHT you have already prepared.

Step 2

Tell students to complete the rules that Robby's hand is pointing to at the bottom of the page. Do a whole class check and elicit the answers.

Answers:

We form the **first conditional** in **two parts**. We form **one part** using **if** + the **present** tense.

We form the **other part** using **will** or **won't** + an **infinitive**.

1. If animals swallow plastic bags, they will die in pain.
2. If we take our rubbish home, animals won't die so painfully.
3. I will help wild animals if I support a wildlife charity.
4. Children will help animals if they have the opportunity.

Homework

Tell students to write 3 sentences using 'If' to express their views about endangered animals. They should put their sentences into their portfolios.

Tell students to start thinking about their Learning Journals for Week 2.

At the end of this lesson

Collect students' Skills Books so you can check the work they have completed from pages 33 to 37.

For the next lesson

If possible, collect examples of litter that may harm animals – for example, a plastic bag, an open empty can, a glass bottle, a fishing hook or fishing line, a polystyrene food or drink container – to introduce Task 1 of the next lesson.



building material; food container; cigarette butt;
 paper pull tab; glass bottle

At the beginning of this lesson

Return students' Skills Books which you collected at the end of Lesson 8.

Homework check (5 minutes)

Tell students to get the 3 sentences using 'If' about endangered animals out of their portfolios, and read them to a partner. Elicit some sentences from volunteers, and write them on the board. Remind students to put their sentences back into their portfolios.

Task 1 (10 minutes)

Step 1

Tell students they are going to consider one of the reasons why animals are in danger. If you have brought some examples of items of litter, show them to students. Discuss how the items could harm animals.

Step 2



Tell students to **Look at Activity 1 on page 33 of your Classbook** and say **Look at the poster**.

Discuss what it is about and elicit their ideas. Make sure they understand that it is about a charity called **Oceanlife** which tries to protect birds and animals that live in or near the sea. Tell them they are going to listen to a charity volunteer, Mustafa, talking about the work of Oceanlife. Ask them to listen for the main things that he mentions. Play **Listening 3.8** straight through.

Lesson 9

YOU WILL NEED:

- EXAMPLES OF ITEMS OF LITTER TO INTRODUCE TASK 1

In this lesson, students will:

- discuss how items of litter can harm animals
- discuss a charity which protects endangered animals
- listen for gist and specific information
- put information in a sequence

Vocabulary

charity; support; rescue; survive; conserve; protect
Items of litter: bottle cap; plastic bag (bottle);

Listening Transcript 3.8

Hello. My name is Mustafa. I want to talk to you today about the charity that I support. It's called Oceanlife. Oceanlife is a charity which helps birds, animals and fish that live in or by the sea. I joined Oceanlife because I wanted to do something to help endangered animals. I also bought a T-shirt like the one the boy is wearing in the poster because the money goes to help the charity.

Let me tell you about some of the animals the charity helps. If you look at the poster you can see there are three animals at the top – a dolphin, a turtle and a seagull. The charity helps lots of animals

like these.

Dolphins like the one in this poster can get caught in fishing nets. Oceanlife volunteers rescue dolphins that are caught like this and set them free. If the dolphins are not rescued, they will die. This dolphin was rescued by Oceanlife and survived.

Now look at the turtle on the poster. As you can see, this poor turtle was in danger because of all the rubbish on the beach. Oceanlife helps conserve turtles by cleaning the beaches.

A lot of seagulls just like this one in the poster get covered in oil from the pollution in the sea. Oceanlife rescues these birds and cleans the oil from their feathers.

So, as you can see, Oceanlife does a lot to help protect endangered animals in the sea. Why don't you join Oceanlife as well?

Step 3

After students have finished listening, ask what were the main things that Mustafa talked about and elicit their ideas.

Task 2 (10 minutes)

Step 1

Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. Explain they are going to hear the listening again, but first, they should read the three questions and listen for the answers. Remind students to note down the answers in their exercise books, not in their Classbooks.

Step 2

- ◆ Play **Listening 3.8** again. Do a whole class check and elicit the answers.

Answers:

1. Because the money goes to help the charity Oceanlife.
- ◆ 2. Because he wanted to do something to help endangered animals.
3. a. The dolphin was caught in a net.
b. The turtle was in danger from all the rubbish on the beach.
c. The seagull got covered in oil from pollution in the sea.

Step 3

Tell students to read the text at the bottom of page 33. Elicit any information about charities which help endangered animals. If students can collect leaflets, or download information from the Internet, encourage them to do so and bring this information to class.

You may want to make a classroom display of the information that students bring in.

Task 3 (10 minutes)

Step 1

Tell students to **Look at Activity 1 on page 38 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to read Maha's notes and put them into the correct order. Tell them to write the letter at the bottom right of each note in the corresponding box beside each of the numbers above.

Step 2

Do a whole class check and elicit the answers. Ask students what words or phrases helped them to put the notes into the correct sequence.

Answers:

- ◆ 1. a
- 2. e
- 3. d
- 4. c
- 5. b

If time allows, ask students what they learned from the notes or found interesting.

Homework

- Remind students to learn the spellings of the 10 words which you gave them at the end of Lesson 6. Say you will be checking these spellings later in the unit.

extinct; endangered; hunting; poaching; loss; habitat; pollution; litter; trapped; survive

Remind students to think about their Learning Journals for Week 2.

instruction text. Check their understanding of the task. Tell them to **Look at page 119 at the back of your Skills Book** and to remove the page carefully.

Step 2

Tell students to look at the 10 items of litter, and in their groups, to decide what items people found the most of on the beaches around Muscat. When they have finished, tell them to compare their ideas with another group. Explain that they are going to hear information which lists the things in the correct order. As they listen, they should write the correct letter in the box next to each number. Play **Listening 3.9** straight through.

Listening Transcript 3.9

Here is the Rubbish Top Ten! This is what the volunteers found on the beaches and under the sea around Muscat.

1. cigarette butts
2. bottle caps
3. food containers
4. plastic bags
5. items of building materials
6. plastic bottles
7. lengths of rope
8. drinks cans
9. pull tabs
10. glass bottles

Step 3

Elicit students' answers, then tell them to put the cut-out pages into their portfolios.

Answers:

- | | |
|-----|-------|
| 1. | 1145+ |
| 2. | 825 |
| 3. | 774 |
| 4. | 624 |
| 5. | 533 |
| 6. | 462 |
| 7. | 455 |
| 8. | 400+ |
| 9. | 373 |
| 10. | 370 |

Lesson 10

In this lesson, students will:

- rank items in a list
- understand and form suffixes
- formulate rules about suffixes
- write up their Learning Journal for Week 2

Task 1 (10 minutes)

Step 1

Tell students to **Look at Activity 2 on page 38 of your Skills Book** and read the rubric and



This list represents only the top ten items found. Many other items were found as well, including toys, shoes, car batteries, clothing, a child's cot and

a broken stereo unit.

Task 2 (5 minutes)

Step 1

Tell students to **Look at Activity 1** on page 39 of your Skills Book. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **WORDS**. Read the word on the strip coming out of Robby's head – **Suffixes**. Tell students to read the rubric and information text, then discuss with them the ideas contained within the information. Make sure they understand that a suffix is a group of letters at the end of a word.

Step 2

Tell students to check their work with a partner, then do a whole class check.

Answers:

◆ Column A Column B

Task 3 (10 minutes)

Step 1

Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to add the correct suffix to each of the words to make a new word. Show them the example of **hunt - hunter** and tell them to complete the other words. Elicit the answers.

Answers:

2. farmer
3. poacher
4. sailor
5. director
6. ranger

Step 2

Tell students to complete the rules that Robby's hand is pointing to. Elicit the answers.

Answers:

We can form some nouns which describe a **person** by adding **-er** or **-or** to a word.

When the word ends in **-e**, we usually just add **-r**.

Task 4 (10 minutes)

Step 1

Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to match each of the nouns in the right hand column to a verb in the left hand column. They should write the number of the verb into the appropriate box in front of its corresponding noun.



Step 3

Tell students to complete the rules that Robby's hand is pointing to. Elicit the answers.

Answers:

1. We can form some nouns which describe an idea or concept by adding the suffix **-ion** or **-ation** to the original word.

2. When the original word ends in **-e**, we take away the **e** and add **-ion** or **-ation**.

This activity provides an opportunity to assess how well students are able to understand and form suffixes.

Homework

Tell students to **Look at page 79** at the back of your Skills Book. Say **This is Ahmed's Learning Journal** and tell them to read Ahmed's comments 3 and 4 for Week 2. Say you want them to start thinking about their own learning experiences in Week 2, and write up their Learning Journals. Remind them they can add some drawings if they like.

A

Write the following 8 words on the board. Tell students to copy them into their exercise books and learn the spellings. Remind students of the 'look, cover, write, check' method of learning spellings and encourage them to use it. Say you will be checking these spellings in a later unit.

pollute – pollution; protect – protection; inform – information; conserve – conservation

Students write up their Learning Journals for Week 2.

the water.

Vocabulary

fertiliser; pesticide; pest; spray; food chain

Warm-up (5 minutes)

Ask students if they can remember the poem **Man the hunter**. Ask if they can remember the reasons the writer gives as to why animals are in danger. Elicit their ideas, then play the poem (**Songs and Rhymes 3.2**). Tell students to **Look at the poem on page 35 of your Skills Book** and read it as they listen.

Task 1 (10 minutes)

Step 1

Tell students to **Look at pages 34 and 35 of your Classbook** and **Look at the pictures and read the text**. Ask them which of the reasons mentioned in **Man the hunter** is focused on here. Elicit that it is **pollution**. Establish that this lesson will be about how chemical waste pollutes the environment, thus affecting the animals.

Step 2

Tell students to **Look at Activity 1 on page 34** and read the rubric and instruction text. Check their understanding of the task. They have to read the text then discuss the information about pesticides and the damage they can cause to wildlife. Discuss the process with students.

Task 2 (5 minutes)

Step 1

Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to complete the gap in each sentence with one of the words from the column on the right. Go over the first sentence, which has been done as an example. Remind students to write the answers in their exercise books, and not in their Classbooks.

Step 2

Do a whole class check and elicit the answers.

Answers:

2. uses
3. eats
4. die

Lesson 11

In this lesson, students will:

- listen to and read a poem
- discuss the effects of pollution on animals
- discuss pesticides
- make up sentences with 'If'

Target Language

- If the farmer uses pesticide, the pest will die.
- If the cows eat the grass, they will eat some of the pesticide.
- If it rains, the pesticide will run into the river.
- If the pesticide runs into the river, it will pollute

Task 3 (15 minutes)

For this activity, students should work in pairs or groups. If you like, you can make the activity into a competition, with the winning pair or group being the one which makes up the most correct sentences.

Step 1

Tell students to **Look at Activity 1 on page 35 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. First, they have to look at the pictures and read the four sentences underneath. Next, they have to use the pictures to make up sentences of their own, using the first conditional. Set a time limit, and remind students to write in their exercise books and not in their Classbooks. Circulate around the classroom offering guidance and support.

Step 2

When time is up, elicit some sentences from pairs or groups and write them on the board.

Possible answers:

1. If the wind sprays the corn, the wind will carry the spray onto nearby grass.
2. If the cows eat the grass, they will eat some of the pesticide.
3. If the cows eat the pesticide, it will pollute their milk.
4. Cheese, butter and milk will contain pesticides if they are made with polluted milk.
5. If the plane sprays the corn, the bread will contain pesticides.
6. If the plane sprays the corn, the cake will contain pesticides.
7. If it rains, the pesticide will run into the river.
8. If the pesticide runs into the river, it will pollute the water.
9. If the pesticide pollutes the water, the fish will contain pesticide.
10. If humans eat polluted fish, who knows what will happen?

Homework

Remind students to practise spelling the 8 words which you gave them to learn at the end of Lesson 10. Tell them you will be checking these words in a later unit.

pollute – pollution; protect – protection;
inform – information; conserve – conservation.

Remind them also to learn the spellings of the 10 words which you gave them at the end of Lesson 6. Say you will be checking these spellings later in the unit.

extinct; endangered; hunting; poaching; loss;
habitat; pollution; litter; trapped; survive

Students continue writing up their Learning Journals for Week 2.

For the next lesson

If you have access to an OHP, you may want to prepare OHTs for the whole class checks for Skills Book, page 40, Activities 2 and 3 for Tasks 3 and 4 of the next lesson.

Lesson 12

YOU WILL NEED:

- OHTS FOR THE WHOLE CLASS CHECKS FOR SKILLS BOOK, PAGE 40, ACTIVITIES 2 AND 3 (optional)

In this lesson, students will:

- read two fact files and listen to information
- listen for specific information
- identify the silent 'r' in words
- formulate rules about the silent 'r'

Vocabulary

macaw; diet; habit; breeding

Task 1 (10 minutes)

Step 1

Tell students to **Look at Activity 1 on page 36 of your Classbook** and read the rubric and

instruction text. Check their understanding of the task. They have to read the fact file about the hyacinth macaw, then listen to information about the macaw. They then have to repeat this procedure with the fact file about the leatherback turtle.

Step 2

Give students time to read the fact files about the macaw and the turtle, then ask some questions as a quick comprehension check, such as:

- ◆ • Where can you find the macaw [turtle]?
- How many macaws [turtles] are left in the wild?
- Why is the macaw [turtle] endangered?

Step 3

Tell students they are going to hear some information about the macaw. Explain that they are going to hear some extra information that is not in the fact file in their Classbooks. They have to decide if the extra information relates to

- a. the macaw's appearance
- b. the macaw's diet
- c. the macaw's appearance and diet

Play **Listening 3.10** straight through.

Listening Transcript 3.10

The hyacinth macaw is the largest of the macaws. It can grow up to one metre and is an amazing blue colour. There are a few hyacinth macaws in Brazil, Paraguay and Uruguay. Unfortunately, there are probably only about 2,500 of these colourful birds left in the wild. The number of hyacinth macaws kept as pets is higher than the number left in the wild. The hyacinth macaw eats seeds, nuts, fruits and vegetables. The forests where it lives are being cut down, so there are not as many

places where it can nest and find food. Also, people steal these birds from the forest and sell them as pets for thousands of dollars.

Step 4

At the end of the listening, ask students to share their ideas with their group. Then play **Listening 3.10** again (it is repeated on the CD) so they can check their answers. Do a whole class check.

Answer:

- c. appearance and diet
 - appearance – it is the largest of the macaws and can grow up to one metre
 - diet – it lives on seeds, nuts, fruits and vegetables

Step 5

Repeat the procedure with the information about the leatherback turtle. This time, students have to decide if the extra information they hear relates to

- a. the turtle's diet
- b. the turtle's breeding habits
- c. the turtle's diet and breeding habits

Play **Listening 3.11** straight through.

Listening Transcript 3.11

The leatherback turtle lives in oceans and seas all over the world. It is now an endangered species. The turtles breed in the sea and then the female turtles come onto the beach to lay their eggs. They lay between 100 – 150 eggs. Many eggs get stolen or are eaten by animals. When the eggs hatch, the

baby turtles run towards the sea. In the sea, many of them get eaten by larger fish. Only one or two baby turtles will become adult. Leatherback turtles are hunted for their meat and are used in some traditional medicine. Their shells are also used to make jewellery and souvenirs for tourists.

Answer:

- b. breeding habits
 - the turtles breed in the sea
 - the female turtles come onto land to lay eggs

Task 2 (5 minutes)

Step 1

Tell students to **Look at Activity 1 on page 40 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **SOUNDS**. Read the phrase on the strip coming out of Robby's head – **Silent 'r'**. Tell students to read the rubric and information text about the letter 'r', then discuss the information with them.

Step 2

Tell students to say **litter** and **forest** and decide if the letter 'r' is silent or not. They should put a tick (✓) or a cross (X) accordingly in the box after each word. Tell them they are going to

◆ hear the words, and they should listen and check their answers. Play **Listening 3.12** straight through.

Listening Transcript 3.12

litter // litter
forest // forest

Answers:

litter X
forest ✓

Task 3 (10 minutes)

Step 1

Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. Explain that they should first say the words to themselves, decide whether the 'r' is silent or not and put a tick or a cross in each box accordingly.

Step 2

Explain to students they are going to hear the words, and they should listen and check their work. Play **Listening 3.13** straight through.

Listening Transcript 3.13

- ◆ bird // bird
other // other
probably // probably
protect // protect
survive // survive
natural // natural

- ◆ destroy // destroy
garden // garden
turtle // turtle
rubbish // rubbish

Step 3

Write the numbers **1 – 10** down the board, or use the OHT you have already prepared. Elicit the answers, and put a tick (✓) or a cross (X) next to each one according to whether the 'r' is silent or not.

Answers:

1. bird X
2. other X
3. probably ✓
4. protect ✓
5. survive X
6. natural ✓
7. destroy ✓
◆ 8. garden X
9. turtle X
10. rubbish ✓

Task 4 (10 minutes)

Step 1

Tell students to **Look at Activity 4** and read the rubric and instruction text. Check their understanding of the task. They have to look again at the words in Activity 2 and write them into one of the three boxes.

Step 2

Do a whole class check and elicit the answers. Write them on the board, or use the OHT you have already prepared.



Step 3

- ◆ Tell students to complete the rules about the silent 'r' that Robby's hand is pointing to. Elicit the answers.

Answers:

We usually pronounce the letter **r** when it is

followed by a vowel

Letter r + vowel

probably
protect
natural
destroy
rubbish

Letter r + consonant

bird
survive
garden
turtle

Letter r at end of word

other

Homework

Remind students to learn the spellings of the 10

- ◆ words which you gave them at the end of Lesson 6. Say you will be checking these spellings next lesson.

extinct; endangered; hunting; poaching; loss; habitat; pollution; litter; trapped; survive

Remind students also to practise spelling the 8 words which you gave them to learn at the end of Lesson 10. Tell them you will be checking these words in a later unit.

- ◆ **pollute – pollution; protect – protection; inform – information; conserve – conservation**

Students continue writing up their Learning Journals for Week 2.

At the end of this lesson

Collect students' Skills Books so you can check the work they have completed from pages 38

- ◆ to 40.

For the next lesson

Collect some leaflets which you can bring to the next lesson to show students as examples of what a leaflet looks like. They will be making their own leaflets.

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check in Skills Book, page 41, Activity 1 for Task 2 of the next lesson.

Lesson 13

YOU WILL NEED:

- EXAMPLES OF LEAFLETS TO SHOW STUDENTS
- ◆ AN OHT WITH THE ANSWERS FOR SKILLS BOOK, PAGE 41, ACTIVITY 1 (optional)
- SCISSORS

In this lesson, students will:

- do a spelling test
- understand and discuss leaflets
- match pages in a leaflet to topics

- start writing their own leaflet

Target Language

- A leaflet contains . . .
- I've seen leaflets in [at] . . .
- Leaflets are used to . . .
- A leaflet should be . . .

Vocabulary

leaflet, design, produce, attractive

At the beginning of this lesson

Return students' Skills Books which you collected at the end of Lesson 12.

Homework check (10 minutes)

Tell students to **Look at Activity 2 on page 42 of your Skills Book** and show them the writing lines. Say that they are going to hear the 8 words which you gave them to learn at the end of Lesson 10, and they should write these words on the writing lines. Play **Listening 3.14**, pausing after each word to give students time to write.

Do a whole class check and elicit the spellings from volunteers.



Listening Transcript 3.14

- ◆ 1. pollute
- 2. pollution
- 3. protect
- 4. protection
- 5. inform
- 6. information
- 7. conserve
- 8. conservation

Task 1 (10 minutes)

Step 1

Tell students to **Look at the picture of the animal on page 37 of your Classbook**. Ask **What animal is this?** and elicit **orang-utan**. Ask **What do you know about the orang-utan?** and elicit answers from volunteers.

Step 2

Tell students to **Look at Activity 1** and read the rubric and instruction text. Check their understanding of the task. Make sure they understand that the five pages are from a leaflet

about orang-utans. They have to match each page from the leaflet to one of the topics

- ◆ **a, b, c, d, e** listed at the top of page 37, then compare their ideas with a partner. Remind them to note down their answers in their exercise books and not in their Classbooks.

Students do not have to read through all the information on each page of the leaflet. They can get the right answers by looking at the titles of pages 2,3,4 and 5.

Step 3

Do a whole class check and elicit the answers from volunteers.

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

Step 4

Tell students to read the information on the five pages again in order to find out more about the orang-utan and how it can be saved. Discuss the information with the class. Tell students to **Read the instruction text at the bottom of page 37.**

- ◆ Explain that students are going to make their own leaflets about the animals they have been researching.

Show students the examples of leaflets you have brought to the class, to make sure they understand what a leaflet looks like.

Task 2 (10 minutes)

Step 1

Tell students to **Look at Activity 1 on page 41 of your Skills Book.** Show them the picture of Robby the Robot at the top right and elicit the words printed on his chest – **YOUR WRITING.** Read the word on the strip coming out of Robby's head – **Leaflets.** Tell students they are going to learn about leaflets and how to write one.

Step 2

Tell students to read the rubric and instruction text. Check their understanding of the task. They have to read questions **1 – 4** and choose possible answers by putting a tick (✓) or a cross (✗) in each box. Make sure they understand there may be more than one correct

answer for each question.

Step 3

When students have finished, do a whole class check. Elicit the answers from volunteers and use the OHT you have already prepared.

Answers;

- ◆ 1. a. contains factual information (✓)
b. doesn't usually have pictures (✗)
c. doesn't usually cost money (✓)
- 2. a. in shops and restaurants (✓)
b. at the doctor's and dentist's (✓)
c. in rubbish bins (can be ✓ or ✗ – get students to explain their answers)
- ◆ 3. a. advertise (✓)
b. educate or inform (✓)
c. amuse or entertain (✓)
- 4. a. very detailed (✗)
b. easy to understand (✓)
c. attractive to look at (✓)

Step 4

Tell students to look again at the leaflet on page 37 of their Classbooks, and see how it relates to the answers above.

Task 3 (5 minutes)

Students should start this task in class, but finish it for homework.

Step 1

Tell students to **Look at Activity 2** and read the rubric and instruction text. Tell them to **Look at page 103 at the back of your Skills Book.**

- ◆ Distribute the scissors and ask them to **Cut out the page carefully.** Point out the diagram in Activity 2 on page 41 of the Skills Book, and ask students to follow the instructions carefully to fold the page into a leaflet.

Step 2

Tell students to start planning their leaflets using the ideas in the example leaflet about the orang-utan in Activity 1 on page 37 of their Classbooks.

- ◆ **Emphasise to students that they should select information carefully, and not try to put too much information in a small space.**

When students have finished planning their work, tell them to tick Stages 4 and 5 of their Project Record Sheets. Tell them they will need to complete their leaflets by the end of the next lesson.



Homework

Remind students to practise spelling the 8 words which you gave them to learn at the end of Lesson 10. Tell them you will be checking these words the lesson after next.



**pollute – pollution; protect – protection;
inform – information; conserve – conservation.**



Students start thinking about their Learning Journals for Week 3.



Lesson 14

In this lesson, students will:

- continue working on their leaflet
- check their work with their friends
- complete Stages 6, 7 and 8 on their Project Record Sheet
- write up their Learning Journal for Week 3

Teachers can be flexible about the timings of the different parts of this lesson, according to the stage their class has reached.

Task 1 (20 minutes)

Tell students that in this lesson they should continue working on their leaflets. They should have finished them by the end of the lesson. Remind them to refer to the Writing Route, and to ask their friends to check their work before they write their final drafts. Remind them to add any pictures they wish to include. Circulate around the classroom offering guidance and support.



Task 2 (5 minutes)

When students have finished their leaflets, ask them to tick Stages 6, 7 and 8 of their Project

- ◆ Record Sheets, then show their leaflets to their friends.

Task 3 (10 minutes)

Tell students to **Look at Ahmed's learning journal on page 77 at the back of your Skills Book.** Tell them to read Ahmed's comments 5 and 6 for Week 3. Ask **What did Ahmed write about?** and elicit answers. Tell students you want them to start thinking about their learning experiences in Week 3, and write up their

- ◆ Learning Journals. Remind them they can add some drawings if they like.

Homework

Remind students to practise spelling the 8 words which you gave them to learn at the end of Lesson 10. Tell them you will be checking these words next lesson.



**pollute – pollution; protect – protection;
inform – information; conserve – conservation.**

At the end of this lesson

Collect students' leaflets and make a classroom display.





- What did you learn in this unit?
- What activities did you like?
- How well did you ... ?

At the beginning of this lesson

Make sure that you have organised a classroom display of students' leaflets.

Warm-up (5 minutes)

Give students time to go round the display and look at other students' leaflets.

Task 1 (5 minutes)

This stage in the unit is when students carry out evaluation of their own abilities and the unit itself, by completing the last two pages of the unit in their Skills Book.



Step 1

Tell students to **Look at pages 42 and 43 of your Skills Book**. Ask **What's this?** and elicit **My learning record**. Ask **What day is it today?** Elicit

- ◆ the day of the week and then the date. Write the day and date on the board, and tell students to **Write the day and date on the writing lines**.

Step 2



Tell students to **Look at Activity 1**. Point to the five faces of Robby the Robot and say **Look at the faces**. Ask them to look at the words under each face and the number above. Point to the first statement and say **How well can you understand and talk about animals in danger?**

- ◆ Point to the faces again and ask **very, very well? very well? OK? not sure? not very well?**

Tell students to decide which face represents how they feel about the first statement. Show them the diamond at the end of the statement and ask them to **Write the number of the face in the diamond**. Repeat the procedure with the other five statements. Circulate around the classroom offering guidance and support.

Task 2 (10 minutes)

Step 1

Tell students to **Look at Activity 2 on page 42 of your Skills Book** and show them the writing lines. Say they are going to hear the words, and

- ◆ they should write them on the lines. Tell students this is something they should do on their own, and not look at their friend's work.

Lesson 15

In this lesson, students will:

- evaluate their ability to carry out the things in the unit
- state what they have learned and evaluate the activities in the unit
- evaluate their ability to work with others and individually
- complete a learning record

Target Language

- How well can you ... ?

Play **Listening 3.14**, pausing after each word to give students time to write.

Listening Transcript 3.14

1. pollute
2. pollution
3. protect
4. protection
5. inform
6. information
7. conserve
8. conservation

Step 2

Get students to swap their books with a partner, then do a whole class check and elicit the answers. Write them on the board, and tell students to check their partner's work carefully and give them a score out of 8.

Task 3 (10 minutes)

Activity 3 of the learning record is designed to encourage students to think in more global terms about what they have learned in a unit. The focus here should be on the ideas, concepts and factual information related to the topic rather than the language itself.

Step 1

Ask students to **Look at Activity 3 on page 43**. Read the first statement – **These are some things I've learned about this topic**. Get students to discuss in their groups what they think they have learned in Unit 3. This should include language and ideas. Elicit students' ideas and help them formulate them so that they can express them in writing using simple sentences.

If

you feel it is necessary, write some ideas on the board to give them a model to copy.

Repeat this procedure with the second

statement – **These are some things I would like to learn about this topic**. Ask students to discuss this in their groups and then elicit some ideas. Give them time to think, then circulate around the classroom offering guidance and support.

Step 2

Tell students to **Look at Activity 4**. Ask them to

read the two statements and then look back through Unit 3 and decide what activities they liked and what activities they didn't like. Ask students to discuss the statements in their

- ◆ groups and then elicit some ideas. You may want to write useful vocabulary on the board as they suggest their ideas. This will provide support when students write their responses to the statements.

Task 4 (5 minutes)

Step 1

Tell students to **Look at Activity 5**. Ask a volunteer to read the rubric and the statement underneath. Tell students to look at the five medals. Ask a volunteer to explain what they have to do. Make sure students understand they have to think about their work with their friends, not their individual work. Encourage them to think honestly about their interaction with others in class and then colour the appropriate medal.

Step 2

Tell students to **Look at Activity 6**. Ask them to read the rubric and the statement and then look at the five medals. Ask a volunteer to explain what they have to do. Make sure students understand that they have to think about their individual work in the unit. Reassure them that it is normal to find some things more difficult than others when learning something new. Ask them to look back through their work and then colour the appropriate medal.

For the next lesson

Collect students' portfolios for checking.

- ◆ Collect students' Skills Books so you can check the work they have completed in the unit, and the spellings they wrote for Lesson 15, Activity 2.

