Lesson 1

Reading

Life in the wild

Lesson 1
Reading

1 How many wild animals do you know in English? Write a list.
2 Look at the texts and pictures and answer the questions.
3 Read the texts quickly and check your answers in Activity 2.
4 Look at the vocabulary panel above. Find the words in the text. Use the context to work out what they mean.

Warm-up: Farm or wild?

- On the left of the board write the word FARM and on the right write WILD.
- Explain that you are going to say the names of some animals. The children must tell you if the animals usually live on farms or in the wild by saying farm or wild. (Explain that sometimes it can be both.)

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

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

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

Materials:
Class Audio CD1

In 2009, he and his team explored Mount Bawean, a volcano in Papua New Guinea, where they discovered a new species – a wolly rat as big as a cat. As a TV presenter, he’s caught snakes and seen with sharks. He also makes exciting nature programmes for children. Deadly & all about predators,

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

Mireya Mayor

MIREYA MAJOR is a scientific and conservation expert who works to protect animals. She was born in the USA in 1973.

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

In 1990, she started her first wildlife show on National Geographic TV Wild Africa. Since then she travelled to lots of countries to do research and make programmes to tell people about conservation. In 2000, Mireya discovered a new kind of lemur in Madagascar, the maki lemur. This species is so small it can sit in your hand. She told everyone that this little animal was endangered. Because of this, the animals’ habitat became a national park to protect them.

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

Say the animals and have the children put their hands up and say the corresponding word. Ask if the class agrees or suggest animals: cow (farm), tiger (wild), turtle (wild), horse (both), elephant (wild), snake (wild), sheep (farm), lizard (wild), eagle (wild), goat (both).

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

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

Answers: Children’s own answers.
2 Look at the texts and photos and answer the questions. **Be a star 🌟**
• The children look at the texts and photos (without reading the texts) and write down their ideas to answer the questions.
• Ask volunteers to tell you their ideas and give reasons.
• Ask if the class agrees with the ideas.

3 1.2 Read the texts quickly and check your ideas in Activity 2. Are any of the animals on your list in Activity 1 mentioned?
• Give the children a few minutes to read the text. Have them check their answers from Activity 2. Then have them find the names of all the wild animals mentioned in the texts.
• Ask the children which of the animals in their lists from Activity 1 were in the texts. Tick them off on the board.
• Play the audio if the children need additional support.

Answers: 1 biographies 2 They both work with animals. Steve is a wildlife expert and Mireya is a scientist and conservation expert. 3 Steve discovered a new species of rat. Mireya discovered a new species of lemur.

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

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

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

**A group of animals all of the same type.** *(species)*  
**Make sure something is safe from danger.** *(protect)*  
**When a species doesn’t exist anymore.** *(extinct)*  
**When a species could soon become extinct.** *(endangered)*  
**The place where animals naturally live.** *(habitat)*  
**Animals that other animals hunt.** *(prey)*  
**Animals that hunt other animals.** *(predators)*  
**The act of protecting habitats and species so they will not become extinct.** *(conservation)*  
**Watch carefully.** *(observe)*  
**Someone who introduces a TV programme.** *(presenter)*

1 Cool Down

**Life in the wild**

**Lesson 1**

**Vocabulary**

1 Read the definitions and write the words.

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2 Complete the text with the words from Activity 1.

My favourite episode was about Africa. It’s always exciting to see a **species** of animal that hasn’t been seen for a long time. As long as you’re not afraid **of predators**, you can get close to them in their **habitat**. My favourite programme was about Africa. It’s always exciting to see a **species** of animal that hasn’t been seen for a long time. As long as you’re not afraid **of predators**, you can get close to them in their **habitat**.

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

2 Complete the text with the words from Activity 1.

Answers: 1 species 2 protect 3 conservation 4 endangered 5 extinct 6 presenter 7 observe 8 habitat 9 predator 10 prey
Lesson 2
Reading comprehension / Working with words

Learning objectives: Read for specific information; Compound nouns

Resources: [PK] - Unit 1, Lesson 2; [TRC] - Working with words worksheet; [PPK] - Working with words activity for Unit 1

Materials: Class Audio CD1

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

Reading
To be efficient readers, the children need to be able to find information in a text without reading line by line. Introduce a scanning activity to develop this skill. Here is an example:
• Have the children find two numbers in the first text on pages 8–9 that aren’t a year. When they’ve found them, they raise their hands and give their answers. (‘60’ – the name of Steve’s programme about predators is Deadly 60; ‘five’ – he has written five books)

Answers:

<table>
<thead>
<tr>
<th>Name</th>
<th>Steve Backshall</th>
<th>Mireya Mayor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Born</td>
<td>1973</td>
<td>1973</td>
</tr>
<tr>
<td>Profession</td>
<td>wildlife expert</td>
<td>scientist and conservation expert</td>
</tr>
<tr>
<td>TV programme name</td>
<td>Deadly 60</td>
<td>Wild Nights</td>
</tr>
<tr>
<td>Discovery</td>
<td>woolly rat</td>
<td>mouse lemur</td>
</tr>
<tr>
<td>Number of books written</td>
<td>five</td>
<td>one</td>
</tr>
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</table>

2 Write T (True) or F (False). Then read again and check your answers.
• Refer the children to the example and ask them if they can remember why the sentence is false. Tell them they can check in a moment. (In the second paragraph it says: Steve has been interested in animals since he was a child.)
• Have the children read the other sentences and write T or F without referring to the text.
• Read out the sentences and ask children to raise their hands for the true sentences. Then have them read the texts again to check their answers.
• Ask volunteers to give reasons for their answers. Check with the class.

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

Teaching star!☆
Be a star!

• Ask if they found them by starting at the beginning and reading every word. (Probably not – they scanned the text looking for numbers and not reading anything else.)
• Do the same with names of animals in the first text for extra practice (snakes, woolly rat, cat, sharks).
• Tell the children that in the next activity, they will be looking for specific information and need to use the same approach.

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

Be a star! ☆

• Refer the children to the example in the table and have them find the information in the text.
• Then have them continue the activity individually and then check their answers with a partner.
• Draw the chart on the board and invite children to come and complete a piece of information. Ask if the class agrees.

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

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

Answers: Children’s own answers.

Working with words

Compound nouns

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

Match the words to make compound nouns.

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

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

Values

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

Cooler: Team spelling

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

Answers: 1 paintbrush 2 earphones 3 starfish 4 backbone 5 lifeboat 6 compasite
Learning objectives: Use the present perfect and past simple to talk about experiences and events

Grammar: Present perfect and past simple tense

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

Warm-up: Missing vowels
- Write the compound nouns from the last lesson on the board, but without the vowels: rinfst wldf rphns cmpst lbf cbbn pbtrsh sfrsh
(Solution: rainforest, wildlife, earphones, campsite, lifeboat, backbone, paintbrush, starfish)
- Tell the children they can make the words complete again by adding the vowels: a, e, i, o or u. Point out they are all words from the last lesson.
- Give the children some thinking time and then invite volunteers to the board to write a complete word. Ask if the class agrees.

1 [Look and read.
- Ask the children to say what they can see in the pictures. Ask What is the girl doing? Do you like her photo? Do you think it's her first photo?

2 Circle the correct answer to complete the sentences.
1) She’s been interested in wild life photography since she was a child.
2) Her parents helped her father travel to wild places.
3) Last year, she won a Young Wildlife Photographer of the Year award.
4) She has travelled to all continents last year.
5) She has come
come back from South America.

3 Take turns asking and answering with a partner. Be a star!
- What are you interested in?
- How long have you been interested in it?
- What are you doing?
- How long have you been doing it?
- How many years have you been doing it?

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

2 Circle the correct answer to complete the sentences.
- Refer the children to the example sentence. Ask them why it is has been (because it talks about a life experience).
- Decide on the answer to numbers 2 and 3 as a class and ask the children to give reasons. (2 – has won – experience, 3 – won – specific time)
- Have the children complete the activity individually and then compare answers with a partner.
- Have the children read out sentences. Ask if the class agrees.

Answers: 1 has been 2 has won 3 won 4 have helped 5 travelled 6 came 7 took 8 has taken

3 Take turns asking and answering with a partner. Be a star!
- Have the children ask you the questions first. Give full answers, e.g. I’m interested in gardening. I’ve been interested in gardening since I was a child. I started gardening with my dad when I was about five. Yes, I’ve bought lots of gardening tools and I bought a greenhouse last year.
- Ask for a volunteer to do another example interview with you asking the questions.
- Divide the class into pairs. Drill the questions before they start, then have them ask and answer. Monitor and check the children’s use of present perfect and past simple.
- Invite volunteers to act out their interview for the class.
Group work
Give the children a chance to share information about their partner as this builds rapport and positive relationships in the classroom.

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

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

Workbook page 10

1 Match to make sentences.

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<td>c &amp; d</td>
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<td>e &amp; f</td>
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Answers: b 2 d 3 f 4 e 5 a 6 c

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

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

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

Answers: Children's own answers.

Remind the children that they can refer to Grammar reference page 118 to help them when completing these activities.
Lesson 4  Language in use

Pupil’s Book page 12

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

Grammar: Present perfect and past simple questions

Vocabulary: migrate, record, sanctuary, unbelievable

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

Materials: Class Audio CD1

Warm-up: Stand or sit

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

1.3 Listen and say.

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

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

- Refer the children to the example question. Elicit why it is Have you ever ...? (We use ‘Have you ever’ to talk about a life experience.)

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

Vocabulary

- Draw attention to the vocabulary panel at the top of the page.
- Use each word in a sentence and have the children say which word you used, e.g. It’s unbelievable how fast cheetahs can run! Lots of animals migrate from cold places to warm places in the winter. There’s a sanctuary for homeless animals near my house. Scientists record everything they do in their experiments.
- Check the children’s pronunciation and repeat the word again for them to say, if necessary.
- Ask the children to identify the words from your definitions:
  A place where birds or animals are protected. (sanctuary)
  To move from one part of the world to another with the seasons. (migrate)
  To make a note or copy of information so you can use it later. (record)
  Amazing and very surprising (unbelievable)
• Elicit the answer for number 2 and ask the class to give reasons. (We use ‘did you go’ because ‘last summer’ is a specific time.)
• Have the children continue the activity individually.
• Ask pairs of children to read out the completed questions and answers. Ask if everyone agrees.

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

Teaching star!

Using digital
The Reset tool allows you to complete an activity on the Interactive White Board (IWB) and then reset it. This way, more children can come to the board and be involved.
• At the end of Activity 2, invite children to come to the board and write their answer in the digital version of the exercise. Ask if the class agrees.
• Use Reset to clear the exercise and invite different children (one at a time) to come and write an answer. Challenge them to do it faster each time!

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

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

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

Workbook page 11

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

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

2 Write questions using the prompts.

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

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

Answers: Children’s own answers.

Grammar reference (page 118)

1 Underline the correct verb form to complete the sentences.

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

Remind the children that they can refer to Grammar reference page 118 to help them when completing these activities.
Lesson 5  Listening

Pupil’s Book page 13

Learning objectives: Compare photos with audio information

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

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

Materials: Class Audio CD1

Warm-up: Team sentences

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

Vocabulary

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

1  🕵️ Look at the photos and answer the questions.

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

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

**Audioscript**

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

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

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

3  🕵️ What is ‘mutualism’? Tick (✔) the correct definition.

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

Answer: b

4  🎧 1.4 Listen again and complete the notes.

- Play the audio again up to … poor sense of hearing and smell. Ask if the children heard the example answer.
- Play the section of the audio about ostriches and zebras. Have the children complete the information.
- Ask children to read out a sentence each. Write the words on the board.
- Follow the same procedure for the second section.
Answers: Text 1: 1 hear 2 smell 3 see 4 see 5 hear 6 smell 7 runs 8 runs Text 2: 1 cleaners 2 clean 3 skin 4 bite 5 drink 6 parasites 7 eat 8 food

Mixed ability
Some children may find completing the notes in Activity 4 challenging. The following approach will enable them to participate in the answer-checking process.
When they have completed the texts in Activity 4, write all the answers on the board in random order. Fast finishers can check their work. Less confident children can identify any answers they found challenging.
• Finally, go through all the answers with the class. All the children will be confident and ready to contribute.

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

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

Workbook pages 12–13

Lesson 5 Exam practice
1 Complete the telephone conversation between two friends.
What does Maria say to Ben?
Write the correct letter (A–H) from page 13.

Example:
0  Ben: Hi, Maria. Thanks for calling back.
Maria: _____
1  Ben: What was the weather like today?
Maria: _____
2  Ben: How was the weather for the rhino?
Maria: _____
3  Ben: How is the weather in the country?
Maria: _____
4  Ben: The weather is getting better.
Maria: _____
5  Ben: What’s the weather like in the country?
Maria: _____

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

If done in class:
• have the children read all the possible answers and elicit the answer for number 1.
• have the children complete the activity individually.
• nominate children to read out lines of the dialogue.

Answers: 

PRC = Pupil’s Resource Centre
TG = Test Generator
Lesson 6  Writing / Learning to learn

Pupil’s Book pages 14–15

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

Resources: PK - Unit 1, Lesson 6

1 Look at the texts on pages 8–9 again. Answer the questions.
• Answer the first question as a class.
• Give some thinking time for the second question and ask for suggestions.

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

2 Use the texts to number the paragraphs of a biography in order (1–4).
• Decide the first paragraph together as a class and then have the children continue individually.
• Read out the topics and have the children say the corresponding number.

Answers: 1 b 2 a 3 d 4 c

3 Read the notes from a biography of the conservationist Jane Goodall. Number them in order.
• Have the children find information about who Jane Goodall is (h). Write the letter on the board.
• Repeat for the other items. Then write the letters in order on the board.

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

4 Which section of the biography would each sentence in Activity 3 appear in? Match paragraphs 1–4 in Activity 2 to letters a–j.
• Children read the sentences in Activity 3 again and match them to the paragraphs in Activity 2.

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

5 Work in pairs to write a biography of Jane Goodall. Use the notes in Activity 3 and the texts on pages 8–9 to help you. Be a star!
• Read out the first part of the biography and encourage children to say what comes next.
• Children work in pairs to write the biography, using the notes in Activities 3 and 4.

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

Learning to learn

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

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

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

Answers: 1 no 2 yes 3 yes 4 no 5 no 6 no

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

Prepare to write

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

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

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

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

- Elicit which notes (a–i) go in paragraphs 1 and 2. Then children work individually to complete the plan.

- Elicit extra information and decide which paragraph it should go in. Write the extra notes on the board.

3. Write a biography of Gerald Durrell.

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

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

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

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

- The children write a final version in their notebook.
**Lesson 7 Speaking**

**Pupil’s Book page 16**

**Learning objectives:** Describe a wildlife photo

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

**Resources:** PK - Unit 1, Lesson 7; TRC - Vocabulary 2 worksheet; PPK - Vocabulary activity

**PRC** - Review audio track 1.5

**Materials:** Class Audio CD1; a picture or landscape containing a background and a foreground (optional)

**Warm-up: Alphabet vocabulary**

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

**Vocabulary**

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

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

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

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

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

**Audioscript**

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

**Answers:**

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

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

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

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

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

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

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

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

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

Be a star!

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

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

Cooler: Shark game

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

Workbook page 16

Lesson 7 Functional language

1 Look at the photo and complete the text.

My uncle is a wildlife photographer. He went on this trip last week. I think he is a pro because you can see a building ________ in the background.
- He didn’t see two pandas in the garden.
- One of the pandas is trying to climb onto the branch, but it isn’t big enough.
- The other panda is pushing it.
- The pandas are working together.

Check-up challenge

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

- Frozen
- Write
- What
- Watch
- Miss

- I went to Hawaii last year.
- I was there for two weeks.
- I really enjoyed it.
- I miss the beach.

2 Complete the word-squares.

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

Be a star!

- Divide the class into pairs. Have the children listen to each others’ description and see if their partner used words and phrases from the previous activities.
- Invite volunteers to read out descriptions for each photo. Elicit similarities and differences in the descriptions of each photo from the rest of the class.
**Learning objectives:** Apply thinking skills: make decisions based on evidence

**Resources:** PK - Unit 1, Lesson 8; TRC - TG - Unit test

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

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

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**1 Match fact files 1–4 to the photos.**
- Ask the children if they have ever seen any of these animals in a zoo or in the wild. Ask if they know where they live and what they eat.
- Have the children read the fact files and match each one to an animal in the photos.

**Answers:**
1. crocodile
2. giraffe
3. penguin
4. golden eagle

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

**Answers:**
1. crocodile
2. golden eagle
3. penguin
4. giraffe

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

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

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

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

2 Complete the verb snakes.

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

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

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