

3

How can we protect wild animals?

SKILLS

- Listening:** Can understand the reasons for someone's actions or choices.
Can recognize simple examples used to support the speaker's points in short talks on familiar topics, if clearly introduced by linking words/phrases.
- Reading:** Can understand basic opinions related to familiar topics, expressed in simple language.
Can understand the main ideas in short, simple stories on familiar topics.
- Speaking:** Can talk about basic personal experiences, using simple linking words.
Can talk about past events or experiences, using simple language.
- Writing:** Can write short, simple texts on familiar topics in linked sentences.

GRAMMAR

- Grammar 1:** Can ask questions with "How much/many ... did ... ?" with common nouns and common verbs.
- Grammar 2:** Can refer to impossibility and inability in the past using "couldn't".

VOCABULARY

- Key vocabulary 1:** bluefin tuna, endangered, destroy, disappear, gorilla, leatherback turtle, national park, poacher, prevent, rainforest, snow leopard, species

- Key vocabulary 2:** bamboo, coat, coral, glide, hectare, polar bear, predator, roam, shell, survive, tusks, whisper
- Video vocabulary:** deadly, disturb, respectful, stand my ground, superhuman, threat, vulnerable
- Reading 1 vocabulary:** amazing, golden toad, jellyfish, pollution, rescue center, volunteers, wildlife
- Reading 2 vocabulary:** alone, Arctic, delicious, hunters, melting, nets, protective, waves
- Passive vocabulary:** spots, stripes
- Revised vocabulary:** caves, clean-up, grass, ice, jungle, neighborhood, savannah, trash
- Academic vocabulary:** documentary
- Expressions:** It's too late! Take a seat.

PROJECTS

- Find ways to protect wild animals
Create a local habitat

VIDEOS

- Deadly 60: Silverback Gorillas and Rhinos (3-1)
Doctor Who: African Adventure Parts 1-3 (3-2, 3-3)

VALUE

- Protect wild animals' habitats

Unit opener

OBJECTIVES

- Listening:** Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.
- Speaking:** Can express their opinions on familiar topics, using simple language.
- Vocabulary:** Video vocabulary

MATERIALS

- SB pp. 36-37
WB p. 32
WB key p. 260
Video 3-1
Video script p. 286
Pearson English Platform

Big Question

- Ask students to make a list of wild animals and pets to check what words they already know.
- Read the Big Question *How can we protect wild animals?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about the different forms of life that live in the wild and how to protect them.

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How can we protect wild animals?

Listening

- I can understand someone's reasons.
- I can recognize examples that support a speaker's point.

Reading

- I can understand basic opinions.
- I can understand the main ideas in simple stories.

Speaking

- I can talk about personal experiences.
- I can talk about past events or experiences.

Writing

- I can write short texts on familiar topics.

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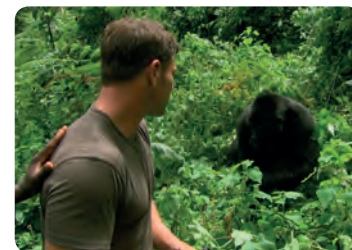
1 Look at the picture and discuss.

- What can you see in the picture?
- Where are the living things?
- What do we mean by living things?
- Can you name the living things?

2 Read and make notes. Then compare your answers with a friend.

- What else do you know about the animals in the picture?
- Is their habitat safe?
- Should we protect animals? Why?
- Do we need to protect their habitats?

3 Watch the video and answer the questions.



- What animal can you see at the beginning?
- What is the second animal that you can see?
- Why is the second animal in danger?
- List some of the characteristics of this animal.

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SB Act. 1 p. 37

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

SB Act. 2 p. 37

Read and make notes. Then compare your answers with a friend.

Extra activity

COLLABORATION

In groups, students make a list of wild animals they think are in danger.

WB Act. 1 p. 32

What animals shouldn't be kept as pets? What would you like to learn about animals?

- Ask students to think of the Big Question and write answers to the questions.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 32

CRITICAL THINKING

Circle the words related to wild animals. What do you think you will learn about them?

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.

- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 37



Watch the video and answer the questions.

- Ask students to look at the video still and guess what the video is about. (*endangered species in Africa*)
- Play the video. Students answer the questions.
(Answers: 1 a silverback gorilla, 2 a rhino, 3 People kill rhinos for their horns., 4 weighs over 2 tons, 4 meters long, bad-tempered, fast)

WB Act. 3 p. 32



Watch the video and circle the correct answer.

WB Act. 4 p. 32

Read the sentences from the video. Match the highlighted words to their definitions.

Objective review

Ask students to say why some animals are in danger and what to do to protect them. Praise their effort.

OBJECTIVES

Reading: Can understand basic opinions related to familiar topics, expressed in simple language.

Speaking: Can express their opinions on familiar topics, using simple language.

SB vocabulary: golden toad, jellyfish, pollution

WB vocabulary: amazing, rescue center, volunteers, wildlife

Revised vocabulary: clean-up, neighborhood, trash

MATERIALS

SB pp. 38–39

WB p. 33

WB key p. 260

SB audio track 1-14

Optional: cardboard paper (to make posters)

Pearson English Platform

Warm-up

Write on the board *herbivore*, *omnivore*, *carnivore*. Explain that human beings are omnivores because they eat both meat and vegetables. Then ask *What do the other two groups eat?* Discuss as a class, then put students into groups to make lists of animals that fit into each of the categories. (*Lions and tigers are carnivores. Giraffes and rhinos are herbivores.*) Ask groups to share their lists with the class. Ask them to reflect: *Is the food these animals eat one of the reasons why they're in danger?*

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 38

COMMUNICATION

Discuss with a friend.

- Explain that facts are things we know to be true or that are proved to be true, e.g., *Tuna can be about 2 meters long.*
- Put students into pairs. Ask them to discuss the questions.
- Ask some pairs to share their answers with the class.

Reading strategy

Explain the reading strategy: Think about the opinions expressed by the author in the text.

SB Act. 2 p. 38

CRITICAL THINKING

Read and answer. How do you think the author feels about animals?

- Explain that an opinion is something we believe to be true, or the way we think about something, as opposed to a fact.
- Put students into pairs. Focus their attention on the text, and ask them to find the author's opinion about animals. (**Suggested answer:** *The author likes animals and finds them interesting. He wants to help protect them.*)

Reading 1

SB Act. 3 p. 38



Read *Once They're Gone, We Can't Bring Them Back*. What does the author want people to do?

- Remind students of the difference between a fact and an opinion.
- Students read and listen to the text. Ask them to find the author's opinion. (**Answer:** *The author wants to protect and save our sealife by keeping our oceans clean.*)
- Have a show of hands to see whether students have found what they were looking for.

Differentiation

Struggling students: Ask students to work in pairs and underline the sentences that show the author's opinion.

Stretch: Ask students to explain the author's opinions by finding relevant facts in the text and saying whether they agree and why.

Extra activity

COMMUNICATION

Ask students to choose three animals from Activities 2 and 3, and make notes about them. Put students into pairs. Student A reads an animal description for Student B to guess which animal it is. Students continue, taking turns asking and guessing.

SB Act. 4 p. 39

CRITICAL THINKING



What habitats can you identify in your country? Which animals live in those habitats?

- Brainstorm different kinds of habitats and write them on the board. Put students into pairs to discuss the questions.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Pre-reading 1

1 Discuss with a friend.

- 1 What do the animal facts make you think about?
- 2 What ideas does the text give you?

Reading strategy

Think about the opinions expressed by the author in the text.

2 Read and answer. How do you think the author feels about animals?

SAVE OUR ANIMALS!

Last month I watched a documentary about amazing animals on TV. I loved learning new things about tigers, gorillas, leopards, and turtles.

Sadly, many of them are now endangered and need our help. I think it's important to learn more about the endangered species and to teach everyone about the wonderful wildlife, birds, fish, and plants that live close to you.

3 Read *Once They're Gone, We Can't Bring Them Back*. What does the author want people to do?

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Reading 1

Once They're Gone,
WE CAN'T
BRING THEM
BACK

There are many animals and plants on our planet that are in danger. Some animals, like the West African Black rhino, are now extinct. It's very sad that we won't see another animal from this species again. In the last 500 years, we've lost 869 species of plants and animals. They're now extinct.

There are also species of animals or plants that are **endangered**. This is because their **habitats** are changing, **disappearing**, are **destroyed**, or they're hunted by **poachers**. Some of these are well-known species, such as mountain **gorillas**, and scientists believe there are about 600 left in the **rainforests** of Congo and Rwanda, Africa. Animals like **snow leopards**, **bluefin tuna**, and sea turtles are all endangered, too.



Today, almost all species of sea turtle are endangered, including the **leatherback turtle**. The leatherback is the largest of the sea turtles. An adult leatherback can weigh over 408 kilograms and grow as big as a small car! We can find these magnificent animals in the Pacific, Atlantic, and Indian Oceans ... but **how many of them** are left? Well, it's difficult to know exact numbers, but we do know that the numbers of sea turtles are dropping.



Almost 100 countries in the world have **national parks**. These are protected areas for both animals and plants. Sadly, we can't protect sea animals like turtles in the same way. Over 25% of Costa Rica is national park, but in 1989 the golden toad became extinct. This teaches us that levels of pollution are getting worse. This is a dangerous time for living species in our seas and on land. **How much** can we help?

The biggest problem for turtles and other sealife is that they eat tons of plastic. This plastic gets into oceans. There, things like plastic bags look like jellyfish to turtles. For some species of turtle, jellyfish are a form of food. This means they mistakenly eat the plastic bags.

Leatherbacks are born on land, but then live their whole life in the ocean. So, we need to find ways to stop our garbage and pollution from entering our oceans. We also need to **prevent** things like nets from fishing boats catching and trapping these beautiful animals. **How much time** do we have to change all that? Hopefully, enough.

Let's save our sealife from extinction ... and keep the sea trash free!

4 What habitats can you identify in your country? Which animals live in those habitats?

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Extra activity

SB Vocabulary work

- Write on the board: *golden toad, jellyfish, pollution*. Ask students to find these words in the text and explain their meaning.
- Students work in pairs and write one sentence with each word to give their opinion about the future of an endangered animal.
- Ask a few students to read their sentences aloud.

Extra activity

COLLABORATION

Put students into groups. Each group chooses an endangered animal, does some research as to why it's endangered, and prepares a poster for a class presentation. Tell students they'll give their presentations in the next lesson.

WB Act. 2 p. 33

What ways of helping animals does the author propose?

- Ask students which of the author's suggestions they like the most and why.

WB Act. 3 p. 33

CRITICAL THINKING

Work with a friend. Think and circle the things you can do. You can add your own ideas.

Extra activity

WB Vocabulary work

Write on the board: *amazing, rescue center, volunteers, wildlife*. Make sure students know what these words mean. Then ask pairs to make one sentence with both words.

Objective review

Ask students in what way finding the author's opinion is a useful strategy when reading a text. Ask *In what kinds of texts might it be useful?* (magazine or newspaper articles) Praise their effort.

WB Act. 1 p. 33

Read *Save Our Animals!*. Then check (✓) the opinions the author expresses in the article.

- Remind students of their answers to Activity 2 on p. 38 in the SB.

OBJECTIVES

Listening: Can understand the reasons for someone's actions or choices.

Reading: Can draw simple conclusions about the information given in a factual text on a familiar topic.

Speaking: Can express their opinions on familiar topics, using simple language.

MATERIALS

SB pp. 38–39, 40

SB audio tracks 1-15 and 1-16

Optional: cardboard paper (to make posters)

Pearson English Platform

Warm-up

Play a *Fact vs Opinion* game. Read sentences aloud and students decide whether they're facts or opinions, e.g., *Paris is the capital city of France.* (F) *My new video game is brilliant.* (O) *The Chinese invented paper.* (F) *Spain has the best climate in Europe.* (O) *Germany is in the center of Europe.* (F) *Africa is the home of the largest living animals.* (F) *People in New Zealand are very friendly.* (O)

Lesson objective

Explain the lesson objective: To apply the reading strategy by finding the author's opinions in the text.

SB Act. 1 p. 40

Check (✓) the sentence that best summarizes the text.

- Refer students back to the text on SB pp. 38 and 39.
- Focus students' attention on the statements. Explain that a text is always built around one idea, in this case, the message the author wants to convey.
- Ask students to find the main idea and then choose the sentence that best describes it.
- Allow students to check their answer with a partner. Then have a class discussion about students' choices, and ask them to prove why the remaining statements are wrong. Do they all agree?

SB Act. 2 p. 40

Read *Once They're Gone, We Can't Bring Them Back* again and answer the questions. Then compare with a friend.

- Ask *Are you looking for facts or opinions?* (facts)
- Students work individually and compare their answers in pairs. Allow them to discuss their doubts and to check the text again if necessary.

Extra activity

CRITICAL THINKING

Ask students to write two sentences that are facts and two sentences related to them that are opinions, e.g., *Monday is the first day of the week.* (F) *I love Mondays.* (O) *Dogs bark.* (F) *Dogs are the best pets.* (O). Put students into small groups. Each student reads his/her sentences, and the other students in the group identify which are facts and which are opinions.

Objective review

Ask students if knowing the difference between a fact and an opinion is useful when reading a text, and to explain why. Ask *Have you learned new things about wild animals and their habitats?* Praise their effort.

Listening 1

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 3 p. 40

CRITICAL THINKING

A wildlife biologist studies wild animals and other wildlife. What questions would you ask a wildlife biologist?

- Students work individually, writing at least three questions.
- Ask them to share their questions with the class and to discuss what the best questions are.

Listening strategy

Explain the listening strategy: Listen for reasons that explain why something is happening.

SB Act. 4 p. 40

Listen to a wildlife biologist talking to a group of children. What problem does she talk about?

- Before students listen, explain that they should focus on the topic of the dialog, not on the details.
- Play track 1-15 twice. Students listen and do the activity. (Answer: She talks about why seabirds eat plastic.)

SB Act. 5 p. 40

Listen again and complete.

- Make sure students understand that this time they have to focus on the reasons why seabirds eat plastic. Check if they remember any reasons before they listen. Play track 1-16.

Comprehension 1

1 Check (✓) the sentence that best summarizes the text.

- 1 There are only a few turtles in the ocean. ☐
- 2 We need more national parks. ☐
- 3 We can't stop animals becoming extinct. ☐
- 4 We need to protect animals' habitats. ☒

2 Read *Once They're Gone, We Can't Bring Them Back* again and answer the questions. Then compare with a friend.

- 1 Where do these animals live?
 - Leatherback turtle
 - Mountain gorilla
- 2 What are two reasons why sea turtles are endangered?
- 3 Which two animals are extinct according to the article?
- 4 How are we destroying habitats?



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Listening 1

3 A wildlife biologist studies wild animals and other wildlife. What questions would you ask a wildlife biologist?



Listening strategy

Listen for reasons that explain why something is happening.

4 Listen to a wildlife biologist talking to a group of children. What problem does she talk about?



Listen again and complete.

- 1 Some sealife thinks plastic looks like their food.
- 2 Plastic is dangerous for sea animals because they eat it.
- 3 We can see large algae – it looks like seaweed.
- 4 This source of food grows on plastic.
- 5 Seabirds think the plastic is their food.
- 6 Discuss with a friend. Why do you think other habitats, like rainforests, are in danger?



Vocabulary 1

1 Find these words in *Once They're Gone, We Can't Bring Them Back*. What do you think they mean?

bluefin tuna endangered destroy
disappear gorilla leatherback turtle
national park poacher prevent
rainforest snow leopard species



2 Match the words from Activity 1 to the definitions. Were your ideas correct?

- 1 This place is full of tall trees and it rains a lot there. rainforest
- 2 A person who catches and kills animals without permission. poacher
- 3 This is a protected place where animals can live safely. national park
- 4 To no longer exist. disappear
- 5 A plant or animal group. species
- 6 This is the biggest kind of ape. gorilla
- 7 This animal lives in the ocean but starts life on land. leatherback turtle
- 8 To stop something from happening or someone doing something. prevent
- 9 To damage something so much that it no longer exists. destroy
- 10 Animals or plants that are in danger of becoming extinct. endangered
- 11 This is a fish that lives in the Atlantic Ocean. bluefin tuna
- 12 This is a large cat that lives in Asia. snow leopard

3 Discuss with a friend. Are there any endangered animals in your country? Why are they endangered? Do humans have a responsibility to protect wild animals and plants? Why?



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SB Act. 6 p. 40

COMMUNICATION

Discuss with a friend. Why do you think other habitats, like rainforests, are in danger?

- Students work in pairs. Write their ideas on the board.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling students: Write some key words on the board, e.g., *vulnerable*, *disturb*, *endangered*, and ask students to use them when answering the questions.

Stretch: Ask students to report the outcome of their discussion to the class.

Extra activity

COMMUNICATION

If you did the Extra activity from the previous lesson, organize the class presentations. Each team put up their posters and present the endangered animal they researched. The other groups listen and note down the reasons why each animal is in danger. Ask *Are your reasons similar or different?* Have a class discussion.

Objective review

Ask students if they think that focusing on finding the reasons that explain why something is happening is a useful listening strategy. Ask *Have you learned new things about biologists, their work, and the problems facing sealife?* Praise their effort.



3 Vocabulary 1

OBJECTIVES

Speaking: Can express their opinions on familiar topics, using simple language.

SB vocabulary: bluefin tuna, endangered, destroy, disappear, gorilla, leatherback turtle, national park, poacher, prevent, rainforest, snow leopard, species

WB vocabulary: arctic, ocean, wetland, coast, grassland, woodland, desert, tundra

MATERIALS

SB pp. 38–39, 41

WB pp. 34–35

WB key p. 260

Pearson English Platform

Warm-up

Play a memory game. Write the names of the animals in *Once They're Gone, We Can't Bring Them Back*, e.g., *black rhino, gorilla, snow leopards, bluefin tuna, sea turtles, leatherback turtle, golden toad, jellyfish*. Put students into groups. Give each group an animal to think about. Students have to remember facts about their animal. Ask them to share these facts with the class. The class should listen, check whether what they're saying is correct, and add missing information.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to wildlife and wildlife protection.

SB Act. 1 p. 41

Find these words in *Once They're Gone, We Can't Bring Them Back*. What do you think they mean?

- Refer students back to the text on SB pp. 38 and 39.
- Put students into pairs. Ask them to find the words from the box in the text, read the sentences in which they're used to help them contextualize, and discuss possible definitions for them.
- Different pairs say what they think the words mean. Ask *Do you agree? Does anybody have a better definition?* Don't say whether their answers are correct or not, but you may want to write them on the board.

SB Act. 2 p. 41

Match the words from Activity 1 to the definitions. Were your ideas right?

- Students do the activity in pairs and share their answers with the class.
- Have a show of hands to see how many students got correct answers the first time.

Extra activity

CRITICAL THINKING

Play a game in pairs. Student A reads out six definitions from Activity 2, one by one. Student B, with book closed, has to say the corresponding word. Then they swap roles and continue.

WB Act. 1 p. 34

Read and match.

WB Act. 2 p. 34

Read and complete the words.

- Before students do the activity, ask them to identify the two animals in the pictures.
- Tell students they have two minutes to complete the passage. When time's up, they must stop working and share their answers with the class.

WB Act. 3 p. 34

Read and complete the sentences.

WB Act. 4 p. 35

CRITICAL THINKING

Think and write.

- Ask students to check each other's answers for mistakes.

SB Act. 3 p. 41

COMMUNICATION

Discuss with a friend. Are there any endangered animals in your country? Why are they endangered? Do humans have a responsibility to protect wild animals and plants? Why?

- Monitor and assist while students share their ideas. You may ask them to take notes to help them present their ideas to the class.
- Ask some pairs to share their opinions with the class. Ask *Do you agree? Do you have a different opinion?* Have a class discussion.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling learners: Write on the board *endangered, national park, poacher, prevent, rainforest, species*. Make sure students are using these words in their dialog.

Stretch: Ask students to provide possible solutions to the problems they discussed.

Comprehension 1

1 Check (✓) the sentence that best summarizes the text.

- 1 There are only a few turtles in the ocean. ☐
- 2 We need more national parks. ☐
- 3 We can't stop animals becoming extinct. ☐
- 4 We need to protect animals' habitats. ☒

2 Read *Once They're Gone, We Can't Bring Them Back* again and answer the questions. Then compare with a friend.

- 1 Where do these animals live?
- Leatherback turtle
 - Mountain gorilla
- 2 What are two reasons why sea turtles are endangered?
- 3 Which two animals are extinct according to the article?
- 4 How are we destroying habitats?



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Listening 1

3 A wildlife biologist studies wild animals and other wildlife. What questions would you ask a wildlife biologist?



Listening strategy

Listen for reasons that explain why something is happening.

4 Listen to a wildlife biologist talking to a group of children. What problem does she talk about?



Listen again and complete.

- 1 Some sealife thinks plastic looks like their food.
- 2 Plastic is dangerous for sea animals because they eat it.
- 3 We can see large algae – it looks like seaweed.
- 4 This source of food grows on plastic.
- 5 Seabirds think the plastic is their food.
- 6 Discuss with a friend. Why do you think other habitats, like rainforests, are in danger?



Vocabulary 1

1 Find these words in *Once They're Gone, We Can't Bring Them Back*. What do you think they mean?

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national park poacher prevent
rainforest snow leopard species



2 Match the words from Activity 1 to the definitions. Were your ideas correct?

- 1 This place is full of tall trees and it rains a lot there. rainforest
- 2 A person who catches and kills animals without permission. poacher
- 3 This is a protected place where animals can live safely. national park
- 4 To no longer exist. disappear
- 5 A plant or animal group. species
- 6 This is the biggest kind of ape. gorilla
- 7 This animal lives in the ocean but starts life on land. leatherback turtle
- 8 To stop something from happening or someone doing something. prevent
- 9 To damage something so much that it no longer exists. destroy
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3 Discuss with a friend. Are there any endangered animals in your country? Why are they endangered? Do humans have a responsibility to protect wild animals and plants? Why?



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Extra activity

COLLABORATION

Put students into groups. Each group has to think of a campaign to solve a problem with the habitat of one of the endangered animals in their country. Each group will give a presentation to the class explaining the situation their chosen animal faces, and giving reasons for their choice of campaign. They'll also make a poster to launch their campaign. Allow other students to ask them questions. You may want to have a vote on the campaign that students think will be most effective. Alternatively, you may want to propose this activity as homework, and have the presentations and vote during the next lesson.

Extra activity

CRITICAL THINKING

Say the animals and habitats from WB Activity 6. Say some of the pairs wrong. Students have to listen and stand up when they hear the correct answers. Otherwise, they have to say *boo* and give the correct answer.

Objective review



Ask students what new words they've learned today about endangered animals. Praise their effort.

Vocabulary challenge: animal habitats

WB Act. 5 p. 35

Decode the words. Then match them to the pictures.

- Make sure students understand how to code words.

WB Act. 6 p. 35

Write each animal's habitat. Use words from Activity 5.

OBJECTIVES

Grammar: Can ask questions with “How much/many ... did ... ?” with common nouns and common verbs.

Speaking: Can talk about basic personal experiences, using simple linking words.

Expressions: Take a seat.

MATERIALS

SB pp. 38–39, 42–43

WB pp. 36–37

WB key pp. 260–261

Video 3-2

Video script p. 287

Pearson English Platform

Grammar Book 4, Unit 1

Speaking and Vocabulary Book 4, Unit 3

Warm-up

Play *Hot Seat*. Put students into two groups and place two chairs back to the board. One member of each group sits on one chair facing their team. Write a word from the previous lesson on the board for each team. When you say *Go!* the members of each team have to elicit the word on the board from the student in the hot seat. Students can't say sentences that include spelling clues, e.g., *extinct*. Student: *This happened to the golden toad*. The team whose hot seat player first says the target word wins a point. Students have two minutes to guess the word.

Lesson objective

Explain the lesson objective: To ask and answer questions using *How much ... ?* and *How many ... ?* with countable and uncountable nouns.

SB Act. 1 p. 42

Watch Part 1 of the story video. Where's the man taking the animals? Then read and complete.

- Students watch Part 1 of the video and answer the question. (**Answer:** out of the jungle)
- Ask *Where's the poacher?* (in Kenya) *What animals is he going to steal?* (lions, rhinos, gorillas) *Who's listening to the conversation?* (Doctor Who)
- Focus students' attention on the questions under the video still. Ask students to complete them.
- When the questions have been completed, ask *Who asked these questions, the poacher or the alien animal collector?* (the alien)

SB Act. 2 p. 42

Read the grammar box and write.

- Focus students' attention on the grammar box and read the model questions together.
- Ask students if they can count animals. Write *countable* on the board. Ask students for other nouns that can be counted and write them under *countable*. Repeat the procedure for *money*. Explain that you can say *One dollar, two dollars, ...* but not *One money, two moneys, ...*. Write *uncountable* on the board. Ask students for other uncountable nouns and write them on the board.
- Students complete the questions in pairs and share their answers with the class before completing the rules.

SB Act. 3 p. 42

Read *Once They're Gone, We Can't Bring Them Back* again and circle examples of *how many* and *how much*.

- Refer students back to the text on SB pp. 38 and 39.
- When students circle the questions, ask them what nouns they refer to and whether they're countable or uncountable.

WB Act. 1 p. 36

Circle the countable nouns. Underline the uncountable nouns.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 2 p. 36

Write the words in order. Then match the questions to the correct answers.

- Check the questions as a class before students match them to the answers.

SB Act. 4 p. 43

Write the words in the correct column.

- Focus students' attention on the words in the box. Write *How much ... ?* and *How many ... ?* in two columns on the board. Ask individual students to come to the front to write the words in the corresponding column.

Extra activity

COMMUNICATION

Set up a chain asking *How much/many ... do you have?* Student A asks *How many brothers do you have?* Student B: *Three. How much money do you have?* and so on.

SB Act. 5 p. 43

Look, think, and write *How much* or *How many*. Then answer.

- Match a stronger and a struggling student to complete the activity.
- Check how confident students feel about the use of *How much* and *How many*.

Grammar 1

- 1 Watch Part 1 of the story video. Where's the man taking the animals? Then read and complete.



- 1 How many lions do you have?
2 How much money do you want?

- 2 Read the grammar box and write.

Grammar

How many animals were there in the cage?

How much money is he going to make?

- 1 How much milk do we have in the refrigerator? A lot!
2 How many children did you invite to the party? Ten.
3 How much protein is there in an egg? I don't know!
4 How many bananas did you eat yesterday? Only one.

countable uncountable

We use *How many* with countable nouns.
We use *How much* with uncountable nouns.

- 3 Read *Once They're Gone, We Can't Bring Them Back* again and circle examples of *how many* and *how much*.

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- 4 Write the words in the correct column.

bananas bread eggs food gorillas milk
pictures protein snow leopards water

How much ... ?	How many ... ?
bread, food, milky, protein, water	bananas, eggs, gorillas, pictures, snow leopards

- 5 Look, think, and write *How much* or *How many*. Then answer.

- 1 How much of Costa Rica is national park? Over 25%
2 How much can leatherback turtles weigh? Up to 408 kilograms
3 How many mountain gorillas are there in Rwanda and Congo? 600
4 How many countries in the world have national parks? 100 countries.
5 How many plant and animal species have we lost in the last 500 years? 869 species.

Speaking 1

- 6 Look and choose a topic. Then ask and answer with a friend.

clothes food and drink pets

Speaking strategy

Monitor your voice when talking about something exciting.



43

WB Act. 3 p. 37

Complete the questions. Then look at the picture and write answers.

WB Act. 4 p. 37

Read the answers and write questions.

For more grammar practice, go to Grammar Book 4, Unit 1.

Speaking 1

Speaking strategy

Explain the speaking strategy: Monitor your voice when talking about something exciting.

SB Act. 6 p. 43

COMMUNICATION

Look and choose a topic. Then ask and answer with a friend.

- Focus students' attention on the topics and give them one minute to take turns asking and answering questions.

Differentiation

Struggling learners: Focus on the correct use of *How much* and *How many*.

Stretch: Ask students to expand their questions and answers, e.g., *How many summer clothes do you have?* *I have a lot: three shorts, four T-shirts, etc.*

Extra activity

COMMUNICATION

Put students into pairs. They think of three other topics they would like to talk about, e.g., *sports*, *camping*, and *outdoor activities*. They take turns asking and answering questions with *How much* and *How many*.

Objective review

Ask students to ask questions about the environment with *How much* and *How many* for the rest of the class to answer. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 4, Unit 3.

3 Pre-reading 2 • Reading 2

OBJECTIVES

Reading:	Can understand the main ideas in short, simple stories on familiar topics.
Speaking:	Can express their opinions on familiar topics, using simple language.
SB vocabulary:	delicious, protective, waves
WB vocabulary:	alone, Arctic, hunters, melting, nets
Passive vocabulary:	spots, stripes
Revised vocabulary:	caves, grass, ice, jungle, savannah

MATERIALS

SB pp. 44–45
WB p. 38
WB key p. 261
SB audio track 1-17
Pearson English Platform

Warm-up

Write on the board *How much water do you drink each day?* Explain that students will ask their classmates personal questions using *How much / How many* and *food* (or any other topic of interest). Set up a chain. Student 1 asks, e.g., *How much pasta do you eat per week?* Student 2 answers and asks a question to Student 3, and so on.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 44

COMMUNICATION

Discuss with a friend.

- Put students into pairs to discuss the answers to the questions.
- Monitor and make notes as students speak. Then read some of the notes aloud and ask the class who they refer to, e.g., *His favorite wild animal is the cheetah. Who is it?*

Reading strategy

Explain the reading strategy: Look for the overall message the poem is trying to send.

SB Act. 2 p. 44

CRITICAL THINKING

Read, think, and answer. Is the polar bear's habitat changing? What do you think the poem is trying to tell us?

- Students read the text. Discuss the answers with the whole class. (**Answer:** Yes, it is. The polar bear is unhappy because its habitat is changing.)
- Ask *What's the Arctic like for the polar bear?* (It's dangerous, white, and cold.) *How do you know that the bear is unhappy?* (It's too warm. His home is slowly melting.)

Reading 2

Reading text in British English

This is one of the texts in Level 4 that is in British English. Focus students' attention on some of the differences between British and American English. Highlight *Have you got stripes?/Do you have stripes?* Explain that both questions are correct.

SB Act. 3 p. 44



Read *Where There's No Return*. Do you think the habitats and animals are safe?

- Explain that authors use different techniques to convey their overall message. One technique is giving examples that lead the reader to their general idea.
- Students read and listen to the text.
- Discuss students' answers with the class. (**Answer:** No, they aren't, and the animals ask for help.)

Stretch activity

CRITICAL THINKING

Students answer more questions about the text and find the correct clues for them. Ask *Why should we be quiet?* (This isn't our home.) *What helps the tiger survive?* (His orange coat, the jungle trees, and grass.) *Why is the turtle unhappy?* (She has no friends.) *Why don't pandas have enough bamboo?* (The roads have destroyed the forest.).

SB Act. 4 p. 45

CRITICAL THINKING

What do the animals in the poem have or need to survive? Do you think the animals are happy about their habitats changing?

- Put students into pairs to discuss the questions.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Pre-reading 2

1 Discuss with a friend.

- 1 What's your favorite wild animal?
- 2 Where's its habitat?
- 3 What does it need to live?

Reading strategy

Look for the overall message the poem is trying to send.

2 Read, think, and answer.
Is the polar bear's habitat changing? What do you think the poem is trying to tell us?

Polar Bear

Dangerous, white
Arctic, cold.
I walk on ice
What a cold life.
I'm happy alone.
But it's too warm.
Slowly. Melting. My home.

3 Read *Where There's No Return*. Do you think the habitats and animals are safe?

Reading 2

Where
There's
No Return

Shhh! **Whisper!**

Where the animals are free to **roam**,
Please be quiet.
This isn't our home ...

In the depth of the jungle
The Indian tiger lies.
A **predator** with black stripes
His shiny orange **coat**
Keeps him warm

And helps him to **survive**.
Behind the tall grass, he liked to hide
But the trees and grass are gone.
Could you live here?
Stay or go – he **couldn't decide**.

Under the waves
Gracefully the turtle **glides**,
In and out of sea caves,
Around **corals** red and white.
Her hard, protective **shell**
She needs to survive.

Over rocks and with friends, she liked to play
But the water is dirty and dangerous.
Could you live here?
She **couldn't stay**.

High in the mountains, the pandas sit.
We like to sit and eat.

Hectares of trees and forest.

Not many of us are alive.

We need lots of our food,

We need to survive.

Delicious **bamboo**, we ate all day.

But now there are **roads**, our forest isn't here.

Could you live here?

We **couldn't stay**.

And you?

Have you got stripes,

Or spots or **tusks**?

Do you eat bamboo?

Do you live in the savannah?

In the ocean or sky?

And most importantly,

Do you need us to survive?

4 What do the animals in the poem have or need to survive? Do you think the animals are happy about their habitats changing?

Extra activity

SB Vocabulary work

- Write on the board: *delicious, protective, waves*. Ask students to find these words in the text and explain their meaning.
- Start sentences on the board *Panda bears love to eat ... bamboo. Whales love to play among the Turtles are not the only animals that have a ... shell.* Students complete the sentences in their notebooks.

Extra activity

CREATIVITY

Stretch: Put students into pairs. They imagine they're one of the endangered animals in their own country, and write a short poem similar to the one they've just read.

WB Act. 3 p. 38

COMMUNICATION

Discuss with a friend. Can you see any of the animals from the poem in your local zoo? Are zoos a good way of protecting animals?

Extra activity

WB Vocabulary work

Write on the board: *alone, Arctic, hunters, melting, nets*. Make sure students know what these words mean. Then ask pairs to make one sentence with each word.

Value

Protect wild animals' habitats

Remind students of the campaign they prepared in the Vocabulary 1 lesson and what the animals in the poem say. If they're yet to complete the campaign, it can be done here. Ask *Do you think your campaign might help the animals in the poem? Why? Why not?*

Objective review

Ask students if looking for the overall message the poem is trying to send helped them have a better understanding of the poem. Ask *Have you learned new things about wild animals and their habitats?* Praise their effort.

WB Act. 1 p. 38

Read *Polar Bear*. What's the message of the poem?

- Remind students of their answers to Activity 2 on p. 44 in the SB.
- Explain that sometimes the overall message appears at the beginning or end of a text.

WB Act. 2 p. 38

Read *Polar Bear* again and write the name of an animal.

OBJECTIVES

Listening: Can recognize simple examples used to support the speaker's points in short talks on familiar topics, if clearly introduced by linking words/phrases.

Reading: Can understand some details in longer texts on everyday topics, if guided by questions or prompts.

Speaking: Can express their opinions on familiar topics, using simple language.

MATERIALS

SB pp. 44–45, 46

SB audio tracks 1-18 and 1-19

Pearson English Platform

Warm-up

Copy the following haiku poems on the board:

- *Together we build / A future for our planet / Loving space for all.*
- *The earth is dying / Preserve our water sources / There is not much left ...*
- *Earth is in our care / Vulnerable and beautiful: / Treasure our planet.*
- *The animals need / For us all to take the lead / And fight for their rights.*

Give students time to read them and, in pairs, to discuss their message. Ask some pairs to share their ideas with the class.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using clues in a poem to discover the overall message.

SB Act. 1 p. 46

Read *Where There's No Return* again. What do you think is happening to the animals' habitats?

- Refer students back to the text on SB pp. 44 and 45.
- Remind students that the message of the poem is conveyed by some clues.
- Ask them to find the different habitats in the text before they answer (*jungle, coral reefs, bamboo forest*).
- Check the answer as a class. (**Answer:** They're being destroyed.)

SB Act. 2 p. 46

Read again and answer. Then share your answers with the class.

- Give students one minute to take down notes. Then ask individual students to give answers. (**Answers:** 1 They offer protection, camouflage, and they keep them warm., 2 It's the main source of food., 3 us; to put ourselves in the animals' place, 4 us)

SB Act. 3 p. 46

Read and circle.

- Students work individually. Then they compare their answers with a partner and justify them.

Extra activity

CREATIVITY

Put students into groups. Focus their attention on one haiku from the Warm-up. Explain that a haiku is made up of three lines of 5, 7, and 5 syllables, and has no rhyme. Groups choose a habitat, an animal, and a message, and write a haiku. They read their poems to the class.

Objective review

Ask students if looking for the overall message in the poem helped them understand it better. Ask *Have you learned new things about animals and their habitats?* Praise their effort.

Listening 2

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 4 p. 46

CRITICAL THINKING

What do you think about keeping wild animals as pets?

- Ask *What wild animals do you think people keep as pets? Is it a good or a bad idea? Why? What are some of the problems of keeping wild animals as pets?* Write students' ideas on the board. Encourage them to discuss their partners' opinions giving reasons for their point of view.
- Ask *What do you think the dialog will be about?* Write students' opinions on the board.

Listening strategy

Explain the listening strategy: Listen for examples used to support the speakers' points.

Comprehension 2

1 Read *Where There's No Return* again. What do you think is happening to the animals' habitats?

2 Read again and answer. Then share your answers with the class.

- How do the turtle's shell and the tiger's coat help them survive?
- Why is bamboo important for the panda?
- Who are the questions in the poem for?
- Who's the last verse talking to?

3 Read and circle.

- The turtle lives in a cave / the ocean.
- There is / isn't a jungle in India.
- There is more / less bamboo for pandas to eat.
- Pandas like / don't like plants.
- Humans and animals need / don't need each other.

Listening 2

4 What do you think about keeping wild animals as pets?



46

Listening strategy

Listen for examples used to support the speakers' points.

5 Listen to the children. Check (✓) the topics you hear.

- | | |
|---------------------|-------------------------------------|
| rare animals | <input checked="" type="checkbox"/> |
| pandas | <input type="checkbox"/> |
| national parks | <input type="checkbox"/> |
| pets | <input checked="" type="checkbox"/> |
| starting a campaign | <input checked="" type="checkbox"/> |

6 Listen again and circle T (true) or F (false).

- The children like the poem. T F
- Iguanas are exotic pets. T F
- People don't have spiders as pets. T F
- Some animals are endangered because they bite people. T F
- The children will tell people about animal and habitat protection. T F

7 Discuss with a friend.

- Do you think keeping exotic animals as pets is fair?
- Are there any endangered animals in your country?

Vocabulary 2

1 Find these words in *Where There's No Return*. What do you think they mean?

bamboo coat coral glide
hectare polar bear predator roam
shell survive tusks whisper



2 Match the words from Activity 1 to the definitions. Were your ideas correct?

- Parts of animals. shell coat tusks
- A kind of food. bamboo
- A measurement of space or land. hectare
- The smooth movement through water or air. glide
- To talk very quietly. whisper
- A large white animal. polar bear
- To continue to live, especially if you're in danger. survive
- To walk or move around and not have a clear plan of what to do. roam
- They live in the ocean. They look like colorful rocks and plants. coral
- An animal that hunts, kills, and eats other animals. predator

3 Read and circle one or two words.

- We do this when we don't want to be loud. whisper / roam / survive
- These protect some animals. tusks / bamboo / shell
- Some land animals do this all day in their habitats. whisper / glide / roam
- A lot of these make a national park. tusks / predators / hectares

4 Imagine you're organizing an animal protection day. How can we help animals? What information do you think is important to share?

47

SB Act. 5 p. 46

Listen to the children. Check (✓) the topics you hear.

- Focus students' attention on the topics and play track 1-18.
- Ask students to look at the board and check whether their answers were correct. Play the track again if necessary.

SB Act. 6 p. 46

Listen again and circle T (true) or F (false).

- Play track 1-19. Students do the activity.
- Check answers as a class.
- Ask *Why shouldn't we have iguanas as pets? (They prefer to live on a tree rather than in a house.) Why is the slow loris endangered? (People buy them as pets. It's losing its habitat.) Would you like to have a tarantula as a pet? Why? Why not?*

SB Act. 7 p. 46

COMMUNICATION

Discuss with a friend.

- Put students into groups. Ask the groups to share their opinions with the class. Remind students of their campaign projects.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling students: Ask students to focus on the key vocabulary of the lesson.

Stretch: Ask students to report the opinions of the different members of their groups to the class.

Extra activity

COLLABORATION

Do a class survey. Ask *Which is the most popular pet in the class?* Students raise their hands if they have a pet. Then they say what pets they have. Write the results on the board. Students write a short report on the survey, e.g., *Ten students don't have any pets. Five have goldfish. Two have a cat. Eight have a dog.*

Objective review

Ask students if it was easy or difficult to listen for examples used to support the speakers' points about exotic animals. Ask *Have you learned new things about exotic animals and pets?* Praise their effort.

3 Vocabulary 2

OBJECTIVES

Speaking: Can express their opinions on familiar topics, using simple language.

SB vocabulary: bamboo, coat, coral, glide, hectare, polar bear, predator, roam, shell, survive, tusks, whisper

WB vocabulary: synonyms

MATERIALS

SB pp. 44–45, 47

WB pp. 39–40

WB key p. 261

Optional: sheets of paper, scissors, cardboard paper (to make posters)

Pearson English Platform

Warm-up

Brainstorm wild animals that have something in common, e.g., animals that fly, animals that live in the water, herbivorous animals, carnivorous animals. There will be animals that will fit more than one category. For extra practice, ask the students who come up with the answers to spell them and write them on the board.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to wild animals and ways to preserve their habitats.

SB Act. 1 p. 47

Find these words in *Where There's No Return*. What do you think they mean?

- Refer students back to the text on SB pp. 44 and 45.
- Put students into pairs. Ask them to find the words from the box in the text, read the sentences in which they're used to help them contextualize, and discuss possible definitions for them.
- Ask different pairs to share their ideas with the class. Ask *Do you agree? Does anybody have a better definition?*

SB Act. 2 p. 47

Match the words from Activity 1 to the definitions. Were your ideas correct?

- Students do the activity individually. Then they exchange books and correct each other's answers.
- Have a show of hands to see how many students got all answers correct the first time.

SB Act. 3 p. 47

Read and circle one or two words.

- Students do the activity individually, before exchanging their answers with the class.

Extra activity

COLLABORATION

Write all the words on strips of paper and put them face down on your desk. Put students into two groups. A member of each group comes to the front, picks a strip, and says a sentence while another student writes it on the board. Teams get one point for a sentence correctly said, and another if the sentence is correctly written.

WB Act. 1 p. 39

Find and circle eight words. Then sort.

- Remind students of the difference between a verb and a noun.

WB Act. 2 p. 39

Complete the sentences with the words from Activity 1.

WB Act. 3 p. 40

Write the letters in order. Then choose four words and write sentences with them.

- Ask students to correct each other's sentences in pairs.

SB Act. 4 p. 47

COMMUNICATION

Imagine you're organizing an animal protection day. How can we help animals? What information do you think is important to share?

- Brainstorm what facts students have learned about endangered species in this unit. Put students into groups. Each group should prepare a short presentation about their ideal Animal Protection Day.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling learners: Write the new words from the lesson on the board and ask students to present their ideas using at least five of those words.

Stretch: Ask students to prepare a poster for their Animal Protection Day presentation and explain their ideas using at least ten words from the new vocabulary list.

Comprehension 2

1 Read *Where There's No Return* again. What do you think is happening to the animals' habitats?

2 Read again and answer. Then share your answers with the class.

- How do the turtle's shell and the tiger's coat help them survive?
- Why is bamboo important for the panda?
- Who are the questions in the poem for?
- Who's the last verse talking to?

3 Read and circle.

- The turtle lives in a cave / the ocean.
- There is / isn't a jungle in India.
- There is more / less bamboo for pandas to eat.
- Pandas like / don't like plants.
- Humans and animals need / don't need each other.

Listening 2

4 What do you think about keeping wild animals as pets?



46

Listening strategy

Listen for examples used to support the speakers' points.

5 Listen to the children. Check (✓) the topics you hear.

- | | |
|---------------------|-------------------------------------|
| rare animals | <input checked="" type="checkbox"/> |
| pandas | <input type="checkbox"/> |
| national parks | <input type="checkbox"/> |
| pets | <input checked="" type="checkbox"/> |
| starting a campaign | <input checked="" type="checkbox"/> |

6 Listen again and circle T (true) or F (false).

- The children like the poem. ☒ T ☐ F
- Iguanas are exotic pets. ☒ T ☐ F
- People don't have spiders as pets. ☐ T ☒ F
- Some animals are endangered because they bite people. ☐ T ☒ F
- The children will tell people about animal and habitat protection. ☐ T ☒ F

7 Discuss with a friend.

- Do you think keeping exotic animals as pets is fair?
- Are there any endangered animals in your country?

Vocabulary 2

1 Find these words in *Where There's No Return*. What do you think they mean?

bamboo coat coral glide
hectare polar bear predator roam
shell survive tusks whisper



2 Match the words from Activity 1 to the definitions. Were your ideas correct?

- Parts of animals. shell coat tusks
- A kind of food. bamboo
- A measurement of space or land. hectare
- The smooth movement through water or air. glide
- To talk very quietly. whisper
- A large white animal. polar bear
- To continue to live, especially if you're in danger. survive
- To walk or move around and not have a clear plan of what to do. roam
- They live in the ocean. They look like colorful rocks and plants. coral
- An animal that hunts, kills, and eats other animals. predator

3 Read and circle one or two words.

- We do this when we don't want to be loud. whisper / roam / survive
- These protect some animals. tusks / bamboo / shell
- Some land animals do this all day in their habitats. whisper / glide / roam
- A lot of these make a national park. tusks / predators / hectares

4 Imagine you're organizing an animal protection day. How can we help animals? What information do you think is important to share?



47

Extra activity

Play *Bingo*. Students draw a 3x3 bingo grid. Write all the words from the lesson on the board. Students write the words of their choice in each square. Write the same words on strips of paper and put them face down on your desk. Read the different strips aloud. Students cross out the words you read aloud. To make the activity more competitive, award one point to the students who cross out a line and shout *Bingo!*, and two points to the student who finishes the entire box and shouts *Bingo!* first.

COMMUNICATION

Objective review

Ask students to give reasons why we should help preserve wild animals' habitats and how we can do it, using the words in the lesson. Ask *Have you learned new things about wild animals and their habitats?* Praise their effort.

Word study: synonyms

WB Act. 4 p. 40

From each line, cross out one word that is not a synonym.

- For extra practice, you may ask pairs to make sentences using the words that aren't synonyms.

WB Act. 5 p. 40

Read and write. Use synonyms from Activity 4.

OBJECTIVES

Grammar: Can refer to impossibility and inability in the past using “couldn’t.”

Speaking: Can talk about past events or experiences, using simple language.

Expressions: It’s too late!

MATERIALS

SB pp. 44–45, 48–49

WB pp. 41–42

WB key p. 261

Video 3-3

Video script p. 287

Pearson English Platform

Speaking and Vocabulary Book 4

Warm-up

Ask each student to choose three words from Unit 3 and write each of them on a sticky note, e.g., Student 1 chooses *national park*, *destroy*, and *survive*, and Student 2 chooses *bamboo*, *coral*, and *hectare*. Students stick the sticky notes to the front of their clothes. Play some music for students to move around the room. When the music stops, Student 1 goes to Student 2, chooses one of his/her partner’s words, and asks a question about it, e.g. *Who eats bamboo?* Student 2 answers, chooses one word from Student 1, and asks a question. Repeat several times.

Lesson objective

Explain the lesson objective: To talk about things students could or couldn’t do when they were younger.

SB Act. 1 p. 48

Watch Parts 2 and 3 of the story video. Where are they going to go? Why are the animals going on the spaceship?

- Students watch Parts 2 and 3 of the video and answer the questions. (**Answers:** They’re going to go to Kenya in Africa. The animals want to get the alien animal collector.)
- Focus students’ attention on the sentence under the video still.
- Ask *Why are Doctor Who and his friends going to Kenya?* (They’re looking for the Smogator.) *What are the poacher and the animal collector doing?* (They’re putting the cages in an alien spaceship.) *Where’s the alien collector taking the animals?* (to an alien planet) *Why does the poacher steal animals?* (for money) *What do Doctor Who and his friends explain to the poacher?* (That it’s wrong to put animals in cages.)

SB Act. 2 p. 48

Read the grammar box and circle.

- Focus students’ attention on the grammar box and read the sentences together.
- Students circle the correct word to complete the sentences.
- Ask *Can you read comics?* and *Could you read comics when you were three years old?*

SB Act. 3 p. 48

Read *Where There’s No Return* again and circle examples of *could*, *couldn’t*, and *could* + verb.

- Refer students back to the text on SB pp. 44 and 45.
- Students read the text and circle the examples.

SB Act. 4 p. 48

Read and match.

- Students share their answers with the class.

WB Act. 1 p. 41

Read and circle.

- Focus students’ attention on the grammar box. Then they choose the correct verb forms.

WB Act. 2 p. 41

What could or couldn’t they do? Look at the pictures and write.

SB Act. 5 p. 49

Read and complete. Use *can/can’t* or *could/couldn’t* and words from the box.

- Ask a pair of students to read the completed dialog to the class.

Extra activity

CRITICAL THINKING

Write several verbs on the board, e.g., *drink*, *read*, *cry*, *swim*, *eat*, *sleep*, *whisper*, *type*, *run*, *sleep*, etc. Divide the board into two columns with the headings: *When I was two years old, I could* and *When I was two years old, I couldn’t*. Students complete the sentences about them, using the verbs on the board.

WB Act. 3 p. 42

Read the text. Choose and complete.

- This is an A2 Flyers Reading and Writing Part 4 task.
- Ask students to pay attention to tenses and positive and negative forms.

Grammar 2

- 1 Watch Parts 2 and 3 of the story video. Where are they going to go? Why are the animals going on the spaceship?



They couldn't catch the alien animal collector.

- 2 Read the grammar box and circle.

Grammar

Look! I **can** run very fast!

Could you ride a bike when you were five?

I **couldn't** run fast when I was very young.

The Smogator **could** / **couldn't** escape.
The Doctor **could** / **couldn't** catch the poacher.

- 3 Read *Where There's No Return* again and circle examples of *could*, *couldn't* and *could + verb*.

- 4 Read and match.

- 1 My dad **couldn't** speak German when he was a child, but he **a** could watch it for hours on TV.
2 My mom's a great writer now, but she **b** can now.
3 My dad loved soccer. He **couldn't** play, but he **c** couldn't spell very well when she was a kid.
4 Jared and Sonia studied hard, but they **d** couldn't get good scores in science.

48

- 5 Read and complete. Use *can/can't* or *could/couldn't* and words from the box.

play send watch

Zoey: Grandma, ¹ **could** you **send** emails when you were young?

Grandma: No, I ² **couldn't**. There were no computers when I was young.

Zoey: And ³ **could** your parents **watch** TV when they were young?

Grandma: Yes, they ⁴ **could**. And I ⁵ **could**, too. We had a TV at home.

Zoey: And ⁶ **could** you **play** tennis when you were at school?

Grandma: Yes, I ⁷ **could**. And your Grandpa, too. We ⁸ **could play** tennis very well.

Zoey: I ⁹ **can play** tennis now, too.



Speaking 2

- 6 Work in groups. Write a questionnaire and ask and answer the questions. Then tell the class about your group.

	Speak English		
Me			
Friend 1			
Friend 2			
Friend 3			

Could you speak English when you were six?

Yes, I could, but I couldn't speak very well.

No, I couldn't, but I can now!

49

WB Act. 4 p. 42

Complete the questions. Answer for you.

- Make sure students use the correct tense for each question.

Speaking 2

SB Act. 6 p. 49

COMMUNICATION

Work in groups. Write a questionnaire and ask and answer the questions. Then tell the class about your group.

- Put students into groups of four. Model the example. Students take turns asking and answering the questions.
- Ask a few students to report to the class some of their group's answers.

Differentiation

Struggling learners: Allow students to keep their notes when they speak.

Stretch: Ask students to report to the class from memory.

Extra activity

COMMUNICATION

Explain that you're going to read a story, and students will have to stand up for *true* and sit down for *false*. Read the story making pauses for students to react.
When I was a baby, I couldn't speak. (T) *But now I can speak my language and Intergalactic!* (F) *When I was a baby, I couldn't make a sandwich when I was hungry.* (F) *But now I can make a sandwich easily.* (T) *Now I can watch TV and understand what people are saying.* (T) *But when I was younger, that was impossible – I couldn't understand very much!* (T)

Objective review

Ask students to tell the class what their younger family members could or couldn't do two years ago. Ask *How confident do you feel about using "could" and "couldn't"?* Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 4, Unit 3.

3 Writing • Now I Know

OBJECTIVES

- Reading:** Can extract specific information in short texts on familiar topics.
- Speaking:** Can give a short, simple prepared talk on a topic of personal interest.
- Writing:** Can write short, simple texts on familiar topics in linked sentences.

MATERIALS

SB pp. 50–51
WB pp. 43–45
WB key p. 261
Pearson English Platform
Test Book 4, Unit 3

Warm-up

Review the Unit 2 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a description of an animal, while applying the writing strategy.

SB Act. 1 p. 50

Scan the text. Find this information.

- Remind students that they should scan the text quickly to find specific information.

SB Act. 2 p. 50

Read the text. Check your answers from Activity 1.

- Ask individual students to justify their answers.
(Answers: 1 Our Animals 2 monkeys 3 Monkeys aren't pets.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 50

Read the text again and circle the connecting words.

WB Act. 1 p. 43

Read and complete the text with *so* or a cross (x).

WB Act. 2 p. 43

Read and match.

SB Act. 4 p. 50

Find or draw a picture of the animal the wildlife protection group helps. Then go to the Workbook to do the writing activity.

- Students complete this activity in their notebooks.

WB Act. 3 p. 43

CRITICAL THINKING

Think about the animal you chose. Plan your writing.

WB Act. 4 p. 43

Write about your animal in your notebook. Use your ideas from Activity 3.

Remember!

WB p. 43

- Focus students' attention on the Remember! box to use as a checklist for their writing.

Objective review

Ask students to read their descriptions aloud. Praise their effort.

Now I know

Warm-up

Play a spelling game with students to review the unit vocabulary.

Lesson objective

Explain the lesson objective: To review everything students have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 51

CRITICAL THINKING

How can we protect wild animals? Look back through Unit 3. Make notes on what you learned about these things. Add your own ideas.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 44

Find eight words in the word snake. Complete the phrases with some of the words.

Writing

- 1 Scan the text. Find this information.
 - 2 Read the text. Check your answers from Activity 1.
- 1 The name of the group.
 - 2 Which species they want to help.
 - 3 What they try to teach.

How Can You Help?

We are responsible for our country's wild animals, birds, fish, and plants. A good way to protect endangered species is to join an animal protection group.

Our group's name is *Our Animals* and we think about how animal habitats are in danger. We need to think about different ways to help. We care about monkeys, so we started this wildlife group to help them. We believe they need to be in the wild and not in people's homes. We try to teach people that monkeys aren't pets. You can help by visiting our monkey sanctuary and learning more about our work. You can also volunteer at the sanctuary and of course, we always welcome donations.

- 3 Read the text again and circle the connecting words.
- 4 **WB** Find or draw a picture of the animal the wildlife protection group helps. Then go to the Workbook to do the writing activity.

Writing strategy

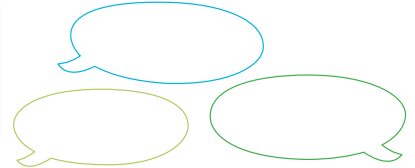
We can connect words and sentences with **so**.

We care about monkeys, so we started this wildlife group.

Now I Know

- 1 **?** How can we protect wild animals? Look back through Unit 3. Make notes on what you learned about these things. Add your own ideas.

Endangered species
Animal habitats
Why they are in danger
What we can do to help
Exotic pets
Sharing messages



- 2 Choose a project.

Find ways to protect wild animals

- 1 Think about five easy things you can do to protect wild animals.
- 2 Make notes and plan a presentation of these five things.
- 3 Present your ideas to the class.

or

Create a local habitat

- 1 Choose a habitat and research it.
- 2 Find or draw pictures that show the most important information.
- 3 Write some notes to explain what the pictures show.
- 4 Put your pictures and notes onto a poster and show it to the class.

Read and circle for yourself.

I can understand someone's reasons.
I can recognize examples that support a speaker's point.

I can understand basic opinions. I can understand the main ideas in simple stories.

I can talk about personal experiences.
I can talk about past events or experiences.

I can write short texts on familiar topics.

WB Act. 2 p. 44

Read and circle.

WB Act. 3 p. 44

Read and complete.

WB Act. 4 p. 45

Complete the questions with *much* or *many*. Then match and answer.

Project

SB Act. 2 p. 51

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as a way of helping them learn.

Things I learn

WB Act. 1 p. 45

Write down your three favorite new words from this unit. Which word was the most difficult?

- Have a class vote on favorite words.

WB Act. 2 p. 45

Write two things you found interesting about animal habitats and helping endangered animals.

- Ask students to share their answers with the class.

WB Act. 3 p. 45

Why do animals become extinct?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 51

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 4, Unit 3.