

Helping hands

Topic

In this module Ss will explore the topic of world problems including natural disasters, environmental problems and humanitarian problems.

Module page

79

Lesson objectives: Overview of the module, to listen for specific information

Vocabulary: World problems (*unemployment, racism, pollution, global warming, endangered animals, deforestation, homelessness*)

5a Disaster!

80-81

Lesson objectives: To read for gist and specific information, to learn the present perfect, to listen for specific information, to write a diary entry

Vocabulary: Natural disasters (*drought, flood, earthquake, forest fire, tornado, tsunami, hurricane*); Verbs (*destroy, affect, suffer, clear*); Nouns (*volunteer team, injury, challenge, rubble, rescue team, wage, conditions, running water, medical supplies*); Adjective (*awful*)

5b Going to help

82-83

Lesson objectives: To read for specific information and cohesion and coherence, to learn *just/yet/already/since/for/ever/never*, to compare the present perfect and the past simple, to write and act out an interview

Vocabulary: Social problems (*poverty, disease, illiteracy, hunger, child labour, war*); Verbs (*achieve, stumble, promise, cause*); Phrasal Verbs (*end up, set out, look after*); Nouns (*failure, top, hunger, ground, stick, peace award, proof, courage, ignorance, campaign, issue*); Adjectives (*injured, poor, thrilling, best-selling*); Phrases (*make it, raise money*)

5c Culture Corner

84

Lesson objectives: To listen/read for gist, to read for specific information, to talk/write about charity event

Vocabulary: Verbs (*raise money, support, make a donation, record a song, appear*); Nouns (*charity event, sort (of), laughter, famine, cause, viewer, celebrity, silly outfit*); Phrases (*take place, get an education, get involved*)

5d Everyday English

85

Lesson objectives: Asking for and offering help, to pronounce homophones

Vocabulary: Helping (*put up posters, sell tickets, make banners, collect donations, decorate the venue*); Sentences (*What are you doing?, Well, I'm free this afternoon., Can I give you a hand?, Would you mind helping us with that?, Yes, that's not a problem., Around 6 pm would be great., OK, see at 6 tomorrow.*)

5e Endangered Species

86-87

Lesson objectives: To listen and read for gist, to read for specific information, to learn *-ing/-ed* adjectives, to listen for gist and specific information, to talk and write about helping animals

Vocabulary: Verbs (*monitor, track, record, survey, patrol*); Phrasal Verb (*cut down*); Nouns (*species, rainforest, observation team, porch, hammock, hunting, steep slope, location, farming, conservation project, dawn, nest*); Adjectives (*floating, challenging, spectacular*); Phrases (*lay their eggs, mistake for*)

5f Determination

88-89

Lesson objectives: To read for specific information, to learn the past perfect, to learn the conditional type 3, to learn wishes

Vocabulary: Injuries (*get sore feet, break your arm, twist your ankle, bang your head, cut your finger, sprain your wrist, scratch your face, get a swollen knee*); Verbs (*quit, motivate*); Nouns (*champ, sunscreen, physical pain, association, challenge, desert, nasty fall*); Phrases (*set a world record, dream come true, raise money, make a donation,*)

5g Skills

90

Lesson objectives: To listen for specific information, making suggestions, expressing preferences

Vocabulary: Activities at an eco-camp (*plant trees, sit around a campfire, cook on a barbecue, sleep in wooden huts, grow vegetables, clean out a pond, go on a nature hike, collect rubbish for recycling, go canoeing, plant vegetables, go fishing, play volleyball, go swimming in the lake*)

5h Writing

91

Lesson objectives: To learn *have been/have gone*, to write an email giving your news

5i Curricular: Geography

92

Lesson objectives: To read for gist, to give a presentation on an ocean

Vocabulary: Verbs (*cover, record, poison, protect*); Phrasal Verbs (*make up, take out, end up*); Nouns (*surface, water supply, survival, mammal, coral reef, whale, wind pattern, rainfall, ocean current, heat, overfishing*); Adjective (*majestic*)

Language Review 5

93

Lesson objectives: To test/consolidate vocabulary and knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz.

Skills 5

94-95

Lesson objectives: To listen for specific information, to read for gist, to compare and contrast two posters, to write a note

Russia 5

96

Lesson objectives: To read for specific information, to present information from notes, to collect information about an animal and make a poster

Vocabulary: Verbs (*camouflage, enable, hunt, suffer, estimate*); Nouns (*region, carnivore, deforestation, poaching, endangered species, individuals*); Adjective (*powerful*); Phrases (*cat species, striped coat, night vision*)

What's in this module?

Read the title of the module *Helping hands* and ask Ss to predict the content of the module (*the module is about social and environmental problems and what we can do to help those in need*). Go through the contents list and stimulate a discussion about what Ss will learn in the module.

Vocabulary

1 **Aim** To present new vocabulary

- Draw Ss' attention to the pictures (1-7).
- Play the recording. Ss listen and repeat.
- Explain/Elicit what *social* and *environmental* mean (*relating to society/the environment*).
- Elicit which category each problem fits.

Social problems: unemployment, racism, homelessness

Environmental problems: pollution, global warming, endangered animals, deforestation

2 **Aim** To listen for gist

- Explain the task.
- Play the recording. Ss listen and decide which problem the speakers are talking about.
- Check Ss' answers around the class.

Answer Key

Speaker 1: endangered animals

Speaker 2: global warming

Speaker 3: homelessness

OVER TO YOU!

Aim To express an opinion about world problems

Ask various Ss to say what they think the two most serious problems in their country are.

Suggested Answer Key

I think global warming and pollution are the two most serious problems in my country.

5a Disaster!

Vocabulary

1 a) **Aim** To present new vocabulary

- Read the list of natural disasters and direct Ss' attention to the pictures (1-7).
- Allow Ss time to complete the task.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses for Ss to repeat individually or chorally.

Answer Key

A 3 C 1 E 5 G 4
B 2 D 6 F 7

b) **Aim** To practise new vocabulary

Ask various Ss to say what natural disasters are common in their country. Elicit the plural form of each disaster and write them on the board.

Suggested Answer Key

Droughts are common in my country.
Floods are common in my country.
Earthquakes are common in my country.
Tornadoes are common in my country.
Tsunamis are common in my country.
Hurricanes are common in my country.

Reading & Speaking

2 a) **Aim** To introduce and predict the content of a text

- Ask Ss to read the first sentence in each diary entry and elicit answers to the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books to find out if their guesses were correct.

Answer Key

Suzy is in Port-au-Prince in Haiti. I think she is a volunteer working as part of a team to rebuild Haiti after the earthquake.

b) **Aim** To read for specific information

- Allow Ss time to read the diary entries and mark the sentences.
- Check Ss' answers. As an extension, Ss can correct the false statements.

Answer Key

- 1 NS
- 2 F (the earthquake has affected 3 million people)
- 3 F (Haiti suffers from hurricanes and floods every year)
- 4 F (seven days)

5 F (it affected all of Haiti)

6 NS

7 NS

BACKGROUND INFORMATION

On 12th January 2010, there was a terrible earthquake in Haiti. It measured 7.0 on the Richter scale and it affected over 3 million people. 230,000 died, 300,000 people were injured and 1 million people became homeless.

Note: The text extracts are from the diary of a fictional volunteer called Suzy, but the information is based on true facts as described by people who visited Haiti at that time.

3 **Aim** To practise new vocabulary

- Go through the **Check these words** box and explain/elicit the meanings of the words. Ask Ss to identify what part of speech each word is.

Answer Key

1 volunteer 3 rubble 5 rescue team
2 awful 4 medical supplies

Suggested Answer Key

volunteer team (n): a group of people who offer to do sth
destroy (v): to ruin

affect (v): to influence, cause to change

injury (n): damage done to the body

suffer (v): to feel mental/physical pain

challenge (n): sth difficult that requires determination to do

clear (v): to clean away

rubble (n): pieces of a destroyed building

rescue team (n): a group of people that work together to find and help victims

wage (n): money paid for work done

conditions (n): things which affect comfort, safety, etc

running water (n): water that comes from a tap

medical supplies (n): medicine, bandages, etc

awful (adj): terrible

- Allow Ss time to complete the task.
- Check Ss' answers.

4 **Aim** To describe a scene

- Allow Ss time to think about what they could hear, see and smell after an earthquake, and how they might feel. Ss prepare their answers. Point out that Ss should use the present simple/ present continuous.
- Elicit answers from Ss around the class.

Suggested Answer Key

I can hear alarms and people crying. Someone nearby is screaming and other people are calling out the names of people in their families.

I can see fires in buildings and rubble all over the streets. Some people are lying injured on the ground and rescue teams are trying to help. Families are standing around looking at the damage to their homes. There is dust everywhere. I can smell burning plastic and smoke from the fires. I feel sad.

Answer Key

eat – eaten have – had give – given buy – bought
go – gone be – been find – found lose – lost
tell – told say – said see – seen

Suggested Answer Key

arrived, destroyed, affected, offered, caused, damaged, swept, come, cleared

Grammar

5 **Aim** To present the present perfect

- Ss close their books. Present the present perfect. Say: *I have walked the dog today.* Write it on the board. Underline *I have walked* and explain that this verb is in the present perfect. Explain that we use the present simple of the verb *have* and the past participle of the main verb to form the affirmative. Explain that we use this tense to talk about actions which started in the past and continue to the present. Refer Ss to the example sentence and point out that the action (have walked) has happened at a period of time that hasn't finished yet (it is still today). Point out that the past participle of regular verbs is formed adding *-ed* to the base form of the main verb. Refer Ss to the list of irregular verbs at the back of their books for irregular forms.
- Say, then write on the board: *I haven't walked the dog today.* Explain that this is the negative form of the present perfect. Elicit how it is formed.
- Say: *Have I walked the dog today?* Write it on the board. Underline *Have I walked* and explain that this is the interrogative form of the present perfect. Elicit/Explain that we answer using *Yes/No, + subject + have/has/haven't/hasn't.*
- Ss open their books. Go through the table then Ss complete the task.
- Elicit examples from the text.

Answer Key

1 Have 3 haven't 5 hasn't
2 Has 4 has

Suggested Answer Key

has destroyed, has affected, have lost, has offered, has caused, have damaged (and even) swept, have come, have cleared, have just arrived

6 **Aim** To practise the present perfect

- Explain the task and give Ss some time to complete it, then check Ss' answers.
- Elicit more past participles from the text.

7 **Aim** To practise the present perfect

- Explain the task and allow Ss some time to complete it.
- Check Ss' answers on the board.

Answer Key

2 have worked 5 have saved
3 Has the tornado destroyed 6 haven't arrived
4 have lost

Listening & Writing

8 a) **Aim** To listen for specific information

- Explain the situation. Ask Ss to read phrases 1-5.
- Play the recording. Ss listen and tick the boxes.
- Check Ss' answers around the class. Ask Ss to form complete sentences using the present perfect.

Answer Key

(ticked boxes) 1, 2, 5 They have brought supplies.
They have cleared roads. They have taken photos.

b) **Aim** To write a diary entry

- Explain the task and tell Ss that they can use the ideas from Ex. 8a.
- Play the recording again.
- Remind Ss to use the diary entries in Ex. 2a as a model.
- Allow Ss three minutes to do the task. Alternatively assign it as HW.
- Ask various Ss to read out their diary entries in class.

Suggested Answer Key

Well, here I am in the Caribbean and I can't believe my eyes! The hurricane has destroyed many buildings and the conditions are terrible. The strong winds and rain have pulled trees down and swept them across the roads. There is glass and rubble everywhere. Our team has started to clear the roads and medical supplies have arrived. Hopefully we can help rebuild the village after this awful disaster!

BACKGROUND INFORMATION

The Caribbean is an area between North and South America to the east of Central America. It includes the Caribbean Sea, the West Indies, the Bahamas and other island groups and the surrounding coastlines. It is a popular tourist destination due to the tropical weather, white sandy beaches, clear blue sea and plentiful wildlife.

5b Going to help

Vocabulary

1 **Aim** To present new vocabulary

- Draw Ss' attention to the pictures (1-6).
- Play the recording. Ss listen and repeat chorally or individually.
- Elicit answers to the question in the rubric.

Suggested Answer Key

To me, poverty is the most important problem because it can lead to hunger and other problems.

Reading & Listening

2 a) **Aim** To introduce and predict the content of a text

- Ask Ss to read the first sentence of each paragraph and elicit their answers to the questions in the rubric.
- Ss read the text in their books to find out if their guesses were correct.

Suggested Answer Key

Greg Mortenson is someone who saw poor villagers when he was climbing a mountain and wanted to help them. He raised money in the USA for a school for them and continues to help them.

b) **Aim** To read for cohesion and coherence/ To expand vocabulary

- Allow Ss time to read the text again and match the sentences to the gaps. Point out that the words before and after each gap will help Ss complete the task.
- Play the recording.
- Ss listen and check their answers.

Answer Key

1 E 2 C 3 F 4 B 5 A

D is not used

- Go through the **Check these words** box and explain/ elicit the meanings of the words. Ss identify what part of speech each is.

Suggested Answer Key

achieve (v): to accomplish
end up (phr v): to eventually get somewhere/do sth, usually by accident
failure (n): a lack of success
set out (phr v): to begin a journey
make it (phr): to succeed in sth
top (n): peak
stumble (v): to walk awkwardly almost falling
injured (adj): hurt
poor (adj): having no money
hunger (n): shortage of food
ground (n): earth
stick (n): a piece of wood
promise (v): to tell sb you will do sth
raise money (v): to collect money for a specific purpose
peace award (n): a prize for promoting non-violence
thrilling (adj): exciting
proof (n): evidence
courage (n): bravery
best-selling (adj): very popular (books, DVDs)
ignorance (n): a lack of knowledge
cause (v): to result in
campaign (n): movement
issue (n): problem
look after (phr v): to protect, care for

c) **Aim** To practise new vocabulary

- Explain/Elicit what **admire** means (to like/ respect sb).
- Allow Ss time to complete the task. Check Ss' answers.

Suggested Answer Key

I admire Greg because he has made a difference in poor people's lives around the world.

BACKGROUND INFORMATION

Pakistan is a country in South Asia. It shares borders with India, Afghanistan, Iran and China. The capital city is Islamabad and it has a population of over 180 million. The people speak Urdu and English. It used to be part of India and became an Islamic republic in 1956. Poverty and illiteracy are problems there.

Afghanistan is a country in South Asia. It shares borders with Pakistan, Uzbekistan, Tajikistan, Turkmenistan and China. The capital city is Kabul and it has a population of 29 million. The people speak Persian and Pashto. Since the 1970s it has been in a state of civil war.

Grammar

- 3 a) **Aim** To present time expressions used with the present perfect

- Ask various Ss to read out the examples.
- Allow Ss time to find examples in the text.
- Check Ss' answers.

Answer Key

Have you **ever** wanted to ...? **Since** then, Greg's organisation has built... Greg hasn't finished **yet**. Greg has **just** written a best-selling book about his story called Three Cups of Tea.

- b) **Aim** To practise time expressions used with the present perfect

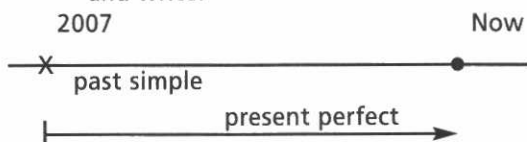
- Explain the task.
- Ss complete the task. Check Ss' answers around the class.

Answer Key

- | | | |
|---------|-----------|--------|
| 1 yet | 3 for | 5 just |
| 2 since | 4 already | |

- 4 a) **Aim** To compare the present perfect and the past simple

- Read the table aloud. Draw on the board and write:



John came here in 2007.

He has lived here since 2007.

- Point out that we use the past simple for actions which happened in the past, whereas we use the present perfect for actions which started in the past and continue to the present.
- Elicit examples from the text on p. 82 from Ss round the class.

Suggested Answer Key

Present Perfect: Have wanted, has built, hasn't finished, has won, has helped, has just written

Past Simple: wanted, ended up, began, set out, made, stumbled, looked after, saw, were, didn't have, wrote, knew, wanted, told, went, lived, built

- b) **Aim** To practise the present perfect and past simple

- Explain the task.
- Ss then fill in the gaps. Check Ss' answers.

Answer Key

- | | |
|---------------------|----------------------|
| 1 have been | 4 helped |
| 2 have already done | 5 felt |
| 3 went | 6 Have you ever done |

- 5 **Aim** To present the present perfect continuous

- Ss close their books. Present the present perfect continuous. Say: *I have been working all morning*. Write it on the board. Underline: **have been working** and explain that this verb is in the present perfect continuous. Explain that we use the present perfect continuous to emphasise the duration of an action that started in the past and continues to the present.
- Explain that we form the present perfect continuous with the auxiliary verb **have/has**, the past participle of the verb **to be (been)** and the main verb with the **-ing** ending.
- Ss open their books. Read the table. Explain that we form the negative by putting **not** between *have/has* and *been*. Explain that we form the interrogative by putting *have/has* before the subject. Elicit any similar structures in their L1.

(Ss' own answers)

- 6 **Aim** To practise the present perfect and the present perfect continuous

Give Ss time to complete the task and then check Ss' answers.

Answer Key

- | | |
|--------------------------|--------------------|
| 1 haven't seen | 4 has been waiting |
| 2 Have they been playing | 5 has been living |
| 3 have won | 6 has collected |

Speaking & Writing

- 7 **Aim** To write and act out an interview

- Explain the task and ask Ss to work in pairs. Ss prepare and then ask and answer questions. (With weaker classes write the questions in the Suggested Answer Key on the board. Allow Ss time to do the task.)
- Monitor the activity around the class and then ask some pairs to act out their interview in class.

Suggested Answer Key

Interviewer: Hello and welcome to the programme, Greg. Now, how did your story begin?

Greg: Well, it all started when I set out to climb K2. I never made it to the top, but I ended up in the village of Korphe. I was injured, hungry, and quite tired.

Interviewer: What happened to you there?

Greg: *The villagers looked after me and they were very kind. I noticed everyone was very poor. People were sick and the children didn't have a proper school.*

Interviewer: *What did you do?*

Greg: *I returned home and raised money to help them. They helped me and I wanted to do something for them.*

Interviewer: *What did you do exactly?*

Greg: *I returned with the money and built them a school.*

Interviewer: *What have you done since then?*

Greg: *Since then I've built around 80 schools in other poor countries. I also organise campaigns to fight poverty and illiteracy.*

Interviewer: *You have won many peace awards. How does this make you feel?*

Greg: *What makes me happy and proud is the smiles of the children we have helped.*

5c Culture Corner

1 **Aim** To introduce the topic and predict the content of the text

- Direct Ss' attention to the title and the pictures. Ask what is unusual in them. (*people are wearing red noses.*)
- Elicit answers to the questions in the rubric.
- Ss read the text to find out if their guesses were correct.

Suggested Answer Key

On Red Nose Day, people wear red clown noses and do funny things to help raise money for different causes.

2 **Aim** To read for specific information

- Explain the task.
- Give Ss time to re-read the text and do the task.
- As an extension, Ss can correct the false statements.
- Check Ss' answers.

Answer Key

- 1 F (...has taken place every two years ...)
- 2 F (... supports many different causes in the UK and around the world ...)
- 3 T
- 4 F (Anyone can ... raise money for Comic Relief World ...)
- 5 NS

3 **Aim** To practise vocabulary

- Go through the **Check these words** box and explain/ elicit the meanings of the words. Ask Ss to identify what part of speech each word is.

Suggested Answer Key

charity event (n): an occasion to raise money

sort (of) (n): kind (of)

laughter (n): a sound made when people are happy

raise money (v): to collect money for

famine (n): a great hunger

take place (phr): to happen

support (v): to back up

cause (n): an aim people fight for

get an education (phr): to go to school and be educated

viewer (n): sb that watches sth

make a donation (phr): to give money

record a song (phr): to perform and put on tape, CD, etc

appear (v): to take part in

celebrity (n): a star, famous person

get involved (phr): to participate (in)

silly outfit (n): a funny costume

- Allow Ss time to complete the task in closed pairs.
- Check Ss' answers.

Answer Key

- | | |
|---------------|-------------------|
| 1 raise money | 3 famine |
| 2 viewers | 4 make a donation |

4 **Aim** To consolidate Ss' understanding of the topic

- Explain the task. Point out that Ss need to use the present continuous in their presentation as they will be reporting an event live.
- Allow Ss time to write their presentation.
- Invite various Ss to present the event to the class.

Suggested Answer Key

It's Mike Smith live from London. Today, we're celebrating Red Nose Day and as you can see lots of people all across the country are organising charity events to help poor people around the world. Live bands are performing in Hyde Park right now. Don't forget to buy a red nose to show you are helping, too. For those of you at home, stay tuned for some of the best comedy programmes on TV! Remember, every donation can make a difference!

5 **Aim** To write about a charity event

- Explain the task and brainstorm with Ss for various charity events in their country.
- Write the headings on the board and elicit ideas for some charity events under the headings below.
- Allow Ss time to complete the task using the notes.

- Ask various Ss to talk about the event they have chosen. Elicit how it compares to Red Nose Day.

Suggested Answer Key

Name: MDA Labour Day Telethon

When it is: Sunday of Labour day weekend

What happens: 6 hours of entertainment to raise money for the Muscular Dystrophy Association (MDA), live TV broadcast, celebrity performances, viewer's call in to donate money, online behind the scenes clips, backstage interviews and additional performances

The MDA Telethon is a live TV broadcast on the Sunday of Labour Day weekend in America to raise money for the Muscular Dystrophy Association (MDA) through viewer's donations. The broadcast features 6 hours of celebrity performances and online behind the scenes clips, backstage interviews and additional performances. Both the MDA Telethon and Red Nose Day raise money for people in need but Red Nose Day happens every 2 years whereas the MDA Telethon is an annual event.

BACKGROUND INFORMATION

Cheryl Cole is a British pop star. She was born in 1983 in Newcastle in the northeast of England. She is part of the girl band Girls Aloud and is a recording artist in her own right. She is a judge on the TV program X-Factor and is also the face of L'Oréal beauty products.

Mount Kilimanjaro is the highest mountain in Tanzania in Africa. It is also an inactive volcano. It is 5,893 metres or 19,334 feet high.

Richard Curtis is an English screenwriter and film director. He is best-known for romantic comedy films such as *Notting Hill* and *Love Actually* and comedy TV programmes such as *Blackadder* and *The Vicar of Dibley*.

Ethiopia is a country in east Africa. It shares borders with Eritrea, Sudan, Djibouti, Somalia and Kenya. The capital city is Addis Ababa and the country has a population of around 90 million people. The people speak Amharic. In the 1980s, a series of famines affected millions of people and caused the death of a million people.

Suggested Answer Key

I put up posters for our school's environmental day last year.

My friends and I sold tickets for our school party last week. My mum made banners for the village charity event last weekend.

I collected donations with my sister for our local animal shelter last spring.

My friends and I have just decorated the venue for this year's concert.

2 a) **Aim** To present situational language

Play the recording. Ss listen and repeat chorally or individually. Ask Ss to pay attention to their pronunciation. Play the recording again if necessary.

b) **Aim** To introduce and predict the content of a text

- Give Ss one minute to read the first exchange in the dialogue and elicit guesses to the questions in the rubric.
- Play the recording. Ss listen and follow the dialogue in their books to find out if their guesses were correct.

Answer Key

Carol is making some banners for the concert.

Darren offers to help her make the banners.

Carol asks Darren to help Jim and her put up the posters and to sell tickets at the door.

3 **Aim** To learn synonymous phrases

Explain the task and read out the sentences. Refer Ss back to the dialogue and then elicit synonymous sentences from various Ss around the classroom.

Answer Key

I don't have anything to do this afternoon. – I'm free this afternoon.

Do you want me to help you? – Can I give you a hand?

There's something else you can do. – There's one more thing.

Sure I can. – Yes, that's no problem.

Pronunciation

4 **Aim** To pronounce homophones

- Explain the task and play the recording. Ss listen, identify and circle the word that doesn't sound the same.
- Play the recording again with pauses for Ss to listen and repeat chorally or individually. Pay special attention to Ss' pronunciation and intonation and correct as necessary.

Answer Key

1 white

2 were

3 pear

5d Everyday English

1 **Aim** To present new vocabulary

- Direct Ss' attention to the pictures. Play the recording. Ss listen and repeat individually or chorally.
- Elicit answers to the question in the rubric from various Ss around the class.

Speaking

5 **Aim** To practise role-playing and act out a dialogue

- Explain the situation and the task.
- Remind Ss they can use the sentences in Ex. 2a and the dialogue in Ex. 2b as a model as well as their own ideas to complete the task. Ss can also use the phrases in Ex. 1.
- Draw Ss' attention to the plan. Ss can refer to it while doing the task.
- Monitor the activity around the class and ask some pairs to act out their dialogue in class.

Suggested Answer Key

A: Hi, Rachel! What are you doing?

B: Oh, hi, Steve. I'm just making banners for the clean-up day at the local park tomorrow.

A: Oh, really? Well, I'm free this afternoon. Can I give you a hand?

B: Actually, I've nearly finished. Would you mind helping us with something else?

A: Of course not.

B: Thanks. Can you put up some posters later?

A: Yes. That's no problem. What time?

B: Around 7 would be great.

A: OK, see you at 7!

B: Thanks!

5e Endangered Species

Vocabulary

1 **Aim** To present new vocabulary

- Read the list of threats to animal species (A-E) and direct Ss' attention to the pictures (1-5).
- Allow Ss time to complete the task.
- Play the recording for Ss to check their answers.

Answer Key

A 1 B 3 C 2 D 5 E 4

Reading & Listening

2 **Aim** To predict the content of the text

- Direct Ss' attention to the pictures and elicit answers to the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books to find out if their answers were correct.

Suggested Answer Key

1 I think we can find pink river dolphins in the Amazon

River. They are in danger because of water pollution and they get caught in fishermen's nets.

2 I think we can find Cross River gorillas in Cameroon. They are in danger because of hunters who kill them for their meat and because deforestation destroys their natural habitat.

3 I think we can find loggerhead sea turtles in the Mediterranean Sea. They are in danger because people damage their nests and because they mistake rubbish for food.

3 **Aim** To read for specific information

- Allow Ss some time to read the text again and answer the questions.

Answer Key

1 turtle 3 gorilla 5 turtle
2 dolphin 4 gorilla 6 turtle

- Go through the **Check these words** box and explain/elicit the meanings of the words. Ask Ss to identify what part of speech each is.
- Check Ss' answers.

Suggested Answer Key

species (n): a class of plants or animals

floating (adj): sitting on top of a liquid, without sinking

rainforest (n): a thick forest found in tropical areas

observation team (n): a group that studies sth

monitor (v): to observe

porch (n): a sheltered area at the front of a building

hammock (n): a swinging bed made of rope or cloth

track (v): to follow

hunting (n): killing sth for food or sport

steep slope (n): a side of a hill rising at a sharp angle

record (v): to write down

location (n): site

cut down (phr v): to cut through sth so it falls down

farming (n): raising plants or livestock

challenging (adj): difficult but enjoyable

conservation project (n): a scheme to save sth

lay their eggs (phr): to produce eggs

mistake for (phr): to wrongly think sth is sth else

dawn (n): the time when the sun first rises in the morning

survey (n): the measuring and recording of details

nest (n): a type of bird/animal home

spectacular (adj): amazing

patrol (v): to move around in an area to make sure there is no trouble there

BACKGROUND INFORMATION

The Amazon Rainforest is an area of tropical forest in South America in the region surrounding the Amazon River in the Amazon Basin. The area belongs to nine different countries: Brazil, Peru, Colombia, Venezuela, Ecuador, Bolivia, Suriname, French Guiana and Guyana. Sixty percent of the rainforest, though, is in Brazil. It is home to 2.5 million types of insects, almost 5,000 types of birds and animals and at least 225,000 types of plants and trees.

Cameroon is a country in central and western Africa. It shares borders with Nigeria, Chad, Central African Republic, Equatorial Guinea, Gabon and the Republic of the Congo. The capital city is Yaoundé, and the country has a population of around 19 million people. The people speak French and English. It has a diverse climate and it is famous for its football team.

Zakynthos is a Greek island in the Ionian Sea to the west of Greece. It is 157 square miles in size and around 41,500 people live there. It is a popular tourist resort with a rich history. Some of its beaches are protected as they are where the loggerhead turtles come to nest and lay their eggs every year.

4 a) **Aim** To consolidate new vocabulary

- Explain the task.
- Allow Ss time to complete it.
- Check Ss' answers.

Answer Key

by mistake – by accident

disappears forever – dies out

demanding – challenging

write down – record

other possibilities – alternatives

b) **Aim** To practise new vocabulary

- Allow Ss time to complete the task. Ss can look up any words they are unsure of in their dictionaries.
- Check Ss' answers.
- Allow Ss time to write their sentences.
- Check Ss' answers by asking various Ss to read out their sentences in class.

Answer Key

- | | | |
|--------------|----------------|-----------|
| 1 endangered | 3 spectacular | 5 working |
| 2 polluted | 4 conservation | 6 steep |

Suggested Answer Key

- Pink river dolphins swim in **polluted waters**.
- Mary saw some **spectacular sunrises** on Zakynthos.
- Mary helped out with a turtle **conservation project**.
- Hayley, Ryan and Mary each went on a **working holiday**.
- Ryan walked for miles up **steep slopes** in the rainforest.

Grammar

5 a) **Aim** To present -ing/-ed adjectives

- Go through the theory box with Ss.
- Allow Ss time to find examples in the text.
- Check Ss' answers.

Answer Key

endangered, working (holiday), floating, amazing, polluted, relaxing, shocked, excited, interesting, challenging, tiring

b) **Aim** To practise -ing/-ed adjectives

Give Ss time to complete the task, and then check Ss' answers.

Answer Key

- | | | |
|---------------|----------|--------------|
| 1 shocked | 3 boring | 5 interested |
| 2 frightening | 4 tired | |

Listening

6 **Aim** To listen for specific information

Explain the task and play the recording. Ss listen and match the speakers to how they felt. Check Ss' answers around the classroom. Elicit reasoning.

Answer Key

Mark felt *frightened* because he heard and saw a tiger near him.

Holly felt *shocked* because she saw a dead seabird caught in a fishing net.

Jess felt *excited* because she saw many colourful fish and swam with sea lions.

Speaking & Writing

7 a) **Aim** To make notes and summarise a text

- Ask Ss to read the text again and make notes about each person.
- Choose various Ss to share their notes in class.

Suggested Answer Key

Hayley was part of an observation team carrying out research on dolphins. She recorded new births and checked the babies.

Ryan tracked gorillas in the rainforests, so that he could learn more about their behaviour and living conditions. He also educated the locals about deforestation and suggested alternatives to cutting down forests for farming.

Mary helped out with a turtle conservation project. She worked with a team and did a survey of nests and eggs. She also patrolled the beach and told tourists about the turtles.

b) **Aim** To personalise the topic

- Give Ss three minutes to prepare their answers and write sentences.
- Invite Ss to read their sentences to the class.

Suggested Answer Key

I would choose a working holiday helping animal conservation. I think it would be a great opportunity to do something good for endangered animals. I would like to make a difference to the world we live in as I am concerned about worldwide problems.

5f Determination

Vocabulary

1 **Aim** To present new vocabulary for injuries

- Play the recording with pauses for Ss to repeat chorally or individually. Check Ss' intonation and pronunciation.
- Elicit who has had any of these injuries and how it happened. Ask various Ss to tell the class.

Suggested Answer Key

I got sore feet once. I missed the bus and walked home in uncomfortable shoes.

Reading

2 a) **Aim** To predict the content of a text and read for gist

- Direct Ss' attention to the picture, title and first sentence in the text and elicit Ss' guesses as to what the text is about.
- Give Ss time to read through the text and find out.

Answer Key

The text is about how Dave Cornthwaite from Wales skateboarded across Australia.

b) **Aim** To read for lexis-grammatical structure

- Explain the task and ask Ss to read the text again and choose the correct lexical item or grammar structure for each gap.
- Ask Ss to compare their answers with their partner.
- Check Ss' answers.

Answer Key

1 C 2 D 3 D 4 A 5 B 6 B

3 a) **Aim** To consolidate new vocabulary from a text

- Explain/Elicit the meanings of the words in the **Check these words** box or ask Ss to use their dictionaries and look them up.
- Give Ss time to write their sentences and then ask various Ss to tell their sentences to the class.

Suggested Answer Key

set a world record (phr): to achieve the best result in sth globally

champ (n): a champion, winner

sunscreen (n): a lotion to protect the skin against sunburn

physical pain (n): discomfort/hurt in the body

dream come true (phr): when sth you wish for becomes a reality

quit (v): to stop doing sth

association (n): an official group of people with a shared goal

raise money (phr): to collect cash

make a donation (phr): to give money to charity

challenge (n): a difficult situation

desert (n): a dry area of land covered in sand

nasty fall (n): hitting the ground badly and injuring yourself

motivate (v): to make sb want to do sth

- 1 Dave set a **new world record** when he beat the previous **champ**.
- 2 Dave used over a dozen tubes of **sunscreen** to avoid getting sunburnt.
- 3 His journey caused him **physical pain**.
- 4 He quit his job and created the BoardFree **association** to **raise money** for charities.
- 5 His **challenge** took him across the Australian **desert**.
- 6 He has **motivated** other people to follow in his footsteps.

b) **Aim** To imagine the topic from the author's point of view

- Read the rubric aloud and set Ss a three-minute time limit to write some sentences and then tell their partner.
- Ask various Ss around the class to read their sentences to the class.

Suggested Answer Key

I was careful to use sunscreen every day to avoid sunburn. Some days my feet were so sore I almost gave up. It was really cold at night in the Australian desert. I got a few scars but I have some amazing memories from my journey.

Grammar

4 **Aim** To present and practise the past perfect

- Ss close their books. Present the past perfect. Say: *I had finished before they arrived.* Write it on the board. Underline: *had finished* and explain that this verb is in the past perfect. Explain that we use the past perfect to talk about a past action which happened before another past action or before a stated time in the past.
- Explain/Elicit that we form the past perfect with **had** and the past participle of the main verb.
- Ss open their books. Give them time to read through the theory box.
- Explain/Elicit that we form the negative with **hadn't** and the interrogative by putting **Had** before the subject.
- Remind Ss that we use the past simple for actions that happened in the past at a certain time.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|-----------------------------|----------------------------|
| 1 <i>had spent</i> | 4 <i>hadn't finished</i> |
| 2 <i>had already booked</i> | 5 <i>had written/wrote</i> |
| 3 <i>started</i> | 6 <i>did he decide</i> |

5 **Aim** To present and practise the conditional type 3

- Read the theory box aloud.
- Explain that we use the past perfect + *would/could have* + past participle to form the conditional type 3. Explain that we use the conditional type 3 to talk about an unreal past situation.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- 2 *If I hadn't had a terrible headache, I would have finished my homework.*
- 3 *If it hadn't rained hard, we would have gone out.*
- 4 *If they had played well, they wouldn't have lost the match.*
- 5 *If they hadn't worked hard, they wouldn't have managed to raise £10,000 for charity.*

6 **Aim** To present and practise wishes

- Read the theory box aloud and write the examples on the board.
- Explain that we use *wish/if only* + past simple to express a wish about something we would like to be different in the present and *wish/if only* + past perfect to express a regret about something we would like to be different in the past.

- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- 2 *I wish/If only I could go to Tom's party.*
- 3 *He wishes/If only he had studied.*
- 4 *She wishes/If only she hadn't lost her gold earrings.*
- 5 *He wishes/If only he knew someone in the neighbourhood.*

7 **Aim** To practise wishes and type 3 conditionals using personal examples

- Give Ss time to complete the sentences, then ask Ss to compare their answers with their partner.
- Ask various Ss to read their answers out to the class.

Suggested Answer Key

- 1 *rich*
- 2 *cared more for the environment*
- 3 *harder, I wouldn't have passed the test*
- 4 *lost my keys*
- 5 *were more patient*

5g Skills

Vocabulary

1 **Aim** To present new vocabulary

- Direct Ss' attention to the pictures.
- Play the recording with pauses for Ss to repeat individually or chorally.

2 **Aim** To personalise the topic and practise vocabulary

- Explain the task and ask a pair of Ss to read out the example exchange.
- Ss work in pairs to ask and answer questions as in the example to complete the task.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

- A: *Have you ever sat around a campfire?*
 B: *Yes, I have. I sat around one with my friends when we went camping last summer./No, I haven't. Have you ever cooked on a barbecue?*
 A: *Yes, I have. I cooked on one on the last day of summer camp./No, I haven't. Have you ever slept in a wooden hut?*
 B: *Yes, I have. I slept in one last year./No, I haven't. Have you ever grown vegetables?*
 A: *Yes, I have. I grew some when I was at a camp last year./No, I haven't. Have you ever cleaned out a pond?*

- B: Yes, I have. I cleaned one out in my village last summer./ No, I haven't. Have you ever been on a nature hike?
- A: Yes, I have. I went on one last weekend with my dad./ No, I haven't. Have you ever collected rubbish for recycling?
- B: Yes, I have. I collected a lot from the beach yesterday./ No, I haven't.

Listening

- 3 **Aim** To listen for specific information (gap-fill)

- Explain the task and go through the **Study Skills** box. Go through the form with Ss and predict the content of the recording. Elicit what type of information is missing in each gap (*noun, number, etc*).
- Play the recording. Ss listen and complete the gaps.
- Check Ss' answers on the board.

Answer Key

- 1 AZAROV 3 746-2254 5 volleyball
2 17 4 2nd-16th August

Speaking

- 4 **Aim** To practise making suggestions/expressing preferences

- Explain the task and ask two Ss to model the example exchange.
- Ss work in closed pairs and make suggestions/express preferences. Remind Ss to use expressions from the boxes and vocabulary from the list.
- Monitor the activity around the class and then ask some pairs to make suggestions/express preferences in class.

Suggested Answer Key

- A: Would you like to cook on a barbecue?
B: Sure. Why not?

- A: Why don't we plant vegetables?
B: I'd rather not. I'd prefer to go fishing.

- A: Do you want to go fishing?
B: I don't really feel like doing that. Why don't we go canoeing instead?

- A: Why don't we play volleyball?
B: I'd love to.

- A: Do you want to go swimming in the lake?
B: OK. That would be fun! etc

5h Writing

- 1 **Aim** To skim a text for key information

Ask Ss to skim the text quickly and identify the author and recipient of the email.

Answer Key

The email is from Alina to Helen.

- 2 **Aim** To read for gist

Explain the task and allow Ss some time to read the text and match the paragraphs to the headings.

Answer Key

A 3 B 1 C 4 D 2

Grammar

- 3 **Aim** To compare *have been/have gone*

- Read out the examples and explain/elicite when we use **have gone/have been** (*have gone* = still there, *have been* = come back)
- Give Ss time to complete the task, then check Ss' answers.

Answer Key

- 1 has gone to 3 have gone to
2 has gone 4 have been to

- 4 **Aim** To learn synonymous phrases

Explain the task and read out the sentences/questions. Refer Ss back to the email and elicit synonymous ones from Ss around the class.

Answer Key

- 1 How are things?
2 it isn't like that at all!
3 The best part about this camp, is that we help the environment ...
4 ... generally they are great kids!
5 Write back when you get a chance.

- 5 **Aim** To write an email to a friend

- Explain the task and go through the paragraph plan. Draw Ss' attention to the **Study Skills** box and tell Ss to proofread their work once it is completed.
- Allow Ss time to complete the task in class. Ask various Ss to read out their emails.
- Alternatively, assign as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dear Angela,

How are things? I've been on the island of Zakynthos in Greece for a week now. I'm working with the loggerhead sea turtle conservation project as a volunteer, and I really love it!

Every day at dawn we do a survey of nests and eggs. Yesterday, we patrolled the beach and told tourists all about the turtles. We've seen some spectacular sunrises. The best part about being here is that we are helping endangered animals and still having fun.

I hope you're having a great summer. Write back when you have time.

Love,

Fiona

coral reef (n): a long quantity of connected small sea animals that make a wall just below the surface of the water
majestic (adj): impressive

whale (n): a large mammal that lives in the sea

wind pattern (n): a specific path taken by moving air

rainfall (n): an amount of rain that comes to earth

ocean current (n): a movement of water in the ocean

heat (n): high temperatures

take out (phr v): to remove

poison (v): to kill with deadly substance

overfishing (n): catching too many fish

end up (phr v): to eventually arrive at

protect (v): to care for, look after

- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 mammal 2 poisons 3 surface

4 a) **Aim** To consolidate information in a text

Read the rubric and elicit answers from various Ss around the class.

Suggested Answer Key

I learned that the oceans cover 71% of the Earth's surface. They take carbon dioxide out of the air and we've only explored 10% of the oceans so far.

b) **Aim** To summarise information in a text

- Read the rubric aloud.
- Allow Ss time to write their reasons.
- Choose various Ss to give their reasons to the class.

Suggested Answer Key

The oceans are important because they provide 97% of the Earth's water supply. They are home to hundreds of thousands of creatures. They also help to control wind patterns, rainfall, temperature and carbon dioxide levels.

5 **Aim** To give a presentation on one of the oceans

- Ask Ss to work in groups and look up information on the Internet using the key word in the search bar, or in encyclopedias/other reference books.
- Ask various Ss to read out their presentations on one of the oceans in class.
- Alternatively, assign the task as HW and Ss give their presentations in the next lesson.

Suggested Answer Key

The Pacific Ocean covers an area of 165.2 million km². It is the largest of the five oceans. There are more than 25,000 islands in the Pacific Ocean.

5i Curricular: Geography

1 **Aim** To introduce the topic and predict the content of the text

- Elicit answers from Ss to the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books and check if their answers were correct.

Suggested Answer Key

There are five oceans: the Pacific, the Atlantic, the Indian, the Southern and the Arctic oceans. They are in danger because of pollution and overfishing.

2 **Aim** To read for gist

Explain the task and allow Ss some time to read the text and match the headings to the paragraphs.

Answer Key

- A 2 The Oceans of the Earth
B 1 Ocean Life
C 6 Why they are important
D 4 The Oceans in Danger
E 5 Protecting the Oceans

3 **Aim** To practise new vocabulary

- Go through the **Check these words** box and explain/elicit the meanings of the words.

Suggested Answer Key

cover (v): to form a layer over the top of sth

surface (n): the outer layer of sth

make up (phr v): to form

water supply (n): a source of water

survival (n): managing to stay alive

record (v): to make notes on

mammal (n): an animal that produces milk to feed its young

Module 5

The Atlantic Ocean is the second largest of the Earth's oceans. It has an area of about 106.4 million km², and looks like an S shape.

The Indian Ocean is the warmest ocean in the world and it contains about 20% of the water on the Earth's surface.

The Southern Ocean is the fourth largest ocean in the world and is the coldest ocean on the planet with temperatures between -2°C and 10°C. Sailors believe it is the most dangerous ocean. It is also known as the Great Southern Ocean, the Antarctic Ocean and the South Polar Ocean.

The Arctic Ocean is the world's smallest ocean and the only place where polar bears live. More fish live along the edges of this ocean than anywhere else on Earth. The floating ice on the Arctic is four times bigger than the state of Texas.

Language Review 5

- | | | | | |
|---|-----|-----|-----|-----|
| 1 | 1 C | 3 G | 5 B | 7 A |
| | 2 E | 4 F | 6 H | 8 D |

- | | | |
|---|--------------------|------------|
| 2 | 1 dawn | 5 supplies |
| | 2 rubble | 6 charity |
| | 3 donation, raised | 7 issues |
| | 4 poor, conditions | 8 running |

- | | | |
|---|----------------|--------------|
| 3 | 1 rescue | 6 clear |
| | 2 fishing | 7 cut down |
| | 3 damage | 8 endangered |
| | 4 conservation | 9 ocean |
| | 5 medical | 10 put up |

- | | | | |
|---|-------|-------|--------|
| 4 | 1 by | 3 for | 5 of |
| | 2 for | 4 for | 6 from |

GAME

Aim To consolidate vocabulary from the module

- Divide the class into 2 teams. Each team takes turns writing or saying a sentence with one of the words/phrases in the list.
- Each correct sentence earns one point. If the sentence is incorrect, the team misses a turn.
- The team with the most points after all the words have been used, wins.

Suggested Answer Key

*We can all make a difference by helping charities.
Deforestation has already destroyed many forests and woodlands.
Loggerhead sea turtles lay eggs on the beach.*

The huge tsunami swept homes out to sea and left hundreds homeless.

Volunteers collected donations to help the earthquake victims.

The fruit trees grow on these steep slopes.

Anyone can join the volunteer team and get involved in the eco-project.

This organisation has built over 80 schools around the world.

Rescue teams cleared roads and managed to bring in medical supplies.

The earthquake affected thousands of people.

People went without running water for three days.

Patrick O'Brian's best-selling book was about the Indian Ocean islands.

Volunteering in Brazil was a very challenging experience.

Too many sea creatures such as turtles get caught in fishermen's nets.

Overfishing is a huge threat to wildlife.

I have seen spectacular sunrises early in the morning.

The ocean currents affect world temperatures.

Pollution from factories poisons fish.

Dolphins can die if they swim in polluted waters.

Quiz

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 T | 3 F | 5 F | 7 F |
| 2 F | 4 T | 6 F | |

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 5 and select information to compile their quiz. Ask groups to exchange quizzes. Ss do the quizzes, then check their answers.

Suggested Answer Key

Quiz

- 1 Greg Mortenson's organisation has built over 100 schools. (F)
- 2 Greg's book is called Two Cups of Tea. (F)
- 3 The first Comic Relief book place in the 1980s. (T)
- 4 You can buy noses for Red Nose Day from supermarkets. (T)
- 5 20% of pink river dolphins are lost each year. (F)
- 6 No one had skateboarded across Australia before Dave Cornthwaite. (T)
- 7 Dave fell down a hill and broke his ankle. (F)

Skills 5

Listening

1 **Aim** To listen for specific information

- Ask Ss to read the rubric and the statements/ possible answers.
- Explain the task. Play the recording.
- Ss listen and mark the statements accordingly.
- Check Ss' answers. Elicit reasoning from Ss.

Answer Key

1 F 2 F 3 T 4 T 5 T

2 **Aim** To personalise the topic

Invite individual Ss around the class to give their opinion.

Suggested Answer Key

I would like to do Sean's job because he helps people every day. I think that would feel very satisfying.

Reading

3 a) **Aim** To read for gist

- Ask Ss to read the rubric and then the text to get the gist of what it is about.
- Elicit answers from around the class.

Suggested Answer Key

The text is about World Animal Day – a day when animal lovers celebrate the important role animals play on the planet and in our lives.

b) **Aim** To read for specific information

- Give Ss time to read the text again and complete the task. As an extension activity ask Ss to correct the false sentences.
- Check Ss' answers.

Answer Key

- 1 T
2 T
3 NS
4 F (Many zoos ... allow people free entry to see and learn about animals)
5 NS

Speaking

4 a) **Aim** To compare and contrast two posters

- Read out the **Study Skills** box and explain that this tip will help Ss to complete the task successfully.

- Direct Ss' attention to the two posters and give them time to read them.
- Then ask Ss around the class to say how they are similar and how they are different.

Suggested Answer Key

Both posters advertise a plant-a-tree day. They both include the date and the time but Poster A includes the day and the street name. Poster B on the other hand has the name of the school but not the address. Both posters tell people they need to bring gloves.

b) **Aim** To analyse a model answer

Play the recording and elicit answers to the questions in the rubric from Ss around the class.

Suggested Answer Key

- **Comparing posters:** both, one shows, whereas the other, However
- *He chooses Poster B because it is brighter and more eye-catching. It mentions the name of the school and invites people to join in.*

5 **Aim** To compare and contrast two posters

- Read the rubric aloud and tell Ss to use the useful language box to help them.
- Ss work with a partner and take turns to compare and contrast the posters.
- Monitor the activity around the class and then ask various Ss to choose the poster they think is the best and give reasons to justify their choice.

Suggested Answer Key

Both posters give all the information about the event such as the time, the place, the cost and the name of the charity. However, Poster B does not give any other information. The pictures give musical clues but that is all. On the other hand, Poster A includes what day it is and informs people that singing will be involved. It also has a picture of a rock concert which makes it more appealing than Poster B.

I personally would choose Poster A because it is visually more appealing and makes the event look more exciting.

Writing

6 a) **Aim** To prepare for a writing task

- Ask Ss to read the rubric and the sentences 1-4 and then mark them accordingly.
- Check Ss' answers.

Answer Key

1 F 2 T 3 F 4 T

b) **Aim** To write a note

- Read the rubric out. Refer Ss to the **Writing Bank** and revise layout of notes.
- Give Ss time to write their notes.
- Remind Ss to include all the information in the rubric and use their answers to Ex. 6a to help them.
- Check Ss' answers.

Suggested Answer Key

Memo

To: All members of the English Club
 From: Manya Morin
 Date: 15 April 20...
 Subject: Charity Theatre Performance

All members are invited to attend a charity theatre performance to help the local animal shelter. The performance will be a musical production of 'The Wind in the Willows' and will take place at the village hall on Hayes Road on Saturday, 28 April at 8 pm. Tickets will be £5 and all members are encouraged to attend. Don't forget to bring your family and friends.

Russia 5

Reading & Listening

1 **Aim** To introduce the topic

- Elicit a description of the animal in the picture and an answer to the question.
- Play the recording. Ss listen and follow the text in their books and check if their answers were correct.

Suggested Answer Key

The animal in the picture is a big cat with a long thick striped coat. It's in a cold, snowy environment. It has long legs that are very powerful. It's an endangered species because of deforestation and poaching.

2 **Aim** To read for specific information

- Allow Ss time to read the text again and answer the questions.
- Elicit answers from various Ss around the class.
- Check Ss' answers.

Answer Key

- 1 It lives in the forests of the Sikhote-Alin mountain range in the southeastern region of Russia.
- 2 It keeps it warm in the winter and also helps it camouflage itself.
- 3 Because it has excellent night vision.

- 4 It's a carnivore and hunts deer and wild bear but also fish and mice.
 - 5 It's in danger because of deforestation and poaching.
- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

cat species (phr): a breed of a furry animal with a long tail and sharp claws
region (n): area
powerful (adj): physically strong
striped coat (phr): animal's fur with long, different coloured lines on it
camouflage (v): to hide in natural surroundings due to the way an animal is coloured or shaped
enable (v): to make possible
night vision (phr): eyesight when it's dark
carnivore (n): animal that eats meat
hunt (v): to chase and kill wild animals for food
suffer (v): to be badly affected by a situation or event
deforestation (n): cutting down or destruction of trees
poaching (n): illegally catching animals
endangered species (n): breed of animal that is at risk
estimate (v): to guess
individual (n): one person or thing

Speaking & Writing

3 **Aim** To practice new vocabulary

- Allow Ss time to complete the task.
- Check Ss' answers.
- Allow Ss time to write their sentences.
- Check Ss' answers by asking various Ss to read out their sentences to the class.

Answer Key

1 d 2 e 3 a 4 b 5 c

Suggested Answer Key

Unfortunately, the Siberian tiger is an **endangered species** now because of deforestation and poaching. Its **night vision** is excellent, so it hunts at night. The Siberian Tiger hunts **wild bear**. Most Siberian Tigers live in the forests of the Sikhote-Alin mountain range. Its **striped coat** keeps it warm and helps it to camouflage itself.

4 **Aim** To present information in a text from notes in a table

- Write the table on the board and give Ss time to prepare their answers. Elicit Ss' notes and write them under the headings.
- Choose various Ss to present the tiger to the class using their notes.

Suggested Answer Key**Name:** Siberian Tiger**Type:** carnivore**Lives in:** forests of the Sikhote-Alin mountain range, southeastern Russia**Weight:** up to 300kg**Length:** up to 3 metres**Description:** long thick striped coat, large powerful legs, runs at speeds of up to 80 kph, excellent night vision**Food:** hunts deer, wild bear, fish and mice, needs 10kg of meat per day, can eat up to 50kg in one day**Why in danger:** deforestation, poaching

The Siberian Tiger is a carnivore that lives in the forest of the Sikhote-Alin mountain range in southeastern Russia. It weighs up to 300kg and is up to 3 metres long. It's got a long thick striped coat, large powerful legs which can run at speeds of up to 80 kph and excellent night vision. For food, it hunts deer, wild bear, fish and mice. It needs to eat 10kg of meat per day but it can eat up to 50kg in one day. Unfortunately, the Siberian Tiger is in danger because of deforestation and poaching.

5 **Aim** To collect information about an animal and make a poster

- Ask Ss to work in small groups and collect information from the Internet.
- Allow Ss time to collect their information and make their poster.
- Allow Ss to present their poster in class.

Suggested Answer Key**Name:** The Brown Bear**Type:** omnivore**Lives in:** the mountains and forests of Russia**Weight:** up to 700kg**Length:** between 2 and 3 metres**Description:** huge, powerful creatures with fur that varies in colour from cream to almost black**Food:** 90% of food consists of vegetables such as berries, roots and fungi, but also eat fish, insects, mammals such as squirrels and deer and moths**Why in danger:** poaching for skins and fat (5,000 per year hunted for furs)**Poster:** Ss' own answers

The Brown Bear is an omnivore that lives in the mountains and forests of Russia. It's a huge, powerful creature that weighs up to 700kg and is between 2 and 3 metres in length. Its fur varies in colour from cream to almost black. Surprisingly, 90% of its food consists of vegetables such as berries, roots and fungi, but it also eats fish, insects, mammals such as squirrels and deer and lots of moths in the summer. Unfortunately, the Brown Bear is in danger because of poaching for its skin and fat. In fact, 5,000 per year are hunted for their furs!