

1 ANIMALS

Learning objectives

Before you start the Unlock your knowledge section, ask the learners to read the Learning objectives box so that they have a clear idea of what they are going to learn in this unit. Tell them that you will come back to these objectives at the end of the unit when they review what they have learned. Give them the opportunity to ask you any questions they might have.

- 5 Endangered animals include the blue whale, the giant panda, the great white shark and the white rhinoceros. Do not spend too much time on this question as it will be discussed in greater detail later in the unit.
- 6 A world without animals is unimaginable. The consequences for the global ecosystems, economies and societies would be severe, in many cases catastrophic.

UNLOCK YOUR KNOWLEDGE

Lead-in

Ask learners for examples of typical weekend activities for families with small children. Elicit a *trip to the zoo* (or similar) and ask one or two of the learners for their early memories of such trips.

Learners discuss the questions in pairs. If you have a class with different nationalities, ask them to work with someone from a different region or country. If time is short, ask the learners to choose the 3 or 4 questions they find most interesting. Allow 3–5 minutes for discussion and then invite feedback from the class. Raise your hand to indicate when you would like the discussion to stop. This will allow the learners time to finish off their sentences and is less abrupt than simply asking them to stop talking. When the class is silent, ask for a summary of one pair’s discussion of question 1. Invite comment from the class. Continue through to question 6. Keep the discussions brief.

Possible answers

- 1 Many people think it is better to see animals in the wild because they can then be appreciated in their natural habitat. However, seeing animals in a zoo means that people who cannot travel can still see animals from other parts of the world.
- 2 Answers will vary.
- 3 People keep domestic animals for companionship; some research has suggested that stroking a cat can reduce stress; dogs can help owners feel more secure when walking or living alone; pets can help children develop a sense of responsibility.
- 4 Many regions rely on animals for heavy work, such as pulling ploughs or transporting goods or people. Animals can provide materials such as wool, suede and leather. Animals also provide meat and dairy produce, such as milk and cheese.

Optional activity

As a follow-up activity, have the pairs/groups research their answers to questions 2 and 5 online to see to what extent their suggestions are correct. They could also research question 4 to see if they can find any uses not suggested by the class. This could be done in class (if internet access is available) or as a homework task.

WATCH AND LISTEN

Videoscript

SHARKS

The great white shark is known for its size. The largest sharks can grow to six metres in length and over 2,000 kilograms in weight. Great white sharks are meat-eaters and prey on large sea creatures like tuna, seals and even whales. Great whites have also been known to attack boats. This researcher is lucky to escape with his life when a shark bites into his boat. Three people are killed on average each year by great white sharks. This is False Bay, South Africa, one of the best places in the world to see a great white. The sharks come to hunt the 60,000 seals that live here. In order to find fish, the seals have to cross the deep water of the bay – this is where the sharks wait. Great whites are expert hunters and take prey by surprise from below. They wait underneath the seals and then swim up and crash into them at 40 kilometres per hour, killing them with one bite. These scientists are trying to find out how sharks choose what to attack. Will a shark attack something that looks like food? See how the sharks react when researchers put carpet in the shape of a seal in the water. At high speeds the shark can’t tell the difference. Can a shark choose between a plant and a fish? When scientists put tuna and seaweed in the water, the shark bites into both. Even though sharks eat meat, if a plant looks like an animal, the shark attacks.

Will a shark prefer to eat a human or a fish? When the shark has a choice between humans and tuna, it is the fish that attracts the shark's attention. Great white sharks clearly prefer fish to humans.

The research these scientists are doing shows that great white sharks are dangerous hunters which will attack anything that looks and acts like a fish. Unfortunately, that means humans can also get bitten by mistake.

PREPARING TO WATCH

USING YOUR KNOWLEDGE TO
PREDICT CONTENT

- 1 Learners discuss the questions in pairs. Allow 5 minutes for discussion and then invite feedback from the class. Don't comment on learners' answers at this point as the questions will be answered when you play the video in Exercise 2.
- 2 Play the video and then go through the answers with the class. Allow 10 minutes for this.

Answers

- 1 The great white shark.
2 The largest great white sharks can grow to 6 metres in length and over 2,000 kilograms in weight.
3 Large sea creatures like tuna, seals and even whales.
4 Sharks usually attack humans by mistake.
5 Yes, they do sometimes.

UNDERSTANDING KEY VOCABULARY

- 3 Learners work individually. Give them 3–5 minutes and then go through the answers with the class. Explain *prey* if necessary by telling the learners that mice are the prey of cats and owls and eliciting the possible prey of sharks (suggested answers will vary). Ask the learners to quickly complete the paragraph using the words in the box and to check their answers with a partner (3–5 minutes). Quickly go through the answers with the class.

Answers

- 1 dangerous 2 hunters 3 attack 4 prey 5 mistake 6 fatal

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 4 Before you play the video again, you could ask the learners to read the three possible topics, and to choose which topic they would

find the most interesting. Get a quick show of hands for each, then play the clip and ask the class to circle the actual topic. Allow 5 minutes for this exercise.

Answer c

UNDERSTANDING DETAIL

- 5 Allow the learners 2 minutes to match the sentence halves either individually or with a partner (stronger learners may need less time). Play the video a second time and tell the learners to check their answers. Quickly go through the answers with the class.

Answers

- 1d 2f 3a 4c 5g 6e 7b


MAKING INFERENCES

- 6 Point out that it is important to be able to *infer* (=to form an opinion or guess that something is true because of the information that you have) answers to questions, as such answers will not always be provided explicitly. Tell the learners to answer the questions according to what they now know about sharks. Refer them to the Video script in the Student's Book, if they would like to review the information provided in the video. Give them 3 minutes to complete the activity and encourage them to discuss as many ideas as possible. Monitor the class and take notes on language use. Go through the possible answers with the class and give feedback on the language notes you took during the learners' discussions.

Possible answers

- 1 The narrator says that at high speeds the shark can't tell the difference between a seal and a carpet in the shape of a seal. The narrator later says that great white sharks are dangerous hunters which will attack anything that looks and acts like a fish. From this, we can infer that perhaps the shark mistook the boat for a seal, a fish or whale.
- 2 The narrator says that in order to find fish, the seals have to cross the deep water of the bay. From this we can infer that seals risk swimming in the bay because they need to hunt for food.
- 3 The video doesn't answer this question specifically. However, given the choice, animals are more likely to eat their natural prey. As humans are not the natural prey of sharks, sharks will prefer to eat fish.

DISCUSSION

- 7  Ask learners to work with a different partner and give them 1 minute to discuss questions 1 and 2. Elicit ideas from the class. Then ask the pairs to join with another pair and give them a further 2 minutes to discuss question 3 in small groups. Elicit ideas from the class.

Possible answers

- 1 There are 60 shark attacks reported each year, mainly in warm water, so how much we should worry depends on where we are swimming.
- 2 Great white sharks are now rarer than tigers, with only 3,500 left, so perhaps they should be protected.
- 3 Research into animal behaviour is useful to prevent cruelty to animals and to monitor population size to see whether they are endangered. Studying animals for medical research helps the development of human medicine.


READING 1

PREPARING TO READ

USING YOUR KNOWLEDGE TO PREDICT CONTENT


Optional lead-in

On the board, write the words *China* and *Oman*, with plenty of space between each. Write the word *oryx* next to *Oman* and connect the two words with a short line. Do the same with the words *Chinese alligator* and *China*. Ask the class if anyone has heard of either of these animals. It is unlikely that many (if any) will have. Ask the class why so few people have heard of these animals (=possibly because they are endangered, and therefore extremely rare).

- 1  Ask the learners to complete the first column of the table with all the endangered animals they can think of. Then ask them to complete the second column with the names of all the extinct animals that they can think of. Go through the answers with the class. Where there is uncertainty as to whether an animal is either endangered or extinct, note the name of the animal in question. You could ask the learners to check online as a homework research task, using English language websites.

Possible answers

Endangered animals: blue whale, giant panda, Chinese alligator, great white shark, Indian elephant, white rhinoceros, Arabian oryx, sea turtle
Extinct animals: *Tyrannosaurus rex*, woolly mammoth, dodo, Caspian tiger, sabre tooth tiger, woolly rhinoceros, Asiatic lion, Arabian ostrich


- 2  Tell the learners to quickly scan the factsheet and give them a strict time limit of 90 seconds to add any animals that they have not already included in the table. Go through the answers with the class.

Answers

Oryx, seals, tigers, crocodiles, whales, tuna, sharks

WHILE READING

READING FOR MAIN IDEAS

- 3  With a strong class you could ask learners to decide on the best order for the ideas before they read the text. Then tell them to quickly read the text and to match the main ideas with the paragraphs in which they are mentioned. Set a time limit of 1 minute, and tell them that they need only match the ideas to the paragraphs; they do not need to understand everything at this stage. Go through the answers with the class. Encourage discussion on any differences between learners’ initial suggestions and the actual order of the paragraphs.


Answers

1C 2A 3D 4B

Reading for the main ideas


Ask the learners to read the box. Then ask them how many main ideas there should be in each paragraph and where we would normally find them.

READING FOR DETAIL

- 4  Tell the learners that they only need to decide in which paragraphs they would find the answers. They do not need to find the actual answers yet. Tell them to do this task individually, and then to check their answers with a partner. Set a time limit of 3 minutes (2 minutes for a stronger class).

Answers

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


- 5  Learners read the factsheet again and find the answers individually. Allow 4–5 minutes for them to complete the task. Then check the answers quickly with the whole class.

Answers

- 1 Humans.
- 2 Their habitats are destroyed.
- 3 For food, for fur to make coats, and skin to make bags and shoes, for sport, to make medicines and teas from their bones.
- 4 Whales, tuna and sharks.
- 5 We can take care not to pollute natural areas and refuse to buy any products which are made from animals’ body parts.
- 6 Governments can make it against the law to hunt, fish or trade in endangered species.
- 7 They can provide funding for animal sanctuaries and zoos where endangered animals can be bred and then released back into the wild.

READING BETWEEN THE LINES


WORKING OUT MEANING FROM CONTEXT

- 6  Ask the learners what they do if they can’t understand a word when they are reading a text in English. Elicit ideas from the class. Point out that working out meaning from context is an essential skill, and is one of the ways we learn not only a second language, but also our first. This may also be an important skill to develop when it comes to preparing for an end of course exam. Tell the learners to read the last paragraph of the factsheet and to underline the words and phrases that mean the same as the words in bold. Do the first sentence with the class. Then tell the learners to do the rest individually and to check their answers in pairs. Allow 5 minutes in total for this activity.

Answers

- 1 face a financial penalty 2 refusing to buy 3 against the law
- 4 provide funding for 5 cooperate by taking these steps

DISCUSSION

- 7  Learners work in pairs or small groups. If possible, have them work with a new partner. Allow 2–3 minutes for the discussion. Elicit answers from two or three pairs/small groups and encourage class discussion of question 2.

Answers will vary.

Optional activity

Ask the learners to find out what their own local or national governments are doing to conserve animal habitats. Is this seen as a controversial issue?

READING 2

PREPARING TO READ


USING VISUALS TO PREDICT CONTENT

Optional lead-in

Ask learners to close their books. Draw a quick outline of the British Isles (=a group of islands off the coast of northwestern Europe that include the islands of Great Britain, Ireland and over six thousand smaller islands). Elicit the names of the five countries in your map on the board Scotland, Northern Ireland, Ireland, Wales, England.

Background note: The United Kingdom or The British Isles?

There is often confusion about these two names. Some people use England, the United Kingdom and Great Britain synonymously but this is incorrect. Great Britain (GB) comprises Scotland, England and Wales. The United Kingdom (UK) comprises Great Britain and Northern Ireland. The term *British Isles* is a purely geographical term.


- 1  Allow learners 5 minutes to complete the task in pairs. Quickly elicit some ideas from the class but do not spend too much time at this stage to avoid pre-empting the work which follows.

Answers

- 1 squirrels 2 and 3 Answers will vary.

WHILE READING

SKIMMING

- 2  Ask the class to skim the article and find 3 reasons why the red squirrel is losing the battle for survival.

Answers

Red squirrels are smaller and weaker than grey squirrels. The parapox virus is fatal to red squirrels. They are affected by the loss of their natural woodland habitat.

READING FOR MAIN IDEAS

- 3 Remind learners that at this stage they do not need to understand all the words in the text. They only need to find the answers to the 3 questions. Allow them 3–4 minutes to complete the task individually (stronger classes may be able to complete this in under 2 minutes). Go through the answers quickly with the class. Ask the class what type of text it is, and elicit the term *article*. Tell the learners to pay close attention to the structure of the texts throughout the course. It would be useful for them to note down, or highlight, useful chunks of language as they work with these texts. The language can then be adapted for use in the learners’ own essays.

Answers

- 1 Fewer than 140,000.
- 2 The grey squirrel.
- 3 Grey squirrels are larger and therefore stronger. They live on the ground so they are not so badly affected by loss of habitat, they use food provided by humans and they are not killed by the parapox virus.

READING FOR DETAIL

Language note

You might want to tell your learners that we can talk in general about a subject in two ways:

- 1 Grey squirrels are more common than red squirrels. (Using the plural noun and no article.)
- 2 The grey squirrel is more common than the red squirrel. (Using the singular noun and the definite article.)
- 1 is more informal and conversational than 2, which is more academic and often written rather than spoken.

- 4 Learners read the text again and complete the summary individually or in pairs (this should take about 3 minutes). With stronger classes, tell the learners to complete the summary first and then to check their answers against the text. Go through the answers quickly with the class.

Answers

- 1 grey 2 fewer 3 pest 4 fatter 5 able 6 kills 7 Few 8 aren’t

READING BETWEEN THE LINES

MAKING INFERENCES FROM THE TEXT

- 5 Elicit the meaning of *inference*, reminding the learners that they first encountered the term in Exercise 6, page 17. Learners answer the questions individually, referring back to the text as necessary, and check their answers with a partner (4–6 minutes in total). Go through the answers with the class.

Possible answers

- 1 Because they damage trees, they eat humans’ waste food and they carry a virus that kills red squirrels.
- 2 Red squirrels.
- 3 Perhaps for nostalgic reasons, because they see them as traditionally ‘British’.
- 4 Because they are islands, and the sea acts as a natural defence against alien species.

DISCUSSION

- 6 Learners discuss question 1 in pairs (2 minutes). Get a quick show of hands for each of the three options. Then ask if anyone thinks that Britain shouldn’t bother trying to save red squirrels (if anyone agrees with this idea, find out why). Put the learners into groups of 4 and ask them to discuss questions 2 and 3. Conduct a class feedback session and encourage learners to give examples of similar problems in either their own country or in another country.

Answers will vary.

Optional activity

With stronger groups you might want to introduce other terms similar to *introduced animal species* such as *non-indigenous species* and *invasive species* (though these do not only refer to those that have been deliberately introduced). Such plants and animals threaten native wildlife by competing with them for the same ecosystem.

Background note: Introduced species

Introduced species are often successful because they have no natural predators. Examples of introduced animal species that have caused problems include: the American signal crayfish (in the UK), the cane toad (in Florida, USA), the dromedary camel (in Australia) and the common raccoon (in Germany and France). For a more complete *list of introduced species*, type list of introduced species into your search engine.

LANGUAGE
DEVELOPMENT

ACADEMIC ADJECTIVES 1

- 1 Give learners 2–3 minutes to complete the exercise individually and to check their answers in pairs. Go through the answers quickly with the class. Then ask learners in pairs to try using some of the adjectives in a sentence (e.g. *The red squirrel is now endangered in the UK, because the grey squirrel is so aggressive*). Allow a maximum of 2 minutes. Then elicit some ideas from the class. Give feedback as appropriate.

Answers

1d 2g 3b 4a 5c 6e 7f

Comparative adjectives

Ask learners to read the box. If you have a strong class, you could ask them what form of the adjective is used if there are more than 2 things (we use the superlative form).

Language note

As the table shows, one-syllable adjectives normally have comparatives ending in *-er*, e.g. *tall/taller*. Some two-syllable adjectives also take *-er* in their comparative form, especially adjectives that end with an unstressed vowel, e.g. *clever/cleverer*. Two syllable adjectives ending in *-y* have *-ier* e.g. *happy/happier*. With many two-syllable adjectives, both *-er* and *more* are possible. However, the structure *more* is now more common than *-er*. You could ask your learners to research current common usage by looking for examples of two-syllable adjectives in news websites. Other websites may also be useful for this task, but the constantly updating nature of news websites makes them an excellent source of information on how language is used today. Online corpora can also be useful for such tasks. You can find online corpora by typing *English corpus* into your search engine.

- 2 Tell the learners to complete the task individually. Allow enough time for most of the class to complete the task. Then tell them to check their answers with a partner. Go through the answers with the class. Challenge the class to complete this exercise in under 2 minutes.

ANIMALS

UNIT 1

one-syllable adjective	two- (or more) syllable adjective	two-syllable adjective ending with -y
adjective + <i>-er</i> + <i>than</i>	<i>more</i> + adjective + <i>than</i>	adjective + <i>-ier</i> + <i>than</i>
2 smaller than	4 more common than 5 more endangered than 6 more aggressive than	8 healthier than

- 3 Tell the learners to complete the sentences using comparative forms from the table, either individually or in pairs (4–5 minutes).

Possible answers

- 1 The red squirrel is smaller and weaker than the grey squirrel.
2 Grey squirrels are generally healthier than their smaller cousins because they are not affected by the parapox virus.
3 Great white sharks are more endangered than tiger sharks, which are not at risk of extinction.
4 Whale sharks are less aggressive than tiger sharks and do not attack humans.


CRITICAL THINKING

At this point in each unit learners are asked to begin to think about the Writing task they will do at the end of the unit (2 comparison paragraphs, *Compare and contrast the two sharks in the diagram*). Give them a minute to read the box and to look at the diagram below it.

ANALYZE

Organizing information


Ask learners to read the box and point out that texts are not the only source of information. Organizing information from a diagram is an important critical thinking skill. Tell the learners that they will be writing formal sentences, paragraphs and essays throughout the course.

- 1  This exercise is designed to prepare learners for the Writing task at the end of the unit. Tell them to complete the exercise individually (7–10 minutes), and to compare their sentences with a partner (3–5 minutes). They should make any corrections necessary. Elicit 5 sentences from the class, inviting alternative suggestions and giving feedback as appropriate.

Possible answers

- 1 The whale shark is larger than the tiger shark.
- 2 Both sharks have the same grey colour and a lighter underside.
- 3 The tiger shark has stripes on its back and the whale shark has dots.
- 4 The whale shark has a larger mouth but the tiger shark has many sharp teeth.
- 5 The whale shark has a longer tail and wider fins but the fin on the back of a tiger shark is larger in relation to its body size.

EVALUATE

- 2  Give the learners 4–5 minutes to complete the task individually. Quickly check through the answers with the class.


Answers


- 1 the tiger shark 2 the whale shark 3 the tiger shark 4 the whale shark 5 the tiger shark 6 the tiger shark 7 The tiger shark eats human-sized animals only but the whale shark eats very small animals so it will not mistake humans for its normal prey.

WRITING

GRAMMAR FOR WRITING

Word order

 Tell the learners to read the box and to compare the usual word order in English with that of their first language. Ask them to compare their ideas with a partner, and to discuss any typical word order errors that people learning their first language(s) sometimes make.

- 1  Learners complete the exercise individually (7–10 minutes) and check their answers with a partner. Go through the answers carefully with the class.

Answers

subject	verb		prepositional phrase	
1 The tiger shark	doesn't hunt		in fresh water.	
linker	subject	verb	adjective	
2 However,	the whale shark	isn't	aggressive.	
subject	verb	object	prepositional phrase	
3 The tiger shark	has	markings	on its skin.	
subject	verb	object	verb	object
4 The whale shark	has	a large mouth and	eats	plankton

Optional activity

If it seems that further practice is needed, tell the learners to choose 5 sentences from the earlier texts and to label the different parts of grammar.


Using *and*, *or*, *but* and *whereas*

Tell the learners to read the box and point out that joining sentences is an important feature of academic writing in many languages, not just English. You could ask them to discuss any differences in use between *and*, *or*, *but* and *whereas*. with a partner. If you have access to the internet, they could go to a news website, or any other website you know of that has good examples of contemporary usage, and ask them to search for instances of *and*, *but* and *whereas* online. You could then ask them to work in pairs, to try to identify any general patterns and be ready to discuss their ideas with the class.


Language note

Depending on the level of the group, it may be easier at this stage to simply say that the word *whereas* is more formal than *but*. However, with a stronger group you might want to say that *whereas* is used to balance two ideas that contrast, but which do not contradict each other. It is a fairly formal word, and has a high frequency in academic and other formal texts. *But* is often used to join two clauses in a similar way to *whereas*. However, the clause following *but* often contains a surprising contrast. Compare the two sentences:


The red squirrel is under threat, whereas the grey squirrel is thriving.
The red squirrel is much loved in the UK, but has been known to attack humans.

- 2  Give learners 5 minutes to complete the task individually. They should then compare their ideas with a partner. Go through the answers carefully with the class, giving further support where necessary (see Language note above).

Answers

- 1 a Has two positive sentences.
b The two positive sentences have been joined with *and*.
c The sentences have been joined with *and* and the unnecessary repeated subject (the tiger shark) and verb have been removed.
- 2 *And* joins two positive sentences. *Or* joins two negative sentences.
- 3  Learners complete the exercise individually and compare their ideas with a partner. Allow up to 5 minutes for this task, including the pairwork discussion. Go through the answers quickly with the class.

Answers

- 1 The whale shark is light blue and has dots on its body.
2 The tiger shark is dark blue and has a stripe pattern on its body.
3 The tiger shark eats large sea creatures and is dangerous to humans.
4 The whale shark is not aggressive or dangerous to swim with.
5 The tiger shark is not an endangered or protected species.
6 The whale shark is an endangered species and protected from fishing.
- 4  Tell the learners to read the example sentence and to notice the use of *whereas*. Then ask them to replace *whereas* with *but*, and elicit ideas about possible differences in nuance. If necessary go back over the information in the language box above. Once learners are clear about the differences, ask them to complete the exercise individually using *whereas* or *but* (4–5 minutes). If you highlighted the difference between *but* and *whereas* in the box above, as learners complete the task, ask them to find examples where either word could be used, as well as examples where only one of the words sounds correct. Learners then discuss their ideas in pairs. Go through the possible answers together, allowing time to discuss any differences in nuance when using *whereas* or *but* in any of the sentences.

Possible answers


The whale shark is light blue and has dots on its body whereas the tiger shark is dark blue and has a stripe pattern on its body.
The tiger shark eats large sea creatures and is dangerous to humans but the whale shark is not aggressive or dangerous to swim with.
The tiger shark is not an endangered or protected species whereas the whale shark is an endangered species and is protected from fishing.

Using *both* and *neither*

Ask the learners to read the box and ask questions to check that they have understood the concept and the form.

Does the grey squirrel carry the parapox virus? (Yes)
Does the red squirrel carry the parapox virus? (Yes)
So - *Both the red squirrel and the grey squirrel carry the parapox virus.*

Is the grey squirrel found in the far north of Scotland? (No)
Is the red squirrel found in the far north of Scotland? (No)
So - *Neither the grey squirrel nor the red (squirrel) are found in the far north of Scotland.*

- 5  Learners complete the exercise individually or in pairs (allow 3 minutes). Monitor their work as they complete the sentences, clearing up any confusion. Go through the answers with the class.

Possible answers

- 1 Both the red (squirrel) and the grey squirrel have long tails. OR Both red (squirrels) and grey squirrels have long tails.
2 Neither the red (squirrel) nor the grey squirrel live on the Isle of Man. OR Neither red (squirrels) nor grey squirrels live on the Isle of Man.
3 Neither species of squirrel are meat-eaters. OR Neither red (squirrels) nor grey squirrels are meat-eaters.
4 Neither the grey nor the red squirrel is an endangered species.
5 Both species of squirrel live in forests. OR Both red (squirrels) and grey squirrels live in forests.

Optional activity

Ask the learners to each write down two sentences, one using *neither* and one using *both*. Elicit examples and lead a discussion on the differences between the two. Then ask them to check their ideas against the Using *neither* and *both* language box.

ACADEMIC WRITING SKILLS

Punctuation

Ask learners to read the box and emphasize that punctuation is an extremely important part of writing clear, efficient texts. Ask questions to check that they have understood the concepts. Use this as an opportunity to clear up any confusion concerning the use of full stops, capital letters and commas. Be aware that their use may be very different in the learners’ first language, so there may be some interference from the learners’ first and other languages. For more information on interference from learners’ other languages, as well as lots of useful examples and teaching tips, see *Learner English: A Teacher’s Guide to Interference and Other Problems (2nd Edition)* (CUP 2001).

Optional lead-in

Ask the learners to close their books, and have or write the first sentence from Exercise 1 on the board (=however the whale shark has to be protected in countries in asia like taiwan and the philippines because it is so slow and easy to catch). Put the learners into small groups and ask them to punctuate the sentence. Ask the groups if any of them are 100% certain that they have the correct punctuation. If one of the groups is certain, invite one person in that group to correct the sentence on the board. Ask the class if any of the groups have punctuated the sentence differently and lead a discussion on any difficulties learners have with punctuation (this could also be done in small groups if learners are reluctant to discuss problems they have with punctuation). Then ask the learners to read the Punctuation box again and to check how they punctuated the sentence. Make sure the sentence on the board is correctly punctuated. Then ask the learners to do the remaining sentences in small groups. Allow 5 minutes for the learners to complete and discuss the remaining sentences.

- 1 👤 Learners work individually. Monitor their work and offer help where necessary. Then go through the answers with the class, writing each sentence on the board as you go through them. Allow 10–15 minutes for this.

Answers

- 1 However, the whale shark has to be protected in countries in Asia like Taiwan and the Philippines because it is so slow and easy to catch.
2 The whale shark is a large, slow-moving fish with wide fins, a long tail and huge mouth.
3 This gentle giant is not dangerous to humans, and divers can swim with it, touch it and even ride on its back fin.

- 4 It does this by ram feeding, which means it swims fast to force water and animals into its mouth.
5 It uses this mouth to eat very small plants and animals like krill, plankton and algae.

Paragraph structure

Tell the learners to read the box, and stress how important clear paragraph structure is in written English. As will be discussed in later units, each paragraph should begin with a clear topic sentence, which is then developed with examples and illustrations. There should only be **one** main idea per paragraph. This is fundamental to academic writing, but is something that learners find difficult if it is not addressed at paragraph level before they are required to write complete essays.

- 2 👤 Learners complete the exercise individually. Quickly go through the answer with the class.

Answers

- 2, 5, 4, 3, 1

WRITING TASK

WRITE A FIRST DRAFT

- 1 👤 Ask the learners to read the introduction and conclusion of the essay *Compare and contrast the two sharks in the diagram*. They then use their notes from the Critical thinking and Writing sections above to complete the first draft of the 2 supporting paragraphs. Allow up to 20 minutes for this first stage.

EDIT

- 2 & 3 👤👤 Learners work individually to check the content and structure of their work against the Task checklist and make any changes necessary. Monitor and help with any problems. Allow up to 10 minutes. If the class is comfortable with peer reviews, tell them that they will be checking each other’s work once they have checked their own, so they must make sure it is as good as it can be before passing it on to a partner to review. Then ask them to swap their work with a partner and review each other’s work. They should amend their work as necessary before going on to the next stage. Allow 10–15 minutes for the peer review, depending on the level of the class.

4 & 5 👤 Learners do the same with the Language checklist and make any changes necessary. Again monitor and help with any problems. If there is time and if you think it will be helpful, ask them to peer review their work. Allow 10–15 minutes, depending on the level of the class.

As this is the first full essay the learners write, it is important to allow them to work steadily and at their own pace. Inevitably, some learners will finish this task sooner than others. Have some useful supplementary work available.

Answers

Model answer: see page 133 of the Teacher’s Book

OBJECTIVES REVIEW

See Introduction, page 9 for ideas about using the Objectives review with your learners.

WORDLIST

See Introduction, page 9 for ideas about how to make the most of the Wordlists with your learners.

REVIEW TEST

See page 97 for the photocopiable Review test for this unit and page 93 for ideas about when and how to administer the Review test.

RESEARCH PROJECT

Educate people about endangered species in your region.

Divide the class into groups and ask them to research these questions:

1 What endangered animals are there in their part of the world?

2 Why are they endangered? How can we help them?

3 Why are animals important to us?

Learners should make a documentary film to answer the questions. Learners should include footage of endangered species, and overlay the footage with their answers to the questions.