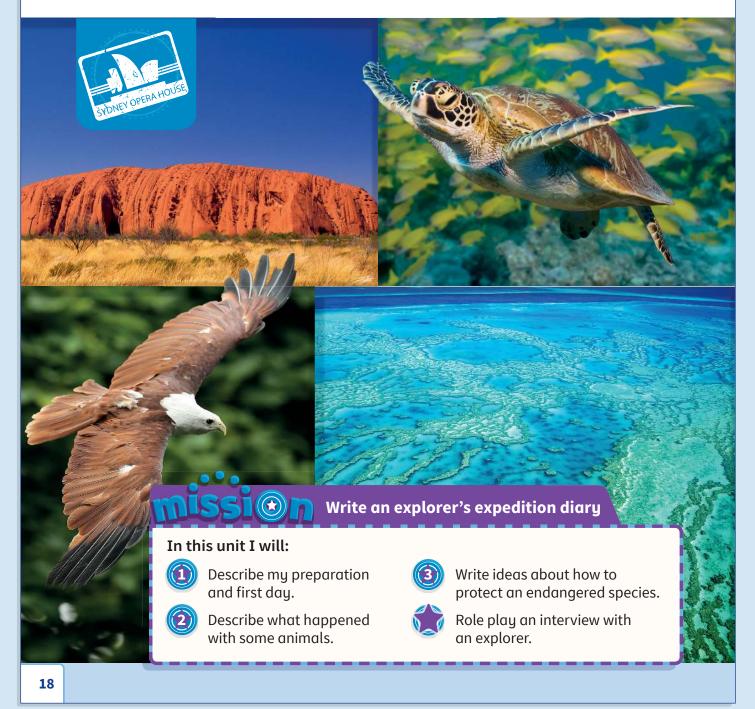
# **Our beautiful planet**

# **1** Watch the video. Ask and answer.

What animals and plants can you see where you live? What activities do you like doing outside?



## Our beautiful planet

# Unit 2 learning outcomes

#### In Unit 2, students learn to:

- talk about the natural world and animals.
- understand and use the simple past (regular and irregular verbs) and *ago*.
- use *too* (*many/much*) and *enough* with nouns, adjectives, and verbs.
- read and understand about endangered animals and Australia.
- read a poem and think about showing awareness of how others feel.

**Materials** globe / world map (optional); flashcards of natural features from Levels 2 and 3 (optional); word cards (optional); pictures from Digital photo bank of Australia, including Sydney and the Opera House (optional); video; pictures of explorers (optional); a real diary (optional); copy of the Mission worksheet (Teacher's Resource Book page 24); digital Mission poster

### Self-assessment

- SA Say Open your Student's Books to page 18. Ask What places and animals can you see? Which country is this? Students talk about the pictures in pairs. They may remember reading about the Great Barrier Reef in Level 2 and guess that the country is Australia. Write their ideas on the board (e.g., reef, ocean, rock, bird, turtle).
- Read the unit title and ask What's the name of our planet? (Earth) Say There's life all over our beautiful planet – in the ocean, on land, and in the air. Which animals and birds do you know?
- Use self-assessment (see Introduction). Say OK. Let's learn.

#### Warm-up

- Point to the stamp of Sydney Opera House and ask *Where's this*? If possible, show pictures of Australia and show where it is on a globe / world map.
- Brainstorm natural features students already know in English. Use flashcards, draw pictures, or give definitions as prompts. Review *island*, *jungle*, *sky*, *stars*, *waterfall*, *beach*, *forest*, *lake*, *mountains*, and *river*.
- In pairs, students think of the names of some features in their own country, e.g., *island Tenerife, mountains Sierra Nevada, river Guadalquivir.*

**Fast finishers** Write two or three questions to ask another student, e.g., *What's the most beautiful beach near here? What's the name of the river in* (students' city)?

# Student's Book, page 18

#### 1 Watch the video. Ask and answer.

• Say In this unit we're talking about our beautiful planet. Say Let's watch the video.

- Pause the video while you watch to ask students for any vocabulary they know and to say what they can see and what they think is happening.
- Discuss with a few students the questions on the Student's Book page and then students ask and answer in pairs.

# **mission** Write an explorer's expedition diary

- Point to the Mission box or the digital Mission poster and say Our Mission is: Write an explorer's expedition diary. Show a picture or name a famous modern explorer. Write explorer on the board and say Explorers go on difficult journeys. They want to go to new places in the world. They explore the world. Ask What are explorers like? (Brave, strong, adventurous) Say They go on expeditions. Ask Where are some famous expeditions? (Students suggest places, e.g., Everest, the poles). Show a diary, if possible, and the Mission worksheet. Say You're going to imagine you're an explorer and write your diary.
- Say Let's look at the Mission stages: 1 Describe my preparation and first day. Say Before explorers go on an expedition they need to prepare. What do they do? (They decide where to go, plan what to take, do training, plan their route.)
- Say 2 Describe what happened with some animals. Say Explorers often see wild animals on their expeditions. You're going to imagine seeing some animals and tell the story in your diary.
- Say 3 Write ideas about how to protect an endangered species. Explain the meaning of endangered species and ask for examples (e.g., panda, rhino). Ask What can we do to protect animals? Students suggest ideas. Say You're going to write a list of things to do to help animals that are in danger.
- Ask What's the last stage of the Mission? (Role play an interview with an explorer.) Say When explorers arrive home from an expedition they are often on the radio or TV. People want to know about the expedition. These are places we might never go to, so we want to know what they're like, what the explorer saw, and how he or she felt.
- Students cover the page. See if they can remember the stages of the Mission.
- Use ideas on monitoring and assessment (see Introduction).

# Workbook, page 18

#### My unit goals

- Encourage students to set their unit goals (see Introduction page xii).
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.

#### **Ending the lesson**

• Write the heading *Our beautiful planet* on the board. Notebooks closed, students list as many words for natural features as they can.

More Information

# Vocabulary 1

Learning outcomes By the end of the lesson, students will be able to talk about the natural world.

**New language** *cave*, *desert*, *environment*, *fire*, *hill(s)*, land, ocean, stone, stream, wood(s), air

**Recycled language** the natural world, *beach, camp,* dangerous, geography, hotel, rain forest, river, sand, sea, trip, visit, going to

Materials Natural world flashcards, word cards (optional), audio, video

### Warm-up

• Say Today we're explorers. We're on an expedition. Stand up! Give instructions. Students mime: We're walking up a mountain. ... We're getting tired. ... Ah! Here are some enormous trees – it's a forest, a rain forest. ... Careful! There's a big spider. It's dangerous! Step over it! ... There's a river ahead. Let's jump across on these stones. ... I can hear a waterfall. Let's push the leaves away. There it is! Look up! It's so beautiful. Now let's jump back across the river. ... Walk through the trees. ... Watch out for the spider! ... And down the mountain.

#### Presentation

- Put the Natural world flashcards on the board. Write the word below each one.
- Say a definition for each one. Students guess and write the words. Possible definitions: *It's smaller than a mountain*. (Hill) It's bigger than a sea. (Ocean) It's smaller than a river. (Stream) It's smaller than a rock. (Stone) It's made of stone and rock. (Land) It's very dry land. (Desert) It's a large group of trees. (Woods) It's dark. It's inside rock. (Cave) We use this to cook when we're camping. (Fire) It's the air, land, and water where people and animals live. (Environment)
- Check answers. Practice pronunciation of the words.

# Student's Book, page 19

## Name two places.

- Say Open your Student's Books to page 19. Where are they? (In the classroom) Who's talking? (Miguel) What are the children looking at? (A board with pictures of Australia) What are they studying? (Geography)
- Practice the new words. Say *Point to the (cave)* or ask Where's the (stream)?
- Read the caption. Ask Where is the class going to camp? Let's listen. Play the audio. Check answers and ask students to point to the picture of Uluru.

#### Track 1.19

Diversicus is in Sydney in Australia. The children are having a geography lesson.

Here we can study the Pacific Ocean, with its Miquel: wonderful sea life, the rain forests ...

Su-Lin: ... and in the middle of Australia there are huge deserts where the land is very dry.

| Miguel: | Yes, and we're going to visit the desert when we go on    |
|---------|-----------------------------------------------------------|
|         | a trip for a week, next Friday!                           |
| Jim:    | Are we going to stay in a hotel?                          |
| Miguel: | No, on the first day, we're going to camp in the woods    |
| -       | near the beach.                                           |
| Jenny:  | Great! Next to the Pacific Ocean! And can we make a fire? |
| Miguel: | No, sorry – it's a national park.                         |
| Jim:    | Yes, and it might start a forest fire.                    |
| Pablo:  | But hey, there may be some interesting caves with rivers. |
| Jim:    | What? Rivers? In a cave?                                  |
| Miguel: | Well, they're very small. They're streams. Anyway,        |
|         | on the third day we're going to travel to Uluru, an       |
|         | enormous rock in the Great Sandy Desert.                  |
| Su-Lin: | It's very special to the people there.                    |
| Miguel: | That's right. And we're going to camp near it.            |
| Jim:    | In a desert? But what about stones on the ground?         |
|         | And are there wild animals?                               |
| Miguel: | Well, we need to be careful with snakes and spiders       |
| -       | but they won't eat you!                                   |
|         |                                                           |

Key: In the woods (close to the beach) and in the desert (close to a rock)

• Play the audio again. Students point to the words as they hear them.

**Extension** Write questions on the board and play the audio again.

- 1 How long is the trip? (A week)
- 2 Are they going to stay in a hotel? (No, they aren't.)
- 3 Can they make a fire in the woods? (No, it's a national park.)
- 4 What's Uluru? (An enormous rock)
- 5 What dangerous animals are there? (Snakes and spiders)

#### 2 0 0 Say the chant.

- Say Listen and say the chant. Play the audio or video. Students point and chant.
- Practice the chant with mimes.

Track 1.20 Environment, environment, Hills, land, ocean, stream, Desert, stone, and caves, Hills, land, ocean, stream, Woods, fire, and air.

#### Play the spelling game. 3

- Students choose five words from the lesson and write them in their notebooks.
- In pairs, one student spells his/her words, letter by letter. The other student writes them down. Then they swap over. At the end they compare and correct.

## Workbook, page 19

See pages TB185-198.

#### **Ending the lesson**

• SA Say We learned about the natural world. Show the flashcards. Ask Do you know the words? Use selfassessment (see Introduction).





**Cambridge University Press** 978-1-108-41454-8 - Level Up Level 4 Teacher's Book Lucy Frino, With Caroline Nixon, Michael Tomlinson Excerpt

More Information

Learning outcomes By the end of the lesson, students will have encountered the simple past with ago in context. New language by myself, explore, pleased, put up (a tent), repair, (two days) ago, irregular simple past verbs: began, bought, came, cut, fell, forgot, heard, left, let, lost, ran, sent, sold, spent, It took (five and a half hours) Recucled language vacations, nature, telling the time, dark, elbow, kangaroo, knee, postcard, post office, pajamas, stamp, simple past (regular and irregular), question words

Materials paper, color markers or pencils (optional), audio, video

#### Warm-up

- Write guestions in the past on the board, e.g., When did you last go on a trip to the country? Where did you go? Who went with you? How long did it take to get there? Where did you stay? What did you see? Explain the meaning of take time and review took. Ask different students the questions.
- Students ask and answer in pairs. Monitor and check they are using regular and irregular past forms correctly.
- **SA** Use self-assessment to check how well students think they understand the past forms (see Introduction). **Extra support** Write on the board: *came*, *left*, *forgot*, *sold*, bought, began, let, spent, sent, heard, ran, fell, cut, lost. Ask students to tell you the infinitives and write them on the board. Practice the irregular verbs with choral activities, e.g., say a past form, students say the infinitive, and vice versa.

**Extension** Students draw a picture of their trip and write two or three sentences. For extra support, write prompts on the board: I went to ... It took ... to get there. We saw ...

# Student's Book, page 20

## The Diversicus song

Play the song at the beginning of the cartoon story. Students listen and sing. Track 1.21

See the Diversicus song on page TB5

# **Diversicus**

- Say Open your Student's Books to page 20. Point to picture 1 and ask Who can you see? (Mr. and Mrs. Friendly, Jim, Jenny) Ask What do you think the children are telling their parents about? (Their trip)
- Point to the other pictures and ask *What's happening?* Where are they? Point to picture 6 and ask What animal is that? (A kangaroo)

Ask What happened to Jenny and Pablo? Let's find out. Play the audio or video. Students listen and read. Check answers (They were scared in the night and they fell over. They cut their knees and elbows.).

Track 1.21

The Diversicus song + see cartoon on Student's Book page 20

• Play the audio or video again. Pause after each picture and ask, e.g., When did they leave for the trip? (After school) What did they have to look for? (A store that sold pajamas) How long did Su-Lin spend writing postcards? (An hour) Why did Jenny go out of the tent? (Because she heard a noise) Why did the tent come down? (Jenny and Pablo fell into it.) Teach repair. Ask How did Miquel feel? (He wasn't happy.) What did the children do the next day? (They stayed on the beach.)

## 1 6 d Listen and complete. Use two words. Then say the sentence.

• Read the instructions. Play the audio. Pause after each sentence for students to answer.

Track 1.22

- 1 Jenny: We got to the beach at 8 o'clock in ...
- 2 Jim: Su-Lin found out there was a post office ...
- She bought stamps and postcards and then she 3 Jim: began to ...
- 4 Jennu: I explored ...
- 5 Jim: They fell down and the tent ...
- 6 Jenny: We only cut our knees ...
- Play the audio again. Pause and ask students to say the whole sentence.

**Key:** 1 the evening 2 in town 3 write them 4 by myself 5 came down 6 and elbows

## Workbook, page 20

See pages TB185-198.

#### Ending the lesson

- **SA** Repeat the self-assessment technique used at the beginning of the lesson to see how well students think they understand the irregular past tense verbs. Is there any change?
- Write sentences in the simple past about the story. Use regular and irregular verbs. Students say the name(s). 1 He forgot his pajamas. (Jim) 2 She bought stamps and postcards. (Su-Lin) 3 She explored outside the tent. (Jenny) 4 It appeared behind a tree. (A kangaroo) 5 They fell over and cut their knees and elbows. (Jenny and Pablo) 6 He fixed the tent. (Miquel) 7 He took care of Jenny and Pablo. (Jim)

**TB20** 



More Information

# Language practice 1

Learning outcomes By the end of the lesson, students will be able to use the simple past with *ago*. New language We got here a week ago. We didn't visit Uluru. Did you go away last month?, creature

**Recycled language** camping, dates, days of the week, months, nature, *explorer, met, pack* (v), *suitcase*, simple past questions

Materials Natural world flashcards, word cards (optional), audio, Mission worksheets (Teacher's Resource Book page 24), digital Mission poster

#### Warm-up

• Hold a flashcard so students can't see and say, e.g., *This is a place where it doesn't often rain.* Students guess (*Desert*). Show the picture. Repeat with the rest of the flashcards.

#### Presentation

- Draw a timeline with *today* at the right and to the left six equally spaced marks. Ask *What day is it today? What day was it yesterday? What day was it three days ago?* Students say the days. Write a day of the week under each mark, in order (backward from *today*).
- Ask What's the date today? and write it under today. Ask, e.g., What was the date (four) days ago? Which month was it (six) months ago?

# Student's Book, page 21

### 1 Look at the picture. What do you think Frank did on vacation?

• Say Open your Student's Books to page 21. Look at the picture. What's this place? (The ocean) What can you see? (Fish, coral) Read the question. Students make suggestions, e.g., He went to the beach / swimming. Don't confirm.

# 2 Complete the text with the words from the box.

- Check comprehension of the words in the box.
- Students read first to check ideas and then write the answers.

**Key:** 2 met 3 caves 4 could 5 camped 6 stones 7 visit

# 🔒 Grammar spotlight

- Point to the Grammar spotlight. Write the same sentences on the board. Students copy.
- Play the audio. Pause for students to repeat.
   Track 1.23
   See Student's Book page 21
  - See Student's Book page 21
- Write prompts on the board: *Two hours ago ... Two weeks ago ... Two years ago ...* Students complete the sentences about their own lives. Monitor and help with new vocabulary.
- For a full Grammar reference, see page TB179.

## 3 Play *Find someone who*. Ask and answer. Then tell the class.

- Read the instructions. Write the following on the board: Find someone who ... went camping a year ago. met their friends last Saturday. forgot their school book last month.
- broke something a week ago.
- Explain that students need to find a classmate for each sentence.
- Point to the first prompt and write *Did you go camping a year ago?* on the board. Ask different students until someone replies *Yes, I did.* Write that student's name next to the question.
- Students copy the phrases in their notebooks and write the *Did you ...*? question for each. Monitor and check.
- Students walk around asking their questions. They write a different name next to each question.
- After the speaking phase, ask students what they found out (e.g., *Elena met her friends last Saturday*.).
   Extra support Figure the questions out as a class and write them on the board. Students copy them in their notebooks.

**Stronger students** Write more questions to ask their classmates and report back on what they found out.

# mission Stage 1

- Point to the Mission box or use the digital Mission poster. Say This is Stage 1 of our Mission. Choose where to explore and start your explorer's diary.
- Read the Mission instructions and the model text. Explain that students can choose a destination in Australia or somewhere else.
- Students complete the worksheet task in the Teacher's Resource Book (page 24). See teaching notes on TRB page 17.
- Alternatively, if you do not have the Teacher's Resource Book, students write about what they packed and their first day in their notebooks under a date heading as if it were a diary entry. Encourage students to use the simple past in their diaries. Monitor and help.
- In pairs, students talk about their diaries, e.g., *I went to the Great Sandy Desert. Before I went I packed ... I arrived on ...*

## Workbook, page 21

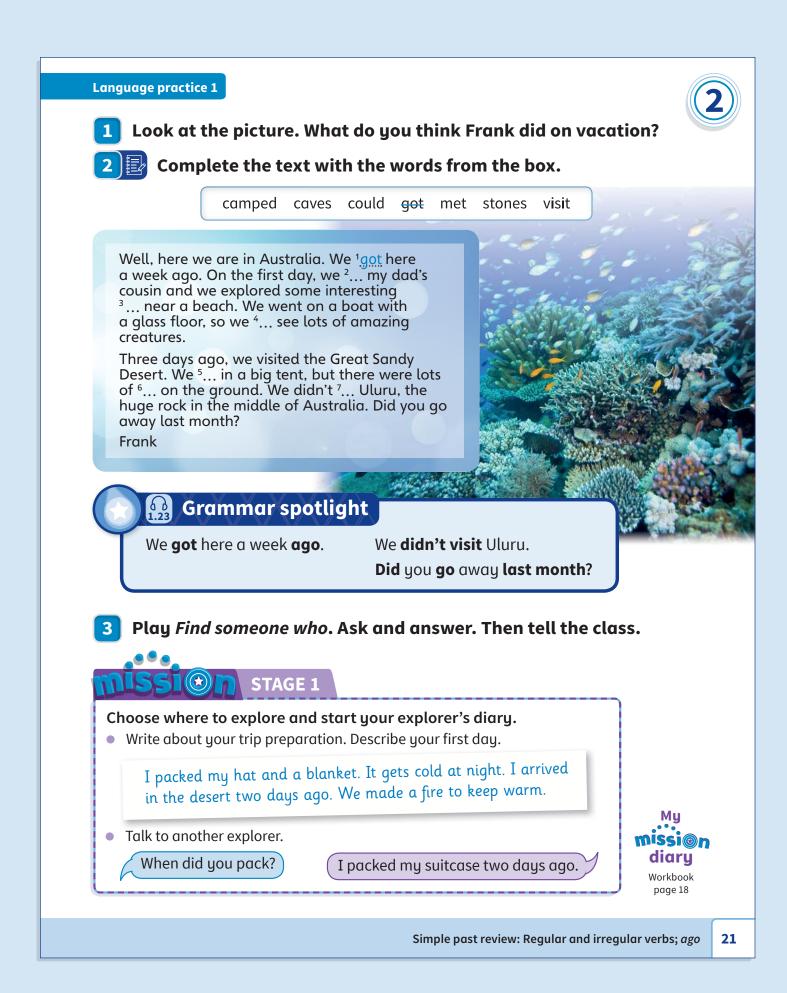
See pages TB185–198.

#### Workbook, page 18

• Students open page 18 of the Workbook and complete the mission diary (see notes on page TB9).

#### **Ending the lesson**

• **SA** Complete Stage 1 on the digital Mission poster. Use self-assessment (see Introduction).





> Learning outcomes By the end of the lesson, students will have practiced the language through song. New language beetle, butterfly, camel, creature, dinosaur, eagle, extinct, octopus, swan, turtle, footprint, insect Recycled language nature, clean (adj), dry (adj), huge, wing, simple past

Materials Animals flashcards, word cards (optional), a piece of cardboard, audio, video

#### Warm-up

- Play a game to review animals. Say *Let's say names of animals and birds.* Tap the table as you say *One, two, three.* Then snap your fingers and say *Kangaroo!* Point to a student. He/She taps the table and says *One, two, three,* snaps and says a different animal or bird. Continue around the class. Students should not repeat a word. Write the words on the board as students say them.
- Point to the board and say *These are all creatures. Creatures are living things that aren't plants.* Stronger students Make the game competitive. If a student repeats a word or takes too long to think of a word, they are out. Eliminated students help you judge the game.

#### Presentation

- Hold an Animals flashcard with a piece of cardboard in front of it to hide the picture. Ask *What's this?* Slowly reveal the picture by lowering the cardboard. See if students already know the word in English. When the cardboard is uncovered, say the word. Students repeat. Put the flashcard on the board.
- Point to the board and ask Which are insects? (Butterfly, beetle) Which are birds? (Eagle, swan) Which live in the desert? (Camel, beetle) Which lives in the ocean? (Octopus) Which has a hard shell? (Turtle) Which is extinct? (Dinosaur)
   Stronger students Make a spidergram of creatures in their notebooks. They add branches insect, reptile, mammal, bird and add words from the board (including the Warm-up).

# Student's Book, page 22

# Listen and match. Then sing the song.

- Say Open your Student's Books to page 22. Ask Where's this? (Australia) Where are the camels? (Close to a stream) Where's the ocean? Students point. Use the picture to teach footprint.
- Play the audio or video once all the way through. Then play it again for students to match the blue words to the items in the pictures. Check answers. Ask, e.g., *What letter is the (eagle)?*

Track 1.24 See song on Student's Book page 22

Key: 1 c 2 f 3 g 4 b 5 a 6 d 7 e 8 h

# Vocabulary 2 and song

- Ask questions with different verbs, e.g., How many legs does a (butterfly) have? Does a (beetle) have wings? Can a (turtle) swim? Was the dinosaur big? What's the turtle doing?
   Stronger students Ask each other similar questions around the class.
- Play the audio or video again. Teach the song in small sections. Once they have practiced the song, ask students to stand up and perform it. They can do actions for the animals.
- **Extension** Once students are confidently singing along to the song, try singing the karaoke version as a class.

# **2** Read and guess. Then write a description of a creature.

- Say Listen. What's this? It has two arms and two legs. It has hair on its head. It has ten fingers and ten toes. It can talk. What is it? (A person / human)
- Say *Read another description. What's the creature?* Students read the description in the Student's Book individually. Check answers (*A butterfly*).
- Students write their own description of a creature in their notebooks without the name. They can choose any creature, not just the new ones. Tell them to include a description of its body, where it lives, what it eats, and what it can do. Set a time limit (five to ten minutes, depending on the class). Monitor and help.

**Extra support** Students write their definition in pairs.

# 3 Play the definition guessing game. Use your description from Activity 2.

- Read the instructions. Students take turns standing up and reading out their description from Activity 2. The rest of the class guesses. In a large class, students work in groups of four or five.
- Show the picture of Rose Quartz. Read out the question. Choose students to answer. Ask *Which animals do you see? Which is your favorite?*

# Workbook, page 22

See pages TB185–198.

## Ending the lesson

- SA Say We learned words for talking about animals. Show the flashcards. Ask Do you know the words? Use self-assessment (see Introduction).
- Play the song again. Students join in.

**TB22** 

<u>More Information</u>

## Language practice 2

**Learning outcomes** By the end of the lesson, students will be able to use *too* and *enough*.

New language There's too much plastic. There are too many cars. The land is too dry. There isn't enough water. There aren't enough trees. The air isn't clean enough. I watch TV too much. I don't clean my bedroom enough., trash Recycled language adjectives, animals, nature, weather, plastic, polar bear, temperature, traffic, countable and uncountable nouns, might/may Materials Animals flashcards, word cards (optional), audio, Mission worksheets (Teacher's Resource Book page 24), digital Mission poster

#### Warm-up

- Put the Animals flashcards on the board and practice the words.
- In pairs, students take turns spelling out words by drawing the letters on each other's backs (e.g., *S-W-A-N*). The other student guesses the word.

# Student's Book, page 23

# Look at the pictures. What are the problems? Listen and check your answers.

- Say Open your Student's Books to page 23. What can you see? Write useful words students say on the board, e.g., forest, plastic, traffic. Ask What are the problems? Students talk about the pictures in pairs and then share their ideas. Accept a variety of answers.
- Say Let's listen. A teacher is talking to some children about the environment. Play the audio for students to listen and check. Track 1.26
  - Teacher: Good morning, everyone. Now, today's science class is about the environment. What do you think our most important problems are?
  - Boy 1: I think there's too much plastic.
  - Girl 1: ... And there are too many cars, so the air isn't clean enough.
  - Teacher: Yes, you're both right. Plastic and cars are big problems. What else?
  - Girl 2: In some countries there isn't much rain, so there isn't enough water. The land is too dry to grow food.
  - Boy 2: And people are cutting down woods and forests, so there aren't enough trees.
  - Girl 1: And the temperature of the Earth is getting too high.
  - Teacher: Yes, those are all huge problems. What do you think we can do to look after our environment better?

**Key:** (possible answers) Picture 1: People are cutting down woods and forests (so there aren't enough trees). Picture 2: There's a lot of / too much plastic. Picture 3: There are a lot of / too many cars (so the air isn't clean enough). Picture 4: There isn't much rain / enough water (so the land is too dry). Other: The temperature of the Earth is getting too high.

# Grammar spotlight

- Point to the Grammar spotlight. Write the same sentences on the board. Students copy. Explain that *too much* is used for uncountable nouns and *too many* for countable nouns. Point out that *enough* comes before a noun but after an adjective.
- Play the audio. Pause for students to repeat. Track 1.27 See Student's Book page 23
- For a full Grammar reference, see page TB179.

# 2 Look and write sentences with *too* and *enough*.

• Read the instructions and the example. Write useful vocabulary on the board, e.g., *air, trash, ice, melt, polar bear*. Students write sentences. Monitor and help.

**Key:** (possible sentences) Picture 1: The air in cities isn't clean enough. Picture 2: There's too much trash. / There isn't enough space for our trash. Picture 3: The temperature is too high and the ice is melting. / There isn't enough ice for polar bears. Picture 4: Lakes are getting too dry. / There isn't enough rain.

## 3 Ask and answer.

• Read the questions and speech bubbles. Show how to make sentences with verb + *too/enough*. Then put students into pairs to ask and answer.

# mission Stage 2

- Show the class the second stage of the Mission poster: *Describe what happened with some animals*. Read the instructions and check comprehension.
- Students think about which creatures live in the destination they chose for Mission Stage 1. They make a list and think of a funny or surprising encounter with one of them and continue their diaries from Stage 1 (on a new copy of the TRB worksheet or in their notebooks). Monitor and help.
- Students compare their experiences in groups. Encourage them to imagine they are a group of explorers, gathered around the camp fire, talking about their day.

## Workbook, page 23

See pages TB185–198.

## Workbook, page 18

• Students open page 18 of the Workbook and complete the mission diary.

#### **Ending the lesson**

• **SA** Complete Stage 2 on the digital Mission poster. Use self-assessment (see Introduction).



Cross-curricular

# Save our world

Watch the video.



A bout 65 million years ago, Earth lost half of all its animals. Many people believe that a meteorite hit the planet and this caused the **extinction** of so many animals. Extinction happens when the last member of a species dies. Dinosaurs probably became extinct because of this natural disaster, but other animals are now extinct because of humans. One example is the dodo. Dodos lived on an island. When humans arrived, they hunted the birds, and their dogs ate the dodos' eggs. Soon there were no more dodos.



Today, we try harder to protect animals, but many are still **endangered**. This means that there aren't many of them alive, so they might become extinct in the future. The list of endangered animals is very long and it includes polar bears, gorillas, rhinos, and elephants.



Animals become endangered for many reasons. Pollution and climate change are serious problems for all living things, but there are other reasons why so many animals are endangered. Hunters kill animals for their beautiful fur and some even kill them for sport. Humans cut down forests and change rivers to build cities and roads. This changes the animals' habitats and the animals lose their homes and food. These actions put animals in danger of extinction. We have to remember that we share our planet. It doesn't belong to us.

- **1** What's the difference between extinct and endangered?
- 2 Why are animals endangered?

# Look at the pictures. How can we help? What other ways can you think of?







3

24

Cambridge University Press 978-1-108-41454-8 — Level Up Level 4 Teacher's Book Lucy Frino, With Caroline Nixon, Michael Tomlinson Excerpt

More Information

**Cross-curricular** 

**Learning outcomes** By the end of the lesson, students will have read and learned about endangered animals. **New language** alive, believe, belong, cause (v), climate change, dodo, Earth, endangered, extinction, fur, gorilla, habitat, human, hunt(er), kill, member, meteorite, natural disaster, planet, pollution, protect, rhino, serious, share (v), species

**Recycled language** animals, natural features, *die, egg, save, ago*, simple past

Materials Animals flashcards – dinosaur, video, audio

#### Warm-up

• Show the dinosaur flashcard or draw a dinosaur on the board. Ask *Are there any dinosaurs today? Why not?* (*They're extinct.*) *What happened?* Students suggest reasons. Help with vocabulary. Don't confirm answers.

#### Presentation

- Write jungle, sea, ocean, Arctic, rain forest, forest on the board. Say These are all habitats – places where animals live. What's a dolphin's habitat? (The ocean) What's a bear's habitat? (The forest) What's a camel's habitat? (The desert) Which other animals live in these habitats? Students work in pairs or groups to list animals for each habitat in their notebooks. Ask them to underline the animals they think might be endangered. Remind them of the meaning.
- Groups/pairs share their ideas with the class, e.g., *Tigers live in forests. We think they're endangered.* Don't confirm answers at this stage.
- Say Open your Student's Books to page 24. Ask Which animals in the pictures are extinct? (Dinosaurs, dodo) Which are endangered? (Polar bear, rhino) Where do polar bears live? (The Arctic) Where do rhinos live? (Africa, Asia)

## Student's Book, page 24

## **1** Watch the video.

- Say *Let's watch the video*. Students watch the video about endangered and extinct animals. Pause the video from time to time to check comprehension and students answer the questions at the end.
- Watch the video again, this time without pausing.

## **2** <sup>6</sup><sub>1.28</sub> Listen and read. Answer the questions.

 Read the questions below the text. Play the audio for students to listen and read. Track 1.28

See Student's Book page 24

- Explain some of the key words in the text as necessary, e.g., *believe, species, kill, share, belong.*
- Check answers and write some of the reasons animals are endangered on the board.

Key: 1 "Extinct" means there are no more animals of that species alive. "Endangered" means the numbers are very low and the animal might become extinct in the future.
Pollution and climate change are problems for all animals. Hunters kill animals. Humans change animals' habitats and the animals lose their homes and food.

**Extension** Write more questions on the board. Students read and answer.

- 1 When did Earth lose half of all its animals? (65 million years ago)
- 2 Why did dodos become extinct? (Because humans hunted them and dogs ate their eggs.)
- 3 Why do hunters kill animals? (For their fur or for sport)
- 4 Why do people cut down forests and change rivers? (To build cities and roads)

## 3 Look at the pictures. How can we help? What other ways can you think of?

• Say Look at the pictures. What can you see? (A national park. Children are planting trees. People are cleaning a beach / picking up trash.) For each picture, ask How does it help endangered animals?

**Extra support** Write key words on the board for students to use, e.g., *safe place, no building / make oxygen, clean the air / clean habitats, reduce pollution.* 

**Key:** (possible answers) Picture 1: A national park is a safe place for the animals where hunters don't kill them. Humans can't build cities there. Picture 2: Trees make oxygen. Planting more trees helps to clean the air. Picture 3: People throw trash into rivers and it flows to the ocean. We need to clean the trash up so it doesn't hurt animals.

- Ask students if they have visited a national park, planted a tree, or cleaned a habitat.
- Ask What other ways can you think of? Discuss with the whole class. Prompt by asking questions, e.g., What can we do to make less trash? (We can change the trash into new things.) What's that called?

**Key:** (possible answers) Teach people about the problem. Stop cutting down trees (use less wood and paper). Recycle things so there's less trash. Don't buy things made from endangered animals.

## Workbook, page 24

See pages TB185–198.

#### **Ending the lesson**

• Ask students to write about one thing they are going to do in their own lives to help endangered animals.



Learning outcomes By the end of the lesson, students will have read and learned about the wildlife of Australia. New language attack (v), carnivorous, hop, koala, marsupial, pouch, scorpion, unusual, venomous, wolf Recycled language animals, nature, weather and climate, believe, climate zone, dangerous, hunt, jellyfish, meat, stripes, temperate, tropical, ago, simple past Materials globe / world map (optional), map of Australia including Tasmania (optional), audio, Mission worksheets (Teacher's Resource Book page 24), internet access (optional), digital Mission poster

#### Warm-up

- Ask a volunteer to find Australia on a globe / world map. Show a larger map of Australia and point to Tasmania. Ask *What's the name of this island?* Write *Tasmania* on the board.
- Put students in pairs. Have a mini quiz about Australia. Write these questions on the board: *What climate zones are there? What natural features are there? Which animals live there?* Students talk about the questions in pairs and make notes.
- Go through the questions and ask students to share their ideas.
- Say There are tropical and temperate climate zones and there's also a large hot desert in the middle of the country. Explain that most people in Australia live on the coasts because they have the best climate. The natural features students may remember are Uluru and the Great Sandy Desert. Show them the Great Barrier Reef on the map. Students may list *kangaroos, crocodiles,* and *sharks* as animals from Australia. Explain that Australia has some species which don't live anywhere else in the world (e.g., *koala, duck-billed platypus*).

# Student's Book, page 25

# **4 (A) (Listen and read. Write** *true* or *false*. Correct the false statements.

- Say Open your Student's Books to page 25. Indicate the picture of the kangaroo and ask What's this? Use the picture to teach pouch and marsupial. Point to the Tasmanian tiger and ask if anyone has seen this animal before. Ask What does it look like? (It looks like a dog. It has stripes / a long tail / a big mouth.) Ask Does it look dangerous?
- Read the instructions. Read the sentences below the text and check comprehension.

- Students listen and read. They write the answers. Check answers.
   Track 1.29 See Student's Book page 25
- Teach venomous by giving examples of venomous creatures students know. Say Venomous creatures can kill people. Teach scorpion and wolf and check comprehension of jellyfish, carnivorous, and attack.

**Extra support** Teach/check comprehension of key vocabulary before students read the text.

**Fast finishers** Can write additional true/false statements for a partner.

Key: 1 True 2 False (It had a head like a wolf.) 3 True4 False (It hunted at night.) 5 False (They killed them because they killed sheep.) 6 False (It's extinct.)

# mission Stage 3

- Show the class the third stage of the Mission poster: *Write ideas about how to protect an endangered animal*. Read the instructions and the example.
- First students find out about an endangered animal at their destination from Mission Stage 1. Put them into groups of students who have chosen a destination in a similar part of the world. They may need access to the Internet / reference information on endangered species to do research.
- Each group makes notes about ways to protect the animal. They write a short paragraph like the model text in their diaries (on a new copy of the TRB worksheet or in their notebooks). They draw or stick an image of the animal. Monitor and help.

## Workbook, page 25

See pages TB185-198.

# Workbook, page 18

• Students open page 18 of the Workbook and complete the mission diary.

#### **Ending the lesson**

• **SA** Complete Stage 3 on the digital Mission poster. Use self-assessment (see Introduction).

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Culture

Listen and read. Write *true* or *false*. Correct the false statements.



Australia has lots of unusual animals and many of them only live there, and nowhere else, for example kangaroos and koalas. These are both **marsupials** – animals that carry their babies in a pouch. Australia is also home to some very dangerous animals. It has more venomous species than any other country in the world. These include spiders, scorpions, and snakes on land and jellyfish in the oceans.

The people in Australia work hard today to protect their unusual and special animals. They don't want more animals to become extinct, like the Tasmanian tiger. The last time anyone saw this amazing animal was almost 100 years ago. It was a very strange animal. It had a dog's body, a wolf's head, a kangaroo's pouch, and stripes like a tiger.



It walked on four legs, but it could also hop on two legs. It was the largest carnivorous marsupial on Earth. A **carnivorous** animal is an animal that eats meat. The Tasmanian tiger hunted at night. Unfortunately, Tasmanian tigers attacked sheep, so farmers hunted them and now experts believe that they're extinct.

- 1 Marsupials carry their babies in a pouch.
- 2 The Tasmanian tiger had a head like a dog.
- 3 It walked on four legs, but it could also hop like a kangaroo on two legs.
- 4 It hunted during the day.
- **5** People killed the animals because they had beautiful fur.
- 6 The Tasmanian tiger is endangered.

**STAGE 3** Write ideas about how to protect an endangered animal. • Do research about an endangered animal where you're exploring. • Find out ways to protect this animal and write ideas. The Western Swamp Turtle is endangered. We need to put more plants in the water where they live. Insects come when diary there are plants and the turtles eat the insects. Workbook page 18 Learn about animals in Australia 25

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### Literature

What do you do when you lose something? Who helps you find it? Where do you think Dad finds his glasses in Amy's poem? Read and find out.

# **WHEN DAD LOST HIS GLASSES**

On the first day of March, we arrived on a plane In Sydney, Australia, where there's not so much rain. It was too hot for me and too hot for my dad And Mom said, "This weather's the hottest we've had!"

> Yes, the sun was so high and the sky was so blue And the air was so hot. Oh, what could we do? "Let's go somewhere else," I said, "go somewhere cold, To the lovely Blue Mountains where they say there is gold."

AIRPORT

So, we drove in the car on the very next day To the mountains that Mom said were not far away And the caves that were dark and so quiet and cold – Full of beautiful things, some new and some old.

Text type: A poem

26

More Information

**Learning outcomes** By the end of the lesson, students will have read a poem.

**New language** far away, form (v), have a good time, like (conj), limestone, the very next day

**Recycled language** adjectives, dates, nature, weather, *air, bright, glasses, gold, guide* (n), *helmet, light, shape, wall,* simple past, superlatives, *too* ...

**Materials** map of Australia (optional), pictures from Digital photo bank of the Blue Mountains and the caves (optional), audio

#### Warm-up

• Say *Let's play verb tennis!* Say an infinitive form of one of the verbs from the story (e.g., *drive*) and mime serving towards a student. The student says the past tense form (e.g., *drove*) and mimes hitting the ball back to you. Say a different verb and "serve" to a different student. Verbs to practice: *lose, arrive, be, say, can, walk, talk, have, look, help, put.* 

#### Presentation

- Say We're going to read and listen to a poem today. Look where the story in the poem happens. Show a map of Australia and point out the Blue Mountains and Sydney. Show pictures of the caves in the Blue Mountains, if possible, or a generic picture of a cave. Ask Which words describe these caves? (Dark, exciting, dangerous, beautiful ...)
- Students share experiences of visits to caves or talk about caves that they know around the world. Ask *What do explorers who go into caves need?* (*Lights, helmets, food, and water*)

# Student's Book, pages 26 and 27

- Say Let's find out what happens in the poem. Open your Student's Books to page 26. Look at the pictures. Point to the first picture and ask Who can you see? (A family) Tell students the girl's name is Amy. Ask Where are they? (At the airport) Do you think they're arriving or leaving? (Arriving) What's the weather like? (Hot) Point to the second picture and ask Where is the family now? (In a car, driving) What's the country like? (Mountains) Point to the third picture and ask Where are they now? (In a cave) Indicate the guide and ask Who's this? (A guide) What's he talking about? (The caves)
- Point to pictures 4 and 5 say Look and think about what happens in the story.

# What do you do when you lose something? Who helps you find it? Where do you think Dad finds his glasses in Amy's poem? Read and find out.

Literature

- Read the questions. Students talk about them in pairs, then share ideas. Monitor and help with vocabulary.
- Say Let's read the poem and find out where Dad finds his glasses.

# When Dad lost his glasses

• Say Read and listen to the first part. Show students the first two verses. Play the audio. Students listen and read. Pause the audio after they say there is gold. Ask What was the date when they arrived in Australia? (March 1st) Did they like the hot weather? (No – it was too hot.) What did they decide to do? (Go to the Blue Mountains) What do people say is in the Blue Mountains? (Gold)

Track 1.30

See poem on Student's Book pages 26-27

- Say Read and listen to the next verse. Pause at the bottom of page 26. Ask When did they go to the mountains? (The next day) Are the mountains close to Sydney? (Yes. They're not far away.) What adjectives describe the caves in the story? (Dark, quiet, cold) What was inside the caves? (Beautiful things)
- Say Read and listen to the next two verses. Pause after stories to tell. Ask What was the name of the guide? (Mr. Graves) What makes the shapes in the caves? (Limestone) Explain that limestone is a type of rock. Show the limestone in pictures of the caves, if possible. Ask What does the limestone look like in the poem? (A hill, a hat)
- Say Read and listen to the last two verses. Play the rest of the audio. Ask What did Amy use to find the glasses? (The light on her helmet) Where were they? (On top of Dad's head)
   Note: the subject and the verb can be inverted for literary effect in English, as in the fifth verse: said our guide, but it isn't necessary to teach this.

**Optional** Play the whole poem again, without pauses, for students to listen and read.

## Workbook, page 26

See pages TB185–198.

#### **Ending the lesson**

• With books closed, write sentences from the poem on the board. Ask *Who said it?* Students read and say the name. Write the character names on the board, if necessary. *This weather's the hottest we've had! (Mom) Let's go somewhere cold. (Amy)* 

Here's one like a hill! There's one like a hat! (The guide / Mr. Graves)

My glasses! (Dad)

They're on top of your head! (Amy)

More Information

# Literature

Learning outcomes By the end of the lesson, students will have talked about the feelings and emotions of characters in a poem and thought about showing awareness of how others feel.

**Recycled language** language from the story, adjectives: angry, excited, interested, pleased, surprised, thirsty, tired, worried

Materials audio

#### Social and Emotional Skill: showing awareness of how others feel

- After reading the story, explain that Amy thinks about how her family feels and wants to help them. When they are feeling hot and tired at the beginning of the poem, she suggests going to a cool place. Her dad was worried when he lost his glasses and she helped him find them, as she wanted him to feel better. Remind students that it is important to listen to what people say and look at them to understand how they are feeling. When you are aware of other people's feelings, you can try to help them feel better.
- Write a list of situations on the board:
  - 1 You see a little girl who is lost in a supermarket.
  - 2 There's an old lady who can't carry her shopping.
  - 3 One of your friends lost his house keys.
  - 4 One of your classmates didn't pass an exam.
  - 5 Your little brother broke his favorite toy.
- In pairs, students think about how the person is feeling. Then they think about how they can help them feel better. They share their ideas with the class.
- If you have time, students act out the situations in • groups.

#### Warm-up

• Books closed. Ask What was the poem about? (A family visiting some caves) See how many details students can remember. Ask Which airport did they arrive at? (Sydney) What was the name of the mountains? (The Blue Mountains) Where did they go when they got to the mountains? (In some caves) What happened? (Dad lost his glasses)

## Student's Book, pages 26 and 27

• Say Open your Student's Books to pages 26 and 27. Play the audio. Students read and listen to the poem again.

Track 1.30 See poem on Student's Book pages 26-27

## 2 Answer the questions with a partner. Choose words from the box.

- Check comprehension of the adjectives in the box. Ask students to act out each of the emotions/feelings.
- Go through the questions. Tell students they have to think about the characters (the answers might not be in the text). In pairs, students discuss the questions and then feed back. Ask students to explain the reasons for their answers (e.g., *How do you know her parents are thirsty?*). There may be some differences of opinion.

Key: (possible answers) 1 tired, surprised, thirsty 2 pleased, excited, interested 3 angry, surprised, worried 4 surprised, pleased

**Extension** Read the poem aloud, pausing before the end of alternate lines. Students use the rhyme scheme of the poem to help them say the next word, e.g., On the first day of March we arrived on a plane, In Sydney, Australia, where there's not so much ... (rain), It was too hot for me and too hot for my dad, And Mom said, "This weather's the hottest we've ... (had)!"

**Stronger students** In groups of three, students memorize the last three verses of the poem. Either they memorice one verse each, or one says Amy's lines, one Mr. Graves's lines, and one Dad's.

#### Workbook, page 27

See pages TB185-198.

#### Ending the lesson

• Write the following sentences about the story on the board. In pairs, students correct them.

The family in the poem went to Austria. (No, they didn't. They went to Australia.)

The weather was cold. (No, it wasn't. It was very hot.) They went to visit some hills. (No, they didn't. They went to the Blue Mountains.)

They traveled by train. (No, they didn't. They drove.) The caves were boring. (No, they weren't. They were interesting.)

Dad lost his helmet. (No, he didn't. He lost his glasses.)



We walked and we talked in these Jenolan Caves, Mom, Dad, and I, and our guide, Mr. Graves. "This is limestone," he said, with his hand to the wall, "And it makes all these shapes, so big and so tall."

"Look at this," said our guide, "look up there, look at that! Here's one like a hill! There's one like a hat! Over time these things formed from the water that fell. Do you like them? They all have some stories to tell."



We had a good time in these interesting caves Until Dad said, "My glasses! My gla- ... Mr. Graves!" We looked for them here and we looked for them there And Dad said, "But when did I lose them? And where?"

But the light on my helmet helped me to see, So, I looked in the dark that was all around me And I said to my dad, "They're on top of your head!" He put them back on and his face was bright red.



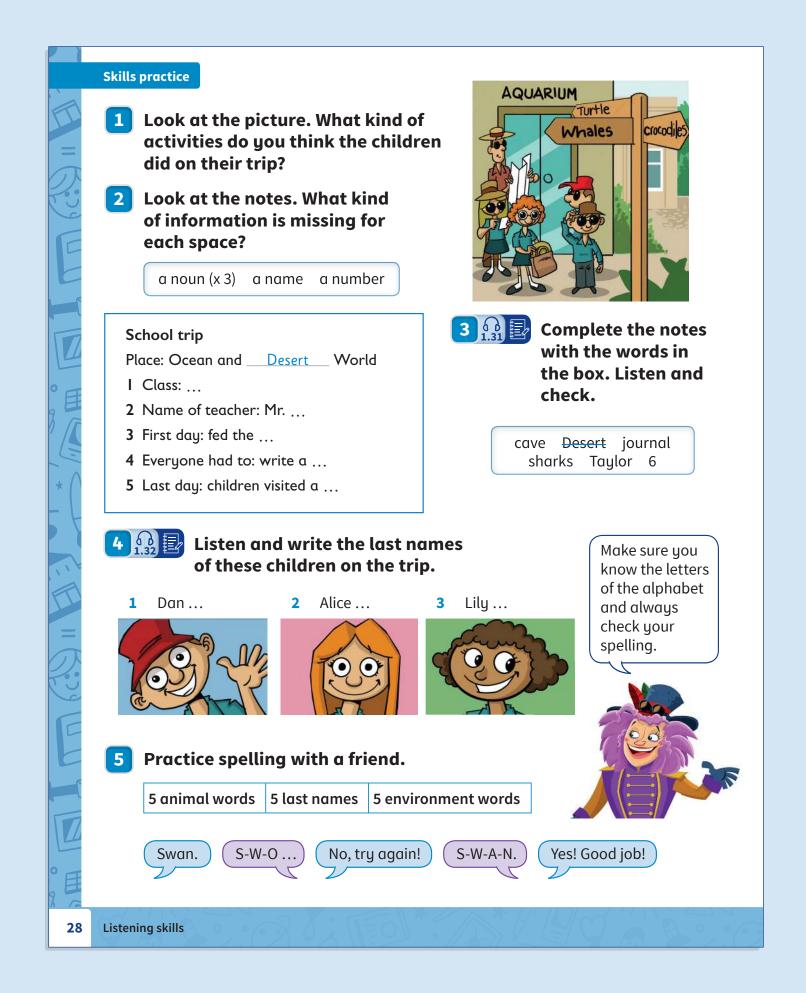
2 Answer the questions with a partner. Choose words from the box.

angry excited interested pleased surprised thirsty tired worried

- 1 How did Amy and her parents feel when they arrived and it was very hot?
- 2 How did they feel when they saw the shapes in the caves?
- 3 How did Amy's dad feel when he couldn't find his glasses?
- 4 How did he feel when he realized they were on his head?

Social and emotional skills: Showing awareness of how others feel

27



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**Learning outcomes** By the end of the lesson, students will have practiced listening for specific information (Listening skills).

**Test skills** Listening for names, spellings, and other information

**Recycled language** animals, natural world, saying the alphabet

Materials audio

#### Warm-up

• Say Listen and write. Think about your spelling! Dictate words from Units 1 and 2, e.g., April, hill, ocean, eagle, bike, August, turtle, October.

#### Presentation

• Say Let's practice for a listening task. In the task you listen and complete some notes. You need to listen for the information and write carefully.

# Student's Book, page 28

# **1** Look at the picture. What kind of activities do you think the children did on their trip?

- Say Open your Student's Books to page 28. Where is this school trip? (A zoo / an aquarium) How many children are there? (Four) What's the weather like? (Hot and sunny)
- Read the question. Students suggest activities.

**Key:** (possible answers) learn about ocean creatures, see the whales/crocodiles/turtles

# 2 Look at the notes. What kind of information is missing for each space?

• Read the notes as a class. Stop at each space and ask *What's missing? A noun? A name? A number?* Point out that one word is spelled out and students must spell that word correctly.

Key: 1 a number 2 a name 3 a noun 4 a noun 5 a noun

# Complete the notes with the words in the box. Listen and check.

• Students write the answers in their notebooks. Play the audio for students to check.

Track 1.31

|          | -                                                          |
|----------|------------------------------------------------------------|
| Girl:    | Mr. Park, did you go on last year's school trip?           |
| Teacher: | Yes, I did. It wasn't my class, but I went to help.        |
| Girl:    | Did you go to Ocean and Desert World?                      |
| Teacher: | That's right. There are all kinds of fish and wild animals |
|          | there.                                                     |
| Girl:    | Who went on the trip?                                      |
|          |                                                            |

|                               | Skills practice                                                                                                                                                                                    |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher:<br>Girl:<br>Teacher: | Well, there were 15 students in the group, from Class 6.<br>So you helped, but who was their class teacher?<br>Mr. Taylor.                                                                         |
| Girl:                         | How do you spell his last name?                                                                                                                                                                    |
| Teacher:                      | It's T-A-Y-L-O-R. He studied oceans in college.                                                                                                                                                    |
| Girl:                         | Can you feed the animals at Ocean and Desert World?                                                                                                                                                |
| Teacher:                      | Yes, but not all the animals every day. For example,<br>we wanted to feed the crocodiles, but we were too late.<br>But we gave food to the sharks later that day. And that<br>was really exciting! |
| Girl:                         | Did everyone have to write a postcard?                                                                                                                                                             |
| Teacher:                      | No, they didn't, but there was some homework. It was a diary with a prize for the most interesting picture.                                                                                        |
| Girl:                         | What did you do on the last day?                                                                                                                                                                   |
| Teacher:                      | Now, was that the lake? No! It was the amazing cave.<br>It was huge. We all had flashlights!                                                                                                       |

Key: 1 6 2 Taylor 3 sharks 4 diary 5 cave

#### 4 6 b Listen and write the last names of these children on the trip.

- Read the instructions. Play the audio. Pause after each section for students to write the answers.
- Play the audio again for students to check spelling.
  - Track 1.32
  - 1 Girl: That's Dan who's wearing the hat! What's his last name? Boy: It's Jones.
    - Girl: How do you spell that?
    - Boy: That's easy it's J-O-N-E-S.
  - 2 Boy: Is that Alice?
    - Girl: Yes, Alice Quinton. She was on the Class 6 trip last year.Boy: How do you spell her last name?
    - Girl: Erm ... Q-U-I-N-T-O-N.
  - 3 Boy: Did Lily Stuart go on the trip? I can't see her in this picture. Girl: Yes, there she is.
    - Boy: Ah, yes. There are different ways of spelling "Stuart," I think.
    - Girl: Yes, but her family spell it S-T-U-A-R-T.

Key: 1 Jones 2 Quinton 3 Stuart

• Read the tip. Nouns can be used as names of people or places.

# **5** Practice spelling with a friend.

• Read the instructions and category headings. Students choose and write their words. Monitor and make sure they have the correct spellings. They test each other.

## Workbook, page 28

See pages TB185-198.

#### **Ending the lesson**

 Dictate the letters for five words but out of order, e.g., 1 V-E-C-A (for cave). Check as a class.





**Learning outcomes** By the end of the lesson, students will have reviewed the language in the unit and role played an interview with an explorer.

**Recycled language** unit language, animals, simple past **Materials** Natural world flashcards, Animals flashcards, word cards (optional), worksheets/diaries from Mission Stages 1–3 lessons, dice, counters, question cards, scissors (for Workbook game), digital Mission poster

#### Warm-up

- Mix the two sets of flashcards (Natural world and Animals) and show them to the class one by one. Students say the words. Ask, e.g., What can a (swan) do? How many legs does a (beetle) have? What kind of animals live in a desert / the woods / caves / the ocean?
- Put the flashcards on the board in groups of four, each with an "odd one out," e.g., butterfly, swan, eagle, turtle. Students say which is the odd one out and why (e.g., turtle, because the others can fly). Possible groups: wood, ocean, desert, dinosaur (dinosaur the others are environments/habitats); octopus, camel, beetle, stone (octopus you can find the other things in the desert); camel, dinosaur, turtle, eagle (dinosaur the others are alive, the dinosaur is extinct); woods, ocean, hill, cave (ocean you can find the others on land).

# Student's Book, page 29

# mission in action!

#### Role play an interview with an explorer.

- Point to the Mission box or show students the last stage of the digital Mission poster. Say *Let's put our Mission in action! Let's role play an interview with an explorer.*
- Read the instructions and the speech bubbles. First, give students time to think of / write some questions for each topic. Monitor and help.

**Extra support** Write prompts for questions on the board, e.g.,

| Where | go? |
|-------|-----|
|-------|-----|

| How        | get there?                         |
|------------|------------------------------------|
| How long _ | take?                              |
| How        | sleep the first night?             |
|            | weather like?                      |
| Which      | see?                               |
|            | dangerous?                         |
| What       | look like?                         |
| What       | do?                                |
| How        | feel?                              |
| What       | find out about endangered animals? |
|            |                                    |

- Ask students for their suggestions and write the completed questions on the board.
- Put students into groups. One student is the explorer and answers the questions that the others ask, using the information from his/her explorer's diary. Then they swap roles. Monitor and make sure everyone asks and answers their questions.

**Fast finishers** Ask each group to decide whose expedition was the most interesting/dangerous/difficult.

• Use ideas on monitoring and assessment (see Introduction).

#### Self-assessment

- SA Ask Did you enjoy being an explorer? Which part of the Mission was the most interesting? Students look back through the unit and their notebooks/worksheets and choose 1, 2, 3, or 4. Encourage them to give reasons for their answer (e.g., Stage 4, because I liked doing the interview.).
- Say Our next Mission is "Have a class quiz." Ask Do you like doing quizzes? Which topics can you answer questions about? Sport? Geography? History?

# Can you remember?

• Focus on the "*Can you remember?*" box. Put the class into pairs. Students answer the questions. Check answers.

**Key:** 1 Geography 2 A kangaroo 3 They went to some caves (close to a beach). 4 Possible answers: polar bear, rhino, gorilla 5 Because the last time anyone saw one was 100 years ago. 6 Amy's dad

## Workbook, page 29

See pages TB185–198.

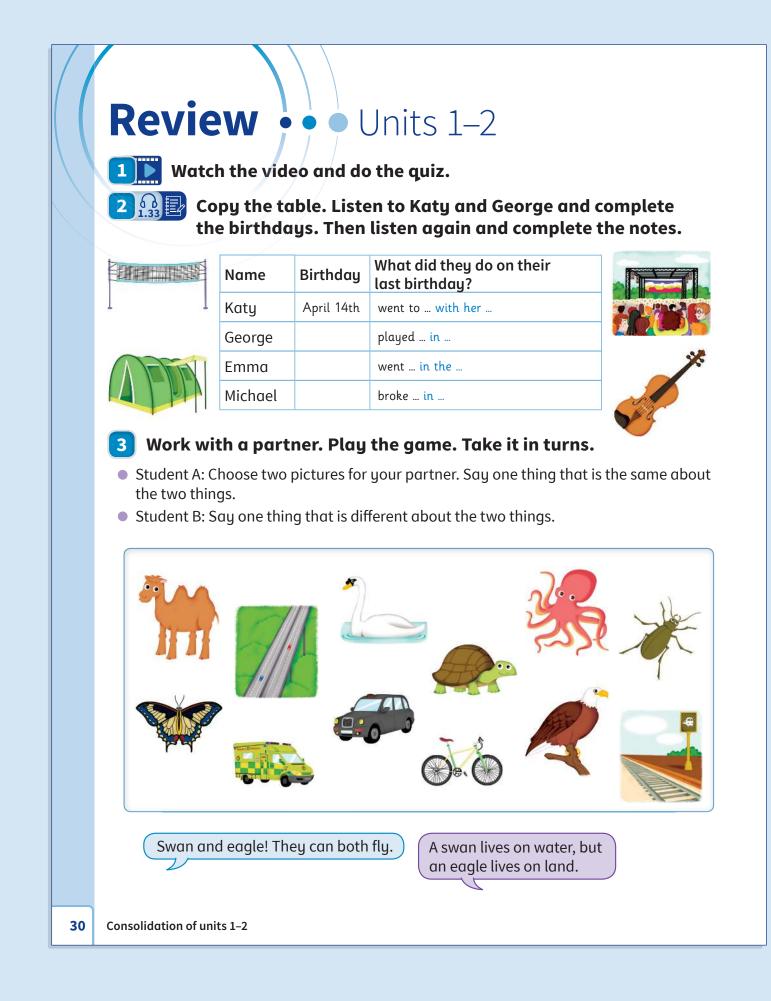
## Workbook, page 18

- Students open page 18 of the Workbook and complete the mission diary and "can do" statements (see notes on page TB17).
- Students add words to the word stack (see notes on page TB17). See Introduction for techniques and activities.

#### **Ending the lesson**

- **SA** Go back to the completion stage on the digital Mission poster. Add a checkmark or invite a student to do it. Use self-assessment (see Introduction).
- Tell students You have finished your Mission! Good job!





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> Learning outcomes By the end of the lesson, students will have consolidated language from Units 1–2. Recycled language animals, dates, journeys, music, and festivals, the natural world, *might/may*, simple past Materials flashcards from Units 1–2, word cards (optional), video, audio

#### Warm-up

- Review the natural world and animals using the flashcards.
- Write *The natural world* on the board as the heading of a word web. Add branches: *mammals, insects, birds*, and *environments*. Ask for an example for each branch.
- Put students into pairs to copy the word web and add as many words as they can.
- Call students to add words to the word web on the board. Students add words they didn't remember to their word web and check spelling.

**Extra support** Write on the board: *camel, desert, butterfly, cave, swan, wood, eagle, ocean, beetle, stream.* Students catorgorize the words.

# Student's Book, page 30

# 1 Watch the video and take the quiz.

- Show the video and take the quiz. Check students' answers to see how much they can remember.
- Repeat this at the end of the Review unit and compare the results to measure progress.

# 2 B Copy the table. Listen to Katy and George and complete the birthdays. Then listen again and complete the notes.

• Say *Open your Student's Books to page 30.* Read the instructions. Students complete the table. Make sure they know which information goes where.

**Extra support** Write different dates on the board in number format and practice pronunciation.

• Play the audio. Students write the birthdays only at this stage. Check answers.

Track 1.33

Katy: Hi, George! Do you like my new phone? I've just bought it with my birthday money.

George: It's great! So when was your birthday, Katy?

Katy: It was last month, on April 14th. And guess what? My uncle's a musician, so I went to a music festival with. It was amazing. Now, I want to put some birthdays on the calendar on my phone. Yours is next month, isn't it? Is it the 30th?

George: Yes, that's right. June 30th.

Katy: OK. I've put that in my calendar. And was it the same day as the school concert last year?

| George:  | Um, yes it was. I had to go on the stage and play my violin.                                       |
|----------|----------------------------------------------------------------------------------------------------|
| Katy:    | But you played really well!                                                                        |
| George:  | Thanks, but this year, I'd like to go camping instead!                                             |
| Katy:    | Emma did that for her birthday last year, but it was really cold!                                  |
| George:  | Why? When's her birthday?                                                                          |
| Katy:    | In October the, um twenty fifth? She and her family were in the mountains and it was cold so she   |
| C        | might do something different this year.                                                            |
| George:  | Like Michael in our class! He did something <i>very</i> different for his last birthday!           |
| Katy:    | What was that?                                                                                     |
| George:  | He had a volleyball game and he fell over and broke his arm so he was in hospital on his birthday! |
| Katy:    | Oh, no! What a terrible birthday!                                                                  |
| George:  | Yes! Put it on your calendar – it's March 5th.                                                     |
| Katy:    | OK the fifth of March Michael. OK! I've got it!                                                    |
| Ask addi | tional questions, e.g., What does Georae want to do                                                |

**Review Units 1–2** 

• Ask additional questions, e.g., What does George want to do for his birthday this year? (Go camping)

Key:Katy: April 14thGeorge: June 30thEmma:October 25thMichael: March 5th

• Play the audio again for students to note what the children did on their last birthday.

**Key:** Katy: went to the music festival with her uncle George: played his violin in a concert Emma: went camping in the mountains Michael: broke his arm in a game

### 3 Work with a partner. Play the game. Take turns.

- Read the instructions and the example. Point to each picture and check students can say the words.
- Model the activity with a student. Ask him/her to choose two pictures for you to talk about. Make example sentences – one about a similarity, one about a difference. Repeat with two more pictures, if necessary.
- Put the class into pairs. Students take turns to choose pictures. Monitor and help.

# Workbook, page 30

See pages TB185–198.

#### **Ending the lesson**

 Play the game in Activity 3 with the class – you say a sentence about a similarity, students say a sentence about a difference. They get a point for each sentence. You get a point if they can't think of one.

**TB30** 

### **Review Units 1–2**

Learning outcomes By the end of the lesson, students will have consolidated language from Units 1–2. Recycled language months of the year, ordinal numbers, journeys, *too* and *enough*, *might/may*, simple past Materials flashcards from Units 1–2, word cards (optional), video

#### Warm-up

- Say Imagine you're going to have a birthday party for a friend. The party is this weekend. What do you need to do? Write a list. Put the class into pairs to write a "To do" list in their notebooks.
- Say Now imagine you've already done all the things on your list. Check off each one. I'm going to ask you questions, and I'm going to try to find something that no one has written on their list. Ask questions in the simple past, e.g., Did you buy any food yet? Students who have this on their list raise their hands and say, e.g., Yes, we bought some food. Check they have written the item on their list. Continue asking questions, trying to find one thing students didn't think of. Possible questions: Did you make a cake? Did you buy a present? Did you buy any snacks? Did you buy some decorations? Did you chose the music? Did you decide what you're going to wear? Did you invite everyone?

Alternative Ask students to imagine they've prepared for a birthday party for a friend. They're ready and waiting for the guests to arrive. Ask them to write a list of the things they did, e.g., *I made some sandwiches. I decorated the living room. I bought some balloons.* They share ideas with the class.

# Student's Book, page 31

# 4 Read the email. When is Michael going to have his birthday party?

- Say Open your Student's Books to page 31. Read the instructions and the question aloud.
- Read the email aloud to students, pausing often to check student comprehension. When you've finished reading the email. Ask *When is Michael going to have his birthday party?* Elicit *March 19<sup>th</sup>.*
- Ask additional questions, e.g., *What did Emma give Michael for his birthday?* (A soccer ball.)

# 5 Read the email again and complete the sentences.

- Put the class into pairs and have partners take turns reading the email aloud to each other. Monitor and provide support.
- Read the instructions and complete the example sentence as a class.
- Pairs work together to complete the sentences.
- Check answers as a class.

Key: 1 orange; green2 No one3 tripped; fell; arm4 it hurt too much5 ambulance6 was broken

# 6 Write your own email to a friend about your last birthday. Use the questions to help you.

- Read the instructions and questions aloud. Check student comprehension.
- Students first answer their questions individually. Monitor, help, and check as necessary. Once students have finished answering the questions, call on individual students to share their responses with the class.
- Put the class into pairs and have partners write an email to each other about their last birthday. When pairs finish writing, have them exchange and read their partner's email.

**Extra support** Write an email template on the board for students to copy in their notebooks and complete with their own information.

**Stronger students** Students tell the class about their partner's last birthday, e.g., *Marta had a fantastic birthday. She went horseback riding on a farm.* 

#### Workbook, page 31

See pages TB185-198.

#### **Ending the lesson**

- Write three sentences using language from Units 1–2 on the board, two of which are not true (e.g., *I went to Africa* on vacation last year. My socks are too small. I might go camping in the woods this weekend.). Tell students Two of the sentences aren't true. Students work in pairs to guess the incorrect sentences.
- Students repeat the activity in pairs, writing three sentences each, one in the simple past.
- Repeat the video and quiz.

|   | From: Michael                               |                                                                                                                                                                                                                                                                                                                                     | To: Emma                       |  |
|---|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--|
|   |                                             |                                                                                                                                                                                                                                                                                                                                     | io. Enino                      |  |
|   | Hi Emma                                     |                                                                                                                                                                                                                                                                                                                                     |                                |  |
|   | -                                           | Thank you for the birthday gift. The new soccer ball you sent to me is great. It's orange and green — my favorite colors!                                                                                                                                                                                                           |                                |  |
|   | parents had to cance                        | I'm sorry you couldn't come to my birthday party. Actually, no one could come. My parents had to cancel the party because I was in the hospital! I'm OK now, but let me tell you what happened                                                                                                                                      |                                |  |
|   | Mendoza, the PE tea                         | I was playing soccer after school, and I tripped and fell on my arm. It hurt a lot. Mr.<br>Mendoza, the PE teacher, asked me if I could move my arm, but I couldn't. It hurt<br>too much! The school called an ambulance, and it took me to the hospital.                                                                           |                                |  |
|   | doctor set my arm in<br>she may take the ca | At the hospital, they took an X-ray, and it showed that the bone was broken. The doctor set my arm in a cast, which I have to wear for six weeks. My doctor said she may take the cast off sooner if my arm heals quickly. My arm doesn't hurt anymore but sometimes it feels itchy, which is difficult because I can't scratch it! |                                |  |
|   | Mom and Dad said I<br>you can come this tir | can have another party. It's goir<br>ne!                                                                                                                                                                                                                                                                                            | ng to be on March 19th. I hope |  |
|   | See you soon,<br>Michael                    |                                                                                                                                                                                                                                                                                                                                     |                                |  |
|   | Read the email                              | again and complete                                                                                                                                                                                                                                                                                                                  | the sentences                  |  |
|   | Michael's new soccer be                     |                                                                                                                                                                                                                                                                                                                                     |                                |  |
|   | went to Michael's bir                       |                                                                                                                                                                                                                                                                                                                                     |                                |  |
|   | Michael and on hi                           | 51 5                                                                                                                                                                                                                                                                                                                                |                                |  |
|   | Michael couldn't move                       |                                                                                                                                                                                                                                                                                                                                     |                                |  |
|   | An brought Michael                          |                                                                                                                                                                                                                                                                                                                                     |                                |  |
|   | The X-ray showed that                       | ·                                                                                                                                                                                                                                                                                                                                   |                                |  |
|   | -                                           | email to a friend ab<br>tions to help you.                                                                                                                                                                                                                                                                                          | out your last birthday.        |  |
| w | hen was your birthday                       | ?                                                                                                                                                                                                                                                                                                                                   |                                |  |
|   |                                             |                                                                                                                                                                                                                                                                                                                                     |                                |  |
| W | hat did you do?<br>d you have fun? Why o    |                                                                                                                                                                                                                                                                                                                                     |                                |  |