

# 1 HOW WAS YOUR TRIP?

## PREVIEW THE UNIT

<b>LESSON 1</b>		<b>Talk about a weather event</b>
	<b>Vocabulary</b>	Results of bad weather
	<b>Grammar</b>	Get to express change
	<b>Conversation skill</b>	Reply questions
<b>LESSON 2</b>		<b>Talk about wildlife</b>
	<b>Vocabulary</b>	Words to describe animals
	<b>Grammar</b>	So and such
	<b>Pronunciation</b>	Linking vowels with /w/ and /y/
<b>LESSON 3</b>		<b>Discuss endangered animals</b>
	<b>Grammar</b>	<i>Though, although, and even though</i>
	<b>Listening skill</b>	Listen for questions
<b>LESSON 4</b>		<b>Read about a wildlife rescue center</b>
	<b>Reading skill</b>	Find the main idea
<b>LESSON 5</b>		<b>Write a description of a place</b>
	<b>Writing skill</b>	Use sensory words
<b>PUT IT TOGETHER</b>		
	<b>Presentation project</b>	An endangered animal
	<b>Presentation skill</b>	Use comparisons for measurements

 Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

## GET STARTED

- A** • Write the unit title on the board and read it aloud. Ask, *Who visited another city or country this year? How was your trip?*
  - Tell Ss to read the learning goals. Answer any questions they have. If Ss have studied the topics before, reassure them that they will learn something new.
- B** • Direct Ss' attention to the photo. In pairs, have Ss talk about what they see.
  - Have pairs report back. Write key words and phrases on the board, such as *elephant, big, gray, heavy, Africa, desert, oasis*.
  - Explore the context. Ask, *What do you know about elephants? Are they an endangered species of wildlife?* (yes)
- C** • Focus on the social media message. Ask, *Who wrote the message?* (Leti Molina) Have them read what Leti says in *Meet the People of TSW Media* on page 4 or play the video of Leti. Then ask, *What do you know about Leti?* (For example, She's a Bolivian photographer.)
  - Read Leti's social media message aloud. Ask, *What is Leti taking pictures of?* (wildlife) *Where is she?* (Botswana) *What does she mean when she says it's a dream come true?* (something happened that she had always hoped for) *Would you like to do this? Why or why not?*
  - Show or project a map of the world. Ask volunteers to point out Botswana and describe its location. For example, *It's a country in southern Africa between Namibia and Zimbabwe.*

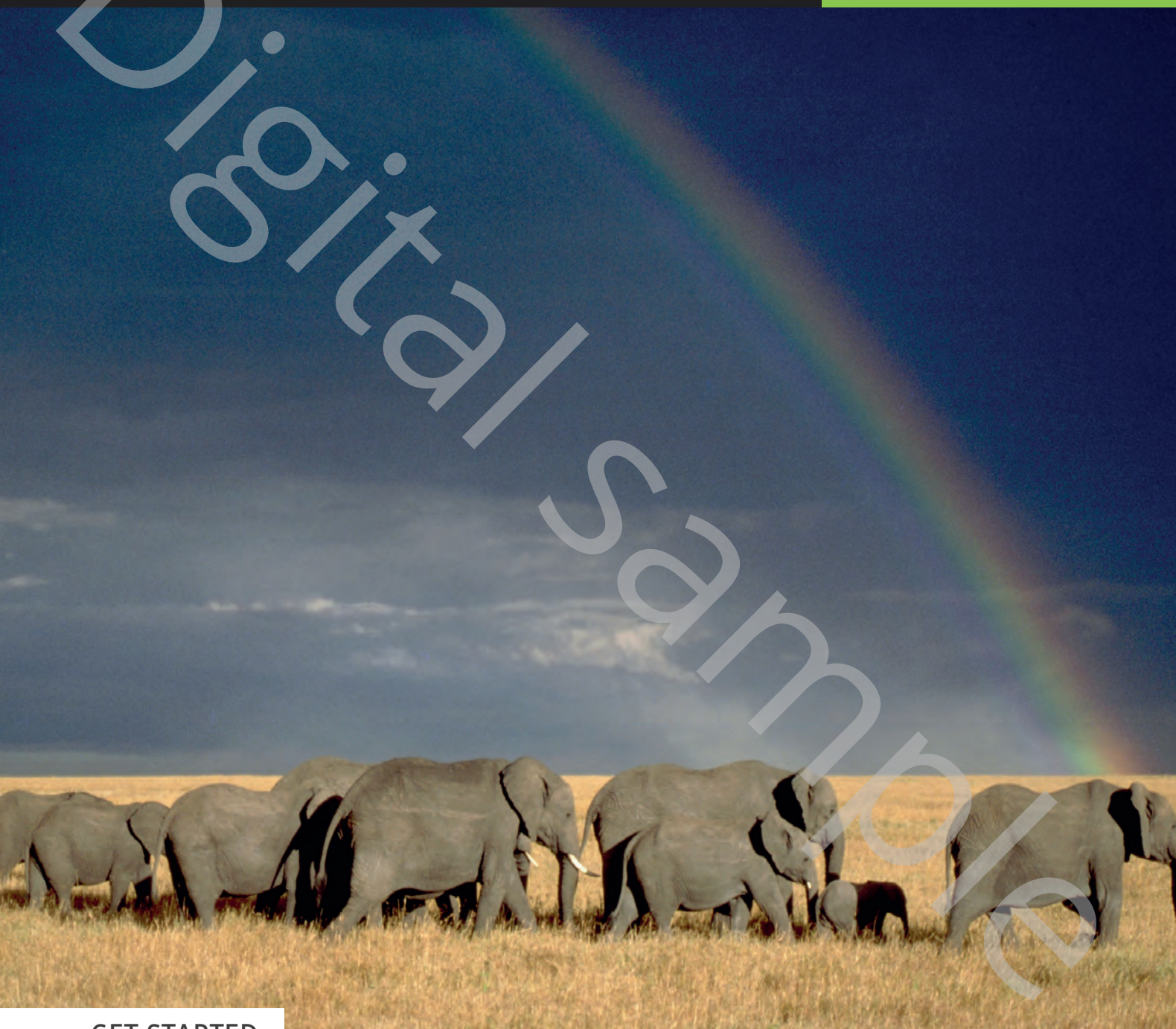
# 1

# HOW WAS YOUR TRIP?

## LEARNING GOALS

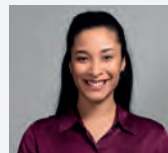
In this unit, you

- ☉ talk about a weather event
- ☉ talk about wildlife
- ☉ discuss endangered animals
- ☉ read about a wildlife rescue center
- ☉ write a description of a place



## GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What's going on?
- C** Now read Leti's message. Would you like to do this?



**LETI MOLINA**

@LetiM

Taking pictures of wildlife in Botswana was a dream come true!

# LESSON 1

# TALK ABOUT A WEATHER EVENT



LETI MOLINA

@LetiM

Just got back to New York from my photo shoot. I'm tired but happy!



## 1 VOCABULARY Weather

**A** ▶ 01-01 Listen. Then listen and repeat.

Weather			Results of bad weather	
It's pouring.	It's drizzling.	It's humid.	get soaked	get sunburned
It's freezing.	It's hailing.	It's overcast.	get damaged	get stuck

**B** ▶ 01-02 Listen. Circle the correct word to complete the sentence.

1. It's drizzling / pouring outside.
2. It's drizzling / overcast.
3. She got sunburned / soaked.
4. It's humid / freezing outside.
5. It's hailing / overcast.
6. His car got stuck / damaged in the storm.

**C PAIRS** Talk about ways to prepare for or deal with each kind of weather in 1A.

If it's pouring, take the subway. There are lots of car accidents in the rain.

## 2 GRAMMAR Get to express change

Use get + adjective or the passive with get to express a change of state.

### Get + adjective

Subject	Get	Adjective	
People	are getting	sick	from the heat.
It	got	hot	after the rain stopped.

### Passive with get

Subject	Get	Past participle	
The equipment	has gotten	damaged	by the storm.
I	got	soaked	in the downpour.

### Commonly used with get

Adjectives	Participles
cold	caught
dark	confused
dirty	excited
hot	hurt
nervous	lost
thirsty	scared
wet	worried

### Notes

- When get is followed by an adjective, it gives the idea of change or of becoming:  
*People are getting sick.* = People weren't sick before, but now they are beginning to be sick.
- For the passive with get, the past participle describes the subject.
- The passive with get is more common in conversation than in writing.

>> FOR PRACTICE, GO TO PAGE 125



## LESSON 1 TALK ABOUT A WEATHER EVENT

- Read the lesson title and the social media message aloud. Ask, *What is a photo shoot?* (an event when a photographer takes a series of photos in the same place)
- Ask, *Where is Leti now?* (United States) *How does she feel?* (tired but happy) *How do you feel when you get back from a trip?*

### 1 VOCABULARY

- A** • Ask Ss, *What do you see?* Have Ss describe the photos without using the vocabulary words. (For example, Here, a man with an umbrella is running. It's raining really hard.)
- Say, *Listen to the words and phrases that are commonly used to talk about weather.* Explain to Ss that first they will hear sentences to describe weather and then phrases to describe results of bad weather.
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
- B** • Say, *Circle the word that best describes the weather in each situation.*
- Do number one as a class. Play the audio, and pause after the word *umbrella*. Ask, *How's the weather outside?* Elicit the answer. Tell them to circle the word *pouring*.
  - Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio if appropriate.
  - To review, read the sentences aloud and elicit answers from the class. Have Ss practice the sentences in pairs.
  - Clarify the meaning of difficult words. Refer to the following definitions:
    - *pouring*: raining very hard
    - *drizzling*: raining very lightly
    - *humid*: having a lot of moisture in the air
    - *freezing*: very cold
- *hailing*: small, hard balls of ice falling from the sky like rain
- *overcast*: when the sky is covered with clouds
- *get soaked*: get extremely wet
- *get sunburned*: when your skin gets sore and red from too much sunlight
- *get damaged*: be injured so as to lose value, usefulness, or normal functioning
- *get stuck*: be in a place or situation that is difficult or impossible to get out of



**LANGUAGE NOTE** A common expression with the same meaning as *pouring* is *raining cats and dogs*. For example, *We need to cancel our picnic. It's raining cats and dogs outside!*



- C** • In pairs, have Ss describe their experiences with weather events. Tell them to use the words from 1A.
- Have Ss discuss ways to prepare for and deal with extreme weather. Read the example aloud. Encourage Ss to start their conversations in this way.
  - Encourage Ss to give suggestions based on their personal experiences. Invite volunteers to share their ideas with the class.



**TEACHING TIP** Keep in mind that some Ss may have suffered trauma in extreme weather events and therefore feel uncomfortable sharing their experience. In this case, allow Ss to listen and perhaps give suggestions rather than share stories.

### 2 GRAMMAR

- Write on the board: *Are you getting hungry?* Read the question aloud. Ask, *What is the purpose of the verb get in this question?* (to express a change of state)
- Ask Ss to look at the grammar chart. Read the explanations and examples aloud. Say, *We use get with adjectives and the passive to express a change of state, like when someone becomes hungry.*
- Go over the Notes at the bottom of the chart. Point out that *get* can express this meaning in any verb form (for example, *are getting, got, get*).
- Read the second note aloud. Bring Ss' attention back to the examples with the passive. Ask, *What are the past participles in these sentences?* (damaged, soaked) Say, *Damaged describes the subject equipment, and soaked describes the subject I.*
- Read the final note. Ask Ss, *Have you ever gotten stuck in traffic?*
- Have a volunteer read aloud the list of adjectives and participles commonly used with *get*.



**LANGUAGE NOTE** One difference between the *be* and the *get* passive is that the *be* passive tells what happened while the *get* passive expresses the accidental, unexpected nature of what happened. For example, *I was hit by the driver.* versus *Oh no! I got hit!*



**EXTENSION** Have Ss write four sentences: two using *get* + adjective with two adjectives from the list and two using the passive with *get* with two participles from the list. Encourage Ss to write about how they feel or what happens in extreme weather events.

### 3 CONVERSATION SKILL

- A** • Read the conversation skill aloud. Model the correct pronunciation and intonation of the reply questions. Have Ss repeat.
- Direct Ss' attention to 3A. Tell them, *Pay attention to the reply questions in the conversations.* Play the audio.
  - In pairs, have Ss practice the conversations. Time permitting, have them swap roles and practice again.

**+** **EXTENSION** Arrange Ss in same-level pairs. Tell them to write two more lines for each conversation. **Higher-level Ss** can make longer conversations by asking and answering more questions. Have volunteers role-play their conversations in front of the class.

- B** • Tell Ss, *Listen to the speakers describe six different situations. Next to each number, write a reply question.*
- Play the audio and pause after number one. Elicit reply questions. (*It did?* or *Did it?*)
  - Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
  - Review answers as a class. Make sure Ss use the correct pronoun for each situation.

### 4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are these people?* (Leti and Marcos) *What is their relationship?* (co-workers) *Where are they?* (in the New York office break room)
- Ask Ss, *What do you know about Marcos?* (He's a Brazilian market research analyst.) If necessary, have them read what Marcos says in *Meet the People* of TSW Media on page 4. or play the video of Marcos.
  - Ask Ss, *What do you think Leti and Marcos talk about?* (Leti's trip to Botswana)
  - Have Ss listen or watch. Ask, *Were your predictions correct?*

**+** **EXTENSION** Ask Ss to write three adjectives Leti uses to describe her trip. (For example, amazing, beautiful, fun)

- B** • Tell Ss to listen or watch again, and write *T* (true) or *F* (false) next to each statement. Give them time to preview the exercise items.

- Play the audio again. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio if appropriate.
  - To review, have volunteers read the sentence and say their answer for the class. Ask them to correct the false statements. (1. F: Leti thinks the weather was beautiful. 2. F: Leti saved her camera by wrapping it up in her jacket.)
- C** • Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Replay the audio, if appropriate.
- Review answers. Ask, *What reply question does Marcos use to show interest?* (They did?)
  - In pairs, have Ss practice the conversation. Monitor. Listen for the correct intonation of the reply question. Have Ss swap roles and practice again.
  - Direct Ss' attention to the Discuss sidebar. Read the questions aloud. In small groups, have Ss share how they would react to the difficulties Leti experienced on her trip, and why.

### 5 TRY IT YOURSELF

- A** • Share a memory of a bad weather event. Try to answer the questions in the chart as you model your example.
- Ask the class the questions in the chart about your memory. Elicit answers and write them in a chart on the board.
  - Ask Ss, *Have you been caught in bad weather?* Give Ss time to complete the chart. If they can't think of a weather event, allow them to make one up.
  - Monitor. Provide help with vocabulary and spelling as necessary.
- B** • Have Ss compare their charts in pairs. Suggest that they have a conversation about the weather event rather than simply ask and answer questions. Remind them to use the conversation from 4C as a model.
- Encourage Ss to use reply questions to show interest and ask follow-up questions to get more information.
- C** • Ask each pair to share their partner's story with the class or a small group and discuss how their experiences were similar.

- Take a class survey to see who has had similar bad weather encounters.



**LOOK FOR** While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using the vocabulary to talk about weather
- ✓ using *get* to express change
- ✓ asking reply questions to show interest



**EXIT TICKET** Ask Ss, *What kind of bad weather happens in your home country? How do people prepare for or deal with it?* Give Ss a few minutes to write down their ideas. Then ask them to stand up and take turns asking and answering the questions with three classmates. As Ss discuss, listen and take notes on areas for review and extra practice in later lessons.

### 3 CONVERSATION SKILL

**A** ▶01-03 Read the conversation skill. Listen. Notice that B's reply question uses a pronoun and the same verb tense as A's statement.

1. A: It's going to hail tomorrow.  
B: Is it?
2. A: I got really sunburned this weekend.  
B: Oh, no! You did?

**B** ▶01-04 Listen. Write a reply question.

1. It did? / Did it?
2. You will? / Will you?
3. They are? / Are they?
4. It was? / Was it?
5. You haven't? / Haven't you?
6. It does? / Does it?

#### Reply questions

We use reply questions to show interest and keep a conversation going. There are two ways to form these questions:

**Pronoun + auxiliary verb / verb be:**

You do?  
She did?  
He has?  
They are?  
It was?

**Auxiliary verb / verb be + pronoun**

Do you?  
Did she?  
Has he?  
Are they?  
Was it?

### 4 CONVERSATION



**A** ▶01-05 Listen or watch. What does Leti tell Marcos about?  
Leti tells Marcos about her trip.



**B** ▶01-06 Listen or watch again. Write T (true) or F (false).

1. Leti saved her camera by putting it in a plastic bag. F
2. The rain didn't last for a long time. T
3. Leti feels disappointed about the weather on her trip. F



**C** ▶01-07 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.

Leti: A couple of the people in my group got sick from the heat.  
Marcos: They did?  
Leti: Yeah, I was lucky. I got a little sunburned, but that's it.  
Marcos: Was it humid?  
Leti: No, it was super dry.



How did Leti react to the difficulties she experienced on her trip? Do you think you would react the same way? Why or why not?

### 5 TRY IT YOURSELF

**A** **THINK** Think about a time you got caught in bad weather. Complete the chart.

Where were you?	
How did the weather change?	
What did you do?	
How did you feel?	

**B** **PAIRS** Tell your partner about the weather event in 5A. Use the conversation in 4C as an example.

*My friends and I were at the beach and it started getting cloudy and overcast ...*

**C** **REPORT** Tell the class about your partner's story. Is it similar to your story?

**I CAN TALK ABOUT A WEATHER EVENT.**



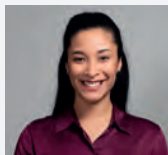
# LESSON 2

# TALK ABOUT WILDLIFE



## 1 VOCABULARY Animals

**A** ▶ 01-08 Listen. Then listen and repeat.



LETI MOLINA

@LetiM

I got photos of some pretty dangerous animals—but I didn't get too close!

## FUN FACTS

about Animals!



a elephant

An elephant's trunk (its long nose) is so strong that it can knock down a tree, but it can also pick up an object as tiny as a grain of rice.



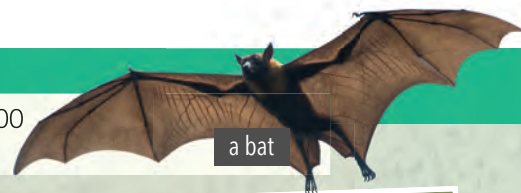
a lion

A lion's roar is so loud that humans can hear it from eight kilometers (five miles) away.



a snake

The smallest snake is as thin as a spaghetti noodle. The largest snake weighs more than 227 kilograms (500 pounds).



a bat

Some bats eat 600 insects per hour.



a hippopotamus (a hippo)

The hippopotamus (hippo) spends most of its day in water, but it cannot swim or float. It always keeps its feet on the bottom of the river.



a blue whale

The blue whale is the largest animal that has ever lived on Earth. A newborn blue whale weighs as much as 100 people.



a tarantula

Most spiders live for about a year, but some tarantulas live for more than 20 years.



### WORDS TO DESCRIBE ANIMALS

enormous: very large

tiny: very small

adorable: very attractive and cute

gorgeous: very beautiful

fierce: ready and able to attack

aggressive: behaving in a way that shows it wants to fight

playful: active and wanting to have fun

**B** Read the fun facts. Which do you find the most surprising? Tell a partner.

**C PAIRS** Decide together. Which animals are enormous? Tiny? Adorable? Gorgeous? Fierce? Aggressive? Playful? Take notes.

## 2 GRAMMAR So and such

Use *so* with adjectives and *such* with noun phrases to show emphasis.

		Adjective			Noun phrase
The lion is	so	fierce.	Hippos are	such	dangerous animals.
He looks		calm.	We had		a good time!



>> FOR PRACTICE, GO TO PAGE 126



## LESSON 2 TALK ABOUT WILDLIFE



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What is wildlife?* To check comprehension, ask, *Is a house cat an example of wildlife? Why not?* If necessary, clarify the difference between *wild* and *domestic* animals (pets).

- Read the social media message aloud. Ask Ss, *What kinds of dangerous animals do you think Leti got photos of?* Have volunteers share their ideas with the class.

### 1 VOCABULARY

- A** • Ask Ss to close their books. Show or project photos of the animals in 1A. Have Ss guess the name of the animals. Then, have Ss open their books and look at the pictures and captions in 1A. Ask, *Were your guesses correct?*
- Tell Ss to listen to the pronunciation of the different animals. Play the audio, and pause after the word *tarantula*. Say, *Now, you will hear words to describe animals*. Play the rest of the audio.
- Replay the audio. This time, remind Ss to listen and repeat.
- B** • In pairs, have Ss take turns reading the fun facts in 1A aloud. Monitor. Provide help with pronunciation as necessary.
- To review, call on volunteers to read the fun facts aloud. After each, clarify the pronunciation and meaning of any new or confusing words or phrases, such as *knock down* (to cause someone or something to fall to the ground), *pick up* (to lift someone or something from the ground), or *newborn* (a person or animal that has recently been born).
- Take a class poll to see which fun fact Ss found the most surprising.

- C** • Ask Ss to find a new partner and decide together how to describe the animals in 1A. Suggest Ss take notes in a chart with the adjectives as the column headings.
- Have pairs form groups of four and compare their answers. Then ask Ss to list 1–2 other animals in each column in the chart. Ask, *What other animals are enormous? Tiny? Fierce?*
- As Ss work, copy the chart on the board. Invite volunteers add their ideas to the chart.

- +** **EXTENSION** In the same groups from 1C, have Ss find a picture and one fun fact about four of the other animals they listed in their chart. With this information, tell them to create a matching exercise, numbering the pictures and names of the animals on one side (1–4) and lettering the fun facts on the other side (a–d) in a random order. Remind Ss to make an answer key on a separate piece of paper. Collect the exercises and redistribute them to new groups, so that every group has a new exercise to complete. When finished, tell Ss to check their answers with the group that created their exercise.

### 2 GRAMMAR

- Ask Ss to close their books. To introduce the grammar, write on the board: A: *The lion is fierce.* B: *The lion is so fierce.*
- Ask Ss, *What's the difference between sentences A and B?* (Sentence B includes the word *so*.) *What is the difference in meaning between sentences A and B?* (Sentence B shows emphasis.) Give Ss a time to discuss in pairs.
- Have Ss open their books and look at the grammar chart. Read the explanation and example statements aloud. Ask, *Were your guesses correct?*
- Point out the adjective placement in the examples using *so*. Remind Ss that adjectives used with stative verbs like *be* and *look* are placed at the end of the sentence.

- Compare this with the adjective placement in examples using *such*. Ask, *Where is the adjective placed in these sentences?* (in front of the noun phrase)



**TEACHING TIP** Stative verbs express a state of being rather than an action. They usually relate to thoughts, emotions, relationships, and senses (*see, hear, taste, smell, and feel*).

- +** **EXTENSION** In pairs, have Ss take turns using *so* and *such* to emphasize adjectives describing the animals in 1A. Encourage Ss to create several statements to use all the animals and adjectives at least once. For example, A: *Elephants are such strong animals.* B: *Yeah, and the blue whale is so enormous. It's such an amazing creature.*



### 3 PRONUNCIATION

- A** • Direct Ss' attention to the pronunciation note. Say, *We use the /w/ and /y/ sounds to link words.* Play the audio.
- Write /w/ and /y/ on the board. Pronounce the sounds (not the letters) and have Ss repeat.
  - If necessary, teach Ss how to make the /w/ and /y/ sounds. To make the /w/ sound, tell Ss to round their lips, then quickly relax them. To make the /y/ sound, tell Ss to make an /i/ sound, then quickly relax their tongue and lips.
  - Say, *What?* with emphasis on the /w/ sound. Say, *Yes!* with emphasis on the /y/ sound. Have Ss repeat.

... **OPTION** Review the vowel sounds in the pronunciation note. Write the sounds and examples on the board. Say them aloud, and ask Ss to repeat.

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1. /u/: <u>you</u> , <u>too</u>  | 4. /i/: <u>very</u> , <u>we</u>   |
| 2. /ou/: <u>so</u> , <u>no</u>   | 5. /eɪ/: <u>stay</u> , <u>day</u> |
| 3. /au/: <u>how</u> , <u>now</u> | 6. /aɪ/: <u>bye</u> , <u>why</u>  |

- B** • Read the directions. Play the audio. Have Ss listen, and then listen and repeat.
- C** • Read the directions aloud. Play the audio. Have Ss listen and complete the exercise individually.
- Copy the chart in 3B on the board. Invite volunteers to add their answers.
  - Then have Ss listen, check answers, and repeat. Correct any mistakes on the board.

+ **EXTENSION** Write on the board:

1. Stay away from angry insects.
2. How are these tiny ants so incredibly active?
3. Baby animals are so adorable.

In pairs, ask Ss to copy the sentences and link the underlined words. Invite volunteers to write their answers on the board. Have them say the sentences aloud. (Linking sounds: 1. /y/, /y/; 2. /w/, /y/, /y/; 3. /y/, /w/)

### 4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are these people?* (Leti and Marcos) *What are they doing?* (Leti is showing Marcos photos on her camera.)
- Give Ss time to preview the exercise items. Ask, *What do you think Leti and Marcos are talking about now?* (the animals Leti took pictures of)
  - Have Ss listen or watch and check the correct answers. Go over the answers as a class.
- B** • Ask, *How does Leti describe the animals?* Read the answer choices aloud.
- Have Ss listen or watch again and complete the exercise. Review answers.

- Ask Ss what other adjectives Leti uses to describe the animals. (enormous, cute, adorable, intelligent, playful, caring, amazing, calm, fierce, dangerous) Elicit answers. Replay the audio if necessary.
- C** • Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Go over the answers. Have Ss practice the conversation in pairs.
  - Read the questions in the Discuss sidebar aloud. Have Ss discuss in small groups. Remind them to give reasons to explain their answers.
  - Take a class survey to see if Ss are more like Leti or Marcos.

### 5 TRY IT YOURSELF

- A** • Draw the chart on the board. Model notetaking as you share a story.
- Tell Ss to complete the chart. Allow them to talk about encounters they've had with any kind of animal (domestic or wild).
- B** • Read the example conversation aloud with a **higher-level S**.
- In pairs, have Ss take turns sharing their experiences with animals. Encourage them to ask each other follow-up questions to keep the conversation going.
- C** • Ask Ss, *What different wild animals have you seen?* List their answers on the board.
- In small groups, have Ss categorize the animals according to the descriptions from 1A.



**LOOK FOR** While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using the vocabulary to talk about wildlife
- ✓ using *so* and *such* to show emphasis
- ✓ linking vowels with /w/ and /y/



**EXIT TICKET** Write on the board: *Which animal is...?* Ask Ss to make a list numbered 1–5. In pairs, Student A asks Student B the question on the board five times with five different adjectives. For example, *Which animal is aggressive?* After each question, Student B writes the name of a wild animal. Have Ss swap roles and then compare their answers. Listen and take notes on areas for review and extra practice in later lessons.

- + **EXTENSION** In small groups, have Ss share which animals are or aren't common in their home country.

### 3 PRONUNCIATION

**A** ▶ 01-09 Read and listen to the pronunciation note.

**B** ▶ 01-10 Listen. Notice how the two words in the examples are linked. Then listen and repeat.

Linking with /w/	Linking with /y/
so <sup>w</sup> adorable	three <sup>y</sup> elephants
so enormous	baby elephants
slow animals	free advice
too early	tiny ants

#### Linking vowels with /w/ and /y/

We often use /w/ or /y/ to link a word ending in a vowel to a word beginning with a vowel. When the first word ends in /u/, /ou/, or /au/, use /w/ to link it to the following vowel: *so<sup>w</sup>adorable*, *how<sup>w</sup> often*. When the first word ends in /i/, /eɪ/, /ɔɪ/, or /aɪ/, use /y/ to link it to the following vowel: *very<sup>y</sup> attractive*, *stay<sup>y</sup> away*.

**C** ▶ 01-11 Listen. Write each phrase in the correct box in 3A. Listen and check your answers. Then listen and repeat.

- |                 |                   |              |
|-----------------|-------------------|--------------|
| 1. so enormous  | 3. baby elephants | 5. too early |
| 2. slow animals | 4. free advice    | 6. tiny ants |

### 4 CONVERSATION



**A** ▶ 01-12 Listen or watch. Check (✓) the animals that they mention.

- ☒ elephants   ☐ bats   ☒ lions   ☒ hippos   ☒ spiders   ☐ monkeys



**B** ▶ 01-13 Listen or watch again. Which animal does Leti say is ...?

- |                            |                                      |
|----------------------------|--------------------------------------|
| 1. social <u>elephants</u> | 3. aggressive <u>hippos</u>          |
| 2. gorgeous <u>lions</u>   | 4. fascinating <u>baboon spiders</u> |

How does Leti feel about spiders? How does Marcos feel about them? Are you more like Leti or Marcos? Explain.



**C** ▶ 01-14 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.

Leti: Well, here's the first elephant I saw.  
 Marcos: Wow, he's enormous!  
 Leti: He's a she, actually. This is her baby.  
 Marcos: Aw, he's so cute !  
 Leti: He's adorable. And so intelligent and playful.



### 5 TRY IT YOURSELF

**A** **THINK** Think about a time you saw a wild animal. Write your ideas in the chart.

Animal	Where I was	Description	How I felt

**B** **PAIRS** Talk about your animal encounter. Ask questions about each other's stories.

**A:** I saw a lot of bats once.   **B:** You did? Where were you?

**C** **CATEGORIZE** Talk about animals that people in the class have seen.

- Make a list of the animals that pairs discussed in 5B.
- Categorize the animals according to the descriptions in 1A.

**I CAN TALK ABOUT WILDLIFE.**



# LESSON 3

## DISCUSS ENDANGERED ANIMALS



LETI MOLINA

@LetiM

People are doing so many creative things to protect animals!

### 1 BEFORE YOU LISTEN

**A** How do humans put animals in danger? How do we help them?

**B** **01-15 VOCABULARY** Listen. Then listen and repeat.

a deer: a large wild animal that lives in forests and eats plants

soil: the substance in which plants grow; dirt

a field: an area of land where crops are grown

a crop: a plant such as corn, wheat, or vegetables that farmers grow

an endangered species: a type of animal or plant that soon might not exist anymore

a collar: a narrow band put around the neck of an animal

a hook: a curved piece of metal used for catching fish

a shelter: a place to protect people or animals from bad weather or danger

**C** Write one of the words in 1B under each picture.



soil



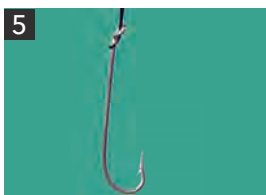
a deer



a field



a collar



a hook



an endangered species



a shelter



a crop

### 2 GRAMMAR *Though, although, and even though*

Use clauses beginning with *though*, *although*, and *even though* to show a contrast with the main idea. The main clause shows an unexpected result.

<i>Though / although / even though</i> clause	Main clause (an unexpected result)
<b>Though</b> hunting laws are great,	they aren't enough to protect all animals.
<b>Although</b> a butterfly is a tiny insect,	it can fly thousands of miles.
<b>Even though</b> it can be expensive,	protecting wildlife is important.
<i>Though, although, and even though</i> can also be used after the main clause, usually after a comma.	
Main clause (an unexpected result)	<i>Though / although / even though</i> clause
Most spiders live for about a year,	<b>though</b> some live much longer.
Hippos can't swim,	<b>although</b> they spend most of the day in water.
Species will continue to disappear	<b>even though</b> we try to save them.

>> FOR PRACTICE, GO TO PAGE 127



## LESSON 3 DISCUSS ENDANGERED ANIMALS



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask Ss, *What does it mean when we say an animal is endangered?* (It has become very rare and

could die out, or disappear, completely.) *What species of animals are endangered?* (For example, panda, tiger, whale)

### 1 VOCABULARY

- A** • Read the questions aloud. In small groups, have Ss discuss the answers. Encourage them to take notes.
- Ask, *How do humans hurt wildlife? How do they help them?* Make a T-chart on the board with these headings: *hurt* and *help*. Lead a class review. List Ss' ideas. (For example, hurt: hunt endangered animals, cut down trees for buildings; help: recycle, reuse water bottles, do beach cleanups)
  - Ask, *Do humans help or hurt more?* Take a class vote. Invite volunteers to give examples from their own experience to support their arguments.



**TEACHING TIP** Use a T-chart to examine and compare two sides of an object, situation, or event. To organize the information, draw a large T to make two columns and write headings above each (for example, *pros / cons, advantages / disadvantages*).

- +** **EXTENSION** In small groups, have Ss research creative ways people or groups are saving animals and present the most interesting solution they learned about to the class.

- B** • Have Ss preview the terms and definitions before listening. Ask, *Which of these terms have you used before?*
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
  - In pairs, have Ss take turns reading the terms and definitions aloud. Review any terms that are still confusing to Ss.



**OPTION** Ask Ss to cover up 1B and look at the images in 1C to guess the terms.



- C** • Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to take turns saying the answers aloud.



**EXTENSION** Arrange Ss in groups of four. Have each group member answer two of the following questions, and then share their answers with the group. If appropriate, allow Ss to use their phones or class computers for research. Write the questions on the board or print off copies to pass out.

1. *What is one plant that soon might be endangered? Why?* (orchid flowers; global warming and fires)
2. *What does healthy and unhealthy soil look like?* (Healthy soil is moist and dark brown in color. Unhealthy soil is dry and light gray in color.)
3. *What are the most common crops in your home country?*
4. *Have you ever seen a deer? Where were you?*
5. *What hurts the production of field crops?* (insects, wild animals, drought, extreme heat)
6. *Why would a wild animal wear a collar?* (so researchers can track their location and movements)
7. *What is a creative way to recycle fishing hooks?* (to make jewelry or ornaments)
8. *What kind of shelter is best for extreme weather events?* (underground with emergency supplies)

### 2 GRAMMAR

- Read the explanation aloud.
- Say, *The clause beginning with though, although, or even though contrasts with the information in the main clause. The main clause includes the main idea of the sentence, which, in these cases, is an unexpected result.* Read the examples aloud.
- Point out the punctuation in the examples. Explain that the *though / although / even though* clause can be used before or after the main clause. When it's used before, it needs a comma. When it's used after, it does not need a comma, but one may be used.



**LANGUAGE NOTE** *Though* is more common in spoken English than *although*.



**EXTENSION** Have Ss complete the following sentences with a main clause showing an unexpected result. Have them compare their answers in small groups.

1. *Though we wanted to stay longer, \_\_\_\_\_.*
2. *Though it was pouring outside, \_\_\_\_\_.*
3. *Although he was the most qualified candidate, \_\_\_\_\_.*
4. *Although she is rich and famous, \_\_\_\_\_.*
5. *Even though we don't see each other often, \_\_\_\_\_.*
6. *\_\_\_\_\_ even though she wasn't prepared.*

### 3 LISTENING

- A**
- Have Ss look at the picture. Read the presentation title aloud.
  - Tell Ss they are going to listen to or watch a presentation with photos. Explain that these kinds of presentations to audiences may also be referred to as *talks*.
  - Read the question and answer choices aloud. Play the audio or video. Ask Ss, *What is the main idea of the talk?* (creative ways to protect endangered animals)
- B**
- Focus on the Listening Skill. Read it aloud.
  - For the second listening or viewing, tell Ss to listen specifically for questions. Ask Ss to preview the exercise items. Explain that they will not write the exact answers from the listening but rather complete the sentences with the missing word or phrase.
  - Play the audio or video. Have Ss complete the exercise. Review answers as a class.
- C**
- For the third listening or viewing, have Ss focus on the problems and solutions for each animal.
  - Play the audio or video. Have Ss complete the chart.

- D**
- Have Ss read the sentences silently and write a definition for each underlined expression. Remind them to use context clues.
- E**
- In pairs, have Ss read the sentences in 3D aloud and compare their definitions.
  - Review answers as a class.

⋮ **OPTION** On the board, write: 1. *a complicated system*, 2. *die off*, and 3. *make sure*. Circle each expression. Read the first sentence in 3D aloud. Ask, *What is a complicated system?* Draw lines out from circle 1 and write Ss' ideas at the end of the lines. Repeat for each sentence. Then, have Ss work in pairs to define each expression based on the information on the board.

⊕ **EXTENSION** Have Ss choose one endangered species and research how its disappearance would affect animals and humans. Ask Ss to use a graphic organizer to visually illustrate the effects of wildlife extinction. Give each Ss three minutes to present their findings in small groups.

### 4 DISCUSSION

- A**
- Ask Ss, *Why is saving wildlife important?* Tell Ss to list reasons based on the information they learned in the talk as well as their own experience.
  - Ask, *Besides saving wildlife, what else do people want or need to spend their money and effort on?* Tell Ss to write their ideas (about three more) in a separate list. Encourage them to include priorities from their own lives (for example, fight poverty, travel abroad, new car, college tuition) and add reasons why each idea is important.
  - Monitor. Provide help with vocabulary or spelling as necessary.
- B**
- Have Ss take turns sharing lists in small groups and discuss whether or not the money and effort people are spending on animals should be used in other ways. Remind Ss to include reasons why their ideas are important.
  - Tell groups to share one of their ideas with the class.
- C**
- Lead a class discussion on reasons to save wildlife. Write *Save wildlife* on the board. Under it, list Ss' reasons why it is important.
  - Elicit three more ideas of ways to spend money and effort. Write them on the board. Under each, add reasons for why they are also important. Ask, *Which of these reasons are most convincing?* Underline those reasons.

- Take a class vote on if it's more important to spend money and effort on saving wildlife or on something else.

⋮ **OPTION** Invite two volunteers to take turns writing Ss' ideas on the board as you lead the class discussion.



**LOOK FOR** While Ss are completing the discussion activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using the vocabulary to discuss endangered plants and animals
- ✓ listening for questions



**EXIT TICKET** Write on the board: *What is the most effective way to save wildlife?* Have Ss write their names on a blank card or piece of paper. Give them a few minutes to take notes. As Ss leave, collect their cards and ask them the question. Elicit one idea and one reason that supports their choice. For example, *The best way to save animals is to drive carefully because too many animals get killed by cars.* Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

### 3 LISTENING



**A** ▶ 01-16 Listen or watch. What is the main idea?

- Efforts to save endangered wildlife \_\_\_\_ .
- have not been very successful
  - are important for both animals and humans
  - are getting more and more high-tech



**B** ▶ 01-17 Read the Listening Skill. Listen or watch again. How does the speaker answer each of these questions? Write a short answer. *Answers will vary.*

- Problem solved. But have you created a new problem? With no wolves around, deer invade the nearby hills. And the deer eat all the hillside plants.
- Most countries have laws that limit hunting and fishing. Isn't that enough? No.  
Though hunting laws are great, they're not enough.



**C** ▶ 01-18 Listen or watch again. Complete the chart.

Animal	Problem	Solution
elephants	moving out of the jungle	tracking collars
sharks	caught by mistake	magnetic fishhooks
monkeys	hit by cars	monkey bridges
turtles	get stuck crossing the railroad tracks	turtle tunnels
bees	too many tall buildings.	bee highways



#### LISTENING SKILL Listen for questions

Speakers sometimes ask questions and then answer them. This is a way to highlight important ideas or transitions. Listen for questions to understand the important ideas in a talk.

**D VOCABULARY EXPANSION** Read the sentences from the talk. What do the underlined expressions mean?

- Every animal is part of a complicated system. If we allow whole species to disappear, no one can predict the result. many different things that work together in a way that is hard to understand
- Although we can't predict the effects of allowing a specific animal to die off, we do know that our planet is stronger when there are many species of both animals and plants. to disappear completely
- One way to save endangered animals is to make sure that people don't kill them. Most countries have laws that limit hunting and fishing. being positive that something is done

**E PAIRS** Compare your answers in 3D.

### 4 DISCUSSION

**A THINK** Make a list of reasons why saving wildlife is important. Make a list of other things that money and effort could be spent on instead of helping animals.

**B DISCUSS** In small groups, talk about your ideas in 4A. Should the money and effort people are spending on animals be used in other ways? Why or why not?

*Although it takes time and effort to save animals, it's worth it because ...  
Though I understand why people want to save wildlife, I think ...*

**C EVALUATE** As a class, discuss the reasons why people want to spend money and effort on saving wildlife or on something else instead. Vote on the three most convincing reasons for each argument.

■ I CAN DISCUSS ENDANGERED ANIMALS.





# LESSON 4

## READ ABOUT A WILDLIFE RESCUE CENTER



LETI MOLINA

@LetiM

I read a great interview about a wildlife rescue center. Now I want to volunteer!

### 1 BEFORE YOU READ

- A PAIRS** Have you ever helped an animal?

Talk about it.

Last year I found a baby bird that had fallen out of its nest ...

- B** **01-19 VOCABULARY** Listen. Then listen and repeat. Do you know these words?

orphaned fascinating an enclosure an environment mimic a natural habitat

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 127

### 2 READ

- A PREVIEW** Look at the title and the photographs. What do you think this text is about? Look at the format of the text. What does it tell you?

- B** **01-20** Read and listen to the interview. Were your answers correct?

## A Place to Get Better

On the southern border of Costa Rica is a very special place where sick and injured wild animals are safe and cared for. It is the Jaguar Rescue Center. The center never turns away any wild animal brought to its door. I interviewed a volunteer, Kathleen, to find out more about this amazing place.

- 1 So, Kathleen, tell me more about the center. What kinds of animals does it help?

All kinds. Sloths, howler monkeys, porcupines, and more—any sick, injured, or orphaned animal. People in town, or sometimes the local police, see the animals in the road or while they're out hiking and bring them to the center.

- 2 So what kinds of tasks do you do at the center?

I do a lot of feeding and cleaning up. It's similar to having your own pets. We feed some of the baby animals with goat milk in bottles, and we help out in the kitchen to make food for the older animals.

- 3 Do you have a favorite kind of animal at the center?

My favorite are the howler monkeys. They are so fascinating! Did you know that they are the loudest land animal? Their vocalizations can be heard clearly for five kilometers.

- 4 Where do the howlers live in the center? I know that monkeys like to climb...

They eat and sleep in a very large enclosure, which we clean twice a day. The enclosure was created as an environment that closely mimics their natural habitat as much as possible, so there's plenty of space to climb, jump, swing, and play.

- 5 Do the animals return to the jungle when they're healthy again?

Yes! The goal is to return the animals to their natural habitat. Every afternoon, we take the healthy howlers into the jungle. If they don't come back, it means they are beginning a new life in the wild with a new family.

- 6 It must be difficult to say good-bye to the howlers when they find their new home.

Yes, but sometimes they come back to say hello. One of the howlers who had been successfully released back into the jungle returned one day with a surprise—a new baby! It's like she wanted to say "thank you" to the people who cared for her.



a sloth



a howler monkey



a porcupine

## LESSON 4 READ ABOUT A WILDLIFE RESCUE CENTER



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Write on the board: *What is a wildlife rescue center? Why do they exist?* Have Ss discuss in pairs. Then elicit answers from the class. (A wildlife rescue center is a place that brings wildlife back to a healthy condition after an illness or injury. They exist because some animals hurt by human activity cannot get better in the wild.)
- Read the social media message aloud. Ask Ss, *What does Leti mean when she says she wants to volunteer?* (She wants to offer to do something without getting paid for it.) *Would you want to volunteer at a wildlife rescue center? Why or why not?* Invite volunteers to share their opinions with the class.



**CULTURE NOTE** Volunteering is a response to urgent situations like natural disasters, but it is also a way to develop job skills and make professional contacts. In the United States, volunteering has been popular since the 1700s. Today, about 25% of all Americans volunteer.



**EXTENSION** Take a class poll on how many Ss think volunteering is important. Record the results on the board. Have Ss research volunteer opportunities in their community. Suggest they look at local non-profit organizations, such as animal rescue centers, state parks, libraries, museums, and churches. Write the following questions on the board:

1. *What is the name and mission of the organization?*
2. *What kind of help is needed?*
3. *Is previous experience required?*
4. *Would you want to volunteer here? Why or why not?*

Have Ss present their volunteer opportunity in small groups. Ask each group to choose the most interesting opportunity and share it with the class. Finally, repeat the class poll on how many Ss think volunteering is important. Compare the two results for any change.

### 1 BEFORE YOU READ

- A** • Show or project a map of the world. Ask, *Have you ever helped an animal?* Invite 2-3 volunteers to describe a time that they helped an animal. Encourage Ss to ask follow-up questions.
- B** • Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- List the words on the board and ask the class what each word means. Write Ss' ideas on the board.
- In order to gain a deeper understanding of the vocabulary, ask Ss additional questions. For example, *Why would an animal be orphaned? What might it feel like to be an orphan?*
- Remind Ss they can go to page 127 for further clarification and practice.

### 2 READ

- A** • Bring Ss' attention to the three photos. Read the captions aloud. Ask Ss, *Have you ever seen these animals? What do you know about them?* Have Ss discuss in pairs.
- Ask Ss to cover up the article. Read the title of the article aloud. Ask, *What do you think this text is about?* Have Ss discuss in pairs.
- Ask Ss to analyze the format of the text. Ask, *What do these headings have in common?* (Most are questions.) *What does the format of the text tell you?* (It's an interview.)
- B** • Tell Ss they are going to listen to a magazine interview with a volunteer at a wildlife rescue center in Costa Rica. If possible, point out Costa Rica on a world map.
- Have Ss listen to and read the article. Play the audio and pause after the phrase *amazing place*. Ask Ss comprehension questions:
  1. *Who is being interviewed?* (Kathleen)
  2. *What does she do?* (She is a volunteer at the center.)
  3. *What is the name of the center?* (the Jaguar Rescue Center)
  4. *Does the center help only jaguars or all wild animals?* (all wild animals)
- Play the rest of the audio without pausing. As Ss listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Ask, *Were your guesses correct?* Help explain any new vocabulary, or encourage Ss to use the dictionary.



**OPTION** Arrange Ss in mixed-level pairs. Ask **lower-level Ss** to read the questions and **higher-level Ss** to read the answers. Bring the class back together to review vocabulary.

### 3 CHECK YOUR UNDERSTANDING

- A** • Ask, *What is the main idea of the article?* Read the answer choices aloud.
- Have Ss discuss the answer to the question in pairs. Suggest they skim the article again if necessary.
  - Review the answer as a class. Ask volunteers to explain why the other answer choices are incorrect. (a. information is included, but not a main idea; c. not explained)
- B** • Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare their answers in pairs. Ask the questions, and call on Ss to read the answers aloud.
  - Ask, *Do you think it would be difficult to say good-bye to the animals when they find their new homes?* Have Ss share their opinions in pairs. Remind them to use reply questions from the conversation skill as they discuss.
- C** • Ask a volunteer to read questions 5 and 6 and the responses aloud for the class. Elicit the meaning of the phrases *It means* and *It's like* in this context.
- Have Ss complete the exercise. Review the answers as a class.
- D** • Provide additional examples, such as, *If I don't answer my phone, it means I can't talk.* or *She seems so excited! It's like she just won the lottery.*
- E** • Read the Reading Skill aloud. Say, *A whole text has a main idea, but individual paragraphs have main ideas as well.* Explain to Ss that in articles the main idea of the paragraph is usually the first or last sentence, but in interviews, the main idea is often in the questions.
- Have Ss complete the exercise individually and then compare their answers in pairs.
  - To review, read the main ideas and call on Ss to respond with the correct questions.
- E** • Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the interview in complete sentences. Remind them to use their own words as they summarize.
- Challenge Ss to complete the exercise without looking at the book. Walk around and provide help as necessary.
- +** **EXTENSION** Direct Ss' attention to the web search question. For homework, have Ss research the answer. At the beginning of the next class, give them a few minutes to share what they learned with a partner.

### 4 MAKE IT PERSONAL

- A** • Read the instructions. Copy the chart on the board. Say, *One way to help sick, injured, or orphaned animals is to volunteer at the center and give them towels and blankets.* Add *volunteer* and *towels and blankets* to the chart.
- Have Ss complete the chart based on the information they read and their own ideas.
  - Lead a class brainstorm of animal rescue centers. Elicit the names of rescue centers, and add them to the chart.
- B** • Have Ss compare their charts in pairs and discuss the questions.
- Elicit ideas about things to do or to give to a rescue center. Invite volunteers to add their ideas to the chart.
  - Ask, *Who has helped animals before? How?* Invite volunteers to share their experiences. Ask, *Are you interested in helping animals in the future? How?* Elicit opinions from the class.
- +** **EXTENSION** Write on the board: *If human activity caused an animal to become sick, injured, or orphaned, then humans should help. If not—if it's something that happened naturally in the wild—then humans should not help.* Read the statements aloud and make sure Ss understand them before moving on. Then ask, *Do you agree or disagree with the statements?* Have Ss discuss in small groups. Call on a volunteer from each side to defend their opinion.
- EXIT TICKET** Have Ss write their names on a blank card or piece of paper. Ask them to make a list numbered 1-5. Read the five questions from the interview aloud in third person. For example, *What kinds of tasks does Kathleen do...* Pause after each question to give Ss time to write a short answer. Remind Ss to use *get to* express change and *so* and *such* to show emphasis. Ask them to use *though*, *although*, or *even though* at least once. Collect cards as Ss leave to identify written areas for review.



### 3 CHECK YOUR UNDERSTANDING

**A** Read the interview again. What is the interview mainly about? Circle the correct answer.

- a. what howler monkeys eat
- b.** how a rescue center helps injured animals
- c. what to do if you find an injured animal

**B** Circle the correct answers, according to the interview.

1. Who finds the sick or injured animals and brings them to the center?
  - a. the volunteers
  - b.** the police and hikers
  - c. tourists
2. What does Kathleen say about the animals' diets?
  - a. All the animals drink goat milk.
  - b.** Some of the food is prepared in the kitchen.
  - c. The older animals find their own food.
3. What is one goal of the center?
  - a.** to release the animals back into the jungle
  - b. to have the monkeys return to the center
  - c. to watch how the animals behave in their natural habitats

**C** **CLOSE READING** Reread questions 5 and 6. Then answer the questions.

1. In question 5, what does *it means* refer to? the monkey not coming back suggests
2. In question 6, what does *It's like* refer to? the monkey coming back with her baby may mean

**D** Read the Reading Skill. Match the main ideas below with the questions in the interview. Write 1-5.

- 4 a. the howlers' habitat at the center
- 1 b. which animals are at the center
- 5 c. the goal of the center
- 3 d. the animal Kathleen likes best
- 2 e. what Kathleen does at the center

#### READING SKILL Find the main idea

The *main idea* is what a text is about. When you can find the main idea, it is easier to understand the text. When you read an interview, one way to find the main idea is to look at the questions.

**E** **PAIRS** What is the interview about? Retell the most important ideas. Use your own words.

*The interview is about a volunteer and ...*

How else does the Jaguar Rescue Center help animals?



### 4 MAKE IT PERSONAL

**A** Think about ways to help sick, injured, or orphaned animals. Complete the chart with your ideas.

Things to do	Things to give to a rescue center	Names of rescue centers you know


**B** **PAIRS** Compare your ideas in 4A. Are either of you interested in helping animals?

*We both plan to give money to a shelter ...*

**I CAN READ ABOUT A WILDLIFE RESCUE CENTER.**

LESSON5

WRITE A DESCRIPTION OF A PLACE



LETI MOLINA

@LetiM

I finally posted photos from my trip to Panama last year! It was such an amazing experience!

1 BEFORE YOU WRITE

- A

What is the most beautiful place you have ever been to? What beautiful place do you want to visit?
- B


Read the travel blog. How does Leti feel when she thinks about Bocas del Toro? How do you know? Does the description make you want to visit Bocas del Toro?

BOCAS DEL TORO


Last year I went on vacation to Panama and stayed in the most beautiful place I've ever been—a place called Bocas del Toro. It's on the Caribbean Sea and has amazing beaches, trees, flowers, and wildlife—all in one place.

I loved walking on the beach and feeling the soft, white sand between my toes and the warm sun on my face. When I got a little too warm, I sat under a shady tree near the water and closed my eyes to hear the calming sound of the waves breaking on the shore. When I opened my eyes and looked around, I could see surfers riding on the blue-green waves, like dancers on top of the water. I could also see small, brown monkeys jumping and swinging through the many beautiful green trees. The sweet scent of the yellow and white ylang-ylang flowers mixed with the smell of the salty ocean. No perfume could smell any better! When I got hungry, I walked to a restaurant where they served delicious fresh fish and my favorite: sweet and salty fried plantains, which are similar to bananas.


Every time I think about my time in Panama, I can still see, smell, hear, feel, and taste that beautiful place, and for a few moments, I am back on that beach. I hope I can go back again soon!



Surfers riding waves



Ylang-ylang flowers



Fried plantains

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the travel blog in 1B. Complete the chart with the things that the writer sees, feels, hears, smells, tastes.

WRITING SKILL Use sensory words

Writers use sensory words to help a reader make pictures of people, places, and things in their mind. Use sensory words that describe colors and sights, sounds, feelings, tastes, and smells—all the five senses—to make the reader “see” what you see.

See	Feel	Hear	Smell	Taste
surfers blue-green waves monkeys green trees	soft sand warm sun	waves crashing	sweet flowers salty ocean	sweet / salty plantains

## LESSON 5 WRITE A DESCRIPTION OF A PLACE



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask, *Where did Leti visit?* (Panama)
- If possible, point out Panama on a world map. Ask Ss, *What do you think Panama is like? What do you think Leti took pictures of?* Elicit ideas from the class.
- Ask Ss, *What does Leti mean when she says, I just posted photos?* (She put her photos online where other people can see them.) *Where are common places to post photos online?*

### 1 BEFORE YOU WRITE

- A** • Say, *The most beautiful place I've ever been was Istanbul, Turkey. I've always wanted to visit St. Petersburg in Russia.* Read the questions aloud. Have Ss share their experiences in pairs or small groups.
- Have volunteers share their answers with the class. Show pictures of the beautiful places Ss mention, if possible.
- B** • Tell Ss to look at the text. Ask, *What is it?* (a travel blog) Ask, *Who wrote it?* (Leti) *Who did she write it for?* (people who read the blog) *What is the purpose of it?* (to describe Bocas del Toro, Panama)
- Ask, *Based on Leti's social media message, what do you think she will say about Bocas del Toro?* Have Ss make predictions in pairs.
- Ask Ss to look at the photos. Read the captions aloud. Say, *Are you familiar with these three things?* Invite volunteers to share their experiences with the class.
- Have Ss follow along in their books as you read Leti's online essay aloud for the class. Ask the target questions. Give Ss time to discuss the answers in small groups.

- Ask Ss to underline any instances in the essay where Leti used *get* to express a change of state. (When I got a little too warm...; When I got hungry...) Elicit answers from the class. Ask Ss, *Did Leti use get with adjectives or past participles?* (adjectives)
- Clarify the meaning of the words *break* (when a wave curls over and falls onto or near land) and *ride* (to be carried on a wave) in this context.



**OPTION** In pairs, have Ss take turns reading the travel blog aloud. Ask them to take turns reading every 4–5 lines.



**EXTENSION** In pairs, have Ss rewrite three sentences in the travel blog using *such* or *so* to show emphasis. For example, *Bocas del Toro has such amazing beaches, trees, flowers, and wildlife.* or *I could also see brown monkeys jumping and swinging through the many beautiful green trees. They were so small!* Have **higher-level Ss** rewrite five sentences.

### 2 FOCUS ON WRITING

- Ask Ss to close their books. Copy the chart on the board without headings. Ask, *What are the five senses?* (see, feel, hear, smell, taste) Elicit answers from the class. Add them to the chart.
- Ask Ss to open their books. Read the Writing Skill aloud. Above the headings in the chart write the words *colors/sights, feelings, sounds, smells, and tastes.*
- Tell Ss to individually reread the text in 1B. Say, *Find the sensory words that describe Leti's experience in Bocas del Toro and categorize them according to sense.*
- Ask Ss, *What's one sensory word in the first sentence?* (beautiful) *What does it describe?* (place) Say, *A beautiful place is a sight. It describes that Leti sees.* Add *beautiful* to the first column in the chart.
- Have Ss complete the exercise individually and then compare their charts in pairs. Invite volunteers to add sensory words to the chart on the board.



**EXTENSION** Project or show pictures of beautiful places. For each picture, tell Ss to imagine they were there. Have them write down any sensory words that come to mind and compare their ideas in pairs.



### 3 PLAN YOUR WRITING

- A** • Say, *Add sensory words to the chart that describe the most beautiful place you've been.* Have Ss complete the chart individually. Remind them to write phrases, not individual words, in the chart. For example, write the phrase *soft sand*, not just the word *soft*.
- Walk around the class as Ss work. Provide feedback on vocabulary and spelling as necessary. Encourage Ss to use a dictionary if possible.
- B** • In pairs, have Ss take turns describing their beautiful place using the sensory words in their chart. Ask Student B to close his or her eyes as Student A speaks and picture the place being described. Suggest that Student B save any follow-up questions until the end. Then, have Ss swap roles.

- Monitor Ss' conversations to make sure they are including relevant details.



**OPTION** Rather than close their eyes, encourage Ss to draw what they hear as they listen to their partners describe their beautiful place.



**EXTENSION** Have pairs form groups of four. Ask each pair to describe the most beautiful place their partner knows. **Lower-level Ss** can look at their partner's chart while presenting. Challenge **higher-level Ss** to complete the activity without looking at the book.

### 4 WRITE

- Bring Ss' attention back to 1B. Ask, *What verb tense does Leti use to describe her vacation to Bocas del Toro?* (simple past) Remind Ss to use the simple past in their travel blog.

- Tell Ss to use the notes in their chart to write their travel blog. Remind them to use 1B as a model and include 3-4 sentences in each paragraph.
- **Higher-level Ss** should write longer blogs. Take this opportunity to work one-on-one with **lower-level Ss** who struggle with writing.

### 5 REVISE YOUR WRITING

- A** • Arrange Ss in mixed-level pairs. This way, **lower-level Ss** benefit from seeing models of more complex writing, and **higher-level Ss** benefit from reviewing key English skills as they give their partners suggestions for improvement.
- Ask Ss to exchange and read each other's essays. Have them underline all of the sensory words. Then have them respond to the second question.
- B** • Have Ss give peer feedback and discuss how improvements can be made. Encourage them to ask clarification questions if there was information that was unclear.

- Encourage Ss to help their partner add more sensory words or fix any errors with verb forms.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful or interesting.
- Direct Ss' attention to the Revising tip. Read the information aloud. Ask Ss, *What does it mean to see your writing with fresh eyes?* (looking at it as if you've never seen it before in order to discover new strengths or weaknesses) *How long do you wait before revising your drafts?* Invite volunteers to share their tips with the class.

### 6 PROOFREAD

- Give Ss time to review their partners' feedback and make corrections. If there is a piece of feedback they still don't understand, encourage them to ask their partner for clarification.
- Have Ss review their writing individually three times: first for spelling, then for punctuation, and finally for capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their essay.



**EXIT TICKET** Ask Ss, *What is a place that makes you feel calm and comfortable?* Have Ss write their names on a blank card or piece of paper. Encourage them to use a chart similar to the one in 3A to organize their ideas. Then give them 2-3 minutes to describe this place in pairs. Ask Ss to use *get* to express change. Remind them to use *so* and *such* to show emphasis and *though*, *although*, and *even though* to contrast two ideas. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

### 3 PLAN YOUR WRITING

- A** Think about a beautiful place that you know. What do you see, feel, hear, smell, and taste when you think about this place? Take notes in the chart.

See	Feel	Hear	Smell	Taste

- B PAIRS** Describe the place that you chose using your notes from 3A. Try to picture the place that your partner describes.

I want to write about the Galapagos Islands in Ecuador. I saw many colorful birds and huge, slow-moving turtles ...

### 4 WRITE

Write a travel blog about a beautiful place that you know. Use sensory words to talk about what you saw, felt, heard, smelled, and tasted there. Try to “paint a picture” in the reader’s mind. Use the blog in 1B as a model.

### 5 REVISE YOUR WRITING

- A PAIRS** Exchange and read each other’s descriptions.
1. Underline all of the sensory words.
  2. Did your partner use enough sensory words to help you make a picture in your mind?
- B PAIRS** Can you improve each other’s descriptions? Make suggestions.

#### Revising tip

Wait a day before you revise your draft. This will help you see your writing with fresh eyes and make your writing better.

### 6 PROOFREAD

Read your description again. Check your

- spelling
- punctuation
- capitalization

# PUT IT TOGETHER

## 1 PRESENTATION PROJECT



- A** ▶ 01-21 Listen or watch. What is the topic of the presentation? **Answers will vary. Possible answer: It's about the gray whale.**



- B** ▶ 01-22 Listen or watch again. Complete the chart.

Endangered animal	gray whale
Location	Pacific Ocean
Reasons for endangerment	hunting, large ships, fishing boats, chemicals
Interesting facts	as long as a bus; weigh as much as 8 elephants; friendly around people

- C** Read the Presentation Skill. Make a list of animals and size comparisons.

- D** Make your own presentation.

**Step 1** Choose an endangered animal and find information about it. Complete a chart like the one in 1B.

**Step 2** Prepare a two-minute presentation about your animal. Bring an item or picture related to your endangered animal. Remember to include comparisons for measurements.

**Step 3** Give your presentation to the class. Answer questions and get feedback.



### PRESENTATION SKILL

#### Use comparisons for measurements

To make it easier for your audience to understand information about size, make comparisons to something the audience knows. For example, if you say that an animal is 15 meters (50 feet) long, you can also say that it is as long as a bus.

## 2 REFLECT AND PLAN

- A** Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

#### Speaking objectives

- ☐ Talk about a weather event
- ☐ Talk about wildlife
- ☐ Discuss endangered animals

#### Vocabulary

- ☐ Weather
- ☐ Results of bad weather
- ☐ Animals
- ☐ Words to describe animals

#### Conversation

- ☐ Reply questions

#### Pronunciation

- ☐ Linking vowels with /w/ and /y/

#### Listening

- ☐ Listen for questions

#### Grammar

- ☐ Get to express change
- ☐ So and such
- ☐ Though, although, and even though

#### Reading

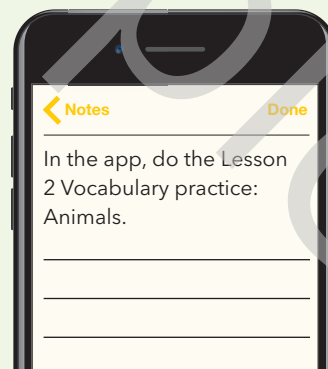
- ☐ Find the main idea

#### Writing

- ☐ Use sensory words

- B** What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.

How did you do? Complete the self-evaluation on page 165.



# PUT IT TOGETHER

## 1 PRESENTATION PROJECT

- A** • Have Ss look at the picture on the right. Ask, *How would you describe what you see in this picture?* (a gray whale jumping out of the water)
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the topic of the presentation?* (endangered species) Review the answer as a class.
- B** • Give Ss time to preview the chart. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to complete the exercise individually.
  - Have Ss compare their answers in pairs. Review the answers as a class.
  - Have Ss discuss in pairs if their guesses were correct.
  - Ask Ss, *What is something surprising and new you learned about gray whales?* Invite volunteers to share their answers with the class.
- ... **OPTION** If appropriate, pause the video, and ask Ss to predict what's coming up next. For example, pause after the phrase *gentle giants*. Ask Ss, *How big are gray whales?* Or pause after the phrase *endangered in others*. Ask Ss, *Where are gray whales more endangered?* Elicit ideas from the class before moving on.
- C** • Read the Presentation Skill aloud. Provide additional examples using comparisons for measurements, such as *some ants are smaller than a grain of rice*.
- Have students make their own lists and size comparisons of 3-5 animals and then compare in pairs.
- D** • Read the three steps aloud for the class. Tell Ss they can present on any endangered animal they are interested in. Have them brainstorm animals and then choose one.
- Have them complete a chart like the one in 1B with the information about their endangered animal. Invite them to share their ideas in pairs. Encourage Ss to ask each other questions and give feedback to help improve their idea development.
  - Walk around as Ss work and listen for correct syllable stress in nouns. Provide help with pronunciation as necessary.
  - For homework, ask Ss to prepare a two-minute presentation based on the information in their chart. Have them refer to the following checklist as they practice their presentations:
    - ☐ *Introduce the endangered animal.*
    - ☐ *Include a comparison for measurement.*
    - ☐ *Talk about the reasons for endangerment.*
    - ☐ *Present 2-3 interesting facts.*
    - ☐ *Speak loudly and clearly.*
  - Remind Ss to bring in an item or picture related to their endangered animal to show during their presentations.
  - Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
  - Have Ss give their presentations. Leave 2-3 minutes for questions and comments after each presentation.

## 2 REFLECT AND PLAN

- A** • Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss highlight the things they need to study or practice more and compare their checklists in pairs.
- B** • Have Ss work individually to think about what might help them learn the topics they highlighted. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
  - Then invite Ss to walk around and compare their ideas for learning different topics.