Unit 6 The World's Creatures

PREVIEW	Students listen to a talk about the passenger pigeon, read a conversation discussing taking in a lost cat, and complete a survey.	
LESSON 1 **Describe the traits of different pets**	***Vocabulary***	Positive and negative traits of pets
	Grammar	Passive modals and modal-like expressions
LESSON 2 **Express opinions about the treatment of animals**	***Grammar***	Passive modals: questions
LESSON 3 **Compare animal and human behavior**	***Vocabulary***	Animal physical features and social groups
	Listening skills	Listen for main ideas; Listen for supporting details; Understand from context
LESSON 4 **Discuss how to protect animals from extinction**	***Reading skills***	Understand from context; Recognize cause and effect
EXTEND-IT 3	*Apply to a vacation language course*; *Choose a program*; *Rent an apartment*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Preview

A ANIMAL EXTINCTION

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the picture of the passenger pigeon. Invite Ss to name an adjective to describe it. (elegant, beautiful, colorful)
- Have Ss listen to the conversation. To check comprehension, ask:
  How many passenger pigeons were once estimated to live in North America? (five billion)
  Why were passenger pigeons killed? (People ate them, made pillows and soft beds from their feathers, and hunted them for sport.)
  How many eggs could a female passenger pigeon lay each year? (only one)
- In pairs, have Ss discuss the questions in the directions.

LANGUAGE AND CULTURE

- *Extinct* is an adjective: *Dinosaurs are extinct.* The noun form of the word is *extinction.*
- The name *passenger pigeon* comes from the French *pigeon de passage* and refers to the huge groups of these birds which used to cross the sky.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Read the directions. Allow Ss to skim the featured words and phrases.
- Have Ss read and listen to the conversation. To check comprehension, ask:
  Why does Rob think the cat doesn't belong to anyone? (It always sleeps on Rob's bench outside.)
  Why hasn't Rob let the cat in the house? (He's nervous the cat might ruin the furniture, and he doesn't know if the cat can be house-trained.)

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- In pairs, have Ss rewrite the sentences.
- Go over the answers with the class.

D THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Invite Ss to do the exercise individually.
- Then have them compare answers in small groups.

E LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- After Ss complete the task, have them share with a partner.

F PAIR WORK

Suggested time: 5 minutes | Your time:

- Model the activity with a S.
- Then have Ss discuss the questions with a partner. Time permitting, Ss can ask other Ss the series of questions.

Afaq-lc.com

G TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss scan the images and read the names of animals.
- Direct Ss' attention to the word *insect* and clarify that it is a word describing a category of animal. Ask Ss if they can name the insect shown. (a beetle) Elicit names of other insects. (For example: flies, bees, ants, butterflies, mosquitoes)
- Call on a S to read the phrases in the chart. Stop at item 3 and ask, *Are you surprised to see this phrase? Why? Why not?*
- Have Ss fill in the chart individually. Tell them they can write more than one animal for each of the survey categories. Assist as needed.

LANGUAGE AND CULTURE

- Insects have six legs and generally have two pairs of wings. They belong to the larger animal category of invertebrates, which are animals that have no spine.
- The plural of *sheep* is *sheep*.

H VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss listen to the animal names.
- Then have them listen and repeat.

EXTENSION (+10–15 minutes) Instruct Ss to each write a short description of one of the animals on the page. Tell them to use phrases from the survey as well as provide other details, without mentioning what the animal is. Write this description of a parrot on the board for Ss to guess: *This animal has a large head and short neck. It is colorful and it can fly. I think this animal is fascinating. It is somewhat similar to humans. I think it would be fun to have as a pet.* Then invite Ss to read their descriptions to the class for the class to guess. Alternatively, Ss can walk around the room and pair up to read descriptions and guess.

CHALLENGE (+10 minutes) Write these categories on the board: *mammals*, *birds*, *amphibians*, *fish*, *reptiles*, *invertebrates*. Have Ss work in pairs. Ask them to categorize the different animals shown in Exercise G. (*mammals:* fox, horse, mouse, bull, dolphin, pig, elephant, monkey, cow, rabbit, seal, lion, dog, sheep; *birds:* parrot, rooster; *amphibians:* frog; *reptiles:* crocodile; *invertebrates:* insect) Then ask, *Which category of animal is not shown?* (fish) *Do you know any different types of fish?* (For example: shark, eel, seahorse, goldfish) Ss can think of other names of animals they know for the different categories. Encourage them to suggest animals for categories other than mammals.

START TALKING | DISCUSSION

Suggested time: 10 minutes | Your time:

- Have two volunteers read the example conversation. Ask, *Who agrees that parrots make great pets? Who would like to have a horse? What are other drawbacks to having a horse?* (They are expensive to buy and maintain.)
- Have Ss discuss their own responses to the survey in pairs or small groups. Encourage them to give reasons for their views.
- Bring the class together and call on Ss to share.

CHALLENGE (+5 minutes) In pairs, invite Ss to think of additional animals for one of the following categories. Write on the board:

Animals that are similar to humans

Animals that are used for medical research

Dangerous animals

Fascinating animals

Allow Ss to search online if they run out of ideas. Have them compare their lists with a partner.

TEACHING TIP Remind Ss to be respectful of each other's opinions. Even Ss from the same culture may have a different outlook on the treatment of animals. If classmates are from different cultures, this may introduce even more contrasting attitudes. Model respect for responding to comments. For example, say, *Wow, that's interesting. I have a very different viewpoint.* If any discussion starts getting too heated, steer the class in a different direction. Alternatively, assign Ss roles when discussing more controversial topics. Point out that none of the opinions they express are their own, and therefore they can argue without fear of offending one another.

Afaq-lc.com

LESSON 1 Describe the traits of different pets

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the picture. Ask, *What animal is this?* (a puppy) *What words come to mind when you look at this picture?* (cute, sweet)
- Have Ss read and listen. Then have Ss listen and repeat.
- Call on a S to read the caption under the picture. Ask, *Why are puppies high-maintenance pets?* (They need a lot of attention. They need to be trained. You can't leave them alone for long. They can destroy things and make a mess.)

OPTION (+10 minutes) As a class, brainstorm a list of common and exotic pets and write them on the board. (For example: dog, cat, guinea pig, hamster, tropical fish, turtle, lizard, parrot, snake) In pairs, have Ss think of a pet that best matches each trait. Review their ideas as a class.

LANGUAGE NOTE The compound adjectives *high-* and *low-maintenance* as well as *good-natured* are always hyphenated, whether they appear before a noun or after a verb. For example: *My dog is good-natured. A cat is a low-maintenance pet.*

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Have Ss read the headings in the chart.
- Write *goldfish* on the board and show them the picture of a goldfish on page 59. Ask, *What are the possible pros of a goldfish as a pet?* (low-maintenance, not costly) *What are the cons?* (not affectionate, not playful)
- Play the audio of the first conversation. Have Ss listen for the pet the speakers are talking about and then write it in the chart, together with the adjectives from Exercise A that describe the advantages and disadvantages of the pet. Point out that the speakers don't necessarily use the words from Exercise A. Ss have to interpret the information.
- Play the audio a second time so that Ss can add to or correct their answers.
- Go over the answers as a class. Encourage Ss to support their answers.
- Follow the same procedure for conversations 2–4.

OPTION As a class, discuss whether or not Ss think the people should get the pets.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Write on the board: *Some cats may be frightened by loud noises.* Ask, *Is this active or passive voice?* (passive) *What is the verb?* (may be frightened) *How do you form the passive voice with modals?* (modal + *be* + past participle) Label the example on the board:

  MODAL + be + PAST PARTICIPLE

  Some cats may be frightened by loud noises.
- Read the first rule. Ask, *How could we change the sentence on the board to the active voice?* If Ss need help, write *Loud noises . . .* and have Ss complete the sentence. (may frighten some cats)
- Call on individual Ss to read the remaining example sentences.
- Call on a S to read the **Note**. Write on the board: *You don't have to wash a cat. You must not wash a cat.* Ask, *What is the difference between these two sentences?* (In the first one, it's not obligatory or necessary to do something. In the second one, it's necessary that something not be done.) Say, *The assignment doesn't have to be e-mailed.* Ask a S to restate the sentence with *must not*. Ask, *Is there a difference in meaning?* (Yes, in the first one it isn't necessary for the assignment to be e-mailed, whereas in the second sentence it is necessary that it not be e-mailed.)

GRAMMAR EXPANDER (optional, pages T124–125)

D NOTICE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss scan the Zoom-In conversation on page 56 for examples of passive modals.
- Have volunteers share the examples.

E UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Tell Ss to complete the exercise individually. Tell them to think carefully about the performer and receiver of the actions. If necessary, model item 1. Ask, *Are the dolphins performing the action of training in the sentence?* (no) Read the example statement about the receiver of the action. Ask, *So, do we need active or passive voice here?* (passive)
- After Ss complete the exercise, have them compare answers with a partner and discuss who or what is the receiver of each action.

Afaq-lc.com

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Model the first item with the class. As a reminder, elicit from the class how passive modals are formed. (modal + *be* + past participle)
- Have Ss compare their sentences with a partner.
- Bring the class together and go over the answers.

OPTION Ask Ss to describe what's happening in the cartoon. Ask if they find it funny, and if so, why?

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- To indicate you're considering a different course of action, say *I hadn't thought of that, On second thought, . . .* , or *Now that you mention it, . . .*
- Use *For one thing* to introduce a first supporting argument
- Say *Good point* to recognize the value of another person's argument
- Use *Right?* to ask someone to confirm the correctness of your statement

- Call on a S to read the Communication Activator title. Ask, *What are the two people in the picture probably talking about?* (traits of different pets)
- Have Ss read and listen to the conversation. To check comprehension, ask:
  What animal has the woman been thinking of getting? (a dog)
  Why are dogs high-maintenance? (They have to be walked a couple of times a day.)
  What is the other negative trait the man mentions? (Some dogs are too excitable.)
  Is the woman sure she wants a dog? (no)
- Then ask, *Do you think the man has a dog?* (probably not) Refer to the Teaching Tip below for tips on teaching inference.
- Invite Ss to identify two passive modals in the conversation. (. . . they have to be walked a couple of times a day; But I'm sure they can be trained not to be.)
- Call Ss' attention to the **Social language** box and read the heading. Model each item for Ss to listen and repeat.

TEACHING TIP *Inferring* means using the information we have to make a guess we think is true. For example, the man doesn't share any personal dog stories, which suggests he doesn't have a dog. Take opportunities to encourage Ss to find answers between the lines, which are not stated explicitly. Prompt with questions and invite Ss to back up their guesses.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat each line.
- Have Ss repeat. Make sure they
  - use rising intonation for *Do you think that's a good idea?* and *Right?*
  - pause after *For one thing* and *On second thought*
  - use emphatic stress on *not* in *I'm sure they can be trained not to be.*
- Monitor as Ss practice the conversations in pairs. Have Ss switch roles and repeat.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Have Ss look at the pictures. Play the audio. Then have them listen and repeat.
- Write on the board: *I've been thinking about getting a . . .*
- In pairs, have Ss role-play their conversations. Monitor and assist as needed. Have Ss change roles and practice again, using new ideas, before working with a new partner.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.

LOOK FOR While Ss are doing Exercise C, monitor their conversations to determine if they are

- ✓ using adjectives to describe the positive and negative traits of pets
- ✓ using passive modals and modal-like expressions
- ✓ discussing the pros and cons of different pets

OPTION Use the Unit 6 Energizer Worksheet (see Printable Resources in the Portal).

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Have Ss write a few sentences describing the character of their own pet or a friend's pet, as well as some problems that might occur, and solutions using passive modals. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

Afaq-lc.com

LESSON 2 Express opinions about the treatment of animals

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Read the lesson title. Call on volunteers to read the four questions in the text.
- Have Ss read the text. Play the audio if appropriate.
- To check comprehension, call on volunteers to summarize the responses to the questions.
- Have Ss read the text again, focusing on the underlined featured grammar. Ask, *What structures do you recognize in the featured grammar?* (passive modals)
- Remind Ss that Lesson 1 covered passive modal statements. Ask, *What passive modal statements can you see here?* (Valerie: I don't think it can be avoided; research could be limited to . . .; Ellen: their habitats . . . should be protected; people shouldn't be allowed to destroy them.)
- If time permits, direct Ss' attention to the phrases used at the beginning of each person's response. Refer to the Language Notes below to review the meaning. Look at the Teaching Tip below for ideas for teaching intonation.

LANGUAGE NOTES

- Larry: *Absolutely* is used to say that you completely agree with someone.
- Valerie: *To tell the truth . . .* is used to emphasize that you are being very honest.
- Conor: *That's a good question* can be used to admit that you don't know the answer, but that it's worth thinking about.
- Ellen: *To begin with . . .* is used to introduce the first point you want to make.

TEACHING TIP Bringing attention to the intonation of different phrases can help Ss learn the subtleties of spoken language. Look for opportunities in texts or audio selections to focus on specific words and phrases. For example, for Exercise A you could play the audio again. Pause after the speakers say one of the phrases discussed in the Language Notes above. Have Ss repeat the phrase, exaggerating their facial expression and body language.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss voice agreement or disagreement with the various people's comments in Exercise A.
- Bring the class together and have Ss share their views.

OPTION (+5 minutes) Tell Ss to write a post responding to the comments from one of the people in Exercise A. Monitor and assist as needed. Then bring the class together and have Ss share.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the example *yes / no* questions. To point out the difference in form between *have to* and other modal verbs, write on the board:
  Can this be done?
  Does this have to be done?
  Ask Ss to identify the modal in each example. Circle the modals as Ss respond. (Can, have to) Ask, *What is the difference in the structure of these two sentences?* (The question form of *have to* requires *Do*.)
- Write the example sentence on the board: *Don't animals have to be fed antibiotics so they don't get sick?* Underline *Don't* and *have to*. Explain that starting the question with *Don't* instead of *Do* suggests the person already believes animals need antibiotics. Ss should not confuse this use with the modal structure *don't have to* which expresses lack of obligation, for example: *Animals don't have to be fed antibiotics.*
- Have Ss read the examples of information questions. To point out the difference between information questions with *have to* and other modals, write these two examples on the board:
  Why must they be treated poorly?
  Why do they have to be treated poorly?
  Have Ss identify the modal in each sentence. (must, have to)
- Finally, call on Ss to read the examples of tag questions. Point out that the modals *must* and *might* would not typically be used in tag questions.

EXTENSION (+5 minutes) Have Ss look back to the questions in Exercise A. Ask, *Which people answer* yes / no *questions?* (Larry and Valerie) *Information questions?* (Conor and Ellen) Challenge Ss to change the existing questions into tag questions. (For example: Animals shouldn't be killed for sport or entertainment, should they? Animals have to be used for medical research, don't they? Animals don't have to be kept in such filthy crowded conditions, do they? We can protect animals from extinction, can't we?)

D GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss look at the prompts. Ask, *Which items are* yes / no *questions?* (1, 2, 5, and 6) *Which ones are information questions?* (3 and 4)
- Have Ss complete the exercise individually. Then, in pairs, have Ss practice the conversations. Assist as needed.

(Activity notes continue on page T61.)

Afaq-lc.com

D GRAMMAR PRACTICE (CONTINUED)

OPTION (+5 minutes) In pairs, have Ss read the questions and make up their own answers.

EXTENSION (+5 minutes) Challenge Ss to change the questions in items 1 to 3 into tag questions. (For example: 1. People shouldn't be allowed to hunt elephants, should they? 2. New medications could be discovered through animal research, couldn't they? 3. Chickens don't have to be raised in crowded conditions, do they?)

PRONUNCIATION LESSON (optional, page T135)

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Direct Ss' attention to the third picture and ask a S to read the sample writing.
- Encourage Ss to write different question types, including a tag question. Elicit other modals besides *should* that Ss could use for the different scenarios. (have to, must, could, might)
- Ask Ss to look at the pictures and identify the animals. (horses, dog, bears, mouse, cow) Ask, *What can you see in the fifth photo?* (a hide, or an animal's skin that has been removed to make leather) Make sure Ss know that *slaughter* means to kill an animal for its meat.
- Monitor as Ss write questions. Assist with structures as needed. Ss may need guidance in understanding infinitives of purpose for *be raised [in order] to race, be harmed [in order] to make medications safe,* and *be killed [in order] to make clothing*.

B PAIR WORK

Suggested time: 15 minutes | Your time:

- Draw Ss' attention to the **Recycle This Language** box. Encourage Ss to use these expressions in their descriptions. Also encourage them to use the introductory phrases from Exercise A on page 60: *Absolutely! To tell the truth . . . That's a good question. Well, to begin with . . .*
- Ask two volunteers to read the example conversation. Ask, *What are the passive modal constructions?* (have to be harmed; shouldn't be treated; have to be protected)
- Then in pairs, have Ss ask each other the questions they wrote in Exercise A. Monitor Ss' conversations.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- Call on pairs to summarize their ideas for the class.
- Once everyone has shared an opinion on each topic, ask, *What is the general opinion of the class?* (For example: Most people in class think that small animals should be used for medical research, but they should be treated humanely.)

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

- ✓ forming passive modal questions correctly and using a variety of modals
- ✓ using vocabulary to express opinions about the treatment of animals
- ✓ discussing various ways animals need to be protected from mistreatment

CLOSURE ACTIVITY (+5 minutes) Write on the board: *Animals can be saved from extinction, can't they?* Say, *Prepare a short oral response.* Tell Ss to choose three key points they want to make. Tell them to use a variety of modals such as *have to*, *could*, *should*, *must*, and *might* in their answers. Monitor and listen to identify areas for review and extra practice.

Remind Ss of additional grammar and pronunciation practice in their digital resources.

Afaq-lc.com

LESSON 3 Compare animal and human behavior

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Tell Ss to scan the pictures and words and phrases for physical features and social groups.
- Have Ss read and listen.
- Then ask them to listen again and repeat.

LANGUAGE NOTES

- In English, there are a number of specialized words for animal social groups, such as a *gaggle* of geese, a *pod* of dolphins, and so on. The ones in Exercise A are common group names and are generic enough for Ss to use for a variety of animals and insects.
- *A pack* is a generic term for a group of wolves or other predators. A group of lions, however, is called *a pride of lions*.

CHALLENGE (+5 minutes) Write these collective nouns for animal groups on the board: *den*, *flutter*, *swarm*, *troop*. Have Ss search online for which creature each name applies to. Alternatively, you can provide this word bank on the board for Ss to match with the words: *monkeys*, *bees*, *butterflies*, *snakes*. (a troop of monkeys, a swarm of bees, a flutter of butterflies, a den of snakes) Ss can explore further terms. Ask, *What might be a good search term to help you find these?* (For example: *what is group of [monkeys] called* or *collective noun [monkeys]*)

EXTENSION (+10 minutes) Have Ss write riddles for other Ss to guess using the vocabulary in Exercise A. Tell Ss to write several sentences. Write an example on the board: *This animal has claws, fur, and a tail. It can be brown, black, or white, and probably some other colors. It doesn't live in a social group. It just lives with its own family. What is it?* (a bear)

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Call on Ss to read the headings in the chart, referring back to the vocabulary in Exercise A.
- Assist as needed while Ss complete the chart. Encourage them to write at least two examples per category.

C LISTEN FOR MAIN IDEAS

Suggested time: 10 minutes | Your time:

- Invite Ss to preview the questions. Write these terms on the board: *animal instinct, predator, prey*. Point out that explanations of these words are given in the lecture. Encourage Ss to take notes about these words when listening. Tell them that their answer to each question should just be one sentence.
- Play the audio for Ss to listen.
- Have Ss compare answers in pairs.
- Then bring the class together. Call on a volunteer to answer the first question. Then ask for an example of animal instinct from the lecture. (All animals instinctively reproduce and care for their young, and they instinctively behave in certain ways to survive in nature.) Next, call on a volunteer to answer the second question. Then elicit examples of predators and their prey from Ss' own knowledge. (For example: lion / zebra; fox / rabbit; bear / fish)

LANGUAGE NOTE The word *flight* is a noun that means an *escape*—when you leave a place to get away from a dangerous situation. The verb form is *flee*, which means to leave somewhere very quickly to escape from danger.

EXTENSION (+5 minutes) Write on the board: *social groups to ensure protection* and *social groups to ensure attack*. Ask, *Which category refers to prey?* (ensure protection) *Which category refers to predators?* (ensure attack) Have Ss name examples of the two types of social groups from the lecture. (to ensure protection: a school of fish, a flock of parrots; to ensure attack: a group of lions) Invite Ss to suggest other examples. (For example: Zebras are safer in large numbers since their stripes blend together and create a camouflage, and packs of wolves cooperate to hunt a moose or an elk.) Point out that a social group can both ensure protection and ensure attack at the same time. The lecture states that hunting in packs allows predators to ensure their own survival.

Afaq-lc.com

D LISTEN FOR SUPPORTING DETAILS

Suggested time: 5 minutes | Your time:

- Read the directions. Tell Ss to preview the statements. Tell them to mark *T* or *F* with a pencil if they think they know the answer.
- Play the audio.
- Have Ss work individually to identify the statements as true or false. Then have them compare answers with a partner, giving explanations.
- Review the answers as a class.

E UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- In pairs, have Ss discuss the questions.
- If appropriate, play the audio again.
- For question 1, play paragraph 4 starting with *Another aspect of . . .* For question 2, refer to the audio script and play paragraph 5 starting with *Aside from causing . . .*

F APPLY IDEAS

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss complete the exercise individually. If they get stuck, refer them to the animals on pages 57 and 62 for ideas. Assist as needed.
- In pairs, have Ss compare answers.
- Bring the class together and have Ss share answers.

G LISTEN FOR MAIN IDEAS

Suggested time: 10 minutes | Your time:

- Read the directions. Ask volunteers to read the questions.
- Write *instinct* on the board. Review the definition from Part 1 of the lecture. (behavior that does not need to be learned)
- Have Ss listen once and take notes.
- Then have Ss listen again to answer the questions.
- Bring the class together and have Ss share answers.

H APPLY IDEAS

Suggested time: 5 minutes | Your time:

- Write on the board: *Learned behavior versus instinct.* Review the difference from Exercise G, item 1.
- In pairs, have Ss read the situations and discuss their reasons for classifying each behavior as either learned or instinctual behavior.
- Bring the class together and have Ss share answers.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Have Ss look at the two photos. Elicit words or ideas that come to mind when seeing these photos side by side. Write Ss' reactions on the board. (For example: funny, true, herd of people)
- Call on volunteers to read the questions. Tell Ss they will have to take the information they learned about animals and try to think about how it might apply to human behavior.
- Monitor as Ss write notes to answer the questions. Hint to Ss to think about learned versus instinctual behavior. Remind Ss about the fight or flight response, which humans also experience.

B GROUP WORK

Suggested time: 5 minutes | Your time:

- Call on two volunteers to read the example statements.
- Draw Ss' attention to the **Recycle This Language** box. Encourage Ss to use these words in their discussions.
- Have Ss share their ideas in groups, referring to their notes in Talking Points.
- Time permitting, bring the class together and summarize ideas.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are

✓ comparing animal and human behavior

✓ using vocabulary for positive and negative traits, and for social groups

CHALLENGE (+20–30 minutes) Write *fight or flight* on the board. Point out that fear triggers the response to either fight or escape. For homework, ask Ss to find out more information about this response to fear. They can look up how it works in humans or in other animals, and compare and contrast the responses in both. Have Ss write up their information or prepare a presentation for the class.

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write these questions on the board and tell Ss to answer them using concepts covered in the lesson:

1. *Do large groups of people have leaders and followers like animals?*
2. *How are leaders chosen by animals? How are leaders chosen by humans?*
3. *Why might people choose to walk with a group of people at night instead of walking alone?*

Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary and listening practice in their digital resources.

Afaq-lc.com

LESSON 4 Discuss how to protect animals from extinction

A READING

Suggested time: 20 minutes | Your time:

- Draw Ss' attention to the title of the article. Review that *extinction* is a noun. Elicit the adjective form. (extinct) Elicit or offer an example sentence. (For example: Scientists are worried that these animals will become extinct.) Ask, *What does* under threat of *mean?* (in danger of)
- Call on Ss to identify the animals on the page. (frog, salamander, python, deer, elephant, egret) Ask, *What physical features from Exercise A on page 62 can you see here?* (horns, feathers, beak, fur, scales, tail, hooves) Finally, ask, *Are these animals extinct?* (No, they are in danger of becoming extinct.)
- Read the directions and the target question: *Which seem to you to be the most challenging to overcome?*
- Invite Ss to preview the article by reading the introduction under the title, as well as the heading of each paragraph. Ask, *Do you think the image of the python is connected to the deer? Do you think the python could eat the deer?* For further tips on previewing text, see the Teaching Tips on this page.
- Have Ss read the article. If appropriate, play the audio for Ss to follow along.
- As Ss read, tell them to underline information in the article that will help them answer the target question.
- Bring the class together. Have volunteers share their answers to the target question. Ask them why they consider that danger to be the most challenging to deal with. Most learners will probably identify pollution and global warming as the most challenging.

LANGUAGE NOTES

- A *species* refers to a group of animals or plants whose members are similar and can breed together to produce young animals or plants.
- *Decline* means to decrease in quality or quantity.
- *Alarming* means frightening or upsetting.
- A *culprit* is someone found guilty of doing something wrong.
- *Invasive* means invading or moving into all areas and difficult to stop.
- A *marsh* is an area of low flat ground that is always wet and soft.
- *Ban* means to officially prevent something from being used or done.
- *Scarce* means available in only very small quantities.
- *Lucrative* means producing a lot of profit.
- The verb *pose* is often used before *a threat* to mean *be a threat*.

OPTION (+5 minutes) Divide Ss into four groups. Assign each group one section of the article. Ask them to circle every animal or animal category mentioned in the section. Tell Ss they will practice scanning, moving their eyes across the page looking for animal names. Have each group send one volunteer to write all the words in the section on the board. (Pollution and Global Warming paragraph: amphibians, frogs, salamanders, insect, fish, birds; Invasive Species paragraph: snakes, Burmese python, birds, reptiles, alligators, mammals, rabbits, foxes, deer, cats, dogs; Poaching paragraph: African elephants; Dumping of Plastics paragraph: fish, marine mammals, land mammals, birds, egret [in caption]) Ask, *Did you notice more animal words doing this scanning than you did in your first reading?*

TEACHING TIPS

- Previewing helps Ss activate what they already know about a topic. It can also stimulate their curiosity. For example, the section *Invasive Species* in the article is next to the picture of the python. Ss might wonder, *How is the python invasive?* and be eager to keep reading. Train Ss to always look at titles, subheadings, and photos, and to skim the text for a general idea of what it is about.
- When Ss ask about the meaning of words, avoid automatically giving a definition or synonym. Instead, prompt with questions to encourage Ss to look at the context and try to work out meaning. Guessing meaning from context is an important reading skill. Alternatively, invite other Ss to help give the meaning of a word or an example of its use. Personalizing with examples helps Ss remember new words. In addition, sharing knowledge with one another helps Ss build confidence and mutual trust.

Afaq-lc.com

B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Encourage Ss to try to complete the exercise without looking back at the article.
- Then have them find each word in the article and confirm that they chose the correct answer. Refer to the Teaching Tip below to help Ss use the process of elimination with multiple-choice questions.
- Bring the class together and go over the answers.

TEACHING TIP A process of elimination refers to figuring out which items in a multiple-choice question are definitely not the answer. This can help lead to the correct answer. One way to eliminate wrong answers is to try out the answer choices in the place in the text where the vocabulary word is. In this way, one or more of the choices will easily be eliminated as incorrect.

C RECOGNIZE CAUSE AND EFFECT

Suggested time: 10 minutes | Your time:

- Read the Exercise C heading and the directions. If appropriate, review cause and effect by asking, *What is a cause?* (the reason that something happens) *What is an effect?* (what happens as a result of the cause)
- To practice, point to the phrase *under threat of extinction* in the title of the article. Ask, *Is this a cause or an effect?* (an effect) *What are the causes?* (pollution and global warming, invasive species, poaching, and dumping of plastics)
- Draw a chart on the board. In pairs, have Ss look at the questions, copy the chart, and fill it in. Assist as needed.

	Cause	*Effect*
1	*extinction of frogs*	*[answers will vary]*
2	*introduction of Burmese python*	*[answers will vary]*
3	*poaching*	*difficult to stop because . . .*
4	*dumping of plastics*	*disaster for the world's animals because . . .*

- Spot-check pairs' charts. Make sure Ss can see that the information they have written under *Effect* is the answer to items 1, 2, and 3. The cause-and-effect chain in item 3 is more complex, because efforts to stop elephant poaching increased the price of ivory, which then led to more poaching.
- Bring the class together to go over the answers.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Clarify that Ss will work in pairs to discuss the questions. Then they will make their own notes individually. Tell Ss they do not need to have the same opinion as their partner.
- Direct Ss' attention to the photos and captions. Item 2 on the questionnaire relates to the logging image, and item 3 relates to the ecotourism image.
- Assist as needed. Remind Ss to refer back to the article if appropriate.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T151A–B)

- Call on individual pairs to share their opinions for specific questions from Talking Points. For example, read item 1 and say, *[Peter and Hannah], what ideas do you have about this topic?* Refer Ss to the optional Soft Skills Booster on page 156 for ways to provide reasons for positive and negative opinions. Allow other Ss in the class to respond to each pair's views. Ask a volunteer to share a statement reflecting the majority opinion in the class.
- Continue until all the questions have been discussed. Alternatively, combine pairs into groups of four and have them share their opinions.
- Monitor as Ss speak. Prompt with questions as needed.

LOOK FOR While Ss are doing Exercises A and B, monitor their discussions to determine if they are
✓ thinking critically about the causes and effects of extinction
✓ discussing a variety of ways to protect animals from extinction

WRITING HANDBOOK (optional, page T146)

CLOSURE ACTIVITY (+5 minutes) Write on the board:
1. Poachers should be imprisoned for life.
2. Plastic bags should be banned.
Instruct Ss to write a statement for or against each of these topics, supporting their point of view. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading and writing practice in their digital resources.

PROGRESS SELF-CHECK
Follow the procedure outlined in Unit 1 on page T11.

FOR MORE PRACTICE . . .
Refer to the list of review and additional practice items in Unit 1 on page T11.

Afaq-lc.com

Extend-It 3

OPTION Use the Phrase Book in the Printable Resources in the Portal to ensure that Ss recycle and use known language from earlier levels and units.

1 APPLY TO A VACATION LANGUAGE COURSE

Suggested time: 40 minutes | Your time:

Note: In Activities 1 and 2, Ss apply to a vacation language course and choose a program. Activity 3 involves role-playing renting an apartment.

- Read the directions. Ask, *Have you, or has someone you know, participated in a course like this? Is this something that would interest you?*
- To confirm understanding of the directions, ask, *What does applying to CLCI require?* (filling out an application form and writing a personal statement) Point to the bottom of the application form. Ask, *How do applicants submit their personal statement?* (They attach it to the application.) *How long should it be?* (100 to 200 words)
- Point to *Connectivity* on the form and ask, *Where have you seen this logo?* (in this Student's Book) Ask, *Do you typically prefer to fill out a form online or by hand? Why?*
- Have Ss complete the form individually. Assure Ss that if they don't want to write their own date of birth or other personal information, they can make these details up.
- Note that the level *Native* is a term often used for extremely advanced students. It doesn't indicate that the speaker is actually a native speaker.
- Part B: Ss can either write the personal statement in class or for homework. Note that if you are using the optional Writing Handbook, writing a personal statement is covered in Unit 3. In preparation for writing the personal statement, ask, *What is the purpose of a personal statement?* (to introduce yourself and explain why you are a good candidate) *What else are personal statements used for?* (school applications, jobs, scholarship applications) Explain that a personal statement is an opportunity to stand out. Ask, *What tone do you think a personal statement should have?* (For example: confident, not too formal and not too casual) Point out that the tone should never be arrogant. Elicit some ways to start this personal statement. (For example: I'm applying to CLCI because . . . ; I have always wanted . . .) Encourage Ss to be original and share an interesting personal experience.
- In pairs, have Ss exchange personal statements and give each other feedback. Assist as needed. Confirm or correct any feedback that Ss give each other.
- Have Ss finalize their personal statement for homework and hand it in for feedback.
- Finally, have Ss work in pairs to discuss their feelings about going on the CLCI vacation course.

LANGUAGE AND CULTURE In American dates, the month comes first. In British English, the day comes first.

OPTION (+5 minutes) Ss can compare and discuss points 7 and 8 of the application form as well. Encourage Ss to ask and answer questions about the preferences in point 8.

2 CHOOSE A PROGRAM

Suggested time: 25 minutes | Your time:

- Read the first part of the directions. Ask, *How do you think a school like this might decide who should receive scholarships?* (For example: based on financial need; based on a very well-written personal statement)
- Then move on to the four bullets. After reading the first bullet, write the names of the three places on the board. Refer to the Language and Culture notes below for the pronunciation of *Les Baux-de-Provence*. Direct Ss' attention to the picture of each place and elicit a description. (Concord: pretty shops and some trees; Sydney: gorgeous ocean and beach; Les Baux-de-Provence: beautiful historic village) Then read the other bullets. Point out that pairs may have different pros and cons, but they will have to evaluate them and then agree on one program for both to attend.
- Monitor as Ss discuss the three choices and write down the pros and cons. Explain vocabulary as needed, referring to the Language and Culture notes. Clarify that for the Sydney program, transportation is not necessary or *not applicable* because everything takes place on-site.
- Once pairs have made their selections, tell them to join another pair to compare and discuss their choices. Listen to the group discussions and prompt with questions if needed.

LANGUAGE AND CULTURE

- Point out that *Les Baux-de-Provence* is pronounced /le bo də provans/. This is the official name of the village, but it is normally referred to simply as *Les Baux* in conversation.
- *Small-town America* refers to any town with a small population. People in such towns are known for being friendly, kind, and honest. Everyone knows everyone, and people can rely on one another.
- *The Land Down Under* is a common nickname for Australia because it is located below the equator. This nickname was first used by a team of early European explorers.

Afaq-lc.com

3 RENT AN APARTMENT

Suggested time: 25 minutes | Your time:

- Ask, *Which location gives an option of on-site rooms for accommodation?* (Sydney) *What is the accommodation in Concord?* (Airbnb) *Les Baux-de-Provence?* (homestay or local apartments)
- Ask, *Have you ever had to find an apartment or room to live in? If yes, where was this? Did you have roommates? How would you describe the process of finding an apartment?*
- Say, *This activity is about renting an apartment.* Have Ss glance at the two pictures in the listings and poll, *Who likes Apartment 1 from the picture? Who likes Apartment 2?*
- Read the first part of the directions. Form pairs and then groups of four. In each group of four, two Ss are renters. The other two Ss are the owners of Apartment 1 and Apartment 2. Tell them to read the directions that apply to them.
- Instruct renters to discuss their requirements and note them on the notepad titled *Renters' requirements*. Make sure renters understand that they will be living in the apartment together as roommates, so they should put requirements that meet both their needs.
- The owners discuss and fill in the information for each of the two apartments they have to offer. Tell them to make the two apartments very different.
- Assist as needed.
- Read the second part of the directions. Tell Ss to role-play a conference call or a video call where all four people can hear and participate in the conversation easily. Alternatively, have one renter role-play a call with one owner and the other renter role-play a call with the other owner. Then renters discuss which apartment best meets their needs. Tell renters they may need to compromise on what they want. Finally, renters confirm their choice with the owners.
- Answer any questions. Help with language to express concerns, needs, and individual requirements as the renters come to a decision.
- Write these questions on the board to discuss once the class comes together:

  Renters, was it difficult for you to agree on an apartment?

  Do you think you and your roommate could successfully find an apartment in real life?

  Owners, what was important to your renters? Were you able to provide them with a suitable option in the end?

Language Center

Afaq-lc.com