

# MODULE 6 Animals in danger

## Unit 1

It allows people to get closer to them.

### Listening and vocabulary

#### 1. Look at the pictures and do the quiz. Use the words in the box.

• Ask the students to look at the pictures in groups or in pairs. Tell them to try and describe the animals in the pictures by asking and answering. For example:

- What does it look like?
- It's large and brown.
- Where does it live?
- I think it lives in the forest.

• Elicit some of the students' ideas and then tell them they are going to do a quiz to see if they were right.

• Ask them to repeat the words in the box chorally and individually. Make sure they know the animals.

• Tell them to read the quiz, decide what the animals are and then complete the quiz.

• Ask them to check answers in pairs.

• Elicit answers by nominating some students to read out the quiz sentences and others to say the animals.

### Extension

• Call some students to describe some other animals and ask the class to guess.

#### Answers

- |             |         |          |
|-------------|---------|----------|
| 1. giraffe  | 2. lion | 3. snake |
| 4. elephant | 5. bear |          |

#### 2. Listen and answer the questions.

• Ask the students to look at the title of the module and the unit. Let them guess what the listening will be about.

- Elicit some ideas from the class.
- Read through the questions with the students.
- Play the recording while they listen for the answers and see if their guesses were correct.
- Play the recording again for them to answer the questions and then check with their partners.
- Play the recording once more for them to check their answers.
- Elicit answers from the class.

#### Answers

1. This week's *Animal World* is about snakes.
2. Animals such as pandas, lions, elephants and bears are in danger.

#### Tapescript

**Betty:** Are you watching *Animal World*?

**Tony:** Yes, I'm watching it to find out about different animals. This week it's about snakes.

**Betty:** Ugh! Last week they told us why there were so few pandas. They made the programme to show people how the animals live.

**Tony:** Yes, I saw it. Now I understand why pandas are so special. But we want other animals to be safe too. There aren't many lions, elephants and bears left in the world.

**Betty:** It's good to find out about them.

#### 3. Listen and read.

• Tell the students to work in groups to discuss if many animals are in danger, which ones are and how we can help them.

• Elicit some of their ideas around the class.

• Play the recording to let the students listen to Lingling and Betty talking about animals in danger and check if they had the same ideas as Lingling and Betty.

• Play the recording again. Ask the students to listen to and read the conversation at the same time.

• Ask them to practise and play the conversation in different roles.



### Now complete the table.

- Ask the students to read the conversation again and mark the key information which is helpful to complete the table.
- Ask them to list and sort out the key information and then complete the table.
- Elicit answers from the class.

#### Answers

Why many animals are in danger	What we can do to help
1. Many animals don't have a safe place to live, because villages and farms are growing bigger and are taking away their land and forests. 2. Often there isn't enough clean water.	1. Raise some money at school. 2. Find out what else we can do to save as many animals as possible.

### Work in pairs. Discuss and add more information to the table.

- Pair the students to discuss the two problems in the table. Offer some ideas to help the students broaden their minds. For example:

Why many animals are in danger	What we can do to help
1. People kill them for sport or for food. 2. They don't have enough food to eat.	1. Support a charity for animals. 2. Don't buy products made with anything from an animal in danger.

- Encourage them to think of as many ideas as possible.
- Ask them to add their ideas to the table.
- Ask some pairs to share their information.

#### Extension

- Choose some sentences with infinitive structures like "want to", "need to", "can do... to" from the

conversation.

- Repeat each sentence chorally with the class.
- Ask the students questions and elicit answers by using the new language. For example:
  - What can we do to help the animals in danger?
  - We can give money to help protect the animals.
- Ask the students to repeat the questions and answers chorally.
- Put the students in groups to ask and answer by using the new language.
- Nominate some groups to ask and answer.

### 4. Complete the passage with the words and expression in the box.

- Tell the students to look at the words and expression in the box and predict what the passage is about.
- Ask them to read through the passage and check whether their prediction was correct.
- Ask them to complete the passage individually.
- Tell them to check their answers in pairs.
- Elicit answers from the whole class.
- Nominate some students to read out the passage line by line.

#### Answers

- |             |            |
|-------------|------------|
| 1. danger   | 2. protect |
| 3. enough   | 4. allows  |
| 5. in peace | 6. raise   |

### Pronunciation and speaking

#### 5. Listen and mark when the speaker pauses.

- Ask the students to read the sentences individually.
- Play the recording for them to listen for the pronunciation and pauses.
- Play the recording again and pause at the end of each sentence for the students to decide where the speaker pauses.
- Check the pauses together.



### Now listen again and repeat.

- Play the recording once more and ask the students to repeat chorally and individually after each sentence.
- Nominate some students to read out the sentences. Remind them to pay attention to the pauses.

### Possible answers

1. It allows people/to get closer to them.
2. We want to/save animals in danger,/and we need your help.
3. We can give money/to help protect the animals.

### 6. Work in pairs. Ask and answer the questions.

- Ask the students to read the questions individually.
- Put them in pairs to ask and answer. Encourage them to say what they really think and tell them they can disagree with each other.
- Tell them to pick up any errors and encourage them to correct the errors themselves when they ask and answer.

### 7. Talk with your partner about what we can do to protect animals in danger.

- Put the students in pairs to talk about possible solutions to saving wildlife.
- Remind them of the earlier discussion and language for what they need to do. Elicit the words, expressions and structures, and write them on the board.
- Ask the students to talk about and list their solutions in pairs.

### Now share your ideas with the rest of the class.

#### What do they think?

- Nominate different pairs in turn to talk about their solutions.
- Let the class take notes about the solutions and vote for the one that they think is the most effective and helpful.
- Tell the students to keep these notes for the next class.

## Unit 2

# The WWF is working hard to save them all.

### Reading and vocabulary

#### 1. Say what you know about pandas.

- Write the following words on the board as headings: Home, Food, Babies, Problems.
- Put the students in groups of 3-4 to talk about pandas according to the headings and make a list of panda facts.
- Elicit their ideas and put them under the headings on the board. Then use the facts they come up with to pre-teach the key vocabulary, e.g. baby, feed, develop, nature, etc.

#### 2. Read the passage and match the headings with the paragraphs.

- Get the students to look at the picture of the panda and ask if they have seen any pandas in the zoo or in a nature reserve.
- Read the headings with the students and ask them to predict what they think will be in each paragraph. Elicit their ideas around the class.
- Ask them to scan the passage and check whether their predictions were correct.
- Ask them to read the passage carefully and match the headings with the paragraphs individually.
- Ask them to check their answers as well as the facts on the board (Activity 1) in pairs.
- Elicit answers from the whole class.

### Answers

1. d)      2. c)      3. a)      4. b)

### Learning to learn

- Ask the students if they find it easy to use translation as a way of learning new words and what types of words they think translation is best for.
- Read through the information and discuss the suggestions with the students. Remind them flash



cards can be very useful for learning new words.

### 3. Complete the sentences.

- Read the first parts of the sentences with the class and let them predict what should be written to complete the sentences.
- Ask the students to read the passage again and underline the key information.
- Ask them to complete the sentences individually and then check answers with their partners.
- Elicit answers from the whole class with the students reading the complete sentences.

#### Answers

1. to help pandas produce more babies and help baby pandas live
2. to protect pandas in the wild
3. to be its symbol
4. to save all the animals

### 4. Complete the passage with the words in the box.

- Ask the students to look at the words in the box and check their meaning. Make sure they are clear about every word.
- Ask them to read the passage and think about what information is missing.
- Tell them to complete the passage on their own and check their answers with a partner.
- Elicit full sentences with the correct answers from the whole class.
- Nominate a few students to read the whole passage.

#### Answers

- |               |               |         |
|---------------|---------------|---------|
| 1. Scientists | 2. produce    | 3. baby |
| 4. situation  | 5. government | 6. save |
| 7. nature     | 8. symbol     |         |

#### Writing

### 5. Choose an animal in danger and answer the questions.

- Pair the students. Ask them to make a list of endangered animals.
- Ask them to read the questions first and then

choose an animal they like and want to save from their list.

- Tell them to answer the questions about the animal they've chosen and make notes. Tell them to use their imaginations too.
- Nominate some pairs to ask and answer the questions.

### 6. Write a passage about an animal in danger. Use your answers in Activity 5 and the following example to help you.

- Tell the students to read the model passage about pandas individually.
- Write down some useful conjunctions on the board: First..., Second..., So...
- Ask the students to write their answers to the questions in Activity 5 in full sentences individually. Remind them they can use their notes to help them.
- Ask them to write a passage following the model passage. Remind them they may use the full sentences they've written and the notes they've made for Activity 7 in Unit 1 to help them. Tell them to try to use the conjunctions.
- Ask them to exchange and read their passages, and correct any errors.

#### Possible answer

The tiger is an animal in danger. First, there are very few in the wild now. Second, the forests where tigers live are disappearing. Third, people are killing tigers. So tigers need forests to live in, and people need to stop killing them.

#### Extension

- Tell the students to read their passages to the class, but do not say what the animals are.
- Tell the class to ask Yes/No questions and then guess what the animals are.

#### Culture box: *Pandas in danger*

There are many different kinds of bamboo in China. Pandas mostly eat ten different kinds, although they can eat 40 kinds. The panda is a carnivore that acts like a herbivore. The panda's diet is almost 100% vegetarian, but since it can digest plant material as efficiently as a goat or a



cow, it makes up for any meat insufficiency by eating very large amounts of bamboo. Pandas spend up to 14 hours a day eating.

Bamboo flowers every 30 to 120 years depending on the species. All the bamboo plants of a species in one area will flower at the same time, after which they die off and don't grow again for several years. After a die-off, it can take up to ten years before the new bamboo can support a panda population again. In the meantime, the panda must find another species of bamboo to eat. This is an enormous problem for the pandas now. They cannot move from one forest to another any longer when their forest dies because the forests are being cut down.

## Unit 3

### Language in use

#### Language practice

##### Preparation

- Read the sentences in the box with the whole class and make sure they are clear about the meaning of each sentence.
- Review the illustrated language points with the students. Point out the words in bold and focus on the patterns in a simple form, so the students can see what the general structures are.
- Ask the students to come up with some other sentences, using the structures. For example:  
It allows children to learn more about pandas.  
The government needs to help pandas survive in the wild.  
In order to save pandas in the wild, the charity is taking them to nature parks.
- Ask the students to read out their sentences and write them on the board. Check if the sentences are correct. Then underline the structures and repeat the sentences with the whole class.

#### 1. Match the two parts of the sentences.

- Ask the students to read the two parts of the sentences and predict the other part for each

sentence.

- Ask them to do this activity individually and then check answers with a partner.
- Elicit answers from the whole class in complete sentences.

#### Answers

- |       |       |       |
|-------|-------|-------|
| 1. d) | 2. e) | 3. b) |
| 4. c) | 5. a) |       |

#### 2. Complete the sentences with the correct form of the words in the box.

- Have the students read the words in the box for meaning. Then read the example sentence with the whole class to see what grammar point it is testing.
- Tell the students to look at the first part of each sentence and predict the structure that follows the word before the gap, i.e. trying (+ to do sth.), sent an email (+ to do sth.), In order (+ to do sth.), ask sb. not (+ to do sth.).
- Ask them to complete the sentences on their own.
- Ask them to work in pairs to check their answers.
- Elicit full sentences with the correct answers from the class.

#### Answers

- |               |            |
|---------------|------------|
| 1. to develop | 2. to tell |
| 3. to save    | 4. to feed |

#### 3. Complete the sentences. How many different sentences can you make?

- Write the beginnings of the sentences on the board and ask the students to think of endings for each sentence with their own ideas.
- Point to one sentence, read the first half and nominate a student to finish it. Point at the same beginning several times for different endings.
- Have the students say the first half and finish the sentences in pairs. Ask them to think of as many endings as possible.

#### Extension

- Put the students in groups to create their own first half sentences. Remind them of using Activity 3 as





a model. Circulate and monitor as they work.

- Ask one group to read out their first half sentences and other groups to try to think of endings and read out the whole sentences.

#### 4. Complete the conversation with the expressions in the box.

- Read through the expressions in the box and then the conversation with the class.
- Ask the students to work in pairs to read the conversation and discuss the possible answers.
- Tell them to complete the conversation and check answers in pairs.
- Elicit answers from the whole class.
- Nominate some pairs to read the conversation.

#### Answers

1. e)    2. b)    3. d)    4. a)    5. c)

#### 5. Work in pairs. Act out the conversation in Activity 4.

- Ask the students to practise the conversation in Activity 4 in pairs and then change roles.
- Ask different pairs to act it out.
- Have half the class be Tony and the other half be Daming. Ask them to act out the conversation as a class.

#### 6. Complete the passage with the correct form of the words in the box.

- Ask the students what they know about tigers. Elicit as much as possible.
- Personalise the vocabulary in the box. Relate it to the tiger as you read through the words with the class. (e.g. We believe there are very few tigers left.)
- Tell the students to read the passage and decide which words are missing.
- Ask them to complete the passage individually and then check answers in pairs.
- Elicit answers from the whole class.
- Nominate some students to read out different parts of the passage.

#### Answers

- |               |               |             |
|---------------|---------------|-------------|
| 1. to believe | 2. to protect | 3. to think |
| 4. To make    | 5. to stop    |             |

#### Culture box: *Tigers*

Tigers around the world are in danger of disappearing and becoming extinct because of loss of habitat and hunting.

The forests are destroyed to provide farmland and housing, so the tigers have nowhere to go and nothing to eat. They are also killed by farmers protecting their land or illegally hunted for sport, fur and various products.

If nothing is done soon to find ways of controlling illegal hunting and the destruction of the forests where the tigers live, they will disappear.

#### 7. Complete the sentences with the expressions in the box.

- Tell the students to look at the expressions in the box and elicit their meaning.
- Ask them to read and complete the sentences on their own.
- Ask them to check answers with their partners.
- Elicit answers in full sentences.

#### Answers

- |              |                |
|--------------|----------------|
| 1. in danger | 2. in the wild |
| 3. in peace  | 4. in order to |

#### 8. Listen and complete the poster.

- Tell the students to read the first parts of the sentences in the poster and say what they know from them.
- Ask them to guess how they can complete the poster.
- Play the recording and tell the students to listen for the answers.
- Play the recording again and ask them to complete the poster individually. Then tell them to check their answers in pairs.
- Play the recording once more for them to check



their answers.

- Elicit answers in full sentences from the class.

#### Answers

1. help animals in danger
2. get more ideas
3. come to our meetings
4. which kind of animal to help
5. animals in danger

#### Tapescript

**Boy 1:** Hello everyone, and welcome to our first meeting of the Wildlife Club! First, let me tell you why we want to start this club. We want to help animals in danger. We decided to start a club in order to get more ideas. We'd like more students to come to our meetings.

**Girl 1:** Why don't we send an email to everyone to tell them about the club, and about what we hope to do here?

**Boy 2:** Good idea!

**Boy 1:** And maybe we should decide which kind of animal to help. Let's ask the zoo for information.

**Girl:** We need to tell people about animals in danger. Lots of us buy presents when we go on holidays, and some of the presents are made from animals, but many people don't know that.

**Boy 1:** Yes, it's very bad! People use snake skins to make bags.

**Boy 2:** We need to send that email right now!

#### 9. Read the email and choose the correct answer.

- Look at the title of the email (*My summer holiday in England*) with the class and ask the students to guess what the email may be about.
- Nominate some students to share their ideas about the main idea of the email and tell them to check later.
- Read the sentences after the email with the class and ask the students to predict what information is missing.
- Tell the students to read the email through. Check whether their guesses about the main idea of the email were correct and underline any information

that helps them choose the correct answer.

- Get the students to choose the correct answer on their own.
- Elicit the correct answer in full sentences from the class.

#### Answers

1. b)
2. a)
3. c)

#### Around the world: Animals in danger

- Read through the information with the class.
- Talk about the two animals with the students.
- Encourage the students to find out more information about the two animals.

#### Extension

- Turn this part into a game by reading the information and asking the students to guess the animals.
- Ask the students to read the information and discuss the animals as a class.

#### Module task: Making a plan to set up a wildlife club

##### 10. Work in groups. Discuss what you want people to know about the wildlife club:

- Explain the task to the class and put them into groups.
- Ask the students to discuss and make notes about the club from the following aspects: the name of the club, what animals they want to help, what activities the club will have and when and where they are going to meet.
- Go around the class monitoring and making suggestions. Make sure the students have all the information in their notes which they will use to do Activity 11.

##### 11. Make a poster about your wildlife club.

- Tell the students to use their notes and the information they have decided in Activity 10 to make a poster about their club.
- Remind them they can also design a symbol for the club.



**12. Find out about the animals you want to help and add the information to the poster to make it more interesting.**

- Encourage the students to find out as much information about the animals they want to help as possible. Tell them they can use the information they found for Activity 7 in Unit 1 and Activity 6 in Unit 2.
- Tell them to add their information to the poster and illustrate the poster with pictures and whatever

they want to attract attention.

- Ask them to stick their posters on the wall and present them to the class in groups.
- Ask the class to listen to each presentation, ask questions if they like, and then walk around and read each one.
- Ask them to vote for the best poster and start a wildlife club.



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