



unit 8

LESSON

1



Track 25

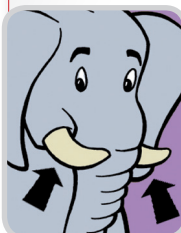
Listen and point. Say the sentences.

fur



Some people wear fur coats.

tusk



Elephants have two big tusks.

horn



Rhinos have a horn on their head.

ivory



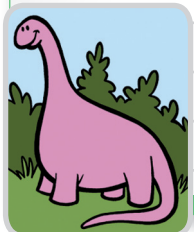
Elephant tusks are made of ivory.

endangered



Gorillas are an endangered species.

extinct



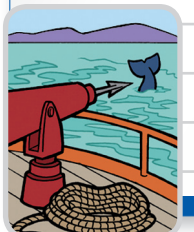
Dinosaurs are extinct.

destroy



People destroy forests.

hunt



People hunt whales for their meat.

2

Write the sentences in exercise 1. (students' own answers)

Vocabulary presentation

Materials: track 25, cardboard, colored pencils, Activity Resource Book page 17, Big Book Builder 3 pages 36 and 37

Lesson objectives: Learn vocabulary about hunting and animal conservation

New vocabulary: *fur, tusk, horn, ivory, endangered, extinct, destroy, hunt*

Global assessment indicators

- a Works and performs well as part of a team
- b Completes and hands in exercises
- c Brings all required materials to class
- d Shows respect for and cooperates with classmates and teachers



1 Bounce into action!

- On one side of the board, write *elephants, whales, tigers*. On the other side, write *plankton, meat and leaves*. Ask your students to say what each animal eats.

2 Exercise 1



Listen and point. Say the sentences.

- Say *Listen and point*. Ask your students to point to the illustrations as they hear them. Play track 25.
- Say *Say the sentences*. Play the track again, pressing pause after each sentence so they can repeat it.
- Point to the illustrations at random and ask them to repeat together and individually. Check that they have understood.

3 Exercise 2

Write the sentences in exercise 1.

- Call a student to the board. Ask him or her to say the first sentence and to underline *fur*. Say *Write the sentence* and ask your students to copy it.
- Continue in the same way with the rest of the sentences.

Optional Activity:

Big Book Builder 3 pages 36 and 37, *Animals at Work*. Do the exercises suggested on pages xi to xix of this book.

4 Word window (optional activity)

- Ask your students to open their Activity Resource Book at page 17 and show them how to stick the illustration to the cardboard. Ask them to mark, cut out and color them.
- Ask them to write *horns, tusks, ivory, fur, extinct, destroy, hunt, endangered* in large letters on the pictures.
- Ask them to show their books to the class.

5 Bounce on!

- Divide the class into pairs. Choose a food, for example *fish*. Ask them to take turns naming animals that eat fish: *bears, sharks*, etc. Choose more types of food. (5 – 10 minutes)
- Divide the class into pairs. Ask them to work with the book cover on page 17 of the Activity Resource Book. One student has to choose a word and say how many letters it has: *four letters*. Their partner has to find it and say the word *hunt*. (5 – 10 minutes)

Home Study

page 98

Write the following homework instructions on the board for your students to copy in the space provided:

"Complete the words and connect them to the illustrations with a line. Write a sentence about the dinosaur."

Multi-ROM task

Student's Multi-ROM

Ask the students to complete the Unit 8 Lesson 1 activity on the Student's Multi-ROM to review the vocabulary they have learned.

Interactive presentation.

Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

T60

Lesson objectives: Ask and give reasons

New grammar: *Why do people go to the zoo?*
Because they want to see animals.

1 Bounce into action!

- Check that your students have completed and understood the exercise in the Home Study section on page 98. (Answers: p. 168)
- Show a container of medicine. Ask them where they would go to get it. Ask them to say *To the drugstore*. Repeat with book, money and cake.

2 Exercise 1

Match the questions to the answers.

- Write *Zoo* on the board. Ask *Do you go to the zoo? What do you see in a zoo?* Present *Why do people go to the zoo? Because they want to see animals*. Say *Match the question to the answer*. Ask them to connect them.
- Repeat with the other sentences.
- Write *Today's grammar* on the board and ask your students to copy it.

Today's grammar	
Why do people go to the zoo?	Because they want to see animals.
Why do people use the Internet?	Because they want to find information.

3 Exercise 2

Answer the questions.

- On the board, write *English classes*. Say *Question, Why ... people ... go?* Ask your students to formulate the question. Let several students suggest answers.
- Say *Answer the questions* and ask your students to answer them in their book.
- Ask them to swap books and check their work.

4 Bounce back. Answer the questions. (Review activity)

- Ask your students to read the first question. Ask each of them to answer what he or she thinks.
- Say *Answer the questions* and ask them to read and write the answers on their own.

5 Bounce on!

- On the board, write *Inventions*. Divide the class into pairs. Tell one of them to ask *Why do people drive cars?* The other must answer *Because they want to go to work*. Change roles. Ask them to do the same with other inventions. (5 – 10 minutes)
- Divide the class into two groups. Ask one student from each group to ask *Why do people go to the beach?* and another student from the other group to answer *Because they want to swim in the sea*. Change roles and tell them to ask about other places. (5 – 10 minutes)

1 Match the questions to the answers.

Today's grammar

Why do people go to the zoo?
Because they want to see animals.

Search: Why

1	Why do people go to the zoo?	Because they want to find information.
2	Why do people use the internet?	Because they want to see a movie.
3	Why do people take medicine?	Because they want to see animals.
4	Why do people go to the movie theater?	Because they're sick.

2 Answer the questions.

- 1 Why do people go to English classes?
Because they want to learn English.
- 2 Why do people sleep at night?
Because they are tired.
- 3 Why do people wear sweaters?
Because they are cold.



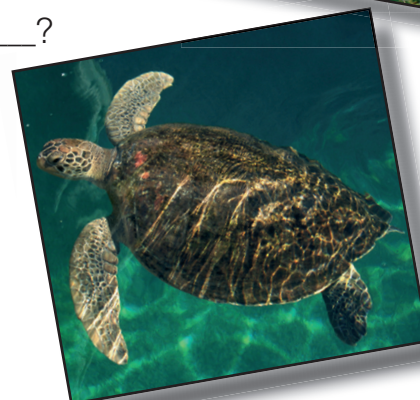
to Unit 7 Answer the questions.

- 1 Which is the most delicious candy? _____
- 2 Which is the most interesting book? _____
- 3 Which is the most dangerous animal? _____
- 4 Who is the most successful singer / group? _____

(students' own answers)

1 Unscramble the questions.

- 1 an Why endangered species pandas are?
Why are pandas an endangered species ?
- 2 tigers hunt Why people do?
Why do people hunt tigers ?
- 3 are Why an endangered species rhinos?
Why are rhinos an endangered species ?
- 4 extinct sea turtles becoming Why are?
Why are sea turtles becoming extinct ?
- 5 crocodiles Why do hunt people?
Why do people hunt crocodiles ?



2 Number the answers to the questions in exercise 1 in the correct order.

- 3 Because people kill them for their horns.
- 4 Because people eat their eggs.
- 5 Because they want to make shoes.
- 2 Because they want their fur.
- 1 Because people use bamboo, the pandas' food, to build houses.



Listen and check.

Track 26

Lesson objectives: Review questions and answers about reasons

Grammar review: *Why do people go to the zoo?
Because they want to see animals.*

New vocabulary: *species, pandas, sea turtle*

1 Bounce into action!

- On the board, write 1911 and draw a lot of small whales. Write 2011 and draw just a few whales. Write 3011 and draw a question mark. Ask your students how many you should draw.
- Ask them for suggestions about what they can do to bring back species of flora and fauna in the area where they live. Present *endangered species*.

2 Exercise 1

Unscramble the questions.

- Point to the animals. Ask your students to name them.
- Write the first question on the board as it is. Ask them to put the words in the correct order. Tell them to read it in the book. Write it correctly.
- Divide the class into pairs. Ask them to put the other questions in the correct order by themselves.
- Write the sentences on the board and check them.

3 Exercise 2

Number the answers to the questions in exercise 1 in the correct order.

- Ask the class to read all the sentences. Point to the final sentence. Ask who it is about. Say *What number is the question?* and ask them to write 1. Check the question and the answer.
- Ask your students to continue in the same way on their own.

4 Exercise 3



Listen and check.

- Explain that they are going to do a review. Say *Listen*. Ask them to point to the question and the answer as they hear them. Play track 26.
- Play the track again. Say *Check* and press pause after each answer so that they can correct it.

Audioscript:

1 Why are pandas an endangered species? Because people use bamboo, the pandas' food, to build houses. 2 Why do people hunt tigers? Because they want their fur. 3 Why are rhinos an endangered species? Because people kill them for their horns. 4 Why are sea turtles becoming extinct? Because people eat their eggs. 5 Why do people hunt crocodiles? Because they want to make shoes.

5 Bounce on!

- Divide the class into two groups. Ask one group to name an animal. The other group has to say whether it is in danger of extinction. (5 – 10 minutes)
- Organize the students into pairs. Tell one student to ask about an endangered animal: *Why are elephants endangered?* Their partner has to say *Because people want their tusks*. Change roles. (5 – 10 minutes)

Interactive presentation. Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

Lesson objectives: Learn the song *We are animals!*

1 Bounce into action!

- Draw part of an elephant. Ask your students to guess what it is. Continue drawing it in sections until they guess. Repeat with other animals.

2 Exercise 1



Sing the song: *We are animals!*

- Explain that they are going to listen to a song. Play track 27, pressing pause after each sentence so that they can repeat it.
- Play the track without stopping and say *Sing the song*.
- Ask your students to open their Activity Resource Book at page 29 and do the exercises there.

3 Exercise 2

Draw each animal in exercise 1 in its habitat.

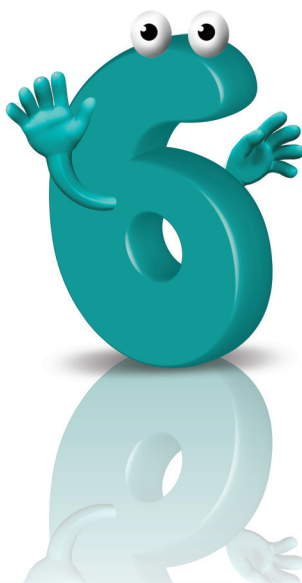
- Name the habitats. Ask your students to draw each animal in its own habitat.
- Tell them to show their drawings to their classmates.

Optional Activity:

Big Book Builder 3 pages 36 and 37, *Animals at Work*. Do the exercises suggested on pages xi to xix of this book.

4 Bounce on!

- 1 Divide the class into two groups. Tell one group to ask *Where do monkeys play?* Ask the other group to answer *In the trees*. Change roles and ask where other animals play. (5 – 10 minutes)
- 2 Divide the class into groups of six. Ask them to write the daily routine of an animal in a zoo. Ask them to read this to the class. (5 – 10 minutes)



Home Study page 99

Write the following homework instructions on the board for your students to copy in the space provided:

"Complete the verses of the song using the words in the circles on the right."

Multi-ROM task

Student's Multi-ROM

Ask your students to listen at home to the song *We are animals!*, track 27, until they know it by heart.

Interactive presentation.

Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.



Sing the song: We are animals!

We are elephants.

Don't kill us, don't you dare!

Killing big elephants just isn't fair.

Why don't you leave us elephants alone?

The jungle's where an elephant feels at home!

We are gray whales.

Don't kill us, don't you dare!

Killing big whales just isn't fair.

Why don't you leave us swimming in the sea?

That is where a whale is happy to be!

We are crocodiles,

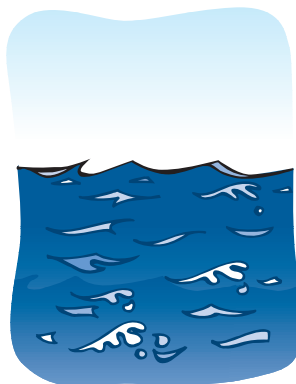
Don't kill us, don't you dare!

Killing long crocodiles just isn't fair.

Why don't you leave us at the riverside?

That is where crocodiles like to hide!

2 Draw each animal in exercise 1 in its habitat. (students' own answers)





animals in danger.

1 Read the text about animals in danger.

More than 550 species of mammals are in danger of extinction. Why do animals become extinct? Often it's because people destroy their habitat and the food they eat. Sometimes it's because people hunt them for their fur or their meat. Did you know that about half of the world's animal species live in the South American rain forests? Each year people destroy part of the rain forest as big as the country of Switzerland. Why do they do this? Because they want to build new farms and roads.

Why are sea animals in danger of extinction as well? Because people pollute the oceans. They throw chemical waste and sewage into the water. Sometimes there are accidents at sea and oil from oil tankers flows into the water, too. This destroys the animal food supply.

Scientists started the World Wildlife Fund in 1961 to help protect animals in danger of extinction. Help the World Wildlife Fund to help the animals of our planet.

2 Make a poster for an animal in danger of extinction.

(students' own answers)

SAVE THE



Read about ... animals in danger.

Materials: one sheet of paper per student, colored pencils, Big Book Builder 3 pages 36 and 37, track 27

Lesson objectives:

Read about animals in danger

New vocabulary:

habitat, pollute, dump, chemical waste, sewage, oil tankers, food supply, protect

1 Bounce into action!

- Check that your students have completed and understood the exercise in the Home Study section on page 99. (Answers: p. 168)
- Divide the class into three groups. Assign an animal to each group. Ask them to sing the corresponding verse of the song *We are animals!*, track 27. The group that sings out of turn is out of the game.

2 Exercise 1**Read the text about animals in danger.**

- On the board, write *Are animals in danger? Do people destroy rain forests? Are sea animals in danger too?*
- Ask your students to read the text silently. Tell them to answer the questions.
- Ask them to write the underlined words on the board and check that they understand them.
- Ask them to write them on a sheet of paper and give the meaning.

3 Exercise 2**Make a poster for an animal in danger of extinction.**

- Explain that they are going to make a poster. Ask them to read the text again.
- Ask each student to choose an animal. Ask them to write about the animal they have chosen and draw it.
- Ask them to show their posters to the class.

Optional Activity:

Big Book Builder 3 pages 36 and 37, *Animals at Work*. Do the exercises suggested on pages xi to xix of this book.

4 Bounce on!

- 1 Divide the class into pairs. Ask them to choose an animal and draw what is making it endangered. Tell them to show their drawing to their classmates so that they can guess what animal they have chosen. (5 – 10 minutes)
- 2 On the board, write *Zoo*. Divide the class into four groups and ask them to give rules for the zoo. The team with the most rules is the winner. (5 – 10 minutes)

**Multi-ROM task**

Student's Multi-ROM

Ask the students to complete the Unit 8 Lesson 5 activity on the Student's Multi-ROM to review the vocabulary they have learned.

Interactive presentation.

Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

Lesson objectives: Write about plants in danger

1 Bounce into action!

- Draw a palm tree, a flower and a tree. Ask *What are they?* Have your students say *Plants*.

2 Exercise 1

Look at the information in the writing help box.

- Ask if the plants are in any danger. On the board, write *I know about plants in danger. I want to know about plants in danger*. Ask your students to say what they know and what they want to know. Write it in the corresponding column.
- Ask them to read the text silently. Ask if their questions were answered.
- Ask them to read the first line of the information box. Ask them what is happening to the 600 species of plants. Ask them to say *They are in danger of extinction*.
- Continue in the same way with the rest.

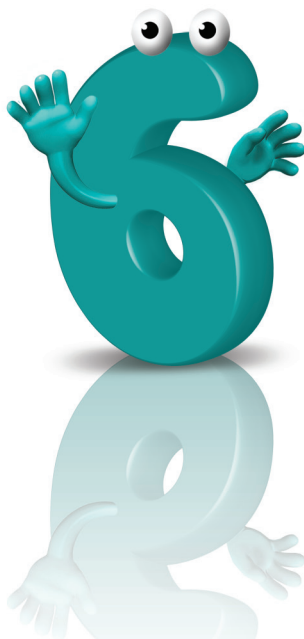
3 Exercise 2

Write about plants in danger.

- Ask your students to complete the first sentence.
- Ask them to read the next question and to complete it. Ask them to make a single sentence beginning with *Because*.
- Continue in the same way with each line. Ask them to use the phrases given in exercise 1 to complete the sentences.
- Say *Write about plants in danger*. Ask them to complete the text in their books.
- Write the text on the board and check it.

4 Bounce on!

- 1 Write cards with the names of animals for half the class and with the names of plants for the other half. Throw the ball to a student and ask him or her to read his or her card, say whether it is an animal or a plant and then throw the ball to another student. This student then has to read his or her card and say what it is. If it is an animal, the animal team wins a point and he or she throws the ball to another animal team member. If it is a plant, he or she throws the ball to a classmate in the plant team to win points. Students cannot receive the ball twice. The team with the most points is the winner. (5 – 10 minutes)
- 2 Dissolve some green food coloring in water. Ask your students to draw and cut out from the newspaper a plant with roots. Tell them to place the roots in the water with green coloring and watch the plant “feed”. (10 – 15 minutes)



Write
about

plants in danger.

1 Look at the information in the writing help box.

Writing help

Number of plants in danger: More than 600 plant species

Why are they in danger?

People destroy their habitat.

They pick them.

They walk on them.

Interesting facts:

Some endangered plants are very beautiful and some eat meat!

Marine plants:

In danger of extinction as well.

Why are they in danger?

People pollute the oceans.

They throw chemical waste and sewage in the water.



2 Write about plants in danger.

More than 600 plant species are in danger of extinctionWhy are they in danger?Because people destroy their habitat, pick them or walk on themDid you know that some endangered plants are very beautiful and some eat meat?Why are marine plants in danger of extinction as well?Because people pollute the oceans. They throw chemical waste and sewage in the water



Listen and read. *Visitors in the night!*



Jimmy was in bed reading a book about the Tyrannosaurus Rex, the most dangerous of the meat-eating dinosaurs.

"Go to sleep, now, Jimmy!" said his mom.

"I'm doing my homework," said Jimmy.



That night Jimmy had a nightmare. A Tyrannosaurus Rex was sitting on him!

"Why are you here?" asked Jimmy.

"Because I'm hungry," said the dinosaur.

"And YOU are my food!"



The dinosaur took Jimmy's hand.

"Why are you holding my hand?" asked Jimmy.

"Because I'm going to eat your hand first ..."

"Oh no, you're not!" shouted Jimmy.



"Why are you shouting?" asked his mom.

"Because there's a dinosaur on me!" said Jimmy.

Mom laughed. There wasn't a dinosaur on his tummy.

There was just a huge book about the life of the Tyrannosaurus Rex.

2 Choose the best title for Jimmy's dinosaur book in exercise 1.

The Hungry Dinosaur Friendly Dinosaurs

The Most Dangerous Dinosaur

Lesson objectives: Listen to and read the story *Visitors in the night!*

1 Bounce into action!

- On the board, draw the sharp tooth of a dinosaur the size of your hand. Ask what it is. Ask your students to say *A tooth*. Ask whose tooth it is. Say *It's a Tyrannosaurus' tooth*.

2 Exercise 1



Listen and read. *Visitors in the night!*

- On the board, write *Stegosaurus*. Ask what it is. Ask your students to name some other dinosaurs.
- Say *Listen and read*. Play track 28 for the first illustration. Ask *Where was Jimmy? What was he doing?*
- Play the track for the second illustration and continue in the same way with the rest.
- Divide the class into four groups. Assign an illustration to each group and ask each group to read their part aloud.

3 Exercise 2

Choose the best title for Jimmy's dinosaur book in exercise 1.

- Ask your students to read the titles. Say *Choose the title* and ask them to circle the title they prefer for Jimmy's book.
- Call a student to the front of the class and ask him to read out the title he has chosen. Ask *Why did you choose it?* Ask him to answer *Because ...*
- Divide the students into pairs and tell them to ask and answer in the same way.

4 Bounce on!

- Divide the class into groups of three students: *Jimmy*, *Mom* and the *Tyrannosaurus*. Ask them to act out the dialogue. Bring some students to the front of the class to do this. (5 – 10 minutes)

- Divide the class into pairs. Ask them to draw a *Tyrannosaurus* and write the parts of the body. Display the drawings on the wall. (10 – 15 minutes)



Home Study

page 100

Write the following homework instructions on the board for your students to copy in the space provided:

"Listen to track 28 and look at the illustrations. Read each of the sentences and circle *T* if they are true or *F* if they are false. Answer the questions."

Multi-ROM task

Student's Multi-ROM

Ask your students to listen at home to the story *Visitors in the night!*, track 28, as many times as they need to be able to act it out in the next class.

Interactive presentation.

Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

T66

Lesson objectives: Talk about endangered species

1 Bounce into action!

- Check that your students have completed and understood the exercise in the Home Study section on page 100. (Answers: p. 168)
- Divide the class into groups of three and assign each group a character: *Jimmy*, *Mom*, *Tyrannosaurus*. Ask them to act out the dialogue of the story *Visitors in the night!*, track 28. Ask some of them to come to the front of the class to perform it.
- Ask your students, without looking at the book, to try to remember the names of the animals they have seen in this unit and throughout the book. Ask them which was their favorite animal and why.

2 Exercise 1



Circle the animals you think are in danger of extinction.

- Name the animals.
- Say *Circle the animals in danger* and ask your students to circle only those that are in danger.
- Ask them to compare with their classmates.

3 Exercise 2

Work in small groups. Find out about an endangered animal. Complete the information below.

- Ask your students to work in groups of three and research in encyclopedias, on the Internet or with their teachers about an animal in danger of extinction in the world or in their country.

- Tell them to use this information to complete the information required.

4 Exercise 3

Talk about what you found out.

- Make new groups, mixing the members of the original groups so that they can share information.
- Ask them to think about the causes and consequences of these animals being in danger.

5 Bounce on!

- 1 Ask your students to divide a sheet of paper into six squares and write the names of six animals. Name all the animals that have appeared in all the *Bounce Now* books. Ask them to cross them out as they hear their names. The first student to hear all his or her animals is the winner and has to call out *Bingo!* (10 – 15 minutes)

- 2 Cut a sheet of paper into six pieces. Write a word from the vocabulary in Lesson 1 on each piece. Put your students into pairs. Ask them to mix their papers up and turn them face down. Tell them to take turns, with one student lifting a piece of paper, reading it and placing it face down. Ask him or her to lift another and read it. If they are the same, he or she can keep them. If not, he or she leaves them where they are. (10 – 15 minutes)

Language Assessment: Photocopy the language assessment sheet on page 58 of the Assessment Pack. Give a copy to each student to check what they have learned over the course of the unit.



Self Assessment: Photocopy the self assessment sheet on page 4 of the Assessment Pack. Give a copy to each student for them to complete on their own. Explain where necessary.

Global Assessment: Complete the global assessment on page 5 of the Assessment Pack. Check whether the objectives set out at the start of the unit were achieved by your students. Keep this record for use in the next units.

Interactive presentation. Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.





elephant



horse



dog



cow

giraffe



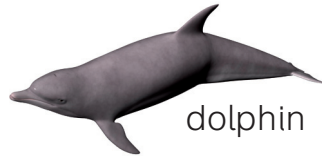
turtle



monkey



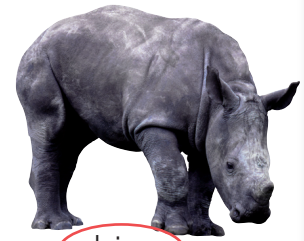
hippo



dolphin



cat



rhino

suggestions (students' own answers)

- 1 Circle the animals you think are in danger of extinction.
- 2 Work in small groups. Find out about an endangered animal. Complete the information below.

Name: _____

Country: _____

Reason the animal is endangered:

(students' own answers)

- 3 Talk about what you found out.

This is a

