

# UNIT 5 ON THE WILD SIDE

## IN THIS UNIT YOU

- learn language to talk about animals and conservation efforts
- read a magazine article about the interdependency of species
- talk about animal protection and rescue
- listen to a story about an orangutan
- write a letter to a newspaper editor about an animal welfare / conservation issue
- learn about decision-making styles
- watch a video about suburban beekeeping

## READING

understanding definitions

Sometimes writers give definitions of words directly in a text. Why might they do this?

## SPEAKING

summarizing

In what situations to you have to give an oral summary? What are some different types of information you might summarize?




## LIFE SKILLS

## SELF & SOCIETY

### understanding decision-making styles

When you are a member of a group, do you prefer to take part in making decisions, or to have someone else make them?



**A**  Draw at least three arrows between the parts of the ecosystem that you consider to be directly connected in some way. Then explain to a partner why you have drawn the arrows.

For example:

You could draw an arrow going from the fish to the heron because fish are a food source for birds.

**A:** I think ... and ... are linked because ...

**B:** I've drawn this arrow because ...



1



2




3



4



5

**B**  Work in groups. Discuss how the things in the pictures can affect people.

*Trees reduce air pollution by taking in carbon dioxide and releasing oxygen.*

## A

- Read the instructions to the class. Point out that the students will need to decide and explain exactly what connection each of their arrows indicates. Illustrate this by discussing the first example sentence. Explain that the arrow connecting the mosquito to the blackbird shows that insects *can be eaten* by birds. Then go over the second sentence in the same way. Point out that the arrow connecting the tree to the blackbird shows that the trees *provide shelter* for birds.
- Have the students look at the sample structures carefully to help them formulate their own sentences. Then ask the students to work individually to study the pictures and decide on the connecting arrows they will draw. Remind the students that they should have a logical reason for drawing the arrows.
- Put the students in pairs to compare their ideas about the relationships between the parts of the ecosystem and discuss the reasons for their choices.
- Check answers with the class. Elicit one connection from each pair in turn and continue until they run out of suggestions. Ask different students to give the answer each time and make sure that they justify their connections.

### Possible answers

**fish—water plant:** Fish fertilize the plants.  
**mosquito—bird:** Some birds eat mosquitoes.  
**mosquito—fish:** Fish eat mosquito larvae.  
**fish—bird:** Birds eat fish.  
**fish—water plant:** Plants provide shelter/food for fish.  
**bird—mosquito:** Female mosquitoes feed on blood, including birds'.  
**mosquito—lake (background picture):** Mosquitoes lay their eggs in standing water.  
**tree—lake:** Tree roots need water.  
**lake—bird:** Birds drink water.

### Culture note

These photographs feature wetlands, areas that are covered with surface water or groundwater. Wetlands provide habitats for fish and wildlife. In the United States there are four types of wetlands: marshes, swamps, bogs, and fens. The first photograph shows a swamp with bald cypress trees. This type of wetland is very common in the southern United States. Swamps with bald cypress trees protect the coastal areas along the Gulf of Mexico from dangerous storms. Logging and draining of coastal wetlands put the coasts at risk. Engineers in New Orleans drained swamps to allow the city to expand. The draining of the coastal swamps was one of the causes of the devastation to New Orleans by Hurricane Katrina in 2005.

## B

- Put the students in small groups to discuss how the things in the pictures can affect people. Encourage them to be as specific as possible.
- Ask a volunteer from each group to explain how and why the things pictured are important to people. Have them refer to the example given, and accept any plausible answer. Point out that different species depend on each other, and that the students will be learning more about these connections in this unit.

### Possible answers

Some kinds of fish are eaten by people. The fish, in turn, eat water plants or other fish, and live in the water. People eat some kinds of water plants, or parts of them (e.g., water lily roots). Wetlands are important ecosystems that process salt water and turn it into fresh water. Both people and animals drink fresh water. Mosquitoes can spread diseases to people. People use trees for fuel/construction.

### Extra: discussion

Ask the students to recall the names of some of the wild animals that came up in the discussion earlier. Put the students into small groups and have them make a list of three or four of these animals. Then have them discuss how these animals could be connected. Encourage them to provide logical reasons for their responses. Circulate and help as needed.

# 1 Grammar: impersonal passive

## Lead-in

Ask the students to look at the picture of the bat and discuss whether it looks more like a bird or a mouse. Encourage them to justify their choice as logically as possible.

## A

- First elicit where this article might be found (*nature magazines, newsletters, etc.*). Ask the students to read the text individually and decide which opinion about bats is closest to their own.
- Take a quick poll by asking which students have a negative opinion of bats. Ask these students to give their opinions to the class and to explain their reasons. Then ask the students who have a positive opinion of bats to explain their viewpoints.

## NOTICE!

- Direct the students' attention to the **Notice!** box.
- Ask the students to underline all the passive verbs they can find in the text and to circle the subjects of those verbs. Then ask them to notice the two ways in which these sentences are constructed.

## Answer

One form of the impersonal passive begins with *it ...* and has a *that* clause after the verb. The other form of the impersonal passive begins with the subject of the sentence (e.g., *Bats*) followed by the passive verb and the infinitive.

## B

### Form

- Ask the students to read the text in Ex. A again, paying attention to the passive forms.
- Direct the students' attention to the grammar table. Give the students time to read through it individually. Point out that they have already encountered many of these impersonal passive constructions in texts that they have read.
- Ask the students to refer to the two forms of impersonal passive to guide them as they complete the table with examples from the article in Ex. A.
- Check answers with the class.

## Answers

- 1 Bats are thought to be
- 2 It is known that
- 3 It is believed that

## Function

- Ask the students to choose the correct option to complete each of the three sentences.

- Check answers with the class. Explain that the impersonal passive makes a sentence more formal in tone. Contrast this with the use of the subject *people* or *everyone* in the active construction of the sentences in the table, which makes it more informal or even colloquial. Then point out that the impersonal passive is less common than the active, especially in spoken English, and that we use it with reporting and opinion verbs.

## C

- Ask the students to read the active sentences and rewrite them using the two forms of the impersonal passive. Elicit the answers to the first sentence as an example: *In ancient Egypt, it was believed that beetles were lucky; In ancient Egypt, beetles were believed to be lucky.* Have the students refer to the grammar table in Ex. B as they work.
- Check answers by asking individual students to write their sentences on the board. Answer any questions that arise.

## Possible answers

- 1 In ancient Egypt, it was believed that beetles were lucky. / In ancient Egypt, beetles were believed to be lucky.
- 2 Bulls are thought to represent strength in Greece. / In Greece, it is thought that bulls represent strength.
- 3 Deer are often shown in Chinese art because they are said to symbolize prosperity. / Deer are often shown in Chinese art because it is said that they symbolize prosperity.
- 4 Elephants are thought to have a good memory. / It is thought that elephants have a good memory.
- 5 Goldfish are believed to bring good luck to marriages. / It is believed that goldfish bring good luck to marriages.
- 6 Where I grew up, black cats were thought to be unlucky. / Where I grew up, it was thought that black cats were unlucky.

## D

- Write the word *superstition* on the board and elicit the meaning from the class (*a belief or custom that is based on fear instead of knowledge*). Give an example of a superstition involving a kind of animal (*black cats are unlucky, yellow butterflies are lucky, etc.*).
- Put the students in small groups and direct their attention to the questions. Ask them to discuss animals that have positive associations in their culture, as well as those that are considered unlucky. Ask them to explain why they think these animals have positive or negative associations. Encourage them to use the impersonal passive as they discuss these issues.
- Allow the students enough time to prepare their thoughts before the discussion and to make notes if they wish.
- Circulate and help as needed. To wrap up, extend the discussion with the whole class.



# 1 GRAMMAR: impersonal passive

**A LANGUAGE IN CONTEXT** Read the article. Which opinion about bats is closest to your own?

## Bats about Bats

It is said that beauty is in the eye of the beholder, meaning that what's beautiful to one person might look unappealing to another.

Not only is beauty individual, it is also cultural. One fascinating example of this is the bat. In Western Europe and North America, bats are thought to be scary or even dangerous. People think of the legends of vampires, or of diseases that can be spread by bats. Even in areas where it is known that bats pollinate plants and eat harmful insects such as mosquitoes, most people would say they find bats ugly. In China, on the other hand, it is believed that bats bring luck. The word for "bat" in Chinese sounds the same as the word for happiness, and bats have therefore come to represent happiness and good fortune. Because bats have a long lifespan, they can also symbolize longevity. Bat images can frequently be found in Chinese art. So whether a particular animal is considered friend or foe might just depend on where you live!

### NOTICE!

Underline the passive verbs. Circle the subjects. What two different verb forms do you notice?

**B ANALYZE** Read the article in Exercise A again.

**Form** Complete the table with examples from the article.

Active	Impersonal passive 1: <u>It + passive + that clause</u>	Impersonal passive 2: <u>subject + passive + infinitive</u>
People say that beauty is in the eye of the beholder.	It is said that beauty is in the eye of the beholder.	Beauty is said to be in the eye of the beholder.
People think that bats are scary.	It is thought that bats are scary.	(1) _____ scary.
People know that bats pollinate plants.	(2) _____ bats pollinate plants.	Bats are known to pollinate plants.
People believe that bats bring luck.	(3) _____ bats bring luck.	Bats are believed to bring luck.

Common verbs used with the impersonal passive include *assume, believe, claim, consider, estimate, know, recommend, report, say, think, and understand*.

**Function** Choose the correct option to complete each sentence.

- The impersonal passive is more formal / *informal* than the active.
- The impersonal passive is *more* / less common than the active.
- We use the impersonal passive with *active verbs* / reporting and opinion verbs.

**C PRACTICE** Rewrite the sentences in two different ways using the impersonal passive.

- In ancient Egypt, people believed that beetles were lucky.
- People in Greece think that bulls represent strength.
- Deer are often shown in Chinese art because people say they symbolize prosperity.
- Many people think that elephants have a good memory.
- Some cultures believe that goldfish bring good luck to marriages.
- Where I grew up, many people thought that black cats were unlucky.

**D**  **NOW YOU DO IT** Work in groups. Discuss the questions.

Talk about common beliefs in your culture. What animals have the most positive associations? What animals are generally considered unlucky or dangerous?

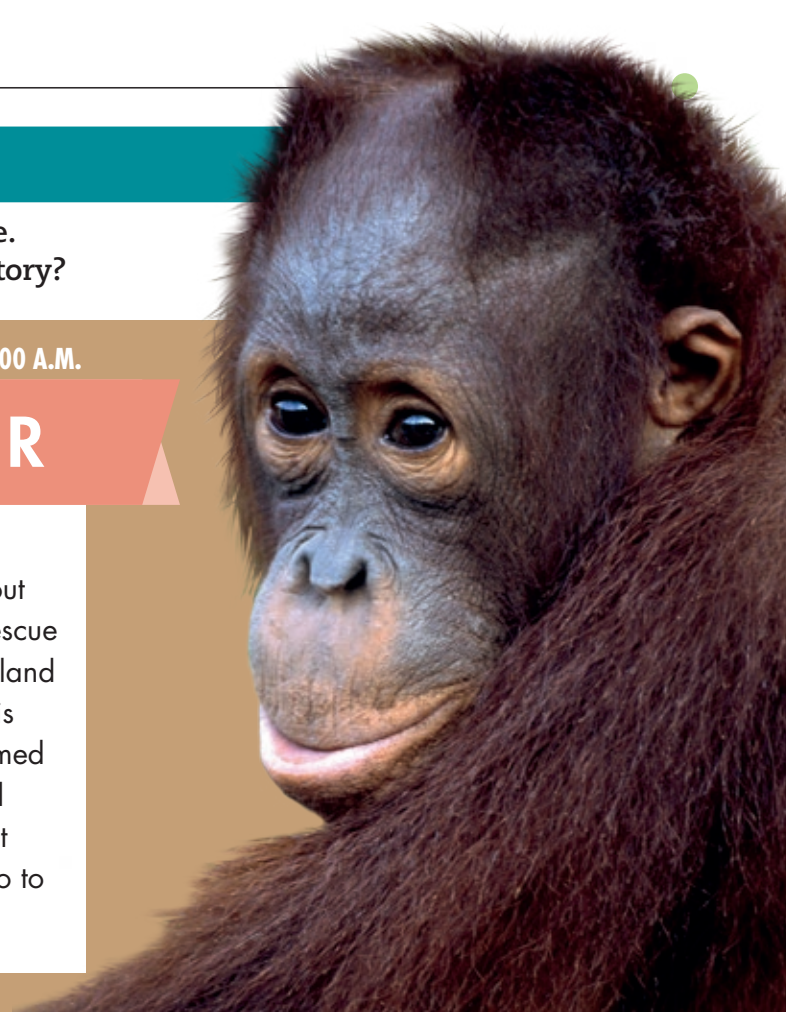
## 2 LISTENING: to a story

**A** Read the synopsis from a radio show guide.  
What do you think probably happens in the story?

DECEMBER 8, 9:00 A.M.

### THE ANIMAL HOUR

Writer Margaret Nelson reads a short story called *Lena*, from her collection of stories about animals. Nelson is active in several animal rescue programs, and last year she traveled to the island of Borneo to visit an orangutan sanctuary. This story is based on the life of an orangutan named Lena. This is not just another feel-good animal story with a happy ending; Nelson hopes that people will listen not only to the story, but also to the messages within it.



**B VOCABULARY: ANIMAL RESCUE** Read sentences (a–f) from the story *Lena*. Write the words in bold next to their definitions (1–6).

- a) Lena's **natural habitat**, the Indonesian rainforest, is being destroyed at a frightening speed, and over half of the rainforest has already been destroyed.
- b) Humans helped the young apes learn essential orangutan skills that they would have learned from their mothers if they had not been raised **in captivity**.
- c) In **the wild**, young orangutans stay with their mothers for eight years.
- d) Today, orangutans are an **endangered species**.
- e) On the day of their **release**, they were taken deep into the forest.
- f) **Smugglers** sell the young apes to people who don't care that these animals are not meant to be pets.

- 1 \_\_\_\_\_: a situation in which wild animals are kept by people
- 2 \_\_\_\_\_: a place where humans do not live
- 3 \_\_\_\_\_: a type of animal or plant that may soon become extinct
- 4 \_\_\_\_\_: the act of letting an animal leave the place where you have been keeping it
- 5 \_\_\_\_\_: people who take things into or out of a country illegally to earn money
- 6 \_\_\_\_\_: a specific environment where a species typically originates from

**C**  **1.23 VOCABULARY: ANIMAL RESCUE** Listen to the story. Take notes to help you remember the important points. Then use the words in Exercise B to help you summarize the story with a partner.

**D**  Work in pairs. Discuss the questions. Use information from the story and your own ideas.

- 1 Why are orangutans becoming an endangered species?
- 2 Why do you think it often takes several years before orangutans can be released back to their natural habitat?
- 3 In your opinion, does it really matter if an animal becomes extinct? Why or why not?

## 2 Listening: to a story

### Lead-in

Direct the students' attention to the picture of the orangutan and elicit what they know about this animal.

### Culture note

Orangutans are the only great apes found exclusively in Asia. They are an endangered species native to Malaysia and Indonesia. They are extremely intelligent and spend a lot of their time in trees. Their name comes from the Malay language and means *man of the forest*: *orang* = man; *hutan* = forest.

Borneo is in Asia, near other Indonesian islands like Java and Sumatra, and off the north coast of Australia. Borneo is the third largest island in the world and the largest in Asia. The island belongs to three different countries: the north part to Malaysia and Brunei, and the south part to Indonesia.

### A

- Have the students read the synopsis from the radio show guide and guess what the story is about.
- Ask them to say what they think happens in the story, and why. Elicit reasons why orangutans might need a sanctuary (*they are an endangered species, for protection from poachers, loss of habitat, etc.*).
- Have the students predict whether the story has a happy ending, and explain why they think so using evidence from the synopsis. (*The text says "this is not just another feel-good animal story with a happy ending..." which means there is a happy ending to the story.*) Point out that the phrase *not just* here implies that while the story ends happily, there are important messages in it to think about.

### Possible answer

It is a story about rescuing an orangutan that has a happy ending.

### B

- Have the students read the sentences and match the words and phrases in bold to the definitions. Encourage them to consider the context as they think about the meaning of each sentence. To check the answers, invite individual students to share their responses with the class.

### Answers

- |                      |                   |
|----------------------|-------------------|
| 1 in captivity       | 4 release         |
| 2 the wild           | 5 smugglers       |
| 3 endangered species | 6 natural habitat |

### C 1.23

- See p. T168 for the **audio script**.
- Ask the students to take notes while listening to the story. Play the audio once and then check progress. If necessary, play the audio again.
- Give the students time to prepare their summaries from the notes they have made. Encourage them to use the words in Ex. B in their summaries.
- Put the students in pairs to retell different parts of the story to each other.

### D

- Direct the students' attention to the three questions. Give them time to think about their responses before the discussion. Ask the students to work individually first, writing key words for their answers to each question. Encourage them to use the vocabulary from Ex. B in their notes. Remind them to use their own ideas and knowledge in addition to the information from the story.
- Put the students in pairs to discuss the questions. Give them time for discussion and then invite different pairs to share their ideas with the class.

### Extra reading

Ask the students to look for an article about an animal that was rescued. It can be any type of animal from a local cat to a beached whale. Ask the students to write the key points of the story. Put them into small groups of four to tell their stories. Have the groups vote on the best story and present it to the class.

▶ Workbook p. 29, Section 2



### 3 Grammar: passive modals

#### Lead-in

Ask the students to suggest reasons why we might keep animals in zoos (*for educational purposes, to protect endangered species by providing them with a safe place to live and breed, etc.*) and why people might be against zoos (*some zoos may not treat the animals well or provide them with a mate, it is cruel to deprive wild animals of their freedom and to keep them in cages for display, etc.*).

#### A 1.24

- See the Student's Book page for the **audio script**.
- Explain that the students will hear two people talking about a zoo. Ask them to listen and make notes about what the speakers agree and disagree about. Play the audio and have the students listen without looking at the conversation.
- After eliciting the answers from the class, ask the students whom they agree with most: Larissa or Lee. Ask them to explain why and to provide further ideas of their own.

#### Answers

They agree that animals' habitats shouldn't be destroyed. They disagree about whether animals should be kept in zoos.

#### NOTICE!

- Direct the students' attention to the **Notice!** box.
- Ask them to look at the underlined phrases in the conversation and answer the question.

#### Answer

the past participle

#### B

#### Form & Function

- Ask the students to read the conversation, paying attention to the verb forms with past participles.
- Direct the students' attention to the grammar table and give them time to read it individually. Point out that they have encountered all of these modals in previous exercises. Explain any terms if necessary. Then have them look back at the conversation in Ex. A and identify more sentences with modal verbs.
- Ask the students to complete the table with examples from the conversation. Remind them to carefully review the information about how to use passive modals and to focus on using the tense correctly.
- Check answers with the class.
- Direct the students' attention to the **Watch out!** box. Point out that, in this example, the passive form is the correct form to use because the habitats are not performing the action; they are receivers of the action. Remind the students to use the correct tense.

#### C

- Direct the students' attention to the instructions. Elicit from the students the best way to approach an exercise like this, and why (e.g., *read through the whole text first to get a better idea of the context*).
- Have them read the paragraph individually first.
- Complete item 1 as a class (*ought to visit*). Ask the students *who* is performing the action (*supporters of zoos*), what the object of the verb is (*zoos*), and whether the sentence is active or passive (*active*). Remind them to do this kind of questioning when deciding if a verb should be active or passive.
- Have the students complete the exercise individually. Check answers as a class.

#### D

- Put the students in groups to discuss the ideas in Ex. C. Give them time to decide if they agree or disagree with the ideas and to make notes. Encourage them to support their opinions with examples.
- Circulate and help as needed.
- When the groups finish, invite volunteers to give their opinions to the class and elicit opposing opinions. Explain that the reasons for opposition can differ as long as they take a clear stand on the issue.
- To wrap up, take a vote to see how many people are in favor of zoos and how many disapprove of them. Take another vote to see how many think governments should take more action to protect the well-being of the planet and how many disagree.

#### Alternative

To give the students more support for their discussion, build up a table of prompts on the board as follows:

Supporters of zoos	Governments	Wild animals
ought to ...	shouldn't/should ...	should/shouldn't be ...
		need to be ...

- Have the students decide individually if they agree or disagree with the different statements in Ex. C, and why. Then ask them to discuss their opinions in groups. Remind them of ways of agreeing and politely disagreeing if necessary.

► Workbook p. 29, Section 3



### 3 GRAMMAR: passive modals

**A**  **1.24 LANGUAGE IN CONTEXT** Listen to the conversation. What do Lee and Larissa agree about? What do they disagree about?

**Lee:** We can take a walk by the lake. I think the zoo has been closed for repairs.

**Larissa:** No, wait—the gates are open, so it can't have been closed yet. Let's go in!

**Lee:** Actually, I'd rather not. I don't like zoos because wild animals shouldn't be kept in captivity. In fact, I think zoos ought to be banned.

**Larissa:** Really? I disagree. A lot of good things can be done at zoos. For example, some species may have been saved from extinction because of zoo breeding programs.

**Lee:** Well, endangered species could be bred anyway and then released into their natural habitats.

**Larissa:** But their natural habitat may have been destroyed. Where would they be released?

**Lee:** True. People shouldn't have been allowed to destroy those habitats. We need stronger laws to stop that from happening.



#### NOTICE!

Look at the underlined phrases. What form of the verb follows the word **be**?

**B ANALYZE** Read the conversation in Exercise A again.

**Form & Function** Complete the table with examples from the conversation.

Modal	Form	Function	Examples
can, could, may, might, will, would	modal verb + be + past participle	We use these forms to talk about present and past ability or future possibility in the passive.	Endangered species (1) <u>could be bred</u> anyway. I disagree. A lot of good things (2) <u>can be done</u> at zoos. Where (3) <u>would</u> they <u>be released</u> ?
must, ought to, should	modal verb + be + past participle	We use these forms to talk about necessity and advisability in the passive.	... wild animals (4) <u>shouldn't be kept</u> in captivity. In fact, I think zoos (5) <u>ought to be banned</u> .
could, can't, may, might, must	modal verb + be / have been + past participle	We use these forms to talk about deduction and speculation in the present or past.	The gates are open so it (6) <u>can't have been closed</u> yet. Some species (7) <u>may have been saved</u> from extinction.
should	modal verb + have been + past participle	We use this form to give criticism of something that happened in the past.	People (8) <u>shouldn't have been allowed</u> to destroy those habitats.

**C PRACTICE** Complete the paragraph from a wildlife conservation blog. Use active or passive forms of the verbs in parentheses.

Supporters of zoos ought to (1) visit (visit) zoos more often.

If they spent more time observing zoo animals, they might

(2) realize (realize) that wild animals shouldn't

(3) be kept (keep) in captivity. Zoo proponents argue

that animals bred in zoos can (4) be used (use) to increase wild populations and that

these breeding programs can (5) save (save) species from extinction. However, the

responsibility for the survival of wildlife cannot (6) be given (give) to zoos. Governments must

(7) be held (hold) responsible for the well-being of the planet. Too often, politicians promise

that the environment will (8) be protected (protect), but this does not happen. Many species that


are now extinct could (9) have been saved (save) if governments had acted responsibly at the time.

The public must (10) demand (demand) action from their elected officials. Act now!


#### WATCH OUT!

✗ Their habitats shouldn't have destroyed.

✓ Their habitats shouldn't have been destroyed.


**D**  **NOW YOU DO IT** Work in groups. Discuss whether you agree or disagree with the ideas in Exercise C.

## 4 PRONUNCIATION: final consonant clusters

**A**  **1.25** Listen to the words and notice the sounds in the consonant clusters in bold. Then listen again and practice the words.

Two final consonant sounds: hives, paths, pest, expect, width, length, watched


Three final consonant sounds: absorbed, urged, swarmed, warned, involved, tastes, masks, risks


**B**  **1.26**  Listen to the text. Work in pairs and practice reading it, paying attention to the consonant clusters.

We were absorbed as we watched the men in safety masks approach the bee hives.

The bees swarmed the length of the paths to the hives as their instincts urged them to attack. We were warned of the risks involved in watching, but we wanted to find out what fresh honey tastes like!

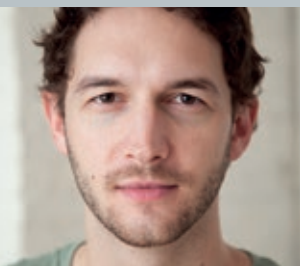
## 5 SPEAKING: summarizing

 To give an oral summary of a text, identify the main ideas, select a few key words, decide on the clearest order for presenting them to your listener, and then explain the main ideas in your own words.

**A**  Work in pairs. Read the question. Student A, read Jake509's answer. Student B, read Diane Flint's answer. Decide whether each writer is for or against the sale of wild species as pets.

## Animal Issues

Home  Account  Login



**Do you think pet stores should be allowed to sell wild species as pets?**

**Jake509:** If pet stores are not allowed to sell wild species, wild animals will be bought from smugglers or other illegal sources. However, if people buy animals in pet stores, and if pet stores buy from authorized breeders, the illegal capture and sale of wild animals can be stopped, or at least reduced. It is also a fact that some pet stores help educate people about animals, both domestic and wild. Anyone who buys an animal at a good store will be given detailed instructions for taking care of it. When people have some contact with wild animals, they are much more likely to support efforts to preserve habitats and save endangered species.




**Answer**

**Diane Flint:** I know that most of the wild animals sold in pet stores are bred in captivity, and in most cases these animals could never be released into the wild, but that does not mean that they make good pets. Many people buy cute baby animals and then do not know what to do with them when they grow up and begin to exhibit behaviors like biting or scratching. Furthermore, many animals are still caught in the wild, which damages wild populations and causes trauma and suffering for the animals that are caught. These factors should be considered by anyone who is thinking of buying a wild animal as a pet.

**B** Prepare to summarize the answer you read in Exercise A. Underline the main ideas in the answer you read in Exercise A. Then answer the questions.

- 1 What is the writer's thesis, or most important point?
- 2 Can you state the main ideas you underlined in your own words?
- 3 Should any details or examples be included in your summary?
- 4 Choose 3–5 key words to use in your summary.

**C**  Work in pairs. Give your partner a summary of the answer you read. Then discuss which point of view you agree with.

## 4 Pronunciation: final consonant clusters

### A 1.25

- See the Student's Book page for the **audio script**.
- Refer the students to the two sets of words. Point out that the first set contains words with two consonant sounds at the end, and the second set contains words with three consonant sounds at the end. Point out that groups of consonant sounds together are called *consonant clusters*.
- Play the audio and have the students notice the final sounds. Then play the audio again, pausing after each word for the students to repeat it. Finally, give them time to practice saying the words individually.

### B 1.26

- See the Student's Book page for the **audio script**.
- Ask the students to look at the text and think about how to pronounce the words they have practiced. Play the audio and ask them to listen carefully. Put the students in pairs and have them read the text to each other, taking care to pronounce the words with final consonant clusters correctly.
- Remind the students that there should be no unnatural pauses or overemphasis on words ending in consonant clusters when saying the complete sentences. The sentences should sound as smooth and fluent as possible.

## 5 Speaking: summarizing

### Lead-in

Ask the students to read the information in the skills panel. Point out that by now they have read many texts, and in doing so, have had a lot of practice in identifying the main idea. Ask the students what summarizing is (*giving a brief and accurate statement of the main points of a text, presentation, report, etc.*) and elicit when they might do this orally (*at a meeting, at work, in some study situations, etc.*). Ask the students if they can use their own ideas in a summary (*No, but they can express the given ideas in their own words, i.e., paraphrase*).

### A

- Direct the students' attention to the text and elicit where they would probably find a text like this (*on an internet forum*).
- Ask the class to read the forum question. Put the students in pairs, and have them decide on their roles: Student A and Student B. Have Student A read Jake509's response and Student B read Diane\_Flint's response. Allow enough time for reading. Then ask the class which writer is *for* the sale of wild species as pets and which writer is *against* it.

### Answer

Jake is *for*; Diane is *against*.

### B

- Ask the students to read their text again and underline the main ideas. Direct the students' attention to the questions. Have them work individually to use the four questions as a guide in preparing their summary. Circulate and help as needed while they are working. Encourage them to make brief notes, and have just 3–5 key words as prompts.

### Answers

**Jake509:** That pet stores should be allowed to sell wild species to benefit both animals and people.

**Diane\_Flint:** That wild animals should not be sold in pet stores because people can't adequately care for them.

### Alternative

Put two Students A and two Students B from Ex. A together to work through the questions. Have them discuss the text and prepare their summary. This will enable them to help each other and develop confidence by practicing before presenting their summary to a new partner in Ex C.

### C

- Ask the students to close their books. Put them in pairs with the partners they had in Ex. A, and have them present their summary to their partner. Allow them to use their brief notes and key words on note cards, but not their books.
- When the pairs finish, invite them to discuss both viewpoints and decide which one they agree with. Take a class vote to see if anyone has changed their mind because of something they learned during their discussion.

### Extra: homework

Ask the students to find an online article that interests them and prepare a brief oral summary of it. Remind them to read the article carefully, make notes of the key points, and then decide on the best order to present the points. Encourage them to write a few brief notes or key words on note cards to prompt them as they deliver their summaries.

In the next class, put the students in groups of four or five and have them present their oral summaries to their classmates. If the students wish, they can bring a printout of the original article to class, without the title, and have the listeners match the corresponding articles to each summary after listening to each presentation in their group.

► Workbook p. 30, Section 4



## 6 Writing: a letter to a newspaper editor

### Lead-in

Explain that a *letter to the editor* is a short piece of writing that expresses an individual's strong feelings about an issue. Letters to the editor are written to convince readers of a specific viewpoint and to encourage discussion about the issue.

### A

- Ask the students to read the questions. Write the word *deer* on the board, and divide the space into two columns labeled *for* and *against*.
- Elicit reasons for protecting deer and for getting rid of them and write them on the board. Then discuss with the class which section has a stronger argument. Repeat the process for *mosquitoes* and *wolves*.

### Possible answers

- 1 **Deer:** *Protect*—The local ecosystem would be disrupted without them. They provide food for animals higher up in the food chain. *Get rid of*—They get into people's yards and destroy plants. They carry diseases.
- 2 **Mosquitoes:** *Protect*—They are important in the aquatic food chain since algae eat their larvae. *Get rid of*—They can carry deadly diseases.
- 3 **Wolves:** *Protect*—Wolves are predators, and without them, the relationship of animals below them in the food chain would change. *Get rid of*—They can be a danger to people.

### B

- Ask the students to read the letter to the editor of a newspaper individually. Ask them to think about how to summarize the main argument in one sentence.
- Ask the students what the letter is about (*suburban deer*) and what the writer wants to happen (*a well-organized effort from the people and the government to address the overpopulation of deer*).
- Point out the conventions of a letter to the editor, which has a formal tone and begins *Dear Editor ...* Direct the students' attention to the structure of the letter: how the letter begins (*by stating the reason for the letter*), how it presents the argument (*by explaining (1) the background and cause of the problem; (2) what threats suburban deer pose to people; (3) why current measures to control the deer population are ineffective*), and how the letter ends (*with the writer's opinion on how to address the problem effectively*).
- Ask the students to summarize the main argument of the letter in one sentence. Then check the answer with the class.

### Possible answer

The City Council needs to help find ways to control the suburban deer population, as it poses health and safety issues for the citizens of our community.

### C

- Write the following sentences on the board and ask the students to complete them by filling in the blanks with the words in parentheses:
  - 1 The job is \_\_\_ paid (*well/badly/poorly*).
  - 2 The meat was \_\_\_ done (*over/well*).
- Ask the students to name the part of speech of the words in parentheses in item 1 (*adverbs*). Explain these adverbs can go before the word *paid* to form adverb-adjective collocations. **Highlight** that in item 2, *overdone* uses a prefix (*over-*), and *well done* uses an adverb (*well*).
- Ask the students to work individually to match the adverbs with the adjectives they are commonly used with. Point out that there is no particular rule governing why they go together; English language collocations must be learned through practice.
- Put the students in pairs to compare answers, and then check answers with the class.

### D

- Ask the students to review the letter in Ex. B and decide which collocations go with each concept.
- Check answers with the whole class. Point out that when a phrasal adjective follows a verb, it is usually not hyphenated, but when it comes before a verb, it usually is hyphenated (e.g., *A well-trained athlete works hard* vs. *That athlete is well trained*).

### E

- Direct the students' attention to the instructions, and ask them to read the guidelines carefully. Clarify if necessary. Then put the students in pairs to select one of the topics and write a letter to the editor.
- Point out that while each pair can divide the writing task in whatever way they prefer, they must first reach an agreement about the content of the argument. Encourage them to write both the topic sentence and the concluding sentence together. Circulate and help as needed.
- Ask the students to display their letters to the editor on the classroom walls. Have them circulate and read their classmates' letters on the same topic. Invite them to say which letter has the most effective argument, and why.

### Alternative

Ask each pair of students to pass their letter to a pair near them. They should write comments on the letter and then pass it to a third pair, who should add their own comments to it. Finally, ask the original writers to retrieve their letter and discuss the comments their letter received, as well as any suggested changes. Circulate and help as needed during this process.

### Extra: homework

Have the students write another letter to the editor for homework on another of the topics in Ex. E.

## 6 WRITING: a letter to a newspaper editor

**A** What are some reasons for protecting these creatures? What are some reasons for getting rid of them?

- 1 deer                      2 mosquitoes                      3 wolves


**B** Read the letter at the bottom of the page. Summarize the main argument in one sentence.

**C VOCABULARY: ADVERB-ADJECTIVE COLLOCATIONS** Match the adverbs with the words that they are commonly used with.

- |                     |                                   |
|---------------------|-----------------------------------|
| 1 over/under        | a) organized/effective/successful |
| 2 highly            | b) populated/estimated/utilized   |
| 3 well/badly/poorly | c) organized/done/thought-out     |

**D VOCABULARY: ADVERB-ADJECTIVE COLLOCATIONS** Write the correct collocations from Exercise C next to the concepts from the letter below.

- 1 bow hunting (not) highly successful
- 2 effort needed from both people and the government well-organized
- 3 the area overpopulated

**E**  Work in pairs. Use the guidelines and example to write a letter to the editor stating your opinion. Include at least one phrase from each group in Exercise C.

- Choose one of these topics:
  - Animals in captivity in zoos
  - The sale of wild animals as pets
  - The control of "suburban wildlife" such as deer or squirrels
- State your opinion in a topic sentence.
- Briefly explain the background to the problem.
- State your arguments/opinions.
- Write a concluding sentence which re-states your topic sentence in different words.

The Morning Gazette

Monday, April 16

Dear Environment Editor,


I am writing in the hope that I can motivate other people in our city to pressure the City Council to do something about our suburban deer. Although they are a native species, when humans settled in this area, they removed the wolves and other predators, without considering the effect that this would have on large mammals such as deer. With no animals to kill them off, the area is now overpopulated with deer, which poses a real threat to people. In some ways, they are just a nuisance—they eat the flowers out of our yards and trample our plants. But they also carry diseases that can be spread to humans through fleas and ticks. The most dangerous of these is Lyme disease, which can be fatal. Deer are also a significant problem on our roads. Did you know that last year, deer were blamed for 1.2 million car accidents in the U.S.A.? And they're not easy to get rid of. Some communities have turned to bow hunting to cope with their deer, but this method hasn't been highly successful, and it isn't safe for people. It will take a well-organized effort from both private citizens and the city government to combat the suburban deer.

Scott Stewart, Cool Springs





## 7 READING: understanding definitions

-  Being able to recognize definitions helps you to understand both concepts and specific words in a text. Definitions may be given directly, signaled by punctuation, or implied by a list of examples.

### A Work in pairs. Discuss the questions.

- 1 When is the last time you saw a bee? Where did you see it, and what was it doing?
- 2 How do you think bees can have an effect on our lives?
- 3 Skim the article. Where do you think you might see an article like this?

### B Read the article and discuss the questions in groups.

- 1 What problem does the article discuss? Why is it an important problem?
- 2 What causes of the problem are mentioned? Can you think of any others?
- 3 What solutions does the article propose? Can you think of any other solutions?

# The Buzz about Bees

<sup>1</sup>If the price of food is higher next year, don't blame your supermarket—blame the death of millions of beehives, a phenomenon known as colony collapse disorder, or CCD. In fact, CCD has destroyed more than 10 million beehives since 2007 just in North America. Each colony, or community, of honeybees, contains around 30,000–50,000 insects, so the number of insect fatalities is enormous.

<sup>2</sup>There are known to be around 20,000 different species of bees, which live on all continents except Antarctica. Bees of all types are pollinators—that is, by spreading pollen when they fly from flower to flower, they fertilize plants, which causes fruits or vegetables to grow. Many North American crops, including apples, apricots, blackberries, carrots, almonds, broccoli, onions, watermelon, and more, cannot be fertilized except by bees. Fewer bees, therefore, means fewer (and more expensive) apples; no bees means no apples.

<sup>3</sup>It is now understood that CCD has more than one cause. Originally, it was thought that pesticides—chemicals sprayed on crops to kill insects—were responsible for killing the bees. However, CCD was observed among bees in the wild who fed from wildflowers as well as those which pollinated commercial crops. In the 1980s, varroa mites, which are parasites that suck blood from both adult and developing honeybees, were introduced into the southern United States, and they have spread from there. Loss of habitat is another problem for bees. Human development has resulted in a loss of plants that produce food for bees and a loss of space for them to build their hives in peace. It is even thought that climate change is stressing bee health.

<sup>4</sup>The real cause of the bees' decline is probably a combination of all these factors. It has been shown that pesticides and fungicides, used to kill funguses on food crops, don't necessarily kill bees, but they do weaken them—which leaves them more vulnerable to diseases and mites.

<sup>5</sup>While there are products such as Apistan, which can kill varroa mites, they are not highly effective. A better solution must be found, including protection of bees' natural habitat and a reduction or elimination of agricultural chemicals that weaken and kill bees. For both ecological and economic reasons, we simply can't afford to lose our honeybees.

### C Read the article again. Match the term being defined (1–6), the method of definition (a–f), and the definition (i–vi). The first one is done for you.

- |                            |                                    |   |
|----------------------------|------------------------------------|---|
| 1 colony collapse disorder | a) that is                         | i. chemicals that kill insects                          |
| 2 colony                   | b) a list of examples              | ii. community   |
| 3 pollinators              | c) which + explanation             | iii. the death of millions of beehives                  |
| 4 crops                    | d) or                              | iv. plants grown for food                               |
| 5 pesticides               | e) definition between dashes [ — ] | v. something that fertilizes plants by spreading pollen |
| 6 varroa mites             | f) known as                        | vi. parasites   |



## 7 Reading: understanding definitions

### Lead-in

Ask the students to read the information in the skills panel. Explain that a text may often include definitions of key terms to make it easier for readers to understand the main idea or the basic argument of the text without interrupting the reading process to consult a dictionary. These definitions can be given either directly or indirectly in the text. Examples of direct definitions include explanations of what the term means, signaled by punctuation (e.g., in parentheses or separated by dashes) or by explicit phrases such as *which means*. Examples of indirect definitions include examples and/or implications suggested by the information in the text.

### A

- Put the students in pairs. Ask them to read the questions and discuss them together.
- Have each pair share their responses to items 1 and 2 with the whole class, and encourage them to explain the reasons behind their answers. Elicit the answer to item 3 (*in a current affairs magazine*).

### B

- Focus the students' attention on the article and have them read it individually. Then put the students into small groups and have them answer the questions.
- Give the students time for the group discussion. Circulate and help as needed.
- Check answers with the class.

### Answers

- 1 The article discusses the death of millions of bees through colony collapse disorder. It's an important problem because bees are needed to pollinate plants that provide food.
- 2 The article mentions pesticides, mites, loss of habitat, and climate change as causes of CCD.
- 3 The article suggests protecting bees' habitats and reducing or eliminating the use of chemicals that kill or weaken bees.

### C

- Ask the students to look at the first sentence of the text and identify the term being defined (*colony collapse disorder*). Then ask them to identify the definition (*the death of millions of bees*), and decide whether the definition is given directly or indirectly (*directly*). Point out that the definition here is an explanation that actually comes before the term itself is introduced.
- Ask the students to look at the example in Ex. C. Point out the term (*colony collapse disorder*), the method of definition used in the article (*known as*), and the actual definition (*the death of millions of bees*), all connected by arrows.
- Ask the students to read the article again to find the six terms and how they are defined. Have them complete the exercise individually before comparing their answers with a partner.
- Check answers with the class.

### Extra: using definitions

- Write the following on the board:
  - 1 Africanized bees spread to North America around 1990. (known as) (aggressive variety of honeybee)
  - 2 An Africanized queen bee can take over the colony of different species of honeybee. (or) (leader of a colony)
  - 3 In the southwestern part of the U.S.A., Africanized bees are considered to be an invasive species. (that is) (they are a non-native species that harms the local population)
  - 4 Killer bees are more aggressive than domestic honeybees. (explanation between dashes) (more likely to attack and pursue for longer distances)
  - 5 In some Latin American countries, Africanized bees are the most common variety used in beekeeping. (such as) (Brazil, Argentina)
- Ask the students to work individually to rewrite each sentence so that it includes a definition for the underlined expression. Remind them to use the expressions in parentheses.
- When the students finish, put them in pairs to compare answers. To wrap up, discuss the answers with the whole class. Provide explanations as necessary, and demonstrate how to insert the definitions into the sentences on the board if required.

### Answers

- 1 Africanized bees, known as an aggressive variety of honeybee, spread to North America around 1990.
- 2 An Africanized queen bee, or leader of a colony, can take over the colony of different species of honeybee.
- 3 In the southwestern part of the U.S.A., Africanized bees are considered to be an invasive species; that is, they are a non-native species that harms the local population.
- 4 Killer bees are more aggressive—more likely to attack and to pursue for longer distances—than domestic honeybees.
- 5 In some Latin American countries, such as Brazil and Argentina, Africanized bees are the most common variety used in beekeeping.

▶ Workbook p. 31, Section 6

## lifeSkills: understanding decision-making styles

**Step 1:** Understand the advantages and disadvantages of different decision-making styles. (Ex. A, Ex. B)

**Step 2:** Determine which decision-making style is most appropriate for a given situation. (Ex. C)

**Step 3:** Carry out the decision-making process and reflect on whether it went well. (Ex. D, Ex. E)

### Lead-in

Read the target skill aloud and invite the students to tell you what they think *understanding decision-making styles* means. Ask the students about the last decision they made in a group and how they made it. Start with an example of your own (e.g., *After some discussion, my family decided to go to Hawaii instead of Florida for a short holiday*).

Ask whether the students think group decisions are made differently in different situations (*at home, in sports, in courtrooms, by governments, etc.*). Ask in what ways they think the processes are different (*decisions are made by different numbers of people; some decisions take into account a mixture of rules and/or opinions; there may be a hierarchy when it comes to certain decisions, etc.*). Then highlight the three-step strategy to develop the skill of *understanding decision-making styles*.

### A

- Put the students in pairs. Ask them to read the questions and give them time to think about their responses individually before discussing them with their partners.
- Allow time for pair discussion and then discuss as a class. Elicit key differences when making decisions as part of a group instead of individually. Have the students think about the positive and negative aspects of each difference (*decisions can be easier to make on your own because you don't have to consider other points of view; group decisions can be better decisions because different people can contribute different viewpoints on the same issue; some problems can be foreseen before they occur; etc.*).
- Next, ask the students to consider the kinds of difficulties that can arise from making decisions as part of a group. Elicit answers from the whole group and write them down on the board (*it can be very time-consuming to decide something in a group; it may be difficult to channel input from many different people into one course of action; some group members may not feel as if their opinions are valued as much as others; some group members may not want to compromise to reach a decision; some group members may want to make decisions more actively than others; people may not be able to agree on a decision, etc.*).

### B

- Explain to the students that they are going to learn about four methods for reaching a group decision. Focus the students' attention on the four different decision-making styles in the box, and have them work individually to match them to the descriptions. Then check answers with the class.
- Ask the students to suggest situations where each of these decision-making methods is used (*in a school context, authoritarian: when the principal tells the students they will visit a museum; committee: when a group of student class representatives meet to discuss and decide where to visit; majority rule: the whole class votes on two choices for an outing; consensus: the class discusses and eventually agrees on an outing*).

### C

- First, have the students work individually to complete the table by checking the appropriate columns. Make sure they understand that several columns can be checked for each style.
- When they finish, put the students in pairs or small groups to compare ideas and discuss any differences.
- While checking answers with the class, invite the students to share with the class any interesting ideas that came up in their discussion.

### Extra: discussion

Put the students in groups and encourage them to share their experiences and involvement in different decision-making styles. Ask them to consider school, extracurricular activities, workplaces, clubs and associations, community groups, etc.

## UNDERSTANDING DECISION-MAKING STYLES

- Understand the advantages and disadvantages of different decision-making styles.
- Determine which decision-making style is most appropriate for a given situation.
- Carry out the decision-making process, and reflect on whether it went well.

### A Work in pairs and discuss the questions.

- 1 Do you find it easier to make decisions on your own, or as part of a group?
- 2 What kind of problems can arise when making decisions as a group?

### B Write a word or phrase from the box next to each description of a decision-making style.

authoritarian    committee    consensus    majority rule

- 1 majority rule: The decision is made by holding a vote on two or more options. Each person gets one vote, and the option that receives the most votes wins.
- 2 committee: In a large organization or group, people choose a smaller group of people to make the decision. The large group agrees to accept the decision made by the smaller group.
- 3 authoritarian: One person makes the decision for the whole group.
- 4 consensus: The aim is that everyone in the group should agree on the final decision. If there are different opinions, people talk and compromise until disagreements are resolved.

### C Check the statements that you think apply to each decision-making style. (In some cases, you can check more than one statement.) Discuss your answers with a partner.

	Authoritarian	Committee	Consensus	Majority rule
a) It's a slower method.		✓	✓	
b) It's a faster method.	✓			
c) Everyone's opinion is heard.			✓	✓
d) It's fair to everyone.				✓
e) Power is not equal.	✓	✓		
f) It's a good way of making decisions about how a country is run.				✓
g) It's a good way of making decisions in a small organization.			✓	






# Self and Society

## Work and Career

## Study and Learning

**D**  **Work in pairs. Discuss which decision-making style you would recommend in each situation. Explain why.**

- 1 A family—parents and two children—are discussing whether to get a pet.
- 2 The family has decided to get a pet and they are deciding what kind of pet to get.
- 3 A zoo needs to hire a new veterinarian.
- 4 There is a proposal to turn a large city park into an open-air arts and crafts market.

**E**  **Work in groups of five (or another odd number). Read the biology assignment. Then follow the steps below.**



### BIO 101 • DUE: TUESDAY, APRIL 7

As we have discussed, we would like to motivate the school to get involved in animal welfare or environmental conservation. You have brainstormed ideas, and now a proposal has to be made to the school. Your group will evaluate the suggestions that have been made and will decide on one idea to present to the school. Each group will then explain to the class which idea they have chosen and why. The final decision on which idea to work up as a proposal will be decided on by class vote.

- a) Get the school to join an international organization that works for the protection of endangered species and habitats in many different countries. Decide how money could be raised in your school and/or town to donate to the organization.
- b) Start a campaign to educate students about ecology issues in your country. Encourage students to join reputable ecology groups in your country, either branches of international organizations or country-specific ones.
- c) Start a responsible pet owner movement. Local vets can usually be persuaded to go to a school to talk about how to care for pets. Ask for volunteers to help in animal shelters and in finding homes for abandoned animals.

- 1 Individually, decide which idea you like best.
- 2 Then, tell your group which idea you like best.
- 3 As a group, choose a decision-making style that will best help you all agree on the same idea.

**F**  **Tell the class about your decision-making process.**

- Which idea did your group choose?
- Which decision-making style did your group choose? Why?
- What was easy about that decision-making style? What was challenging?
- If you had to do it again, would you choose the same decision-making process? Why or why not?

### HOW TO SAY IT



*Some of us wanted to use the ... method, but most wanted to use the ... method, so we did.*

*The most/least popular/effective idea was ...*

*We thought this method was highly / wasn't very effective because ...*

*We probably overestimated/underestimated the difficulty of / time needed for this method.*

*The decision could have been made more easily using ...*

**G**  **Discuss the questions.**

- 1 What have you learned about decision-making styles?
- 2 Which decision-making styles are you most likely to use for group decisions in the near future?



**REFLECT ...** How can the skill of understanding decision-making styles be useful to you in **Work & Career** and **Study & Learning**?



### RESEARCH ...

Research the way laws are passed in your community, city, or country. (You may choose a specific example of a law, to narrow your focus.) Take notes on the process, and decide whether the process is mostly authoritarian, by committee, by consensus, majority rule, or a combination of styles. Report back to the class on the law-making process.

## D

- Have the students read the instructions and the list of situations. Allow time for the students to prepare their thoughts for the discussion, making notes if they wish. Put the students in pairs and have them discuss their ideas for each situation. Point out that there may be more than one suitable answer for each situation. Remind them that they will need to provide a reasonable explanation for their answers.
- Give the pairs enough time for the discussion, and then check the answers with the class. Ask the students to say why they have chosen a certain decision-making style for each situation. Ask the rest of the class if they agree or disagree, and elicit viable alternatives.

## E

- Put the students into groups of three, five, or seven (an uneven number is necessary for the group decision-making to be authentic). Give them time to read the biology assignment and the three ideas proposed.
- Make sure the students understand the task. Then refer them to the three steps of the process and have them start work.
- Circulate and help as needed.

## F

- Have the students remain in the same groups. Direct the students' attention to the questions. Ask them to discuss their decision-making process and share their answers with the class.
- Direct the students' attention to the examples in the **How to say it** box and encourage them to use the expressions in their discussion.
- Give the groups enough time to discuss the questions. Circulate and help as needed.
- To wrap up, ask each group in turn to share their experiences. Remind them to use the phrases in the **How to say it** box.

### Extra: discussion

Elicit a basic difference between decisions made by an authority and decisions made by consensus or committee. (*Consensus or committee decisions often involve communities—such as families or groups of local people—and can take a long time. Authoritarian decisions can be made in urgent situations where there is less time for discussion, such as who to evacuate first in a fire, etc.*) Encourage the students to tell you how and where they think they can apply the strategies they have learned or practiced during this section.

## G

- Direct the students' attention to the questions. Give the students time to think about the skill of understanding decision-making styles they learned in this lesson and how it can be useful to them in the domain of **Self & Society**.
- Ask the students to work in small groups to discuss the two questions. Ask the groups to exchange ideas on the decision-making style that they think works best for doing group assignments, choosing class activities, and organizing club activities. Encourage them to give reasons for their choices. Have each group share their responses to item 2 with the whole class.

### Extra: feedback

When monitoring the students' discussions, make notes of some examples of good language they use and common errors they make. At the end of the class, write examples of these on the board. Put the students into pairs and have them decide which sentences are correct and which are incorrect. Invite different students to make the corrections on the board. Encourage the students to copy examples of good language use into their notebooks.



## REFLECT

- Ask the students to read the **Reflect** question.
- Give them some time to think about different situations in the domains of **Work & Career** and **Study & Learning** where the skill of *understanding decision-making styles* would be useful.
- Elicit the following ideas: *selecting a team leader for a project, making budget decisions, deciding how to approach a group project, discussing possible solutions for a problem, assigning various tasks to different people, etc.*



## RESEARCH

- Explain the task and make sure that the students understand what they have to do.
- Suggest sources of information on community groups and law-making bodies, such as newspapers and local news websites and interview programs. Also suggest that the students attend a meeting of local community organization or governing body, or view one on the internet, if possible.
- Invite the students to present the results of their research to the class, including reactions to any decision-making experiences they observed firsthand. Then have them explain what decision-making style(s) they think were in operation.
- Encourage the class to ask questions and make comments after each presentation.

## Language wrap-up

There are several approaches that you can use for the Language wrap-up exercises:

- in class as a test
- in class as a review
- as homework

### Class test

- Ask the students to do the exercises in test conditions and give a time limit (e.g., 20 minutes).
- Check answers with the class and deal with typical errors or problems.

### Class review

- If you decide to do the exercises in class, you can approach the Language wrap-up as a two-step review. First, ask the students to do the Vocabulary section individually. When they finish, ask them to check their answers carefully, and then put them in pairs to compare answers and discuss any differences.
- You can then apply the same procedure to the Grammar section.
- Self- and peer-correction are two excellent ways of developing learner independence and creating a cooperative learning environment.

### Homework

- If you give the exercises for homework, you can ask the students to do them in test conditions, i.e., without referring to the language they covered in the unit, their notes, the Grammar reference section, dictionaries, etc.
- Give them a time limit (e.g., 20 minutes).
- Check answers with the class in the next lesson and deal with typical errors or problems.
- The scoring system has been designed to give the students an idea of the progress they are making. Each section has a total score of 10 or 12, depending on the complexity of the language covered and the nature of the exercises. Whichever approach you take to the Language wrap-up, after checking the answers to each section, ask the students to write their score. If they have a score lower than 8 (out of 10) or 10 (out of 12), direct them to the appropriate sections of the unit and encourage them to read them again for homework. After that, ask the students to complete the exercise(s) again at home.

### Alternatives

- With any of the approaches above, you can give help by looking at the exercises with the students before they start and discussing how they should go about them. For example, if they have to fill in the blanks in a text, encourage them to read through the whole text first to get an idea of the general meaning of it. If they have to choose the correct option to complete a sentence, encourage them to make sure they read the whole sentence first to understand the context.

- You can also use the Language wrap-up to review the material in the unit with the class and work on the exercises together as a class activity. In this case, you can ask the students, for example, to look back at the appropriate Grammar section in the unit and review the main points to clarify any misunderstandings before they begin an exercise. Similarly, you can ask the students to first work in pairs to check the meanings of words to be used in fill-in-the-blanks exercises in the Vocabulary section.
- Note that the more assistance you give the students, the higher the score you should expect them to get when they do the exercises.

## 1 Vocabulary

- Ask the students to read the whole letter for general understanding and to gain an idea of the context before filling in the blanks with the words or phrases from the box. Remind them that each blank is worth one point.
- When checking answers with the class, point out that *the* must be used before *wild* when it is used as a noun (e.g., animals in the wild), and so *wild* must be the correct answer for item 5, rather than *natural habitat*, which is used with the article *a* or a possessive adjective such as *their*). Also, draw the students' attention to the two adverb-adjective collocations: *under-utilized* and *underestimated*.

### Answers

- |               |                      |
|---------------|----------------------|
| 1 under       | 6 in captivity       |
| 2 thought-out | 7 natural habitat    |
| 3 effective   | 8 endangered species |
| 4 released    | 9 highly             |
| 5 the wild    | 10 underestimated    |

## 2 Grammar

- Make sure the students understand the question. Point out that they will be filling in the blanks with the correct form of the impersonal passive and the verb (in parentheses), whereas they will be circling the correct modals.
- Ask the students to read the whole letter first before completing the exercise. Encourage them to say each sentence silently to themselves before deciding on their answers.
- Check answers with the class and explain any items as necessary.

### Answers

- |                       |                          |
|-----------------------|--------------------------|
| 1 is said to be       | 6 ought to               |
| 2 shouldn't be        | 7 is believed to disturb |
| 3 are thought to live | 8 mustn't                |
| 4 might have been     | 9 is said                |
| 5 is said to have     | 10 must                  |



# Language wrap-up

## 1 VOCABULARY

Complete the letter with the words and phrases from the box. (10 points)

effective endangered species in captivity highly natural habitat  
under released the wild thought-out underestimated

Dear Editor,

I believe that the Coldwater Wilderness Area, which is located not far from our city, is (1) under-utilized and could be used in a number of different positive ways if the city had a well (2) thought-out plan for it. We have a highly (3) effective wildlife rescue program, and many of those rescued animals could be (4) released into (5) the wild in Coldwater instead of being given to zoos and kept (6) in captivity all their lives. Coldwater is a (7) natural habitat for a number of (8) endangered species, and the area could be used to help educate the public about environmental issues as well as provide recreation. I know that there is a (9) highly successful program at the zoo on local plants and animals, and maybe a trip to Coldwater could be included in their program. I feel strongly that the importance of educating people about our local resources cannot be (10) underestimated. Why can't people have fun and learn at the same time?

Frederick Missen

**8–10 correct:** I can use words related to animal rescue, and adverb-adjective collocations.

**0–7 correct:** Look again at Sections 2 and 6 on pages 59 and 62.

**SCORE:** /10

## 2 GRAMMAR

Complete the letter. Use the impersonal passive form of the verbs in parentheses and choose the correct modal structures. (10 points)

Dear Editor,

The Coldwater Wilderness Area (1) \_\_\_\_\_ (said / be) our most beautiful natural park. For this reason, I am against the proposal to open up the lake to motorboats and the trails to snowmobiles in the winter. People (2) *should / shouldn't be* allowed to upset the natural environment for sports.

Currently, more than 15 species of fish (3) \_\_\_\_\_ (think / live) in the lake.

Those fish (4) *might be / might have been* killed if motorboats hadn't been banned. Let's not forget that this lake (5) \_\_\_\_\_ (say / have) the best fishing in the state!

That's another reason that motorboats (6) *ought to / might* be forbidden. The same goes for snowmobiles.

Did you know that the noise from snowmobiles (7) \_\_\_\_\_ (believe / disturb) hibernating animals? For this reason alone, snowmobiles (8) *must / mustn't* be permitted.

It (9) \_\_\_\_\_ (say) that deer and other animals can be so frightened by the noise of snowmobiles that they injure themselves.

For these reasons, the Coldwater Wilderness Area (10) *must / might* be preserved as an area safe for both animals and people.

August Philips

**8–10 correct:** I can use the impersonal passive and passive modals.

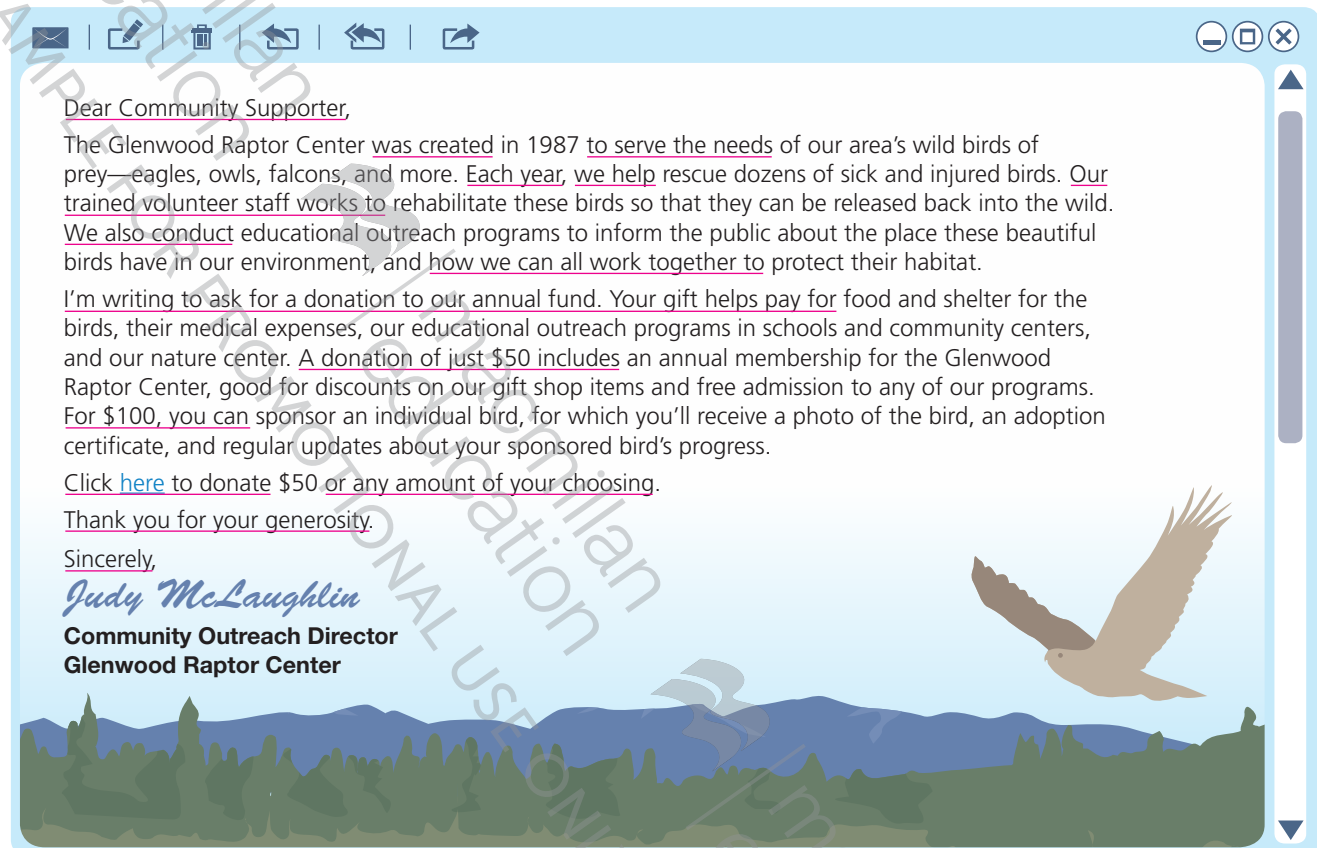
**0–7 correct:** Look again at Sections 1 and 3 on pages 58 and 60.

**SCORE:** /10

# WRITING WORKSHOP

## Writing a formal email request

**A** Read the email asking the public for financial donations. What is the money needed for?



**B** Check the features that the email mentions.

- |  |   |
|--|---|
| <input type="checkbox"/> the receiver's name                           | <input type="checkbox"/> how much money the organization currently has        |
| <input checked="" type="checkbox"/> the sender's name                  | <input type="checkbox"/> how much money the organization needs                |
| <input checked="" type="checkbox"/> the pronoun <i>you</i>             | <input checked="" type="checkbox"/> what the organization will spend money on |
| <input checked="" type="checkbox"/> the pronouns <i>I</i> or <i>we</i> | <input checked="" type="checkbox"/> a recommended amount to give              |
| <input checked="" type="checkbox"/> what the organization does         |   |

**C** Look at the email again. Underline any phrases that could be used in any fundraising letter or email.

**D** Now write a formal campaign email asking for money for Greenvale Animal Shelter. Write at least two paragraphs, using the structure of the model in Exercise A. Write about 250 words.

Greenvale Animal Shelter: cares for stray cats, dogs, rabbits, and other small animals. Finds homes for strays in the community. Reunites pet owners with lost pets. Educates public on how to care for pets. Needs money for food, blankets and bedding, veterinary care, pet supplies such as bowls and leashes, general office supplies, and educational programs. All workers are volunteers.

### HOW ARE YOU DOING?

- ☐ I explained what the organization does.
- ☐ I directly asked for what my organization wants.
- ☐ I used a formal email format.

## Writing workshop: writing a formal email request

### Lead-in

Explain to the students that in this workshop they are going to practice writing a formal email as part of a fund-raising campaign.

### A

- Direct the students' attention to the email and elicit the name of the organization that has sent it (*Glenwood Raptor Center*). Explain that this is a formal email that asks the public for financial donations as part of a campaign to raise money for a charitable organization.
- Ask them to read the email quickly on their own to find the answer to the question.
- Put the students in pairs to discuss their answers. Then check the answer with the class.

### Answer

The money is needed for taking care of the birds, providing educational programs, and for the nature center.

### B

- Ask the students to read the email again, paying attention to what information the email contains and how each paragraph is structured.
- Have them work individually to read the list of features and identify them in the email where possible.
- Put the students in pairs to compare answers and discuss any differences.
- Point out that the email identifies the receiver (or recipient) of the email as a "Community Supporter." Although this is not technically a name, it identifies the receiver as a member of a community who helps support it, probably by giving money. Ask the students to think about the psychological effect of the pronouns *you*, *I*, and *we* on the receiver and what role these pronouns play in the email. (*It creates a sense of community and makes a request for money seem more personal.*)
- Ask the students to look at the email and discuss whether the explanation of what each donation of \$50 or \$100 gives each donor functions as a recommendation. (Yes, *it is an indirect recommendation because people are more likely to donate \$50 or \$100 since they know they will get something specific in return.* / No, *it is only a suggested amount; the letter says that donors can give "any amount of their choosing."*)

### C

- Ask the students to read the email again and work individually to underline all the phrases that could be used in any fund-raising letter.
- Put the students in pairs to discuss their answers. Then check answers with the class and write them on the board.

### D

- Ask the students to read the instructions, and explain the task as needed. Then have the students look at the notes provided. Ask them to use the notes to write a formal email with a request for money for the shelter. Encourage them to supplement those notes with their own ideas to make their emails interesting and informative.
- Encourage the students to use the phrases they identified in Ex. C to help them draft their emails. Refer them to the structure of the sample email in Ex. A and encourage them to follow it. Circulate and help as needed.
- When the students finish writing, put them in small groups to review each other's work and offer tips on revision. Have them check their group members' emails to make sure that they all include a direct request for what their organization wants, that they are right length (about 250 words), and that they are in the correct format.
- Remind each group to offer guidance on the quality of the points and the structure of the email by writing corrections, comments, and suggestions on each page. Then ask the students to rewrite their emails based on the peer feedback they received and display their final emails on the classroom walls or on a notice board.

### How are you doing?

- Ask the students to read the statements and check the ones they believe are true.
- Ask them to discuss their email with a member of their group and identify things they could improve on next time.

▶ Workbook p. 32, skillsStudio