

# 1

# Life in the desert

## Objectives

In this unit pupils will:

- learn and give information about deserts
- use *there is* and *there are*
- make a poster about their favourite desert animal

## Vocabulary

- words related to deserts: *sand dunes, oasis, palm tree, cacti, rocks, ice, snow dunes*
- types of desert: *hot, cold, polar*
- desert animals: *camel, fennec fox, Dorcas gazelle, snake, spider, goat, beetle, ant, lizard, vulture, ostrich, sand viper, scorpion, antelope, polar bear, desert tortoise, chameleon*
- animal categories: *mammals, insects, reptiles, birds, dangerous, poisonous*
- desert people: *Bedouins, tents, Kalahari Bushmen, nomads*
- adaptations to desert life: *(camel's) hump, nocturnal, spikes, hibernation, camouflage*
- desert geography: *terrain, temperature, rain, snow, animals, plants, water*
- verbs related to deserts: *drink, eat, grow, live, rest, sleep, store (food), travel*

## Language

- *there is* and *there are*

## Reading

- understand a text about deserts and match key words to photographs
- identify incorrectly labelled photographs
- put events in a story in order
- match questions to answers
- understand fact files about different types of desert
- match words to definitions
- find differences between a text and a picture
- match photographs to texts
- understand a short story

## Listening

- understand a desert adventure story
- listen and circle the correct or incorrect word
- listen to and say a chant
- listen and identify photographs
- listen and write missing words
- listen for specific information in factual texts

## Speaking

- tell a story in groups
- describe an animal and name an animal from its description
- speak about a favourite desert animal
- ask and answer questions about deserts

## Writing

- make notes about desert animals
- recognize items in a picture and write the words
- choose words to complete a chart
- complete a desert fact file
- complete sentences about a picture
- choose phrases to complete sentences
- write about a favourite desert animal

## 1 Life in the desert

In this unit you will

- learn and give information about deserts
- use there is and there are
- make a poster about your favourite desert animal

1 Listen, read and find

### THE SAHARA

The Sahara is a big desert in Africa. There is a lot of sand, and there are many sand hills called sand dunes (1). It is very hot in the day but cold at night.

There is very little water in the desert, but you can find water at an oasis (2). Plants and trees, like the palm tree (3), grow near the oasis. People called Bedouins (4) live in tents (5) at the oasis.

There are interesting animals in the desert. The camel (6) can travel for days with no food or water. The fennec fox (7) has got very big ears. The Dorcas gazelle (8) rests in the day when it is hot.

Be careful! There are also snakes and spiders. The desert can be dangerous!

R L S W

## 1 Life in the desert

1 Find and correct seven mistakes. Which label is correct?

1 Dorcas gazelle  
2 camel  
3 fennec fox  
4 palm tree  
5 tents  
6 oasis  
7 Bedouins  
8 sand dunes

## Unit 1

2 Listen and circle

### Desert Quiz

1 The Sahara is a big ... in Africa.  
a desert  
b sand dune

2 The Sahara is ... at night.  
a cold  
b hot

3 There is very little water in the ...  
a camel.  
b desert.

4 Plants and ... grow near the oasis.  
a trees  
b animals

5 Bedouins live in ...  
a trees.  
b tents.

6 The fennec fox has got very big ...  
a eyes.  
b ears.

3 What do you know about desert animals? Write notes

1 Names and descriptions of desert animals: \_\_\_\_\_

2 Special features that help animals live in the desert: \_\_\_\_\_

3 Animal behaviour: \_\_\_\_\_

W

4 Other information: \_\_\_\_\_

W

Super Tour 1

Use what you know about desert animals to write sentences about them. Look at your notes and write full sentences.

## INTRODUCTION

### Materials overview

Flashcards

1.01

1.02



### Flashcard vocabulary: phonetic spellings

1	desert	/ˈdeɪzə(r)t/
2	sand dunes	/sænd ˈdjuːn/
3	oasis	/əʊˈeɪsɪs/
4	palm tree	/pɑːm triː/
5	Bedouin	/'beduːn/
6	tents	/ˈtents/
7	camel	/'kæm(əl)/
8	fennec fox	/'fenek fɒks/
9	Dorcas gazelle	/'dɔːkəs gə'zæl/
10	snake	/sneɪk/
11	spider	/'spɑɪdə(r)/
12	lizard	/'lɪzə(r)d/
13	cactus	/'kæktəs/
14	polar bear	/'pəʊlə(r) beə(r)/

## R L S W Learning to learn

*Top deck* provides a series of activities and tasks to develop learning strategies. The letter icons in the notes below indicate which skill is practised in the activity: R, reading; L, listening; S, speaking; W, writing. The number indicates which strategy is used. See activity book pages 66–67 for the full list of strategies. In addition, there are activities to train each of these strategies on activity book pages 68–73. These can be used as and when you feel it appropriate. Notes for the pupils about the learning to learn icons can be found on pupil's book page 4. See Introduction 1.7 for full notes on the approach to Learning to learn in *Top deck*.

### STEP 1, Warm up guessing game

- 1 Choose one of the first eight desert flashcards, e.g. *sand dunes*. Cover the illustration on the flashcard and

show just a very small part of it to the pupils while keeping the rest covered.

Ask the class: *What's this?* Encourage the pupils to give their answers in English but if answers are given in L1, including the correct answer, acknowledge their responses in English.

- 2 Show a little more of the picture and continue to elicit answers. For example:

P1: *(It's) a beach.*

T: *No, it isn't a beach.*

Continue revealing more of the illustration. Pupils guess. When the correct answer has been elicited, or given to the pupils, stick the flashcard on the board and write the word below it.







- 3 Repeat the process until there are three or four flashcards and words on the board, then ask the pupils what they think the unit is about.
- 4 When answers have been elicited, ask the pupils to open their pupil's book on page 5. Focus their attention on the title and read it out. Show the *desert* flashcard. Check comprehension. Praise the pupils for any suggestions that were close to the topic of the unit.
- 5 Ask the pupils what they know about deserts. Collect the responses on the board. Organize them under category headings if you wish, e.g. *weather, water, animals, plants*. As before, encourage the pupils to respond in English and acknowledge any answers given in L1 in English. Tell the pupils that they will learn about all these things in the unit.


### STEP 2, Pupil's book page 5

#### 1 Listen, read and find

R<sub>2</sub> Encourage pupils to use the Learning to learn strategies listed both on page 4 of their pupil's book and here for your reference. Also refer them to pages 66–67 of their activity book where they can find detailed explanations of the icons. On page 68, they can find an activity which specifically trains R2.

**Read and answer / Listen and answer**




-  Focus the pupils' attention on the pictures on page 5 of the pupil's book. Revise the vocabulary from the Warm up activity by calling out the letters of the pictures or pointing to them. T: *Picture a. What are these?* If the pupils cannot remember, mouth the word without saying it so they have to lip read.
-  Say *Find the camel*. Ask *Does the camel drink a lot of water?* You may want to note the number of 'yes' and 'no' responses on the board for future reference. Then focus the pupils' attention on the title of the text and ask *What's the Sahara? Where is it?* Ask the pupils to read the first paragraph of the text until they find the answers. Check the answers when the pupils have finished reading.  
 If the pupils are not familiar with the Sahara desert and need prompting, provide answers for them to choose from on the board, e.g. *What's the Sahara? A a desert B a beach. Where's the Sahara? A in Australia B in Africa.*
-  Ask the pupils to close their book. Explain that you want them to listen and find the answers to two more questions: *What are sand dunes? What animal has got very big ears?* Play CD 1 Track 01. Listen and check the pupils' answers. If you prefer, play the CD in short sections and check after each one. Ask the pupils to open their book and identify the pictures of the sand dunes and the fennec fox.  
 Provide A and B answers as in stage 2 above.
- Play CD 1 Track 01 again and let the pupils listen and read. Then ask them to match the pictures to the numbers in the text. Check the answers.  
 Ask the pupils to close their book again. Play CD 1 Track 01. Ask some more questions about the text, e.g. *When is it cold in the desert? Where can you find water in the desert? What type of trees grow near an oasis? What are Bedouins? Where do Bedouins live? When does a Dorcas gazelle rest?, etc.*
- Play CD 1 Track 01 again and ask the pupils to listen to it while following the written text in their pupil's book. Then ask them to identify any words or expressions that need clarification.

 1c, 2d, 3a, 4h, 5e, 6f, 7b, 8g


**Pronunciation**

Hold up the first eight flashcards and ask pupils to call out the words. Correct any pronunciation errors by modelling the correct pronunciation and encouraging the pupils to repeat after you. Ask the pupils which words sound 'special' or are difficult to pronounce. Tell the pupils to work in pairs and take turns to read the four paragraphs of the text out loud to each other.

**Listen for detail**

-  Focus the pupils' attention on the pictures on page 5 of the pupil's book. Revise the vocabulary from the Warm up activity by calling out the letters of the pictures or pointing to them. T: *Picture a. What are these?* Alternatively, invite a confident pupil to take your role.
- Ask the pupils to close their books. Write the following sentences on the board and check that the pupils understand them:
  - There is very little \_\_\_\_\_ in the desert.*
  - People called Bedouins live in \_\_\_\_\_ .*
  - There are interesting \_\_\_\_\_ in the desert.*
-  Explain to pupils that they are going to listen to find the answers. Make sure that their pupil's book is still closed and play CD 1 Track 01.  
 Ask faster learners to listen again and find the answers to the following questions:
  - What is the Sahara? Where is it?*
  - What do Bedouins live in?*
  - What can a camel do?*
 If they are able to encourage pupils to answer in full sentences.
- Ask the pupils for their answers. If there is lots of variation in their answers, write the pupils' suggestions alongside each one.
- Play CD 1 Track 01 again, stopping after each section where an answer can be found. Review the answers with the class.
- Play CD 1 Track 01 again and let the pupils listen and read. Then ask them to match the pictures to the numbers in the text. Check the answers.

 1c, 2d, 3a, 4h, 5e, 6f, 7b, 8g

 See Route 1 above. Follow the optional activity in stage 4 and do stage 5.

### 1.01 Transcript

The Sahara is a big desert in Africa. There is a lot of sand, and there are many sand hills called sand dunes. It is very hot in the day but cold at night. There is very little water in the desert, but you can find water at an oasis. Plants and trees, like the palm tree, grow near the oasis. People called Bedouins live in tents at the oasis. There are interesting animals in the desert. The camel can travel for days with no food or water. The fennec fox has got very big ears. The Dorcas gazelle rests in the day when it is hot. Be careful! There are also snakes and spiders. The desert can be dangerous!

### STEP 3, Activity book page 2

#### 1 Find and correct seven mistakes. Which label is correct?

- Ask the pupils to look at the pictures and their labels. Ask *What's wrong?* Elicit that the labels are wrong. Focus the pupils' attention on the example.
- Point to picture 2 and ask *Is this a camel?* Pupils: *No.* T: *What is it?* PP: *An oasis.* Continue like this for all the pictures, asking about the label and eliciting the correct word.
- Write the numbers 1–8 on the board and provide the first letter of each of the correct words if you think your pupils will need help.
- Focus the pupils' attention on the example again so they know they have to cross out the incorrect label and write the correct label for each picture. Pupils label the pictures correctly.
- Tell the pupils to check their answers with a partner.
- Check the answers with the whole class.

**Key** 1 camel, 2 oasis, 3 palm tree(s), 4 tents, 5 sand dunes, 6 Dorcas gazelle, 7 Bedouins, 8 fennec fox  
The correct label is Bedouins.

### STEP 4, Activity book page 3

#### 2 1.02 Listen and circle

- Tell pupils to look at the quiz. Read the sentences and the options out loud and check comprehension.
- Explain that the pupils should listen and circle the word that they hear.
  - Faster learners could circle the words first, then listen and check their answers.
- Play CD 1 Track 02. The pupils listen and read the quiz.
- Ask pupils to compare their answers with a partner.
- Check the answers by asking individual pupils to read out the correct sentences.



**Key** 1a, 2a, 3b, 4a, 5b, 6b

### 1.02 Transcript




- The Sahara is a big desert in Africa.
- The Sahara is cold at night.
- There is very little water in the desert.
- Plants and trees grow near the oasis.
- Bedouins live in tents.
- The fennec fox has got very big ears.

### STEP 5, Activity book page 3

#### 3 What do you know about desert animals? Write notes

- With books closed, brainstorm what pupils have learnt about desert animals so far. Encourage them to give you full sentences or just items of vocabulary. Ask questions as prompts, e.g. *Tell me the names of some desert animals.* Write the heading *desert animals* on the board. List the pupils' suggestions below it. Point to each of the animals in turn and ask *What do you know about (camels)?* Make notes of the pupils' suggestions alongside each of the animals, e.g.
  - camel – can travel for days with no food or water
  - fennec fox – has got very big ears
  - Dorcas gazelle – rests in the day when it's hot
  - snakes /spiders – can be dangerous
 Explain that they are going to write some notes about what they know about desert animals.
- With books still closed, write the prompts from activity 3 up on the board. Read through each one, explain unknown vocabulary and discuss them. Encourage pupils to look at the information on the board and suggest notes to write alongside each one. Tell the pupils that some of the information may fit in more than one place. Encourage them to refer to the photographs in the pupil's book, too, and help them with the vocabulary. Write their correct suggestions alongside the prompts on the board.
- 

 Ask the pupils to open their books and look at activity 3. Encourage them to copy the notes from the board. Explain to the pupils that they will learn more about deserts and desert animals in the unit.

### STEP 6, Project task

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 Tell the pupils that they are going to make a poster about their favourite animal at the end of the unit. Explain that they will draw or find a picture of the animal and write a short text about it. Tell them that the notes they have just made (in step 5) will help them and that they will make more notes as they work through the unit.
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 Hand out worksheet 1.1. Pupils use this sheet to make more notes about animals throughout the unit. At the end of the unit they can decide which animal they would like to write about and will then use their notes to help them write the information in their project.

**1 Story**

### Lost in the Sahara

**2 Look, listen and read**

Emma and her brother, Adam, are on holiday with their parents. They are visiting a small town in the Sahara. Emma and Adam are exploring the town. Their parents are resting at the hotel.

Emma and Adam get close. The animal runs away. The children follow, but there are sand dunes. They are thirsty, but they do not have any water. They see a local girl. She is a Bedouin, and she is in the desert with her goats.

Excuse me! Can you help us? We're lost and thirsty, and we need to get back to town. I'm Emma and this is Adam.

Yes, sure. My name is Yasmine. I live at an oasis near here. Shall we go there and have some water?

Emma and Adam are drinking water in the tent. They are also asking questions about Yasmine's life in the desert.

Why do you live in a tent?

I travel on camel during the hot days and warm during the cold nights.

Let's take me, however. Emma and Adam need to get back to town. Can you help?

Yes, of course. I'll take you to the oasis. It's very hot in the desert. You'll need to drink plenty of water.

Emma and Adam are back in the town. They say goodbye to Yasmine and thank her for their desert adventure.

Thank you, Yasmine.

You're welcome. Come back one visit us all the visits with your parents.

**Unit 1**

As they walk to the oasis, Yasmine tells Emma and Adam about the fennec fox and more desert animals.

What's that strange animal with big ears?

It's a small mammal called the fennec fox. Its big ears keep it cool. It lives in the sand, and it eats insects like beetles and ants, and reptiles like lizards.

Are there many animals in the desert?

Yes, there are. Look, there is a vulture on that tree. Vultures are birds that eat dead animals. There are also ostriches. An ostrich is a big bird that can't fly.

The three friends arrive at the oasis.

I have water with my parents. The camel gives us water. We keep goats and sheep.

Is that your job or do you go to school?

Father, there are my friends, Emma and Adam. They're thirsty and hot.

Hello! Welcome. Come for food and drink.

Off I must go to school. I live with my grandparents in the town when there is school.

Emma and Adam are drinking water in the tent. They are also asking questions about Yasmine's life in the desert.

Let's take me, however. Emma and Adam need to get back to town. Can you help?

Yes, of course. I'll take you to the oasis. It's very hot in the desert. You'll need to drink plenty of water.

Emma and Adam are back in the town. They say goodbye to Yasmine and thank her for their desert adventure.

Thank you, Yasmine.

You're welcome. Come back one visit us all the visits with your parents.

**1 Story**

I can't get on the camel. It's too hot!

Don't worry! Wait until the camel leaves down.

Don't worry! I want to learn more.

Don't worry, Emma. We can talk about the desert as we ride.

It is hot. Emma and Adam are travelling to the town. The children see another desert animal.

Look, there's a Dorcas gazelle. It's enormous. It eats during the day when it's hot, and we only see it at night and early in the morning.

Are there any dangerous animals in the desert?

Yes, there are. There are big spiders, and there's a snake called the sand viper. This is a poisonous reptile.

Emma and Adam are back in the town. They say goodbye to Yasmine and thank her for their desert adventure.

Thank you, Yasmine.

You're welcome. Come back one visit us all the visits with your parents.

**STORY PRESENTATION:**

**Lost in the Sahara**

**Materials overview**

Flashcards, Storycards

**Revision**

- 1 Give out worksheet 1.2. Pupils see how much vocabulary they can remember. Alternatively, do a flashcard activity (see Introduction page 17) for oral revision of life in the desert.
- 2 Ask the pupils what they can remember about desert animals. Remind them of the notes they made in their activity book. Alternatively, call out some of the facts they learnt about the desert animals in the pupil's book and encourage them to say the names, e.g. T: *It's got big ears.* PP: *Fennec fox.*

**STEP 1, Pupil's book pages 6–8**

**2 Look, listen and read**

Refer pupils to pages 66–67 of their activity book where they can find detailed explanations of the icons. On page 70, they can find an activity which specifically trains L1.

**Pre-teach** the story vocabulary and categorize the animals as *mammal*, *reptile*, *bird* or *insect*

In the story, the pupils will hear the names of more desert animals and hear them described in terms of their categories: *mammal*, *reptile*, *bird* or *insect*. The Story Follow Up activity book activities consolidate both of these. The following worksheet activities offer suggestions for pre-teaching the story vocabulary.


Hand out worksheet 1.3 and allow pupils to look at the pictures. Ask about one of the animals the pupils already know from page 5 of their pupil's book.



T: *What's animal three?* PP: *Dorcas gazelle* T: *Yes, that's right.* Write the words *mammals*, *reptiles*, *insects* and *birds* across the top of the board. Say *The Dorcas gazelle is a mammal.* Point to the word *mammals* on the board and write *Dorcas gazelle* under it. Ask the pupils if they have any ideas what the word *mammal* means. If they are able to make correct suggestions in L1, try to rephrase their ideas in English as much as possible. Some simple English definitions are given in the Option box below, which you may want to use or give the pupils if you think it appropriate for their ability. Provide definitions in L1 if necessary. Continue asking about the known animals and their categories in this way. T: *What's animal one?* PP: *A snake.* T: *Yes. The snake is a reptile.* Point to the word *reptiles* and write *snake* under it, and so on. Then ask about the new animals to elicit any vocabulary the pupils may already know (*vulture*, *lizard*, *ant*, *ostrich*, *goat*, *beetle*). If pupils identify an animal correctly in L1, acknowledge their response in English. T: *Yes, it's a (beetle).* Encourage pupils to repeat the new word. Then point to the board and look at the pupils questioningly. *The beetle is an ...* PP: *Insect.* Write the new vocabulary under the appropriate category each time. Point to the animals on the worksheet again and encourage the pupils to say or repeat the names.

Before the lesson, photocopy and cut worksheet 1.3 into its individual cards, so that each pupil has the equivalent of one worksheet in cards. Choose from the following:

- 1 Ask the pupils to categorize their pictures under *mammals*, *insects*, *reptiles*, *birds*. They check their answers with a partner by taking turns to name the category and the animals in it. Alternatively, let them work with a partner to do the activity.

2 In pairs, pupils play Pelmanism with just the animals. They shuffle both pupils' sets of cards and place them face down spread out on the table between them. They take turns to turn over two cards. If the pictures match, they name the animal and can keep the cards. If they do not match, the cards are turned back face down. If they name an animal incorrectly, they forfeit the turn. The pupil with the most pairs wins.

3  Pupils play Pelmanism as described above. Each pupil keeps the category word cards face up beside them. When they turn over their two cards they say the animal and category for each card. If they make a mistake on either card they turn over, they forfeit their turn. When a pupil has matched a pair and named the animal and category correctly, they take the pictures and put them by the appropriate category.

  If you want to do more work on the concepts of *mammal*, *reptile*, *bird* and *insect*, the following basic definitions may be useful for the pupils:

**Mammals** have live babies. They do not lay eggs. They feed their babies with milk from their bodies.

**Reptiles** have scaly skin. They are cold-blooded. They lay eggs.


**Birds** have feathers and wings. They lay eggs.

**Insects** have six legs and often have wings. Their bodies are in three parts. They lay eggs. These produce creatures called larvae which later change into the adult form.

**Note** Although commonly thought of as insects, and treated as such in these activities, spiders are technically categorized as arachnids. They have eight legs. Examples of other desert-dwelling arachnids are the scorpion and solifugid.








### Listen and answer

- 1  Tell the pupils that they are going to listen to a story about two children who visit the Sahara desert. Tell them not to worry if they do not understand everything they hear. Explain that they might understand a little or a lot when they listen to a story for the first time. Ask the pupils what they think the children in the story might expect to see in the desert.
- 2 Tell the pupils you would like them to try to find the answer to one question about the story. Write the question on the board and check comprehension: *Does Yasmine go to school?* Explain that Yasmine is one of the characters in the story.
- 3 To listen to the story, play CD 1 Track 03 and either show the storycards one by one as the pupils listen to the story or put all the cards on the board where the pupils can see them and point to them as the story progresses. Alternatively, you may wish to tell the story yourself. By telling the story yourself you will be able to adapt the language to your pupils' needs.

- 4 Ask the pupils for the answer to the pre-listening question. (PP: *Yes, she goes to school.*) Find out if the pupils heard anything more. Ask, e.g. *Where does Yasmine go to school?* PP: *In town. Where does she live when there is school?* PP: *With her grandparents (in the town).* Ask if the pupils can tell you anything else about the story.
- 5 If you wish, play the story again. You may want to put the storycards on the board and invite a pupil to point to them. The other pupils check that their classmate is pointing to the correct card.
- 6 Allow the pupils to listen again and follow the story in their pupil's book. Discuss what else the pupils can tell you about the story. Encourage them to speak in English. Reflect back any L1 suggestions in English. Praise their efforts.




### Predict how the story continues

- 1   Tell the pupils they are going to hear a story about the desert. Ask them to open their pupil's book on page 6 or show them storycard 1. Ask *What can you see in the picture(s)?* Tell them not to read the text yet.
- 2 Focus the pupils' attention on Frame 1 and read the text together. Check comprehension. Then focus them on the title and ask *What does it mean?* Tell the pupils to close their book and ask them to say what they think is going to happen in the story. Accept all suggestions. Tell the pupils to listen carefully to find out what happens. Ask *Where do the children go? How do the children get back to the town?*
- 3  Play CD 1 Track 03 or tell the story yourself, and show the storycards while the pupils listen. By telling the story yourself you will be able to adapt the language to your pupils' needs. Then discuss the answers to the questions you asked (*The children go into the desert. They get back to the town on a camel with the help of a local girl.*) and the suggestions the pupils made before they listened.
- 4  Ask some more general comprehension questions and point to the appropriate storycard to give hints when eliciting answers. If you wish, play CD 1 Track 03 in sections, stopping it after each frame to ask the questions. For example: (storycard 2) *What do the children want to do?* (storycard 5) *Are the children having fun in the desert now? How do they feel?* (storycards 6 and 7) *Where are they going? What are they talking about?* (storycard 8) *Who lives at the oasis? Where does Yasmine go to school?* (storycard 10) *What does Yasmine tell Emma and Adam about her home?* (storycard 13) *How do Emma and Adam feel now?* (storycard 14) *What is this animal? What does Yasmine say about it?* (storycard 15) *What does Adam ask Yasmine? What does Yasmine say?*
- 5 Play CD 1 Track 03 again. The pupils listen and follow in their books. Ask the pupils to call out any words they do not understand. Explain the meanings.  Do this frame by frame, or in sections of a few frames at a time.

## Storycard listening

1 Spread the storycards out in jumbled order where all the class can see them. Divide the class into two teams and ask them to choose a name for themselves, e.g. the name of a desert animal. Write the team names on the board. Explain that you will read the story text in a jumbled order and each team will have to identify the card that matches the text they hear.

2  Read the first of the sections of the story at a speed suitable to the ability of your pupils (see below). Invite a volunteer from the first team to come to the board and identify the corresponding storycard. If the pupil chooses the correct card, they take it back to their team. Give the team a point. Repeat for the other team. Continue like this until all the cards have been claimed. Allow the members of each team to confer, if necessary. If the pupil chooses the wrong card, they cannot take it, and their team is not given a point. The team with the most points is the winner.

### (Frame 14)

N: *It is late. Emma and Adam are travelling to the town. The children see another desert animal.*

Y: *Look, there's a Dorcas gazelle. It's nocturnal. It rests during the day when it's hot, and we only see it at night and early in the morning.*

### (Frame 5)

N: *As Emma and Adam get close, the animal runs away. The children follow, but they are soon lost. They are thirsty, but they do not have any water. They see a local girl. She is a Bedouin, and she is in the desert with her goats.*

E: *Excuse me! Can you help us? We're lost and thirsty, and we want to get back to town. I'm Emma and this is Adam.*

Y: *Yes, sure. My name is Yasmine. I live at an oasis near here. Shall we go there and have some water?*

### (Frame 11)

A: *Are we going to ride on a camel? Wow!*

Y: *The camel is our main form of transport. It stores food in its hump so it can make long journeys!*

### (Frame 1)

N: *Emma and her brother, Adam, are on holiday with their parents. They are visiting a small town in the Sahara. Emma and Adam are exploring the town. Their parents are resting at the hotel.*

E: *This is a nice town, but it's very hot.*

A: *Well, we are in the desert. Let's explore!*

E: *OK, but it can be dangerous in the desert. We mustn't get lost!*

### (Frame 7)

E: *Are there many animals in the desert?*

Y: *Yes, there are. Look, there is a vulture on that tree. Vultures are birds that eat dead animals. There are also ostriches. An ostrich is a big bird that can't fly.*

### (Frame 10)

N: *Emma and Adam are drinking water in the tent. They are also asking questions about Yasmine's life in the desert.*

A: *Why do you live in a tent?*

Y: *It keeps us cool during the hot days and warm during the cold nights.*

YF: *It's late now, Yasmine. Emma and Adam need to get back to town. Go by camel.*

### (Frame 2)

A: *Wow! Look at that high sand dune. Let's run to the top.*

### (Frame 16)

N: *Emma and Adam are back in the town. They say goodbye to Yasmine and thank her for their desert adventure.*

A: *Thanks, Yasmine.*

E: *Yes, thank you. The desert is a special place.*

Y: *You're welcome. Come back and visit us at the oasis with your parents.*

### (Frame 12)

A: *I can't get on the camel. It's too big!*

YF: *Don't jump! Wait until the camel kneels down.*

### (6)

N: *As they walk to the oasis, Yasmine tells Emma and Adam about the fennec fox and more desert animals.*

E: *What's that strange animal with big ears?*

Y: *It's a small mammal called the fennec fox. Its big ears keep it cool. It lives in the sand, and it eats insects like beetles and ants, and reptiles like lizards.*

### (Frame 15)

A: *Are there any dangerous animals in the desert?*

Y: *Yes, there are. There are big spiders, and there's a snake called the sand viper. This is a poisonous reptile.*

### (Frame 8)

N: *The three friends arrive at the oasis.*

Y: *I live here with my parents. The oasis gives us water. We keep goats and camels.*

E: *Is that your job or do you go to school?*

Y: *Of course I go to school. I live with my grandparents in the town when there is school.*

### (Frame 3)

E: *I'm the winner. Come on!*

A: *Hey! It's difficult to run in the sand.*

### (Frame 13)

E: *I don't want to go back to town. It's fun here. I want to learn more.*

Y: *Don't worry, Emma. We can talk about the desert as we ride.*

### (Frame 9)

Y: *Father, these are my friends, Emma and Adam. They're thirsty and lost.*

YF: *Hello! Welcome to our home. Come in and drink some water.*

**(Frame 4)**

N: Adam and Emma see a small animal. They want to look at it.

E: Look at that strange animal with big ears.

A: Yes, it's like a small dog. Let's have a look!

**Reading**

Give out worksheet 1.4 and explain that the pupils should read the speech bubbles and match them to the correct picture frames from the story by writing the letter of the bubble in the correct frame. Pupils then check their answers against the pupil's book.

**1.03 Transcript**

N = Narrator, E = Emma, A = Adam, Y = Yasmine, YF = Yasmine's father.

N: Emma and her brother, Adam, are on holiday with their parents. They are visiting a small town in the Sahara. Emma and Adam are exploring the town. Their parents are resting at the hotel.

E: This is a nice town, but it's very hot.

A: Well, we are in the desert. Let's explore!

E: OK, but it can be dangerous in the desert. We mustn't get lost!

A: Wow! Look at that high sand dune. Let's run to the top.

E: I'm the winner. Come on!

A: Hey! It's difficult to run in the sand.

N: Adam and Emma see a small animal. They want to look at it.

E: Look at that strange animal with big ears.

A: Yes, it's like a small dog. Let's have a look!

N: As Emma and Adam get close, the animal runs away. The children follow, but they are soon lost. They are thirsty, but they do not have any water. They see a local girl. She is a Bedouin, and she is in the desert with her goats.

E: Excuse me! Can you help us? We're lost and thirsty, and we want to get back to town. I'm Emma and this is Adam.

Y: Yes, sure. My name is Yasmine. I live at an oasis near here. Shall we go there and have some water?

N: As they walk to the oasis, Yasmine tells Emma and Adam about the fennec fox and more desert animals.

E: What's that strange animal with big ears?

Y: It's a small mammal called the fennec fox. Its big ears at a speed suitable to the ability of your pupils ears keep it cool. It lives in the sand, and it eats insects like beetles and ants, and reptiles like lizards.

E: Are there many animals in the desert?

Y: Yes, there are. Look, there is a vulture on that tree. Vultures are birds that eat dead animals. There are also ostriches. An ostrich is a big bird that can't fly.

N: The three friends arrive at the oasis.

Y: I live here with my parents. The oasis gives us water. We keep goats and camels.

E: Is that your job or do you go to school?

Y: Of course I go to school. I live with my grandparents in the town when there is school.

Y: Father, these are my friends, Emma and Adam. They're thirsty and lost.

YF: Hello! Welcome to our home. Come in and drink some water.

N: Emma and Adam are drinking water in the tent. They are also asking questions about Yasmine's life in the desert.

A: Why do you live in a tent?

Y: It keeps us cool during the hot days and warm during the cold nights.

YF: It's late now, Yasmine. Emma and Adam need to get back to town. Go by camel.

A: Are we going to ride on a camel? Wow!

Y: The camel is our main form of transport. It stores food in its hump so it can make long journeys!

A: I can't get on the camel. It's too big!

YF: Don't jump! Wait until the camel kneels down.

E: I don't want to go back to town. It's fun here. I want to learn more.

Y: Don't worry, Emma. We can talk about the desert as we ride.

N: It is late. Emma and Adam are travelling to the town. The children see another desert animal.

Y: Look, there's a Dorcas gazelle. It's nocturnal. It rests during the day when it's hot, and we only see it at night and early in the morning.

A: Are there any dangerous animals in the desert?

Y: Yes, there are. There are big spiders, and there's a snake called the sand viper. This is a poisonous reptile.

N: Emma and Adam are back in the town. They say goodbye to Yasmine and thank her for their desert adventure.

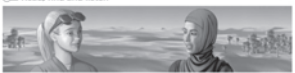
A: Thanks, Yasmine.

E: Yes, thank you. The desert is a special place.

Y: You're welcome. Come back and visit us at the oasis with your parents.



**3 Read, find and listen**




- Are there dangerous animals in the desert?
  - a Yes, it is. It nests during the day when it's hot.
- What's a sand viper?
  - b It's an insect.
- What kind of animal is a beetle?
  - c Yes, there are. Sand vipers are poisonous.
- In the Dunes guests restaurant?
  - d They eat their animals.
- What do vultures eat?
  - e It's a kind of snake.

**4 Super Tour 1**

- What happens when Emma and Adam go back to the hotel? What do their parents say? Talk to a classmate.
- Draw and write your end to the story.

**5 Tell the story in groups**



**6 Say the chant**

In the desert, there are animals of different kinds. Mammals and birds, insects and reptiles.

Camels and vultures, Dorcas and sand vipers, Goats and sand vipers.

In the desert, there are animals moving around in the bright, hot sun.

In the desert, there are animals coming out in the dark, cool night.

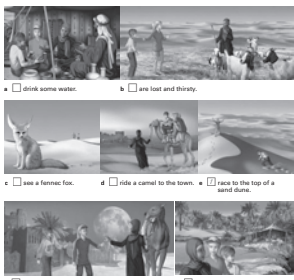
**7 Play a guessing game**



- What is your favourite desert animal? Speak.

**4 Put the events in order. Write the numbers 1-7 in the boxes**

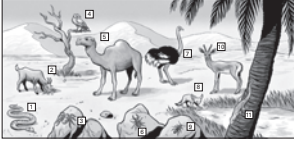
Emma and Adam ...



**5 Super Tour 2**

Choose five sentences from the story on pages 6-8 of your pupil's book. Write them in the word order. Ask a classmate to write the sentences in the order in which they happen in the story.

**5 Write the names of the animals**



- Write the names of the animals in the boxes.

Insects	Mammals	Birds	Reptiles
ant			

**6 Complete the chart with the words from the box**


ant beetle Dorcas gazelle fennec fox lizard ostrich sand viper vulture

**STORY FOLLOW UP:**

## Lost in the Sahara

Materials overview

Flashcards



**Revision**

- Give out worksheet 1.2. Pupils see how much vocabulary they can remember. Alternatively, do a flashcard activity (see Introduction page 17) for oral revision of life in the desert.
- Revise the desert animals and their categories. Divide the class into two teams and name them, e.g. *palm tree* and *oasis*. Call out the name of one of the animals and the team that turns to name the category: *mammal*, *reptile*, *bird* or *insect*. Award a point for each correct answer. If you wish, play again with team members calling out the names of the animals for their opponents to categorize.

**STEP 1, Activity book page 4**

**4 Put the events in order. Write the numbers 1-7 in the box**

- Tell the pupils to look at the pictures in the activity. Make sure that they recognize that these pictures are part of the story in the pupil's book.
- Explain that the pictures show what happens to Emma and Adam in the story but they are not in the correct order. The pupils should read the captions and decide on the correct order of events in the story. Read through all the captions together and check comprehension. T: *Picture a, Emma and Adam drink some water.*, etc. Ask the pupils which event happens first. When they identify *race to the top of a sand dune*, show them the example answer and where to write the number.

- Ask the pupils to work in pairs. Encourage them to check the pupil's book as much as they need to. Support pupils while they are working. Challenge faster learners to complete the activity without using their pupil's book.
- Correct the activity orally. Say *Tell me the numbers. Picture a? PP: Five.* Allow them to check their pupil's book as much as they need to.

Key: a5, b3, c2, d6, e1, f7, g4

**STEP 2, Activity book page 5**

**5 Write the names of the animals**

- With activity books closed, ask the pupils to call out all the names of desert animals they have learnt so far. Write the words on the board.
- Now ask the pupils to open their activity book on page 5 and look at the pictures in activity 5. Ask them to check if there are pictures of all the animals listed on the board. Ask them to tell you if any animals are missing from the board.
- Focus the pupils' attention on the example answer and ask them to choose words from the board to label the pictures.
- Check the answers. T: *What's animal number 10? PP: (It's a) lizard.* Accept single word answers, e.g. *beetle*, *camel*. Instead of checking answers as a class at this stage, pupils check their answers in pairs by doing optional activity 1 below.

Key: 1 snake, 2 goat, 3 spider, 4 vulture, 5 camel, 6 beetle, 7 ostrich, 8 fennec fox, 9 ant, 10 Dorcas gazelle, 11 lizard



### 1 Ask and answer about the animals

1 Model a few exchanges as in stage 4 above with the class or individual pupils. Organize the pupils into pairs. Ask them to take turns to ask each other about the animals. Go around the class to support and help with pronunciation where necessary.

If your class need more practice asking the question, divide them into two groups.

Encourage the pupils in one group to repeat the question after you, e.g. *What's animal number (six)?* The other group answers. Ask about five or six animals. The groups then swap roles. When they are confident, invite individual pupils in each group to nominate and ask members of the other group to name the animals. You could do this before or instead of the pairwork.

2 If faster learners are doing this to check their answers to step 2, check that their answers are correct as you go round the class. Alternatively, check as a whole class once they have all finished.

Pupils can extend their answers, e.g. *It's a (lizard). It's a (reptile).*

### 2 List the animals

Ask the pupils to look back at the story and make two lists in their notebooks. One list is of all the animals the children see in the story. The other list is of all the animals the children talk about but do not see.

### STEP 3, Activity book page 5 Sample marketing text © Macmillan Transcripts LTD

### 6 Complete the chart with the words from the box

- 1 Ask the pupils to look at activity 6 and the example in the chart. Explain that they should complete the chart with the other animals from the box above it.
- 2 Check the answers. T: *What's a (lizard)?* PP: *It's a (reptile).*

Insects: *ant, beetle*; Mammals: *Dorcas gazelle, fennec fox*; Birds: *ostrich, vulture*; Reptiles: *lizard, sand viper*

Revise *insects, mammals, birds* and *reptiles*. Say: *Tell me some desert insects* and encourage pupils to supply the names. If they struggle, begin to name some yourself. Continue for the other categories. Complete the activity as a whole class. Copy the chart and list of animals onto the board. Ask about the animals. T: *What's a (lizard)?* PP: *It's a (reptile).* Write the animal in the chart. Pupils then complete the task in their books. Leave the completed chart on the board while they do this, if you think it appropriate.

### STEP 4, Pupil's book page 9

### 3 1.04 Read, find and listen



### Read, find and speak

1 Ask the pupils to remind you what happened in the story. Allow them to look at their pupil's book for help if they wish. Ask: *In the story, who asks lots of questions?* PP: *Emma and Adam.* T: *In the story, who knows a lot about animals and life in the de sert?* PP: *Yasmine.*

T: *Can Yasmine answer the questions?* PP: *Yes.*

Slower learners can call out words from the story.

2 Tell the pupils to look at activity 3. Ask them to point to the questions and then to the answers. Read out the first question and ask the pupils to find the answer. Continue like this for the remaining questions. Write 1c on the board. Ask the pupils to continue finding the answers to the questions and writing the number and letter in their notebooks.

3 Play CD 1 Track 04 for the pupils to check their answers. Stop the CD after each exchange to allow time for the pupils to check.

Allow slower learners to reread the story to check their answers as well as listening.

4 Invite two volunteers to ask and answer one of the questions. Continue round the class, encouraging other pairs to practise the exchanges.

1c, 2e, 3b, 4a, 5d

EDUCATION

See Route 2 below.



### Read, find and speak / Ask and answer

- 1 Follow stages 1–4 of Route 1.
- 2 Ask the pupils to look back at the story and make notes in their notebooks about each, or some, of the animals in the story.
- 3 List all the animals on the board and ask the pupils what notes they have taken. Write the notes on the board. Invite pupils to make questions based on the notes and the questions in activity 3. Create examples on the board with the class, e.g. *Are there nocturnal animals in the desert? What kind of animal is a fennec fox? What do camels store in their hump?* Encourage the pupils to answer, using the answers in the pupil's book as models. Write the questions and answers on the board.

1c, 2e, 3b, 4a, 5d

### 1.04 Transcript

E = Emma, Y = Yasmine

E: *Yasmine, can I ask you questions about the desert?*

Y: *Yes, of course Emma.*

E: *Are there dangerous animals in the desert?*

Y: *Yes, there are. Sand vipers are poisonous.*

E: *What's a sand viper?*

Y: *It's a kind of snake.*

E: *What kind of animal is a beetle?*

Y: *It's an insect.*

E: *Is the Dorcas gazelle nocturnal?*

Y: *Yes, it is. It rests during the day when it's hot.*


E: *What do vultures eat?*

Y: *They eat dead animals.*

E: *Thanks, Yasmine!*

Y: *You're welcome!*

### STEP 5, Pupil's book page 9


 Refer pupils to pages 66–67 of their activity book where they can find detailed explanations of the icons. On page 72, they can find an activity which specifically trains S2.

### 4 Tell the story in groups



#### Read the story

1 Organize the class into groups of six. Give a role to each of the pupils in the groups or let them choose: 1 Prompter, 2 Emma, 3 Adam, 4 Yasmine, 5 Father, 6 Narrator.

 It is advisable to assign more difficult and longer roles (Prompter, Yasmine, Narrator) to faster learners.


2 Tell each group to arrange their desks in a circle. Ask each pupil to produce a simple name card by folding an A4 sheet of blank paper. Tell the pupils to write their role on the name card and place it in front of them.

3 Tell the class that each person will read the story according to their role.


– The role of the prompter in each group is to follow the written text, check that the reading is done accurately and remind the other pupils in the group what text to read if they do not remember at some point during the reading.

– The pupil acting as prompter should also present the story title: *This story is called Lost in the Sahara.*

4 Play CD 1 Track 03 so that each pupil can focus their attention on their script.



5  If you wish, use the CD to solve any pronunciation issues that the pupils may have. Encourage them to point out any words they find difficult to pronounce and use the right tone of voice and varied intonation as well as gestures and mime according to what they are reading.

6 While the pupils are doing the task, walk around the classroom checking their performances and giving your support to the groups.

 After the first reading, pupils change roles within each group.  
Ask volunteer groups to perform in front of the class.




### Tell the story with prompts


1   Organize the class into groups as described in stages 1–3 above. Give each group a copy of worksheet 1.5 and ask them to cut out the prompt sentences, read them and distribute them to the characters in the story who say them. Instead of reading the story from their pupil's book, the characters use the prompts to produce the texts. Only the pupil playing the role of the prompter should have a copy of the pupil's book open to follow the story and prompt the others as necessary.

2 Follow stages 4–6 and the option above.



### Tell the story from memory

 Follow Route 2 above but remove some of the prompts so that the pupils have to create more of the story from memory.

 Invite volunteer groups to perform from memory.

### STEP 6, Pupil's book page 10

#### 5 Say the chant

1 With books closed, play CD 1 Track 05. Before they listen, ask the pupils *How many animals are in the chant?*


2 Check the answer (4). Ask the pupils if they can tell you the names of the animals they thought they heard, but do not press them to do so if they cannot. PP: *Camels, vultures, beetles, sand vipers.*

3 Play CD 1 Track 05 again and encourage pupils to join in.


4 Split the class in two groups. Group A says verses 1 and 3. Group B says verses 2 and 4.

5 Swap roles and encourage the class to chant again.

6 Encourage volunteer pupils to chant one or two of the verses while the rest of the class join in with the others.

 Ask all the pupils to stand in a circle and challenge them to chant together and mime the animals when they hear them in the chant. Divide the group into camels, vultures, beetles and sand vipers for the mime.

7 Invite the pupils to suggest replacements for the camel, vulture, beetle and sand viper in verse 2. Encourage them to choose a mammal, bird, insect and reptile, if possible. Play CD 1 Track 06 for them to say their chant.

 Pupils write out the new version of the chant.

### 1.05 Transcript

In the desert, there are  
Animals of different kinds.  
Mammals and birds,  
Insects and reptiles.





In the desert, there are  
Animals of different kinds.  
Camels and vultures,  
Beetles and sand vipers.

In the desert, there are  
Animals moving around  
In the bright, hot sun.

In the desert, there are  
Animals coming out  
In the dark, cold night.

### STEP 7, Pupil's book page 10

#### 6 Play a guessing game

-  Hand out worksheet 1.6. Focus pupils' attention on column A and ask *What is in column A?* Make sure that the pupils recognize that these are notes about desert animals. Repeat for column B (*animals*). Ask the pupils to work individually to match the notes to the animals. Then give them a few moments to remember everything they can about each animal.
  -  The pupils work in pairs to do the matching activity.
-  Focus the pupils' attention on activity 6. Pupils work in pairs to play the game. Pupil A describes and Pupil B answers.
  -  Pupil A can use the worksheet to read out the notes.



- Use the cut out animals from worksheet 1.6 to play the game. Put the cards face down on the desk. One pupil takes a card and describes the animal without saying its name. Their partner guesses.
- Make dominoes and play with a partner. Before they play, the pupils cut out the pictures and the descriptions of the animals on worksheet 1.6 so that each one is a separate item. Pupil A puts down either a picture or a description. Pupil B has to put down the corresponding description or picture. The idea is to match the picture with the text. If Pupil B matches Pupil A's domino correctly, they then put down the picture or description of their choice for Pupil A to match, and so on. If Pupil B puts down the wrong card, Pupil A chooses the next one. Whenever they put down a picture, pupils have to say the name of the animal. Whenever they put down a description, pupils have to read it out.


Alternatively, they could make 'conventional' dominoes by sticking the jumbled pictures and definitions in pairs on sheets of card: one picture and one description per domino. They then cut them out.

### STEP 8, Pupil's book page 10

#### 7 What is your favourite animal? Speak

- Revise *mammals, reptiles, birds* and *insects* by writing the categories on the board and asking pupils to tell you which of the desert animals belongs in each one. T: *Tell me some desert mammals, etc.*
- Invite the pupils to suggest other animals that belong in each category. They do not have to be from the unit so far, e.g. *dog, butterfly*, etc. Elicit three further examples for each category. Acknowledge any suggestions made in L1 in English, e.g. *Yes, a sheep is a mammal.*
- Focus the pupils' attention on activity 7. Model the question and answer for the class to practise. Invite different answers.
- Organize the pupils into a circle. Stand with them in the circle and ask the pupil on your left the question. Encourage the pupil to answer you. The same pupil then asks the question to the person on his or her left. Continue round the circle until all the pupils have asked and answered. Alternatively, organize the pupils into an inner circle and outer circle of equal numbers. They face each other. The pupils in the inner circle ask the question to their counterpart in the outer circle. When those pupils have answered, they ask, and the pupils in the inner circle answer. The pupils in the inner circle then move round one place and repeat the process.

### STEP 9, Project task

-  Give the pupils time to look at worksheet 1.1. Ask the pupils what new desert animals and information about desert animals they have learnt. Allow them time to look through the pupil's book and the activity book if they want to. Praise their suggestions. Prompt them if they have overlooked anything they could add.
- Write the categories from the worksheet on the board. Read them out one by one. Discuss where the pupils think they could add any of their new knowledge. Explain that there may not be new information for every category. After each category, discuss what information should go there. Help the pupils to structure the notes they make and write models on the board. For example, under *Other information*, you may wish to write the names of the four categories of animals (*mammals, reptiles, birds, insects*) and list the names of the animals alongside. The pupils update their worksheets. Go around the class helping them as they work.

**About life in the desert**

**1 Read and listen**

**What is a desert?**  
Deserts are large areas of sand, rock or ice. Deserts cover 33 per cent of the Earth's surface. They are very dry, and there is not much rain or snow. There are three different types of desert: hot, cold and polar.

<p><b>Hot desert</b></p> <p><b>Terrain:</b> sand and sand dunes <b>Temperature:</b> up to 50°C in the day and 0°C at night; hot all year round <b>Rain:</b> 25 cm a year <b>Animals:</b> fennec foxes, camels, snakes <b>Plants:</b> palm trees, cacti</p>	<p><b>Cold desert</b></p> <p><b>Terrain:</b> sand and rocks <b>Temperature:</b> 20°C in the day and 0°C at night; very cold in winter <b>Rain:</b> 25 cm a year; snow in winter <b>Animals:</b> lizards, scorpions, antelopes <b>Plants:</b> small trees, cacti</p>	<p><b>Polar desert</b></p> <p><b>Terrain:</b> ice and snow dunes <b>Temperature:</b> 10°C in summer and -40°C in winter <b>Snow:</b> 25 cm a year <b>Animals:</b> polar bears <b>Plants:</b> no trees and not many plants</p>
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**W L**  
Example • The Sahara, North Africa  
Example • The Atacama, South America  
Example • The Arctic, the North Pole

**2 Speak and complete the fact sheet**

**Super Tour 2**

- Use the information in the three fact files above and write three short texts about hot, cold and polar deserts. Use complete sentences.
- Use the information included on your fact sheet and talk to a classmate about one of the types of desert.

**About life in the desert**

**1 Listen and number the pictures**

a  hot desert    b  cold desert    c  polar desert

**2 Listen and write the missing words**

- This desert is very cold all year. The temperature is minus 40°C in winter and only 10°C in summer. The terrain is snow, \_\_\_\_\_ and snow dunes. You can see polar bears or penguins, but there are no trees and not many \_\_\_\_\_.
- In this desert you can see fennec foxes, \_\_\_\_\_ and snakes. The terrain is sand and sand dunes. It is very hot all year, but at night it is very cold. There are palm trees and cacti, and there are 25 centimetres of \_\_\_\_\_.
- This type of desert is hot in the summer but very cold in the winter. There are about 25 centimetres of rain a year and there is snow in the winter. The \_\_\_\_\_ is sand and rocks with some small trees. You can see \_\_\_\_\_, scorpions and antelopes.

**3 Match the words to the definitions**

lizard	plants	polar bear	rain	temperature	terrain
--------	--------	------------	------	-------------	---------

- the land – sand, rocks, snow, sand dunes \_\_\_\_\_ *terrain*
- a reptile from the desert \_\_\_\_\_
- they grow in the ground \_\_\_\_\_
- how hot a thing or a person is \_\_\_\_\_
- water that falls from the sky \_\_\_\_\_
- a big mammal from a polar desert \_\_\_\_\_

**Super Tour 4**

- Choose more words about deserts and write their definitions. Ask a classmate to guess the words.
- Find out about another desert and write notes about it. Present your work to the class.

**ABOUT LIFE IN THE DESERT**

**Materials overview**

Flashcards

**Revision**

- Give out worksheet 1.2. Pupils see how much vocabulary they can remember. Alternatively, do a flashcard activity (see Introduction page 17) for oral revision of life in the desert.
- The pupils have their pupil's book closed. Read out the title and the first two paragraphs of the text on page 5 of the pupil's book. Use a mixture of mime and flashcards to create gaps that the pupils have to supply the word for. For example, in paragraph 1 hold up the *sand dunes* flashcard instead of saying the word. Mime *hot* and *cold*. In paragraph 2 mime *water* (e.g. by miming drinking), hold up the *oasis* flashcard, the *palm tree* flashcard, the *Bedouin* flashcard and the *tents* flashcard. The terrain and features of different types of desert feature in the activities below.

**STEP 1, Pupil's book page 11**

**1 1.07 Read and listen**

**A Listen and answer / Read and find**






1 The pupils have their pupil's book closed. Tell them that they will hear some information about different types of desert. Tell them to listen carefully and tell you how many types of desert there are. T: *How many types of desert are there?*

- Play CD 1 Track 07 for the text *What is a desert?* Pause the CD before the desert fact files are read out. Ask the pre-listening question again. PP: *Three*. Ask the pupils to listen carefully again and see if they can tell you the names of the three types of desert. Play CD 1 Track 07 again, pausing the CD in the same place. T: *What are the three types of desert?* PP: *Hot, cold, polar*.
- Extend the activity if you wish. Ask the pupils to open their book and look at the desert fact files. Point to the three headings and read them out. Focus the pupils' attention on photograph 1 and ask *What can you see?* The pupils answer, e.g. PP: *Sand dunes*. Say Yes, *sand dunes*. *That's the terrain in a hot desert*. Show them the word *terrain* in the pupil's book and write it on the board. Repeat with photographs 2 and 3. Ask: *What can you see? What's the terrain in a (cold) desert?*
- Tell the pupils they will now listen to and read the fact files. Before they do so ask: *What animals are there in a hot desert, a cold desert and a polar desert?* Play the text of the desert fact files. Check the pupils' answers. Clarify the meaning of the new animals (*scorpions, antelopes, polar bears*) by drawing them on the board, if necessary.

**1 Listen and answer**

**Note** Make enough copies of worksheet 1.7 for pupils to have three each.

1 **W** Draw a mind map like the one on worksheet 1.7 on the board with *The Sahara* written in the central section. Add the five sections branching off the central one with the headings: *Terrain, Temperature, Rain, Animals, Plants*. Focus the pupils' attention on the central section and ask: *What is the Sahara?* Explain that they are going to collect information about the Sahara in the diagram. Point to all the section headings and elicit any known vocabulary. Explain the meanings of any new words and encourage the pupils to repeat them after you.

- 2  Give out a photocopy of worksheet 1.7 to each pupil. Ask them to copy the headings into their mind maps. Ask them to work in pairs to complete the sections with anything they can remember about the Sahara so far. Tell them they need only choose three or four of the animals they know to add to the map. Go round the class to offer support while they are working.
-  Allow pupils to check back in their pupil's book.
-  Alternatively, give them the first letters of the words.
- 3 Complete the mind map on the board by asking for pupils' suggestions.
- 4 Ask if the pupils know the names of any more deserts and where they are. Ask if they think all deserts are like the Sahara. Tell the pupils to listen and find out. With books closed, play the introductory sentences of CD 1 Track 07 (*What is a desert?*) and pause the CD before the different types of desert are described. Ask: *Are all deserts the same?* Elicit answers. If your class can manage it, ask: *How many types of desert are there?* and *What types of desert are there?* but pupils do not need to know this at this stage.
- 5  Ask the pupils to open their pupil's book on page 11. Look at the photographs and text and discuss what they show. Ask what the pupils think they are going to hear about. If the pupils have not answered all the questions in stage 4 above, ask them to find the answers now. If they have answered them ask: *What plants are there in the three deserts?* Play CD 1 Track 07 from the beginning to the end. Pupils listen and follow in their books. Clarify any unknown vocabulary, e.g. *cacti*, *scorpion*, *antelope*. (If you wish, tell the pupils that *cacti* is an irregular plural and that the singular form is *cactus*.) Check the answers to the comprehension questions.
-  Pause the CD after each desert to check comprehension.
- 6 Give each pupil two more copies of the worksheet. Ask: *What type of desert is the Sahara?* PP: *It's a hot desert.* Ask the pupils to give their Sahara mind map the heading *Hot desert*. Ask: *What other types of desert are there?* PP: *Cold desert and polar desert.* Tell them to give each of the other worksheets one of the headings. Focus their attention on the cold desert worksheet. Point to the central section and ask: *What goes here?* Pupils look in their books to find the name of the example, *The Atacama*. Repeat for the polar desert (*The Arctic*). When they have labelled the central sections of each map, ask them where they can find the other section headings (*sub-headings in the text below the photographs*). Encourage them to work in pairs to complete the worksheets.
- 7 Draw the mind maps on the board and complete each section with the pupils' suggestions as before.

### 1.07 Transcript

#### **What is a desert?**

*Deserts are large areas of sand, rock or ice. Deserts cover 33 per cent of the Earth's surface. They are very dry, and there is not much rain or snow. There are three different types of desert: hot, cold and polar.*

#### **1 Hot desert**

**Terrain:** sand and sand dunes

**Temperature:** up to 50°C in the day and 0°C at night; hot all year round

**Rain:** 25 cm a year

**Animals:** fennec foxes, camels, snakes

**Plants:** palm trees, cacti

**Example:** The Sahara, North Africa

#### **2 Cold desert**

**Terrain:** sand and rocks

**Temperature:** 26°C in the day and 0°C at night; very cold in winter

**Rain:** 25 cm a year; snow in winter

**Animals:** lizards, scorpions, antelopes

**Plants:** small trees, cacti

**Example:** The Atacama, South America

#### **3 Polar desert**

**Terrain:** ice and snow dunes

**Temperature:** 10°C in summer and -40°C in winter

**Snow:** 25 cm a year

**Animals:** polar bears

**Plants:** no trees and not many plants

**Example:** The Arctic, the North Pole

### STEP 2, Activity book page 6

#### 1.08 Listen and number the pictures

- 1 With books closed, tell the pupils that they will hear descriptions of the three types of desert. Ask them to listen carefully and find out which type of desert each text describes. Play CD 1 Track 08. Pause the CD after each description and ask: *What type of desert is it?*
- 2 Ask the pupils to open their activity book on page 6 and look at the photographs. Ask them to write the number of the description in the box in the correct photograph. Show them the example.

 a2, b3, c1

### 1.08 Transcript



1 *This desert is very cold all year. The temperature is minus 40°C in winter and only 10°C in summer. The terrain is snow, ice and snow dunes. You can see polar bears or penguins, but there are no trees and not many plants.*


2 *In this desert you can see fennec foxes, camels and snakes. The terrain is sand and sand dunes. It is very hot all year but at night it is very cold. There are palm trees and cacti, and there are 25 centimetres of rain.*

3 This type of desert is hot in the summer but very cold in the winter. There are about 25 centimetres of rain a year and there is snow in the winter. The terrain is sand and rocks with some small trees. You can see lizards, scorpions and antelopes.


### STEP 3, Activity book page 6

#### 2 Listen and write the missing words



1   Read the texts with the pupils and ask them to suggest which words should go in the gaps. Do not give the answers.


 Pupils can do this in pairs.

2 Explain that pupils will now listen to complete the texts. Play CD 1 Track 08. Pupils listen and write the words. Pause the CD after each text if necessary.

 Provide the missing words in jumbled order on the board for the pupils to choose the one they hear.

3 Check the answers by inviting three pupils to read out a text each. Ask the class to say what type of desert each section describes. (1 polar, 2 hot, 3 cold)

  Allow the pupils to listen to CD 1 Track 08 again if they wish before reading the text to you. When the answers have been checked, allow other pupils to take a turn to read. Pay special attention to the way the numbers are said.

 1 temperature, 2 ice, 3 plants, 4 camels, 5 rain, 6 terrain, 7 lizards

#### 1.08 Transcript


See step 2 above.

### STEP 4, Activity book page 6

#### 3 Match the words to the definitions

1 Pupils work alone or in pairs to do this activity. Focus their attention on the example. Read out the definition and point out the answer in the box. Read through all the definitions to check comprehension before the pupils write the words.


2 Check the answers as a class. Write the answers on the board and encourage the pupils to correct their work.


 1 terrain, 2 lizard, 3 plants, 4 temperature, 5 rain, 6 polar bear

### STEP 5, Pupil's book page 11

#### 2 Speak and complete the fact sheet

##### 1 Ask and answer / Speak and complete the fact sheet


1  Give out worksheet 1.8 to the pupils. Ask them to look at the bubbles. Ask: *What colour are the questions?* PP: *White*. Repeat for the answers. (PP: *Grey*) Allow the pupils time to look at the questions. Ask: *What are the questions about?* PP: e.g. *Deserts*. Explain that they must first make questions about the deserts in activity 1 on page 11 of the pupil's book and then make the answers to those questions. Tell them that they should choose from the words in the boxes to complete their questions.


2  First, ask the pupils to create some questions by choosing and calling out words that could go in the spaces in the questions. Write some examples of completed questions on the board.

3 Ask the pupils to look at the answers and suggest responses to the questions on the board. Remind them to choose the correct option and suggest what information should go in any spaces. Write the answers on the board alongside the questions. Encourage the pupils to look back at the information on page 11 of their pupil's book where necessary.

4 Ask pupils to write two or three more questions in their notebook. Encourage individual pupils to ask a question to a classmate as a class activity. Then encourage pupils to continue asking and answering in pairs.



5 Tell the pupils they are now going to ask each other about three more deserts: the Kalahari desert, the Gobi desert and the Antarctic. Elicit any knowledge or ideas pupils already have about these places, e.g. T: *Where is the (Gobi desert)? What type of desert is the (Antarctic)? It does not matter if pupils know nothing at this stage. Explain that they will work in pairs to complete a chart about these deserts.*

6  Divide the class into pairs and then divide the pairs into A and B. Give out worksheet 1.9 to Pupil A and worksheet 1.10 to Pupil B. Tell pupils not to look at their partner's worksheet. Explain that they must ask their partner questions to complete the gaps in their worksheet. Ask the pupils to look at activity 2 on page 11 of their pupil's book. Invite a volunteer Pupil A to read the question and a volunteer Pupil B to read the answer. Encourage all Pupil As to write *sand and rocks* in the space alongside *Terrain* on their worksheet. Write this on the board as a model. If necessary, work on some more examples with the class before they begin the pairwork.


7  Pupils continue working in pairs to complete their worksheet. Encourage them to use the prompt questions and answers on their worksheet to help them. Go around the class to support the pupils while they are working.

8 Check the answers by nominating different pairs to read out the questions and answers for each heading on the worksheet.

## Speak and complete the fact sheet

- 1  Divide the class into pairs and then divide the pairs into A and B. Give out worksheet 1.9 to Pupil A and worksheet 1.10 to Pupil B. Tell pupils not to look at their partner's worksheet.
- 2 Focus the pupils' attention on the speech bubbles at the top of the sheet. Ask: *What colour are the questions?* PP: *White*. Repeat for the answers. (PP: *Grey*) Allow the pupils time to look at the bubbles.
- 3 Encourage the pupils to use the prompts in the bubbles to make questions and answers about the deserts on page 11 of their pupil's book. Write correct suggestions on the board as models, if necessary.
- 4 Tell the pupils they are now going to ask each other about three more deserts: the Kalahari desert, the Gobi desert and the Antarctic. Elicit any knowledge or ideas pupils already have about these places, e.g. T: *Where is the (Gobi desert)? What type of desert is the (Antarctic)?* It does not matter if pupils know nothing at this stage. Explain that they will work in pairs to complete a chart about these deserts.
- 5 Explain that the pupils must ask their partner questions to complete the gaps in their worksheet. Ask the pupils to look at activity 2 on page 11 of their pupil's book. Invite a volunteer Pupil A to read the question and a volunteer Pupil B to read the answer. Encourage all Pupil As to write *sand and rocks* in the space alongside *Terrain* on their worksheet. Write this on the board as a model. If necessary, work on some more examples with the class before they begin the pairwork.
- 6  Pupils continue working in pairs to complete their worksheets. Encourage them to use the prompt questions and answers on their worksheet to help them. Go around the class to support the pupils while they are working.
- 7 Follow stage 8 from Route 1 above.

### STEP 6, Project task

-  Give the pupils time to look at worksheet 1.1. Write the categories on the board and ask if there is anything they can add to each one. If necessary, prompt them to look at the 'Animals' sections of the fact files in their pupil's book and worksheets 1.9 and 1.10. Encourage them to add the names of any new animals and suggest that they might want to note what type of desert the animal lives in. Write a model on the board, e.g. *polar bears (The Arctic)*. Allow them time to look through the pupil's book and activity book if they want to. The pupils update their worksheets.



**Language stop**

1 Read and find three differences in the picture


Linda Good morning, everyone. Welcome to our hot-air balloon safari. My name's Linda, and I'm your safari guide. There are three hot-air balloons on safari today. Now we are in the air we can see the beauty of the desert. There are some sand dunes, and there is an oasis over there. You can see a boat on the water. And there is a small town at the oasis, too.

Tourist 1 Is there a road to the town?

Linda No, there isn't. People travel to the town by jeep or by camel. Look, there are some camels. They're going to the town.

Tourist 2 Are there fennec foxes here? I'd like to see a fennec fox.

Linda No, there aren't fennec foxes, but there are lots of Dorcas gazelles. Can you see them at the oasis?



2 Read and answer

There is an oasis.  
There are some sand dunes.  
There aren't fennec foxes.  
Is there a road to the town?

1 Look at the words in blue. What verb do we use with them?  
2 Is the subject of the sentence before or after the verb?  
3 Look at the subjects. When do we use *is* and when do we use *are* after them?  
4 We use *there is* and *there are* to say that things exist. How do we say that things don't exist? What does Linda say about the road?  
5 How do we ask if something exists? Can you find examples of a question in the text?  
6 Is the word order different in questions?


**Super Tour 3**

1 Look at the story on pages 6-8 and write more examples of sentences with *There is* and *There are*.  
2 Write about a place you know and write about it using *there is* and *there are*.

**Language stop**

1 Look at the picture. Listen and write True (T) or False (F)

1 There is an ostrich.  F  
2 There is a boat.  \_\_\_\_\_  
3 There isn't a road.  \_\_\_\_\_  
4 There isn't a jeep.  \_\_\_\_\_  
5 There are goats.  \_\_\_\_\_  
6 There are snakes.  \_\_\_\_\_  
7 There aren't people.  \_\_\_\_\_  
8 There aren't tents.  \_\_\_\_\_



2 Look at the picture in activity 1. Complete the sentences with *There is*, *There isn't*, *There are* or *There aren't*

1 There isn't a polar bear. 5 \_\_\_\_\_ sand dunes.  
2 \_\_\_\_\_ camels. 6 \_\_\_\_\_ a fennec fox.  
3 \_\_\_\_\_ a hot-air balloon. 7 \_\_\_\_\_ a Dorcas gazelle.  
4 \_\_\_\_\_ a spider. 8 \_\_\_\_\_ ostriches.

3 Complete the questions about the picture in activity 1 with *Is there* or *Are there*. Circle the correct answer


1 Is there a boat? a Yes, there is. b No, there isn't.  
2 \_\_\_\_\_ vultures? a Yes, there are. b No, there aren't.  
3 \_\_\_\_\_ goats? a Yes, there are. b No, there aren't.  
4 \_\_\_\_\_ a polar bear? a Yes, there is. b No, there isn't.  
5 \_\_\_\_\_ a road? a Yes, there is. b No, there isn't.  
6 \_\_\_\_\_ people? a Yes, there are. b No, there aren't.


**Super Tour 5**

1 Look at the picture on page 12 of your pupil's book. Write three sentences with *There is ...* and three sentences with *There aren't ...*.  
2 Write three questions about the picture on page 12 of your pupil's book. Use *Is there ...?* and *Are there ...?* Ask a classmate your questions.

**LANGUAGE STOP**

Materials overview

Flashcards 

 **Revision**

Give out worksheet 1.2. Pupils see how much vocabulary they can remember. Alternatively, do a flashcard activity (see Introduction page 17) for oral revision of life in the desert.

4 Say: *What are the three differences?* Check the pupils' answers against the picture in their books. Encourage them to provide the correct sentences.

**Key**

1 There are three balloons on safari today. (There are two balloons.) 2 There isn't a road to the village. (There is a road.) 3 (Look,) there are some camels. (There aren't camels. / There are some jeeps.)

**STEP 1, Pupil's book page 12** Sample marketing text © Macmillan Publishers Ltd

- 1 Read and find three differences in the picture**
- 1 **R<sub>2</sub>** Ask the pupils to open their pupil's book on page 12, cover the text and look at the picture. Point to the picture and ask questions to elicit or revise vocabulary. If pupils answer in L1, acknowledge their responses in English. For example, point to the balloon and ask: *What's this?* (a hot-air balloon) *What are these children doing?* (They're on a hot-air balloon safari.) *What's a safari?* (a trip in the desert or bush to look at animals and wildlife) *Who is the woman?* (the safari guide) *Where are they?* *What can you see in the picture?*, etc. Ask the pupils what they think the text is about.
- 2 **R<sub>1</sub>**, **R<sub>4</sub>** Explain that the description in the text and what they can see in the picture are different. Tell pupils there are three differences to find, for example perhaps there is something in the picture and the text says there isn't. Or perhaps the text says there are too many things. They should read the text carefully and find the differences.
- 3 The pupils read the text and look for the three differences. Ask them to make a note of them in their notebooks. Allow them to read again, if necessary.

- STEP 2, pupil's book page 12**
- Grammar stop Unit 1 (Activity book page 74)** You may wish to look at the Grammar stop with the pupils, or refer them to it, for help with this activity or those in the activity book. In any case, show the pupils the Grammar stop and explain that it contains notes for the main grammar points of each unit.
- 2 Read and answer**
- 1 Ask the pupils to read the sentences individually. Then ask for volunteers to read them out loud.
- 2 **R<sub>4</sub>** Ask the pupils to look at the questions in the first speech bubble. Read the first one out. If necessary write *There is* and *There are* on the board and invite a pupil to come and identify the verb by circling it. Ask if the pupils can tell you which verb it is. Prompt them if necessary by writing the forms of the verb *to be* on the board: *I am*, *You are*, etc. Complete the sentences on the board. *There is an oasis. There are some sand dunes.* Read out question 2. Ask what the subject of each sentence is and point to the words *oasis* and *sand dunes*. Repeat question 2. Point before and after the verb and elicit the answer *after*. Read out question 3. Circle and say the word *oasis*. Read the complete sentence. Point to and say the word *is*. Point to and say the word *sand dunes*. Circle the final 's' on *sand dunes*. Read the complete sentence. Point to and say the word *are*. Elicit the rule.
- 3 Ask the pupils to look at the second speech bubble. Read out question 4. Ask the pupils to read all four sentences and say which one tells us that something does not exist. Ask them how the verb changes (*are*

becomes *aren't*). Ask them to read out what Tourist 1 asks Linda about the road and what Linda says in reply. Ask the pupils if they can make a sentence to say that there isn't a road. Read out question 5. Ask the pupils to read the sentences and say which one is a question. Ask them to find two other examples of questions in the text. Tell them that one is singular and one is plural. (*Is there a road to the town?* and *Are there fennec foxes here?*) Ask the pupils to look at the sentences with the blue words and at the question. Read out question 6. Check that the pupils are clear that the verb *is/are* comes before *there* in the question form. Finally, discuss how this form compares to that in their own language.




### Grammar worksheet

To consolidate what the pupils have learnt in step 2 above, you may wish to do the worksheet activities. Give out the worksheet to each pupil and work through the activities as a class, or let them work alone, depending on their ability. Check the answers and make sure they have understood the rule.

### STEP 3, Activity book page 7

#### 1 1.09 Look at the picture. Listen and write True (T) or False (F)

-  Ask the pupils to open their activity book and look at the picture on page 7. Ask: *What can you see?* Pupils call out the answers. Tell the pupils they are going to hear some sentences about the picture and they must decide which ones are true and which are false.
- Play CD 1 Track 09. Pupils listen, look at the picture and discuss the answers.
- Play the track again. This time, pause the CD after each sentence and invite individual pupils to say whether the sentence is true or false. If you wish, ask the pupils to cover the text to the left of the picture while they do stages 1–3.
- Pupils read the sentences and write the answers.
- Check the answers by playing CD 1 Track 09 again. Pause the CD after each sentence for pupils call out the answer.
- Ask the pupils to make correct sentences for all the false answers.

 1F, 2T, 3T, 4T, 5T, 6F, 7F, 8F

Corrections: 1 There isn't an ostrich. 6 There aren't snakes. 7 There are people. 8 There are tents.


#### 1.09 Transcript


- There is an ostrich.*
- There is a boat.*
- There isn't a road.*
- There isn't a jeep.*
- There are goats.*

- There are snakes.*
- There aren't people.*
- There aren't tents.*

### STEP 4, Activity book page 7


#### 2 Look at the picture in activity 1. Complete the sentences with *There is*, *There isn't*, *There are* or *There aren't*

- Pupils work individually to complete the sentences. Tell them to refer to the Grammar stop (activity book page 74) to check that they are using the correct forms.
  -  Ask the pupils to look at the words at the end of the sentences and say which ones are plural. They circle the 's' at the end of the plural words. Ask them to say whether they should use *is* or *are* with these words. They then do the writing activity, either individually or as a whole class.
- Check the answers and deal with any queries.

 1 *There isn't*, 2 *There are*, 3 *There is*, 4 *There is* 5 *There are*, 6 *There is*, 7 *There isn't*, 8 *There aren't*

### STEP 5, Activity book page 7


#### 3 Complete the questions about the picture in activity 1 with *Is there* or *Are there*. Circle the correct answer

- Focus the pupils' attention on the questions and the short answer forms. Complete the questions orally with the class, inviting individual pupils to ask a question and nominate a classmate to give the answer.
- Pupils work individually to complete the questions and circle the correct answer, a or b. Go around the class helping where necessary.
  -  Ask the pupils to identify and circle the plurals before they do the writing activity.
- Check the answers and deal with any queries.



- Is there*; a Yes, there is.
- Are there*; b No, there aren't.
- Are there*; a Yes, there are.
- Is there*; b No, there isn't.
- Is there*; b No, there isn't.
- Are there*; a Yes, there are.

### STEP 6, Project task

 Give the pupils time to look at worksheet 1.1. Ask if there is any new information they think they can add about desert animals from this lesson. Remind them that there might not always be. Allow them time to look through the pupil's book and activity book if they want to. Help them by providing models of any suggestions they make in note form on the board and discussing which heading they would belong with. The pupils update their worksheets.

**Do you know that ...?**

**1 Read and find**

**2 Read and listen**

1 The cactus is a plant, and it is very normal in deserts in the United States of America and Mexico. This plant usually has very sharp spines. The spines protect the cactus from desert animals that eat plants, such as the desert rabbit. Some kinds of cactus only need water every two years.

2 The chameleon is a strange lizard that changes colour! When it is on a plant, the chameleon is green, and when it is on the sand, the chameleon is yellow. The chameleon is sometimes difficult to see. This is called camouflage.

3 Some animals in the desert need protection from the sun – and the cold. The desert tortoise is nocturnal – it sleeps all day to escape the sun. It also sleeps all winter when it is cold. This is called hibernation.

4 People live in the desert, too. People called Bushmen live in the Kalahari in southern Africa. Bushmen are nomads. They move from place to place in the desert to find food. Bushmen don't often drink water ... they get it from the plants that they eat.

**3 Super Tour 4**

1 Make a mind map with the word Desert in the middle. Write the headings: Plants, Hibernation, Camouflage, Nomads and use the information on this page. Can you add any more information?

2 Present your work to the class or to a classmate.

**Do you know that ...?**

**1 Complete the sentences with the phrases from the box**

Bushmen do not often drink water	changes colour
has very sharp spines	it sleeps all day to escape the sun
move from place to place to find food	People called Bushmen live
Some animals in the desert	the cactus plant is very normal

1 The cactus plant is very normal \_\_\_\_\_ in the United States of America and Mexico.

2 The cactus is a plant that usually \_\_\_\_\_.

3 \_\_\_\_\_ need protection from the sun and the cold.

4 The desert tortoise is nocturnal – \_\_\_\_\_.

5 The chameleon is a strange lizard that \_\_\_\_\_.

6 \_\_\_\_\_ in the Kalahari in southern Africa.

7 Bushmen are nomads. They \_\_\_\_\_.

8 \_\_\_\_\_ because they get it from the plants that they eat.

**2 Find the word. Colour the picture**

**3 Super Tour 8**

1 Copy one of the texts from page 13 of your pupil's book. Remove two or three important words. Draw a line in the spaces. Ask a classmate to write the correct words on the lines.

2 Find out more about one of the topics on page 13 of your pupil's book. Tell your partner the new information.

**DO YOU KNOW THAT ...?**

**Materials overview**

1.10 1.2 1.12 1.1

**Revision**

- 1 Give out worksheet 1.2. Pupils see how much vocabulary they can remember. Alternatively, do a flashcard activity (see Introduction page 17) for oral revision of life in the desert.
- 2 Ask the pupils to call out the names of any desert plants they know (*palm trees, cacti*). Then write the first letter of one of the desert animals the pupils know on the board and ask them to say the word. Continue for all the animals. Invite pupils to take your role, if you wish. Encourage the pupils to tell you anything they know about each animal

**1 Read and find**

- 1 **R** Look at the photographs with the pupils and encourage them to talk about them. T: *What can you see? Where do the people live? What do you think they eat? What do you think they drink? What type of animal/plant/desert is this?* Encourage the pupils to speak English if possible. Acknowledge and rephrase any L1 suggestions in English. Ask the pupils to tell you what they know about how some desert animals behave and the features they have that help them adapt to life in the desert. Explain that the pupils are going to read four texts about the photographs. They must then decide which photograph belongs with which description.
- 2 Tell the pupils not to worry if they do not understand all of the words in each text. They should look out for words that will help them identify the correct photograph.
- 3 **R** Ask the pupils to read the texts in their pupil's book. They then match the letters of the pictures with the numbers of the texts and write the answers in their notebook. They can also write down any words or phrases that influenced their decision. Pupils work individually to do the matching activity.
- 4 Check the answers as a whole class. Ask the pupils for the vocabulary that helped them. Discuss any vocabulary difficulties and explain the meanings.

**Key** 1d, 2b, 3c, 4a

**STEP 1, Pupil's book page 13**

**1 Read and find**

**R** Encourage pupils to use the Learning to learn strategies listed both on page 4 of their pupil's book and here for your reference. Also refer them to pages 66–67 of their activity book where they can find detailed explanations of the icons. On page 68, they can find an activity which specifically trains R1.

**A Read and find**

**R** **R** Only ask the pupils to read two texts to match with the four pictures when you do the following activity: text 1 (the cactus) and text 3 (the chameleon). If the pupils manage the activity with little difficulty, you may wish to extend it by asking them to read and match one or both of the remaining texts.

**2 Read and find**

Follow Route 1 above.

**Key** 1d, 3c



**STEP 2, Pupil's book page 13****2  1.10 Read and listen****Read and choose**

- Write the following sentences on the board:
  - The chameleon is a strange scorpion / lizard / spider.*
  - The chameleon changes colour / temperature / sand.*
  - The cactus is an animal / a rabbit / a plant.*
  - The cactus has very sharp plants / spikes / rocks.*
 Read them aloud. Check comprehension. Explain that the pupils should read texts 1 and 3 and make it clear that the pupils should choose the correct word from the three options. If necessary, do an example on the board before the pupils read alone.
- Check the answers by inviting individual pupils to read out the sentences.


**Team quiz / Listen and check**

- Divide the class into two (or more) teams and nominate a captain for each team. Name the teams, e.g. A, B, C and D. Make sure that the team members are sitting together so that they can discuss their answers. Ask the pupils to close their books. Write the following questions on the board:
  - What is a cactus?
  - How often does a cactus need water?
  - What does hibernation mean?
  - What is special about the chameleon?
  - Where do Bushmen live?
  - Where do Bushmen get water from?
- Allow five minutes for the teams to give their answers to the team captain, who writes them down.
- Check the answers by asking the captains for each team's answer. Write the answers on the board making any corrections to the language but do not say if the content is correct or incorrect. Write the name of each team alongside each answer. When all the answers are on the board, play CD 1 Track 10. Pupils listen and read individually and see which team has the most correct answers.

**Listen and choose true or false / Read and check**

-   Ask pupils to close their pupil's book. Give out worksheet 1.12 to each pupil and ask them to read the statements and think about whether they are true or false.
- Play CD 1 Track 10 and ask pupils to tick whether the sentences are true or false.
- When they have completed the worksheet, play CD 1 Track 10 again for the pupils to revise their answers if necessary.
- Pupils swap worksheets with a partner. They read the texts in the pupil's book and check their partner's answers.
- Play the track again while the pupils listen and follow in their books.

- Ask some more comprehension questions, e.g. *What is a cactus? Where is it from? What protects the cactus? What animals eat plants in the desert? How often do some kinds of cactus need water? Why does the desert tortoise sleep all day? Why does it sleep all winter? What type of animal is a chameleon? What is special about it? Where do Bushmen live? Why do they move from place to place? Where do Bushmen get water from?*

 Do one or both of the following activities with either Route 1 or Route 2.


- Ask the pupils to close their books. Say one or two significant words from one of the texts. The pupils must say what it/they refer(s) to, e.g. T: *Sharp spikes.* PP: *Cactus.* etc.
- Say one sentence from one of the texts and challenge the pupils to say in which of the texts that sentence can be found as quickly as possible. If you wish, divide the class into small groups and play as a team game, awarding a point to the team who gives the correct answer.



** 1.10 Transcript**

- The cactus is a plant, and it is very normal in deserts in the United States of America and Mexico. This plant usually has very sharp spikes. The spikes protect the cactus from desert animals that eat plants, such as the desert rabbit. Some kinds of cactus only need water every two years.*
- Some animals in the desert need protection from the sun ... and the cold. The desert tortoise is nocturnal – it sleeps all day to escape the sun. It also sleeps all winter when it is cold. This is called hibernation.*
- The chameleon is a strange lizard that changes colour! When it is on a plant, the chameleon is green, and when it is on the sand, the chameleon is yellow. The chameleon is sometimes difficult to see. This is called camouflage.*
- People live in the desert, too. People called Bushmen live in the Kalahari in southern Africa. Bushmen are nomads. They move from place to place in the desert to find food. Bushmen don't often drink water ... they get it from the plants that they eat.*

**STEP 3, Activity book page 8****1 Complete the sentences with the phrases from the box**

- Ask the pupils to look at the example sentence. Show them how the sentence has been completed with a phrase from the box. Give them time to read through the remaining sentences and the phrases in the box. Answer any comprehension questions.
 

 If you followed Route A in steps 1 and 2 above, you may wish pupils to work only with the sentences relating to the texts they read (sentences 1, 2 and 5).

- 2 Tell the pupils to work individually to complete the sentences.
  -  Allow the pupils to check in their pupil's book.
  -  If you wish, give the first letter of the matching part.
- 3 Let them check the answers with a partner. Then check as a whole class by inviting a pupil from each pair to read out a sentence.

**KEY** 1 *The cactus plant is very normal*, 2 has very sharp spikes, 3 Some animals in the desert, 4 it sleeps all day to escape the sun, 5 changes colour, 6 People called Bushmen live, 7 move from place to place to find food, 8 Bushmen do not often drink water

#### STEP 4, Activity book page 8

### 2 Find the word. Colour the picture



- 1 Focus the pupils' attention on the picture and ask *What is it?* Pupils make suggestions. When a pupil suggests that it is a chameleon, say *Good. What do you know about chameleons?* Collect the pupils' suggestions.
- 2 Tell the pupils that there is a word hidden in the chameleon and that the pupils should find it and write it on the line.
- 3 Ask: *Where is the chameleon?* PP: *On a branch.* Tell the pupils to use the information they know about the chameleon to colour it.
- 4 Ask pupils to compare their answers with a partner. Then ask: *What is the word?* PP: *Camouflage* T: *What colour is the chameleon?* PP: e.g. *Green / Brown.* Ask the pupils to check that their partner has coloured the chameleon the same colour(s) as its background.

**KEY** camouflage

### Super Tour 6, Activity book page 8

For activity 2, suggest that the pupils use books or the Internet to find out more about their chosen topic. Discuss with the pupils how they might introduce it their partner. Write prompts on the board if necessary, e.g. *I have some more information about ...* Go around the class helping individual pupils form sentences relevant to the information they have found.

#### STEP 5, Project task

-   Give the pupils time to look at worksheet 1.1. Write the categories on the board and ask if there is anything they can add to each one. If necessary, elicit the names of the two animals from this section (*chameleon* and *desert tortoise*). Encourage the pupils to look at the pupil's book to see what they learnt about these animals and to suggest the headings alongside which they will write the information. Help them by providing models of the notes they might make on the board. The pupils update their worksheets.

**1** **SKILLS TICKET**

**1** **Read**

**How the camel got his hump**

It is the beginning of time, and everything in the world is new. Horse, Dog and Ox work for Man, but Camel does not want to work. Camel is lazy. He wants to eat and sleep in the desert, and say 'Hump'. The animals are angry.

**Animals** Camel, can you help us? The world is new and there is a lot of work to do!  
**Camel** Hump!

Horse, Dog and Ox are very angry with Camel. At that moment, Djinn, the master of the desert, appears.

**Animals** Djinn, Camel doesn't want to work.  
**He just says 'Hump'.**  
**Djinn** Let me suit to him.

Djinn flies into the desert. Camel is eating and drinking by an oasis. Djinn sits down next to Camel.

**Djinn** Horse, Dog and Ox work very hard for Man. Why do you not want to help?  
**Camel** Hump!  
**Djinn** Don't say 'Hump' again. I want you to work.  
**Camel** Hump!


Camel feels something strange on his back. He turns around and sees a big hump!

**Djinn** Now you can work for Man. There is food in your hump.

Now Camel has a hump on his back. He always works very hard for Man, and he does not need food for many days.

**2** **Read and answer** – true or false?

- 1 Ox, Horse and Dog work for Djinn.
- 2 Camel does not want to work for Man.
- 3 Djinn finds Camel by an oasis.
- 4 Man tells Camel to work for Djinn.
- 5 Camels have food in their humps.



**1** **SKILLS TICKET**

**1** **Listen and circle the incorrect word in each sentence. Write the correct word.**

- 1 It is the beginning of time, and everything in the world is old new.
- 2 Horse, Dog and Ox work for Djinn.
- 3 Man is lazy. He only wants to eat and sleep in the desert, and say 'Hump'.
- 4 The animals are sad.
- 5 At that moment, Djinn, the master of the animals, appears.
- 6 Man sits down next to Camel.
- 7 Don't say 'Hump' again. I want you to talk.
- 8 Camel feels something strange on his head.
- 9 He turns around and sees a big dog on his back.
- 10 There is bread in your hump.

**Super Tour 7**

Use the sentences in activity 1 to tell the story to a classmate.

**2 Make a poster about your favourite desert animal**

Answer the questions about your favourite desert animal.

- What is your favourite desert animal?
- Where does it live?
- What special features has it got?
- What does your favourite desert animal eat?

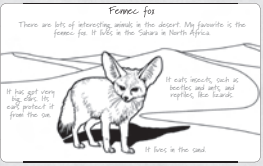
**Fennec fox**

There are lots of interesting animals in the desert. My favourite is the fennec fox. It lives in the Sahara in North Africa.

If he got very hot, he can't protect it from the sun.

It eats insects, such as locusts, and ants, and reptiles, like lizards.

It lives in the sand.



## SKILLS TICKET

### Materials overview



Materials for making posters

### Revision

Give out worksheet 1.2. Pupils see how much vocabulary they can remember. Alternatively, do a flashcard activity (see Introduction page 17) for oral revision of life in the desert.

### STEP 1, pupil's book page 14

#### 1 **Read**

- 1 Tell pupils that they are going to read a story called *How the camel got his hump*. Write the title on the board. Ask: *What is a (camel's) hump?* If necessary, draw a very simple camel shape on the board and invite a pupil to come and point to the hump. T: *What do you know about the camel's hump?* If pupils cannot remember, ask them to look back at the story on pages 6–8 of their pupil's book and find the part of the story where Yasmine talks about a camel's hump. T: *What does Yasmine say about the camel's hump?* Invite a pupil to read out the text (story frame 11). Clarify meaning, if necessary. Ask: *Has the camel got a hump at the start of the story.* (PP: No.) Ask: *Has the camel got a hump at the end of the story.* (PP: Yes.) Ask the pupils to open their pupil's book on page 14 and look at the picture. Ask: *Is this the start of the story or the end?* PP: *It's the start.* T: *Why?* PP: *Because the camel hasn't got a hump.*

- 2 Introduce the characters. Point to the animals one by one asking *What's this?* Elicit, teach or revise *horse, dog, ox, camel*. Point to the man and ask: *What's this?* PP: *A man. Say Yes, Horse, Dog, Ox, Camel and Man are the characters in this story.* Write the animals and Man on the board with capital letters and explain that they have capital letters because they are used as names in the story. Point to the genie and ask *What's this?* Acknowledge any suggestions made in L1 in English, e.g. *Yes, that's right. It's a genie. This is Djinn.* Write *Djinn* on the board with the other characters and say *Djinn* is a type of genie.
- 3 Ask questions to set the scene. Say: *Look at the picture. Who is working?* Elicit suggestions, e.g. *Ox, Dog, Horse, Man.* T: *Who isn't working?* PP: *Camel.* T: *Does Camel want to work?* PP: *No.* T: *Why not?* Elicit or teach: *He is lazy.* Say: *Look at Djinn. Is he happy?* PP: *No.* Elicit or teach: *He is angry.* T: *Why?* Acknowledge all the pupils' suggestions, e.g. *Because Camel isn't working.* Say: *Let's read and find out.*
- 4 Tell the pupils they will have chance to ask about new or difficult words after they have read the story through. Encourage them not to worry about unknown words but to see if they can follow the main idea of the story and find the answers to these questions. Write them on the board.
  - 1 *What does Camel say to Djinn?*
  - 2 *What does Djinn give Camel?*
 Play CD 1 Track 11. Pupils follow in their books. Check the answers to the questions after the pupils have read. (1 *Hump!* 2 *He gives Camel a hump.*)

- 5 Ask: *What lesson does Camel learn in this story? Tell me your ideas.* Help pupils to frame their ideas in English, if possible. Accept all versions that indicate that the pupil has understood the story. If you think a pupil may not have understood, focus back on the part of the story where they may have had difficulty. Example suggestions: *Don't be lazy., Don't let other people do all the work., If you are lazy you may end up working all the time.* If it is too difficult for pupils to extract the moral, either conceptually or because they do not have the language to express it, you may prefer to do optional activity 1 or 2 below instead.



### 1 Summarize the story (1)

**S<sub>1</sub>** **S<sub>4</sub>** Pupils summarize the events in the story. Provide some sentence starts on the board, for example:

*Horse, Dog and Ox work hard for Man, but ...*

*The animals are very ...*

*Djinn flies into the desert ...*

*Djinn asks Camel, 'Why ...*

*Camel feels something strange on his back ...*

*Now Camel ...*

The pupils can work in pairs or small groups to rehearse their summary. They present it to the class.

### 2 Summarize the story (2)

**S<sub>4</sub>** Challenge the pupils to summarize the story in, e.g. four sentences. Pupils work in pairs or small groups to brainstorm their ideas. They present their summaries to the class.

### 3 Tell the story

**S<sub>2</sub>** Use the CD for pronunciation and intonation practice. For example, pause the CD after each character speaks and pupils repeat the lines. Or organize the pupils to tell the story in groups (see Story Follow Up step 4 on page 28).

### Note: How the camel got his hump

This story is one of the thirteen stories in the *Just So* collection published in 1902 and written by the British author Rudyard Kipling (1865–1936). They became popular children's stories at the beginning of the last century and their popularity continues. The stories are typically on the theme of how an animal became modified from its original form to its current one by an act of man or a magical being.

### 1.11 Transcript

#### How the camel got his hump

*It is the beginning of time, and everything in the world is new. Horse, Dog and Ox work for Man, but Camel does not want to work. Camel is lazy. He wants to eat and sleep in the desert, and say 'Hump'. The animals are angry.*

*Animals: Camel, can you help us? The world is new and there is a lot of work to do!*

*Camel: Hump!*

*Horse, Dog and Ox are very angry with Camel. At that moment, Djinn, the master of the desert, appears.*

*Animals: Djinn, Camel doesn't want to work. He just says 'Hump'.*

*Djinn: Let me talk to him.*

*Djinn flies into the desert. Camel is eating and drinking by an oasis. Djinn sits down next to Camel.*

*Djinn: Horse, Dog and Ox work very hard for Man. Why do you not want to help?*

*Camel: Hump!*

*Djinn: Don't say 'Hump' again. I want you to work.*

*Camel: Hump!*

*Camel feels something strange on his back. He turns around and sees a big hump!*

*Djinn: Now you can work for Man. There is food in your hump.*

*Now Camel has a hump on his back. He always works very hard for Man, and he does not need food for many days.*

### STEP 2, pupil's book page 14

#### 2 Read and answer – true or false?

- R<sub>3</sub>** Ask pupils to read the statements in activity 2 on page 14 of their pupil book and decide whether they are true or false. Let them read the story again if necessary, scanning the text quickly to find the relevant information. Ask them to correct the false sentences.
- Either invite volunteers to call out the answers as you read each statement or ask the pupils to write them in their notebook and then check them as a whole class.
- R<sub>4</sub>** Clarify any vocabulary queries in the story. Encourage pupils to guess what any words they do not know might mean by looking at the words around them and/or by thinking if the unknown vocabulary resembles a word in L1.


**Key** Answers: 1 False, 2 True, 3 True, 4 False, 5 True  
Corrections: 1 Ox, Horse and Dog work for Man. 4 Djinn tells Camel to work for Man.

## STEP 3, Activity book page 9

### 1 1.12 Listen and circle the incorrect word in each sentence. Write the correct word

1 Ask the pupils to look at the first sentence and explain that there is a circle round the word *old* because it is incorrect. Explain that they will hear all the correct sentences on the CD and should circle the incorrect word in each sentence. Play the first sentence of CD 1 Track 12 to demonstrate.


2 Tell the pupils that the first time they listen they should only find and circle the incorrect words. Play CD 1 Track 12.

 Allow the pupils to listen as many times as they need to in order to identify the incorrect word.

3 Check the answers with the whole class. T: *Sentence two. Which word is incorrect?*

4 Tell the pupils to listen again to hear the correct word in each sentence. Play sentence 1 again and ask what the correct word is. PP: *New*. Show the pupils the example answer *new* on the line at the end of the sentence.

5 Play Track 1.12 again. The pupils write the correct words on the lines. Pause the CD after each sentence to allow them time to do this.

 Faster learners write four or more of the correct sentences in their notebook.

**Key** Incorrect words: 1 *old*, 2 *Djinn*, 3 *Man*, 4 *sad*, 5 *animals*, 6 *Man*, 7 *talk*, 8 *head*, 9 *dog*, 10 *bread*  
 Corrections: 1 *new*, 2 *Man*, 3 *Camel*, 4 *angry*, 5 *desert*, 6 *Djinn*, 7 *work*, 8 *back*, 9 *hump*, 10 *food*



### 1.12 Transcript

- 1 *It is the beginning of time, and everything in the world is new.*
- 2 *Horse, Dog and Ox work for Man.*
- 3 *Camel is lazy. He only wants to eat and sleep in the desert, and say 'Hump'.*
- 4 *The animals are angry.*
- 5 *At that moment, Djinn, the master of the desert, appears.*
- 6 *Djinn sits down next to Camel.*
- 7 *Don't say 'Hump' again. I want you to work.*
- 8 *Camel feels something strange on his back.*
- 9 *He turns round and sees a big hump on his back.*
- 10 *There is food in your hump.*

## STEP 4, Project task, Activity book page 9


### 2 Make a poster about your favourite desert animal

1 Remind the pupils about their desert animal project. With books closed, brainstorm what they have learnt about desert animals in the unit. For example, T: *What are the names of some desert animals? What special features help the animals live in the desert? What can be dangerous for some animals in the desert? Where do they live? What else do you know?*, etc. Encourage the pupils to say much as they can.



2   Make sure all the pupils have got their completed worksheet 1.1. Tell them that they are now going to think about the poster they are going to make about their own favourite desert animal. Ask them to open their activity book on page 9 and focus their attention on the poster in activity 2. Explain that the pupils will use the information they have been collecting to make a poster like the one in their books.

3 Read out the texts on the poster or invite a volunteer to do so. Check comprehension. Tell the pupils that they can use the texts as models to help them write about their chosen animal, but make it clear they can write what they like about their animal. Highlight how they can present some information by labelling their picture. If they cannot make a label, they can write the information near the picture.

4 Focus the pupils' attention on the questions next to the poster. Explain that they should include the answers to the questions on their poster, as well as any other information they have about their animal.

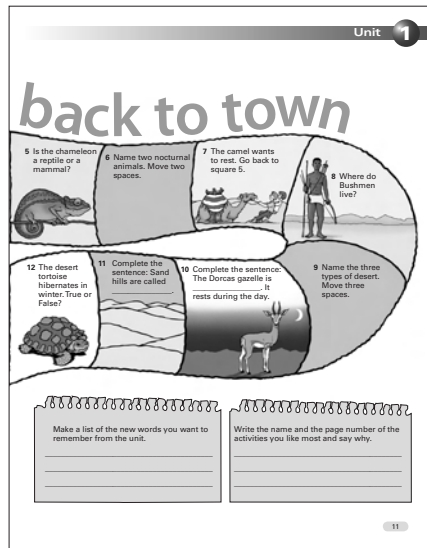
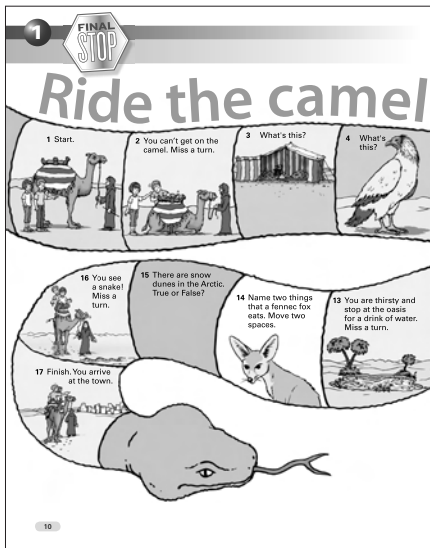
 Encourage the pupils to write the answers to the questions in their notebook first.

5 Give a large sheet of paper to each pupil. Let the pupils work on their own while you walk around the class helping where necessary.

  Choose an animal and work through an example poster on the board.

6 Remind the pupils to include a drawing of the animal. Alternatively, ask them to find a picture for homework and stick it in their books.





**FINAL STOP**

**Materials overview**

Dice, counters

1.05

**STEP 2, Activity book page 11**

**1.05 Notepad round up**

- 1 Ask the pupils to look at the notepads at the bottom of page 11 and read the texts with them. Check understanding.
- 2 The pupils list the words they want to remember for whatever reason. Encourage them to draw pictures, write sentences including those words or use any other technique for remembering the vocabulary that they find helpful. Brainstorm different techniques. If the space in the activity book is not big enough, encourage them to allocate a page or pages in their notebook to the vocabulary for this unit. While the pupils are working, walk around the class looking at what they are doing.
- 3 Pupils then look back over their pupil's and activity books to find the activity or activities they enjoyed the most. They write it/them in the space provided on the notepad on page 11 and write why they liked it/them. While the pupils are working, walk around the class looking at what they are doing.
- 4 Finally, ask several pupils about their answers.
- 5 To finish Unit 1, you may want to listen to CD 1 Track 05 and say the chant on page 10 of the pupil's book once more.

**STEP 1, Activity book pages 10–11**

**Ride the camel back to town**

**Note** Pupils can play using their activity book or the photocopiable board on the CD-ROM.

- 1 Tell the pupils that they are going to play a game that will test what they know about life in the desert. Tell the pupils to open their activity book on pages 10 and 11 and look at the game board. Say that they are going to travel from the desert to the town by camel. The first player to arrive back in town is the winner. Decide whether pupils are to play in pairs or groups of three or four and organize them accordingly.
- 2 Check that pupils understand the layout of the game. Ask *Where is the start?* Pupils show you. T: *Where is the finish?* Pupils show you. Explain the rules. Pupils place their counter on the start square then throw the dice and move accordingly. Note:
  - 1 When they land on a square with a question, pupils miss a turn if they cannot provide the correct answer.
  - 2 Pupils can only make the bonus moves if they respond to the task in that square correctly.
- 3 Distribute the dice and counters and let the pupils play. Go around the class helping where necessary.

**KEY** 3 a tent, 4 a vulture, 5 a reptile, 6 e.g. Dorcas gazelle, desert tortoise, 8 The Kalahari, 9 hot, cold and polar, 10 nocturnal, 11 sand dunes, 12 true, 14 insects and reptiles or e.g. beetles, ants, lizards, 15 true