

# IN THE WILD

## Compact B1 Preliminary for Schools Unit 7

7

### CLASS PROJECT: A LEAFLET STEP 1: Plan

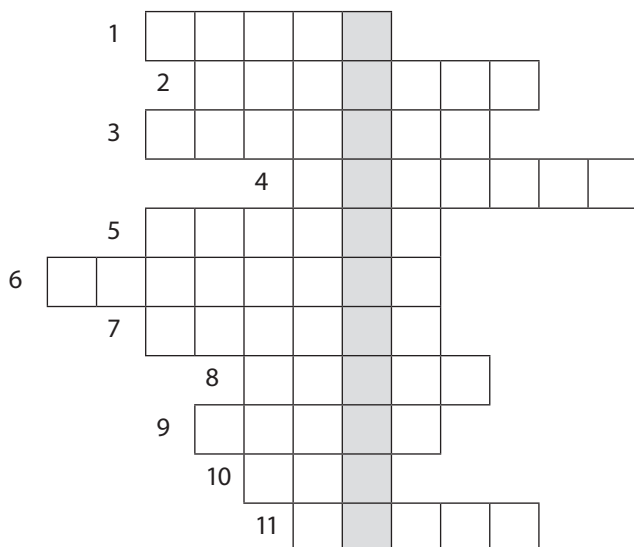
#### THE PROJECT

In groups, you're going to research a dangerous animal. You will then create a leaflet about the animal, including how to keep safe from it. Your classmates will then read your leaflet and you will read theirs. Then you will decide which leaflet is the most informative.

#### 1 Read the project description and answer these questions with a partner.

- 1 What kind of animal is your group going to research?
- 2 After you do your research, what are you going to create?
- 3 What will the leaflet include?
- 4 What will you decide at the end?

#### 2 Use the clues to complete the crossword. What phrase do the letters in the grey squares make?



- 1 A large animal that lives in the desert. You can ride it.
- 2 A big, black, hair animal like a large monkey.
- 3 A large animal with a very long neck and long legs.
- 4 A large, black and white sea bird that swims but cannot fly.
- 5 A bird with colourful feathers. It can learn to copy what people say.
- 6 A very large grey animal with big ears and a long nose.
- 7 An insect that makes webs to catch other insects.
- 8 A long, thin creature with no legs that slides on the ground.
- 9 A very large fish with very sharp teeth,
- 10 A small animal like a mouse with wings that flies at night.
- 11 A very large sea animal that breathes through a hole in the top of its head.

#### PREPARATION

#### 3 Write definitions for three animals for your partner to guess. Can you guess which animals your partner's definitions are for?



4 Work with your partner. What do you know about crocodiles?

5 Read the text and match headings 1–5 to paragraphs a–e.

1 What do they eat?

2 How can you keep safe from them?

3 Where do they live?

4 What are they like?

5 Why are they dangerous?

## How to stay safe from ... saltwater crocodiles

There are different kinds of crocodiles, but saltwater crocodiles are some of the most dangerous. This leaflet tells you all about them – including how to stay safe!

**A** The saltwater crocodile is the largest living reptile on Earth. Their bodies are usually grey or brown and are (1) \_\_\_\_\_ 5 and 7 metres long. They weigh up to 700 kilograms. They have 66 teeth.

**B** Most saltwater crocodiles live (2) \_\_\_\_\_ the coast or near rivers in Southeast Asia and northern Australia. They are excellent swimmers.

**C** They eat anything they (3) \_\_\_\_\_ find, including fish, birds, pigs, monkeys, buffalo and even unlucky humans.

**D** Saltwater crocodiles hide under the water, waiting to attack. They have very strong muscles to close their jaws. In fact, they're (4) \_\_\_\_\_ strong that they can easily break an animal's skull (head bone). When they bite, it is very difficult to escape. The pressure from their bite usually kills (5) \_\_\_\_\_ prey, but they sometimes pull their victim under the water to drown it. They attack hundreds of humans every year and kill more children (6) \_\_\_\_\_ adults.

**E** When you're in an area where crocodiles live, keep at least three metres away from the water. Don't think that just because you can't see any crocodiles in the water, there aren't (7) \_\_\_\_\_ there. They might be underwater. In fact, they can stay underwater for (8) \_\_\_\_\_ an hour. If you have to cross a river where there might be crocodiles, don't splash. Some people think this scares them, but it attracts their attention and is a very dangerous thing to do.



6 Complete 1–8 in the leaflet with one word for each gap.

7 Discuss with a partner. What are the most surprising things you learned from the leaflet?

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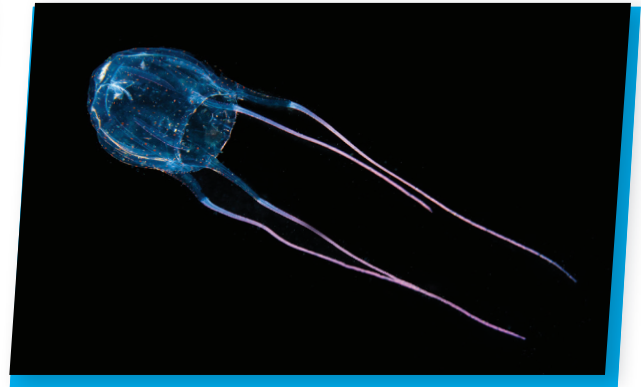
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### CLASS PROJECT: A LEAFLET Step 2: Develop

**1** In groups, you are going to create a *How to stay safe from...* leaflet like the one about saltwater crocodiles. Choose a dangerous animal to write about. Use the suggestions below or choose your own.

- Deathstalker scorpion
- Golden dart frog
- Box jellyfish
- Tsetse fly
- Great white shark
- Black mamba snake



**2** Use the *Useful Language* to decide who is going to look for answers to these questions. Everyone should share the work equally. You can change the questions if you want.

- What is the animal like?
- Where do they live?
- What do they eat?
- Why are they dangerous?
- How many people do they attack / bite / kill every year?
- What should you do to keep safe from them? Why?
- What should you do if one attacks / bites you? Why?

#### Useful Language: Discussing preferences

Who wants to find out when / how / what ... ?

I'd like to research ...

Why don't I / you look for information about ... ?

I'd prefer ...

I've got fewer questions than you.  
I need another one!

Does everybody have the same number of questions?

**3** Research the animal you have chosen. Try to find out as much useful information as you can.

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### CLASS PROJECT: A LEAFLET

#### Step 3: Present

#### PRESENTATION

- 1** With the information you have found, write your leaflet. Add some images to make it clearer.
- 2** When your leaflet is ready, make copies for the other students in class to read.
- 3** Read the other groups' leaflets. What did you learn about the other animals? What surprised you? What did you already know?
- 4** With the members of your group, follow these steps to decide which leaflet is the most informative:
  - 1 Look again at the content of each leaflet.
  - 2 Decide which things are facts and which things are the writers' opinion.
  - 3 Work out which leaflet is the most informative.

#### SELF-EVALUATION

- 1** With the members of your group, answer these questions together. 1 = not very well 6 = very well

#### COLLABORATION

- 1** How well did we share the research for the leaflet?

1  2  3  4  5  6

#### LEARNING TO LEARN

- 2** How well did we write the leaflet using the information we found out about the animal?

1  2  3  4  5  6

#### CRITICAL THINKING

- 3** How well did we work out which leaflet was the most informative?

1  2  3  4  5  6

- 2** Answer these questions about yourself. 1 = not very much, 6 = a lot

- 1** How well did I contribute to the project?

1  2  3  4  5  6

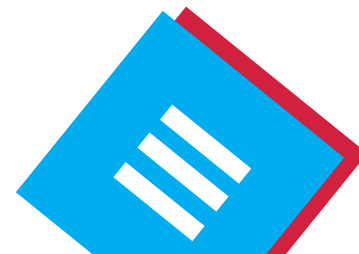
- 2** How much English did I use to do the project?

1  2  3  4  5  6

- 3** Thinking about your answers above, how could you improve the next time you do a project?



# TEACHER'S NOTES



## PROJECT OVERVIEW

In groups, students research a dangerous animal. They then create a leaflet about the animal, including how to keep safe from it. The groups then read one another's leaflets and then the students decide which one is the most informative.

The project helps students to develop the following life competencies, which form part of the **Cambridge Framework for Life Competencies**:

### COLLABORATION

**Contributing to a fair allocation of tasks.**

### LEARNING TO LEARN

**Using notes to construct original output.**

### CRITICAL THINKING

**Identifying evidence and its reliability.**

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### CLASS PROJECT: A LEAFLET Step 1: Plan

**Estimated time: 50–60 minutes**

- 1** Ask students to do the exercise in pairs. This will help them to understand what the project involves and how they will do it.  
*[AK: 1 a dangerous animal; 2 a leaflet; 3 information about the animal, including how to keep safe from it; 4 which leaflet is the most useful]*
- 2** Ask students to do this exercise individually and then compare their answers in pairs.  
*[AK: 1 camel; 2 gorilla; 3 giraffe; 4 penguin; 5 parrot; 6 elephant; 7 spider; 8 snake; 9 shark; 10 bat; 11 whale. Phrase in grey: life on earth.]*
- 3** Ask students to write their definitions in their notebooks so that they can swap the with a partner. Monitor and assist where necessary. At the end of the exercise, ask for some examples from individual students and see if you or the rest of the class can guess the animals being defined.  
*[AK: Students' answers]*
- 4** As a lead-in, ask if anybody wrote a definition for crocodile in Exercise 3. If so, ask them to tell the class. Then give students a few minutes to do this exercise in pairs.  
*[AK: Students' answers]*
- 5** Ask students to do this exercise individually then go through the answers.  
*[AK: 1 c; 2 e; 3 b; 4 a, 5 d]*
- 6** Ask students to do this exercise individually. This should be familiar to them as a B1 Preliminary Reading Part 6 exercise. Go through the answers and clarify any doubts.  
*[AK: 1 between; 2 on; 3 can; 4 so; 5 the; 6 than; 7 any; 8 over]*
- 7** Ask students to do this exercise in pairs and then elicit some feedback.  
*[AK: Students' answers]*

**Note:** This is the end of Stage 1 of the project: Plan. You can continue now or in a future lesson. If you decide to continue in a future lesson, you could ask the students to prepare for the next stage by thinking about which country they would like to create their adventure activities brochure for.

**CLASS PROJECT: A LEAFLET**  
**Step 2: Develop**

**Estimated time: 40–50 minutes (see note below)**

Before starting this step, ask the students to tell each other what they remember about crocodiles and how to stay safe from them. Elicit some feedback. Then tell they are going to produce a similar leaflet but about a different animal. Put students in groups.

- 1** Ask the groups to choose a dangerous animal to research and write about. The ones on the list are suggestions; students can choose others if they prefer. Try to ensure that each group chooses a different animal.
- 2** Tell students they are going to decide who in their group will research which information. Explain to them that sharing tasks fairly is an important part of collaboration. Make sure they do this task in English, using the *Useful Language* to ensure everyone has more or less the same amount of research to do. Monitor and assist where necessary, but let the students make their own decisions.
- 3** Students do their research. If they go online, encourage them to use English language websites.

**Note:** This is the end of Stage 2 of the project: Develop. You can continue now or in a future lesson.

**CLASS PROJECT: A LEAFLET**  
**Step 3: Present**

**Estimated time: 80–90 minutes**

- 1** Students work in their groups to share what they have learned and to write their leaflets. Ideally, they should write a first draft in their notebooks which you can check for grammar, vocabulary and spelling. They then write a final version on A4 paper, adding any images they wish to use. Draw their attention to the leaflet about saltwater crocodiles as a model to follow.

**Note:** If you wish to stop here and continue in a future lesson, this stage of the project can be split at this point. You might also wish to collect in the first drafts of the leaflets and correct them before letting students start on their final versions.

- 2** If possible, make enough copies so that each group has a copy of the other groups' leaflets. If this is not possible, the leaflets can be put up on the wall for everyone to read.
- 3** Give everyone enough time to read all the groups' leaflets and discuss the questions in the exercise. Elicit some feedback.
- 4** Tell students they are going to decide which leaflet is the most informative, i.e., which one contains the most useful facts. In order to do so, they will need to read each leaflet again and decide a) how much information each one contains; and b) whether the information is fact or opinion. To help them distinguish between fact and opinion, write some examples on the board and discuss which is which, e.g. 1 Crocodiles have 66 teeth; 2 Crocodiles are ugly; 3 Some crocodiles are 7 metres long; 4 I believe crocodiles are the worst animals on earth; 5 It's dangerous to splash near crocodiles because it attracts their attention; 6 In my opinion, it's better not to go somewhere with crocodiles.

1, 3 and 5 are facts, while 2, 4 and 6 are opinions. Opinions often use subjective descriptions such as *ugly*, *wonderful* and *scary*, or are introduced by phrases such as: *I think ...*, *In my opinion...*, *I believe ...*, etc. For each sentence, ask the students, *Could you check this information online? Could it be the correct answer to a question in a test about crocodiles? Or is it just something the writer thinks?*

Monitor and assist where necessary. Finally, elicit feedback and see how far the class agrees or disagrees over which is the most informative. There is unlikely to be a clear, definitive answer.

## SELF-EVALUATION

- 1** Explain that students are going to think about how well they did the project as a group, as this will help them to understand their strengths and their areas for improvement in future projects. Students discuss the questions together and give their group a score from 1–6 for each question. Ask for some examples as feedback for the entire class.
- 2** Explain that students are going to reflect on their own personal contribution, as this will help them to understand their strengths and their areas for improvement in future projects. Students consider the questions individually and give themselves a score from 1–6 for each question. Ensure that students understand that this is self-reflection and is not in any way a formal mark.
- 3** Students reflect on their answers in Exercises 1 and 2 and discuss as a group how they feel they could improve for the next project.