

Brazil: Lost in the rainforest

Level: Elementary / Pre-intermediate

Age: Teenagers / Young adults

Duration: Approx. 60 minutes

Aims: In this lesson the students will:

1. learn about the Amazon rainforest;
2. practise extensive and intensive listening and a range of listening sub-skills including predicting, listening for specific information and listening for detail;
3. identify a variety of tropical animals;
4. have a discussion about places they would like to visit with a time machine.

Materials: one copy of the worksheet per student; Track 1 (introduction); Track 2 (animal sounds); Track 3 (adventure); Track 4 (full audio) – all downloaded from onestopenglish

Summary: Join Amber and her classmate, Naz, as they travel back in time to the Amazon rainforest. Will Amber and Naz manage to survive the dangerous animals they encounter on their thrilling journey?

Warmer activities

Aim: to introduce students to the characters of Amber and Naz, the concept of time travel and the rainforest setting

1. Play Track 1 (introduction). At this stage, don't worry about pre-teaching vocabulary; encourage your students to simply listen for enjoyment. Stress that they don't need to write anything down.

2. After listening to the introduction, discuss the following questions with your students:

- *Where are Amber and her friend?*
- *What is the secret watch?*
- *What does it do?*

Amazon task

1. Write *Amazonia* on the board and elicit any words students know which they associate with Amazonia, e.g. *rainforest, Brazil, animals, river*.

2. Put students into groups of three or four and hand out the worksheet. Ask students to test their knowledge of the Amazon rainforest by discussing the questions together. When they have finished, ask them to read the Amazonia text below to check their answers. You can refer

your students to the key words box if they are struggling to understand some of the vocabulary.

Rainforest animals task

1. Ask students to work in pairs to write the name of each animal under the correct photo using the words in the box.

2. Tell students that they are going to listen to some animal sounds. Ask students to write the order in which they hear the animals. They should write the numbers 1-9 next to the animals as they listen. Play Track 2 (animal sounds).

Key:



1. *spider monkey*



2. *anaconda*

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3. jaguar



4. parrot



5. chimpanzee



6. crocodile



7. frog



8. wild pig



9. grasshopper

3. Ask students to work out the stress patterns for each animal word. Do the following example on the board:

o o O o
anaconda

Explain that they need to decide on the number of syllables and which syllable is the stressed syllable in each case.

Key:

1. O o O o spi-der mon-key
2. o o O o a-na-con-da
3. O o o ja-gu-ar
4. O o pa-rrot
5. o o O chim-pan-zee
6. O o o cro-co-dile
7. O frog
8. O O wild pig
9. O o o grass-ho-pper

4. Finally, direct students to the question at the bottom of the matching task and have a whole-class discussion about the dangers of each animal.

Memory task

Aim: to practise listening for specific information, reconstructing information from memory with detailed comprehension

1. Ask students to read the first two questions. Can they predict the answers to these questions before listening? Elicit some responses, then play Track 3 (adventure).

Note: Make sure that the students don't write notes while they are listening. Ask them to cover up the remaining questions and focus on enjoying the listening.

Key:

1. the Amazon rainforest; 2. a monkey, an anaconda, a jaguar, a spider

2. Put students in pairs or small groups. Ask them if their predictions were correct. Now ask them to answer the remaining comprehension questions from memory. Feed back as a class. Finally, play Track 3 (adventure) again to check through the answers.

Key:

1. a monkey; 2. a river; 3. He is attacked by an anaconda.; 4. that he will be crushed to death by the anaconda; 5. She throws a rock at the anaconda's head.; 6. He climbs up a tree.; 7. a jaguar; 8. They run and climb up a tree.; 9. in the monkey's nest; 10. the spider on Amber's shoulder

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Speaking task

Discuss the questions as a group. Encourage the students to use the constructions *I would go to ...* and *I would choose [year] because ...*

Extension activities

- Ask students to imagine they have travelled back in time to their chosen place. Ask your students to write what they can see using the present simple. Place students in groups to read their stories to one another.
- Give each student an animal to research using the internet and ask them to present their findings to the rest of the class.
- Ask students to research an area of Brazil for homework such as nature, geography, traditions and celebrations, food, the arts or sports. In the next lesson, they could discuss their research in small groups.

To find out more about Brazil with your students why not explore Macmillan's Cultural Reader, Brazil <http://www.macmillanreaders.com/macmillan-cultural-readers>

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Amazon task

What do you know about the Amazon Rainforest? Answer the questions below.

1. How big is Amazonia?
2. Which countries are in Amazonia?
3. How many different kinds of animals live in Amazonia?
4. Why is the rainforest important?
5. What percentage of the rainforest has been cut down?

Amazonia

Amazonia is also called the Amazon Rainforest. It is the biggest ecosystem in Brazil and it is the biggest rainforest in the world. Amazonia is five million square kilometers. Sixty percent of the forest is in Brazil. The other 40% is in Peru, Colombia, Venezuela, Ecuador, Bolivia, Guyana, Suriname and French Guiana.

Amazonia has more species of plant and animal than any other rainforest. Ten percent of all animal species live in it. The Amazon River goes through the rainforest, which has thousands of trees, flowers, mammals, birds, amphibians, reptiles, insects and fish. Some of the trees are very tall – over 50 meters – and this makes the rainforest dark. The Amazon region is also very hot and wet all year. The temperature is about 27°C and it gets about 2.7 meters of rain.



Amazonia is beautiful and colorful. It is also very important. It gives its people food and medicine. It also makes about 20% of the world's oxygen. But many trees have been cut down. More than 20% of the rainforest has gone.

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Key words

mammal – an animal that is born from its mother's body, not from an egg, and drinks its mother's milk as a baby

amphibian – an animal that can live both in water and on land, e.g. a frog

reptile – a type of cold-blooded animal that has scales (flat, hard pieces of skin) all over its body and lays eggs

oxygen – a gas in the air that has no smell or taste, and that all animals need in order to breathe

cut down – e.g. to cut something down – to cut through a tree and make it fall to the ground

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Rainforest animals task

1. Label the animal pictures. Then, listen and order.

chimpanzee

grasshopper

anaconda

parrot

crocodile

~~wild pig~~

jaguar

frog

spider monkey



wild pig



2. Do you know about these animals? Which ones are dangerous? Why?

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Memory task

1. Listen and answer the questions below.

1. What does Amber decide to do with her classmate, Naz?
2. What four animals do they meet on their journey?

2. Work with your partner to answer the questions from memory.

1. What animal steals Amber's magic watch?

2. What do Amber and Naz have to cross?

3. What happens to Naz when he jumps into the river?

5. How does Amber save Naz?

6. Where does the monkey go after they cross the river?

7. What animal do they face next?

8. How do they escape?

9. Where is the watch?

10. What does the teacher see at the end?

Speaking task

Imagine you have a magic time-travel watch like Amber. Which country would you visit?
Which year would you choose?

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Track 1 (introduction)

- Naz:** Amber, don't move.
- Amber:** Why?
- Naz:** Because there's a jaguar right behind you.
- Amber:** It's walking towards me. What should I do?
- Amber:** I'm serious Naz! What should I do Naz?
- Naz:** Run!
- Amber:** Hi! I'm Amber, Amber Adams! Now keep this to yourself, but I've got something amazing to show you. OK, it's a watch, but it's not just any old watch - listen to what happens when I touch it! I can use it to travel through time to anywhere I want to go! So, what do you reckon? Are you ready to come on an adventure?

Track 2 (animal sounds)

- Teacher:** Good morning class. Today we are learning all about Amazonia, which is also known as the Amazon rainforest. Let's start with the kinds of animals that live in the rainforest. I want you to listen very carefully and I'm going to play you some animal sounds. Note on your worksheets what animals you can hear.

Track 3 (adventure)

- Teacher:** So as you can see, the rainforest is full of dangerous animals. Now can everyone please open their coursebooks?
- Amber:** Hey Naz, let's use my secret watch to go to the Rainforest!
- Naz:** It's far too dangerous to go there!
- Amber:** Oh come on, it could be fun! Anyway, we can use the watch to come back if it gets that dangerous.
- Teacher:** Could you two please stop talking!
- Amber:** Go on Naz, touch the watch!
- Amber:** Look at this place! It's beautiful! Did you hear that?
- Naz:** Relax Amber, it's just a monkey. Wow, it's sweet, isn't it?
- Amber:** Yeah, I guess he's pretty sweet. Oi, don't grab my hair! Back off monkey! No! Don't touch that! He's got the watch! Give that back. Give it back! Come back! Come back!
- Naz:** Follow him - quickly Amber.
- Amber:** He's running towards that river over there.
- Naz:** Oh no, he's jumping through the trees! He's crossing the river! What are we going to do?

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- Amber:** We don't have a choice - we'll have to swim across!
- Naz:** No way.
- Amber:** It'll be fine, I'll go first.
- Naz:** I'm not swimming across that river. Who knows what might live in there!
- Amber:** OK, I made it over safely, come on Naz!
- Naz:** Ah... OK!
- Amber:** Oh no! You need to swim a bit faster Naz! There's a snake swimming right behind you!
- Naz:** That's an anaconda! They can crush you to death!
- Naz:** Help! It's got me! Amber - I can't breathe!
- Amber:** What should I do?
- Naz:** Throw something at the Anaconda's head.
- Amber:** Here's a rock, hang on!
- Naz:** You did it, it's gone!
- Amber:** Quick, take my hand and climb up out of the river.
- Naz:** Did you see where the monkey went?
- Amber:** It ran into those trees over there, come on!
- Naz:** Amber! I just saw the monkey! He's over there - climbing up that tree!
- Naz:** Stop. Amber, don't move.
- Amber:** Why?
- Naz:** Because there's a jaguar right behind you.
- Amber:** It's walking towards me. What should I do?
- Amber:** I'm serious Naz, what should I do?
- Naz:** Run!
- Amber:** Climb up the tree!
- Amber:** That was too close.
- Naz:** Hang on! Look! There's the watch, just there - the monkey left it in its nest!
- Amber:** I'll climb up and get it.
- Naz:** Amber!
- Amber:** What now?
- Naz:** There is a very large spider crawling up your back.
- Amber:** Spider? Is it hairy?
- Naz:** Yes. Very hairy. And it's got very large fangs.
- Amber:** Let's go home. Quick Naz, touch the watch!
- Teacher:** I said could you please stop talking! Amber, what's that on your shoulder?