



Animal World

Unit aims

I can ...

- talk about animals.
- read and understand an animal quiz.
- make statements and ask and answer questions in the present continuous.
- understand a conversation about zoos.
- use the present simple or the present continuous correctly.
- ask for information in a shop.
- write a short description of an animal.

Unit contents

Vocabulary	Animals Action verbs Adverbs of movement The suffix -er
Reading	A quiz 🔍 Shark attack! An article
Language focus	Present continuous Present simple vs present continuous
Listening	A conversation
Discover culture	🔍 Animals in the city
Speaking	Asking for and giving directions 🔍 Real talk: <i>Do you like going to museums?</i>
Pronunciation	/g/ at the beginnings and ends of words
Writing	A description of an animal; position of adjectives
Get it right!	🔍 irregular plural forms of <i>fish</i> and <i>sheep</i> verbs not usually used in the present continuous
CLIL	Science: Vertebrates 🔍 Chameleons

Be curious

- Books closed. Write *polar bear* on the board. Ask: *Do you know what this is?*
- Elicit students' ideas. Students may say things like *a type of bear*, *a big bear*, *a white bear* or *a big animal*.
- Ask students to open their books, look at the picture and say what they can see in it.
- Give students one minute to work alone to answer the questions.
- Students can then compare their answers in pairs before you check answers with the class.
- Tell students that the theme of Unit 5 is animals.

Suggested answers

I can see a polar bear. It's swimming.

Polar bears live near the North Pole. Seals also live there.

Many animals can swim, for example dogs and penguins.

Many birds and lizards can't swim at all or they don't like swimming.

CEFR


SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	1 p55 1-3 p58 1-6 p60 1-5 p62
Reading	READING FOR INFORMATION & ARGUMENT	1-3 p 56 1-3 p61 1-3 p63
Speaking	INFORMATION EXCHANGE	6 p56 3-5 p57 5 p59 7-8 p60 2, 4, 6-7 p62
	SUSTAINED MONOLOGUE: Describing Experience	3-4 p55
Writing	CREATIVE WRITING	6-8 p63
Communicative language competence	VOCABULARY RANGE	1-2 p55 4-5 p56 4-6 p58 1 p60 4-6 p61
	GRAMMATICAL ACCURACY	1-5 p57 1-4 p59 3-5 p63
	PHONOLOGICAL CONTROL	2 p55 2 p57 4 p58

Objectives

- learn the names of animals.
- organise animal words into categories.
- create, draw and describe an animal.

Warm-up

- Books closed. Put students into small groups.
- Give the groups two minutes to write down animals they know the English words for. Tell students the winning group will be the one which comes up with the most correct words.
- When the time is up, ask a student from each group to read out their list to the class.

- 1**  **2.01** Ask students to open their books at page 55.
- Show that the animal pictured in the example is a mixture of a tiger and a polar bear. Ask students to name this invented animal, e.g. *a polar tiger, a tiger bear*.
 - Students work in pairs to identify the rest of the animals. Tell them one of the words (*horse*) will be used twice.
 - If you have the Presentation Plus software, put this exercise on the interactive whiteboard and ask students to come to the class in turn to write the words under the pictures.
 - Play the recording.
 - Students listen to it, check their answers and repeat the words.
 - Elicit names for the invented animals and write them on the board.

Fast finishers

Students can turn to the **Vocabulary bank** on page 111 and do the *Jog your memory!* activity.

Answers

2 a giraffe and a fish **3** a sheep and a monkey
4 a spider and a shark **5** a cow and a horse **6** a gorilla and a frog **7** a zebra and an elephant **8** a horse and a dog **9** a cat and a bird

- 2**
- Read out the instructions. Make sure that students know what they have to do.
 - Put students in pairs to copy and complete the chart. Ask students to do this in two stages: first complete the chart with *pets / farm animals / wild animals* and then with *land / water animals*.
 - Check answers.
 - To **extend** the work on the animals vocabulary, you could ask students to turn to the **Vocabulary bank** on page 111 and do the *Jog your memory!* exercises.

Suggested answers

Pets: a cat, a dog, a fish, a frog, a spider
Farm animals: a bird, a cat, a cow, a dog, a horse, a sheep
Wild animals: a bird, an elephant, a frog, a giraffe, a gorilla, a monkey, a polar bear, a shark, a spider, a tiger, a zebra
Water animals: a fish, a frog, a polar bear, a shark
Land animals: a bird, a cat, a cow, a dog, an elephant, a frog, a giraffe, a gorilla, a horse, a monkey, a polar bear, a sheep, a spider, a tiger, a zebra

Get it right!

Read out the information in the box.

To practise this, put students in pairs and ask them to ask and answer questions about how many fish and sheep they have got. Students don't actually have to have any of the animals. Encourage them to invent the numbers.

Your turn


- 3**
- Write a few words on the board which students can use in their descriptions, e.g. *wing, tail, fur, feather, trunk, claw, beak*. Teach the meaning of these words by drawing basic pictures of animals and labelling the relevant part of the animal, e.g. draw an elephant and label its trunk.
 - While students are writing their descriptions, monitor and help with vocabulary.
- 4**
- Put students in pairs to describe their invented animals to each other.
 - Ask some students to tell the class about their partner's animal.
 - You could put the pictures up on the wall and do a vote to find out the class's favourite.

Game

- Play *What am I?* using the animal words.
- See **Games Bank** on page 29.

Optional activity

- Students make a set of animal flashcards. They can use this website: <http://www.cram.com/flashcards/create>.
- Students can use their flashcards in pairs to play vocabulary games, e.g. Student A describes an animal on a flashcard. Student B guesses which animal is being described. Student A puts three animal cards on the table and describes one of the animals. Student B picks up the animal card being described.

 Set Exercises 1, 2, 3, 4, 5 and 6 on page 47 of the **Workbook** for homework. You could also ask students to do these vocabulary games and exercises:
<http://learnenglishkids.britishcouncil.org/en/fun-games/animal-countdown>
<http://learnenglishteen.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/animals>

Reading A quiz

Objectives

- do an animals quiz.
- learn adverbs of movement.
- talk about actions that animals do.


Warm-up


- Books closed. Write the following on the board: *shark, dog, bird*.
- Ask: *What do these animals do?*
- Elicit actions and write them on the board, e.g. *Sharks swim, dogs run, birds fly*.

- 1 Ask students to open their books at page 56 and name the animals in the photos.

Answers

an elephant, a horse, giraffes, a frog, monkeys

- 2  2.02 Check students' understanding of *quiz* and *clue*.
- Put students into small groups and ask them to do the quiz. Allow students to use dictionaries. Students may want to look up the meaning of words such as *backwards, forwards, curl, sac, territory* and *dirt*.

- 3  2.03 Play the recording for students to check their answers.
- Ask one student to tell the class his or her group's score.
 - Refer students to the information in the **FACT!** box.
Ask: *Do you know the name of the biggest frog in the world?* (The Goliath Frog, found in Equatorial Guinea and Cameroon, which can be up to 33 cm in length.)

Answers

1 b 2 c 3 a 4 b 5 c

Explore adverbs of movement

- 4
- Put your hand up and write *put your hand up* on the board. Pick up some books and put the books down on your desk. Write *put the books down* on the board. Underline *up* and *down* and explain that they are adverbs of movement.
 - Ask students to work alone to look at the clues again and find two examples of adverbs of movements. Help **weaker students** by telling them that the words can be found in the sentence about elephants.
 - Students can compare answers in pairs before you check answers with the class.

Answers

Elephants move their ears **backwards** and **forwards** when they are hot and when they want to stay cool.

- 5
- Refer students to the adverbs in the box.
 - Check students understand the meaning of each of the words. Draw a picture of a box on the board and then draw arrows to indicate *left/right, up/down* and *round*. Allow **weaker students** to look up translations of the words if you feel it will aid their understanding.
 - Elicit example sentences with the words and then write these sentences on the board.
 - Ask students to work in pairs to complete the sentences.
 - Check answers.

Fast finishers

Students can turn to the **Vocabulary bank** on page 111 and do the *Adverbs of movement* activities in *Explore vocabulary*.

Answers

- 1 backwards, forwards 2 right, left 3 up, down
4 round, round

Optional activity

- Give students a series of imperatives using the adverbs of movement from Exercise 5, e.g. *Put your pen down, hold your book up*.
- Put students into pairs and ask them to give and respond to imperatives of their own.
- Monitor while students do this and check that students are using the adverbs correctly.

Your turn


- 6
- Read out the questions and then refer students to the example answers.
 - Put students in pairs to ask and answer the questions, e.g. *Dogs move their tails when they are happy*.

Optional activity

- Put students into small groups.
- Students use the Internet to research and prepare their own animal quiz.
- One member of each group can then ask the rest of the class their group's quiz questions.

You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *Can you think of the names of any sharks?* Elicit student's answers, e.g. *the great white, the hammerhead, the tiger shark*. Accept answers in L1.
- Read out the information about the video.
- Play the video.
- Students watch it and answer the two questions.
- Check answers.
- Teach *afraid* and then put students into small groups to ask and answer the following questions. Are there any animals you are afraid of?
- See page 128 for further activities you can do with this video.

Answers

You can see five different kinds of sharks. Greenland sharks live in the Atlantic Ocean, between Greenland and New York.



Set Exercise 5 on page 48 of the **Workbook** for homework.

Language focus 1 Present continuous

Objectives

- learn the affirmative, negative, question and short answer forms of the present continuous.
- learn how to pronounce /g/ at the beginnings and ends of words.
- talk about what is happening in my class at the moment.

Preparation

- Bring a CD player or a radio.

Warm-up

- Books closed. Write *I'm writing on the board* on the board. Ask: *What tense is this?* Elicit that it is the present continuous and that this tense is used for actions happening at the moment of speaking.
- Mime different actions, e.g. sitting down or standing up. Elicit sentences to describe your actions.

- Ask students to open their books at page 57.
 - Tell students that the example sentences are from the text on page 56.
 - Ask students to copy the chart into their notebooks, look back at the text on page 56 and complete the sentences.
 - Check answers.
 - For further information and additional exercises, students can turn to page 103 of the **Grammar reference** section.


Answers

	I	He / She / It	We / You / They
+	I am watching the animals.	The frog is singing .	The monkeys are cleaning .
-	I'm not eating .	The frog isn't eating .	The monkeys aren't fighting .
?	Am I looking at the mother elephant? Yes, I am . / No, I'm not .	Why is the elephant moving its ears? Is the horse smiling ? Yes, it is . / No, it isn't .	What are the monkeys doing ? Are the monkeys fighting ? Yes, they are . / No, they aren't .

Language note

In some languages, there is just one present tense which is used for both routine actions and actions happening now. Speakers of languages which do not have equivalents of the present simple and the present continuous tenses are likely to make more errors in English.



They may also forget to use the verb *to be* and so produce sentences such as *He learning Turkish*.

-  **2.04** Give students time to read through the text. Before they complete it using the verbs in brackets in the present continuous, ask them to say what the text is about (*a visit to an aquarium in Vancouver, Canada*).
 - Check that students understand the meaning of: *swamp* (noun): an area of soft, wet land, often with trees; *aquarium*: a building with large water tanks to keep live fish in; *guide* (noun): a person who shows visitors around a public space such as a museum.
 - Ask students to work in pairs to complete the text.
 - Play the recording to check.

Answers

2 'm visiting 3 're listening 4 's talking 5 are getting 6 is giving 7 isn't going 8 aren't sharing 9 're showing 10 're eating

Say it right!

-  **2.05** Play the recording and ask students to focus on the two different /g/ sounds.
-  **2.06** Play the recording.
 - Students listen to it and repeat the sentences.
 - Check that students are able to distinguish between the two different /g/ sounds that were introduced in the previous exercise.

- Read out the example question and answer.
 - Ask students to work in pairs to write questions and answers.
 - Students then work in pairs to practise asking and answering the questions.

Answers

2 What are the sharks doing? They're eating fish. 3 Is Jen feeding the horses? No, she isn't. 4 Are the cats sleeping? Yes, they are. 5 What is the bird doing? It's smelling a flower. 6 Are you walking your dog? No, I'm not.

Game

- Play *The mime game* using the present continuous.
- See **Games Bank** on page 29.

Your turn

- Give students a couple of minutes to write their questions.
 - Monitor and help as necessary.
- Put students in pairs.
 - Students practise asking and answering the questions they wrote in Exercise 4.

Optional activity

- Put students into pairs (A and B).
- Student A is a receptionist in a big company.
- Student B calls the company and asks to speak to someone, e.g. *Can I speak to Arthur, please?*
- Student A makes an excuse using the present continuous, e.g. *No, you can't, I'm sorry. He's having lunch.*
- Student A then asks to speak to another person at the company. Again, Student B makes an excuse.
- Students continue in this way, with the excuses becoming increasingly ridiculous.
- Students can then swap roles.



Set Exercises 1, 2, 3 and 4 on page 48 of the **Workbook** for homework.

Listening and Vocabulary

Objective

- listen to conversations at a zoo.
- learn action verbs.
- talk about what animals do.

A conversation


Background

The modern **zoo** is a product of the early part of the 19th century, when zoos in London, Dublin and Paris were opened. The Zoological Gardens of the Zoological Society of London (now London Zoo), opened in Regent's Park in 1828.

Warm-up

- Books closed. Write **zoo** on the board. Elicit the meaning.
- Ask students to name any zoos they know of.

- 1 • Ask students to open their books at page 58.
• Put students into pairs to ask and answer the questions.

- 2  **2.07** Read out the list of animals. Ask students to say something about each animal, e.g. *Polar bears are white.*
• Read out the instructions.
• Play the recording of the conversation.

Audioscript

One

A: Wow! They're so colourful.

B: You're right. That one is yellow. And there's a blue and green one.

A: I can see a small red one, too.

B: They're flying really fast!

A: You know, they usually fly to warm places in the winter.

B: You're right, but not when they're at a zoo.

A: True.

B: Look ... that girl is feeding them now.

A: And that man is saying "No"!

Two

A: Oh, they're so cute!

B: Look at that one! It's eating a banana.

C: No, it isn't. At the moment, it's watching you!

B: Hey look ... What's that big one doing?

A: It's cleaning its baby. They often clean each other!

B: Oh, I see.

C: And look at those over there. They're swinging from the trees.

A: They always play with each other! They're so funny!

Three

A: The mother is so big!

B: And the baby is big, too.

A: Aww! She loves her baby. Look – they're moving their ears.

B: Yes, elephants always move their ears when they're hot.

A: That's interesting.

B: This is interesting, too... The mothers live together with the babies.

A: Where do the fathers live?

B: They usually live alone.

Four

A: Look at that one. Its black and orange fur is so pretty.

B: Yeah, and it's big and strong!

A: It isn't very happy.

B: I know! Look at it! It's really angry. It doesn't like staying in its cage.

A: And the other one ... I think it's looking at us ...


B: Yeah, I know, it's walking up and down and looking and looking ...

A: What's it thinking right now?

B: I don't know. Maybe it's hungry!

Answers


elephants 3 birds 1 polar bears X monkeys 2 tigers 4 zebras X

- 3  **2.07** Give students time to read through the sentences.
• Play the recording again for students to do the exercise.
• Check answers.

Answers


2 F (The monkeys aren't eating fruit.) 3 F (A big monkey is cleaning its baby.) 4 F (Elephants move their ears when they're hot.) 5 F (The father elephants usually live alone.) 6 T

Action verbs

- 4  **2.08** Check students' understanding of the action verbs. Refer students to the pictures and ask them to think about what each animal is doing.
• Put students in pairs to match the words with the pictures.
• Play the recording for students to check answers and repeat.

Answers

1 hunt 2 fight 3 jump 4 fly 5 swim 6 hide 7 swing

- 5  **2.09** Ask students to complete the remaining sentences.
• If you have the Presentation Plus software, put the photos on the interactive whiteboard and ask students to come to the board to complete the sentences.
• To **extend** this work, ask students to do the *Explore adverbs of movement* activities on page 111 of the **Vocabulary bank**.

Answers

2 The turtle is swimming. 3 The lion is hunting.
4 The monkeys are swinging. 5 The kangaroo is jumping.
6 The parrots are flying. 7 The bears are fighting.

Your turn

- 6 • Read out the example question and answer.
• Put students in pairs to ask and answer similar questions.

Optional activity

- Students work in pairs (A and B).
- Student A 'sculpts' Student B into a statue by saying commands, e.g. *put your right arm in the air*. The sculpture should represent an action, e.g. *jumping*.
- Sculptors then walk around and try to guess the actions that the statues represent, e.g. *I think she is jumping*.
- Once all the actions have been guessed, students can swap roles so that Student B now does the sculpting.



Set Exercises 1, 2, 3 and 4 on page 49 of the **Workbook** for homework.

Students can also do this vocabulary game:

<http://learnenglishkids.britishcouncil.org/en/word-games/find-the-definition/zoo-animals>

Language focus 2 Present simple v present continuous

Objectives

- learn the difference between the present simple and present continuous.
- learn about verbs not usually used in the present continuous.
- draw a picture of an animal and talk about what it is doing and what it does.

Warm-up

- Books closed. Write *My dog runs every day* on the board. Ask: *What tense is the verb?* Elicit present simple and that this tense is used for routines and habits.
- Ask students to change the underlined verb so that it describes an action happening now. Elicit *My dog is running now* and write it on the board.
- Elicit present continuous and that it is used for actions happening at the moment of speaking.

- 1 • Ask students to open their books at page 59 and copy the chart into their notebooks.
- Students work in pairs to complete the sentences.
- Check answers.
- For further information and additional exercises, students can turn to page 103 of the **Grammar reference** section.

Answers

... for facts, habits and routines	... for activities that are happening at the moment
She loves her baby.	It's eating a banana.
They usually fly to warm places in the winter.	They're flying really fast.
It doesn't like its cage.	They are swinging from the trees.
Where do the fathers live ?	Are you feeding animals at the moment?
Common time expressions	
always usually often sometimes never in the summer/spring/ winter /autumn on Monday/Tuesday/Friday	at the moment now right now

- 2 • Read out the example sentence.
- Ask students to work in pairs to complete the remaining sentences.
- **Weaker students** might want to underline adverbs of frequency and words and phrases such as *now* and *at the moment* in the sentences.
- Check answers.

Answers

- 2 is hiding 3 usually live 4 Are you looking at
5 is giving 6 sleep

Get it right!

- Read out the information in the box.
Elicit example sentences using the verbs in the box.
Write the sentences on the board.

- 3 • Ask: *Where is Tunisia?* Elicit that it's in North Africa.
- Give students a minute to read the email and then ask the following questions:
- *Who is on holiday?* (Miranda.) *Is she having a good time?* (Yes, she is.) *What is she using to write the email?* (A computer at the hotel.)
- Pair **stronger students** with **weaker students** to do this task.
- Students can check answers in pairs before you check answers with the class.

Fast finishers

Students can write some gapped sentences, e.g. *I usually ... (play) football on Saturday. I ... (play) tennis now.* You can then put these on the board for the class to complete.

Answers

- 2 are riding 3 doesn't like 4 's enjoying 5 'm writing
6 's 7 like 8 stay 9 has 10 are swimming
11 'm going 12 is calling

Your turn

- 4 • Draw a picture of an animal on the board.
- Students should ask you questions, using the examples in Exercise 4 to help them.
- When students have guessed both the animal you have drawn and what it is doing, put them in pairs so that they can do this activity themselves.
- Tell students to draw an animal which they can name in English and which they know something about.
- 5 • Give students a couple of minutes to note down some facts about the animal they drew in Exercise 4.
- Put students in pairs to tell one another about their animal.

Optional activity

- Put students into pairs.
- Using Presentation Plus, put pictures from different units from the coursebook on the interactive whiteboard.
- Students put their hands up if they think can describe what is happening in the picture, e.g. *She is doing Kung Fu.*
- Pairs get one point for a correct sentence and two points if they can make a present simple and a present continuous sentence, e.g. *She does Kung Fu every day. She is doing Kung Fu now.*
- Find out which pair has the most points at the end.



Set Exercises 1, 2 and 3 on page 50 of the **Workbook** for homework.

Students can also do these exercises: <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/present-continuous>



Discover Culture

Animals in the city

Objectives

- watch a video about animals living on the street in India.
- talk about animals that live on the street in my country.


Warm-up

- Ask: *Where do animals live?* Elicit answers, e.g. in the wild, in zoos, in people's houses, on the street.

- 1 • Ask students to open their books at page 60.
• Read out the list of animals. Ask students to say what they know about them.
• Put students in pairs to do the matching exercise.
• Check answers.
• Put students in pairs to tell each the animals they are afraid of and which they like.
• Ask some students to report back to the class on their partner.

Answers

1 rat 2 lion 3 spider 4 crocodile 5 snake
6 camel


- 2 • Put students in small groups.
• Tell students they will watch a video about animals living on the streets of India.
• Give groups one minute to guess which of the animals in the box in Exercise 1 live on the streets of India.
• Ask one member of each group to read out their list of animals.
- 3 •  5.2 Play the video.
• Students check their answers to Exercise 2 as well as make lists of the animals shown living in the wild and living on the streets.
• Find out which group had the most correct answers to the question in Exercise 2.

Videoscript

More than a billion people live in India. And there are more than 5,000 types of wild animals. Some of the animals live in the jungle, far away from people. Other animals live in cities, near people. People often use the animals to do work. In Indian cities, you can see cows, snakes, monkeys, camels and even elephants! Here in the temple of Karni Mata something strange is happening ... Rats! There are rats everywhere! These rats are running all over the temple! But people aren't afraid of the rats. In fact, people are giving the rats food. This man is holding two of them! The rats are eating nuts and they're drinking milk, too. Milk with a little bit of sugar is one of their favourite foods. In this part of India, people think rats are very special. Now we're going to the town of Battis Shiralta to see a snake festival! People are usually afraid of snakes – but not these men! They know how to work with snakes. Snakes are welcome in people's houses, too. People respect snakes and often feed them. Animals are an important part of a lot of people's lives here in India.

Suggested answers

Animals you can find on the streets of India: cows, snakes, monkeys, camels and elephants
Other animals which live on the streets: rats
Other animals which live in the wild: tigers, wild boars

- 4 •  5.2 Give students a minute to read sentences 1–7. Check their understanding of the following: *welcome* (adjective), *respect* (verb), *nuts*.
• Play the video again.
• Students compare answers in pairs before you check answers with the class.

Answers

2 S 3 R 4 B 5 R 6 S 7 S

- 5 • Read out the five sentences in turn. Ask students to say whether the scene being described occurs in the video.
• If students think the sentences do occur in the video, ask them to say what they remember about what was shown.

Answers

You can see scenes **a** and **d**.

- 6 • Read out the three summaries. Check students understand the following: *frightening*, *dangerous*.
• Students choose which summary they think best describes the video. They compare answers in pairs before you check answers with the class.

Answers

Animals and Indian culture.

Your turn

- 7 • Read out the questions.
• Put students in pairs.
• Give students a couple of minutes to ask and answer the questions.
- 8 • Read out the question. Give students a minute to decide their answer to it.
• Ask some students to tell the class which animal from the video is their favourite and why.

Optional activity

- Teach the meaning of *endangered* (used to talk of animal species that may disappear because there are so few of them).
- Tell students that lots of animals in the world are endangered.
- Ask students to find information online about an endangered animal.
- They make a poster and present what they find out to the class in the next lesson.



For homework, students read this text and complete the accompanying exercises: <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/lost-dog>

Objectives

- read a text about husky dogs and the Inuit people of the Arctic.
- learn how to form nouns with the suffix *-er*.
- write about what work animals do in my country.

Warm-up

- Books closed. Ask: *How do animals help people?*
- Elicit ideas and write them on the board, e.g. *Guide dogs help blind people* (i.e. people who can't see). *Donkeys give children rides on the beach.* *Horses pull tourists in carts around cities.*

Background


The **Inuit people** of the Arctic Circle prefer to be called *Inuit* rather than *Eskimo*. However, the term *Eskimo* continues to be used by archaeologists and anthropologists, not as a synonym of *Inuit*, but to refer the people of the Arctic Circle as a whole.

Inuit is a plural form meaning *people*. The singular is **Inuk**.

- 1 • Ask students to open their books at page 61.
- Read out the title and refer students to the map and the photo.
- Elicit answers to the questions.

Suggested answers

They live in the Arctic (e.g. Alaska and Greenland). It's very cold there.

- 2  **2.10** Check students' understanding of the following: *seal, reindeer and sledge*.
- Read out the two questions. You could elicit answers before you ask students to find them in the article.
- Give students a couple of minutes to read the article.
- Check answers.

Suggested answers

The huskies pull the sledges.

The Inuit eat meat and fish. They hunt seals, polar bears and reindeer. They make sledges with animal bones and skin.

- 3 • Read out the five sentences.
- Ask students to work alone to decide if the sentences are true or false.
- Students can compare answers in pairs before you check answers with the class.
- Check answers.
- Read out the information in the **FACT!** box. Put a photo of a husky dog on the interactive whiteboard and then ask: *What is special about Husky dogs?* (They can live in very cold climates.)

Answers

- 1 The Inuit use huskies to pull their sledges.
- 2 They make sledges with animal bones and skin.
- 3 They eat meat and fish.
- 4 They hunt seals, polar bears and reindeer.

Explore the suffix *-er*

- 4 • Give students a couple of minutes to find and underline the words in the text that end in *-er*.
- Put the three categories on the board and ask students to say which categories the words they underlined belong in.
- Rub out the *-er* at the end of each of the words on the board and ask students to say what type of word is left (verbs).

Answers

workers, hunters, helper
They are nouns.

- 5 • Ask students to work alone to write the noun forms of the words in the exercise.
- Check answers.
- Ask some students to tell the class which of the four things they would rather be and why, e.g. *I'd like to be a singer because they can travel the world.*

Fast finishers

Students can turn to the **Vocabulary bank** on page 111 and do the exercise on the suffix *-er* in the *Explore vocabulary* section.

Answers

2 driver 3 singer 4 teacher

Optional activity

- Put students into small groups of three or four.
- Give groups one minute to think of other *-er* nouns meaning *a person who does something*, e.g. *footballer, builder, farmer, runner, swimmer, writer, baker, manager*.
- One member from each team reads out their list.
- Find out which team got the most words.

Your turn

- 6 • Read out the example sentence.
- Ask students to work alone to think of other examples of 'working animals' in their country.
- Monitor while students do this, helping out with ideas and vocabulary as necessary.
- Ask students to tell the class about one of the animals on their list.
- Put sentences on the board describing what the animals do.

Optional activity

- Put students into pairs.
- Students take it in turns to describe the *-er* nouns in Exercise 5 as well as the ones that came up in the game, e.g. *This person works outside*.
- They should start with a difficult clue and then make the clues progressively easier.



Set Exercises 4 and 5 on page 50 and Exercises 1, 2, 3, 4 and 5 on page 51 of the **Workbook** for homework.

Speaking Asking for and giving directions


Objectives

- watch teenagers talking about whether they like going to museums.
- listen to a conversation in which someone asks for and is given directions.
- practise asking for and giving directions.

Warm-up

- Books closed. Write *museum* on the board. Check *understanding*.
- Ask: *What can we see in museums?* Elicit answers, e.g. old things, beautiful paintings, and write them on the board.

Real Talk: Do you like going to museums?

- 1  **5.3** Ask students to open their books at page 62.
- Tell students they are going to watch some teenagers answering the following question: *Do you like going to museums?*
 - Give students time to look at the chart. Check they understand the different categories and then play the video.
 - Students work alone to copy and complete the chart with the correct information.
 - Students compare answers in pairs before you check answers with the class.





Videoscript

- Voice:** Do you like going to museums?
Courtney: Yes, I do. I like going to museums. I love going to art museums, there are a lot of beautiful paintings.
Evan: No, I don't like to go to museums. I think they're boring.
Emily: I like museums, yeah. I like history museums.
Binny: I like going to museums, but I really love going to aquariums. I like watching sharks, they are very interesting.
Petra: Yeah! I like going to art museums because I like old art and new art. But my favourite art is art from Egypt.
Freddie: I like going to museums, but I really like going to zoos. Uh, I love looking at snakes. Snakes, yes.
Steve: I love museums, especially the Natural History Museum. They have a lot of dinosaur bones.
Rachel: Yes! I love going to museums. My favourite one is the Science Museum in London. I go there with my family.
Voice: Do you like going to museums?


Answers

museums – 7 art galleries – 2 history museums – 2
science museums – 1 aquariums – 1 zoos – 1

- 2  Ask students to work in pairs to ask and answer the question.
- Students could also ask and answer additional questions, e.g. *Have you got a favourite museum?*
 - Ask some students to report back to the class on what their partner said.
- 3  **2.11** Write *directions* on the board. Check students' understanding of the word. Explain that we *ask for* and *give* directions.
- Check students' understanding of *exhibit*. When dealing with a word that is difficult to pronounce, such as *exhibit*, encourage students to slow down and focus on the individual sounds which make up that word.
 - Give students time to read the question, then play the recording.
 - Students can compare their answers in pairs, then check the answer.



Answer

At the top of the stairs, on the right.

- 4 Ask students to work in pairs to complete the conversation with the words from the *Useful language* box.
- 5  **2.11** Play the recording again for students to listen and check their answers to Exercise 4.


Answers

1 How do I get to 2 Turn 3 Take 4 It's on

- 6  Check students' understanding of the phrases in the conversation in Exercise 4 that are used for giving directions.
- Put students in pairs to practise the conversation.
- 7  Check understanding of *cloakroom* (a place in a public building where people may leave their coats and bags.) Also check that students can pronounce *dinosaur* /daɪnə'sɔː/.
- Read through the instructions and make sure that students understand what they have to do.
 - Put students in pairs to practise their conversations.
 - Monitor while students are practising their conversations. Make a note of the incorrect sentences as you monitor and put the sentences on the board. Focus error correction only on the new phrases from the *Useful language* box.

Optional activity

- Students use their smartphones to look at a website of a major museum.
- They explore the site, find something of interest on it, and report to a partner on what they have found.

 For homework, ask students to practise directions here: <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/giving-directions>. Students can also play these games on the website of the British Museum: http://www.britishmuseum.org/explore/young_explorers/play.aspx

Objectives

- read a description of an animal.
- learn about the position of adjective in a sentence.
- write a description of animal.

Warm-up

- Books closed. Put _____ on the board and elicit letters until the word *hippopotamus* is spelt out.
- Elicit or introduce the abbreviated form *hippo*.

- 1 • Ask students to open their books at page 63.
- Ask the question about the picture and then give students 30 seconds to find the answer in the text.

Answers

It's sleeping in the water because the water is cool.

- 2 • Refer students to the information in the box.
- Ask students to copy the chart into their notebooks. They then work alone to reread the description of the hippo and organise the information according to its order of appearance in that text.
- Students can compare their answers in pairs before you check answers with the class.

Answers

- 2 what it looks like
- 3 its daily activities
- 4 what it eats
- 5 interesting facts about the animal

- 3 • Ask students to read the text again.
- Give them a few minutes to work in pairs to make a note of the information Sam includes in his description for each of the categories in Exercise 2.
- Check answers.

Answers

- 2 big and fat, small eyes and ears, short legs, big teeth, 3–4 metres long
- 3 sleep in water, come out of water at night
- 4 only eat plants, up to 40 kg of grass in one night
- 5 can be dangerous, kill hundreds of people

- 4 • Read out the information in the *Useful language* box. If you feel it is necessary, elicit further example sentences with adjectives after *is* or *are*, before a noun and after *very*.
- Students can work in pairs to find examples in the text in Exercise 1.
- Check answers.

Answers

central, big, fat, small, short, big, long, cool, dangerous

- 5 • Ask a student to read out the example.
- Ask students to work in pairs to complete the rest of the exercise.
- Encourage **weaker students** to check their sentences against the examples in the *Useful language* box.

Answers

2 The tiger is a dangerous animal. 3 The elephant has got big ears. 4 Gorillas are very strong. 5 Giraffes are brown and orange.

Optional activity

- Put students into pairs.
- Students draw a picture of things they own for their partner to describe, e.g. *You've got a fat cat. / Your cat is fat.*



Get Writing

PLAN

- 6 • Students should do their planning in class. The writing can either be done in class or at home.
- Tell students they are going to write a description of an animal.
- Refer students to the word web and explain that it is a way of organising ideas or vocabulary around a related theme.
- Ask students to include the information in the chart in Exercise 2 in their word webs. If you have access to the Internet, students can download and print a picture of their animal to use with their description.

WRITE

- 7 • Refer students to the language in Exercise 7. Make sure that students know how to use it before you ask them to write their description.
- Tell students to use Sam's description of the hippo as a model to follow and to write at least 80 words. Encourage them to add extra information to their own descriptions, e.g. how long the animal lives on average.
- Give students ten minutes to complete the writing task. You could give **stronger students** less time to complete the writing task. If you choose to do this, you could ask them to write another description of an animal, this time a pet belonging to their family or to a friend.
- Monitor while students are writing. Help with grammar and vocabulary as necessary.

CHECK

- 8 • Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.
- Give students a few minutes to look through their descriptions and check them against the points here.
- Collect students' descriptions and mark them.



For homework, ask students to do this quiz: <http://learnenglishkids.britishcouncil.org/en/word-games/hangman/amazing-animals>
You can also set Exercises 1–11 on pages 52 and 53 of the **Workbook** for homework.