

11 A WORLD OF ANIMALS

Objectives

FUNCTIONS	asking and answering about past holidays; talking about ability in the past; describing a picture; sequencing (in a story)
GRAMMAR	past simple: irregular verbs; past simple (negative and questions); <i>could</i> / <i>couldn't</i>
VOCABULARY	verb and noun pairs; adjectives

Student's Book page 102–103

READING

- 1 Books closed. As a warm up, elicit or explain: *pet*, and ask students: *Do you have any pets at home? What's the name of your pet?* You may like to answer the question yourself to get them started. Tell them about any animals you have now or had when you were a child. Listen to some examples in open class. Ask: *Which pet has the funniest name?*

Books open. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the photos on the IWB. Say: *bear*, and nominate a student to call out the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the activity in pairs before checking answers with the whole class. Say the words for students to repeat and check pronunciation. Pay particular attention to the variety of different vowel sounds in the words. Practise these by saying just the vowel sounds and asking students to respond with the name of an animal that contains that sound.


Answers

2 I 3 D 4 L 5 C 6 J 7 K 8 A 9 G 10 E
11 H 12 F

- 2 In open class, ask students: *What are the plural forms of the animals in Exercise 1?* Ask them: *Which of the animals has an irregular plural form?* (sheep). Check/clarify: *countryside*. Ask students to work individually to complete the sentences. Point out that there are various possible answers for each question. When the majority of students have completed the exercise, divide the class into pairs or small groups for students to compare their answers. Listen to some of their answers in open class as feedback.

Suggested answers

- 1 dogs/cats/birds
- 2 dogs/cats/birds
- 3 horses/snakes/rabbits/sheep/cows/birds
- 4 students' own answers
- 5 students' own answers
- 6 horses/dogs/cats/sheep/cows
- 7 Horses/Dogs/Cats/Rabbits/Tigers
- 8 snakes/cows/elephants/gorillas/birds
- 9 rabbits/sheep/cows/birds

- 3  2.39 Look at the photos on page 103 and elicit answers from individuals. Write students' ideas on the board to refer back to once they have read the article. Students read and listen to the article to get an overall understanding of what the article is about. Allow students to compare answers with a partner before a whole-class check. During feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*
- 4 Give students a minute to read through the instructions and sentences. Check/clarify: *horse ride, ran away, scared, fell off*. Students work with a partner to decide which key information they need to look out for in the article. Students read the article and complete the exercise. As they read, encourage them to underline the parts of the article that support their answers. During whole-class feedback, ask students to refer to the text and to explain why they chose their answers.

Answers

- 1 have a nice horse ride
- 2 different horses
- 3 it
- 4 Tonk
- 5 fell off
- 6 Erin and Tonk
- 7 saved

THINK VALUES

Animals and us

- 1 Read through the four sentences in open class. In pairs, students discuss the question and agree on an answer. During feedback, listen to some of their ideas and their reason for choosing their answer.

Suggested answer

B

- Give students two minutes to read the sentences and check understanding. Students work individually to complete the exercise. Monitor and help with any questions.
- SPEAKING** Divide the class into pairs for students to discuss their answers. Monitor to encourage students to give reasons for their answers if possible. Avoid interrupting to correct errors as the focus of this task is on fluency, not on practice of structures or lexis. During feedback, listen to some examples in open class and encourage further debate on some of the issues. Have a show of hands to see if there's something that everybody in the class agrees or disagrees with.

Optional extension

Write the following animals on the board:

cow fish dog horse cat tiger
snake rat rabbit pig

In open class, ask: *Which ones do we keep as pets? Which ones do we eat? What do we use the animals for?*

Ask students to work in pairs or small groups to decide which is the most important animal and why.

As feedback, listen to some of their ideas and have a show of hands to decide on which are the most important animals.

Student's Book page 104–105

GRAMMAR

Past simple: irregular verbs

- Books closed: As a lead-in, write the following verbs on the board: *help, start, like, worry, hate, crash*. Ask students to work with a partner to write down the past simple form of the verbs and to remember the rules concerning regular verbs in the past simple. Allow students to look back to page 97 if they are not sure. Check answers in open class.
Ask students: *Which tense was used in the article on page 103?* (past simple). Read through the two example sentences and elicit the two verbs in the past simple (*put, ran*). Students work with a partner to look back at the article and find the past simple forms of the verbs in the table. Stronger students may like to try to complete the exercise from memory before looking back at the article to check their answers.
Check answers in open class. Elicit or explain that not all verbs are followed by *-ed* in the past simple, and that we call these verbs irregular verbs. Point out that there are no rules for the formation of irregular verbs in the past simple; they need to be learned individually. Say the verbs and past simple forms for students to repeat and check pronunciation. Pay particular attention to the different vowel sounds between infinitive and past simple forms.

Answers

- came
- fell
- found
- got
- gave
- went
- knew
- made
- saw
- took

Fast finishers

Ask students to write true sentences about themselves using the irregular verbs in the past simple. Listen to some examples after feedback.

- Look at the verbs in the list in open class. Draw students' attention to the irregular verb list on page 128 in the Workbook to help them find the past simple form of the verbs. Students work with a partner to complete the exercise. Check answers in open class. Point out the verb and noun pairs: *to take a photograph, to get a present*. Say the past simple forms for students to repeat.

Answers

- came
- saw, took
- ran, fell
- got, gave
- wrote, forgot
- ate, drank



Be aware of common errors related to the form and spelling of irregular past forms, go to Get it right on Student's Book page 126.

Past simple (negative)

- Look at the example in open class and clarify that as the information was false, the verb has been changed from positive to negative. Students work in pairs to correct Sentences 1 and 2.

Answers

- Tonk didn't want to move.
- Erin didn't stop to think.

Students complete the rule with a partner before a whole-class check. Point out that we usually use the contracted form *didn't* when speaking. Clarify the formation of the negative using the answers to Exercise 3 and give further examples if necessary. Ask students to work with a partner and think of two examples of their own. Listen to some of their ideas.

Rule

- base
- the same
- the same

- 4 If you're short on time, set this exercise for homework. Read through the example. Students work with a partner to complete the exercise. Check answers in open class.

Answers

- 1 I didn't see my friend at the party.
- 2 We didn't have a good time.
- 3 I didn't take a photograph.
- 4 Our friends didn't come to see us.
- 5 She didn't find her phone.



Be aware of common errors related to the use of the past simple negative form, go to Get it right on Student's Book page 126.

Workbook page 100 and page 127

VOCABULARY

Verb and noun pairs

- 1 Write *have/do/get/go a present* on the board. Ask: *Which verb is correct?* and elicit the correct answer (*get*). Tell students that certain verbs and nouns go together. Students work with a partner to choose the correct verbs in the sentences. Check answers.

Answers

- 1 have
 - 2 made
 - 3 got
- 2 Read through the phrases and check/clarify: *a noise, a shower*. If you have access to an IWB, this can be done as a heads-up activity with books closed. Before the lesson, use the text icon to prepare a screen with the phrases, each in a separate text box. Students work with a partner to categorise the words. When most of the pairs have completed the exercise, nominate individuals to come to the IWB and drag and drop the words into the six groups. If words can fit into more than one group, create a new text box and add the word to the category. Alternatively, students complete the exercise in the book and check answers in open class.

Answers

have: a break, a good time, a shower, homework, something
 take: away, a shower, photographs, something
 make: a mistake, a noise, something
 do: homework, something
 get: angry, away, excited, homework, something
 go: away, on holiday

Fast finishers

Students can write sentences including some of the verb and noun pairs. Encourage them to use the past simple if possible.

- 3 Students work in small groups to add the words to the correct columns. This could be done as a competition with students scoring one point for each correct answer and two points if they are the only group to think of a particular verb and noun pair. Set a five-minute time limit. When time is up, elicit answers from students and write them on the board. Encourage students to copy the words into their notebooks.

Answers

(have/take) a bath
 (have) a party
 (take/get) a train
 (have/make/get) breakfast
 (have) fun
 (go) skiing

- 4 If you're short on time, set this exercise for homework. Students work individually to complete the sentences. Students can refer to Exercise 2 to help them with their answers if necessary. Monitor and help with any difficulties.
- 5 **SPEAKING** Divide the class into pairs or small groups for students to compare their answers. Listen to some examples in open class as feedback.

Workbook page 103

LISTENING

- 1 2.40 Books closed. As a lead-in, write the following questions on the board:
- Where do people usually go on holiday in your country?*
Where do they usually stay?
What do they do on holiday?
What animals can they see?

Students discuss the questions in small groups. Monitor and help with vocabulary. Listen to some examples in open class as feedback and write any interesting vocabulary on the board.

Books open. Tell students they are going to hear two young people talking about holidays. Give them a minute to read the questions and look at the pictures. Play the audio while students listen and complete the exercise. Students compare answers with a partner before a whole-class check.

Answers

1 A 2 B 3 C

Audio Script Track 2.40

Ian Hey, Becky. Did you have a good holiday?
 Becky Hi, Ian. Yes, thanks, it was awesome.
 Ian Where did you go?
 Becky Belize.
 Ian Where?
 Becky Belize. It's in central America. South of Mexico.
 Ian Oh, right. So why did you go there?

Becky Because there are amazing animals and birds there. We all love animals in my family. In fact my dad worked in a zoo a long time ago.

Ian Oh, I didn't know that. So, did you see any exciting animals?

Becky Yes, we did! Lots. We wanted to see cats, but ...

Ian Cats? They're not exciting. We've got cats at home!

Becky Don't be silly. I mean big cats.

Ian Big cats – like tigers?

Becky That's right, but there aren't any tigers in Belize. But they've got jaguars there!

Ian Wow. Did you see one?

Becky No, we didn't – but we heard them outside at night. Sometimes they made a really loud noise!

Ian You heard them? Outside your hotel?

Becky No! You see, we didn't stay in a hotel.

Ian Where did you stay, then? Not in a tent!

Becky Yes, we went camping! It was fantastic.

Ian But that's dangerous!

Becky No, not really. Well, a little bit. I mean, sometimes there are snakes. I saw a snake one day. It was yellow and black and ...


Ian What! Jaguars AND snakes? That doesn't sound like a fun holiday!

Becky OK. Anyway, Ian, what did you do on your holiday?

Ian Um, well, I stayed on my uncle's farm for two weeks. I helped to look after the sheep and the cows.

Becky Oh, so you were with dangerous animals too!

Ian Ha, ha – very funny! And you know, sometimes cows are dangerous ... one day ...

- 2  2.40 Read through the questions in open class and check understanding. Play the audio again while students choose the correct answers. Allow them to compare answers with a partner before checking in open class. If necessary, play the audio again, pausing to clarify answers.

Mixed-ability

Stronger classes: Students may like to work in pairs and try to complete the exercise from memory before listening to the audio again to complete the exercise. Check answers in open class.

Answers

- 1 B
- 2 C
- 3 A

THINK SELF-ESTEEM

Animals and nature

Read through the four statements in open class and check understanding. Students work individually and tick the statements that are true for them.

Optional extension

Divide the class into four groups with one statement per group. Within each group, ask students to form groups with other students that have the same opinion about their statement and make a list of reasons for their opinion. Students present their opinions in open class and encourage further discussion.

GRAMMAR

Past simple (questions)

- 1 Read through the questions in open class. Students work with a partner to try to remember how to complete the questions from the listening. If students can't remember, play the audio again for students to find the answer. Check answer in open class.

Divide the class into pairs and ask students to complete the rule. During whole-class feedback, use the examples in Exercise 1 to clarify the rule.

To check understanding at this point, elicit a few more examples of past simple questions.

Answers

- 1 Did
- 2 Did
- 3 did
- 4 did

Rule

did

- 2 Go through the example in open class and check understanding of the exercise. Students work with a partner to put the words in the correct order to make questions. Check answers in open class. Say the questions for students to repeat and check pronunciation. Make sure students are stressing the main verb and not *did*.

Answers

- 1 Did she have a good time?
- 2 Did you watch that programme on TV?
- 3 Did they take a lot of photographs?
- 4 What did you have for breakfast?
- 5 Where did you go last night?

Fast finishers

Ask students to write some questions in the past simple to ask other students in open class after feedback.

- 3 If you're short on time, set this exercise for homework. Go through the example, and make sure students understand they should use the same verb in A as in B. Students work with a partner to complete the dialogues. During whole-class feedback, ask pairs to say the dialogues in open class.

Mixed-ability

To make it easier for weaker students to complete the questions, give them each verb in the infinitive before they complete the exercise.

Answers

- 1 did you go
- 2 did you see
- 3 did you eat

- 4 **SPEAKING** Divide the class into pairs. Students write questions to ask their partner. Monitor and help with vocabulary and check students are forming past simple questions correctly. Make a note of any repeated errors to refer to during feedback. Students ask and answer questions. Encourage students to use short answers (*Yes, I did. / No, I didn't.*) where appropriate. Listen to some example questions and answers in open class as feedback.

Optional extension

For further practice of past simple questions, divide the class into different pairs and ask students to ask their new partner about their previous partner's holiday, e.g.

Did Maria stay in a hotel?

Yes, she did.

Did she take photographs?

No, she didn't.

Workbook page 101 and page 127

PRONUNCIATION

For pronunciation practice of past simple irregular verbs, go to Student's Book page 121.

Student's Book page 106–107

READING

- 1 Books closed. As a lead-in, ask students: *Do you remember which animals were in the pictures on page 102?* Write their answers on the board and brainstorm the names of other animals in open class. Try to elicit some which are endangered, for example *tiger, panda, rhino*. Write them on the board and draw a circle around any that are endangered. Ask students why you have circled the animals (they are endangered) and if they feel any others should be circled. Tell students there are not many of the endangered animals in the world now. Put a cross through one of the animals and elicit/teach: *extinct*. Ask: *Do you know any extinct animals?*

Books open. Tell students they are going to read about three extinct animals. Look at the pictures in open class and nominate individuals to describe them. Students read the article quickly to match the animals with the pictures. Check answers.

Answers

- 1 A
- 2 C
- 3 B

- 2 **2.43** Students read and listen to the article to answer the question. Allow them to check answers with a partner before whole-class feedback.

Answers

the dodo – the island of Mauritius, in the Indian Ocean
the sabre-toothed cat – in North and South America
the woolly rhinoceros – in the middle of Europe and Asia

- 3 Using the pictures, check/clarify: *woolly, fly, kill, teeth, horns*. Ask student to work with a partner to read the article more carefully and complete the exercise. Check answers.

Mixed-ability

Stronger students may like to try to complete the exercise from memory before looking back at the text to check their answers.

Answers

- 1 the dodo, the woolly rhinoceros
- 2 the sabre-toothed cat
- 3 the dodo
- 4 the sabre-toothed cat
- 5 the dodo

GRAMMAR**could / couldn't**

- 1 Read through the instructions and the sentences with students. Ask students to look back at the text and complete the sentences. Check answers. Read through the rule in open class and use the sentences from the article to clarify. Ask: *How do we say could in the present? (can).*

Say: *could/couldn't* aloud for students to repeat and check pronunciation. Point out that *could* and *good* have the same vowel sound.

Answers

- 1 could
- 2 couldn't

- 2 Give students a minute or two to read through the verbs in the list and the sentences. Clarify that the cross at the end of the sentence means the sentence should be negative and the tick means it should be positive. Students work with partner to complete the exercise. Check answers in open class.

Answers

- 1 couldn't read
- 2 could play
- 3 could ride
- 4 couldn't drive
- 5 could speak

Fast finishers

Ask students to look back at Grammar Exercise 2 on page 68 and re-write the sentences with *could* or *couldn't*.

- 3 **SPEAKING** Divide the class into pairs. To get them started on this activity, talk about what you could/couldn't do when you were five years old. Students complete the exercise. Monitor to help with vocabulary and praise students for any original ideas that are expressed correctly. During feedback, listen to some of their ideas and write any examples that are not in the book on the board. For further practice, ask students to tell their partner if they could/couldn't do the things you have written on the board.

Workbook page 101 and page 127

VOCABULARY

Adjectives

- 1 **2.44** If you are using an IWB, zoom in on the pictures and hide the adjectives. Alternatively, ask students to cover the adjectives in their books. Students work with a partner to describe the pictures. Nominate individuals to describe what they can see. Zoom out to show the adjectives. Ask students to match the adjectives to the pictures and find out if they had used any of the adjectives in their descriptions. Check answers. Say the adjectives for students to repeat and check pronunciation.

Answers

- 1 dirty
- 2 boring
- 3 dangerous
- 4 beautiful
- 5 clever
- 6 horrible

- 2 Students work with a partner to complete the exercise. Check answers.

Answers

- dirty – clean
 dangerous – safe
 beautiful – ugly
 clever – stupid
 horrible – lovely

Fast finishers

Ask students to write down more adjectives with opposites.

- 3 **SPEAKING** Read through the list of topics with students and check understanding. Divide the class into pairs or small groups for students to discuss the topics. Encourage students to agree or disagree with each other's answers. Monitor to help with any questions about vocabulary and to encourage students to use adjectives from Exercise 1. Listen to some of their answers in open class.

Workbook page 103

Student's Book page 108–109

PHOTOSTORY: episode 6

The spider

- 1 Ask students: *What happened in previous episodes of the Photostory?* If you are using an IWB, project the images onto the board and ask students to close their books. Students look at the photos and read the questions. Ask them to guess answers to the questions. Write some of their ideas on the board.
- 2 **2.45** Play the audio for students to listen and check their answers from Exercise 1. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

Answers

- spiders
 horrible

- 3 **EP6** Ask students: *What do you think happens next?* Ask them to brainstorm possible endings for the story. Students work in groups with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage. Play the video for students to watch and check their answers. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

Answers

- 1 Dan puts a fake spider on her hand.
- 2 a snake

- 4 **EP6** Read through the sentences with the whole class. Play the video again while students watch and complete the exercise. Let them compare answers with a partner before checking with the whole class.

Mixed-ability

Stronger classes: Students can attempt to complete the exercise from memory before watching the video again to check their answers.

Answers

- 2 a 3 b 4 c 5 e 6 g 7 d

PHRASES FOR FLUENCY

- 1 Ask students to locate expressions 1–4 in the story on page 108 and underline them. To encourage speed-reading, you could do this as a race and ask students to find the expressions as quickly as possible. Students then work out who said the expressions. Ask students to compare their answers with a partner before whole-class feedback.

Answers

- 1 Tom
 - 2 Ruby
 - 3 Ruby
 - 4 Ellie
- 2 Students work with a partner to complete the exercise. Listen to some of their answers in open class. Make sure students are translating the meaning of the expressions rather than giving a literal translation of the individual words.
 - 3 Ask students to find and underline the expressions from Exercise 1. Working in pairs, students order the dialogue. Check answers. Drill the dialogue in open class (for students to repeat together), paying attention to the intonation of sentences and questions.

Answers

- 7 5 1 3 6 2 4
- 4 Go through the example and ask students to complete the dialogues. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practise the dialogues.

Answers

- 1 Poor you
- 2 suddenly
- 3 All right

FUNCTIONS**Sequencing (in a story)**

- 1 Tell students they are going to read a blog written by an animal. Working individually, students quickly read the text to find the animal. Check the answer. Ask: *Which words helped you decide on your answer? (took the milk, ate some grass).*

Answer

b

- 2 Divide the class into pairs. Students work together to underline words in the text that told them when things happened and the order in which they happened. Do the first one with them as an example if necessary (*Today*). Monitor and help with any questions. Check answers in open class. Point out that *then*, *after that* and *later* can be used in any order.

Answers

Today
early
at 05.00
First
Then
After that
Later
Finally

WRITING**A day in the life of an animal**

- 1 This exercise can be completed individually or as a collaborative activity with students working together to write the blog entry. Students choose an animal and make notes on its typical day. Monitor and help with vocabulary and ideas if required.
- 2 If you're short on time, set this exercise for homework. Read the instructions and clarify that students should use the past simple and sequencing phrases similar to those in the cow's blog entry. Ask students to expand their notes into full sentences.
- 3 When students have completed their blogs, divide the class into pairs for students to read each other's blog and guess the animals. Alternatively, display them on the walls of the classroom for students to read each other's work. During whole-class feedback, elicit the names of each of the animals in the blogs. Have a show of hands to vote on the best blog entry.