

Find Your

voice



Teacher's Book
with **Digital Teacher's Book**

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Animal world

Lesson 1 Vocabulary 1

I can name and describe different kinds of animals.

Unit 5 Extra resources

Workbook: pages 52–61

Videos:

- Grammar Animations (Lesson 2 and 4)
- Speaking video: *I think it's a great present* (Lesson 5)
- Culture video: *Sled Dogs* (Lesson 6)

Tests:

- Unit test, Test for students with dyslexia

Teacher's Resource Centre:

Grammar and vocabulary practice

On-the-Go Practice: Unit 5

Kahoot!: Unit 5

Lesson 1

Objectives and materials

Vocabulary: animals, adjectives to describe animals

Listening: find specific information

Speaking: name and describe animals

Warm-up

Have a vocabulary race. Tell students to write down as many names of animals as they can within 90 seconds.

1 Students do Exercise 1.

2 Students do Exercise 2.

Extra idea

Mention the following experiences and elicit which animals they could see there: *Safari Drive* (elephants, giraffes, zebras), *Fly High* (all kinds of birds), *Black and White* (zebras, penguins), *Jungle Boogie* (gorillas, parrots), *Arctic Freeze* (polar bears, penguins, seals).

ANIMAL EXPERIENCES

1 Fun at the farm

2 Meme stars

3 The world of reptiles

4 Meet the big cats

5 The acrobats of the sea

6 The web artist

7 Birds of the night

8 Perfect pets

9 Animal friends

[Click here to find out more!](#)

1 Let's start!

Look at picture 9. Use the adjectives in the box to describe the animals.

clever • fast • friendly • interesting • noisy • quiet • strong

Monkeys are clever. They're fast, too!

Parrots are often noisy!

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Possible answers: parrot – clever, noisy; giraffe – interesting, quiet; elephant – strong, clever; crocodile – strong, quiet; monkey – clever, friendly; snake – fast, interesting

2 Listen to Grace and Leo. Which animal experience is their favourite?

5 The acrobats of the sea

3 Match the words in the box with animals a–m. Then listen, check and repeat.

Animals

alpaca • capybara • dolphin • donkey • guinea pig • lion • lizard • meerkat • owl • sheep • spider • tiger • tortoise

3 Students do Exercise 3.

Answers

a sheep, b donkey, c alpaca, d capybara, e meerkat, f tortoise, g lizard, h lion, i tiger, j dolphin, k spider, l owl, m guinea pig

Extra idea

Write the words from the box on the board in a different order to what appears in the exercise. Read the words out loud with the class. Then remove one or two words and ask students to read out the names of all the animals, including the missing ones. Repeat the procedure several times.

- 4 Work in pairs. Describe an animal for your partner to guess. Use the adjectives in Exercise 1 to help. *Students' own answers*

It can swim fast. It's very friendly and clever.

It's a dolphin!

- 5 Listen to Grace and Leo again. Match the adjectives in the box with the animals they talk about.

Adjectives to describe animals

beautiful • cute • dangerous • endangered • farm • intelligent • poisonous • scary • slow • ugly • wild

- 6 Listen to the adjectives in Exercise 5 and repeat. *Students' own answers*

- 7 Choose the correct option.

- The capybara is so cute / endangered! It's got a big body and small legs.
- There are owls and other wild / farm birds in the trees in my garden.
- Some tigers are very slow / dangerous. They can attack people!
- Lions are beautiful / poisonous. I love their colours!
- Dolphins are so intelligent / scary! I think they can understand people!
- Some spiders aren't nice to look at. They're cute / ugly.

- 8 **Pronunciation /ɪ/, /i/ and /aɪ/**

Look at the letters in green and listen to the chant. Do you hear /ɪ/, /i/ or /aɪ/? Then listen again and repeat.

Five friendly capybaras, six scary spiders!
Nine noisy monkeys, twenty wild guinea pigs!

A **dangerous lion** lives under a tree next to a **scary tiger**. They meet a **cute capybara** and make friends!

Learning MENTOR



Follow ThinkBot's steps to remember new words.

- Choose four or five new words that you want to memorise.
- Make up a funny story using these words.
- Share the story with your class.

- 9 Read the animal experiences below. In pairs, discuss which animal experience you want to go on and give reasons. *Students' own answers*

Why don't we go on *The world of reptiles* experience?

I'm sorry, but I'd rather not. Lizards are scary!

The world of reptiles

Feed Tommy, our cute, endangered giant tortoise!
Learn about which lizards are good pets!
Take lots of photos!

Meme stars

Take a capybara for a walk!
Play with our meerkats!
Learn how to make a great animal meme!

Fast finishers

Describe your pet or someone else's pet. *Students' own answers*

My aunt's parrot, Tweety, is 20 years old. She's friendly and intelligent. Tweety can make different animal sounds!

Digital PRACTICE



Level up with a digital game!

PROJECT PREP

Can you name an endangered animal in your country?

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- 4 Students do Exercise 4.

- 5 Students do Exercise 5.

Answers

beautiful – lion, tiger; cute – capybara; dangerous – tiger, spider; endangered – capybara (it isn't endangered); farm – sheep, donkey, alpaca; intelligent – dolphin; poisonous – spider; scary – tiger; slow – tortoise; ugly – spider; wild animals – lion, tiger

- 6 Students do Exercise 6.

- 7 Students do Exercise 7.

- 8 Students do Exercise 8.

Answers

Words with /ɪ/ or /i/: friendly, capybaras, six, scary, noisy, monkeys, twenty, guinea, pigs
Words with /aɪ/: five, spiders, nine, wild

Extra idea

Play the track a few times and tell students to read along. Stop the track in a different place each time. Students continue to read without the help of the track.

Learning MENTOR

Elicit a few words from students and write them on the board. Then begin a story by writing a sentence below the words. Ask volunteers to write on the board to continue the story.

- 9 Students do Exercise 9.

SUPPORT: Show students which words in the examples need to be replaced (*The world of reptiles, lizards, scary*).

CHALLENGE: Students make more suggestions about the experiences on page 60.

Fast finishers

Any students who finish the exercises early can do the task in the book.

Vocabulary Games

Remember that there are digital vocabulary games available which can be accessed through the DSB or OTGP. To play them, tell students to log on to the platform. For those already using the DSB, click on the icon on the page.

PROJECT PREP

Tell students that this question will help them prepare for their projects. Ask them to discuss the question in pairs first. Then, discuss as a class and encourage them to make a note of their ideas.

Wrap-up

Spell the names of animals or adjectives to describe them. Students guess the words. Spell them faster to make the game harder.

Lesson 2

Objectives
and materialsGrammar: comparative
adjectivesListening and reading:
find specific information

Warm-up

Introduce the story. Tell students that Mia, Jack, Paulo and Emily are visiting a special place. Tell students to listen to the story with their books closed and ask them where they think the children are.

- 1  Students do Exercise 1.

Extra idea

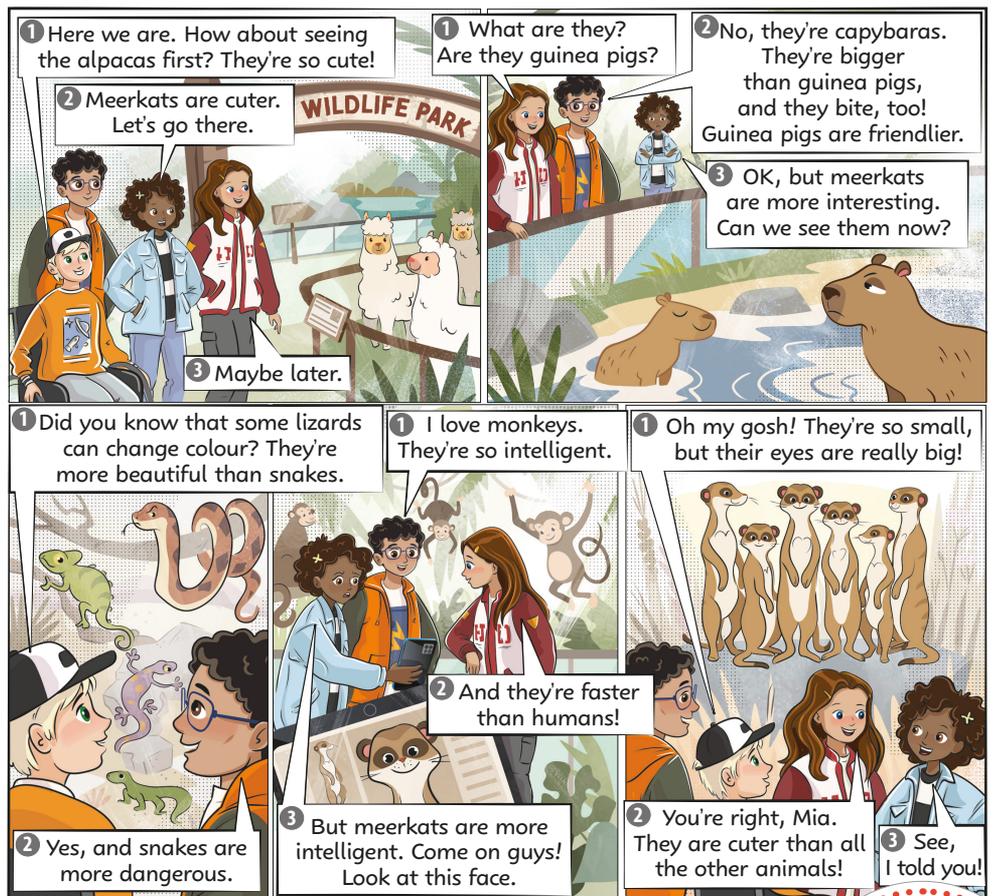
Ask students to say the names of all the animals that appear in the story (alpacas, meerkats, guinea pigs, capybaras, lizards, snakes, monkeys).

- 2  Students do Exercise 2.
- 3  Students do Exercise 3.

Extra idea

Ask students to recall who says the *Real English* phrases in the story (*Here we are.* – Jack; *Did you know that ...?* – Jack; *Oh my gosh!* – Jack; *I told you!* – Mia).

MEET THE MEERKATS



1 Here we are. How about seeing the alpacas first? They're so cute!

2 Meerkats are cuter. Let's go there.

3 Maybe later.

1 What are they? Are they guinea pigs?

2 No, they're capybaras. They're bigger than guinea pigs, and they bite, too! Guinea pigs are friendlier.

3 OK, but meerkats are more interesting. Can we see them now?

1 Did you know that some lizards can change colour? They're more beautiful than snakes.

1 I love monkeys. They're so intelligent.

1 Oh my gosh! They're so small, but their eyes are really big!

2 Yes, and snakes are more dangerous.

2 And they're faster than humans!

2 You're right, Mia. They are cuter than all the other animals!

3 But meerkats are more intelligent. Come on guys! Look at this face.

3 See, I told you!

- 1  Read and listen. Who wants to see the meerkats? Why?
Mia – they're cute, interesting, and intelligent
- 2  Read and listen to the story again. Then answer the questions.
- 1 Who thinks the alpacas are cute, Mia or Jack? Jack
 - 2 Which animal bites, guinea pigs or capybaras?
capybaras
 - 3 Which animal can change colour, snakes or lizards?
lizards
 - 4 Who loves monkeys, Paulo or Emily? Paulo
 - 5 Who likes the meerkats in the end? all four friends

- 3  Listen and repeat.

Here we are.
Did you know that ...?
Oh my gosh!
I told you!

PREFERENCES

It's important to know that people have different opinions and like different things.

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SOCIAL AND EMOTIONAL LEARNING

This story helps students to develop the SEL competence of social awareness. Explain that when we listen to people who have different opinions or like different things, we can learn or discover something new.

Grammar

Comparative adjectives

Adjective	Comparative adjective	Rules
fast	fast ^{er}	+ er
cute	cute ^r	+ r
big hot	bigg ^{er} hott ^{er}	x2 + er
friendly	friendl ^{ier}	× + ier
intelligent	^{more} intelligent	+ more
good bad	^{better} ^{worse}	irregular forms

Capybaras are **bigg^{er}** **than** guinea pigs.

- 4 Complete the sentences with the correct comparative adjectives. Use the adjectives in the box to help you. There are four extra adjectives.

bad • beautiful • dangerous • noisy • quiet • scary • strong • ugly

- Rabbits aren't noisy. They're quieter than guinea pigs.
- Parrots look amazing. They're more beautiful than owls.
- Some lizards are dangerous, but a snake's bite is worse.
- Many people are scared of spiders. They're scari^{er} than mice.

- 5 Write sentences with a comparative adjective and *than*. Then listen and check.

- Tortoises / slow / rabbits.
Tortoises are slower than rabbits.
- Monkeys / intelligent / mice.
Monkeys are more intelligent than mice.
- Alpacas / friendly / donkeys.
Alpacas are friendlier than donkeys.
- Sharks / good swimmers / crocodiles.
Sharks are better swimmers than crocodiles.

Grammar

Draw students' attention to the grammar table. Ask them why two comparative forms are marked in blue (they're **irregular**). If possible, translate the adjectives into the students' first language. Then choose two adjectives from lesson 1 and change them into comparatives together as a class.

- 6 Listen and repeat the sentences in Exercise 5. Pay attention to the rhythm. *Students' own answers*

- 7 Listen to the conversation. Two friends are choosing an animal as a mascot for their science club. Which animal do they choose? *An owl*

- 8 Listen again. How do they compare these animals?
1 sharks and lions 2 parrots and owls

Tigers are bigger than house cats.
Lions are bigger than leopards.

Learning MENTOR

Follow ThinkBot's steps.

- Find five animal names that you want to memorise.
- Write five comparative sentences about these animals.

- 9 In pairs, choose a mascot for a sports team at your school. Describe and compare the animals. *Students' own answers*

How about a meerkat?

Fast finishers

Solve the puzzle. Then write a riddle about another animal.

I'm friendlier than a cat.
I'm faster than a tortoise.
I'm smaller than a donkey.
I can't speak. What am I?



A dog. *Students' own answers*

Digital PRACTICE



Level up!

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- 5 Students do Exercise 5.

- 6 Students do Exercise 6.

- 7 Students do Exercise 7.

- 8 Students do Exercise 8.

SUPPORT: Give students the adjectives they need to use (*strong, scary, friendly, interesting*).

CHALLENGE: Students choose other adjectives to compare each pair of animals.

Answers

- Sharks are stronger than lions. Sharks are scarier than lions.
- Parrots are friendlier than owls. Owls are more interesting than parrots.

Learning MENTOR

Elicit animal names and write them on the board. Ask students to write 2–3 sentences for each.

- 9 Students do Exercise 9.

Fast finishers

Any students who finish the exercises early can do the task in the book.

On-the-Go Practice

Remember that students have access to extra skills practice on the On-the-Go Practice app. Tell students to log on to the platform and open the app. For those already using the DSB, there is an icon on the page to click on.

Wrap-up

Have students suggest and then vote for a class mascot. Ask volunteers to draw it for the next class.

Grammar animation

Play the video. Ask students to note down six animals the children can see in the park (*squirrel, dragonfly, bees, caterpillar, ants, crickets*). If necessary, write the first letters on the board.

4 Extra idea

Before starting, ask students to write the comparatives of the adjectives in the box. (*worse, more beautiful, more dangerous, noisier, quieter, scarier, stronger, uglier*). Students do Exercise 4.

Lesson 3

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Lesson 3 Vocabulary and Listening

I can understand and use words to describe an animal's body.

Objectives and materials

Vocabulary: animals: parts of the body

Listening: find specific information

Speaking: describe animals

Optional materials: slideshow with photographs of 12–15 animals; information about animals for adoption in your area

Warm-up

Show students a slideshow with the photos of animals. Ask them to name and describe each one.

1 Students do Exercise 1.

2 Students do Exercise 2.

Answers

lion: 7 whiskers, 8 fur, 9 paws
owl: 5 wings, 4 feathers, 6 claws, 3 beak
dolphin: 1 fin (back), 2 tail
tortoise: 11 shell, 12 scales (legs), 10 tongue

3 Students do Exercise 3.

Answers

1 fin, 2 tail, 3 beak, 4 feather, 5 wing, 6 claw, 7 whisker, 8 fur, 9 paw, 10 tongue, 11 shell, 12 scale

4 Students do Exercise 4.

Answers

1 tongue, snake; 2 shell, snail; 3 feathers, bird/flamingo; 4 paw, cat; 5 scales, crocodile; 6 fur, tiger

5 Students do Exercise 5.

SUPPORT: Write the words that students need to use in the gaps in a random order. Students match the words to the gaps in the note.



1 Let's start!

Look at the photos and find the animal.

- It's got a small head and its mouth is open.
- It's got a long nose and no legs.
- It's got two legs and we can't see its ears.
- It's got four legs and a big nose. 1 Speedy the tortoise; 2 Flipper the dolphin; 3 Fluffy the owl; 4 Leonard the lion

2 **Look at the photos. Listen and find the body parts Adrian and Eve talk about.**

3 **Match the words in the box with body parts 1–12. Then listen, check and repeat.**

Animals: parts of the body

beak • claw • feather • fin • fur • paw • scale • shell • tail • tongue • whisker • wing

4 Look at the photos and name the animal body parts. Then name animals that have them.



5 **Listen and complete the text.**

- Fluffy is a ¹ barn owl.
- Schools that adopt an owl can have an interesting ² book.
- The feathers on owls' ³ wings help them fly quietly.
- Leonard lives in a safari park in the ⁴ UK.
- A lion knows when another lion isn't happy because it moves its ⁵ tail.

6 **Choose a favourite animal from this unit. Describe it for your partner to guess.**

Students' own answers

It's got very short legs and it hasn't got a tail.

Is it a meerkat?

No, it isn't!

Search it up

- Lions eat every three to four days!
- Find out how much meat they can eat in one meal. 40–50kg



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What animal would you like to adopt?

PROJECT PREP

CHALLENGE: Students complete an extra sentence: *The talk is about ...* (animals for adoption)

6 Students do Exercise 6.

Extra idea

Draw students' attention to the *Guess what?! box*. Ask them if they know any other interesting facts about animals. If possible, allow students to find the information online.

PROJECT PREP

Tell students that this question will help them prepare for their projects. Ask them to discuss the question in pairs first. Then, discuss as a class and encourage them to make a note of their ideas.

Wrap-up

Tell students which animals are currently for adoption in your local area. Give them 4–5 options. Encourage a class discussion about which animal the students would like to adopt.

I can use regular and irregular superlative adjectives to describe animals.

GRAMMAR ANIMATION

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Grammar

Superlative adjectives

Adjective	Superlative adjectives	Rules
fast	the fastest	+ <i>est</i>
cute	the cutest	+ <i>st</i>
big	the biggest	x2 + <i>est</i>
hot	the hottest	x2 + <i>est</i>
friendly	the friendliest	× + <i>iest</i>
intelligent	the most intelligent	+ <i>the most</i>
good	the best	irregular forms
bad	the worst	

Snakes are **the most** dangerous.

1 Complete the sentences with the superlative of the adjectives in the box.

big • fast • friendly • intelligent • long

- The cheetah is the fastest animal.
- The polar bear has got the biggest paws.
- The grass lizard has got the longest tail.
- The chimpanzee is the most intelligent animal.
- The capybara is the friendliest wild animal.

2 Complete the questions with a superlative. Look at the photos. Then listen and write bear a, b or c.



Which bear is

- the biggest (big)? a
- the cutest (cute)? c
- the quietest (quiet)? c
- the scariest (scary)? b
- the most intelligent (intelligent)? b

3 In pairs, compare these animals.

	Cats	Tigers	Lions
long	45 cm	4 m	2 m
fast/slow	48 km/h	65 km/h	74 km/h
endangered	×	✓✓✓	✓
friendly	👍	👍👍👍	👍👍

Tigers are the longest.

4 Choose the correct option.

- Taipans are **more** / **the most** poisonous snakes in the world.
- Tortoises have got the **stronger** / **strongest** shells.
- Parrots are **cleverer** / **cleverest** than owls.
- Sharks are **more** / **the most** dangerous than dolphins.

5 In pairs, compare different animals using the adjectives in the box.

beautiful • cute • dangerous • interesting • poisonous • scary • slow • ugly

I think parrots are the most beautiful.

Students' own answers

Fast finishers

Look at the three animals. How many sentences can you write using the superlative? Students' own answers



Grammar animation

Play the video and ask: Which job do the children volunteer to do? (park guides). You could write three options for students to choose from on the board: cage cleaners, park guides and animal photographers.

- Students do Exercise 1.
- Students do Exercise 2.

SUPPORT: Students only do the first part of the task: they complete the questions with superlative adjectives.

CHALLENGE: Students add questions about the animals to the list with adjectives they choose.

- Students do Exercise 3.

Suggested answers
 2 Lions are the fastest. Cats are the slowest.
 3 Tigers are the most endangered.
 4 Cats are the friendliest.

- Students do Exercise 4.
- Students do Exercise 5.

Fast finishers

Any students who finish the exercises early can do the task in the book.

Kahoot!

Remember that there is a Kahoot! quiz for each unit. To find the quizzes, go to <http://macmillanenglish.com/kahoot>. Students can play the quizzes through the Kahoot! app or website.

Wrap-up

Students name the classmate who is the oldest / the youngest / the tallest / the shortest / etc.

Lesson 4

Objectives and materials

Grammar: superlative adjectives

Speaking: compare animals

Warm-up

Ask students the following questions: Which animal is faster than a dog / cuter than a guinea pig / slower than a snake / bigger than a lion?

Grammar

Draw students' attention to the grammar table. Read the adjectives out loud for students to repeat and encourage translation to their first language.

Lesson 5

Objectives and materials

Speaking: ask for opinions and express them

Reading and listening: find specific information

Warm-up

Ask students if they like books about animals. Then ask them which is more interesting: a book about guinea pigs or dolphins?

- 1 Students do Exercise 1.

Answers

Ana and Daniela are speaking about which book to buy for Rafael's birthday.

Speaking video

You can use the video *I think it's a great present*, instead of the audio track from Exercise 1. Turn the subtitles on if needed. Play the video. Students watch the video with their books closed. Ask the following questions:

- 1 *Where are the girls?* (at a book fair / book sale at school)
- 2 *What do they decide to buy?* (a book about dolphins)
- 3 *Who is it for?* (Rafael)
- 4 *How much do they pay?* (one pound)

- 2 Students do Exercise 2.

Answers

- 1 What do you think about (the book about crocodiles)? Are you OK with it? Is that OK?
- 2 I think (guinea pigs are cute). I agree. I'm not sure it's a good idea. I don't think so. You're right! Yes, that's fine.

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Lesson 5 Speaking

I can ask for opinions and express them.

- 1 Look at the photo and guess what Ana and Daniela are talking about. Then watch or listen and check.



Ana: Hey, let's buy Rafael a book for his birthday. He loves animals!

Daniela: What about this book about guinea pigs? I think guinea pigs are cute.

Ana: I agree. Guinea pigs are cute, but I'm not sure it's a good idea. He likes wild animals. What do you think about the book about crocodiles? I think it's a great present.

Are you OK with it?

Daniela: I'm sorry, but I don't think so. It's smaller than the other books. But I love this one about dolphins!

Ana: Can I see it? It looks really interesting. And dolphins are more intelligent than guinea pigs and friendlier than crocodiles.

Daniela: You're right! Excuse me. How much is it?

Boy: One pound twenty. I'm selling everything to help animals.

Ana: That's great! But I've only got one pound. Is that OK?

Boy: Yes, that's fine.

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- 2 Watch or listen and read again. Look at the sentences in bold, and match them with 1–2.

1 asking for opinions 2 expressing opinions

- 3 Complete the dialogues.

1 **A:** Why don't we buy Mark a phone cover for his birthday?

B: I'm not sure it's a good idea. He's got three!

2 **A:** Let's watch the new series this evening. Are you OK with it?

B: Yes, I am! Great idea!

3 **A:** Can I post your photo on my blog?

B: That's fine! No problem.

- 4 Put the words in the correct order to make sentences. Then in pairs, agree (✓) or disagree (X) with the opinions.

1 (✓) is a great present This book is you OK with it Are ?

2 (✓) buy Let's mum ticket a rock concert .

3 (X) a puppy do you think What about getting ?

4 (X) the scariest Crocodiles in the world are animals !

5 (X) cuter are than capybaras I think alpacas !

This book is a great present. Are you OK with it?

Yes, I am! I agree!

- 5 It is your friend's birthday. In pairs, talk about these birthday presents and choose one.

Students' own answers



- 3 Students do Exercise 3.

- 4 Students do Exercise 4.

Answers

- 1 This book is a great present. Are you OK with it? (Yes, I am. I agree. / Yes, that's fine.)
- 2 Let's buy mum a rock concert ticket. (I agree! / That's fine! / It's a good idea.)
- 3 What do you think about getting a puppy? (I'm not sure it's a good idea.)
- 4 Crocodiles are the scariest animals in the world. (I don't think so.)
- 5 I think alpacas are cuter than capybaras. (I don't think so.)

- 5 Students do Exercise 5.

SUPPORT: Students make two dialogues. They give a negative opinion in one and a positive opinion in the other.

CHALLENGE: Students suggest a different present to the ones in the book and use various expressions for making suggestions.

Wrap-up

Have a class discussion on the following subject: *What is the best present for teenagers/parents/5-year-olds?*

I can understand a text about projects to save endangered animals.

Botswana, Africa

Botswana is home to 130,000 elephants, the biggest population in the world. But these elephants are endangered. One problem is that they often go to local farms at night to look for food – and this makes the farmers angry!

Now there's a clever solution – bees! Elephants are scared of bees! They're intelligent animals, and they know that bees can hurt them. So, farmers are putting beehives around their farms. When the elephants see the bees, they run away.

The farmers also use the bees to make honey. This way, the farmers are happy, and the elephants are safe.

Colombia, South America

People say the cotton-top tamarin is the cutest monkey in the world. There are only 6,000 in the wild, and they all live in forests in Colombia.

But these forests are endangered. Local people use wood from the trees when they cook, and there's also plastic waste. Another problem for the monkeys is that they are popular pets.

Proyecto Tití is trying to help. Thanks to this project, people now cook in a different way. Women collect plastic waste and use it to make bags. And they make toy monkeys that they can sell.

The people make money, and they save the monkeys, too.



Glossary

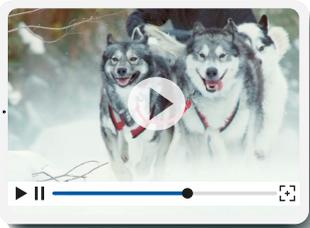
beehive: where bees live

hurt: cause pain

population: the number of animals in one place

solution: the answer to a problem

- 1 20 Look at the photo. How do these dogs help people? Why can they live in cold places? Watch the video and check your answer.



- 2 78 Read and listen. Then choose the best heading for the text.
- a How to save the forests!
 - b Clever ideas to save animals!
 - c Help endangered animals now!

- 3 78 Read and listen again. Then choose the correct option.

- 1 In Botswana, farmers use bees to
 - a hurt the elephants.
 - b keep elephants from their farms.
 - c help them to grow vegetables.
- 2 In Colombia, the project looks after
 - a the forests where monkeys live.
 - b pet monkeys.
 - c local people and their shops.
- 3 In the two countries, the solutions
 - a teach people about endangered animals.
 - b help animals all over the world.
 - c are good for people and animals.

- 4 In your country, do any wild animals live near people and create problems? Discuss possible solutions in pairs. *Students' own answers*

- 5 **FIND YOUR VOICE** Write a message to a classmate, telling them about the reading text in your language. Describe the different animals. Say why they are endangered and how people are helping them. *Students' own answers*

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- 1 Students do Exercise 1.

Suggested answers

The dogs help people travel. They can live in cold places because they've got warm fur.

Culture video

Play the video. Write the following on the board and ask students to add the missing word – the same in both phrases.
... dogs
to ride the ...
(sled)

- 2 78 Students do Exercise 2.

- 3 78 Students do Exercise 3.

4 Extra idea

If necessary, give students the names of animals and the problems they could cause, e.g. foxes kill chickens on farms / deer destroy vegetables. Ask students to come up with solutions. Students do Exercise 4.

FIND YOUR VOICE

This mediation activity gives students practice in processing, summarising and translating a written text, and passing on specific information.

- 5 Students do Exercise 5.

Wrap-up

Ask students: Which is more interesting for you – going to Columbia and seeing the cotton-top tamarin or going to a cold place to see sled dogs?

Lesson 6

Objectives and materials

Reading: find specific information, define main idea of the text

Speaking: talk about wild animals

Vocabulary: animals

Optional materials: Teacher's Resource Centre – Video worksheet Unit 4

Culture note

Botswana is a country in southern Africa. The capital city is Gaborone; deserts cover 70% of the country.

Warm-up

Elicit animals that help people in some way. Model the answers, e.g. *Some dogs help people who can't see.*

Lesson 7

Objectives and materials

Writing: write a web text about a pet

Vocabulary: animals

Optional materials: photos of unusual pets, e.g. a fennec fox, a hedgehog, an axolotl, a dwarf hotot

Warm-up

Have a class survey about pets. Ask students if they have pets and what they are. Summarise the results on the board, e.g.

Class 3C has got 15 dogs and 12 cats.

- 1 Students do Exercise 1.
- 2 Students do Exercise 2.

Answers

- 1 To begin with
- 2 Next
- 3 Another thing to think about

- 3 Students do Exercise 3.

Extra idea

Students rewrite sentences 2, 3 and 4 about two different animals of their choice.

- 4 Students do Exercise 4.

SUPPORT: Students write a few sentences comparing pets instead of a full text.

CHALLENGE: Students compare three pets.

SEN tip

Encourage peer correction as it can help them be more self-confident. Students work in pairs, swap their texts and review each other's work, following the instructions in the *Look again!* box.

5

Lesson 7 Writing

I can write a web text about my ideal pet.

Pet week
Send us a text about your ideal pet!



1 My parents say I can have a pet! I'm really excited, but choosing a pet isn't easy. I'm thinking about a guinea pig or a lizard for different reasons.

2 To begin with, my ideal pet must be small because we haven't got a garden. A guinea pig or a lizard would be perfect!

3 Next, my ideal pet must be easy to look after. This is really important because I don't have much time. I think guinea pigs are easier to look after than lizards.

4 Another thing to think about is, which is the cutest? I think guinea pigs win here. They've got beautiful eyes and fur. But lizards are cute, too. And their scales are so interesting!

5 So, which animal is my ideal pet? I think you can guess! The guinea pig of course!
Alexa, Class 6A

Share with us!

- 1 Read Alexa's web text. Which animal is her ideal pet? **the guinea pig**

- 2 Help Alexa's friend David write his text. Complete the sentences with the phrases in bold from Alexa's web text.

- 1 _____, my pet must be interesting! That's why I'm thinking about a snake or a tortoise!
- 2 _____, snakes are easier to look after than people think.
- 3 _____ is, which is the most beautiful? I think a tortoise wins here.

- 3 Complete the sentences from David's web text with the words in the box.

birds • dangerous • I think • really excited • that's why

- 1 I'm **really excited** because I can have another pet!
- 2 **That's why** I'm thinking about a snake or a bird!
- 3 Snakes are more **dangerous** than birds.
- 4 **I think** snakes are the most interesting.
- 5 Some **birds** have got beautiful feathers.

- 4 Write a text for your school website describing your ideal pet. Follow the steps below. **Students' own answers**

Writing planner



Think

- What two animals would you like as a pet?
- Why would these two animals be an ideal pet?
- Which pet is perfect for you? Why?



Write

Write your text.
I'm really excited because ...



Look again!

- In your text, have you used:
- words or phrases that help you structure your text? (*To begin with, ...*)
 - comparative and superlative forms of adjectives, for comparing the two animals?

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Wrap-up

Ask students if they know of any unusual pets. Have a class vote for the most unusual pet. Alternatively, show the students photos of unusual pets and ask them to describe these animals.

Vocabulary

1 Write the name of the animal.

What am I?

- 1 I look like a horse, but my ears are bigger. donkey
- 2 I have scales. I can change colour. lizard
- 3 I'm a sea animal. I like playing. dolphin
- 4 I'm small. I've got eight legs. spider

___ /4 points

2 Put the letters in the correct order to complete the sentences.

- 1 There are only 4,500 tigers in the world. They're endangered (**deenrdange**).
- 2 Some snakes are dangerous because they're poisonous (**suosipoon**).
- 3 Monkeys can learn to do new things. They're very intelligent (**glienteitln**).
- 4 Sharks have got big teeth. That's why they're scary (**csrya**).

___ /4 points

3 Look at the photos. Complete the phrases with the names of body parts of animals.



- 1 a lion's tail
- 2 the shell of a tortoise
- 3 an owl's wing/feathers
- 4 a cat's whiskers

___ /4 points

Grammar

4 Complete the text with the comparative of the adjectives in brackets.

Alpacas are ¹ bigger (**big**) than sheep, and they're ² stronger (**strong**), so they're ³ better (**good**) at carrying things. They're shy animals, but they're ⁴ friendlier (**friendly**) than sheep. Many people say they're ⁵ more beautiful (**beautiful**), too.

___ /5 points

5 Complete the sentences with the superlative of the adjectives in the box.

bad • dangerous • long • noisy

- 1 Giraffes have got the longest necks in the world.
- 2 Snakes can't remember emotions. They are one of the animals with the worst memory.
- 3 Crocodiles bite, so they're one of the most dangerous animals.
- 4 Birds are the noisiest in the morning, when they sing.

___ /4 points

Speaking

6 Complete the dialogue. Use one word.

- A: What do you think ¹ about a book for Mum's birthday?
- B: I'm not ² sure it's a good idea. She's got a lot of books.
- A: You're ³ right! I like this picture of a rabbit. I think it's a great present!
- B: I ⁴ agree. She loves rabbits. Let's buy that!

___ /4 points

Level up!

Add up your score for all the exercises and follow the instructions below.

- 🏆 20–25 points – Great job, well done!
- 👉 14–19 points – Good score! Work on your mistakes and correct them in your notebook.
- 📖 0–13 points – Keep calm and revise more. Do exercises A–C below!
- Ⓐ Work on vocabulary → Learning mentor, p. 61
- Ⓑ Revise grammar → Learning mentor, p. 63
- Ⓒ Practise speaking → Exercises 2–4, p. 66

2 Students do Exercise 2.

Extra idea

Elicit four adjectives from the class. Then ask students to say the names of animals that the adjectives could describe.

3 Students do Exercise 3.

Extra idea

Ask students to name three animals that have: a tail, a beak, whiskers, no tongue, no fur.

4 Students do Exercise 4.

Extra idea

Before students do the grammar part, write all the adjectives from Exercises 4 and 5 on the board and elicit their comparative and superlative forms. You could ask individual students to come to the board and write the adjectives.

5 Students do Exercise 5.

6 Students do Exercise 6.

Level up!

Give students enough time to check their answers and count their points. Then ask them to say their score in English and make sure that they know what to do.

Wrap-up

Ask students what they would like to be included in the upcoming test. Students write their suggestions on separate pieces of paper – four vocabulary items and four adjectives with their comparative and superlative forms. Then collect the papers – try to include the most common suggestions in the test exercises.

Lesson 8

Objectives and materials

Vocabulary and grammar: revise lessons 1–7

Optional materials: a piece of paper for each student

Warm-up

Tell students to choose any photo or picture from Unit 5. Ask them to describe the photo to their partner. Their partner has to find that image in the book.

1 Students do Exercise 1.

Global Citizens Project

Objectives and materials
Project: make a card about an endangered animal
Optional materials: pieces of thick paper or card (A5), markers, crayons, access to the Internet for research and pictures

Project tips

- Students work together in pairs to research their animals, but they should make their cards individually.
- Before the lesson, find out which animals are endangered in the country you are teaching in (as preparation for the ESDC question).

Warm-up

Students keep their books closed. Write
 E _ _ _ _ _ D
 A _ _ _ L on the board.
 Students guess the letters to discover the word (endangered animal). Ask: Can you name some endangered animals? (Some examples are listed in Culture Note.)

Discover

1 Students do Exercise 1.

Suggested answer
 The leatherback turtle does not have a shell. It has scales on its skin. The red panda has red fur and whiskers. It has a long tail. The kakapo has green feathers and a sharp beak. It has stripy feathers on its wings.

Extra idea

Ask students to close their books. Ask them to describe each animal.

Discover

1 Look at the photos. In pairs, describe the animals using the words in the box. What adjectives can you use to describe them?

beak • feather • scales • fur • shell • tail • whisker • wing

Leatherback turtle



This is the largest turtle in the world. It's the only turtle that hasn't got a shell. It can swim about 16,000 kilometres a year. It's endangered because people catch it when they're fishing.

Red panda



This cute panda is smaller than other pandas. It lives in trees in the forests in Asia. It's endangered because people use wood from the trees when they build farms and houses.

Kakapo



Kakapos live in New Zealand. They've got green feathers, but their wings are short so they can't fly. Kakapos are endangered because other wild animals eat them.

2 Read the information on the cards. Why is each animal endangered?

3 In pairs, read the sentences. Do they say why an animal is endangered (Problem) or talk about an action we can take to save it (Action)? Can you add any other problems or actions?

- | | |
|---|--------------------|
| 1 People catch these animals for their fur. | (Problem) / Action |
| 2 We can recycle our plastic waste. | Problem / (Action) |
| 3 Animals are losing their homes in forest fires. | (Problem) / Action |
| 4 Adopt an animal to help them. | Problem / (Action) |
| 5 We can talk to people about the problem. | Problem / (Action) |
| 6 Plastic objects in the sea hurt sea animals. | (Problem) / Action |



Some people keep wild animals as pets. That's a problem.



Yes, we can visit zoos instead.



2 Students do Exercise 2.

Suggested answers
 Leatherback turtles are endangered because people catch them when they're fishing.
 Red pandas are endangered because people use wood from trees when they build farms and houses. This destroys the pandas' home.
 Kakapos are endangered because they can't fly, and other wild animals eat them.

3 Read the sentences and example speech bubbles with students. Students do Exercise 3 in pairs.

Culture note

Some of the world's most endangered animals include the orangutan, African forest elephant, Western lowland gorilla, Sunda tiger and Javan rhino. However, it is important to note that there has been a bit of success in recent years in increasing the numbers of some endangered animals. This demonstrates that taking action is vital and can have a positive effect.

Learn

Skills for life: find information online



How can we find this information?



Follow these steps.

4 Put the steps for finding information online in the correct order.

- 2 Go to the Internet.
- 4 Check the information at a second website.
- 1 Be clear about the information you want to find.
- 3 Read and look for the answer to your question.
- 5 When you have the correct information, write notes in your own words.

▶ Workbook: Skills for life page 60

TIP

Check first before you click on a link to a game or video.

Plan

5 In pairs, research endangered animals, sea animals and birds. Choose one animal each and make notes. Find a picture of the animal.

- What does the animal look like?
- What is it like? (cute, scary, etc.)
- What is interesting about it?
- Where does it live?
- Why is it endangered?
- What can we do to save it?



Students' own answers



6 Go to your Workbook and do the planning activity on page 60.

Create

7 Make your card about the endangered animal you chose. *Students' own answers*

Share and reflect

8 Present the card to your class. Talk about the endangered animal.

9 Go to your Workbook and complete the self-reflection activity on page 60.

What can you do to save the most endangered animals in your country?



seventy-one 71

Learn

- 4 Explain to students that they will need to look up information online for this project. Read the speech bubbles and the tip with students. Students do Exercise 4.
- Refer students to Workbook page 60, Exercise 3, for further practice.

Plan

- 5 Put students into pairs to do Exercise 5.

Set a time limit for them to research endangered animals together. They should then choose one animal each and find out more about it. Tell them their research should give them the answers to the questions in the box.

- 6 Students do the planning activity on page 60 of the Workbook.

Create

- 7 Students do Exercise 7.

Share and reflect

- 8 Have students practise their presentation in groups before they present their cards.
- 9 Students do the reflection activity on page 60 of the Workbook.

Extra idea

Display the cards on the classroom wall, or keep them in a folder.

ESDC

This question relates to **SDG Goals 14: Life below water** and **15: Life on land**.

Habitat loss and species extinction pose a serious threat to the planet. Research shows that global wildlife populations have decreased by 69% since 1970. A quarter of marine life depends on coral reefs for survival, which are being destroyed rapidly. Most animals are endangered because of human activity.

Ask the class which is the most endangered animal in their country. Then tell them to answer the question.

Possible answers

- Find out more about the problems this animal faces and share them with people.
- Support a charity that helps this animal (e.g. organise a fundraiser at your school).
- Take action yourself: help to clean local areas (e.g. parks or beaches), make your neighbourhood or school more wildlife friendly.

Wrap-up

Students work in pairs. They take turns to say one or two facts about an animal from Exercise 1 or the cards the class made. Their partner guesses it.