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# Steps into English – Welcome!

**Steps into English** is a six-level series for primary level that accompanies pupils through the different stages of their learning process. The series grows together with children, both in its look and in the type of activities each level proposes.

## Components overview

### Pupil's Book

The **Pupil's Book** consists of:

- a Hello! Unit, which revises language learnt in the previous level and presents the main characters;
- six core units;
- a 'Read for fun' section;
- three Cross-curricular English sections and three Everyday English sections;
- a 'Steps into Grammar Summary' – a reference of all the new language presented in each unit.

### Activity Book

The **Activity Book** provides extra practice for each unit, and it presents three 'Consolidation' sections (one for every two units of the Pupil's Book). The book also includes a set of cut-outs to be used in the pairwork activities proposed in Lesson 4 of each unit. The Activity Book provides access to the Digital Pupil's Practice Kit which includes a wide range of interactive digital language activities.

### Teacher's Notes

The Teacher's Notes provide the teacher with a step-by-step guide to each lesson. They include facsimiles of the corresponding Pupil's Book and Activity Book for easier classroom use. The Teacher's Notes outline the main language of the lessons and provide instructions on conducting classes by providing practical classroom management tips and suggestions for fun activities. The Teacher's Notes also include the audioscripts of all of the material on the CD.

### Posters

The posters illustrate the key vocabulary of the course. The Teaching Notes give instructions on how to use the posters in each unit.

### Class CDs

The Class CDs contain the recordings of all the stories, songs, pronunciation and other listening activities.

### Teacher's Resource Centre

The **Teacher's Resource Centre** contains the digital version of the **Teacher's Book** and downloadable audio files. It also offers extra resources such as the photocopyable activities suggested as extra activities in the **Teacher's Book**, worksheets, unit tests, mid-course and end-of-course tests, cards templates, digital posters, word cards and other resources.

# Pupil's Book and Activity Book unit walkthrough

## Lessons 1 and 2

Vocabulary and language are represented in Lessons 1 and 2 through the Friends Online website content and theme. Simple texts, audio and dialogues contextualise the topic of the unit and recycle structures that have already been learnt.

**Unit 2 Animals everywhere**

**Lesson 1**

1 Solve the riddles and match. Then listen and check.

Animal riddles - What is it?

- 1 They live on land. They play and run. They hide and hunt. **bats**
- 2 They live in trees. They sleep all day. They fly at night. **whales**
- 3 They live in water. They eat fish. They swim. **raccoons**
- 4 They live on land. They climb trees. They like fruits and plants. **tigers**

2 Listen and repeat the words in orange in Activity 1.

3 Play a game.

sleep jump fly hunt eat hide swim climb

4 Choose an animal on page 18. Tell your partner about it.

**Lesson 2**

1 Listen and read.

Hello, Clare. What are you doing?

Hi, Phil. I'm reading about the raccoon. I want to write new riddles for our website.

That's a great idea!

**The raccoon**

The raccoon is a small grey animal. It likes forests. It climbs trees when it's scared, but it **doesn't live** in trees. It **lives and sleeps** on land. It **doesn't sleep** at night. It **sleeps** during the day. The raccoon **eats** fruits and plants. It also **swims** and catches fish and frogs. But the raccoon **doesn't eat** a lot in winter. It can't find food in the snow!

2 Read again and say true or false. Correct the false sentences.

- The raccoon climbs trees.
- It lives in trees.
- It doesn't sleep at night.
- It eats fruits, plants and frogs.
- It doesn't swim.
- It eats a lot in winter.

3 Listen and read.

**STEPS INTO GRAMMAR**

Present simple: It

+	The raccoon	sleeps	during the day.
-	It	doesn't sleep	at night.

The raccoon **eats** fruits. It **doesn't sleep** at night.

Vocabulary: live, play, hide, hunt, sleep, fly, eat, swim, climb, like, whales, bats, tigers, raccoons

Language: The raccoon (sleeps) during the day. It (doesn't sleep) at night.

The vocabulary presentation in Lesson 1 is followed by a pairwork activity in which pupils start incorporating the new vocabulary.

**Unit 2 Animals everywhere**

**Lesson 1**

1 Read, listen and match.

- Raccoons: They live in water. They swim.
- Whales: They live on land. They climb trees.
- Bats: They live on land. They play and run.
- Tigers: They live in trees. They fly at night.

2 Complete with the verbs from the box. Then number the pictures.

live (x2) hide jump eat hunt play climb

- They live in water. They eat high out of the water. They eat small fish.
- They live on land or in trees. They play trees. They are sociable. They eat a lot!
- They eat birds and frogs. They hide under leaves.

**Lesson 2**

1 Read and circle.

- A raccoon lives / doesn't live on land. It lives / doesn't live in water. It eats / doesn't eat fish. It likes / doesn't like fruits and plants.
- A frog eats / doesn't eat insects. It eats / doesn't eat plants. It swims / doesn't swim but it runs / doesn't run.
- A bat lives / doesn't live in water. It lives / doesn't live in trees. It sleeps / doesn't sleep at night. It sleeps / doesn't sleep all day.
- A fish lives / doesn't live in water. It lives / doesn't live on land. It eats / doesn't eat whales. It swims / doesn't swim.

2 Read the fact file. Then complete the text.

**The raccoon**

1 eat fruits	✓	The raccoon <sup>1</sup> <u>eats</u> fruits.
2 catch fish and frogs	✓	It <sup>2</sup> <u>catches</u> fish and frogs too.
3 sleep at night	✗	It <sup>3</sup> <u>sleeps</u> at night.
4 sleep during the day	✓	It <sup>4</sup> <u>sleeps</u> during the day.
5 live in trees	✗	It <sup>5</sup> <u>lives</u> in trees but
6 climb trees	✓	It <sup>6</sup> <u>climbs</u> trees when it's scared.
7 live on land	✓	It <sup>7</sup> <u>lives</u> on land.

3 Choose an animal and write four sentences. Use the verbs from the box.

live hide eat hunt play climb catch sleep

- \_\_\_\_\_ (✓)
- \_\_\_\_\_ (✓)
- \_\_\_\_\_ (✗)
- \_\_\_\_\_ (✗)

The Activity Book provides further practice of the core vocabulary and language presented in Lessons 1 and 2 of the Pupil's Book.

Lessons 3 and 4

The main language points of the unit are presented in Lesson 3 through dialogues, short texts and interviews by the Friends Online team. These situations provide a context for the presentation of the language points which are then summarised in the 'Steps into Grammar' box.

**Lesson 3**

1 Listen and read.

Clare talks to Zack, a park ranger.  
 Zack: This otter is my favourite animal at the park.  
 Clare: Does it live in water?  
 Zack: No, it doesn't. It lives on land, near water. It swims a lot.  
 Clare: Does it eat fish or plants?  
 Zack: It eats fish, birds and frogs, too. It doesn't eat plants.  
 Clare: Does it climb trees?  
 Zack: No, it doesn't. But it runs and plays a lot.  
 Clare: Does it play with balls?  
 Zack: Yes, it does. It likes table tennis balls!

2 Read again. Choose and say.

- The otter is Clare's / Zack's favourite animal.
- The otter lives on land / in water.
- It eats plants / fish.
- It eats / doesn't eat birds and frogs.
- It climbs / doesn't climb trees.
- It plays / doesn't play with balls.

3 Listen and read.

**STEPS INTO GRAMMAR**

Present simple: *it*

Questions	Does the otter	live	in water?
Short answers	Yes, it	does.	
	No, it	doesn't.	

4 Ask and answer about an animal.

eat live swim play climb fly

Does the lion live on land?  
 Yes, it does.

**Lesson 4**

1 Listen and look.

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2 Look at Activity 1. Then ask and answer.

Does the otter eat meat?  
 No, it doesn't.

Yes, it does.  
 Does it eat plants?

3 Go to Activity Book page 77.

4 Cut out the cards. In turns, look at a card and say three clues. Your friend guesses the animal.

**Your turn!**

This animal flies. It doesn't eat fish. It sleeps at night.  
 The parrot!

20 Language: Does the otter (live in water)? Yes, it does. / No, it doesn't. 21 Language: Does the otter (eat meat)? Yes, it does. / No, it doesn't.

Follow-up activities are presented in Lesson 4, including listening and speaking activities, to reinforce the language being taught and to recycle already known language, when possible.

**Lesson 3**

1 Read and match.

- Does the otter eat fish? Yes, it plays with table tennis balls.
- Does it live in the water? No, but it runs a lot.
- Does it climb trees? Yes, but it doesn't eat plants.
- Does it play with balls? No, it lives on land.

2 Write the questions. Then answer.

1 tiger Does fish this eat  
 Does this tiger eat fish? \_\_\_\_\_ (X)

2 fly it Does and climb  
 \_\_\_\_\_? \_\_\_\_\_ (X)

3 Does run hunt and it  
 \_\_\_\_\_? \_\_\_\_\_ (✓)

4 live it Does water in  
 \_\_\_\_\_? \_\_\_\_\_ (X)

3 Choose an animal. Then write questions and answers.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Lesson 4**

1 Find seven more verbs. Then write.

f	l	y	a	q	l	i	k
g	s	l	e	e	p	s	r
c	h	e	z	a	s	w	s
t	f	w	d	t	h	i	h
i	l	i	v	e	g	u	m
x	b	o	b	p	n	k	d
f	j	u	v	e	t	m	e
c	l	i	m	b	y	a	n

- fly in the sky
- fish
- trees
- on land
- in water
- at night
- other animals
- under a rock

2 Listen and tick (✓) or cross (X).

<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Look at Activity 2. Then write about the animals.

- The deer
- The snake
- \_\_\_\_\_
- \_\_\_\_\_

16 17

The Activity Book provides further practice of the vocabulary and language presented in Lessons 3 and 4 of the Pupil's Book by presenting varied activity types to maintain pupils' interest.

## Lessons 5 and 6

In Lesson 5, the second vocabulary presentation is usually done through texts that incorporate the structures taught in the unit.

The 'Let's read!' section (Lesson 6) provides varied text types that integrate and present the language taught in the unit in a new context. These texts also expand the vocabulary of the unit and are followed by activities that help pupils develop their reading and comprehension skills.

**Lesson 5**

1 Solve the riddles and match. Then listen and check.

**Animal riddles - What is it?**

1 The monkey lives in a hot, rainy habitat, full of flowers and trees.  savannah

2 The condor lives near rocks and caves. This place is at high altitude, so it's cold.  forest

3 The shark's habitat is wet and cold. There are plants and fish.  rainforest

4 The lion's habitat is hot in summer and very dry in winter. In this place, there is yellow grass, but there aren't many trees.  ocean

5 The squirrel lives in a place with many trees, trunks and leaves. Summers are hot and winters are cold here.  mountains

2 Listen and repeat the words in orange in Activity 1.

3 Read again. Then choose and say.

- In the **rainforest** / **ocean**, it's hot and rainy all year long.
- In the **forest** / **savannah**, summers are hot and winters are cold.
- There are rocks and caves in the **mountains** / **forest**.
- The **rainforest** / **ocean** is a big mass of water.
- In winter, it doesn't rain a lot in the **mountains** / **savannah**.

Vocabulary: habitat, savannah, ocean, forest, rainforest, mountains

**Lesson 6**

**Let's read!**

1 What animals can you see? What do you think they eat?

2 Listen and read.

 The clownfish is a small fish. It's about 10 centimetres long. It's orange, black and white. It's got three white bands. It lives in the ocean. It's scared of big fish and it hides in sea plants. It doesn't eat plants. It eats small parasites. It lives 6 to 10 years.

 The Andean condor is a big black bird. Its body is about one metre long. It lives in the mountains. It eats dead animals and it flies very long distances to look for food. It looks for food during the day and it sleeps at night. It lives about 50 years.

 The chipmunk is a small brown animal. Its body is 10 centimetres long and its tail is 10 centimetres long too. It lives in forests. It eats nuts. It climbs trees and hides food in tree trunks. It's very active in spring, summer and autumn, but it sleeps a lot in winter. It lives about 3 years.

3 Read again. Then answer the questions in your notebook.

- Where does each animal live?
- What does each animal eat?
- How long does each animal live?

4 Say the animal.

- This animal hides food.
- This animal hides in plants.
- This animal has a long tail.
- This animal flies to look for food.
- This animal sleeps a lot in winter.
- This animal lives in the mountains.

Literacy: Information texts about animals and their habitats

**Lesson 5**

1 Match the pictures and words.

2 Read and write the habitat. Use the words from Activity 1.

- It is hot and rainy. It has flowers and trees. The monkey lives there. rainforest
- It has rocks and caves. It is very cold and high. The condor lives there. \_\_\_\_\_
- It is hot in summer and it has yellow grass. The lion lives there. \_\_\_\_\_
- It is wet and cold. It has plants and fish. The shark lives there. \_\_\_\_\_
- It is hot in summer and cold in winter. It has trees. The squirrel lives there. \_\_\_\_\_

3 Read and circle.

- The tree frog lives in the **savannah** / **rainforest**. This place is **hot** / **cold** and **dry** / **wet**.
- These goats live in the **forest** / **mountains**. This habitat is full of **rocks** / **trees** and **flowers** / **caves**.
- The shark lives in **lakes** / **the ocean**. This place is **cold** / **hot** and there are many types of **insects** / **fish**.

**Lesson 6**

**Let's write!**

1 Read.

My favourite animal is the penguin. It is a small black and white bird. It lives on land. It doesn't live in the forest, the rainforest, the mountains or the savannah. It lives in the Antarctic! The penguin swims very fast. It eats very small sea animals and fish. It walks but it doesn't run. It's a bird but it doesn't fly. It hides in caves and it sleeps at night.

2 Choose your favourite animal. Write the answers. Then, in your notebook, write about your favourite animal. Use Activity 1 as a model.

**Animal:**

- What colour is it? \_\_\_\_\_
- Does it live on land or in water? \_\_\_\_\_
- What habitat does it live in? \_\_\_\_\_
- Does it eat plants, insects, fish or other animals? \_\_\_\_\_
- Does it sleep at night or during the day? \_\_\_\_\_
- Does it swim or fly? \_\_\_\_\_
- Does it climb trees or run? \_\_\_\_\_
- Does it jump or hide? \_\_\_\_\_

Other information: \_\_\_\_\_

The Activity Book provides further practice of the additional vocabulary presented in the Pupil's Book in Lesson 5, as well as follow-up 'Let's write!' activities that correspond to the 'Let's read!' section in Lesson 6. The 'Let's write!' section provides pupils with a model text that uses the language in the unit. It also gives pupils a guide on how to write their own texts about a topic related to the unit.

**Project Invent an animal riddle** Go to Activity Book page 21.

**Step 1 Get ready!**  
Look back at the unit. Then make a list of animals and their habitats in your Activity Book.

**Step 2 Start!**  
Work with a friend and read the table. Then research your own animal and complete the table in your Activity Book.

Questions	Answers
What animal is it?	the hyena
Is it big or small?	big
What colour is it?	grey and brown
Describe its body parts.	big ears, four legs
Does it live on land or in water?	on land
Does it live in the ocean, forest, rainforest, savannah or mountains?	in the savannah
Does it climb trees?	no
Does it swim?	yes
Does it hunt?	yes, at the end of the day, in groups
Does it fly?	no
Does it jump or run?	jumps and runs
Does it sleep during the day or at night?	at night
Other information:	It eats big animals, small animals and fish.

By Maria and Ivan

**Step 3 Do it!**  
Read the tips and Maria and Ivan's riddle. Then write a riddle about your own animal in your Activity Book.

**How to write your riddle**

- Start your riddle like this: *This animal is ...*
- Use some information from the table in Step 2.
- Divide your riddle into two verses.
- Write short sentences. Example: *It's got four legs.*
- Use *and* to join two actions/items. Example: *It runs and hunts.*
- Repeat the same structures. Example: *It swims and jumps. It runs and climbs.*
- Use some negative sentences. Example: *It doesn't eat plants.*

**Step 4 Talk!**  
Read out your riddle. The class guesses the animal.

whale	bat
parrot	frog
gorilla	tiger
hyena	raccoon
elephant	chipmunk
penguin	clownfish

This animal is grey and brown. It's got four legs. It hunts in groups. It doesn't fly. It doesn't live in the forest. It doesn't live in the mountains. It lives in the savannah. It eats big and small animals.  
By Maria and Ivan

This animal is grey and brown. It's got four legs. It hunts in groups. It doesn't fly ...

Each unit finishes in a project that consolidates the language pupils have learnt. This project is divided into steps and provides enough guidance for pupils to be able to work collaboratively, in pairs or groups, to produce a project that showcases what they have learnt.

**Let's revise!**

**1 Complete with the correct form of the verbs.**

The ostrich <sup>1</sup> *doesn't live* (not live) in the forest. It <sup>2</sup> \_\_\_\_\_ (live) in the savannah. It has got two long legs and it <sup>3</sup> \_\_\_\_\_ (run) fast. It <sup>4</sup> \_\_\_\_\_ (eat) plants, lizards and snakes. It <sup>5</sup> \_\_\_\_\_ (not eat) fish. The ostrich <sup>6</sup> \_\_\_\_\_ (hide) when it's scared.

**2 Write the words in order. Then write the answers.**

Clare: Does the forests in live chipmunk  
Zack: \_\_\_\_\_?

Clare: eat big Does animals it  
Zack: \_\_\_\_\_?

Clare: food hide in it Does trunks  
Zack: \_\_\_\_\_?

**3 Read the fact file. Then write about the tree frog.**

Name	tree frog	<i>The tree frog lives</i>
Habitat	the rainforest	_____
Food	insects ✓ spiders ✓	_____
Activities	climb trees ✓ swim ✗ jump ✓	_____

**Project Invent an animal riddle**

**Step 1 Make a list of animals and their habitats.**

Animals	Habitats
whale	savannah
_____	_____
_____	_____

**Step 2 Research your own animal. Then complete the table.**

What animal is it?	
Is it big or small?	
What colour is it?	
Describe its body parts.	
Does it live on land or in water?	
Does it live in the ocean, forest, rainforest, savannah or mountains?	
Does it climb trees?	
Does it swim?	
Does it hunt?	
Does it fly?	
Does it jump or run?	
Does it sleep during the day or at night?	
Other information:	

**Step 3 Write your riddle.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My progress in this unit 21

The Activity Book provides follow-up activities for the unit in the 'Let's revise!' section and follow-up activities related to the project page in the Pupil's Book. The 'Let's revise!' section functions as a progress check and also introduces pupils to the use of self-assessment tools to evaluate their own progress in each unit.

At the end of the book, the 'Read for fun' section contains one more text per unit to increase the variety of text types and to foster the development of important skills:

- **understanding skills:** through different tools and activities that help pupils comprehend what they read.
- **thinking skills:** through questions and activities that make pupils analyse and express an opinion about what they read.
- **social skills:** through questions that make them think about their attitudes towards certain issues, such as endangered animals or protecting the environment.

**Read for fun!** An information text Unit 2

1 **Listen and read. Answer the questions.**

- Which animals are at the top of the food chain?
- Which animals are at the bottom of the food chain?

## WHAT DO ANIMALS EAT?

**Food chain 1**

The eagle is a big bird. It is at the top of food chain 1. It lives in rainforests and it looks for food on tree tops. It eats small mammals, such as silky anteaters. The silky anteater lives in trees in rainforests. It hides during the day and it is active at night. It eats ants. Ants, on the contrary, eat plants but they can also eat other ants!

**Food chain 2**

The orca is a very big animal. It is at the top of food chain 2. It lives in the ocean and it eats seals, sea otters and other sea animals. The seal and the sea otter live on land. They sleep on sand or rocks and they swim to find food. They eat big fish. Big fish eat small fish and what do small fish eat? They eat sea plants, insects and plankton.

**Check your understanding**

2 **Read again and say true or false. Correct the false sentences.**

- The silky anteater lives in the rainforest.
- The seal lives in the water and hunts on land.
- Ants don't eat other ants.
- The orca eats seals and sea otters.
- Small fish eat plankton.
- The silky anteater sleeps on sand and rocks.

3 **Read the descriptions and guess the animals. Compare with your partner.**

This animal is at the top of the food chain. It lives in the Arctic. It is big and white. It eats seals and other sea animals. When this animal is very hungry, it eats bird eggs, insects and plants. This animal swims well and it runs fast. It can be very dangerous!

This animal is very small with short legs and a long tail. It lives in lots of different places. It hides a lot because lots of other animals like birds and snakes hunt it. This animal eats grains, plants and sometimes meat. It likes cheese too!

**Think about the article**

4 **Answer.**

- What kind of animals are at the top of the food chain - big or small animals? Why?
- All the animals in a food chain are important. Why?

5 **Use these pictures to draw a food chain in your notebook.**

What can we do to protect endangered animals?

Some animals are in danger of extinction, for example, the sea otter. When one type of animal becomes extinct, it affects all the animals and plants in the food chain. The whale, the lion, the gorilla and the elephant are endangered too.

**Let's protect these animals!**

6 **Study an endangered animal. Then write about it in your notebook. Use the texts on page 60 as a model.**

In the Activity Book, the 'Consolidation' sections reinforce the language taught in the previous two units by using a new context.

**Consolidation** Friends of the animal world Units 1 and 2

1 **Look and answer. Where are Brad and Mei? What are they doing?**

Hey, Brad. Do they bite?

No, they don't. They're good.

2 **Complete Brad's conversation with Nick, the park ranger.**

Brad: giraffe in Does live Africa the

Nick: Does the giraffe live in Africa?

Nick: It lives in the grasslands of Africa.

Brad: day during Does sleep the it

Nick: It sleeps at night.

Brad: meat Does eat it

Nick: It eats leaves from trees.

Brad: the giraffe the Does lion hunt

Nick: It The lion hunts and eats giraffes.

3 **Complete the riddle with the correct form of the verbs from the box.**

live eat jump sleep climb

This animal is big. It climbs trees.

It lives on land. It eats plants.

It's got four legs. It's brown and white. It's a giraffe!

It runs but it at night.

4 **Brad meets a new friend at the eco-park. Complete the dialogue.**

Brad: Do you listen to music in your free time?

Julie: Yes, I love music! I listen to music every day.

Brad: Do you play video games?

Julie: No, I don't like video games.

Brad: Do you watch TV?

Julie: Yes, I watch Animal World. It's my favourite programme!

5 **Complete the text. Use the words from the box.**

play (x2) at in on (x2) walk don't

I play at my free time. I don't my dogs. I've got two dogs. I love animals! I like sports too.

I play football on Saturday and Sunday.

I play tennis on Sunday.

I watch TV at the weekend. It's boring!

6 **Complete the sentences about Brad's routine. Write the times in words.**

- I start school at 07:45 quarter to eight.
- I have lunch at 12:30 half past twelve.
- I start school at 09:15 quarter past nine.
- I finish my homework at 05:00 five o'clock.

The 'Steps into Grammar Summary' at the end of the Pupil's Book is a reference of all the new language presented in each unit and serves as a self-study tool for pupils when revising for their tests.

**HOP Grammar Summary**

**1 Present simple: I, you**

+	I	play football	in my free time.
-	I	play video games	at the weekend.

Questions: Do you have lunch at quarter past one?  
Short answers: Yes, I do. / No, I don't.

Useful vocabulary: Free time activities: dance to music, listen to music, play table tennis, play the guitar, play video games, ride my bike, walk the dog, watch TV. Routines: do my homework, have lunch, start/finish school. The times: at quarter to [eight], [eight] o'clock, quarter past [eight], half past [eight].

**2 Present simple: it**

+	The racoon	sleeps	during the day.
-	It	doesn't sleep	at night.

Questions: Does it sleep during the day? / at night?  
Short answers: Yes, it does. / No, it doesn't.

Useful vocabulary: Common verbs: climb, eat, fly, hide, hunt, jump, like, live, play, run, sleep, swim. Habitats: forest, land, mountains, ocean, savanna, rainforest, water.

**3 Present simple: I, he, she, we, you, they**

+	I / We / You / They	He / She	English and Spanish.
-	I / We / You / They	He / She	French.

Questions: Do you / they live in Spain? / Does he / she live in Spain?  
Short answers: Yes, I / they do. / No, I / they don't. / Yes, he / she does. / No, he / she doesn't.

Useful vocabulary: Continents: Africa, Asia, Australia, Europe, North America, South America. Countries: Argentina, Australia, Brazil, Canada, China, England, South Africa, Spain, the United States. Languages: Chinese, English, French, Portuguese, Spanish.

**3 want to: I, you, he, she, they**

+	I / They	want to	go to the beach.
-	I / They	don't want to	buy souvenirs.

Questions: What do you / they want to do this holiday? / Does he / she want to want to?  
Short answers: Yes, I / they do. / No, I / they don't.

Useful vocabulary: Holiday activities: take photos, go shopping, go to the beach, go to theme parks, visit cities, stay in a hotel, buy souvenirs, see animals.

**4 There is/There are**

+	There is	a big park.
+	There are	lots of shops.
-	There isn't	a shopping centre.
-	There aren't	any cinemas.

Questions: Is there a stadium in Spain? / Are there any hotels?  
Short answers: Yes, there is. / No, there isn't. / Yes, there are. / No, there aren't.

Useful vocabulary: Places: airport, buildings, cinema, park, shopping centre, sports centre, stadium, theatre, train station. Adjectives: busy/quiet, clean/dirty, modern/old.

**5 Comparative adjectives: short and long adjectives**

New South Station	is	bigger	than	North Station.
The new trains	are	longer	than	the old trains.

Useful vocabulary: Fish River is more polluted than in the past. The streets are more dangerous than in the past. We use the comparative form of adjectives to compare two places or things, animals or people. Adjectives: big/small, clean/polluted or dirty, old/young or new or modern, quiet/busy, safe/dangerous or dark, short/tall or long, ugly/beautiful.

**HOP Grammar Summary**

**6 Past simple - be: I, you, he, she, we, they**

+	I	was	6 years old.
+	You / We / They	were	on holiday.
-	He / She	was	nine.
+	I	wasn't	8 years old.
-	You / We / They	weren't	at school.
-	He / She	wasn't	on a farm.

Questions: Were you / we / they with your parents? / Was he / she 7 years old?  
Short answers: Yes, I was. / Yes, you / we / they were. / No, I wasn't. / No, you / we / they weren't.

Useful vocabulary: Family members: aunt, brother, cousin, father, grandparents, mother, parents, sister, uncle. Adjectives of personality: messy/ tidy, noisy/quiet, rude/polite.

# Teacher's Book unit walkthrough

Each lesson starts with a quick summary of the new language (vocabulary and grammar), the functions and the values covered.

**2 Animals everywhere**

**Lesson 1**

**PB, p 18**

**1 Solve the riddles and match. Then listen and check.**

- Have pupils open their books at page 20. Hold up your book and point to the title of the unit. Ask pupils what they think the unit is about.
- Ask pupils to read the question next to the title. Pupils give their answers. Write the animals which the pupils mention as their favourite animals. Put a tick next to each animal each time it is mentioned. Check the number of ticks each animal receives to find the most popular animal.
- Focus on the Friends Online website. Read the website tabs and focus on the highlighted one – 'Games'. Explain what a riddle is. Ask pupils to imagine what they are going to read, based on the highlighted tab and the title 'Animal riddles'.
- Invite pupils to identify the animals they see on the website. Then read box 1 aloud and ask the class which animal is described. Teach new words and clarify meaning of vocabulary in general when necessary.
- Give the class time to solve the other three riddles.
- Play track 15. Then check the answers as a whole class.

**Answers:** 1 tigers, 2 bats, 3 whales, 4 raccoons

**2 Listen and repeat the words in orange in Activity 1.**

- Play track 16. Stop after each word for pupils to repeat the word aloud.
- Pay special attention to the pronunciation of the verb 'sleep' for its initial cluster /sl/.

**Extra activity Let's make sentences!** Write the verbs in bold on pieces of paper. Put the pieces of paper face down on your desk. Call a pupil to come to the front and pick up a piece of paper, read the verb on it and make a sentence about animals, e.g. *eat / Whales eat fish.* Write as many statements on the board as possible. Then erase the animal name from each statement and have the pupils read the complete statements aloud, filling in the missing animal name. You can turn the activity into a competition to make it more challenging.

**3 Play a game.**

- Ask pupils to read the words in the box. Then, have them identify the animals in the drawings below.

**Vocabulary:** whales, tigers, raccoons, bats, sleep, jump, fly, hunt, eat, hide, swim, climb

**Grammar:** Revision: can

**Functions:** Talking about general truths. Talking about ability.

**First step**

- Prepare copies of the activity in the 'Photocopiable activities' section on the Teacher's Resource Centre. Pair pupils up and give each pair a copy of the activity. Pupils have to write the name of an animal they know using each of the letters given. Set a time limit. The first pair to finish is the winner. Have all the pairs read their words aloud. If there are pairs that cannot finish the task, other pupils can help them or the pair can look up more animal words on the Internet. Once they have finished the task, invite pairs to draw their favourite animal among the animals chosen. Walk around and monitor the pupils' work.

**Suggested answers:** cat, lion, spider, mouse, shark, dolphin, snake

Each unit includes suggestions of extra photocopiable activities, which are available from the **Teacher's Resource Centre**, and games to carry out throughout the unit, as well as useful teaching tips to make the most of your lessons.

Detailed notes about the activities in the **Activity Book** are included.

**2 Animals everywhere**

**Lesson 2**

**PB, p 19**

**1 Read, listen and write.**

- Pair pupils up. Have them look at the names of animals and the pictures. Invite them to match the names and picture to the correct descriptions.
- Once they have finished, play track 22. Have pupils listen and match the pictures to the correct information.
- Check the answers with the whole class.

**Answers/audiocscript:**

- Raccoons → They live on land. They climb trees.
- Whales → They live in water. They swim.
- Bats → They live in trees. They fly at night.
- Tigers → They live on land. They play and run.

**2 Complete with the verbs from the box. Then number the pictures.**

- Pair pupils up. Have them read the riddles and complete them with the words given in the box.

**Once they have finished the activity, invite them to match the riddles with the pictures by numbering each picture. Then check as a whole class.**

**Answers:** 1 live, jump, eat (x); 2 live, climb, play (x); 3 hunt, hide (x)

**Final step**

**Let's have fun!**

**Hot seat!** Pair pupils up. A member of the pair sits with his/her back to the board. Write a word or phrase on the board, e.g. *Fish can swim.* The other member of the pair has to describe or mime what the phrase is about to enable his/her partner to guess the phrase.

**Exit ticket!** Ask pupils to write a word or phrase that they have learnt on a piece of paper and give it to you as a passport to leave the classroom. Repeat this at the end of each lesson.

**Vocabulary:** Revision: live, climb, sleep, eat, swim, catch, raccoons, frogs, insects

**Grammar:** present simple, 3rd person singular (personal pronoun 'it') – affirmative form

**Functions:** Talking about animals' habits and general truths.

## COURSE PLANNING

The following notes provide guidance on how to teach the English as a Foreign Language syllabus in Grade 5. These principles are practised and recycled at frequent intervals across units and throughout the course. Every unit has been written to develop the pupils' English ability in the four skills, plus intercultural competence.

For teachers, the course guiding principles can be summarised as follows:

### LANGUAGE SKILLS DEVELOPMENT

#### LISTENING

- Approach listening comprehension knowing that it is not necessary to know the meaning of every word in order to understand a text, and that decoding individual words is not enough to derive the full meaning of a text.
- Propose a variety of listening inputs, some to be read out loud by the teacher and others consisting of authentic sources to be played back (audio and video recordings, for example). Be sure to:
  - guide pupils to always notice the overall context before they listen. This includes identifying the topic being discussed, the setting in which the conversation takes place and who the participants are;
  - vary the task objectives—listening for gist, listening for detail—according to the communicative aims of the lesson and with instruction and support from the teacher.
- Practise inferencing and predicting as listening strategies, focus the pupils' attention on contextual clues: key words and phrases, discourse markers; verbal as well as non-verbal clues: the speakers' choice of words, tone of voice, intonation, etc.
- Incorporate a set of strategies into listening comprehension activities to build toward a more complete understanding. At this grade level, this includes:

- exploiting visual elements to provide added context;
- validating or revising the inferences and predictions made prior to listening;
- activating prior knowledge;
- restating information and/or asking for clarification.

- Propose a range of descriptive and narrative texts as the basis for activities that target global or detailed understanding (a blend of fiction and non-fiction texts such as dialogues, tales or short stories, songs, personal accounts, poetry, etc.).
- Transmit an appreciation for the rhythm and musicality of the language.
- Focus the pupils' attention on significant aspects of spoken language, for example, the use of set phrases to ask someone to repeat or rephrase what they have said, or other typical attributes of spoken language, such as the use of interjections, the way native speakers indicate the beginning and end of conversation turns, or the shifts in register and formality that reflect the relationships between various interlocutors.

#### READING

- Approach reading comprehension knowing that it is not necessary to know the meaning of every word in order to understand a text and that decoding individual words is not enough to derive the full meaning of a text.
- Provide reading texts that parallel what pupils read in other subjects.
- Practise inferencing and predicting as pre- and in-reading strategies, focusing the pupils' attention on illustrations, titles and headings, text structure, discourse markers and other contextual clues.
- Provide varied opportunities to read for global or detailed understanding with a range of texts from different genres, each reflecting a specific communicative purpose.
- Incorporate a set of strategies into reading comprehension activities to build toward a deeper understanding. This includes:
  - recognising which genre a text belongs to;
  - identifying, with help from the teacher, the depth of reading required (gist or detailed) in accordance with the communicative goals of the task;

- elaborating on the themes that the reading texts touch upon;
- validating or revising the inferences and predictions made prior to reading;
- Propose a range of short descriptive, narrative or informative reading texts that are pertinent to the pupils' lives and propose a parallel to other curricular subjects. Text types can include flyers, brochures, invitations, cartoons, letters, instructional notices, and lists and checklists.
- Lead pupils to explore and experiment with a variety of materials written longhand or in digital form, and for different reading contexts.
- Address comprehension difficulties while reading. This entails:
  - clearing up doubts, with help from the teacher or in pairs;
  - consulting print or online reference materials; for example, a dictionary, a picture dictionary or a visual encyclopedia;
  - returning or referring to texts that the pupils would have read previously.
- Approach reading as an opportunity for pupils to experience other realities or reflect on their own—a jump-off point for seeking additional information and a support for carrying out other language tasks.
- Foster an enjoyment for reading in the target language, with all the images it can conjure and the world of imagination it can suggest.
- Familiarise pupils with the principal characteristics of the texts they will read and the various genres they will encounter.

## **SPEAKING**

- Provide sustained opportunities to use the language in typical exchanges relating to school life (greeting people, seeking clarification, soliciting or offering an opinion, conveying emotions, etc.).
- Stage brief conversations, providing prompts or information gaps, in which pupils need to carry out a communicative task, for instance ask them to invite someone to a celebration, to join a study group, to discuss their hobbies and leisure activities, to debate how to get along in class, etc.
- Provide frequent opportunities for pupils to share and describe their personal experiences. This will include:
  - a communicative context for every speaking task;
  - guidelines for every speaking task (numbered steps, questions, a worksheet, etc.);
  - making sure that pupils have the language to carry out speaking tasks.
- Vary the types of speaking practice to include singing of chants and songs, guessing games, repeating tongue twisters and so on.
- Give pupils opportunities to role-play skits, including dialogues they may have created based on a model, plan games and stage other playful interactions for speaking practice.
- Focus on coping and mitigation strategies, such as asking someone to repeat or rephrase what they have said, asking for the correct pronunciation of words, etc.

## **WRITING**

- Propose tasks that focus on blended practice in both longhand and digital writing conventions, build up gradually and facilitate the production of short texts in familiar genres (notes and letters, descriptive texts, invitations, personal accounts, etc.). Tasks will begin with writing prompts and/or text skeletons well suited to varied communicative contexts. This means:
  - providing repeat exposure to model texts that pupils can reproduce or adapt;
  - paying attention to the writing context: the intended recipient, the writing purpose and the points to be developed;
  - drafting a writing plan or an outline with help from the teacher if necessary;
  - revising each draft based on pinpointed feedback from the teacher to address appropriate language use, the choice of words and expressions, issues of control and consistency in spelling, punctuation, etc.;
  - producing redrafts that incorporate teacher or peer feedback to improve the text.
- Point out the relationship between reading and writing to encourage the process of learning how to write.
- Display the writings of pupils in the classroom (and throughout the school) in a variety of media.

## REFLECTING ON THE LANGUAGE-LEARNING PROCESS

- Observe and discuss, with help from the teacher, some of the key features of the language, for instance:
  - how rhythm and intonation convey meaning and emotions;
  - the linkages between pronunciation and spelling;
  - the correct use of punctuation in the texts that students will have read or written;
  - the proper use of logical connectors in the texts that students will have read or written.
- Point out some of the similarities and differences between English and Spanish, leading pupils to appreciate the distinct aspects of the target language, for example its alphabet, word order, verbal tense system and morphology, personal pronouns, cognates and false cognates (“false friends”).

## DEVELOPING INTERCULTURAL COMPETENCE

- Build awareness of the linguistic diversity that can be found in the community, throughout the region or in the country.
- Make the study of spoken and written language a space to also explore cross-curricular themes and a platform to expand the pupil’s cultural knowledge.
- Lead students to experience the target culture(s) from all angles, by focusing on daily routines, attitudes toward leisure and entertainment, clothing styles, musical traditions and so on.
- Make the study of a foreign language a cultural mirror through which pupils can reflect on their own culture. This entails:
  - identifying, with help from the teacher, the social norms in the pupils’ culture;
  - identifying in communicative settings the opportunities to contrast the target culture with the pupils’ culture; for example, in the way speakers relate to one another, show politeness, express suggestions, display their emotions, etc.
- Discover, with help from the teacher, what the language reveals about the pertinent sociocultural aspects of the target culture.
- Foster a spirit of openness and dialogue as a bridge between cultures.

## Lesson 1

## PB, p 18

**2** **Animals everywhere**

**1** **15** **Solve the riddles and match. Then listen and check.**

Home | Photo pages | Interactions | Games | International corners | Articles

Friends Online

**Animal riddles - What is it?**

**1** They live on land. They play and run. They hide and hunt. **bats**

**2** They live in water. They eat fish. They swim. **whales**

**3** They live on land. They climb trees. They like fruits and plants. **tigers**

**4** They live in trees. They sleep all day. They fly at night. **raccoons**

**2** **16** **Listen and repeat the words in orange in Activity 1.**

**3** **Play a game.**

sleep jump fly hunt eat hide swim climb

**1** **2** **3** **4** **5** **6** **7** **8**

Jump.  
Frogs can jump.

**18** Vocabulary: live, play, hide, hunt, sleep, fly, eat, swim, climb, like, whales, bats, tigers, raccoons

**Vocabulary:** *whales, tigers, raccoons, bats, sleep, jump, fly, hunt, eat, hide, swim, climb*

**Grammar:** Revision: *can*

**Functions:** Talking about general truths. Talking about ability.

## First step

- Prepare copies of the activity in the 'Photocopiable activities' section on the Teacher's Resource Centre. Pair pupils up and give each pair a copy of the activity. Pupils have to write the name of an animal they know using each of the letters given. Set a time limit. The first pair to finish is the winner. Have all the pairs read their words aloud. If there are pairs that cannot finish the task, other pupils can help them or the pair can look up more animal words on the Internet. Once they have finished the task, invite pairs to draw their favourite animal among the animals chosen. Walk around and monitor the pupils' work.

**Suggested answers:** cat, lion, spider, mouse, shark, dolphin, snake

**1** **15** **Solve the riddles and match. Then listen and check.**

- Have pupils open their books at page 18. Hold up your book and point to the title of the unit. Ask pupils what they think the unit is about.
- Ask pupils to read the question next to the title. Pupils give their answers. Write the animals which the pupils mention as their favourite animals. Put a tick next to each animal each time it is mentioned. Check the number of ticks each animal receives to find the most popular animal.
- Focus on the Friends Online website. Read the website tabs and focus on the highlighted one – 'Games'. Explain what a riddle is. Ask pupils to imagine what they are going to read, based on the highlighted tab and the title 'Animal riddles'.
- Invite pupils to identify the animals they see on the website. Then read box 1 aloud and ask the class which animal is described. Teach new words and clarify meaning of vocabulary in general when necessary.
- Give the class time to solve the other three riddles.
- Play track 15. Then check the answers as a whole class.

**Answers:** 1 tigers, 2 bats, 3 whales, 4 raccoons

**2** **16** **Listen and repeat the words in orange in Activity 1.**

- Play track 16. Stop after each word for pupils to repeat the word aloud.
- Pay special attention to the pronunciation of the verb 'sleep' for its initial cluster /sl/.

**Extra activity** **Let's make sentences!** Write the verbs in bold on pieces of paper. Put the pieces of paper face down on your desk. Call a pupil to come to the front and pick up a piece of paper, read the verb on it and make a sentence about animals, e.g. *eat / Whales eat fish*. Write as many statements on the board as possible. Then erase the animal name from each statement and have the pupils read the complete statements aloud, filling in the missing animal name. You can turn the activity into a competition to make it more challenging.

**3** **Play a game.**

- Ask pupils to read the words in the box. Then, have them identify the animals in the drawings below.

- Read the mini-dialogue presented. Then model another mini-dialogue.
- Pair pupils up and have them play the game. Walk around and monitor, providing help when necessary.

**Suggested answers:** 1 Racoons eat fruits. 2 Bats can sleep upside down/during the day. 3 Fish can swim. 4 Parrots can fly. 5 Snakes can hunt. 6 Frogs can jump. 7 Monkeys can climb trees. 8 Lizards can hide under leaves.

**AB, p 14**

**2 Animals everywhere**

**1 Read, listen and match.**

1 Racoons		They live in water. They swim.
2 Wholes		They live on land. They climb trees.
3 Bats		They live on land. They play and run.
4 Tigers		They live in trees. They fly at night.

**2 Complete with the verbs from the box. Then number the pictures.**

live (x2)   hide   jump   eat   hunt   play   climb

1 They \_\_\_\_\_ in water.  
They \_\_\_\_\_ high out of the water.  
They \_\_\_\_\_ small fish.

2 They \_\_\_\_\_ on land or in trees.  
They \_\_\_\_\_ trees.  
They are sociable. They \_\_\_\_\_ a lot!

3 They \_\_\_\_\_ birds and frogs.  
They \_\_\_\_\_ under leaves.

a

b

c

**1 22 Read, listen and write.**

- Pair pupils up. Have them look at the names of animals and the pictures. Invite them to match the names and pictures to the correct descriptions.
  - Once they have finished, play track 22. Have pupils listen and match the pictures to the correct information.
  - Check the answers with the whole class.
- Answers/audioscript:**
- 1 Racoons → They live on land. They climb trees.
  - 2 Whales → They live in water. They swim.
  - 3 Bats → They live in trees. They fly at night.
  - 4 Tigers → They live on land. They play and run.

**2 Complete with the verbs from the box. Then number the pictures.**

- Pair pupils up. Have them read the riddles and complete them with the words given in the box.

- Once they have finished the activity, invite them to match the riddles with the pictures by numbering each picture. Then check as a whole class.

**Answers:** 1 live, jump, eat (c); 2 live, climb, play (a); 3 hunt, hide (b)

**Final step**

**Let's have fun!**

**Hot seat!** Pair pupils up. A member of the pair sits with his/her back to the board. Write a word or phrase on the board, e.g. *Fish can swim*. The other member of the pair has to describe or mime what the phrase is about to enable his/her partner to guess the phrase.

- **Exit ticket!** Ask pupils to write a word or phrase that they have learnt on a piece of paper and give it to you as a passport to leave the classroom. Repeat this at the end of each lesson.

**Lesson 2**

**PB, p 19**

**1 Listen and read.**

Hello, Clare. What are you doing?

Hi, Phil. I'm reading about the raccoon. I want to write new riddles for our website.

That's a great idea!

**The raccoon**

The raccoon is a small grey animal. It **likes** forests. It **climbs** trees when it's scared, but it **doesn't live** in trees. It **lives and sleeps** on land. It **doesn't sleep** at night. It **sleeps** during the day. The raccoon **eats** fruits and plants. It also **swims and catches** fish and frogs. But the raccoon **doesn't eat** a lot in winter. It can't find food in the snow!

**2 Read again and say true or false. Correct the false sentences.**

- 1 The raccoon climbs trees.
- 2 It lives in trees.
- 3 It doesn't sleep at night.
- 4 It eats fruits, plants and frogs.
- 5 It doesn't swim.
- 6 It eats a lot in winter.

**3 Listen and read.**

**STEPS INTO GRAMMAR**

Present simple: *it*

+	The raccoon	sleeps	during the day.
-	It	doesn't sleep	at night.

The raccoon **eats** fruits. It **doesn't sleep** at night.

**4 Choose an animal on page 18. Tell your partner about it.**

Language: The raccoon (sleeps) during the day. It (doesn't sleep) at night.

**Vocabulary:** Revision: *live, climb, sleep, eat, swim, catch, raccoons, frogs, insects*

**Grammar:** Present simple, 3rd person singular (personal pronoun 'it') – affirmative form

**Functions:** Talking about animals' habits and general truths.

## First step

### Let's have fun!

Give out copies of the wordsearch in the 'Photocopiable activities' section on the Teacher's Resource Centre. Pair pupils up and tell them to find the ten animals hidden in the wordsearch. Then have them write the words on the lines given. Walk around and monitor. Once pupils find all the words, each pair chooses two and describes the animal, its habitat and its routine.

**Extra activity** Have pupils work in groups of four. Draw three columns on the board and write the following in each column: *They live in trees. They live in water. They live on land.* Ask pupils to write the names of a few animals under each category. Set a time limit. The group with the most answers is the winner. The idea is that pupils should provide the names of animals taught in the previous lesson and add others which they know. Discuss.

#### 1 Listen and read.

- Have pupils open their books at page 19. Hold up your book and point to the scene. To contextualise it, ask, *How many children can you see? (Two.) Who are they? (Phil and Clare.) What are they doing? (They are talking. Clare is at her computer.) What animal can you see in the photo? (A raccoon.)* Ask pupils what they know about the raccoon.
- Present a 'KWL' chart.

#### tip

A 'KWL' (Know, Want to know, Learnt) chart is a very useful tool to share what pupils know about a topic, to arouse pupils' curiosity and to motivate them to learn more about a topic. You can help them frame simple questions for the second column or they can write subtopics related to the main topic in the chart. After one or two weeks, pupils can go back to the chart and answer the questions and complete the 'Learnt' part.

- Play track 17. Have pupils listen to the conversation about the raccoon.
- Negotiate with pupils what to write in the first column in the 'KWL' chart and ask them to think about what they would like to write in the second column. Let them use L1.

**Extra activity** **Let's check memory!** Prepare some statements about the raccoon to be read out. If the statement is included in the text, pupils repeat it. If the statement does not appear in the text, they remain silent. Examples of statements to be read out: *It lives and sleeps on land. The raccoon eats fruits and plants. The raccoon doesn't eat a lot in winter. The raccoon lives for 10 years. The raccoon loves apples. The raccoon doesn't live on land.*

#### 2 Read again and say true or false. Correct the false sentences.

- Explain the activity. Do question 1 as a class.
- Pupils do the rest of the sentences individually.
- Give pupils time to check their answers with a partner. Then check orally.

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**Answers:** 1 True, 2 False, 3 True, 4 True, 5 False, 6 False

---

#### 3 Listen and read.

- Draw the pupils' attention to the grammar box. Play track 18. Have the pupils read and listen to the information.
- Pupils then read the sentences aloud. Copy the sentences onto the board: *The raccoon sleeps during the day. It doesn't sleep at night.*
- Then write another pair of sentences on the board: *The raccoon eats fruits and plants. It doesn't eat a lot in winter.* Ask pupils to compare both pairs and to say what the sentences have in common. Focus on the affirmative and negative parts and elicit from pupils what they see in both cases.
- **Conclusion/answers:** verbs in the affirmative (*sleeps, eats*) end in '-s' and in the negative we use '*doesn't*' + base verb.
- Then infer meaning by asking leading questions. If you wish, write some other exponents on the board for class discussion.

#### Audioscript

Present simple: *it.*

The raccoon sleeps during the day.

It doesn't sleep at night.

**tip**

When presenting a new grammar point, it is advisable to try guided discovery, also known as the inductive approach. When you use guided discovery, you guide your pupils to find the grammar pattern/grammar rule in a set of sentences by themselves. When pupils are able to detect the pattern and come up with the rule, this new knowledge is more meaningful and it makes the learning situation more memorable. It is important to plan questions that will guide pupils carefully, so that they are able to figure out the new pattern/rule being presented.

**4 Choose an animal on page 18. Tell your partner about it.**

- Pair pupils up. Allow each pupil in the pair to choose an animal on page 18 to discuss.
- One pupil starts the discussion, and the other listens. Encourage pupils to use the affirmative and negative forms presented in the lesson.
- Pupils swap roles.

**AB, p 15**

**1 Read and circle.**

- A raccoon lives / doesn't live on land. It lives / doesn't live in water. It eats / doesn't eat fish. It likes / doesn't like fruits and plants.
- A frog eats / doesn't eat insects. It eats / doesn't eat plants. It swims / doesn't swim but it runs / doesn't run.
- A bat lives / doesn't live in water. It lives / doesn't live in trees. It sleeps / doesn't sleep at night. It sleeps / doesn't sleep all day.
- A fish lives / doesn't live in water. It lives / doesn't live on land. It eats / doesn't eat whales. It swims / doesn't swim.

**2 Read the fact file. Then complete the text.**

**The raccoon**

1 eat fruits	✓	The raccoon <sup>(1)</sup> <u>eats</u> fruits.
2 catch fish and frogs	✓	It <sup>(2)</sup> <u>catches</u> fish and frogs too.
3 sleep at night	✗	It <sup>(3)</sup> <u>sleeps</u> at night.
4 sleep during the day	✓	It <sup>(4)</sup> <u>sleeps</u> during the day.
5 live in trees	✗	It <sup>(5)</sup> <u>lives</u> in trees but
6 climb trees	✓	it <sup>(6)</sup> <u>climbs</u> trees when it's scared.
7 live on land	✓	It <sup>(7)</sup> <u>lives</u> on land.

**3 Choose an animal and write four sentences. Use the verbs from the box.**

live   hide   eat   hunt   play   climb   catch   sleep

- \_\_\_\_\_ (✓)
- \_\_\_\_\_ (✓)
- \_\_\_\_\_ (✗)
- \_\_\_\_\_ (✗)

**1 Read and circle.**

- Have pupils read the sentences.
- Ask the pupils to circle the correct option (affirmative or negative).
- Check answers with the whole class.

**Answers:** 1 lives, doesn't live, eats, likes; 2 eats, doesn't eat, swims, doesn't run; 3 doesn't live, lives, doesn't sleep, sleeps; 4 lives, doesn't live, doesn't eat, swims.

**2 Read the fact file. Then complete the text.**

- Ask pupils to identify the animal they see in the picture.
- Elicit what they remember from Lesson 2.
- Direct their attention to the information in the box and to the ✗ and ✓ signs.
- Pupils complete the lines individually and then check with a partner. Check as a whole class.

**Answers:** 1 eats, 2 catches, 3 doesn't sleep, 4 sleeps, 5 doesn't live, 6 climbs, 7 lives

**3 Choose an animal and write four sentences. Use the verbs from the box.**

- Ask the pupils to choose an animal from Lesson 2.
- Draw the pupils' attention to the box of verbs.
- Point out the green ticks and red crosses. Elicit examples of verb forms [e.g. *lives* (green tick), *doesn't live* (red cross)].
- Ask them to write four sentences about their animal. Tell them to use the correct form of the verbs in the box.
- To check answers, monitor the pupils while they write. Give feedback and help to pupils as necessary.
- Optional extension: have the pupils present their animal to the class.

**Final step**

**Let's have fun!**

**Quiz time!** Write the following statements on cards or on the board: *The dolphin jumps high out of the water. The bat doesn't sleep at night. The cow eats meat. The raccoon doesn't eat fruits and plants. A shark doesn't eat fish. The monkey climbs trees. The iguana doesn't climb trees.* Pair pupils up, have them read the statements provided and write *True* or *False*. Pupils identify the false statements and correct them. The first pair to finish is the winner.

## Lesson 3

PB, p 20

**1 Listen and read.**

Clare talks to Zack, a park ranger.

Zack: This otter is my favourite animal at the park.  
 Clare: Does it live in water?  
 Zack: No, it **doesn't**. It lives on land, near water. It swims a lot.  
 Clare: Does it eat fish or plants?  
 Zack: It eats fish, birds and frogs, too. It **doesn't** eat plants.  
 Clare: Does it climb trees?  
 Zack: No, it **doesn't**. But it runs and plays a lot.  
 Clare: Does it play with balls?  
 Zack: Yes, it **does**. It likes table tennis balls!

**2 Read again. Choose and say.**

- The otter is **Clare's / Zack's** favourite animal.
- The otter lives **on land / in water**.
- It eats **plants / fish**.
- It **eats / doesn't eat** birds and frogs.
- It **climbs / doesn't climb** trees.
- It **plays / doesn't play** with balls.

**3 Listen and read.**

**STEPS INTO GRAMMAR**

Present simple: *It*

Questions	Does	the otter	live	in water?
Short answers	Yes,	it	does	
	No,	it	doesn't	

**4 Ask and answer about an animal.**

eat live swim play climb fly

Does the lion live on land?  
 Yes, it does.

20 Language: Does the otter (live in water)? Yes, it does. / No, it doesn't.

**Vocabulary:** Review of animals and verbs to describe habitual actions

**Grammar:** Present simple interrogative 3rd person singular

**Functions:** Asking and answering about animals' habits and general truths.

### First step

#### Let's have fun!

**Balls galore!** Use newspaper pages for this game. Write words that make up a sentence on the page. The words must be hidden among other words and pictures. Write the number of words that make up the sentence in the top corner. Then make paper balls and put them in a box. Divide the class into groups of four. A member from each group takes a ball from the box, goes back to his/her group, opens the ball and reads the words. With the words, they must frame a sentence and copy the sentence onto the board. Another member from each group repeats the same steps. Set a time limit. When the game is over, each group reads their sentences. The group with the greatest number of correct sentences is the winner.

### 1 19 Listen and read.

- Have pupils open their books at page 20. Hold up your book and point to the scene and the website tabs. Ask pupils which word is highlighted: 'Interviews'. To contextualise the scene, ask, *How many people can you see? (One child and a man.) Who are they? (Clare and Zack, the park ranger.) Where are they? (At the eco-park.) What do you think they are talking about? (Animals in the park.) What animal is there in the water? (An otter.)* In this case use L1 to clarify meaning.
- Play track 19 to check pupils' predictions.
- Play the track again. Pupils listen and read.
- Divide the class into two groups. One group will be Clare and the other group will be the park ranger, Zack. Play the track again. Pupils listen and repeat the dialogue. Pay special attention to the intonation of *Yes/No* questions.
- Pair pupils up. Tell them that they will act out the dialogue. Give the pupils some time to rehearse the dialogue. After the allotted time, ask pairs to dramatise the dialogue.

### 2 Read again. Choose and say.

- Pupils read the information and circle the correct answer according to the content of the interview.
- They work individually and then check their work with a partner. Then check as a whole class.

**Answers:** 1 Zack's, 2 on land, 3 fish, 4 eats, 5 doesn't climb, 6 plays

### 3 20 Listen and read.

- Draw pupils' attention to the questions and short answers presented in the box. Have the pupils read and listen to the information in track 20.
- Pupils read the question and short answers aloud. Highlight the form and meaning of questions. Write some other questions and answers on the board for class discussion.

#### Audioscript

Present simple: *it*.

Questions and short answers.

Does the otter live in water?

Yes, it does.

No, it doesn't.

#### 4 Ask and answer about an animal.

- Pair pupils up. Read the mini-dialogue.
- Model another mini-dialogue.
- Ask pupils to practise similar exchanges using the verbs in the box. Set a time limit.
- After the activity has been completed, ask each pair of pupils to provide one set of questions and answers for you to write on the board.
- Read the question and answer sets as a whole class.
- Optional extension: Allow each pair to present their questions and answers to the class.

### AB, p 16

**1 Read and match.**

1 Does the otter eat fish? Yes, it plays with table tennis balls.

2 Does it live in the water? No, but it runs a lot.

3 Does it climb trees? Yes, but it doesn't eat plants.

4 Does it play with balls? No, it lives on land.

**2 Write the questions. Then answer.**

1 tiger Does fish this eat  
Does this tiger eat fish? \_\_\_\_\_ (X)

2 fly it Does and climb  
\_\_\_\_\_? \_\_\_\_\_ (X)

3 Does run hunt and it  
\_\_\_\_\_? \_\_\_\_\_ (✓)

4 live it Does water in  
\_\_\_\_\_? \_\_\_\_\_ (X)

**3 Choose an animal. Then write questions and answers.**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

#### 1 Read and match.

- Draw the pupils' attention to the questions and answers.
- Ask the pupils to match each question with the correct answer.
- Check with the whole class.

**Answers:** 1 Does the otter eat fish? Yes, but it doesn't eat plants. 2 Does it live in the water? No, it lives on land. 3 Does it climb trees? No, but it runs a lot. 4 Does it play with balls? Yes, it plays with tennis balls.

#### 2 Write the questions. Then answer.

- Draw the pupils' attention to question 1. Invite the pupils to read the question aloud with you. As you read it, point to the words in the orange boxes to show the pupils what they need to do in the activity (use the words in the correct order to write the questions).
- Check the questions with the whole class. Then ask the pupils to write answers for each question. If the pupils aren't ready to write the answers, you could elicit *Yes, it does* and *No, it doesn't* and write them on the board to help them.
- To check their answers, ask each question and elicit the answers from the class.

**Answers:** 1 Does this tiger eat fish? No, it doesn't. 2 Does it fly and climb? No, it doesn't. 3 Does it run and hunt? Yes, it does. 4 Does it live in water? No, it doesn't.

#### 3 Choose an animal. Then write questions and answers.

- Invite the pupils to choose an animal from Unit 2.
- Ask them to write questions about their animal. While the pupils are writing, monitor and give feedback or help when necessary.
- Once the pupils have written their questions, invite them to write answers. Again, monitor and provide feedback and help.

**Answers:** Pupils' own answers

### Final step

#### Let's have fun!

**Throw the ball and ask!** Pupils stand in a circle. You throw a soft ball or a paper ball to one of the pupils and ask, *Does a lion live on land?* The pupil who catches the ball answers, *Yes, it does.* or *No, it doesn't.* Then he/she throws the ball to another pupil and asks another question about an animal. Play several times.

## Lesson 4

**PB, p 21**

**1 Listen and look.**

	✓	✗	✗	✓
	✗	✓	✗	✗
	✓	✗	✗	✗
	✓	✗	✗	✓

**2 Look at Activity 1. Then ask and answer.**

Does the otter eat meat?  
Yes, it does.  
Does it eat plants?  
No, it doesn't.

**3 Go to Activity Book page 77.**

**3 Cut out the cards. In turns, look at a card and say three clues. Your friend guesses the animal.**

**Your turn!**

This animal flies. It doesn't eat fish. It sleeps at night.  
The parrot!

**Language:** Does the otter (eat meat)? Yes, it does. / No, it doesn't.

**Vocabulary:** Review of animals and verbs related to habitual actions.

**Grammar:** Revision: present simple 3rd person singular – affirmative, negative and interrogative forms.

**Functions:** Talking about animals. Asking and answering about animals' habitual actions and general truths.

### First step

#### Let's have fun!

**Question puzzle:** Give out copies of the activity in the 'Photocopiable activities' section on the Teacher's Resource Centre. Have pupils work in groups of four. They have to generate grammatically correct questions. Set a time limit. When the time is over, each pair submits their questions to another pair to be answered. Write an example on the board for pupils to follow, e.g. *Does the lion eat fruits? Does the otter live on land?* Invite some pupils to read their questions aloud and you provide the answers.

### 1 Listen and look.

- Have pupils open their books at page 21. Draw their attention to the table presented for Activity 1.
- Ask pupils to identify the animals in the table.
- Focus on the otter and the ticks and crosses in each category. Ask pupils to imagine what questions about the otter may appear in the listening in connection with the pictures presented at the top. Pupils give their predictions.
- Play track 21. Stop at the end of the otter part. Pupils check their predictions.
- Continue playing the track.
- Invite the pupils to look at the table and listen to the rest of the conversation between Clare and Zack to check their predictions.

#### Audioscript

**C:** Clare, **Z:** Zack

**C:** What does the otter eat?

**Z:** The otter eats meat and fish. It doesn't eat plants or insects.

**C:** What does the iguana eat?

**Z:** The iguana eats plants. It doesn't eat meat, insects or fish.

**C:** What does the eagle eat?

**Z:** The eagle eats meat. It doesn't eat plants, insects or fish.

**C:** What does the whale eat?

**Z:** The whale eats meat and fish. It doesn't eat plants or insects.

### 2 Look at Activity 1. Then ask and answer.

- Have pupils work in pairs. Read out the model exchange. Pupils practise similar exchanges with the information in Activity 1. Walk around and monitor. Provide help when necessary.
- Encourage pupils to act out their mini-dialogues in front of the class.

**Extra activity Yes/No:** Make two columns on the board and write at the top of each: *Yes, it does. / No, it doesn't.* Pupils work in groups of four and they have to write down questions about animals which require short answers, e.g. *Yes, it does. – Does the whale eat fish? Does the lion live on land?; No, it doesn't. – Does the monkey sleep all day? Does the raccoon eat bats?*

### 3 Go to Activity Book page 77. Cut out the cards. In turns, look at a card and say three clues. Your friend guesses the animal.

- Have pupils go to the cut-outs section on page 77 of the Activity Book. Give them a few minutes to cut out the cards.
- Pair pupils up. Pupil A chooses one animal from the cards. He/She doesn't say which animal it is and gives three clues about it, like in the

example, using the information on the back of the card. Pupil B has to guess which animal it is. Then they exchange roles. Present a mini-dialogue as a model.

## AB, p 17

Lesson 4

**1** Find seven more verbs. Then write.

f	l	y	a	q	l	i	k
g	s	l	e	e	p	s	r
c	h	e	z	a	s	w	s
t	f	w	d	t	h	i	h
l	i	v	e	g	u	m	i
x	b	o	b	p	n	k	d
f	j	u	v	e	t	m	e
c	l	i	m	b	y	a	n

1 fly in the sky  
 2 \_\_\_\_\_ fish  
 3 \_\_\_\_\_ trees  
 4 \_\_\_\_\_ on land  
 5 \_\_\_\_\_ in water  
 6 \_\_\_\_\_ at night  
 7 \_\_\_\_\_ other animals  
 8 \_\_\_\_\_ under a rock

**2** Listen and tick (✓) or cross (X).

**3** Look at Activity 2. Then write about the animals.

1 The deer  
 2 The snake  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_

## 1 Find seven more verbs. Then write.

- Draw pupils' attention to the example circled in the wordsearch.
- Instruct pupils to circle seven more verbs.
- Pupils fill in the verbs they have circled in the wordsearch on the correct lines to complete the phrases.

Answers: 1 fly, 2 eat, 3 climb, 4 live, 5 swim, 6 sleeps, 7 hunt, 8 hide

## 2 Listen and tick (✓) or cross (X).

- Ask pupils to identify the animals in the table.
- Ask pupils to give ideas about what they think the listening will be about, based on the images at the top of the table.
- Play track 23, pausing after each question and answer.
- Allow students to fill in the answer to each question.
- Play the track again. Check the answers as a whole class.

## Audiocript

C: Clare, Z: Zack

C: What does the deer eat?

Z: The deer eats plants. It doesn't eat fish, meat or insects. (pause)

C: What does the snake eat?

Z: The snake eats meat and insects. It doesn't eat plants or fish. (pause)

C: What does the parrot eat?

Z: The parrot eats plants. It doesn't eat meat, insects or fish. (pause)

C: What does the seal eat?

Z: The seal eats fish and meat. It doesn't eat plants or insects.

Answers: 1 X, ✓, X, X; 2 ✓, X, ✓, X; 3 X, ✓, X, X; 4 ✓, X, X, ✓

## 3 Look at Activity 2. Then write about the animals.

- Have pupils complete the sentences.
- Walk around, monitoring the pupils' work. Help them and provide guidance when necessary.
- Invite some pupils to read out their sentences to the class.

## Final step

- **Correct the statements:** Pair pupils up and prepare two wrong statements for each pair, e.g. *The whale flies*. Once they have corrected the statements, invite some of the pupils to read the correct statements aloud while others write them on the board.

## Lesson 5

### PB, p 22

Lesson 5

**1** Solve the riddles and match. Then listen and check.

Animal riddles - What is it?

1 The monkey lives in a hot, rainy habitat, full of flowers and trees.

 savannah

2 The condor lives near rocks and caves. This place is at high altitude, so it's cold.

 mountains

3 The shark's habitat is wet and cold. There are plants and fish.

 ocean

4 The lion's habitat is hot in summer and very dry in winter. In this place, there is yellow grass, but there aren't many trees.

 forest

5 The squirrel lives in a place with many trees, trunks and leaves. Summers are hot and winters are cold here.

 rainforest

**2** Listen and repeat the words in orange in Activity 1.

**3** Read again. Then choose and say.

- 1 In the **rainforest** / **ocean**, it's hot and rainy all year long.
- 2 In the **forest** / **savannah**, summers are hot and winters are cold.
- 3 There are rocks and caves in the **mountains** / **forest**.
- 4 The **rainforest** / **ocean** is a big mass of water.
- 5 In winter, it doesn't rain a lot in the **mountains** / **savannah**.

22 Vocabulary: habitat, savannah, ocean, forest, rainforest, mountains

**Vocabulary:** ocean, forest, rainforest, mountains, savannah, condor, squirrel

**Grammar:** Revision: present simple 3rd person singular, affirmative and negative forms.

**Functions:** Talking about habitats. Describing different habitats.

## First step

### Let's have fun!

**That is correct! That is not correct!** Prepare two big signs – one showing a hand with the thumb up (to show what is correct) and the other showing a hand with thumb down (to show what is incorrect). Explain the meaning of each sign to the pupils. Put one sign on one wall and the other sign on the opposite wall. Prepare some pieces of paper with statements about animals' habits and put them all into a big box. Call this box the 'smart box'. Call a pupil to the front. He/She takes a piece of paper from the 'smart box', reads it aloud and the whole class moves to the corresponding wall and says, *That is correct!* or *That is not correct!* Give pupils some blank pieces of paper. Ask them to write their own sentences to continue the game.

### 1 **22** Solve the riddles and match. Then listen and check.

- Have pupils open their books at page 22. Hold up your book and point to the tabs in the Friends Online website. Read the highlighted word aloud, 'Games' and the subtitle, 'Animal riddles – What is it?'.
- Ask pupils to name places in which animals live. Pupils should mention different habitats. Provide the English words if necessary.
- Point to the animals and habitats in the pictures. Ask pupils to identify the animals and habitats they know.
- Read the information about the monkey aloud. Pupils work in pairs to decide on a habitat for the monkey. Introduce new vocabulary if necessary.
- Follow the same steps with all the other animals.
- Play track 22 and ask pupils to check if they have matched the animals with the correct habitat.

**Answers:** monkey – rainforest; condor – mountains; shark – ocean; lion – savannah; squirrel – forest

- Ask them to justify their answers using information from the texts.

**Extra activity** Divide the class into groups. Have each group choose one of the animals mentioned and prepare a few *Yes/No* questions about it for the other groups to answer, e.g. *Does the condor live in the savannah?* Walk around and monitor. Provide help if necessary.

### 2 **23** Listen and repeat the words in orange in Activity 1.

- Play track 23 once and then have pupils repeat the words. Pay special attention to the pronunciation of the word 'mountains'.

### 3 Read again. Then choose and say.

- Read the first sentence aloud. Explain the activity. Do question 1 as a whole class and then give pupils time to complete the activity by themselves.
- Check as a whole class.

**Answers:** 1 rainforest, 2 forest, 3 mountains, 4 ocean, 5 savannah

## AB, p 18

**Lesson 5**

**1 Match the pictures and words.**

**2 Read and write the habitat. Use the words from Activity 1.**

- 1 It is hot and rainy. It has flowers and trees. The monkey lives there. rainforest
- 2 It has rocks and caves. It is very cold and high. The condor lives there. \_\_\_\_\_
- 3 It is hot in summer and it has yellow grass. The lion lives there. \_\_\_\_\_
- 4 It is wet and cold. It has plants and fish. The shark lives there. \_\_\_\_\_
- 5 It is hot in summer and cold in winter. It has trees. The squirrel lives there. \_\_\_\_\_

**3 Read and circle.**

- 1 The tree frog lives in the savannah / rainforest. This place is hot / cold and dry / wet.
- 2 These goats live in the forest / mountains. This habitat is full of rocks / trees and flowers / caves.
- 3 The shark lives in lakes / the ocean. This place is cold / hot and there are many types of insects / fish.

## 1 Match the pictures and words.

- Draw the pupils' attention to the words in Activity 1. Do question 1 as a whole class and then give pupils time to complete the activity by themselves.
- Check as a whole class.

**Answers:** 1 savannah, 2 ocean, 3 forest, 4 mountains, 5 rainforest

## 2 Read and write the habitat. Use the words from Activity 1.

- Draw the pupils' attention to the empty lines after sentences 1–5. Point to the five words in Activity 1 and ask the pupils to write these words on the correct lines.
- Check as a whole class.
- Extension activity: Invite the pupils to spell each word as they answer, if you wish.

**Answers:** 1 rainforest, 2 mountains, 3 savannah, 4 ocean, 5 forest

## 3 Read and circle.

- Ask pupils to identify the animals in the pictures.
- Explain the activity. Pupils work individually and then check their work with a partner.
- Check orally as a whole class.

**Answers:** 1 rainforest, hot, wet; 2 mountains, rocks, caves; 3 the ocean, cold, fish

## Final step

### Let's have fun!

**Animal chain:** Choose an animal and start a chain. Brainstorm possible options: *It lives/eats/hunts/sleeps/doesn't ...* etc. Pupils stand in a circle. Then Pupil 1 chooses an animal and starts the chain. Pupil 2 repeats Pupil 1's animal and adds one more word. This continues in the same way, e.g. P1: *The lion ...*; P2: *The lion eats ...*; P3: *The lion eats meat ...*; P4: *The lion eats meat and ...*; P5: *The lion eats meat and doesn't ...*; P6: *The lion eats meat and doesn't climb ...* The chain stops when pupils get stuck or do not remember the chain. A new chain then begins. For a second round, choose another animal.

## Lesson 6

### PB, p 23

**Let's read!**

1  What animals can you see? What do you think they eat?

2  Listen and read.

 The clownfish is a small fish. It's about 10 centimetres long. It's orange, black and white. It's got three white bands. It lives in the ocean. It's scared of big fish and it hides in sea plants. It doesn't eat plants. It eats small parasites. It lives 6 to 10 years.

 The Andean condor is a big black bird. Its body is about one metre long. It lives in the mountains. It eats dead animals and it flies very long distances to look for food. It looks for food during the day and it sleeps at night. It lives about 50 years.

 The chipmunk is a small brown animal. Its body is 10 centimetres long and its tail is 10 centimetres long too. It lives in forests. It eats nuts. It climbs trees and hides food in tree trunks. It's very active in spring, summer and autumn, but it sleeps a lot in winter. It lives about 3 years.

3  Read again. Then answer the questions in your notebook.

- 1 Where does each animal live?
- 2 What does each animal eat?
- 3 How long does each animal live?

4  Say the animal.

- 1 This animal hides food.
- 2 This animal hides in plants.
- 3 This animal has a long tail.
- 4 This animal flies to look for food.
- 5 This animal sleeps a lot in winter.
- 6 This animal lives in the mountains.

Literacy: Information texts about animals and their habitats 23

**Vocabulary:** clownfish, centimetres, bands, scared, sea plants, parasites, metre, dead animals, chipmunk, nuts, trunks

**Grammar:** Present simple 3rd person singular – affirmative and negative forms.

**Functions:** Describing animals. Talking about habitats and describing different habitats.

## First step

- Write the following words on the board: *the ocean / the mountains / the savannah / the forest / the rainforest*. Have pupils work in groups. Ask them to write down names of animals that live in these habitats. Set a time limit. When time is up, each group reads their list aloud. Allot 10 points for each correct animal. The group with the highest score is the winner.

### 1 What animals can you see? What do you think they eat?

- Have pupils open their books at page 23. Hold up your book and show the pupils the pictures in Activity 2. Ask pupils to predict what they are going to read about, based on the questions in Activity 1 and the pictures in Activity 2.

- Direct the pupils' attention to the three animals in the pictures. Ask pupils if they know these animals and what they know about them. Allow L1 for the names and provide the English words: *clownfish*, *condor* and *chipmunk*.

### Pre-reading tasks

- **Prediction time:** Write one sentence about each animal on the board. Pupils say if it is true or false. This information will be then checked after reading the information about each animal, e.g. *The clownfish eats sea plants. The condor sleeps at night. The chipmunk sleeps a lot in all seasons.*
- **Scanning time:** Give pupils a number or a word to find in the texts and say what this information is about, e.g. the clownfish – 6 to 10 years; the condor – one metre; the chipmunk – spring. Pupils scan the text and say, *The clownfish can live from 6 to 10 years. The condor is one metre long. The chipmunk is very active in spring.*

#### tip

For reading activities, design simple tasks which pupils should complete before reading, while reading, and after reading. In pre-reading tasks, the tasks should activate the pupils' prior knowledge and arouse their curiosity by allowing them to predict the information they will read about. This approach will help to motivate the pupils and maintain their interest.

## 2 (24) Listen and read.

### While-reading tasks

- Write a sentence about each animal on the board.
- Play track 24 without stopping. Pupils read the texts and decide whether the information on the board is true or false.

## 3 Read again. Then answer the questions in your notebook.

### Post-reading tasks

- Write the beginning of five sentences on the board and invite pupils to complete them by using the information they have read in the texts. e.g. *The clownfish has ... The chipmunk is very ...* and so on. Then check as a whole class.
- Read the questions in Activity 3 aloud.
- Pupils read the texts again in silence. They answer the questions individually and then check their work with a partner. Then check as a whole class.

## 4 Say the animal.

- Pair pupils up and explain the activity. Do number 1 as a whole class.
- Give pupils time to complete the rest of the activity. The first pair to complete the activity and whose answers are all correct is the winner.
- Check as a whole class.

## AB, p 19

Let's write!

2

**1** **Read.**

My favourite animal is the penguin. It is a small black and white bird. It lives on land. It doesn't live in the forest, the rainforest, the mountains or the savannah. It lives in the Antarctic! The penguin swims very fast. It eats very small sea animals and fish. It walks but it doesn't run. It's a bird but it doesn't fly. It hides in caves and it sleeps at night.

**2** **Choose your favourite animal. Write the answers. Then, in your notebook, write about your favourite animal. Use Activity 1 as a model.**

**Animal:**

- 1 What colour is it? \_\_\_\_\_
- 2 Does it live on land or in water? \_\_\_\_\_
- 3 What habitat does it live in? \_\_\_\_\_
- 4 Does it eat plants, insects, fish or other animals? \_\_\_\_\_
- 5 Does it sleep at night or during the day? \_\_\_\_\_
- 6 Does it swim or fly? \_\_\_\_\_
- 7 Does it climb trees or run? \_\_\_\_\_
- 8 Does it jump or hide? \_\_\_\_\_

Other information: \_\_\_\_\_

19

### 1 Read.

- Draw the pupils' attention to the picture and elicit the name of the animal (*penguin*).
- **Pre-reading:** Ask the pupils what information would be useful in a fact file for the penguin. Elicit the pupils' ideas and write them on the board.
- **While reading:** Ask the pupils to read the text and check their predictions.
- **Post-reading:** Check pupils' predictions with the class as a whole and tick the ideas that the pupils found in the text.

**2 Choose your favourite animal. Write the answers. Then, in your notebook, write about your favourite animal. Use Activity 1 as a model.**

- Draw the pupils' attention to the questions. Compare them to the pupils' predictions from Activity 1 on the board. Have pupils identify predictions that are different.
- Invite the pupils to write the name of their favourite animal at the top. Provide help in L1 if the pupils need the English name.
- Point out the questions on the left. Ask the pupils to answer the questions about their favourite animal.
- Monitor and check the pupils' answers while they write. Provide feedback and help where necessary.
- Then, ask the pupils to write about their favourite animal in their notebooks. Tell them to use their answers to the questions in Activity 2 and the text in Activity 1 to help them.
- Monitor closely and provide feedback and help where necessary.
- Extension activity: You could ask volunteers to read their fact files about their animal. They could read it aloud without saying the name of the animal, then the other pupils should guess the animal.

**AB, p 20**

**2 Let's revise!**

**1 Complete with the correct form of the verbs.**



The ostrich <sup>(1)</sup> *doesn't live* (not live) in the forest. It <sup>(2)</sup> \_\_\_\_\_ (live) in the savannah. It has got two long legs and it <sup>(3)</sup> \_\_\_\_\_ (run) fast. It <sup>(4)</sup> \_\_\_\_\_ (eat) plants, lizards and snakes. It <sup>(5)</sup> \_\_\_\_\_ (not eat) fish. The ostrich <sup>(6)</sup> \_\_\_\_\_ (hide) when it's scared.

**2 Write the words in order. Then write the answers.**

Clare: Does the forests in live chipmunk ?  
Zack: \_\_\_\_\_

Clare: eat big Does animals it ?  
Zack: \_\_\_\_\_

Clare: food hide in it Does trunks ?  
Zack: \_\_\_\_\_



**3 Read the fact file. Then write about the tree frog.**

Name	tree frog
Habitat	the rainforest
Food	insects ✓ spiders ✓
Activities	climb trees ✓ swim ✗ jump ✓

*The tree frog lives \_\_\_\_\_*  
\_\_\_\_\_  
\_\_\_\_\_

**My progress in this unit**   

**Let's revise!**

**1 Complete with the correct form of the verbs.**

- Draw the pupils' attention to the picture in Activity 1. Ask the pupils what the name of the animal is (*ostrich*). Accept L1 answers if the pupils do not know the English word.
- Point to the gaps in the text and the verbs in brackets after each gap.
- Do question 1 as a whole class, then ask pupils to write the correct form of each verb in the gaps.
- Check with the whole class.

**Answers:** 1 doesn't live, 2 lives, 3 runs, 4 eats, 5 doesn't eat, 6 hides

**2 Write the words in order. Then write the answers.**

- Draw the pupils' attention to Clare's questions. Ask the pupils to write the questions using the words above in the right order.
- Check these with the whole class, then ask the pupils to answer the questions. Invite the pupils to check their answers on page 25 of the Pupil's Book.

**Answers:**

Does the chipmunk live in forests? Yes, it does.  
Does it eat big animals? No, it doesn't/No, it eats nuts.  
Does it hide food in trunks? Yes, it does.

**3 Read the fact file. Then write about the tree frog.**

- Ask the pupils to look at the fact file. Elicit the name of the animal (*tree frog*).
- Point out the ticks and crosses next to some of the information.
- Elicit the verbs they will use to talk about habitat (*lives*) and food (*eats*).
- Have the pupils work individually to write about the tree frog.
- Alternative approach: Ask pupils questions to elicit the information orally to make the writing activity easier. You could also stage the writing so that the pupils write the first sentence, then get feedback from the class. This could be done with each sentence to offer support and feedback to pupils if needed.

**Sample answer:** The tree frog lives in the rainforest. It eats insects and spiders. It climbs trees and jumps, but it doesn't swim.

## Final step

### Let's have fun!

**Animal race:** Draw a game board on the floor with nine squares. In two of the squares write: *Miss a turn. Move two squares.* Include 'Start' and 'Finish' squares at each end of the board. In the other squares, stick pictures of a clownfish, an Andean condor, a chipmunk, a lion, a monkey, a shark and a squirrel. Divide the class into two groups. A member from Group 1 rolls the dice and he/she goes to the corresponding square. When he/she lands on a square with a picture of one of the animals, the pupil says something about the animal. If the information is correct, he/she stays in that square. If it is wrong, the pupil returns to the previous square. The first team to reach the end is the winner.

## Project

**PB, pp 24–25**

**Project Invent an animal riddle** Go to Activity Book page 21.

**Step 1 Get ready!**  
Look back at the unit. Then make a list of animals and their habitats in your Activity Book.

**Step 2 Start!**  
Work with a friend and read the table. Then research your own animal and complete the table in your Activity Book.

Questions	Answers
What animal is it?	the hyena
Is it big or small?	big
What colour is it?	grey and brown
Describe its body parts.	big ears, four legs
Does it live on land or in water?	on land
Does it live in the desert, forest, mountain, savannah or mountains?	in the savannah
Does it climb trees?	no
Does it swim?	yes
Does it fly?	yes, at the end of the day, in groups
Does it hunt?	no
Does it sleep at night?	perhaps and then
Does it sleep during the day or at night?	at night
Other information	It eats big animals, small animals and fish. <i>By Maria and Ivan</i>

**Step 3 Be it!**  
Read the tips and Maria and Ivan's riddle. Then write a riddle about your own animal in your Activity Book.

**How to write your riddle**

Start your riddle like this:  
This animal is ...  
Use some information from the table in Step 2.  
Divide your riddle into two verses.  
Write short sentences.  
Example: It's got four legs.

Use short to join two sentences.  
Example: It eats and hunts.  
Repeat the same structures.  
Example: It eats and jumps.  
Use some and/or.  
Use some negative sentences.  
Example: It doesn't eat plants.

This animal is grey and brown.  
It's got four legs.  
It hunts in groups.  
It doesn't fly.  
It doesn't live on the forest.  
It doesn't live on the mountains.  
It lives in the savannah.  
It eats big and small animals.  
*By Maria and Ivan*

**Step 4 Talk!**  
Read out your riddle. The class guesses the animal.

whale	bat
porcupine	frog
giraffe	tiger
hyena	nocoon
elephant	chipmunk
penguin	clownfish

This animal is grey and brown. It's got four legs. It hunts in groups. It doesn't fly.

- Present the title of the project and read the four steps. Ask pupils what they think they have to do in each part. Allow L1 for their answers.

### 1 Look back at the unit. Then make a list of animals and their habitats in your Activity Book.

- Have pupils open their books at page 24. Pair them up and focus their attention on the 'Get ready!' activity.
- Explain that they have to complete two lists, one of animals and the other of habitats by gathering information from the unit.

- Set a time limit. After the allotted time, ask various groups to share their answers. Then check as a whole class.

### 2 Work with a friend and read the table. Then research your own animal and complete the table in your Activity Book.

- Ask pupils to turn to the 'Start!' section. Read the instructions aloud and focus on the table.
- Pair pupils up. Read the questions aloud and clear up any doubts.
- Focus on Maria and Ivan's answers about the hyena. Tell pairs they have to choose an animal and complete their column in the same way as Maria and Ivan did. Walk around and monitor.
- Encourage pairs to read their answers aloud.

#### tip

All children are different, have different abilities, different learning styles and different levels of readiness. Especially in groups where the difference in levels of readiness is big, it is a good idea to offer choice. How? For example, in this second task, pupils have many questions to answer. This task may be too challenging to those whose level of readiness is low. Therefore, in these cases, you can tell these pupils to choose only three questions to answer. The element of choice makes the task more manageable.

### 3 Read the tips and Maria and Ivan's riddle. Then write a riddle about your own animal in your Activity Book.

- Hold up your book and point to Maria and Ivan's riddle. Ask pupils to read it in silence.
- Read it aloud to the class.
- Direct pupils' attention to the 'How to write your riddle' tips. Read the first tip aloud and go to the riddle to show full meaning of the tip.
- Do the same with all the other tips.
- Pair pupils up and have them write their own riddle using Maria and Ivan's model and following the tips recently discussed.

### 4 Read out your riddle. The class guesses the animal.

- Ask pupils to read their riddles aloud for the class to guess which animal it is. The animal may be on the list suggested on the board or not.

Project
2

### Invent an animal riddle

**Step 1** Make a list of animals and their habitats.

<p style="text-align: center; margin: 0;"><b>Animals</b></p> <p><i>whale</i></p>	<p style="text-align: center; margin: 0;"><b>Habitats</b></p> <p><i>rainforest</i></p>
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**Step 2** Research your own animal. Then complete the table.

What animal is it?	
Is it big or small?	
What colour is it?	
Describe its body parts.	
Does it live on land or in water?	
Does it live in the ocean, forest, rainforest, savannah or mountains?	
Does it climb trees?	
Does it swim?	
Does it hunt?	
Does it fly?	
Does it jump or run?	
Does it sleep during the day or at night?	
Other information:	

**Step 3** Write your riddle.

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21

### 1 Make a list of animals and habitats.

- Direct pupils' attention to the two notebook pages, pointing out the headings for each one ('Animals' and 'Habitats').
- Ask the pupils to write the names of animals in the left-hand block. Show them the example that has been done (*whale*).
- Ask the pupils to make a list of all the habitats they have learnt about in Unit 2 in the right-hand block. Show them the example to help them (*rainforest*).
- Check answers as a class.

### 2 Research your own animal. Then complete the table.

- Direct pupils' attention to the table and invite them to read the questions.
- Give the pupils time to choose an animal they like and research the animal. This can be done in class or the pupils could find out the information for homework.

### 3 Write your riddle.

- Invite the pupils to read the tips for writing a riddle on page 25 of the Pupil's Book.
- Ask the pupils to use the information from Activity 2 to write their own riddle, following the style of the riddle on page 25 of the Pupil's Book.

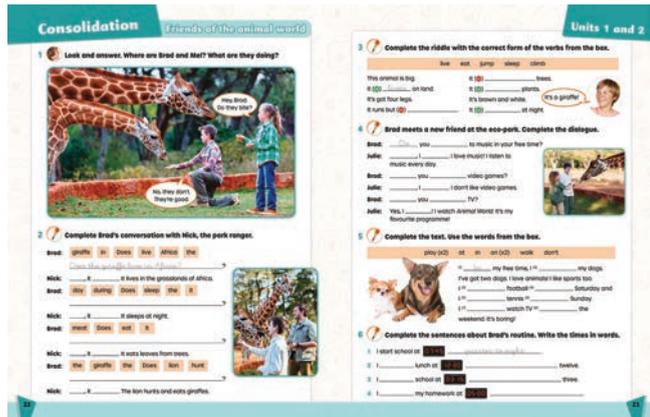
**tip** Project work is challenging and motivating. It is good to recycle old vocabulary and to anchor new language. It is used to encourage pupils and promotes groupwork. When the project is over, it is important to take some time to think about the process and to value the pupil's effort to finish it. It is also a good moment to incorporate self-assessment.

### Post-project work

- Pupils can go to other classes and deliver a 'show & tell' session about their animal.
- Pupils can make a poster and decorate the classroom walls.
- Pupils can prepare a presentation (using PowerPoint or Prezi) and email it to other teachers in the schools who will be able to read their projects and offer feedback.

# Consolidation Units 1 and 2 - Friends of the animal world

## AB, pp 22-23



### 1 Look and answer. Where are Brad and Mel? What are they doing?

#### Pre-task

### Let's have fun!

**Categories:** Divide the class into groups of five. Write the following animal categories on the board: *They move on land / They swim in the sea / They fly.* Ask groups to make a list of animals for each category. Set a time limit. Then ask pupils to read their lists. Count the animals on each list. The group with the longest list in each category is the winner.

#### Task

- Direct pupils' attention to the title of this section. Ask them to say what they think the Consolidation is about. Then ask them to describe what they see. Ask, *How many people are there? (Two.) Where are Brad and Mel? (At an eco-park.) What animals can you see? (Giraffes.) What are Brad and Mel doing? (Feeding the giraffes.) Do the giraffes look dangerous? (No, they don't.)* Also, ask them to say what they know about giraffes.
- Encourage them to read the mini-dialogue in the picture.
- Pair pupils up and have them interact in the same way. Walk around and monitor.

#### Post-task

- Write some false statements for pupils to correct, e.g. *Brad and Mel are at school. Brad is playing football. Mel is feeding the monkeys.*
- Write them on the board and then pair pupils up to carry out the task. Then check as a class.

### 2 Complete Brad's conversation with Nick, the park ranger.

#### Pre-task

- Write the following scrambled words on the board: *tame (meat) / irfafge (giraffe) / eelps (sleep) / ionl (lion) / ihntg (night).*
- Pair pupils up and have them unscramble the words. Once you have checked the results, invite them to write sentences using the words they have discovered. Walk around and monitor. Invite some pupils to write their sentences on the board.

#### Task

- Focus on the dialogue between the park ranger and Brad. Ask pupils to read the reordered first question. Elicit the corresponding answer.
- Ask pupils to work in pairs to make up the other questions. Each pair compares their work with another pair. Then check orally.

**Answers:** 1 Does the giraffe live in Africa? Yes, it does. 2 Does it sleep during the day? No, it doesn't. 3 Does it eat meat? No, it doesn't. 4 Does the lion hunt the giraffe? Yes, it does.

#### Post-task

- Pupils work in mini-groups. They choose another animal and create a similar conversation to the one between Brad and the park ranger following the structure in Activity 2.
- Have pupils act out the dialogue.

### 3

#### Pre-task

### Let's have fun!

**The lion or the zebra?** Prepare pieces of paper with information about the lion and the zebra, e.g. *It hunts alone. It doesn't hunt. It eats grass. It eats other animals. It is light brown. It is black and white.* Write the names of both animals on the board. Pupils pick up pieces of paper, read the information on them and place the piece of paper under the correct animal. Then pair pupils up and have them prepare some other information about both animals.

#### Task

- Direct pupils' attention to Activity 3. Read the verbs in the box aloud. Focus on the riddle structure.
- Show the minus symbol and the plus symbol. Remind pupils of negative auxiliaries 'doesn't', 'can't', etc.

- Do the first statement as a whole class. Pupils work in groups and finish the activity. They then check their work with another group. Finally, check orally.

**Answers:** Left set: It lives on land. It runs but it doesn't jump. Right set: It doesn't/can't climb trees. It eats plants. It sleeps at night.

### Post-task

- Pupils work in groups of four. They choose another animal and write a riddle. They should base their work on the structure presented in the riddle in Activity 3.
- Groups read their riddles to the class. If you wish, hold a riddle competition.

## 4 Brad meets a new friend at the eco-park. Complete the dialogue.

### Pre-task

### Let's have fun!

**Ball game:** Toss a ball to a pupil and ask, *Do you (like video games)?* or any other *Yes/No* question. Remind pupils of the short answers *Yes, I do* or *No, I don't*. Pupils catch the ball and provide a suitable short answer. Possible questions: *Do you watch TV every day? Do you listen to music? Do you play sports every weekend?*

### Task

- Direct pupils' attention to the picture on the right. Ask them what they can see. Read the incomplete dialogue aloud. Explain the activity. In pairs, pupils complete the dialogue and then check their work with another pair.
- Encourage pupils to act out the dialogue. Walk around and monitor, providing help when necessary.

**Answers:** Do, listen, Yes, do, Do, play, No, don't, Do, watch, do

### Post-task

- Pupils work in pairs. Pupil 1 is Brad and Pupil 2 acts as himself/herself. Pupil 1 asks the same questions used in the activity and Pupil 2 answers about himself/herself. Then they swap roles. Walk around and monitor. Provide help when necessary.

## 5 Complete the text. Use the words from the box.

### Pre-task

- **Me too/I don't:** Write *Me too* and *I don't* on the board. Explain the activity. Say true sentences about yourself, e.g. *I watch TV every day*. Pupils say, *Me too* if the sentence is true about them too, or they say, *I don't* if the sentence is not true about them. Other sentences to be used: *I like sushi. I play tennis. I listen to music on Friday. I love English. I read the newspaper online.*

### Task

- Read the words in the box in Activity 5 aloud. Then read out the text and do the first question as a whole class. Pupils then work individually and check their work with a partner. Then check orally.

**Answers:** 1 In, 2 walk, 3 play, 4 on, 5 play, 6 on, 7 don't, 8 at

### Post-task

- Write the following verbs on the board: *play / watch / go to / read*. Ask pupils to work in mini-groups to think of objects/places that collocate with the verbs given, e.g. *play tennis / volleyball / rugby; watch films / Netflix / documentaries; go to the club / the cinema / a friend's house; read a book / short story / poem, etc.*
- Once you have checked the collocations, write sentence beginnings on the board and have pupils choose some of the collocations to talk about their free time. Write: *In my free time, ... At the weekend, ... On Sunday, ... After school, ...*

## 6 Complete the sentences about Brad's routine. Write the times in words.

### Pre-task

- **What's the time?** Bring a clock to class. Prepare pieces of paper with digital times: 7.30, 10.45, 12.00, etc. Have pupils show the time on the clock and say what time it is. Then show different times on the clock and say the wrong time for pupils to correct you. Pupils clap their hands and provide the correct answer.

### Task

- Focus pupils' attention on Activity 6 and explain what they have to do. Pupils complete the lines individually. Then they check their work with a partner. Then check orally.

**Answers:** 1 quarter to eight; 2 have, half past; 3 leave/finish, quarter past; 4 do, five o'clock

### Post-task

- Pupils work in pairs and try to find similarities in their daily schedules or free time by following some of the examples in Activities 5 and 6.
- Write the following sentence beginnings on the board: *In our free time, we ... On Sunday, we ... Every day we start school ... We do homework ... We play ... We watch ... We don't play ...* Walk around and monitor. Provide help when necessary.

### Final step

- **Exit ticket!** Pupils say a line about their daily routine and a line about their free time as a passport to leave the classroom.