



## 3

## Animal magic

## VOCABULARY 1

animals

## READING

topic: what are armadillos like?

skill: choosing a word for a gap

task: gapped text with picture cues

## GRAMMAR

adverbs of frequency

present simple: question words

## VOCABULARY 2

the world around us

## LISTENING

topic: an Australian nature reserve

skill: reading questions before you listen

task: matching

## SPEAKING

topic: similarities and differences between animals

skill: saying what you think and why

task: picture sets

## WRITING

topic: fairy penguins

skill: using *and*, *but*

task: write a description of an animal

## SWITCH ON

video: panda protection

project: animal sanctuaries

## Sample

## Lead-in

Begin by asking: *What is a pet? Is it good to have a pet? Why/why not? What animals make good pets? What animals make bad pets?*

- 1 Draw students' attention to the photo of the dog. Do they like the photo and/or think it's funny? Put students into pairs to discuss whether or not the animals are good pets, then conduct whole class feedback.

## Possible answers

A duck is a good pet for a farm.

An elephant isn't a good pet. It's too big.

A horse is a good pet because you can ride it.

A mouse is a good pet. It's small.

A rabbit is a good pet because it's small.

- 2 Invite students to tell their partner about a pet they have got, or one they would like. Students who have pets could bring in photos of their pets. Elicit responses from around the class, and discuss any unusual or interesting pets.

## extra: digital



Students could research and choose funny animal videos to show in class. Get students to name the animal in each video. Get students to vote on the funniest video. If you have a private online space for your class, the videos could be shared and voted for homework.

## Sample

## VOCABULARY 1 SB p32

## To start

Get students to work in small groups to write an A–Z of animals. See how many letters they can think of an animal for in five minutes. The group with the most is the winner.

To extend the activity, get students to put their names on the lists and collect the lists. At the end of the unit, get students back into the same groups, and see how many more animals they can add to their lists.

## Power up

- 1 Direct students to the pictures and drill the animal words chorally. Ask questions to the class. (*Which of these animals are big? Which are small?*) Get students to write out the list of animals in order, from biggest to smallest. If students are preparing for an exam, point out that in some of the exam activities require words to be copied accurately, so this is good practice.

1 elephant 2 hippo 3 sheep 4 bird/parrot 5 spider

## animals

- 2 Tell students to look at the animals on the poster. Ask them to write a list with letters A–L on a separate piece of paper and write the animal names from the box next to each letter. The answers will be checked in Ex 3.

## extra: whole class



Memory game. Give students 30 seconds to look at the pictures. Get students to close their books and, in pairs, try to remember what the animals were. They write them down on a piece of paper.

- 3 3.1 Play the recording for students to check their answers in Ex 2. Play it a second time for students to notice the pronunciation, then ask students to practise saying the animal names.

A parrot B frog C bee D monkey E polar bear  
F panda G whale H penguin I armadillo  
J kangaroo K dolphin L lion

- 4 Revise the letters A–L by asking students to chant them chorally (pay special attention to *e/i*, *g/j*). Direct students to the example, then ask: *What's J?* (It's a kangaroo.)

## Possible answers

A: What's F?

B: It's a panda. What's E?

A: A polar bear. What's K?

B: It's a dolphin. What's I?

A: It's an armadillo.

- 5 3.2 Tell students they are going to hear some animal sounds. Play the recording for students to guess the correct animal. Play the recording again, and elicit the answer after each sound.

1 C 2 A 3 B 4 C

## extra: whole class



Get students to work in groups and take turns to make the sound of an animal from the poster in Ex 2. Students may have to get a bit creative if an animal doesn't have a well-known sound. Get the other students in the group to guess which animal it is. Invite each group to choose one of the animal sounds to make together for the class to guess.

## extra



Write the actions on the board: *walk, jump, run, jump, climb, run, fly*. Ask if anyone knows these words, and get them to mime one to the class for other students to guess. Ask students to see if they can match any of the words to the photos of animals in the poster in Ex 2.

## animal actions

- 6 3.3 Ask students to stand up on the spot. Play the recording and demonstrate miming the action on the recording. Play the recording again, for students to repeat the word while miming.

A walk

B jump

C swim

D climb

E run

F fly

- 7 Ask the class to look at the list of animals in Ex 2 and guess quickly which animal can do the most actions from the table (students could write their guess down). Draw up the table on the board with the six actions at the top of each column. Choose another animal from the poster in Ex 2, e.g. armadillo, and demonstrate by going through the columns systematically. Ask: *Does an armadillo walk?* (Yes, it does.) Write *armadillo* in the walk column. *Does an armadillo jump?* (No, it doesn't.) Put a dash (–) in the jump column. Continue through the remaining columns for armadillo. In pairs, students add other animals to the column. Depending on speed of work, some students may get through more animals than others, but encourage each pair to check at least four animals. Then, ask students to use the chart to see if their prediction of the animal that could do the most actions was correct.

## Suggested answers

walk: lion, penguin, monkey, armadillo, panda

jump: lion, penguin, monkey, kangaroo, frog

swim: penguin, monkey, blue whale, dolphin, frog

climb: lion, monkey, panda

run: lion

fly: parrot, bee

Parrots fly, but they don't swim.

A penguin walks, jumps and swims, but it doesn't fly.

## Sample

## READING SB p33

## To start

Ask: *What animals live in your garden or near your home?* Even if students live in an urban area, there may be some, e.g. insects, mice, birds. If there are any animals that are a part of students' daily lives/local area, but not included in the unit, take the opportunity to teach them here.

Before students open their books, show a small clip of an armadillo (e.g. from National Geographic), but try not to show the word. See if students know what it animal it is. Elicit anything they know about *armadillos*. Teach: *hard shell, curl up in a ball, dig.*

## Power up

1 Direct students to the photo of Flavio and the titles. Elicit predictions about what the post is about. Then give students one minute to scan the post to answer: *Who? What? Where?* the text is about. Point out that if students are taking an exam, they should get in the habit of quickly scanning texts (and looking at pictures and any titles) to see what they are about before they read.

He's from Brazil and his post is about an armadillo. The armadillo's name is Maddy and it lives in his garden.

2 Give students one minute to find the information. Help students by telling them there are three foods and two hobbies to find. Check the answers as a class.

- 1 insects/spiders, fruit, frogs, mice
- 2 digging, swimming

### exam task: A1 Movers Reading and Writing Part 3

In the A1 Movers Reading and Writing Part 3 exam task, there would be one example and five gapped items, and the title question as in Ex 4 here.

3 **e** Before students complete the post, read through the exam tip. Get the class to look at the words before and after the gaps and to guess the missing word without focusing on the words already given. Elicit ideas and write up the students' suggestions on the board for each gap.

Encourage students to mark the words that they put in a gap (e.g. by ticking them), so that they can track which ones they have used. Ask students to compare their answers in pairs, then, as you check as a class, get students to explain why they have chosen a particular word. Look back at the predictions and see if any were correct.

- 1 garden (a place where an animal can live)
- 2 sleep (a daily activity)
- 3 sun (the hot sun)
- 4 morning (a time of day)
- 5 frogs (small animals; not monkeys because they're not small)
- 6 water (something you can swim in, and stay 'under')

## extra: digital



Students may be surprised to learn that penguins can jump. If you have the internet, look for (or ask students to look for) a video of penguins jumping out of the water to show the class.

8 If students are preparing for the A1 Movers exam, point out that this is useful practice for Reading and Writing Part 1. In Part 1 students have to match words with their definitions. The words are under pictures representing their meaning. Students read a definition then match it to the correct picture. Give an example description for students to guess, e.g. say: *This animal isn't very big. It climbs trees.* (Answer = monkey.) Students complete the exercise then compare in pairs before checking as a class.

- 1 bee
- 2 panda
- 3 kangaroo
- 4 whale

## game on

Some students may want to write their word down on paper, to help with spelling backwards.

## extra: mixed-ability classes



Give students the option to choose whether their partner should spell a word forwards or backwards for them. Students can also write down the words to help with spelling them aloud.

## alternative



In preparation, make some sets of different coloured papers that spell animals, e.g. on green paper, write the letters that spell monkey: on the first piece – *m*; second piece – *o*; third piece – *n*, etc. On blue paper, write the letters that spell *dolphin*, etc. Make as many letters as there are students in your class.

Randomly distribute the papers. Students need to form groups based on the colour of the paper, then hold their paper in front of them and make a line so they can spell the word. The first team to spell their animal correctly wins the round. Collect and redistribute the papers to play again.

## To finish

Students work in pairs to choose an animal and write their own clues like the ones in Ex 8 on post-it notes or a piece of paper with the answer on the back. Alternatively, the clue could be written on an envelope and the answer inside. Get students to stick / place them around the classroom. Students walk around with their partner, guessing each one.

Presentation tool:	Unit 3, Vocabulary 1
Workbook / Online Practice:	p26
Grammar reference:	SB p120
Audioscript:	SB p145
Extra Practice App	

## Sample

## GRAMMAR SB p34

## To start

Write on the board the following gapped sentences:

*Big armadillos can eat small animals like frogs and mice, but Maddy ... eats them.*  
*She ... eats fruit.*  
*She ... digs in our garden.*

Ask students to look back at the post on page 33 Ex 2 and complete the sentences. (never, sometimes, often). Elicit the answers. Point out that the words *never, sometimes, often* are examples of adverbs of frequency which we use to talk about how often something happens.

## alternative



You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

## explore grammar

SB p120

1 Encourage students to use the percentages in the chart in Ex 1 as a guide rather than an exact science. Students write the adverbs in the correct place. Ask students to compare their answers in pairs then check as a class. Point out that the phrase we use to ask about frequency is: *How often*, e.g. *How often do you play football?*

sometimes, often, usually

## watch out for



As you review B in the explore grammar box, point out that we can use *don't / doesn't* with the adverbs *always, usually* and *often*.

*don't always* means *usually* (70%)

*don't often / don't usually* means *almost never* (10%)

We don't use *don't / doesn't* with the adjectives *sometimes* or *never*.

2 **3.5** Look at Question 1 with the class and elicit where *always* goes (I *always* go ...) referring back to explore grammar box point A. Ask students to copy and complete the sentences with the adverbs in the correct place. Check the answers as a class. Tell students that they are going to hear two people being interviewed in a public place, i.e. *a vox pop*, about their daily routines. Play the recording twice for students to select which sentences from this exercise they hear in the recording. Check as a class.

- 1 I always go on my phone.
  - 2 I often play football
  - 3 I am usually late for school.
  - 4 I never have a bath.
  - 5 I sometimes watch TV.
- We hear sentences 1, 2, 4 and 5

4 Point out that *the best title* means the title that best describes what the post is about as a whole. Ask students to select the best title then check as a class.

Maddy the armadillo (This title describes best what the whole text is about.)

(*Maddy's big adventure* isn't the best title because the post describes Maddy and her regular activities rather than talking about one story/adventure that happened to her. It isn't *Maddy's favourite pet* because Maddy is an animal)

## Sum up

5 Tell students to close their books. Ask them to say three things about armadillos to a partner. Encourage them to use whole sentences. Elicit some of these or ask students to come and write one of their sentences on the board.

## Possible answers

Armadillos love warm places.  
 Armadillos live in South and Central America.  
 Armadillos dig and swim.  
 Armadillos aren't pets. They are wild animals.  
 Armadillos are small and brown with a hard shell.  
 Armadillos live under the ground.

## Speak up

6 In pairs, students think of similarities and differences. Conduct whole class feedback

## Possible answers

Armadillos swim and people swim.  
 Armadillos are wild animals, but people aren't wild animals.  
 Armadillos have a hard shell, but people don't have hard shells.

## Fun footer

Ask students to read the fun footer. Get students to draw what they imagine a pink fairy armadillo looks like on paper or on a drawing app on their phone. Have a competition for the funniest and most realistic drawing. If you have the internet, show some pictures of giant armadillos and pink fairy armadillos. Teach *fairy* (a small imaginary creature with magic powers, which looks like a very small person).

## To finish

Write the adjectives from the post on the board: *special, small, brown, warm, hot, early, interesting, funny, wild*. Students work in pairs to think of something else that is each of those things, e.g. *What is special? My grandmother, my dad, my pet dog, a birthday party. What is small? A mobile, a key, a mouse, a frog*. Conduct whole class feedback.

Presentation tool:	Unit 3, Reading
Workbook / Online Practice:	p27
Grammar reference:	SB p120
Extra Practice App	

## GRAMMAR (Continued)

- 3 Elicit some of the other things the speakers said in the recording which weren't mentioned in Ex 2. Then put students into pairs to write similar sentences. During the activity, invite each pair to write one of their sentences on the board. Go through the sentences on the board as a class, eliciting any corrections if the adverbs of frequency are not placed in accordance with the explore grammar box points.

**extra:** mixed-ability classes

Weaker students could rewrite the sentences in Ex 2 so that they are true for them, replacing the adverbs of frequency as necessary, e.g. *I usually go on my phone. I sometimes play football.*

**Possible answers**

I always make my bed.  
I usually do my homework at night, but sometimes I do it before school.  
On/At the weekends, I often go to the park with my friends.  
I never have Nutella at my house, but I love Nutella!

**extra:** whole class

In small groups, students record a vox pop of their group members talking about some of their regular activities using the adverbs of frequency. Play them in class or ask students to upload them to a private shared location online. You could ask each group to choose a topic or allocate a certain topic to each group, e.g. swimming.

A: I love swimming, I always go to the pool every week.  
B: I sometimes go to the pool with my friends.  
C: Swimming is my favourite sport. I usually go on Mondays.  
D: I never go swimming!

- 4 3.6 Show some wildlife photos if you can, e.g. by searching online for 'amazing wildlife photos'. Elicit or teach *wildlife* then ask how you get photos of wildlife, leading to the term *wildlife photographer*. Ask students to read the interview with Amy, a wildlife photographer, and predict which adverb of frequency will go in each gap. Then play the recording for students to complete the interview.

1 often 2 usually 3 always 4 sometimes 5 often  
6 usually

- 5 Direct students to the photo at the bottom of the page and elicit what kind of animal it is (monkey). Ask: *What is it eating?* Elicit *crisps*. Elicit guesses to the following questions: *What do monkeys usually eat? Where do monkeys usually live?* Give students a minute to read the text to check their ideas. Students complete the text with the phrases.

If students are preparing for an exam, point out that this is useful practice of a gapped text task (e.g. A1 Movers Reading and Writing, Part 3).

1 often live 2 usually sleep 3 always get up  
4 sometimes take 5 are never 6 usually learn  
7 often jump

## Speak up

- 6 As an example, share a few sentences about your own family members or friends using the words and phrases in the box. Give students time to make notes or write their sentences before saying them. Encourage stronger students to make more complex sentences and include at least one example of points A–C from the explore grammar box.

**Possible answers**

My brother never eats meat.  
My grandmother's usually at my house in the afternoons.  
My friend Mary doesn't often visit me so her visits are very special.

## To finish

Students work in pairs to write a crazy question starting with *How often do you ...*, e.g. *How often do you eat insects for dinner? How often do you sleep in the swimming pool?* Invite each pair to share their question with the class and the question which generates the most laughter from the class wins. Students walk around the room asking different people their crazy questions. The responder has to try to answer without laughing.

Presentation tool:	Unit 3, Grammar
Workbook / Online Practice:	p28
Photocopiable activity:	3A
Grammar reference:	SB p120
Audioscript:	SB p145
Extra Practice App	

## VOCABULARY 2 SB p35

## To start

If possible, before class find some photos of each place (or some of the places) in Ex 1, e.g. *cave, lake, desert*, etc. Make a slide presentation. Show the first slide and see if students know what it is, e.g. a cave. Chorally drill *cave*. Repeat through the whole slide deck. Continue through a few times for students to say the words.

**alternative**

Record the presentation as a short video with you saying the word for each place against the slide. Upload this to your private online space for students to watch before class. As an extension, students could make their own similar presentations / videos.

If you don't have technology at your school, draw four gaps for each letter of the word *cave*, e.g. \_ \_ \_ \_ and have students guess the letters that go in each gap until they guess the word. Invite students to draw a picture of a cave (explaining to their classmates if necessary what it is). Repeat with some of the other words from Ex 1.

## the world around us

- 1 Ask students to match the words with the letters in the picture. Students compare their answers in pairs then check as a class. Chorally drill the words in the box.

**extra**

Get the class to make up some (culturally appropriate) actions for each place in Ex 1, e.g. for *cave*, students could crouch down as if they are going to enter a small cave. For *lake*, students could make a horizontal circle with their arms in front of them. Once the actions are established, get students to stand up. Call out the word and have students do the action, then reverse it so that you do the action and students do the word. As students get the hang of it, increase the speed. You can also invite students to call out words or do actions for the class to respond to.

A sea B desert C river D jungle E forest F lake  
G mountain H cave

- 2 Ask: *Is a lake water or land? (water)*. Add *lake* to the column *water*. Students complete the table then check as a class.

land: (cave), desert, forest, jungle, mountain  
water: (cave), lake, river, sea

## explore language

Go through the explore language box, checking students understand the words. Point out that the Earth has a capital letter when it refers to the planet and that *earth* meaning *land / ground* isn't capitalised.

**watch out for**

Point out the capital in the Earth.

- 3 Direct students to the example speech bubbles. Look at the first animal with the class. Ask: *Do bats live in the sea?* Elicit a response, e.g. *No, they don't. I think they usually live in caves but they sometimes live in the forest.* (Or a simpler, but acceptable answer might be: *No, they live in caves.*)

**Possible answer**

A: Do bats live in the desert?  
B: I think they usually live in caves. They sometimes live in forests. Do dolphins live in the sea?  
A: Yes, they do. They sometimes live in rivers too. Do fish live in the mountains?  
A: No, they don't. Fish live in rivers, lakes and the sea. Do snakes live in the sea?  
B: Snakes sometimes live in the sea but they usually live in the jungle or the desert. Do camels live in caves?  
A: No, they don't. Camels usually live in the desert. Do mountain goats live in the mountains?  
B: Yes, they live in the mountains. Do brown bears live in the jungle?  
A: I think they usually live in the forest or in the mountains. Do crocodiles live in the mountains?  
B: No, crocodiles never live in the mountains. They usually live in rivers. They sometimes live in the sea.

- 4 3.7 Point out that there may be more than one possible answer for the places these animals live, e.g. fish live in the sea, lakes and rivers. Students should choose the appropriate place based on the first letter given in the exercise. Play the recording for students to check their answers.

1 forest 2 sea 3 desert 4 jungle 5 cave  
6 mountain 7 river

## Speak up

- 5 Students work in pairs to think of some wild animals in their country and talk about where they live and what they do. If students have devices, they could do some brief research about the wild animals and tell their partner.

**Possible answer**

There are snakes here. They usually live in the forest. They often live near rivers or lakes.

## game on

Go through the instructions and examples with the class. Ask students to close their books, but write another example on the board for students to use as a prompt, e.g.

A: It sometimes lives in the sea.  
B: Is it a fish?  
A: Yes, it is. / No, it isn't.

**Fun footer**

Read the first part of the footer aloud. Ask students to think about the water and write down a guess of how much of the Earth's water is in the sea (ninety-seven percent). Read the second part of the footer aloud then say: *But how many animals do you know that live in the sea?* See how many students can name (e.g. fish, shark, whale, dolphin).

**To finish**

Choose an animal from the unit so far. Students see if they can work out what it is from only *Yes / No* answers, e.g. *Does it live in a desert? Is it brown? Does it live underground? Does it swim? Is it an armadillo?* Divide the class into two teams. Give team A the opportunity to ask the first question. If the answer is *Yes*, the team can ask another question to a different student. If the answer is *No*, the other team gets to ask the next question. The team who guesses the animal correctly gets a point. You can play to three or five points. If time allows, students play the game in groups of three.

- Presentation tool: Unit 3, Vocabulary 2
- Workbook / Online Practice: p29
- Photocopiable activity: 3B
- Grammar reference: SB p120
- Extra Practice App

# Sample LISTENING

SB p36

**To start**

Write: *go on holiday* on the board. Elicit the meaning (when you travel to another place for fun). Ask: *Where do you go on holiday?* In addition to the names of cities or areas, elicit types of places, e.g. *the beach, the mountains, the sea*. Write these on the board. Then ask *where is your dream holiday?* (If necessary, remind students that *dream* means *imagined, perfect*.)

**Power up**

1 Put students into pairs to name the animals. Elicit which one is a *koala* and the other animal names.

- A whale B kangaroo C shark D snake E parrot
  - F koala G dolphins
- Photo F is a koala.

2 Elicit which country these animals live in (Australia). If possible, show students where Australia is on a map. If you use an online map, work out how far away Australia is from your country in hours. Ask students to work in pairs to decide which animals are dangerous and put a tick next to them. The answers will be checked in Ex 3.

**extra: whole class** 

Ask students to talk about animal lives in more detail, as they did in Ex 3 on page 35, using the places for the world around us and adjectives or frequency, e.g. *A: Where does a crocodile live? B: I think a crocodile usually lives in a river, but it sometimes lives in the sea or in a lake.*

**Listen up**

3  3.8 Play the recording of Lily and Dan's holiday. Elicit the answers to Ex 2.

These animals all live in Australia.  
Sharks and snakes are often dangerous.  
Kangaroos are sometimes dangerous – when they kick.

**exam task: A1 Movers Listening Part 3**

In the A1 Movers Listening Part 3 exam task, there is one example and five items. Also, there are eight pictures to choose from, not seven.

4   3.9 Read the exam tip and get students to read the question in Ex 4 (highlight key words: *animal, each person, like*) and options 1–6. Point out that in this exercise, the information in the recording comes in the same order as the options, but it will not be in the same order in the exam.

Make sure students know that they should write the letter of the animal's photo next to the person's name. Play the recording. If a number of students have not heard the answers, play it again. Check the answers as a class.

# Sample

7 Put students into pairs to ask and answer the questions in Ex 6.

**alternative** 

Write the possible answers on the board out of order and ask students to match the answers with the questions in Ex 6.

**Possible answers**

- 1 L-I-L-Y, Lily.
- 2 Barcelona.
- 3 I like to meet my friends and play basketball.
- 4 Mary.
- 5 Usually at night. Sometimes I do it before school.
- 6 They are funny and cute.

- 1 (Lily) B (kangaroo) (*I know there are kangaroos in Australia. They're my favourite animal.*)
- 2 (Grandma) F (koala) (*I love koalas.*)
- 3 (Dad) G (dolphin) (*It's your favourite animal, Dad!*)
- 4 (Mum) D (snake) (*I like them. They're very interesting animals.*)
- 5 (Dan) E (ground parrot) (*Aww! I like it a lot. It's very funny!*)
- 6 (Grandad) C (sharks) (*I like sharks ... I want to see one!*)

**extra: mixed-ability classes** 

To help weaker students understand the exercise, play the first part of the recording and pause it after Lily says: *I know there are kangaroos in Australia. They're my favourite animal.* Direct students to question 1 (Lily) and elicit what animal she likes (kangaroo). Get students to write *kangaroo* in the gap. Then play the remainder of the recording for students to complete the rest of the task.

**explore grammar**  SB p120 

Refer students to the Grammar reference on page 120. Go through the table and examples with the class. Ask students to complete Ex 4–6 on page 121 in class or set for homework. Students could ask and answer the questions in Ex 6 in pairs.

**watch out for** 

Check students remember to use *does* in the third person singular.

5  3.10 Play the recording for students to listen first, focusing on how *do* you is pronounced in the questions /dju/. Ask students to practise saying the questions by themselves, then play the recording for students to listen and repeat as a class.

6 Students choose the best words to complete the sentences, then check as a class.

1 How 2 Where 3 What 4 Who 5 When 6 Why

**To finish**

Ask students to close their books. Give them two minutes to write down five question words, three animals from Australia and one thing they learned in the lesson. Put students into new pairs to share their answers.

- Presentation tool: Unit 3, Listening
- Workbook / Online Practice: p30
- Grammar reference: SB p120
- Audioscript: SB p145
- Extra Practice App

## SPEAKING SB p37

## To start

Whisper one of the following words from the unit to a student: *lake, forest, river, sea*. That student quickly whispers it to the next student, who whispers it to the next, etc. The last student to hear the word gets to write it on the board or say it aloud. Then whisper the next word to a student in the middle of the class so it goes around the room in a different order and the last student is different.

When students have the four words, introduce the phrase *odd one out* by asking: *Which place is different from the other places? Which place is the odd one out?* Ask students to whisper in pairs then elicit their ideas and reasons, e.g. *The forest is different because it is land. Lakes, sea, rivers are water.*

## Power up

- 1 Ask a student to read the questions in the example and use the possible answers to respond. Put students into pairs to play.

## Possible answers

A: Where does it live?

B: In the desert.

A: What does it eat?

B: I don't know!

A: Has it got four legs?

B: Yes, it has.

A: Is it a camel?

B: Yes, it is!

## Speak up

- 2  3.11 If possible, show some pictures (e.g. from the internet) of a zoo, wildlife park and farm, and ask students to match them to the words. Tell students they will hear a conversation between two students discussing which photo is different or *the odd one out*. Play the recording for students to answer the questions. Elicit the answers. Then ask: *What do you think? Which is the odd one out? Why?*

1 A (zoo), C (farm)

2 The giraffe because it doesn't live on a farm.

3 The sheep because it's white and the chicken because it flies.

- 3 For students preparing for A1 Movers, point out that this exercise is a reduced form of the Reading and Writing Part 2 task where students choose what speaker 2 says in a conversation. Students select the best answer then compare in pairs before checking as a class.

1 A 2 B 3 A

## skill tip

Read the skill tip and ask a student to read the example. Write on the board the two parts of the example: *I think ...* (saying what you think) *because ...* (give a reason). Point out that there is often more than one possible answer. Point out in Ex 3, question 1 part A, the speaker uses an alternative introduction to saying what you think (*Maybe it's ...*). Keep these on the board for students to refer back to in Ex 4.

## exam task: A1 Movers Speaking Part 3

In the A1 Movers Part 3 Speaking exam task, the items all relate to different lexical sets. There are four sets, not three. Having all the items about animals here matches the topic of the unit and practises language learnt.

- 4  Reassure students that there are no extra marks for giving one specific answer in the speaking exam – there is no *one* correct answer. The important thing is for the students to comment on each set of photos and give a reason for each choice. In pairs, students talk about each set of photos.

## Possible answers

- 1 C (panda) I think the panda is the odd one out because it's black and white. The other animals are brown.
- 2 D (bat) Maybe it's the bat because it flies. The other animals don't fly.
- 3 B (fish) I think it's the fish because it's very small, but the other animals are big.

## Speaking extra

- 5 If time allows, students could find or draw illustrations for their 'odd one out' question, take a photo and present it to the class on a projector or document camera. Alternatively, or if time is short, students could just write down the names of animals.

alternative 

This could be set for homework and the students could present their 'odd one out' animals at the beginning of the next class (or for a group if you have a large class).

If you have a private class online space, create a forum where students can post their 'odd one out' question, and other students can reply below with a sentence about which one they think is the odd one out and a reason.

## Fun footer

Ask students to read the joke, and if students don't understand it, see if a student can explain it to the class. (*Eye sounds like i. The word fish without an i is fsh.*) See if students can come up with any other similar jokes using animals from this unit ... , e.g. *What do you call a bird without an eye? (brd).*

## To finish

Do some more practice of 'odd one out' while revising vocabulary from previous units. Write up sets of words and get students to work in pairs to decide which is the odd one out in each set. Encourage students to think of more than one possibility. Elicit ideas and reasons, e.g.

- 1 football, basketball, swimming, reading (e.g. Swimming is the odd one out because it is in water. The other activities are on land. / Reading because the other activities are sports.)
- 2 Australia, the USA, London, China (e.g. London because it is a city, but the others are countries. / China is different because people speak Chinese. In the other places, people speak English.)

Presentation tool:	Unit 3, Speaking
Workbook / Online Practice:	p31
Photocopiable activity:	3C
Grammar reference:	SB p120
Speaking file:	SB p136
Audioscript:	SB p146

## WRITING SB p38

## To start

If they prepared them for homework, get students to share their animal odd one outs from Ex 5 on p37. Alternatively, this is a good time to revise the animal A–Z (from *To start Vocabulary 1*) and see how many new animals students can add to their lists.

## Power up

- 1 Ask students to cover the text at this stage and only look at the photos (or display it on the IWB if using a digital text). Direct students to the photos and elicit what students can see (penguins) and what they know about them. If students aren't sure what they know, help the discussion along with some more specific questions that students can answer from the photos or guess, e.g. *Are the penguins big or small? Where do they live? What do they eat? Do they swim? Do they fly?* If it doesn't come up in discussion, pre-teach the word *nest*.

## Possible answer

Penguins swim. They eat fish. They live in cold places. They jump. They don't fly.

- 2 Direct students to the title *Fairy penguins*. Ask: *Do you remember another animal with fairy in its name? (Pink fairy armadillos in the fun footer on page 33.)* If you have the technology available, consider showing a short clip of fairy penguins (search for 'penguin parade Australia'). Give students two minutes to read the text and find out how they are different.

They are different because they are very small.

## explore language

- 3 Ask students to highlight or underline *and* and *but* in the article. Go through the explore language box with the class.

## Fairy penguins

Fairy penguins live in Australia. They are different from other penguins because they are very small. They are only thirty-three centimetres tall. Other penguins live in very cold places **but** not fairy penguins. They don't like the cold. They make their nests under the ground, near the sea. The baby penguins, called chicks, live in the nests. The father usually looks after the chicks when they are young. The mother goes out **and** finds food. She swims all day, **but** she comes back to the nest at night to feed her chicks.

### 3 Animal magic

WRITING (Continued)

- 4 Students complete the exercise individually then compare in pairs before checking as a class.

#### watch out for

In this exercise, students shouldn't begin sentences with *and* or *but*. If they do, say that it is okay to do that sometimes, especially in informal texts, but the purpose of this exercise is to practise linking two ideas within a sentence.

- 1 Fairy penguins live on land, **but** their food is in the sea.
- 2 Penguin chicks stay in their nests **and** they wait for their food.
- 3 Penguins live in cold countries **and** they live in some hot countries, too.
- 4 Penguins eat fish, **but** they don't eat meat.

#### extra: fast finishers

Ask students to choose one of the previous texts from this unit, either *A post from Brazil* on page 33 or *Monkey life* on page 34. Students highlight or underline the words *and* and *but* and see how many there are. Then ask them to choose one example of *and* or *but* to share with the class which they think is a clear example for linking similar or different ideas.

A post from Brazil: 4 buts, 7 ands  
Monkey life: 2 buts, 4 ands

### Fun footer

Read the fun footer as a class and ask students: *What do you call a very large group of penguins?* (a colony). Show a clip of a big group of penguins, either real or a colony of dancing penguins from the film *Happy Feet*.

### Plan on

#### skill tip

Read the skill tip with the class. Ask: *How does a plan help you write?* (e.g. A plan helps you organise your ideas and make sure you include everything you need to).

- 5 Ask students to complete the notes using the information in the article. Check as a class.

- 1 Australia
- 2 Their nests are near the sea.
- 3 The father looks after the chicks.
- 4 The mother finds food.

- 6 Go through the information about whales. Point out that in this plan, the notes are not full sentences, which is fine for a plan. Ask students to decide on an animal they would like to write about. Students may want to do extra research online or in books to find good information. This could be done in class on student devices, for homework, or in the school library.

# Sample

#### extra

This is practice for A1 Movers Listening, Part 2 [Note-taking]. After going through the whale notes, but before students do their own research, read the model answer from Ex 7 below, aloud twice, and see if students can fill in notes in the table in Ex 6. Check as a class. (They will then need to do their own plan on a separate piece of paper.)

#### Possible answer

Kangaroo  
Where does it live? in Australia, in the desert  
How big are they? some small, some two metres tall  
What colour are they? brown or grey  
What do you know about them? They jump; usually eat plants and occasionally insects; babies are very small; mothers carry babies in their pouches.

### Write on

- 7 Students could find a picture on the internet or from a book or draw a picture. Circulate while students write their paragraph to help as required.

#### Model answer

Kangaroos live in Australia in the desert. Some kangaroos are small, but some kangaroos are two metres tall! They are usually brown and sometimes grey. Kangaroos don't walk but they jump. They usually eat plants, but occasionally eat insects.

### Improve it

- 8 Tell students to re-read their work and see if they can add one more sentence or join two sentences with *and* or *but*. Remind students to check for full stops and capital letters to begin sentences, countries, etc.

Baby kangaroos are very small and mothers carry babies in their pouches.

#### extra: digital

Get students to work in pairs to check each other's work before they show you, then ask them to publish it on the computer or by writing it out neatly for display in the classroom.

### To finish

Read the model answer in Ex 7 but substitute the word kangaroo for fairies, e.g. *say Fairies live in Australia in the desert. Some fairies are small, but some fairies are two metres tall! They are usually brown and sometimes grey. Fairies don't walk but they jump. They usually eat plants, but occasionally eat insects.*

Then say: *They're not fairies, they're ...* (and elicit) *kangaroos*.

Organise students into new groups with people they haven't been working with for this lesson. Tell students to read their descriptions but substitute the animal name with fairy/fairies and get other group members to guess the animal. Alternatively, choose another word instead of fairies that may interest your class, e.g. *Pokemon, ghosts, etc.*

Presentation tool:	Unit 3, Writing
Workbook / Online Practice:	p32
Grammar reference:	SB p120
Writing file:	SB p136

# Sample

## SWITCH ON SB p39

### Panda protection

- 1 As a model, choose an animal from the unit (e.g. parrot) and get students to ask questions to guess what it is and if it is common or endangered. Check students' understanding of *endangered* and review if necessary. Put students into pairs to think of an animal in their country and three ways to protect animals. To wrap up, do one more example with the class and choose *panda* as your animal.

- 2 Ask students to talk in pairs about what they already know about pandas. Invite a couple of students to the board as writers, and elicit what students know about pandas, with the student writers writing up the ideas in a spidergram. If students are reluctant, you may need to use questions like: *What colour are pandas? What can pandas do? Where do pandas live?* It doesn't matter whether the facts are correct at this stage; get students to write up all their ideas. Direct students to the question and point out that it looks simple, but there is more than one answer on the video clip. Play the clip. After the clip, elicit the answer. Ask students to tell a partner at least one thing they learned from the clip. Conduct whole class feedback, eliciting things students learned or found surprising.

#### Possible answer

These pandas live in a sanctuary. When they are big, they move to the mountains. Then they live in the mountain forests of China.

- 3 Play the clip again for students to put the things in the correct order.

- 1 a baby panda drinks milk
- 2 a panda mum cleans a baby panda
- 3 baby pandas go to sleep
- 4 a panda eats a carrot
- 5 a panda exercises

- 4 Brainstorm possible question starters on the board first, e.g. *Do, What, When, Why, Who, Where*. Put students into pairs to write three questions about the panda sanctuary. Monitor, checking question forms. Then combine pairs into groups of four to ask and answer the questions. You may need to play the clip again for students to see the answers.

#### Possible answers

*What do the baby pandas drink?* (They drink milk.)

*Do you like pandas?* (Yes.)

*How much does the baby panda weigh?* (1.3 kilos.)

*Who do the pandas play with?* (People and other pandas.)

#### extra: mixed-ability classes

Write the questions in the possible answer above with the words out of order. Get students to order the questions then ask and answer in pairs. Stronger students can write some of their own questions.

## Project

- 5 Start with a class discussion about what kinds of animal sanctuaries there are, and show some pictures if you can. Divide students into groups of 4–6 students. Assign a student to act as a leader in each group to help facilitate a discussion on what sort of animal sanctuary they are going to research. You could suggest they brainstorm options then vote. (If you think this is too open for your students, choose four options for each group to choose from.)

Within the group, get the students to form pairs or groups of three. The group should assign an aspect of the research to each pair. Provide a list of questions for the group to assign 1–2 to each pair, e.g. *Why are the animals in the sanctuary? What do they eat? What do they do? Where do they live? Who cares for the animals? Do they go into the wild again?*

Students could do the research for homework or during class time. For a longer term project, students research out of class then spend the last half an hour of the next lesson sharing what they've discovered.

Planning the presentations could be done over a period of two or three classes, using the last half an hour of each class. Students decide how they are going to present their information, e.g. digital slides, posters, oral presentation. With the final presentations, allocate one or two groups to present at the beginning of each lesson to avoid the presentation section going on too long in any one lesson. Encourage questions from the watching students at the end of each presentation.

## alternative

- As an extension, students could write 30 words or more (individually) about the sanctuary they researched.
- Students work in pairs and choose a geographical area in their country to research, e.g. a specific beach, lake, cave or mountain. What kinds of animals live there? Are they big or small? What do they eat? Are there problems with the animals? Give groups a choice of how to present their information: a poster, an oral presentation or a short audio recording. This could also be a short or long project as per the example above.

Presentation tool: Unit 3, Switch on  
Switch on videoscript: TB p139

## Sample

## UNIT CHECK SB p40

This Unit check covers vocabulary related to animals, the world around us and actions. It also covers adverbs of frequency and present simple questions.

## Practice

- 1 Write each of the following categories on four pieces of paper: *farm animals, zoo animals, places you can go to, actions people can do*. Divide the class into four groups and give each group one piece of paper. Give them a minute to write as many words from the wordlist that fit the category as possible on the sheet. Then, have the groups pass the sheet to the next group. In the next minute, the students must read the items that have been put in and see if they can add any more. They can add other words that are outside the wordlist if they know them. Continue until the original brainstorm gets passed back to the first group to read. Display the ideas in the classroom.

## Possible answers

- goat, chicken, chicks, cow, dog, horse, sheep, rabbit, fish, duck, bee  
zoo animals: armadillo, bat, frog, fish, kangaroo, lion, monkey, panda, parrot, penguin, polar bear, bear, camel, crocodile, snake, elephant, giraffe, hippo, koala, tiger, shark
- cave, desert, forest, jungle, lake, land, mountains, river, sea, farm, national park, pool, the moon, nest
- climb, fly, jump, run, swim, walk

- 2 Share a few true sentences about you and animals. If students need support, consider writing up the possible answers for students to adapt to their own situation.

## Possible answers

My favourite animal is a panda.  
I like blue whales, but I don't like sharks.  
There are birds in my garden.

- 3 3.12 Tell students they are going to hear some sentences about animals. Play the recording twice for students to write what they hear. Invite some students to write up a sentence (or some words from a sentence) to check.

- Tigers sometimes swim in the river.
- I often watch videos about animals.
- Lions don't often climb trees.
- We usually go to see monkeys at the wildlife park.

## extra: mixed-ability classes

For weaker students, you could tell them the number of words in each sentence so they know if they have missed any words.

- 4 3.13 Give students time to complete the questions. Play the recording for students to check. Play it again for students to listen and notice the pronunciation of *do* or *do you*. Students write down their own answers to the questions. Put students into pairs to ask and answer the questions.

- Do you 2 What do you 3 Why do you 4 How many
- 1 I go to the zoo every year.
- 2 There are kangaroos, crocodiles and koalas in Australia. Some animals are dangerous.
- 3 I like English lessons because we talk about different things and we play games.
- 4 I usually watch TV for ten hours a week.

## Sample

## REVIEW: UNITS 1–3 SB p41

## Vocabulary

- 1 climb 2 have fun 3 cupboard 4 polar bear  
5 swim 6 cave 7 guitar 8 garden
- 1 B 2 C 3 A 4 A 5 C 6 B
- natural world: desert, lake, mountains, jungle, cave  
home: bathroom, garage, lift, downstairs, kitchen
- R1.1  
1 school 2 monkeys 3 parrots 4 jungle 5 lions  
6 apartment 7 balcony 8 meet
- In the A1 Movers Reading and Writing Part 1 task there are eight pictures to choose from, and they are always nouns.  
1 get dressed 2 stairs 3 fly 4 go to bed 5 jump

## Grammar

- 1 are 2 aren't 3 have 4 hasn't 5 is 6 has
- 1 's/is 2 lives 3 like 4 doesn't eat 5 eats  
6 play 7 love 8 doesn't like
- R1.2  
1 Where, in the kitchen  
2 When, in the evening  
3 Who, my mum  
4 What, computer games  
5 How long, twenty minutes
- 1 F 2 A 3 E 4 D 5 C 6 B
- The rubric in the A1 Movers Reading and Writing Part 6 task is 'Look and read and write.' and there are two examples.  
1 the polar bear  
2 blue and yellow  
3 (They're) next to the elephants  
4 (They like) football  
5/6 Possible answers  
The monkeys are brown.  
The polar bear is near a pond.
- Model answer  
Grace is a koala from Australia. She isn't grey, she's purple! Grace is two years old and she lives in a big blue tree. She sleeps every day! Her friend is Hugo the green koala.

## GRAMMAR FILE SB 121

- 1 Penguins always eat fish.  
2 Sharks never sleep.  
3 I sometimes play with my pet goat.  
4 Bats usually like fruit.  
5 Lions often sleep for sixteen hours a day.
- Student's own answers.
- Student's own answers.
- 1 When do lions sleep?  
2 How often do you go to the zoo?  
3 What time does the zoo open?  
4 Where do armadillos live?  
5 What do you know about desert animals?
- 1 C 2 A 3 A 4 C
- 1 Where/When 2 Why 3 Who 4 How 5 What
- Students' own answers.

Presentation tool: Unit 3, Unit check  
Workbook / Online Practice: p33  
Grammar reference: SB p120  
Audioscript: SB p146