

4

Animal Magic

Grammar Adverbs of frequency; Present simple with *wh-* questions; *Must/Mustn't*

Vocabulary Unusual animals; Parts of the body

Speaking Likes and dislikes

Writing An animal fact sheet

Vocabulary Unusual animals

1 2.1 Match the pictures to these words. Then listen, check and repeat.

frog	giant rabbit	hissing cockroach	lizard
parrot 1	piranha	pygmy goat	python
stick insect	tarantula		

Word list page 77 Workbook page 107

2 Find one animal in Exercise 1 for each of these categories. Then think of two more.

- | | |
|-----------------------------|-----------|
| 1 fish <i>piranha</i> , ... | 5 reptile |
| 2 spider | 6 mammal |
| 3 bird | 7 insect |
| 4 amphibian | |

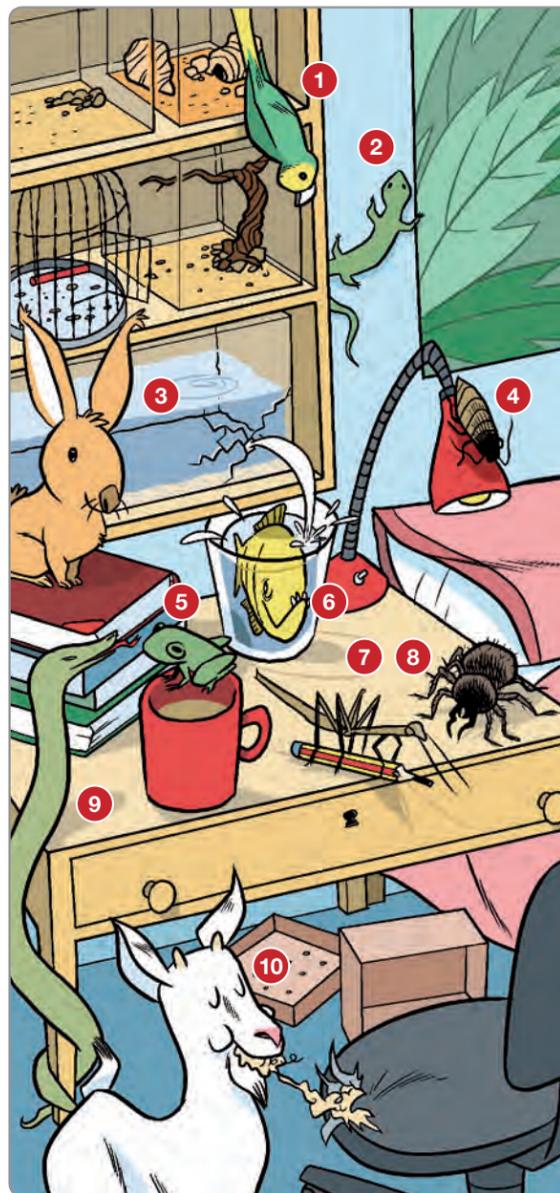
3 In pairs, read the clues and guess the animal.

- It can fly. *A bird*
- It's green. It lives in water. It eats insects.
- It can swim but it can't walk.
- It lives under the ground. It eats vegetables. It's a popular pet.
- It makes a loud noise. It's an insect.
- It can't walk and it can't fly but it can climb trees.
- People drink its milk.
- It can say words.

4 Think of an animal. In pairs, ask and answer.

Can it fly? Yes, it can.
Is it a parrot? Yes, it is.

Brain Trainer Activity 4
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Unit 4 Animal Magic

Unit contents

Vocabulary

- Unusual animals – *frog, giant rabbit, hissing cockroach, lizard, parrot, piranha, pygmy goat, python, stick insect, tarantula*
- Parts of the body – *arm, beak, fin, finger, foot, hand, head, leg, neck, paw, tail, toe, wing*

Grammar

- Adverbs of frequency – *never, hardly ever, sometimes, often, usually, always*
- Present simple with *wh-* questions – *Where, When, What, Who, Why, How often*
- *Must/Mustn't*

Communication

- Likes and dislikes – verbs with *-ing*
- Writing – *My unusual animal; Making notes*

Pronunciation

- Contrastive sentence stress

Culture 2 – Education in the UK

Key competences

- Linguistic competence
- Competence in knowledge and interaction with the physical world
- Interpersonal, social and civic competence
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary Unusual animals

Extra activity

Books closed. Copy the following onto the board:



Ask students to do the same with the word *snake*, writing the name of the animal inside the shape. Students work in pairs. Give each pair the name of a different animal which they already know (e.g. *cat, dog, mouse*) or an animal similar in English and in their L1. They write the name of the animal inside the shape. Students show their drawings to the class.

Exercise 1 (Track 2.1)

- Individually, students match the words and the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.
- Ask students if they have any of these pets or if they know somebody else who does.

Answers

- | | | |
|---------------------|----------------|---------------|
| 2 lizard | 5 frog | 8 tarantula |
| 3 giant rabbit | 6 piranha | 9 python |
| 4 hissing cockroach | 7 stick insect | 10 pygmy goat |

Exercise 2

- Make sure students understand that they have more animals than they need for some of the categories.
- Students brainstorm vocabulary for animals which they already know and classify it (possible answers in brackets).
- Collate suggestions on the board.
- Feed in vocabulary for any animals typical of the country you are teaching in.

Answers

- fish – *piranha* (goldfish, salmon)
- spider – tarantula (black widow, money spider)
- bird – parrot (blackbird, eagle)
- amphibian – frog (toad, newt)
- reptile – lizard/python (crocodile, tortoise)
- mammal – giant rabbit/pygmy goat (dog, sheep)
- insect – hissing cockroach, stick insect (ant, fly)

Exercise 3

- Tell students only to use vocabulary from this section.
- Students read the clues and identify the animals.
- Monitor and help with vocabulary.
- Students compare their ideas in pairs before checking answers as a class.

Answers

- | | |
|-----------------------|------------------|
| 2 A frog | 6 A snake/python |
| 3 A fish/piranha | 7 A pygmy goat |
| 4 A giant rabbit | 8 A parrot |
| 5 A hissing cockroach | |

Extra activity

Stronger groups or fast finishers work in pairs and write similar sentences about other animals. Monitor and point out errors for students to self-correct. They then work with another pair, reading their clues and identifying the animals.

Exercise 4

- Ask two students to read aloud the example questions and answers.
- Demonstrate the activity by choosing another animal yourself and letting the class ask you questions until they guess.
- Make sure students understand that they can only ask *yes/no* questions and use short *yes/no* answers.
- Monitor but do not interrupt fluency.

Further practice:

Workbook pages 34 and 107

Brain Trainer Activity 4

See Teacher's Book page 213 and Students' Book page 115

Reading

Revision

First – Books closed. Write *teachroom* and *classer* on the board. Show students how the words have been mixed up and the parts can be reshuffled to make *teacher* and *classroom*.

Second – Write the following groups of words on the board:

- 1 pazard, lirrot
- 2 pimysect, pyginnha, stick ragoat
- 3 giran cockla, tassing raroach, hiant tubbit

Tell students that these are all animals but that the parts have been mixed up. They then work in pairs, separating the parts and rearranging them as animals.

Third – Ask individual students to write answers on the board to check spelling.

(Answers: 1 *lizard, parrot*; 2 *piranha, pygmy goat, stick insect*; 3 *giant rabbit, hissing cockroach, tarantula*)

Exercise 1

- Draw attention to the photos and the text and ask students what they can see.
- Individually, students answer the question.

Exercise 2

- Make sure students understand not to read in detail at this point.
- Students scan the text quickly to check their answer.

Answer

b

Exercise 3 (Track 2.2)

- Individually, students answer the questions.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

- 2 Tom gets up at 6.30.
- 3 He starts work at 8.00.
- 4 The hissing cockroaches come from Madagascar.
- 5 The tarantula comes from Mexico.
- 6 He's scared of spiders.
- 7 It's always interesting.

Exercise 4 (Track 2.2)

- Students read the text again and decide if the sentences are true or false.
- They then check in pairs before you check answers as a class. When checking answers, ask students to correct the false sentences.

Answers

- 1 False (Tom feeds the animals in the afternoon.)
- 2 True
- 3 False (Tiny is twenty-five years old.)
- 4 False (Visitors to the zoo love the red-knee tarantula.)
- 5 True
- 6 False (Tom is often very tired.)

Exercise 5

- Ask two students to read aloud the example question and answer.
- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary but do not interrupt fluency.
- Discuss the questions briefly as a class.

Extra activity

Use the questions in Exercise 5 for a class survey. Students use a mill-drill to find out their classmates' answers to the questions and make a note of all the answers.

In pairs, they then collate this data and prepare a poster to present to the class as follows:

For *Do you like animals?* – Prepare a pie-chart showing how many people answered Yes and No.

For *Which animals do you like/dislike?* – Create a 'top-ten' with pictures and the names of the animals.

For *What unusual animals do you know?* – Make a collage with pictures and the names of the animals.

For *Are you scared of spiders or insects?* – Prepare a bar-chart with four columns for *Both – Neither – Spiders – Insects*.

Further practice

Workbook page 35

Reading

1 Look at the photos. What do you think the text is about?

- a An article about tarantulas.
- b A text about life in a zoo.
- c A blog about animals.

2 Read the text and check your answers to Exercise 1.

3 2.2 Read the text. Answer the questions.

- 1 What's Tom's job? *He's a zoo keeper.*
- 2 When does Tom get up?
- 3 When does he start work?
- 4 Where do the hissing cockroaches come from?
- 5 Where does the tarantula come from?
- 6 What animal is Tom scared of?
- 7 What does Tom think about his job?

4 2.2 Read the text again. Are the sentences true (T) or false (F)?

- 1 Tom feeds the animals in the morning. *F*
- 2 Tom sometimes hides the hissing cockroaches' food in different places.
- 3 Tiny is only ten years old.
- 4 Visitors to the zoo are scared of the red-knee tarantula.
- 5 Tom enjoys his job because he can learn more about the animals.
- 6 Tom isn't tired at the end of the day.

5 What about you? In pairs, ask and answer.

- 1 Do you like animals? Which animals do you like/dislike?
- 2 What unusual animals do you know?
- 3 Are you scared of spiders or insects?

Do you like animals?

I love animals but I'm scared of reptiles.

A Day in the Life ...

Tom works at the Unusual Pets section of Hardy's Animal Park. He is a zoo keeper. We talk to him about a typical day.

Describe a typical day at the zoo.

I get up at 6.30 and I start work at 8.00. I usually put on my boots because it's often very dirty in the animal enclosures. I clean the animal enclosures every day and in the afternoon I feed the animals. I'm always busy! I never finish work before 5.30.

What animals do you like and what animals do you dislike?

I love the hissing cockroaches! They come from Madagascar and they're very noisy. I sometimes hide their food in different places. It's a game for them! But I don't like the tarantulas. We have a red-knee tarantula from Mexico. Her name's Tiny and she's twenty-five years old. Visitors to the zoo love her, but I'm scared of spiders. I hardly ever work with them.

Why do you like your job?

I work with great people and I learn new things about animals every day. At the end of the day, I'm often very tired, but my job is always interesting.





Grammar Adverbs of frequency

0%	10%	25%	50%	80%	100%
never / hardly ever		sometimes / often		usually / always	
I hardly ever work with them.		I'm often very tired.		My job is always interesting.	

1 Study the grammar table. Choose the correct options to complete the rule.

Adverbs come *before* / *after* the verb *to be* and *before* / *after* most other verbs.

2 Put the adverbs in the correct place.

- We go to the zoo at the weekend. (sometimes)
We sometimes go to the zoo at the weekend.
- My English class is interesting. (usually)
- My parrot watches TV in the morning. (often)
- My dad is happy on Friday evening. (always)
- I cycle to school. (never)
- You take our dog for a walk. (hardly ever)

3 Put the words in order to make sentences.

- often / Tom / very / is / tired / work / After
After work Tom is often very tired.
- trees / sometimes / Goats / climb
- eighteen / Cats / sleep / often / hours / for
- after / feed / rabbit / my / usually / I / school
- ever / Sarah / her / hardly / parrot / talks / to

4 Look at the chart and complete the sentences.

At the weekend	Peter	Betty
1 play football	100%	50%
2 play computer games	90%	10%
3 do homework	80%	100%
4 listen to music	0%	80%

- Peter *always* plays football at the weekend.
Betty *often plays football at the weekend.*
- Peter plays computer games at the weekend.
Betty
- Peter does his homework at the weekend.
Betty
- Peter listens to music at the weekend.
Betty

Present simple with *wh-* questions

<i>wh-</i> questions	
Where do you live?	In Manchester.
When do you finish school?	At four o'clock.
What does she eat for breakfast?	Cereal.
Who does Mrs West teach?	Class 8c.
Why do you walk to school?	Because we don't have a car.
How often do you play football?	Every day!

Grammar reference Workbook page 92

5 Study the grammar table. Choose the correct options to complete the rules.

- We use *who* to ask about *people / things*.
- We use *what* to ask about *people / things*.
- We use *when* to ask about *place / time*.
- We use *where* to ask about *place / time*.

6 Match the questions to the answers.

- How often do elephants eat?
 - Who is your favourite singer?
 - When is your birthday?
 - What is in your bag?
 - Why do you take the bus?
 - Where do piranhas live?
- a Alicia Keys.
b It's on 17th June.
c Because we don't have a car.
d They live in South American rivers.
e They eat every three hours.
f Two pens, a ruler and a book about spiders.

7 What about you? Make questions. In pairs, ask and answer.



- Where / you / live?
- Who / your / best friend?
- How often / you / play sport?
- What / your / favourite animal?
- What / you / usually / do / at the weekend?
- How often / you / go / to the zoo?

Unit 4 Animal Magic

Grammar Adverbs of frequency

Language notes

Make sure students understand that, in English, these adverbs of frequency always come *before* the verb, except in the case of the verb *to be* where they come after. From 0% to 100% the order of the adverbs of frequency is *never, hardly ever, sometimes, often, usually, always*.

Exercise 1

- Read the grammar table with students.
- Students work individually, completing the rule and referring back to the grammar table where necessary.

Answer

Adverbs come *after* the verb *to be* and *before* most other verbs.

Exercise 2

- Individually, students put the adverbs in the correct place.
- Check answers by asking individual students to read the sentences.

Answers

- My English class is usually interesting.
- My parrot often watches TV in the morning.
- My dad is always happy on Friday evening.
- I never cycle to school.
- You hardly ever take our dog for a walk.

Exercise 3

- Monitor and point out errors for students to self-correct.
- Students compare their answers in pairs.
- Check answers by asking individual students to write answers on the board.

Answers

- Goats sometimes climb trees.
- Cats often sleep for eighteen hours.
- I usually feed my rabbit after school.
- Sarah hardly ever talks to her parrot.

Exercise 4

- Draw attention to the chart and the examples.

Answers

- Peter usually plays computer games at the weekend.
Betty hardly ever plays computer games at the weekend.
- Peter usually does his homework at the weekend.
Betty always does her homework at the weekend.
- Peter never listens to music at the weekend.
Betty usually listens to music at the weekend.

Further practice:

Workbook pages 36 and 92–93

Brain Trainer Activity 3

See Teacher's Book page 213, Students' Book page 115

Present simple with *wh-* questions

Exercise 5

- Read the grammar table with students.
- Check answers by asking individual students to read the sentences.

Answers

- people
- things
- time
- place

Exercise 6

- Individually, students match the questions and answers.
- Drill the questions and answers for pronunciation and intonation.

Answers

- e
- a
- b
- f
- c
- d

Extra activity

Stronger groups or fast finishers memorise the questions and answers in Exercise 6 for one minute. Students then test themselves or their partner by covering first the answers and then the questions and seeing how many they can remember.

Exercise 7

- Ask two students to read aloud the example question and answer.
- Check the questions before students work in pairs.
- Monitor but do not interrupt fluency unless they make mistakes with the question forms. Encourage students to use contractions in their answers where appropriate.

Answers

- Who is your best friend?
- How often do you play sport?
- What is your favourite animal?
- What do you usually do at the weekend?
- How often do you go to the zoo?

Further practice:

Workbook pages 37 and 92–93

Brain Trainer Activity 2

See Teacher's Book page 213, Students' Book page 115

Vocabulary Parts of the body

Revision

First – Revise with students the six adverbs of frequency and their position in relation to the verb in sentences.

Second – Write the following sentences on the board and ask students to put adverbs of frequency in the sentences to make them true for them.

- I get up at 6.30 on Sundays.
- I cycle to school.
- I play a computer game in the morning.
- My Literature class is interesting.
- I have a picnic in the park in summer.
- I'm on time for school.

Third – Check answers by asking individual students to read complete sentences. The position of the adverb should be the same for the whole class although the adverb will change according to the student.

Extra activity

Stronger groups or individual students cover the picture in Exercise 1 and identify which of the things in the box humans do not have. When they have finished, students self-correct by looking at the book and labelling the picture.

Exercise 1 (Track 2.3)

- In pairs, students use the words in the box to label the picture.
- Play the recording for students to listen, check and repeat.
- Correct students' pronunciation as appropriate.

Answers

- | | | |
|--------|----------|---------|
| 2 wing | 6 neck | 10 leg |
| 3 head | 7 finger | 11 toe |
| 4 hand | 8 paw | 12 foot |
| 5 arm | 9 tail | 13 fin |

Exercise 2

- Make sure that students understand that they have to complete the sentences about humans.
- When checking answers, be prepared to correct mistakes with the irregular plural *foot* – *feet*.

Answers

- We've got zero *tails*, paws, wings, beaks and fins.
- We've got one head and neck.
- We've got two legs, arms, hands and feet
- We've got ten fingers and toes.

Exercise 3

- Students read the clues and identify the animals.
- Check answers as a class.

Answers

- It's a hissing cockroach.
- It's a spider.
- It's a bird.
- It's a pygmy goat.

Exercise 4 (Track 2.4)

- Individually, students complete the descriptions.
- Play the recording for students to listen and check.

Answers

- eyes
- head
- insects
- bird
- beak
- wings
- tail

Extra activity

Extend the work on clues and descriptions of people, animals and birds. Students work in pairs either to prepare more clues like those in Exercise 3, or to prepare a longer, more cohesive description similar to the ones in Exercise 4 but leaving a blank in place of the name. Monitor and help with vocabulary and feed in ideas if necessary and point out errors for students to self-correct.

Students exchange their clues/descriptions with another pair and identify the animal described. Alternatively, ask students to read aloud their clues/descriptions for the whole class to guess.

Further practice:

Workbook pages 37 and 107

Brain Trainer Activity 5

See Teacher's Book page 213, Students' Book page 115

Vocabulary Parts of the body

- 2.3 Label the picture with these words. Then listen, check and repeat.

arm	beak	1	fin	finger	foot	hand	head
leg	neck		paw	tail	toe	wing	

Word list page 77 Workbook page 107



- What have we got? Complete the sentences with words from Exercise 1.

- We've got **zero** *tails*.
- We've got **one**
- We've got **two**
- We've got **ten**

- What animal is it? Read the clues and guess.

bird fish pygmy goat hissing cockroach spider

- It hasn't got legs. It's got a head. It hasn't got arms. It's got fins. *It's a fish.*
- It's got six legs. It's got a head. It hasn't got a neck.
- It's got eight legs. It hasn't got a tail.
- It's got two legs. It's got a tail. It hasn't got arms. It's got wings and a beak.
- It's got four legs and a tail. It hasn't got fins.

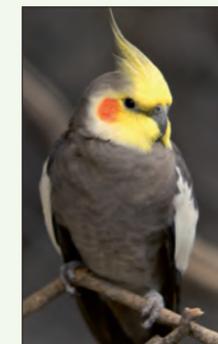
- 2.4 Complete the descriptions with these words. Then listen and check.

beak	bird	eyes	head
insects	legs	tail	wings

The wolf spider is an unusual pet. It has got eight ¹ *legs* and it can run and jump. It has also got eight ², and it can see in the dark. The wolf spider's ³ is small, but its body is large. It eats ⁴



A cockatiel is a ⁵ It's got a yellow, grey or white head, with a small ⁶ Its ⁷ are usually grey and white and it's got a long black or grey ⁸ Cockatiels are from Australia but they are popular pets around the world.



Brain Trainer Activity 5
Go to page 115

Chatroom

Likes and dislikes

Speaking and Listening

1 Look at the photos. Answer the questions.

- Where are the children?
- What animals can you see?
- Do you think Nick is angry or happy?

2 2.5 Listen and read the conversation. Are the sentences true (T) or false (F)?

- Sunny mustn't be on a lead in the farm. **F**
- Sunny doesn't like running around the farm.
- Monica likes living on a farm.
- Monica likes getting up early.
- Leo doesn't like getting up early.
- Leo wants to feed the animals.
- Monica's goats don't like eating Sunny's lead.

3 Act out the conversation in groups of four.

- Monica** Hi guys! Nick, you must put Sunny on a lead, please.
- Nick** Sorry, Monica. Sunny **loves running** around the farm.
- Julia** **Do you like living on a farm**, Monica?
- Monica** **Yes, I do**, but I **don't like getting up early** in the morning.
- Leo** Me too! I **hate getting up** early.
- Julia** That's true! At the weekend, you don't get up before 11!
- Leo** I **love feeding** the animals. Look! I've got some sweets for them.
- Monica** No, don't give them unhealthy food, Leo.
- Leo** Sorry!
- Nick** Sunny! Come here. You mustn't run away.
- Monica** That's strange. Where's Sunny's lead?
- Nick** I don't know.
- Julia** Monica, what **do your goats like eating**?
- Monica** They **like eating** everything!
- Leo** Look! They **love eating** Sunny's lead!



Say it in your language ...

Hi guys!
Me too!



Chatroom Likes and dislikes

Revision

First – Prepare a *Live Listening* about your daily routine and including the six adverbs of frequency. This can be real or fictional. Remember to grade your language appropriately and include all six adverbs of frequency at least once. Use the following text as an example:

*My life is very boring! I **always** get up at 7.00 and I start work at 8.45 but on Saturday and Sunday I **sometimes** get up late. On Monday morning at 10.00 I **always** teach you and the English class is **always** interesting! I **usually** have lunch at school and I **hardly ever** go to a restaurant. Restaurants are expensive. I **often** walk home and I **usually** take Charlie the dog for a walk. In the evening I **never** do homework – I'm a teacher not a student!*

Second – Draw students' attention to the chart in Exercise 4 on page 46. Read your text to the class. Students note down the activities you mention and the corresponding percentage relating to the adverbs of frequency in the same way as in the chart about Peter and Betty.

Third – Students compare their answers in pairs. Check answers as a class, e.g. *get up – 100%; get up late Saturday/Sunday – 40%*.

Speaking and Listening

Exercise 1

- Elicit the names of the characters before students complete the exercise.
- Students look at the photos and answer the questions.
- They compare their ideas in pairs before you check answers as a class.

Answers

- The children are at Monica's farm.
- There's a sheep, a goat and Sunny the dog.
- In the big photo he's happy, but in the small photo he's angry.

Brain Trainer Activity 1

See Teacher's Book page 213, Students' Book page 115

Exercise 2 (Track 2.5)

- Play the recording for students to decide if the sentences are true or false.
- They then check in pairs before you check answers as a class.

Answers

- False** (Sunny must be on a lead in the farm.)
- False** (Sunny loves running around the farm.)
- True**
- False** (Monica doesn't like getting up early.)
- True**
- True**
- False** (Monica's goats like eating everything.)

Extra activity

Stronger groups or fast finishers rewrite the false sentences in Exercise 2 so that they are correct.

Exercise 3

- Divide the class into groups of four.
- Groups act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one group to perform the conversation for the class.

Say it in your language ...



Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

Hi guys! – guy is commonly used colloquially to refer to a man, but here it's part of an informal greeting for a group of boys and girls. Can also be used in 'Bye guys!' You or your students could use these at the beginning or the end of the class.

Me too! – exclamation to express agreement with something someone else has just said. Useful at this level for students to use rather than the grammatically more complex 'So/Neither do I' type of construction.

Exercise 4

- Students refer back to the conversation and find the synonyms.
- Check answers as a class.

Answers

- 1 love (e.g. 'I love feeding the animals.')
 2 hate (e.g. 'I hate getting up early.')

Language notes

In some languages verbs of preference are followed by the infinitive form and this can cause L1 interference for some learners. Although in British English the use of the infinitive is in fact possible after these verbs in certain circumstances, it is a complicated area usually taught only at higher levels. Throughout *Next Move* the form taught after verbs of preference is *-ing*.

Exercise 5

- Read through the phrases for expressing likes and dislikes with the class.
- Point out that the verbs *love* and *hate* express a more intense feeling than *like* and *not like*.

Further practice:

Workbook pages 38 and 116

Pronunciation Contrastive stress

Language notes

In this exercise students are indirectly introduced to the concept of contrastive stress in sentences. A common feature of spoken English is to shift the stress in a sentence based on our response to what another person says. In the first conversation the second speaker emphasises *computer games* in response to the first speaker's emphasis on *football*. In the second conversation the second speaker contrasts both the verb of preference (*loves*) and the person who does the action (*Emma*) with what the first speaker has said.

Exercise 6a (Track 2.6)

- Play the recording.
- Individually, students identify the stress in the sentences.
- Check answers by writing the sentences on the board and asking students to underline the stresses.

Answers

- 1 football, computer games 2 hates, loves, Emma

Exercise 6b (Track 2.6)

- Play the recording for students to listen and repeat.
- Drill the sentences for stress and intonation.

Further practice:

Workbook page 123

Exercise 7 (Track 2.7)

- Play the recording for students to listen and repeat. Pause as appropriate to check students' pronunciation.
- In pairs, students act out the conversations.

Exercise 8

- Students make their own conversations by replacing the words in purple.
- Monitor but do not interrupt fluency unless students make mistakes with the expressions for likes and dislikes.

Grammar *Must/Mustn't*

Language notes

Presented too rapidly, modal verbs can often cause students real problems, so in *Next Move* they are introduced over a number of units and always in very clear contexts. Students have already seen *can/can't* for ability in Unit 2 and here they are introduced to *must/mustn't* in affirmative and negative sentences for rules. Note that students are not taught any question forms to ask about rules at this point.

Exercise 1

- Read the grammar table with students.
- Check the answer as a class.

Answer

Correct rule – 2

Exercise 2

- Students choose the correct options.
- Check answers by asking individual students to read the sentences.

Answers

- 2 mustn't 3 must 4 must 5 mustn't

Exercise 3

- Use the pictures or mime to pre-teach the words *shut* and *hurt*.
- Individually, students make the sentences.
- They then check in pairs before you check answers as a class.

Answers

- 2 You must shut the gates.
 3 You must keep your dog on a lead.
 4 You mustn't hurt the animals.
 5 You mustn't give sweets to the animals.
 6 You mustn't climb the trees.

Further practice:

Workbook pages 39 and 92–93

4 Look back at the conversation. Find another way of saying ...

- 1 *like* doing something
 2 *don't like* doing something

5 Read the phrases for expressing likes and dislikes.

Likes	Dislikes
Sunny loves running around the farm.	I don't like getting up early.
They like eating everything.	I hate getting up early.

Pronunciation Contrastive stress

6a 2.6 Listen. Which words are stressed?

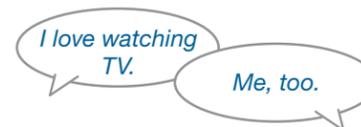
- 1 A I love playing football.
 B Do you? I don't. I love playing computer games.
 2 A Joe hates getting up early.
 B No, Joe loves getting up early. Emma hates getting up early.

b 2.6 Listen again and repeat.

7 2.7 Listen to the conversations. Act out the conversations in pairs.

Nick I love ¹ watching animal programmes on TV.
 Julia I don't.
 Nick I hate ² getting up early!
 Julia Me, too.
 Julia I like ³ cooking!
 Leo I don't.

8 Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversations.



- 1 go to the cinema / go to the theatre
 2 go to bed early / stay up late
 3 sing / juggle

Grammar *Must/Mustn't*

Affirmative

I/You/He/She/It/We/They **must** get up early.

Negative

I/You/He/She/It/We/They **mustn't** get up late.

Grammar reference Workbook page 92

1 Study the grammar table. Choose the correct option, 1 or 2, to complete the rule.

We use *must* and *mustn't* to talk about ...
 1 likes and dislikes. 2 important rules.

2 Choose *must* or *mustn't* for these school rules.

- 1 Students *must / mustn't* be late for school.
 2 Students *must / mustn't* eat food in class.
 3 Students *must / mustn't* listen to the teacher.
 4 Students *must / mustn't* do their homework.
 5 Students *must / mustn't* use mobile phones in class.

3 Look at the farm notice. Make sentences with *you must* and *you mustn't*.

- 1 *You must be kind to the animals.*

Visitors to the Farm

<p>✓</p> <p>1 Be kind to the animals 2 Shut the gates 3 Keep your dog on a lead</p>	<p>✗</p> <p>4 Hurt the animals 5 Give sweets to the animals 6 Climb the trees</p>

Reading

1 Look at the text. Match the animals to their homes.

- | | |
|-------------|---------|
| 1 parrot | a tank |
| 2 tarantula | b hutch |
| 3 rabbit | c cage |

Unusual Pets

This week three readers tell us about their unusual pets.



Boris has got eight legs. His body is black and his legs are black and white. He's a Costa Rican Zebra tarantula from South America. Boris eats small insects and he lives in a tank with some twigs and pieces of wood. There's also a small box in his tank because Boris loves hiding. Spiders like hot, humid temperatures, so Boris's tank is 22–30° C and there's always a bowl of water there.

Lacey



My pet is a red and blue parrot. She's 25 – but she isn't old. Parrots often live for 70 years! She's from Africa, and she's called Miki. She lives in a cage in my bedroom. Miki likes talking and singing songs. Parrots are very friendly birds and Miki loves being with people. When she sees my friends, she always says, 'Hi guys!'

Rashid



Clarence is a British giant rabbit. He weighs 7.5 kilos and he eats a lot! He sleeps in a hutch in my bedroom. He loves playing under my bed, but sometimes he eats my socks. When he's in the garden he likes digging. His favourite food is grass, but he also loves eating carrots!

Katie

Key Words

twig	to hide	humid
to weigh	to dig	grass

2 Read the text and check your answers to Exercise 1.

3 2.8 Read the text. Write *Boris*, *Miki* or *Clarence*.

- This pet likes hiding. *Boris*
- This pet is red and blue.
- This pet likes eating socks and carrots.
- This pet eats insects.
- This pet is sometimes outside.
- This pet likes singing songs.

4 2.8 Read the text again. Answer the questions.

- Where is Boris from?
Boris is from South America.
- Is Boris's tank hot or cold?
- Is Miki old?
- What does Miki say when she sees Rashid's friends?
- How much does Clarence weigh?
- Where does Clarence sleep?

Listening

1 2.9 Listen to the interview with Anna. Why is Dickens a special dog?

2 2.9 Listen again. Answer the questions.

- Name four things that Dickens does in the film.
 - He ... a tree.
 - He ... out of a car.
 - He ... in the sea.
 - He ... with a cat.
- Who teaches Dickens?
- What does he love doing?

3 2.9 Listen again. Swap books and check your partner's answers.

Unit 4 Animal Magic

Reading

Exercise 1

- Draw attention to the photos and the text and ask students what they can see.
- Students match the animals to their homes.

Exercise 2

- Students scan the text quickly and check their answers.

Answers

1 c 2 a 3 b

Extra activity

Use the three texts as a running dictation. Books closed. Divide the class into groups of three. Open your book on your desk at the front of the class. One student from each group runs up to your desk, memorises a short phrase from the first text and then runs back and dictates it to the other two students in their group. The student continues until his/her group completes the first text. Groups then change runner and repeat the activity with the remaining two texts. Each student will be the runner for one of the texts. They then compare their versions with the originals in the Students' Book. Make sure students spell out any difficult words using the English alphabet.

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

twig – a small piece of wood from a tree

to hide – to move to a position where people can't see you

humid – when there is a lot of water in the air

to dig – to make a hole in the ground

to weigh – to find out how heavy something is

grass – a very common green plant which you walk on and which grows in gardens and parks

Exercise 3 (Track 2.8)

- Individually, students match the pets to the sentences.
- If you wish, play the recording for students to listen and read.
- Students compare their ideas in pairs before you check answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 Miki 3 Clarence 4 Boris 5 Clarence 6 Miki

Exercise 4 (Track 2.8)

- Students read the text again and answer the questions.
- Check answers as a class.

Answers

- Boris's tank is hot.
- No, she isn't.
- Miki says 'Hi guys!'
- Clarence weighs 7.5 kilos.
- Clarence sleeps in a hutch in Katie's bedroom.

Extra activity

Write the *Key Words* on the left of the board and simple definitions on the right of the board in random order. Students look back at the text to see the words in context and match the words to the definitions. Check answers as a class.

Listening

Exercise 1 (Track 2.9)

- Tell students that Anna has got a special dog and elicit suggestions of what its special ability could be.
- Play the recording for students to check their ideas.

Answer

Dickens is a special dog because he is an actor.

Audioscript:

See Teacher's Book page 225

Exercise 2 (Track 2.9)

- Repeat the recording for students to answer the questions.

Answers

- 1a climbs 1b jumps 1c swims 1d dances
- 2 Anna teaches Dickens.
- 3 He loves learning new things.

Exercise 3 (Track 2.9)

- Repeat the recording for students to peer-correct the answers.
- Check answers as a class.

Further practice:

Workbook page 40

Writing An animal fact sheet

Revision

First – Write the following prompts on the board:

A you / like / animals?

B no / hate / animals

A why? / scared?

B yes / not like / spiders or insects / lot of legs

A know / scared / snakes / love / birds and fish

B really? / brother / parrot / I / not like

Second – Elicit a conversation line by line from students using the prompts. Do not allow students to write anything down.

Third – Drill the conversation for correct pronunciation. Divide the class in half down the centre. Tell the half on the left that they are going to be A and the half on the right that they are going to be B. Build up the conversation step by step until students can perform it unprompted.

(Complete conversation:

A Do you like animals?

B No, I don't. I hate animals.

A Why? Are you scared of them?

B Yes, I am. I don't like spiders or insects. They've got a lot of legs!

A I know. I'm scared of snakes but I love birds and fish.

B Really? My brother's got a parrot but I don't like it.)

Exercise 1

- Read the Writing File with students.
- Ask students what other common abbreviations they can think of (e.g. months – *Jan, Feb*; days – *Mon, Tues*; kilogram – *kg*; centimetres – *cm*, etc.).

Exercise 2

- Students cover the Komodo Dragon: fact sheet and look only at the article.
- They find the most important information in the article then uncover the fact sheet and compare their notes about the key information.

Possible Answers

Komodo dragons – very big, 3 m, 90 kg, brown or grey, small head, long tail, short legs. From Indonesia – deserts, tropical regions. Eat birds, mammals, reptiles. Run fast, climb trees. Dig holes. Sleep in hole because cool. Yes, the information is the same.

Exercise 3

- Read through the example with students.
- Individually, students rewrite the sentences as notes.

Possible Answers

- 2 Spiders eat insects; catch in webs
- 3 Snakes can't run/walk; can swim

Exercise 4

- Students read the fact sheet again and answer the questions.
- They check in pairs before you check answers as a class.
- Check answers by asking pairs of students to read questions and answers.

Answers

- 2 They are brown or grey.
- 3 They come from Indonesia.
- 4 They eat birds, mammals and reptiles.
- 5 They sleep in holes.

Extra activity

Students choose an unusual or endangered animal and find a picture of it on the internet. They label the picture using the vocabulary for parts of the body seen on Students' Book page 47.

Exercise 5

- Remind students that further information on these animals is available by searching the internet.
- Explain that students should only make brief notes of the facts at this point.

Answers

Students' own answers

Exercise 6

- Read through the 'My unusual animal' writing guide. Show students how the example text in Exercise 2 is organised into *Appearance, Habitat, Diet* and *Other Facts*.
- Tell them that they should organise their text in the same way.
- Draw students' attention to the 'Remember!' checklist.

Answers

Students' own answers

Extra activity

Add an extra 10–15 vocabulary items from this unit to the collection of Word Cards.

Revise all the vocabulary by playing a **word clues game**. Tell students that they are going to have an informal vocabulary 'test'. Choose one of the vocabulary cards and choose five 'clue words' to help students guess what it is. For example, if you have the word *parrot* the five clue words might be *wings, colours, talk, pet* and *beak*. The words should neither be too obvious nor too obscure. Students write down what they think the word is. On the count of three, everybody calls out the word they have written down. Those who guess correctly win one point. Repeat the procedure, either choosing words yourself or allowing stronger groups or individual students to give the clue words themselves. The winner is the student with the most points.

Further practice:

Workbook page 41

Writing An animal fact sheet

1 Read the Writing File.

Writing File Making notes

When we write notes we ...

- use abbreviations:
for example → **e.g.**
very → **v**
- include only the key information:
Emperor penguins are 122 cm tall and they weigh 45 kilos. They can't fly. →
Emperor penguins: 122 cm tall, weigh 45 kilos. Can't fly.

2 Find the key information in this article. Is the same information in the fact sheet?

Komodo Dragons

Appearance

Komodo dragons are very big lizards. They grow to 3 metres and weigh 90 kilos. They are usually brown or grey in colour and they have a small head, a long tail and four short legs.

Habitat

Komodo dragons are from Indonesia. They live in deserts and in tropical regions.

Diet

Komodo dragons like eating birds, mammals, for example, goats and deer, or other reptiles.

Other Facts

Komodo dragons can run fast and they can climb trees. They dig holes in the ground and sleep in them because they can stay cool there.

Komodo Dragon: fact sheet

Colour:	brown or grey
Length:	3 metres
Weight:	90 kilos
Country:	Indonesia
Habitat:	deserts and tropical regions
Diet:	birds, mammals, e.g. goats, deer, reptiles
Other facts:	can run fast & climb trees; dig holes & sleep in them – stay cool



3 Copy the sentences. Rewrite them as notes.

- 1 Komodo dragons have got very strong legs and they can climb trees.
Komodo dragons v strong legs; can climb trees
- 2 Spiders eat insects. They catch them in their webs.
- 3 Snakes can't run or walk but they can swim.

4 Read the fact sheet again. Answer the questions.

- 1 How heavy are Komodo dragons?
They weigh 90 kilos.
- 2 What colour are they?
- 3 What country do they come from?
- 4 What do they eat?
- 5 Where do they sleep?

5 Think of an unusual animal and make notes to complete the fact sheet.

My unusual animal fact sheet

Colour:	Habitat:
Length:	Diet:
Weight:	Other facts:
Country:	

6 Write a short article about your animal. Use the model from Exercise 2 and your notes from Exercise 5.

My unusual animal

- 1 **Appearance**
They are ... (colour / length / weight)
- 2 **Habitat**
They live in ... (place / country)
- 3 **Diet**
They eat ... (animals / plants)
- 4 **Other facts**
They can ... (run / fly / swim / climb / jump)

Remember!

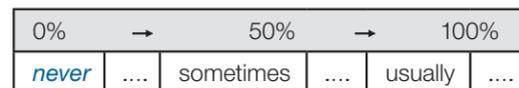
- Include the key information from your notes.
- Use the vocabulary in this unit.
- Check your grammar, spelling, and punctuation.

Refresh Your Memory!

Grammar Review

- 1 Copy and complete the frequency line with these adverbs.

always hardly ever never often



- 2 Put the words in order to make sentences.

- the / I / to / music / at / never / weekend / listen
I never listen to music at the weekend.
- o'clock / up / usually / get / at / You / seven
- ever / We / grandparents / hardly / our / visit
- talk / I / always / my / parrot / to
- cycle / often / school / We / to
- under / My / usually / the / sleeps / cat / bed

- 3 Read the answers. Complete the questions.

- Where* does your friend live?
She lives in Paris.
- do you take your dog to the beach?
Because he loves swimming in the sea.
- do you cycle to school?
Never. I haven't got a bike.
- is your favourite possession?
My mobile phone.
- is your English teacher?
My teacher is Mrs Clarkson.
- do you have piano lessons?
After school on Thursdays.

- 4 Complete the Pet Advice sheet with *You must* or *You mustn't*.

- 1 *You must feed your dog twice a day.*

Pet Advice: Dogs

- ✓ feed your dog twice a day
- ✓ take your dog for a walk every day
- ✓ give your dog a place to sleep
- ✗ give your dog unhealthy food, for example, chocolate
- ✗ shout at your dog
- ✓ keep your dog on a lead

Vocabulary Review

- 5 Complete these unusual animal words with a, e, i, o and u.

- | | |
|---------------------------------------|----------------|
| 1 hissing c <u>o</u> ckr <u>o</u> ach | 6 p_r_nh_ |
| 2 t_r_nt_l_ | 7 pyth_n |
| 3 pygmy g__t | 8 p_rr_t |
| 4 g__nt r_bb_t | 9 l_z_rd |
| 5 fr_g | 10 st_ck_ns_ct |

- 6 Look at the animals from Exercise 5 again. Find ...

- four animals with four legs. *pygmy goat, ...*
- three animals with a tail.
- two animals with six legs.
- two animals with no legs.
- one animal with two legs.
- one animal with eight legs.

- 7 Complete the sentences with these words.

arms	beak	fingers	neck
paws	tail	toes	wings

- My parrot can fly because she's got *wings*. She eats her food with her
- My dog is black and white. He's got four white and a black
- I've got ten on my feet and ten on my hands.
- Chimpanzees have got two legs and two
- Giraffes have got four long legs and a long

Speaking Review

- 8 2.10 Make sentences. Then listen and check.

- Jim** you / like / play / football?
Do you like playing football?
- Mike** No, I don't. I like / watch / football on TV.
you / like / watch / TV?
- Jim** No, I love / listen / to music and read / books, but I hate / watch TV.

Dictation

- 9 2.11 Listen and write in your notebook.

My assessment profile: Workbook page 130

Refresh Your Memory!

Exercise 1

Answers

From left to right: *never*, *hardly ever*, *sometimes*, *often*, *usually*, *always*

Exercise 2

Answers

- You usually get up at seven o'clock.
- We hardly ever visit our grandparents.
- I always talk to my parrot.
- We often cycle to school.
- My cat usually sleeps under the bed.

Exercise 3

Answers

- 2 Why 3 How often 4 What 5 Who 6 When

Exercise 4

Answers

- You must take your dog for a walk every day.
- You must give your dog a place to sleep.
- You mustn't give your dog unhealthy food, for example, chocolate.
- You mustn't shout at your dog.
- You must keep your dog on a lead.

Exercise 5

Answers

- | | | |
|----------------|-----------|-----------------|
| 2 tarantula | 5 frog | 8 parrot |
| 3 pygmy goat | 6 piranha | 9 lizard |
| 4 giant rabbit | 7 python | 10 stick insect |

Exercise 6

Answers

- | | |
|--|-------------------|
| 1 <i>pygmy goat</i> , giant rabbit, frog, lizard | 4 piranha, python |
| 2 <i>pygmy goat</i> , giant rabbit, lizard | 5 parrot |
| 3 hissing cockroach, stick insect | 6 tarantula |

Exercise 7

Answers

- 1 *wings*, beak 2 paws, tail 3 toes, fingers 4 arms
5 neck

Exercise 8 (Track 2.10)

Answers and Audioscript

- Jim** *Do you like playing football?*
- Mike** No, I don't. I like watching football on TV. Do you like watching TV?
- Jim** No, I love listening to music and reading books, but I hate watching TV.

Exercise 9 (Track 2.11)

Answers and Audioscript

My pet is a hissing cockroach. It's got six legs but it hasn't got any wings. I like holding my pet and feeding it. You must feed hissing cockroaches two or three times a week. They never bite and they are very good pets.

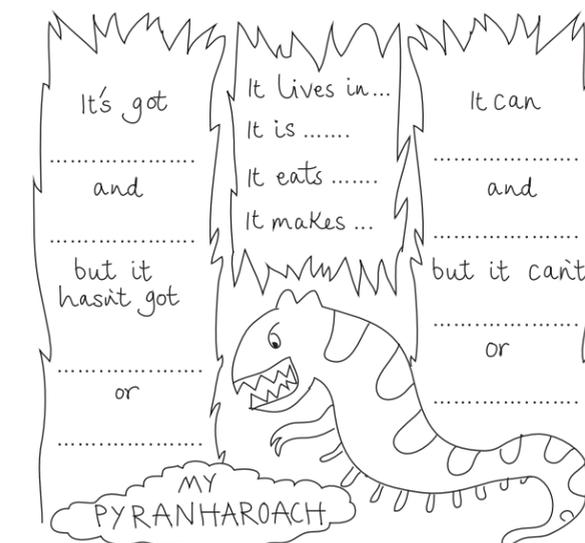
My assessment profile:

Workbook page 130

Extra activity

Revise vocabulary connected with animals and basic verb forms:

- Draw the fantasy animal on the board and write its name *pyranharoach* underneath. Explain that it is a combination of three animals. Students identify the three animals (*python*, *piranha* and *cockroach*).
- Write the sentence prompts around the animal on the board. In pairs, students use their imagination to complete the other sentence prompts. Take feedback as a class.
- In pairs, students invent their own fantasy animal. They draw a picture and invent an appropriate name. Students write sentences about it using the sentence prompts on the board. Monitor and help with vocabulary and feed in ideas if necessary.
- Delete the *pyranharoach* from the board. Pairs take turns drawing their fantasy animals on the board and telling the class about them. Monitor but do not interrupt students' fluency.
- Make a note of any mistakes related to the content of this unit to go over with the class afterwards but make sure these mistakes remain anonymous during the correction stage.



Culture 2 – Education in the UK:

See Teacher's Book page 220 and Students' Book page 122 (for extra reading, discussion and writing work).

Real World Profiles

Cultural notes

- *Chennai*, formerly known as Madras, is one of the oldest and largest cities in India. With a population of nearly 5 million, its main businesses are car manufacturing and software exporting. The Arignar Anna Zoo is 19 miles from the centre of Chennai and was the first zoo open to the public in India. It is in fact more like a safari park than a zoo, with very large enclosures surrounded by moats, giving the impression that the animals all inhabit the same space.
- *Mahout* is the term for a person who rides an elephant. Traditionally this would be a boy who is paired with an elephant as a young child and then remains with that elephant for the rest of its life. Since 2008 the elephants at Arignar Anna Zoo have been used to offer elephant safari rides around the zoo. Further information about both Chennai and the Arignar Anna Zoo is available on the internet.
- *Lavindya* is a real person and more information about her and her unusual friendship with orphaned elephant Giri is available by searching the internet.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Students read the profile and decide if the sentences are true or false.
- When checking answers, ask students to correct the false sentences.
- If you have a world map available, ask students where India and Chennai are.

Answers

- 1 False (She lives in India.)
- 2 False (She is six years old.)
- 3 True

Exercise 2 (Track 2.12)

- Students read the text again and answer the questions.
- If you wish, play the recording for students to listen and read.
- Students check in pairs before you check answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

- 2 Because her father is a 'mahout' and works at the zoo. He is a special keeper for the baby elephants.
- 3 She rides an elephant to school.
- 4 In the afternoon she plays football with the elephants.
- 5 She lies down next to them and pats their trunks.

Extra activity

Extend the work on India and ask students to investigate and find out five facts about the country and express these as sentences. Give students two or three sentences as examples, e.g.

- 1 The capital of India is New Delhi.
- 2 The Indian flag is orange, white and green with a small blue circle, etc.

Ask some students to say their sentences for the class.

Class discussion

- Read through the questions with students.
- They then work in pairs or small groups talking about the questions.
- Monitor but do not interrupt fluency.
- Take feedback as a class.
- Ideally the class discussion activity should be completed in English but you may want to support weaker students with some L1.

Extra activity

Ask students additional questions related to the topic of the text, e.g.

- 1 What other things do you know about India? Why/Why not?
- 2 Do you think it's a good part of the world to live in? Why/Why not?
- 3 What countries are near India?
- 4 Is Lavindya's daily routine similar to yours? Why/Why not?
- 5 Do you think Lavindya is lucky to live in the zoo? Why/Why not?

In this unit have you ...

- ... used Grammar and Vocabulary worksheet?
- ... used Reading and Listening worksheet?
- ... used Writing worksheet?
- ... used Speaking worksheet?
- ... used Unit test?

With the exception of the Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

- * For students who need extra help and support
- ** For students who require an additional challenge

Real World Profiles

Lavindya's Profile



Age: 6 Home country: India

City: Chennai



Lavindya's Best Friend



It is seven o'clock in the morning in Chennai, southern India. Lavindya always has her morning bath before school. But she doesn't have a bath at home. She has a bath in a small pool outside with her best friend, a baby elephant!

Lavindya lives at Arignar Anna Zoo with her parents, brothers and sisters. Her father is a 'mahout' – he works at the zoo and he is a special keeper for the baby elephants. Lavindya is only six years old, but she can control the elephants and she has a very special friendship with them.

At eight o'clock in the morning, Lavindya goes to school, but she doesn't travel on a school bus. She rides an elephant to school. The elephant carries her backpack with its trunk. After school, Lavindya plays football with the elephants.

Now it is the evening, and the baby elephants are tired. Lavindya lies down next to them and pats their trunks. Sometimes they all sleep together – friends together in the day and friends together at night.

Class discussion

- Can you see elephants in your local zoo?
- How do you go to school in the morning?
- Think of three reasons why it's good to have a friendship with an animal.

Reading

1 Read Lavindya's profile. Are the sentences true (T) or false (F)?

- 1 Lavindya lives in the USA.
- 2 She is ten years old.
- 3 She lives in Chennai.

2 2.12 Read about Lavindya and her family. Answer the questions.

- 1 Where does Lavindya have a bath?
In a small pool outside.
- 2 Why does she live at Arignar Anna Zoo?
- 3 How does she go to school?
- 4 What does she do in the afternoon?
- 5 What does she do when the elephants are tired?