

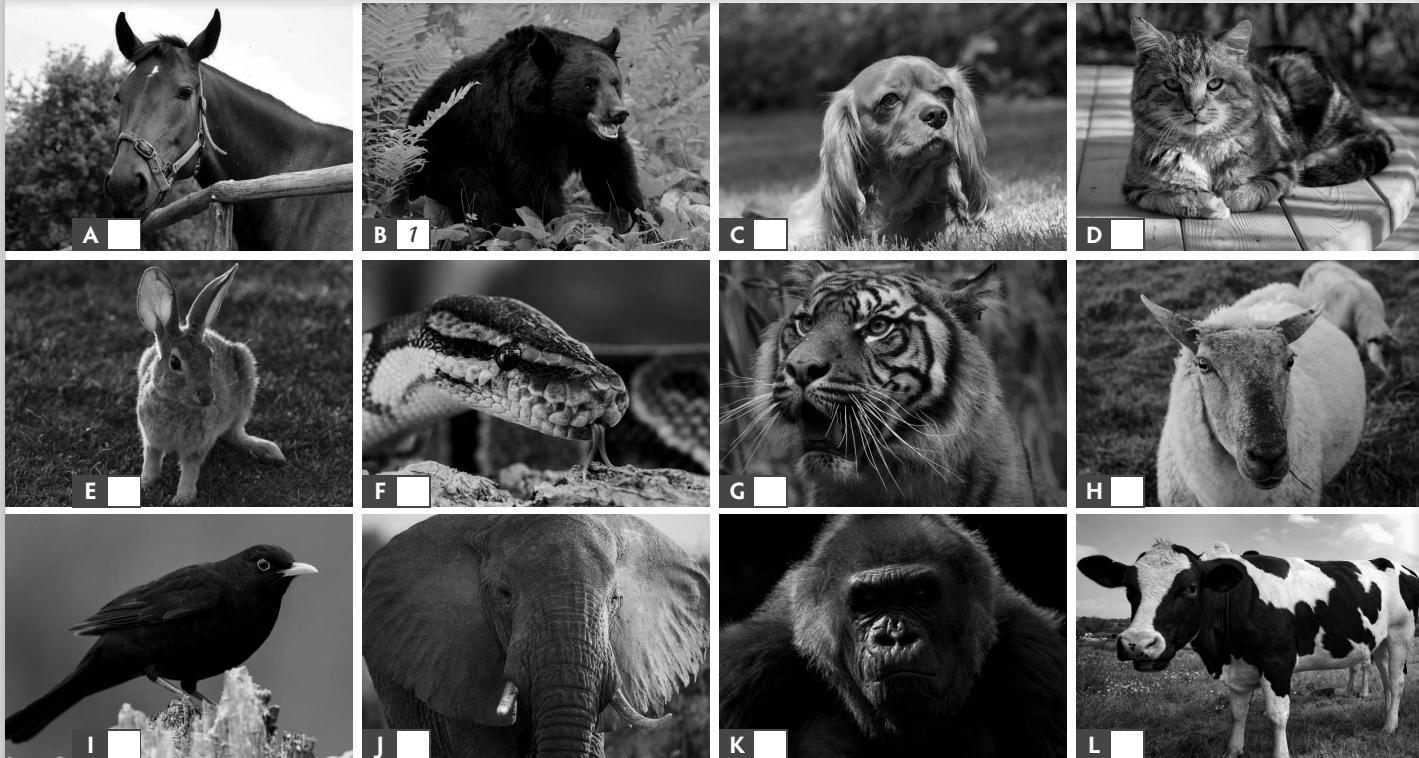
11 A WORLD OF ANIMALS

OBJECTIVES

FUNCTIONS: talking about past vacations; talking about ability in the past; describing a photo; sequencing (in a story)

GRAMMAR: simple past: irregular verbs; simple past (negative and questions); *could / couldn't*

VOCABULARY: verb collocations; adjectives



READING

- 1 Match the words in the list with the photos. Write 1–12 in the boxes.

1 bear | 2 bird | 3 cat | 4 cow | 5 dog
6 elephant | 7 gorilla | 8 horse | 9 tiger
10 rabbit | 11 sheep | 12 snake

- 2 Complete the sentences with (plural) animals. Then compare your ideas with other students. Use the animals from Exercise 1 or others that you know.

- 0 Sometimes snakes are dangerous.
1 Sometimes you see _____ in people's houses.
2 You can find _____ in towns.
3 You can find _____ in the countryside.
4 I like _____.
5 I don't like _____.
6 You can find _____ on a farm.
7 _____ can sometimes run very fast.
8 You can find _____ in Africa.
9 People sometimes eat _____.

- 3 2.39 Look at the photos on page 103. What do you think the article is about? Then read, listen, and check.

- 4 Read the article again. Choose the correct words.

- 0 Erin(worked) was on vacation in Glacier Park.
1 The people wanted to see bears / go horseback riding.
2 Erin and the boy were on the same horse / different horses.
3 The boy's horse was so scared that it ran away / couldn't move.
4 Tonk / Erin didn't want to move.
5 The boy fell off / didn't fall off the horse.
6 Erin / Erin and Tonk ran at the bear three times.
7 Erin saved the boy / The boy saved Erin from the bear.

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READING

- 1 Display the photos on the IWB, or ask students to look at them in their books, covering the exercises. How many animals can they name in English?

Reveal the exercise, and ask students to label the photos. Suggest that they start with the easier ones to reduce the number of options for the more difficult ones. Ask them to compare their ideas in pairs before you check answers with the class. If you use an IWB, invite a different student to label each photo onscreen. Elicit which animals have a similar name in the students' first language.

Go through the words, reading them aloud and asking the class to repeat them, first together and then one or two students individually, to get the pronunciation right. Pay special attention to the vowel sound in *bear* /beər/ and *cow* /kau/.

Answers

A 8 B 1 C 5 D 3 E 10 F 12 G 9 H 11 I 2
J 6 K 7 L 4

Optional activities

- Students cover the exercise again and, in pairs, use the photos to test each other. They take turns saying an animal's name, and their partner must point to the correct photo without hesitation.
- To expand the lexical set, play an alphabet game. Go around the class, with each student naming one animal in English, from A to Z. If a student whose turn it is cannot come up with an animal for a given letter, write this letter on the board. At the end of the activity, elicit words for the missing letters from the whole class. You can skip X and Q.
- Ask students to read through the fill-in-the-blank sentences, and check comprehension of any unfamiliar vocabulary. You may need to elicit or explain *dangerous* and *countryside*. Look at the example together, and elicit other possible solutions for the same statement.

Students complete the other sentences. Allow two or three minutes. Put them in small groups of three or four to compare their ideas. At the end, elicit some suggestions from the groups for each sentence, and ask the class to say if they agree.

Language note

The plural of *a sheep* is irregular: *sheep*. We don't use the -s suffix in the plural form. What is most unusual about it is that *sheep* is otherwise a count noun, unlike other English nouns without a plural.

- 3 2.39 Focus attention on the photos and the title on page 103. Elicit ideas for what the article may be about. Accept any feasible suggestions, even if they are later contradicted by the text. You may need to elicit or explain (*to the rescue* '/reskju/).

Explain that using the heading and any photos to predict the content of a text helps focus the reader's attention and activate their existing knowledge about the subject. When we read in our first language, we do this unconsciously, but in a foreign language most people need to train themselves to do it. Prediction also gives students a reason to read.

Students read and listen to the article to check their predictions. Did anyone get it right?

- 4 Read the sentences together, and elicit or explain any unfamiliar vocabulary. Ask students to find the information that helps the reader decide the correct answer for the example.

Suggest that students do the same with the other sentences. First, they find and underline the information in the text about each sentence. They then study the passage more carefully to see what clues it offers to help them decide. Remind them to focus on completing the comprehension task, and not to worry about understanding every word or minor detail.

Ask them to compare their ideas in pairs before you check answers with the class. As you do, ask students to read the passage that supports their answer aloud, and get the rest of the class to check and confirm or correct the suggested answers.

Answers

- go horseback riding
- different horses
- ran away
- Tonk
- fell off
- Erin and Tonk
- Erin saved the boy

Mixed-ability idea

In a weaker class, do one or two more sentences together as a class. Ask students to find the information in the text, check that they have located the relevant passage correctly, and then ask them to choose the correct words. Check their answer again.

THINK VALUES

Animals and us

- 1 Put students in pairs to discuss their ideas about Erin's reasons for buying Tonk. Give them a minute or two to talk about their ideas then elicit suggestions from a few pairs. Although *B* is the answer most closely connected to the article, some of the other explanations may also feasibly have been factors, so accept any suggestions as long as students are prepared to justify them.
- 2 Ask students to read through the sentences, and elicit or explain any unfamiliar vocabulary. Give students two minutes to think about and mark their answers on their own. Remind them that they can check as many or as few things as they want – there are no correct answers.
- 3 **SPEAKING** Put students in pairs again to compare their ideas. As they do, encourage them to explain their opinions. Monitor, provide help as necessary, and make a note of any interesting ideas they mention. Avoid correcting mistakes unless they hinder understanding. The focus in this activity is on fluency and on developing the whole learner, not on accuracy. Ask a few pairs whose ideas you noted down to share their views with the class. Invite comments from the other pairs. Elicit some other ideas about how people and animals should coexist.

Optional activity

To follow up the discussion, ask two pairs of students to work together in a group of four to produce a project together, focusing on the advantages and disadvantages of zoos. This could be a poster, leaflet, web page, or a slideshow presentation. Set aside some time in a subsequent class for presenting the projects, or arrange a class exhibition. Vote on the best project.

Erin and Tonk to the rescue



Erin Bolster and Tonk

Erin Bolster was a guide in Glacier Park in Montana, U.S. In July 2011, she took a group of eight people horseback riding in the woods. Erin was on a big white horse named Tonk.

Everyone was ready to have fun, and the ride started well. Erin knew there were bears in the woods, but they didn't usually go near people.

Suddenly, an angry, 300-kilogram

grizzly bear came out from the trees. The bear was very near an eight-year-old boy who was on his horse. The boy's horse saw the bear and got very scared. It ran away with the boy on its back. The bear ran after them.

Tonk was scared, too. He didn't want to move, but Erin needed to help the boy. She didn't stop to think. She gave Tonk a kick, and they went after the bear.

She found the bear near the boy and his horse. Then the boy fell off the horse, and the bear started to go toward him! Erin put Tonk between the bear and the boy. Together they ran at the bear three times. The bear made a terrible noise, but then it went away. Erin picked the boy up and took him back to his father and the other riders.

The boy's father was very happy, and Erin and Tonk were heroes!



THiNK VALUES

Animals and us

1 After Erin and Tonk saved the boy, Erin decided to buy Tonk. Why? Choose an answer.

- A Tonk didn't have a place to live.
- B Erin thought Tonk was a hero.
- C Tonk was very cheap.
- D Erin thought Tonk was a beautiful horse.

2 Check (✓) the things you agree with.

- It's important to be kind to animals.
- Animals and people can live together.
- It isn't good to eat animals.
- It isn't good to use animals for clothes.
- All animals are important.
- Zoos are bad for animals.
- Zoos help people understand animals.
- It isn't good to have animals in your house.

3 SPEAKING Work in pairs. Compare your ideas with a partner.

GRAMMAR

Simple past: irregular verbs

- 1 Look at these examples from the article on page 103. Find the past tense of the other verbs in the article and write them in the table.

Erin **put** Tonk between the bear and the boy.
Together they **ran** at the bear three times.

0 run	ran	6 give	
1 put		7 go	
2 come		8 know	
3 fall		9 make	
4 find		10 see	
5 get		11 take	

- 2 Complete the sentences with the simple past form of the words in the list. Use the irregular verbs list on page 128 of the Workbook to help you.

come | drink | eat | fall | forget | get
give | go | run | see | take | write

- Last weekend we went to New Mexico. My uncle _____ with us.
- We _____ some nice places and _____ lots of photos.
- The little girl _____ too fast, and she _____ down.
- I _____ some good gifts for my last birthday. My parents _____ me a bicycle!
- I _____ an email to my friend, but I _____ to send it!
- My friends and I had a huge dinner last night. We each _____ a pizza and _____ two milkshakes!

Simple past: negative

- 3 These sentences are not true. Use the article on page 103 to correct them. Complete the rule.

- 0 Bears usually went near people.
Bears didn't usually go near people.

- 1 Tonk wanted to move.

- 2 Erin stopped to think.

RULE: To make negative sentences in the simple past, we use *didn't* (*did not*) + the ¹base / *past* form of the verb.

It's ²*the same* / *different* for regular and irregular verbs.
It's ³*the same* / *different* for all subjects (I / you / they / we / he / she / it).

- 4 Make the verbs negative.

- I went to the movie. didn't go
- I saw my friend at the party.
- We had a good time.
- I took a picture with my phone.
- Our friends came to see us.
- She found her phone.

Workbook page 100 ➔

VOCABULARY

Verb collocations

- 1 Choose the correct words in the sentences from the article on page 103.

- Everyone was ready to *have* / *do* fun.
- The bear *did* / *made* a terrible noise.
- The boy's horse *got* / *did* very scared.

- 2 Write the phrases in the correct columns. You can write some phrases in more than one column.

a-break | a good time | a mistake | a noise
a shower | angry | away | excited | homework
on vacation | photos

have	take	make
	<i>a break</i>	

have	take	make
	<i>a break</i>	

- 3 Add the words in the list to the correct column(s) in Exercise 2. Can you think of more words to add?

a bath | a party | a train | breakfast | fun | skiing

- 4 Complete the sentences so they are true for you. Use an affirmative or negative form of the verb.

- I _____ breakfast this morning.
- I _____ my homework last night.
- Last weekend, I _____ a lot of pictures at the party.
- I _____ a good time at the park.
- My family _____ on vacation last year.
- The last time I went to a party, I really _____ fun.

- 5 **SPEAKING** Compare your answers with a partner.

Workbook page 103 ➔

GRAMMAR

Simple past: irregular verbs

- 1 Ask the students to cover the table and study the examples together. Elicit the base forms of the two highlighted verbs. Ask students to reveal the table to check their answers.

Students work in pairs to complete the rest of the table. Check answers as a class.

Mixed-ability idea

Stronger students should try to complete the table from memory and then check back in the article for the past forms. Weaker students should complete the table by scanning the article for the past forms.

Answers

1 put 2 came 3 fell 4 found 5 got 6 gave
7 went 8 knew 9 made 10 saw 11 took

- 2 Students open their Workbooks to page 128 and look up the twelve past verb forms. All the verbs are irregular. Next, they complete the sentences individually. They check their answers in pairs before you check them with the whole class.

Answers

1 went, came 2 saw, took 3 ran, fell 4 got, gave
5 wrote, forgot 6 ate, drank

Language note

In American English, the preferred pronunciation of *ate* is /eɪt/, the same as the number *eight*. Students may also encounter the alternative British pronunciation /et/.

Simple past negative

- 3 Read the example together, and check that the task is clear. Students rewrite the corrected sentences from memory, compare ideas in pairs, then look back in the article to check their corrections. Then they work together as a pair to complete the rule. Check both sets of answers with the class.

Language note

In affirmative sentences, adverbs of frequency come before the verb (*usually went*), but in negative sentences their correct position is between *didn't* and the main verb in base form (*didn't usually go*). The position and use of adverbs of frequency is covered in Unit 5.

Answers

1 Tonk didn't want to move. 2 Erin didn't stop to think.

Rule

1 base 2 the same 3 the same

- 4 Students apply the rule and write the negative forms. As this is a fairly mechanical task, you may prefer to assign it for homework. Check answers as a class.

Answers

1 didn't see 2 didn't have 3 didn't take
4 didn't come 5 didn't find

Be aware of common errors related to the simple past (irregular verbs and negative). Go to Get it right! on page 125.

VOCABULARY

Verb collocations

- 1 Quickly check the words students have already Students complete the phrases from memory. Then they compare their ideas in pairs before they look back in the article to check their answers. Check answers as a class. Elicit translations. Are the same ideas expressed with a single word in the students' language or with a collocation similar to the English?

Answers

1 have 2 made 3 got

- 2 Explain that verb and noun pairs (collocations) are very common in English, and most of these pairs are fixed: that is, neither word can simply be replaced with a synonym. Put students in pairs to decide which verbs can be combined with which other words (note that not all of them are nouns). Ask them to compare their ideas with another pair before you check answers with the class.

Elicit translations for the expressions. Are any of them expressed through a literal translation of the two component words?

Answers

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

- 3 Students continue working in their pairs to add the extra words to the table. Ask them to try to add one more word to each column. Again, put them together with another pair to compare their answers before you check answers with the class, and elicit translations as before.

Answers

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

- 4 Students complete the sentences. Check both possible answers as a class, and ask a different student to write the two verbs forms for each sentence on the board. Make sure that in number 2 students realize that they must use *do* twice in the negative: first *didn't* for the simple past negative, then *do* as the main verb in base form. The sentence cannot be simplified to: *I didn't my homework last night*.

Answers

1 had / didn't have (or ate / didn't eat) 2 did / didn't do
3 took / didn't take 4 had / didn't have 5 went / didn't go 6 had / didn't have

- 5 **SPEAKING** Students compare their answers in pairs. How many sentences do they have in common?

LISTENING

1 2.40 Read the context together. Focus on the pictures, and make sure students understand that only one of them will match what the speakers say in the dialogue. Elicit what each group of pictures shows (*countries in Latin America, wild animals, and places where people stay*). Ask them to name each answer option. Check the pronunciation of the names of countries, especially *Belize* /bə'liz/. Remind students that the speakers may mention some of the things that are wrong answers for the questions, so they should read these questions carefully to know exactly what information they are listening for.

Play the audio for students to listen and find out where the information is mentioned in the dialogue. Then play it again for students to choose their answers. Ask them to compare their ideas in pairs before you check the answers with the class. As you do, play the audio again, pausing at the relevant passages.

Answers

1 A 2 C 3 C

2 2.40 Ask students to read the questions and options, and check comprehension. Then play the audio for students to listen again and choose their answers. Ask them to compare their ideas in pairs before you check answers with the class.

Answers

1 B 2 C 3 A

THiNK SELF-ESTEEM

Animals and nature

Students read the statements and check the ones that are true for them. Ask them to compare their ideas in pairs or small groups. How many statements do they have in common? Encourage them to explain their reasons or give examples of their previous experiences about each statement. Monitor, making a note of any particularly interesting ideas, and ask some of the students to share these with the class at the end. Avoid error correction unless mistakes hinder comprehension.

GRAMMAR

Simple past (questions)

1 Students complete the questions from memory. Ask them to check the answer with their partner then write the word in the table. Check the answer with the class. Elicit that in simple past questions the form of the auxiliary *did* is the same for regular or irregular verbs, and the same for all persons. Make sure students notice that *did* appears at the beginning of the question in *Yes / No* questions and after the question word in *wh*-questions.

Rule

did

2 Students apply the rule and order the questions. Before they begin, ask them to decide which questions are *Yes / No* questions (1, 2, 3) and which are *wh*-questions (4, 5). Monitor their progress and, when most students have completed the task, ask them to compare ideas in pairs before you check answers with the class.

Answers

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

Fast finishers

Students write *Yes / No* questions about the content of the listening script. They then use these to test their partners about how much they remember.

3 Students complete the mini-dialogues. If you're short on time, you could assign this for homework. Ask students to compare their answers in pairs before you check them with the class.

Answers

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

Optional activity

Students, in pairs, use the first three questions in Exercise 3 to find out about each other. They can replace *Mexico* in the last question with wherever their partner last went on vacation.

4 **SPEAKING** Give students four minutes to write their questions. Walk around, monitor, and provide help as necessary.

Put students in pairs to interview each other about their vacations. Ask them to take notes on their partner's answers. Monitor the use of the question form in the simple past, providing help if necessary with the answers. Avoid too much error correction, but make a note of any recurring errors in the use of the simple past to go over with the class at the end of the activity.

Ask a few students to tell the class some interesting things they learned about their partners. Ask the class to listen and take notes on where the person went, what they did there, and so on.

Workbook page 101

Pronunciation 2.41 2.42

To practice pronunciation of the simple past of irregular verbs, go to page 121.

11 A WORLD OF ANIMALS

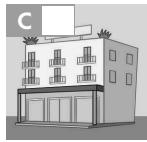
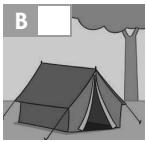
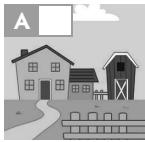
LISTENING

1 2.40 It's the end of the summer. Jack meets Bella and asks about her vacation. Listen and choose the correct options.

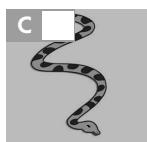
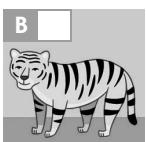
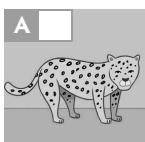
1 Where did Bella go?



2 Where did Bella stay?



3 What did Bella see on her vacation?



2 2.40 Listen again and choose the correct answers.

1 Where did Bella's dad work in the past?
A in Belize B in a zoo C in a store for animals

2 What animals did Bella's family want to see?
A snakes B birds C big cats

3 What did they hear outside the tent?
A jaguars B Bella's dad C other people

THINK SELF-ESTEEM

Animals and nature

Check (✓) the statements that are true for you.

- I like camping.
- It's exciting to be near animals and nature.
- I only want to see animals in a zoo.
- I don't like dangerous animals or places.

GRAMMAR

Simple past (questions)

1 Complete the questions from the listening. Write the same word in each space. Then complete the rule.

- 1 _____ you have a good vacation?
- 2 _____ you see any exciting animals?
- 3 Where _____ you stay, then?
- 4 What _____ you do on your vacation?

RULE: To form simple past questions, we use _____ + I/you/he/she/it/we/they + the base form of the verb.

2 Put the words in order to make questions.

- 0 to the party / Did / go / you / ?
Did you go to the party?
- 1 she / a good time / Did / have / ?

- 2 watch / on TV / Did / that show / you / ?

- 3 they / a lot of / take / photos / Did / ?

- 4 What / for breakfast / did / have / you / ?

- 5 did / you / Where / last night / go / ?

3 Complete the mini-dialogues.

0 A What did you watch on TV last night?
B I watched a really good movie.

1 A Where _____ on Saturday?
B I went to the movies.

2 A What _____ at the zoo?
B We saw some really cool animals!

3 A What _____ in Mexico?
B We ate tacos and salad.

4 **SPEAKING** Work in pairs. Write questions to ask your partner about their last vacation. Then ask and answer.

... go?

... stay?

... do?

... a good time?

... photos?

... on your own?

Workbook page 101

Pronunciation

Simple past: irregular verbs

Go to page 121.



READING

- 1 Look at the pictures. These animals don't exist today; they are extinct. Match them with the names in the article. Write 1–3 in the boxes.
- 2 2.43 Read and listen to the article. Where did these animals live?

Extinct animals

1 The dodo

The dodo was a bird. It lived on the island of Mauritius, in the Indian Ocean. At one time there were thousands of them on the island. Then people from Europe arrived and started to eat them. The Europeans also brought animals such as dogs and cats with them to the island, and those animals ate the dodo's eggs. So, why didn't the dodo fly away from the people? Because it couldn't fly. And in 1681, the dodo became extinct.

2 Saber-toothed cats

These dangerous animals lived thousands of years ago in North and South America. They had two very big teeth. You could see these teeth even when the cat's mouth was closed. People think that these cats could kill very big animals with their long teeth. Saber-toothed cats became extinct around 10,000 BCE because there wasn't enough food for them.

3 The woolly rhinoceros

This very big animal lived in the middle of Europe and Asia until about 8,000 BCE. It had two horns – the big one was sometimes one meter long. It had a thick woolly coat, so it could keep warm in the cold winters. When the weather changed, the woolly rhinoceros couldn't live in the warm weather. Also, many people killed these animals for food. So the woolly rhinoceros slowly died out.

3 Read the article again. Write the names.

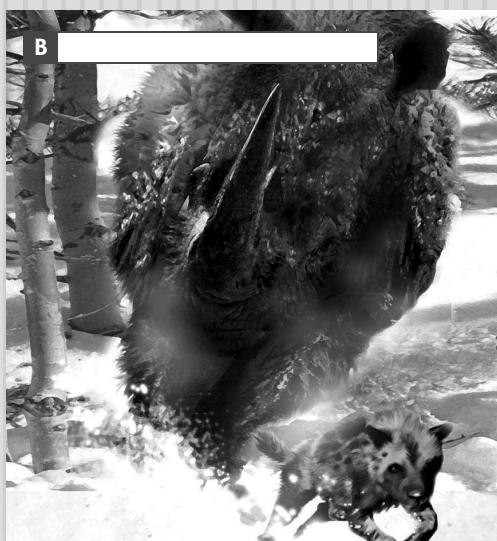
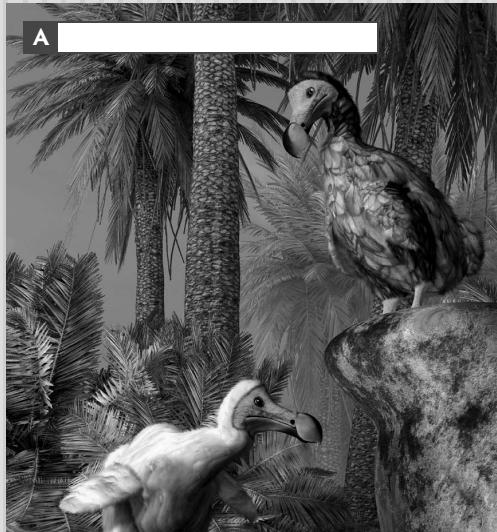
- 0 This kind of animal became extinct when the weather changed.
woolly rhinoceros
- 1 These animals became extinct because of people.

- 2 This kind of animal killed other animals.

- 3 This kind of animal was a bird, but couldn't fly.

- 4 This kind of animal was the first to become extinct.

- 5 This kind of animal was the last to become extinct.



READING

1 Display the pictures on the IWB or ask students to look at them in their books, covering the rest of the page. What do they think the animals have in common? (*They are all extinct.* / *They don't exist today.*) Students may need to answer the question in their first language, after which you could introduce the adjective *extinct*.

Ask students to try to match the three names with the pictures and then compare ideas in pairs. Don't check or reveal answers at this point.

Students skim the article and check their predictions. Check and confirm answers as a class. Practice the pronunciation of the names of the animals, especially *rhinoceros* /rɪ'nasərəs/. Pay attention to the stress on the second syllable. Elicit if a similar or a different word is used for such animals in the students' first language.

Answers

A 1 B 3 C 2

2  2.43 Students listen to and read the article to find the places where the animals lived. Ask them to compare ideas in pairs before you check the answers with the class. If you use the IWB, look up a world map on the Internet, display it, and ask students to find and point out where each animal lived. Check that students understand the meaning of *island*, and make sure they notice that the s is silent /'aɪlənd/.

Answers

- 1 the island Mauritius, in the Indian Ocean
- 2 North and South America
- 3 the middle of Europe and Asia

3 Elicit or explain *saber*, *tooth* (and *toothed*), and *woolly*. Ask students to read the statements, and check comprehension. You may need to elicit or explain *kind of*, *become* → *became*, *because of*, *first / last (to do something)*. Look at the example together. Ask students to find the information in the article that supports the answer (the fourth sentence of paragraph 3).

Ask students to read the article again. This is a multiple matching task that requires students to reread the article several times. Rather than reading it word for word and trying to understand all the details, they should first identify the key words in each statement and then scan the texts for them, or for words with similar meanings. Once they have found the passage with the same key information, they should study this more carefully to see if it matches that particular statement. As this is a time-consuming activity, which students may be doing for the first time in the course, allow plenty of time, monitor students' progress, and provide help if any of them get stuck.

For the last two statements, you may need to clarify that *BCE* stands for *Before Common Era*, and is used to refer to dates before year 1 in the Christian calendar. Elicit or remind students that BCE dates begin with 1 and go back in time. So, the larger the number, the older the date is: 8,000 BCE is older than 4,000 BCE.

Ask students to compare ideas in pairs before you check the answers with the class. As you do, ask students to quote the passage that supports their answer. Ask the rest of the class to comment on, confirm, or correct the suggestions.

Answers

- 1 dodo, woolly rhinoceros
- 2 saber-toothed cats
- 3 dodo
- 4 saber-toothed cats
- 5 dodo

GRAMMAR

could / couldn't

- 1 Students complete the sentences from memory. They then compare ideas in pairs before they look back in the article to check their answers. Confirm answers as a class then read the rule.

Elicit that *could / couldn't* is the past form of *can / can't* for ability (covered in Unit 7). Elicit also that, with other modals, we use the base form after them, and their form is unchanged for all persons. You might also want to elicit that to form questions with modals, we swap the modal with the subject, for example:
Could these cats kill very big animals? Yes, they could.
Could the woolly rhinoceros live in warm weather? No, it couldn't.

Answers

- 1 could
- 2 couldn't

- 2 Students apply the rule to complete the sentences. Ask them to compare their ideas in pairs before you check the answers with the class.

Mixed-ability idea

In weaker classes, you could do the task in two separate stages. First ask students to read the sentences and decide which verb might match the context in meaning. Ask them to compare ideas in pairs then check this stage as a class. Next, ask students to write the correct form indicated at the end of each line, using the verb they have selected. Ask students to compare answers then check answers as a class.

Answers

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

- 3 **SPEAKING** Students work in pairs to compare their abilities, first using the prompts, then adding two or three ideas of their own. How many things do pairs have in common? Monitor their conversations, and check the correct use of *could / couldn't*. Avoid interrupting the pairwork for error correction, but make a note of any problems to go over with the class at the end of the activity.

Mixed-ability idea

In weaker classes, you may prefer to allow students to write down their ideas before the discussion. As the pattern is fairly straightforward, stronger classes should try to start the discussion without preliminary preparations.

VOCABULARY

Adjectives

- 1  2.44 Focus attention on the pictures and ask students to cover the list of words. Elicit what they can see in each picture and what word they would use to describe it. Accept any ideas.

Ask students to reveal the list and try to match each thing with one of the adjectives. Remind students that half of the words should remain unused.

Ask students to compare their ideas in pairs before you check answers with the class. Check and correct pronunciation as necessary.

Answers

- 1 boring
- 2 dangerous
- 3 beautiful
- 4 smart
- 5 mean

- 2 Explain that each unused word from Exercise 1 is the opposite of one of the answers they gave. Students match the pairs and check ideas with a partner before you check answers with the class. To check comprehension, ask students to give everyday examples for each adjective.

Answers

dirty – clean, boring – interesting, dangerous – safe, beautiful – ugly, smart – stupid, mean – nice

- 3 **SPEAKING** Ask students to look through the list and make notes about their ideas using the adjectives from the previous exercises. Walk around, monitor their preparation, and provide help as necessary. Allow up to four or five minutes for this.

Then put students in pairs or small groups of three or four to discuss their ideas. Ask them to respond to each other's ideas before they offer their own. Monitor the discussions, and check that they all remain on task. Check that adjectives are used correctly: they should normally be used after the verb *be* or before a noun; they should not follow the noun they modify (*ear dirty*), and they should not change their form for singular and plural (*a boring TV show* and *boring TV shows*, not *boring TV shows*).

Ask a few students to share some of the more interesting ideas they heard from their partners, and invite comments from the rest of the class.

Workbook page 103 

Workbook page 101 

GRAMMAR

could / couldn't

- 1 Complete the examples from the article on page 106. Then read the rule.

- 1 These cats _____ kill very big animals.
2 The woolly rhinoceros _____ live in the warm weather.

RULE: We use *could / couldn't* + the base form of a verb to talk about ability in the past.

- 2 Use *could / couldn't* and a verb from the list to complete the sentences.

do | drive | play | ride | see | speak

- 0 The homework last night was very difficult. I _____ it! X
1 My grandma _____ well, so she got new glasses. X
2 My brother _____ the guitar when he was only seven. ✓
3 I _____ a bicycle when I was four. ✓
4 My father _____ a car until he was 25. X
5 My grandfather was amazing; he _____ five languages. ✓

- 3 **SPEAKING** Work in pairs. Think about what you could or couldn't do when you were five. Use the ideas in the list. Add your own ideas.

read and write
ride a bicycle
speak English
swim
use a tablet
dance
play the piano

When I was five, I couldn't ride a bicycle.

When I was five, I could swim.

When I was five, I could play the piano.

Workbook page 101

VOCABULARY

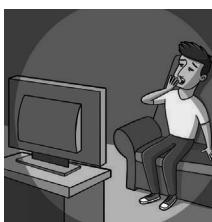
Adjectives

- 1 **2.44** Write a word from the list under each picture. There are six extra words you don't need. Listen and check.

beautiful | boring | clean | dangerous | dirty
interesting | mean | nice | safe | smart | stupid | ugly



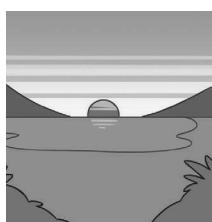
0 dirty



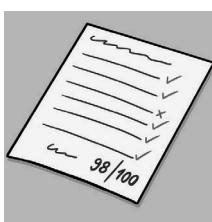
1 boring



2 dangerous



3 beautiful



4 smart



5 nice

- 2 Match the adjectives and their opposites from Exercise 1.

dirty - clean

- 3 **SPEAKING** Work in pairs or in small groups. Use the adjectives from Exercise 1 to talk about these things.

your town | a TV show
a famous person | an animal
a sport that is popular in your country
a famous actor | a place in your country

Workbook page 103

PHOTOSTORY: episode 6

The spider

1 Look at the photos and answer the questions.

- 1 What do you think Ruby is afraid of?
- 2 Is Dan nice or mean to Ruby?

2 Now read and listen to the photostory. Check your answers.



TOM I had a really good time yesterday.

DAN Yeah? What did you do?

TOM I took the dog for a walk in the forest. It was really fun.

ELLIE That sounds nice.

1



ELLIE What about you, Ruby? What did you do yesterday?

TOM Ruby? What's wrong? Did something bad happen?

RUBY Yes. Oh, it was terrible. I don't want to talk about it.

TOM Come on, Ruby. We're your friends. What happened?

2



RUBY Well, last night I went into my bedroom, and suddenly, I saw ... oh, it's stupid.

ELLIE What, Ruby? What? Tell us!

RUBY All right. I sat down on my bed, and there was a spider, right beside me! A big, fat, ugly spider.

ELLIE Oh, you poor thing!

DAN Ha, ha, ha! You're afraid of spiders? I don't believe it!

ELLIE Dan! Don't be so mean! Don't say things like that.

RUBY I hate spiders, Dan! I'm really, really afraid of them!

3



TOM That wasn't very nice, Dan. Tell her you're sorry.

DAN Oh, come on. It's silly to be scared of spiders.

TOM But she's really angry with you now.

DAN I have a great idea, Tom! Let's play a joke on her.

TOM Oh, no! Don't look at me!

4

PHOTOSTORY: episode 6

The spider

- 1 Display the photos on the IWB, or ask students to look at them. Elicit descriptions for who is in each photo and what students think is happening. Accept any suggestions, no matter how far-fetched. Check that students know what a *spider* is.
Elicit their ideas about the two questions. Check that they understand *afraid of*.
- 2  2.45 Play the audio for students to listen to and read the photostory and check their ideas from Exercise 1. Did anyone get it right?

Answers

- 1 Ruby is afraid of spiders.
- 2 Dan is mean to Ruby. He laughs at her.

DEVELOPING SPEAKING

- 3 EP6 Elicit or explain *play a joke*. Elicit suggestions from students about how they think the story might continue. What was the joke? Elicit ideas for the two questions, as well.

Play the video for students to check their predictions. Check answers with the class. Ask students to summarize the key events in their own words.

Answers

- 1 He puts a plastic spider on Ruby's hand.
- 2 He has a pet snake.

- 4 EP6 Ask students to work in pairs to try to reconstruct the order of events in the story. Then play the video for them to check their ideas and finalize their answers. Ask them to compare ideas with another pair before you check answers with the class.

Answers

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

PHRASES FOR FLUENCY

- 1 Students find the expressions and identify the speakers. Check answers with the class.

Answers

- 1 Tom
- 2 Ruby
- 3 Ruby
- 4 Ellie

- 2 Elicit translations for the expressions. Are these ideas expressed in a similar or a different way in the students' first language?
- 3 Students work in pairs to order the sentences, and then compare ideas with another pair. Then, in their original pairs, they role-play the completed dialogue. To check answers with the class, ask a pair to role-play the dialogue for the class, and ask the rest of the students to check and correct the dialogue as necessary.

Answers

- 3, 7, 5, 1, 6, 2, 4

- 4 Students complete the mini-dialogues. If you're short on time, you could assign this for homework. When you check answers, first ask students to compare answers in pairs. Then ask different pairs of students to read each mini-dialogue aloud.

Answers

- 1 Oh, you poor thing!
- 2 suddenly
- 3 All right

FUNCTIONS

Sequencing (in a story)

- 1 Read the context together. Check that students understand that the blog is written from an animal's (imaginary) point of view. Ask them to read the story quickly and identify the animal. Check answers

together, and ask the class to confirm or correct the suggested answer.

Answer

b

- 2 Ask students to find and underline the words that give information about time or help the reader put events in chronological order. Ask them to compare ideas in pairs before you check answers with the class. Get a different student to write each expression on the board for students to refer to in the Writing task later, and elicit translations for them.

Answers

time expressions: today, early, at 5:00 a.m.
sequencing words: first, then, after that, later, finally

Optional activity

Ask students to write the activities during the cow's day in a numbered list in note form.

Answers

- 1 woke up
- 2 drank water
- 3 farmer came
- 4 farmer took milk
- 5 cow kicked the farmer
- 6 cows went outside
- 7 cows went to the field
- 8 cow talked to friends
- 9 cow ate grass
- 10 all went home

WRITING

A day in the life of an animal

- 1 First, ask students to choose an animal to write about. They can choose one from page 102 or use their own ideas. Help with animal names, as needed. It may help some students to put them in pairs or small groups to brainstorm ideas, even if they all decide to write about different animals. Allow about five minutes for students to write notes, using the prompts from the book. Monitor their progress, providing help as necessary, or allow the use of dictionaries or mobile devices for looking things up.
- 2 You may want to assign the Writing task for homework. Remind students to use the simple past as in the model text and use the sequencing phrases covered previously.
- 3 Put students in pairs, making sure their partner is not one of the students they brainstormed ideas with during the preparation stage. Students read their stories aloud. Can their partners guess the animal from the description? Monitor, and make a note of the most original, most entertaining, or best written descriptions. Check the correct use of the simple past and the sequencing words, but avoid any overt error correction in this fun pair-work exercise. Go over any grammar issues with the class at the end of the activity.

When all students have had a chance to read and guess, ask some of the students you noticed during monitoring to share their stories with the class. Ask the other students to listen and write down the names of the animals they think the stories are about. How many students can guess the animals?

DEVELOPING SPEAKING

3 EP6 Watch to find out how the story continues.

- 1 What does Dan do?
- 2 What does Jason have?

4 EP6 Watch again. Put the events in order. Write 1–7 in the boxes.

- a Ruby tells Ellie about the trick.
- b Ellie talks to a boy named Jason.
- c Jason and Ellie meet with Dan at school.
- d Tom says he's scared of Ellie.
- e Dan gets scared when he sees Jason's pet.
- f Dan plays a trick on Ruby with a plastic spider.
- g Dan tells Ruby that he understands how she feels.

PHRASES FOR FLUENCY

1 Find the expressions 1–4 in the story. Who says them?

- 1 What happened? _____
- 2 ... suddenly ... _____
- 3 All right. _____
- 4 You poor thing! _____

2 How do you say the expressions in Exercise 1 in your language?

3 Put the sentences in the correct order to make a dialogue.

- ANDY I was in the kitchen, and, suddenly, I fell off my chair.
- ANDY Yes! I was so scared I jumped onto the chair and then fell off.
- ANDY I saw a big, scary spider!
- ANDY Can I tell you what happened yesterday?
- GINA What? You saw a spider and fell off your chair?
- GINA All right. What happened?
- GINA Oh, you poor thing! But why did you fall?

4 Complete the mini-dialogues with the expressions from Exercise 1.

- 0 A You look really happy! What happened?
B I got my test results. 95%!
- 1 A I think I'm sick.
B _____! Maybe you should stay in bed today.
- 2 A Julia was so mean last night.
B I know! At first she was OK – but _____ she started shouting at everyone!
- 3 A There's a great new online computer game. Can I play it, Dad?
B _____, but only for ten minutes. You have homework to do.

FUNCTIONS

Sequencing (in a story)

1 Read the blog entry. The writer is an animal. Choose which animal the writer is.

a bird b cow c cat

Today I woke up early, at 5:00 a.m. First, I drank some water. Then the farmer came and took the milk. I gave the farmer a kick – ha, ha! I enjoyed that. After that, we went outside. It was a terrible day – very rainy. We went to the field. I talked to my friends, but they didn't say anything interesting. Later, I ate some grass. Finally, it got dark, and we all went home. It was the same as every other day, really!

2 Choose the words and phrases that say when things happened and the order in which they happened.

WRITING

A day in the life of an animal

1 Choose an animal. Choose from the animals on page 102 or think of a different one.

Think about:

- what this animal usually does every day
- what the animal eats and drinks
- where the animal goes

2 Write a blog entry for the animal. Don't write what animal it is! Use the simple past and sequencing words and phrases. Write 35–50 words.

3 Give your blog entry to a partner. Can he/she guess which animal it is?