5 🔊 1.32 Listen and identify the animal sounds. Compare your ideas with a partner's. Use the Key Phrases.

6 Look at the questions and check the meanings of the words in **blue**. What do you think the animal is?

Does it live in water, or on land?
It lives on land and in water.
Has it got wings / legs / a tail?
It's got legs and a tail.
How many legs has it got? Four.
Is it bigger or smaller than a dog?
It's bigger than a dog.
Does it eat other animals? Yes, it does.
Does it live in this country? Yes, it does.
Is it dangerous? Yes, it is.
What colour is it? Green and brown.

7 💬 USE IT! Work in pairs. Play a guessing game. Think of an animal in exercise 4. Ask questions to identify your partner's animal.

> Does it live in water or on land?

> It lives in water.

Finished?
Look at the animals in exercise 4. Which animals live in water, on land or both?

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Exercise 7 USE IT!

Read out the instructions and check that students understand them. Students look at the example question and answer. Demonstrate if necessary by thinking of an animal yourself and getting students to ask you questions to guess what it is. Students play the guessing game in pairs. See who guessed correctly.

ANSWERS
Students' own answers.

Finished?

Refer **fast finishers** to the *Finished?* activity. Students can write their lists individually and compare with another fast finisher. Alternatively, ask them to read their lists to the class. Create lists on the board and invite other students to suggest more animals to add.

More practice
Workbook page 24

Assessment
Five-minute test, Teacher's Resource Disk

ANSWERS
1 frog **2** elephant **3** butterfly
4 snake **5** gorilla **6** eagle **7** rabbit
8 whale **9** crocodile **10** ostrich
11 bat

Exercise 5 🔊 1•32

Play the audio for students to identify the animal sounds. Play the audio again, pausing after each sound. Put students into pairs to compare their ideas. Ask them to use the key phrases. Check answers with the class.

ANSWERS
1 camel **2** whale **3** monkey
4 eagle **5** frog **6** bat

Optional activity: Vocabulary

Ask students to choose three animals from exercise 4 and write them as jumbled words, e.g. *awehl* (whale). When they have finished, ask them to close their books and swap words with a partner. They try to unscramble the words they have been given. Students could repeat with a different partner for more practice.

Exercise 6

Read through the questions with the class and elicit or explain the meanings of the words in blue. Ask two confident students to read out the questions and answers, and ask other students to guess the animal. With **weaker classes**, use the questions to remind students how to form questions in the present simple.

ANSWER
a crocodile