

## Unit summary

### Vocabulary

Animals: bat, bear, butterfly, camel, cat, crocodile, eagle, elephant, fish, frog, giraffe, gorilla, octopus, ostrich, panda, rabbit, rat, scorpion, snake, spider, whale, wolf

Amazing animals: climb, communicate, drink, fly, grow, hear, jump, kill, move, run, see, survive, swim

### Language focus

Superlative adjectives

can for ability

Questions with How ... ?

### Speaking

I can ask for permission to do things.

### Writing

I can write an information leaflet about animals in danger and give examples.

## Vocabulary • Animals

### Aim

Ask and answer about animals.

### THINK!

Put students into pairs and set a time limit of two or three minutes for them to name as many animals as they can.

Bring students' ideas together on the board and check that they understand all the animal words. See which pair named the most animals correctly.

### ANSWERS

Students' own answers.

### Exercise 1 1-29

Focus on the photos and check that students know what the animals are. Model pronunciation of *wolf* and *octopus*. Play the video or audio for students to watch or listen and decide which animal is correct for each conversation. Check answers with the class. With **weaker classes**, pause after each conversation to check answers and play the video or audio again if students find the task difficult.

### ANSWERS

1 a fish 2 a wolf 3 a camel

### Exercise 2 1-29

Allow students time to read through the gapped key phrases. Play the video or audio again for students to complete the phrases. Check answers with the class, and check that students understand all the phrases. With **stronger classes**, students could complete the key phrases from memory, then watch or listen again to check.

## 3 Wild life

VOCABULARY • Animals  
I can ask and answer about animals.

CLIL p46

Extra listening and speaking p112

Song p119

THINK! How many animals can you name in thirty seconds?

1 1.29 Look at the photos and watch or listen to three conversations. Which animal is correct for each conversation?



2 1.29 Watch or listen again and complete the Key Phrases.

### KEY PHRASES

#### Identifying things

- What do you think ..?
- ..... no idea.
- It looks like a / an ..
- It sounds like a / an ..
- Maybe it's a / an ..?

3 1.30 PRONUNCIATION: Sentence stress  
Look at the questions and sentences. Listen and repeat. Underline the stressed words.

- |                                   |                                 |
|-----------------------------------|---------------------------------|
| 1 What do you <u>think</u> it is? | 3 It sounds like a <u>cat</u> . |
| 2 It looks like a <u>camel</u> .  | 4 Is it a <u>dog</u> ?          |
|                                   | 5 Maybe it's a <u>giraffe</u> . |

4 1.31 Play the Creature close-ups game. Follow the instructions. Then listen and check.

ostrich butterfly frog bear snake bat  
eagle gorilla panda whale rat crocodile  
octopus fish elephant rabbit

## Creature close-ups

How many animals can you name?

- Work in teams.
- Take turns identifying the animals. Use animal names in the box in exercise 4.
- Use the Key Phrases.



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### ANSWERS

1 it is 2 I've got 3 a frog 4 a dog  
5 an elephant

### Exercise 3 1-30 PRONUNCIATION: Sentence stress

Give students enough time to read through the questions and sentences. Check they understand what sentence stress is. Demonstrate sentence stress in the students' own language, if necessary. Play the audio, pausing after each question or sentence for students to repeat. Play the audio again for students to underline the stressed words. Check answers with the class.

### ANSWERS

- What do you think it is?
- It looks like a camel.
- It sounds like a cat.
- Is it a dog?
- Maybe it's a giraffe.

### Exercise 4 1-31

Read through the animal names in the box with the class and check that students understand them all. You could ask students to check the meanings in their dictionaries, or explain the meanings yourself. Model pronunciation of the words. Read out the quiz title *Creature close-ups* and point to the photos. Explain that *creature* is another word for *animal*, and explain the meaning of *close-up*. Put students into teams and give them a few minutes to look at the animals in their teams and decide which ones they can guess. Ask teams in turn to choose a photo and say what they think it is. If they are correct, they get a point. If not, do not give the answer away, but turn to the next team and ask them to choose an animal to identify. Continue until all the animals have been guessed. See how many points each team has.