

8

Animals

**Unit plan****Reading:**

multiple choice, being careful of options that are factually correct, but that do not answer the question correctly

Vocabulary:

words related to animals, word formation, prepositions, collocations & expressions

Grammar:

gerunds, infinitives

Listening:

multiple matching, identifying the option that is not needed

Speaking:

speaking cards, talking about animals, using time phrases with *on*, *at* and *in*

Writing:

information sheet, including the right information, using headings, using special vocabulary

Unit Opener (SB page 95)

- Write the following words on the board (*frog, tongue, butterfly*) and ask students if they know what they mean. Explain anything they don't understand.
- Ask students to look at the picture and tell you what they can see (*a brightly coloured frog with its tongue out, about to eat a butterfly*) and if they think it is real (*it is*).
- Ask them why they think the frog is so brightly coloured (*to help it survive in the wild; perhaps by blending into its environment or by scaring away its predators*).

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the names must be in English.
- Tell them to write the names on a piece of paper that they can hand in once the time is up.
- Students work in pairs to complete the task.
- When students are ready, collect their papers, count the animals and declare the winning pair.
- Time permitting, ask students to tell you the names of animals and write them on the board.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must also explain why the animal is their favourite.
- Students discuss in pairs.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- When students are ready, ask them to tell the class about their favourite animal.

Answers

Students' own answers

Background information

The *Red-Eyed Tree Frog* is an amphibian – it lives on land and in water. It inhabits rainforest areas from southern Mexico, throughout Central America, and northern South America. It is nocturnal (active at night) and a carnivore (eats other animals) that catches crickets, flies, butterflies and moths with its long sticky tongue. →

It can live up to 5 years in the wild, and is usually 4 to 7 cm long. It sleeps during the day under leaves, with eyes closed and body markings covered. When it is disturbed, it flashes its bulging red eyes and reveals its huge, webbed orange feet and bright blue-and-yellow body. This technique can startle a predator, such as a bird or a snake, and give the frog just enough time to jump away. At night, when it is active, its bright colours may over-stimulate a predator's eyes, again giving the frog time to jump away.

**TOP TIP**

Take advantage of opportunities for cross-curricular work. In this unit, for example, biology (the frog), environmental studies (the rainforest) and geography (Central America), can all be exploited for project work. Students could be asked to choose an animal and write a fact file about it.

Let's talk about it!

- Why do you think people have pets?
- Which do you think is the best pet? Why?
- Have you been to a zoo? What was it like?

DVD 8

Summary of DVD 8: The video is titled '10 Animals That Saved Lives'. It is, as the title suggests, about animals that saved human lives. The animals are, in order of presentation: Lulu the pig managed to summon help when her owner suffered a heart attack; Mandy the goat stayed by her injured owner for five days until help arrived; Mila the beluga whale saved a diver that nearly drowned due to leg cramps by taking hold of her by the legs and pushing her to the surface of the water; Willie the parrot saved a 2-year-old's life, when she started choking on some food, by flapping his wings and calling out 'Mama, Baby!' until the child's babysitter arrived to help; Kerry the horse saved a woman when she was attacked by a cow; Jambo the gorilla saved a boy from other gorillas when he fell into the gorilla enclosure at the zoo, suffered broken bones and was unconscious; Winnie the cat became alert to a poisonous gas, carbon monoxide, that had filled her home, and woke her owners by meowing loudly; Ningnong the elephant sensed the deadly tsunami of 2005 on a beach in Thailand before the waves hit

the shore and ran inland with a little girl on his back, saving her life; Buddy the dog guided a police car to a difficult-to-find location where a workshop was on fire; a group of dolphins found and circled a drowning girl, which enabled a group of biologists who were studying the dolphins to save her.

DVD link: <https://www.youtube.com/watch?v=qW8yAV8dJM>

Answers

Students' own answers

Reading (SB pages 96-97)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the items and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1d 2b 3c 4a

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must think about their answers before they read the article.
- Ask students to skim read the text and look for the answers. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students do the task individually, but check answers as a class.

Answers

Students' own answers, but text says:
butterflies: eat insects which harm other plants
dogs: locate animals that are difficult to find and are in danger of disappearing
frogs: scientists know water is dirty if frogs become sick
llamas: don't damage grass, eat weeds and protect other farm animals
robotic fish: collect information about the water they are swimming in
squirrels: the nuts they hide and forget about grow into trees

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that multiple-choice answers can look right because they are correct according to the text, but be incorrect because they do not answer the question. The example given shows this – option A is correct information about llamas, but it does not answer the question about farm animals, which option B does.

3

- Ask students to read the instructions and check that they understand what they have to do.

- Ask students to read the questions and explain anything they don't understand.
- Encourage students to use the tips from the *Download* box when doing the task and to make sure the options they choose answer the questions.
- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

Answers

- 1C *People have trained some dogs to locate animals ...*
2B *... llamas can protect their farms when dangerous animals try to kill other farm animals.*
3B *... the nuts that they don't eat grow into trees.*
4A *... aphids can kill plants ... that are useful for other animals to live.*
5C *Frogs spend a lot of time in water. When many of them become sick, it tells us the water might be dirty and might not be safe. AND ... robotic fish that can swim in the oceans and collect information about water pollution.*

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|-----------|----------|
| 1 protect | 4 damage |
| 2 solve | 5 locate |
| 3 survive | 6 cause |

5

- Ask students to read the instructions and check that they understand what they have to do. Explain that the animals are there to give them ideas and elicit that they must also explain why they didn't choose the other animals.
- Ask students to read the names of the animals and explain anything they don't understand.
- Students discuss the animals in pairs.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- When students are ready, ask them to tell the class about the animal they want as a pet.

Answers

Students' own answers

EXTENSION ACTIVITY

Ask students to write a few sentences about their partner's choice of pet. They should say which pet he/she chose and why.

Vocabulary 1 (SB page 98)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will complete the descriptions of the animals in the pictures.
- Ask students to read the words in the orange box and the descriptions, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 wings, feathers
- 2 fur, whiskers
- 3 tusks, trunks

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that the words in the orange box sound like the animal sounds.
- Explain that the words in the orange box are both verbs and nouns.
- Ask students to read all of the words and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|---------|---------|
| 1 buzz | 5 bark |
| 2 tweet | 6 quack |
| 3 miaow | 7 roar |
| 4 moo | 8 hiss |

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sections and the words, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- After the answers have been checked, ask students to tell you which words are adjectives (*playful, intelligent*), verbs (*breathe, drown, hunt, catch*) and nouns (*danger, pollution*).

Answers

- 1 playful
- 2 intelligent
- 3 breathe
- 4 drown
- 5 hunt
- 6 catch
- 7 danger
- 8 pollution

EXTENSION ACTIVITY

Ask students to work in pairs. One student chooses an animal from Vocabulary 1 and the other must guess which it is by asking no more than 10 yes/no questions about it. Students then swap roles.

Extra Task (for early finishers)

See photocopiable material on page 121.

Grammar 1 (SB page 99)

Before you read the Grammar box

- Explain to students that there are verbs which take a gerund. For example, *enjoy walking*. Explain that the *-ing* form is called a gerund.

1

- Read through the grammar theory with the class.
- Write these gapped sentences on the board and ask individual students to come to the board and complete them with the gerund. Tell them to be careful with spelling.

- 1 _____ (travel) with pets can be difficult. (Travelling)
- 2 We enjoy _____ (take) our dog for a walk. (taking)
- 3 I'm good at _____ for animals. (caring)
- 4 I love _____ (play) with my cat. (playing)

2

- Ask students to read the instructions and check that they understand what they have to do.
- Revise subjects and objects by writing the following sentence on the board: *Alan is walking his dog*. Tell students that the subject of the verb 'is walking' is *Alan* and the object of the verb is *his dog*. Remind them that the subject is the person or thing doing something, and the object is having something done to it.
- Ask students to look at the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should underline:

- a** going **b** Having

Sentence *b* contains a gerund as the subject and sentence *a* contains a gerund as the object.

Read 8.1 of the Grammar Reference on pages 142-143 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Tell students to be careful with spelling.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------------|--------------|
| 1 Carrying | 5 Eating |
| 2 Swimming | 6 Hiding |
| 3 Protecting | 7 Collecting |
| 4 Training | 8 Travelling |

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must circle the correct words and then complete each sentence with the gerund of the verb given.
- Ask students to read the sentences and explain anything they don't understand.
- Point out to students that in every sentence, they need to circle a preposition, and that prepositions are usually followed by a gerund form.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------------------|------------------|
| 1 at, caring | 5 about, hitting |
| 2 of, disappearing | 6 in, helping |
| 3 to, getting | 7 about, hunting |
| 4 at, looking | 8 of, staying |

EXTENSION ACTIVITY

Ask students to write a short paragraph about their favourite animal. Tell them they must use some gerunds. Monitor and help with vocabulary and grammar if necessary. When students are ready, ask them to read out their paragraphs.

Extra Task (for early finishers)

See photocopiable material on page 121.

a-z Vocabulary 2 (SB page 100)

1

- Ask students to read the instructions and check that they understand what they have to do. Explain that some of the sets do not have a verb form and that one does not have an adjective form.
- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|--------------|-------------|
| 1 protection | 4 furry |
| 2 survive | 5 poisonous |
| 3 polluted | 6 curiosity |

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Tell students to read the whole sentence first and then to look at the table in 1 before writing their answers.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-------------|--------------|
| 1 furry | 4 protection |
| 2 poisonous | 5 survival |
| 3 polluted | 6 curiosity |

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the dialogues and explain anything they don't understand.
- Tell them to look carefully at the words before and after the preposition in order to make the correct choice. Sometimes the preposition goes with the word before it and at other times it depends on the word(s) after it.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | | |
|------|------|------|
| 1 at | 3 in | 5 in |
| 2 in | 4 on | 6 to |

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must complete the expressions and then they must think about the meaning of each expression.
- Ask students to read the sentences and explain anything they don't understand.
- Tell them they will check their answers to the first part before they try to work out the meanings of the expressions.
- Students work individually to complete the expressions.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, ask students to think about the meanings of the expressions. They may discuss with a partner.
- When students are ready, ask them to tell you what they think the expressions mean.

Answers

- dog
- horses
- bird
- cat
- fish

Meanings:

- work like a dog: work really hard
- hold your horses: don't rush, take your time
- puppy love: love that young people have that usually doesn't last very long
- eat like a bird: eat very small amounts of food
- curiosity killed the cat: a warning to somebody who may be in danger because they are very interested in something that doesn't concern them
- a cold fish: somebody who shows no emotion

EXTENSION ACTIVITY

Students write three gapped sentences using a word from the table in 1, a prepositional phrase from 3 and an expression from 4. They swap with a partner and complete each other's sentences.

Extra Task (for early finishers)

See photocopiable material on page 121.

Grammar 2 (SB page 101)

Before you read the Grammar box

• Explain to students that there are verbs which take an infinitive. For example, *want to go* and *should do*. Explain that the verb with *to* is called a full infinitive and the verb without *to* is called a bare infinitive.

1

• Read through the grammar theory with the class.
• Write these gapped sentences on the board and ask individual students to come to the board and complete them with the correct infinitive.

- 1 I asked ____ (speak) with the vet. (to speak)
- 2 You should ____ (walk) your dog every day. (walk)
- 3 She promised ____ (look after) my bird. (to look after)
- 4 They can ____ (help) the farmer. (help)

2

• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to look at the sentences and explain anything they don't understand.
• Encourage students to look back at the grammar theory for help.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers

Sentence *a* contains a bare infinitive (*solve*) and sentence *b* contains a full infinitive (*to fix*).

Read 8.2 of the Grammar Reference on page 143 with your students.

3

• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the dialogue and explain anything they don't understand.
• Encourage students to look back at the grammar theory for help.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------|-----------|
| 1 pat | 6 to name |
| 2 hold | 7 give |
| 3 to be | 8 to feed |
| 4 to have | 9 to eat |
| 5 to call | 10 to get |

EXTENSION ACTIVITY

Ask students to work in pairs. They must write a dialogue about a new pet. Tell them to use full infinitives and bare infinitives. Monitor and help with vocabulary and grammar if necessary. When students are ready, ask them to read out their dialogues.

Extra Task (for early finishers)

See photocopiable material on page 121.

Listening (SB page 102)

1

• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the words and explain anything they don't understand.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers

There are two names. There are three animals. There are more animals than people because one of the animals is not needed (ie it's a 'distractor').

2

• Ask students to read the instructions and check that they understand what they have to do.
• Play the recording and ask students to decide if they talk about all the animals in 1. Then ask students to discuss their answer with a partner and to justify their answer if it is different.
• Play the recording again if necessary, and check answer as a class.

Answer

Yes (Matt: ... polar bear ... and wolves ... the jaguar)

See the recording script on page 112.

3

• Ask students to read the instructions and check that they understand what they have to do. Remind them that there is one extra answer they will not need to use.
• Play the recording and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
• Play the recording again if necessary, and check answers as a class.

Answers

- 1C (Lucy: *This is my favourite one.*, Matt: *The polar bear?*, Lucy: *Yes*)
2B (*The wild animal which I like best, though, is the jaguar.*)
Option A is not needed.

See the recording script on page 112.

DOWNLOAD

• Ask students to read the information in *Download*.
• Choose a student to explain the tip in his/her own words.
• Explain that in multiple-matching listening tasks, when they listen the first time, they should match some of the answers, but also try to find the option that is the distractor and cross it out. Then the second time they listen, they should match the rest of the answers.

4

• Ask students to read the instructions and check that they understand what they have to do.
• Remind them that the task involves matching different pieces of information.
• Remind them to match some answers and try to find the distractor the first time they listen.
• Play the recording and ask students to write their answers. Then ask students to discuss their answers with

a partner and to justify any answers that are different.

- Play the recording again if necessary, and check answers as a class.

Answers

- 1D** (*I'm feeding my rabbit.*)
2F (*I've got a pet too – a cat.*)
3A (*Martha: Hasn't Sam got a pet, then? / Eddie: Well, kind of. He's got some turtles.*)
4E (*Hamsters are small and easy to look after, and they don't make a mess. I know because my cousin Jenny has one.*)
5B (*I went there with Rebecca. ... at the pet shop she saw this cute little dog. She loved it so much that she bought him instead.*)

See the recording script on pages 112-113.

Speaking (SB page 103)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

TOP TIP

Have a class debate on topics of interest to the class. Divide the class into two teams and write a topic for debate on the board. In this lesson, the topic could be 'It's wrong to keep animals in zoos'. The teams decide on their arguments, but also come up with arguments to counter the other team. This exercise gives valuable practice in justifying opinions and disagreeing with different points of view.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Go through the time phrases with prepositions in the *Language Bank* with the students.
- Ask them for example sentences using the time phrases.
- Ask students to read the questions and answers, and explain anything they don't understand.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

Answers

- | | | |
|----------------|----------------|----------------|
| 1 e, in | 3 f, in | 5 d, on |
| 2 c, at | 4 a, on | 6 b, on |

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that in this task they have to ask and answer questions about factual information that often requires talking about times and dates. Tell them that in order to do so, they will need to use time phrases with prepositions correctly.

3

- Remind students that they did this task in Unit 1.
- Ask students to read the instructions and check that they understand what they have to do. Explain the mechanics of it again.
- Remind them that the task involves asking and answering questions. Tell them that Student A will have a card with information about something (*a cat show*) and that Student B will have a different card with questions to ask about it. Remind students that the questions may just be a few words and that they will need to use them to form complete questions, as in 2.
- Go through the *Language Bank* with the students again and make sure they understand the time phrases. Ask them to look back at 2 to see how the time phrases were used there.
- Explain to students that the person answering the questions should give complete answers, and not just repeat the words on their card.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Suggested answers

When is the show? It's on Saturday 9th June.
What time does it start? It starts at 3 pm.
How much is it? Registration is £15.
Are there any prizes? Yes, there are prizes for the most beautiful coat and the cutest cat.
Are there any free gifts? Yes, every child gets a free T-shirt.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will now swap roles and that Student A will ask questions about a children's farm while Student B will give answers.
- Remind students that the questions may just be a few words and that they will need to use them to form complete questions, as in 2. Remind them also to give complete answers.
- Remind them to use the *Language Bank* to help them form answers with time phrases.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Suggested answers

Which months is it open? It's open in May and in June.

What days is it open? It's open on Saturday and Sunday.

What time can you visit? You can visit from 10 am to 5 pm.

What activities are there? There are activities like feeding the farm animals, horse riding, holding rabbits and baby goats.

Is there any food? You can take your own sandwiches or eat at the café.

5

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers



Writing (SB pages 104-105)

Information Sheet: Including the right information

- Ask students to read the information on information sheets and including the right information.
- Explain to students the importance of organising their ideas when they write an information sheet. Tell them they need to think about the different kinds of information they will include before they start writing, and that these will form the sections of their information sheet. Explain that each section will need a heading.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and headings, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1d 2b 3c 4a

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to complete the table with the headings from 1.
- Ask students to read the information in the table and answer any queries they might have about it.
- Students work individually to complete the task.
- They then compare their answers in pairs before discussing as a class.

Answers

1 Appearance	3 Diet
2 Habitat	4 Habits

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to read the task and answer the questions about it.
- Ask students to read the writing task and answer any queries they might have about it.
- Point out that the questions they need to answer will help them to analyse the task.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 an information sheet
2 the students at the language school
3 Students should underline: what the animal looks like and eats, where it lives and what it does.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that the information sheet in 4 has been written in answer to the writing task in 3.
- Ask students to read the information sheet and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 Appearance	3 Diet
2 Habitat	4 Habits

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they can refer back to 2 and 4 on page 104 to see the words in context.
- Ask students to read the words in the orange box and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

1 male	6 grassland
2 female	7 leaves
3 mountains	8 grass
4 forest	9 bamboo
5 desert	

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sections of the table with some information about a different animal.
- Ask students to read the information about kangaroos and explain anything they don't understand.
- Tell them they need to think about animals in the wild, not pets. Brainstorm with the class for ideas and write them on the board. They will need your help to collect the information they need. You may use the following to help them.

- 1 *Lion: big cat, long tail, sharp claws / grasslands and savannahs of Africa / attack and eat other animals such as zebras and giraffes / live in groups, females hunt for food, the roar of a lion can be heard 8 kilometres away*
- 2 *Koala: like a small grey or brown bear / live in trees in forests of Australia / eat leaves from eucalyptus trees / sleep for 20 hours a day, carry babies in a pouch*

Answers

Students' own answers

LANGUAGE BANK

- Go through the words and phrases in the *Language Bank*.
- Explain that students can use words and phrases from the *Language Bank* as well as their own phrases in their information sheets.
- Remind them to use words and phrases from all of the sections in the *Language Bank*.

7

- Read the task out to students and explain anything they don't understand. Elicit that they must write an information sheet using the information they wrote in 6.
- Go over the *Plan* with the students.
- Remind them to write about the four different sections.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students to organise their ideas into different sections and to give each section a heading.
- Remind them to use the correct vocabulary.

EXTENSION ACTIVITY

Time permitting, students can write the first section of the information sheet. Monitor and help with vocabulary if necessary. Make a note of any mistakes to go over with the class afterwards.

Reload 8 (SB page 106)

Objectives

- To revise vocabulary and grammar from Unit 8.

Revision

- Tell students that Reload 8 revises the material they saw in Unit 8.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the features of the animals by writing them on the board (*feathers, fur, trunks, tusks, whiskers, wings*) and asking individual students to give you an example of an animal that has each feature.
- 2: Revise the animal sounds by writing the words on the board, one by one, and asking individual students to tell you which animal makes the sound. Then ask students to mimic the sounds.
- 3: Revise the words by writing them on the board and asking students to tell you what they mean (*intelligent, playful, breathe, drown, catch, hunt, pollution, danger*).

Vocabulary 2

- 1 and 2: Practise word formation. Copy the table from page 100 of the Student's Book on the board and write all of the nouns. Ask students to write the verb and adjective forms, where they exist.
- 3: Practise prepositions. Write these gapped phrases on the board, and then write the prepositions in a separate list: *_____ common, _____ danger, _____ land, _____ risk, useful _____, _____ water / at, in, on, to*. Then ask individual students to come to the board and match the words with the prepositions they are used with. Ask students to give you example sentences using the phrases. (*in common, in danger, on land, at risk, useful to, in water*)
- 4: Practise collocations and expressions. Write the animals on the board (*bird, cat, dog, fish, horses, puppy*) and then read out the following questions and ask students to answer them.
 - 1 *What kind of love is it when two young people are in love? (puppy)*
 - 2 *Someone who doesn't show how they feel is a cold, what? (fish)*
 - 3 *We say that someone who works hard, works like a, what? (dog)*
 - 4 *What did curiosity kill? (the cat)*
 - 5 *When someone is in a hurry, you can tell them to hold their, what? (horses)*
 - 6 *Someone who doesn't eat a lot, eats like a, what? (bird)*

Grammar Revision

Grammar 1 & 2

Practise gerunds and infinitives.

- Revise gerunds and infinitives by writing these gapped sentences on the board and asking individual students to complete them with the correct form of the verb.
 - 1 *Tom enjoys _____ about animals. (learn) (learning)*
 - 2 *We must _____ animals more. (help) (help)*
 - 3 *He decided _____ to the zoo. (not go) (not to go)*
 - 4 *_____ your dog is good exercise. (walk) (Walking)*
 - 5 *Dad has promised _____ me a puppy. (get) (to get)*
 - 6 *Do you feel like _____ an animal documentary? (watch) (watching)*
 - 7 *Are you good at _____ (care) for farm animals? (caring)*

- Students are now ready to do Reload 8.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1c 2a 3b 4c 5b 6a 7b 8c 9a 10c

Grammar

1b 2c 3c 4b 5a 6c 7c 8c 9c 10b



Objectives

- To revise vocabulary and grammar from Units 7 and 8.

Revision

- Tell students that Progress Review 4 revises the material they saw in Units 7 and 8.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress Review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Revise different kinds of shops.

- Unit 7, Vocabulary 1, Exercise 1: Write the shops on the board (*bakery, butcher's, chemist's, corner shop, florist's, greengrocer's, newsagent's, stationer's*) and then ask individual students to tell you what they can buy at each shop and/or what kind of shop it is.
- 1 *bakery (bread, cakes)*
 - 2 *butcher's (meat, chicken)*
 - 3 *chemist's (medicine)*
 - 4 *corner shop (a place near your home that you go to when the other shops are closed; you can buy lots of different things there)*
 - 5 *florist's (flowers)*
 - 6 *greengrocer's (fruit, vegetables)*
 - 7 *newsagent's (newspapers, magazines)*
 - 8 *stationer's (paper, pencils, pens)*

Revise currencies and denominations.

- Unit 7, Vocabulary 1, Exercise 2: Write the denominations on the board and ask students to tell you in which countries they are used.
- 1 *dollars + cents (USA, Australia, New Zealand, Canada)*
 - 2 *pounds + pence (Great Britain)*
 - 3 *euros + cents (Eurozone countries, eg Italy, Germany, France, Greece)*

Revise prices.

- Unit 7, Vocabulary 1, Exercise 3: Write the prices on the board and ask individual students to read them out in two ways.
- 1 *€39.65 (thirty-nine euros and sixty-five cents / thirty-nine sixty-five)*
 - 2 *£11.50 (eleven pounds and fifty pence / eleven fifty)*
 - 3 *\$3.99 (three dollars and ninety-nine cents / three ninety-nine)*

Revise compound nouns.

- Unit 7, Vocabulary 1, Exercise 4: Write the following words on the board in two columns. Ask students to match them to form compound nouns and to tell you what each compound noun means.

Column 1

changing

credit

half

sales

shopping

special

Column 2

assistant

card

offer

price

room

trolley

- 1 *changing room (where you try on clothes in a shop)*
- 2 *credit card (a plastic card you can use instead of real money)*
- 3 *half price (50% of the full price)*
- 4 *sales assistant (a person who works in a shop)*
- 5 *shopping trolley (you put your shopping in this at the supermarket; it has wheels and you can push it)*
- 6 *special offer (a good price for something)*

Revise easily confused words.

- Unit 7, Vocabulary 1, Exercise 5: Write the word pairs on the board and ask students to give you sentences using them: *buy/sell, pay/spend, bill/tip*.

Revise parts of the bodies for animals.

- Unit 8, Vocabulary 1, Exercise 1: Write the words on the board and ask individual students to tell you what they mean and which animals have them.
- feathers, fur, trunk, tusks, whiskers, wings*
- 1 *feathers cover the bodies of birds*
 - 2 *fur is like hair on cats and dogs*
 - 3 *a trunk is like a long nose on an elephant*
 - 4 *tusks are like very long teeth on elephants*
 - 5 *whiskers are hairs on the faces of cats and dogs*
 - 6 *wings help birds to fly when they move them up and down*

Revise animal sounds.

- Unit 8, Vocabulary 1, Exercise 2: Write the animal sounds on the board and ask students to tell you which animals make them.
- 1 *bark (dog)*
 - 2 *buzz (bee)*
 - 3 *hiss (snake)*
 - 4 *miaow (cat)*
 - 5 *moo (cow)*
 - 6 *quack (duck)*
 - 7 *roar (lion)*
 - 8 *tweet (bird)*

Revise words to talk about animals.

- Unit 8, Vocabulary 1, Exercise 3: Write the word pairs on the board and ask students to give you sentences using them: *intelligent/playful, breathe/drown, catch/hunt, danger/pollution*.

Revise phrasal verbs.

- Unit 7, Vocabulary 2, Exercises 1 and 2: Write these phrasal verbs on the board. Then read out the meanings and ask students to match them to the phrasal verbs.
bring down, look for, shop around, sell out, take back, try on
- 1 *put something on to see if you like it (try on)*
- 2 *have no more of something (sell out)*
- 3 *make the price of something lower (bring down)*
- 4 *compare prices in different shops (shop around)*
- 5 *try to find something (look for)*
- 6 *return something to a shop (take back)*

Revise collocations and expressions.

- Unit 7, Vocabulary 2, Exercise 3: Write the following words on the board in two columns. Ask students to match them to form collocations.

Column 1

do
get
go
go to
have
keep

Column 2

the shops
change for
the shopping
the correct change
shopping
the change

- 1 *do the shopping*
- 2 *get the correct change*
- 3 *go shopping*
- 4 *go to the shops*
- 5 *have change for*
- 6 *keep the change*

- Unit 8, Vocabulary 2, Exercise 4: Read out the expressions, one by one, and ask individual students to tell you what they mean.

- 1 *eat like a bird (eat very small amounts of food)*
- 2 *curiosity killed the cat (don't be too interested in something that doesn't concern you)*
- 3 *work like a dog (work really hard)*
- 4 *a cold fish (somebody who shows no emotion)*
- 5 *hold your horses (don't rush, take your time)*
- 6 *puppy love (love that young people have)*

Revise prepositions.

- Unit 7, Vocabulary 2, Exercise 4: Write the following words on the board and ask students to choose the correct prepositions. Then ask them for example sentences using the prepositional phrases.

- 1 *in / with cash (in)*
- 2 *by / in credit card (by)*
- 3 *at / for sale (for)*
- 4 *in / on the sales (in)*
- 5 *at / by the checkout (at)*

- Unit 8, Vocabulary 2, Exercise 3: Write the following words on the board and ask students to choose the correct prepositions. Then ask them for example sentences using the prepositional phrases.

- 1 *at / to risk (at)*
- 2 *in / inside water (in)*
- 3 *at / in common (in)*
- 4 *in / on land (on)*
- 5 *in / with danger (in)*
- 6 *useful to / on (to)*

Revise word formation.

- Unit 8, Vocabulary 2, Exercises 1 and 2: Draw Table A on the board, without the words in brackets, and ask students to fill in the word forms. Then ask students to give you sentences using the words from the table.

TABLE A

Verb	Noun	Adjective
protect	(protection)	(protected)
(survive)	(survival) / survivor	-
pollute	(pollution)	(polluted)
-	fur	(furry)
(poison)	poison	poisonous
-	(curiosity)	curious

Grammar Revision

Revise modals: ability, permission, requests.

- Write the functions on the board and ask students what they mean. They may use L1. Then read out these sentences, one by one, and ask students which function they show.

ability, permission, request

- 1 *Could you tell me where the post office is? (request)*
- 2 *No, you can't pay by credit card. (refuse permission)*
- 3 *My dog can count to three! (ability)*
- 4 *You can buy the shoes you want. (permission)*
- 5 *They will be able to get a puppy. (ability, future)*

Revise modals: obligation, lack of obligation, prohibition, advice.

- Write the functions on the board and ask students what they mean. They may use L1. Then read out these sentences, one by one, and ask students which function they show.

obligation, necessity, prohibition, advice

- 1 *You shouldn't spend all your money. (advice)*
- 2 *He must look after his pets. (obligation)*
- 3 *You mustn't feed the animals in the zoo. (prohibition)*
- 4 *I didn't have to shop around. I found what I wanted quickly. (lack of obligation)*

Revise gerunds and infinitives.

- Write the sentence stems on the board and ask students to complete them in their own words using gerunds or infinitives.

- 1 *I can't help ... (gerund)*
- 2 *We arranged ... (full infinitive)*
- 3 *He doesn't mind ... (gerund)*
- 4 *I feel like ... (gerund)*
- 5 *We are looking forward to ... (gerund)*
- 6 *You should ... (bare infinitive)*
- 7 *We have agreed ... (full infinitive)*
- 8 *I'd like ... (full infinitive)*
- 9 *Do you spend time ... (gerund)*
- 10 *I must ... (bare infinitive)*

- Students are now ready to do Progress Review 4.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Vocabulary

Answers

1

- 1** pay, credit card
- 2** offer, price
- 3** ten ninety-nine, shop around
- 4** in the sales, try it on
- 5** the shops, spend
- 6** florist's, sell out
- 7** changing, sales
- 8** bakery, cakes

2

- 1** pollution
- 2** curious
- 3** survivors
- 4** poisonous
- 5** protected
- 6** furry

3

- 1** works like a dog
- 2** at risk of
- 3** hold your horses
- 4** have in common
- 5** a cold fish
- 6** eats like a bird

Grammar

Answers

1

- 1** walking
- 2** taking
- 3** stay
- 4** to buy
- 5** watching
- 6** to help
- 7** spend
- 8** Selling
- 9** see
- 10** to buy

2

- 1** was able to ride
- 2** will have to buy
- 3** must not treat
- 4** good at swimming
- 5** looking forward to visiting
- 6** promised to look after
- 7** don't have to buy
- 8** interested in studying

3

- 1** getting
- 2** find
- 3** to protect
- 4** not having
- 5** to survive
- 6** arriving
- 7** be
- 8** be
- 9** playing
- 10** to take
- 11** doing
- 12** to learn