

Unit  
2

## What are they like?

## Lesson 1

## Aims

To learn parts of the body to describe animals.

To read about weird animals.

To learn and use synonyms.

## Initial phase

Write 'stamp' and 'brother' on the board. Give the class two minutes to work in pairs and write one word beginning with each letter, eg s: 'six', 'sad', 'surname', 'Superman'; t: 'the', 'toy', 'time', 'ten'; a: 'an', 'ambulance', 'art', 'actor'; m: 'mum', 'mother', 'Meg', 'manga'; p: 'purple', 'Peter', 'places', 'peaches'. Elicit a few examples, monitor their work and check orally. If you wish to make this activity more productive, you may ask one student to say the word that corresponds to a certain letter for a second student to make a sentence with it, eg Student A: 'six'. Student B: 'I'm not six.'

## Core

## Vocabulary 1

## Parts of the body

- 1.16 Go through the pictures on page 16 and elicit/teach the name of the animals. Then play the track for students to listen, repeat and match some of the words in green with the parts of the body in 1–9 in the pictures. Tell students there are some extra words that are not numbered that they will use in exercise 2. Check orally. Make 'Yes/No' questions to check the rest of the words, eg 'Is this the monkey's foot?'

## Answers

1 ear; 2 tooth; 3 mouth; 4 neck; 5 leg; 6 tail; 7 eye; 8 nose; 9 finger

Not numbered: arm, face, foot, hair, hand, thumb, toe

- Students complete the table with the words in exercise 1. Check on the board. Ask: 'Which word can go in the two columns?' (hair)

## Answers

head: eye, face, hair, mouth, nose, tooth

body: arm, finger, foot, hand, leg, neck, tail, thumb, toe, hair

## TEACHING TIP

When talking about animals hair the most common term to use is 'fur'. Animals usually have fur in all their body, not only in their head as we do. Invite students to point to the animals on page 16 and say what their fur/hair is like.

- 1.17 Play the track and ask the class to listen and jot down the words they understand. Check and play the track a second time for students to identify the animal Ben and Emily describe.

## Audioscript/Answer

**Ben** It's orange and black and it's got a long neck.

**Emily** Is it a giraffe?

**Ben** Yes, it is.

## PHASES EXTRA

- To help students become more fluent and remember the new vocabulary, choose an animal and a body part, invite a student to the board and whisper into his or her ear, 'a monkey's ear' or any other animal + part of the body combination. This student will make the corresponding drawing for his or her classmates to guess.
- For more production, a second student may be invited to describe a monkey's ear using colours and simple adjectives: 'big', 'small', 'hairy', etc.

## MIXED ABILITIES

Activities including drawing help visual learners remember. More able students may be asked to describe the differences between animals.

- Students work in pairs and describe an animal for their partner to guess. Invite two students to read the example aloud and monitor their work.

▶▶ Workbook page 15

## Reading 1

## Really unusual animals

- Write the three animal names on the board – 'chameleon', 'tarsier', 'peacock spider' – and ask the class if they know what they are like. Accept L1 if necessary. Then explain they will read about these three animals and learn characteristics of them, eg if they are big or small, where they are from, what colour they are, etc.

Read the title and elicit the meaning of 'unusual' (strange and uncommon).

Invite three students to read one box each for the class to read, listen and match the descriptions with the pictures. Use the pictures to explain unknown words except 'have got' and 'has got', which will be presented in the next lesson.

**Answers**

A 4; B 2; C 3

- 6  1.18 Play the track for students to read again, listen to the text and answer the questions. Check their work orally.

**Answers**

1 It's from Africa. 2 No, they aren't. 3 It's 45 million years old. 4 It's from Australia.

- 7 Students match the adjectives 1–3 with their synonyms. Check orally.

**Answers**

1 b; 2 c; 3 a

**TEACHING TIP**

When we talk about synonyms, we very often mean words with similar meanings but not 100% equal, especially because different words often have different collocations and these affect synonymy as well. Invite students to read the text one more time and replace the words 'unusual', 'huge' and 'tiny' with synonyms.

**PHASES EXTRA**

Play a memory game. Give the class two minutes to memorize the order of the pictures in exercise 1. Divide the class into two groups and invite them to take turns to say a number and a part of the body for their opponents to make a sentence about the animal in question. Students should try to use the synonyms they have learnt whenever possible, eg Student from group A: '7 eye'. Student from group B: 'Tarsiers' eyes are huge.'

**MIXED ABILITIES**

Memory games of this type help visual learners and if this is conducted as a competition, it becomes interesting to kinaesthetic learners as well.

**UPGRADE**

- A Students correct the wrong information. Check their work orally eliciting all the sentence, not just the wrong word and its substitute. Also, suggest they shouldn't just turn the given sentence into the negative.

**Answers**

1 The chameleon is an African reptile. 2 The tarsier's eyes are huge. 3 The male peacock spider is colourful.

- B Students choose one of the animals on page 16 and work in pairs to write a short description.

**PHASES CULTURE**

- The animal in picture 1 is a tar fennec fox. Fennec foxes are from North Africa and they are the smallest fox species. They have got huge ears. They are half the size of their bodies! Their ears have two purposes: they help them hear any prey living underground and they help hem release heat and cool off under the hot sun.
- Reptiles are cold-blooded vertebrate animals with scales, shields or plates covering their bodies. They include snakes, lizards, alligators, crocodiles and turtles.

**PHASES EXTRA**

Divide the class into two groups. Invite students from each group to take turns to describe an animal for the members of the other group to guess, eg Student A: 'It's got small ears and a very long neck. It's yellow and brown. It's from Africa.' Student B: 'The giraffe.'

**Closing phase**

Read these sentences for students to add the missing word.

- 1 The chameleon a reptile.
- 2 The chameleon's feet strange.
- 3 The fennec fox's ears not tiny.
- 4 The fennec fox's tail long.
- 5 The tarsier's fingers not short.
- 6 The tarsier family 45 million years old.
- 7 The male peacock spider colourful.
- 8 The peacock spider not huge.

**Answers**

1 is; 2 are; 3 are; 4 is; 5 are; 6 is; 7 is; 8 is

## Lesson 2

### Aims

- To use 'have got/has got' to talk about possession.
- To describe animals using 'have got/has got' in the affirmative and negative forms.
- To focus on and practise the /h/ sound.
- To listen to a radio programme about Manx cats and Dalmatian dogs.

### Initial phase

Revise parts of the body. Explain that you will spell out a word for the class to guess the part of the body and then you'll mention two animals. Students will use the word you have spelled out to describe the difference/s between the two, eg T: 'l-e-g-s' Student A: 'legs' T: 'giraffe – elephant' Student B: 'A giraffe's legs are long and an elephant's legs are short.' Proceed in the same way using these words: 'ears: chameleon – fennec fox'; 'eyes: tarsier – monkey'; 'neck: giraffe – tiger'; 'face: cat – iguana'; 'mouth: lion – cat'; 'legs: spider – chameleon'.

### Core

#### Grammar 1

*have got* – affirmative and negative

Present 'have got/has got' using the animals mentioned in the Initial phase, eg 'Tarsiers have got brown hair. They have got two big eyes and they have got a horrible face. A chameleon has got four legs and a colourful body.' Then ask the class to look at the sentences in the first table to notice that we use 'has' for the third person singular.

- 1 Ask students to look at the sentences in the tables and answer the question.
- 2 Give students two minutes to complete the sentences with 'has got' or 'have got' and guess the animal. Check their work orally.

#### Answers

1 have got; 2 has got; 3 have got; 4 have got; 5 have got;  
The camel

### MIXED ABILITIES

Exercise 2 is a good opportunity for weaker learners to participate.

### PHASES EXTRA

Invite students to work in pairs to describe different animals using 'have/has got' for their partner to guess.

- 3 Students look at the sentences in the second table and notice how we form the negative form. Then they read the fact file and correct the sentences using the numbers in brackets. Invite a student to read the example and give the class three minutes to do the rest. Check orally.

#### Answers

1 An insect hasn't got two legs. It's got six legs. 2 A dolphin hasn't got 32 teeth. It's got 200 teeth. 3 Normal cats haven't got 20 toes. They've got 18 toes. 4 Most spiders haven't got two eyes. They've got eight eyes.

### PHASES EXTRA

Make cards for these words: 'cats', 'dolphins', 'camel', 'sharks', 'hamster', 'iguana', 'reptiles', 'chihuahuas', 'birds', 'spider', 'tigers' and 'lion'. Write these parts of the body on the board: 'legs', 'hair', 'face', 'nose', 'hands', 'feet', 'head', 'eyes', 'mouth', 'arms', 'tail' and 'neck'. Invite students to come out to the front, pick a card, choose a word from the list on the board and make a false statement for a classmate to correct. Elicit the use of adjectives too, eg Student A: iguana – legs: 'An iguana has got three legs.' Student B: 'An iguana hasn't got three legs. It's got four short legs.' Remember to elicit one as an example.

### MIXED ABILITIES

Asking different students to come out to the front implies movement and this is good for kinaesthetic learners. Besides, if done at good pace, it adds rhythm to your lesson.

- 4 Elicit a general description of each of the three pictures. Then ask students to look at the information in the table and write sentences with the correct affirmative or negative form of 'have got'. Elicit the first as an example and give the class three minutes to do the work. Check orally.

Systematize: copy two examples on the board in the affirmative form and two in the negative for the class to copy into their folder below the title 'have/has got – haven't/hasn't got: possession'.

#### Answers

Sharks have got 3,000 teeth but they haven't got arms.  
Gorillas have got two legs and 32 teeth. They have got two arms.  
Pythons haven't got legs. They have got 100 teeth but they haven't got arms.

- 5 Before doing this exercise, revise the use of 'be', which was taught in the previous unit: 'We use "be" to talk about state, to say what something is like, eg "Some spiders are tiny". We use "have got" to talk about possession, eg "A dog has got

four legs". Then students read the dialogue and complete the conversation with the correct form of 'be' and 'have got'.

#### Answers

1 Have, got; 2 've got; 3 Is; 4 isn't; 5 is; 6 haven't; 've got

- 6  1.19 Play the track for students to listen to the conversation in exercise 5 and check their answers. Then invite two students to the front, one plays the part of Harry and the other plays the part of Luke. If there is time available, encourage students to use this conversation as a model to create a similar dialogue with their partner to talk about pets.

#### LOOK!

Draw students' attention to the text in the Look! box and elicit further examples of regular and irregular plural nouns, eg regular nouns: 'hand/s', 'head/s', 'finger/s', 'arm/s', etc; irregular nouns: 'foot/feet', 'tooth/teeth', 'mouse/mice', 'man/men', etc.

In order to study and monitor their own learning, refer students to the Language Database on pages 119–121.

## Pronunciation

/h/

- A  1.20 Play the track for students to listen and repeat. Compare with the students' mother tongue. Is there a similar sound?
- B  1.21 Play the track for the class to listen and repeat the sentences.

#### UPGRADE

- A Students order the words to make sentences about Alex's favourite animal. Give them three minutes, monitor their work and check orally.

#### Answers

1 Mice are my favourite animals. 2 They are intelligent. 3 They're in the same family as hamsters. 4 They've got sharp teeth and long bodies. 5 Their babies haven't got hair.

- B Students write about their favourite animal using Alex's sentences as a model. Check one or two samples orally and make a point of correcting the rest.

▶▶ Workbook pages 16 & 17

## Listening

### Cats and dogs

- 7 Invite the class to look at the two pictures carefully and identify something unusual about the two pets (the cat hasn't got a tail and the dog's got two different colours of eyes). Share

with the class some information about these animals.

#### PHASES CULTURE

- Manx cats are domestic animals from the Isle of Man in the British Isles, with a naturally occurring mutation: they have a small stub of a tail or are entirely tailless. This is the most distinguishing characteristic of the breed, along with elongated rear legs and a rounded head. Manx cats come in all coat colours and patterns, though all-white specimens are rare.
- Dalmatian dogs are born with plain white coats and their first spots usually appear within three weeks after birth. After about a month, they have most of their spots, although they continue to develop them throughout life at a much slower rate. These animals have genetic predisposition for deafness. Only about 70% have normal hearing.

- 8  1.22 Play the track for the class to listen to a radio programme and check their answers to exercise 7. Elicit what else they have understood.

#### Audioscript

**Peter** On today's programme, we've got two pets – a cat and a dog. Annie, tell us, what's unusual about the cat?

**Annie** Well, Peter, it hasn't got a tail but it's perfectly normal.

**Peter** But cats normally have got tails.

**Annie** Well, yes. But this is a Manx cat, and many Manx cats haven't got tails.

**Peter** A Manx cat? Where is it from?

**Annie** Manx cats are from a small island in the UK. And Peter, can you see anything unusual about the cat?

**Peter** Well, yes. Its back legs are really long, similar to a rabbit.

**Annie** Yes, that's right.

**Peter** Well, now let's have a look at this dog. Annie, what's unusual about it?

**Annie** I don't know. It's a normal dog.

**Peter** Look at its eyes.

**Annie** Oh yes. It's got one blue eye and one green eye. Oh! What kind of dog is this?

**Peter** It's a Dalmatian. And I've got another interesting fact about Dalmatians.

**Annie** What's that?

**Peter** Very young Dalmatians, Dalmatian puppies, haven't got spots.

- 9  1.22 Play the track a second time for students to listen again and choose the correct words.

#### Answers

1 UK; 2 legs; 3 rabbit; 4 two different colours of eyes; 5 haven't

## Closing phase

- Divide the class into three groups and ask each one to choose a representative.

- Invite these three students out to the board and give them two minutes to write as much as they remember about the radio programme they have just listened to.
- Check their work and choose the winner.

## Lesson 3

### Aims

To use adjectives of physical description.

To read about young stars.

To ask about possession using 'have/has got'.

## Initial phase

Revise adjectives by mentioning names your students are well acquainted with so that they can describe the person using 'clever', 'intelligent', 'beautiful', 'good-looking', 'interesting', 'tall', 'short', 'fat', 'thin', etc.

## Core

### Vocabulary 2

#### Adjectives of physical description

- 1 Use pictures a–d to pre-teach the unknown adjectives, eg 'curly', 'wavy', 'straight', 'round' or 'square'. Then have the class complete the table with the adjectives in the box. Check their work orally.

#### Answers

hair

length: a. long, b. short

style: c. straight, d. wavy, e. curly

colour: f. dark, g. fair ('brown' is also possible)

eyes: h. blue, i. brown, j. green

height: k. tall, l. short

face shape: m. round, n. square

- 2  1.23 Play the track for students to listen and repeat. In order to help them memorize the new words, you may invite them to mime the adjectives.
- 3 Students look at pictures a–d and match them with the descriptions given. Give them two minutes to do this and check orally.

#### Answers

1 d; 2 c; 3 b; 4 a

### LOOK!

Refer the class to the text in the Look! box and elicit further examples. Invite different students to describe a partner.

### TEACHING TIP

When adjectives are used to describe an object, an animal or person, they must follow a certain order: opinion, size, shape, colour, eg 'fantastic, big, blue eyes' or 'lovely, small, round face.' However, more than three adjectives would sound unnatural.

- 4 Students work in pairs to order the words and make sentences. Give them a few minutes and monitor their work. Check orally.

#### Answers

1 I'm tall and I've got long fair hair. 2 My best friend has got blue eyes and curly hair. / My best friend has got curly hair and blue eyes. 3 Our teacher has got wavy hair and he's short. 4 My mum has got long dark hair and brown eyes.

► Workbook page 18

### PHASES EXTRA

Divide the class into two groups and play 'Upside-down'. Explain the rules. You will whisper a name and students must always give incorrect information for the members of their group to guess the name. Provide an example. Call a student out to the front and whisper the name of an actor or singer they are well acquainted with, eg 'Lady Gaga'. The student at the front should make a description with false information, eg 'She is a short tennis player. She has got fair hair and she is from Argentina.' The members of the group may make questions to get more information until they manage to guess. Play four or six times.

### MIXED ABILITIES

More able students may be invited to use two or more adjectives.

## Reading 2

### Young stars

- 5 Pre-reading: ask the class who they think are stars. Invite them to give examples of young stars. If possible, tell them to say what they are like. Then students read the text and answer if Freddie Highmore has got a sister. (He hasn't got any sister.)

Invite students to discuss with their partners the questions that are in red at the end of the article.

## PHASES CULTURE

Freddie Highmore has also participated in series. He has starred Norman Bates in Bates Motel since 2013. He won a People's Choice Award. In 2017, he began starring Dr Shaun Murphy in *The Good Doctor*. He also attended Comic-Con 2017.

- 6  1.24 Play the track and have students read the text again and listen to say whether the statements are true or false. Check orally. Invite students to correct the false ones.

### Answers

1 true; 2 false (His middle name is Thomas.); 3 false (Bertie is Freddie's brother.); 4 false (His dad is an actor.); 5 false (He hasn't got a twin brother. He has got a twin brother in *The Shipwreck Chronicles*.)

## PHASES EXTRA

Read the following description of a star and encourage students to guess who he or she is: 'He is a singer and a songwriter. He is from Canada. He has got short hair. It's short and straight. He has got brown eyes and he's tall. He's handsome. Some of his songs are: *Baby*, *Despacito Remix*, *What do you mean?*, *Let me love you.*' (Justin Bieber) Invite students to create their own riddles about young stars.

## PHASES CULTURE

- **Dolphins:** Dolphins are mammals. One of the defining characteristics of all mammal species is that they have hair on their bodies. When dolphins are born, you can actually find a few stray hairs poking out of their chin. But soon after birth these hairs will fall out. They look like cat's whiskers.
- **Gorillas:** Gorillas are not monkeys. Monkeys have tails and great apes such as gorillas do not have any at all. Gorillas are apes, not monkeys!

- 10  Students work in pairs. They choose a person in the class and ask and answer questions to guess who he or she is. Invite a strong pair to read the example. Circulate monitoring students' work. This activity may be conducted as a game if you divide the class into two groups and students take turns to ask, answer and guess.

Systematize: once the exercise has been checked, write two 'Yes/No' questions and two 'Wh-' questions with their answers for students to copy into their folders. The title is: 'have/has + subject + got ...?' Asking about possession'.

In order to study and monitor their own learning, refer students to the Language Database on pages 119 and 120.

▶▶ **Workbook pages 19 & 20**

## Grammar 2

*have got* – interrogative

- 7 Use the pictures on page 20 to teach questions. Ask students to look at the sentences in the table and say if we use 'got' in short answers. Elicit word order.
- 8 Have students complete the questions with 'have' or 'has'. Check their work orally.

### Answers

1 Have; 2 Has; 3 Have; 4 Has

- 9 Have students order the words to make questions and then answer them. Check orally.

### Answers

1 Has a fly got six legs? Yes, it has. 2 Has a dolphin got hair? No, it hasn't. 3 Have gorillas got a tail? No, they haven't. 4 Has an octopus got ears? No, it hasn't.

## PHASES EXTRA

Students play in pairs. Explain the rules: student A thinks of a teacher at their school but does not say his or her name. Student B must make questions to guess the name. Elicit an example and then circulate monitoring their work.

## Closing phase

Practise backward build-up. Read these questions starting from the end: 'Has your friend got a big mouth?' 'Who has got wavy hair?' 'What clothes has your teacher got?' 'Has your teacher got curly black hair?' 'Have you got white Adidas trainers?' 'What clothes have you got?' 'Has your teacher got brown eyes?' Have student A make a question for student B to answer, eg T: 'hair / fair / got / Madonna / has?' Student A: 'Has Madonna got fair hair?' Student B: 'Yes, she has.'

## Lesson 4

### Aims

- To develop speaking skills: looking after pets.
- To write a description of a person.

### Initial phase

Revise or teach the concept of 'looking after'. Tell your students that when they look after someone or something they take care.

### Core Speaking

#### Looking after pets

-  1.25 Play the track for students to listen and answer the question. (No, he hasn't.)
-  1.25 Tell the class that Ben hasn't got a dog, but he wants to learn how he can look after one. Play the track a second time for the class to complete the conversation adding a few more exchanges. Check orally and explain the use of the imperative form. Elicit other examples, like what students' mothers order them to do, what their teachers ask them to do, etc.

#### Answers

1 Have; 2 a; 3 morning

- Invite the class to listen to and repeat the dialogue. Then they work in pairs to act it out.

#### TEACHING TIP

To get students to act out a dialogue, first you must make them feel confident. One way of doing this is to read the dialogue with them making sure they make the right pauses and do not chop the sentence into words.

#### MIXED ABILITIES

It's not a good idea to force students who are shy or intrapersonal to act out. If you notice some of your students refuse, just have them read aloud.

### Speaking Task

-  Students work in pairs to prepare a dialogue between them and a neighbour. To do this, they follow the three steps provided. Read them aloud and give the class five minutes to plan their work. Monitor closely and then invite volunteers to act out the dialogue.

► Unit 2 Speaking Task  
(see Teacher's Resource Centre)

### Writing

#### Description of a person

- Have the class look at the picture and elicit a few sentences describing the man. Then invite students to read the description and choose the correct words. Give them a few minutes to do the work and check orally.

#### Answers

1 from; 2 tall; 3 has got

#### PHASES EXTRA

Draw students' attention to the organization of the description. Point out that writing pieces are organized into paragraphs that show a unit of meaning. Ask which paragraph tells us who we are reading about (1st), which one describes the man physically (2nd) and which rounds up the idea (3rd).

#### LOOK!

Make sure students understand the meaning of the apostrophes in the text. Read aloud the text in the box and elicit examples.

- Students read the description again and answer the questions.

#### Answers

1 He's from Germany. 2 Yes, he is. 3 His hair is white. 4 Yes, he has.

- Students read the sentences and correct the mistakes. Invite five students to the front so that each of them writes one of them correctly.

#### Answers

1 She's from China. 2 He's very short. 3 He's got glasses. 4 She's got long curly hair. 5 My cousins' names are Luke and Paul.

### Writing Task

- Tell students that they will have to choose one person to describe. On their notebooks, ask them to make notes about him or her. Circulate monitoring students' work.
- After making notes, students have to organise the information they wrote and start creating their piece of work. Explain that the description they will write should have three paragraphs as well as the one about Marcus in exercise 5. Explain that organising ideas is vital because paragraphs have to contain similar information as they are a unit of meaning. When ideas are clearly presented, the message is clear. The first paragraph will present the person they are going to describe. The second one will describe his or her physical appearance and the third one will tell about his or her pets. Monitor their work.

### PHASES EXTRA

You may wish to teach students to edit someone else's work. In this case, students may exchange their first drafts for a classmate to edit before they write the final version.

- 3 Tell students to revise their final work, see their classmates' comments and make the final version. Check the four boxes.

### TEACHING TIP

Reading one's work aloud does not only help us practise reading but it also develops our sense of achievement and teaches us to be responsible for and proud of our work.

▶▶ Workbook page 22

### PHASES EXTRA

Students work in pairs. Student A chooses thinks about an animal and makes a nonsensical sentence and it will be Student B's task to make it meaningful, eg Student A: 'A giraffe has got big hands.' Student B: 'A giraffe hasn't got hands.'

## Closing phase

Have students work in pairs. One student goes to page 102 and the other to page 107 to do Communication Activity 2. The aim is to ask and answer questions to describe a famous person. Proceed as follows. Invite students to decide who will be student A and who will be student B. Read the rubric aloud and elicit the questions for the tips given. Write two or three on the board as a reminder, eg 'Is it a man or a woman?' 'Has it got long hair?' 'Is his/her hair brown?' Give the class a few minutes to find out who the person on their partner's card is, as you circulate, monitoring their work.

## Lesson 5

### Aims

- To learn factual information about Australian wildlife.
- To talk about unique animals in the country.
- To visit a website to find specific information about Australian animals.
- To integrate what students have learnt so far.

## Initial phase

Write the following words on the board: 'hamster', 'fish', 'monkey', 'dog', 'sheep'. Ask: 'What do these words have in common?' (They're all animals.) 'Are they all domestical animals?' (No, they aren't.) Draw a two-column table on the board and label one column 'Pets' and the other 'Wild animals'. Introduce the concept of wild animals: 'A wild animal lives and grows in its natural environment, cannot live with humans as a pet.' Invite a student to rewrite the words in the correct columns.

### TEACHING TIP

Teenage students should be given opportunities to develop their thinking skills. In activities like the one suggested in the Initial phase, they are expected to discuss ideas and come to conclusions. Even when these may be wrong, they are making associations and observations. These are life-long learning skills.

Tell students that they are going to learn about some wild animals in Australia.

## Core

## Culture

## Australian wildlife

- 1 Have the class read the title and look at the pictures and elicit a few sentences describing them. Invite them to say when something is unique. Give them time to give examples. Say: 'When something is unique is special and distinctive'. Then play the track so students read, listen to the article and answer the questions.

### Answers

- 1 Yes, they have. 2 Yes, they are. 3 It's got 42 teeth. 4 No, they haven't.

## PHASES CULTURE

- Kangaroos belong to the animal family *Macropodidae*, which literally means 'big foot.' Thanks to their large feet and powerful hind legs, kangaroos can travel more than 56km/h and leap more than 9m in a single bound – that's more than six ten-year-olds lying head to toe! They have small front legs and a long, strong tail which helps them balance while jumping.
- Tasmanian devils are the largest carnivorous (meat-eating) marsupials in the world. Tasmania is the only place where they are found in the wild! When they are in danger, they shriek, howl, bare its teeth, and often spin around in circles like the cartoon Taz.
- The platypus is among nature's most unlikely animals. The animal is best described as a hodgepodge of more familiar species: the duck (bill and webbed feet), beaver (tail), and otter (body and fur).

- 2 Have the class read the text again and correct the wrong sentences.

### Answers

1 Red kangaroos are tall. 2 The Tasmanian devil has got short black hair. 3 The platypus has got a big tail.

- 3  **ABOUT YOU** Students discuss what animals are unique in their country. This may be done orally or you may ask the class to write the three most popular pets and the three most popular female and male names. Then read the results aloud.

## Webquest

Students go online and look up information about other Australian animals.

### Possible answers

Wombats: They are short-legged, muscular marsupials native to Australia – they seem to spend most of their time sleeping, but they are experts of survival, resting to conserve energy to help beat the heat.

Koalas: They feed mainly on eucalyptus leaves, but can only tolerate very few species. They usually move slowly, using their energy very efficiently. Normally, they spend 20 hours a day sleeping!

## PHASES EXTRA

Give the class two minutes to go through this unit in their books and then ask them to mention one thing they have learnt or they remember from the unit, eg 'The Tasmanian devil has got 42 teeth.'

## Closing phase

Have students work in pairs. One student goes to page 102 and the other to page 107 to do the Communication Activities. The aim is to ask and answer questions to describe a famous person. Proceed as follows. Invite students to decide who will be student A and who will be student B. Read the rubric aloud and elicit the questions for the tips given. Write two or three on the board as a reminder, eg 'Is it a man or a woman?' 'Has it got long hair?' 'Is his/her hair brown?' Give the class a few minutes to find out who the person on their partner's card is, as you circulate, monitoring their work.

## Progress check

### Answers

- 1 eye; 2 neck; 3 nose; 4 tail; 5 tooth; 6 arm; 7 finger; 8 ears
- 1 straight; 2 blue; 3 long; 4 wavy; 5 green; 6 tall; 7 long; 8 short; 9 curly; 10 dark
- 1 've/have got; 2 's/has got; 3 's/has got; 4 's/has got
- 1 Has Mick got curly hair? No, he hasn't. 2 Has Mick got brown eyes? No, he hasn't. 3 Has Mia got green eyes? Yes, she has. 4 Has Mia got short hair? No, she hasn't. 5 Have Molly and Martha got long hair? Yes, they have. 6 Have Molly and Martha got small eyes? No, they haven't.

### Integration

- 1 Have, got; 2 haven't; 3 's/has got 4 Is; 5 's/is; 6 's/has got; 7 haven't got; 8 're/are; 9 haven't got; 10 are



# Revision 1

## Initial phase

Copy these sentences on the board and ask the class to read them in silence: 'Australia got some animals unique.' 'Freddie Highmore a actor British.' 'Dalmatians got two colours different of eyes.' 'Tarsiers got eyes huge.' 'After-school clubs popular very.'

Ask students to guess the missing word and write the one that has been misplaced in its correct position in the sentence. Check orally.

### Answers

Australia has got some unique animals. Freddie Highmore is a British actor. Dalmatians have got two different colours of eyes. Tarsiers have got huge eyes. After-school clubs are very popular.

## Core Vocabulary

Students play the vocabulary game in pairs. They have to guess each word in the shortest time possible. When one student fails to guess the word, his or her partner takes the chance. The student who guesses more words is the winner. Check all the words orally once the class has finished and elicit sentences for further practice.

### Answers

purple, Italy, tail, parents, straight, brother, fair, aunt, short, mouth

## Reading

1 Students read the text and say whether the statements are true or false. Check orally.

### Answers

1 true; 2 true; 3 false; 4 false; 5 true

### PHASES EXTRA

Invite different students to choose three of the words in the vocabulary revision and use them to say things about themselves as in the text in exercise 1.

## Grammar

2 Students complete the sentences with the correct form of the verb 'be'. Check orally.

### Answers

1 's/is, 'm/am; 2 are; 3 isn't/is not, 's/is; 4 're/are; 5 's/is, 're/are; 6 aren't/are not, 's/is

3 Have the class complete the text with the words in green. Check orally but write the answers on the board to avoid mistakes. There is one extra word.

### Answers

1 My; 2 Her; 3 Their; 4 our; 5 Its; 6 your

4 Have the class complete the text with the correct form of 'have got'. Check their work orally. Write the answers on the board to avoid mistakes.

### Answers

1 haven't got; 2 've/have got; 3 's/has got; 4 've/have got; 5 hasn't got; 6 's/has got; 7 've/have got; 8 's/has got; 9 haven't got

5 Students order the words to make questions. Check their work orally and then have them work in pairs to ask and answer the questions.

### Answers

1 What is your name? 2 Where are you from? 3 What time is it now? 4 How old are you? 5 Have you got any brothers or sisters?

### PHASES EXTRA

Ask the class to write the name of a celebrity or person they are all well acquainted with on a sheet of paper and exchange them with a classmate. Give them a few minutes to think of a description of the person whose name is on the sheet of paper they have been given including physical description, family information, etc. Students take turns to come out to the front and describe the person for the class to guess.

### UPGRADE

A Students complete the question words and match questions and answers.

### Answers

2 When; 3 How; 4 Who; 5 What; 1 c; 2 e; 3 d; 4 b; 5 a

B Students write the questions and complete the short answers. Check their work orally.

### Answers

1 Have polar bears got long tails? No, they haven't. 2 Have parrots got legs? Yes, they have. 3 Have alpacas got long necks? Yes, they have. 4 Has Mark got wavy hair? No, he hasn't.

### PHASES EXTRA

Invite the class to play this version of 'I Spy'. Explain the rules of the game. Student A says, 'I spy, I spy something beginning with ...' for the class to guess the object. Student B – the one who guesses the word – makes three false sentences about the object. Student C provides the true sentences. Play for no longer than six or seven minutes.

## Listening

- 6  1.27 Tell the class that they will listen to a radio programme about a mystery person. Play the track and elicit what they have understood and who the programme is about (Lady Gaga). Then students say whether the statements are true, false or not mentioned. Check orally.

### Audioscript

**Presenter** *Hi, and welcome to 'Celebrity Radio' and today's 'Mystery Profile'! Today's mystery profile is a female American singer. Who is she? Well, listen and guess the answer. She's from New York but her parents are both Italian. Her real name is Stefani Joanne Angelina Germanotta, and her parents' names are Cynthia and Joseph Germanotta. She's got straight, fair hair and brown eyes. She isn't tall, she's short. She's 1m 55. She hasn't got any brothers but she's got one sister. Her sister's name is Natali. Natali has got wavy, brown hair and brown eyes. Her mother, Cynthia, has got blue eyes and long, fair hair. Her father, Joseph, is a big man. His eyes are brown and he's tall. He's got short, dark hair. When is her birthday? Her birthday is on the 28th of March. So, ... who is she? Well, her name is ... Lady Gaga! ...*

### Answers

1 false (She's from New York.); 2 false (He's her father.); 3 false (She's short.); 4 true; 5 not mentioned; 6 true; 7 true

## Speaking

- 7 Ask students to think of a friend and circle the correct words to describe him or her. Then have students complete the description of their friend. Check three or four samples orally.

## Collaborative Task – Our favourite singer

### 1 Ideas

Students work in groups to choose their favourite singers. Organize the groups and give them two minutes to come to a decision.

### 2 Group work

Students jot down what they know about their favourite singer's name, nationality, appearance and family. You may also invite students to find out some extra information for the following class and include it in their work.

### 3 Writing

Students write a short text about their favourite singer using their notes.

### 4 Presentation

Students include the extra information they have found out and, together with pictures of their favourite singer, edit their work carefully and read the text to their classmates as they show them the pictures.

## Closing phase

The class vote for the most complete piece of work, the most original, the best presentation, etc.

## Upgrade for Exams

### Initial phase

Read these words aloud for students to put them in order and make sentences.

- got / haven't / brother / I / or / sister / a .
- lovely / got / pet / I / a / have .
- really long / ears / are / its / and / white .
- rabbit / a / it's / baby .
- is / June / birthday / its / in .
- now / its / is / in / cage / it .

### Answers

1 I haven't got a brother or sister. 2 I have got a lovely pet. 3 Its ears are really long and white. 4 It's a baby rabbit. 5 Its birthday is in June. 6 It is in its cage now.

## Core

- 1 Students look at the family tree and choose the correct words. Check orally and write the answers on the board to avoid mistakes.

### Answers

1 brother; 2 sister; 3 parents; 4 aunt; 5 uncle; 6 cousins; 7 granddad; 8 grandma

- 2 Students write five questions about the text and ask and answer them with a partner. Circulate and monitor their work as they do so. It is advisable to check the questions orally first. Suggested questions: 'What is Sophie's uncle's name?' 'Is Steve Sophie's cousin?' 'Who is Helen?' 'Has Sophie got any brothers or sisters?' 'What are their names?' 'Is Louisa her sister?'

- 3 Students read the text and choose the correct words.

### Answers

1 amphibians; 2 are; 3 green; 4 eyes; 5 big; 6 legs; 7 hair

- 4 Students look at the picture and write about the giant river otter as in exercise 3 using the words in green. You may invite the class to look at the picture and talk about otters first.

## PHASES CULTURE

The giant river otter is an Amazonian giant that can reach up to six feet (1.8m) long. That's more than twice as long as a North American river otter. Giant river otter cubs are born totally covered with fur; indeed, the species is one of the only carnivores with a fur-covered nose. They are born in dens underground and learn to swim at about two months. The giant river otter has few predators, but jaguars are among them.

## Closing phase

Play 'Guess the animal'. Elicit what students remember about unique animals in Australia and animals in general. Students work in groups of four or five to guess. You will read sentences about animals for them to guess. If they guess the animal, they should stand up and say the name of the animal. They will get one point per each animal guessed. If they can create one sentence to describe that animal, they get an extra point. If they don't guess and get confused, they don't get any points. The group with more points wins the game.

- 1 It changes colour. (chameleon)
- 2 Its mouth is similar to a duck's. (platypus)
- 3 It has a long neck. (giraffe)
- 4 It has long legs and a long tail for jumping. (kangaroo)
- 5 It hasn't got arms or legs and it has 3,000 teeth and lives in the ocean. (shark)
- 6 It is colourful and has got eight legs. (peacock spider)
- 7 It has black and white stripes. (zebra)
- 8 It has huge ears and a big nose. (elephant)
- 9 It is the king of the jungle. (lion)
- 10 It is a kind of black and white dog. (Dalmatian)