

6

Welcome To The Jungle

- Reading:** matching, reading the completed dialogue
- Vocabulary:** nouns and adjectives for animals, word completion, identifying the topic area
- Grammar:** comparative adjectives, making comparisons, using adjectives, multiple-choice cloze, reading before & after
- Listening:** multiple-matching, listening for false information
- Speaking:** asking & answering about pets, talking about pets, giving reasons
- Writing:** a fact file, writing facts, expressing animal facts, asking about animals, checking your spelling

Unit opener

- Ask students to look at the photo and to tell you what they see (*leaves*). Ask them what season they think it is (*autumn*) and how they know this. (*The leaves are not green. They are yellow and brown.*) Ask them where they think this scene is (*in a forest*). Ask them to look closely at the photo to see if they can see an animal. Ask them to read the caption and to tell you what it is (*an imperial moth*). Ask why the moth looks like a leaf (*to hide from other animals*).
- Ask students to tell you what you can find in a forest. Write their suggestions on the board and prompt them as necessary (*trees, leaves, animals, birds, deer, a river, a lake, fish*). Ask students if they go to a forest often and if they like being in a forest. Ask what is good about going to a forest. (*You can learn about nature. You can relax and have a good time.*)
- Ask students what animals and people have in common. Prompt them as necessary and write their responses on the board. It's not necessary to write their answers in full sentences; rather, focus on the parts of the body and behaviour. (*Animals have two eyes, a mouth and a nose. They have arms and legs. They eat and drink like we do. They sleep. They reproduce. They breathe air.*)
- Explain to students that in this unit, they will learn about animals and nature. If students are interested, provide more information about the photo from the background information.

Background Information

Like many animals, imperial moths use camouflage to hide from predators. Insects, birds, fish and mammals use a variety of methods to disguise themselves, either to increase their safety or improve their chances of catching other animals. The Arctic fox has white fur in the winter, to match the snow, and brown fur in the summer, so it can hide in trees. A stick insect looks very much like a brown stick ... until it starts moving, of course. Peacock butterflies have big eyes on their wings, which scare off other animals. Ever wonder why a seagull's belly is white? It matches the sky, and fish in the water cannot see the bird above them, making it easier for the seagull to go 'fishing'.

Reading

A

- Ask students to look at the photos and ask if they see these animals often (*students' own answers*).
- Ask students to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task with a partner, then discuss their answers as a class.

Answers

Students' own answers

B

- Ask students to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task with their partner, then discuss their answers as a class.
- You can also ask students some follow-up questions about the photos:
 - Would you like to have any of these animals as a pet? Why?
 - Where do you think these animals live? In trees? In water?
 - Are any of these animals dangerous? Which ones?

Suggested answer

1A 2C 3F 4E 5D 6B

C

- Ask students to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task with their partner, then discuss their answers as a class.

Answers

1F 2B 3D 4C 5A 6E

D

- Ask students to read the instructions and check that they understand what they have to do.
- If you like, you can read the introduction aloud to your students, then discuss the answer to the question in the task as a class. Alternatively, you can give students one minute to do the task together with their partner, then discuss their answers as a class.

Suggested answer

Joel Sartore wants to photograph animals of endangered species in zoos because he hopes his photos make people want to save these species.

E

- Now explain to students that they will match animals from C with a text. Ask them to work with a partner to do the task.
- Explain to them that if they can't match an animal to one of the texts, leave the text without an answer and move on to the next text. Tell them that if they can match some of the animals to some of the texts and be sure that those are correct, it will make it easier to complete the other texts. Encourage them to circle one or two words in the text that helped them find the correct answer (1 – tail; 2 – toes; 3 – neck, shell; 4 – blue; 5 – shell, ball; 6 – bird, feathers, wings).
- Give students one to two minutes to do the task with their partner, then discuss their answers as a class.

Answers

- 1 The leaf-tailed gecko
- 2 Linne's two-toed sloth
- 3 The snake-necked turtle
- 4 The greenbottle blue tarantula
- 5 The Southern three-banded armadillo
- 6 The sunbittern

Word Focus

- Ask students to look at the words in red in the text and to read the sentences they are found in again.
- Ask students to work in pairs to decide what each of the words mean without looking at the definitions given in the *Word Focus* box. Remind them that if they don't know the meaning of a word, they should look at the whole sentence and the other words around it to try to guess the meaning.
- Discuss the *Word Focus* box as a class and ask students if they guessed the meaning of the words correctly.

F

- Ask students to read the *Exam Close-up* box and check that they understand what the information says.
- Ask students what they should read to find out an answer to a gap (*the lines before and after it*). Ask what they should do after they choose all their answers (*read the whole text to make sure it makes sense*).

G

- Now explain to students that they will complete the *Exam Task*. Ask them these questions before you begin:
 - What will they read? (*a dialogue between two friends*)
 - Who are the speakers? (*Liam and Chloe*)
 - How many questions are in this task? (*five*)
 - How many answer choices are there? (*eight*)
 - How many choices will you NOT choose? (*three*)
- Explain to students that they will do this task on their own. Ask them to read the instructions and check that they understand what they have to do.

- Give students one minute to do the task individually, then ask them to discuss their answers with a partner. Then discuss their answers as a class.

Answers

1E 2G 3D 4H 5A

H

- Ask students to work with a partner to complete the task. Ask them to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task with their partner, then discuss their answers as a class.

Answers

1 snake 2 elephant 3 horse 4 lion 5 frog

Ideas Focus

- Explain to students that they are going to discuss some questions about animals. Ask them to read the questions aloud.
- Ask students to work in pairs to discuss the questions and encourage them to use their own experiences to support their reasons. Make sure students take turns asking and answering questions.
- Go round the class monitoring students to make sure they are doing the task properly. Make a note of any mistakes in structure and pronunciation and go over them on the board when they finish.

Vocabulary

A

- Ask students to look at the photos with a partner. Ask them to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task, and make sure they write an example of each type of animal.
- Go over the answers as a class and ask students to provide their examples. Write the examples on the board and explain them to any other students who don't know what kind of animal they are.

Answers

1A 2C 3D 4B 5E

amphibian: frog, toad, salamander, newt; bird: puffin, parrot, owl, penguin; fish: goldfish, shark, salmon, cod; mammal: monkey, bear, sloth, cow; reptile: turtle, snake, lizard, crocodile

B

- Read the words in the yellow wordbank aloud and then ask students to work with a partner to label the photos in A with the words. Encourage them to guess.
- Go over the answers as a class and make sure students have labelled the photos correctly in their books.
- If you like, ask students to either tell you the names of other parts of the animals' bodies (*head, eyes, feet, neck, etc.*), or say a part of the body and ask students to tell you where it is on the animals.

Answers

- A skin
- B claw; fur; tail
- C beak; claw; feather; tail; wing
- D fin; scales; tail
- E claw; shell; skin

C

- Ask students to work with a partner to complete the task. Ask them to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task with their partner, then discuss their answers as a class.

Suggested answers

- 1 A snail has a shell.
- 2 A snake has scales.
- 3 An ostrich has feathers and wings.
- 4 A goldfish has fins.
- 5 An eagle has claws and a beak.

D

- Ask students to work with a partner to complete the task. Ask them to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task with their partner, then discuss their answers as a class.

Answers

Students should cross out the following options:

- | | |
|----------------------|------------------|
| 2 mouses | 6 Ostrichs |
| 3 horseses | 7 monkees; foots |
| 4 Beeses; butterflys | 8 babys; calfs |
| 5 tooths | |

Teaching Tip

Learning irregular plurals comes down to memorisation, so encourage students to keep a list of irregular plurals in their notebooks. Have them make a list of all the irregular plurals that they can think of. Ask them to bring their lists to class and go over them, writing their lists on the board, to make a 'master' list. Inevitably, some students will mention irregular plurals that others did not think to add to their own list, so this is an opportunity for the whole class to learn more of them.

E

- Ask students to look at the photo and tell you what it is (*a frog*) and what the title of the text is (*Frog Facts*).
- Read the words in the yellow wordbank aloud and explain any unfamiliar meanings to students.
- Ask students to work with a partner to complete the task. Ask them to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task with their partner, then discuss their answers as a class.
- Ask students to go back through the text and to underline the words that helped them find the answers.

Answers

- | | |
|-------------|----------|
| 1 amphibian | 5 feet |
| 2 water | 6 skin |
| 3 babies | 7 finger |
| 4 tail | 8 bodies |

F

- Read the words in the yellow wordbank aloud, but don't explain any unfamiliar meanings to students. Instead, encourage students to guess where they go in the gaps. The first gap is for a word in the wordbank, and the second gap is for their own animal that they believe fits the description.
- Ask students to work individually to complete the task. Ask them to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task, then ask them to discuss their answers with a partner. Then discuss their answers as a class.

Suggested answers

- | | |
|-----------|-------------|
| 1 puppy | 5 tarantula |
| 2 snake | 6 frog |
| 3 frog | 7 snake |
| 4 leopard | 8 leopard |

G

- Ask students to read the *Exam Close-up* box and check that they understand what the information says.
- Ask students to underline the topic in the instructions of the *Exam Task*. Ask students what they should make sure of about the words they choose as answers (*that they connect to the topic, and we spell them correctly*).

Answers

Students should underline the following in the *Exam Task*: descriptions of some words for animals

H

- Now explain to students that they will complete the *Exam Task*. Explain to students that they will do this task on their own. Ask them read the instructions and check that they understand what they have to do. Remind them that each gap must contain one letter and that they cannot add more letters than there are gaps.
- Give students one to two minutes to do the task individually, then ask them to discuss their answers with a partner. Then discuss their answers as a class.
- Ask students to go back through the sentences and to underline the words that helped them find their answers.

Answers

- 1 fish 2 bird 3 shell 4 frog 5 fur

Ideas Focus

- Explain to students that they are going to discuss some questions about pets. Ask them to read the questions aloud.

- Ask students to work in pairs to discuss the questions and encourage them to use their own experiences to support their reasons. Make sure students take turns asking and answering questions.
- Go round the class monitoring students to make sure they are doing the task properly. Make a note of any mistakes in structure and pronunciation and go over them on the board when they finish.

Grammar

- Draw two smiley faces on the board, side by side, one bigger than the other. Write this sentences below and ask students to complete it with a form of big. Assist them as necessary.
 - This smiley face is ____ than that smiley face. (*bigger*)
- Ask students to tell you which smiley face is bigger than the other. Use the smiley faces as props and point to them to check that they understand.
- Now change the adjective to *small* and repeat the task, checking to make sure students understand which face is smaller than the other.
- Erase one of the faces and draw one that is identical, and rewrite the sentence to say:
 - This smiley face is the same as that smiley face.
- Revise comparative adjectives, the use of *than* and the phrases *as ... as*, *not as ... as*, *the same as* and *different from* to say that we use these words to compare things.

A

- Ask students to read the instructions and check that they understand what they have to do. Tell students that the line at the end of the sentences is for the next exercise.
- Give students one minute to do the task individually, then discuss their answers as a class.

Answers

Students should circle the following:

- | | |
|---------|-------------|
| 1 small | 4 dangerous |
| 2 noisy | 5 good |
| 3 big | 6 bad |

Students should underline the following:

- 1 smaller 2 noisier 3 bigger
4 more dangerous 5 better 6 worse

B

- Ask students to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task individually, then discuss their answers as a class.

Answers

a 2 b 5 & 6 c 4 d 1 e 3

C

- Ask students to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task individually, then discuss their answers as a class.

Answers

1F 2T 3F 4T

D

- Ask students to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task individually, then discuss their answers as a class.

Answers

1 the same 2 different

Now read the Grammar Reference on pages 164 & 165 (6.1 & 6.2) with your students.

E

- Ask students to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task individually, then ask students to discuss their answers with a partner. Then discuss their answers as a class.

Suggested answers

- 1 A tiger is as dangerous as a lion.
- 2 A butterfly is not as scary as a tarantula.
- 3 A cat is as friendly as a dog.
- 4 A hippopotamus is as heavy as a rhinoceros.
- 5 A crocodile is not as soft as a rabbit.
- 6 A tortoise is not as fast as a horse.

F

- Ask students to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task individually, then ask students to discuss their answers with a partner. Then discuss their answers as a class.
- If time allows, ask students to share with the class their ideas for sentences based on the photo in the book. (*The giraffe is taller than the zebras. The zebras are shorter than the giraffe. The elephants are larger than the zebras.*)

Suggested answers

- 1 A polar bear is cuter than a giraffe.
- 2 A tiger is scarier than a parrot.
- 3 An elephant is heavier than a duck.
- 4 A giraffe has a longer neck than a zebra.
- 5 A parrot is more colourful than an elephant.
- 6 A zebra is faster than a bear.
- 7 A brown bear is more dangerous than a butterfly.
- 8 A polar bear is a better swimmer than a rhinoceros.

G

- Explain to students that we can use phrases like *the same as* and *different than* to compare things.
- Ask students to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task individually, then discuss their answers as a class.

Answers

1b 2a

6 Welcome To The Jungle

H

- Explain to students that we can use *like* to compare things, but that after *like* we have to use nouns.
- Ask students to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task individually, then discuss their answers as a class.

Answers

Students should underline the following:

- | | |
|--------------|--------------|
| 1 looks | 4 sounds |
| 2 looks like | 5 feels |
| 3 sounds | 6 feels like |

Students should complete the rules as follows:

- sounds; feels
- sounds like; feels like

I

- Ask students to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task individually, then discuss their answers as a class.

Answers

adjective

J

- Ask students to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task individually, then discuss their answers as a class.

Answers

a5 b4 c1 d2 e3

Now read the Grammar Reference on page 165 (6.3 & 6.4) with your students.

K

- Ask students to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task individually, then discuss their answers as a class.
- Ask students to go back through the sentences, to underline the words that go with their answers and to write the phrases out to the side or in their notebooks (1 – *different from*, 2 – *very sharp*, 3 – *sounds like*, etc.).

Answers

1 from 2 very 3 like 4 How 5 as 6 as

L

- Ask students to read the *Exam Close-up* box and check that they understand what the information says.
- Ask students to tell you what they should do after they choose their answers (*read the whole text to make sure it makes sense*).

M

- Explain to students that they will now do the *Exam Task*. Ask them these questions before you begin:

- What is the text about? (*a description of two birds*)
- How many questions are there? (*eight*)
- What birds are in the photo, puffins or penguins? (*puffins*)
- Where did the writer hear puffins? (*an island in Scotland*)

- Ask students to read the instructions and check that they understand what they have to do.
- Before they begin the task, ask students to go through the text and to underline words that they think will form a phrase with the gap, if possible. Encourage them to make guesses about which word they should underline (1 – *sound*; 3 – *different*; 4 – *more colourful*; 5 – *than*; 6 – *fast*; 7 – *easy as*). If they don't see a possible word, tell them to skip it.
- When they have decided which words will make a phrase with the gap, encourage them to think of a word that would complete that phrase before they look at the answers.
- Give students one to two minutes to complete the task, then ask them to discuss their answers with a partner. Then discuss their answers with the class. As a follow-up, ask students how many words they guessed right before they looked at the answer choices.

Answers

1B 2C 3A 4A 5B 6B 7A 8B

Listening

A

- Before you start the task, explain to students that they will practise their listening skills, and they will practise listening for false information.
- Ask students to look at the photos and work with a partner to answer the questions in the task.
- Give students one minute to do the task with their partner, then discuss their answers as a class.

Answers

- 1 South America
- 2 Alpaca
- 3 Their wool is very soft and is used to make scarves.

B

- Explain to students that they will hear a person say the lines in the exercise, and they will circle the word they hear the person say.
- Play the recording, pausing after each line and checking answers as a class.

Answers

- | | |
|--------------------|----------------------|
| 1 fur; soft | 4 rabbit; cute |
| 2 bee; noisy | 5 reptile; a strange |
| 3 snake; beautiful | |

C

- Ask students to read through the questions and answer choices, and ask them what word from each answer choice that they need to listen closely for (1 – metre, kilometre; 2 – months, years; 3 – 3,500 and 6,000; 4 – twenty, twenty-five).
- Play the recording, pausing after each question and checking to see if students understood what they heard.
- When you finish the recording, ask students to compare their answers with a partner. Then either play the recording again and ask students to check their answers, or check answers as a class.

Answers

1a 2a 3b 4b

D

- Ask students to read the *Exam Close-up* box and check that they understand what the information says.
- Ask students to complete the task and check that they have the correct answers.
- Explain to students that when they hear the words *actually*, *in fact* and *but*, it is because a speaker is correcting something another speaker said. Tell them to listen for these words and the information that comes after it to help them choose the correct answer.

Answers

Students should underline the following in the *Exam Task*: Why are these animals important?

E

- Now explain to students that they will complete the *Exam Task*. Ask them who will be speaking in the task (*two students*), what they will be talking about (*why some animals are important*) how many questions are in the task (*five*), how many answer choices they have (*seven*) and how many answer choices they will not use (*two*).
- Ask students to look at the text in the task before you start. Play the recording entirely.
- When you have finished, ask students to compare their answers, then move on to F.

Answers

1C 2A 3F 4D 5E

F

- Play the recording again and ask students to check their answers with a partner.
- When the recording is complete, check answers as a class.

Speaking

A

- Read the words in the yellow wordbank aloud and briefly explain any unfamiliar words.
- Ask students to work with a partner to compare the pets in the photos.
- Give students one minute to complete the task, then discuss the answers as a class.

Answers

Students' own answers

B

- Explain to students that they will read the sentences in the task and then match them to a photo.
- Ask students to work with a partner, and to underline the words in each line that helped them choose their answers (1 – good company; 2 – fun and soft, not dangerous; 3 – sleeps a lot; 4 – doesn't need ... exercise; 5 – easy to look after).
- Remind students that there may be more than one correct answer, but they should give reasons to support their answers.
- Walk round the class, checking that students are doing the task properly. Go over any mistakes they made in grammar and pronunciation after they have finished.

Answers

Students' own answers

C

- Ask students to read the *Exam Close-up* box and check that they understand what the information says.
- Ask students to complete the task. Walk round the room and check that they are giving reasons for their answers. Go over any mistakes on the board after they've finished.

Suggested answers

Students' own answers

Useful Expressions

- Ask students to look at the *Useful Expressions* box. Explain that these are phrases we use to talk about pets.
- If time allows, read the expressions aloud and ask students to tell you what animal they might go with.
- Encourage them to use these phrases when they do the *Exam Task*.

Teaching Tip

When students are doing a speaking task, it's important that what they say is meaningful and relevant. Encourage them to give honest reasons that make sense and are true for how they feel. Not only will they sound better, but it will also show they are paying attention to the other speaker.

D

- Now tell students that they are going to do the *Exam Task*. Ask students to look over the information in the task. Then ask a student to explain the task to the other students. Check that they explain it correctly and clarify any confusing points.
- Ask students to choose a partner and decide who will be Student A and Student B.
- Tell students to begin the task, and go round the class to check that students are doing the task properly. Make note of any mistakes they make and go over them on the board after they have finished the task.

Suggested answers

Student A questions:

What's its name?/What's your pet's name?

Is it easy to look after?

Where does it sleep?

What does it eat?

Why do you like it?

Student B questions:

What pet have you got?

What's its name?/What's your pet's name?

How big is it?

Can it swim?

Why do you like it?

Ideas Focus

- Explain to students that they are going to discuss some questions about pets. Ask them to read the questions aloud.
- Ask students to work in pairs to discuss the questions and encourage them to use their own experiences to support their reasons. Make sure students take turns asking and answering questions.
- Go round the class monitoring students to make sure they are doing the task properly. Make a note of any mistakes in structure and pronunciation and go over them on the board when they finish.

Writing: a fact file

A

- Ask students to look at the *Learning Focus* and read the information aloud. Check that students understand what it says.
- Write the following on the board and ask students how we write them in formal writing:
 - don't (*do not*)
 - can't (*cannot*)
 - won't (*will not*)
 - It's (*It is; It has*)
 - They've (*They have*)
 - There's (*There is*)
- Ask students what word we use to give reasons (*because*).
- Ask students to complete the task with a partner, and go over the answers as a class when they finish.

Answers

Students' own answers

B

- Ask students to read the instructions and check that they understand what they have to do.
- Give students one minute to do the task on their own, and ask students to volunteer their answers to the class. As students volunteer their answers, ask the others to say if they knew the information or not.

Answers

Students' own answers

Useful Expressions

- Ask students to look ahead at the *Useful Expressions* box. Explain that these are phrases that we use to express animal facts and to ask other people about animals. Explain any unfamiliar words to students.
- Practise the phrases with the class by giving an animal as an example, and prompt as necessary (*giraffe – It is native to Africa. It lives in a jungle/a forest/fields. It has got a long neck. It weighs hundreds of kilograms. It is hundreds of centimetres tall. It can run 60 kilometres per hour.*).

C

- Ask students to look at the Fact File and ask the following questions:
 - What is this a photo of? (*a panther chameleon*)
 - What type of animal is it? (*a reptile*)
 - Where does it live? (*Forests of Madagascar*)
- Ask students to read the instructions and check that they understand what they have to do.
- Give students one minute to complete the task individually, then check answers as a class.

Answers

reptile; body; eyes; forests; because; is; weighs; weighs; because; because

D

- Explain to students that they will complete a Fact File about any animal they like. Ask them to read the instructions and the fields in the Fact File and check that they understand what they have to do.
- Assign the task as homework and ask students to volunteer to read their Fact File to the class during the following day.

Answers

Students' own answers

Extra class activity

Students undoubtedly know the names of several animals in their own language at this point in their language development. Ask them to make a list in English of an unusual animal and to make a mini-Fact File in their own time. Encourage them to use a dictionary to find out the name of the animal in English. Ask students to bring their mini-Fact Files to class to share them with classmates, and ask other students to make a list of all the animals they hear, as well as any other information that helps them remember the animal. Encourage them to learn the different animals using English descriptions. (*A zebra is like a horse. It's got black and white colours.*) If students like, they can find a photo of the animal online to place a visual presentation with their mini-Fact File.

E

- Ask students to read the *Exam Close-up* box and check that they understand what the information says.
- Give students one minute to complete the task individually, then ask students to say what words from the text in C were difficult to spell.

- If time allows, ask students to tell you some words that they find difficult to spell in general. Make a list on the board and encourage students to copy the list into their notebooks.

Answers

Students' own answers

F

- Now explain to students that they will complete the *Exam Task*. Ask students to read the instructions and check that they understand what they have to do.
- Before students begin, ask them these questions:
 - What kinds of texts are each of these texts in the task? (*An advert, a Fact File*)
 - What is happening in the first text? (*Someone is trying to find a new home for their pet.*)
 - How many questions will they have to answer? (*five*)
- Give students one minute to complete the task individually. Encourage them to underline the information in the texts that helped them find their answers, then ask students to compare their answers with a partner when they have finished. Check answers as a class.

Answers

1 North America 2 orange 3 eight 4 100 cms
5 mice



6 Tip of my Tongue!

General Note

The *National Geographic* videos are a terrific tool for getting your students acquainted with other cultures while learning English. They contain genuine *National Geographic* content and students do not need to understand everything in the videos in order to take advantage of them as a learning device. Some tasks focus more on the visual content rather than the audio, and as such, students do not have to listen to answer every question, but can simply watch what is happening. The videos are also meant to inspire students to watch other programmes in English, such as television shows and English-language films, so that they can experience spoken English more often, as well as in their own free time. Naturally, the more exposure they have to the language, the more quickly they will acquire it.

Background Information

Animals use a wild assortment of ways to catch prey. Glow worms are worms that put out light when it's dark. Other insects fly towards the light, but glow worms have made sticky lines, and when insects get stuck, the glow worms pull up the lines and eat them. The snapping shrimp uses one of its claws as a 'gun'. The claw can create a bubble when the shrimp 'fires' it. Tiny sea animals get caught in the bubble, and the shrimp can then easily eat them. The bolas spider can use a web as a 'lasso'. It forms a circle with a web, and it can spin the circle and throw it at other insects. The female bolas spider has another 'weapon'; it can make itself smell like a female moth. Male moths then move close to the spider, but end up as a meal.

Before you watch

A

- Explain to students that in this lesson they are going to watch a video about animals and the way they hunt. Ask them to look at the photo and to say what they think it is (*a reptile/lizard/chameleon*).
- Feel free to do the following pre-vocabulary practice with your students for some of the more important words that appear in the video which they might not know. Have them write down these words in their notebooks, along with the definitions:
 - hunting (*noun*) – catching other animals to eat them
 - tongue (*noun*) – this is inside your mouth, and you use it to talk and taste food
 - predator (*noun*) – an animal that hunts other animals
 - sniff out (*verb*) – to find something by smelling for it
 - toxic (*adjective*) – very bad for you, poisonous
 - bacteria (*noun*) – a very small form of life, so small you can't see it
 - track down (*verb*) – to find something by following it
 - lap up (*verb*) – to use your tongue to grab and eat things
- Read the words in the wordbank to students, then ask them to work in pairs or groups to label the photo.
- Give students one minute to complete the task, then check answers as a class.
- If students are interested, provide more information from the background information.

Answers

1 eye 2 foot 3 tongue 4 scales

While you watch

B

- Tell students that the video is quite short, but that there will be words that they will not understand. Encourage them to make guesses for their answers and not to worry if they are right or wrong.
- Ask students to read the instructions and check that they understand what they have to do.
- Encourage students to underline key words in each question. Explain that they will need to listen for these words to get the correct answers.
- Play the video and pause when the first answer is given. Ask students to mark their answers and replay that part of the video if necessary.
- Check answers as you go along, stopping the video for each question and replaying the video as necessary.

Answers

1 eye (00:08) 2 fast (00:28) 3 reptile (00:57)
4 tongue (01:12) 5 ants (01:53) 6 eye (02:25)

After you watch

C

- Before students read the summary, ask them to discuss in pairs the main idea of the video.
- Ask students to read the text without filling in any answers at this stage to see if the ideas they mentioned are covered in the text. Also encourage them to think about which part of speech is missing from each gap.
- Ask students to repeat the words in the wordbank. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

1 reptiles	5 snake's
2 prey	6 smell
3 Madagascar	7 deserts
4 island	8 blood

Ideas Focus

- Ask students to work in pairs to discuss the questions about animals and encourage them to use their own experiences to support their reasons. Make sure students take turns asking and answering questions.
- Go round the class monitoring students to make sure they are doing the task properly. Make a note of any mistakes in structure and pronunciation and go over them on the board when they finish.

Objectives

- To revise vocabulary and grammar from Units 5 and 6.

Revision

- Revise for the review the day before using the vocabulary and grammar revisions below. This will also give students a framework for revising at home.
- Explain to students that they will do a review and explain how the reviews will work. There will be one review after every two units in *Close-up A1+*. Tell them that Review 3 will cover the vocabulary and grammar from Units 5 and 6.
- Stress to students that the review is not an exam. Explain that they will complete the review mostly on their own, but they will be able to ask you for help, to compare answers with a partner, and to use their books to find answers.
- You can administer the review however you like. You can go through each question one by one, ask students to complete answers, then check answers as a class. You can allow them to do entire exercises, then check answers as a class. You can split the vocabulary and grammar sections into two parts, giving students 10 to 15 minutes to do each part. You can let them do the entire review on their own and check answers at the end, if they are comfortable with that. If you decide to do that, remind students in the middle of the review how much more time they have left.
- Encourage students to guess at answers they do not know, and not to leave any gaps blank.
- When students complete the review, check the answers as a class. Do some extra task work on the board for any areas that students seem to be having trouble with.

Vocabulary Revision

- Write a list of words in the left column and a list on the right which students can use to form compound nouns. Ask students to come to the board to match the words.

– sun	wheel	– water	coaster
– foot	animal	– boat	animal
– snow	board	– wild	trip
– Ferris	path	– roller	slide
- Write *have* and *take* on the board in the centre of a word map. Draw four lines with gaps out from each and ask students to fill them in with words that form collocations. Prompt them as necessary, and when they have finished, ask students if they can think of any more phrases to make with *have* and *take* (*have – fun; time; lunch; a picnic; a swim; a great day; etc.; take – turns; part; photos; pictures; your time; etc.*).
- Ask students to unscramble these letters, then ask them on what kind of animal they can find these things
 - SNIF (*FINS – fish*)
 - WACLS (*CLAWS – birds, mammals, reptiles*)
 - EKAB (*BEAK – birds*)
 - SWING (*WINGS – birds*)
 - LACESS (*SCALES – fish, reptiles*)
 - RASTFHEE (*FEATHERS – birds*)
 - NIKS (*SKIN – mammals, amphibians, reptiles*)
 - ALIT (*TAIL – all animals*)

- Write the first letters of words on the board and ask students the questions to see if they can guess the word.

<i>A snake or a spider can be this.</i>	p___ (<i>poisonous</i>)
<i>Kittens and puppies are this.</i>	f___ (<i>furry</i>)
<i>A big animal is this.</i>	h___ (<i>heavy</i>)
<i>A bear or a lion in the woods is this.</i>	d___ (<i>dangerous</i>)
<i>The feathers of parrots are this.</i>	c___ (<i>colourful</i>)
<i>A newly born kitten is this.</i>	t___ (<i>tiny</i>)
<i>The opposite of pretty is this.</i>	u___ (<i>ugly</i>)
- Write the following words on the board and ask students to come to the board and write the plural form.

– tooth (<i>teeth</i>)	– goose (<i>geese</i>)
– baby (<i>babies</i>)	– deer (<i>deer</i>)
– foot (<i>feet</i>)	– sheep (<i>sheep</i>)
– mouse (<i>mice</i>)	– bus (<i>buses</i>)

Grammar Revision

- Write these sentences on the board and ask students to write them in the Past Simple.
 - He is a teacher. (*He was a teacher.*)
 - Why are you early? (*Why were you early?'*)
 - She's not organised. (*She wasn't organised.*)
 - I play video games. (*I played video games.*)
 - You work as a nurse. (*You worked as a nurse.*)
 - When do you eat lunch? (*When did you eat lunch?'*)
 - They stop at Julie's house. (*They stopped at Julie's house.*)
 - It doesn't rain a lot. (*It didn't rain a lot.*)
- Ask students to come to the board and write the Past Simple form of these verbs. Then ask them to write other verbs they know in the Past Simple which form the same way these forms do, either by changing the *-e* to *-ied*, adding *-d*, doubling the last consonant and adding *-ed*, having no change at all, or forming as an irregular and in a similar way (*grew, threw, flew, etc.*).

– walk	– go	– take	– drink
– plan	– dance	– study	– read
– grow	– build		
- Ask students to come to the board and write the comparative form of these adjectives. Then ask them to think of other adjectives that form the comparative in similar ways and ask them to use them in sentences in their notebooks.

– big (<i>bigger</i>)	– wide (<i>wider</i>)
– small (<i>smaller</i>)	– good (<i>better</i>)
– bad (<i>worse</i>)	– friendly (<i>friendlier</i>)
- Ask students to think of a single word that can complete these sentences.
 - My house is smaller ___ my cousins' house. (*than*)
 - These books are different ___ those books. (*from*)
 - A cow is ___ big as a bear. (*as*)
 - I don't like this chair. It's ___ as nice as our old one. (*not*)
 - ___ fast is your dad's new car? (*How*)
 - Your hamster sounds ___ a bird. (*like*)
 - That cat is ___ same as our cat at home. (*the*)
 - ___ you like to go for a walk later? (*Would*)

Vocabulary

A

- Ask students to try to form compound nouns with the words in the yellow wordbank before completing the sentences. Remind students that if there are two gaps in the sentence, the answer will be two words.
- Encourage students to underline key words in the sentences that can help them find the answers. Encourage them to read the whole sentence once they have decided on the answer to check that it makes sense.

Answers

- | | | |
|---------------|-------------|-----------|
| 1 wild animal | 4 footpath | 7 hilltop |
| 2 fun run | 5 sunrise | |
| 3 boat trip | 6 snowboard | |

B

- Ask students to underline the noun phrases that come after the words they will circle for their answers.
- Then ask students to circle the correct option to complete the collocations. Encourage students to read through their sentences when they have finished to check their answers.

Answers

- | | | |
|-------------|----------|------------|
| 1 took part | 4 have | 7 attended |
| 2 Going | 5 taking | |
| 3 have | 6 go on | |

C

- Ask students to underline the animals in the sentences and to try to think of what body parts they have before they try to complete the gaps.
- Remind them that there are the same number of gaps as there are missing letters and to make sure that they have completed each gap with a letter. Tell them that in some cases, they need to make the answer plural.

Answers

- | | |
|------------------|----------|
| 1 fins; tail | 5 scales |
| 2 fur | 6 skin |
| 3 beak; feathers | 7 claws |
| 4 Wings | |

D

- Ask students to go through the sentences and to underline the nouns, then try to choose the answer using the underlined noun only.
- Encourage students to read through the whole sentence once they have chosen an answer to check that it makes sense.

Answers

- | | | |
|-------------|-------------|---------|
| 1 poisonous | 3 scary | 5 cute |
| 2 fast | 4 dangerous | 6 heavy |

E

- Ask students to pay attention to the words to see how they can form plurals: if the word ends in -y, if it needs -es or if it forms a regular plural.

- Encourage students to review their answers to check that they have spelt the plurals correctly.

Answers

- | | |
|---------------|----------------|
| 1 babies | 5 mice; houses |
| 2 Butterflies | 6 feet |
| 3 teeth | 7 surprises |
| 4 beaches | 8 buses |

Grammar

A

- Ask students to look at the gaps and to decide if the gaps require more than one word and what form of the verb they require.
- Remind students to review their answers and to check that they have spelt the verbs correctly.
- Tell students to look back at A–F on page 62 and Grammar Reference 5.1 and 5.2 on page 164 for a reminder if they need to.

Answers

- | | | |
|--------|-----------|------------|
| 1 have | 6 arrived | 11 danced |
| 2 had | 7 were | 12 ate |
| 3 do | 8 stop | 13 drank |
| 4 went | 9 take | 14 enjoyed |
| 5 Was | 10 took | |

B

- Ask students to circle the adjectives in the sentences and to try to form the correct comparative form before they start writing out their sentences.
- Remind students to check the spelling of their comparative adjectives as well as the rest of the words in the sentences before moving onto the next task.
- Tell students to look back at A–B on page 74 and Grammar Reference 6.1 on page 164 for a reminder if they need to.

Answers

- 1 A plane is faster than a ship.
- 2 A computer is heavier than a smartphone.
- 3 A blue whale is bigger than a dolphin.
- 4 A lion is more dangerous than a cat.
- 5 A waterpark is better than a snow park.
- 6 A roller coaster is scarier than a waterslide.

C

- Ask students to think of what word is missing from each sentence without looking at the answers.
- Once they have finished, ask them to look at the answer choices to see if they thought of the right word before looking. If their word isn't there, encourage them to try different choices in the sentence and to read the whole sentence to check if their guess makes sense.
- Tell students to look back at C–D on page 74 and G–H on page 75 and Grammar Reference 6.2–6.4 on page 165 for a reminder if they need to.

Answers

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