

H.Q. Mitchell

# Smart

## junior

4



# teacher's book

# smart



## Contents

	pages
Syllabus.....	2-3
Track list for student's CD/CD-ROM .....	4
Introduction .....	5-7
Hello.....	8-9
<b>Module 1</b> (Units 1 and 2).....	10-21
Smart world 1 .....	22
Smart time 1 .....	23
Let's remember 1 and 2.....	24-25
<b>Module 2</b> (Units 3 and 4) .....	26-37
Smart world 2 .....	38
Smart time 2.....	39
Let's remember 3 and 4.....	40-41
<b>Module 3</b> (Units 5 and 6) .....	42-53
Smart world 3.....	54
Smart time 3.....	55
Let's remember 5 and 6.....	56-57
Smart game 1.....	58-59
<b>Module 4</b> (Units 7 and 8).....	60-71
Smart world 4.....	72
Smart time 4.....	73
Let's remember 7 and 8.....	74-75
<b>Module 5</b> (Units 9 and 10).....	76-87
Smart world 5.....	88
Smart time 5.....	89
Let's remember 9 and 10 .....	90-91
<b>Module 6</b> (Units 11 and 12) .....	92-103
Smart world 6.....	104
Smart time 6.....	105
Let's remember 11 and 12 .....	106-107
Smart game 2 .....	108-109
Play (with production notes).....	110-111
Cut-outs .....	112-114
Projects (photocopiable).....	115-120
Tests (photocopiable).....	121-137
Phonics (photocopiable).....	138-140
Key to phonics .....	141
Self evaluation tables (photocopiable) .....	142-144

Contents		Functions	Grammar	Vocabulary
<b>Hello</b>	p.4	<ul style="list-style-type: none"> <li>to introduce oneself</li> <li>to greet others</li> <li>to identify colours and numbers</li> <li>to ask and answer about one's name and age</li> <li>to ask and answer about the quantity of things</li> <li>to talk about parts of the body</li> <li>to express likes and dislikes</li> </ul>		Revision
<b>Module 1 About me</b>				
<b>unit 1</b> <b>It's a robot</b>	p.6	<ul style="list-style-type: none"> <li>to identify colours</li> <li>to talk about how someone feels</li> <li>to talk about abilities</li> </ul>	be can	Colours Adjectives Ability
<b>unit 2</b> <b>Family</b>	p.12	<ul style="list-style-type: none"> <li>to ask about and give family details</li> <li>to describe physical appearance</li> <li>to talk about possession</li> </ul>	Have got a / an Whose...?	Family Appearance Parts of the body Possessions
<i>Smart world 1</i>	p.18	<i>Revision of module</i>		
<i>Smart time 1</i>	p.19			
<i>Let's remember 1 and 2</i>	p.20			
<i>Phonics a/æ/ Writing Practice</i>		<i>Project 1</i> • <i>My family</i>	<b>TB p.138 (Teacher's Book)</b>	
<i>Self-evaluation table</i>			<b>TB p.115</b> <b>TB p.142</b>	
<b>Module 2 People</b>				
<b>unit 3</b> <b>Flying</b>	p.22	<ul style="list-style-type: none"> <li>to talk about actions happening now</li> <li>to tell the time</li> <li>to give and follow orders</li> </ul>	Present progressive	Actions Time
<b>unit 4</b> <b>Help!</b>	p.28	<ul style="list-style-type: none"> <li>to talk about professions</li> <li>to talk about souvenirs</li> <li>to identify traffic signs</li> </ul>	Imperative Possessive adjectives	Actions Jobs / Professions Souvenirs
<i>Smart world 2</i>	p.34	<i>Revision of module</i>		
<i>Smart time 2</i>	p.35			
<i>Let's remember 3 and 4</i>	p.36			
<i>Phonics u/ʌ/ Writing Practice</i>		<i>Project 2</i> • <i>Out and about</i>	<b>TB p.138</b>	
<i>Self-evaluation table</i>			<b>TB p.116</b> <b>TB p.142</b>	
<b>Module 3 Environment</b>				
<b>unit 5</b> <b>Life</b>	p.38	<ul style="list-style-type: none"> <li>to talk about habits and routines</li> <li>to talk about animals</li> <li>to tell the time</li> <li>to say how often an action takes place</li> </ul>	Present Simple Adverbs of frequency What's the time? It's...	Everyday habits Time Animals Body
<b>unit 6</b> <b>Time</b>	p.44	<ul style="list-style-type: none"> <li>to talk about my daily schedule</li> <li>to say the days of the week</li> <li>to say the months</li> <li>to use the ordinals</li> <li>to say the seasons</li> </ul>	Present Simple	Everyday habits Days of the week Months Ordinals Seasons
<i>Smart world 3</i>	p.50	<i>Revision of module</i>		
<i>Smart time 3</i>	p.51			
<i>Let's remember 5 and 6</i>	p.52			
<i>Smart game 1</i>	p.54			
<i>Phonics e/e/ Writing Practice</i>		<i>Project 3</i> • <i>My week</i>	<b>TB p.139</b>	
<i>Self-evaluation table</i>			<b>TB p.117</b> <b>TB p.143</b>	

		Functions	Grammar	Vocabulary
<b>Module 4 Shopping</b>				
<b>unit 7</b> Places	p.56	<ul style="list-style-type: none"> <li>to talk about buildings in a town</li> <li>to understand and give directions</li> <li>to count to 100</li> <li>to ask and answer about the price of things</li> <li>to talk about birthday presents</li> <li>to talk about food</li> <li>to order food</li> <li>to talk about eating habits</li> <li>to talk about sports</li> <li>to talk about recycling</li> </ul>	Prepositions of place How much...?	Places Clothes Numbers 20-100 Presents Directions
<b>unit 8</b> The basket	p.62		Some - Any	Cutlery Food
Smart world 4	p.68	<i>Revision of module</i>		
Smart time 4	p.69			
Let's remember 7 and 8	p.70			
Phonics i/ɪ/ Writing Practice		Project 4 • My meals	TB p.139 TB p.118 TB p.143	
Self-evaluation table				
<b>Module 5 Free time</b>				
<b>unit 9</b> She's tall	p.72	<ul style="list-style-type: none"> <li>to describe people's appearance</li> <li>to talk about free time activities</li> <li>to talk about favourite sports</li> <li>to express obligation and prohibition</li> <li>to make comparisons</li> <li>to talk about nature</li> </ul>	Object pronouns like + verb + ing must / musn't	Adjectives Free time activities Sports
<b>unit 10</b> Faster	p.78		Comparative Superlative	Adjectives World facts
Smart world 5	p.84	<i>Revision of module</i>		
Smart time 5	p.85			
Let's remember 9 and 10	p.86			
Phonics o/ɒ/ Writing Practice		Project 5 • My free time activities	TB p.140 TB p.119 TB p.144	
Self-evaluation table				
<b>Module 6 Stories</b>				
<b>unit 11</b> He was scary	p.88	<ul style="list-style-type: none"> <li>to talk about activities in the recent past</li> <li>to describe someone's feelings</li> <li>to talk about past events</li> <li>to talk about future plans and arrangements</li> <li>to talk about a holiday</li> <li>to talk about places</li> </ul>	was - were Past simple: regular	Actions Animals History
<b>unit 12</b> Plans	p.94		Past simple: irregular Going to	Predictions Plans
Smart world 6	p.100	<i>Revision of module</i>		
Smart time 6	p.101			
Let's remember 11 and 12	p.102			
Smart game 2	p.104			
Play 'The Fairy Tale Birthday'	p.106			
Cut Outs	p.108			
Phonics silent consonants Writing Practice		Project 6 • My holidays	TB p.140 TB p.120 TB p.144	
Self-evaluation table				

**Aim** To talk about habitual actions.

**Vocabulary**

work, wash, love, visit, goat, horse, water, every day, at the weekend, in the morning / afternoon / evening

**Structure**

Present Simple (affirmative)

**Warm up**

- Stick the flashcard (water the flowers) on the board. Draw a sun above the flashcard and a clock showing 8:00 am. Say, *I water the flowers in the morning.* Stick the flashcard (study) on the board, draw the sun lower and a clock showing 5 pm. Say, *I study in the afternoon.* Stick the flashcard (watch TV) on the board, without a sun and a clock showing 9 pm. Say, *I watch TV in the evening.*
- Explain to Ss that from 12 am till 12 pm it's considered morning, from 12 pm till 6 pm it's afternoon and after 6 pm it's evening.
- Ask Ss for the meaning of the phrases and encourage them to say their own examples.

**Vocabulary**

- Instruct Ss to open their books to p.38.
- Draw Ss' attention to the pictures in the vocabulary and ask them to guess what each word means by looking at the pictures.
- Play the CD twice and get Ss to repeat each word.

**Track 49**

- 1 • Ask Ss to remind you of what happened in the previous episode. (The kids and the camel lose their balance as Greg is trying to grab his seatbelt and they all fall off the flying carpet.)
- Draw Ss' attention to the pictures and ask them what animals they can see (goats, horses and birds).
- Play the CD and ask Ss to tell you when the birds eat. (In the evening).
- Ss listen to the CD and follow in their books.

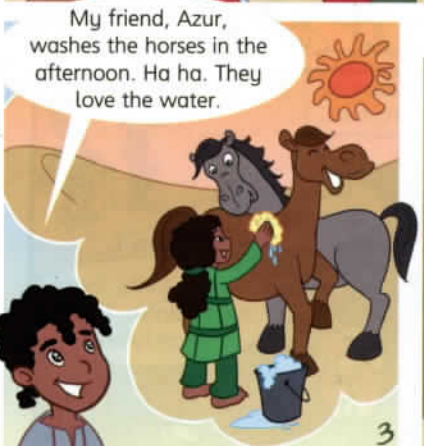
**Track 50**

- Ask what the boy does in the morning (he cleans the place) and what his friend Azur does in the afternoon (she washes the horses).


# 5a Life




**1 Look and listen.**





**3 Read and match.**

  
1

  
2

A They eat in the evening.  
B He cleans in the morning.  
C They love the water.  
D She washes the horses.

  
3

  
4

**2 Listen and repeat.**

- 2 • Explain to Ss that they are going to listen to the CD again and that they have to point to the correct speech bubble and repeat the sentence they hear each time.
- Divide Ss into groups, assign roles and encourage them to act out the dialogue.

- 3 • Explain to Ss that they have to refer to activity 1, read the sentences and match them to the corresponding pictures.
- Make sure Ss have completed the activity correctly.

1. B 2. D 3. C 4. A

## 4 Look!

- Draw Ss' attention to the grammar point and read it aloud.
- Explain to Ss, in L1, that *Saturday* and *Sunday* are called *weekend*.
- Explain to Ss that we use the Present Simple for habitual actions.
- Point out that we add an *-s* in the third person singular. Draw their attention to the verb *wash* and explain that the verbs which end in *-x, -o, -ch, -sh, -s, -ss*, take



### 4 Look!

#### Present Simple

I	work	every day
You	work	
He	works	at the weekend
She	works	
It	works	in the
We	work	— morning (12 am-12 pm)
You	work	— afternoon (12 pm-6 pm)
They	work	— evening (after 6 pm)

But I wash → He washes

### 5 Read and circle A or B.

- Tony \_\_\_\_\_ in a zoo in the morning.  
 (A) work (B) works
- I \_\_\_\_\_ my sister.  
 (A) love (B) loves
- Meg \_\_\_\_\_ her hair every day.  
 (A) wash (B) washes
- We \_\_\_\_\_ our aunt and uncle at the weekend.  
 (A) visit (B) visits

### 6 Read and circle.

- Tom works at a school in the **afternoon** / **morning**. (8 am)
- We visit our cousins in the **evening** / **morning**. (7 pm)
- They wash their dog in the **afternoon** / **evening**. (5 pm)
- The goats eat in the **morning** / **afternoon**. (9 am)

### 7 Listen and match.

1 (A) in the morning

2 (B) in the afternoon

3 (C) in the evening

4 (D) at the weekend

### 8 Read and tick (✓) about yourself.

	morning	afternoon	evening
watch TV			
do homework			
listen to music			
visit friends			
wash hair			

### 9 Look at activity 8 and say.

I watch TV in the afternoon.

I do my homework in the evening.

39

- Man** Hi! I'm Martin and I work in a zoo. I clean all the animals' cages in the morning. I love the elephants.
- I feed the dolphins in the afternoon. Dolphins love fish.
- I visit the parrots in the evening. Parrots are really funny. They can talk, too!
- I stay at home and read or watch TV at the weekend. I watch all my favourite programmes 'Wild animals', 'The Zoo'...



1. C 2. D 3. A 4. B

### 8

- Draw Ss' attention to the table and read the phrases given.
- Explain to Ss that they have to tick the time of the day that they do these things.

### 9

- Divide Ss into pairs.
- Tell Ss that they have to take turns, look at the previous activity and make sentences about themselves, as in the example.
- Choose a few Ss to say their sentences to the class.

### OPTIONAL

- Write the names of the Ss on different pieces of paper, fold them and place them on your desk in one pile.
- Ask each S to write a phrase on a piece of paper, e.g. *sleeps at 10 pm in the evening*, *watches TV in the afternoon* etc.
- Collect Ss' papers and place them on your desk in another pile.
- Tell a S to come to your desk and pick a piece of paper from each pile. The S has to read the sentence aloud, e.g. *Mary sleeps at 10 pm in the evening*. The S who hears his / her name has to say Yes, if the sentence is true or No if the sentence is false.
- Repeat the procedure with the rest of the Ss.

### Workbook

- Key** 2. my friends 3. in a zoo 4. music 5. dressed 6. TV 7. my homework 8. my hair
- Key** 1. morning 2. afternoon 3. evening
- Key** 1. visit 2. clean 3. watch 4. do 5. listen
- Key** 2. Suzy washes the dog in the evening. 3. Lyn and Zoe do their homework every day. 4. Fay visits her uncle and aunt at the weekend. 5. Jill cleans the house in the afternoon.
- Make sure Ss have completed the sentences with the phrases given. If you have time, choose a few Ss to read their sentences to the class.

- an -es in the third person singular.
- Draw Ss' attention to the phrases given and point out that we use the Present Simple with them.
- Remind Ss when *a.m.* and *p.m.* are used.

- Explain to Ss that they have to read the sentences and circle A or B to complete them.
- Make sure Ss have completed the sentences correctly.



1. B 2. A 3. B 4. A

- Explain to Ss that they have to read the sentences and the time in brackets and circle the correct word to complete them.

1. morning 2. evening  
3. afternoon 4. morning

- Draw Ss' attention to the pictures and ask them what action each one indicates.
- Explain to Ss that they have to listen to the CD and that they have to match the pictures with the corresponding phrases.

**Aim** To ask and answer questions about habitual actions.

**Vocabulary**

get up early, have breakfast, brush my teeth, walk to school, drive a car, play football

**Structure**

Present Simple (questions and negative)

**Revision**

- Ask Ss to say a sentence about themselves and a member of their family using the Present Simple, e.g. *I wash my hair in the afternoon. My mother cleans the house at the weekend.*

**Warm up**

- Stick the flashcards of the lesson on the board.
- Point to each flashcard, say the phrase aloud and get Ss to repeat after you. Get Ss to guess the meaning of each phrase.
- Point to one of the flashcards and ask a S, *Do you brush your teeth every day?* If the S answers *Yes* say, *Yes, I do.* If he /she answers *No* say, *No, I don't.*
- Write the question and both answers (*Yes, I do. / No, I don't.*) on the board.
- Repeat the procedure with other Ss.
- Then, point to a boy and ask the rest of the class, *Does he brush his teeth every day?* Elicit the Ss' answers and write the question and both answers (*Yes, he does. / No, he doesn't.*) on the board.
- Ask Ss more questions.

**Vocabulary**

- Instruct Ss to open their books to p.40.
- Draw Ss' attention to the pictures in the vocabulary.
- Play the CD twice and get Ss to repeat each phrase.

**Track 52**

- 1 • Draw Ss' attention to the pictures and ask them what action each one indicates.
- Explain to Ss that they are going to listen to a song and they have to match each verse with the corresponding picture.
- Play the song and get Ss to follow in their books and do the activity.



get up early



have breakfast



brush my teeth

**1** Sing and match.

# Crazy monkey!

Do you get up early, Crazy Monkey?  
No, I don't. No, I don't.

Do you have breakfast, Crazy Monkey?  
Yes, I do. Yes, I do.

Do you brush your teeth, Crazy Monkey?  
No, I don't. No, I don't.

Do you walk to school, Crazy Monkey?  
No, I don't. No, I don't.

Do you play football, Crazy Monkey?  
Yes, I do. Yes, I do.

Does he study  
Mrs Monkey?

No, he doesn't.  
No, he doesn't.



**Track 53**

- Make sure Ss have done the matching activity correctly.
- Play the song again and encourage Ss to sing.
- You can divide Ss into two groups. One group asks the questions and the other answers.
- Ss can mime the actions while they are singing the song.

**2**

- Explain to Ss that they have to match the words to make phrases.
- Make sure that Ss have matched the phrases correctly.

1. get up
2. drive a car
3. play football
4. brush my teeth
5. have breakfast
6. walk to school



walk to school

drive a car

play football

## 2 Read and match.

- |         |          |         |           |
|---------|----------|---------|-----------|
| 1 get   | football | 4 brush | breakfast |
| 2 drive | up       | 5 have  | my teeth  |
| 3 play  | a car    | 6 walk  | to school |

## 3 Look!

Do I drive?	<b>Yes</b> , I do. <b>No</b> , I don't.	I don't drive. You don't drive.
Do you drive?	<b>Yes</b> , he/she/it does. <b>No</b> , he/she/it doesn't.	He doesn't drive. She doesn't drive. It doesn't drive.
Does he drive?	<b>Yes</b> , we/you/they do. <b>No</b> , we/you/they don't.	We don't drive. You don't drive. They don't drive.

## 4 Read and circle.

**Do / Does** (1) John drive a car?

Yes, he **do / does** (2).

**Do / Does** (3) Mary play football?

No, she **don't / doesn't** (4).

**Do / Does** (5) you get up early every day?

No, I **don't / doesn't** (6).



## 5 Tick the things you do every day / at the weekend. Then, ask your friend.

	You		Your friend	
	Yes	No	Yes	No
<b>EVERY DAY</b>				
get up early				
have breakfast				
walk to school				
brush teeth				
<b>WEEKEND</b>				
play football				
watch TV				
have lunch with my family				



- When all Ss have finished, divide them into pairs.
- SA asks SB questions, as in the example and ticks the appropriate boxes on his / her table.
- Ss swap roles.
- Choose a few pairs to ask and answer the questions aloud.

## OPTIONAL

- Draw the table from activity 5 on the board and write the phrases given.
- Ask each S to say sentences about what he / she does every day and at the weekend and write his / her name in the corresponding boxes.
- Repeat the same procedure with the rest of the class.
- When all Ss have finished, read the results aloud, e.g. *Five Ss get up early every day etc.*

## Workbook

**1 Key** 2. drive 3. get up 4. sleep  
5. washes 6. have 7. brushes

**2 Key** 1. Yes, I do. 2. Yes, he does.  
3. No, they don't. 4. No, she doesn't.  
5. No, it doesn't.

**3** Explain to Ss that they should complete the questions with *Do* or *Does* and then answer them about themselves.  
**Key** 2. Do 3. Does 4. Does 5. Do  
6. Do

**4 Key** 2. Do Greg and Anna play football in the afternoon? No, they don't play football in the afternoon. They do their homework.  
3. Does Greg drive a car in the evening? No, he doesn't drive a car in the evening. He brushes his teeth.  
4. Does Mel have breakfast at 9:00 am at the weekend? No, he doesn't have breakfast at 9:00 a.m. at the weekend. He sleeps.

## 3 Look!

- Draw Ss' attention to the grammar point and read it aloud.
- Make sure Ss understand how to form questions and the negative in the Present Simple.

- Make sure Ss have completed the activity correctly.

**Key** 1. Does 2. does  
3. Does 4. doesn't  
5. Do 6. don't

- 4** • Explain to Ss that they have to circle the correct words to complete the questions and the answers.

- 5** • Draw Ss' attention to the table and read the phrases aloud.  
• Explain to Ss that they have to tick the things they do every day and at the weekend.



**Aim** To introduce adverbs of frequency.

**Vocabulary**

fruit, wings, a small body, a long body, short legs, a big mouth, mouse, mice, zookeeper  
It's a quarter past one. It's a quarter to five.  
always, sometimes, never

**Revision**

- Divide Ss into pairs and get them to ask their partner a few questions about his / her schedule, using the Present Simple, e.g. *Do you play football at the weekend? Do you watch TV every day? etc.*
- Ss take turns to ask and answer the questions.
- While Ss are doing this, go round the class and monitor the pairs making sure they are using the language correctly.

**Warm up**

- Draw three bars on the board indicating the three adverbs of frequency (always, sometimes, never) similar to the ones in the *Look!* box.
- Make a sentence with each adverb.
- Explain to Ss that the shaded part of the bars indicate how often an activity takes place.
- Ask Ss to make their own sentences using the adverbs of frequency.
- Draw two clocks on the board, one showing a quarter to six and the other showing a quarter past six. Say the times aloud. Repeat the procedure, changing the hands of the clock showing a quarter to/past with different times and ask Ss to tell the time.

**Vocabulary**

- Instruct Ss to open their books to p.42.
- Draw Ss' attention to the pictures in the vocabulary.
- Get Ss to guess what each word means by looking at the pictures.
- Point out that the plural of the noun *fruit* can be either *fruit* or *fruits* but it's usually *fruit*.
- Play the CD twice and get them to repeat each word.

**Track 54**

- 1 • Draw Ss' attention to the photos and get them to name the animals in each one.
- Ask Ss to describe each animal, e.g. *The snake has got a long body. The bat has got wings. etc.*
- Ask Ss what these animals can do, e.g. *Monkeys can climb trees. Bats can fly. Crocodiles can swim etc.*
- Play the CD and get Ss to follow in their books.

# 5c

1 Listen and read.

## A Cool ZOO School

I'm Fay. I go to a zoo school in Michigan. We learn about the animals there and help the zookeepers, too. These are a few animals in our Zoo School. **1**

These are our monkeys. Monkeys have got long arms and they climb trees. They sometimes eat nuts, apples and oranges. They love bananas. **2**

This is a bat. It's a small animal. It's got wings and it flies. It sometimes eats fruit. It never sleeps at night! **4**

Children love this crocodile because it's scary. A crocodile has got short legs and a long tail. It has also got sharp teeth and a very big mouth. Crocodiles eat fish or small animals. They can swim. **5**

Harrison is a snake. It lives in our classroom! Snakes have got a long body but they haven't got legs. They eat small animals. Harrison always eats mice.

### Fay's Day

	I get up and have breakfast.
	We have lessons.
	We help in the zoo.
	I go back home.
	I do my homework.

**Track 55**

- Ask Ss, *Where does Fay go to?* (A zoo school in Michigan.), *What do the students do there?* (They learn about the animals and help the zookeepers.) *What do the monkeys sometimes eat?* (Nuts, apples and oranges and they love bananas.) *Where does Harrison live?* (In a classroom.) *What do snakes eat?* (Small animals.) *What does Harrison always eat?* (Mice.) *What does a bat eat?* (Fruit.) *When does a bat sleep?* (In the morning.) *What has a crocodile got?* (It has got short legs and a long tail. It has also got sharp teeth and a

very big mouth.) *What do crocodiles eat?* (Fish or small animals.)

- Draw Ss' attention to Fay's day and ask questions e.g. *What does she do at 7 o'clock?* (She gets up and has breakfast.) *What time does she go back home?* (At a quarter to four.) etc.

**2**

- Explain to Ss that they have to refer to activity 1 and match the animals with the food they eat. Then, they should complete the sentences, as in the examples.

2. A      3. B      4. C  
2. eat mice   3. eat fish   4. eat bananas



zookeeper



It's a quarter past one.



It's a quarter to five.

2 What do they eat? Match. Then complete the sentences.

1

- 1 Bats eat fruit \_\_\_\_\_.
- 2 Snakes \_\_\_\_\_.
- 3 Crocodiles \_\_\_\_\_.
- 4 Monkeys \_\_\_\_\_.

3 Look!

Harrison **always** eats mice.

Monkeys **sometimes** eat nuts.

Bats **never** sleep at night.

4 Look and write.

- always sometimes never
- 1 Jack \_\_\_\_\_ waters the flowers.
  - 2 The students in the zoo school \_\_\_\_\_ help the zookeepers.
  - 3 Macey \_\_\_\_\_ walks to school.
  - 4 Sonia and Tracey \_\_\_\_\_ have breakfast.
  - 5 Monkeys \_\_\_\_\_ eat apples and oranges.
  - 6 Bats \_\_\_\_\_ sleep at night.

5 Listen and number 1-4.

A B C D

6 Play a game.

They've got long arms. They sometimes eat fruit or nuts. They love bananas.

Are they monkeys?

Yes!

1. **Girl** Well, there are small ones and there are big ones, too. They haven't got legs and they sometimes eat mice.

**Boy** Have they got long bodies?

**Girl** Hmm...yes, they have.

2. **Boy** My turn now. They aren't very big and they've got wings. They have got beautiful colours. Blue, green, yellow...

**Girl** Do they sleep at night?

**Boy** Yes, they do. Oh! And sometimes they talk, too.

3. **Boy** OK, now. These animals aren't small, but they aren't very big either. They have got long arms.

**Girl** What do they eat?

**Boy** Apples, oranges...but they love bananas!

**Girl** Do they climb trees?

**Boy** Yes, they do.

4. **Girl** These animals are beautiful. They haven't got arms and they haven't got legs.

**Boy** Have they got wings?

**Girl** No, they haven't. But they've got tails. They live in water and they always eat fish.

**Boy** Are they big?

**Girl** Yes, they are.

1. B 2. C 3. D 4. A

- 6
- Explain to Ss that they are going to play a guessing game.
  - Divide Ss into pairs.
  - One S thinks of an animal (from the ones they have been taught) and describes it to the other S.
  - The other S should guess the animal.
  - Ss swap roles.
  - Do an example with the class first.
  - While Ss are doing the activity, go round the class and monitor the Ss.

Workbook

- 1 **Key** 1. mouth 2. leg 3. wings 4. arm 5. tail 6. teeth 7. body
- 2 **Key** 1. bat 2. mice 3. crocodile 4. mouse 5. snake 6. monkey 7. fish 8. dolphin
- 3 Make sure Ss have completed the sentences about themselves. If you have time, have a few Ss read their sentences to the class.
- 4 **Key** A. It's got short legs and a long tail. B. It always eats small animals. C. It's got a small body.
- 5 **Key** 2. It's a quarter to eleven. 3. It's a quarter to two. 4. It's a quarter past five.
- 6 Explain to Ss that they have to look at Fay's day and complete about themselves. Then, divide Ss into pairs and get them to take turns and talk about their daily schedule.

3 Look!

- Draw Ss' attention to the grammar point and read it aloud.
- Point out to Ss that the shaded part of the bars indicates how often an activity takes place.
- Tell Ss that adverbs of frequency go after the subject and before the main verb in a sentence.

4

- Explain to Ss that they have to look at the shaded part of the bars and complete the sentences with the corresponding adverb of frequency.

1. sometimes 4. always  
2. always 5. sometimes  
3. never 6. never

5

- Explain to Ss that they are going to listen to four dialogues, each one describing one of the animals given and they have to number them in the order they are being described.
- Point out that the names of the animals won't be mentioned and Ss have to guess the animal only by the descriptions.