

# Year 5

## UNIT 3



Textbook-  
based  
**English**  
Worksheets

SCHOOL:

NAME:

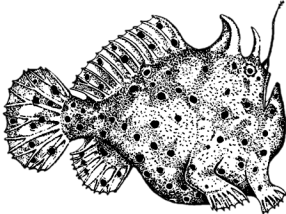

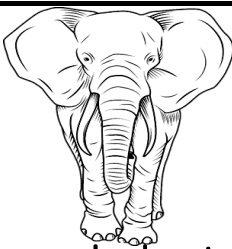


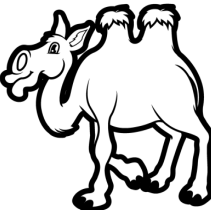
CLASS:

TEACHER'S NAME:

# VOCABULARY . Animals

How many animals can you name in thirty seconds? Write them below. (page 32)

1. Look at the photos and watch or listen to three conversations. Which animal is correct for each conversation? Circle and colour the correct answers. (page 32)

1	2	3
		
a fish	a wolf	an elephant
		
a frog	a dog	a camel

2. Watch or listen again and complete the key phrases. (page 32)

## Key phrases: Identifying things

1	What do you think _____?
2	_____ no idea.
3	It looks like a /an _____.
4	It sounds like a /an _____.
5	May be it's a /an _____?

## 3. PRONUNCIATION : Sentence stress.

Look at the questions and sentences. Listen and repeat. Underline the stressed words. (page 32)

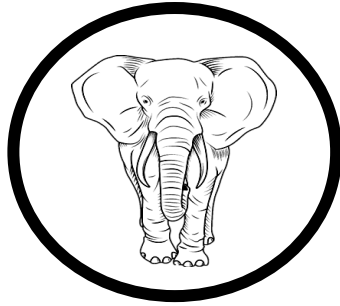
1	<u>What</u> do you <u>think</u> it <u>is</u> ?	4	Is it a dog?
2	It looks like a camel.	5	Maybe it's a giraffe.
3	It sounds like a cat.		

## VOCABULARY . Animals

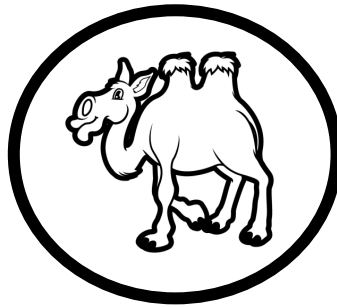
Complete the poster below based on your creativity.



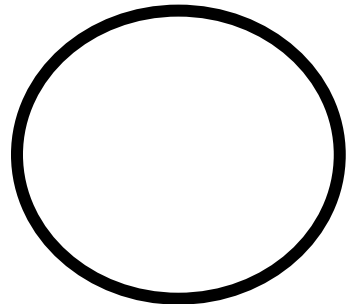
1. frog



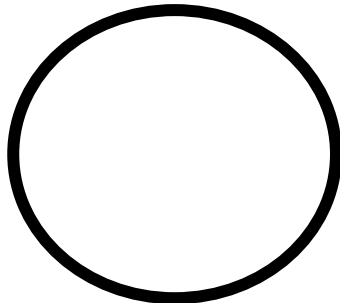
2. elephant



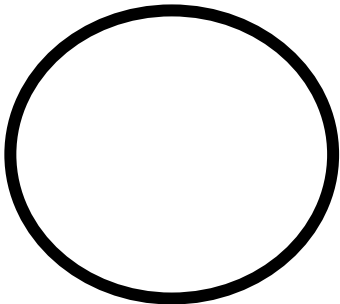
3. camel



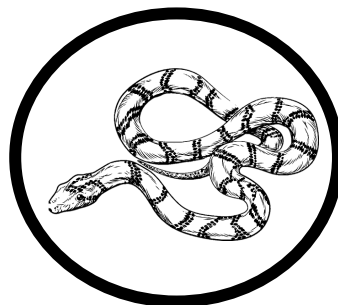
4. giraffe



5. butterfly



6. scorpion

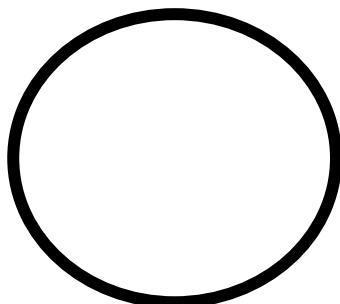


7. snake

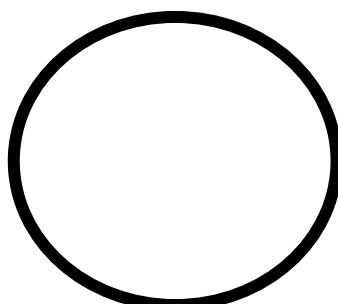


8. panda

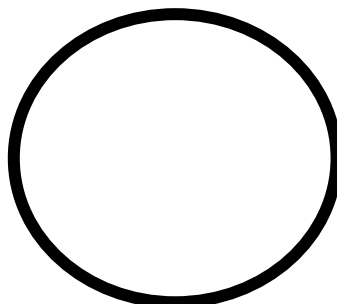
# Animals



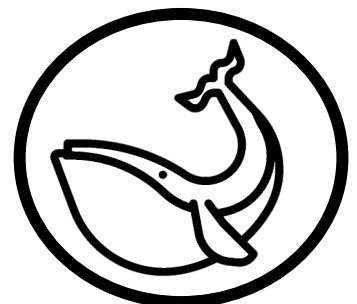
9. gorilla



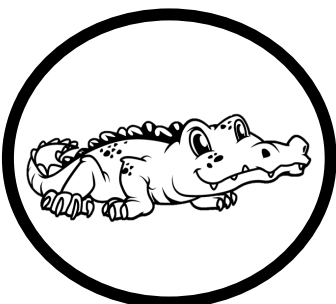
10. eagle



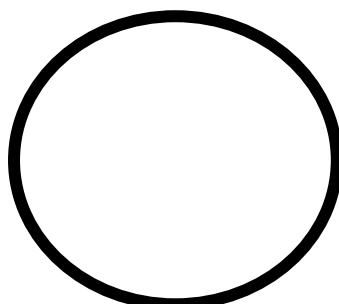
11. rabbit



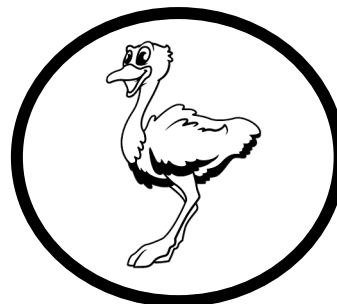
12. whale



13. crocodile



14. spider



15. ostrich



16. bat

# VOCABULARY . Animals

5. Listen and identify the animal sounds. Write the answers below. Compare your ideas with a partner Use the key phrases on page 32. (page 33)

1		3		5	
2		4		6	

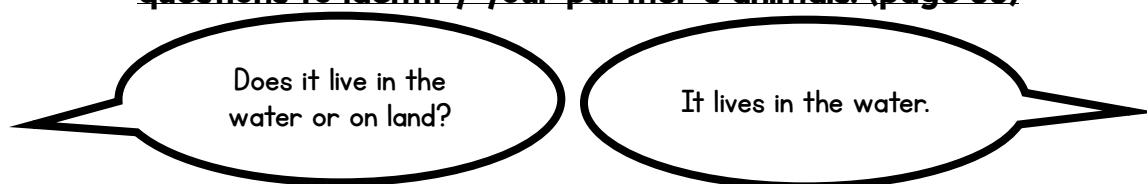
6. Look at the questions and check the meaning of the underlined words. What do you think the animals is? (page 33)

NO	QUESTIONS	ANSWERS
1	Does it <u>live</u> in <u>water</u> , or on <u>land</u> ?	It lives on land and in the water.
2	Has it got <u>wings</u> / <u>legs</u> / a <u>tail</u> ?	It's got legs and a tail.
3	How many legs has it got?	Four.
4	Is it bigger or smaller than a dog?	It's bigger than a dog.
5	Does it eat other animals?	Yes, it does.
6	Does it live in this country?	No, it doesn't.
7	Is it dangerous?	Yes, it is.
8	What colour is it?	Green and brown.

ANSWER:

1	live :	3	land :	5	legs :
2	water :	4	wings :	6	tail :

7. Work in pairs. Play a guessing game. Think of an animal in exercise 4, page 32. Ask questions to identify your partner's animals. (page 33)



Look at the animals below. Which animals live in the water, on land or both?  
Colour blue for water, green for on land and yellow for both.

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

## READING . The ugliest animals?

Look at the animals in the box. Which animals do you think are ugly? Circle your answers.  
(page 34)

eagle

gorilla

frog

spider

bat

crocodile

Read the text below. Then listen to your teacher and circle the words mentioned by your teacher. (page 34)

### BLOBFISH : We love you!

The blobfish isn't the most beautiful fish on the planet and isn't the most common. It's a dull colour and you don't usually see it because it lives 1,000 metres under the seas near Australia.

But now the blobfish is famous because people say that it's the ugliest animal in the world. There are photos and articles about it in magazines and on the internet. This is really good for the blobfish and for other 'ugly' animals. But why?

Every year, thousands of species of animals become extinct. We often see information about the most interesting, the most beautiful and the most colourful, such as whales, butterflies or pandas. But some of the ugliest animals are also some of the rarest, and they also need our help.

On lists of the world's 'ugliest' animals, the blobfish is often number one, but there are other fantastic creatures on the list. For example, the monkey with the biggest nose (the proboscis monkey) and the frog with the weirdest face (the purple frog).

Are they really ugly? No, they're interesting and rare. The best idea is to protect all animals.

**Write the meanings of the words below.**

1	beautiful :	6	protect :
2	common :	7	species :
3	dull :	8	become extinct :
4	colourful :	9	danger :
5	rare :	10	help :

**I. Read the sentences below. Which sentences does the writer agree with? Tick (✓) the sentences. (page 34)**

1	It's important to protect all animals because they are all interesting.	
2	It's best to protect the beautiful species, not the ugly ones.	
3	A lot of species become extinct every year. Animals in danger need our help.	

## READING . The ugliest animals?

2. Read and listen to the text on page 34 again and colour 'TRUE' or 'FALSE'. (page 34)

1	The blobfish is quite rare.	TRUE	FALSE
2	The blobfish sometimes lives in rivers.	TRUE	FALSE
3	It's goof that there are photos and articles about the blobfish.	TRUE	FALSE
4	There's a lot of information about pandas, but not whales.	TRUE	FALSE
5	The purple frog is the ugliest animals list.	TRUE	FALSE

Work in pairs. Do you know the names of any animals in danger? Which animals do you think are ugly and beautiful? Write or draw below.

ANIMALS IN DANGER	UGLY ANIMALS	BEAUTIFUL ANIMALS

# LANGUAGE FOCUS . Superlative adjectives

1. Can you remember the rules about comparative adjectives on page 17 in your textbook?  
Look and study the words below. Then complete the rule about comparative adjectives.  
(page 35)

1	weird -----> weirder
2	colourful -----> more colourful
3	rare -----> rarer
4	ugly -----> uglier
5	big -----> bigger

## RULE:

We form regular comparative adjectives with  
----- and -----.

2. Find the superlative forms of adjectives 1-5. Then complete the rule. (page 35)

NO	ADJECTIVES	COMPARATIVES	SUPERLATIVES	REMARKS
1	weird	weirder		short
2	colourful	more colourful		long
3	rare	rarer		ending in -e
4	ugly	uglier		ending in -y
5	big	bigger		double consonant
6	good	better	the best	irregular
7	bad	worse	the worst	irregular
8	far	further	the furthest	irregular

**RULE:** We form regular superlative adjectives with  
*the* + ----- and *the* + -----.

**LANGUAGE FOCUS . Superlative adjectives**

3. Complete the text using the superlative form of the adjectives in brackets. Then colour the pictures. (page 35)

# Wild Canada!

**When is the best time to visit?**

The 1) \_\_\_\_\_ (hot) month is July and the 2) \_\_\_\_\_ (cold) month is January. The 3) \_\_\_\_\_ (nice) month here is September.

**Are there any mountains?**

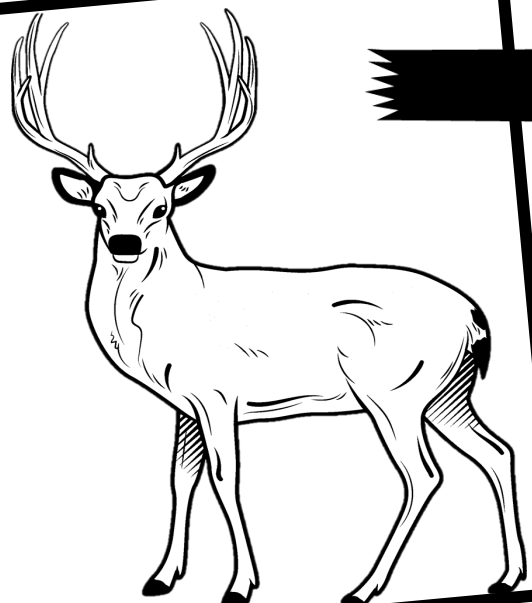
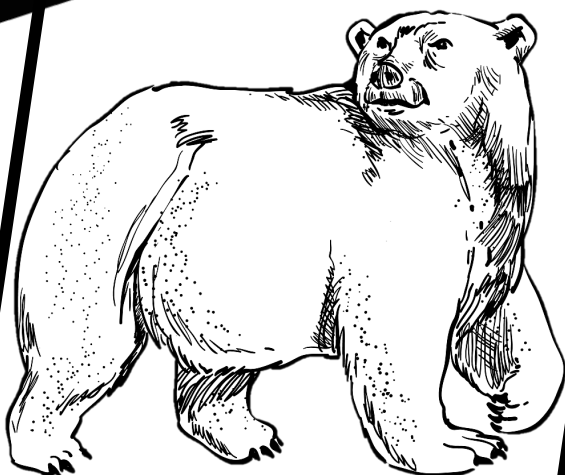
Yes, there are. The 4) \_\_\_\_\_ (high) mountains are the Rockies.

**Where are the 5) \_\_\_\_\_ (good) places to go?**

The 6) \_\_\_\_\_ (beautiful) area of Canada is Jasper National Park.

**What animals can I see?**

Some of the 7) \_\_\_\_\_ (interesting) animals in the park are bears and caribou.





# LANGUAGE FOCUS . Superlative adjectives

4. Read the study strategy. Then write six example sentences with your ideas. Use the adjectives and the topics provided. Compare your examples with a partner. (page 35)

## *Study Strategy* : Improving your grammar

Inventing example sentences is a good way to remember grammar rules and improve your grammar.

Adjectives	<u>good</u>	<u>bad</u>	<u>boring</u>	<u>pretty</u>	<u>nice</u>	<u>horrible</u>
Topics	<u>film star</u>	<u>animal</u>	<u>team</u>	<u>friend</u>	<u>place</u>	<u>food</u>

E.g. The most horrible animals are snakes.

1

2

3

4

5

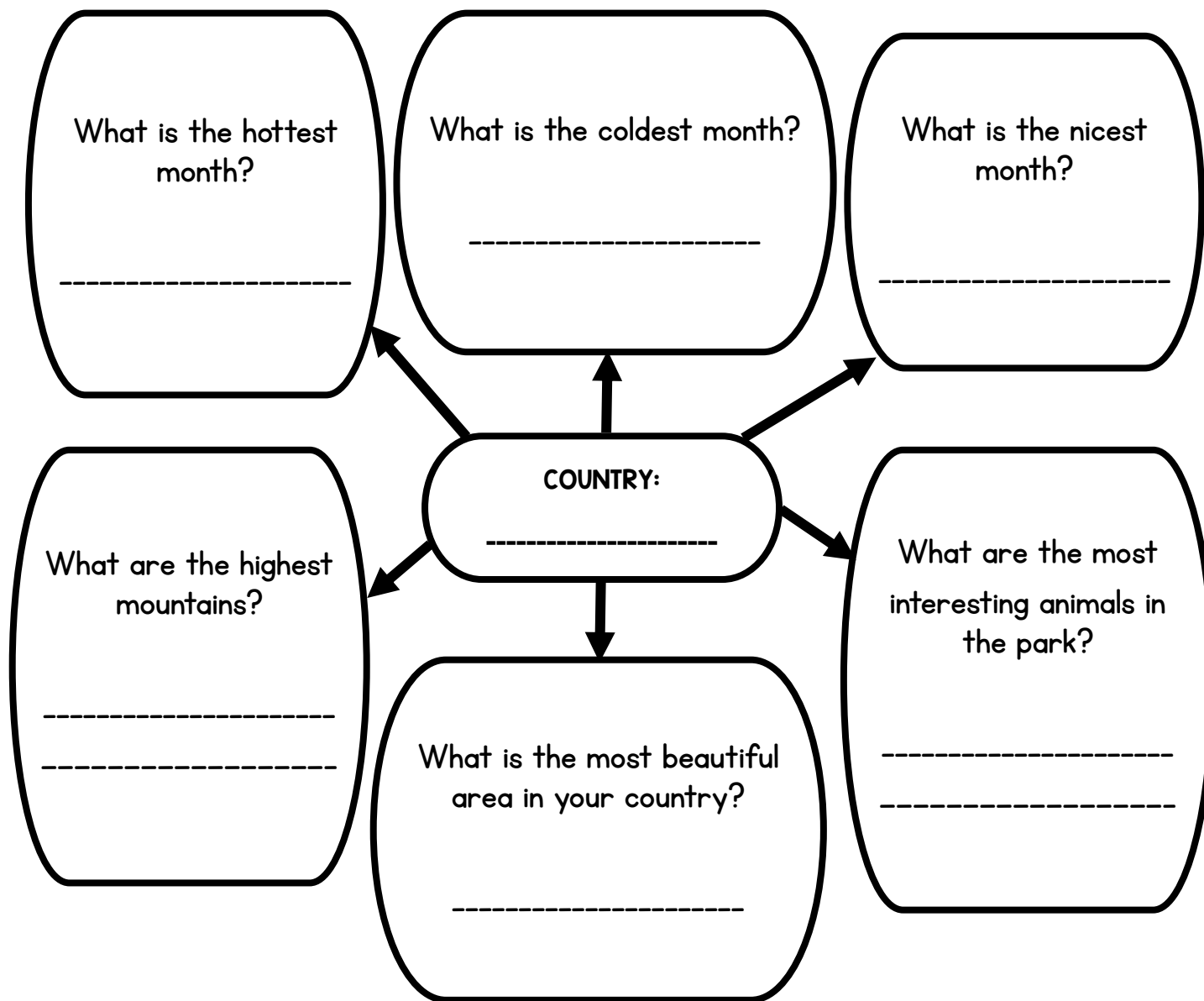
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5. Refer to the information in exercise 3 on page 35 again. Write questions with superlative adjectives for answers 1-6. (page 35)

1	Question	E.g. What is the hottest month?
	Answer	July
2	Question	
	Answer	January
3	Question	
	Answer	September
4	Question	
	Answer	the Rockies
5	Question	
	Answer	Jasper National Park
6	Question	
	Answer	bears and caribou

# LANGUAGE FOCUS . Superlative adjectives

6. Work in groups. Think about your country. Ask and answer the questions in the mind map below. Tell another group your answers. (page 32)



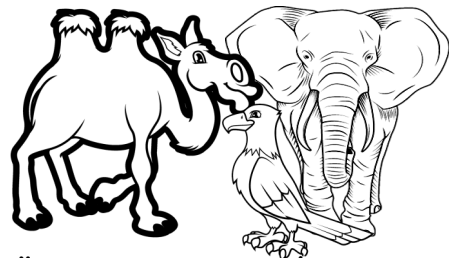
Then write sentences about your country with your information in the mind map above.

1	
2	
3	
4	
5	
6	

# VOCABULARY AND LISTENING. Amazing animals

Name three fast running animals. (page 36)

I. Write the meaning of the verbs below. Then answer the quiz and complete the questions with eight of the verbs. Listen and check your answers. (page 36)

swim _____	drink _____	hear _____	communicate _____	fly _____
jump _____	survive _____	kill _____	climb _____	grow _____
move _____	run _____	see (X2) _____		

## Animal Skill Quiz

Some animals are fast, some are big and strong. Some are intelligent, some are dangerous.  
What do you know about animals and their skills?

1. Can elephant 1)\_\_\_\_\_ with their ears and their feet?

- A) Yes, they can.
- B) No, they can't.
- C) Some can and some can't.

2. How big can a gorilla 2)\_\_\_\_\_?

- A) 150 kilos
- B) 200 kilos
- C) 250 kilos

3. Some scorpions are dangerous. Can a scorpion 3)\_\_\_\_\_ a human?

- A) Yes, it can.
- B) No, it can't.
- C) Some can and some can't.

4. Camels don't 4)\_\_\_\_\_ a lot of water. How many months can a camel 5)\_\_\_\_\_ without water?

- A) Three months
- B) Six months
- C) Nine months

5. How far can an eagle 6)\_\_\_\_\_? It can 7)\_\_\_\_\_ small animal from a distance of :

- A) 500 metres
- B) one kilometre
- C) more than one kilometre

6. Ostriches can't 8)\_\_\_\_\_, but how fast can they 9)\_\_\_\_\_?

- A) Six kilometres an hour
- B) Sixteen kilometres and hour
- C) Sixty-five kilometres an hour

# VOCABULARY AND LISTENING. Amazing animals

4. Listen again. What two extra pieces of information do you hear? Choose from a-d.  
Tick (✓) your answers. (page 36)

a	Scorpions are intelligent.	
b	Some of the smallest scorpions are the most dangerous.	
c	Ostriches are the heaviest, fastest, tallest birds.	
d	Some monkeys can speak.	

5. Work in pairs. Ask and answer the questions about the animals that you have learned in Unit 3. Who can answer the most questions? (page 36)

1	Which animal moves very quickly?	
2	Which animal doesn't run, fly or swim?	
3	Which animal jumps and swims?	
4	Which animal doesn't grow bigger than this book?	
5	Which animal doesn't drink a lot of water?	
6	Which animal climbs better than a gorilla?	

Look again at exercise 5 and write more questions using the verbs and animals below. (page 36)

## VERBS

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

## ANIMALS

camel, ostrich, butterfly, frog, panda, bear,  
snake, bat, whale, rat, crocodile, octopus,  
fish, elephant, rabbit

1	E.g. How do the whales communicate?
2	
3	
4	
5	
6	
7	
8	
9	
10	

# LANGUAGE FOCUS. *can* for ability. Questions with *How...?*

## *can* for ability

1. Complete the examples from the quiz on page 36 by writing 'can' or 'can't'.  
Then circle the correct answers in rules 1-4. (page 37)

- An eagle 1)\_\_\_\_\_ see a small animal....
- Ostriches 2)\_\_\_\_\_ fly.
- 3)\_\_\_\_\_ a scorpion kill a human? Yes, it 4)\_\_\_\_\_. / No, it 5)\_\_\_\_\_.
- 6)\_\_\_\_\_ elephants hear with their ears and their feet? Yes, they 7)\_\_\_\_\_. / No they, 8)\_\_\_\_\_.

## Rules

- |   |   |
|---|---|
| 1 | We use <b>can / can't</b> in affirmative sentences.                       |
| 2 | We use <b>can / can't</b> in negative sentences.                          |
| 3 | We use <b>do and does / can and can't</b> in questions and short answers. |
| 4 | The he/she /it forms of can are <b>different / the same</b> .             |

2. Complete the dialogue with 'can' and 'can't'. (page 37)

Parrot	I'm very intelligent. I 1)_____ speak five languages.
Snake	2)_____ you speak human languages?
Parrot	Yes, I 3)_____. Can you speak many languages?
Snake	No, I 4)_____, but I 5)_____ eat animals which are bigger than me.
Parrot	Oh!

Draw a picture based on the dialogue above.



# LANGUAGE FOCUS. *can* for ability. Questions with *How...?*

3. Write about your abilities. Use the ideas in the box. Then ask and answer questions with a partner. (page 37)

- swim 25 metres
- dance salsa
- sing a song
- name 10 animals in English
- cook a meal
- run backwards with your eyes closed
- eat 4 hot dogs
- play musical instrument
- draw a cat
- ride a bike
- stand on one foot

E.g. I can't swim 25 metres.

1

2

3

4

5

6

7

8

9

10

Can you swim 25 metres?

No, I can't.

# LANGUAGE FOCUS. *can* for ability. Questions with *How...?*

## Questions with *How...?*

5. Complete the quiz questions with the words given. Then listen and check. (page 37)

How far	How long	How tall	<del>How heavy</del>	How fast	How many
---------	----------	----------	----------------------	----------	----------

E.g.	How heavy _____ is a new baby?
1	_____ can the fastest person run?
2	_____ countries are there in the world?
3	_____ is an adult giraffe?
4	_____ is an adult crocodile?
5	_____ is the North Pole from the South Pole?

6. Look at the key phrases. Answer the questions in exercise 5 with the answers given. Use the key phrases. Then compare your answers with a partner. (page 37)

### Key phrases : Estimating

A new baby is usually **between** 2.5 and 4.5 kilos.  
 Gorillas can grow to **around** 250 kilos.  
 Camels can survive **about** six months without water.

<del>2.5 and 4.5 kilos</del>	<u>44 kilometres</u> <u>an hour</u>	<u>5 and 6</u> <u>metres</u>	<u>4 metres</u>	<u>196</u>	<u>20,014</u> <u>kilometres</u>
----------------------------------	--	---------------------------------	-----------------	------------	------------------------------------

E.g.	I think that a new baby is between 2.5 and 4.5 kilos
1	
2	
3	
4	
5	

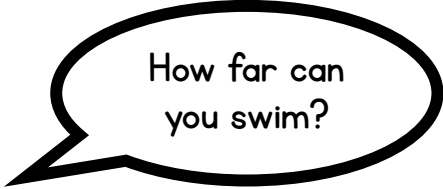
**LANGUAGE FOCUS. *can* for ability. Questions with *How...?*****7. Construct *How...?* questions. Ask and answer with your friends. (page 37)**

How far ...?

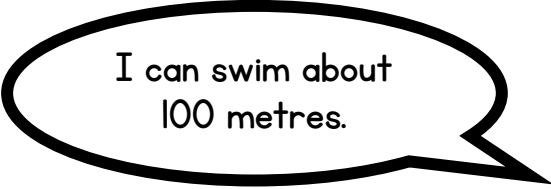
How tall ...?

How fast ...?

How many ...?



How far can  
you swim?



I can swim about  
100 metres.

No	How...? QUESTIONS	ANSWERS			
		Myself	Friend 1 (                      )	Friend 2 (                      )	Friend 3 (                      )
1					
2					
3					
4					
5					
6					



## SPEAKING. Asking for permission

**Look at the places in the box. Where do you usually ask for permission? Colour your answers.**  
(page 38)

at home

in a shop

in a park

at school

**1. Look at the photo on page 38. What is the situation? Discuss with your partner and write below.**

Situation: .....

**2. Watch or listen and complete the dialogue below with the phrases provided. Check your answer to exercise 1. When can Lottie watch the TV programme? (page 38)**

It's really good

watch TV later

watch that wildlife programme on TV

it's time for dinner

Lottie Dad

Dad Yes?

Lottie Is it OK if I 1) .....?

Dad No, I'm afraid you can't.

Lottie But Dad, why not? 2) .....

Dad I'm sorry, but 3) .....

Lottie Oh, OK. Can I 4) ....., then?

Dad Yes, of course you can.

Lottie Great. Thanks, Dad.

**Now change the answers 1-4 in exercise 2 with the phrases below to create a new situation. Then practise the dialogue with your partner. (page 38)**

I think you've got  
homeworkgo to the cinema with  
Hanago at the  
weekendThere's a really  
good film

Lottie Dad

Dad Yes?

Lottie Is it OK if I 1) .....?

Dad No, I'm afraid you can't.

Lottie But Dad, why not? 2) .....

Dad I'm sorry, but 3) .....

Lottie Oh, OK. Can I 4) ....., then?

Dad Yes, of course you can.

Lottie Great. Thanks, Dad.

## SPEAKING. Asking for permission

I. Match a-f with 1-3 in the key phrases. Write the numbers of the key phrases with the appropriate situations. There is more than one correct answers. (page 38)

### Key phrases

Requesting permission	Is it OK if I/we 1) _____?
	Can I /we/you 2) _____?
Giving permission	Yes, of course you can.
Refusing permission	No, I'm afraid you can't.
	I'm sorry, but 3) _____.

SITUATIONS	KEY PHRASES
a you're always on the computer	3
b watch TV	
c it's late and you've got school tomorrow	
d go to a friend's house	
e use the computer	
f you need to help with the housework now	

Is it OK if I  
watch TV?



No, I'm afraid  
you can't. It's  
late and you've  
got school  
tomorrow.

**SPEAKING. Asking for permission**

**5. Work in pairs. Make mini dialogues with the situations in exercise 4 and the key phrases.**

SITUATION : A daughter requesting permission from her mother to watch TV.

--	--

SITUATION : A son requesting permission from his mother to go to a friend's house .

--	--

SITUATION : A daughter requesting permission from her father to use the computer .

--	--

## **SPEAKING. Asking for permission**

**Work in pairs. Look at the situation. Prepare and practise a new dialogue. Use the dialogue in exercise 2 and the key phrases. (page 38)**

You want to use the computer in your classroom.  
Ask your teacher for permission.

**Then create a comic strip based on the dialogue that you have prepared above.**

## WRITING. Animals in danger

Look at the animals on page 32 and 33. Which animals are in danger? Which animals do you want to protect? Write about it below. (page 39)

Check the meaning of the words below. Which of these do you think is a problem for the Philippine eagle? Read the information leaflet and check. (page 39)

No	WORDS	MEANINGS
1	farming	
2	pollution	

No	WORDS	MEANINGS
3	hunting	
4	fishing	

### The Philippine eagle

#### LET'S PROTECT...

#### What is it?

The Philippine eagle lives in the forests of the Philippines. Adult birds can be one metre long and can weigh eight kilos. It's one of the biggest birds in the world. It eats snakes and small animals **such as** bats, rats and small monkeys.

#### What's the problem?

The Philippine eagle is now in danger and it's very rare. The biggest problem is human activity **like** farming.

#### How can we help?

You can find information on the website of the Philippine Eagle Foundation. The website explains how we can help to protect it. **For example**, it's possible to 'adopt' an eagle.

2. Read the text again. Why is the Philippine eagle special? What kind of animals does it eat? (page 39)

Refer to your textbook. Draw a picture of a Philippine eagle. You may also refer to the internet.

## WRITING. Animals in danger

3. Complete the key phrases below with the words from the text on page 39. (page 39)

### Key phrases : Describing animals in danger

- |   |                                     |
|---|-------------------------------------|
| 1 | They can weigh / grow to / be ..... |
| 2 | It's one of the .....               |
| 3 | The ..... is now in danger.         |
| 4 | You can find information .....      |

### LANGUAGE POINT : Giving examples

4. Look at the phrases below (phrases in blue on page 39).

When can we use at the start of a sentence? Which has a comma (,) after it? (page 39)

Which one can we use at the start of a sentence and has comma after it?

Circle your answer.

such as

like

For example,

5. Complete the sentences. Use such as, like, For example and your own ideas. ( page 39)

- |   |  |
|---|--|
| 1 | I like big animals .....                                       |
| 2 | In my country you can visit beautiful places .....             |
| 3 | Some small animals are dangerous. ...., ....<br>..... or ..... |
| 4 | My sister likes sweet food .....                               |
| 5 | The Philippine eagles eat small animals .....                  |

# WRITING. Animals in danger

6. Follow the steps in the writing guide.

## Writing guide

### A. TASK

Find information about the Galapagos penguin or another animal in danger. Write an information leaflet about it.

### B. THINK AND PLAN

- |   |  |
|---|--|
| 1. Where does the animal live and what does it eat? | 3. Why is it in danger?                    |
| 2. How rare is the animal?                          | 4. Where can we find information about it? |
|   | 5. How can we help to protect it?          |

### C. WRITE

PARAGRAPH 1 : What is the animal?

PARAGRAPH 2 : What is the problem?

PARAGRAPH 3 : How can we help?

### D. CHECK

- comparative and superlative forms

- giving examples

- can/can't

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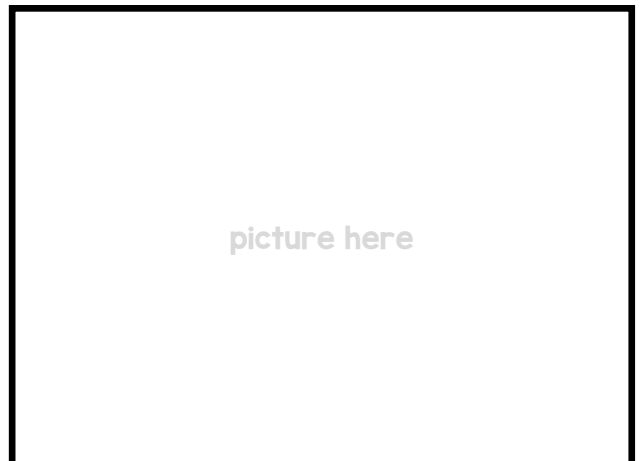
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picture here

# REVIEW : VOCABULARY

1. Complete the animals with the missing vowels. (page 40)

1	_str_ch	6	c_m_l
2	wh_l_	7	sc_rp__n
3	_l_ph_nt	8	b_tt_rfly
4	b__r	9	b_t
5	__gl_	10	g_r_ff_

2. Complete the text with the verbs below. Then guess the animal. (page 40)

climb	communicate	drink	fly	grow	hear	jump	run	swim
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It isn't a small animal. It can 1) \_\_\_\_\_ to between 2,000 and 6,500 kilos as an adult. That's heavy! It can 2) \_\_\_\_\_ fast—forty kilometres an hour—but it definitely can't 3) \_\_\_\_\_. It can 4) \_\_\_\_\_ trees, but it can't 5) \_\_\_\_\_ high. It makes noises with its long nose, called a trunk, to 6) \_\_\_\_\_ with other animals. It also uses its trunk to 7) \_\_\_\_\_ water. It likes water and it can 8) \_\_\_\_\_ well. It has got huge ears and it can 9) \_\_\_\_\_ well. This is the largest land animal on Earth. What is it?




The animal is a/an \_\_\_\_\_

Draw a picture of the animal.



# REVIEW : LANGUAGE FOCUS

3. Look at the information. Write sentences using the comparative and superlative forms of the adjectives. (page 40)

	Crow	Golden eagle	Lovebird
			
rare	✓	✓✓✓	✓
weight	370-650 g	3-7 kg	40-60 g
colourful	✓	✓✓	✓✓✓✓
intelligent	✓✓✓✓	✓✓✓	✓✓

1	the golden eagle / rare -----
2	the golden eagle / rare / the lovebird -----
3	the golden eagle / heavy -----
4	the crow / heavy / the lovebird -----
5	the lovebird / colourful / the golden eagle -----
6	the crow / intelligent -----

# REVIEW : LANGUAGE FOCUS

4. Complete the sentences with *can* or *can't* so that they are true for you. (page 40)

1	I _____ jump high.
2	My dad _____ climb a tree.
3	My mum _____ speak three languages.
4	My best friend _____ swim 1,000 metres.
5	My grandmother _____ use a computer.
6	My teacher _____ count to 100 in Italian.

5. Write questions and short answers. Use *can* and *can't*. (page 40)

1	monkeys / speak English? <i>X</i>	
	Question	Can monkeys speak English?
	Short answer	No, they can't.
2	butterflies / hear ? <i>X</i>	
	Question	
	Short answer	
3	bears / swim ? <i>✓</i>	
	Question	
	Short answer	
4	a whale / survive without water? <i>X</i>	
	Question	
	Short answer	
5	a spider / kill a snake? <i>✓</i>	
	Question	
	Short answer	
6	camels / run fast? <i>✓</i>	
	Question	
	Short answer	

## REVIEW : SPEAKING

### 6. Complete the dialogue with the words below. (page 40)

Can I go	Great	I'm afraid you can't	I'm sorry, but
Is it OK if	That's OK	why not	you can

Luke	1)_____ I go to Matt's house tonight?
Mum	No, 2)_____.
Luke	But Mum, 3)_____? He's got a new computer game.
Mum	4)_____ your grandparents are here and you've got school tomorrow.
Luke	Oh, OK. 5)_____ on Saturday night, then?
Mum	Yes, of course 6)_____.
Luke	7)_____. Thanks, Mum.
Mum	8)_____. Can I speak to his parents before you go?
Luke	Sure.

## REVIEW : LISTENING

### 7. Listen to a radio programme about pandas and choose the correct words. (page 40)

1	There are about <b>1,864</b> / <b>1,804</b> pandas in the wild.
2	Giant pandas live in the <b>east</b> / <b>west</b> of China.
3	<b>Cars</b> / <b>People</b> are the biggest problem for giant pandas.
4	Giant pandas <b>eat</b> / <b>don't eat</b> a lot.
5	Baby pandas are <b>very</b> / <b>quite</b> small.
6	An adult panda can weigh about <b>115</b> / <b>150</b> kilos.
7	Giant pandas <b>can</b> / <b>can't</b> run fast.



# PUZZLES AND GAMES.

## 1. ANIMAL ARTS

Work in groups of three. Take turns to draw and guess animals from Unit 3. One student draws an animal for the other two students. The first student to guess the correct animal wins a point. The winner is the student with the most point. (page 41)

## 2. ADJECTIVE RACE

Work in teams. The teacher says an adjective from page 34. How many things can you write for each adjective in thirty seconds? You get one point for each thing. The team with the most points wins. (page 41)

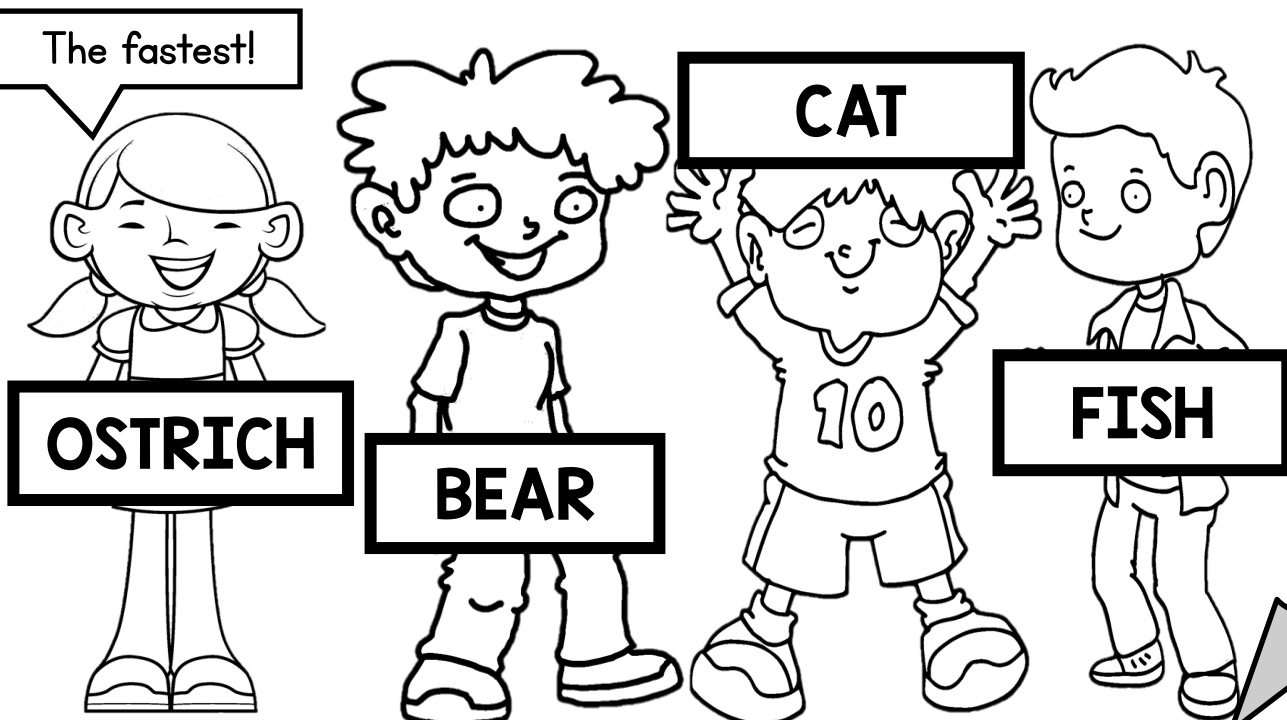
Colourful-butterfly, fish, bag, notebook

## 3. STAND IN ORDER

Work in groups. Each student chooses an animal from page 32. Write your animal on a piece of paper. Look at the adjectives in the box. One person says a superlative, for example, 'the fastest!'. Stand in order, with the fastest animal on the left. Then repeat the activity with a different adjective. (page 41)

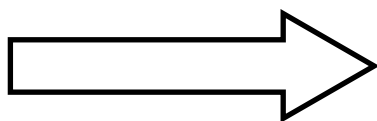
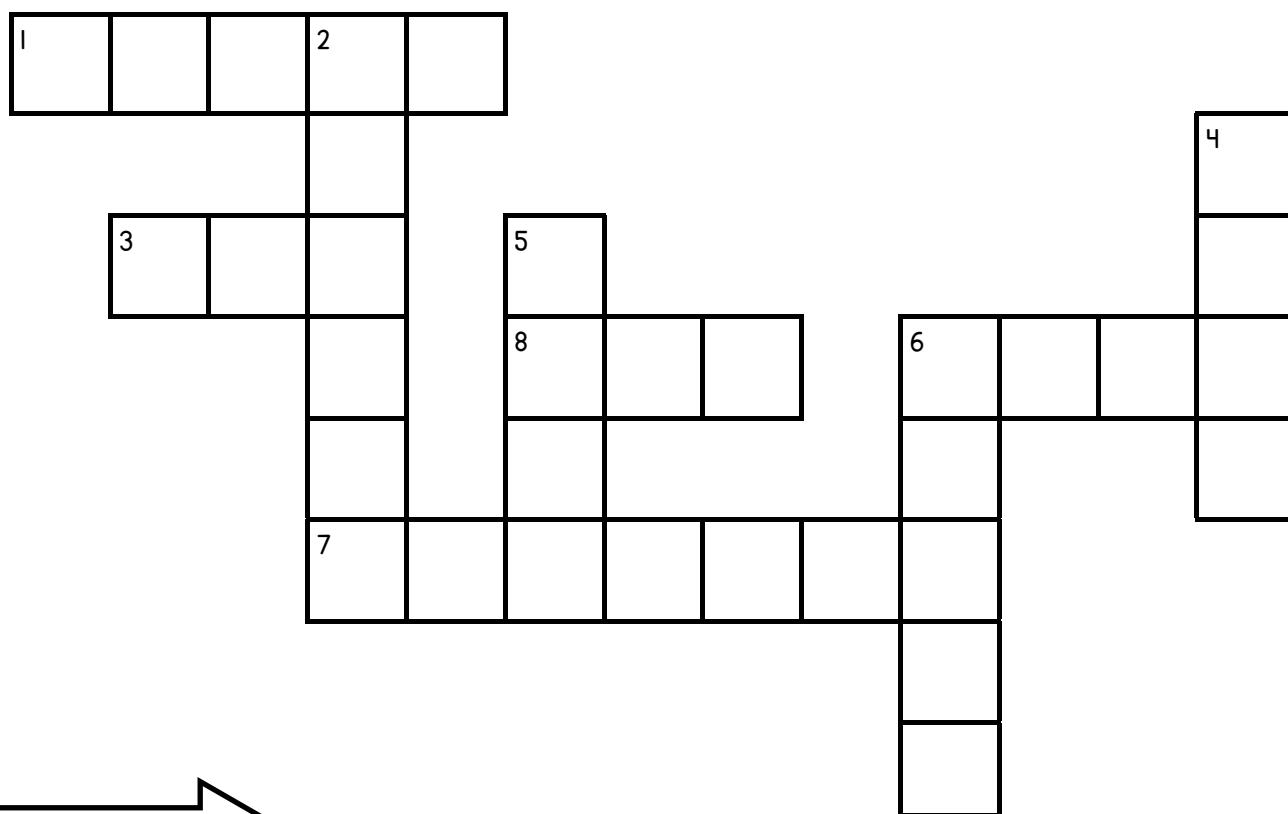
big fast dangerous heavy intelligent rare pretty ugly

The fastest!

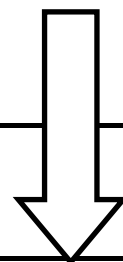


# PUZZLES AND GAMES.

4. Read the clues and complete the crossword. (page 41)



- |   |  |
|---|--|
| 1 | Gorillas don't often _____ trees.  |
| 3 | Ostriches can't fly but, they can _____ fast.                                |
| 6 | My dog loves water - it can _____ very well.                                 |
| 7 | We can't _____ for a long time if we don't drink water.                      |
| 8 | Golden eagles _____ rabbits and other small animals.                         |
| 2 | American black bears sleep for a long time in the coldest _____ of the year. |
| 4 | Elephants usually have their feet on the ground - they can't _____.          |
| 5 | Cats have good ears - they can _____ better than humans.                     |
| 6 | It is easier to survive in a foreign country if you _____ the language.      |



# PUZZLES AND GAMES.

**5. WHAT AM I ?** Work in pairs. Put the words in order to make sentences. Can you guess the animals? (page 41)

1	a	legs / eight / got / I've		What am I? -----
	b	quite / big / I'm		
	c	I / swim / can		
2	a	a / from / I'm / bird / African / large		What am I? -----
	b	run / can / I / fast		
	c	can't / fly / I		
3	a	dangerous/a/very/I'm/ animal		What am I? -----
	b	got/big/I've/mouth/ very/a		
	c	green/and/long/I'm		

**6. ASK ME A QUESTION!** Work in pairs. Follow the instructions. (page 41)

- One of you is Student A and the other is Student B.
- Toss a coin. If the coin lands on 'heads', Student A asks a question. If the coin lands on 'tails', Student B asks a question. Use the words in the box for the questions. The first student to ask five questions is the winner.

How far.....?

How tall .....

How fast.....?

How many .....

## NOTES

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