

1 Brilliant bodies!

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1 Listen to the chant and point to Grunt. Now say the chant.

2 Look at pictures A and B. Tick (✓) the things you can see.

3 Work with a friend. Look at the pictures again. Find five differences.

4 Listen and colour the picture of Snore.

5 Work with a friend. Look at the pictures of Grunt and Snore in task 3. How many differences can you find?

TIP! Try to say both in your sentences.

Feedback: Ask different learners to say sentences about the differences, and others to say if their sentences are exactly the same, or a little different, e.g. *Here, there's a giraffe next to the tree, but here there are two giraffes. Here, one giraffe is next to the tree, but here two giraffes are next to the tree.* Make it clear that there is often more than one way of saying the same thing and praise learners for their different suggestions. The structures learners need most frequently in this part are *There is/are* and the present tense.

Suggested answers

- one giraffe / two giraffes
- monkey has beard / no beard
- orange / yellow moustache
- sun / no sun

EXAM PRACTICE MATERIALS

Speaking Part 1
 Crayons, sticky notes

02 LISTENING Task 3

- Stand opposite a learner, hold out one hand and say *Hand to hand*. The learner puts their hand on yours. Repeat with *Foot to foot*. *Arm to arm*.
 - Say the instructions, varying the order. Pairs of learners (or groups of three) do the actions.
- Extension 1:** Different learners say body words and everyone does the actions.
- Point and say *Look at this funny monster! This is Grunt. Can you say that name? Can you spell it?*
 - Say *Listen and point to the correct part of Grunt's face or body*. Play the first sentence about the moustache. Learners listen and point to the moustache. Then they listen to the rest of the audio and point to the parts of Grunt's face or body.
 - Play the audio again. Learners listen and repeat the sentences with the children on the audio. Make sure that their intonation rises before a comma and falls at the end of the longer sentences.
 - There is a photocopiable version of the chant on page 60.

Extra support 1: If learners can't move around, they work at their desks.

Suggested instructions: *Shoulder to shoulder, Back to back, Leg to leg, Hand to back, Hand to shoulder, Feet to feet, Arm to shoulder*, etc.

Extension 2: Divide the class into five groups and assign each group a sentence to say. Repeat, changing the order. Finally, all groups say all the sentences together.

Extra support 2: Less confident learners say the shorter, moustache sentence. More confident learners say the teeth sentence.

Unit objectives

LISTENING	Identify key information to describe people; identify what to colour and which colour to use.
SPEAKING	Describe differences between two pictures.
READING	Understand specific factual information.
WRITING	Write simple sentences to describe animals and daily life.
VOCABULARY	Body and face: <i>beard, moustache, neck, shoulder, teeth, tooth</i> ; adjectives: <i>curly, tall, thin</i>
NON-YLE VOCABULARY	<i>easily, interesting, list, same, whole</i>

READING Task 1

- Point to the monster and ask *Who's this? Grunt or Snore? Has Grunt got a beard?* Point to Grunt's beard in both pictures and to the tick next to the word *beard*. Ask *Can you see another beard?* (on the monkey in picture A). Learners put ticks in the boxes for the things they can see.

Feedback: To check answers, ask in which picture(s) learners can see each thing.

Answers

Pictures A and B: a beard, a giraffe, legs, a monkey, a moustache, a tree
Picture A: the sun

SPEAKING Task 2

- Say *These pictures look the same, but some things are different*. Point to picture A, then picture B and say *Here, Grunt's suit is green, but here ... (Grunt's suit is orange.)* In pairs, learners find and talk about the other four differences.

Extra support: Learners can work in groups of three, with less confident learners counting and circling the differences that their classmates say.

Towards Movers **1** Part

Track 02

- It's got a long moustache.
- It's got a curly beard and a long moustache.
- It's got a thin neck, a curly beard and a long moustache.
- It's got green shoulders, a thin neck, a curly beard and a long moustache.
- It's got big teeth, green shoulders, a thin neck, a curly beard and a long moustache.

WRITING Task 4

- Point to Grunt's moustache and ask *What number is this?* Ask learners to write the number 1 in the box next to a *long moustache*.
- Learners find the parts of the body on the picture of Grunt and write the correct numbers next to the phrases.

Feedback: Check answers by asking learners to correct your sentences, e.g. *Grunt's got a short moustache*, to elicit *No! Grunt's got a long moustache!*, etc. Congratulate learners for noticing your mistakes by saying *Well done! Of course! You're right!*

Answers

A big teeth 5 B a long moustache 1 C a curly beard 2
 D a thin neck 3 E green shoulders 4

03

LISTENING Task 5

- Point to Snore and say *This is Snore. Can you say that name? Can you spell its name?*
- Say *Listen to a boy and girl talking about Grunt and Snore. With your crayons, colour Snore*. Learners listen twice and colour.

Feedback: Learners compare pictures, then check their answers by asking *What's green / blue?*, etc. Praise correct answers by saying *Yes, that's right!*

Track 03

- Narrator:** One.
- Boy:** Look at these pictures! They look the same, but some things are different.
- Girl:** Oh yes! That's right.
- Boy:** This monster's name is Grunt, but this monster's name is Snore.
- Girl:** Grunt's nose is yellow, but Snore's nose is green.
- Boy:** A green nose? Oh yes!
- Narrator:** Two.
- Boy:** What different things can *you* see?
- Girl:** Well, Snore has got a big red beard, but Grunt has got a big blue beard.
- Boy:** Yes. That's right!
- Narrator:** Three.
- Girl:** Umm ...
- Boy:** Look! Grunt's teeth are white, but look at Snore's teeth ...
- Girl:** Oh yes. Snore's got black teeth!
- Boy:** Yes. That's right!
- Narrator:** Four.
- Girl:** Look! In this picture, the monster's moustache is orange, but in this picture it's purple.
- Boy:** Oh yes. Snore's got a short, purple moustache!
- Girl:** Ha, ha! What a funny monster!
- Narrator:** Five.
- Boy:** Look! Here the monster's neck is purple, but here ...
- Girl:** ... it's orange.
- Boy:** Yes!
- Girl:** Grunt's neck is purple, but Snore's is orange!
- Boy:** Well done! You found five different things!

Answers

1 nose / green 2 beard / red 3 teeth / black
 4 moustache / purple 5 neck / orange

SPEAKING Task 6

- Pairs of learners point to the pictures of Grunt and Snore and say the differences.

Extra support: Less confident learners can say short phrases, e.g. *A yellow nose here, but a green nose there*. More confident learners use sentences, e.g. *Grunt's got a yellow nose, but Snore's nose is green*.

Extension: Learners draw a monster in their notebooks. In pairs, they compare their monsters and find and talk about five differences. Ask learners who drew the funniest / ugliest / biggest monsters to show their pictures.

Differences:

	Grunt	Snore
teeth	white	black
beard	blue	red
moustache	orange	purple
neck	purple	orange

Read the article. Which animal do you like best?

Make a list of three things you like or like doing.

Talk with a friend. Which animals like the same things as you?

Answer the quiz questions. Write bird, giraffe or lion.

Think of an animal. Write two sentences about you and your animal. Draw a picture.

Complete a quiz question about someone in the article. Now ask a friend.

CHECKLIST

Is my writing interesting or funny?

Is my writing easy to read?

Are my words spelled right?

READING Task 1

- Ask learners to tell you animals that: are very big, are really small, can fly, can run very quickly. Write some of their suggestions on the board.
- Point to the photos and ask *Which of these animals is very big? Which can run very quickly? Which can fly? Which of the animals do you like best?* Encourage learners to share ideas about animals that they like.
- By a quick show of hands, see how many learners like each animal.

Task 2

- Point to the questions in Task 2 and say *Let's see how much you know about these animals!* In pairs, learners read the questions and write *bird, giraffe or lion* in the boxes.
- Check how many learners wrote each animal for each question, but do not check answers yet.

Feedback: When you check answers, ask learners to tell you where in the text they found the answer. Learners can point to the text on the page or read it aloud.

Extra support: Less confident learners read the giraffe text, and learners who read quicker read all the texts and tell their classmates about the lions and the birds.

Answers

2 the bird 3 the lion 4 the bird 5 the giraffe

WRITING Task 3

- Learners read the texts again and circle the things that each person and their favourite animal both like.
- Next, they write one of the things on the line to complete the question. Then they show their question to other learners, and get them to answer it.

Extension: Learners write one or more quiz questions with *Which animal has got ...?*

Suggested questions: *Who likes ...*

... being tall? ... having a big white moustache? ... eating fish? ... sleeping? ... their / his bed?

Task 4

- Say and write on the board three things you like or like doing, e.g. *I like tomatoes, walking in the mountains, sleeping.* Learners write in their notebooks three things they like or don't like doing.

Extension: Ask different learners *Do you like tomatoes?* When you find someone who likes tomatoes too, say *You like tomatoes, and so do I! Me too!* Learners choose one of the three things they wrote on their like lists and ask other learners *Do you like ...?* to find someone who likes the same thing. They tell the rest of the class about the thing that they both like, using *So do I!* or *Me too!*

SPEAKING Task 5

- Say *Giraffes have a long neck and body, and four long legs. They can walk and run. Giraffes like eating leaves. And they like standing up!*
- Point to the dolphin and ask *What do these animals have? What can they do? What do they like eating? What do they like doing?*
- In pairs, learners talk about what parrots, dogs and snakes have, what they can do, what they like eating and what they like doing.

Extra support: Ask learners to find information about these animals at home and bring it to class. Ask them to bring pictures, too.

Feedback: Different pairs say one thing about an animal. Other learners listen, check they have the same information and share other ideas about what the animals can do and about what they like. Praise learners for their ideas, e.g. *Wow! You know a lot about (parrots)!*

Suggested answers

- Dolphins** have no legs. They can swim. They like eating fish. They like swimming and playing in the water.
- Dogs** have four legs. They can run. They like eating meat. They like running and playing with a ball.
- Parrots** have two legs and wings. They can fly. They like eating fruit and insects. They like talking.
- Snakes** have no legs. They can't walk or swim. They like eating other animals. They like warm weather.

Task 6

- Point to the two sentences and ask *Which photo in Task 5 shows this animal?* Learners read about the things that rabbits and people like. Ask *Can rabbits run? Can you?* Tell learners to choose an animal from page 8 or 9, or another animal, and write sentences about two things that both they and their animal like and that they both like doing.
- Tell learners to check that their sentences are interesting or funny, that their words are easy to read and that they are correctly spelled. Then they draw a picture of their animal.

Extra support: Move around the classroom and help learners to think of ideas and language to write their sentences.

Feedback: Collect all the pages from learners and put them on tables or on the walls. Write on the board and say *Well done! Your sentences are great! I love your pictures!*

Give learners two sticky notes to write the sentences from the board on (one sentence on each). Then they stand up, and choose two sentences and a picture that they really like. They put their first sticky note next to the best sentences and the second note next to the best picture.

Extension: Put learners' sentences and pictures together in a class book. Make a cover for the book, then read the book to the class.