

8

Animals





Unit aims Pupils learn to talk about wild animals. This includes:

- learning vocabulary for wild animals
- describing animals using adjectives
- describing animals by their physical characteristics
- learning how animals move

Background information The photo shows a herd of African elephants drinking at a waterhole.

Introduction to the unit

- Say *Open your books at pages 90 and 91, please.* Play the theme song on the recording. Pupils look at the photo and read the title of the unit, while listening to the song. Then ask *What's Unit 8 about? (Animals.)* Ask *What animals do you know?* Elicit any animals pupils know in English already (*lizard, panda, bear, turtle, dolphin, ant, iguana, elephant, umbrella bird*).
- Ask *What can you see in the photo? (Elephants.)* Ask *How many elephants can you see? (Eight.)* Explain it's an elephant family. Point to the baby elephants and ask *How many baby elephants can you see? (Two.)*
- Ask *Where are elephants from?* If pupils have studied the continents, elicit *Africa* and *Asia*. Tell them that these elephants are from Africa and show them Africa on a world map or globe (or on the map on Pupil's Book page 44). You could also point out that African elephants have big ears – which is how you can tell which elephants are from Africa.
- Ask *Do you like elephants? What's your favourite animal?* Pupils name their favourite animal if they know the word for it in English.

CD1:02

(Theme song – see lyrics on page TB5)

**Guess!
What!**



1  **Listen. Who’s speaking?**

2  **Listen, point and say.**



1 giraffe

2 monkey

3 elephant

4 bird

5 snake

6 hippo

7 zebra

Africa

8 lion

9 spider

10 crocodile

3  **Listen and find.**



Lesson aims Pupils learn words for wild animals.

New language *giraffe, monkey, elephant, bird, snake, hippo, zebra, lion, spider, crocodile*

Recycled language colours | *Look (in the tree). | What's (in the tree)? (It's a (monkey).) | Is it an (elephant)? | I can't (draw). Yes, you can. | What's your favourite animal? (Lizard.) | Where's (Leo)?*

Materials CD3 | Flashcards: 86–95 | Word cards: see page TB113 | Drawing materials (optional)

Warmer

- Play the *Drawing game* (see page xv), using simple pictures of animals pupils know in English (they should know *panda, bear, turtle, dolphin, ant, iguana* and *elephant* from the pronunciation activities).

Presentation

- Use the flashcards (or the picture on Pupil's Book page 92) to teach the animal words for food and drink. Hold up each flashcard and say the new words. Pupils repeat in chorus and individually.
- Then hold up each flashcard and ask *Is it (a lion)?* Pupils reply *Yes, it is / No, it isn't* according to the flashcard you are holding.

Pupil's Book page 92

1 Listen. Who's speaking?

- Say *Open your books at page 92, please. Ask Who can you see? (David, Olivia, Tina, Oscar.)* Explain that the children are at a natural history museum looking at animals. Ask *What food can you see?* Pupils name the food and drink items they can see in the picture.
- Say *Listen. Who's speaking?* Play the recording. Pupils listen and point to the character they think is speaking (Olivia, David, Tina, Oscar, Leo). Then play the recording again, pausing for pupils to point to each animal as they hear it mentioned.

CD3:33

David: Here we are, Africa! My favourite! Look! A giraffe, and a grey elephant, and a black and white zebra and two lions!

Oscar: Cool! And look in the tree. Let me see – what's in the tree? A red, yellow and green bird ... and a grey monkey. And ... oh! A green snake! Urgh!

Tina: Look at my picture, Olivia. It's a crocodile.

Olivia: That's great! Look at my picture. What is it?

Tina: Umm! Is it an elephant?

Olivia: No! It's a hippo. Oh dear. I can't draw!

Tina: Yes, you can, Olivia!

Oscar: What's your favourite animal, David?

David: Lizards, of course. Where's Leo?

Olivia: There! With that spider!

Leo: Crick!

2 Listen, point and say.

- Say *Now listen, point and say.* Play the recording. Pupils listen and point to each animal. Play again, pausing for pupils to repeat the words. Then play a third time. Pupils listen and say the words, tracing over the word labels with their fingers.
- Use the word cards. Hold up each card and read the word aloud, for pupils to repeat. Shuffle the cards, hold them up again and ask individual pupils to read the words.

CD3:34

1 giraffe 2 monkey 3 elephant 4 bird 5 snake 6 hippo
7 zebra 8 lion 9 spider 10 crocodile

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for pupils to find and point to the correct animal each time. Pupils can also say the correct number.
- Pupils can then play the *I can see* game in pairs. Remind them to use *an* before elephant: *I can see an elephant.*

Key: Pupils point to the animals in the following order:
5, 7, 3, 6, 2, 8, 4, 10, 1, 9

CD3:35

I can see a snake.

I can see a zebra.

I can see an elephant.

I can see a hippo.

I can see a monkey.

I can see a lion.

I can see a bird.

I can see a crocodile.

I can see a giraffe.

I can see a spider.

Find Leo.

- Say *Now find Leo.* Pupils search for Leo in the picture (he's being chased by the spider). Pupils can also find three actions from the previous unit (Tina and Olivia are drawing, the monkey is climbing, the crocodile is swimming).

Activity Book page 74

1 Look and match.

- Pupils look at the close-up pictures of animals and name the ones they can see. They then match each picture with the correct word label. They can also say the animal words.

Key: 2 d (elephant) 3 b (giraffe) 4 a (crocodile)

2 Look and write the word.

- Pupils look at the pictures and name the animals they can see, then label the pictures, rearranging and using the letters from the anagrams each time.

Key: 1 lion 2 zebra 3 bird 4 hippo 5 monkey 6 snake

Ending the lesson

- Say *Close your books.* Ask questions about the animals in the picture, e.g. *What colour is the snake/elephant/monkey?* Pupils try to answer without opening their books, before looking at the picture again to check.

Extra activities: see pages TB122 (if time)

Lesson aims Pupils practise animal vocabulary.

New language *safari*

Recycled language animals | *What can you see? (I can see (a lion).)* | *What's this? (It's a (snake).)*

Materials CD3 | Flashcards: 86–95 | A torch (optional) | Word cards: see page TB113 (optional)

Warmer

- Say *Let's go on safari*. Revise animal vocabulary, using the flashcards and asking *What can you see?* Then attach the flashcards to the board and play a game of *What's missing?* (see page xvii).

Pupil's Book page 93

4 Say the chant.

- Say *Open your books at page 93, please*. Ask *What animals can you see? (A lion, a monkey, a bird and a snake.)*
- Say *Listen and point*. Play the chant on the recording. Pupils point to each animal as it is mentioned.
- Then say *Now listen and say the chant*. Play the chant again a few times. Pupils can just listen and clap along with the rhythm the first time, joining in with a few words as they do, so repeating until pupils are chanting confidently.
- You could also demonstrate the following actions for pupils to do as they are saying the chant: March on the spot for *Out on safari*. Place one hand above your eyes and look from side to side for *What can you see?* Point with your finger for *I can see (a lion)*, and then mime roaring and getting ready to pounce for a lion, moving your arms and chattering like a monkey, flapping your wings and singing for a bird and hissing for a snake.

CD3:36

Out on safari, what can you see?

I can see a lion!

A lion!

Looking back at me!

Out on safari, what can you see?

I can see a monkey!

A monkey!

Looking back at me!

Out on safari, what can you see?

I can see a bird!

A bird!

Looking back at me!

Out on safari, what can you see?

I can see a snake!

A snake!

Looking back at me!

5 Look and say the animal.

- If you have a torch, introduce this activity by showing pupils a shadow animal (optional). Ask a pupil to come to the front of the class and hold a torch. Turn the lights off. Put your hands into the shape of one of the shadow animals shown in activity 5, e.g. the snake in picture 1. Ask the pupil with the torch to shine it at your hand so that the shadow for the snake head is projected onto the wall. Ask *What's this? (It's a snake.)*
- If you have used a torch and have turned the lights off, turn them on again. Then say *Now look at activity 5. Look at number (1). What's this? (It's a snake.)* Repeat for the other shadow pictures.
- Pupils then work in pairs. One says a number, and the other says the name of the animal, as in the example speech bubble, e.g. *Number 1. A snake*. Alternatively, they can ask and answer *What's this? It's a snake*.
- Pupils can also try arranging their hands into the positions illustrated in the photos.

Key: 2 An elephant 3 A bird 4 A spider

Activity Book page 75

3 Listen and stick.

- Pupils will need the Unit 8 stickers from the back of the Activity Book. Play the recording. Pupils listen and stick the stickers into the correct position.

CD3:37

1 I can see a bird.

2 I can see a snake.

3 I can see a zebra.

4 I can see a crocodile.

5 I can see a monkey.

6 I can see a giraffe.

4 Write the words. Circle the animals with four legs.

- Pupils look at the pictures and name the animals they can see. They then label each animal, choosing and copying the correct word from the box.
- Pupils then circle the animals that have got four legs.

Key: 2 snake 3 bird 4 elephant 5 spider 6 giraffe
7 lion 8 hippo. Pupils circle the zebra, elephant, giraffe, lion and hippo.

My picture dictionary → Go to page 92: Tick the words you know and trace.

- Pupils turn to page 92 and tick the animals they know. They then trace over the word labels for each picture.

Ending the lesson

- Play an animal mime game, using the language of the chant. The class can chant together *Out on safari, what can you see?* Then pupils take turns to suggest an animal, e.g. *I can see a zebra*. The rest of the class have to mime being a zebra.

Extra activities: see page TB122 (if time)

4 CD3
36 Say the chant.



5 *Think* Look and say the animal.

Number 1. A snake.





6 CD3 38 Listen, point and say.

long

short



big

small



tall

short

7 CD3 39 Listen and say the number.



94 Grammar: *Elephants are big.*

→ Activity Book page 76

Lesson aims Pupils use adjectives to describe animals.

New language *big, small, long, short, tall, baby* | *Crocodiles are (long).*

Recycled language animals

Materials CD3 | Word cards: see page TB113 | Different-sized classroom objects – e.g. a big book and a small book, a long pencil and a short pencil | Pictures of animals and matching baby animals, cut into two or three pieces for the jigsaw matching game (optional)

Warmer

- Use the word cards to play a game of *Act it out* (see page xiv). Pupils can guess by asking *Is it/Are you (a snake)?*

Presentation

- Use the classroom objects to teach the adjectives *big, small, long* and *short*. Hold up a big book and ask *What's this? (It's a book.) Say Yes. It's a book. It's big. It's a big book.* Pupils repeat the word *big* in chorus and individually. Then do the same with a small book, a long pencil or ruler and a short pencil. Pupils repeat the words *small, long* and *short*.
- Then stand on your tiptoes, put your hands on your head to emphasise your taller height and say *Look at me. I'm tall.* Pupils repeat *tall* in chorus and individually. Then crouch down and say *Now I'm short.* Pupils repeat *short*.
- Call out the adjective words, encouraging pupils to mime each one, e.g. curl into a ball for *small*, hold their arms out and make themselves as big as they can for *big*, stand on tiptoes for *tall*, hold their arms wide for *long*, etc.

Pupil's Book page 94

6 Listen, point and say.

- Say *Open your books at page 94, please.* Ask *What can you see? (Animals.)* Pupils identify the animals in each photo. Then say *Point to the baby (elephant).* Pupils point to the baby animals in each photo.
- Say *Listen and point.* Play the recording. Pupils point to each animal as it is mentioned.
- Say *Now listen and say.* Play the recording, pausing after each sentence for pupils to repeat.

CD3:38

Crocodiles are long.
 Baby crocodiles are short.
 Elephants are big.
 Baby elephants are small.
 Giraffes are tall.
 Baby giraffes are short.

7 Listen and say the number.

- Point to each photo and ask *What's this? (It's a monkey.)*
- Then say *Now listen and say the number.* Play the recording. Pupils listen and find the photo with the animal being described. They then say the number of the photo.
- Pupils can then do a similar activity in pairs. One says a sentence about one of the animals in the photos, the other says the photo number. Pupils can use the photos in activity 6 as well, in which case they would say the photo and the activity number, e.g. *Number 2, activity 6.*

Key: Pupils say the numbers in the following order: 2, 3, 1, 3, 1

CD3:39

Snakes are long.
 Baby hippos are small.
 Monkeys are tall.
 Hippos are big.
 Baby monkeys are short.

Activity Book page 76

5 Look and match the opposites.

- Pupils look at each picture and read the adjective caption.
- Pupils then draw a line to match the numbered pictures with their lettered opposites. Pupils can also say the adjectives and objects as they do so (*A big ball and a small ball.*)

Key: 1 b (A big ball and a small ball.) 2 a (A short boy and a tall boy.) 3 c (A long ruler and a short pencil.)

6 Look, read and complete the sentences.

- Pupils look at the pictures and guess the adjective that each set of animals is illustrating.
- Pupils then complete the sentences with the correct adjectives. They can use the words from activity 5 to help if necessary.

Key: 2 Monkeys are short. 3 Snakes are long. 4 Elephants are big. 5 Giraffes are tall. 6 Baby crocodiles are short.

Ending the lesson

- Play a game of *True or false?* (see page xvii), making sentences about animals using their size, e.g. *Elephants are small.* You can also use colours as part of the game, e.g. *Zebras are grey.*

Extra activities: see pages TB122 to TB123 (if time)

Lesson aims Pupils describe animals using their different physical characteristics.

New language *trunk, tooth/teeth, neck, tail* | (*Elephants have got (long trunks).*)

Recycled language parts of the body, animals, adjectives | *Elephants are (big).*

Materials CD3 | Pupils' drawings of animals from the Warmer on page TB92 (optional)

Warmer

- Play *Simon says* (see page xvii). Use instructions to *point to, touch* and *move* different parts of the body.

Presentation

- Teach the new parts of the body, pointing to your own teeth and neck, and miming or using photos of animals to teach *trunk* and *tail*. Pupils repeat in chorus and individually. (Teach both the singular and plural version of *tooth* and *teeth*.)
- Then ask *Have you got a tail? Have you got teeth? Have you got a trunk? Have you got two hands?* Pupils answer *Yes, I have. / No, I haven't.*

Pupil's Book page 95

8 Sing the song.

- Say *Open your books at page 95, please. What animals can you see? (A lion, an elephant, a hippo and a giraffe.)*
- Say *Listen and point.* Play the song. Pupils listen and point to each animal and the parts of the body.
- Say *Now let's listen and do the actions.* Play the recording again, joining in with the actions at the end of each verse and encouraging pupils to copy you. (Swish a trunk for the elephant, roar for the lion, stretch your neck for the giraffe and wave a tail for the hippo.)
- Start to make one sentence from the song, pausing for pupils to complete it, e.g. *Elephants have got ... (long trunks)!* Pupils then repeat the completed sentence in chorus and individually.
- Say *Now sing the song.* Play the recording a few times. The first time, pupils can just listen or hum to the tune and join in with any words they can remember. Then pupils can sing along with the song.
- Pupils can sing along to the version of the song with the words, or to the karaoke version of the song.

CD3:40

Elephants have got long trunks, long trunks, long trunks.

Elephants have got long trunks, elephants go like this.

Lions have got big teeth, big teeth, big teeth.

Lions have got big teeth, lions go like this.

Giraffes have got long necks, long necks, long necks.

Giraffes have got long necks, giraffes go like this.

Hippos have got short tails, short tails, short tails.

Hippos have got short tails, hippos go like this.

9 Listen and say yes or no.

- Say *Now listen and say yes or no.* Play the recording, pausing after each sentence. Pupils say *yes* or *no*, according to whether the sentence is true or false.
- Pupils can then do a similar activity in pairs. One makes a sentence, and the other says *yes* or *no*.

Key: 1 no 2 yes 3 yes 4 no 5 yes 6 yes

CD3:41

- 1 Elephants have got short trunks.
- 2 Elephants have got long trunks.
- 3 Hippos have got short tails.
- 4 Giraffes have got short necks.
- 5 Giraffes have got long necks.
- 6 Lions have got big teeth.

10 Look and find five mistakes.

- Say *Now look at activity 10. What's wrong? Find five mistakes.* Allow time for pupils to note the mistakes in the picture, then check the activity as a class. Read the example speech bubbles aloud. Ask pupils to comment on the mistakes using the affirmative, e.g. *Giraffes have got long necks* rather than *Giraffes haven't got short necks*.
- As an extension, you can ask pupils to comment on the picture using *haven't got*, e.g. *Giraffes haven't got short necks. Elephants haven't got small ears*, etc.

Key: Elephants have got big ears. Crocodiles have got short legs. Hippos have got short necks. Monkeys have got long tails.

Activity Book page 77

7 Look and read. Circle the correct sentences.

- Pupils look at the pictures and name the animals they can see. Pupils then read each sentence and circle it only if it describes the picture correctly.

Key: Pupils circle sentences 2 and 4.

8 Look and write.

- Pupils look at the picture and name the animal they can see. They then complete the sentences with the correct phrases from the word box.

Key: 2 long tails. 3 big teeth. 4 long necks. 5 short legs.

9 Ask and answer with a friend.

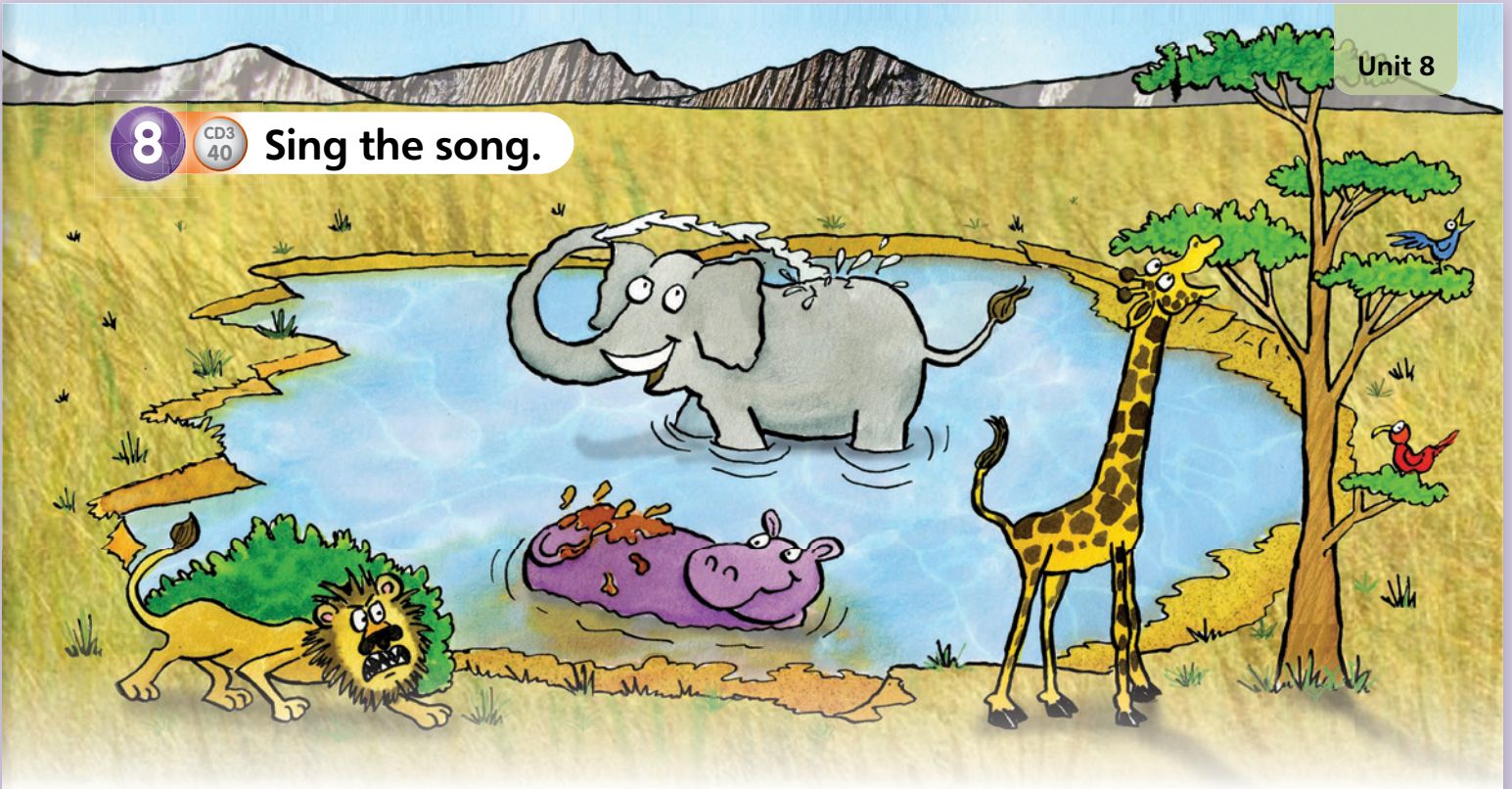
- Pupils work in pairs, asking each other *What are your favourite animals?* They use the example speech bubbles on the page as a model.

Ending the lesson

- Play a game of *Guess what?*. Pupils make a sentence describing an animal by its size, colour and physical characteristics for the others to guess what it is.

Extra activities: see page TB123 (if time)

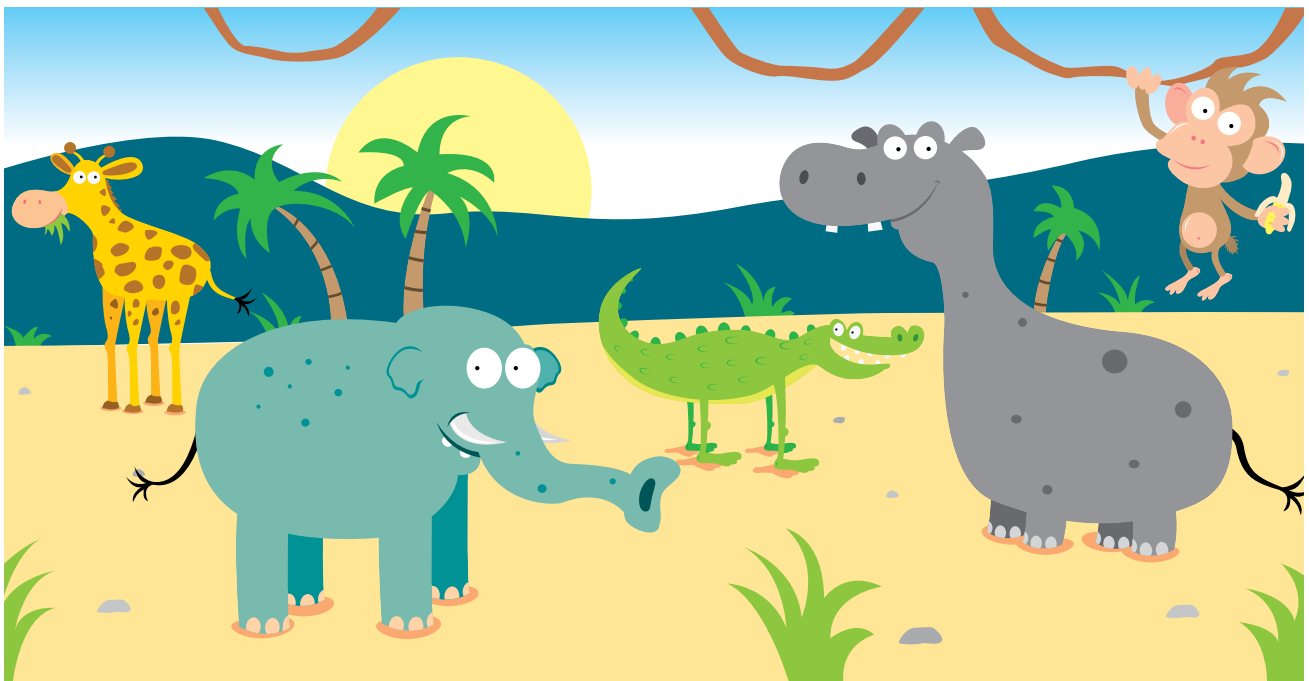
8 CD3 40 **Sing the song.**



9 CD3 41 **Listen and say yes or no.**

10 **Look and find five mistakes.**

Giraffes haven't got short necks.
 Giraffes have got long necks.





Lesson aims Pupils consolidate language with a story. They consider the value of respecting animals.

New language zoo | *Don't touch.* | *Respect animals*

Recycled language animals, adjectives, colours, *baby, trunk* | *Let's (go to the zoo). Where are (the elephants)? What's (an elephant)? (Elephants) are (big and grey). (Elephants) have got (trunks). I like (baby elephants).*

Materials CD3 | Flashcards: 86–95

Warmer

- Say *Let's go to the zoo. What can we see?* Name an animal for pupils to mime. Pupils can then make a sentence about the animal for others to say *yes* or *no*, according to whether it's true or false, e.g. *Snakes have got legs. (False.)*

Introduction

- Remind pupils of the story so far, asking where the characters have been with iPal (to school, to a birthday party, to an art show, to grandma's house, to the beach, to a farm, on a magic bike ride), and guess where they will go with him today.

Pupil's Book page 96

11 Listen.

- Say *Open your books at page 96, please. Ask Where do the children go today?* Pupils guess *The zoo*, by looking at the story frames. Then ask *What do they see at the zoo? (A hippo, an elephant, a baby elephant).* Ask *Does iPal like elephants?* Elicit *yes* or *no*, then say *Let's find out.*
- Play the recording while pupils look at the story frames. Then ask again *Does iPal like elephants? (Yes.)*
- Play the recording again, pausing after each frame to ask more questions: Frame 1: *What does Tina ask? (Have baby elephants got trunks?)* Frame 2: *Where do the children go? (To the zoo.) What does iPal ask? (What's an elephant?)* Frame 3: *Is that an elephant? (No, it isn't. It's a hippo.)* Frame 4: *Have baby elephants got trunks? (Yes.) Does iPal like baby elephants? (Yes.)* Frame 5: *Does Tina like baby elephants? (Yes.)* Frame 6: *What does iPal change into? (A baby elephant.) Has he got a trunk? (Yes.)* You might also like to point to frame 3 again and ask *Can hippos talk? (No.)* Remind pupils that iPal's world is a magical world, so the animals at the zoo can talk.
- Pupils can listen to the story again for pleasure, or pause after key lines for pupils to repeat. Encourage pupils to use gestures and intonation from the story as appropriate and to say the magic chant at the beginning and end of the story.

CD3:42

- Tina:** Hmm. Have baby elephants got trunks?
David: I don't know.
Olivia: Let's go to the zoo and find out!
All: 1, 2, 3, magic tree. Clap your hands and come with me.
- Tina:** Here we are! Now where are the elephants?
iPal: What's an elephant?
David: An animal. Elephants are big and grey, iPal.
- iPal:** Are you an elephant?
Hippo: No, I'm a hippo!
- Tina:** Look! Baby elephants have got trunks!
iPal: I like baby elephants!
David: No, iPal! Don't touch!
- David:** Respect animals, iPal.
iPal: OK, I'm sorry. But I really like baby elephants.
Tina: Me, too.
- iPal:** Look at me! I'm a baby elephant.
Olivia: Ha ha!
iPal: And I've got a trunk!
All: 3, 2, 1, that was fun. Stamp your feet. The magic's done!

Value *Respect animals*

- Pupils look at frame 4 of the story, where iPal is trying to touch the baby elephant. Ask *Is David happy with iPal? (No.) What does he say?* Pupils try to remember, then play David's line *No, iPal! Don't touch!* Ask pupils to think why iPal can't touch the baby elephant (it is dangerous to touch wild animals, and they don't like it). Read the value *Respect animals* and emphasise the importance of respecting wild animals, both for pupils' own safety and for animal welfare.
- Divide the class into three groups, one each for Tina, iPal and David. Then play the dialogue from frames 4 and 5 again. Pupils repeat the lines for their group's character. Then rearrange the class into groups of three, with one of each character per group. Pupils practise the dialogue in their groups.

Activity Book page 78

10 Listen and tick ✓.

- Play the reduced version of the story on the recording. Pupils listen and tick picture *a* or *b* to match each numbered audio clip.

Key: 2 a 3 a 4 a

CD3:43

(Repeat of story – Frames 1–4 – see above for story script)

Ending the lesson

- Use the animal flashcards to play a game of *Guess where!* (see page xv).

Extra activities: see page TB123 (if time)

Lesson aims Pupils practise telling others not to touch and to respect animals. Pupils also practise saying the sound /b/.

New language /b/ – octopus, box

Recycled language *Don't touch. | Respect animals.*

Materials CD3

Warmer

- Ask individual pupils *Do you like (snakes)? (Yes, I do. / No, I don't.)* Pupils can also ask you questions to find out about the animals you like and don't like.

Pupil's Book page 97

12 Listen and act.

- Say *Open your books at pages 96 and 97, please.* Remind pupils of the story from the previous lesson. Point to frames 4 and 5 of the story and ask *What does David say? (Don't touch. Respect animals.)* Congratulate any pupils who remember correctly.
- Say *Now look at page 97. Who's this? (A girl)* Ask *What animal can she see? (A hedgehog.)* Say *Listen and point.* Play the recording, pausing for pupils to point to the hedgehog as the girl is speaking.
- Then say *Now listen and repeat.* Play the recording again, pausing for pupils to repeat the line with the correct pronunciation and intonation.
- Pupils then act out the dialogue with a partner, one pretending to touch a wild animal and the other saying *Don't touch* and *Respect animals*.

CD3:44

Girl: It's small. Respect animals.

13 Listen and say.

(b)

- In this activity, pupils practise saying the /b/ sound.
- Say *Look at activity 13. What's this?* Teach *octopus* and *box*. Ask *Where's the octopus? (It's in the box.)*
- Then say *octopus – /b/ /b/ /b/ – octopus*. Pupils repeat, emphasising the /b/ sound at the start of *octopus*.
- Say *Listen and say*. Play the sound sentence on the recording. Pupils listen and repeat, emphasising the /b/ sounds in *octopus, orange* and *box*.
- Pupils can then repeat the sound sentence without the recording, saying it faster and faster each time. See how fast they can say it.
- Ask pupils to think of any other words they know which begin with the sound /b/, e.g. *on*. Then ask them to think of words which contain the sound /b/, e.g. *doll, robot* (second syllable only), *dolphin, body, monster, got*.

CD3:45

/b/ An octopus in an orange box.

Activity Book page 79

11 What's missing? Look and draw. Then stick.

- Pupils look and guess the missing expression from the girl's face in the picture, choosing from the three options pictured on the left-hand side. Point out, if necessary, that the boy isn't respecting animals by giving the goats juice. Therefore the girl wouldn't be pleased with him.

Key: Pupils should draw a cross expression into the girl's face (b).

12 Trace the letters.

- Pupils trace the letter o in the sound sentence.

13 Listen and circle the o words.

- Play the recording. Pupils listen and circle the words which have an /b/ sound in them.

Key: Pupils circle the dolphin, orange and octopus.

CD3:46

1 dolphin, dolphin 2 panda, panda 3 orange, orange
 4 octopus, octopus

Ending the lesson

- Pupils can play a game of *Bingo* (see page xiv), noting down four animals (including the ones from the pronunciation activities). Make different sentences about the animals, e.g. *I like (pandas). (Bears) are (big). (Dolphins) haven't got (legs).*

Extra activities: see page TB123 (if time)

12

CD3
44Talk
Time

Listen and act.



Animal sounds

13

CD3
45

Listen and say.

An **o**ctopus in
 an **o**range box.



→ Activity Book page 79

Functional language: *It's small. Respect animals.* Pronunciation: o **97**

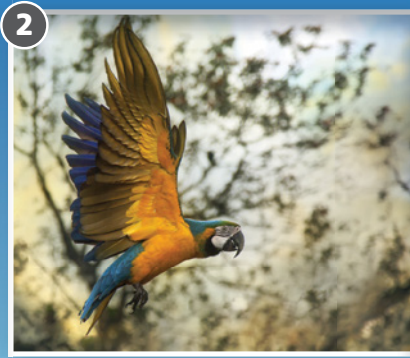
How do animals move?



1 CD3
47 Listen and say.



walk



fly



slither

2 Watch the video.

3 Look and say *walk, fly or slither*.

A spider can walk.

Yes.



Project

4 Make an animal movement chart.

walk	fly	slither

→ Activity Book page 80

Lesson aims Pupils learn how animals move.

New language *walk, fly, slither*

Recycled language animals, actions

Materials CD3 | DVD

Warmer

- Play an animal movement game. Call out instructions, e.g. *Move like an elephant. Jump like a spider. Sing like a bird. Run like a lion.* Pupils perform the movements as if they are the animals mentioned. Pupils can take turns giving similar instructions.

Pupil's Book page 98

How do animals move?

- Say *Open your books at page 98, please. What's this? (It's a bird.)* If you wish, you can also teach the word *eagle*. (It's an African fish eagle.) Ask some questions about the eagle in the photo: *Is this bird big or small? (Big.) What colour is its head and tail? (White.) What colour is its body? (Black.) Has it got wings? (Yes.)*
- Then ask *How does the bird/eagle move?* Point to the wings in the photo and mime flapping wings. Elicit *fly* and say *It can fly.*
- Ask individual pupils *Can you fly? (No, I can't.)* Say *The bird can fly.* And then say *How do animals move? Let's find out.*

Pupil's Book page 99

1 Listen and say.

- Say *Now look at page 99, please.* Ask *What animals can you see?* Use the photos to elicit *lion, bird* and *snake*.
- Then say *How do these animals move? Listen and point.* Play the recording. Pupils listen and point to the animals and listen to the words that describe how they are moving.
- Say *Listen and say.* Play the recording, pausing for pupils to listen and repeat the words.
- Make sentences about the animals and the movement, making some deliberate mistakes for pupils to note and correct, e.g. *A lion can walk. (Yes.) A lion can fly. (No.)*
- Then give instructions for pupils to act out the new movements: *Walk like a lion. Fly like a bird. Slither like a snake. Walk like a hippo.*

CD3:47

1 walk 2 fly 3 slither

2 Watch the video.

- Play the video.
- If you don't have the video, play a game of *Simon says* (see page xvii), using the new movements and animal words: *Simon says walk like a lion. Fly like a bird. Simon says slither like a snake. Walk like a hippo.* To make the activity more challenging, you could include some *Simon*

says instructions that aren't possible, e.g. *Simon says fly like a monkey.* Pupils also don't perform the instructions if you have used one that is factually impossible.

Video 08 : see page TB128

3 Look and say walk, fly or slither.

- Pupils look and name the animals in the photos (a spider, a bird/an owl, a snake, a zebra).
- Pupils then make sentences about what the animals can do. The first time, pupils should make true sentences about the animals. They make the sentences and a partner agrees – yes. Then pupils repeat the activity, but this time making deliberate mistakes, e.g. *A spider can slither.* Their partner listens, says *No*, and corrects the sentence: *A spider can't slither. A spider can walk.*
- Check the activity by asking *Can (a spider) walk?* Elicit *yes* or *no*, then confirm pupil's answers by saying *Yes, it can. / No, it can't.* Pupils can repeat these answers in chorus and individually.

Key: 2 A bird can fly. 3 A snake can slither. 4 A zebra can walk.

Guess What!

- Pupils look at the swirled photo and guess which of the photos from the page it is.

Key: It's the bird/parrot in activity 1 (photo 2).

Activity Book page 80

1 Read and number the pictures.

- Pupils look and name the animals they can see in the photos (*giraffe, bird, snake* and *elephant*).
- Pupils then read the sentences, complete the missing words from the word box and match them to the correct photo. They write the number of each sentence into the box in the matching photo.

Key: 1 walk (elephant) 2 slither (snake) 3 fly (bird)
4 walk (giraffe)

2 Look at Activity 1 and circle the answers.

- Pupils read the questions and circle the correct answers, using the photos in activity 1 to help as necessary. Read the questions and answers with the class first. Check the activity by asking each question, e.g. *1. Can a (snake fly)?* Pupils answer *No, it can't* (or *Yes, it can* for the positive answers).

Key: 1 No, it can't. 2 Yes, it can. 3 Yes, it can.
4 No, it can't.

Ending the lesson

- Play a game of *Correct my mistakes* (see page xiv), making sentences about animals, e.g. *A bird can't fly.*

Extra activities: see page TB123 (if time)

Lesson aims Pupils make a poster of animals that can walk, fly or slither. They can also complete the evaluation in the Activity Book.

Recycled language animals, actions, *walk, fly, slither* | Pupils revise all unit vocabulary and grammar in the evaluation.

Materials Flashcards: 86–95 | A3 paper and drawing materials, or photos of animals downloaded from the internet, scissors and glue

Warmer

- Use the flashcards to play a game of *Noughts and crosses* (see page xvi). Pupils can make sentences about the animals, using (*Elephants*) are (*big*), (*Giraffes*) have got (*long necks*), or (*A bird*) can (*sing*).

Pupil's Book page 99

4 Make an animal movement chart.

- Draw a table on the board with three columns and write *walk, fly* and *slither* as titles in each column. Then ask *What animals can walk?* Elicit the names of animals pupils know and write them in the column marked *walk*. Repeat with the questions *What animals can fly/slither?* Teach additional animal words that pupils really want to know.
- Say *Now open your books at page 99. Look at activity 4.* Pupils look at the table and name any animals they know (*cow, zebra, bird, snake*). You may also want to teach the words for other animals pictured (*cat, bat, butterfly, snail*). Pupils can then compare the animals pictured in the table with the ones they have thought of. Which animals are the same? Which animals are different?
- Say *Now let's find animals that can walk, fly or slither.* Divide pupils into pairs or small groups and distribute A3 paper and drawing materials. Pupils draw a three-column table on their paper and head each column with one of the three words *walk, fly* or *slither*. They then choose animals to illustrate in each column. They can either draw pictures of these animals, or they can research and find pictures of the different animals on the internet, print them out and cut them out.
- Pupils present their completed tables to the class and compare any different animals chosen. They make sentences about the animals in their tables, e.g. *An elephant can walk.* (**Note:** This table can be extended if you wish, with pupils also finding animals that can *jump, swim* and *sing* as well as *walk, fly* and *slither*.)

Activity Book page 81 – Evaluation

1 Look and write the word. Then read and say.

- Pupils look at each picture and name the animals they can see. They then write the correct caption for each animal, using the number of letter blanks to help them.

Key: 2 bird 3 hippo 4 elephant 5 giraffe 6 lion

2 What's your favourite part? Use your stickers.

- Pupils choose their favourite part of the unit – the story, the song or the video – and put a sticker under their chosen preference.

3 Write the colour.

- Pupils rearrange the letters and write the colour word *black*. They then go to page 93 and find and colour all the puzzle pieces marked with an 8 in black.
- Pupils then look at the completed puzzle. Ask *Who's this? (iPal.) What's he saying? (Goodbye.)* Pupils can then wave goodbye to iPal.

Ending the lesson

- Pupils choose their favourite activity from the unit and do it again, e.g. sing the song, say the chant, listen to the story, or play a game.


Extra activities: see page TB123 (if time)

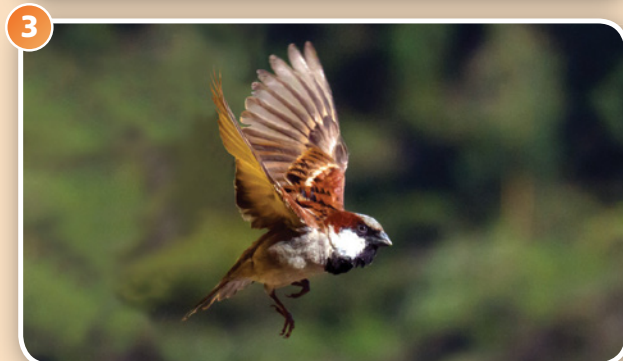
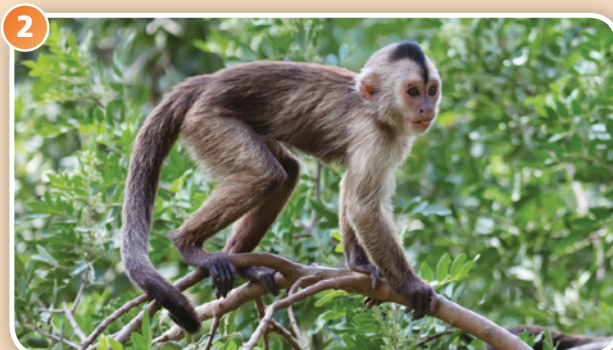
Review Units 7 and 8

1 Look and say the words.

Number 1.
Play football.



2  Listen and say the number.



Lesson aims Pupils consolidate the language of Units 7 and 8.

Recycled language actions, animals | (*Lions are big.*) | (*Lions have got long tails.*) | (*Can you swim?*) (*Yes, I can. / No, I can't.*) | (*Do you like giraffes?*) (*Yes, I do. / No I don't.*)

Materials CD3 | Flashcards: 76–95 (optional) | Word cards: see pages TB112 and TB113 (optional)

Warmer

- Ask *What can you remember from Units 7 and 8? Let's find out.* Allow pupils time to look through the units and at any work displayed in class. Encourage them to say what is easy or difficult and what their favourite activity is.

Pupil's Book page 100

1 Look and say the words.

- Pupils look at the close-up photos and guess the actions or animals. Check the activity by saying the photo number, e.g. *Number 1.* Pupils say *Play football.* Alternatively, check the activity by asking questions, e.g. *What's number 1? (Play football). What's number 2? (It's a giraffe.)*
- If you have time, provide further revision by asking questions about the photos, e.g. *Can you play football? (Yes, I can. / No, I can't.) Do you like giraffes? (Yes, I do. / No I don't.)*

Key: 2 giraffe 3 paint (a picture) 4 lion 5 dance
6 elephant 7 swim 8 bird

2 Listen and say the number.

- Pupils look at the photos and name the animals they can see. Ask *What's number 1? (It's a crocodile.)*
- Say *Listen and say the number.* Play the recording. Pupils listen and say the number of the photo being described each time.
- Depending on time available, make more sentences about the animals using *they*, e.g. *They're long. They've got big teeth.* Pupils listen and say the animal name *Crocodiles.*

Key: 4, 2, 3, 1

CD3:48

Lions are big. Lions have got long tails.
Monkeys have got long arms and long legs.
Birds are small. Birds have got wings.
Crocodiles are long. Crocodiles have got big teeth.

Activity Book page 82

1 Look and write. Then draw number 9.

- Pupils look at the numbered pictures and name the animals and actions they can see.

- Pupils then write these words into the correct numbered spaces on the word puzzle.
- Pupils then read word number 9 in the puzzle and draw the correct animal into the picture box at the bottom of the page.

Key: 2 play football 3 snake 4 jump 5 hippo
6 dance 7 monkey 8 paint
Pupils draw an elephant (word 9) in the picture box.

Ending the lesson

- Play a game of *Correct my mistakes* (see page xiv), making sentences about animals. Sentences could include (*Elephants*) *are (small).* (*Giraffes*) *have got (long trunks).* (*Monkeys/A monkey*) *can (fly).*

Extra activities: see page TB123 (if time)

Lesson aims Pupils play a board game and continue consolidating the language of Units 7 and 8. They also have the opportunity to review language from across the course as an optional extension.

Recycled language actions, animals | *I can/can't (play football). Can you (play football)? (Yes, I can. / No, I can't.)* | *(Giraffes) have got (long necks). (Birds) are (small).*

Materials Word cards: see pages TB112 and TB113 | A selection of flashcards from across the course for the *Categories* game (optional)

Warmer

- Use the word cards to play *Act it out* (see page xiv) or *Pass the actions* (see page xvi).

Pupil's Book page 101

3 Play the game.

- The aim of this game is to be the first one to reach the square marked *Finish*. Pupils play in pairs with a coin and buttons or counters.
- Pupils place their button or counter on the square marked *Start*. They then take turns to flip the coin and move their counter along the board. If they flip the heads side of the coin, they move two spaces. If they flip the tails side of the coin, they move one space. When they land on a green square, they make a sentence about animals and parts of the body indicated, e.g. for Square 2: *Giraffes have got long necks*. When they land on an orange square, they make a true sentence with *I can* or *I can't* and the action illustrated, e.g. for Square 3: *I (can) play football*. When they land on a red square, they make a sentence about the size of the animal illustrated, e.g. for Square 10: *Birds are small*. If they form the sentence correctly, pupils can move forward one square. If they make a mistake, pupils move back one square.
- Draw pupils' attention to the three key squares under the game. These provide example language for pupils to use to help them while they are playing the game.
- Play continues until one pupil wins by reaching the square marked *Finish*.

Key: From the *Start* square, sentences are as follows: Giraffes have got long necks; I can/can't play football; Birds have got two wings; Spiders have got long legs; I can/can't draw; Crocodiles have got big teeth; I can/can't sing; Elephants have got long trunks; Birds are small; Snakes are long; I can/can't ride a bike; Monkeys have got long arms; I can/can't paint (a picture); Giraffes are tall.

Activity Book page 83

2 Look and write.

- Pupils read and complete the questions or sentences so that they make sense. They choose appropriate words from the box each time.

Key: 2 Birds are small. 3 I can play football. 4 Giraffes have got long necks. 5 I can't ride a bike.

3 Look, read and circle the words.

- Pupils look at the pictures and read the sentences. They circle the correct words or phrases in each sentence to match the picture.

Key: 2 I can't sing. 3 Hippos have got short tails. 4 I can draw.

Ending the lesson

- Give instructions to pupils combining actions with animal vocabulary, e.g. *Can you (dance) like a (monkey)?* Pupils have to mime the action as if they are the animal mentioned. Pupils can also suggest actions and animals.

Extra activities: see page TB123 (if time)

