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# **Animal world**

### Unit 5 learning outcomes

#### In Unit 5, students learn to:

- talk about wild and domestic animals and what animals do
- use superlative adjectives
- describe location with prepositions of place
- learn about animals and their food
- read an Australian dreamtime story and think about helping others

Materials Farm animals and Zoo animals flashcards from level 1, video, digital Mission poster, a short video clip from a wildlife documentary (optional), a copy of the Mission worksheet (Teacher's Resource Book page 54)

#### Self-assessment

- **SA** Say Open your Student's Books to page 56. Look at the picture. What's happening? (They're filming / making a show about a lion.)
- Ask Do you sometimes watch TV shows about animals? Which animals? Do you like going to zoos and wildlife parks? What are your favorite animals? Use self-assessment (see Introduction). Say OK. Let's learn.

#### Warm-up

- Show flashcards of animals students already know. Students say the names. Hold up different flashcards and ask What can it do? Where does it live?
- Hide the flashcards. In pairs, students write down as many of the names as they can remember. Give two minutes.
- Check how many each pair could write. Show the flashcards again, one by one. Students check to see if they remembered.

### Student's Book, page 58

#### Watch the video. Write a name for the documentary.

- Say In this unit, we're talking about animals. Say Let's watch the video. To introduce the topic of the unit, play the video.
- Say Look at page 58. A show about real life is called a documentary. Say documentary. Repeat and clap your hands on the stressed syllable: *docu<u>men</u>tary*. Students repeat.
- Ask What's this documentary about? Can you think of a name for it? Point to the space on page 58.
- Put students into pairs to think of a title for the show. Monitor and help with new vocabulary. They write the name

**Extra support** Students can be given different names to choose from.

**Fast finishers** Students work in groups. They each think of one or two names and then vote on the best name.

# **MISSION** Plan an animal documentary

- Point to the Mission box or the digital Mission poster and say This is our Mission.
- Say Plan an animal documentary. Remind students of the meaning of *documentary*. If possible, show a clip from a wildlife documentary. Ask What does a documentary tell us about an animal? (Where it lives, what it eats, what it does, its habits)
- Say Point to number 1. Choose animals for a documentary. • Tell students that they are going to work in groups. They choose the animals and decide who will be the narrator.
- Say Point to number 2. Write about what animals can do. Say • You need to prepare the documentary. First, you write about what animals can do. What can a polar bear do? Can it walk? Can it run? Can it swim? Can it fly? What can a duck do?
- Say Point to number 3. Write about what animals eat. Ask What do animals eat? Prompt with names of animals, e.g., What about lions? (Meat) Check comprehension of meat. Say In Stage 3, you write about what the animals in your documentary eat.
- Say The last stage is "Act out an animal documentary." Say • You put the information about your animals together. One of you talks about an animal, and someone else in the group mimes the animal. You show your documentary to the class.
- Say This is our Mission. Go through the stages of the ۲ Mission again.
- For ideas on monitoring and assessment, see Introduction.

### Workbook, page 58

#### My unit goals

- Help students complete the unit goals. See notes on page TB6.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.

#### **Ending the lesson**

• Hold one of the animal flashcards from the Warm-up so students can't see it. They ask yes/no questions to guess your animal.

**Extra support** Write example questions on the board, e.g., Is it a pet? Does it eat plants? Does it have four legs?

• Students can play the same game in pairs, choosing from pictures or names of animals on the board.

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Vocabulary 1

**Learning outcomes** By the end of the lesson, students will be able to talk about wild and domestic animals.

**New language** bat, bear, cage, dolphin, kangaroo, lion, panda, parrot, penguin, rabbit, whale, wildlife park, fly (v)

**Recycled language** animals, asleep, awake, eat, jump, live, meat, move, outside, sleep, teacher, wall

Materials Farm animals and Zoo animals flashcards from level 1, Wild and domestic animals flashcards, audio, video

#### Warm-up

• Show flashcards of animals students already know. Students say the names. Ask *Is this a farm animal / a wild animal / a pet?* Check comprehension of *wild*.

#### Presentation

• Present the new animals using the flashcards.

## Student's Book, page 59

# Listen and point. Then listen and number.

- Say Open your Student's Books to page 59. Who can you see? Where are they? Read the caption. Check understanding of wildlife park.
- Ask Where's the small tractor? Can you find it?
- Say *Listen and point*. Play Track 2.20. Students point to the animals and cage.

#### Tracks 2.20 and 2.21

	(1) This morr	ning, the children are in a wildlife park with their
	teacher.	
	Tom:	Ooh, look at that big brown kangaroo next to the
		tree.
	(2) Eva:	Yes, and the little brown rabbit's peeking out of its
		burrow.
	(3) Jenny:	Miss Field, that bat in the tree isn't moving. Is it asleep?
	Teacher:	Yes, it is. Bats often sleep in the day and they're awake at night.
	(4) Jim:	Ooh! There's a parrot flying in front of us. It's
		prettier than the bats.
	(5) Tom:	Miss Field, why's that black bear over there, look,
		under that tree?
	Teacher:	It isn't with the kangaroos and rabbits because it
		sometimes eats meat.
	(6) Eva:	And where are the lions?
	(7) Eva:	Are they in a cage?
	Teacher:	No, there aren't any cages here, but there are some
		very big walls. All the animals live outside.
	Jim:	Lions eat meat and they aren't in cages.
	Jenny:	It's OK, Jim. We're staying inside the bus.
	Jim:	ОК,
	(8)Jim:	now let's go and look at the pandas. They don't eat meat!

(9) In the aft	
Jim:	Look!
Jenny:	Hey!
Eva:	Look at that whale!
(10) Eva:	It's bigger than the dolphins!
(11) Jenny:	Oh, penguins are sea birds. Are there any here?
Teacher:	That's right, they're birds, but they can't fly. There aren't any here, sorry.
Tom:	Look! Dolphins! They're smarter than a lot of animals.
Jim:	Yes, I like them because they don't want to eat us.

• Say *Now, listen and number*. Play Track 2.21. Students number the animals and the cage 2–11.

Key: 2 rabbit3 bat4 parrot5 bear6 lion7 cage8 panda9 whale10 dolphin11 penguin

# 2 $\Omega_{2,22}$ Say the chant.

Play the audio or video. Students point and chant. Track 2.22

Panda, whale, bat, and bear, Parrot, lion, penguin,

Panda, whale, bat, and bear, Kangaroo, rabbit, dolphin. [x2]

### **3** $\bigcap_{2,23}$ Listen and say the animal.

- Play the audio. Pause for students to say the animal. Track 2.23
  - 1 This big cat likes eating meat.
- 2 These small black animals sleep in the day and they're awake at night.
- 3 This animal lives in the sea. It's bigger than a dolphin.
- 4 This beautiful bird has a lot of colors.
- 5 These little animals live underground, but they like hopping on the grass.
- 6 These black and white sea birds can't fly.

**Key:** 1 lion 2 bat(s) 3 whale 4 parrot 5 rabbit(s) 6 penguin(s)

#### Workbook, page 59

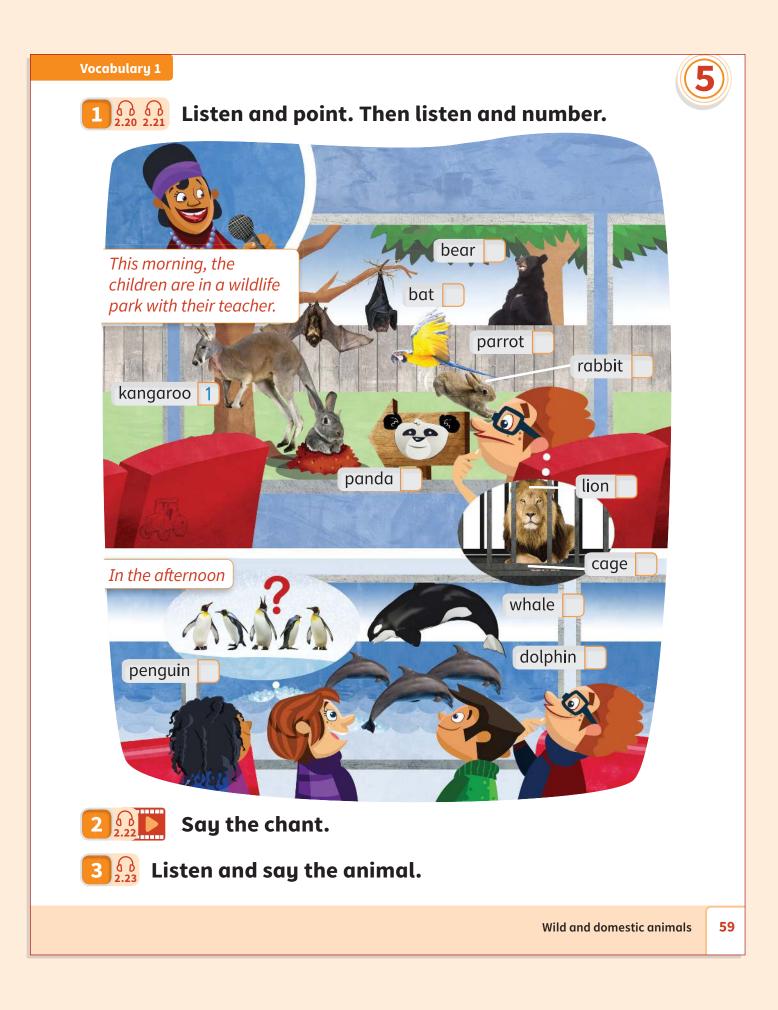
See pages TB178-191

#### **Ending the lesson**

• **SA** Show the animal flashcards. Ask *Do you know the words?* Use self-assessment (see Introduction).



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Story: Superlative adjectives in context

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The Friendly Farm

**Learning outcomes** By the end of the lesson, students will be able to understand when they hear superlative adjectives.

New language bring, superlative adjectives

**Recycled language** adjectives, animals, *barn, tail, wildlife park, Be quiet, Sorry,* possessive pronouns

Materials three or more items to present superlatives (e.g., three balls of different sizes, one the newest; three books of different sizes/widths, one the prettiest) (optional), audio, video

#### Warm-up

• Ask What's the opposite of big? (Small) Write the adjectives on the board. Repeat with tall—short, long—short, old new/young, good—bad/naughty, beautiful/pretty—ugly, fat—thin, happy—sad, and clean—dirty.

**Alternative** Write all the adjectives on the board, or give them out on slips of paper, and ask students to find pairs.

• **SA** Use self-assessment to check how well students think they understand the vocabulary. See Introduction.

#### Presentation

• Use real items to present superlatives, e.g., say This ball is bigger than that ball. But this ball is the biggest. This one is the smallest. Which ball is the newest? Which is the oldest? / This book is thinner than this one. But this is the thinnest book. Which is the prettiest?

Alternative Draw three different-sized cats on the board, with tails of different length and ears of different size. Make sure one cat is the fattest, one the thinnest, and one the prettiest. Name the cats, e.g., Alex, Ben, and Clare. Say, e.g., Alex is smaller than Ben and Clare. He's the smallest cat. Clare's bigger than Alex and Ben. She's the biggest cat. Alex's tail is shorter than Ben's and Clare's. Alex has the shortest tail. Ben's tail is longer than Alex's and Clare's. His is the longest tail. Ask Which is the fattest cat? Which is the thinnest? Which is the prettiest? Which has the biggest ears? etc.

 Teach best and worst, e.g., using books (*This book is good*. *This one is better. But I love this book*. It's the best book.).
 Stronger students Say the name of a cat or hold up an item. Students make a sentence with a superlative.

### Student's Book, page 60

#### The Friendly Farm song

 Play the introductory song at the beginning of the cartoon story. Students listen and sing.
 Track 2.24 See The Friendly Farm song on page TB5 2.24

### The Friendly Farm

- Say Open your Student's Books to page 60. Ask What does Gracie have? (A picture of animals from the wildlife park) Ask What animals are there?
- Ask Who's the angriest animal in the barn? Write the question on the board. Check comprehension of the angriest. Use mime/actions to help. Play the audio or video. Students listen and read. Check answers. (Henrietta / Rocky's mom is the angriest.) Check that students remember the meaning of best and worst.
   Track 2.24

The Friendly Farm song + see cartoon on Student's Book page 60

Play the audio or video again. Pause after each picture and ask questions: 1: Whose picture is it? (Jim's) Is Gracie eating the picture? (No, she isn't.) Explain the meaning of bring. Practice by asking students to bring you different items.
2: Which is the biggest animal? (The bear) Which animal has the longest tail? (The kangaroo) 3: Is the kangaroo's tail longer than Harry's? (Yes, it is.) 4: Who's the prettiest animal in the barn? (Shelly) Who's the biggest and oldest animal in the barn? (Rocky) 6: Why do the animals say "sorry" again? (Because they aren't being nice)

#### 1 60 Who says it? Listen and say the name.

- Play the audio and pause for students to say the name. Track 2.25
  - 1 Rocky: And you're the biggest and the oldest, Harry.
  - 2 Shelly: Well, I don't know which one's the best, but the parrot's the prettiest.
  - 3 Harry: And you think you're the smartest, but ... you ... aren't!
  - 4 Gracie: And Rocky's the naughtiest animal in this barn!
  - 5 Harry: Is its tail longer than mine?
  - 6 Gracie: I'm not eating it! I'm bringing it to show you.

Key: See names in audioscript

#### Workbook, page 60

See pages TB178-191

#### **Ending the lesson**

• SA Repeat the self-assessment to see how well students think they understand the vocabulary. Is there any change?

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**Learning outcomes** By the end of the lesson, students will be able to use superlative adjectives to describe people, animals, and things.

**New language** *My baby sister's the youngest in our family. This kitten's the prettiest. That puppy's the fattest. These ice skates are the best. ice skates, road* 

**Recycled language** adjectives, animals, *asleep, baby, car, face, first, jump, lake, second, sister, sticker, tail, tree, wildlife park,* prepositions of place, present progressive

Materials Wild and domestic animals flashcards, audio, Mission worksheets (Teacher's Resource Book page 54) or paper, digital Mission poster

#### Warm-up

- Show each animal flashcard. Say the word and pretend to be the animal / make the noise. Students copy. Say *Be a* (*parrot*)! Students do the action / make the noise.
- Students play in pairs—one mimes, the other guesses.

#### Presentation

- Talk about your family, e.g., *My grandmother is the oldest person. She's 87. My son is the youngest. He's three.* Write the regular superlatives on the board. Point out that the superlative is formed by adding *-est.*
- Write *the funniest* on the board. Point out that the spelling for superlative adjectives ending in *-y* is similar to the comparative (*y* changes to *i*), e.g., *happiest*, *dirtiest*, *prettiest*.
- Write *the biggest* and point out the spelling for superlative adjectives ending in some consonants (similar to the comparative form), e.g., *saddest, fattest, thinnest.*

### Student's Book, page 61

#### Gracie's Grammar

- Say *Open your Student's Books to page 61.* Point to Gracie's Grammar box. Write the sentences on the board. Review *worst.*
- Play the audio. Pause for students to repeat. Track 2.26

See Student's Book page 61

# Listen and stick. Then look, read, and write.

- Ask What can you see? (A lake, a tree, a road, a car)
- Students name the animals on the stickers. Play the audio. Students point to the correct sticker.
- Play the audio again. Students stick the animals in the spaces. Check and ask *Where's the (lion)? What's it doing?*

#### Track 2.27

- 1 Girl: Look, Mom! I'm putting stickers in my sticker book. This is my wildlife park.
  - Mom: I see. Which animal are you putting in first?
  - Girl: I'm putting the oldest animal on the ground, between the road and that small lake. It's the lion.
- Mom: Good!
- 2 Mom: What's your second animal?
- Girl: Well, I think it's the tallest animal when it's standing ... and I'm putting it under the tree. Look! It's a bear.Mom: Oh, yes. And it has the dirtiest face!
- 3 Girl: My third animal has the longest tail, and it's jumping behind the car.
- Mom: Oh, yes. That's the kangaroo.
- 4 Mom: What now? Which is your last animal?
- Girl: It's my favorite because it's the prettiest animal in my park.
- Mom: And where are you putting it?
- Girl: Here. Look! The parrot's on the car.
- Mom: Oh, yes. That's a nice picture.
- Say Now, look, read, and write. Check answers.

Key: 2 dirtiest 3 longest 4 prettiest

# mission Stage 1

- Point to the Mission box or show students the first stage of the digital Mission poster: *Choose animals for your documentary.*
- Put students into groups of six. Students complete the worksheet task in the Teacher's Resource Book (page 54). See teaching notes on TRB page 47.
- Alternatively, if you do not have the Teacher's Resource Book, students work together to choose animals for their documentary. They choose who will be the narrator and who will play each animal. They write the narrator's name and the animals/performers at the top of a piece of paper.

#### Workbook, page 61

See pages TB178–191

#### Workbook, page 58

• Review *My unit goals*. Ask *How is your Mission?* Students reflect and choose a smiley face for *My mission diary* 1.

#### **Ending the lesson**

- **SA** Go back to Stage 1 on the digital Mission poster. Say *We chose animals for our documentary.* Add a checkmark to the "Choose animals ..." stage. Use selfassessment (see Introduction).
- Give out a completion sticker.

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**Learning outcomes** By the end of the lesson, students will have practiced the language through song.

New language climb, fall, fly, hide, jump, lose, move, run, walk, mask, sky, slow, snail, like (a) ...

Recycled language animals, banana, food, wild, wildlife park, Can you ... ?, present progressive

Materials Farm animals and Zoo animals flashcards from level 1, Wild and domestic animals flashcards, Action verbs flashcards, audio, video

#### Warm-up

- Put animal flashcards on the board (include animals from level 1). Ask Which is the smallest animal? Which is the biggest? Which is the prettiest? Which is the smartest?
- Make three or four teams. Teams line up with one student at the front facing the board. Make a sentence, e.g., It has the longest ears. The students race to the board to take or touch the correct flashcard. The students at the front go to the back of the line. Repeat with different sentences, e.g., It's the best flyer. (Parrot) It's the biggest bird. (Penguin) It's the quickest animal. (Lion) It's the slowest animal. (Panda) It has the longest tail. (Kangaroo) It has the best ears. / It's the best listener. (Bat) It's the best jumper. (Kangaroo)

#### Presentation

- Do actions for the verbs students already know: *fly*, jump, move, run, walk. Students say the words. Show the flashcards and say the words to confirm.
- Teach the rest of the verbs using the flashcards and actions. For *lose*, mime looking for some keys and say I always lose my keys in the morning. Where are they? What do you lose?
- Show an animal flashcard, e.g., the penguin, and ask Can it (fly)? (Yes, it can. / No, it can't.) Repeat with different animals
- Show a flashcard and invite students to make as many sentences with It can/can't as possible.
- Draw a snail on the board and teach the word. Ask Is it slow or quick? Can it walk? Can it move?
- **SA** Use self-assessment to check how well students think they understand the vocabulary. See Introduction.

# Student's Book, page 62

# Listen and number. Then sing the song.

• Say Open your Student's Books to page 62. Ask Where are they? (At a wildlife park) What are they wearing? (Teach mask.) Say Point to the (lion). Students point to the child who is wearing the lion mask.

# Vocabulary 2 and song

- Say Look at number 1. Point and show students that number 1 is written next to the picture of the boy with the lion mask. Say Let's listen and write the numbers.
- Play the audio or video. Students listen and write numbers • in the boxes. Check answers.

Track 2.28

Rocky: I'm Rocky-Doodle-Doo and here's our song for today: Moving like wild animals! See song on Student's Book page 62

Key: a 5 b 6 c 7 d 8 e 2 f 4 g 9 h 3 (i 1)

- Students stand up. Practice the song in sections, doing the • different actions for students to copy.
- Play the audio or video again. Students sing and do the actions.

**Extra support** Students stand up. Give instructions with *like a ...* for students to mime, e.g., *Walk like a penguin*. Swim like a dolphin. Jump like a kangaroo. Sleep like a bat/ bear. Hide like a rabbit.

- **Extension** Once students are confidently singing along, try singing the karaoke version as a class.
- 2 Play the game. Correct your friend.
- Demonstrate the activity. Make an incorrect sentence about one of the "animals," e.g., *The kitten's running*. Students say *No, it isn't*. Encourage them to say the correct sentence. (*It's hiding*.) Give more examples, if necessary.
- Put the class into pairs. They take turns making a sentence. Monitor and support.
- Show the picture of Rocky in the bottom right-hand corner. Read aloud the instructions. Demonstrate by moving like one of the animals. Students guess. Encourage them to make a sentence in the present progressive (e.g., You're *climbing like a bear.*). Students play the same game in pairs. Write more animals on the board as prompts (e.g., monkey, duck, snake, crocodile).

# Workbook, page 62

See pages TB178-191

### Ending the lesson

- **SA** Repeat the self-assessment used after the Presentation to see how well students think they understand the vocabulary. Is there any change?
- Play the song again. Students join in and do the actions.