



# Animal world



Watch the video. Write a name for the documentary.



**mission**

Plan an animal documentary

**In this unit I will:**



Choose animals for a documentary.



Write about what animals eat.



Write about what animals can do.



Act out an animal documentary.

## Unit 5 learning outcomes

### In Unit 5, learners 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 Pupil's Books at page 56. Look at the picture. What's happening? (They're filming / making a programme about a lion.)*
- Ask *Do you sometimes watch TV programmes about animals? Which animals? Do you like going to zoos and wildlife parks? Which are your favourite animals?* Use self-assessment (see Introduction). Say *OK. Let's learn.*

### Warm-up

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

### Pupil's Book, page 56



#### 1 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 56. A programme about real life is called a documentary. Say documentary.* Repeat and clap your hands on the stressed syllable: *documentary*. Learners repeat.
- Ask *What's this documentary about? Can you think of a name?* Point to the space on page 56.
- Put learners into pairs to think of a title for the programme. Monitor and help with new vocabulary. They write the name.

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

**Fast finishers** Learners 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 learners 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 learners 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 acts the animal. You show your documentary to the class.*
- Say *This is our Mission.* Go through the stages of the Mission again.
- For ideas on monitoring and assessment, see Introduction.

### Activity Book, page 56

#### My unit goals

- Help learners to 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 learners 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? Has it got four legs?*

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

## 5

## Vocabulary 1

**Learning outcomes** By the end of the lesson, learners 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 learners already know. Learners 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.

## Pupil's Book, page 57

1   Listen and point. Then listen and number.

- Say *Open your Pupil's Books at page 57. 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 2.15. Learners point to the animals and cage.

## Tracks 2.15 and 2.16

(1) This morning the children are in a wildlife park with their teacher.

Tom: Ooh, look at that big brown kangaroo next to the tree.

(2) Eva: Ooh, yes, and the little brown rabbit's jumping.

(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: OK, ...

(8) Jim: ... now let's go and look at the pandas. They don't eat meat!

(9) In the afternoon.

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 cleverer 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 2.16. Learners number the animals and the cage 2–11.

**Key:** 2 rabbit 3 bat 4 parrot 5 bear 6 lion  
 7 cage 8 panda 9 whale 10 dolphin 11 penguin

2   Say the chant.

- Play the audio or video. Learners point and chant.

## Track 2.17

Panda, whale, bat and bear,

Panda, whale, bat and bear,

Parrot, lion, penguin,

Kangaroo, rabbit, dolphin. [x2]

3  Listen and say the animal.

- Play the audio. Pause for learners to say the animal.

## Track 2.18

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's got a lot of colours.

5 These little animals live under the ground, but they like jumping on the grass.

6 These black and white sea birds can't fly.

7 This big black or brown animal eats plants, fruit, fish and meat.

8 These sea animals are cleverer than a lot of other animals.

9 This big animal's got a long tail and it can jump.

10 This big black and white bear doesn't eat meat.

**Key:** 1 lion 2 bat(s) 3 whale 4 parrot 5 rabbit(s)  
 6 penguin(s) 7 bear 8 dolphin(s) 9 kangaroo  
 10 panda

## Activity Book, page 57

See pages TB120–132

## Ending the lesson

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

Vocabulary 1

1 2.15 2.16 Listen and point. Then listen and number.



2 2.17 Say the chant.

3 2.18 Listen and say the animal.

**The Friendly Farm**



**1** Gracie! What are you eating?

Is that Jim's picture of the wildlife park?

I'm not eating it! I'm bringing it to show you.

**2** What's that?

Look! It's Jim's picture of a bear and a kangaroo ... oh, and a parrot!

The bear's the biggest, but the kangaroo's got the longest tail.

**3** What? Is its tail longer than mine?

Yes, I think so, Harry.

Hmm, so, which is the best animal?

**4** Well, I don't know which one's the best, but the parrot's the prettiest.

In this barn, Shelly, you're the prettiest.

And you're the biggest and the oldest, Harry.

**5** And Gracie's the angriest!

And you're the worst singer! ... And Rocky's the naughtiest animal in this barn!

And you think you're the cleverest, but ... you ... aren't!

**6** What? Not again! Stop it! Be quiet, everyone!

Mum's the angriest animal in the barn!

Sorry, Henrietta!

**1** **Who says it? Listen and say the name.**

**Learning outcomes** By the end of the lesson, learners 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 learners to find pairs.
- SA** Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

### Presentation

- Use real items to present superlatives, e.g. say *This ball is bigger than this 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 got 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 got 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 learners** Say the name of a cat or hold up an item. Learners make a sentence with a superlative.

### Pupil's Book, page 58



#### The Friendly Farm song

- Play the introductory song at the beginning of the cartoon story. Learners listen and sing.

Track 2.19

See The Friendly Farm song on page TB5



#### The Friendly Farm

- Say *Open your Pupil's Books at page 58. Ask What has Gracie got? (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. Learners listen and read. Check answers. (*Henrietta / Rocky's mum is the angriest.*) Check that learners remember the meaning of *best* and *worst*.

Track 2.19

The Friendly Farm song + see cartoon on Pupil's Book page 58

- Play the audio or video again. Pause after each picture and ask questions: 1: *Whose picture is it? (Jim's) Is Gracie eating the photo? (No, she isn't.)* Explain the meaning of *bring*. Practise by asking learners to bring you different items. 2: *Which is the biggest animal? (The bear) Which animal has got 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? (Harry)* 5: *Who's the worst singer? (Shelly) Who's the naughtiest? (Rocky)* 6: *Why do the animals say 'sorry' again? (Because they aren't being nice)*



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

- Play the audio and pause for learners to say the name.

Track 2.20

- Rocky: And you're the biggest and the oldest, Harry.
- Shelly: Well, I don't know which one's the best, but the parrot's the prettiest.
- Harry: And you think you're the cleverest, but ... you ... aren't!
- Gracie: And Rocky's the naughtiest animal in this barn!
- Harry: Is its tail longer than mine?
- Gracie: I'm not eating it! I'm bringing it to show you.
- Rocky: Mum's the angriest animal in the barn!
- Gracie: And you're the worst singer!

**Key:** See names in audioscript

### Activity Book, page 58

See pages TB120–132

### Ending the lesson

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

## 5

## Language practice 1

**Learning outcomes** By the end of the lesson, learners 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 continuous

**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. Learners copy. Say *Be a (parrot)!* Learners do the action / make the noise.
- Learners 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*.

## Pupil's Book, page 59



## Gracie's Grammar

- Say *Open your Pupil's Books at page 59.* Point to Gracie's Grammar box. Write the sentences on the board. Revise *worst*.
- Play the audio. Pause for learners to repeat.

Track 2.21

See Pupil's Book page 59

## 1



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

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

Track 2.22

- 1 Girl: Look, Mum! I'm putting stickers in my sticker book.  
 This is my wildlife park.  
 Mum: 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.

Mum: Good!

2 Mum: 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.

Mum: Oh, yes. And it's got the dirtiest face!

3 Girl: My third animal's got the longest tail, and it's jumping behind the car.

Mum: Oh, yes. That's the kangaroo.

4 Mum: What now? Which is your last animal?

Girl: It's my favourite because it's the prettiest animal in my park.

Mum: And where are you putting it?

Girl: Here. Look! The parrot's on the car.

Mum: 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 learners the first stage of the digital Mission poster: *Choose animals for your documentary.*
- Put learners into groups of six. Learners 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, learners 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.

## Activity Book, page 59

See pages TB120–132

## Activity Book, page 56

- Review *My unit goals.* Ask *How is your Mission?* Learners 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 tick to the 'Choose animals ...' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

## Language practice 1

5



## Gracie's Grammar

**young:** My baby sister's the **youngest** in our family.

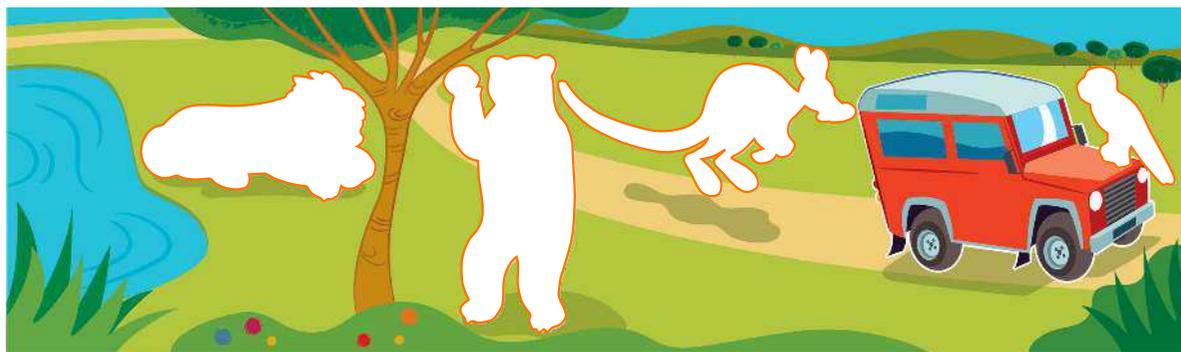
**pretty:** This kitten's the **prettiest**.

**fat:** That puppy's the **fattest**.

**good:** These ice skates are the **best**.

1 2.22

Listen and stick. Then look, read and write.



- 1 The lion's asleep.  
It's the oldest animal.
- 2 The bear is the biggest and  
it's got the \_\_\_\_\_ face.
- 3 The kangaroo's got  
the \_\_\_\_\_ tail.
- 4 The parrot's the \_\_\_\_\_  
animal in her park.

## mission STAGE 1

### Choose animals for your documentary.

- In groups, choose five animals.
- Decide who is the narrator and who is each animal.

Let's talk about bats.

OK. And how about pandas?

Can I be the penguin? They're the funniest animals!



My  
mission  
diary  
Activity Book  
page 56

**Vocabulary 2 and song**

**1** **2.23** Listen and number. Then sing the song.

This is our wildlife park. We've got our masks.  
 And we're all moving like wild animals!

He's <sup>1</sup>**running**, running, running like a lion.  
 She's <sup>2</sup>**climbing**, climbing, climbing like a bear.  
 He's <sup>3</sup>**jumping**, jumping, jumping like a kangaroo.  
 She's <sup>4</sup>**hiding**, hiding, hiding. Can you see the kitten there?

The parrot's getting food.  
 It likes to fly.  
 It's <sup>5</sup>**losing** its banana!  
 It's <sup>6</sup>**falling** in the sky!

He's jumping, jumping, jumping like a rabbit.  
 She's <sup>7</sup>**flying**, flying, flying like a bat.  
 She's very slow. She's <sup>8</sup>**moving** like a snail.  
 He's <sup>9</sup>**walking** like a penguin. Can you do that?

**a**  **b**  **c**  **d**  **e**  **f**  **g**  **h**  **i**  **1**

Move like an animal.  
 Can your friend guess?

**2** Play the game. Correct your friend.

The bear's sleeping.  No, it isn't. It's climbing a tree!

The parrot's eating its banana.  No, it isn't. It's losing its banana!

