



Animal world

Vocabulary 1

Using the worksheet

- This worksheet provides practice of the core wild and domestic animal words: *bat, bear, dolphin, kangaroo, lion, panda, parrot, penguin, rabbit, whale*.
- Learners work on their own to look at the animal pictures and read and circle the correct words.
- Learners then complete the pictures and write sentences as in the example: *It's a ...*

Key: 2 It's a bear. 3 It's a dolphin.
 4 It's a kangaroo. 5 It's a lion. 6 It's a panda.
 7 It's a parrot. 8 It's a penguin. 9 It's a rabbit.
 10 It's a whale.

Optional follow-up activity (reinforcement):

In pairs, one learner starts to draw an animal and the other tries to guess what it is, e.g. *Is it a (cat)?*

Grammar 1

Using the worksheet

- This worksheet provides practice of making superlative comparisons using short adjectives with *-est/-iest*.
- To lead in, show the class pictures of three animals and then point to one to elicit a superlative sentence about it compared to the other two, as in the example.
- Learners work on their own or in pairs to choose an animal from each group and write a superlative sentence about it, using the adjective given.

Key: 2 A parrot is the smallest. 3 A polar bear is the biggest. 4 A giraffe is the tallest. 5 A dolphin is the cleverest. 6 A lion's tail is the longest. (A lion has got the longest tail.) 7 A monkey is the naughtiest.

Optional follow-up activity (extension):

Learners work in pairs or small groups to make different comparisons between the animals in each group.

Vocabulary 2

Using the worksheet

- This worksheet provides practice of the core verbs: *climb, fall, fly, hide, jump, run, swim, walk*.
- For Activity 1, learners trace the lines to join the verbs on the left with the signs on the right and write the words on the lines.

- For Activity 2, learners work in pairs. One of the learners reads one of the sentences from the worksheet aloud. The other learner does the action.

Key: 1 2 Hide your pencil case.
 3 Walk to the teacher's desk. 4 Run around the classroom. 5 Jump to the door. 6 Fall off your chair. 7 Fly like a parrot. 8 Swim like a dolphin.

Optional follow-up activity (extension):

Give each learner a verb. Learners think of an animal activity that involves the verb, e.g. *fly like a chicken, jump like a kangaroo*. Learners take turns to mime the activity while the rest of the class guess, e.g. *Are you flying like a duck? No, I'm not.*

Grammar 2

Using the worksheet

- This worksheet provides practice of talking about where things are, using *Where's ... ?* and the prepositions: *above, below, near, opposite*. It revises prepositions: *in front of, between, behind, in, on, under, next to*.
- Learners talk about what they can see in the picture. Check which prepositions learners remember.
- For Activity 1, learners work on their own to look at the picture, read the questions and complete the answers with the prepositions in the box.
- Check answers with the whole class by reading out the questions and asking learners to say the answers.
- For Activity 2, learners read the sentences and draw the animals in the picture. They check in pairs.

Key: 1 1 above 2 opposite 3 below 4 near

Optional follow-up activity (extension):

Learners draw or colour three things in the picture and write sentences to describe them.

Skills 1: Listening

Using the worksheet

- Activity 1 requires learners to listen for specific information and to circle one or two words for each answer.
- Learners read the notes. Check that they understand them. Pre-teach *stripes*.
- Play the audio. Learners listen and circle the correct options.

Track 7

- Boy: I want a pet.
 Girl: What kind of pet do you want? A dog or a cat?
 Boy: I don't know.
 Girl: I think cats are nicer than dogs. We've got a cat.
 Boy: Lucky you! What's its name?
 Girl: Timmy.
 Boy: Is it a boy cat?
 Girl: Yes, he is. He's my brother Andy's cat. He's five years old.
 Boy: What colour is he?
 Girl: He's brown with black stripes.
 Boy: Like a tiger?
 Girl: Yes, he's like a tiger.
 Boy: Does he sleep inside or outside?
 Girl: He sleeps inside, in the living room. He likes sleeping under my brother's bed but my mum says he mustn't.
 Boy: Do you play with him?
 Girl: Not really. He doesn't like playing. But he loves climbing.
 Boy: What does he climb?
 Girl: Trees in the garden.
 Boy: That's cool! I think I want a cat too.

- For Activity 2, learners draw Andy's cat. They can show him either sleeping in the living room or climbing a tree in the garden. They can add labels to their drawings.

Key: 1 Name: Timmy Age: 5
 Colour: brown and black Sleeps: living room
 Likes: climbing trees

Skills 2: Speaking

Using the worksheet

- In this interactive speaking activity learners draw animals in a pet shop and then work with a partner to describe their pet shop and draw their partner's.
- For Activity 1, learners work on their own to draw the animals of their choice in the pet shop. Encourage them to be creative. You may like to revise the animal words.
- For Activity 2, revise prepositions of place using classroom objects.
- Learners work in pairs. One of them describes their pet shop while the other draws it. Then they swap roles. You may like to encourage them to use these phrases: *Can you say that again? I don't understand. Where's the ...?*
- When they have finished, they compare their pictures.

Optional follow-up activity (reinforcement):

Revise all the animal words that learners know. Use flashcards to elicit the words and write them on the board. Draw three columns. Learners sort the animals into *Farm animals*, *Wild animals* and *Pets*.

mission Stage 1:

Learners will write a documentary about wild and/or domestic animals.

- In groups of six, learners discuss which five animals they want to talk about and write them in a list on the plan. They decide who will be the narrator and who will perform each animal and write the names on the plan. They say why they choose each one, e.g. *Let's talk about the panda. Pedro, do you want to be the panda? The panda is the nicest animal!*
- They write the name of their documentary at the top of the plan. Keep the plans safe for the next two stages.

mission Stage 2:

- In their groups, learners talk about what the animals can do and where each animal will be in the documentary, e.g. *The bat can fly. (Pablo), can you fly? The cage is behind this chair. The dolphin can swim. (Cristina), can you swim? The sea is opposite the table.* They write sentences about what the animals can do on the plan.

mission Stage 3:

- In their groups, learners talk about what the animals eat and write sentences on the plan, e.g. *Penguins eat fish. Lions eat meat.*
- Keep the plans safe for the final stage when groups will act out their documentaries.

Culture

Using the worksheet

- For Activity 1, learners look at the pets in the pictures. Check they know all the words and teach *tortoise*.
- Ask learners if they have got pets and talk about what the different pets are like. Check or pre-teach these words: *popular, clean, dirty, noisy, quiet, easy, look after.*
- For Activity 2, tell learners to read the article quickly and to put up their hands as soon as they know the answer.
- Ask learners to say which are the most popular pets in their country/countries.
- For Activity 3, learners work on their own. They read the sentences and then read the blog again and write.

Key: 2 hamster
 3 2 no 3 no 4 yes 5 yes

Optional follow-up activity (extension):

Learners write a short article about pets in their country.

Provide a writing frame:

... are popular pets in ...

Some people have got ...

My favourite pets are ... because ...

★ 5 Vocabulary 1

Read and **circle**. Then draw and write.

1 **bat**

bird
 duck



It's a bat.

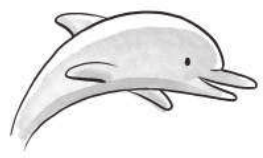
2

horse
 cage
 bear



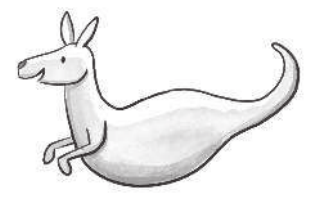
3

fish
 whale
 dolphin



4

zebra
 kangaroo
 rabbit



5

kitten
 tiger
 lion



6

panda
 polar bear
 donkey



7

carrot
 goat
 parrot



8

monkey
 penguin
 spider



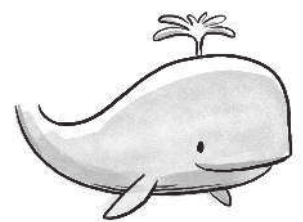
9

puppy
 chicken
 rabbit



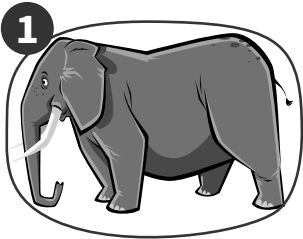
10

snake
 dolphin
 whale

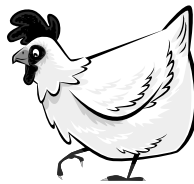


5 Grammar 1

What do you think? **Circle** one of the animals and write.



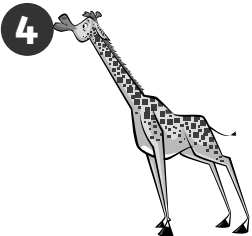
big
 An elephant is the biggest.



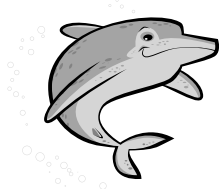
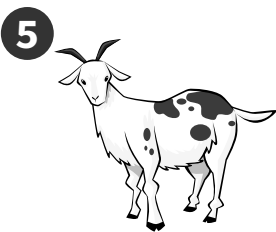
small



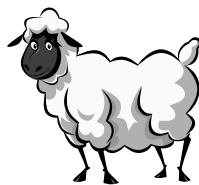
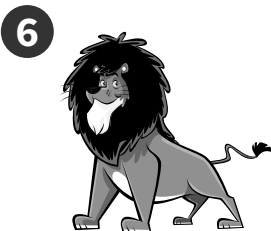
big



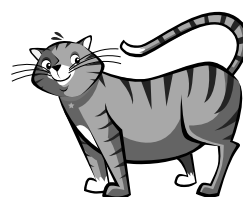
tall



clever



tail/long



naughty

5 Vocabulary 2

1 Follow and write.

CLIMB

FALL

FLY

HIDE

JUMP

RUN

SWIM

WALK

1 Climb a tree like a monkey.

2 your pencil case.

3 to the teacher's desk.

4 around the classroom.

5 to the door.

6 off your chair.

7 like a parrot.

8 like a dolphin.

2 Work with a partner. Say and mime.

Climb a tree like a monkey.

5 Grammar 2

1 Read and complete.

above below near opposite



- | | | |
|---|------------------------|---------------------------------|
| 1 | Where's the fish? | It's _____ above _____ the cat. |
| 2 | Where are the puppies? | They're _____ the cat. |
| 3 | Where's the snake? | It's _____ the lizard. |
| 4 | Where's the boy? | He's _____ the door. |

2 Read and draw.

- 1 There's a rabbit next to the puppies.
- 2 There's a mouse in the cage on the table.
- 3 There's a spider between the cat and the snake.
- 4 There's a parrot behind the door.

5 Skills 1: Listening

1 Listen and circle.

Andy's pet

Animal: cat / dog / rabbit

Name: Tommy / Timmy / Jenny

Age: 3 / 4 / 5

Colour: black / brown / white / grey

Sleeps: bedroom / living room / kitchen

Likes: climbing trees / playing / sleeping



2 Now draw Andy's pet.



5 Skills 2: Speaking

1 Draw animals in the pet shop.



2 Talk about your pet shop. Draw your partner's pet shop.

There are two kittens in my pet shop. The girl is near their cage. She's looking at them.



5 mission Stages 1, 2 and 3

- 1 Choose animals for your documentary.
- 2 Write about what animals can do.
- 3 Write about what animals eat.

Plan for documentary

Name of documentary: _____

Narrator: _____

Today we're talking about ...

Animals

_____ : _____
 _____ : _____
 _____ : _____
 _____ : _____
 _____ : _____

What animals can do

This is a _____ . _____ can _____ .

Look at this beautiful _____ . _____ can _____ .

What animals eat

_____ eat _____ .

5 Culture

Pets around the world

1 Talk about the pets.



2 Read the article quickly. Which pet isn't in it?

PETS AROUND THE WORLD

Dogs and cats are the favourite pets in England. Cats are better if you live in a flat. Dogs are great if you've got a house with a garden. They love running and playing. Some dogs are very noisy. Cats are quieter than dogs.

Rabbits are popular pets in Japan. Rabbits are quiet and clean too. They are good pets for people with small homes.

Goldfish are popular in China. There are small goldfish and big goldfish. Some goldfish have got beautiful long tails and some goldfish have got ugly big eyes. In Taiwan many people have got pet tortoises. Taiwanese tortoises are small, quiet and clean. They're easy to look after.

Many Brazilians have got pet birds and they love parrots. Brazilian parrots are beautiful. They have got bright yellow, red, green and blue feathers.

3 Read the article again. Write *yes* or *no*.

- 1 Many English people have got a cat or a dog. _____ yes _____
- 2 Many Japanese people have got pet birds. _____
- 3 Chinese goldfish are big. _____
- 4 Tortoises are popular pets in Taiwan. _____
- 5 Birds are popular pets in Brazil. _____