



Animal world



Watch the video. Write a name for the documentary.



mission

Plan an animal documentary

In this unit I will:

- 1 Choose animals for a documentary.
- 2 Write about what animals can do.

- 3 Write about what animals eat.
- 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)

Key Competences



Talk about animals.



Think of a name for a documentary about animals.



Reflect on their own learning by going through the unit goals.

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.



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

Key Competences



Identify and name wild and domestic animals.



Chant together as a class.



Identify the different sounds of the letter *g*.

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 5.01. Learners point to the animals and cage.

Tracks 5.01 and 5.02

(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 5.02. 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 5.03

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

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



3 Listen and say the animal.

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

Track 5.04

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

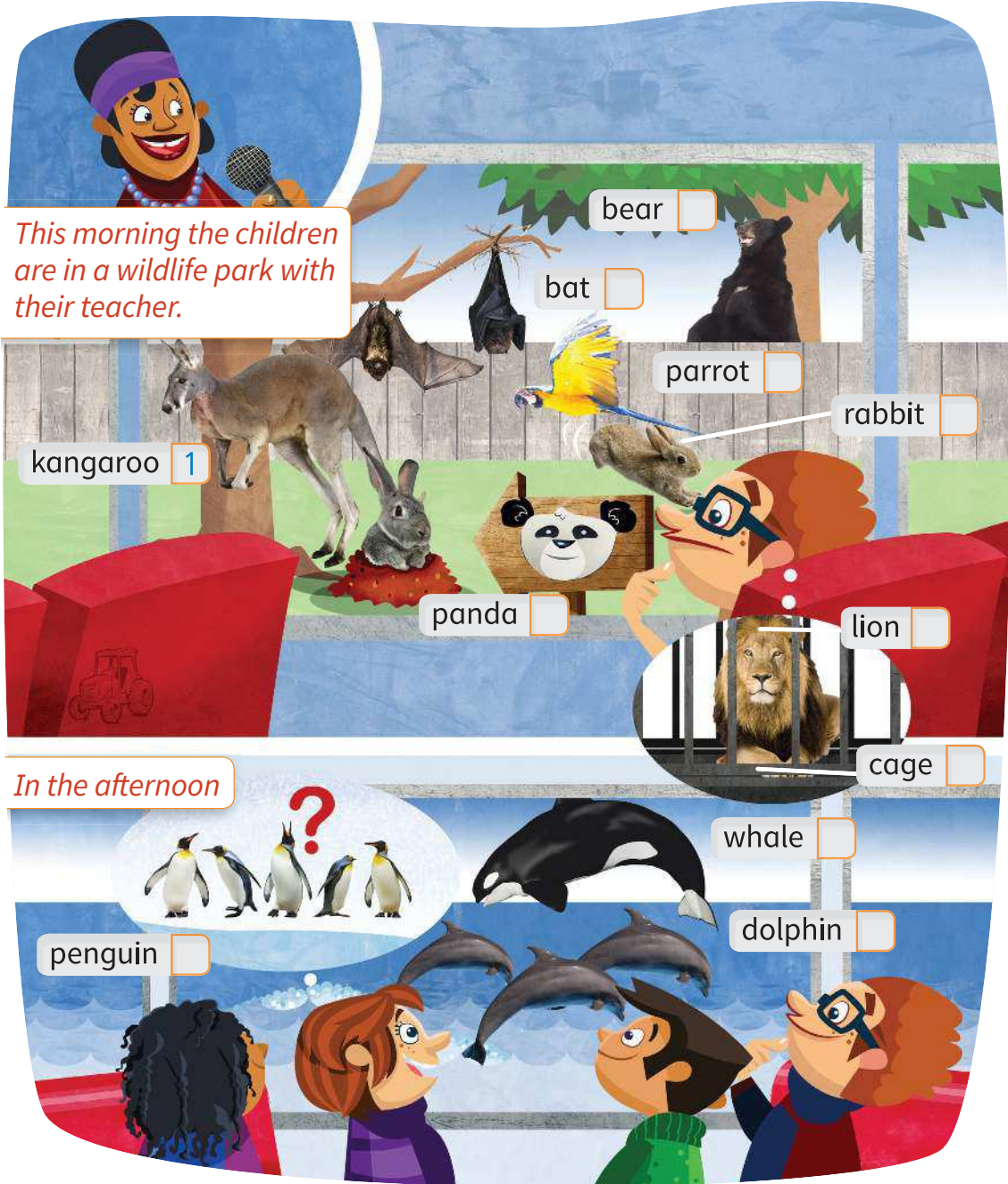
Ending the lesson

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

Vocabulary 1

5

1   Listen and point. Then listen and number.



2   Say the chant.

3   Listen and say the animal.

The Friendly Farm  5.05

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  5.06

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

Key Competences

 Read and listen to a story; Identify and learn superlative adjectives in context.

 Listen for specific information.

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 5.05

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 5.05

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 5.06

- 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

Key Competences



Learn to form and use superlative adjectives.



Work in groups to choose animals for a documentary.



Reflect on their own learning.



Interact with the digital 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 5.07

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 5.08

- 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**.

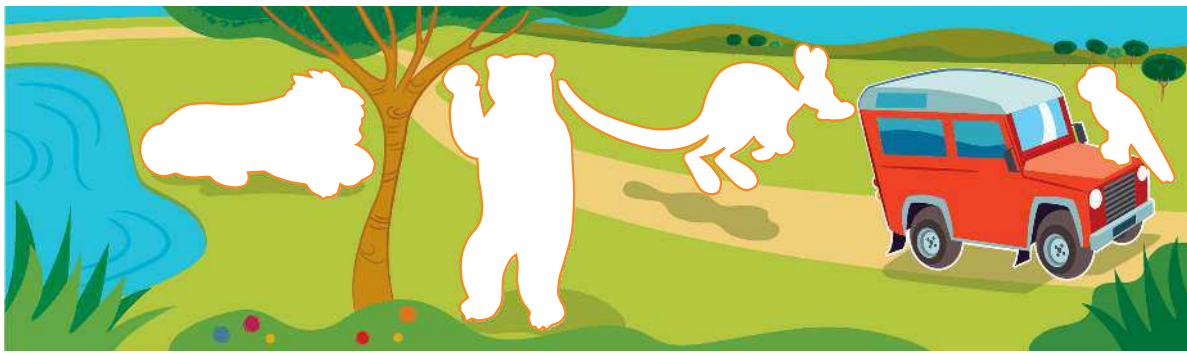
fat: That puppy's the **fattest**.

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

1



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



5.09

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

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

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



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!

Move like an animal.
Can your friend guess?



60

Action verbs




Learning outcomes By the end of the lesson, learners will have practised 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 continuous*

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

Key Competences

-  Identify and learn action verbs through a song.
-  Listen to a song and do the actions.
-  Play a game to practise the newly learnt language.

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 cleverest?*
- Make three or four teams. Teams line up with one learner at the front facing the board. Make a sentence, e.g. *It's got the longest ears.* The learners race to the board to take or touch the correct flashcard. The learners 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's got the longest tail. (Kangaroo) It's got the best ears. / It's the best listener. (Bat) It's the best jumper. (Kangaroo)*

Presentation

- Do actions for the verbs learners already know: *fly, jump, move, run, walk*. Learners 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 learners 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 learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 60



Listen and number. Then sing the song.

- Say *Open your Pupil's Books at page 60. Ask Where are they? (At a wildlife park) What are they wearing? (Teach mask.) Say Point to the (lion).* Learners point to the child who is wearing the mask.
- Say *Look at number 1.* Point and show learners 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. Learners listen and write numbers in the boxes. Check answers.

Track 5.09

Rocky: I'm Rocky-Doodle-Do and here's our song for today:
Moving like wild animals!

See song on Pupil's Book page 60

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

- Learners stand up. Practise the song in sections, doing the different actions for learners to copy.
- Play the audio or video again. Learners sing and do the actions.

Extra support Learners stand up. Give instructions with *like a ...* for learners 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 learners 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.* Learners 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 to make a sentence. Monitor and support.
- Show the picture of Rocky in the bottom right-hand corner. Read out the instructions. Demonstrate by moving like one of the animals. Learners guess. Encourage them to make a sentence in the present continuous (e.g. *You're climbing like a bear.*). Learners play the same game in pairs. Write more animals on the board as prompts (e.g. *monkey, duck, snake, crocodile*).

Activity Book, page 60

See pages TB120–132

Ending the lesson

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

5

Language practice 2





Learning outcomes By the end of the lesson, learners will be able to use prepositions *above*, *below*, *near* and *opposite*.

New language *The bat's above the tree. The snail's below the flower. The parrot's near the cage. The bus stop's opposite the zoo. bus stop*

Recycled language action verbs, animals, family, *feed*, *flower*, *tree*, *zoo*, *can*, prepositions, present continuous, superlative adjectives

Materials audio, coloured pens or pencils, paper, worksheets/notes from Mission Stage 1 lesson, digital Mission poster

Key Competences

-  Learn and practise prepositions of place to talk about where things are.
-  Work in groups to talk and write about what animals can do.
-  Reflect on their own learning.
-  Interact with the digital poster.

Warm-up

- Play 'Simon says' with animals and actions (*Simon says 'Walk like a penguin / jump like a kangaroo'*, etc.). Then give instructions with prepositions learners already know, e.g. *Simon says 'Put your book under your chair.'*

Presentation

- Teach *above*, *below*, *near* and *opposite* using classroom items. Teach a hand movement for each preposition, e.g. *opposite* – hold your palms in front of your body facing each other. Practise the movements, then say the prepositions while learners move their hands.
- Give instructions for the class to follow, e.g. *Daniel, stand opposite Carla, please. Hold your books above your heads.*

Pupil's Book, page 61



Which kind of animal is in Vicky's picture? Listen and tick ✓.

- Say *Open your Pupil's Books at page 61*. Point to each animal and ask *What's this?* (*A panda*)
- Ask *Which kind of animal is in Vicky's picture?* Play the audio. Learners listen and tick. Check answers.

Track 5.11

- Boy: That's a nice picture, Vicky.
 Vicky: Thank you. It's a family of my favourite animals. Look, the daddy's here, above this tree.
 Boy: Oh, yes. He's the biggest of the four.
 Vicky: Yes, but the mummy's the prettiest. She's on the ground below the tree.
 Boy: Oh, yes. She's beautiful. What's she doing?
 Vicky: She's feeding her daughter. Her daughter's opposite her.

- Boy: Oh. And what about that little parrot near the cage?
 Vicky: That's their son. He's going there because he wants to sleep.
 Boy: I like your parrot family, Vicky.
 Vicky: So do I.

Key: Picture 3

Extension Ask *Where are all the parrots?* Play the audio again for learners to answer.



Gracie's Grammar

- Write the sentences on the board.
 - Play the audio. Learners repeat the sentences.
- Track 5.12
 See Pupil's Book page 61
- Ask questions about the classroom, e.g. *Where's the clock?*

2

In pairs, draw your favourite animal family. Describe it to two friends.

- Draw an animal family on the board, e.g. penguins on some ice, with water below the ice. Draw them in different places, e.g. one below the ice, one near a rock, one next to its mum or dad. Point and say, e.g. *This is the mummy penguin. She's below the ice. The daddy penguin is near the baby.*
- Show learners the example speech bubbles.
- Put learners into pairs to draw their picture. Monitor and support. Encourage them to position their animals in order to practise the new prepositions.
- Put pairs into groups of four to describe their pictures.

mission Stage 2

- Show learners the second stage of the Mission poster: *Write about what animals can do.*
- Put learners into their Mission groups. They complete the second 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, ask learners to write about what the animals they have chosen can do. They also need to think about where each animal will be in the classroom when they act out their documentary. If time, they can rehearse this section of the documentary.

Activity Book, page 61

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 2*.

Ending the lesson

- SA** Go back to Stage 2 on the digital Mission poster. Add a tick to the 'Write about what animals can do' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Language practice 2

5

1  5.11 Which kind of animal is in Vicky's picture?
Listen and tick ✓.



 5.12

Gracie's Grammar



The bat's **above**
the tree.



The snail's **below**
the flower.



The parrot's **near**
the cage.



The bus stop's
opposite the zoo.

2 In pairs, draw your favourite animal family.
Describe it to two friends.

Our sister rabbit's opposite the brother rabbit. They're playing. Our mummy rabbit's above the ground. She's watching her children.

Here, our baby rabbit's asleep below the ground ... and this is our daddy rabbit. He's jumping near the flowers.

mission

STAGE 2

Write about what animals can do.

- Write what each animal can do.
- Choose places in the classroom for your actions.

Dolphins can swim. The sea is near the board!

Bats can fly above trees!
The tree's behind the door!




My
mission
diary
Activity Book
page 56

Prepositions: *above, below, near, opposite*


Cross-curricular

The animal kingdom

- 1



Watch the video.
- 2



What do you think these animals eat?
Listen and check.



dolphin



bear



lion



meat



leaves



penguin



panda



parrot



fruit



fish



seeds

- 3



Listen and read. Then complete the table
with the animals from Activity 2.

We can classify, or put animals into groups, when we know what they eat. There are three groups: carnivores, herbivores and omnivores.

- Carnivores only eat meat and fish. Tigers and sharks are carnivores.
- Herbivores only eat plants. Kangaroos and rabbits are herbivores.
- Omnivores eat meat and plants. People and chickens are omnivores.

Carnivore		Herbivore		Omnivore	
tiger	<u>dolphin</u>	kangaroo	<u> </u>	people	<u> </u>
shark	<u> </u>	rabbit	<u> </u>	chicken	<u> </u>
	<u> </u>				

Learning outcomes By the end of the lesson, learners will have learnt about animals and their food.

New language *carnivore, classify, herbivore, kingdom, omnivore, seed*

Recycled language *animals, fish, fruit, leaf (leaves), meat, people, plant (n), prepositions*

Materials Wild and domestic animals flashcards, Countryside flashcards, flashcard of meat from level 1, video, audio

Key Competences



Talk about animals and what they eat.



Learn about animals and their food; Complete a classification activity.

Warm-up

- Before class, move items around so they are not in their usual places (put things above, below, in, under, near and opposite other items). Ask *What's different in the classroom today?* Learners say, e.g. *The clock is under your chair.* Ask *Where is it usually?* (e.g. *Above the board*) Put items back when learners tell you correctly where they usually are.

Presentation

- Put flashcards of a rabbit and a lion on the board. Show the flashcard for grass and ask *Which animal eats grass?* (*The rabbit*) Stick the grass flashcard next to the rabbit. Ask *What does the lion eat?* (*Meat*) Stick the meat flashcard next to the lion. Say *Animals eat different things. What other things do they eat?* Encourage learners to say, e.g. *fruit, leaves, fish.*

Pupil's Book, page 62



1 Watch the video.

- Say *Let's watch the video.* Learners watch the video about what animals eat and answer the questions at the end.



2 What do you think these animals eat? Listen and check.

- Say *Open your Pupil's Books at page 62.* Teach *kingdom.* Check comprehension of *seeds.* Learners talk in pairs, then share ideas. Don't confirm answers.
- Play the audio.

Track 5.13

Park ranger: Welcome to Old Town Safari Park. Now, who can tell me the name of these animals?

Boy: They're dolphins.

Girl: Dolphins live in the sea. They eat fish.

Park ranger: And what's the name of this animal?

Girl: I've got a teddy like that! It's a bear.

Park ranger: That's right. And what do bears eat?

Boy: Meat!

Girl: Fruit!

Park ranger: Yes, you're both right. Bears eat meat, fish, leaves and fruit. Now, what about these animals?

Boy: They're lions and they live in Africa.

Park ranger: Correct! What do lions eat?

Girl: They eat meat.

Park ranger: Yes, they do. Now, here in the water, you can see some birds. They can't fly, but they can swim.

Girl: Penguins!

Boy: And they eat fish!

Park ranger: And these big black and white animals? What are they?

Girl: Pandas!

Park ranger: And ... what do they eat?

Girl: They eat leaves.

Park ranger: And here we are at the parrot house.

Boy: Gosh! They're very noisy!

Girl: What do parrots eat?

Park ranger: They eat fruit and seeds.

Key: dolphins – fish bears – meat, fish, leaves and fruit
lions – meat penguins – fish pandas – leaves
parrots – fruit and seeds



3 Listen and read. Then complete the table with the animals from Activity 2.

- Learners stand up. Ask *Who's wearing black shoes? Stand in a group, please. Who's wearing brown shoes? Stand in a group,* and so on, until all the learners are in different groups. Say *We can put things, animals or people in groups. We classify them. Write classify on the board. Say Let's learn about classifying animals.*
- Learners listen and read. Check comprehension by asking *What do (herbivores) eat? Are (chickens) carnivores?*

Track 5.14

See Pupil's Book page 62

- Learners complete the table individually or in pairs.

Key: Carnivore: lion, penguin Herbivore: panda, parrot
Omnivore: bear

Activity Book, page 62

See pages TB120–132

Ending the lesson

- Assign an animal to each learner. Say, e.g. *Animals who can fly, stand over here. Animals who can swim, stand over here. Animals who can't fly or swim, over here.* Then change the groups, e.g. *carnivores, herbivores and omnivores; animals who live in the sea / on the ground; wild/domestic animals.*

5

Cross-curricular





Learning outcomes By the end of the lesson, learners will be able to talk and write about animals and their food.

New language *beak, feather, grassland, mammal, quickly, stripe, wing*

Recycled language action verbs, animals, colours, parts of the body, *carnivore, herbivore, omnivore, can*, comparative adjectives, *have got*

Materials animal flashcards from levels 1 and 2, worksheets/notes from Mission Stages 1 and 2 lessons, dictionaries (optional), coloured pens or pencils, digital Mission poster

Key Competences

-  Read a fact file about zebras and penguins.
-  Work in groups to write about what animals eat.
-  Act out how animals eat.
-  Reflect on their own learning.

Warm-up

- Hide animal flashcards around the room before the learners come in.
- Choose learners to come up to the front in pairs. Describe one of the animals, sentence by sentence, e.g. *It's a carnivore. It's got a long tail. It lives in Africa. It can run, climb and jump. It's near the window.* They run to get the correct flashcard.

Alternative Split learners into two groups and ask them to stand in two lines in front of you. Show an animal flashcard. The learners at the front of each line play. The first learner who names the animal correctly gets a flashcard. At the end of the game, the team with the most flashcards wins.

Pupil's Book, page 63

4 Read about zebras and penguins.

- Say *Open your Pupil's Books at page 63.* Talk briefly about cards with information (some learners may collect or play games with cards like this). Ask *Which is a bird?* Learners point to the penguin. Point to the zebra and teach *mammal*. Ask for more examples of mammals. (*People, lions, cats, dogs, horses*) Ask *Which is a herbivore?* Learners point to the zebra.
- Say *Let's read about zebras and penguins.* Learners read the information silently.

- Check comprehension of the new words by asking, e.g. *Do zebras run slowly? (No. They run quickly.)* Check comprehension of *quickly*. Say *Point to the stripes on the zebra. What colour are they? Point to the penguin's beak. Where are its wings?*

5 Read and write Z (zebras) or P (penguins).

- Read the first sentence and point out the example answer. Ask learners to show you where the information is in Activity 4. (*Food: Carnivore (fish)*)
 - Learners read and write Z or P individually, then compare answers in pairs.
 - Check and ask where they found the information.
- Fast finishers** Write prompts on the board for learners to complete: *Zebras are ... They live ... They eat ...* Then they complete the sentences about Adélie penguins.

Key: 2 Z 3 Z 4 P 5 Z 6 P

mission Stage 3

- Show the class the third stage of the Mission poster: *Write about what animals eat.* Read the instructions.
 - Put learners into their Mission groups. They write about what their animals eat. They can do this as a group or each learner can write about one animal. Monitor and help with vocabulary.
 - Ask learners to practise acting how their animals eat. Demonstrate with a confident learner. Ask him/her to listen and act out as you play the part of the narrator, e.g. *Look. This penguin is swimming very quickly. It's got a fish. It's eating the fish.*
- Extra support** Write prompts on the board: *... are carnivores. They eat meat. ... are herbivores. They eat leaves from plants. ... are omnivores. They eat meat, fruit, eggs and seeds.*
- Fast finishers** Write extra information about what the animals look like, e.g. *It's got soft fur. / It's got a long beak.* They can use dictionaries to find new words.

Activity Book, page 63

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 3*.

Ending the lesson

- SA** Go back to Stage 3 on the digital Mission poster. Add a tick to the 'Write about what animals eat' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

5

4 Read about zebras and penguins.



NAME: Zebra
GROUP: Mammal
COLOUR: Black and white stripes
LIVES: In African grasslands
FOOD: Herbivore (grass)

Zebras have got four legs and a long tail. Their ears are bigger than a horse's ears. They can run quickly. They live in big groups.



NAME: Adélie Penguin
GROUP: Bird
COLOUR: Black and white
LIVES: In Antarctica
FOOD: Carnivore (fish)

Penguins have got two short legs, wings and a beak. They have feathers. They can swim very quickly, but they can't fly. They live in big groups.

5 Read and write Z (zebras) or P (penguins).

- 1

They are carnivores.

P
- 2

They live in Africa.
- 3

They can run very quickly.
- 4

They like moving in water.
- 5

They have stripes.
- 6

They don't eat grass.

mission STAGE 3

Write about what animals eat.

- Write what each animal eats.
- Practise actions to show how each animal eats.

	Penguins eat fish. Look!
	This penguin is eating fish.



My mission diary
Activity Book
page 56

Literature

1 What do you know about kangaroos?

They're ...

They've got ...

They can ...

They live ...



5.15

Why the kangaroo has a pouch

One morning a mummy kangaroo's near the river. She's playing with her joey. A joey's a baby kangaroo.

But what's that noise? The kangaroo looks and sees a very old wombat. The wombat's crying.

'What's the matter?' the kind kangaroo asks.

'I can't see and I need to eat and drink. I haven't got any friends to help me!' the wombat answers.

'I'm your friend,' the kangaroo says. 'Hold my tail.'



The wombat holds the kangaroo's tail and she takes him to the river. 'Here! Now you can drink,' she says. Then she takes the wombat to the greenest grass and says, 'Here! Now you can eat.'

Learning outcomes By the end of the lesson, learners will have read an Australian dreamtime story.

New language *brilliant, carry, cry, joey, kind, look for, noise, pouch, shout, take, wombat, What's the matter?*

Recycled language *asleep, baby, drink, eat, find, friend, grass, help, hold, late, present, river, tail, wake up, can/can't, have got, prepositions of place, present continuous, present simple, superlative adjectives*

Materials animal flashcards from levels 1 and 2, globe/world map (optional), pictures from Digital photo bank of Australian landscapes, landmarks and animals (optional), audio

Key Competences



Read and listen to a story.



Learn about a traditional Australian tale.



Learn and talk about kangaroos.

Warm-up

- Mix up the animal flashcards. Take out the kangaroo flashcard and put it to one side.
- Learners stand in a circle. Show an animal flashcard, e.g. penguin, and make a positive sentence, e.g. *They can swim*. Give the first flashcard to a learner and ask him/her to make a sentence with *can't*, e.g. *They can't fly*. This learner passes the flashcard to the next person in the circle. He/She makes a positive sentence, e.g. *They've got two legs*. The next learner makes a negative sentence, e.g. *They haven't got stripes*. Continue in this way until the flashcard comes back to you (or learners can't find anything more to say). Start again with a different flashcard.

Extra support Write useful language on the board:
They're / They aren't (big/small/brown/tall/thin/fat)
They can / They can't (swim/climb/fly/jump/walk/run)
They've got / They haven't got (tails/wings/feathers/legs)
They eat / They don't eat (meat/fruit/seeds/fish/plants/grass)

Stronger learners Play the game in several smaller circles.

Presentation

- Show photos of Australian landscapes and landmarks. Ask *Where's this?* Write *Australia* on the board and ask/show learners where it is, using a globe or world map.
- Tell learners they are going to read and listen to a 'dreamtime story' from Australia. This is a kind of legend originally told by the Aboriginal people.
- Ask *Which animals live in Australia?* Learners suggest animals (e.g. *kangaroos, wild dogs, sharks, spiders, snakes*). Show photos.

Pupil's Book, pages 64 and 65

1 What do you know about kangaroos?

- Say *Open your Pupil's Books at page 64. What do you know about kangaroos?* Learners talk in pairs then share ideas, e.g. *They live in Australia. They can jump. They've got long tails. They're fast. They eat plants.*
- Read the title of the story and teach *pouch*.



Why the kangaroo has a pouch

- Look at each picture and ask questions, e.g. Picture 1: *What can you see?* (A river, plants, a mummy kangaroo and her baby) Teach *wombat*. *Is the wombat happy?* (No, he's sad.) Picture 2: *What's the wombat doing?* (Holding the kangaroo's tail) *Where are they going?* (To the river) Picture 3: *What's the mummy kangaroo doing?* (Looking for her baby) *Where's the baby?* (Under/Below the tree) Picture 4: *Where's the baby now?* (In the mummy kangaroo's pouch)
- Say *Let's read and listen to the first part of the story*. Play the audio. Pause the audio after *crying*. Ask *What are the kangaroos doing?* (Playing) *What's a joey?* (A baby kangaroo) *What's the wombat doing?* (Crying)

Track 5.15

See story on Pupil's Book pages 64–65

- Say *Read and listen to the next part*. Pause after *Hold my tail*. Ask *Can the wombat see?* (No, he can't.) Check comprehension of *What's the matter?* Ask *What does the wombat need to do?* (Eat and drink) *What does the kangaroo do?* (She helps the wombat.)
- Play the next part. Pause after *Now you can eat*. Ask *Where does the kangaroo take the wombat to drink?* (The river) *Where does she take him to eat?* (The grass)
- Play the next part of the story. Pause after *sleep, too*. Ask *What does the kangaroo shout?* (Where are you?) *Does she find her joey?* (Yes, she does.)
- Play the rest of the story. Ask *What does the kangaroo put in the pouch?* (Her baby/joey) *Where does the pouch come from?* (The wombat – it's a present)

Extension Play the whole story again, without pauses, for learners to listen and read.

Activity Book, page 64

See pages TB120–132

Ending the lesson

- Say *When the answer is 'kangaroo', jump in the air. When the answer is 'wombat', walk on the spot*. Demonstrate the actions. Learners practise.
- Say sentences. Learners do the correct action.
It needs food and water. (W) *It's got a long tail.* (K)
It's got a baby. (K) *It can't see.* (W)
It's very kind. (K) *It looks for its baby.* (K)
It hasn't got any friends. (W)
It gives someone a present. (W)

5

Literature

Learning outcomes By the end of the lesson, learners will have thought about helping others.

New language *How does (the wombat) feel when ... ?*

Recycled language language from the story, *be kind to (someone)*

Materials A4 paper, coloured pens or pencils, scissors, stapler, audio

Key Competences



Read and listen to a story.



Discuss the message in a story; Think about the importance of helping others.

Social and Emotional Skill: Helping others

- After reading the story, ask learners *How is the kangaroo kind to the wombat? (The wombat can't see. The kangaroo takes him to the river to drink and to the grass to eat.) How does the wombat feel? (Happy) How is the wombat kind to the kangaroo? (He makes a pouch for her.) How does the kangaroo feel? (Happy)*
- Say *Yes, when someone is kind to us and helps us, we feel happy. When we are kind to someone else, we feel happy too.*
- Give learners two or three situations and they work in pairs and think of ways to be kind and to help, e.g. *a new boy or girl comes to the school. (Play with him or her in the playground, take him or her to the dining room at lunchtime, share a snack) Or a teacher is carrying a lot of books to the classroom. (Help him/her carry the books, open the door for him/her)*
- Tell learners they are going to make a booklet about being kind and helping others. Hand out A4 paper. They fold it in four and cut along the folds. Staple the pages together. On the front cover, they write *Ways to be kind by ...* and their name.
- Then inside, tell them to draw three ways to be kind, e.g. *sharing my new crayons, playing with my little sister, talking to my grandparents, helping Mum with the shopping.* They use the right-hand side of each double page.
- Optional: encourage the learners to do one kind act today and tell the class tomorrow.

Warm-up

- Write these words on the board: *wombat, see, pouch, old, babies, river, kangaroo.*
- Tell the story and pause for learners to say the word: *A mummy kangaroo and her joey are playing near the ... (river). A joey is a baby ... (kangaroo). They meet a wombat. He's very ... (old) and he can't ... (see). The mummy kangaroo helps the ... (wombat). The wombat gives the*

kangaroo a ... (pouch). From that day, mummy kangaroos have pouches to carry their ... (babies).

Pupil's Book, pages 64 and 65

- Say *Open your Pupil's Books at pages 64 and 65.* Play the audio. Learners read and listen to the story again.

Track 5.15

See story on Pupil's Book pages 64–65

2

Talk about the questions.

- Read the questions with the class and check comprehension.
- Talk about each question as a class. Prompt learners to explain their answers, e.g. *Why does the wombat feel sad? (Because he hasn't got any friends / he needs help / he's scared) Why does the kangaroo need a pouch? (Because she can't find her joey) How do we know that the kangaroo likes the pouch? (She says it's 'brilliant'.)*

Key: 1 sad / hungry and thirsty 2 happy 3 to say 'thank you' / because she's the kindest kangaroo he knows 4 happy/surprised

Extension

Learners act out the story in pairs. Write a simple script on the board. Encourage them to show emotions and act, e.g. the kangaroo jumps and the wombat follows behind to the 'river' and then the 'grass', the kangaroo acts looking for the joey, going to sleep, waking up, etc.

Kangaroo: *Hello. What's the matter?*

Wombat: *I'm sad. I can't see and I haven't got any friends.*

Kangaroo: *Hold my tail. I can take you to the river.*

Wombat: *Thank you!*

Kangaroo: *Now I can take you to the grass.*

Wombat: *Goodbye! Thank you again.*

Kangaroo: *Where's my joey? ... There you are! Let's sleep. What's this? It's brilliant!*

Wombat: *It's a present. You're the kindest kangaroo I know!*

3

Who's kind to you? Are you kind to people? What do you do?

- Read the first question. Give learners a minute to make a list of all the people who are kind to them. They share ideas.
- Read the second and third questions. Learners talk in pairs about ways they are kind. Monitor and support. Write their suggestions on the board, e.g. *I'm kind to my grandparents. I call them every day.*

Activity Book, page 65

See pages TB120–132

Ending the lesson

- SA** Use self-assessment to see how well learners think they understand the story. See Introduction.

5



The kangaroo's kind to the old wombat all day. When it's late, she says goodbye to him and she looks for her baby. Where is he? She can't find him! 'Joey! Joey! Where are you?' the kangaroo shouts.

It's OK. He's asleep below the biggest tree. The kind kangaroo finds him and goes to sleep, too.

The next day she wakes up and sees a pouch. She puts her joey in the pouch. Then she sees the old wombat. 'Look! This pouch is brilliant, but where does it come from?'

'It's my present to you. You're the kindest kangaroo that I know,' the wombat says.

And from that day, all mummy kangaroos have pouches to carry their babies.



2 Talk about the questions.

- 1 How does the wombat feel at the start of the story?
- 2 How does the wombat feel when the kangaroo helps him?
- 3 Why does the wombat give her the pouch?
- 4 How does the kangaroo feel when the wombat gives her the pouch?

3 Who's kind to you? Are you kind to people? What do you do?

A1 Movers



1 Where are Mary and Jack?
What are they doing?

2 Match the questions
with the answers.



1 What do you want to see after this?

a No, I can't see them.

2 Are the bears near the lions?

b Let's go and see the bats.

3 Can you see the penguins?

c Yes, they are.

3 Read what Mary says and Jack's three answers.
Which two are wrong?

Mary: Bats are funny! I like them.

Jack: **a** I think there are ten.

b Do you like bats?

c So do I.

Why are the two answers wrong? Write a letter in each box.

1

We know Mary likes them.

☐

2

Mary doesn't say 'How many'.

☐

4 Read and think. Choose the best answer.

1 **Mary:** Why don't we get a drink?

Jack: **a** Because we haven't got a drink.

b That's a good idea.

c We mustn't give drinks to the animals.

2 **Mary:** There's Mum! She's waving at us!

Jack: **a** Yes, she wants to go.

b Yes, let's tell Mum.

c Yes, that's Mum's.

Read all the answers
before you choose.
Then check your
answers.



Learning outcomes By the end of the lesson, learners will have practised completing a multiple-choice task (A1 Movers Reading and Writing Part 2).

Test skills Reading a dialogue; Choosing the correct responses

New language *wrong, Why don't we ... ?*

Recycled language *animals, drink (n), wave (v), Let's ...*

Materials practice paper for Movers Reading and Writing Part 2 (optional)

Key Competences



Learn and practise strategies to improve their reading and writing skills.



Practise activity types found in *Cambridge Young Learners: A1 Movers*.



Identify the incorrect options and explain why they are wrong.

Warm-up

- Put learners into pairs. Write *Do you like going to the zoo? Which wild animals do you like?* on the board. Learners talk in pairs.

Presentation

- Say *Let's practise for a reading and writing exam*. Show the Movers Reading and Writing Part 2 paper (the picture and dialogue with multiple-choice answers). Say *In Part 2 of the exam you read a conversation. You need to choose the correct answers from three choices. Let's practise*.

Pupil's Book, page 66

1 Where are Mary and Jack? What are they doing?

- Say *Open your Pupil's Books at page 66. In the exam there's a picture of the people talking in the dialogue*. Read the questions. Learners share their ideas. Ask *What do you think they're talking about?* Point out that the picture in the exam can help them to understand what they read.

Key: They're at the zoo. They're looking at the pandas.

2 Match the questions with the answers.

- Explain that in the exam learners sometimes need to match a question with an answer. Learners read and match individually, then compare answers in pairs.
- Extra support** For each question, ask if a yes/no answer is needed (2 and 3) or if the question is more open (1). Ask which words in the answers helped them to match.

Key: 1 b 2 c 3 a

3 Read what Mary says and Jack's three answers. Which two are wrong?

- Explain that in the exam some lines in the conversation are sentences, not questions. Learners need to choose an appropriate response / continuation of the conversation. Read the instructions. Check comprehension of *wrong*.
- Learners work individually or in pairs to identify the two incorrect choices.

Key: a and b are wrong

Why are the two answers wrong? Write a letter in each box.

- Learners look back at Jack's incorrect responses (a and b). Talk about each option with the class. Learners write the letters in the correct boxes.

Key: 1 b 2 a

4 Read and think. Choose the best answer.

- Tell learners that the two questions are the same format as the exam (show the practice paper again). Read the questions and options. Check comprehension of *Why don't we ... ?* (explain that it means the same as *Let's ...*) and *wave*.
- Learners read and choose their answers individually. Remind them to look again and check that their answers make sense after they have chosen.
- Check answers. Ask learners to explain why the options they didn't choose are wrong.

Key: 1 b 2 a

Extra support Learners practise the complete conversation in pairs (Activities 2 to 4). Pairs can read it / act it out for the class.

- Point to the monkey at the bottom of the page and read. Remind learners to consider all the options before they choose an answer. Going back and reading the whole conversation is the best way to check it makes sense.

Activity Book, page 66

See pages TB120–132

Ending the lesson

- Write phrases on the board: *So do I. / No, I don't. / Yes, I do. / Yes, of course I can. / You're welcome. / Great idea. / Yes, there is. / No, thank you*. Say a sentence or ask a question. Learners say a response from the board, e.g. *Can you help me?* (*Yes, of course I can.*) *Thank you very much.* (*You're welcome.*) *Do you like snakes?* (*No, I don't.*)

5

Review

Learning outcomes By the end of the lesson, learners will have revised the language in the unit and acted out an animal documentary.

Recycled language unit language

Materials three large pieces of paper or card with *carnivore*, *herbivore* and *omnivore* written on them, worksheets/notes from Mission Stages 1–3 lessons, animal masks/costumes (optional), video equipment (optional), dice and counters (for Activity Book game), coloured pens or pencils, digital Mission poster

Key Competences



Revise vocabulary and language learnt in the unit.



Complete self-assessment tasks and reflect on their own learning.



Act out an animal documentary.

Warm-up

- Put the pieces of paper/card with *carnivore*, *herbivore* and *omnivore* in three corners of the room. Ask *What does a carnivore eat? (Meat, fish) What about a herbivore? (Plants, leaves) Which animals are omnivores? (Bears, people)*
- Say and clap the stress with the learners: *carnivore*, *herbivore*, *omnivore*.
- Demonstrate the game. Stand in the middle of the room and close your eyes. Say *Go!* Learners run to one of the three corners with signs. Say the name of an animal, e.g. *Lion*. All the learners standing by the *carnivore* sign stay in the game. The rest sit down.
- Repeat with new animals until only one learner is left as the winner.
- Play several times.

Alternative The learners standing in the correct place get a point each time. If you want, choose learners who are out of the game to come to the middle and call out the animal names (make sure they keep their eyes shut). At the end, check how many points each learner has.

Pupil's Book, page 67

mission in action!

Act out an animal documentary.

- Say *Open your Pupil's Books at page 67*. Point to the Mission box or show learners the last stage of the digital Mission poster. Say *Let's put our Mission in action! Say Act out an animal documentary*.

- Read the instructions. Give learners time to rehearse their documentary, using their scripts from Stages 2 and 3. Monitor and help.
- If possible, groups video each other's documentaries.
Extension Learners make animal masks or costumes for their documentary.
- Groups take turns to present their documentary or show their video. Have a class vote on the best performance.

Self-assessment

- SA** Say *Did you like our 'Act out an animal documentary' Mission? Think and draw a face*. Learners draw a happy face, neutral face or sad face and then hold it up in the air.
- Ask *What did you do better in this Mission? Working together? Writing a script? Presenting to the class?* Learners each say one thing, or, if you have a large class, they can tell partners.
- Say *Our next Mission is 'Create a holiday island.'* Explain that learners will create an imaginary island and talk about things to see there and the weather. Check understanding of *weather*.

Activity Book, page 67

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* the final stage.
- Point to the sunflower. Learners read the 'can do' statements and tick them if they agree they have achieved them. They colour each leaf green if they are very confident or orange if they think they need more practice.
- Point to the word stack sign. Ask learners to look back at the unit and find at least five new words they have learnt. They write them in their word stack.

Ending the lesson

- SA** Go back to the completion stage on the digital Mission poster. Add a tick or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.
- Tell learners *You have finished your Mission! Well done!*

Review

5

mission in action!**Act out an animal documentary.**

**My
mission
diary**
Activity Book
page 56

★ **Present your animals.**

This is the bat. It's the smallest animal in our documentary.

★ **Say and show what each animal can do.**

Dolphins can swim.

★ **Say what each animal eats and show how it eats.**

Penguins eat fish. Look! This penguin is eating a fish.

★ **Vote for the best documentary.**

This group's actions are the funniest!



Unit consolidation

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