

Unit 5

Animals in the zoo

LESSON 1 – PAGE 46

Aims:

- **Listening:** listen to a song about zoo animals.
- **Speaking:** sing a song; ask and answer questions about zoo animals.
- **Critical thinking:** identify; classify into categories.

Vocabulary: elephant, giraffe, hippo, kangaroo, lion, rhino, tiger, zebra, trunk

Additional language: *What's this/that? What colour is the...? Is it a...? Is it big/small? Is it a farm? Is it a house?*

Review: pets and farm animals; colours; big/small

Materials and preparation: Pupil's Book; Audio CD, tracks 54 & 55; Songs CD, track 31; posters and cut-outs from Units 3 & 5; blu-tack or Sellotape

Warm up

- Brainstorm animal names introduced in the previous units. Divide the class into small groups and ask them to say as many animal names as they can remember while you count up to ten.
- Display the pets and farm animals posters (Unit 3) and ask questions, eg: *What's this/that? What colour is the...? Is it a...? Is it big/small?*

Teaching tip

Before doing a listening activity, it is important to take time to activate pupils' experiences with and knowledge of the topic. Doing this, engages their attention, gets them using English and sets them up for more successful comprehension. Include visuals, realia, personalization, open-ended questions and brainstorming activities.

Zoom along!



- Tell the class that they are going to learn a new song. Display the zoo animals poster (Unit 5).
- Ask if they know the name of any of the animals. Elicit answers from the class.
- Ask where the animals are, *Is it a farm? Is it a house?* Write the word 'ZOO' on the board and read it out. Ask pupils to repeat after you.
- Invite the to the song. Play the track once.
- Tell them you are going to play it again. This time they put up the hands every time they hear an animal word they know. Play the track again and check how many words they identified.

Audioscript

*Hippos, rhinos, kangaroos;
All the animals in the zoo!*

*Tigers, zebras, giraffes.
Oh no! What's over there?
A scary lion!
Help! Beware!*

*The elephant's trunk is very long.
Girls and boys sing this song!
Hippos, rhinos, kangaroos;
All the animals in the zoo!*



2

- Ask the class to open their books at page 46. Show the page and point to the number.
- Have pupils look at the animals and word labels. Play the track at least twice and tell pupils that they have to point to the correct picture.
- Play the track again, pause after each word and encourage pupils to repeat it. Have them repeat at least twice using the track as help.
- Point at each picture and ask the class to say the corresponding word.

Audioscript

*elephant; giraffe; hippo; kangaroo; lion; rhino; tiger;
zebra; trunk*



3

- Tell the class that they are going to listen to the song again. This time they are going to sing it.
- Play the song a few times. Sing along and mime as many words as possible, eg for 'scary' pretend to be very afraid.
- Encourage pupils to sing and mime along with you.
- Divide the class into two groups. Each group sings one line. They sing the refrain all together.

Teaching tip

Do not expect pupils to sing the whole song through. The more confident will join in fairly quickly. Others will sing a few words and they will progress more slowly. Give them time and allow them to work at their own pace. You may start by playing one verse at a time and asking the class to repeat. Then play two verses and keep increasing the number of verses until they can sing the whole song.

Karaoke time!



- When you feel that pupils are confident enough, tell them that it's karaoke time.
- Play the music and help them sing along.

- Gradually, allow them to sing independently. Ask them to mime the song as they sing.

Ideas for special needs

There may be pupils who find it difficult to concentrate and stay still. This may be a symptom of an attention deficit. Therefore, alternate seated activities with those that allow pupils to move around the room. Whenever possible, incorporate physical movement into your lessons. Songs are a good opportunity. Encourage pupils to mime and dance if they wish so.

It is also a good idea to have them seated near you. In that way, you may ask them to help you do small errands in the class, eg clean the board.

Practice

- Point at the animals on the poster in turn and ask the class: *What's this? Is it a...?*
- Play a game. Begin drawing an animal really slowly. Ask the class to identify what animal it is by the parts of the body you are drawing.
- Divide the class into two groups, A and B. Ask one pupil from group A to come to the board.
- Whisper an animal word. The pupil draws the animal. Group B has to guess.
- You may allow a limited number of attempts, eg three, to keep a quick pace. Groups get a point for each correct guess.
- Include pets, zoo and farm animals.

Wrap up

- Sing the song once again before finishing the class.

Home school link

- Learners teach the zoo animal words and the song to their family.

Extend your lesson!

Classify animals

- Ask pupils to get their pet and farm animals cut-outs.
- Tell the class to look for the zoo animals cut-outs at the back of the book and cut them out.
- Write the following words on the board: 'FARM', 'ZOO', 'PETS'.
- In pairs, ask the class to classify their cards into each category.
- When they have finished, check as a class.
- Ask pupils to come to the board and put the cut-outs in the correct group.

Write

- Tell the class you are going to write some words in the air.
- Point at one of the pictures, eg 'trunk'. Ask: *What is it? A trunk.*
- Say, *Let's write!* With your finger trace the word in the air. Make sure you stand with your back to the pupils so that they can 'see' what you are writing.
- Ask them to write the word in the air.
- You may turn this activity into a game. One pupil writes a word in the air and the class guesses what word it is.

Challenge!

- Ask the class to copy the three words into their notebooks and draw some of the animals in the correct category.

LESSON 2 – PAGE 47

Aims:

- **Listening:** listen to a dialogue about zoo animals; listen and number. Listen and match.
- **Speaking:** ask and answer questions about zoo animals; act out a dialogue.
- **Writing:** write theme vocabulary; write word cards.
- **Personalization:** draw a favourite wild animal.
- **Critical thinking:** identify, describe, memorize, problem-solving.

Vocabulary practice: *lion, tiger, zebra, elephant, kangaroo, hippo, rhino, giraffe, trunk*

Review: pets and farm animals (Unit 3); colours (Unit 2); *big, small* (Unit 3)

Materials and preparation: Pupil's Book; Audio CD, track 56; posters from Units 3 & 5, cut-outs from Units 3 & 5, file cards, A4 sheets of paper, drawing supplies

Warm up

- Play a guessing game to review vocabulary.
- Ask pupils to stand up, in a circle, if possible. Alternatively, they can stand next to their table.
- Clap out a beat and say: *One, two, three, TIGER.*
- After the next three beats, the pupil next to you gives an animal word, and so it continues. You can also use pets and farm animals.
- Anyone who can't think of a word or repeats a word already said has to sit down and it's the next pupil's turn. The winner is the last pupil standing.

Zoom along!

- Ask pupils to get their zoo animals cut-outs.
- Say, eg *Show me a lion.* Pupils show their card.
- Say, *Let's write LION.* The class writes the word in the air.



- Ask pupils to work in pairs. They take it in turns to choose a card and ask *Is it a...? Is it + colour? Is it (big/small)? What colour is the...?*

1 56

- Tell the class that they are going to listen to a child and her mother talking about the animals they see in the zoo.
- Tell them to open their books at page 47 and direct their attention to the pictures.
- Say that they are going to listen to the conversation and number the animals in the order they hear them mentioned.
- Play the track a few times. Check as a class.
- Focus on the word cards. Point at each word card in turn and read out the word. Ask the class to repeat after you.
- Tell pupils that they are going to listen again and match the animal to the word card.
- Play the track. Pause and allow time for pupils to match. Play the track again so that they can check their work.
- Ask individual pupils to show their answers to the class.

Ideas for special needs

If there are pupils who find it difficult to concentrate, divide tasks into manageable chunks. For example, you can give the class instructions to do the activity above all in one go. However, a pupil with an attention problem will find it hard to remember everything they have to do. So divide the task into smaller sections.

This will benefit not only this pupil but also other pupils who find learning English somewhat hard or who do not respond to instructions as quickly as others.

Audioscript/Answers

- 1
Girl *Look at that tiger! It's yellow and black!*
 2
Girl *What's that, Mum?*
Mother *It's an elephant, darling.*
 3
Girl *Is that an elephant?*
Mum *No, dear. It's a hippo.*
 4
Girl *Look, Mum! A horse! It's black and white.*
Mum *Ha, ha! No, it isn't. It's a zebra.*
 5
Girl *Mum, that tiger is brown!*
Mum *That's not a tiger, dear. It's a lion.*

2

Teaching tip

Pupils are going to read and write words in English for the first time in the year. Give plenty of practice in the form of matching word and image for recognition. Then provide plenty of opportunities for writing the new vocabulary.

- Focus on the pieces on the left. Ask the class to look at the words and complete them.
- Explain that they can look at the word cards in Activity 1 or on page 46 for help.
- When they have finished, ask individual pupils to come to the board and copy a completed word.
- Ask the class to look at the pieces on the right. Have them match the words to the correct pieces.
- When they have finished, ask them to compare their work with a partner's.
- Check as a class. Ask individual pupils in turn to show their book and one of the answers.

Practice

- Give pupils file cards or pieces of similar hard paper.
- Tell them to copy the new words one on each piece of card.
- Tell them to look at the words in the lesson or on the zoo animals poster for help.

Draw your favourite wild animal.

- Give pupils a sheet of paper and ask them to draw their favourite zoo animal.
- When they have finished, have them write the animal word. Tell them to copy it from the book, if they need help.
- Ask pupils to show their picture and describe it.

Portfolio opportunity

- Collect the pictures, write the names of the pupil and the date on top of the page and file them in their portfolios.

Why use portfolios?

Keeping a portfolio is a very useful idea, even at the initial stages of learning. A portfolio tells the story of a pupil. The items included in the portfolio demonstrate what that pupil knows and can do. These items are collected over time and provide an ongoing record of the pupil's accomplishments.

The only limits to the use of portfolios are those imposed by imagination. However, it is essential that there is shared understanding about its purpose. With older pupils, we can ask them to manage their own portfolios and actively reflect and organize its contents. With very young pupils, we will use the portfolio for demonstrating individual growth and tracking progress.

In each lesson, you will find opportunities for including the pupil's work in the portfolio but do not restrict yourself to these suggestions. Take every opportunity to add work that will reflect each pupil's learning progress.

Extend your lesson!

Act out

- Play the dialogue in Activity 1 again. Pause after each exchange for the class to repeat the lines.
- Practice the dialogue without the track. See how much pupils can remember. Cue them so that they do not get stuck.
- Ask confident pupils to act it out.

Challenge!

- You may introduce the written form of some of the words they have learnt in previous units. In order not to overload them with information, choose words that are spelt and pronounced in the same way, eg *dog, cat, hen*.

Game



- This game will help stimulate pupil's memory.
- Pupils work in pairs. They shuffle the word cards they prepared in the 'Practice' section and the cut-outs and place them face down on their table.
- They take it in turns to turn them over and find matching pairs of word and picture. If they find a match, they keep both cards. If they don't, they put the cards back in their place.
- Ask pupils to read the word out loud.

Challenge!

You can also ask pupils to make a sentence or a question using the word.

Informal assessment opportunity

Circulate listening to pair's interactions and checking for correct pronunciation.

Vocabulary review: *lion, tiger, zebra, elephant, kangaroo, hippo, rhino, giraffe, trunk* (Unit 5); parts of the body (Unit 4); pets and farm animals (Unit 3); colours (Unit 2); *big, small* (Unit 3); *long, short* (Unit 4)

Materials: Pupil's Book; Audio CD, track 57; posters from Unit 5; cut-outs from Units 3, 4 and 5; drawing supplies; Tiny and Tyler cut-outs; string; glue; scissors; photocopiable material 5.2

Warm up: TPR – Tiny says, 'Please!'

- Review the parts of the body the class learnt in Unit 4.
- Play a variation of Simon says.
- Give orders, eg *Touch your hair. Touch your nose. Shake your right hand. Stand on one foot.* If you say, *Tiny says, 'Please'...* before the order, the class obeys. If you don't, they stay still.
- Play a few rounds and revise as much body vocabulary as possible.

Zoom along!

- Display the poster from this lesson. Ask pupils to identify the characters, eg *Look! Who's in the zoo? Tiny and Tyler.*
- Elicit the names of the animals. Say, eg *Look at the animals. Can you say the words?*

1



- Tell the class that they are going to listen to Tiny and Tyler. They're in the zoo.
- Play the track once. Pupils follow the picture sequences in their books.
- Tell them you are going to play it again. They point at the animals that they hear mentioned in the dialogue.
- Play the track again. How many animals did they identify? Elicit the names from them.
- Tell the class that they are going to act out the dialogue with Tiny and Tyler.
- Play the track again. Pause after each sentence for pupils to repeat.
- Divide the class into two groups, one repeats Tyler's part, the other repeat Tiny's. Then switch the roles.
- Encourage pupils to act out the dialogue as a class without the help of the track. Mime and cue to help them remember.

Audioscript

Scene 1

Tyler Look, Tiny! This is a zoo!

Tiny Oh, fantastic!

Scene 2

Tyler This is a hippo.

Tiny It has got a big mouth but it hasn't got big ears! It has got a baby! It's lovely!

Scene 3

Tyler They are tigers. They have got stripes.

Tiny Yes! Zebras have got stripes too!

LESSON 3 – PAGES 48 & 49

Aims:

- **Listening:** listen to a dialogue about zoo animals; listen and say.
- **Speaking:** ask and answer questions about zoo animals; act out a dialogue.
- **Reading:** read word cards.
- **Critical thinking:** describe; discover rules; identify; memorize.

Language focus: *have got – It has got/hasn't got... Has it got ...? Yes, it has./No, it hasn't.*

Review: *I/You/We/They have got/haven't got...*

Vocabulary: *stripes, pouch*

Scene 4

Tiny *What is that funny animal, Tyler? It has got a pocket!*

Tyler *Hahaha! It's a kangaroo. It's not a pocket. It's a pouch!*

Tiny *Has that zebra got a pouch?*

Tyler *No, it hasn't.*

Scene 5

Tyler *Oh no! Not again! Tiny!*

Scene 6

Tiny *Wow, Tyler! This kangaroo has got big feet. Whee!*

Tyler *Tiny! Come back!*

Scene 7

Tiny *I love this zoo, Tyler! Wow! I'm a kangaroo!*

Tyler *Be good, Tiny!*

Language focus

- Display the story poster and play the track up to scene 2.
- Point at the baby hippo and say, eg *Look at the hippo. It's got a baby! It's a baby hippo. Look at the ears. How many has it got? It's got two. It's got two small ears.*
- Write 'IT'S GOT' in big letters on the board.
- Point at the mouth and say, eg *Look at the mouth. Is it big or small? It's big. Right!* Point at the board and encourage the class to say, *It's got a big mouth.*
- Proceed in the same way with one of the tigers and introduce 'stripes'.
- Point at the tigers and say: Look at the tigers. They've got stripes.
- Write 'THEY'VE GOT' on the board.
- Help pupils discover the rules of 'It's got'/'They've got'.
- Point at one tiger and say, *It's got stripes, four legs and small ears.*
- Point at all the tigers and say, *They've got stripes, four legs and small ears.*
- Repeat first with mother hippo and then with both hippos.
- Ask the class why we say this differently. Elicit answers from the class.
- Ask pupils to give more examples from the story.
- Review the use of 'have got' (from Unit 4).

Teaching tip

Although pupils will give the answers in their L1, this is not a problem because the aim is to raise awareness of how the language works and to help them discover this by themselves. You can then show one finger and say, eg *One! It's got...*, then show more fingers and say, eg *Two, three, four... They've got...*

Practice

- Ask pupils to work in pairs with the animals cut-outs. They can use all the animals or only the zoo animals.
- They take turns to describe the cards. Pupil A puts two animal cards on the table, eg a tiger and a zebra. Pupil B says, *Look! A tiger and a zebra. They've got stripes.*

- Pupil B puts one card on the table and Pupil A describes it saying, eg *Look! It's a hippo. It's got a big mouth.*

Informal assessment opportunity

- Circulate listening to pupils' interactions and checking for correct pronunciation and use of the target structure.

Wrap up



- Pupils sing the song in Lesson 1 as a class.

Extend your lesson!

Act out

- After practising the dialogue as a class, you may wish to ask pupils to act out the dialogue in pairs.
- Ask them to put the cut-outs of the animals that appear in the story in the correct order as an aid to memory.
- Tell them to decide who is going to play each role and ask them to use their Tiny and Tyler cut-outs.
- Play the track again, stop after each scene. Pupils act out the dialogue.

Play a guessing game

- Divide the class into two groups, A and B. Groups choose 5 animals.
- Circulate and make sure they haven't chosen the same animals.
- They take it in turns to appoint a spokesperson. It has to be a different pupil in each round. This pupil describes an animal, eg *It's big and grey, it's got a trunk.* The other group guesses what animal it is.

Make masks

- Give pupils a copy of photocopiable material 5.2.
- They make the animal masks.
- They cut them out and attach the string.
- They stand up and move imitating the movements of the animal they have chosen and say what they are, eg *I've got a long trunk. I'm big and grey. I'm an elephant.*
- They point at other pupils and say what they are, eg *That's a lion. It's brown and it's got a big mouth.*

LESSON 4 – PAGE 50

Aims:

- **Speaking:** describe zoo animals; ask and answer questions about zoo animals.
- **Reading:** read word cards.
- **Writing:** write words.
- **Critical thinking:** identify, match.

Language focus: *have got – It has got/hasn't got... They have got/haven't got... Has it got...? Yes, it has./No, it hasn't.*

Vocabulary review: *stripes, pouch, lion, tiger, zebra, elephant, kangaroo, hippo, rhino, giraffe, trunk* (Unit 5); parts of the body (Unit 4); pets and farm animals (Unit 3); colours (Unit 2); *big, small* (Unit 3); *long, short* (Unit 4)

Materials: Pupil's Book; Songs CD, track 31; posters from Unit 5, cut-outs from Units 3 and 5; drawing supplies; A4 sheets of paper; file cards; animal masks

Warm up

- Ask the class to play an identification game.
- Ask pupils in turn to mime and make the sounds of an animal. The class guesses what animal it is.

Review and practice

- Display the posters from this unit.
- Ask a few revision questions, eg *Has the kangaroo got a pouch? Have elephants got stripes?*
- Ask pupils to work in pairs. Tell them to take their animal cut-outs from Units 3 and 5.
- They take it in turns to speak about the animals. Pupil A chooses a picture and asks an initial question, eg *Has the lion got long legs?* Pupil B answers and continues describing the animal. Then they reverse roles.
- Model first with one of the pupils. Encourage the class to use as many questions and structures as they can.

Informal assessment opportunity

- Circulate listening to pupils' interactions and providing support as necessary.
- Check for correct pronunciation and use of target structures.
- Take notes of mistakes for future remedial work.

Teaching tip

If you notice that a pair is at a loss, intervene and ask questions yourself and then encourage pupils to ask you.

1



- Tell the class to open their book at page 50.
- Open your book and show the page. Point to the page number and say, *fifty*.

- Focus on Activity 1. Explain that they have to read the word cards and match them to the correct animal part.
- Allow time for pupils to work independently. When they have finished, ask them to compare their answers with a partner.
- Ask individual pupils in turn to say the answers. Cue them saying, eg *Number one is...* so pupils complete the answer *Number one is a tiger. It's got stripes.*
- Ask the class to repeat the answer after each pupil.

Reinforcement

- All the answers in Activity 1 are affirmative. Now ask pupils to say negative sentences, eg *The first one is a tiger. It hasn't got a trunk.*



2

- Turn to Activity 2. In this activity pupils have to look at two body characteristics and identify which one corresponds to each animal. For this they will have to think about the characteristics of each animal and then decide.
- Allow time for pupils to work independently. When they have finished, ask them to compare their answers with a partner.
- Encourage them to ask and answer about each animal, eg *Number one is a hippo. Stripes. No, it hasn't got stripes. It's got small ears. Hippos haven't got stripes.*
- Discuss the answers as a class.

Informal assessment opportunity

- Circulate listening to pupils' interactions and providing support as necessary.
- Check for correct pronunciation and use of target structures.
- Take notes of mistakes for future remedial work.

Wrap up



- Invite pupils to wear their animal masks and sing the song in Lesson 1 using the karaoke version.

Extend your lesson!

Create your animal



- Ask pupils to work in pairs. Each pupil draws and colours an imaginary animal.
- They describe it to their partner in as much detail as possible. The partner draws and colours the animal as instructed.
- They then compare the result.

Write

- You may wish to add more writing practice to your class.
- Display the poster from Lesson 1 in the unit.
- Point at the different animals and ask pupils to name their body parts, eg *trunk, pouch, legs, head*, etc.
- Write the words on the board.
- Ask pupils to copy the words into their notebooks and draw the corresponding body part next to the words.
- Ask pupils to make word cards.
- Give each of them a file card and ask them to choose a body part.
- When they have finished, ask them to label the body parts of the animals in the poster.

Practice



- In pairs, pupils choose three or four words they have learnt and write them on the file cards. Tell them to miss out some of the letters and replace them with a dash.
- They exchange their cards with another pair. They complete the words and add the corresponding picture.
- Tell pupils to work on the animal they have created. Ask them to give it a name and label the body parts.

Portfolio opportunity



- Collect the mini-posters and write the date on the back.
- Display pupils' work around the class for a few days. Then file the pictures in their portfolios.

LESSON 5 – PAGE 51

Aims:

- **Listening:** listen to a dialogue; listen and identify.
- **Speaking:** describe animals; act out a dialogue.
- **Reading:** read word cards.
- **Writing:** write word cards.
- **Project:** make a Class Zoo.
- **Critical thinking:** identify, match.

Language review: *have got* – all forms

Vocabulary: *crocodile, monkey, neck, tail, wings*

Vocabulary review: *stripes, pouch, lion, tiger, zebra, elephant, kangaroo, hippo, rhino, giraffe, trunk* (Unit 5); parts of the body (Unit 4); pets and farm animals (Unit 3); colours (Unit 2); *big, small* (Unit 3); *long, short* (Unit 4)

Materials: Pupil's Book; Audio CD, tracks 57–59; posters from Unit 5; drawing supplies; A4 sheets of paper or card; file cards; large sheet of poster paper; markers

Warm up



- Tell pupils that they are going to act out the dialogue between Tiny and Tyler in the zoo.
- Play the track once or twice, each scene in turn to remind pupils of the dialogue. Ask different pairs to act out each scene.

Zoom along!

- Focus on poster from Lesson 1 in this unit and ask the class to describe the animals. Elicit one sentence per pupil so that everyone has an opportunity to contribute to the descriptions.
- If pupils have already labelled the poster, ask them to read the labels they have made.

1



- Tell the class that they are going to listen to Tiny and Tyler again. Tell them they are reading a book about animals.
- Display poster from Lesson 5. Ask pupils to look at the pictures. Do they know the name of any of the animals? Elicit answers from the class.
- Play the track at least twice. Ask the class to listen to the dialogue.
- Ask pupils if they could identify any animal name. Elicit the names from the class.
- Tell the class you are going to play the track again. This time they say, *Stop!* every time they hear an animal word.
- Play scene 1 again. Point at the monkey and ask, eg *Is it a parrot? What is it?* Elicit the answers and encourage pupils to describe it.
- Point at the tail and ask, *What's this?* Elicit the answer and write the word on the board.
- Proceed in the same way with scene 2. Ask, *Has the crocodile got a tail? Is it long or short?*
- Continue with the following scenes and introduce 'neck' and 'wings'.
- Write the words on the board.
- Play the track again. Stop after each exchange and encourage pupils to repeat.
- Divide the class into two groups, one repeats Tyler's part, the other repeats Tiny's. Then switch the roles.
- Encourage pupils to act out the dialogue as a class without the help of the audio recording. Mime and cue to help them remember.

Audioscript

Scene 1

- Tyler** Look, Tiny! I've got a book of animals.
Tiny Hooray!! What's this?
Tyler It's a monkey.
Tyler It's got two long arms and two long legs.
And this?
Tyler This is the tail. This monkey has got a tail.

Scene 2

Tiny *What's that?*

Tyler *It's a crocodile. It's got a very big mouth.*

Scene 3

Tiny *And that's a giraffe!*

Tyler *Yes. It's got a long neck!*

Scene 4

Tiny *Look at the elephant! It's got a long nose!*

Tyler *It hasn't got a nose. It's got a trunk.*

Scene 5

Tiny *This is a parrot. Has it got arms?*

Tyler *No, it hasn't. It's got wings. Look! Two wings.*

Tiny *Oh, Tyler! I haven't got wings!*

2



- Play the track at least twice.
- Tell pupils to listen to the track. They listen and point to the words in the picture.
- Play the track again, pause after each word and encourage pupils to repeat it.
- Point to the words that you have written on the board and ask the class to say them again.

Audioscript

crocodile; monkey; neck; tail; wings

3



- Focus on the pictures in Activity 3. Tell pupils to look at the body parts and match them to the correct animal.
- When they have finished, ask them to describe the animal and its body parts.

Guessing game



- Ask pupils to work in pairs. They take it in turns to describe an animal. Pupil A says, eg *I've got two legs, a long tail, and brown hair.* Pupil B guesses, eg *You're a monkey!*
- You may turn this activity into a competition by dividing the class into two groups. Each correct guess gets a point.

Wrap up



- Play the dialogue between Tyler and Tiny again.
- Encourage the class to act it out. Correct only when necessary.

Extend your lesson!

Project: Make a Class Zoo

- Give each pupil an A4 sheet of paper or card. Ask pupils to draw and colour the zoo animal they like. Then they cut it out.

- When they have finished, display a large sheet of poster paper on the board within reach of pupils.
- Write 'OUR CLASS ZOO' on top of the poster and ask pupils to organize the animals in groups in the different areas of the zoo.
- Ask them to decorate the zoo areas as they wish. Tell them to label the animals' cages.
- When they have finished, encourage pupils to describe what they have done.
- Display the poster for a few days either in the classroom or in the school noticeboard.

Teaching tip



This project can be done by pupils working individually, in pairs or in groups. This will depend on the size of your class. If pupils work independently or in pairs and they make their own personal zoo, give them A3 sheets of paper so that they have a large enough area to work on.

LESSON 6 – PAGE 52

Aims:

- **Speaking:** describe animals; act out a dialogue.
- **Reading:** read words.
- **Writing:** write word cards.
- **Critical thinking:** identify, match, classify into categories.

Language review: *have got* – all forms

Vocabulary: *crocodile, monkey, neck, tail, wings*

Vocabulary review: *stripes, pouch, lion, tiger, zebra, elephant, kangaroo, hippo, rhino, giraffe, trunk* (Unit 5); parts of the body (Unit 4); pets and farm animals (Unit 3); colours (Unit 2); *big, small* (Unit 3); *long, short* (Unit 4)

Materials: Pupil's Book; stickers; drawing supplies; cut-outs from Units 3 and 5; a paper ball or a soft rubber ball; photocopiable material 5.3 & 5.4

Warm up

- Play a guessing game. Begin to draw a picture of an animal very slowly. Begin by one of the body parts pupils have learnt recently, eg *wings*.
- The class ask questions to guess what the animal is, eg *Is it a parrot? Is it a bird?*
- Allow only a limited number of questions, eg five, to make the game more exciting.

Zoom along!

- Play a true/false game. Say a few sentences about animals, eg *I've got a dog. It's brown and white. It's got three legs and a pouch.*
- Pupils have to say YES or NO and correct the mistake, eg *A dog hasn't got a pouch. Dogs have got four legs.*

- Turn this into a class competition. Divide the class into two groups. One pupil from each group takes it in turns to say similar sentences, some right, some wrong.



1

- Tell the class to open their books at the middle and get the stickers for Unit 5.
- Tell them to open the book at page 52. Open your book and show the page. Point to the page number and say, fifty-two.
- Focus on Activity 1. Explain that they have to read the animal words and put in the sticker with the correct body part for each animal.
- This activity requires pupils to identify the body part, read and understand the animal words and establish the relationship between the part and the whole animal.
- Allow time for pupils to work independently. When they have finished, ask them to compare their answers with a partner.
- Ask individual pupils in turn to say the answers, eg *The parrot has got wings.*
- Ask the class to repeat the answer after each pupil.

Reinforcement

- All the answers in Activity 1 are affirmative. Now ask pupils to say negative sentences, eg *The elephant hasn't got a pouch.*
- Help them with clear clues.

Animal riddles



- Tell the class to get their animal cut-outs. In pairs, they play riddles.
- They shuffle the cards and each player receives five. They shouldn't show their cards to their partner.
- If they both have an animal with a similar characteristic, ie both have a tail, they put both cards face up on the table.
- Below there are two basic model dialogues for playing the game. Pupils take turns to begin asking.

1

A: Have you got an animal with a tail?

B: Yes, I have./No, I haven't.

A: Is it an elephant?

B: Yes, it is./No, it isn't.

2

A: Has your animal got a tail?

B: Yes, it has./No, it hasn't.

A: Is it a monkey?

B: Yes, it is./No, it isn't.

2

- Focus on Activity 2 and ask the class to draw an animal they like. You may want to extend the activity by telling pupils that it can be any animal not just the ones they have learnt in Units 3 and 5.
- When they have finished, ask pupils to show their picture and describe it.
- Supply additional vocabulary, eg new animal names, if necessary.
- You may wish to ask pupils to draw their pictures on a separate sheet of paper and then display them in the classroom.

Wrap up

- Play a ball game. Ask pupils to work in small groups and make a paper ball.
- If conditions permit, take the class to the school yard. Ask them to sit or stand in a circle and play as a class with a real soft rubber ball.
- Pupil A says the name of an animal, eg *A monkey.* They pass or throw the ball gently to Pupil B. Pupil B says a sentence about the animal, eg *It's got a long tail.* Then he/she says the name of another animal and throws the ball to Pupil C.
- Continue until all pupils have said an animal and a sentence.

Extend your lesson!



Classify information

- Give pupils a copy of photocopiable material 5.3.
- Tell the class to look at the table and the pictures.
- Explain that they have to classify the animals according to the body parts indicated in the table. Tell them that some animals may go into more than one category.
- Pupils work individually. When they have finished, they compare their answers with a partner. They discuss any differences, eg *Birds have got tails and parrots have got tails.*
- When they have all finished, draw the table on the board and ask the class to help you fill it in.

Play Bingo!

- Give each pupil a copy of the Bingo grid available as photocopiable material 5.4.
- Tell the class that you are going to play Bingo. Explain the rules in L1 if necessary.
- Ask pupils to draw animals and animal body parts in the squares.
- Play Bingo in the usual way. You may use this game to review all the animal vocabulary pupils have learnt so far.

LESSON 7 – PAGE 53

Aims:

- **Speaking:** speak about being kind to others.
- **Listening:** listen to a mini-dialogue; listen and identify.
- **Critical thinking:** analyze behaviour.

Materials: Pupil's Book; Audio CD, track 60; drawing supplies; A4 sheets of paper; large sheet of poster paper; glue; markers; coloured card

Warm up

- Ask pupils if they know any magic words. Elicit the answers from the class: *Please, Thank you, Can I...? I'm sorry.*

Values



All the activities in this lesson require pupils to reflect on their behaviour, on what kindness means and in general to analyze how people behave in different situations.

Zoom along!

- Remind pupils of values and attitudes they have discussed in previous units, especially those that relate to our behaviour to others, eg showing respect to teachers and classmates, being polite, etc.
- Review some of the attitudes discussed in those units. Turn to Units 1 and 2 and review what they talked about then.
- Ask the class to work in pairs and ask their partner to lend them something. How do they ask politely? How do they answer?
- Ask the class what they say when they arrive at the class, how they ask you for permission.
- Focus on the pictures in Lesson 7, Unit 2. Ask pupils which of them show kind and polite behaviour and which don't.

1



- Pre-teach the words 'help', 'kind', 'unkind'.
- Discuss the importance of being kind to people in general, at home, in the street, at school. Elicit examples of how to be kind.
- Tell the class to open the books at page 53 and focus on the pictures in Activity 1.
- Encourage pupils to describe each situation.
- You may need to supply some additional vocabulary, eg 'fall', 'wash the dishes', 'give a present', 'push'.
- Ask them if these situations reflect kind behaviour or not. Tell them to draw the faces to show their opinion.
- Discuss the answers as a class.

Teaching tip

Do this gradually, in simple English. Pupils are likely to give examples in their L1. Repeat their contributions in English. Write key vocabulary on the board and ask the class to repeat the words. Help them to gradually incorporate the words in sentences.

- Tell the class that they are going to listen to a very short dialogue. They have to listen and decide which picture it matches.
- Play the track at least twice.
- Elicit the answer from the class.
- Ask them what words helped them decide.
- Discuss with them: Is it a kind action? Do they ever give presents to their family? What presents do they give them?

Audioscript

Boy *This is for you, grandma!*
Grandma *Oh, thank you, darling!*

2

- Focus on the picture and ask pupils to describe what they see. Ask leading questions to help pupils describe it fully.
- Invite pupils to draw a kind action.
- Suggest different possibilities for the scenario given, eg a woman carrying heavy supermarket bags and a child trying to help her or a child has just fallen off his bicycle and another child is going to help him. Highlight the fact the drawing should reflect good or kind actions which eventually will affect others.

A present

- Tell pupils that they are going to make a card. It's a present for somebody they choose. The person chosen can be a parent, a grandparent, a classmate or a friend, or simply somebody they want to be kind to.
- Tell them to decide who the card is going to be for and think about the message they want to write.
- Elicit ideas from the class and write the equivalents in simple English on the board.
- Give pupils pieces of card. They write the message and decorate the card in any way they wish.

Wrap up

- Display the cards pupils have made in the classroom before they give them away.
- You may ask them to vote for the nicest message or the prettiest card.

Extend your lesson!

Project: Being kind

- Divide the class into pairs and ask pupils to draw and colour a picture depicting kind and unkind actions at home, at school or in the street.
- Circulate giving help if necessary.
- Ask pupils questions about their work.
- When they have finished, the pairs stand up and say, eg *This boy/girl/person is kind/unkind.*
- Help them describe the picture using very simple vocabulary. Supply additional vocabulary as necessary.
- Collect all the pictures and make a class poster.
- Write 'KIND/UNKIND' on top of the poster or ask two pupils to copy the words from the board.
- Ask pupils to glue their pictures in the correct category.
- Display the poster in the classroom and remind the class that they have to be kind to people.

LESSON 8 – PAGE 54

Aims:

- **Phonics:** /ɔ/
- **Phonics review:** /æ/
- **Speaking:** sing a song; say tongue twisters.
- **Reading:** read words.
- **Writing:** write words with /ɔ/

Vocabulary review: parts of the body (Unit 4); pets and farm animals (Unit 3); colours (Unit 2); *big, small* (Unit 3); *long, short* (Unit 4)

Materials: Pupil's Book; Audio CD, tracks 51, 61 & 62; drawing supplies; old magazines; scissors; glue; A4 sheets of paper; large sheet of poster paper; markers

Warm up



- Remind pupils of the song they learnt in Lesson 8, Unit 4.
- Ask pupils to open their books at page 44. Play the track and encourage pupils to sing it.

Zoom along!

- Ask the class to say words that contain the /æ/ sound, eg *map, cat, black, rabbit, hand.*
- Invent a tongue twister with the words, eg *A black cat has a map in the hand.*
- Write the words on the board.
- Challenge pupils to say it quickly while playing a clapping game in pairs, to indicate rhythm.

- You may ask them to copy the tongue twister in their notebooks and draw the pictures.

1

- Tell the class to open their books at page 54. Focus on the picture in Activity 1.
- Introduce Thomas and ask the class what they think he is going to do. Point at the school.
- Tell pupils that they are going to listen to a chant about Thomas.
- Play the chant once for pupils to familiarize themselves with the words.
- Play the chant again. Ask pupils to identify the sound that is repeated in the chant.
- Tell the class to point at the words they hear with the sound /ɔ/.
- Play the chant once more. Can they identify the words with /ɔ/ in the picture?
- Ask them to say the words they remember.
- You may wish to write the words that have the sound /ɔ/ on the board and ask the class to say them.

Audioscript

Thomas, Thomas put on your socks.

Thomas, Thomas look at the clock!

It's time for school and the road is long.

Go to school and sing this song!

2

- Tell the class that they are going to sing along.
- Play the chant again. Pause after each line so that pupils can repeat.
- Mime as much as possible, eg putting on socks, looking at the clock, signalling the road. Encourage pupils to mime along.
- Sing again. This time, ask pupils to clap the beat of the chant.
- Once they are more confident, ask them to sing without the help of the track. You may want to use the karaoke version of the song (Songs CD, track XX).
- Tell them to colour the picture as they wish.
- When they have finished, you may ask them to describe the coloured picture. Help with questions, eg *What colour's the clock?*

Ideas for special needs

Miming and clapping the chant will help pupils remember the lines more easily as they can associate the words with something they are doing. It will be especially useful for those pupils who are more kinesthetic and also for those who have problems focusing their attention.

3 62

- Focus on the pictures. Ask pupils to name them. Do they all have the same sound?
- Play the track a few times. Tell them to listen and check.
- Ask them to circle the words that sound differently. Ask, *Which is different?* Elicit answers from pupils. Were their ideas correct?
- Play the track again and ask pupils to repeat the words.
- Write the words on the board.

Audioscript

crocodile; orange; dog; lion; shop; hamster

Home school link

- Pupils teach the chant to their family.

Wrap up

- Sing the chant once more clapping the beat and miming.

Extend your lesson!

Look, say and write

- Ask pupils to look at the words you have written on the board.
- Tell them to copy them into their notebooks and write the sound /ɔ/ in colours.
- Ask them to look at the animal words they have learnt in this unit.
- Tell them to find those that have the sound /ɔ/.
- Ask them to copy them into their notebooks with the other words and trace the sound /ɔ/ in colour too.

Make a new chant and draw your picture

- Pupils sing the chant by replacing 'Thomas' with an animal with the sound /ɔ/.
- Ask them to draw a picture for the chant with their animal.
- Walk around and help pupils when necessary.
- When they have finished, they write their name on the picture. Display the pictures around the classroom.

Portfolio opportunity

- Collect the pictures and file them in pupils' portfolios.

Informal assessment opportunity

- Circulate while pupils are working and ask them to chant their new lines for you.
- Check for correct pronunciation.

Make an /ɔ/ poster

- Ask pupils to work in pairs or small groups. Give them A4 sheets of paper and old magazines.
- Pupils cut-out letters from magazines and 'write' some of the words they know that contain the sound /ɔ/.
- They glue the words on their sheets.
- Write a large /ɔ/ on top of the poster.
- Ask pairs to come over and glue their picture on the poster.
- Display it in the classroom.

LESSON 9 – PAGE 55

Aims:

- **Speaking:** speak about what animals eat.
- **Reading:** read words.
- **Writing:** write words.
- **Critical thinking:** classify into categories.

Vocabulary: *meat, leaves, carrots, grass, insects, bananas, worms*

Vocabulary review: animal words

Materials: Pupil's Book; Audio CD tracks 54 & 63; drawing supplies; magazine pictures of food pupils may like; pictures of insects, worms, leaves and grass; A4 sheets of paper; poster paper; glue; drawing supplies; markers

Warm up 54

- Sing the song from Lesson 1.
- Write 'FARM', 'PET' and 'ZOO' on the board. Challenge the class to say as many animals for each category as they possibly can.

Zoom along!

- Show pictures of food pupils may like. Ask, eg *Do you eat cakes/sandwiches/hamburgers, etc.?* Elicit answers from the class.
- Show pictures of worms. Ask the class, *Do you like these?* Show leaves and grass. Elicit pupils' reactions.
- Show the cakes and sandwiches again. Ask, *Do animals eat cakes? And sandwiches? Do tigers eat cupcakes?* Elicit answers.
- Ask the class to open their books at page 55. Focus on the pictures in Activity 1.
- Point to the animals. Review the names of the animals.

- Take advantage of this activity to review 'have got' and animal body parts.
- Point to the pictures of animal food. Ask the class if they know how to say those in English.
- Point to each item of animal food in turn and say the correct word. Ask the class to repeat after you. Correct pronunciation as well as stress.



1

- Ask pupils to work in pairs. Tell them to look at the food and the animals in Activity 1 and match them.
- When they have finished, tell them they are going to listen to Billy asking Miss Brown about this.
- Play the track once so that pupils become familiar with the content.
- Tell them to listen to Miss Brown and check their answers.
- Play the track again. This time they correct their answers.
- Discuss as a class. Were they right?
- Ask pupils, eg *What do birds eat?* Elicit the answer from the class. It will be enough if they just say the food.
- You may then extend their answer, eg *Yes. Birds eat worms.* Ask them to repeat after you.

Audioscript

Billy Miss Brown, what do these animals eat?
Miss Brown Well, let's see. Tigers eat meat; giraffes, leaves. Rabbits eat carrots; cows, grass; frogs, insects; monkeys, bananas and birds, worms. Is that clear?



2

- Focus on the table and ask pupils to identify the food on top of the table.
- Ask them to explain what they have to do, ie classify the animals according to what they eat.

Teaching tip

They will obviously explain this in their L1. You may repeat the explanation in English after them. The aim is that they understand the purpose of the activity without your help.

- Ask the class to identify the animals in the activity.
- As they name the animals, ask pupils to help you write the words on the board.
- Tell them to write the correct animal word in each category.
- They work independently and classify the animals.
- When they have finished, ask them to compare their work with a partner.
- Check as a class. Ask, eg *What do cats eat?*

- You may want to check the answers by copying the table on the board and asking individual pupils to write the words in the correct column.

Wrap up

- Ask pupils to count how many animals there are in each food group. Can they add some more? Provide additional vocabulary as required.

Extend your lesson!

Make a food mini-poster

- Give each pupil an A4 sheet of paper.
- Tell them to draw an animal they like. Ask them to choose animals that haven't appeared in this lesson, eg lizard, elephant, etc.
- They also draw the food this animal likes eating.

Challenge!

- If you feel the class is up to the challenge, ask them to write some simple sentences about the animal, eg *This is a... It's got... It eats...*
- Provide models on the board for pupils to copy and complete.

Portfolio opportunity



- Display the mini-posters around the classroom and ask the authors to say what they have written.
- Collect the posters and file them in pupils' portfolios.

Make a class poster

- Tell pupils they are going to make a table similar to the one in Activity 2.
- Stick a large sheet of poster paper on the board within reach of pupils.
- Write 'ANIMAL FOOD' or a similar title on top and copy the table.
- Invite pupils to contribute writing an animal in the correct group.