

## **UNIT 5: PETS - LESSON 1**

### ***Learning objectives***

- Can name some common pets

### ***Target language***

- Cat, dog, frog, mouse, parrot, pet, rabbit, tortoise

### ***Recycled language***

- I've got (two) (legs).
- Colours

### ***Receptive language***

- How many (legs) have you got?

### ***Resources and Materials***

- Pupil's Book page 36
- Activity Book page 32
- Audio CD2 track 06, 17, 18
- Flashcards 36-42
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b>Warm-up</b> <b>5 min</b>	<p><b><i>Listen, sing and do the actions.</i></b></p> <ul style="list-style-type: none"> <li>• Play the song from Unit 4. Pupils listen, sing and do the appropriate actions.</li> <li>• Ask individual pupils, <i>How many (legs) have you got? (I've got two legs.)</i> Repeat for other parts of the body.</li> </ul> <p>AUDIO SCRIPT - CD2:06</p> <p><i>I've got two hands.</i>  <i>Clap, clap, clap.</i>  <i>Clap your hands,</i>  <i>Clap your hands.</i>  <i>I've got two feet.</i>  <i>Stamp, stamp, stamp.</i>  <i>Stamp your feet,</i>  <i>Stamp your feet.</i>  <i>Clap, stamp, clap, stamp.</i>  <i>Clap your hands and stamp your feet.</i>  <i>Clap, stamp, clap, stamp.</i>  <i>Clap your hands and stamp your feet.</i>  <i>I've got eight fingers.</i>  <i>Click, click, click.</i>  <i>Click your fingers,</i>  <i>Click your fingers.</i>  <i>I've got eight toes.</i>  <i>Wiggle, wiggle, wiggle.</i>  <i>Wiggle your toes,</i>  <i>Wiggle your toes.</i>  <i>Click, wiggle, click, wiggle.</i>  <i>Click your fingers and wiggle your toes.</i>  <i>Click, wiggle, click, wiggle.</i>  <i>Click your fingers and wiggle your toes.</i></p>	<ul style="list-style-type: none"> <li>• Listen, sing the song from Unit 4 and do the appropriate actions.</li> <li>• Listen and answer T's questions</li> </ul>
<b>Learning adventure</b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 1 and ask, <i>What are we learning today?</i>  Look at the lesson objective: <i>We're</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 1, listen and answer T's questions</li> </ul>

	<p><i>learning words for pets.</i></p> <ul style="list-style-type: none"> <li>• Ask pupils what words for pets they know in English, e.g. <i>dog, cat</i>. Write them on the board.</li> <li>• Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look at the poster and listen</li> </ul>
<b>PRESENTATION</b>		
<b>7 mins</b>	<ul style="list-style-type: none"> <li>• Introduce the new words using the flashcards 36-42. Show the flashcard in turn, say the words and pupils repeat. Stick the flashcards on the board as you say each word.</li> <li>• Indicate the flashcards on the board and say, <i>Pets</i>. Point to various flashcards and ask, <i>Is it a dog? Yes/No.</i></li> <li>• Have a discussion in L1 about the characters and ask where they are (at a pet show)</li> <li>• Write the pet words on the board and invite pupils to stick the flashcard next to the correct word.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the flashcards, listen and repeat, then stick the flashcards on the board as T says each word.</li> <li>• Look at the flashcards on the board, listen and answer T's questions.</li> <li>• Have a discussion in L1 about the characters and answer where they are</li> <li>• Look at the pet words on the board and stick the flashcard next to the correct word</li> </ul>
	<p><b><i>Listen</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 2 in their Pupil's Books.</li> <li>• Play the audio and ask pupils to listen first.</li> <li>• Ask pupils, <i>What pet has Waldo got? (a mouse)</i></li> <li>• See an alternate or more detailed activity in the Teacher Book.</li> </ul> <p>AUDIO SCRIPT – CD2:17</p> <p><b><i>Harry: Look at the pets! A dog...</i></b></p> <p><b><i>Aunt Fifi: ...a cat...</i></b></p> <p><b><i>Harry: ...a rabbit...aah!</i></b></p> <p><b><i>Aunt Fifi: ...a parrot...</i></b></p>	<ul style="list-style-type: none"> <li>• Look at Activity 2 in their Pupil's Books,</li> <li>• Listen first, listen and answer T's question</li> </ul>

	<p><b>Harry:</b> ...a tortoise and a frog!</p> <p><b>Aunt Fifi:</b> Have you got a pet, Waldo?... Waldo?</p> <p><b>Waldo:</b> Yes, I have! Mmm!</p> <p><b>Beth:</b> Oh, no! ...a mouse... No, Waldo!</p>	
<b>PRACTICE</b>		
<b>PB page 36, Act. 2</b> <b>5 min</b>	<p><b>Listen and circle.</b></p> <ul style="list-style-type: none"> <li>• Play the audio. Pupils listen and point to the animals in the main illustration.</li> <li>• Pupils listen again and circle each animal.</li> </ul> <p>AUDIO SCRIPT – CD2; 17</p> <p><b>Harry:</b> Look at the pets! A dog...</p> <p><b>Aunt Fifi:</b> ...a cat...</p> <p><b>Harry:</b> ...a rabbit...aah!</p> <p><b>Aunt Fifi:</b> ...a parrot...</p> <p><b>Harry:</b> ...a tortoise and a frog!</p> <p><b>Aunt Fifi:</b> Have you got a pet, Waldo?... Waldo?</p> <p><b>Waldo:</b> Yes, I have! Mmm!</p> <p><b>Beth:</b> Oh, no! ...a mouse... No, Waldo!</p>	<ul style="list-style-type: none"> <li>• Listen and point to the animals in the main illustration.</li> <li>• Listen again and circle each animal.</li> </ul>
<b>PB page 36, Act.3</b> <b>3 min</b>	<p><b>Listen and say.</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 3 in their Pupil's Books.</li> <li>• Play the audio. Pupils listen and point to the pets.</li> <li>• Play the audio again. Pupils listen, point to the pets and repeat the words.</li> </ul> <p>AUDIO SCRIPT – CD2:18</p> <p>dog, cat, rabbit, mouse, parrot, tortoise, frog</p>	<ul style="list-style-type: none"> <li>• Look at Activity 3 in their Pupil's Books</li> <li>• Listen and point to the pets.</li> <li>• Listen, point to the pets and repeat the words.</li> </ul>
<b>AB page 32</b> <b>5 min</b>	<p><b>Find. Then trace.</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 1 in their Activity Books.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 1 in their Activity Books</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils guess which animal is in each picture. They then trace the words and say.</li> <li>• Pupils take turns in pairs to point and say, <i>It's a (parrot)</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• guess which animal is in each picture, then trace the words and say</li> <li>• Take turns in pairs to point and say</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<p><i>Say the pets.</i></p> <ul style="list-style-type: none"> <li>• Show the activity on the board and nominate a pupil to name the pet <i>Dog</i>!</li> <li>• Ask for 6 volunteer pupils and ask them to line up at the screen. Then go through the words and ask pupils to say the word. Click on the flashcard to confirm the answer.</li> <li>• Once all words have been said, ask another group of pupils to line up at the screen and go through the activity again.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the activity on the board and name the pet</li> <li>• 6 volunteer pupils line up at the screen and say the word, then confirm the answer.</li> <li>• Another group of pupils to line up at the screen and go through the activity again</li> </ul>

## **UNIT 5: PETS - LESSON 2**

### ***Learning objectives***

- Can describe pets

### ***Target language***

- Big, small
- It's a (big) (tortoise).

### ***Recycled language***

- Pets

### ***Receptive language***

- What's this?
- What colour is it?
- Is it (big)?

### ***Resources and Materials***

- Pupil's Book page 37
- Activity Book page 33
- Audio CD2 track 19, 20, 21
- Flashcards 36-42
- Active Teach Software

### ***Management tips: Animal sounds for group set-up***

- Teacher's book page 19

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b>Warm-up</b> <b>5 min</b>	<ul style="list-style-type: none"> <li>Stick the flashcards 36-42 around the classroom. Say them in turn and pupils find them and point to them. Vary your speed and tone to make it more challenging. Then ask for each, <i>What colour is it?</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at the flashcards around the classroom, find them and point to them, then listen and answer T's question</li> </ul>
<b>Learning adventure</b> <b>2 min</b>	<ul style="list-style-type: none"> <li>Have pupils look at the lesson 2 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson.</li> <li>Look at the lesson objective: <i>We're learning about pets.</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at the lesson 2, listen and answer T's question, then look at the image and guess what they will be learning in the lesson to recognize the lesson objective</li> </ul>
<b>PRESENTATION</b>		
<b>CHANT</b> <b>PB page 37, Act.4</b> <b>5 min</b>	<p><b><i>Listen and chant.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 4 in their Pupil's Books.</li> <li>Play the audio. Mime <i>big</i> and <i>small</i> as they listen. Alternatively, you can pause after each line to give pupils time to repeat the words and make the animal noises.</li> <li>Play the chant and ask pupils to chant along.</li> </ul> <p>AUDIO SCRIPT – CD2:19  <i>Pets, pets,</i>  <i>Big and small.</i>  <i>Come and listen to them all.</i>  <i>A big cat. Miaow! Miaow!</i>  <i>A small mouse. Squeak! Squeak!</i>  <i>A big parrot. Squawk! Squawk!</i>  <i>A small rabbit. Munch! Munch!</i></p>	<ul style="list-style-type: none"> <li>Look at Activity 4 in their Pupil's Books</li> <li>Look at T's miming, listen and repeat the words, and make the animal noises</li> <li>Listen and chant along</li> </ul>

	<i>A big tortoise. Chomp! Chomp!</i> <i>A small frog. Ribbit! Ribbit!</i> <i>A big dog. Woof! Woof!</i>	
<b>PRACTICE</b>		
<b>GAME</b> <b>3 min</b>	<ul style="list-style-type: none"> <li>Ask pupils to look at the picture. Pupils play a guessing game in pairs using the main picture. One pupil describes an animal, e.g. <i>It's small. It's brown.</i> His/her partner says which animal it is, e.g. <i>It's a small (dog).</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at the picture, listen to T's instruction and play the game</li> </ul>
<b>PB page 37, Act. 5</b> <b>5 min</b>	<p><b><i>Listen and circle. Say.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 5 in their Pupil's Books.</li> <li>Focus on the pictures at the bottom of the page. Play the audio. Pupils listen and circle the correct animal in each pair.</li> <li>Pupils then point and say sentences about each animal, e.g. <i>It's a (big) (tortoise).</i></li> </ul> <p>Activity answer key:  <b>1 a    2 b    3 a    4 b</b></p> <p>AUDIO SCRIPT – CD2: 20  <b>1</b> <i>It's a big cat.</i>  <b>2</b> <i>It's a big tortoise.</i>  <b>3</b> <i>It's a small dog.</i>  <b>4</b> <i>It's a small rabbit.</i>  <i>It's a big tortoise.</i></p>	<ul style="list-style-type: none"> <li>Look at Activity 5 in their Pupil's Books</li> <li>Look at the pictures at the bottom of the page, listen and circle the correct animal in each pair</li> <li>Point and say sentences about each animal</li> </ul>
<b>QUEST</b> <b>5 min</b>	<p><b><i>Listen and sing.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils (in L1) to remember the Quest items from the Welcome Unit, which the characters have to find. Ask them to guess which item could be found here.</li> <li>Play the Quest song. Pupils listen for the Quest item.</li> </ul>	<ul style="list-style-type: none"> <li>Remember the Quest items from the Welcome Unit, guess which item could be found here</li> <li>Listen for the Quest item.</li> <li>Look at the main scene to</li> </ul>



[illegible]

	<p>each row, i.e. the animal which is a different size to the other animals and circle it.</p> <ul style="list-style-type: none"> <li>Pupils then say, e.g. <i>It's a (small) (rabbit).</i></li> </ul> <p>Activity answer key:  <b>1</b> small rabbit <b>2</b> big tortoise <b>3</b> big cat</p>	each row and say the sentence
<b>POP QUIZ</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>As pupils leaving the class, ask, have you got a pet? Ask them to tell what pet they've got, e.g. I've got a dog ... If they haven't got ask them what their favourite pet would be.</li> </ul>	<ul style="list-style-type: none"> <li>Leave the class, listen and tell what pet they've got, then tell what their favourite pet would be</li> </ul>

## **UNIT 5: PETS - LESSON 3**

### ***Learning objectives***

- Can describe pets
- Can follow a simple song

### ***Target language***

- Boy, girl, hat
- He's/She's got a (cat).

### ***Recycled language***

- Big, bird, butterfly, flower, small
- Pets, Colours

### ***Receptive language***

- What has he/she got?
- Has he/she got (a dog)?
- Have you got (a dog)?  
Is it big/small?

### ***Resources and Materials***

- Pupil's Book page 38
- Activity Book page 34
- Audio CD2 track 19, 22, 23,24
- Photos
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b>Warm-up</b> <b>5 min</b>	<ul style="list-style-type: none"> <li>Tell pupils that they are going to listen to the chant about animals. Play the audio. Pupils point to the animal when they hear it in the chant. Play once more and have pupils chant along.</li> </ul> <p>AUDIO SCRIPT – CD2: 19</p> <p><i>Pets, pets, Big and small. Come and listen to them all. A big cat. Miaow! Miaow! A small mouse. Squeak! Squeak! A big parrot. Squawk! Squawk! A small rabbit. Munch! Munch! A big tortoise. Chomp! Chomp! A small frog. Ribbit! Ribbit! A big dog. Woof! Woof!</i></p> <ul style="list-style-type: none"> <li>Show photos of your pet ay, I've got a pet. Invite several pupils to show their pets</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the chant about animals, point to the animal when they hear it in the chant.</li> <li>Look at the photos several pupils show their pets</li> </ul>
<b>Learning adventure</b> <b>2 min</b>	<ul style="list-style-type: none"> <li>Have pupils look at the lesson 3 and ask, <i>What are we learning today?</i> Look at the lesson objective: <i>We're talking about people's pets.</i></li> <li>Ask pupils what English words they can remember for pets, e.g. <i>dog, cat.</i> Write them on the board.</li> <li>Refer to the learning adventure poster and say, <i>Great! You are moving along your learning adventure!</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at the lesson 3, listen and answer T's questions</li> <li>Look at the poster and listen</li> </ul>

PRESENTATION		
	<p><b><i>Look and say.</i></b></p> <ul style="list-style-type: none"> <li>• Teach <i>boy</i> and <i>girl</i> by pointing to the pictures. Also teach <i>hat</i> by indicating the hat.</li> <li>• Ask the pupils to repeat the words after you. Check for pronunciation.</li> <li>• Repeat.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the words</li> <li>• Listen and repeat the words</li> </ul>
<p><b><i>SONG</i></b></p> <p><b>PB page 38, Act.6</b></p> <p><b>5 min</b></p>	<p><b><i>Listen and find.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 6 in their Pupil's Books.</li> <li>• Get them to look at the scene.</li> <li>• Play the audio. Pupils listen and point to the animals in the picture as they hear them mentioned in the song.</li> </ul> <p>AUDIO SCRIPT – CD2: 23</p> <p><i>The boy's got a dog,</i>  <i>A very big dog.</i>  <i>He's got a dog. Woof, woof!</i>  <i>The dog's got a frog,</i>  <i>A very small frog.</i>  <i>The dog's got a frog. Ribbet! Ribbet!</i>  <i>The girl's got a cat,</i>  <i>A very big cat.</i>  <i>She's got a cat. Miaow!</i>  <i>The cat's got a hat,</i>  <i>A very big hat.</i>  <i>The cat's got a hat. Miaow!</i>  <i>He's got a dog.</i>  <i>The dog's got a frog.</i>  <i>She's got a cat</i>  <i>And the cat's got a hat.</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 6 in their Pupil's Books</li> <li>• Look at the scene, listen and point to the animals in the picture as they hear them mentioned in the song.</li> </ul>
PRACTICE		
<p><b>PB page 38, Act.7</b></p> <p><b>5 min</b></p>	<p><b><i>Find and match. Then colour. Say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 7 in their Pupil's Books.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 7 in their Pupil's Books.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils look at the song illustration and find the children in it. They draw lines to match each child with his/her animal.</li> <li>• Pupils then colour the animals to match the song illustration. Alternatively, they can choose their own colours.</li> <li>• They describe the pictures, saying, e.g. <i>He's/She's got a (brown) (dog).</i></li> </ul> <p>Activity answer key:  <b>1</b> cat (orange) c  <b>2</b> rabbit (light brown) b  <b>3</b> mouse (white) d  <b>4</b> dog (dark brown) a</p>	<ul style="list-style-type: none"> <li>• Look at the song illustration and find the children in it. They draw lines to match each child with his/her animal.</li> <li>• Colour the animals to match the song illustration. Alternatively, they can choose their own colours.</li> <li>• Describe the pictures, saying</li> </ul>
<b>AB page 34</b> <b>5 min</b>	<p><b><i>Listen and circle.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 4 in their Activity Books.</li> <li>• Play the audio. Pupils circle the animals as they are mentioned in the audio.</li> </ul> <p>Activity answer key:  <b>1</b> dog, rabbit, frog  <b>2</b> mouse, parrot</p> <p><b><i>Read and write.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 5 in their Activity Books.</li> <li>• Pupils read the sentences.</li> <li>• They identify the animals in silhouette in the pictures and write the correct number next to</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 4 in their Activity Books</li> <li>• Listen and circle the animals as they are mentioned in the audio.</li> <li>• Look at Activity 5 in their Activity Books</li> <li>• Read the sentences.</li> <li>• Identify the animals in silhouette in the pictures and write the</li> </ul>

	<p>each picture.</p> <p>Answer key:  <b>a 3   b 4   c 2   d 1</b></p> <p>AUDIO SCRIPT – CD2:24</p> <p><i>He's got a dog.</i></p> <p><i>She's got a mouse.</i></p> <p><i>He's got a rabbit.</i></p> <p><i>She's got a parrot.</i></p> <p><i>He's got a frog.</i></p>	<p>correct number next to each picture.</p>
<b>POP QUIZ</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>• Tell pupils that the boy and girl have got the animals in their respective rows. Model a sentence by pointing at the picture of the rabbit and saying, <i>He's got a rabbit.</i></li> <li>• Have pupils work in pairs, taking turns to say sentences about the animals. Review any difficult words as a class.</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention to T's modeling</li> <li>• Work in pairs, take turns to say sentences about the animals</li> </ul>

## **UNIT 5: PETS - LESSON 4**

### ***Learning objectives***

- Can talk about pets
- Can say the sounds /d/ and /t/

### ***Recycled language***

- Pets
- He's got a (cat). It's (small). It's (brown).
- Doctor, drum, ten, two

### ***Receptive language***

- Point to a (girl).
- What pet has (he) got?
- Is it (big)?

### ***Resources and Materials***

- Pupil's Book page 39
- Activity Book page 35
- Audios CD2 track 22, 25, 26,27
- Active Teach Software



STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b>Warm-up</b> <b>5 min</b>	<ul style="list-style-type: none"> <li>Tell pupils that they are going to listen to the song about pets.</li> <li>Play the audio. Pupils point to the pet when they hear it in the chant. Play once more and have pupils mime the actions of each animal they hear, as they chant along.</li> </ul> <p>AUDIO SCRIPT – CD2:22</p> <p><i>The boy's got a dog,</i>  <i>A very big dog.</i>  <i>He's got a dog. Woof, woof!</i>  <i>The dog's got a frog,</i>  <i>A very small frog.</i>  <i>The dog's got a frog. Ribbet! Ribbet!</i>  <i>The girl's got a cat,</i>  <i>A very big cat.</i>  <i>She's got a cat. Miaow!</i>  <i>The cat's got a hat,</i>  <i>A very big hat.</i>  <i>The cat's got a hat. Miaow!</i>  <i>He's got a dog.</i>  <i>The dog's got a frog.</i>  <i>She's got a cat</i>  <i>And the cat's got a hat.</i></p>	<ul style="list-style-type: none"> <li>Listen to the song about pets</li> <li>Listen and point to the pet when they hear it in the chant, then chant along</li> </ul>
<b>Learning adventure</b> <b>2 min</b>	<ul style="list-style-type: none"> <li>Have pupils look at the lesson 4 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson.</li> <li>Look at the lesson objectives: <i>We're talking about pets</i> and <i>We're saying some English sounds.</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at the lesson 4, listen and answer T's question, then look at the image and guess what they will be learning in the lesson to recognize the lesson objectives</li> </ul>

SKILL PRACTICE		
<b>PB page 39, Act.8</b> <b>5 min</b>	<p><b><i>Listen and point. Then play.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 8 in their Pupil's Books.</li> <li>• Play the audio to give pupils an idea of the language they will need. Pupils listen and point to the animal.</li> <li>• Pupils take turns to choose a pet for the boy and the girl and their partner has to guess which it is. Pupil A says, e.g. <i>It's small. It's blue and yellow.</i> Pupil B says, <i>He's got a parrot.</i></li> <li>• Pupils then play the same game in pairs, choosing a pet each time and describing it using, <i>It's big/small</i> and <i>It's (black and white)</i>. His/Her partner guesses and says, e.g. <i>He's/She's got a (rabbit).</i></li> </ul> <p>AUDIO SCRIPT – CD2:25</p> <p><b>Woman:</b> <i>What pet has he got? It's small. It's brown.</i></p> <p><b>Girl:</b> <i>He's got a tortoise.</i></p> <p><b>Boy:</b> <i>Yes.</i></p> <p><b>Woman:</b> <i>What pet has she got? It's big. It's black and white.</i></p> <p><b>Boy:</b> <i>She's got a dog!</i></p> <p><b>Girl:</b> <i>Yes.</i></p> <p><i>It's big. It's black and white. She's got a dog.</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 8 in their Pupil's Books</li> <li>• Listen and point to the animal.</li> <li>• Take turns to choose a pet for the boy and the girl and their partner has to guess which it is. Pupil A says</li> <li>• Play the same game in pairs, choose a pet each time and describe it using</li> </ul>
<b>PHONICS PRESENTATION</b>	<ul style="list-style-type: none"> <li>• Remind pupils of the words drum and dragon. Ask pupils which sound they hear in both words. Say/d/ sound and ask pupils to repeat after you.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember the words, say which sounds they hear in both words</li> </ul>

	<ul style="list-style-type: none"> <li>Do the same for the /t/ sound</li> <li>Play the audio. Ask pupils which sound they can hear. Play the audio again and have pupils repeat.</li> </ul> <p>AUDIO SCRIPT – CD2:26</p> <p><i>d, d</i></p> <p><i>t, t</i></p> <p><i>d, d, d</i></p> <p><i>t, t, t</i></p> <p><i>d, t, d, t, d, t</i></p>	<ul style="list-style-type: none"> <li>Listen and say which sound they can hear, then listen again and repeat</li> </ul>
<b>PHONICS PRACTICE</b>  <b>PB page 39, Act. 9</b> <b>5 min</b>	<p><b><i>Listen and say.</i></b></p> <ul style="list-style-type: none"> <li>Play the audio and point to the sounds. Play the audio again and ask pupils to say the words.</li> </ul> <p>AUDIO SCRIPT – CD2: 26</p> <p><i>d</i></p> <p><i>Danny Dog</i></p> <p><i>doctor</i></p> <p><i>drum</i></p> <p><b><i>Listen and say.</i></b></p> <ul style="list-style-type: none"> <li>Play the audio and point to the sounds. Play the audio again and ask pupils to say the words.</li> </ul> <p>AUDIO SCRIPT – CD2:26</p> <p><i>t</i></p> <p><i>Tina Tortoise</i></p> <p><i>ten</i></p> <p><i>two</i></p> <p><b><i>Listen and say.</i></b></p> <ul style="list-style-type: none"> <li>Focus on the first picture. Indicate the dog and say, e.g. <i>Look, a dog!</i></li> <li>Play the audio. Play the audio again, and have pupils repeat the</li> </ul>	<ul style="list-style-type: none"> <li>Listen and point to the sounds, listen again and say the words</li> <li>Listen and point to the sounds, listen again and say the words</li> <li>Look at the first picture</li> <li>Listen and repeat the phrase.</li> </ul>

	<p>phrase.</p> <ul style="list-style-type: none"> <li>• Move on to the next picture Focus on the second picture. Indicate the tortoise and say, e.g. <i>Look, a tortoise!</i></li> <li>• Play the audio. Play the audio again, and have pupils repeat.</li> </ul> <p>AUDIO SCRIPT – CD2:26  <i>Danny Dog, Danny Dog,          Doctor, drum          Danny Dog          Tina Tortoise, Tina Tortoise,          ten, two,          Tina Tortoise!</i></p>	<ul style="list-style-type: none"> <li>• Look at the next picture</li> <li>• Listen and repeat</li> </ul>
<p><b>AB page 35</b>  <b>5 min</b></p>	<p><b><i>Trace. Then listen and tick.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 6 in their Activity Books.</li> <li>• Pupils trace the letters <i>d</i> and <i>t</i>.</li> <li>• Point to each of the pictures in turn and ask for each, <i>What's this?</i></li> <li>• Play the audio. Pupils tick the items that start with the same sound as the letter on the left.</li> </ul> <p>Activity answer key:          d          tick = dog, doctor, drum          t          tick = tortoise, teacher, ten</p> <p><b><i>Trace. Then circle and say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 7 in their Activity Books.</li> <li>• Pupils read the words and trace them.</li> <li>• They then find the objects in the picture and circle all the words beginning with /d/ sound in green</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 6 in their Activity Books</li> <li>• Trace the letters <i>d</i> and <i>t</i>.</li> <li>• Look at the pictures , listen and answer T's question</li> <li>• Listen and tick the items that start with the same sound as the letter on the left</li> <li>• Look at Activity 7 in their Activity Books</li> <li>• Read the words and trace them.</li> <li>• Find the objects in the picture and circle all the words beginning with /d/</li> </ul>

	<p>and all the words beginning with the /t/ sound in blue.</p> <ul style="list-style-type: none"> <li>Point to objects in the picture and pupils say the words.</li> </ul> <p>Activity answer key:  green = drum, dad, dog  blue = two, ten, tortoise  AUDIO SCRIPT – CD2:27  <i>Danny Dog</i>  <i>d</i>  <i>dog</i>  <i>tortoise</i>  <i>doctor</i>  <i>Tina Tortoise</i>  <i>t</i>  <i>teacher</i>  <i>ten</i>  <i>drum</i></p>	<p>sound in green and all the words beginning with the /t/ sound in blue.</p> <ul style="list-style-type: none"> <li>Look at objects in the picture and say the words.</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<p><b><i>Listen and choose.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at the picture. Do the first question together as a class. Pupils look at the pictures while you play the audio and decide whether it is a <i>d</i> (represented by the dog) or <i>t</i> (represented by the tortoise).</li> <li>Put pupils into groups and ask them to work out the answers. Give pupils a minute to decide the answer, and then click through to the next screen.</li> <li>Go through the answers as a class, calling on different groups to give you their answer. Review any incorrect answers.</li> </ul>	<ul style="list-style-type: none"> <li>Look at the pictures, listen and decide whether it is a <i>d</i> or <i>t</i></li> <li>Work in groups to work out the answers, then decide the answer</li> </ul>

## **UNIT 5: PETS - LESSON 5**

### ***Learning objectives***

- Can understand a simple story
- Can act out a story

### ***Target language***

- He's (green).
- He's got (two wings).

### ***Functional language***

- Have you got my dragon?
- I'm sorry.
- This is for you.

### ***Values***

- Caring for pets

### ***Resources and Materials***

- Pupil's Book page 40
- Activity Book page 36
- Audio Cd2 track 28, 29
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b>Warm-up</b> <b>5 min</b>	<ul style="list-style-type: none"> <li>Remind pupils of the story from Unit 4. Then look at the questions and ask, <i>Who is in the story?</i> Nominate a pupil to answer (<i>Cody, Beth, Harry and Waldo</i>).</li> <li>Move on to the next question and have pupils raise their hands if they can tell you anything more about the story.</li> </ul> <p>Activity answer key:  <b>1</b> Cody, Beth, Harry and Waldo.  <b>2</b> They are trying to put together a teddy. Waldo spills some paint.</p>	<ul style="list-style-type: none"> <li>Remember the story from Unit 4, listen and answer T's question</li> <li>Look at the next question and raise their hands if they can tell you anything more about the story</li> </ul>
<b>Learning adventure</b> <b>2 min</b>	<ul style="list-style-type: none"> <li>Have pupils look at the lesson 5 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson.</li> <li>Look at the lesson objectives: <i>We're listening to a story and acting it out.</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at the lesson 5, then look at the image and guess what they will be learning in the lesson to recognize the lesson objectives</li> </ul>
<b>PRESENTATION</b>		
<b>PB page 40, Act.10</b> <b>7 min</b>	<p><b><i>Listen to the story. Read</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 10 in their Pupil's Books.</li> <li>Direct pupils' attention to the story and ask questions about the characters and the scene: <i>What can you see in the pictures? Where is Waldo? Who is Harry asking about?</i></li> <li>Ask pupils to predict what will happen in the story.</li> <li>Play the audio. Ask pupils to listen to the story and follow along in their books.</li> </ul>	<ul style="list-style-type: none"> <li>Look at Activity 10 in their Pupil's Books</li> <li>Pay attention to the story, listen and answer T's questions</li> <li>Predict what will happen in the story.</li> <li>Listen to the story and follow along in their books.</li> </ul>

	<ul style="list-style-type: none"> <li>Check pupils' understanding of the story by asking questions and pointing to the pictures, e.g. <i>Picture 2. Has he got a small, green dragon? (No) How many wings has Waldo got? (two) What colour is he? (green)</i></li> <li>After pupils have a clear understanding of the story, play the audio again. Pause after each frame and encourage pupils to repeat the words and phrases aloud.</li> </ul> <p>AUDIO SCRIPT – CD2: 28</p> <p><b>Harry:</b> <i>Waldo!</i></p> <p><b>Aunt Fifi:</b> <i>Waldo?</i></p> <p><b>2</b></p> <p><b>Harry:</b> <i>Have you got a small, green dragon?</i></p> <p><b>Cashier:</b> <i>No, sorry.</i></p> <p><b>3</b></p> <p><b>Harry:</b> <i>Have you got my dragon? He's green and he's got two wings.</i></p> <p><b>Pat Poodle:</b> <i>No, I'm sorry.</i></p> <p><b>4</b></p> <p><b>Harry:</b> <i>Have you got my dragon?</i></p> <p><b>Lost Pet Guy:</b> <i>No, I'm sorry.</i></p> <p><b>5</b></p> <p><b>Harry:</b> <i>What!?!</i></p> <p><b>6</b></p> <p><b>Harry:</b> <i>Waldo! Hurray!</i></p> <p><b>Waldo:</b> <i>Hello, Harry. This is for you.</i></p>	<ul style="list-style-type: none"> <li>Understand the story, listen and answer T's questions</li> <li>Listen to the audio again and repeat the words and phrases aloud when T pauses after each frame</li> </ul>
<b>PRACTICE</b>		
<b>3 min</b>	<p><b>Yes or No?</b></p> <ul style="list-style-type: none"> <li>Check pupils' understanding of the story.</li> <li>Read through the statement and ask: <i>Yes or No?</i> Elicit answers</li> </ul>	<ul style="list-style-type: none"> <li>Understand the story</li> <li>Listen and answer Ts questions</li> </ul>



	<p>from different students in open class or ask for a show of hands.</p> <ul style="list-style-type: none"> <li>• Repeat with the second and third pictures.</li> </ul> <p>Activity answer key: 1 No 2 Yes 3 No</p>	
<b>PB page 40, Act. 11</b> <b>7 min</b>	<p><b><i>Act out the story.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 11 in their Pupil's Books.</li> <li>• Invite a group of pupil volunteers to act out the roles. Say the lines while the pupils act out the story and then ask pupils to repeat them after you.</li> <li>• Encourage pupils to say the lines from memory. You may wish to use props for the roleplay.</li> <li>• Divide pupils into groups of seven. Give groups time to practise their roleplay.</li> <li>• Read the the lines again and ask pupils to speak along. Ask other groups of pupils to come to the front to act out the story.</li> </ul> <p><i>You might like to give the pupils feedback on their roleplay.</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 11 in their Pupil's Books</li> <li>• The group of pupil volunteers to act out the roles, then repeat the lines</li> <li>• Say the lines from memory</li> <li>• Work in groups of seven to practise their roleplay</li> <li>• Listen and speak along</li> </ul>
<b>AB page 36</b> <b>5 min</b>	<p><b><i>Listen and number.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 8 in their Activity Books.</li> <li>• Play the audio. Pupils listen and number the pictures.</li> </ul> <p>Activity answer key: <b>a 4    b 3    c 1    d 2</b></p> <p><b><i>Draw and tick.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 9 in their Activity Books.</li> <li>• Pupils trace the dotted lines to</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 8 in their Activity Books</li> <li>• Listen and number the pictures.</li> <li>• Look at Activity 9 in their Activity Books</li> <li>• Trace the dotted lines to</li> </ul>

	<p>reveal the pictures.</p> <ul style="list-style-type: none"> <li>• They then put a tick next to the animals shown in the picture.</li> </ul> <p>Activity answer key: dog, rabbit</p> <p>AUDIO SCRIPT –CD2:29</p> <p><i>1 No, sorry.</i></p> <p><i>2 This is for you!</i></p> <p><i>3 He's got two wings.</i></p> <p><i>4 Have you got a small green dragon?</i></p>	<p>reveal the pictures.</p> <ul style="list-style-type: none"> <li>• Put a tick next to the animals shown in the picture.</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>• Say some of the lines from the story but leaves out the last word. Pupils finish the sentence, e.g. <i>Have you got my ... (dragon)?</i> <i>He's green and he's got two ... (wings)</i></li> <li>• Repeat with other lines from the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at some of the lines from the story but leaves out the last word, then finish the sentence, e.g. <i>Have you got my ... (dragon)?</i></li> <li>• Listen and repeat with other lines from the story</li> </ul>
	<ul style="list-style-type: none"> <li>• Explain in L1 that in the next lesson pupils are going to talk about animals. Ask pupils to bring various photos of animals and their babies e.g. birds, dogs, cats to make a poster.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about animals, bring various photos of animals and their babies</li> </ul>

## **UNIT 5: PETS - LESSON 6**

### ***Learning objectives***

- Can match animals with their young

### ***Cross-curricular***

- Science: animals and their young

### ***Target language***

- Chick, kitten, puppy
- The (dog)'s got a (puppy).

### ***Recycled language***

- Bird, car, dog, egg
- It's (an egg).

### ***Receptive language***

- What has the (cat) got?
- Is it (big)?
- Goose

### ***Resources and Materials***

- Pupil's Book page 41
- Activity Book page 37
- Audio Cd2 track 30, 31
- Photos
- Flashcards of animals
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b>Warm-up</b> <b>5 min</b>	<ul style="list-style-type: none"> <li>Show the photos and make an example for the first photo. Nominate pupils to ask and answer, <i>What's this? It's a parrot.</i> Put pupils into pairs and pupils take turns in asking and answering.</li> <li>Return to the start and work through the sentences as a class, reviewing any words that are difficult.</li> </ul>	<ul style="list-style-type: none"> <li>Look at the photos, listen and answer T's questions, then work in pairs and take turns in asking and answering.</li> </ul>
<b>Learning adventure</b> <b>2 min</b>	<ul style="list-style-type: none"> <li>Have pupils look at the lesson 6 and ask, <i>What are we learning today?</i> Look at the lesson objective: <i>We're learning about animals and young animals.</i></li> <li>Ask pupils what English words they know for animals, e.g. <i>dog, mouse.</i> Write them on the board.</li> <li>Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure.</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at the lesson 6, listen and answer T's questions</li> <li>Look at the poster and listen</li> </ul>
<b>PRESENTATION</b>		
	<ul style="list-style-type: none"> <li>Tell pupils they are going to find out about animals and their babies.</li> <li>Stick the dog cat flashcards on the board. Use the homemade flashcards to teach the new vocabulary. Show the picture of a puppy and say, <i>It's a puppy.</i> Stick the picture below the dog flashcard and say, <i>The dog's got a puppy.</i> Continue with other animals</li> </ul>	<ul style="list-style-type: none"> <li>Find out about animals and their babies.</li> <li>Look at the dog cat flashcards on the board and learn the new words</li> </ul>

PRACTICE		
<b>PB page 41, Act.12</b> <b>5 min</b>	<p><b><i>Listen and point. Then match and say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 12 in their Pupil's Books.</li> <li>• Play the audio. Pupils listen to Part A of the audio and point to each animal and its young.</li> <li>• Pupils listen to Part B and match each animal with its young.</li> <li>• Check answers. Point to the cat and ask, <i>What has the cat got?</i> Prompt pupils to answer, <i>a kitten</i>. Do the same with <i>bird</i> and <i>dog</i>.</li> <li>• Move on the next screen. Play the audio and have pupils repeat the words.</li> <li>• Then ask pupils to describe the photos in pairs, e.g. <i>It's a chick</i>.</li> </ul> <p>Activity answer key:  <b>1 b    2 c    3 a</b>          AUDIO SCRIPT – CD2: 30  <i>cat, dog, bird, chick, kitten, puppy</i>  <b>1</b> <i>The cat's got a kitten.</i>  <b>2</b> <i>The dog's got a puppy.</i>  <b>3</b> <i>The bird's got a chick.</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 12 in their Pupil's Books</li> <li>• Listen to Part A of the audio and point to each animal and its young</li> <li>• Listen to Part B and match each animal with its young</li> <li>• Look at the cat, listen and answer T's questions</li> <li>• Look at the next screen and repeat the words</li> <li>• Describe the photos in pairs</li> </ul>
<b>PB page 41, Act.13</b> <b>5 min</b>	<p><b><i>Listen and number. Say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 13 in their Pupil's Books.</li> <li>• Ask pupils (in L1) what they know about the life cycle of a bird. Ask questions about the pictures, <i>What's this? (It's an egg, a bird, a chick.) What colour is it? Is it big or small?</i></li> <li>• Play the audio. Pupils listen and look at the photos.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 13 in their Pupil's Books</li> <li>• Say what they know about the life cycle of a bird, listen and answer T's questions</li> <li>• Listen and look at the photos.</li> </ul>

	<ul style="list-style-type: none"> <li>• Play the audio again. Ask pupils to number the photos in the order they hear them.</li> <li>• Check the answers with the class.</li> <li>• Then ask pupils to describe the photos in pairs, e.g. <i>It's a chick.</i></li> </ul> <p>Activity answer key:  <b>a 3    b 1    c 2</b>  <b>AUDIO SCRIPT – CD2: 31</b>  <i>1 It's an egg.</i>  <i>2 It's a chick. It's small.</i>  <i>3 It's a goose. It's big.</i>  <i>It's a chick!</i></p>	<ul style="list-style-type: none"> <li>• Listen again and number the photos in the order they hear them</li> <li>• Describe the photos in pairs</li> </ul>
<b>PROJECT</b> <b>5 min</b>	<p><b><i>Make a poster.</i></b></p> <ul style="list-style-type: none"> <li>• Tell pupils they are going to make a poster about animals and young animals. Pupils draw their own pictures or use the photos from magazines they brought. Give pupils some drawing time if necessary.</li> <li>• Give each pupil a large sheet of paper. Pupils stick their drawings onto the paper to make a poster. They can write word labels and stick them onto their poster if they wish.</li> <li>• Ask pupils to describe their posters to the class, e.g. <i>The (cat)'s got a (kitten). It's (small).</i> The posters can then be displayed in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a poster about animals and young animals, then draw their own pictures or use the photos from magazines they brought</li> <li>• Stick their drawings onto the paper to make a poster</li> <li>• Describe their posters to the class</li> </ul>
<b>AB page 37</b> <b>5 min</b>	<p><b><i>Trace. Then match.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 10 in their Activity Books.</li> <li>• Pupils match the baby animals with the correct outline in the</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 10 in their Activity Books</li> <li>• Match the baby animals with the correct outline in</li> </ul>

	<p>picture. Pupils then read the labels, trace the words and say them.</p> <p>Activity answer key: from the left of the picture: chick, puppy, kitten</p> <p><b><i>Join the dots. Then circle and say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 11 in their Activity Books.</li> <li>• Pupils complete the dot to dot drawing to reveal a chick and a puppy. Pupils then read the sentences and circle <i>Yes</i> or <i>No</i> depending on whether the sentence is correct or not. They then describe the pictures correctly, <i>It's a chick. It's a puppy.</i></li> </ul> <p>Activity answer key: <b>1</b> Yes <b>2</b> No</p>	<p>the picture. Pupils then read the labels, trace the words and say them.</p> <ul style="list-style-type: none"> <li>• Look at Activity 11 in their Activity Books</li> <li>• Complete the dot to dot drawing to reveal a chick and a puppy, then read the sentences and circle <i>Yes</i> or <i>No</i> depending on whether the sentence is correct or not. They then describe the pictures correctly</li> </ul>
<b>POP QUIZ</b>		
	<ul style="list-style-type: none"> <li>• Ask pupils, <i>How many animal words do you know now?</i> Give pupils a minute to tell their partner the new words they know.</li> <li>• As pupils leaving, show them the flashcards of baby animal and ask them to tell you the name of the adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and answer T's question, then tell their partner the new words they know</li> <li>• Tell T the name of the adult</li> </ul>

**UNIT 5: PETS - LESSON 7*****Learning objectives***

- Can assess what I have learnt in Unit 5

***Recycled language***

- Pets, Colours
- I've got a (dog).
- He's/She's got a (rabbit).

***Resources and Materials***

- Pupil's Book page 42
- Activity Book page 38
- Audio Cd2 track 32
- Photos
- Flashcards 36-42
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 in</b>	<ul style="list-style-type: none"> <li>• Hand out the flashcards 36-42 to several pupils in different parts of the classroom.</li> <li>• Write the pet words on the board.</li> <li>• Ask pupils holding flashcards to come to the front and stick them next to the corresponding word.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the flashcards</li> <li>• Look at the pet words on the board</li> <li>• Hold flashcards to come to the front and stick them next to the corresponding word</li> </ul>
<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the screen and ask, <i>What are we learning today?</i> Look at the lesson objective: <i>We're thinking about our learning adventure.</i></li> <li>• Ask pupils if they can remember the things they have been learning in the unit, e.g. <i>How many pet words can you</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look at the screen, listen and answer T's question to recognize the lesson objective</li> <li>• Answer T's question if they can remember the things they have been learning in the unit</li> </ul>



	<p><i>remember?</i> Put their ideas on the board.</p> <ul style="list-style-type: none"> <li>For each example, ask pupils, <i>Where are you on your learning adventure?</i> Reassure pupils who are less confident that they will have opportunities for more practice.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and answer T's questions</li> </ul>
<b>PRACTICE</b>		
<b>PB page 42, Act.14</b> <b>5 min</b>	<p><b><i>Trace and stick. Say.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 14 in their Pupil's Books.</li> <li>Ask pupils to trace the pet words on the page.</li> <li>Ask pupils to turn to the stickers of the pets at the back of their books and name the animals.</li> <li>Pupils stick the stickers in place, next to the corresponding words.</li> <li>Pupils stick the star sticker in place if they feel they have learnt the unit vocabulary successfully.</li> </ul>	<ul style="list-style-type: none"> <li>Look at Activity 14 in their Pupil's Books</li> <li>Trace the pet words on the page.</li> <li>Turn to the stickers of the pets at the back of their books and name the animals.</li> <li>Stick the stickers in place, next to the corresponding words.</li> <li>Stick the star sticker in place if they feel they have learnt the unit vocabulary successfully.</li> </ul>
<b>PB page 42, Act.15</b> <b>5 min</b>	<p><b><i>Listen and match. Say.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 15 in their Pupil's Books.</li> <li>Play the audio. Ask pupils to listen and point to the animals.</li> <li>Play the audio again. Pupils draw matching lines from the boy and girl to each animal.</li> <li>Check answers as a class.</li> <li>Then pupils practise saying sentences about the boy and girl in pairs, e.g. <i>He's got a (mouse).</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at Activity 15 in their Pupil's Books</li> <li>Listen and point to the animals</li> <li>Listen and draw matching lines from the boy and girl to each animal</li> <li>Practise saying sentences about the boy and girl in pairs</li> </ul>

	<p><i>She's got a (kitten).</i></p> <ul style="list-style-type: none"> <li>Pupils stick the star sticker in place if they feel they have learnt the unit structures successfully.</li> </ul> <p>Activity answer key:  boy: dog, frog, parrot  girl: cat, kitten, rabbit  AUDIO SCRIPT – CD2:32  <i>He's got a small dog.</i>  <i>She's got a big cat. It's grey.</i>  <i>He's got a big frog.</i>  <i>She's got a kitten. It's small.</i>  <i>He's got a parrot. It's blue and orange.</i>  <i>She's got a white rabbit.</i>  <i>He's got a frog.</i></p>	<ul style="list-style-type: none"> <li>Stick the star sticker in place if they feel they have learnt the unit structures successfully</li> </ul>
<p><b>AB page 38</b>  <b>5 min</b></p>	<p><b><i>Read and write.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 12 in their Activity Books.</li> <li>Pupils read the words in the word bank. They then use the words to complete the sentences about the pictures. (<b>Note:</b> the word cat is used twice.)</li> </ul> <p>Activity answer key:  He's got a dog, tortoise, cat, frog.  She's got a cat, rabbit, parrot, mouse.</p> <p><b><i>Read and circle.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 13 in their Activity Books.</li> <li>Pupils read the sentence in the speech bubble.</li> <li>They then look at the picture and circle the word that represents the pet that Waldo has got.</li> </ul> <p>Activity answer key:  mouse</p>	<ul style="list-style-type: none"> <li>Look at Activity 12 in their Activity Books</li> <li>Read the words in the word bank. They then use the words to complete the sentences about the pictures</li> <li>Look at Activity 13 in their Activity Books</li> <li>Look at the picture and circle the word that represents the pet that Waldo has got</li> </ul>

POP QUIZ		
5 min	<p><i>Say the Unit 5 words.</i></p> <ul style="list-style-type: none"> <li>• Tell pupils that we are reviewing the words that have been learnt in the unit. Ask for a volunteer pupil to say the first word. Click on the first picture to check the answer. Repeat the word and have the rest of the pupils repeat.</li> <li>• Put pupils into pairs and have them look at the pictures and say the words. Work from pair to pair to hear their answers. Review any difficult words.</li> </ul>	<ul style="list-style-type: none"> <li>• The volunteer pupil says the first word, then the rest of the pupils listen and repeat</li> <li>• Work in pairs, looking at the pictures and saying the words</li> </ul>

**UNIT 5: PETS - LESSON 8*****Learning objectives***

- Can assess what I have learnt in Unit 5

***Recycled language***

- Pets, Colours
- I've got a (mouse).
- She's got a (tortoise).
- It's (green).

***Resources and Materials***

- Pupil's Book page 43
- Activity Book page 61
- Audio CD2 track 33, 34
- Active Teach Software
- Consolidation and extension worksheet 5 (TB: Page 100)

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<ul style="list-style-type: none"> <li>• Show the pictures on the board and take the class through the pets quickly.</li> <li>• Tell the class to remember the pets, and show the next picture. Indicate the missing pet, and ask if anyone can remember what it was (<i>mouse</i>). Continue through the pictures as a whole class activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the pictures on the board</li> <li>• Remember the pets, look at the next picture and remember what it was when T misses it</li> </ul>
<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 8 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson.</li> <li>• Look at the lesson objective: <i>We're playing a game about pets.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 8, listen and answer T's question, then look at the image and guess what they will be learning in the lesson to recognize the lesson objective</li> </ul>

PRACTICE		
<p><b>GAME</b></p> <p><b>PB page 43, Act. 16</b></p> <p><b>7 min</b></p>	<p><b><i>Play the game.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 16 in their Pupil's Books.</li> <li>• Tell pupils (in L1) they have to help Beth and Harry find their way out of the maze and 'collect' animals along the way. They may play individually or in pairs.</li> <li>• Explain (in L1) that they have to trace each character's route through the maze and say the name of any animals they find. Pupils may wish to draw their route with a pencil or follow it with their finger. Pupils then tick the appropriate boxes in the grid under the game and make sentences about each character, e.g. <i>She's got a rabbit. It's brown.</i></li> <li>• Play the audio to give pupils an idea of the language they will need to play the game.</li> <li>• Pupils play the game in pairs. Check the answers by asking questions, e.g. <i>Has (Beth) got a (tortoise)?</i> Elicit answers (<i>Yes./No.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 16 in their Pupil's Books</li> <li>• Help Beth and Harry find their way out of the maze and 'collect' animals along the way. They may play individually or in pairs</li> <li>• Trace each character's route through the maze and say the name of any animals they find. Pupils may wish to draw their route with a pencil or follow it with their finger. Pupils then tick the appropriate boxes in the grid under the game and make sentences about each character</li> <li>• Play the game in pairs</li> </ul>
<p><b>PB page 43, Act. 17</b></p> <p><b>5 min</b></p>	<p><b><i>Listen and do.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 17 in their Pupil's Books.</li> <li>• Pupils listen to the animal sound effects, say the name of the animal and mime it.</li> </ul> <p>AUDIO SCRIPT – CD2: 34</p> <p><i>Miaow!</i></p> <p><i>Woof! Woof!</i></p> <p><i>Munch! Munch!</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 17 in their Pupil's Books.</li> <li>• Listen to the animal sound effects, say the name of the animal and mime it</li> </ul>

	<p><i>Ribbet! Ribbet!</i>  <i>Squeak! Squeak!</i>  <i>Munch! Munch!</i>  <i>Squawk! Squawk!</i></p>	
<b>WHAT I KNOW</b>	<ul style="list-style-type: none"> <li>Tell pupils that for homework they will check and review what they learnt in the unit.</li> </ul> <p><i>What I Know:</i> Pupils look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box.</p> <ul style="list-style-type: none"> <li><i>Let's Review:</i> Pupils revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer.</li> <li>Having reviewed the words, pupils repeat the <i>What I Know</i> activity and see how many more words they can remember this time. You could suggest that they look back at the unit and revise the vocabulary until they can drag all the pictures into the <i>I know</i> box.</li> </ul>	<ul style="list-style-type: none"> <li>Check and review what they learnt in the unit</li> <li>Look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box.</li> <li>Revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer.</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>Invite pupils to the front. Give him or her a word card in secret. He/She mimes the animal and pupils guess the name of animal. You could play this as a team game.</li> </ul>	<ul style="list-style-type: none"> <li>Come to the front and take a word card in secret. He/She mimes the animal and pupils guess the name of animal</li> </ul>