

**UNIT 5: ANIMALS - LESSON 1*****Learning objectives***

- Can identify farm animals

***Target language***

- Cow, duck, goat, hen, horse, sheep, turkey

***Recycled language***

- Colours
- It's a (duck). It's big/small

***Receptive language***

- Farm, farmer
- Look at the (hen).

***Resources and Materials***

- Pupil's Book page 36
- Activity Book page 32
- Audio CD2 track 17, 18
- Flashcards 34-40
- Active Teach Software

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>• Ask pupils to recall what they've learned so far. Name different categories, e.g. colours, numbers, family, parts of the body and face.</li> <li>• Ask pupils to call out words they know that belong to these categories</li> </ul>	<ul style="list-style-type: none"> <li>• Recall what they've learned so far, look and listen</li> <li>• Call out words they know that belong to these categories</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 1 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 animal words.</i></li> <li>• Ask pupils what words they know in English for animals, e.g. <i>cat, dog</i>. Write them on the</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson, 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: <i>We're learning animal words.</i></li> <li>• Say what words they know in English for</li> </ul>

	board. <ul style="list-style-type: none"> <li>Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure.</i></li> </ul>	animals <ul style="list-style-type: none"> <li>Look at the poster and listen</li> </ul>
<b>PRESENTATION</b>		
<b>VOCABULARY</b> <b>5 min</b>	<ul style="list-style-type: none"> <li>Present the new vocabulary with Flashcards 34-40. Show the cards in turn, say the words and pupils repeat. Stick the flashcards on the board as you say each word.</li> <li>Now say the words again and pupils find the animals in the main illustration.</li> <li>Indicate the flashcards on the board and say, <i>Animals</i></li> <li>Have a short conversation (in L1) about animals.</li> </ul>	<ul style="list-style-type: none"> <li>Look at the new vocabulary with Flashcards, listen and repeat</li> <li>Listen again and find the animals in the main illustration.</li> <li>Look at the flashcards on the board and listen</li> <li>Have a short conversation about animals.</li> </ul>
<b>PRACTICE</b>		
<b>PB page 36, Act. 2</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 2 in their Pupil's Books.</li> <li>Focus on the scene. Ask where the characters are (<i>At a farm.</i>). Introduce the words, <i>farm</i> and <i>farmer</i>. Ask pupils which animals they can see.</li> <li>Point to the goat and ask, <i>What is it? (a goat) What colour is it? (It's brown.) Is it big or small?</i> Continue with the other animals.</li> <li>Play the audio and have pupils listen first.</li> </ul> <p>AUDIO SCRIPT – CD2: 17  <b>Charlie:</b> <i>Rose! It's a farm!</i>  <b>Rose:</b> <i>Look at the animals.</i>  <b>Charlie:</b> <i>Look Rose! It's a cow. It's black and white.</i></p>	<ul style="list-style-type: none"> <li>Look at Activity 2 in their Pupil's Books.</li> <li>Focus on the scene, answer where the characters are and which animals they can see.</li> <li>Look at the goat; listen and answer the questions; Continue with the other animals.</li> <li>Listen to the audio first</li> </ul>

	<p><b>Rose:</b> And look! It's a goat. It's brown.  <b>Charlie:</b> It's a duck.  <b>Rose:</b> Look at the hen.  <b>Charlie:</b> And the turkey!  <b>Rose:</b> Awww, a lovely sheep!  <b>Charlie:</b> What's this?;  <b>Rose:</b> It's a grey horse.  <b>Charlie:</b> I love the farm!  <b>Rose:</b> Me too!</p>	
<p><b>PB page 36, Act. 3</b>  <b>5 min</b></p>	<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, point to the animals and repeat the words.</li> <li>• Focus on the labels next to each animal. Read them to the class one by one. Pupils find the words as they hear them and repeat them.</li> <li>• Play the audio again. Pupils listen, point to the animals and repeat the words. Pupils then continue in pairs.</li> </ul> <p>AUDIO SCRIPT – CD2: 18  <i>horse, duck, hen, goat, turkey, sheep, cow</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 3 in their Pupil's Books.</li> <li>• Listen, point to the animals and repeat the words.</li> <li>• Focus on the labels next to each animal, listen and find the words as they hear them and repeat them.</li> <li>• Listen again and point to the animals and repeat the words; then continue in pairs.</li> </ul>
<p><b>AB page 32</b>  <b>5 min</b></p>	<p><b>Look and write. Then say.</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 1 in their Activity Books.</li> <li>• Point to each of the animals in turn and ask, <i>What is it?</i> Pupils answer.</li> <li>• Ask pupils to create labels by writing the names of the animals in the appropriate boxes.</li> </ul> <p>Activity answer key:  <b>1</b> goat <b>2</b> sheep <b>3</b> cow <b>4</b> horse  <b>5</b> hen <b>6</b> turkey <b>7</b> duck</p>	<ul style="list-style-type: none"> <li>• Look at Activity 1 in their Activity Books.</li> <li>• Look at each of the animals in turn, listen and answer T's question</li> <li>• Create labels by writing the names of the animals in the appropriate boxes</li> </ul>

POP QUIZ		
5 min	<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>• Ask pupils, <i>Where are you on your learning adventure?</i> Ask pupils which words they find easiest or most difficult to remember.</li> <li>• Tell pupils, <i>Well done!</i> to reinforce the progress they are making.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell their partner the new words they know.</li> <li>• Say which words they find easiest or most difficult to remember.</li> </ul>
	<p><b><i>What's this?</i></b></p> <ul style="list-style-type: none"> <li>• Show the activity on the board and look at the first picture. Nominate a pupil to answer the question, <i>What's this?</i> (A horse!).</li> <li>• As a class, go through the screens, nominating a different pupil each time to answer the question (<i>What's this?</i>). Review the animal words at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>• See the activity on the board and look at the first picture; listen and answer the question</li> <li>• As a class, go through the screens, a different pupil answers the question</li> </ul>

**UNIT 5: ANIMALS - LESSON 2*****Learning objectives***

- Can answer questions about farm animals

***Target language***

- Black, grey, white
- Is it a (sheep)? Is it (big)?

***Recycled language***

- Animals, Colours
- It's a (duck).

***Resources and Materials***

- Pupil's Book page 37
- Activity Book page 33
- Audio CD 2 track 19, 20, 21
- Flashcards 34-40
- Active Teach Software

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>• Stick Flashcards in various places around the classroom. Say, <i>Point to the (duck)</i>. Pupils point to the flashcard showing the duck. Continue with other animals.</li> <li>• Read out your own '<i>Point at...</i>' instructions to extend the game.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the flashcards in various places around the classroom.; listen and point to the flashcard showing the duck. Continue with other animals.</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 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 talking about farm animals.</i> Ask pupils what farm animals they know in English,</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> <li>• Say what farm animals they know in English</li> </ul>

	e.g. <i>cow, turkey</i> . Write them on the board.	
<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>• Tell pupils that they are going to listen to a chant about animals. Play the audio. Pupils point to the animals in their books as they hear them in the chant.</li> <li>• Play the audio again. Ask pupils to repeat the animal words in the order they heard them in the chant.</li> <li>• Play the chant again and ask pupils to chant along.</li> </ul> <p>AUDIO SCRIPT – CD 2: 19</p> <p><i>What's this?</i>  <i>Is it a sheep?</i>  <i>No, it's a horse.</i>  <i>Is it white?</i>  <i>No, it's grey.</i>  <i>Is it small?</i>  <i>No, it's big!</i>  <i>What's this?</i>  <i>Is it a duck?</i>  <i>No, it's a hen!</i>  <i>Is it big?</i>  <i>No, it's small.</i>  <i>Is it black?</i>  <i>No, it's brown.</i>  <i>Neigh, cluck, neigh, cluck!</i>  <i>Neigh, cluck, neigh, cluck!</i>  <i>Neigh, cluck, neigh, cluck!</i>  <i>Neigh, cluck, neigh, cluck!</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 4 in their Pupil's Books.</li> <li>• Listen to a chant about animals and point to the animals in their books as they hear them in the chant.</li> <li>• Listen again and repeat the animal words in the order they heard them in the chant.</li> <li>• Listen to the chant again and chant along.</li> </ul>

PRACTICE		
<p><b>PB page 37, Act.5</b> <b>5 min</b></p>	<p><b><i>Listen and number.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 5 in their Pupil's Books.</li> <li>• Point to the animals at the bottom of the page. Elicit what they are. Point to the goat and ask, <i>What's this? (A goat.) What colour is it? (black) Is it small? (No, it's big.)</i> Continue with other pictures.</li> <li>• Play the audio. Pupils listen and number the animals.</li> </ul> <p>Activity answer key:  <b>a 4   b 1   c 2   d 3</b>  <b>AUDIO SCRIPT – CD2: 20</b>  <b>1</b> <i>Is it black? - No, it's grey.</i>  <i>Is it big? - No, it's small.</i>  <i>Is it a turkey? - Yes! It's a turkey.</i>  <b>2</b> <i>Is it white? - No, it's black and white.</i>  <i>Is it big? - Yes!</i>  <i>Is it a cow? - Yes, it's a cow.</i>  <b>3</b> <i>Is it grey? - No, it's white.</i>  <i>Is it big? - Yes.</i>  <i>Is it a sheep? - Yes! It's a sheep!</i>  <b>4</b> <i>Is it black? - Yes.</i>  <i>Is it big? - Yes.</i>  <i>Is it a goat? - Yes! It's a goat!</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 5 in their Pupil's Books.</li> <li>• Look at the animals at the bottom of the page; listen and answer the questions. Continue with other pictures.</li> <li>• Listen and number the animals.</li> </ul>
	<p><b><i>Look and choose.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at the picture on the board. Do the first question together as a class. Pupils look at the picture and decide which sentence is correct (<i>It's a goat.</i>).</li> <li>• Put pupils into groups and ask them to work out answers. Give pupils a minute to choose the correct answer and then click</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the picture on the board; look at the picture and decide which sentence is correct</li> <li>• Work in groups to work out answers; then choose the correct answer and then click through to the next screen.</li> <li>• Go through the answers as</li> </ul>

	<p>through to the next screen.</p> <ul style="list-style-type: none"> <li>Go through the answers as a class, calling on different groups to give you their answer. Review any incorrect answers.</li> </ul> <p>Activity answer key:  <b>1</b> It's a goat.    <b>2</b> It's big.  <b>3</b> It's brown.    <b>4</b> It's a hen.</p>	<p>a class, different groups give their answer. Review any incorrect answers.</p>
<p><b>QUEST SONG</b>  <b>PB page 37</b>  <b>5 min</b></p>	<p><b><i>Listen and sing.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look carefully at the scene on pages 36–37. Remind them that Rose and Charlie want to win the Amazing Helper Award but to do so, they need to help people around the island.</li> <li>Play the Quest song. Ask pupils to listen and sing along.</li> </ul> <p>AUDIO SCRIPT – CD 2:21  <i>Stand up, jump up, come on a quest,  Come on a quest today.  Turn around, sit down, come on a quest.  How can we help today? Help the farmer!  At the castle, with dinner, at the cave,  the doctor and the farmer!  Help the farmer today!</i></p>	<ul style="list-style-type: none"> <li>Look carefully at the scene on pages 36–37. Remember that Rose and Charlie want to win the Amazing Helper Award but to do so, they need to help people around the island.</li> <li>Listen to the Quest song and sing along.</li> </ul>
<p><b>AB page 33</b>  <b>5 min</b></p>	<p><b><i>Colour. Then say.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 2 in their Activity Books.</li> <li>Ask pupils to colour the animals any colour they wish.</li> <li>Ask pupils to play a game in pairs. One pupil chooses an animal and describes its colour, e.g. <i>It's yellow</i>. His/her partner tries to guess the animal, <i>Is it big? Is it a duck?</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at Activity 2 in their Activity Books.</li> <li>Colour the animals any colour they wish.</li> <li>Then play a game in pairs. One pupil chooses an animal and describes its colour. His/her partner tries to guess the animal</li> </ul>



	<p><b><i>Look at Activity 2. Then read and write Yes or No.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 3 in their Activity Books.</li> <li>• Ask pupils to look at the partial pictures of the animals and find the animals in Activity 2 that correspond with the partial pictures. Pupils read the questions and write, <i>Yes</i> or <i>No</i>.</li> </ul> <p>Activity answer key:  <b>1</b> Yes <b>2</b> No <b>3</b> No <b>4</b> Yes <b>5</b> No</p>	<ul style="list-style-type: none"> <li>• Look at Activity 3 in their Activity Books.</li> <li>• Look at the partial pictures of the animals and find the animals in Activity 2 that correspond with the partial pictures; then read the questions and write, <i>Yes</i> or <i>No</i></li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<p><b><i>Draw. Guess.</i></b></p> <ul style="list-style-type: none"> <li>• Tell the pupil you are going to 'draw' a picture of the animal on their back and they should guess what the animal is. Elicit the answer (<i>duck</i>).</li> <li>• Put pupils into pairs. Pupils draw (one of the four animals on the flashcards) on a partner's back. Partners try to guess which animal it is, e.g. <i>Is it a duck?</i>  <i>Yes!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Draw a picture of the animal on their back and they should guess what the animal is. Elicit the answer (<i>duck</i>).</li> <li>• Work in pairs and draw (one of the four animals on the flashcards) on a partner's back. Partners try to guess which animal it is</li> </ul>

**UNIT 5: ANIMALS - LESSON 3*****Learning objectives***

- Can describe animals
- Can sing a song about animals

***Target language***

- Fat, thin
- It's got (four legs).

***Recycled language***

- It's (small). It's a (cat).
- Animals, Parts of the body, Colour, Numbers

***Receptive language***

- We're animal crazy.
- What's this?

***Resources and Materials***

- Pupil's Book page 38
- Activity Book page 34
- Audio CD2 track 22, 23 24
- Flashcards 33-40
- Active Teach Software

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>• Call pupils to the front to mime an animal from lesson 1. Stick flashcards on the board as each animal is guessed.</li> <li>• Then describe one of the animals saying, e.g. <i>It's big/small. It's yellow.</i> Pupils guess the animal</li> </ul>	<ul style="list-style-type: none"> <li>• Come to the front to mime an animal from lesson 1. Look at flashcards on the board as each animal is guessed.</li> <li>• Listen to T's description and guess the animal</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 3 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> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 3; listen and answer T's question; then look at the image and guess what they will be</li> </ul>

	<ul style="list-style-type: none"> <li>Look at the lesson objective: <i>We're talking about animals.</i></li> <li>Ask pupils what English words they know for animals, e.g. <i>horse, hen</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>	<p>learning in the lesson to recognize the lesson objective</p> <ul style="list-style-type: none"> <li>Say what English words they know for animals</li> </ul>
<b>PRESENTATION</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>Ask pupils to look at the picture in Activity 6. Use it to teach the word dog, cat, frog. Revise duck. Draw pupils' attention to the word labels on the picture and read them aloud. Ask pupils which other animals they can see in the picture (horse, goat).</li> <li>Say sentences about the animals. E.g. <i>It's brown</i>. Pupils name all the animals which are brown. Do the same with different colours.</li> <li>Then teach fat and thin by drawing examples on the board using animals or objects.</li> <li>Show the horse flashcard and ask, <i>How many legs?</i> Say, <i>It's got 4 legs</i>. Stress the word <i>It's got</i> when you do so. Do the same with other animals.</li> </ul>	<ul style="list-style-type: none"> <li>Look at the picture in Activity 6. Pay attention to the word labels on the picture and listen. Then say which other animals they can see in the picture</li> <li>Listen and name all the animals which are brown. Do the same with different colours.</li> <li>Learn the new words</li> <li>See the horse flashcard and answer the question. Do the same with other animals</li> </ul>
<b>PRACTICE</b>		
<b>SONG</b> <b>PB page 38, Act. 6</b> <b>5 min</b>	<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>Write the words <i>frog, cat, dog</i> and <i>duck</i> on the board and ask pupils to remember which order they're mentioned in the song. Play the audio and check the answers (<i>cat, dog, duck, frog</i>).</li> </ul> <p>AUDIO SCRIPT – CD2: 22</p>	<ul style="list-style-type: none"> <li>Look at Activity 6 in their Pupil's Books.</li> <li>Look at the board remember which order they're mentioned in the song. Listen to the audio and check the answers</li> </ul>

	<p> <i>I'm Max.  And I'm Maisie.  We're animal crazy.  What's this? What's this?  It's small and grey.  It's got four legs.  It's a cat.  I'm Max.  And I'm Maisie.  We're animal crazy.  What's this? What's this?  It's thin and brown.  It's got four legs.  It's a dog.  I'm Max.  And I'm Maisie.  We're animal crazy.  What's this? What's this?  It's small and white.  It's got two legs.  It's a duck.  I'm Max.  And I'm Maisie.  We're animal crazy.  What's this? What's this?  It's fat and green.  It's got four legs.  It's a frog.  I'm Max.  And I'm Maisie.  We're animal crazy.</i> </p>	
<p><b>PB page 37, Act. 7</b> <b>5 min</b></p>	<p><b><i>Listen and tick or cross. Play.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 7 in their Pupil's Books.</li> <li>• Ask pupils to identify the animals in the pictures. Ask questions, e.g. <i>Is it fat/thin/green? How many legs has it got?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 7 in their Pupil's Books.</li> <li>• Identify the animals in the pictures and answer the questions,</li> <li>• Listen to descriptions</li> </ul>

	<ul style="list-style-type: none"> <li>• Tell pupils they are going to listen to descriptions of the animals on the page and they should put a tick if the description is correct and a cross if it's incorrect. Play the audio, pausing it after each description to give pupils time to tick or cross. Then play the answer.</li> <li>• Read the children's speech bubbles aloud with the pupils and tell them they are going to play a similar game in pairs. One pupil chooses an animal and describes it. Their partner says whether the description is correct or incorrect by saying <i>Yes</i> or <i>No</i> and correcting the sentence if it's incorrect.</li> </ul> <p>Activity answer key:  <b>1</b> Tick <b>2</b> Tick <b>3</b> Cross <b>4</b> Cross <b>5</b> Cross          AUDIO SCRIPT – CD2: 24  <i>1 It's a dog.</i>  <i>Yes! It's a dog.</i>  <i>2 It's fat.</i>  <i>Yes! It's fat.</i>  <i>3 It's got four legs.</i>  <i>No! It's got two legs.</i>  <i>4 It's thin.</i>  <i>No! It's fat.</i>  <i>5 It's a frog.</i>  <i>No! It's a cat.</i></p>	<p>of the animals on the page and they should put a tick if the description is correct and a cross if it's incorrect. Listen to the audio, and tick or cross when T pauses it after each description; then listen to the answer.</p> <ul style="list-style-type: none"> <li>• Listen to T's instruction and play a similar game in pairs.</li> </ul>
<b>AB page 34</b> <b>5 min</b>	<p><b><i>Look and write.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 4 in their Activity Books.</li> <li>• Ask pupils to write the names of the animals below the pictures, using the words in the word bank.</li> </ul> <p>Activity answer key:  <b>1</b> horse <b>2</b> cat <b>3</b> duck <b>4</b> frog</p>	<ul style="list-style-type: none"> <li>• Look at Activity 4 in their Activity Books.</li> <li>• Write the names of the animals below the pictures, using the words in the word bank.</li> </ul>

	<p><b><i>Read. Then look 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>• Ask pupils to read the sentences about the animals. They then find the animal each sentence describes and write its name in the gap.</li> </ul> <p>Activity answer key: 1 dog 2 hen 3 dog 4 sheep</p>	<ul style="list-style-type: none"> <li>• Look at Activity 5 in their Activity Books.</li> <li>• Read the sentences about the animals. They then find the animal each sentence describes and write its name in the gap.</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</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 a whole class or in pairs, ask pupils to say where they are on their adventure now.</li> <li>• Tell pupils, <i>Well done!</i> to reinforce the progress they are making.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell their partner the new words they know.</li> <li>• As a whole class or in pairs, say where they are on their adventure now.</li> </ul>
	<ul style="list-style-type: none"> <li>• Play Parachute with the vocabulary items Lesson 1 and 3. Put pupils into two teams and tell them to take turn to guess a letter. Teams win a point when they guess the word correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Work into two teams; listen and take turn to guess a letter. Teams win a point when they guess the word correctly</li> </ul>

**UNIT 5: ANIMALS - LESSON 4*****Learning objectives***

- Can ask and answer about animals
- Can say the sounds /aʊ/ and /ɔ:/

***Target language***

- Crown, torch

***Recycled language***

- Animals
- It's got (four) (legs).
- Is it a (cow)? Is it (white)?

***Resources and Materials***

- Pupil's Book page 39
- Activity Book page 34
- Audio CD2 track 25, 26, 27
- Bingo game board
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<b><i>Listen and point.</i></b> <ul style="list-style-type: none"> <li>• Tell pupils that they are going to sing the song about animals and that they should point at the words they hear. Play the audio.</li> <li>• Play the song again and have pupils sing along.</li> </ul> <p>AUDIO SCRIPT – CD2:22</p> <p><i>I'm Max.</i></p> <p><i>And I'm Maisie.</i></p> <p><i>We're animal crazy.</i></p> <p><i>What's this? What's this?</i></p> <p><i>It's small and grey.</i></p> <p><i>It's got four legs.</i></p> <p><i>It's a cat.</i></p> <p><i>I'm Max.</i></p> <p><i>And I'm Maisie.</i></p>	<ul style="list-style-type: none"> <li>• Sing the song about animals and that they should point at the words they hear. Play the audio.</li> <li>• Listen to the song again and sing along.</li> </ul>

	<p><i>We're animal crazy.</i>  <i>What's this? What's this?</i>  <i>It's thin and brown.</i>  <i>It's got four legs.</i>  <i>It's a dog.</i>  <i>I'm Max.</i>  <i>And I'm Maisie.</i>  <i>We're animal crazy.</i>  <i>What's this? What's this?</i>  <i>It's small and white.</i>  <i>It's got two legs.</i>  <i>It's a duck.</i>  <i>I'm Max.</i>  <i>And I'm Maisie.</i>  <i>We're animal crazy.</i>  <i>What's this? What's this?</i>  <i>It's fat and green.</i>  <i>It's got four legs.</i>  <i>It's a frog.</i>  <i>I'm Max.</i>  <i>And I'm Maisie.</i>  <i>We're animal crazy.</i></p>	
<b><i>Learning adventure</i></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 images and guess what they will be learning in the lesson.</li> <li>• Look at the lesson objectives: <i>We're asking questions about animals. 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 images and guess what they will be learning in the lesson to recognize the lesson objectives</li> </ul>
<b>SKILL PRATICE</b>		
<b><i>GAME</i></b> <b>PB page 39, Act. 8</b> <b>5 min</b>	<p><b><i>Play the game. Ask and answer.</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 a game of <i>Bingo</i>.</li> <li>• First read the questions and answers in the speech bubbles aloud with the class. Then demonstrate the game.</li> <li>• Pupils choose four animals on the</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 8 in their Pupil's Books.</li> <li>• Listen to T's instruction and play a game of <i>Bingo</i>.</li> </ul>



	<p>Bingo game board and write an X over their chosen animals. Now give each pupil four small pieces of paper.</p> <ul style="list-style-type: none"> <li>Choose an animal on the game board and make a sentence using <i>It's got</i>, e.g. <i>It's got four legs</i>. Pupils find the animals in the game which have four legs, then ask more questions to find out which animal you're thinking of, e.g. <i>Is it big/small/white/black? Is it a horse?</i></li> <li>When they have correctly identified which animal you were thinking of, pupils cover that animal with a small square of paper.</li> <li>The winner is the first pupil to cover all the animals with a cross over them.</li> </ul>	
<b>PHONICS</b>		
	<ul style="list-style-type: none"> <li>Remind pupils of the words crown and torch. Ask them which sounds they can hear in both words. Say the words several times, emphasizing the /aʊ/ and /ɔ:/ sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Remember the words crown and torch and say which sounds they can hear in both words. Say the words several times</li> </ul>
<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. Ask pupils which sounds they can hear. Play the audio again and have pupils repeat.</li> </ul> <p>AUDIO SCRIPT – CD2 :25</p> <p><i>ow, ow, or, or</i></p> <p><i>ow, or, ow, or, ow, or</i></p> <p><b><i>Listen and say.</i></b></p> <ul style="list-style-type: none"> <li>Point to the sounds and ask pupils to say the words. Each time, play the audio for the word to confirm the sound.</li> </ul> <p>AUDIO SCRIPT – CD2: 25</p> <p><i>ow</i></p>	<ul style="list-style-type: none"> <li>Listen to the audio and say which sounds they can hear.; listen again and repeat.</li> <li>Look at the sounds and say the words. Each time,listen to the audio for the word to confirm the sound.</li> </ul>

	<p>brown cow brown cow crown <i>A brown cow with a crown.</i></p> <p><b>Listen and say.</b></p> <ul style="list-style-type: none"> <li>Point to the sounds and ask pupils to say the words. Each time, play the audio for the word to confirm the sound.</li> </ul> <p>AUDIO SCRIPT – CD2 :25</p> <p>or short horse short horse torch <i>A short horse with a torch.</i></p> <p><b>Listen and say.</b></p> <ul style="list-style-type: none"> <li>Focus on the first picture. Indicate the crown and say, e.g. <i>Look, a crown!</i></li> <li>Ask which animal (<i>cow</i>) pupils can see. Play the audio.</li> <li>Move on to the next picture</li> <li>Focus on the second picture. Indicate the torch and say, e.g. <i>Look, a torch!</i></li> <li>Ask which animal (<i>horse</i>) pupils can see. Play the audio.</li> <li>Play the audio again, and have pupils repeat.</li> </ul> <p>AUDIO SCRIPT - CD2: 25 <i>A brown cow with a crown. A short horse with a torch.</i></p>	<ul style="list-style-type: none"> <li>Look at the sounds and say the words. Each time,listen to the audio for the word to confirm the sound.</li> </ul>
AB page 35 5 min	<p><b>Listen and match. Then trace.</b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 6 in their Activity Books.</li> <li>Play the audio. Pupils listen and match</li> </ul>	<ul style="list-style-type: none"> <li>Look at Activity 6 in their Activity Books.</li> <li>Listen and match the</li> </ul>

	<p>the words with the /aʊ/ sound to the cow and the words with the /ɔ:/ sound to the horse.</p> <p>Activity answer key: horse: four, torch cow: crown, house</p> <p><b><i>Listen and circle two words.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 7 in their Activity Books.</li> <li>• Play the audio. Pupils listen and circle two words containing the same sounds. Pupils check their answers in pairs.</li> </ul> <p>Activity answer key: 1 torch, four 2 brown, mouth 3 nose, clothes 4 mum, bug</p>	<p>words with the /aʊ/ sound to the cow and the words with the /ɔ:/ sound to the horse.</p> <ul style="list-style-type: none"> <li>• Look at Activity 7 in their Activity Books.</li> <li>• Listen and circle two words containing the same sounds; then check their answers in pairs.</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<p><b><i>Find the sound.</i></b></p> <ul style="list-style-type: none"> <li>• Show the activity on board and look at the first pictures. Play the sound. Nominate a pupil to choose the correct word based on the sound.</li> <li>• Pair pupils, play the audio, and have them work together to choose the correct word. Pause at each screen and ask pupils to raise their hands if they know the answer. Play the audio to confirm the sound, and have pupils repeat.</li> </ul> <p>Activity answer key: horse brown cow</p>	<ul style="list-style-type: none"> <li>• See the activity on board and look at the first pictures. Listen to the sound and choose the correct word based on the sound.</li> <li>• Work in pairs, listen to the audio to choose the correct word; raise their hands if they know the answer when T pauses at each screen; then listen to the audio to check the sound, and repeat</li> </ul>

**UNIT 5: ANIMALS - LESSON 5*****Learning objectives***

- Can listen to and act out a story

***Functional language***

- Where are the animals? Yummy! Thank you!

***Receptive language***

- Skunk

***Values***

- Caring for animals

***Resources and Materials***

- Pupil's Book page 40
- Activity Book page 36
- Audio CD2 track 28
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<b><i>Story</i></b> <ul style="list-style-type: none"> <li>• Remind pupils of the story from Unit 4. Then look at the questions and nominate a pupil to read the first question, <i>Who's in the story?</i> Nominate another pupil to answer (<i>Charlie, Rose, Ola, the doctor and the new doctor</i>).</li> <li>• Move on to the next question and have pupils raise their hands if they know the answer. As an extension, see if any pupils can tell you anything more about the story.</li> </ul> <p>Activity answer key:</p> <p><b>1</b> Charlie, Rose, Ola, the two doctors.  <b>2</b> They help the doctor.  <b>3</b> They find the new doctor.</p>	<ul style="list-style-type: none"> <li>• Remember the story from Unit 4. Then look at the questions and read the first question; another pupil to answer</li> <li>• Move on to the next question and raise their hands if they know the answer. As an extension, see if any pupils 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 objective: <i>We're reading and acting out a story.</i></li> <li>• Remind pupils that Rose and Charlie want to win the Amazing Helper Award. They will complete challenges by helping people around the island.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 5; 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> <li>• Remember that Rose and Charlie want to win the Amazing Helper Award. They will complete challenges by helping people around the island.</li> </ul>
<b>PRESENTATION</b>		
<b>STORY</b> <b>PB page 40, Act. 10</b> <b>5 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 each scene: <i>Who can you see in the pictures? (Charlie, Rose, Ola, the farmer)</i></li> <li>• Revise the names of animals by sticking the relevant animal flashcards on the board. Say an animal word and ask pupils to point to the correct card. Pre-teach or elicit <i>skunk: (Black and white animals known for their unpleasant smell).</i></li> <li>• Ask pupils to predict what will happen in the story.</li> <li>• Play the audio and ask pupils to listen to the story as they follow along in their books.</li> <li>• Play the audio again. Check pupils' understanding of the story by asking questions and pointing to the pictures. Ask, e.g. <i>Where are they? (at a farm) What can they see?</i></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 and answer the questions about the characters and each scene</li> <li>• Look at the flashcards on the board; listen and point to the correct card</li> <li>• Predict what will happen in the story.</li> <li>• Listen to the story as they follow along in their books.</li> <li>• Listen again and answer the questions to check the understanding of the story</li> <li>• After pupils have a clear understanding of the story, listen to the audio again and different groups of pupils read along the parts of Charlie, Rose, Ola and the farmer.</li> </ul>

	<p>(animals) What are they doing? (helping the farmer) Be sure that pupils understand that Rose and Charlie help the farmer by finding all the animals.</p> <ul style="list-style-type: none"> <li>After pupils have a clear understanding of the story, play the audio again and ask different groups of pupils to read along the parts of Charlie, Rose, Ola and the farmer.</li> </ul> <p>AUDIO SCRIPT – CD2:28</p> <p><b>1</b> <b>Charlie:</b> <i>Hmm. Where are the animals?</i></p> <p><b>2</b> <b>Rose:</b> <i>Is it a sheep?</i> <b>Charlie:</b> <i>No, it's a goat.</i></p> <p><b>3</b> <b>Rose:</b> <i>What's this? Is it a turkey?</i> <b>Charlie:</b> <i>No, it's a hen.</i></p> <p><b>4</b> <b>Rose:</b> <i>Look! It's got four legs. Is it a cat?</i> <b>Charlie:</b> <i>No! It's a skunk!</i> <b>Ola:</b> <i>Ugh!</i></p> <p><b>5</b> <b>Charlie:</b> <i>Phew! Oh, where's Ola?</i> <b>Rose:</b> <i>Look!</i></p> <p><b>6</b> <b>Farmer:</b> <i>Thank you!</i> <b>Charlie and Rose:</b> <i>Yummy!</i> <b>Ola:</b> <i>I like farms.</i></p>	
<b>PRACTICE</b>		
	<p><b>Yes or No?</b></p> <ul style="list-style-type: none"> <li>Check pupils' understanding of the story. Show the first picture on the screen. Read through the statement and ask: <i>Yes or No?</i> Elicit answers from different students in open class or ask for a show of hands. Repeat</li> </ul>	<ul style="list-style-type: none"> <li>Look at the first picture on the screen; listen to the statement and answer</li> </ul>

	with the second picture.	
<b>PB page 40, Act. 11</b> <b>5 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 four pupil volunteers to act out the roles of Rose, Charlie, Ola and the farmer. Play the audio while pupils mime the story first. Then play the story audio again and ask them to speak along. Encourage pupils to say the lines from memory using prompts.</li> <li>• Divide pupils into groups of four. Give groups time to practise their role-play.</li> <li>• Play the audio again and ask pupils to speak along. Ask other groups of pupils to come to the front to act out the story.</li> <li>• You might like to give the pupils feedback on their role-play.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 11 in their Pupil's Books.</li> <li>• Four pupil volunteers act out the roles of Rose, Charlie, Ola and the farmer; then listen to the audio and speak along; try to say the lines from memory using prompts.</li> <li>• Work in groups of four to practise their role-play.</li> <li>• Listen to the audio again and speak along. Other groups of pupils come to the front to act out the story.</li> <li>• Listen to T's feedback on their role-play.</li> </ul>
<b>AB page 36</b> <b>5 min</b>	<p><b><i>Look and say. Then write.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 8 in their Activity Books.</li> <li>• Ask pupils to look at the animal pictures and say which animal from the story each picture shows and which frame of the story the picture can be found in.</li> <li>• Ask pupils to write the name of the animal in the correct speech bubble.</li> </ul> <p>Activity answer key: <b>1</b> hen <b>2</b> goat <b>3</b> horse <b>4</b> skunk</p> <p><b><i>Read and match.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 9 in their Activity Books.</li> <li>• Ask pupils to read the sentences and</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 8 in their Activity Books.</li> <li>• Look at the animal pictures and say which animal from the story each picture shows and which frame of the story the picture can be found in.</li> <li>• Then write the name of the animal in the correct speech bubble.</li> <li>• Look at Activity 9 in their Activity Books.</li> <li>• Read the sentences and match</li> </ul>

	<p>match them with the correct animal.</p> <ul style="list-style-type: none"> <li>Ask pupils to check their answers by reading the sentences to a partner, who then says the name of the animal, e.g. <i>It's got wings. It's got big eyes. (It's a parrot.)</i></li> </ul> <p>Activity answer key: 1 b 2 d 3 a 4 c</p>	<p>them with the correct animal.</p> <ul style="list-style-type: none"> <li>Check their answers by reading the sentences to a partner, who then says the name of the animal</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<p><b>Match.</b></p> <ul style="list-style-type: none"> <li>Show the activity on the board and look at the first character. Nominate a pupil to say the name of the character. Tell pupils that they need to match the character to the sentence that the character said in the story.</li> <li>Pair pupils and have them work together to match the picture of the story character with the sentence.</li> <li>Once all pairs have had a chance to work it out, ask individual pupils to come to the board to match the sentence with the character. The class gives feedback on whether they think the pupil is correct or not.</li> <li>Move on to the next pair until all sentences and characters have been matched. Check answers. Review as a class any questions that pupils got wrong.</li> </ul> <p>Activity answer key: <b>Charlie:</b> No! it's a skunk! <b>Ola:</b> I like farms. <b>Rose:</b> What's this? Is it a turkey?</p>	<ul style="list-style-type: none"> <li>See the activity on the board and look at the first character; say the name of the character; then match the character to the sentence that the character said in the story</li> <li>Work in pairs to match the picture of the story character with the sentence.</li> <li>Once all pairs have had a chance to work it out, individual pupils come to the board to match the sentence with the character. The class gives feedback on whether they think the pupil is correct or not.</li> <li>Move on to the next pair until all sentences and characters have been matched. Check answers. Review as a class any questions that pupils got wrong.</li> </ul>



**UNIT 5: ANIMALS - LESSON 6*****Learning objectives***

- Can talk about when animals are awake

***Cross-curricular***

- Science: awake or asleep

***Target language***

- Awake, day, night, bat, owl fox

***Recycled language***

- Animals
- It's a (cow).
- It's (brown).
- It's got (four) (legs).

***Resources and Materials***

- Pupil's Book page 41
- Activity Book page 37
- Audio Cd 2 track 29, 30
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<p><b><i>Talk about an animal. Guess.</i></b></p> <ul style="list-style-type: none"> <li>• Show the flashcards 34-40 and then cover the picture of a cow and the speech bubble, <i>It's black. It's white.</i> Ask pupils to guess the animal and shout out, <i>Cow!</i></li> <li>• Pair pupils and have them work together. One pupil is describing an animal and the other is guessing. Pupils then take turns to be the pupil guessing.</li> </ul>	<ul style="list-style-type: none"> <li>• See the flashcards covered and then guess the animal, and shout out,</li> <li>• Work in pairs .One pupil is describing an animal and the other is guessing; then take turns to be the pupil guessing.</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 6 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 6; listen and answer T's question; then look at the image and guess what</li> </ul>

	<p>be learning in the lesson.</p> <ul style="list-style-type: none"> <li>• Look at the lesson objective: <i>We're talking about animals.</i></li> <li>• Ask pupils what English words they know for animals, e.g. <i>cow, duck</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>	<p>they will be learning in the lesson to recognize the lesson objective</p> <ul style="list-style-type: none"> <li>• Say what English words they know for animals</li> <li>• Look at the poster and listen</li> </ul>
<b>PRESENTATION</b>		
	<ul style="list-style-type: none"> <li>• Have pupils look at the pictures on the board. Focus on the images. Read the word labels for <i>fox, bat</i> and <i>owl</i>. Show some animals photos you've brought to the class. Sort the animals into groups of day animals and night animals by drawing the sun and the moon on the board and sticking the photos below.</li> <li>• You can also use the flashcards from this unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the pictures on the board. Focus on the images and listen</li> </ul>
<b>PRACTICE</b>		
<b>PB page 41, Act. 12</b> <b>5 min</b>	<p><b><i>Listen and point. Then 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>• Point to the sun in the first group of pictures and say, <i>It's day</i>. Ask which animals pupils can see (<i>a cow, a horse and a duck</i>). Explain (in L1) that these animals are awake during the day.</li> <li>• Now point to the moon and say, <i>It's night</i>. Ask which animals they can see. Review <i>bat, owl</i> and <i>fox</i>. Explain (in L1) that</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 12 in their Pupil's Books.</li> <li>• Look at the sun in the first group of pictures and listen; then say which animals pupils can see</li> <li>• Look at the moon and listen; then say which animals they can see.</li> <li>• Listen and point to the animals as they are mentioned.</li> <li>• Then say the animal</li> </ul>

	<p>these animals are awake at night.</p> <ul style="list-style-type: none"> <li>• Play the audio. Ask pupils to listen and point to the animals as they are mentioned.</li> <li>• Ask pupils to say the animal names to a partner and the partner points to the animal pictures.</li> </ul> <p>AUDIO SCRIPT – CD 2: 29</p> <p><b>1</b> <i>It's a cow. It's awake in the day.</i></p> <p><b>2</b> <i>It's a horse. It's awake in the day.</i></p> <p><b>3</b> <i>It's a duck. It's awake in the day.</i></p> <p><b>4</b> <i>It's a bat. It's awake at night.</i></p> <p><b>5</b> <i>It's a fox. It's awake at night.</i></p> <p><b>6</b> <i>It's an owl. It's awake at night.</i></p>	<p>names to a partner and the partner points to the animal pictures</p>
<p><b>PB page 41, Act. 13</b> <b>5 min</b></p>	<p><b><i>Read and number.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 13 in their Pupil's Books.</li> <li>• Say, <i>It's got four legs. It's brown. It's awake in the day.</i> Ask pupils to tell you which animal from Activity 12 you are describing (number 2–horse).</li> <li>• Ask pupils to read the sentences and then write the number of the corresponding animal in the box.</li> </ul> <p>Activity answer key: <b>a 5   b 6   c 3</b></p>	<ul style="list-style-type: none"> <li>• Look at Activity 13 in their Pupil's Books.</li> <li>• Tell T which animal from Activity 12 T is describing</li> <li>• Read the sentences and then write the number of the corresponding animal in the box</li> </ul>
<p><b>PROJECT</b> <b>PB page 41, Act. 14</b> <b>5 min</b></p>	<p><b><i>Make an animal poster. Tell a friend.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 14 in their Pupil's Books.</li> <li>• Divide pupils in pairs and ask them to talk about which animals are awake at night and which are awake during the day. They make a list together. Offer suggestions of other animals they may know.</li> <li>• Give each pupil a large sheet of</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 14 in their Pupil's Books.</li> <li>• Work in pairs and talk about which animals are awake at night and which are awake during the day. They make a list together. Offer suggestions of other animals they may know.</li> </ul>

	<p>paper. They write the titles: <i>It's awake at night. It's awake in the day.</i> They then draw the animals or stick pictures of animals they have brought from home on the poster.</p> <ul style="list-style-type: none"> <li>• Ask pupils to share their posters with a partner. They describe the animals, e.g. <i>It's small. It's got big eyes. It's awake at night. What is it? (It's an owl.)</i></li> <li>• Display pupils' pictures in the classroom.</li> <li>• You might like to give pupils feedback on their projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Write the titles; then draw the animals or stick pictures of animals they have brought from home on the poster.</li> <li>• Share their posters with a partner and describe the animals</li> <li>• Display pupils' pictures in the classroom.</li> <li>• Listen to T's feedback on their projects.</li> </ul>
<p><b>AB page 37</b> <b>5 min</b></p>	<p><b><i>Match. Then say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 10 in their Activity Books.</li> <li>• Ask pupils to match the animal words with the corresponding pictures.</li> <li>• Ask pupils to choose a word and say it to a partner, who points to the correct animal.</li> </ul> <p>Activity answer key: <b>1</b> horse <b>2</b> duck <b>3</b> bat <b>4</b> fox <b>5</b> cow <b>6</b> owl</p> <p><b><i>Draw animals from Activity 10. Then listen and check.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 11 in their Activity Books.</li> <li>• Pupils draw the animals from Activity 10 in the day or night scene.</li> <li>• Play the audio so pupils can check their answers.</li> </ul> <p>Activity answer key: Day: cow, horse, duck</p>	<ul style="list-style-type: none"> <li>• Look at Activity 10 in their Activity Books.</li> <li>• Match the animal words with the corresponding pictures.</li> <li>• Then choose a word and say it to a partner, who points to the correct animal.</li> </ul> <ul style="list-style-type: none"> <li>• Look at Activity 11 in their Activity Books.</li> <li>• Draw the animals from Activity 10 in the day or night scene</li> <li>• Listen to the audio to check their answers.</li> </ul>

	<p>Night: bat, fox, owl</p> <p>AUDIO SCRIPT – CD2: 30</p> <p><i>The cow is awake in the day.</i></p> <p><i>The horse is awake in the day.</i></p> <p><i>The duck is awake in the day.</i></p> <p><i>The bat is awake at night.</i></p> <p><i>The fox is awake at night.</i></p> <p><i>The owl is awake at night.</i></p>	
<b>POP QUIZ</b>		
<b>5 min</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>• Ask pupils, <i>Where are you on your learning adventure?</i> Ask pupils which words they find easiest or most difficult to remember.</li> <li>• Tell pupils, <i>Well done!</i> to reinforce the progress they are making.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell their partner the new words they know.</li> <li>• Say which words they find easiest or most difficult to remember</li> </ul>
	<p><b><i>Day or Night?</i></b></p> <ul style="list-style-type: none"> <li>• Show the picture of a fox. Ask pupils when the animal is awake, <i>Day or Night?</i> And elicit the answer, <i>Night!</i></li> <li>• Work through the remaining questions, asking the class <i>Day or Night?</i> and having pupils raise their hands if they know the answer. Review any difficult words as a class.</li> </ul> <p>Activity answer key:</p> <p>fox: night      cow: day</p> <p>duck: day      bat: night</p> <p>hen: day      owl: night</p>	<ul style="list-style-type: none"> <li>• See the picture of a fox and answer when the animal is awake,</li> <li>• Work through the remaining questions, listen and raise their hands if they know the answer. Review any difficult words as a class.</li> </ul>

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

- Can assess what I have learnt in Unit 5

***Recycled language***

- Animals, Colours
- It's a (horse).
- It's got (big) (eyes).
- Is it a (cow)?
- Is it (thin)?

***Resources and Materials***

- Pupil's Book page 43
- Activity Book page 38
- Audio Cd 2 track 31, 32
- Flashcards 33-40
- Active Teach Software

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>• Use Flashcards 33-40 to revise the animal words. Hide one flashcard behind your back. Pupils ask, e.g. <i>Is it big? Is it brown? Is it a horse?</i></li> <li>• Ask pupils then to play the game in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the questions to guess the word of flashcards</li> <li>• Then play the game in small groups</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 7 and the lesson objective: <i>We're thinking about our learning adventure.</i></li> <li>• Click to the next screen and ask pupils if they can remember the things they have been learning in this unit, e.g. <i>How many animal words can you remember?</i> Put their ideas on the board.</li> <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</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 7 and the lesson objective</li> <li>• Look at the next screen and say the things they have been learning in this unit if they can remember</li> <li>• Listen and answer the question</li> </ul>

	more practice.	
<b>PRACTICE</b>		
<b>PB page 42, Act. 15</b> <b>5 min</b>	<p><b><i>Listen and stick. Then write.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 15 in their Pupil's Books.</li> <li>• Ask pupils to point to the appropriate words in the word bank as you read the words aloud.</li> <li>• Ask pupils to find the stickers at the back of the book.</li> <li>• Play the audio. Ask pupils to listen and point to the stickers.</li> <li>• Play the audio again. Ask pupils to stick the stickers in place as they are mentioned in the audio. Check with the whole class.</li> <li>• Check the activity by asking, <i>Number (1)? Pupils answer, It's a (sheep).</i></li> <li>• Finally, Ask pupils to write the name of the animal under each sticker, choosing from the words in the word bank.</li> <li>• Ask pupils to stick the star sticker in place if they feel they have learnt the unit vocabulary words successfully.</li> </ul> <p>Activity answer key:  <b>1</b> sheep <b>2</b> cow <b>3</b> goat <b>4</b> hen <b>5</b> horse <b>6</b> duck  <b>7</b> turkey</p> <p>AUDIO SCRIPT – CD2: 31</p> <p><i>It's thin. It's brown.</i></p> <p><i>Is it a goat?</i></p> <p><i>Yes, it's a goat.</i></p> <p><i>It's got two legs.</i></p> <p><i>Is it a hen?</i></p> <p><i>Yes, it's a hen.</i></p> <p><i>It's got long legs. It's brown.</i></p> <p><i>Is it a horse?</i></p> <p><i>Yes, it's a horse.</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 15 in their Pupil's Books.</li> <li>• Point to the appropriate words in the word bank as you read the words aloud.</li> <li>• Find the stickers at the back of the book.</li> <li>• Listen and point to the stickers.</li> <li>• Listen to the audio again and stick the stickers in place as they are mentioned in the audio. Check with the whole class.</li> <li>• Answer the question</li> <li>• Write the name of the animal under each sticker, choosing from the words in the word bank.</li> <li>• Stick the star sticker in place if they feel they have learnt the unit vocabulary words successfully.</li> </ul>

	<p><i>It's got a black face.</i>  <i>Is it a sheep?</i>  <i>Yes, it's a sheep.</i>  <i>It's got orange feet.</i>  <i>Is it a duck?</i>  <i>Yes, it's a duck.</i>  <i>It's got two legs. It's fat.</i>  <i>Is it a turkey?</i>  <i>Yes, it's a turkey.</i>  <i>It's big.</i>  <i>Is it black and white? Is it a cow?</i>  <i>Yes, it's a cow.</i></p>	
<p><b>PB page 42, Act.16</b>  <b>5 min</b></p>	<p><b><i>Draw an animal. Ask and answer.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 16 in their Pupil's Books.</li> <li>• Ask pupils to choose an animal from the unit and draw a picture of it in the first square. Tell pupils not to show their pictures to their classmates.</li> <li>• Divide pupils in pairs and ask them to play a game. Each pupil asks questions to guess their partner's animal.</li> <li>• After they guess the animal, ask pupils to ask about the size/colour and draw a picture of their partner's animal in the second square.</li> <li>• Ask pupils to stick the star sticker in place if they feel they have learnt the unit structures successfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 16 in their Pupil's Books.</li> <li>• Choose an animal from the unit and draw a picture of it in the first square. Tell pupils not to show their pictures to their classmates.</li> <li>• Work in pairs and play a game. Each pupil asks questions to guess their partner's animal.</li> <li>• After they guess the animal, ask about the size/colour and draw a picture of their partner's animal in the second square.</li> <li>• Stick the star sticker in place if they feel they have learnt the unit structures successfully</li> </ul>
<p><b>AB page 37</b>  <b>5 min</b></p>	<p><b><i>Where is Uncle Dan? Listen and follow the path.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 12 in their Activity Books.</li> <li>• Play the audio. Pupils listen and draw</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 12 in their Activity Books.</li> <li>• Listen and draw the path</li> </ul>



	<p>the path through the maze to find out where Uncle Dan is.</p> <ul style="list-style-type: none"> <li>• Pupils can work in pairs to make up other routes through the maze, describing the various animals as they go.</li> <li>• Pupils read the three sentences in the Look! box (Activity Book, p.38) to remind themselves of the key unit language.</li> </ul> <p>Activity answer key: Number 3 AUDIO SCRIPT – CD 2: 32 <i>It's got big eyes. It's black and white. It's small and green. It's got four legs. It's small and black. It's got two legs. It's small. It's black and white. It's got four legs. It's small and grey. It's awake at night.</i></p>	<p>through the maze to find out where Uncle Dan is.</p> <ul style="list-style-type: none"> <li>• Work in pairs to make up other routes through the maze, describing the various animals as they go.</li> <li>• Read the three sentences in the Look! box (Activity Book, p.38) to remind themselves of the key unit language.</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>• Ask pupils, <i>Where are you on your learning adventure?</i> Ask pupils to indicate where they think they are on the learning adventure poster.</li> <li>• Tell pupils, <i>Well done!</i> to reinforce the progress they are making.</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate where they think they are on the learning adventure poster</li> </ul>
	<p><b><i>Say the Unit 5 words.</i></b></p> <ul style="list-style-type: none"> <li>• Tell pupils that we are reviewing the words that have been learnt in the unit.</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>• Review the words that have been learnt in the unit.</li> <li>• Work in pairs and look at the pictures and say the words. Review any difficult words.</li> </ul>

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

- Can use what I have learnt in Unit 5

***Recycled language***

- Animals

***Resources and Materials***

- Pupil's Book page 43
- Activity Book page 61
- Flashcards 33-40
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<b><i>Guess the animal.</i></b> <ul style="list-style-type: none"> <li>• Show the flashcards. Ask a pupil to read the sentences under the flashcard and have pupils guess the answer from the prompts (<i>cow</i>). Put pupils into two teams and award points for a correct guess. The other team gets a chance to guess if their opponents give an incorrect answer.</li> </ul>	<ul style="list-style-type: none"> <li>• See the flashcards and read the sentences under the flashcard, then guess the answer from the prompts. Work into two teams and award points for a correct guess. The other team gets a chance to guess if their opponents give an incorrect answer.</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 animals.</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>
<b>PRACTICE</b>		
<b>PB page 43, Act. 17</b>	<b><i>Circle the odd one out. Say.</i></b> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 17</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 17 in</li> </ul>

<p><b>5 min</b></p>	<p>in their Pupil's Books.</p> <ul style="list-style-type: none"> <li>• Look at the first row of animals in the activity. Ask pupils what animals they can see.</li> <li>• Ask pupils to decide which animal is different from the others, e.g. <i>the turkey</i>. Ask them to tell you what the other animals have in common that make them different from the turkey. Point to the cow and say, <i>It's got four legs</i>. Do the same for the sheep and the horse. Now point to the turkey and say, <i>It's got two legs</i>.</li> <li>• Show pupils that there is more than one possible difference. With the same row of animals, point to the turkey and say, <i>It's small</i>. Now point to the other animals one by one and say, <i>It's big</i>.</li> <li>• Ask pupils to continue doing this in pairs, choosing the odd one out and saying how it is different from the others.</li> </ul> <p>Activity answer key:  <b>1</b> turkey (It's got two legs.)  <b>2</b> goat (It's got four legs.)  <b>3</b> owl (It's awake at night.)  <b>4</b> hen (It's got two legs.)  <b>5</b> cow (It's awake in the day.)</p>	<p>their Pupil's Books.</p> <ul style="list-style-type: none"> <li>• Look at the first row of animals in the activity and say what animals they can see.</li> <li>• Decide which animal is different from the others, say what the other animals have in common that make them different from the turkey; then look at the cow and listen. Do the same for the sheep and the horse. After that look at the turkey and listen</li> <li>• Look and listen</li> <li>• Continue doing this in pairs, choosing the odd one out and saying how it is different from the others.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ask pupils if they are ready to move onto the next unit. Tell pupils that it is fine if they do not remember everything as they will continue to practise throughout the level.</li> <li>• Encourage pupils to ask if they've got any questions about what they</li> </ul>	<ul style="list-style-type: none"> <li>• Move onto the next unit if they are ready; then continue to practise throughout the level.</li> <li>• Try to ask if they've got any questions about what they learnt in the unit.</li> </ul>

	<p>learnt in the unit.</p> <ul style="list-style-type: none"> <li>• Tell pupils, <i>Well done!</i> to reinforce the progress they are making.</li> </ul>	
<b>AB page 61</b> <b>5 min</b>	<ul style="list-style-type: none"> <li>• Pupils colour the body part pictures in the Picture dictionary.</li> <li>• They can then play a game in pairs. Each pupil takes turns to say a word and his /her partner points to the correct picture.</li> <li>• Stronger pupils may wish to cover the written words below each picture.</li> </ul>	<ul style="list-style-type: none"> <li>• Colour the body part pictures in the Picture dictionary.</li> <li>• Then play a game in pairs. Each pupil takes turns to say a word and his /her partner points to the correct picture.</li> <li>• Stronger pupils may wish to cover the written words below each picture.</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>• Ask pupils if they are ready to move onto the next unit. Tell pupils that it is fine if they do not remember everything as they will continue to practise throughout the level.</li> <li>• Encourage pupils to ask if they've got any questions about what they learnt in the unit.</li> <li>• Tell pupils, <i>Well done!</i> to reinforce the progress they are making.</li> </ul>	<ul style="list-style-type: none"> <li>• Move onto the next unit if they are ready; then continue to practise throughout the level.</li> <li>• Try to ask if they've got any questions about what they learnt in the unit.</li> <li>•</li> </ul>
<b><i>What I Know</i></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>• Do the homework ; 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</li> </ul>

	<p><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.</p> <ul style="list-style-type: none"> <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>	<p>into the <i>I don't know</i> box</p> <ul style="list-style-type: none"> <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> <li>• Review the words, pupils repeat the <i>What I Know</i> activity and see how many more words they can remember this time</li> </ul>
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