

2 Animals

Lesson 1

Lesson aims: to learn animal words. To learn a chant.

Target language: elephant, giraffe, hippo, lion, rhino, zebra; It's a (lion).

Receptive language: This is ... Listen to the animals.

Materials: CD 1, flashcards with animals.

Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Revise colours. Point to different objects in the classroom or to pupils' clothes and ask pupils to say the colour. T: *What colour is it?*

Presentation

- Praise pupils for learning the colours well. Tell them they are now ready to learn new words. Explain that you are going to focus on animal words.
- Use the flashcards to teach the new words. Hold up a flashcard, say the English word and have pupils repeat. T: *It's a (giraffe).*
- Play the "Echo" game with the flashcards (see: Resource Bank, page A21).

Pupil's Book, page 12

1 Listen and chant.

- Tell pupils to open their Pupil's Books at page 12. Hold up your book and point to the big picture. T: *Look! This is Mufasa (the lion father), This is Simba (the lion), This is Zazu (the bird).* If necessary, explain that these are the names of the characters in English. (The elephant, giraffe and zebra do not have names). Discuss the picture with the class in L1. Ask pupils if they have seen the film *The Lion King* (for a detailed description of the film, see page A30).
- Tell pupils that they are going to hear a chant about animals. T: *Listen.* Play the CD once.

Chorus: *Listen to the animals, the animals, the animals! (x2)* **1.29**

Listen! (*lion roaring*) It's a lion. A lion.

Listen! (*elephant trumpeting*) It's an elephant. An elephant! (*Chorus*)

Listen! (*sound of giraffe chewing leaves*) It's a giraffe. A giraffe.

Listen! (*zebra neighing*) It's a zebra. A zebra. (*Chorus*)

Listen! (*rhino snorting*) It's a rhino. A rhino.

Listen! (*hippo grunting*) It's a hippo. A hippo. (*Chorus*)

- Play the chant again. Encourage pupils to join in.
- Play the chant again for more practice.
- Once the pupils have learned the chant, ask them to chant to the karaoke version (Track 1.30).

2 Listen and stick. Then find and tick (✓).

- Ask pupils to find the stickers at the end of their books. Point to the stickers one by one and revise the animal words. T: *Look! (A lion).*
- Tell pupils they are going to listen to a recording. Tell them to listen out for the animals, choose the corresponding stickers and attach them in the appropriate places in the exercise. Pause after each word to give pupils sufficient time to complete this task.

Giraffe, rhino, zebra, lion, hippo, elephant. **1.31**

- Make sure all pupils have stuck their stickers correctly. If necessary, play the CD again.
- Ask pupils to point to the pictures and say the words.
- Pair activity. One pupil points to a sticker and the other says the animal it shows. Then pupils swap roles.
- Ask pupils to find the animals from the stickers in the big picture and put a tick (✓) in the boxes under the corresponding stickers.
- Have pupils say the words for the animals they have ticked (✓).

TPR

Pupils make noises or do actions for the animals you say. *Lion:* roar, *elephant:* wave trunks, *giraffe:* chew 'leaves', *zebra:* neigh, *rhino:* stamp feet, *hippo:* sway slowly.

Activity Book, page 12

1 Listen and guess. Then match.

- Tell pupils that they are going to listen to a recording. Pupils should listen to noises and guess the animals. T: *Listen.* Play the recording once.

- (*lion roaring*) It's a lion. **1.32**
- (*elephant trumpeting*) It's an elephant.
- (*sound of giraffe chewing leaves*) It's a giraffe.
- (*sound of zebra hooves and neighing*) It's a zebra.

- Pupils match the images in the binoculars to the corresponding animals in the big picture by drawing lines, and say the words. *It's a (lion).*
- Answers:** 1 – lion, 2 – elephant, 3 – giraffe, 4 – zebra.

2 Look and circle.

- Pupils circle the shadows that match the animals.
- Answers:** 1 – second shadow, 2 – third shadow.

Ending the lesson

- Ask a volunteer to make an animal noise. The other pupils guess the animal.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 73

1 Read and follow.

Pupils follow the lines from the animals to the words and read the words.

UNIT 2 Animals

1 Listen and chant. (CD 1.29, KARAOKE 1.30)

2 Listen and stick. Then find and tick (✓). (CD 1.31)

giraffe rhino zebra lion hippo elephant

✓ ☐ ✓ ✓ ☐ ✓

Lesson 1: elephant, giraffe, hippo, lion, rhino, zebra. It's a (lion).

Lesson 2

Lesson aims: to learn the numbers 1–5. To learn a chant.

Target language: numbers 1–5; (three) (giraffes).

Revision: elephant, giraffe, hippo, lion, rhino, zebra; It's a (lion).

Receptive language: How many fingers? Number (one). What colour is it? How many (lions)?

Materials: CD 1, flashcards with animals.

Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Revise the animals with the animal chant. T: *Listen.* (Track 1.29). Encourage pupils to join in.
- Play the "Which card is this?" game with the flashcards (see: Resource Bank, page A21).

Presentation

- Introduce the numbers by counting on your fingers. Count *one, two, three, four, five* using your fingers to show how many. Count again and have the pupils repeat after you. Encourage them to count on their fingers too.
- Hold up one finger and ask *How many fingers? One or two?* Pupils: *One.* Repeat a few times, each time with a different number of fingers.

Pupil's Book, page 13

3 Listen and chant.

- Tell pupils to open their Pupil's Books at page 13. Point to the numbers and say *Look! Numbers.* Count from 1–5 and encourage pupils point to the numbers and repeat.
- Tell pupils to look at the numbers and tell you the colours: T: *Number (one). What colour is it?* Pupils: *Yellow.*
- Tell pupils that they are going to hear a chant about numbers. T: *Listen.* Play the CD once.

One, two, three, four, five. (x3)

1.33

- Play the chant again. Encourage pupils to join in.
- Play the chant again for more practice.

- Once the pupils have learned the chant, ask them to chant to the karaoke version (Track 1.34).

4 Count and match.

- Ask pupils to look at the picture and say what animals they can see. Point to the lions and ask T: *How many lions?* Pupils: *Two. Two lions.* Repeat for the other animals. Explain to pupils that they should count the animals and match them to the numbers by writing under the numbers.
- Ask individual pupils to answer T: *How many (lions).* Pupil: *(Two lions.)*

TPR

Assign a number to each pupil from 1–5 along the rows of desks. Call out the numbers *one, two, three, four, five.* The pupils who hear their name stand up and sit down again. Call the numbers out slowly, progressively increasing speed. Then repeat but call the numbers out in random order.

Activity Book, page 13

3 Count. Then trace and circle.

- Pupils count the number of each animal. Then they trace the numbers and circle the number that matches the number of each animal.
- Answers:** lions – 3, giraffes – 4, rhinos – 2.
- Pair activity. One pupil says the name of an animal and the other pupil says the number for each animal. Pupil 1: *(Giraffes)* Pupil 2: *(Four).*

4 Count and draw.

- Pupils colour the number of flowers and draw the missing flowers to make the number shown. Pupils can then colour the pictures.
- Answers:** 1 – 2 missing flowers, 2 – 3 missing flowers.



Ending the lesson

- Ask five volunteers to stand at the front. Ask *How many children?* Pupils: *Five.* Ask one volunteer to return to their seat. Ask again *How many now?* Pupils: *Four.* Continue until there is one pupil left. Repeat with another group of five pupils.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.


Extra activity, Activity Book, page 73

2 Find and circle.

- Pupils read the groups of words and circle the word that is different.
- Answers:** 1 – bird, 2 – giraffe, 3 – zebra, 4 – elephant.

3 Listen and chant.   

1 2 3 4 5

4 Count and match. 



1 zebra **2 lions** **3 giraffes** **5 elephants** **4 hippos**

Lesson 2: one, two, three, four, five. (three) (giraffes). Animals.

Lesson 3

Lesson aims: to learn more colours. To learn to describe animals. To learn a song.

Target language: *bird, black, grey, white; It's (grey).*

Revision: animals; colours; numbers 1–5.

Receptive language: *It isn't (purple). What is it? What colour is it? Is it (big)?*

Materials: CD 1, flashcards with animals. Optional: self-made flashcards with colours.

Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Revise the numbers 1–5. Count the numbers on your fingers and encourage pupils to do the same.

Presentation

- Revise the known colours with the self-made flashcards or coloured objects in the room. Show a colour and ask, T: *What colour?* Pupils: *(Blue).*
- Tell pupils they are going to learn three new colours. Teach *black, white* and *grey* with clothes that the pupils are wearing or classroom objects. If you are using flashcards, stick the new colours on the board. Call out a colour and ask a volunteer to choose the correct colour. If the pupil chooses the wrong colour say *Try again!*. When the pupil chooses the correct colour say *Yes! (Grey!)*

Pupil's Book, page 14

5 Listen. Then draw and colour.

- Tell pupils to open their Pupil's Books at page 14. Hold up your book and point to the first picture at the top. T: *Look! It's a bird.* Have pupils repeat.
- Point to the birds one at a time and ask questions. T: *What colour is it?* Pupils: *(Black.)* T: *Is it (big)?* Pupils: *Yes, it's big./No, it's small.*
- Tell pupils to listen to the recording and point to birds that are described. T: *Listen.* Play the CD.

It's a bird. It's black. A black bird.
It's a bird. It's white. A white bird.
It's a bird. It's grey. A grey bird.

1.35

- Tell pupils to draw three birds in the boxes in the same order as the first three birds. Ask individual pupils to describe the birds. Pupil: *It's a bird. It's (black). A (black) bird. It's (big).*

6 Listen and sing.

- Before playing the song, ask pupils to say which animals they can see in the big picture and what colour they are.
- Tell pupils that they are going to listen to the song with questions about animals. T: *Listen.* Play the CD. Stop the recording after the questions and say T: *What is it?* Pupils try to guess the animal.

It isn't purple. It isn't green. It's yellow and brown.
What is it? What is it? What is it? It's a giraffe!
It isn't pink. It isn't red. It's black and white.
What is it? What is it? What is it? It's a zebra!
It isn't orange. It isn't blue. It's grey, all grey.
What is it? What is it? What is it? It's a rhino!

1.36

- Play the song again. Encourage pupils to join in the singing.
- When pupils have learned the song, encourage them to sing along to the karaoke version (Track 1.37).

TPR

Divide the class into four groups and give the groups names: *elephant, lion, rhino* and *bird*. Call out an animal name and the group that hear their name stand up and make noises and do actions for their animal. Progressively increase the speed.

Activity Book, page 14

5 Listen and tick(✓) or cross (X).

- Pupils listen to the recording and put a tick (✓) if the picture matches the description or a cross (X) if it does not match.

- Look at the lion. It's white.
- Look at the zebra. It's black and white.
- Look at the rhino. It's grey.
- Look at the elephant. It's brown.

1.38

- Answers: 1 – X, 2 – ✓, 3 – ✓, 4 – X.

6 Match, colour and say.

- Pupils draw lines to match the domino pieces. Then they colour the pictures and say the names of the animals and colours. Pupil: *It's (grey). It's a (rhino).*

Ending the lesson

- Stick the flashcards with animals on the board. Point to one and ask, T: *What is it?* Pupils: *It's (a zebra).* T: *What colour is it?* Pupils: *It's (black and white).*
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 74

3 Read, follow and colour.

Pupils match the pictures to the sentences by following the animal traces. They read the sentences and colour the animals.



5 Listen. Then draw and colour.
CD 1.35

white bird
grey bird

6 Listen and sing.
CD 1.36
CD 1.37

Lesson 3 Song: bird, black, grey, white. It's (grey). Animals. Numbers. Colours. It's a (bird).

Lesson 4

Lesson aims: to revise the language from Lessons 1–3.

Revision: animals; colours; numbers 1–5; *It's (a bird). It's (grey).*

Receptive language: *Touch something (black). What's this? Is it (orange)? It isn't (yellow). How many (grey) animals?*

Materials: CD 1, flashcards with animals. Optional: a sheet of paper for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Stick the flashcards of the giraffe, zebra and rhino on the board.
- Encourage pupils to sing the song they learned in the previous lesson (Track 1.36) and point to the animals.

Revision

- Revise colours. Point to different objects in the classroom or to pupils' clothes and ask pupils to say the colour. T: *What colour is it?* Play a game with colours. Pupils touch something that is the colour you say, but without getting up from their desks. T: *Touch something (black).* Pupils can also hold up coloured pencils to play the game.
- Revise animals and numbers 1–5. Stick two more flashcards on the board. Write a number under each flashcard. T: *What's number (1)?* Pupils: *(A zebra).* T: *What number is the (lion)?* Pupils: *(3).*
- Playing the "What's missing" game with all the flashcards (see: Resource Bank, page A21).

Pupil's Book, page 15

7 Listen, say and tick (✓).

- Tell pupils to open their Pupil's Books at page 15. Hold up your book and point to the animals on pages 14 and 15. T: *Look! The animals.* Discuss the picture and which animals pupils can see.
- Point to the first animal in the activity. T: *Look! It's an elephant.* Ask: *Is it orange?* Pupils: *No. (It's) grey.* Continue the activity, pointing to the next pictures.
- Tell pupils that they are going to listen to descriptions of animals. Tell pupils they should look at the pairs of animals and tick (✓) the one that matches the description. T: *Listen.* Play the CD. Pause after each

description for pupils to choose. Then play the CD again for pupils to check their answers.

- 1 It isn't grey. It's black and white. It's a (...) zebra.
- 2 It isn't grey. It isn't yellow. It's brown. It's a (...) hippo.
- 3 It isn't grey. It's orange, white and blue. It's a (...) bird.

1.39

- Ask individual pupils to describe the pictures that they have ticked.

8 Count and write.

- Pupils look at the small pictures at the bottom of the page. Tell them to look at pages 14 and 15 and count how many of each animal they can see. Then write the number in the box under the animal.
- Ask pupils questions about pages 14 and 15. T: *How many (lions)?* Pupils: *(Two).* T: *How many (grey) animals?* Pupils: *(Four).*

TPR

Divide pupils into three groups. Each group stands in a circle. Hand a flashcard to each group. Play some music (Track 1.37) and while the music plays pupils hand the flashcard around the circle. When the music stops the pupil with the flashcard describes the animal on it. Repeat with a new flashcard for each group each time.

Activity Book, page 15

7 Count and write. Then say.

- Pupils look at the picture and count the birds. They write the correct number in the box under each bird and say *(Four black birds).*
- Answers: 4, 2, 5, 3, 5

Ending the lesson

- Play the "Echo Game" with the flashcards (see: Resource Bank, page A21).
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Hand out sheets of paper to all pupils. Have pupils draw a colourful bird using the colours they know in English. Pupils describe their birds.

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2



7 Listen, say and tick (✓). CD 1.39

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8 Count and write.

					
2	1	1	2	1	2

Lesson 4: Animals. Numbers. Colours. It's a (bird). It's (grey).

15

Lesson 5

Lesson aims: to listen to a story. To revise the language from Lessons 1–4.

Target language: *Look at the animals! What's that? A bird?*

Revision: animals; colours; numbers 1–5; *It's a (bird). It's (big). It's (grey).*

Receptive language: *Is the elephant happy? How many (hippos)?*

Materials: CD 1, flashcards with animals. Optional: story cards.

Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Play the "Yes!/No!" game with the flashcards. (see: Resource Bank, page A21).

Pupil's Book, page 16

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks.
- If you have story cards, use them during the lesson.
- Say: *Today, it's story time!* Tell pupils to open their Pupil's Books at page 16. Hold up your book and point to the characters from the story. T: *Look! Mickey and Minnie.* Talk to pupils about the pictures and the situation and characters they show in L1. Ask pupils what they can see in the pictures, and encourage them to guess what happens in the story. Do not confirm or verify pupils' ideas at this point. (Mickey and Minnie are on safari and they see many animals, but Minnie is hot and rests against a rock, which turns out to be an elephant that gets cross and soaks her with water).

9 Listen and answer.

- Tell pupils that they are going to listen to a story. Ask them to follow the story and find the answer to the question: *Is the elephant happy?* Say: *Listen to the story!* and play the CD. Hold up your book and help pupils follow the story, pointing to relevant pictures. You can also encourage pupils to point to the pictures as they listen.
- Note: the recording is available with the voices of the original Disney characters (Track 1.40) and with special EFL voice-overs (Track 1.41).

- 1 Mickey: Hey, Minnie! Look at the animals!
Minnie: Oooh! Animals!
- 2 Mickey: Look! It's a hippo! And a giraffe!
Minnie: Oh yes, a hippo and a giraffe!
- 3 Mickey: And a zebra! Oh, Minnie, this is fun!
Minnie: Yes... a zebra...
- 4 Minnie: (*trumpeting elephant*) Aahhh!
Mickey: What's that? A bird?
- 5 Minnie: No! It's big and it's grey.
- 6 Mickey: Oh, it's an elephant!
Minnie: Yes, an elephant.

1.40/1.41

- Repeat the question: *Is the elephant happy?* Elicit the correct answer. Pupils: *No.* Make sure pupils understand the story. Ask pupils to tell you what happens in the story in a few words.
- Play the recording again. Pause after each part and ask questions about the pictures. Picture 1: *How many hippos? (Two.)* Picture 2: (point to the giraffe) *What's this? (It's a giraffe.)* Picture 3: (point to the elephant) *What colour is it? (It's grey.)* Picture 4: (Point to the elephant) *Is it a bird? (No, it's an elephant.)* Picture 5: *Is the elephant small? (No. It's big.)* Picture 6: (point to Minnie) *Is Minnie happy? (No.);* (point to Mickey) *Is Mickey happy? (Yes.)*
- Play the recording again. Pause after each sentence. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

10 Now act the story out.

- Put pupils in pairs (Mickey and Minnie) and encourage them to act the story out using words and gestures. Monitor their work and help them if necessary. Invite volunteers to demonstrate the story in front of the class.
- Tell pupils that you hope they enjoyed the story and explain that they are going to listen to more stories about Mickey, Minnie and their friends in the next chapters of the book.

Activity Book, page 16

8 Find, circle and say.

- Pupils find the hidden animals, circle them and say what they are.
- Answers: 1 – hippo, 2 – giraffe, 3 – lion, 4 – elephant.

9 Trace and say.

- Pupils trace the picture and say which animal they find.
- Answer: *It's an elephant.*

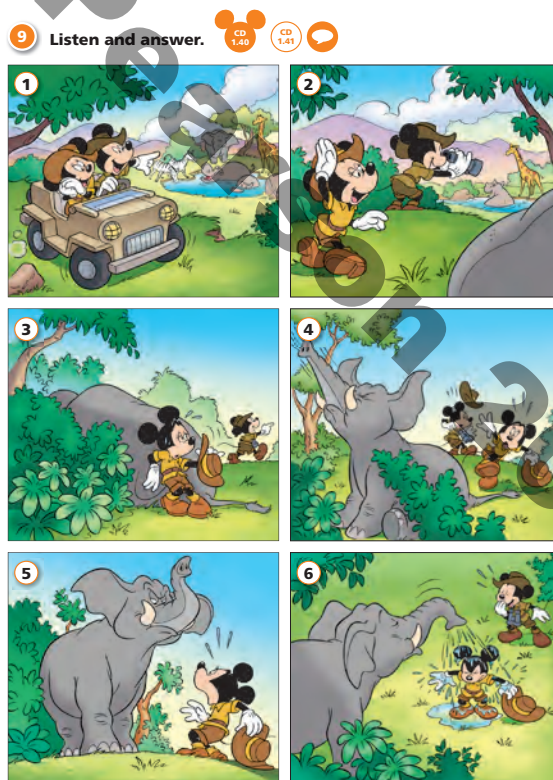
Ending the lesson

- Hold up a coloured pencil and ask: *What colour is it?* Pupils: (*It's pink.*) T: *Is it blue?* Pupils: *No. (It's pink).*
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 74

4 Trace and circle.

- Pupils trace over the words. They look at the picture and circle the word for the animal they can see.
- Answers: 1 – hippo, 2 – giraffe.



10 Now act the story out.

Lesson 5 Story: *Animals. Numbers. Colours. It's a (bird). It's (grey).*

Lesson 6

Lesson aims: to revise the language from Lessons 1–5. To play the game with cut-out cards.

Revision: animals; colours; numbers 1–5; *It's a (bird). It's (grey).*

Receptive language: *It isn't (yellow); with.*

Materials: CD 1, flashcards with animals, self-made flashcards with colours. Optional: a sheet of paper for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Revise the numbers with the chant from Lesson 2 in the karaoke version (Track 1.34).

Revision

- Revise animals and colours, playing the "Remember and say it" game (see: Resource Bank, page A21).

Pupil's Book, page 17

11 Listen and number. Then play.

- Tell pupils to open their Pupil's Books at page 17. Hold up your book and point to the photos. T: *Look! The animals.* Discuss animals with pupils and ask in L1 if and where they have seen animals like this (on TV, at a zoo, on safari).
- Describe one of the animals and ask pupils to guess which one it is. T: *It isn't (blue). It's (black and white).* Pupils: *It's a (zebra).* Continue with another animal.
- Tell pupils that they are going to listen to a recording. Explain that they should put a number next to the photos described correctly. T: *Listen!* Play the CD. Pause after each statement to give pupils sufficient time to make the right decision.

- 1 It isn't grey. It's black and white. It's a zebra. 1.42
- 2 It's white and brown. It's a giraffe.
- 3 It isn't yellow and brown. It's orange and green. It's a bird.
- 4 It's brown, with a big mouth. It isn't a rhino. It's a hippo.

- Play the CD again. Pause after each description and ask pupils to give the animal and number: Pupils: *Number 1 is a zebra.*

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2

11 Listen and number. Then play. CD 1.42



12 Cut out (page 75). Then listen and play. CD 1.43



Lesson 6 Skills: Animals. Numbers. Colours. *It's a (bird). It's (grey).*

17

- Pair activity. Pupil 1 describes one of the animals, and Pupil 2 points to the right photo. Then they swap roles.

12 Cut out (page 75). Then listen and play.

- Ask pupils to cut out and write their names behind the cards they find on page 75 of the Pupil's Book. Give instructions and demonstrate: *Cut out.*
- Tell pupils to open their Pupil's Books at page 17 again and ask them to focus on the photo of children playing a game. Ask pupils to listen to a recording. T: *Listen.* Play the CD.

It's big. It's brown. It's a lion!

1.43

- In L1, ask pupils what they think the game is about. (To find the same pair of cards). Tell pupils that they are going to play the game in a moment.
- Pair activity. Ask pupils to place their cards face down in front of them in random order. They can shuffle them around once they are face down so they do not remember where the animals are. Pupil 1 turns over a card and describes the animal. Pupil 2 turns over a different card trying to find the matching pair. Pupil 2 can keep the pair if they match. If not, the cards are turned face down again and pupils play again. This time Pupil 2 turns over a card and describes the animal and Pupil 2 tries to find a matching pair. The winner is the pupil with the most matching pairs.

TPR

Play a miming game. Pupils stand up and do actions for the animal you call out, e.g. T: *Teacher says you're a bird.* Pupils flap their 'wings'. But if you do not give the instruction *Teacher says* the pupils must stay still (see Resource Bank, page A24, "Simon Says").

Activity Book, page 17

10 Choose, colour and say.

- Pupils choose the appropriate colours for the animals, colour them and describe their pictures. Pupils: *It's a (hippo). It's (grey).*
- Answers: 1 – grey, 2 – black and white, 3 – brown and orange.

11 Find and circle. Then say.

- Pupils circle the animal that is different from the others. They then describe the different animal.
- Answers: 1 – a giraffe, it's orange and brown; 2 – a bird, it's red and yellow; 3 – a zebra, it's black and white.

Ending the lesson

- Encourage a volunteer to come to the front and to act out an animal. The other pupils try to guess what the animal is.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Hand out sheets of paper to all pupils. Have pupils draw two animals from this lesson and then describe them. *It's big. It's grey. It's an elephant.*

The next lesson

- Remind pupils to bring pictures of lions, tigers and leopards they have cut out from magazines to the next lesson.

Lesson 7

Lesson aims: Natural science – to describe the big cats. To learn new language. To make a poster.

Target language: *baby, leopard, tiger.*

Revision: colours; numbers 1–5; *lion, big, small, hair, It's a (lion). It's (brown).*

Receptive language: *cat, body. Look at... Is it (grey)? What is it?*

Materials: CD 1, flashcards with animals, sheets of paper for the poster, crayons, glue, self-made flashcards with a tiger and a leopard, photos of lions, leopards and tigers cut out by pupils from magazines. Optional: coloured paper.

Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Revise the numbers with classroom objects. Hold up 1 to 5 objects and ask, T: *How many (bags)?* Pupils: *(Two).*

Presentation

- Discuss with the children in L1 which animals are the big cats. Ask them which animal they already know in English which is a big cat and elicit *lion*.
- Introduce the words *leopard* and *tiger* using the flashcards. Hold up the leopard flashcard and say in English *Look! A leopard.* Repeat for tiger.

Pupil's Book, page 18

13 Listen and say. Then number.

- Tell pupils to open their Pupil's Books at page 18. Hold up your book and point to the picture 1. T: *Look! This is a lion.* Continue with the next pictures.
- Tell pupils that they are going to listen to a recording. Explain that they should listen and repeat the names of the animals. T: *Listen.* Play the CD.

Look at the big cats!

- 1 A brown body and brown hair. It's a lion.
- 2 It's big. It's orange, black and white. It's a tiger.
- 3 Look! It's orange, yellow and black. It's a leopard.

1.44

- Revise the word *hair* by pointing to your own hair and asking *What's this?* Point out the pictures of animal hair on the right. Tell pupils to listen to the recording again and then match the hair to the appropriate animal by writing the corresponding number in the box. T: *Listen.* Play the CD again.
- Play the CD again and encourage pupils to repeat the sentences and point to the animals.

14 Match and say.

- Tell pupils to focus on the pictures. Point to each picture and say: *What is it? Is it big/small?* Introduce the word *baby*. Explain *baby* in L1 and then teach it in English by pretending to rock a baby in your arms. Then pupils draw lines to match the big animals to their small baby animals.
- Ask individual pupils to describe the animals they have matched. Pupil: *A big (lion), a small/baby (lion).*

15 Make a poster.

- Tell pupils they are going to make a poster illustrating big cats. Hand out sheets of drawing paper (and optional materials prepared by you or pupils, e.g. coloured paper or pictures cut out from magazines). Pupils can use any artistic technique for their posters, such as drawing, cut-and-paste or collage. Encourage pupils to make or colour a natural background for the big cats.
- Play a song or chant from this Unit while pupils are working.
- When pupils have finished, ask them to describe their poster to the pupil sitting next to them e.g. *It's (big). It's a (leopard). It's (yellow) and (black) and (white).*

TPR

Divide the class in half. Assign *birds* to one half and *rhinos* to the other. Tell pupils that the birds will hop and the rhinos will stamp one foot the number of times you say. Say the numbers 1–5 randomly. The pupils hop or stamp the appropriate number of times.

Activity Book, page 18

12 Look, colour and say.

- Pupils look at the animal hair, colour the pictures the appropriate colour for the animal and describe the hair. Pupils: *It's a (tiger). It's (black and orange).*
- **Answers:** 1 – *tiger, black and orange*; 2 – *leopard, yellow and black*; 3 – *lion, yellow and brown.*

13 Circle and say.

- Pupils circle the baby animal that does not match the others. Then they describe the baby *It's a baby (tiger). It's (yellow and black).*
- **Answers:** 1 – *yellow and black baby tiger*, 2 – *black and white baby tiger*, 3 – *grey leopard.*

Ending the lesson

- Play the "Yes!/No!" game with the flashcards (See Resource Bank, page A21). Include the leopard and tiger.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Ask pupils to browse through the second Unit in their Pupil's Books, find pictures of animals and think what colour they are.

13 Listen and say. Then number. CD 1.44

14 Match and say.

15 Make a poster.

Lesson 7 CLIL: baby, leopard, tiger, lion. It's a (lion). It's (brown).

Lesson 8

Lesson aims: to revise the material from Unit 1. Self-assessment.

Revision: the language from Unit 2 – animals, colours, numbers 1–5; *It's a (bird). It's (grey).*

Receptive language: *How many (elephants)?*

Materials: CD 1, flashcards with animals, self-made flashcards with colours. Optional: Worksheets 7 and 17 (Review Units 1 and 2) for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Help pupils recall the chants and the song from this Unit. Encourage them to chant and sing along (Tracks 1.29, 1.33 and 1.36).
- Revise the colours with crayon or coloured pencils. Ask a pupil to hold up a colour of their own choice and have another pupil call out the colour. Continue until all pupils have a turn.

Revision

- Revise the animals and colours from this Unit by playing the "Categories" game with pupils (see: Resource Bank, page A21).

Pupil's Book, page 19

16 Listen and say Yes or No. Then count and write.

- Tell pupils to open their Pupil's Books at page 19. Hold up your book and point to the picture. T: *Look at the animals!* In L1, discuss the picture and the situation in it with the class. Explain that animals in the wild have food and water and that they are free to run around.
- Describe an animal in the picture and pupils guess which one it is. T: *It's (big). It's (grey). It's...* Pupils: *It's an elephant.*
- Tell pupils that they are going to listen to recorded description of animals. Explain that if the description is correct they should say Yes, but if it is incorrect they should say No. T: *Listen.* Play the CD.

Look at the animals.

1.45

- 1 It's big. It's grey. It's an elephant. (...) Yes, it's an elephant.
- 2 It's brown and orange. It's a rhino. (...) No, it's a giraffe.
- 3 It's orange and blue. It's a bird. (...) Yes, it's a bird.
- 4 It's black and white. It's a giraffe. (...) No, it's a zebra.
- 5 It's orange and brown. It's a lion. (...) Yes, it's a lion.

- Tell pupils to look at the picture again and count the animals that are in the small pictures on the right. T: *How many (elephants/giraffes/zebras)?* Pupils answer and then write their answers in the boxes.

17 Draw and say.

- Ask pupils to draw and colour one of the wild animals from this Unit. Move around the class and ask individual pupils *What is it?* When pupils have finished, ask pupils to swap pictures and to describe each others' drawings. P: *It's big. It's black and white. It's a zebra.*

Activity Book, page 19

14 Find, circle and say.

- Pupils find hidden animals in the picture and circle them. Then they describe them: *It's a (hippo). It's (grey).*
- Answers: *elephant, hippo, rhino, lion, giraffe, bird.*

15 Say and stick.

- Ask pupils to find the stickers for this exercise at the end of their Activity Books. Pupils assess their own skills: if they can say the correct English words for all the pictures in a given box, they can put a sticker with the film character in the box.

Ending the lesson

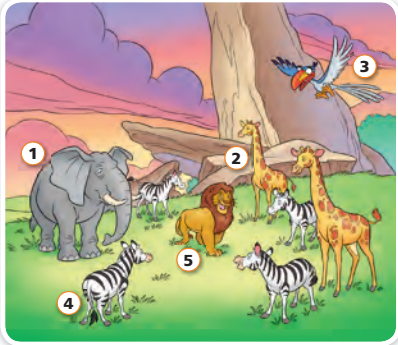
- Praise your pupils: *Well done!* Explain that you have just finished the whole Unit 2. Spend some time browsing through the work they have done in this Unit. Recapitulate what they have learned. Ask pupils in L1 which lessons they enjoyed the most.
- Ask pupils to choose their favourite game from all the games in Unit 2, and then play the game.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.


Progress assessment


- Photocopiable materials, worksheet 7, page 85. The guidelines for using the worksheet can be found on page 77.
- Review Units 1 and 2, worksheet 17, page 95. The guidelines for using the worksheet can be found on page 78.
- *New English Adventure 1*, Test Book, Test 2.


UNIT
2

16 Listen: Yes or No? Then count and write. CD 1.45




1


2


4

17 Draw and say.

Lesson 8 Review: Animals. Numbers. Colours. *It's a (bird). It's (grey).*

19