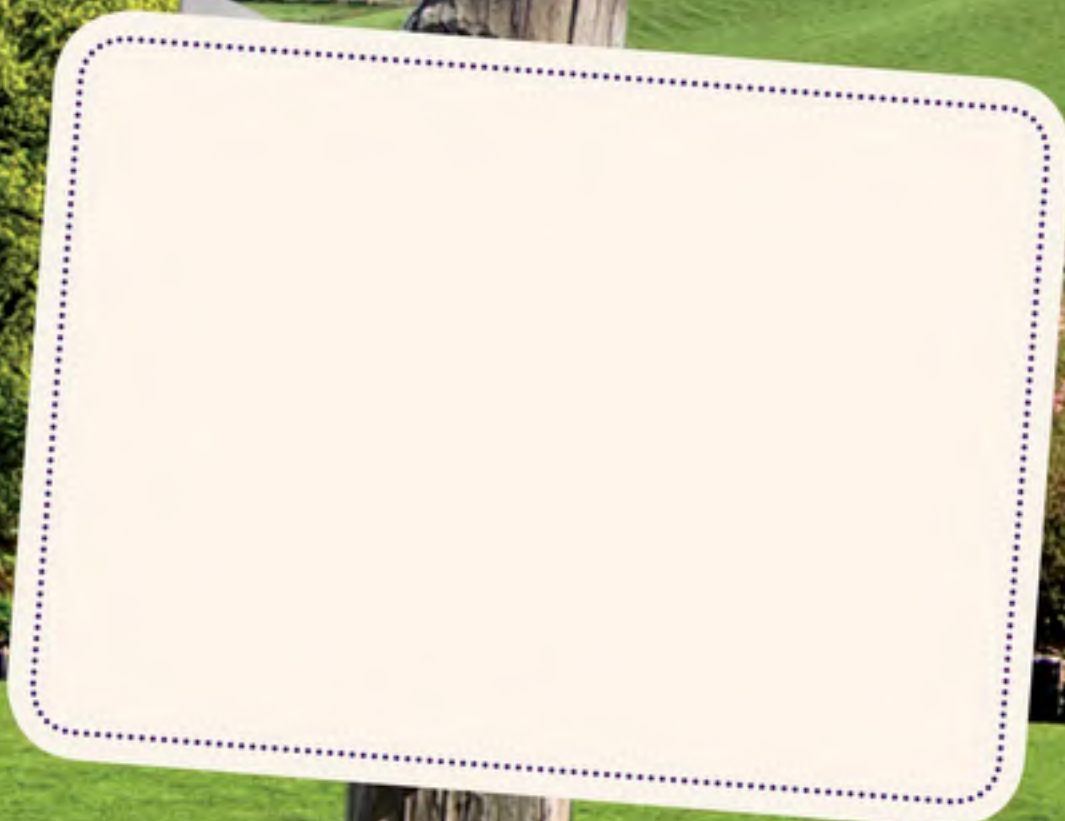




Fun on the farm



Watch the video. Choose and write a name for the farm.



Make a farm

In this unit I will:



Draw and describe a farm animal.



Make a farm and write about it.



Play a game with the animals.



Show our farm.

Unit 3 learning outcomes

In Unit 3, learners learn to:

- talk about animals
- use adjectives describing appearance and feelings
- use *Has it got ... ? Yes, it has / No, it hasn't* to ask and describe
- read and write words about animals accurately
- read and listen to information about how animals help us

Materials video, picture from Digital photo bank of a farm, flashcards of classroom and living room (to illustrate 'home'), digital Mission poster, flashcards of tree, sheep, board, teacher, pen, book and pictures of tractor and field

Self-assessment

- **SA** Say *Open your Pupil's Books at page 30. Say Look at the picture. Indicate items on the page and ask questions using the language from the unit, e.g. What is it? What are the animals? How many cows are there? What colour are the cows? Use self-assessment (see Introduction). Say OK. Let's learn.*

Warm-up

- Put up three pictures of places: a farm, home (flashcard of living room) and classroom (flashcard). Point to each picture in turn. Ask *Where is it?* Learners say *Farm/Home/School*. Repeat. Learners say each word several times.
- Do a mime for an activity that would fit one of the places, e.g. writing at a desk. Ask *Where am I?* Learners say *At school*. Do another mime, e.g. relaxing and watching TV. Ask *Where am I?* Learners say *At home*. Repeat for *On the farm*, e.g. mime digging.
- Learners work in groups of four. They take it in turns to mime activities. The other learners guess where they are.

Pupil's Book, page 30

1 Watch the video. Choose and write a name for the farm.

- Say *In this unit we're talking about animals. Say Let's watch the video. To introduce the topic of the unit, play the video.*
- Keep the three pictures of places on the board. Next to the school, write three possible names, e.g. *Friendly School* (draw a smiley face), *Sunny School* (draw a sun symbol), *Cool School* (draw a smiley face with sunglasses).
- Say the names of the schools. Ask *Which name shall we choose?* Show the learners they can put up their hand for the name they like best. Say the names one by one and the learners vote. Count the votes and say *OK. Let's name the school (learners' choice)!*

- Say *Look at page 30. Point to the farm. Say Let's choose a name for the farm! Put the learners into groups of six. They think of a name for the farm.*

Fast finishers Learners can think of a few different ideas in their groups and then vote on their favourite.

Extra support Learners can be given some different names to choose from.

- Point to the empty sign in the picture on page 30. Learners write the name and can add an emoticon or picture if they want.

mission Make a farm

- Show the digital Mission poster.
- Point to the farm. Ask *What is it?* Learners say *A farm*. Say *Yes! It's a farm*.
- Point to the empty space in the middle. Say *Oh! There are no ... (animals)*. Point to Stage 1 at the bottom and say *I know! (as if you had a great idea) We'll draw an animal*.
- Say *Point to number 2*. Learners point. Say *And we'll play a game!*
- Say *Point to number 3*. Learners point. Say *And we will choose animals and write about our farm*. Say with excitement *Let's make a farm!* Encourage them to jump and smile. Say *This is our Mission*.

Activity Book, page 30

My unit goals

- Go through the unit goals with the learners. You can read these or if you prefer you can put them onto the board or a poster.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.
- Say *This is our Mission page*.

Ending the lesson

- Get two large sheets of paper. Write *Farm* on one and *Classroom* on the other. Stick them at each end of the classroom.
- Show learners flashcards/pictures of different things – encourage them to run to the correct side of the room according to where you find the things in the pictures. Say the words as you show each picture (e.g. for farm: tree, sheep, tractor, field, and for classroom: board, teacher, pen, book).
- **Stronger learners** Choose these learners to call out the words. Other learners answer.

Learning outcomes By the end of the lesson, learners will be able to recognise and use animal words.

New language *cat, chicken, cow, dog, donkey, duck, goat, horse, pet, sheep, spider*

Recycled language colours, names, numbers

Materials flashcards from previous units, Farm animals flashcards, pictures from Digital photo bank of families with pets, e.g. cats or dogs (and/or your own photos if you have a pet), audio, video

Warm-up

- Use flashcards from previous units: pen, desk, grandmother, etc. Reveal the picture. Learners repeat the word.

Presentation

- Hold up a Farm animal flashcard, e.g. cow, facing towards you and away from the learners. Make the sound of a cow mooing. Ask *What is it? (It's a cow.)* Turn the flashcard around and say *It's a cow*. Learners repeat several times. Say *Make a cow sound*. Learners make a mooing sound.
- Go through the same process with each animal card.
- Show a picture of a cat or dog. Say *This is my pet*. Show some pictures of families with pets, e.g. cats or dogs. Say *Look at the pet. What is it?* Learners answer. Ask *Have you got a pet?* Learners say Yes or No. Ask *What pet have you got? A cat? A dog?* Learners answer.
- Mix up the Farm animal flashcards and pull them out randomly. Learners say the name and make the animal sound.

Pupil's Book, page 31

1 Listen and point. Then listen and number.

- Say *Open your Pupil's Books at page 31. Look at the picture.*
- Indicate the caption and read it. Say *It's a farm.*
-  Ask *Where's Jim? Can you find him?* The class points. Repeat with different people. Ask *Where's the donkey?* Learners point. Ask *How many? (One)* Repeat, asking the names and how many.
- Ask *Where's the tractor? Can you find it?* Learners find the picture and point (on the barn).
- Say *Listen and point*. Play Track 1.34. Learners point to the animals in the picture.

CD1 Tracks 34 and 35

This afternoon Tom and Eva are on the farm with Jim and Jenny.

- (1) Jim: This is our farm and these are our animals.
 Tom: Ooh, a sheep.
 Jim: Yes, she's Shelly.
 (2) Jim: And that's Gracie, our goat.
 (3) Jim: OK, Cameron. Good boy.
 Eva: Is he your pet cat?
 Jim: Yes.
 (4) Jim: And we've got a pet dog. Look – she's black and white.

- (5) Jenny: This is Harry. He's our horse. Look at his tail! It's black.
 Eva: Hmm.
 (6) Jenny: We've got three cows.
 (7) Jenny: And a donkey.
 Eva: Ooh, it's a grey donkey!
 (8) Eva: Are they your ducks?
 Jenny: Yes, they are. We've got two ducks.
 (9) Jim: Look, Tom. This is Henrietta and this is Rocky. They're chickens.
 (10) Tom: And this black spider? What's his name?
 Jenny: Ha ha. I don't know. It isn't our spider!
 Tom: Aagh!

- Say *Which animal is not a pet? Let's listen*. Play Track 1.34 again. Ask *Which animal is not a pet? (The spider)*
- Display the Farm animal flashcards on the board. Say *Look at page 31*. Point to the flashcards and ask *What's number 1? (Sheep)* Play number 1 of the audio. Write number 1 on the board, next to the sheep flashcard.
- Play Track 1.35. Learners number the animals.

Key: 2 goat 3 cat 4 dog 5 horse 6 cows
 7 donkey 8 ducks 9 chickens 10 spider

2 Say the chant.

- Play the audio or video. Learners point and chant.
- Divide the class into two groups. The first group chant the first line and the second group chant the repetition. Play the audio or video. Then swap roles and repeat.

CD1 Track 36

Cow, horse, dog (x2) Duck, sheep, cat (x2)
 Chicken and goat (x2) Donkey and spider (x2)

3 Listen and say the animal.

- Focus on the picture. Ask questions, e.g. *What's this? (A horse) What colour is it? (Brown) How many? (One)*
- Make a chicken noise. Ask *What's this? (A chicken)* Play the audio. Learners say the animal or animals.

CD1 Track 37

- | | |
|----------------------------|---------------------------|
| 1 What's this? [a chicken] | 5 What's this? [a horse] |
| 2 What are these? [dogs] | 6 What are these? [sheep] |
| 3 What's this? [a cow] | 7 What's this? [a donkey] |
| 4 What are these? [cats] | 8 What are these? [ducks] |

Key: 1 chicken 2 dogs 3 cow 4 cats 5 horse
 6 sheep 7 donkey 8 ducks

Activity Book, page 31

See pages TB120–132

Ending the lesson

- SA** Say *We learnt about animals*. Show the flashcards. Ask *Do you know the words?* Use the self-assessment technique (see Introduction). Learners show how they feel.

1



Listen and point. Then listen and number.



2



Say the chant.

3



Listen and say the animal.

The Friendly Farm



1



2



3



4



5



6



Learning outcomes By the end of the lesson, learners will be able to understand when they hear adjectives.

New language *big, long, nice, old, short, small, young*

Recycled language animals, colours, names

Materials Farm animal flashcards, Family flashcards, Friendly Farm animal flashcards, audio, video

Warm-up

- Draw a large fence on the board and write *Farm*. Say *Here's my farm*. Say *Which animals are on my farm? Let's listen!* Make the sound of a horse. Learners say *Horse*. Say *Yes, there's a horse on my farm*. Stick the horse flashcard in the farm. Learners repeat *Horse* and make the animal noise. Continue going through the animals. Say *Here is my farm!* Learners make lots of different animal noises.
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Put up the flashcard of Grandpa Friendly on the board. Ask *Who is this?* (*Grandpa*) Say *Grandpa is old*. Mime an old person walking, e.g. with a stick. Repeat the sequence with Grandma Friendly. Say *Old*. Put up a flashcard of Jenny. Ask *Is Jenny old?* (*No*) Say *No, she isn't. Jenny is young*. Mime a young person full of energy. Say *Young*. Learners repeat. Repeat with Jim. Point to the four flashcards randomly. Learners say *Young* or *Old*.
- Use flashcards of Mr Friendly and Jim to demonstrate *tall* and *short* following a similar sequence.
- Use flashcards of Harry and a spider to demonstrate *big* and *small* following a similar sequence. Add flashcards of the other animals. Point randomly. Learners say *Big* or *Small*.
- Add a flashcard of Cameron. Ask *Who is it?* (*Cameron*) *What is it?* (*A cat*) Say *Cameron is a nice cat*. Say *Nice* and smile. Learners repeat *Nice*.
- Point to Cameron's tail. Ask *What is it?* (*Tail*) Say *Tail*. Learners repeat. Say *The tail is long*. Indicate *long* with your hands. Learners repeat. Move your hands together. Say *Short*. Learners repeat.

Pupil's Book, page 32



The Friendly Farm song

- Say *The Friendly Farm is big*. Hold your arms outwards to indicate *big*.
- Play the introductory song at the beginning of the cartoon story. As it plays, gesture *big* each time the word *farm* appears. Learners listen. Repeat. Learners listen, gesture and sing.

CD1 Track 38

See The Friendly Farm song on page TB5



The Friendly Farm

- Hide the Friendly Farm animal flashcards around the room. Ask *Can you find a small animal?* Mime looking. Show the spider flashcard. Ask *What is it?* (*A spider*) *Is it small?* (*Yes*)
- Ask four learners to come to the front. Ask *Can you find a big animal?* When the first learner finds a flashcard, they hold it up. Ask *Is it big?* If it is big, keep the flashcard. Repeat the sequence with four new learners searching. Continue until you have collected all the flashcards.
- Say *Open your Pupil's Books at page 32*. Ask *Who can you see in the pictures?* Learners name the characters. Ask their names and colours.
- Ask *Who is young? Who is old? Who is short?* Write the questions on the board. Say *Listen*. Play the audio or video. Learners listen and read.
CD1 Track 38
The Friendly Farm song + see cartoon on Pupil's Book page 32
- Learners answer the questions.
- Play the audio or video again. Pause after each frame and check comprehension:
Frame 1: *The spider is ... (small)*.
Frame 2: *Harry is ... (big) and his tail is ... (long)*.
Frame 3: *Cameron is ... (long)*.
Frame 4: *Gracie is ... (old)*.
Frame 5: *Gracie isn't ... (young)*.
Frame 6: *Now Cameron isn't ... (long). He's ... (short)*.
- Point to frame 3. Ask *Is Cameron nice?* (*Yes*) *Is he short?* (*No, he's long*.)
- Play the audio or video again. Divide the class into groups of four and give each group a role. Learners repeat the speech bubbles for their character.

Activity Book, page 32

See pages TB120–132

Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Divide the class into two groups. Choose two confident learners to come to the front – one from each group. Draw a line to divide the board in half. Give each learner a board pen and tell them to draw what their team says.
- Stand in front of the board, facing the class, with the two learners behind you. Hold up the first Farm animal flashcard. Learners call out the animal and *Small* or *Big*. The first learner to complete a drawing wins a point for the team. Continue with all of the Farm animal flashcards.

Learning outcomes By the end of the lesson, learners will be able to use adjectives accurately when speaking and writing.

New language article + adjective + singular noun, adjective + plural noun

Recycled language food, names

Materials four large cards for the board, one word on each card (*She's / a / small / girl*), sets of cut up sentences (one set per three to four learners): each set contains the four sentences from Gracie's Grammar on different coloured card cut up into single words, Farm animal flashcards, coloured pens or pencils, digital Mission poster

Warm-up

- Learners stand in a circle. Stand in the centre. Learners walk around anti-clockwise. Clap your hands and say *Chicken*. Learners walk like a chicken and make chicken sounds. Clap again and shout *Horse*. Learners gallop and make a horse sound. Continue with other animals.

Presentation

- Draw a big spider. Write *It's a spider big* on the board. Ask *OK?* Learners say *No*. Rub out *spider big* and write *big spider*. Ask *OK?* Learners say *Yes*.
- Draw a second spider. Write *They is big spiders*. Ask *OK?* Learners say *No*. Look puzzled. Learners say *They're*. Correct the sentence. Underline *It's* from the first sentence and ask *How many spiders? (One)* Underline *They're* from the second sentence. Ask *How many spiders? (Two)*
- Rub out the spiders and draw one very small spider. Point to the sentence *It's a big spider*. Shake your head. Say *It ... (shake head) ... isn't a big spider*. Learners repeat. Draw a second small spider. Point to *They're big spiders*. Shake your head. Learners say *They aren't big spiders*.
- Stick four large word cards onto the board, mixed up, e.g. *a / girl / She's / small*. Ask *What's number 1?* Learners say *She's*. Continue as learners tell you the correct order.
-  Take out the sets of cut up sentences. Learners rebuild the sentences, putting the cards into the correct order.

Pupil's Book, page 33



Gracie's Grammar

- Say *Open your Pupil's Books at page 33*. Point to Gracie's Grammar box. Write the same sentences on the board. Underline the adjectives: *nice, big, young, old*. Ask *Nice cat or cat nice?* Learners say *Nice cat*. Say *Yes – good*. Draw an arrow from the noun *cat* back to the adjective *nice*. Repeat with the other examples.
- Play the audio. Pause for learners to repeat each sentence.

CD1 Track 39

See Pupil's Book page 33



1 Listen and stick. Then look, read and write.

- Learners look at the four stickers. They do not stick them in yet. Point and ask, e.g. *Is it big?* (Yes) *Is it old?* (No)
- Play the audio for learners to point to the correct sticker.

CD1 Track 40

- Is it an old cat? No, it isn't. It isn't an old cat.
 - Are they young cats? Yes, they are. They're young cats.
 - Is it a small cat? Yes, it is. It's a small cat.
 - Are they short cats? No, they aren't. They aren't short cats.
- Play the audio again. Learners stick in the stickers.
 - Say *Look, read and write*. Learners write.

Key: 2 young 3 small 4 short

mission Stage 1

- Show learners the first stage of the digital Mission poster: 'Draw an animal'. Say *Let's draw!*
- Learners complete the worksheet task in the Teacher's Resource Book page 34 (see teaching notes on TRB page 27).
- Alternatively, if you do not have the Teacher's Resource Book, quickly show learners all the Farm animal flashcards. They call out the name of each one.
- Learners use coloured pens or pencils to draw an animal.
- Learners stand up. Each learner should make the noise of their animal. The group call out the name. The learner shows their picture and says *Yes!* They sit down. Continue around the class until all learners are sitting.
- Keep the animal pictures safe, to use again for Stage 2.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 33

See pages TB120–132

Activity Book, page 30

- Say *Look at page 30 of your Activity Book*. Review *My unit goals*. Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary* 1. Monitor.

Ending the lesson

- Go back to Stage 1 on the digital Mission poster. Say *We drew an animal. Good work*. Add a tick to the 'Draw an animal' stage or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.



Gracie's Grammar

He's a **nice** cat.

It isn't a **big** spider.

We're **young** boys and girls.

They aren't **old** chickens.

1



Listen and stick. Then look, read and write.



old short small young

1 It isn't an old cat.

3 It's a _____ cat.

2 They're _____ cats.

4 They aren't _____ cats.

mission

STAGE 1

Choose an animal for your farm.

- Draw your farm animal.
- What does it look like? Write and say.

It's a big horse.



My
mission
diary

Activity Book
page 30

Vocabulary 2 and song

1



Listen and act out the animals. Then sing the song.

She's a funny dog
with a brown nose and a long tail.
She's a funny dog.

He's a sad dog
with a black nose and a brown tail.
He's a sad dog.

I've got a happy dog.
My happy dog's in the park.
She's a beautiful dog.
I've got a happy dog.
My happy dog's in the park.
We're in the park!
Different dogs in the park, yeah!
Different dogs in the park.

funny

ugly

angry

sad

beautiful

happy

He's an ugly dog
with a pink nose and a short tail.
He's an ugly dog.

She's an angry cat
with a black nose and a black tail.
She's an angry cat.

Chorus

2

Look at the picture. Play the game.

It's a dog with a pink nose and a short tail.

Is it the ugly dog?

Yes, it is!

I love dogs! Have
you got a pet?



Learning outcomes By the end of the lesson, learners will have practised the language through song.

New language *angry, beautiful, funny, happy, sad, ugly*

Recycled language animals, colours, numbers, parts of the body

Materials Adjectives flashcards, plastic drinking straws (five per pair of learners), pictures from Digital photo bank of a park in sunshine, a park in the rain, a beautiful garden, an ugly garden and a dog rolling on its back happily in the grass, a soft ball, audio, video, paper, coloured pens or pencils

Warm-up

- Say *Let's make some dogs and cats*. Hold up a straw. Say *The dog has got a black nose and a white tail*. Colour the very end of the straw black. Colour the other end of the straw white – make this a slightly longer section. Say *It has got a black nose and a white tail*. Write the sentence on the board. Learners copy.
- Learners make the dogs and a cat from straws according to the description. Write under the first sentence:
The dog has got a pink nose and a short tail. (use a pink pen and twist the other end of the straw so it is short)
The cat has got a black nose and a black tail. (use black)
The dog has got a brown nose and a long tail. (use brown)
The dog has got a black nose and a brown tail. (use black and brown)
- Say *Show me your pets*. As you call out the descriptions, learners hold up their straw animals.
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 34

1 Listen and act out the animals. Then sing the song.

- Show a picture of a park in the sun. Say *It's a park*. Learners repeat. Say *The park is nice*. Learners repeat. Say *We can jump in the park*. Jump up and down. Learners copy. Say *We can play ball in the park*. Throw the ball to different learners. Say *I'm happy!* Smile and laugh. Learners repeat.
- Show a picture of a dog rolling over on its back in the grass. Ask *What is it?* (A dog) *Is it happy?* (Yes) Laugh and point and mime rolling. Say *It's funny!* Learners repeat.
- Show a picture of a park in the rain. Say *I'm not in the park*. Look sad. Say *I'm sad*. Learners repeat. Say *I'm in the house. But ... oh no!* Look and sound angry. Say *No jumping. No ball*. Say *I'm angry*. Learners repeat.

- Say *I'm happy*. Learners mime *happy* and repeat. Say *I'm sad*. Learners mime *sad* and repeat. Continue with *angry*.
- Show a picture of a beautiful garden with flowers. Say *I'm in the garden*. Learners repeat. Say *The garden is beautiful*. Learners repeat. Show a picture of the ugly garden. Say *I'm in the garden*. Ask *Is it beautiful?* Learners say *No*. Say *It's ugly* and make a disgusted face. Learners repeat.

Alternative Use the Adjectives flashcards to teach *angry, beautiful, funny, happy, sad, ugly*.

- Say *Open your Pupil's Books at page 34*.
- Play the audio or video. Learners listen and point.

CD1 Track 41

Rocky: I'm Rocky-Doodle-Do and ... here's our song for today:
Different dogs in the park.

See song on Pupil's Book page 34

- Play the audio or video again. Learners hold up their straw dogs and cats for the correct description.
- Divide the class into four groups. Give each group a different part of the song. They sing their part, holding up their dogs and cat at the right time. They all sing the chorus together.



Extension Once learners are confidently singing along to the song, try singing the karaoke version as a class.

2 Look at the picture. Play the game.

- Say *Look at the picture on page 34*. Point to the animals one by one, saying *The happy dog, the ugly dog, the angry cat, the funny dog, the sad dog*. Ask *Which one?* Read the clue: *It's a dog with a pink nose and a short tail*. Learners say *Is it the ugly dog?*
- In pairs, learners describe a dog or cat and their partner asks *Is it the (happy/ugly/angry/funny/sad) dog/cat?*
- Teach the word *pet* by telling the learners about your pet. Say, e.g. *I've got a dog. My dog is my pet*.
- Show the picture of Rocky in the bottom right-hand corner. Read out the question. Learners call out their answers.

Activity Book, page 34

See pages TB120–132

Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Draw a simple outline of a dog four times. Colour each dog differently.
- Learners draw and colour in their choice of colours. They number the pictures 1–4.
- Say *Hmm ... I'm thinking of one dog. It's got a brown nose and a long black tail*. Learners guess which dog you have chosen, e.g. *Is it number 3?* (Yes) In pairs, learners describe and guess.

Learning outcomes By the end of the lesson, learners will be able to ask about features of animals using *Has it got ... ?*

New language *It's got ... It hasn't got ... Has it got ... ?*
Yes, it has. No, it hasn't.

Recycled language animals, colours, parts of the body

Materials a large picture of a cat or a dog and a 'tail' made of string or cotton wool with sticky tack on the end, a scarf or similar blindfold, audio, video, donkey flashcard, coloured pens or pencils, digital Mission poster

Warm-up

- Display the large picture of a cat or a dog. Ask *What is it? (Cat/Dog)* Say *Oh no! It hasn't got a ...* Show the tail. Learners say *tail*.
- Choose a confident learner and use a scarf or similar to cover their eyes. Put the 'tail' in their hand so they hold it at the top where the sticky tack is. Turn the learner around a couple of times and then put them near the board so they know where to put their hand. Say *Put on the tail!* The learner tries to add the tail in the right place. If they get it close, say *Well done!* If not, say *That's funny!*
- Repeat with one or two more learners.
- Ask the learners to describe the dog/cat, e.g. *It's big. It's black.* Point to the tail and say *It's got a ... (long black/white tail).*

Pupil's Book, page 35

1 1.43 Which duck is he talking about? Listen and tick ✓.

- Point to the photos. Ask the learners to describe each animal.
- Say *Listen. Which animal is the boy talking about?* Play the audio.

CD1 Track 43

Boy: This is my favourite photo from my trip to the farm. It's a photo of a duck on the farm. It isn't a young duck. It's got a big white body and it's got orange feet. It hasn't got a long tail. It's got a short, white tail.

Key: Picture 2



Gracie's Grammar

- Show the flashcard of a donkey. Ask *Has it got a tail?* (Yes) Say *Yes, it has.* Learners repeat. Ask *Has it got small ears?* (No) Say *No, it hasn't.* Learners repeat. Ask *Has it got a long face?* (Yes, it has.) Say the three questions and answers again. Learners repeat both questions and answers.
- Point to Gracie's Grammar box. Play the audio. Learners repeat.

- Put the learners into pairs. They take it in turns to say the sentences. Play the audio, pausing so learners can repeat them.

CD1 Track 44

See Pupil's Book page 35

2 Think of an animal. Describe it for your partner to draw.

- Draw a funny animal, e.g. with three legs and three tails, but don't show the learners. Tell them to listen and draw what you say. Describe your animal, e.g. *My animal is big. It's got three legs. It's got three tails.* Ask learners to show what they have drawn. Show your original drawing.
- Tell the learners to think of their own animal and draw it, but not show anyone.
- Put the learners in pairs. Learners describe their animal to their partner who should draw it. They swap roles. Once they have finished, they can compare their pictures.
- While they compare, they can describe the animal their partner asked them to draw, e.g. *Your animal is small. It's got four eyes.*

Extra support Give a list of possible sentence stems for learners to use while they describe their animal.

mission Stage 2

- Show learners the second stage of the digital Mission poster: 'Play a game'.
- Take out learners' animal pictures from Mission Stage 1.
- Learners look again at their own picture. Then they mingle in the class without showing their pictures to each other. They ask and answer questions and try to find out which animal their classmate drew.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 35

See pages TB120–132

Activity Book, page 30

- Say *Look at page 30 of your Activity Book.* Review *My unit goals.* Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary 2.* Monitor.

Ending the lesson

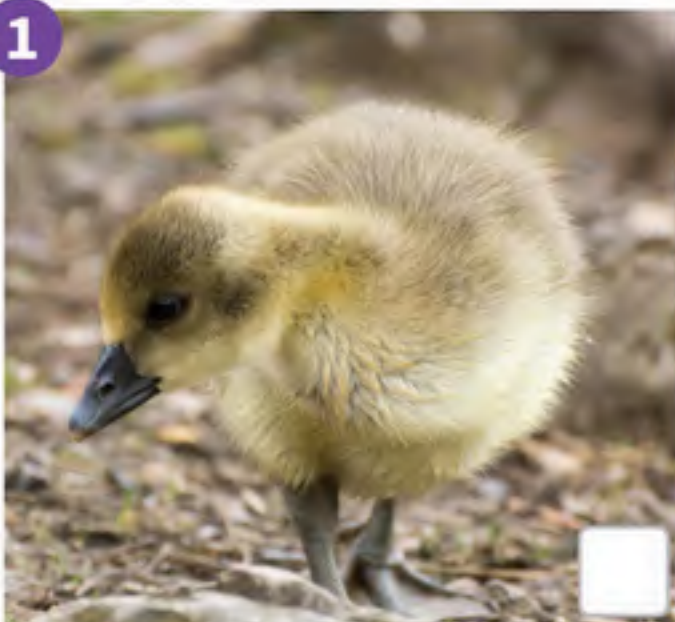
- **SA** Go back to Stage 2 on the digital Mission poster. Add a tick to the 'Play a game' stage or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.

1



Which duck is he talking about? Listen and tick ✓.

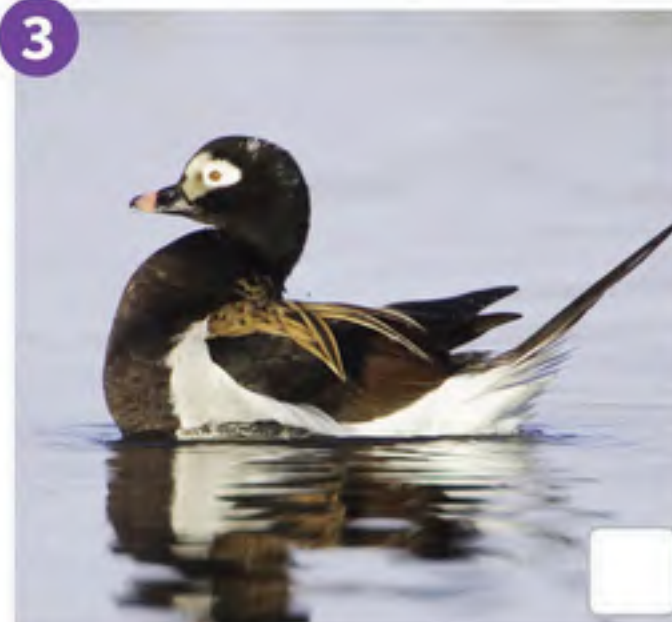
1



2



3



Gracie's Grammar

It's **got** long ears.

It **hasn't got** small feet.

Has it **got** a long face?

Yes, it **has**. / **No**, it **hasn't**.

2

Think of an animal. Describe it for your partner to draw.

My animal has got a big body.

My animal has got long ears.

My animal has got a short tail.

mission

STAGE 2

Play a guessing game with your animals.

Has it got long ears?

Yes, it has.

Is it beautiful?

No, it isn't.

It's the donkey.

Yes, it is.



My
mission
diary

Activity Book
page 30

What do animals give us?



1 Watch the video.



2 Look and match. Then listen and check.

1



b

cow

2



chicken

3



sheep

4



bee

a



wool

b



milk

c



honey

d



eggs

3

Tick ✓ the things that come from animals.


☐

☐

☐

☐

Learning outcomes By the end of the lesson, learners will be able to understand the link between food and animals.

New language *eggs, honey, milk, wool*

Recycled language animals

Materials some milk, a jar of honey, two bowls, some disposable plastic teaspoons, paper, coloured pens or pencils, audio, video, four large cards

Warm-up

Note: Before doing this activity, check if any learners have a dairy or honey/pollen allergy.

- Put some milk in a bowl and some honey in another bowl. Don't tell learners what it is. Ask a few learners to come to the front. Give them a spoon of milk to try. Ask *Is it nice?* Learners respond. Repeat with honey.
- Ask *What is it?* Learners respond. If they guess correctly and say the word in L1, say the word in English. Learners repeat.

Pupil's Book, page 36

1 Watch the video.

- Say *Let's watch the video*. Learners watch the video about things animals give us and answer the questions at the end of the video.

2 Look and match. Then listen and check.

- Point to the animal pictures one by one. Ask *What is it?* (*Cow, chicken, sheep, bee*)
 - Point to the other pictures one by one. Ask *What is it?* (*Wool, milk, honey, eggs*) Say each word. Learners repeat several times.
 - Point to the milk. Ask *Which animal has got milk?* (*Cow*) Show the match between the pictures of the cow and the milk.
 - Learners continue, matching the foods with the animals.
 - Play the audio. Learners listen and check their answers.
- CD1 Track 45
Animals give us a lot of things. Cows give us milk. Chickens give us eggs. Sheep give us wool. And bees ... [sound of buzzing bees] give us honey.

Key: 2 d 3 a 4 c

3 Tick ✓ the things that come from animals.

- Point to each picture. Ask *What is it?* (*An egg, crisps, chicken, a hat*) Say *Crisps are ...* Learners say *potatoes*. Say *This hat is ...* Learners say *wool*.
- Ask *Which things are from animals?*
- Put learners into pairs. They tick the correct pictures.

- Check answers. Say the words so that learners can repeat any new ones, e.g. *Wool*.
- In pairs, learners look at the units they have studied so far and find as many animals as they can. Check which pair has found the most animals.
- Repeat the task. This time, ask them to find things that come from animals. Check which pair has found the most items.

Key: the egg the chicken the hat

Activity Book, page 36

See pages TB120–132

Ending the lesson

- Learners work in pairs. They take it in turns to make an animal noise and their partner says the name of the animal.
- Extension** Learners sit in a circle. Stand in the middle and act out an animal, e.g. walk like a chicken, flapping your arms and clucking. Learners call out *Chicken*. Bring a learner into the centre to act out an animal. Learners call out the answer. Keep going, giving all learners a turn.
- Larger class** Divide the class into two or three smaller circles once you have demonstrated the activity.

Learning outcomes By the end of the lesson, learners will be able to read about animals and understand if information is correct. They will understand the source of food.

New language *alpaca, cut, Peru*

Recycled language animals, colours, *have/has got*, numbers

Materials two large cards – one with *Animal* and one with *No animal* on it, sticky tack, small cards with pictures of food (eggs, cheese, apples, meat, cereal, sausages, milk, tea, spaghetti, potatoes) – one per learner, an egg, an apple and a ball of wool (or pictures), pictures from Digital photo bank of a sheep with a heavy coat and of a sheared sheep, a world map showing Peru, Farm animals flashcards, learners' pictures of animals from Mission Stage 1, coloured pens and pencils

Warm-up

- Display the card with the word *Animal* on one side of the room, and the card with *No animal* on the other side of the room.
- Show an egg or a picture of an egg. Ask *What is it?* (*Egg*) Say *Chickens have got eggs. Chickens give us eggs. Animals give us eggs.* Show an apple or a picture of an apple on a tree. Say *It's an apple. Animals haven't got apples.*
- Point to the cards on the wall. Say *Egg*. Go to the *No animal* card. Ask *OK?* Learners say *No!* Go to the *Animal* card. Say *Yes. Chickens have got eggs. OK?* Learners say *Yes.* Show the apple. Learners call out *No animal.*
- Give out the small cards with food pictures on them – one per learner. Learners go to the side of the room with the correct card on the wall, according to their food. Check quickly. Collect the cards and redistribute. Repeat.

Extra support Give learners pictures of the egg/apple rather than new words.

Fast finishers Ask them which animal the food is from.

Presentation

- Show learners a ball of wool or a picture. Ask *What's this?* (*Wool*) Learners repeat. Ask *Have animals got wool?* Learners respond. Say *Yes. Sheep have got wool. Sheep have got hair. We make wool with sheep hair.*
- Show the picture of a sheep with a heavy coat and the picture of a sheared sheep. Say *We cut the hair.* Gesture cutting. Point to the sheared sheep. Say *Look. The sheep is happy.* Say *Cut.* Learners repeat.
- Point to the picture of the sheep. Say *It's a horse.* Learners say *No!* Say *It's black.* Learners say *No!*

Pupil's Book, page 37



4 Read the article. Then read the sentences and write yes or no.

- Point to the picture. Ask *Where is it?* Say *It's in Peru.* Show Peru on a world map.
- Ask *What can you see? Let's find out! Which animal is it? What has it got? Read.*
- Learners read to find out the animal. Then ask *Which animal is it?* (*Alpaca*) Ask *What has it got?* (*Wool*)
- Say *Read again. Write yes or no.* Learners read and write.

Key: 2 no 3 yes 4 yes

mission Stage 3

- Draw a farm on the board with a space in the middle of the fence. Leave a space on one side for sentences. Say *Look at our farm!*
- Hold up some Farm animals flashcards. Say *Let's put some animals on the farm!* Learners call out the animals they want. Stick them on the board. Ask *What has our farm got? How many? What colour?* Build up sentences on the board, e.g. *Our farm has got two cows and three chickens and a dog. The cows are black and white. The cows give us milk ...*
- Divide the class into groups. Give each group a large piece of paper. Learners draw a farm and fence.
- Give out the animal pictures that learners drew in Stage 1. They stick their animal pictures in the farm. They write sentences.
- Keep the farm pictures safe for the Mission completion in a later lesson.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 37

See pages TB120–132

Activity Book, page 30

- Say *Look at page 30 of your Activity Book.* Review *My unit goals.* Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary* 3. Monitor.

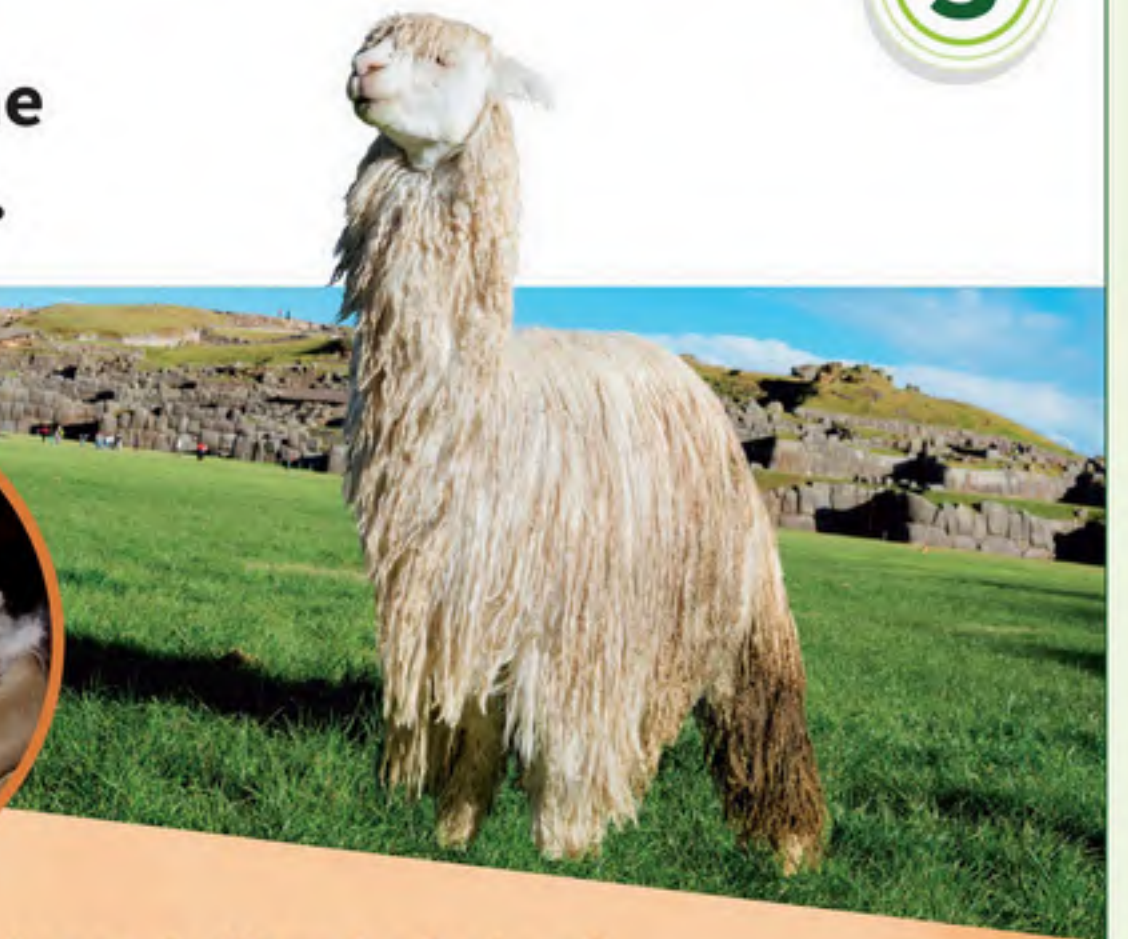
Ending the lesson

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

- 4 Read the article. Then read the sentences and write *yes* or *no*.

Alpaca wool

Do you know this animal? This is an alpaca. It's got four legs and long hair. Alpacas live in the Andes Mountains in Peru.



The hair of an alpaca is like the hair of a sheep. It's called wool. People cut the wool.

Then people clean the wool. They use the wool to make clothes. They use lots of colours. How many colours can you see?

- 1 Alpacas have got two legs. no
- 2 Alpacas have got short hair. _____
- 3 Alpacas live in Peru. _____
- 4 People make things from alpaca wool. _____

mission

STAGE 3

Make your farm and write about it.

- In groups, put your farm animals together.
- Write about your farm and its animals.

Our farm has got two chickens, two cows and a donkey. The chickens give us eggs.



My
mission
diary

Activity Book
page 30

1 Look at the cows. What colour are they in the pictures?



How cows got their spots



Cathy is a young white cow. She lives with her mum on a big farm. There are horses, sheep and chickens. There are also lots of flies. 'Ouch! Ouch! Ouch! Go away!'

'Use your tail,' says her mum. But Cathy's tail is very short and the flies are not scared of her.

One day she tells a friend about her problem. 'Follow me!' says Little Horse and he jumps into some black mud.

'Come on! Jump in!' he shouts.



Learning outcomes By the end of the lesson, learners will have read about animals on a farm and learnt about helping each other.

New language *bite, dirty, flies, mud*

Recycled language adjectives describing appearance and feelings, animals

Materials photos of a house (e.g. your house) and pictures from Digital photo bank of animal homes (a chicken coop, a field, a pond, a stable)

Warm-up

- Show learners a photo of your house (or a house from the Internet). Say *This is my home*.
- Ask learners to think about where animals live. Show them the pictures of a chicken coop, a field, a pond and a stable.
- Learners work in pairs and say which animal lives in each place.

Extra support Show learners animal names (*chicken, horse, duck, cow*) and ask them to match them with the places.

Stronger learners Learners can try to do this activity alone.

- Go through the answers. Learners should find: *chicken coop – chicken, field – cow (and horse), pond – duck, stable – horse*.

Presentation

- Point to the picture of the mud on Pupil's Book page 38. Say *Mud*. Learners repeat.
- Point to the flies in the picture. Ask *What are these?* Say *Flies*. Learners repeat several times. Ask *Are flies nice?* (*No*) Say *Flies can bite*. Mime a fly biting at you and say *Ouch!* Say *Bite* and mime. Learners repeat and copy several times.

Pupil's Book, page 38

1 Look at the cows. What colour are they in the pictures?

- Show the pictures on Pupil's Book pages 38 and 39. Say *Point to the cows*. Ask *What colour are the cows?* (*White/ brown*) *Have they got spots?* Draw spots on the board. Learners say *No*.



1.46 How cows got their spots

- Say *Open your Pupil's Books at pages 38 and 39*. Focus on the pictures. Look at each picture and ask questions, e.g. Picture 1: *Which animals can you see?* (*Horses, sheep, cows, chickens*) Show Cathy, the young cow. Say *This is Cathy. Is she old or young?* (*Young*) *Has she got a long or short tail?* (*Short*) Picture 2: *What is this?* Point to the horse. (*A horse*) *Where is it?* (*In mud*) *Why?* (*To stop the flies*) Picture 3: *Has Cathy got spots?* (*Yes*) *Are the other cows kind?* (*No*) Picture

4: *Are the cows happy?* (*No – sad*) *Why?* (*The flies bite them.*) If learners can't answer the *why* questions, don't give the answers yet.

- Use the artwork to teach *dirty*.
 - Ask learners to guess what happens in the story.
 - Say *Read and listen to the first part*. Show them page 38. Play the audio. Learners listen and read. Pause the audio at the end of page 38. Ask *Why is Cathy sad?* (*The flies bite her.*) *Can she use her tail?* (*No – it's short.*) *Where is she with the horse?* (*In the mud*)
- CD1 Track 46
See story on Pupil's Book pages 38–39
- Say *Read the next part*. Show them the first paragraph on page 39. Ask *Are the other cows kind?* Play the audio for this part. Check if their guesses were correct. (*No – they laugh at her.*)
 - Ask them to look at the last paragraph and the fourth picture. Ask *Are the cows happy?* (*No – sad*) *Why?* (*The flies bite them.*) Say *Read and listen*. Play the rest of the audio. Check answers.
 - Say *Act out the story*. Say *Cathy can't use her tail*. Mime swishing a pretend tail. Say *The flies bite her. Ouch, ouch, ouch!* Learners copy. Say *The horse shows her the mud*. Mime rolling in mud. Learners copy. Say *Cathy has black spots!* Mime looking at your spots in surprise. Learners copy. Say *The cows laugh at Cathy*. Mime laughing and then Cathy looking sad. Learners copy. Say *Now the flies are here! They bite the cows. Ouch, ouch, ouch!* Mime being bitten by flies again.
 - Repeat and encourage the learners to act the story.

Activity Book, page 38

See pages TB120–132

Ending the lesson

- Tell learners to each choose an animal and make it into an anagram, e.g. *cow – owc*. Monitor and check.
- Put learners into pairs. Ask them to give their anagram to their partner. Their partner tells them the word. Repeat, giving each learner a new partner.

Learning outcomes By the end of the lesson, learners will have read about animals on a farm and learnt about helping each other.

New language *bite, flies, mud*

Recycled language adjectives describing appearance and feelings, animals

Materials flashcard of an animal you like (e.g. giraffe), flashcard of zoo, paper for each learner, coloured pens or pencils

Social and Emotional Skill: Identifying the feelings of others

- After reading the story, ask learners *How does Cathy feel when the other cows laugh at her? (Sad) How does she feel when the flies don't bite her? (Happy) Who helps Cathy feel happy? (Little Horse)* Remind learners that in the story, the other cows laugh at Cathy and it isn't kind to laugh at others. You should think about how others feel. Say *In the class everyone is different. (Javier) has got brown hair. (Maria) has got black hair. (Andrea) has got red hair.* Point out we are all different and we are all unique and that's good. It's not kind to laugh at friends. We are all friends in the same class.
- Play a game to demonstrate the idea of playing together, being part of a group. The learners stand in a circle. Give numbers to each learner but not in order. Stand in the circle with a ball and say *One*. Then throw the ball to the person with that number. That person then throws to number two and so on. Say *We need all the numbers to play the game. We need everyone in the class.* Ask *Do you want to make other people happy or sad? (Happy)* Point out that it's good for everyone to play. It's good to be kind and make people feel happy. It's sad when one person doesn't play with the others.
- Role play in pairs:
 - A: Hello. What's your name?
 - B: (Mia). What's your name?
 - A: (Alex). Do you want to play with me?
 - B: Yes, please.
 - A: Let's play ball.

Warm-up

- Tell learners to look at the pictures on pages 38 and 39 and think of the most important words for each part of the story, e.g. *Cathy, short tail, mud*. They note down the key words.
- Ask each pair to compare their list with another pair. In pairs, learners tell the story again. Make sure they use the key words.
- SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 39

2 How do they feel? Read and circle.

- Mime *happy*. Ask *How do I feel? (Happy)* Mime *sad*. Ask *How do I feel? (Sad)* Repeat with *angry* and *surprised*.
- Learners copy.
- In pairs, learners take turns acting the four emotions. Their partner tells them which feeling they are miming.
- Say *Look at Activity 2. Look at the faces. How do they feel?* Learners guess the answers. Say *Listen and read*. Play Track 1.46 all the way through.
- Check answers.

Key: 2 happy 3 sad 4 surprised

3 Ask and answer.

- Show flashcards of different animals. Choose one you like, e.g. a giraffe. Learners say the name. Ask questions, e.g. *What colour is it? Has it got a long or short neck? Has it got big eyes?*
- Learners draw an animal they like. Monitor, telling them the name of the animal if they don't know it.
 - Extra support** Write the name for them and give them a few sentences about the animal, e.g. *It's big and brown. It's got four legs.*
 - Fast finishers** Learners write sentences describing their animal.
- When they finish, ask learners to sit in groups of six. They show their animal and describe it to their group.

Activity Book, page 39

See pages TB120–132

Ending the lesson

- SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Show learners the flashcard of the zoo and check meaning. Learners show the animals they have drawn. Together, choose animals for the zoo.

When Cathy stands up, her beautiful white coat is very dirty. 'Look!' the young cows laugh. 'Cathy's got big black spots!' Suddenly lots of flies come from behind the house. 'Run!' says Cathy's mum. 'Hide!' shout the young cows.



When the flies go, lots of the young cows have bites. 'Ouch!' they cry. 'Ouch!' 'I haven't got any bites!' laughs Cathy. 'Thank you, Little Horse.' Now lots of white cows have black spots so flies don't bite them.

2 How do they feel? Read and circle.

- 1 When the flies bite Cathy, she feels:
- 2 When Little Horse helps Cathy, she feels:
- 3 When the young cows laugh at Cathy, she feels:
- 4 When Cathy sees that she hasn't got any bites, she feels:



3 Ask and answer.



What's your favourite animal?

It's a donkey.



- 1** Look and say the animals. Which letter do they start with?



It's a cow.

Letter C.

- 2** How many letters? Count and circle.

- 1 cow 2 / 3 / 4 letters 3 duck 3 / 4 / 5 letters
2 donkey 4 / 5 / 6 letters 4 sheep 5 / 6 / 7 letters

- 3** Look at the picture. Look at the letters. Write the words.

Example



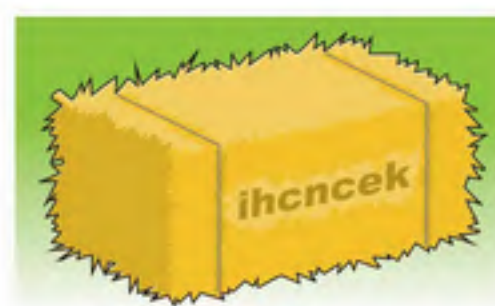
h o r s e



Questions



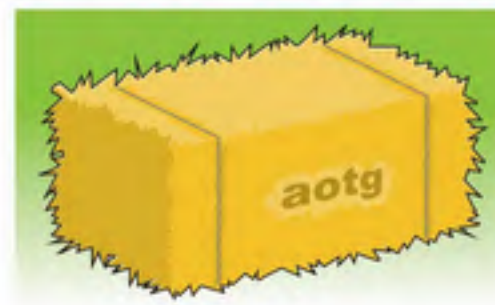
c h _ _ _ _



d _ _



g _ _ _



Look at your answer. Has it got all the letters?



Learning outcomes By the end of the lesson, learners will have written animal words with the correct spelling.

New language *frog*

Recycled language *animals*

Materials flashcard of spider, large cards with single letters on them, each set making up a word, e.g. *spider*: s, p, i, d, e, r, coloured pens or pencils

Warm-up

- Show a picture of a spider. Ask *What is it? (Spider)* Say *Yes. Spider. Let's make the word.*
- Put the letter cards for the word *spider* up on the board, mixed up. Invite a learner to the front. The learners tell him/her where to move the cards to make the word.
- Ask *How many letters?* Point to each letter and count them.
- Ask the learners to write the word out in their books. Check clarity of handwriting. Say *You wrote nice letters. Well done.*
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Say *Let's do a writing exam!* Write *Writing Exam* on the board.
- Write *spidr* on the board. Ask *Is this good? (No)* Rub out the *r* and write *er*. Ask *Is this good? (Yes)* Say *Think. Then write.*
- Write up some animal words with incorrect spelling, e.g. *hors – horse, chicken – chicken, got – goat, seep – sheep.*
- Put the learners into pairs. Ask them to find the spelling mistakes and correct them.
- Learners work together and write out the words correctly.
- Check spelling with the whole class. Choose learners to say the correct spellings and to write them up on the board.
- Say *Think. Then write. Check your writing.*

Pupil's Book, page 40

1 Look and say the animals. Which letter do they start with?

- Say *Open your Pupil's Books at page 40.* Point to the animals in the picture one by one. Ask *What's this? (Cow, sheep, duck, chicken, donkey, spider)* Give the new words for learners to repeat: *Frog, bee.*
- Point to the cow. Ask *What letter does it start with? (Letter c)* Write *cow* on the board and underline the *c*.
- Point to the rest of the animals again, asking *What is it? What letter does it start with?* Learners answer.
- If learners need more practice naming the letters of the alphabet, use the alphabet chant on page 120.

Key: It's a sheep. Letter S. It's a donkey. Letter D.
(It's a frog. Letter F.) It's a duck. Letter D.
(It's a bee. Letter B.) It's a chicken. Letter C.
It's a spider. Letter S.

2 How many letters? Count and circle.

- Say *How many letters? Count and circle.* Show number 1 and say *Cow. How many letters?* Say the letters one by one and count as you do: *C – one, O – two, W – three.* Ask *How many letters? (Three)* Show them the example circle round 3.
- Learners complete the rest.
- Check answers.

Key: 2 6 letters 3 4 letters 4 5 letters

3 Look at the picture. Look at the letters. Write the words.

- Point out the exam tip at the bottom of Pupil's Book page 40. Say *Look at your answer. Has it got all the letters? Be careful!*
- Show the first picture. Ask *What is it? (Horse)* Say *Let's spell it!* Spell out the letters. Point to the other pictures, for learners to say the names. Say *Write the words. Be careful!*
- Learners write. Monitor and check.
- **Extra support** Learners look at the Pupil's Book, find the animal and copy.
- **Fast finishers** Learners try to remember the spellings.
- Write the correct spellings up on the board.
- Say *Well done. You checked your spelling. Good job!*

Key: 1 chicken 2 dog 3 goat

Activity Book, page 40

See pages TB120–132

Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Choose some animals. Put learners into groups of three. Ask one to write. Say the name of the animals slowly: *Dog, cow, horse, sheep.* Learners work together to write them.
- Show the correct spellings. Learners check and get one point for each correct answer.
- Draw a picture of a cow on the board. Make a head using a *C* shape; make the body using an *O* shape; add a wiggly tail in a *W* shape. Say *Look at my letters in the cow.*
- Put learners into pairs. Tell them to think of an animal and draw it, hiding the letters in the drawing.
- When learners have finished, each pair shows their picture to the class. The other learners guess which animal it is.

Learning outcomes By the end of the lesson, learners will have revised the language in the unit and made a farm.

Recycled language unit language

Materials large paper, coloured pens or pencils, dice, counters

Warm-up

- Say *Let's ask questions!*
- Tell learners to find their animal from Mission 1. Tell them they will ask and answer questions. On the board, write:
 - 1 *Have you got ... ?*
 - 2 *What colour ... ?*
 - 3 *Has it got ... ?*
 - 4 *Is it ... ?*
 - 5 *Can you spell it?*
- Give examples, e.g. 1 *Have you got a dog/cat/goat/chicken?* 2 *What colour is it?* 3 *Has it got four legs?* 4 *Is it nice/beautiful/ugly?* 5 *Can you spell it?*
- Learners work with a partner and ask and answer questions about their animal.

Presentation

- Write on the board: *Show your farm.*
- Show an example farm – draw a farm building and fence on the board. Say *Here is my farm.* Stick up some flashcards of animals in the middle. Say *Here are the horses. And here are the cows* and so on.
- If you prefer, show flashcards and allow the learners to select animals to go on the farm. Ask the names and write these next to the animals.
- Say *Here is my farm.*

Pupil's Book, page 41

mission in action!

Show your farm.

- Say *You will show the class your farm.* Give an example, e.g. *My farm has got three cows, three pigs, a goat, three chickens and a cat. The cows are big. They are black and white. The chickens give us eggs.* Point as you show the farm.
- Put the learners into their groups from Stage 3 and give them each their group farm picture. Tell the learners to talk in their group and describe their farm.
- Ask a few confident learners to come to the front and show their farms.
- Ask the learners to say what they like about the farms they see, e.g. *I like the horses and the farm house.*
-  Point to the picture of an animal from the unit, e.g. a sheep. Say *Tell me about this.* Learners say, e.g. *It's a sheep.*

It's nice. It's got four legs. It's got wool. Learners repeat the activity in pairs, choosing anything from the unit.

- For ideas on monitoring and assessment, see Introduction.

Self-assessment

- **SA** Say *Did you like our 'Let's make a farm' Mission?* Put a picture of a smiley face on the wall at one end of the class and a picture of a frowning face on the opposite wall. Demonstrate that if learners loved the Mission, they stand near the smiley face and if they didn't, they stand near the frowning face.
- Say *Did you do better than the last Mission – All about me? Better? Or not?* Ask them to stand near the smiley or frowning face. Praise or say *OK. We can try again.*
- Say *Our next Mission is 'Have a picnic'.* Ask learners to stand up. *What can you do better next time?* Ask them to choose one thing and tell their partner, e.g. *I can write more words. I can read more.* Say *Well done.* Monitor and make notes of their ideas.

Activity Book, page 41

See pages TB120–132

Activity Book, page 30

- Say *Look at page 30 of your Activity Book.* Review *My unit goals.* Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary* the final stage. Monitor.
- Point to the sunflower. Learners read the 'can do' statements and tick them if they agree they have achieved them. They colour each leaf green if they are very confident or orange if they think they need more practice.
- Point to the word stack sign. Ask learners to spend a few minutes looking back at the unit and find a minimum of five new words they have learnt. They write the new words into their word stack. See Introduction for techniques and activities.

Ending the lesson

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

mission in action!

Show your farm.

My
mission
diary
Activity Book
page 30

★ Talk about your farm.

Our farm has got three cows.

And it's got a donkey.

★ Talk about the animals.

The donkey has got long ears.

The sheep are happy.

★ Talk about what the animals give us.

The cows give us milk.

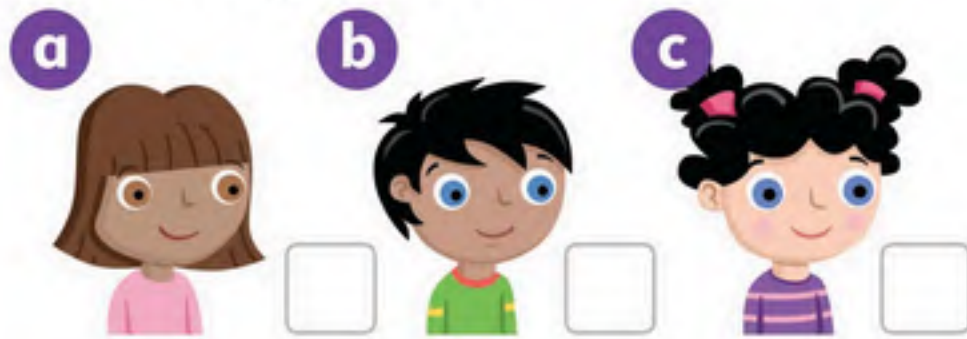


Review • • • Units 1–3

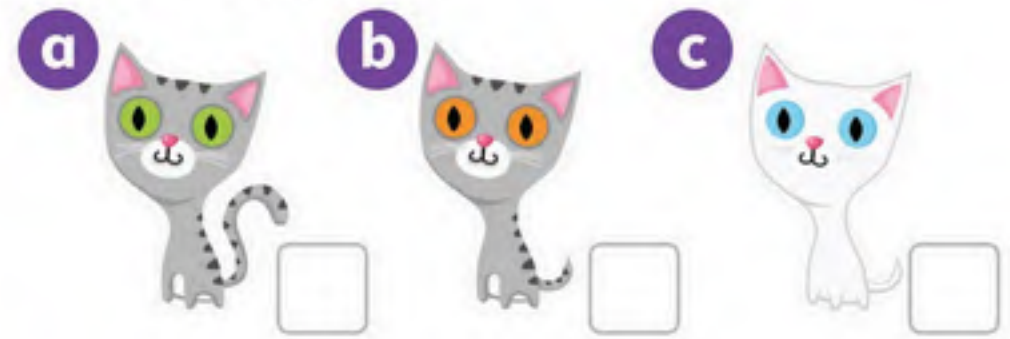
1  Watch the video and do the quiz.

2  Listen and tick ✓.

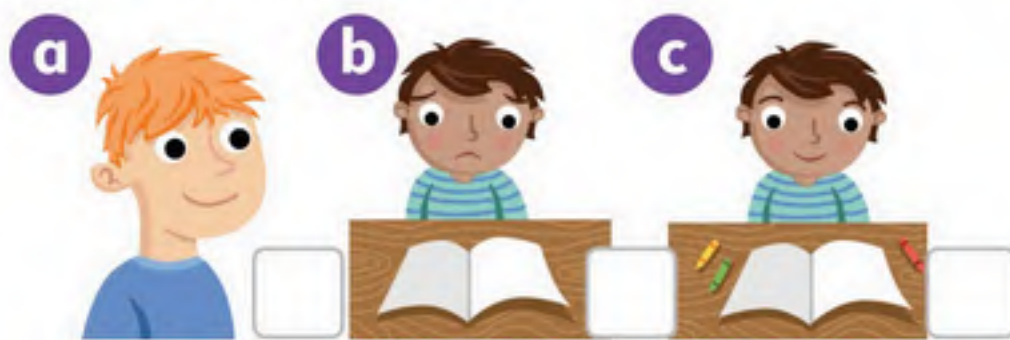
1 This is my sister.



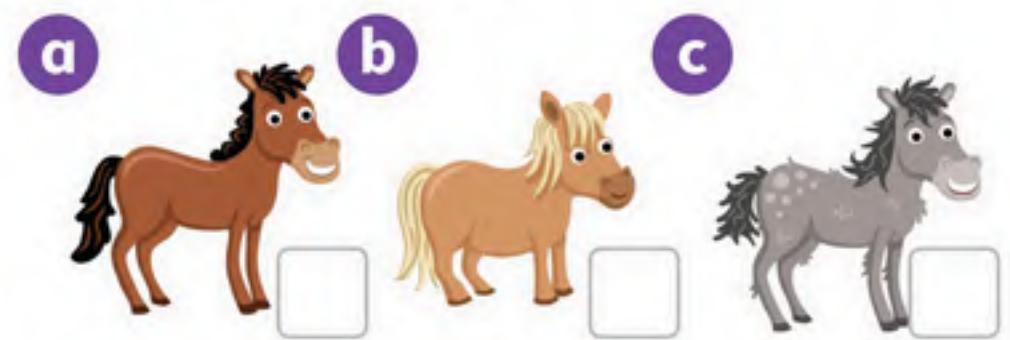
3 This is my cat.



2 This is my brother.



4 This is my horse.



3 Look at the picture and remember. Ask and answer.

Where's the red book?

It's on the purple chair.



Learning outcomes By the end of the lesson, learners will have consolidated language from Units 1–3.

Recycled language *have/has got, Have/Has ... got?, haven't/hasn't got, he/she, prepositions, school, This is / These are, Where is / Where are ... ?*

Materials two sheets of A3 paper, flashcards from Units 1–3, video, coloured pens or pencils, audio

Warm-up

- Divide the board into two halves or put up two sheets of A3 paper and stick them on the wall at a level the learners can write on. Take out the flashcards for Units 1–3, mix them up and divide them randomly into two equal piles. Put the flashcards face down at the back of the room.
 - Divide the learners into two groups and ask them to stand in two lines facing the board. Give the learner at the front of each line a marker pen.
 - The learner at the front of each line should run to the back, turn over the first flashcard and then run to the board and write the name of the object, animal or person. If they don't know the word, they can put the flashcard to the bottom of the pile and try the next one.
 - If they can write the word, you take the flashcard from them and they pass the marker pen to the next learner in their line. The next learner runs and writes the next word.
 - Learners keep going until all the flashcards are finished.
- Extra support** Learners can be selected to assist you by collecting the completed flashcards and reading the words aloud to you as the other learners add them.

Pupil's Book, page 42

1 Watch the video and do the quiz.

- Show the video to learners.
- Ask learners to do the quiz. Check their answers to see how much the learners can remember.
- Repeat this at the end of the Review unit and compare the results to measure progress.

2 Listen and tick ✓.

- Ask three learners to come to the front. Point to each learner. Ask, e.g. *What colour is her hair? What colour are her eyes? Has she got a pencil? Has she got a long tail? Is she happy or sad?* Learners answer.
- Ask *Which learner am I talking about?* Describe one of them, e.g. *This learner has got brown hair and brown eyes. She is happy.* Learners choose.
- Say *Open your Pupil's Books at page 42.* Point to the pictures in Activity 2. Ask learners what they can see in each picture. (e.g. *She has got brown hair, but she has got black hair.*) Say *Let's listen and tick the picture we hear about.*

- Play the audio. If necessary, pause after number 1 and check. Then play the rest of the audio. Learners complete the task.

CD1 Track 47

- 1 Girl: This is my sister. She's got black hair and blue eyes.
- 2 Boy: This is my brother. He's sad today. He hasn't got a crayon.
- 3 Girl: This is my cat, Fluffy. She's grey and she's got a short tail.
- 4 Boy: This is my horse. My horse is beautiful. He's got a long, black tail and he's happy.

- Check answers.

Key: 1 c 2 b 3 b 4 a

3 Look at the picture and remember. Ask and answer.

- Put some objects on the desk, e.g. a bag, a book, a pencil case, pens and a rubber. Ask *Where is the book?* (e.g. *On the desk*) Encourage the learners to give more detail (e.g. *It's on the desk next to the pencil case.*)
- Ask about the different objects.
- Put the learners into pairs. Ask them to write three sentences about the objects. Give an example, e.g. *The red bag is under the white desk.*
- Say *Look at Activity 3.* Point to the picture. Encourage learners to ask questions about the picture, e.g. *Where is the pink bag? Where is the red book?* Other learners answer.
- Put the learners into pairs – A and B. Tell all the learners to look and try to remember the picture. Tell the learners who are 'A' to close their Pupil's Books. Tell the learners who are 'B' to look at the picture and ask their partner questions. Monitor and support.
- After a few minutes, ask them to swap roles and repeat.

Activity Book, page 42

See pages TB120–132

Ending the lesson

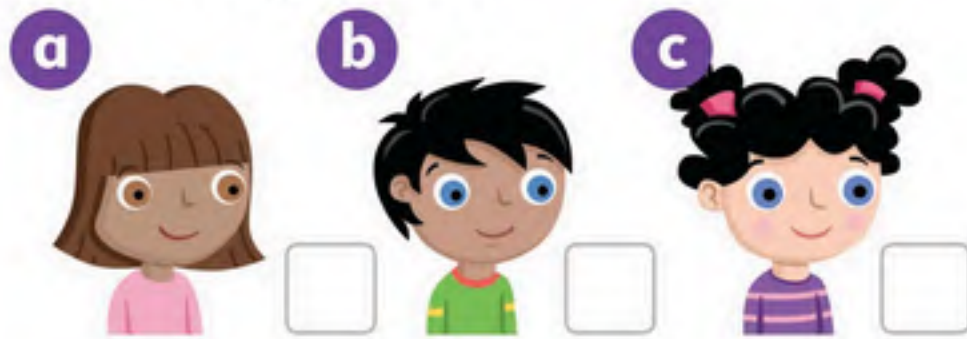
- Draw a rough sketch of objects, but don't show learners. Tell the learners to listen and draw what you describe, e.g. *There's a desk. There's a red bag under the desk. There's a blue pen on the desk. There's a white rubber next to the pen.* When learners finish, compare their drawings with yours.
- Extension** Put learners into pairs. Write a list of objects on the board (e.g. *desk, chair, bookcase, pens, pencils, ruler, rubber, bag, teacher, board*). Tell learners to draw a picture, including at least five objects. They describe their picture to their partner and the partner draws. They compare drawings.

Review • • • Units 1–3

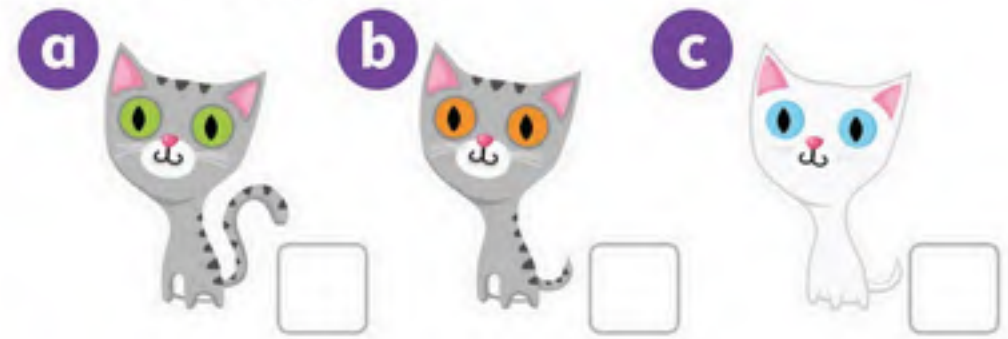
1  Watch the video and do the quiz.

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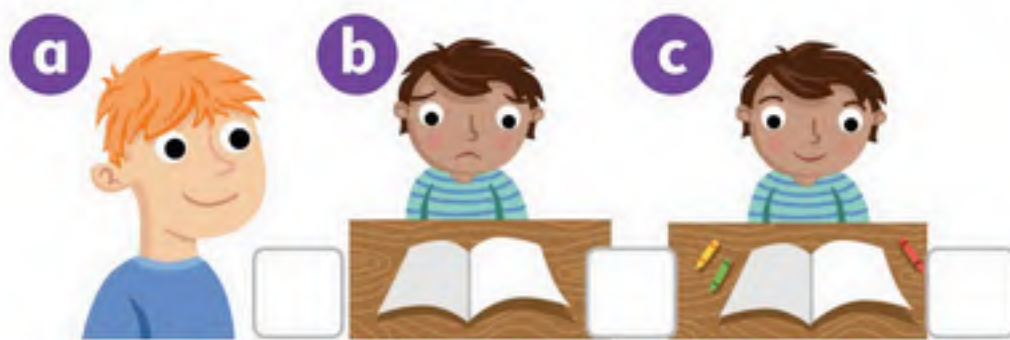
1 This is my sister.



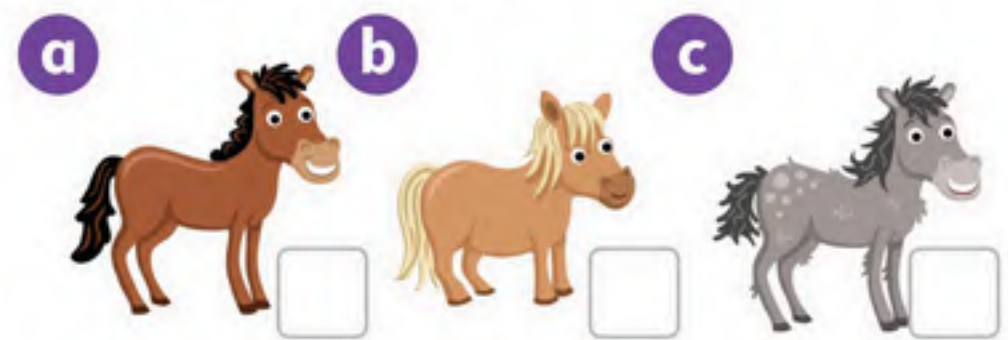
3 This is my cat.



2 This is my brother.



4 This is my horse.



3 Look at the picture and remember. Ask and answer.

Where's the red book?

It's on the purple chair.



Learning outcomes By the end of the lesson, learners will have consolidated language from Units 1–3.

Recycled language *have/has got, Have/Has ... got?, haven't/hasn't got, he/she, prepositions, school, This is / These are, Where is / Where are ... ?*

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CD1 Track 47

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Key: 1 c 2 b 3 b 4 a

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- After a few minutes, ask them to swap roles and repeat.

Activity Book, page 42

See pages TB120–132

Ending the lesson

- Draw a rough sketch of objects, but don't show learners. Tell the learners to listen and draw what you describe, e.g. *There's a desk. There's a red bag under the desk. There's a blue pen on the desk. There's a white rubber next to the pen.* When learners finish, compare their drawings with yours.
- Extension** Put learners into pairs. Write a list of objects on the board (e.g. *desk, chair, bookcase, pens, pencils, ruler, rubber, bag, teacher, board*). Tell learners to draw a picture, including at least five objects. They describe their picture to their partner and the partner draws. They compare drawings.



Learning outcomes By the end of the lesson, learners will have consolidated language from Units 1–3.

Recycled language animals, appearance, colours, families, *There is / There are, Who ... ?*

Materials flashcards from Units 1–3, photos of your family and pets (or pictures from the Internet), coloured pens or pencils, audio, video

Warm-up

- Show Friendly Farm and Farm animals flashcards. Each time you show one, ask questions, e.g. *What/Who is it? Has he got black hair? Has it got four legs?* Learners answer.
- Hide one of the flashcards behind your back without showing learners which one, e.g. a horse.
- Demonstrate the task. Ask *Which picture have I got? Ask me questions.* Choose a learner. Say *Have you got an animal or a person?* The learner repeats. Say *It's an animal.* Choose another animal. Say *Has it got two legs or four legs?* The learner repeats. Say *It's got four legs.* Ask *Can you ask about the colour? What colour ... (is it?)* Say *It's brown.* Say *Another question?* Mime or gesture a tail by waving your arm behind you like a tail. Ask *Has it got ... (a tail?)* Say *Yes, it has.* Ask *Is it a cat?* No. Encourage learners to ask about other animals until they guess *horse*. If they don't get it, do a horse impression to help.
- Continue with other flashcards. Encourage the learners to ask questions until they guess what the animal is.

Extension Put the learners into groups of six. Give them a selection of flashcards face down. Learners take it in turns to pick up a flashcard without showing the group. The other learners ask them questions about their flashcard following the same sequence.

Pupil's Book, page 43

4 Listen and follow. Draw lines.

- Say *Open your Pupil's Books at page 43.* Point to the words in Activity 4. Ask *Which red words can you see? (legs, arm, red, brown, green, I'm, four)* Repeat with *blue, pink, purple and green.*
- Say to the learners *Listen and point.* Give a sentence, e.g. *He's got brown hair.* Learners point. Check they have linked the words.
- Say *Now listen and draw lines.* Play the audio.
CD1 Track 48
This is my young brother, Sam. He's four. He's got short brown hair and big green eyes. (x3)
- Check answers.

5 Draw you and your family or pets. Then write.

- Show photos of your family and pets to the learners (or use pictures from the Internet). Say, e.g. *This is my sister. She has got blonde hair and green eyes. She is tall. My cat is called Sunny. He is black and white. He has got a long tail.*
- Put learners into pairs. Ask them to describe their family and pets to their partner.
- Say *Open your Pupil's Books at page 43.* Show the empty box and ask the learners to draw pictures of their family and pets. Learners draw.
- Show the sentences with spaces under the picture. Learners complete the sentences.

Fast finishers Learners can write additional descriptions under the picture. Then ask them to work in pairs to show and describe their pictures to each other while you monitor and support other learners.

Activity Book, page 43

See pages TB120–132

Ending the lesson

- Say *Look at Pupil's Book page 43 Activity 4.*
- Divide learners into six groups. Assign a colour to each group from the colours in Activity 4 (*red, pink, purple, green, light blue, dark blue*). Point to the colour to show each group.
- Tell each learner to write down the words in Activity 4 which are in their colour. Give them two minutes to remember.
- Now ask learners to cover their words and write them again from memory.
- Put the learners into new groups with one learner of each colour. Ask them to try to make new sentences, e.g. *She's five. / She's got beautiful hair.*
-  Repeat the video and quiz.

4 1.48 **Listen and follow. Draw lines.**



5 **Draw you and your family or pets. Then write.**

This is me. I've got _____.

This is my _____ got _____.

This is my _____.

Consolidation of units 1-3

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