



A day out



Watch the video. Draw an animal.



mission

Plan a wildlife tour

In this unit I will:

1 Play the bus game.

2 Choose animals for our tour.

3 Make a map of the wildlife park.

Act out our wildlife tour.

Unit 6 learning outcomes

In Unit 6, learners learn to:

- talk about animals
- say if they don't know something
- make and respond to suggestions using *Let's*
- describe where animals live
- read about animals in a zoo and guess how the writer feels
- complete sentences using picture and word clues

Materials video, pictures from Digital photo bank of an African plain and trees in a jungle, real picnic food (apples, bread, juice and chocolate) and blanket (optional), pieces of paper the same size as the blank space on the Pupil's Book page (one per learner), flashcards of food, paper plates, coloured pens or pencils, digital Mission poster

Self-assessment

- **SA** Say *Open your Pupil's Books at page 68. Say Look at the pictures.* Indicate items on the page and ask questions using the language from the unit, e.g. *What are they?* Say the names of the animals (*parrots, zebras, giraffes*). Learners repeat. Point again and ask *What colour are they?* (*parrots – yellow, blue, green, black and white; zebras – black and white; giraffes – brown and orange*).
- Use self-assessment (see Introduction). Say *OK. Let's learn.*

Warm-up

- Show a picture of a tree and an African plain. Ask learners *Where can you see ... ?* Point to the parrots. Learners point to the tree picture. Repeat with zebras and giraffes (*African plain*).

Pupil's Book, page 68

1 Watch the video. Draw an animal.

- 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.
- Say *Look at page 68.* Point to the space on the page. Learners draw a picture of an animal on a piece of paper the same size as the blank space on the Pupil's Book page. Monitor. Tell each child the name of the animal they have drawn.
- **Fast finishers** Learners can draw a second item and write the words.
- Say *I'll do a tour.* Learners hold up their pictures and make the noise of their animal. Tour around the room pretending to take photos and pointing to their pictures saying *Look! A (name of animal).* Finish and say *A wildlife tour.* Say *Wildlife tour.* Learners repeat. Invite four or five learners to do a 'tour' around the classroom, pretending to take photos. The other learners make animal noises.

mission Plan a wildlife tour

- Show the digital Mission poster.
- Say *Let's see some animals. Say Point to number 1. Say We'll play a game.* Learners chant *Play a game!* Repeat.
- Say *Point to number 2. Say We'll choose animals.* Learners chant *Animals.* Repeat. Point back to number 1 and learners chant *Play a game!* Point to number 2 and learners chant *Animals.* Repeat.
- Say *Point to number 3. Say We'll make a map.* Learners chant *Map.* Say *Three* and repeat. Go through numbers 1–3, encouraging learners to chant.
- Say *Point to number 4. Say We'll do a wildlife tour.* Learners chant *Wildlife tour!* Repeat the whole sequence, getting the learners to chant as you call out the numbers. Say *This is our Mission.*

Activity Book, page 68

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

- Act out taking photos. Learners copy.
- Split the class into two and ask half the learners to stand around the edge of the room holding their animal pictures. The other half do a tour and go to their friends and take a photo. The learner holding the picture says the name of the animal and the 'touring' learner repeats it.
- After a few minutes, learners swap roles: the touring learners stand with pictures and the rest go around taking photos.
- **Alternative** Put learners into groups of six and tell them to get out the animal pictures they have drawn. Try to group the learners so that each member of the group has a different animal picture. Learners put up their pictures on the wall. Learners in each group present their tour to the other learners – each says the name of the animals they have on the tour and the rest of the class repeat. The learners on the tour take photos. Once each group has finished, a new group presents their tour.
- If appropriate, learners can stick their animal pictures on the blank space on the Pupil's Book page.

Learning outcomes By the end of the lesson, learners will be able to recognise and use words about things we see around us.

New language *bus, bus stop, car, flower, garden, lorry, motorbike, park, shop, train, tree*

Recycled language *like/likes, don't like / doesn't like, numbers*

Materials Vehicles and places flashcards and flashcard of bike, two large pictures of a park and a street scene, coloured pens or pencils, audio, video

Warm-up

- Cover up the flashcard of the bike and then reveal the edge. Ask learners *What is it?* Learners guess. Gradually reveal more of the flashcard until they say *It's a bike*. Repeat the process with the flashcard of a garden. Ask *What is it?* (*It's a garden.*)

Presentation

- Show two large pictures of a park and a street scene. Point to the park. Ask *What is it?* (*A park*) Learners repeat. Point to the street scene. Ask *What is it?* (*A street*) Learners repeat.
- Hold up the flashcard of the lorry. Ask *What is it?* Say *Lorry*. Learners repeat. Invite a learner to the front. Ask *Where can we find a lorry?* The learner sticks the flashcard up on the street or the park picture. Repeat with flashcards of train, motorbike, car, bus stop, garden, tree, shop, park and flower.
- Take down the flashcards. Learners say each word.
-  Divide the learners into ten groups and give each group one of the flashcards. A group member brings up the flashcard. Give instructions, e.g. *Put the tree in the park. Put the bus stop next to the shop.*

Pupil's Book, page 69

1 2.31 Listen and point. Then listen again and draw. What does Mrs Friendly like?

- Say *Open your Pupil's Books at page 69.*
- Indicate the caption and read it.
-  Ask *Where's the house?* The class points. Ask *Is it old or new?* (*Old*) Repeat with different objects, e.g. *Where's the lorry? Is it old or new?* (*Old*) *What's this?* (*Bus stop*) *Where is it?* (*Next to the garden*) *What colour is the bus stop?* (*Blue*)
- Ask *Where's the tractor? Can you find it?* Learners find the picture and point (on the bridge).
- Play the audio. Learners point to the items in the picture.

CD2 Track 31

Today Jim and Jenny are at Bellevue Park.

Jim: This is a beautiful park, Dad. Look at the old house with the garden in front of it.

Mrs Friendly: Do you want to look at the flowers and trees?

Jenny: No, Mum. It's got old cars, lorries and motorbikes.

Mrs Friendly: Hmm.

Mr Friendly: Oh, yes. That's nice.

Jim: Look, Dad! It's got a small train too. Can we go on the train?

Mr Friendly: I don't know. Hmm, it is a big park.

Mrs Friendly: It's got a bus. Look – it's next to the blue bus stop.

Jim: Yes, and the bus is next to the toyshop.

Mr Friendly: Look, the park's got some animals too.

Mrs Friendly: Oh, oh, yes. I don't like lorries, motorbikes or shops, but I like trees, flowers and animals.

All: Aah!

- Ask *What does Mrs Friendly like?* Learners complete the faces – a smile if she likes it and a frown if she doesn't.
- Play the audio again. Ask *What does Mrs Friendly like?* (*Trees, flowers and animals*)

2



Say the chant.

- Divide the learners into 11 pairs. Give each one a word from the chant to draw.
- Play the audio or video. Learners point and chant.
- Groups chant and hold up their pictures.

CD2 Track 32

Park, garden, flower, tree (x2)

Train and bus (x2)

Car, lorry, motorbike (x2)

Bus stop and toyshop (x2)

3



Listen and say yes or no.

- Focus on the picture. Ask questions, e.g. *What's this?* (*A train*) *Is it big or small?* (*Small*) *What colour is the lorry?* (*Blue*) Repeat for all items.
- Say *The motorbike is new.* Ask *OK?* (*No*) *Is the motorbike old or new?* (*Old*) Play the audio. Learners call out *Yes* or *No*.

CD2 Track 33

1 Is the park small?

2 Is the house new?

3 Has the park got flowers?

4 Has the house got a garden?

5 Has the park got a plane?

6 Is the bus stop next to the shop?

7 Can they look at motorbikes?

8 Can they go to a bookshop?

Key: 1 no 2 no 3 yes 4 yes 5 no 6 no
7 yes 8 no

Activity Book, page 69

See pages TB120–132

Ending the lesson

- Say *We learnt about the park and the street.* Show the flashcards. Ask *Do you know the words?* Use self-assessment (see Introduction). Learners show how they feel.
- Say *We did listening and speaking. You can say the words well. Good work.*

1



Listen and point. Then listen again and draw.
What does Mrs Friendly like?



2



Say the chant.

3



Listen and say *yes* or *no*.

The Friendly Farm



Learning outcomes By the end of the lesson, learners will be able to understand when they hear a conversation about things around us using *There is/are* and *There isn't/aren't*.

New language *There is/are, There isn't/aren't, I don't know*

Recycled language adjectives, likes and dislikes, objects we see around us

Materials empty bowl, words on slips of paper (*train, motorbike, lorry, car, bus stop, garden, tree, shop, park, flower*), large sheets of paper and marker pens (one per group of four learners), thick string or sticky tape, boxes (one large box labelled *Shop*, two smaller boxes labelled *Car*, a tall box labelled *Bus stop*, two or three small boxes labelled *Tree*, a narrow box labelled *Motorbike*, three very small boxes labelled *Flowers*), flashcards of Jenny and Jim, Vehicles and places flashcards, audio, video

Warm-up

- Play 'Spelling bowl'. Put the words (*train, motorbike, lorry, car, bus stop, garden, tree, shop, park, flower*) in a bowl. Choose a learner to take out a paper and spell out the word, e.g. G-A-R-D-E-N.
- Put learners in groups and give each group a large piece of paper and a marker pen. They choose a group 'writer'. Read out the words one by one. The group spell the word for the writer.
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Create a street in the classroom. Say *Let's make a street*. Put down lines of sticky tape or long pieces of string to form a street on the floor. Say *Here's the street*. Show learners the cardboard box labelled *Shop*. A learner puts the shop box on the street. Say *There's a shop in the street*. Learners repeat. Continue with the other boxes.
- Point to the street. Ask, e.g. *Is there a shop? (Yes, there is.) Are there trees? (Yes, there are.)*
- Point to the cars. Ask *Are they new?* Shrug and say *I don't know*. Learners repeat. Ask *What colour is the bus stop?* Learners say *I don't know*.
- A few learners 'walk along the street' and describe, e.g. *There is a bus stop. There are trees.*

Pupil's Book, page 70



The Friendly Farm song

- Play the introductory song at the beginning of the farm cartoon story. Mime a happy face on the first two lines, do a thumbs up on the third line and mime waving at the

animals on the fourth line. Learners listen and watch. Repeat. Learners listen, sing and copy the actions. Repeat.

CD2 Track 34

See The Friendly Farm song on page TB5



The Friendly Farm

- Say *Open your Pupil's Books at page 70*. Ask *Who can you see in the pictures?* Learners name the characters. Ask *What's this?* Point to the lorry. Ask *Is it big or small? (Big)* Point to the trees and flowers. Ask *What are these?*
- Ask *Where are Jenny and Jim? Are there new animals in the lorry? Are there trees and flowers in the lorry?* Write the questions on the board and put flashcards of Jenny, Jim, the lorry, the tree and the flower on the board. Say *Listen*. Play the audio or video. Learners listen and read.

CD2 Track 34

The Friendly Farm song + see cartoon on Pupil's Book page 70

- Learners answer the questions in pairs before the class check (*At Bellevue Park. No, there aren't. Yes, there are.*)
- Play the audio or video again. Pause after each frame and check comprehension by asking questions, e.g. Frame 1: *Are there animals at Bellevue Park? (Yes)* Frame 2: *Where's the lorry? (On the farm/street)* Frame 3: *Does Cameron like the lorry? (No)* Frame 4: *Are there animals in the lorry? (We don't know.)* Frame 5: *What's in the lorry? (Young trees and flowers)* Frame 6: *Are there any animals? (No) Is Gracie happy? (Yes)*
- Say *I don't know* and shrug to show this idea. Say *We don't know* and repeat the gesture. Play the audio or video again. Learners listen and shrug when *I/We don't know* is heard.
- Put learners into groups of six to role play the dialogue. Monitor and check.

Activity Book, page 70

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?
- Put flashcards onto the board in a 3 x 3 grid shape, spaced apart: *train, motorbike, lorry, car, bus stop, garden, tree, shop, flower*.
- Draw a grid shape around the flashcards. Point to each square. Learners say the word.
- Gradually remove the flashcards. Continue to drill and point to each space for learners to say the word.

Learning outcomes By the end of the lesson, learners will be able to use *There is/isn't/are/aren't* accurately to describe where objects are.

New language *Are there ... ? / Is there ... ? , There is/are/ isn't/aren't ...*

Recycled language classroom words

Materials small beanbag, Vehicles and places flashcards, In the classroom flashcards, building blocks, square pieces of paper, picture of a street scene, audio, digital Mission poster

Warm-up

- Put flashcards on the floor. Learners take it in turns to throw a beanbag and say the flashcard it lands on.

Presentation

- Put a large square piece of paper on your desk. Say *This is a classroom*. Take some building blocks and put them onto the square on one side. Say *There is a board in the classroom*. Ask *How many boards?* (One) Say *There is a board*. Learners repeat.
- Add eight blocks in islands or lines. Say *There are desks in the classroom*. Ask *How many desks?* (Eight) Say *There are desks*. Learners repeat.
- Repeat with a cupboard, chairs, the door, windows.
- Ask *Are there any trees?* Say *There aren't any trees*. Learners repeat. Ask *Is there a car?* Say *No, there isn't a car*. Learners repeat. Repeat with *train* and *shops*.
- Put learners into groups of three. Give each group a piece of paper and some blocks. Learners build their own classroom and make sentences.
- Put two groups together. Each group shows the other group their model and describes it.

Pupil's Book, page 71

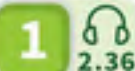


Gracie's Grammar

- Say *Open your Pupil's Books at page 71*. Point to Gracie's Grammar box. Write the sentences on the board. Put four flashcards down the side of the board: car, lorries, train, shops. Say *There's a car*. Learners point to the car. Draw a tick next to the car. Say *There isn't a train*. Learners point to the train. Say *There isn't a train*. Take down the train flashcard. Repeat with the lorries and shops flashcards. Ask *Are there any animals?* (No, there aren't.)
- Read *There's a car. There isn't a train*. Ask *How many?* (One) Read *There are two lorries. There aren't any shops*. Ask *How many lorries?* (Two) Read *Are there any animals?* Underline the verbs.
- Play the audio. Pause for learners to repeat.

CD2 Track 35

See Pupil's Book page 71



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

- Play the audio for learners to point to the correct sticker.

CD2 Track 36

- Jenny: Look at this photo of Bellevue Street!
Grandpa: Are there any cars?
Jenny: Yes, there are. They're in front of the toyshop.
 - Grandma: Is there a lorry?
Jim: Yes, there is. It's next to the cars.
 - Jim: There's a bus next to the bus stop.
Grandpa: Is it a new one?
Jim: No, it isn't. It's an old, blue one.
 - Jenny: There are two motorbikes too!
Grandma: Are they next to the bus stop?
Jim: No, they aren't. They're in front of the trees.
- Play the audio again. Learners stick in the stickers.
 - Say *Look, read and write*. Learners complete the sentences.

Key: 2 There is 3 There is 4 There are

mission Stage 1

- Show learners the first stage of the digital Mission poster: 'Play a game'. Say *Let's play a game*.
- Show flashcards of things around us. Learners say the words.
- Set up chairs in the shape of a bus. Point to the first flashcard and say *Look! There's a motorbike*. Learners repeat. Choose learners at the front of the bus. Point for them to say *Look! There's a motorbike ...* Say *and* as you point to the second flashcard. The learner says *and a lorry*. Learners repeat *Look! There's a motorbike and a lorry*. Continue with more and more flashcards. If learners can't remember the word, put them at the front of the bus and start again.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 71

See pages TB120–132

Activity Book, page 68

- Say *Look at page 68 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

- SA** Go back to Stage 1 on the digital Mission poster. Say *We played a game. Good work*. Add a tick to the 'Play a game' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.



Gracie's Grammar

There's a car.

There isn't a train.

There are two lorries.

There aren't any shops.

Are there any animals? Yes, **there are**. / No, **there aren't**.

1



Listen and stick. Then look, read and write.



1 There are some cars.

3 _____ a bus.

2 _____ a lorry.

4 _____ two
motorbikes.

mission

STAGE 1

Play the bus game.

Look! There's a motorbike.

There's a motorbike
and a lorry.

There's a motorbike, a lorry and a park!



My
mission
diary

Activity Book
page 68

Vocabulary 2 and song



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

We're all at the zoo.

Look at the animals ...

Bear, there's a bear.

Snake, there's a long snake.

There's a green crocodile.

Monkey, there's a monkey.

Tiger, there's a tiger.

There's a grey elephant.

Chorus

Lizard, there's a lizard.

Giraffe, there's a giraffe.

There are two polar bears.

Hippo, there's a hippo.

Zebra, there's a zebra.

There's a green crocodile.

Chorus



2 Play the game. Correct your friend.

There's a small bear.

No, there isn't. There's a big bear.

There's a red and yellow zebra.

No, there isn't. There's a black and white zebra.

There isn't a zoo in my town. Is there a zoo in your town?



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

New language bear, crocodile, elephant, giraffe, hippo, lizard, monkey, polar bear, snake, tiger, zebra, zoo

Recycled language There is/are ...

Materials Zoo animals flashcards, flashcards of zoo, cat and dog, audio, video

Warm-up

- Show the flashcard of the zoo. Ask *Where is it?* Say *It's the zoo*. Learners repeat. Ask *What can we see at the zoo?* (*Animals*)
- Show the flashcard of the cat. Ask *Is there a cat at the zoo?* (*No*) Show the flashcard of the tiger. Ask *Is there a tiger at the zoo?* (*Yes*) Repeat with a dog and an elephant.
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.
- Learners sit (or stand) in a circle. Show the first flashcard to the first learner and say *This is a bear*. Repeat.
- The learner passes the flashcard clockwise to the next learner and says *This is a bear*. The learners continue to pass the flashcard until it has gone all the way round the circle.
- Continue with a couple more flashcards. When learners are confident, give a second flashcard to a learner to pass anti-clockwise at the same time as a flashcard going clockwise. The flashcards will cross in the middle.
- Once all the flashcards have gone around the circle, put them on the board. Point to each one. Learners say the word. Point again and show an action for each animal. Learners repeat and do the actions. (Actions: snake – wiggle your hand, bear – wiggle as if rubbing your back on a tree, crocodile – touch wrists and open your hands like a crocodile mouth, giraffe – pull hands apart to indicate a long neck, hippo – make a round shape by holding out arms and joining hands at the front like a wide jaw, lizard – hold your arms out and bent to the sides with hands flat like lizard feet moving, monkey – scratch under your armpits, tiger – snarl and hold up your hands like claws, zebra – toss your head like a mane and hold your hand behind like a swishing tail, polar bear – hold out hands like big paws in a swimming motion.)
- Point to the flashcards one by one. Learners say the words and do the actions.

Pupil's Book, page 72



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

- Say *Open your Pupil's Books at page 72*. Ask the names of the animals. Ask questions, e.g. *Where is the crocodile?* (*Next to the elephant*) *Is it blue?* (*No, it's green.*)
- Play the audio or video. Learners listen and do the actions.
CD2 Track 37
Rocky: I'm Rocky-Doodle-Do and ... here's our song for today:
Animals at the zoo.

See song on Pupil's Book page 72

- Play the audio or video again. Learners listen, sing and do the actions. Monitor. Repeat the audio or video if necessary.
- Play the audio or video again. Learners repeat the song, doing actions first in small sections and then the whole song. Once they have practised the song, ask them to stand up and perform it.



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

2 Play the game. Correct your friend.

- Point to the picture in Activity 1. Say *There's a small bear*. Encourage the learners to say *No, there isn't. There's a big bear*. Say *There's a red and yellow zebra*. (*No, there isn't. There's a black and white zebra.*)
 - Put the class in pairs. Learners say sentences that are not correct. Their partner corrects them. Monitor and check.
- Fast finishers** Learners can write sentences about their own zoo, e.g. *In my zoo there is a big yellow snake. There is a tiger. There are two monkeys.*
- Show the picture of Rocky in the bottom right-hand corner. Read out the question. Encourage learners to call out their answers.

Activity Book, page 72

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?
- Learners stand or sit in a circle. Demonstrate the task: stand in the centre of the circle and do an animal action from the song. Learners call out the name of the animal.
- Choose a learner to stand in the middle and do an animal action. The learners call out the name. Continue until as many learners as possible have had a chance to go in the middle of the circle.

Learning outcomes By the end of the lesson, learners will be able to make suggestions and agree to suggestions.

New language *Let's ... That's a good idea. / OK.*

Recycled language animals, zoo

Materials Zoo animals flashcards, coloured pens or pencils, eight playing-card-sized papers per learner, sticky tack (to put pictures on the wall), audio, video, digital Mission poster, buttons or counters

Warm-up

- Draw an empty zoo map with spaces on the board. Stick up Zoo animals flashcards at the edge of the board. Say *Let's make a zoo.*
- Ask *Which animals shall we put in the zoo?* Learners point. Say *Let's have a (tiger) in the zoo.* Learners repeat. Say *A tiger. That's a good idea.* Learners repeat. Put the tiger flashcard in the zoo.
- Pick learners to come up and choose an animal. As they choose, encourage them to say *Let's have a/an (name of animal) in the zoo.* Learners respond *That's a good idea.*

Pupil's Book, page 73

1 2.39 Which game do they play? Listen and tick ✓.

- Say *Open your Pupil's Books at page 73.* Point to the first picture. Ask *What is it? (A frog)* Point to the second picture. Ask *What is it? (A car)* Point to the third picture. Ask *What is it? (Red)*
- Play the audio or video. Learners listen and tick the game they play. Check answers.

CD2 Track 39

Girl: Let's play a game.

Boy: OK. What would you like to play? Do you want to play 'Colour snap'?

Girl: No, let's play 'Animal snap'.

Boy: Ooh, yes. I like 'Animal snap'.

Girl: OK. Let's make our game.

Boy: That's a good idea.

Key: Picture 1 (Animal snap)

2.40 Gracie's Grammar

- Act out the sentences, demonstrating the request and response. Learners repeat.
- Divide the class into two. Half say the suggestions and the other half answer. Then reverse roles. Play the audio, pausing so learners can repeat the lines.

CD2 Track 40

See Pupil's Book page 73

2 Read and say the dialogue. Act it out.

- In pairs, learners read the dialogue a few times.
- Give out blank playing cards (four per learner). They draw two identical pictures of each animal.
- In groups of five, learners put their pictures together, mix them up and act out 'Animal snap'.

mission Stage 2

- Show learners the second stage of the digital Mission poster: 'Animals'.
- Show the Zoo animals flashcards and ask the names.
- Put learners into groups of three and give them four extra pieces of paper. Ask them to draw four animals and keep one each of the animal snap cards. They write the names under each animal. Get each group to set up a display.
- Give out a counter or button to each learner.
- Put two groups together. The first group show their display and say the names of the animals. The three learners in the second group each choose their favourite animal from the pictures and put down a counter on that animal. They say *Let's have (a monkey) on the tour.*
- Swap the groups over.
- Learners put away the animals not chosen for their tour and stick their three animals onto the wall with sticky tack. They stand near their pictures.
- Say *I'm going on a wildlife tour.* Walk around the room looking at the animals and pretending to take photos. As you pass, each group should tell you about their animals, e.g. *There is a monkey, a lizard and a snake.*
- Keep the pictures safe for Mission Stage 3 in a later lesson.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 73

See pages TB120–132

Activity Book, page 68

- Say *Look at page 68 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 'Animals' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

1



2.39

Which game do they play? Listen and tick ✓.

1


☐

2


☐

3


☐


2.40

Gracie's Grammar

Let's play a game.

That's a good idea.

Let's make our game.

OK.

2

Read and say the dialogue. Act it out.

A

Let's make our game.

B

Oh, yes. That's a good idea.

A

Let's colour the elephants grey.

B

OK. That's nice.

mission

STAGE 2

Choose animals for your wildlife tour.

Let's look at the elephants.

OK. Let's look at the zebras too.



My
mission
diary

Activity Book
page 68

Animals in the wild



1 Watch the video.



2 Tick ✓ the animals that live in the jungle.

1



2



3



4



5



6



3 Help the other animals get home.

1



2



3



a



b



c



Learning outcomes By the end of the lesson, learners will be able to talk about where animals live.

New language *whale, live, lives*

Recycled language animals, colours

Materials Zoo animals flashcards, pictures from Digital photo bank of a frog, a whale, jungle and grassland, flashcards of house, zoo, sea and cat

Warm-up

- Split the learners into two groups and ask them to stand in two lines in front of you.
- Show a Zoo animal flashcard. The learners at the front of each line play. The first learner who names the animal correctly gets a flashcard. At the end of the game, the team with the most flashcards wins.
- Show the learners two new pictures: a frog and a whale. Ask *What's this?* Say *Frog*. Learners repeat. Say *Whale*. Learners repeat.

Pupil's Book, page 74

1 Watch the video.

- Say *Let's watch the video*. Learners watch the video about animals in the wild and answer the questions at the end of the video.

2 Tick ✓ the animals that live in the jungle.

- Put up flashcards of the house and the sea, and a picture of a jungle. Point to each one. Say the word. Learners repeat.
- Show the flashcard of the cat. Say *The cat lives here*. Point to the sea. Learners say *No*. Point to the jungle. Learners say *No*. Point to the house. Learners say *Yes*. Say *The cat lives in the house*. Learners repeat several times.
- Repeat using a picture of a whale and the flashcard of the tiger.
-  Say *Open your Pupil's Books at page 74*. Focus on the photos of the animals. Ask *What is it?* Learners answer.
- Put learners into pairs. They tick the animals that live in a jungle.
- Check answers.

Key: 1 frog 2 snake 3 monkey

3 Help the other animals get home.

- Point to animals 1–3. For each one, ask *What is it?* (*Whale, polar bear, giraffe*)
- Ask *Where does it live?* Learners point.
- Say *Let's see*. Learners trace the maze and find out which animal lives in which place.
- Check answers by getting learners to point to the places.

Key: 1 whale – b sea 2 polar bear – c Arctic
3 giraffe – a grassland

Activity Book, page 74

See pages TB120–132

Ending the lesson

- Put a picture in each corner of the room: flashcards of sea and house, and pictures of jungle and grassland. Demonstrate the game. Stand in the middle of the room and close your eyes. Say *Go!* Learners run to one of the corners. Say the name of an animal, e.g. *Whale*. All the learners standing by the sea picture stay in the game. The rest sit down.
- Repeat with new animals until only one learner is left as the winner.
- Play a few times and then see how many points each learner has.

Alternative The learners standing in the correct place get a point each time. Repeat a number of times. If you want, choose learners to come to the middle and call out the animal names (make sure they keep their eyes shut). At the end, check how many points each learner has.

Learning outcomes By the end of the lesson, learners will be able to read about animals, where they live and what they eat.

New language *boa, penguin, rhino, cold, hot, climb, drink, eat, swim*

Recycled language animals

Materials a ball, Zoo animals flashcards, large pieces of card, paper, coloured pens or pencils, Teacher's Resource Book page 64

Warm-up

- Learners stand in a circle. Tell the learners to think of an animal name. Throw a ball to one of the learners and say *Frog*. The learner says *It's green* or *It lives in the jungle*.
- The learner throws the ball to another learner saying the name of another animal. They can say either the colour or the place where it lives.
- Continue, with learners throwing the ball back and forth. Ensure all learners have a turn.

Presentation

- Mime some action words and teach them: *climb, eat, drink*. Learners repeat and mime the words. Ask learners to think of some animals that can climb, e.g. *monkey, cat*. Ask them what they think different animals eat and drink, e.g. *Tigers eat meat*.
- Mime being hot. Say *I'm hot*. Learners repeat. Mime being cold. Say *I'm cold*. Learners repeat. Ask learners which animals live in a hot place.
- Show the flashcard of the monkey. Write sentence stems on the board:
This is a ...
It lives in the ...
It is ... in the jungle.
It ... trees.
It ... fruit.
- Ask learners to complete the sentences by pointing to the picture and miming. Learners write:
This is a monkey.
It lives in the jungle.
It is hot in the jungle.
It climbs trees.
It eats fruit.

Pupil's Book, page 75

4 Read and write the animals.

- Say *Open your Pupil's Books at page 75*. Focus on the pictures. Ask the names of the animals (*rhino, frog, boa, penguin*). Point to each one and ask *What colour is it?* Ask learners where they think each animal lives. Write their ideas on the board.

- Learners read the texts and write the animal names. Put learners into pairs to check their answers. Check with the whole class and see if the guesses about the places they live were correct.

Fast finishers Learners can use the text as a model and write some sentences about one of the other animals.

Key: 1 penguin 2 boa

mission Stage 3

- Show the class the third stage of the Mission poster: 'Map'.
- Learners complete the worksheet task in the Teacher's Resource Book page 64 (see teaching notes on TRB page 57).
- Alternatively, if you do not have the Teacher's Resource Book, divide the learners into groups of five and give each group a large piece of card. Write *Wildlife Park* on the board. Ask the learners to copy the title onto their card.
- Learners draw different areas, e.g. a jungle area / an area with grass / a water area / a cold area with ice. They stick each area onto their park.
- Give out pictures that learners drew in Stage 2 of the Mission. Learners choose one of their animal pictures, label the animal and stick it into the correct part of the park.
- Learners bring their wildlife park map to the front and present it to the rest of the class, e.g. *The monkeys are in the jungle. The penguins are here – it is cold.*
- Stronger learners** Learners can write sentences on the map about the animal and its home.
- Extra support** Learners can copy the name of their animal from the book.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 75

See pages TB120–132

Activity Book, page 68

- Say *Look at page 68 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

- Go back to Stage 3 on the digital Mission poster. Add a tick to the 'Map' stage or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.

4 Read and write the animals.

1 This animal lives in Antarctica.
It lives near the sea. It can swim
and it can eat fish and drink sea
water. It's very cold in Antarctica.
The animals stand together so
they don't get cold. What is it?
It's a _____.

2 This animal lives in the
hot jungle. It hasn't got any
legs but it can climb trees.
It eats birds, frogs and
other small animals in the
jungle. What is it?
It's a _____.



rhino



frog



boa



penguin

mission

STAGE 3

**Make a map of your wildlife park.
Put the animals in their habitats.**

The monkeys are in the jungle.



My
mission
diary

Activity Book
page 68

Show what you know about animal habitats

75

- 1** Look at the pictures. Which animals can you see?
Which is your favourite animal?



When we go to the zoo

When we go to the zoo,
There are lots of things to see.
Tall giraffes with long thin necks,
Eating leaves from a tree.



Big grey elephants, swinging their trunks,
Looking for something to do.
But I really like the monkeys,
When we go to the zoo.



When we go to the zoo,
We watch the animals play.
Penguins jumping in a pool,
Eating fish all day.



Learning outcomes By the end of the lesson, learners will have read about a visit to the zoo and the animals you can see.

New language *bamboo, flamingo, jump, leaves, lion, play, roar, roll, scary, sleep, swing*

Materials Zoo animals flashcards, flashcard of zoo, pictures from Digital photo bank of a lion, flamingos, a panda with bamboo, a penguin

Warm-up

- Ask learners to think about a zoo. Put out four flashcards of animals (monkey, snake, tiger, frog). For each one, ask *What sound does a (monkey) make?* Learners make monkey noises. Repeat for each animal.
- Add some new flashcards to the pile (hippo, elephant, giraffe, crocodile, zebra, polar bear). Tell learners to look at the pictures for one minute and remember.
- Hide the flashcards. Give two minutes. In pairs, learners write down as many of the names as they can remember.
- Check how many each pair could write. Show the flashcards again one by one. Learners check to see if they remembered.

Presentation

- Say *We are going to read about the zoo.* Show the flashcard of the zoo. Then show a picture of a lion. Say *This is a lion.* Learners repeat the word. Ask *What sound does a lion make?* Make a roaring sound. Learners copy. Say *Lions roar.* Learners repeat. Mime sleeping. Say *And lions sleep.* Learners repeat and copy.
- Show a picture of flamingos. Ask *What are these?* Say *Flamingos.* Learners repeat the word. Say *Flamingos stand on one leg.* Stand on one leg. Learners repeat and copy.
- Show the flashcard of the elephant. Ask *What is it?* (*Elephant*) *What colour is it?* (*Grey*) Point to the trunk. Ask *What is it?* Say *Trunk.* Learners repeat. Swing your arm out in front of your face like a trunk and say *Elephants swing their trunks.* Learners copy and repeat.
- Go back to the previous pictures. As you point, learners say *Lions roar and sleep. Flamingos stand on one leg. Elephants swing their trunks.* They do the action or noise.
- Show a picture of a panda with bamboo. Ask *What is it?* Say *A panda.* Learners repeat. Say *Pandas roll.* Mime rolling. Learners repeat and copy. Point to the bamboo. Say *Pandas eat bamboo.* Mime eating a bamboo stick. Learners repeat and copy.
- Show a picture of a penguin. Ask *What is it?* (*Penguin*) *What colour is it?* (*Black and white*) Say *Penguins jump.* Mime jumping into water. Learners copy and repeat.

- Show the flashcard of the giraffe. Ask *What is it?* (*Giraffe*) *What colour is it?* (*Orange and brown*) Say *Giraffes eat leaves.* Mime eating leaves. Learners repeat and copy.
- Go back to the panda, penguin and giraffe pictures/flashcard in turn, encouraging learners to repeat and do the actions.
- Repeat the words and actions for all the pictures and flashcards.

Pupil's Book, page 76

1 Look at the pictures. Which animals can you see? Which is your favourite animal?

- Say *Open your Pupil's Books at page 76.* Focus on the pictures. Learners say the names of the animals they can see.
- Use mime to teach the word *scary*.
- Put the learners into pairs. They tell their partner their favourite animal.



When we go to the zoo

- Look at each picture and ask questions: *What are they? What colour are they? Do they have long legs? Do they have a tail?* Learners name and describe each animal they can see.
- Say *Read and listen to the first part.* Show them verse 1. Play the audio. Learners listen and read. Pause the audio after the first picture to ask questions. *What are they?* (*They are giraffes.*) *What are they doing?* (*Eating leaves*)
- Continue telling learners to read and listen to each verse and pause after each verse to ask questions: *What are they?* (*They are elephants.*) *What are they doing?* (*Swinging their trunks*) *What are they?* (*They are penguins.*) *What are they doing?* (*Jumping*) *What are they?* (*They are tigers/crocodiles/lions.*) *What are they doing?* (*Sleeping/ Swimming/ Roaring*) *What are they?* (*They are flamingos.*) *What are they doing?* (*Standing on one leg*) *What are they?* (*They are pandas.*) *What are they doing?* (*Rolling and eating bamboo*) *What are they?* (*They are monkeys.*) *What are they doing?* (*Playing and eating bananas*)

CD2 Track 41

See story on Pupil's Book pages 76–77

Activity Book, page 76

See pages TB120–132

Ending the lesson

- Learners work in pairs. They take it in turns to act as one of the animals in the poem, e.g. an elephant swinging its trunk. Their partner guesses which animal in the zoo they are acting out.

Learning outcomes By the end of the lesson, learners will have summarised a story, answered questions about it and understood how the writer feels by looking for clues.

New language *really love*

Recycled language adjectives, animals, *favourite*

Materials audio, coloured pens or pencils, Zoo animals flashcards, picture from Digital photo bank of panda, flashcards of park and beach, picture from Digital photo bank of cinema

Social and Emotional Skill: Understanding and expressing feelings

- After reading the story, ask *Which is the author's favourite animal? (Monkey) What does the author say? (I really like/love the monkeys when we go to the zoo.)* Choose three animals, e.g. lizard, giraffe, panda, and show the flashcards/picture. Point to the lizard and make a disgusted face. Say *I don't like lizards*. Draw a cross on the board. Learners repeat. Point to the giraffe and smile. Say *I like giraffes*. Draw a heart on the board. Learners repeat. Point to the panda and look very happy. Say *But I really love pandas*. Draw three hearts on the board. Say *Pandas are my favourite*. Learners repeat. If necessary, repeat with three more animals.
- Ask learners to look at the pictures on pages 76–77. Ask *Which is your favourite animal?* Ask volunteers to come to the front of the class and mime their favourite animal. Encourage learners to say *I really like ...* or *I really love ...*. The rest of the class guesses the animal.
- Next to the three hearts on the board, draw a smiley face and write *happy* underneath. Point out that you like things that make you happy. Point to the smiley face on the board and say *Today is 'Let's be happy' day. Find things that you like and that make you happy.* Give the learners examples of what they can say, e.g. *The sun makes me happy. / I like books. Books make me happy.*

Warm-up

- Call out the names of the animals in the story again, using summary sentences to describe what they are doing, e.g. *Giraffes eat leaves from the trees*. Learners act out the animal actions as in the previous lesson.
- Put learners into pairs. Ask them to act out the sentences. Their partner tries to remember the sentence and say it again. Monitor and support if they can't remember.
- Once the learners have tried different sentences, call learners to the front one by one to act out their sentences and encourage the rest of the class to say the sentences.
- SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Draw a happy face emoticon on the board. Draw a sad face emoticon. Ask *How do you feel about the animals?*
- Show flashcards of different animals. Learners point to the emoticon showing their reaction. They say *I like (giraffes) or I don't like (giraffes)*.

Pupil's Book, page 77

2 Answer the questions.

- Say *Open your Pupil's Books at page 77. Read Activity 2.* Put the learners in pairs. They find the animals and count them. Check answers.
- Ask *Which is the author's favourite animal?* Check the meaning of *author*. Learners work in pairs. Check answers. Ask learners *Why?* Learners answer.

Key: 1 Nine animals (ten if you count fish)

2 Monkeys 3 Because the author says 'I really love the monkeys'.

3 Ask and answer.

- Put learners into pairs. Show the flashcard of the zoo. Ask learners *Do you like zoos?* Learners answer the question with their partner. Choose a few pairs and ask one of the learners about their partner, e.g. *Does Sam like zoos?*
- Show some pictures of other places, e.g. flashcards of park and beach, and a picture of a cinema. Ask learners *Where do you go with your family?* Choose learners to answer the question.

Stronger learners Learners can give their own answers.

Extra support Learners can point to the pictures. Give them a sentence and the learner repeats.

Activity Book, page 77

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?
- Learners choose an animal and write three sentences about it, e.g. *I have a long neck. I eat leaves. I am orange and brown.*
- Put the learners into groups of five. They read their sentences. The other learners guess which animal they are.
- Extra support** Learners can be given gapped sentences on strips of paper with the name of the animal and they complete the sentences.
- Fast finishers** Learners can write their own sentences for two animals.



Tigers sleeping, crocodiles swimming,
And scary lions roaring too.
But I really like the monkeys,
When we go to the zoo.

When we go to the zoo,
There are lots of things that are fun.
Pink flamingos with long thin legs,
Standing on only one.



Black and white pandas rolling about,
Eating sticks of bamboo.
But I really love the monkeys,
When we go to the zoo.

2 Answer the questions.

- 1 How many animals are in the poem?
- 2 Which is the author's favourite animal?
- 3 How do you know?

3



Ask and answer.

Who do you go to the zoo with?

I go with my grandpa.

What zoo animals do you love?

I love the zebras.





1 Read and write the names of the animals.



mouse



snake



bird



monkey



frog

- 1 It's green and it likes water.
- 2 It's got a long body and it hasn't got legs.
- 3 It lives in the trees and it's got a long tail.
- 4 It's small and it's got a long tail.
- 5 It's small and it can fly.

frog

2 Look at the picture in Activity 3. Say three things about the animals.

3 Read this. Choose a word from the box. Write the correct word next to numbers 1-3. There is one example.



Tigers are very big cats! A tiger's body and tail are orange and black.
 A tiger has got two ⁽¹⁾ _____.
 It walks or runs on four ⁽²⁾ _____.
 and it eats ⁽³⁾ _____.

Example



body



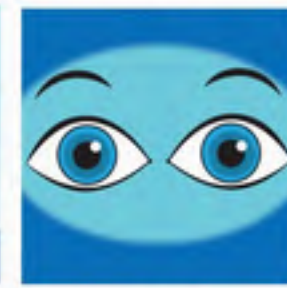
legs



meat



handbag



eyes



tablet

There are two extra words.



Learning outcomes By the end of the lesson, learners will have read to find out detailed information and written animal words accurately.

New language *bird, mouse/mice*

Recycled language adjectives, animals, colours

Materials pictures from Digital photo bank of a mouse and a bird, sticky notes with animal names written on them (one per learner), paper, coloured pens or pencils

Warm-up

- Play 'Hangman'. Draw a picture of a cliff dropping down to the sea. Draw a shark fin in the sea. Write the numbers 1–6 spaced out along the top of the cliff.
- Choose a word from the unit and write up a line for each letter in the word, e.g. *crocodile* would be _ _ _ _ _ .
- Learners call out letters. If they say a letter that is in the word, write it in the relevant space. If the letter is not in the word, tick one of the numbers, starting with 1, at the top of the cliff.
- Learners try to fill in all the letters and guess the word before they reach 6 and lose.
- Write the letters they have said at the side of the board.
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Say *Let's do a reading exam*. Write *Reading Exam* on the board. Say *First look at the pictures. Then read and think*.
- Show a picture of a mouse and a picture of a bird. Point and ask *What is it?* (*Mouse/Bird*) Learners repeat. Teach the plural form *mice*. Ask *What colour is it?* (*White/Grey*) Ask *Can it fly?* Mime flapping wings. Say *Fly*. Learners repeat. Point to the mouse. Ask *Can it fly?* (*No*) Point to the bird and ask *Can it fly?* (*Yes*)
- Write two sentences on the board:
 - 1 *It's got a long tail and big ears.*
 - 2 *It hasn't got big ears.*
- Ask *Which animal is number 1?* (*Mouse*) And 2? (*Bird*)
- Underline the word *tail*. Say *The picture and the word 'tail' helped us answer.*

Pupil's Book, page 78

1 Read and write the names of the animals.

- Say *Open your Pupil's Books at page 78. Say Remember. First look at the pictures and then read.*
- Point to the pictures. Ask *What's this?* Learners say the words.
- Point to the sentences. Say *Look for the words that help.* Read number 1 out and the answer. Write on the board *It's green and it likes water.* Say *Look – 'green' and 'water' helped us answer.*

- Learners work in pairs and answer the questions.
- Check answers. Point to the words that helped: 2 *long body, hasn't got legs, 3 trees, tail, 4 small, long tail, 5 small, fly.*

Key: 2 snake 3 monkey 4 mouse 5 bird

2 Look at the picture in Activity 3. Say three things about the animals.

- Learners work in pairs. Point to the large picture in Activity 3. Ask *What are they?* (*Tigers*) *How many legs have they got?* (*Four*) Say *Very good. Let's say more.*
- Learners work in pairs and say three more things about the tigers.

3 Read this. Choose a word from the box. Write the correct word next to numbers 1–3. There is one example.

- Show the learners the text under the tiger picture. Read the first two sentences. Point to the word *body* on the right. Show it again in the sentence. Say *Look at the pictures. Then write the word.*
- Point out the exam tip at the bottom of the page. Ask *How many words have you got?* Point to the potential answers. (*Six*) Point to the sentences. Ask *How many spaces?* Count with the learners, including the space for *body*. (*Four*) Say *Two words are wrong.*
- Say *Now write the correct words.* Learners read and write.
- Check answers.
- Say *Well done. You looked at the picture and found words that help. Good job!*

Key: 1 eyes 2 legs 3 meat

Activity Book, page 78

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?

Learning outcomes By the end of the lesson, learners will have revised the language in the unit and had a wildlife tour, suggesting where to go on the tour and giving information about the animals.

Recycled language unit language

Materials Zoo animals flashcards, hand-drawn map of a wildlife park (with fences and different areas, e.g. monkeys in an area with trees, crocodiles in a pool, elephants in an open area), paper, coloured pens or pencils, dice, counters

Warm-up

- Say *Let's play 'True or false'*.
- Show a line down the centre of the room and make one side 'True' and the other 'False'.
- Hold up a flashcard of an animal and say different things each time, e.g. its name, or colour, a description of its appearance or what it eats. If learners think it is true, they jump on the true side; if not, they jump on the false side, e.g. *It eats leaves* (showing a tiger – false).
- Put learners into groups of four. Learners take it in turns to say an animal and say something about it. The other three learners jump for true or false.

Presentation

- Write on the board:
My wildlife tour
- Show the map of the wildlife park that you have drawn. Say *Let's start at the monkeys. Next let's go to the elephants. Next let's go to the crocodiles.* As you explain, draw an arrow on the map.
- Show learners how to do the tour. Point to your own wildlife map. Go back to the beginning of your route. Say *Let's see the monkeys first. Monkeys have got long tails. They play games. Then let's go to the elephants. They are big and grey. They like water.*

Pupil's Book, page 79

mission in action!

Act out your wildlife tour.

- Put learners into groups of three or four. Use the wildlife park maps from Stage 3 of the Mission.
- Learners plan a route. They can draw arrows onto the map and make a list of the different animals in the order they will see them on the tour.
- Monitor and check as learners plan.
- Once they have finished, tell learners to plan what they will say about each animal.
- Learners work in their groups and plan what to say. Two learners should take the role of different animals and act

the actions and noises of each animal. One or two learners should explain the tour. In groups, learners practise their tour.

- Put each group of learners with a second group. Each group acts out their wildlife tour for the others. Encourage the learners who are watching to pretend to take photos.

Extra support Learners write down a sentence about one of the animals. When they act out the tour, they can either play the role of the animal or read their sentence.

Fast finishers Learners can add an extra animal at the end of the tour.

-  Point to a picture in the unit. Say *Tell me about this animal.* Learners say, e.g. *It's a whale. It's grey. It lives in the sea.* Learners repeat the activity in pairs.
- For ideas on monitoring and assessment, see Introduction.

Self-assessment

- **SA** Say *Did you like our 'Act out a wildlife tour' Mission? Show me. Say Good?* (Demonstrate stretching your hand up high, mid-level or lower.) Learners show you.
- Say *Did you do better than the last Mission – Have a party? Better?* (move your hand up) *or not?* (move your hand down). Praise or say OK. *We can try again.*
- Say *Tell me things you can do now ...* Learners suggest ideas (*We can say what we like. We can talk about animals.*)
- Say *Our next Mission is 'Have a sports day'. Say How can we do better? Tell me one thing the class will do better.* (e.g. *We can listen more carefully.*)

Activity Book, page 79

See pages TB120–132

Activity Book, page 68

- Say *Look at page 68 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!

Act out your wildlife tour.

My
mission
diary
Activity Book
page 68

★ Design a tour around your wildlife park.

Let's see the monkeys first.

Then, let's go to the rhinos.

★ Plan what to say about the animals.

What can we say about the monkeys?

Let's talk about their habitat.

Good idea.

Let's talk about their food.

★ Act out a tour of your wildlife park.

This is a rhino. Rhinos are big and grey.

They live in grasslands.



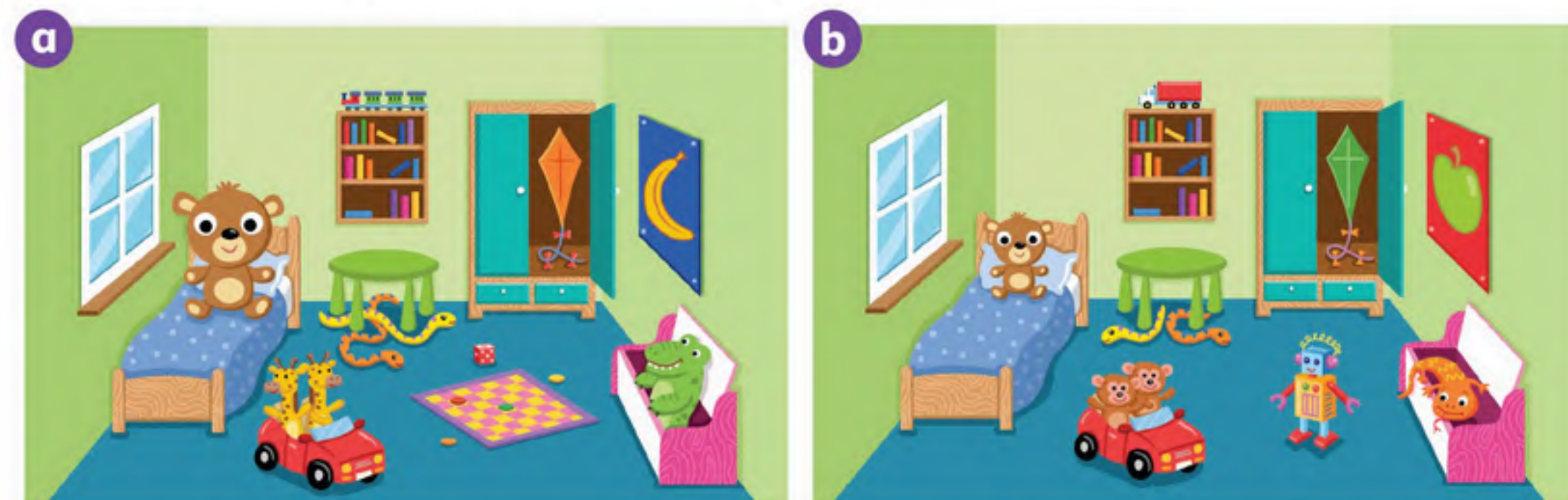
Review • • • Units 4–6

1 Watch the video and do the quiz.

2 Listen and follow. Draw lines.

It's Kim's a big flower
birthday got brown cake.
today. She's She's wants
lizard He's and seven
board game. a likes
robot white today.
wants crocodile polar bear
seven. they street
a small

3 Talk to a partner. Find eight differences.



In picture A, there is an orange kite in the cupboard.

In picture B, the kite is green.

Learning outcomes By the end of the lesson, learners will have consolidated language from Units 4–6.

Recycled language offers, possessive pronouns and 's, toys, want/wants, Does ... want? Yes, he/she does. No, he/she doesn't.

Materials flashcards from Units 4–6, video, audio

Warm-up

- Show some Toys and Zoo animals flashcards. Ask learners *What is it? What colour is it? Tell me about it.* Learners describe them.
- Tell the learners to choose one of the toys or animals. Put them into groups of four. Each learner describes their chosen flashcard. Other learners try to guess which it is.
- **Extra support** You can give learners sentences describing one of the flashcards with the name written underneath. They can read the clues to their teammates.
- **Fast finishers** Learners can remember and describe more than one flashcard.

Pupil's Book, page 80

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 follow. Draw lines.

- Say *Open your Pupil's Books at page 80.* Point to the words in Activity 2. Ask *Which animal words can you see? (lizard, polar bear, crocodile) Which toys can you see? (board game)*
- Ask learners to work in pairs. Tell them to use the words and try to make sentences.
- Check ideas.
- Say *Listen and point. She wants a small white polar bear.* Learners point.
- Say *Good. Now listen and draw lines.* Show them the line between *It's* and *Kim's*.
- Play the audio. Learners complete the task.

CD2 Track 42

It's Kim's birthday today. She wants a small white polar bear and a board game. She's got a big brown cake. She's seven today. (x4)

- Learners compare their answers.
- Check answers with the class by asking the learners for each word and writing it up on the board so they can check the lines they have drawn.

3 Talk to a partner. Find eight differences.

- Ask learners to look at the pictures. Ask *Where is it? (A bedroom) Can you see a bed? (Yes) Can you see a table? (Yes) Are they the same? (Yes)*
- Ask *Where is the kite? (In the cupboard) What colour is it in the first picture? (Orange) What colour is it in the second picture? (Green) Are they the same? (No – they are different colours.)*
- Put learners into pairs. Say *Find the differences in the pictures. There are eight.*
- Learners work together and find the differences.
- Check answers.

Key: In picture A, there is a big teddy on the bed. In picture B, the teddy is small.

In picture A, there are two long snakes under the table.

In picture B, the snakes are short.

In picture A, there are two giraffes in the car.

In picture B, there are two teddies in the car.

In picture A, there is a board game on the floor.

In picture B, there is a robot on the floor.

In picture A, there is a crocodile in the box.

In picture B, there is a lizard in the box.

In picture A, there is a poster of a banana on the wall.

In picture B, there is a poster of an apple on the wall.

In picture A, there is a train on the bookcase.

In picture B, there is a lorry on the bookcase.

- Put learners into pairs. Say *Look at the picture. What toy do you want?* Learners tell their partner.
- Check by asking learners to report back about their partner, e.g. *What does (Lucia) want? (She wants the crocodile.)*

Activity Book, page 80

See pages TB120–132

Ending the lesson

- Ask learners to think about the toys they have at home. Put them in pairs. Tell them to talk about their toys and find two toys they have that are the same and two toys that are different.
- Choose a confident learner to demonstrate. Say *I've got a teddy. It's white and brown. It's big. Have you got a teddy?* If the learner says *yes*, say *OK. We have both got a teddy. We've got the same toy.* If the learner says *no*, ask them to tell you about a toy they have got. Say *Oh, I haven't got (a train). OK. I have got a teddy and you have got a train. They're different.* Repeat until you have an example of two similar and two different toys.
- Learners talk in pairs.
- When they finish, select a few different pairs to report back.



Learning outcomes By the end of the lesson, learners will have consolidated language from Units 4–6.

Recycled language food, *Do you / Does she like ... ?*, likes/dislikes

Materials flashcards from Units 4–6 (or real toys), audio

Warm-up

- Display a selection of real toys if possible or Toys 1 and 2 flashcards if not. Put learners into groups of three or four. Tell each group to choose a toy they want.
- Give the groups four minutes to write a description of the toy they want. The best description will win the toy.
- One learner from each group gives a description to win the toy for the rest of the lesson.
- Collect the toy at the end of the lesson.

Pupil's Book, page 81



4 Listen and draw. What do the children like?

- Say *Open your Pupil's Books at page 81*. Point to the table in Activity 4. Point to each picture in the heading row of the table. For each one, ask *What is it?* (*Mango, banana, bread, hamburger, chocolate, ice cream, water, chicken*)
- Draw on the board pictures of a smiley face and a frowning face. Say *Listen and point*. Say *I like mangoes, bananas, chocolate and chicken*. Learners point to the smiley face. Say *I don't like hamburgers or ice cream*.
- Say to the learners *Listen and draw a happy or sad face*.
- Play the audio for Alice. Pause and check answers.
- Play the rest of the audio.

CD2 Track 43

Alice

Boy: Hi, Alice. Do you like bread?

Alice: Yes, I do.

Boy: Do you like ice cream?

Alice: No, I don't.

Tom

Girl: Hi, Tom. Do you like burgers?

Tom: No, I don't, and I don't like chicken. I don't eat meat.

Girl: Do you like bananas?

Tom: Yes, and I like mangoes and water.

May

Boy: Hi, May. Do you like ice cream?

May: Yes, I do. My favourite is mango ice cream. I really like mangoes.

Boy: What other food do you like?

May: I like bread, burgers, chicken and chocolate.

Matt

Girl: Hi, Matt. Do you like water?

Matt: No.

Girl: Do you like bananas?

Matt: No, I don't.

Girl: Do you like mangoes?

Matt: Yuck, no.

Girl: What do you like?

Matt: I like burgers and chocolate! Yum!

- Ask *Which person eats very healthy food?* (Tom) *Which person eats food that is not healthy?* (Matt)
- Put learners into pairs. They draw an extra line in their notebooks. They interview each other and draw smiley or sad faces according to their partner's answers.

Key: Alice: 😊 bread ☹️ ice cream; Tom: 😊 bananas, mangoes, water ☹️ burgers, chicken; May: 😊 ice cream, mangoes, bread, burgers, chicken, chocolate; Matt: 😊 burgers, chocolate ☹️ water, bananas, mangoes

5 Write about you.

- Say *Open your Pupil's Books at page 81*. Choose learners to read out the questions in Activity 5.
- Ask a different learner to answer one of the questions.
- In pairs, learners ask and answer the questions.
- When the learners have finished, they write their answers to the questions.

Fast finishers Learners can ask more than one learner. (Pair fast finishers together.)

Activity Book, page 81

See pages TB120–132

Ending the lesson

- In groups of two or three, learners choose a famous person or character from a film or book they like.
- They create an 'ID' for the person they have chosen. Write some questions on the board to help them, e.g. *What's your name? How old are you? Have you got a bike/car? Have you got a pet? Do you like orange juice / water? What's your favourite food? What do you want for your birthday?*

- If they don't know some details, they can make them up.

Extension Learners tell their descriptions to a different group without saying the name. The second group try to guess which person is being described.

-  Repeat the video and quiz.

4  2.43

Listen and draw. What do the children like?

								
Alice								
Tom								
May								
Matt								

5 **Write about you.**

What's your name?

How old are you?

What's your teacher's name?

Have you got a bike?

Have you got a board game?

Do you like orange juice?

What's your favourite food?

What toy do you want for your birthday?