

Children will learn how to:

- ◆ Talk about actions animals can and can't do
- ◆ Contrast animal abilities
- ◆ Name parts of animal bodies
- ◆ Describe animal bodies
- ◆ Identify wild and domestic animals from more complex descriptions
- ◆ Give more complex descriptions of animals
- ◆ Sight read these words:
cat, cow, dog, frog, duck, snake, sheep, donkey
tiger, parrot, zebra, kangaroo, crocodile, elephant,
giraffe, monkey, camel, lion, tortoise, hare
swim, fly, jump, climb
- ◆ Write animal names

Main language

- ◆ It's got [big teeth].
- ◆ A crocodile can swim.
- ◆ A camel can't fly.
- ◆ A parrot can fly but it can't swim.
- ◆ It can fly. It's got wings and a tail.
- ◆ Can a crocodile swim?

Vocabulary

- ◆ *Animals:* zebra, kangaroo, crocodile, elephant, giraffe, monkey, tortoise, hare, cat, cow, dog, frog, duck, snake, sheep, donkey, tiger, parrot, camel, lion
- ◆ *Body parts:* trunk, neck, ears, eyes, hands, legs, wings, feet, tail, teeth
- ◆ *Colours:* main colours

Skills

- ◆ Read whole words
- ◆ Read whole sentences that have been learned orally
- ◆ Transfer information from spoken statements to a chart
- ◆ Transfer information from a chart to spoken statements
- ◆ Compare and contrast
- ◆ Apply prior knowledge
- ◆ Identify detail in pictures
- ◆ Match spoken words and pictures
- ◆ Match written words and pictures
- ◆ Identify and count letters within words
- ◆ Sort written words on letter numbers
(ie. cat = 3 letters)
- ◆ Identify a picture from aural information
- ◆ Look for detail in pictures
- ◆ Ask and answer questions about animal abilities
- ◆ Give more complex oral description of animals
- ◆ Listen for detail
- ◆ Listen to longer more complex texts for general understanding

- ◆ Follow the rules of a game
- ◆ Recognise the rhythm of English through song

Literacy

- ◆ Listen to, reading and tracking sentences / rhymes/ songs/ stories
- ◆ Sort and write words according to their sounds
- ◆ Practising reading, saying and writing words beginning with / ck/ /sh/ /ch/.
- ◆ Learn spelling of animals taught
- ◆ Use can and can't in sentences
- ◆ Write simple parallel sentences using can / can't
- ◆ Write a short paragraph of one of the animals

Classroom language

- ◆ Point to the word [crocodile].
- ◆ Look at the words and listen.
- ◆ Find a [tiger's head].
- ◆ TPR instructions
- ◆ What is it? What animal is it?
- ◆ What number?
- ◆ How many monkey are there?
- ◆ Tigers, stand up

Activities


- ◆ Count animals in a picture
- ◆ Listen to a story
- ◆ Repeat parts of a story
- ◆ Label pictures with words
- ◆ Play guessing games
- ◆ Make an animal booklet
- ◆ Create a new verse for a song
- ◆ Sing songs
- ◆ Perform actions to a song
- ◆ Complete charts
- ◆ Build simple sentences using word cards
- ◆ TPR activities
- ◆ Complete simple sentences
- ◆ Write animal names/spelling of animal names
- ◆ Identify animal names/ parts of a body
- ◆ Using can/can't in sentences
- ◆ Write a short paragraph describing animals


Animals


Lesson 1


Unit 2 Animals


Listen and write.


1 


2 


3 

4 

5 

6 

7 

8 

a frog
a snake
a sheep
a dog
a duck
a donkey
a cat
a cow

12

You will need:

- **Flashcards:** 145,156-162 (cat, cow, snake, dog, sheep, duck, donkey, frog)
- **Word cards:** 23, 131-137 (a cat, a cow, a snake, a dog, a sheep, a duck, a donkey, a frog)

Children will:

- recycle names of different animals
- listen to and join in with a song
- read whole words
- match and write animal names

Task One (5 minutes)

☆ Ask children to name as many animals, in English, as they can. As children name the animals, put the corresponding flashcards on the board. Hold up the flashcards of any animals children have not named, and elicit the names before adding them to the board. Some children may remember the word **frog**. If not, teach the word using the flashcard, and ask children to repeat **frog** a few times before adding the flashcard to the board with the others.

☆ Ask children to look at **page 12** of their *Classbooks*. Tell the class that they will hear each of the animals. Ask them to point to the picture of the animal they hear in their *Classbooks* and name it.

☆ Play *Listening CD 2.1*. Pause after each sound and ask **What is it?** Check that children are pointing at the correct animal. Play the name of each animal after its sound so children can check their answers.

Listening Transcript 2.1 [Track 10] Animal Sounds

[sound of cow mooing]	a cow
[sound of snake hissing]	a snake
[sound of dog barking]	a dog
[sound of sheep baaing]	a sheep
[sound of cat meowing]	a cat
[sound of duck quacking]	a duck
[sound of donkey braying]	a donkey
[sound of frog croaking]	a frog

☆ Play the listening again, stopping after each sound. Get children to point to the animals again and name them. Play the name of the animal and get children to repeat it.

☆ Name individual animals at random and get children to point to the correct picture and make the sound of the animal.

Task Two (5 minutes)

☆ Tell the class that you will call out the number of a picture and they must call out the name of the animal in that picture. For example, you say **number three**, and elicit **donkey** from the class. As children give you the names of the animals, point to the corresponding flashcards on the board until all eight animals have been named.

☆ Point to the flashcard of the dog. Ask **What is it?** and elicit **a dog**. As children say **a dog**, put the word card for **dog** on the board, underneath the corresponding flashcard. Repeat this procedure with **cat** and **cow**. Point to each of the three animals in random order and ask children to look at the word and read it.

☆ Take the word cards of **dog**, **cat** and **cow** off the board. Hold up one of these three word cards and ask children **What is it?** Get children to read the animal word. Repeat this with the other two words.

☆ Ask for a pair of children to come to the board and put the three word cards under the appropriate flashcards.

☆ Get the class to watch carefully and say **Yes** if children match the words and pictures correctly and **No** if they get it wrong.

☆ Repeat the procedure above with the words **duck**, **frog**, **sheep** and **snake**. After you have introduced

all the animal words, remove the word cards from the board and distribute them amongst the class. Get children to come to the board and to match the word cards to the flashcards.

- ☆ As you teach the word **duck**, point to the **wings** on the duck. Flap your arms to mime **wings**. Remind children, **These are wings. The duck has wings**, and get them to repeat the word **wings** with you. This word was introduced in 1B, but children may not remember it.
- ☆ Finally, point to the flashcard of the donkey. Ask **What is it?** Elicit **a donkey**. As children say **donkey**, put the donkey word card on the board underneath the donkey flashcard. Point to the word card and get children to read it.
- ☆ Point to the donkey's tail and get children to repeat the word **tail**. Point to the other flashcards in turn and ask, **Has the ...[sheep] got a tail?** Elicit **Yes** or **No**.
- ☆ Remove the following flashcards and word cards from the board: **cat, frog, snake, donkey**.

Task Three (10 minutes)

- ☆ Arrange the following flashcards and word cards on the board in this order: **dog, cow, sheep, duck** so that you can refer to them while you sing *Old MacDonald*. Point to them and ask children if they can remember a song about these animals. If necessary, give them the first line – **Old MacDonald has a farm**, and see if they can provide the next line – **E I E I O**. If children can't recall the song at all, play them the first verse as a reminder.
- ☆ Tell children that you are going to play the first verse of the song, and that you just want them to listen this time. Play the first verse.
- ☆ Song CD 2.1 *Old MacDonald*.

Song Transcript 2.1 [Track 05] Old MacDonald

verse 1

Old MacDonald has a farm,
E I E I O,
And on that farm he has a dog,
E I E I O,
With a woof, woof here,
and a woof, woof there,
Here a woof, there a woof,
Everywhere a woof, woof,
Old MacDonald has a farm,
E I E I O.

verse 2

Old MacDonald has a farm,
E I E I O
And on that farm he has a cow,
E I E I O
With a moo, moo here,
and a moo, moo there,
Here a moo, there a moo,
Everywhere a moo, moo,
Old MacDonald has a farm,
E I E I O

verse 3

Old MacDonald has a farm,
E I E I O
And on that farm he has a sheep,
E I E I O
With a baa, baa here, and a baa, baa there,
Here a baa, there a baa,
Everywhere a baa, baa,
Old MacDonald has a farm,
E I E I O

verse 4

Old MacDonald has a farm,
E I E I O
And on that farm he has a duck,
E I E I O
With a quack, quack here,
and a quack, quack there,
Here a quack, there a quack,
Everywhere a quack, quack,
Old MacDonald has a farm,
E I E I O

- ☆ Tell children that you are going to play the first verse again and this time you want them to join in with the words where they can.
- ☆ Play the first verse again.
- ☆ Tell children that you are going to play the rest of the song, and that you want them to join in with the words. Explain that you will point to the animals that come up in each verse on the board.
- ☆ Play the rest of the song.
- ☆ Ask children to sing the song with you without the CD.
- ☆ Remove the flashcards and word cards from the board at the end of this activity.


Task Four (10 minutes)


- ☆ Ask children to look at **page 12** of their *Classbooks*. Ask them to call out the names of the animals one by one. Chain the reading of the names of the animals so that all children get the opportunity to read out the names. Ask children to look at the rubric and to tell you what they have to do. Children need to match the animal names to the pictures and write the names under the pictures. Go round the class to help and support as necessary.


Animals


Lesson 2


Unit 2 Animals


 Listen and write.


1 


2 


3 

4 

5 

6 

7 

8 

a frog
a snake
a sheep
a dog
a duck
a donkey
a cat
a cow

Unit Two

1 Write the animal names.

1. a frog _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

2 Join the dotted lines. Colour. Complete the sentences.

green and red

orange and white

brown

black and white

grey

1 The snake is _____.

2 The cow is _____.

3 The dog is _____.

4 The cat is _____.

5 The donkey is _____.

You will need:

- **Flashcards:** 145,156-162 (cat, cow, snake, dog, sheep, duck, donkey, frog)
- **Word cards:** 23, 131-137 (a cat, a cow, a snake, a dog, a sheep, a duck, a donkey, a frog)

Children will:

- revise animal names
- listen to and join in with a song
- read whole words [car, cow ..]
- spell animal names
- identify animals from description
- describe animal's bodies
- write names of animals
- write simple sentences

Task One (5 minutes)

- ☆ Put the following flashcards on the board: **dog, cow, sheep, duck**. Elicit the names of the animals from the class. As children name the animals, put the corresponding word cards on the board below the flashcards.

- ☆ Tell children you are going to play *Old MacDonald* and that you want them to join in with the words. Play *Old MacDonald* (Song CD 2.1).

Task Two (10 minutes)

- ☆ Tell children to look at **page 12** of their *Classbooks*. Ask **What's number ... [3]?** and elicit **donkey**. Elicit the names of all the animals. As children name animals that don't have a flashcard on the board, add the flashcard and the corresponding word card.
- ☆ Tell children that you are going to point to each animal on the board, and that you want them to look at the word and picture. Get them to call out the name of the animal.
- ☆ Ask children to look at the words and pictures on the board. Remove the flashcards but leave the word cards up. Point to one of the words and ask **What is it?** As children name the animals, ask for volunteers to come and put the corresponding flashcards back on the board. Continue until all the flashcards are back on the board with the corresponding word cards.

- ☆ Remove the word cards from the board. Point to a flashcard of an animal. Ask children to say its name and get individual children to call out the spelling, eg [duck – d-u-c-k]. Other children should check and listen. Do this for all the animals. Repeat with each animal a few times.

Task Three (5 minutes)

- ☆ Ask children to look at **page 12** of their *Classbooks* again. Tell the class they will hear some of the animals being described on the listening. Ask them to listen to each one and name the animal they think is being described.
- ☆ Play the *listening CD2.2*. Pause after each description and ask, **What animal is it?** Elicit **It's a ...[duck]**.

Listening Transcript 2.2 [Track 11] Describing Animals

It's got two small ears, and a small tail. [a sheep]
 It's got two legs, and two wings. [a duck]
 It's got two big ears, and a big tail. [a donkey]
 It's got no legs, and no ears. [a snake]

- ☆ Tell children that you will play the CD again and that you want them to repeat the description with the CD.
- ☆ Play the listening again. Pause after each description and ask **What animal is it?**
- ☆ Tell children that you will say the name of one of the animals and that you want them to describe it. For example, if you say **donkey** elicit **It's got two big ears, and a big tail**. Repeat this until the class has described each animal at least once.

Task Four (10 minutes)

- ☆ Ask children to open their Skills Books at **page 7** and to look at activity 1. This activity consolidates the spellings that children have just practised orally. Ask children what they have to do. They have to write in the names of the animals beside the pictures.
- ☆ Now ask children to look at activity 2. Here children need to draw the lines from the

bubbles to the animals. They should then colour the animal the same colours as written in that bubble. Next, they need to write sentences about each animal. If there is shortage of time do number one with children and ask them to complete the rest as homework.

Before the next lesson

- ☆ Prepare activity number cards 1-8.

Animals

Lesson 3

Listen. What is it?

1 a zebra, 2 a kangaroo, 3 a crocodile, 4 a giraffe, 5 an elephant, 6 a tiger, 7 a parrot, 8 a monkey

13

3 Say the sounds. Spell the words.

ck	sa ck	ne ck	ki ck	so ck	du ck
sh	sh ip	sh ark	sh op	sh oes	sh eep
ch	ch air	ch alk	ch ocolate	ch ips	ch erry

4 Copy the words from above into the drums.

8

You will need:

- **Flashcards:** 145-146, 156, 169 (cat, tiger, cow, snake, dog, sheep, duck, donkey, frog, crocodile, parrot, giraffe, elephant, kangaroo, monkey, zebra)
- **Word cards:** 23, 131, 137 (a cat, a cow, a snake, a dog, a sheep, a duck, a donkey, a frog)
- **Activity cards:** numbers 1-8

Children will:

- revise animal names
- revise parts of the body. **ears, eyes, teeth, neck nose, legs** through TPR activity
- identify wild and domestic animals from descriptions
- describe animals using **it's got**
- say the sounds / ck / / sh / / ch / and words beginning with these sounds.
- read and sort words beginning with / ck / / sh / / ch /

Task One (5 minutes)

- ☆ Distribute the following animal flashcards and word cards around the class: **dog, sheep, donkey, duck, snake, cow, cat, frog.** Tell the class

that you are going to say the name of an animal and that children with the flashcard and word card for that animal must come to the front of the class and stand next to each other. The rest of the class must look carefully and say **Yes** or **No**. Continue with this until the eight animals have been correctly matched. Ask each pair of children to stick their cards on the board.

- ☆ Number the animals on the board from 1–8. Point to your neck and say, **This is my neck.** Repeat a couple of times. Tell children, **Point to your neck** and get them to repeat the word **neck** with you a few times. Repeat with **teeth**.
- ☆ Give each child in the class a number from 1–8. Point to the numbers and animals and say, **number 1 you're ...[cats], number 2 you're ...[sheep], etc.**
- ☆ Do a TPR activity practising **ears, eyes, teeth, nose, neck** and **legs**. Tell children that you will call out the name of an animal and give an instruction. For example, **Ducks, point to your teeth.** Children with the number for **duck** should point to their teeth.

Task Two (15 minutes)

Step one

- ☆ Tell children to look at **page 13** of their *Classbooks*. Ask children if they can name any of the animals.
- ☆ Try and elicit the names of the animals in L1. Ask, in L1, if they know where these animals live. Have they ever seen them? What's the difference between these and other animals – wild, farm, domestic? etc.
- ☆ Tell the class they will hear Biff asking questions about these animals. Ask them to listen to the questions and look at the pictures. Get them to try and guess which animal is being described. Play *Listening CD 2.3*

Listening Transcript 2.3 [Track 12] What animal is it?

Biff: Oh! What is it? It's got very big feet.
Sami: It's a kangaroo.
Biff: A kangaroo.
 [picture 2]

Biff: Aah! What is it? It's very scary.
Vicky: It's a crocodile.
Biff: Oh! A crocodile. Mmm. It's got very big teeth.
 [picture 3]

Biff: Look! It's got wings.
Maha: Yes. It's a parrot.
Biff: Look at all the colours, they're lovely.
 [picture 7]

Biff: Oh. It's very tall.
Paul: Yes. It's a giraffe.
Biff: A giraffe.
Paul: Yes. It's got a very long neck.
 [picture 4]

Biff: Look at that animal. It's got a very, very big nose!
Sami: Yes. It's an elephant.
Biff: An elephant.
Sami: Yes. But that's not a nose. It's called a trunk.
Biff: Oh. A trunk.
 [picture 5]

Biff: Look. It's black and white.
Paul: Yes, it's a zebra. It can run very fast.
Biff: Oh, a zebra.
 [picture 1]

Biff: I like this animal. It's funny!
Maha: Yes. It's a monkey.
Biff: A monkey.
Maha: Yes, look, it's got a long tail, and it's got hands. It can climb trees!
 [picture 8]

Biff: Oh. Look, it's a cat.
Vicky: Yes. It's a tiger.
Biff: A tiger.
Soot: Yes. It's like me!
Vicky: Well, it's a bit bigger than you, Soot. It's a very big orange and black cat.
 [picture 6]

- ☆ Pause the CD after the first exchange of dialogue, and ask children, **What number?** When they have responded with the correct number [2], say **Yes. A kangaroo. Look at its big feet.** Repeat this procedure for the rest of the listening— eliciting the number of the picture and then reminding children of that animal's particular physical features.
- ☆ Play the listening again. Pause after each animal is named, and get children to point at the picture and repeat the name of the animal.

Step two

- ☆ Tell children they will hear the animals being described again. They must try and remember each name and call it out.

Listening Transcript 2.4 [Track 13] It's a ...

Paul: It's got a very long neck.//
Biff: A giraffe.

Biff: It's got very big teeth.//
Biff: A crocodile.

Vicky: It's a very big orange and black cat.//
Biff: A tiger.

Biff: It's got a very, very big nose!//
Biff: An elephant.

Biff: It's got wings. //
Biff: A parrot.

Biff: It's got very big feet.//
Biff: A kangaroo.

Biff: It's black and white. //
Paul: It's a zebra

Maha: It's got hands. //
Biff: A monkey.

Animals

- ☆ Play *Listening CD 2.4* again. Pause after each description and elicit the name of the animal from the class.
- ☆ Divide the class in half. Tell one half to repeat the description of the animal, and the other half to repeat the name of the animal, after they hear it on the CD. When both parts have been repeated, ask **What number?** Get children to find that animal on the page and call out the number of the picture.
- ☆ Play the listening straight through, pausing to allow children time to repeat the phrases.
- ☆ Play the listening again. Get children to change roles.

Task Three (5 minutes)

- ☆ Ask children to look at the animals on **page 13** of their *Classbooks* again. Tell them that you are going to describe one of the animals, and that you want them to guess which one it is and call out the name. For example, say, **It's got very big teeth** and elicit **crocodile** from the class. Describe all the animals and elicit their names. As children name them, put the corresponding flashcards on the board until you have the following: **crocodile, parrot, giraffe, tiger, elephant, kangaroo, monkey and zebra.**
- ☆ Point to the flashcards in random order and ask, **What is it?** Elicit the names of all the animals again.
- ☆ Point to the kangaroo and get children to repeat the following description with you – **It's got very big feet.** Then get the class to name the animal with you – **It's a kangaroo.** Point to all the other animals in turn, and get children to repeat the descriptions and name the animals with you.
- ☆ Point to one of the animals and get a confident child to describe it. For example, point to the giraffe and encourage the child to say **It's got a very long neck.** Get another child to name the animal – **It's a giraffe.** Repeat this procedure with several pairs of children describing and naming different animals.

- ☆ Organise the class into pairs. Tell children to take turns to think of one of the animals and describe it. Their partner must try and name the animal. Tell children to draw a circle, in pencil, around the number of the animal they are going to describe (without showing their partner), before describing it to their partner.

Task Four (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 8**. Ask children to look at activity 3. They should say the sounds in the boxes and try to read the words under the pictures **ck, sh** and **ch**. When you are confident that children can discriminate between the sounds and can read the words, ask them to sort and copy them onto the diagram in activity 4 of *Biff with drums*.

Before the next lesson

- ☆ Prepare activity number cards 1-8

Animals

Lesson 4

Listen. What is it?

1 a zebra
2 a kangaroo
3 a crocodile
4 a giraffe
5 an elephant
6 a tiger
7 a parrot
8 a monkey

13

Count and write.

tiger	4	5	monkey	5	2	snake	7	8	elephant	4	2	crocodile	1	2	giraffe	4	2	zebra	3	4
-------	---	---	--------	---	---	-------	---	---	----------	---	---	-----------	---	---	---------	---	---	-------	---	---

1 Look at the animals. Find their names.

2 Unscramble the letters. Write the names.

amcle camel ilno lion neokyd tiger lephatn elephant

You will need:

- **Flashcards:** 145-146, 156, 170 (cat, tiger, cow, snake, dog, sheep, duck, donkey, frog, crocodile, parrot, giraffe, elephant, kangaroo, monkey, zebra, camel)
- **Word cards:** 23, 116, 131, 145 (a cat, a tiger, a cow, a snake, a dog, a sheep, a duck, a donkey, a frog, a crocodile, a parrot, a giraffe, an elephant, a kangaroo, a monkey, a zebra, a camel)
- **Activity cards:** numbers 1-8

Children will:

- listen to and join in with a song
- match animal names with pictures
- match animals with descriptions
- follow oral instructions
- count the number of animals in a picture and circle
- consolidate their knowledge of animal names by circling the names in a square

Task One (10 minutes)

Step one

- ☆ Tell children you are going to play *Old MacDonald* (Song CD 2.1) and that you want them to join in with the words. Play the song.

Step two

- ☆ Distribute the following animal flashcards and word cards around the class: **a dog, a sheep, a donkey, a duck, a snake, a cow, a cat, a frog**. Tell the class that you are going to say the name of an animal and that children with the flashcard and word card for that animal must come to the front of the class and stand next to each other. The rest of the class must look carefully and say **Yes** or **No**. Continue with this until the eight animals have been correctly matched. Ask each pair to stick their cards on the wall.

Task Two (10 minutes)

Step one

- ☆ Ask children to look at the animals on **page 13** of their *Classbooks*. Tell the class that you are going to play **Listening CD 2.4**. Ask them to listen to the descriptions and then name the animals. Play the listening. Pause after each description and elicit the name of the animal from the class. Play the next part of the CD so that children can check their response. For example, play **It's got a very long neck**, pause the track, elicit **It's a giraffe** and then play **It's a giraffe** as a check.

Listening Transcript 2.4 [Track 13]
It's a ...

Paul:	It's got a very long neck.
Biff:	A giraffe.
Biff:	It's got very big teeth.
Biff:	A crocodile.
Vicky:	It's a very big orange and black cat.
Biff:	A tiger.
Biff:	It's got a very, very big nose!
Biff:	An elephant.
Biff:	It's got wings.
Biff:	A parrot.
Biff:	It's got very big feet.
Biff:	A kangaroo.
Biff:	It's black and white.
Paul:	It's a zebra.
Maha:	It's got hands.
Biff:	A monkey.

- ☆ Ask children to look at the animal pictures again. Tell them that you will say a number and that you want them to find the picture and name the animal. As the animals are named, put the corresponding flashcards on the board. When all the flashcards are on the board, write the corresponding number from the book underneath each animal. For example, **kangaroo – 2, giraffe – 4, etc.**
- ☆ Give each child in the class a number card from **1–8**. Ask children to look at the board and find

their number under an animal. Tell children that you will give instructions for different animals and they must follow the instructions for their animal. For example, **6 – tiger**. Say **Tigers, stand up**. All children with the number 6 should stand up. Do a TPR activity revising the new animal names and body parts, for example say, **Monkeys touch your ears, Kangaroos point to your nose**.

- ☆ At the end of this activity, rub the numbers off the board but leave the flashcards on the board.

Step two

- ☆ Tell children that you are going to describe the animals and that you want the class to name them. Either describe them yourself or play the listening **CD(2.4)** again. As children name the animals, hold up the corresponding word card and put it on the board underneath the flashcard.

- ☆ Point to the word cards in random order and elicit the names of the animals from the class.

Task Three (5 minutes)

- ☆ Tell children to look at **page 14** of their *Classbooks*. Give children a few moments to study the picture, then ask the class to name any animals they recognise in the picture.
- ☆ Ask children to count the monkeys. Give children time to count and then elicit the answer **Five**. Hold up your *Classbook* and say, Point to the word **monkey**. Point to it yourself and get children to point to the word in their own books. Ask them again **How many monkeys?** and point to the two numbers. When children say **five**, mime drawing a circle round number **five** in your *Classbook*. Get children to count all the animals and circle the correct number for each animal next to its name at the bottom of the page.
- ☆ Ask children to check their work with a friend's. Then do a whole class check. Ask about all the animals, then write the number on the board under the corresponding flashcard and word card. For example, ask **How many tigers are there?** Elicit **four** and then write number **4** under the tiger flashcard and word card. Repeat this procedure until you have the numbers of all the animals in the picture written on the board.

Task Four (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 9** and look at activity 1. This is a consolidation task on the vocabulary. Children have to find the names of all the animals they have learned in the square on the frog's tummy. Ask children to look at the pictures of the animals around the frog and try and find their names in the square. They should circle the names as shown in the example. Help and support children

Animals

Lesson 5

Count and write.

123

tiger	4	monkey	5	snake	7	elephant	2	crocodile	1	giraffe	2	zebra	3
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Sing.

The Animals go Marching

The monkeys go marching six by six,
The brown one stops to pick up sticks.

The lions go marching five by five,
The yellow one stops to watch a beehive.

The tigers go marching four by four,
The little one stops to knock on a door.

The zebras go marching three by three,
The big one stops to eat a tree.

The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
The little one stops to tie his shoe,
And they all go marching,
Happily marching on.

15

Look at the animals. Find their names.

Unscramble the letters. Write the names.

ilno

amcle

camel

neokyd

gitre

q

lepehatn

You will need:

- Flashcards:** 145-147, 156,170 (cat, tiger, lion, cow, snake, dog, sheep, duck, donkey, frog, crocodile, parrot, giraffe, elephant, kangaroo, monkey, zebra, camel)
- Word cards:** 23, 116-117, 131,145 (a cat, a tiger, a lion, a cow, a snake, a dog, a sheep, a duck, a donkey, a frog, a crocodile, a parrot, a giraffe, an elephant, a kangaroo, a monkey, a zebra, a camel)

Children will:

- name all the animals they know
- match the animal words to pictures
- revise numbers by counting the number of animals
- listen to and join in with a song
- unscramble letters of animal names
- listen to and join in with a song

Task One (5 minutes)

- ☆ Ask children to look at page 14 of their Classbooks. Ask children to find and count the animals in the picture. As children respond with the correct number, put the flashcard of the animal on the board.

☆ Point to each animal in turn and ask **What's this?** As children give you the name, put the word card below the corresponding flashcard.

☆ Point at random to the word cards and flashcards and ask again **What's this?** As children name the animal, remove the word card. When all the word cards have been removed, ask for children to volunteer to come to the board and put the word cards back below the correct flashcards.

Task Two (5 minutes)

☆ Using the flashcards and word cards, quickly remind children of the word **lion**, and teach them the word **camel**.

☆ Quickly distribute all the animal flashcards and word cards that children are learning in this unit. Tell children that you are going to name an animal. If they have the flashcard or word card for that animal they should hold up their card.

Task Three (10 minutes)

☆ Ask children to look at **page 15** of their *Classbooks*. Ask children to name all the animals in the picture.

☆ Tell children to look at the animals on **page 15**. Ask **How many camels are there?** Give children time to find and count the camels and then elicit **two**. Ask about the number of all the animals on the page.

☆ Tell the class that you are going to play them a funny song about the animals in the picture called ***The Animals go Marching***.

☆ Play verse 1 (*Song CD 2.2*) and sing along. Hold up your *Classbook* and point to the camels as you sing verse 1 with the CD.

Song Transcript 2.2 [Track 06] The Animals go Marching - Verse 1

The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
The little one stops to tie his shoe,
And they all go marching,
Happily marching on.

☆ Ask the class to look at the picture of the camels. Mime marching on the spot and then tying a shoe. Get children to identify these actions in the picture in their book.

☆ Play verse 1 again, line by line. Pause after each line and get children to sing the words with you. Continue with this procedure until you have sung the whole verse.

☆ Play verse 1 again. This time sing and perform the actions for the verse. Ask children to sing with you and watch you perform the actions.

☆ Play verse 1 again, and encourage the class to sing and join in the actions with you.

☆ Play verse 2 of the song (*Song CD 2.3*). Teach it using the same procedure that you used for verse 1.

Song Transcript 2.3 [Track 07] The Animals go Marching - Verse 2

The zebras go marching three by three,
Hurrah, hurrah!
The zebras go marching three by three,
Hurrah, hurrah!
The zebras go marching three by three,
The big one stops to eat a tree,
And they all go marching,
Happily marching on.

☆ Play verse 3 of the song (*Song Transcript 2.4*). Teach it using the same procedure as for verse 1 and 2.

Song Transcript 2.4 [Track 08] The Animals go Marching - Verse 3

The tigers go marching four by four,
Hurrah, hurrah!
The tigers go marching four by four,
Hurrah, hurrah!
The tigers go marching four by four,
The little one stops to knock on a door,
And they all go marching,
Happily marching on.

- ☆ Now play all three verses straight through (Song CD 2.5). Encourage the class to join in with the words and actions.

Song Transcript 2.5 [Track 09] The Animals go Marching (part 1)

Verse 1

The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
The little one stops to tie his shoe,
And they all go marching,
Happily marching on.

Verse 2

The zebras go marching three by three,
Hurrah, hurrah!
The zebras go marching three by three,
Hurrah, hurrah!
The zebras go marching three by three,
The big one stops to eat a tree,
And they all go marching,
Happily marching on.

Verse 3

The tigers go marching four by four,
Hurrah, hurrah!
The tigers go marching four by four,
Hurrah, hurrah!
The tigers go marching four by four,
The little one stops to knock on a door,
And they all go marching,
Happily marching on.

Task Four (10 minutes)

- ☆ Ask children to open their *Skills Books* at page 9 and to look at activity 2. Ask children to look at the jumbled spelling of the names of animals, to unscramble them and to write them in the space provided. If children find this activity difficult, you may want to do it together with them orally first.

Before the next lesson

- ☆ Prepare activity number cards 1-10.

Animals

Lesson 6

Sing. **The Animals go Marching**

The monkeys go marching six by six,
The brown one stops to pick up sticks.

The lions go marching five by five,
The yellow one stops to watch a beehive.

The tigers go marching four by four,
The little one stops to knock on a door.

The zebras go marching three by three,
The big one stops to eat a tree.

The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
The little one stops to tie his shoe,
And they all go marching,
Happily marching on.

15

Listen and read.







1 A kangaroo can jump.

2 A crocodile can swim.

3 A camel can't fly.

4 A giraffe can't climb trees.

Think. Write ✓ or ✗. Check your answers.

						
fly						
climb						
swim						
jump						

3 Write the words.

ears eyes hands legs wings
feet tail teeth trunk neck



10

You will need:

- Flashcards:** 146-147, 163,170 (tiger, lion, crocodile, parrot, giraffe, elephant, kangaroo, monkey, zebra, camel)
- Word cards:** 116-117, 138,145 (a tiger, a lion, a crocodile, a parrot, a giraffe, an elephant, a kangaroo, a monkey, a zebra, a camel)
- Activity Cards:** numbers 1-10

Children will:

- listen to and join in with a song
- revise names of animals by matching words to pictures
- revise parts of the body through TRP activity
- describe animal abilities
- identify body parts that do not belong to animals
- write body parts
- contrast animal abilities

Task One (5 minutes)

★ Tell the class to look at **page 15** of their *Classbooks*. Ask them to name all the animals on the page.

★ Play the first 3 verses of *The Animals go Marching* (Song CD 2.5). Ask children to join in with the words where they can.

- ☆ Teach the class verses 4 and 5 using the same procedure that you used for teaching verses 1–3 in Lesson 5. Play Song CD 2.6.

Song Transcript 2.6 [Track 10] The Animals go Marching (part 2)

Verse 4

The lions go marching five by five,
Hurrah, hurrah!
The lions go marching five by five,
Hurrah, hurrah!
The lions go marching five by five,
The yellow one stops to watch a beehive,
And they all go marching,
Happily marching on.

Verse 5

The monkeys go marching six by six,
Hurrah, hurrah!
The monkeys go marching six by six,
Hurrah, hurrah!
The monkeys go marching six by six,
The brown one stops to pick up sticks,
And they all go marching,
Happily marching on.

Task Two (5 minutes)

- ☆ Put the following flashcards on the board: **tiger, lion, crocodile, parrot, giraffe, elephant, kangaroo, monkey, zebra, camel**. Point to each one in turn and ask **What is it?** Distribute the word cards to children and get them to come to the front and match them to the pictures. Write a number from 1–10 below each animal.
- ☆ Give each child a number card from 1–10. Point to the word cards one by one and tell children to read the words. Now point to the word cards again and ask children to read each one, and as they read the word, say the number. For example **Number one, you're parrots, etc.**
- ☆ Do a quick TPR activity revising parts of the body, **ears, eyes, head, face, neck, hands, feet, legs, teeth**. Make it fun and include **tail, trunk, and wings**. For example say **Parrots touch your feet, Zebras stand on your left leg, elephants touch your trunks, etc.**

Task Three (10 minutes)

Step one

- ☆ Tell children to look at the four pictures at the top of **page 16** of their *Classbooks*. Ask them to name the animals. Tell the class that they will hear about what the animals **can** and **can't** do on the listening. Ask them to listen and say what number picture is

being talked about.

- ☆ Play **Listening CD 2.5**. Pause after each sentence and ask children **What number?** Repeat this

Listening Transcript 2.5 [Track 14] A crocodile can ...

A crocodile can swim.
A camel can't fly.
A giraffe can't climb trees.
A kangaroo can jump.

procedure for all four sentences.

- ☆ Tell the class that you are going to play the listening again. Play it and ask children to point to the picture and then repeat the sentence. Repeat this procedure with all the sentences on the listening.
- ☆ Hold up your *Classbook*. Ask children to look at the words under the pictures. Say **Look at picture 1. Look at the words and listen**. Move your finger under the sentence as you read it aloud: **A kangaroo can jump**. Ask the class to read the sentence and repeat it aloud with you. Get children to repeat this sentence with you two or three times. Repeat this procedure with each of the sentences.

Step two

- ☆ Tell children that you are going to say the number of one of the pictures, and that you want them to say what the animal **can** or **can't** do. For example, you say **three** and the class responds with **a camel can't fly**. Repeat this procedure until the class has talked about each picture at least twice.
- ☆ Organise the class into pairs. Tell children to take it in turns saying the number of a picture and describing what the animal in the picture **can** or **can't** do.


Task Four (10 minutes)

- ☆ Ask children to open their *Skills Books* at **page 10**. Ask children to look at each picture and to name the body part. Next ask children to tell you the names of the body parts that are not animal parts. These are **hands, legs and feet**.
- ☆ Ask children in their groups to read the words in the box aloud. Go round the groups listening to their reading. Ask children to copy each word under the correct picture.

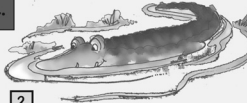
Animals

Lesson 7

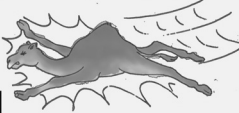
Listen and read.




1 A kangaroo can jump.



2 A crocodile can swim.









3 A camel can't fly.




4 A giraffe can't climb trees.


Think. Write ✓ or ✗. Check your answers.

						
fly						
climb						
swim						
jump						


1 Write can or can't.




A parrot can fly.




A camel can't fly.




A duck can swim.




A lion can't swim.




A bird can sing.



A fish can sing.




A horse can run.




A tortoise can't run.


2 Write sentences. Use can or can't.




She _____



He _____



She _____



He _____

You will need:

- **Alphabet Poster**
- **Flashcards:** 146, 156, 157, 162-170 (tiger, cow, snake, frog, crocodile, parrot, giraffe, elephant, kangaroo, monkey, zebra, camel)
- **Word cards:** 116, 131, 132, 137-145 (a tiger, a cow, a snake, a frog, a crocodile, a parrot, a giraffe, an elephant, a kangaroo, a monkey, a zebra, a camel)

Children will:

- read animal names and match them to pictures
- listen to and join in with a song
- read whole sentences
- complete a chart about what animals **can** and **can't** do
- talk about actions animals **can** and **can't** do
- complete sentences about abilities of humans beginning with **he/she**
- practise asking questions about [can a parrot fly?]

Task One (10 minutes)

Step one

- ☆ Ask children to look at **page 15** of their *Classbooks*. Get children to name the animals they can see in the picture. As children name the animals, put the corresponding flashcards on the board.

- ☆ After all the animals have been named, distribute the matching word cards to children around the class.

- ☆ Point to the flashcards in random order. As the class names each animal, ask the child with the matching word card to come and put it on the board. Get the class to say if the word is correct or not.

Step two

- ☆ Tell the class that you are going to play *The Animals go Marching* (Song CD 2.7). Encourage them to join in with the words and actions where they can. Play the whole song (verses 1–5).

Song Transcript 2.7 [Track 11] The Animals go Marching

verse 1

The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
The little one stops to tie his shoe,
And they all go marching,
Happily marching on.

verse 2

The zebras go marching three by three,
Hurrah, hurrah!
The zebras go marching three by three,
Hurrah, hurrah!
The zebras go marching three by three,
The big one stops to eat a tree,
And they all go marching,
Happily marching on.

verse 3

The tigers go marching four by four,
Hurrah, hurrah!
The tigers go marching four by four,
Hurrah, hurrah!
The tigers go marching four by four,
The little one stops to knock on a door,
And they all go marching,
Happily marching on.

verse 4

The lions go marching five by five,
Hurrah, hurrah!
The lions go marching five by five,
Hurrah, hurrah!
The lions go marching five by five,
The yellow one stops to watch a beehive,
And they all go marching,
Happily marching on.

verse 5

The monkeys go marching six by six,
Hurrah, hurrah!
The monkeys go marching six by six,
Hurrah, hurrah!
The monkeys go marching six by six,
The brown one stops to pick up sticks,
And they all go marching,
Happily marching on.

Task Two (5 minutes)

- ☆ Ask children to look at **page 16** of their *Classbooks*. Tell them you will read a sentence and they must look and say what number the picture is. Talk about all four pictures:

- A crocodile can swim.
- A camel can't fly.
- A giraffe can't climb trees.
- A kangaroo can jump.

- ☆ Tell children that you will call out a number, and that you want them to read the sentence for that picture out loud with you. When you have read all four sentences with the class, elicit sentences from

individual children. For example, ...[Fatma], **picture 2**. The child should read **A crocodile can swim**. Elicit all the sentences from the class.

Task Three (10 minutes)

Step one

- ☆ Tell children to look at the chart at the bottom of **page 16** of their *Classbooks*. Ask the class to tell you the names of all the animals across the top of the chart. Draw the outline of the chart on the board. Put the flashcards and word cards for these animals across the top of the chart on the board. Now ask children to read the words down the left hand side of the chart in their books – **fly, climb, swim and jump**. Put these word cards down the left-hand side of your chart on the board.

- ☆ Write the words **can** and **can't** on the board. Explain their meanings by giving example sentences, **I can walk but I can't fly. The elephant can walk but it can't jump. The kangaroo can jump, but it can't swim.**
- ☆ Using your chart on the board, point to an animal and then to an action and ask the appropriate question. For example, point to parrot and the word **fly** and ask **Can a parrot fly?** Ask a few more questions, and then point to an animal and an action, and get the class to make the question. Repeat this procedure until the class understands how to use the chart to make questions. (NB. *camels don't normally jump, but they do have the ability*).
- ☆ Tell the class that you want them to look at the chart and put a tick or a cross in the appropriate space according to whether an animal **can** or **can't** do an action. Tell them to do this in pencil. Do an example on your chart on the board. For example, put a cross under **frog** in the fly column. When children have completed their chart, organise them into pairs and ask them to compare their answers.

Step two

- ☆ Tell the class that they are now going to check their chart by listening to Biff asking his friends about these animals.

- ☆ Play *Listening CD 2.6*, pausing after each animal has been described.

Listening Transcript 2.6 [Track 15] Can a crocodile swim?

Biff: Can a crocodile swim?
Paul: Yes, a crocodile can swim, but it can't fly, jump or climb trees.

Biff: Can a kangaroo jump?
Maha: Yes, a kangaroo can jump very well, but it can't swim, fly or climb trees.

Biff: Can an elephant swim?
Vicky: Yes, an elephant can swim, but it can't fly, jump or climb trees.

Biff: Can a parrot fly?
Sami: Yes, a parrot can fly, but it can't swim, or climb trees.

Biff: Can a camel climb trees?
Maha: No, a camel can't climb trees or fly or swim.

Biff: Oh. Can a camel jump?
Maha: Yes, a camel can jump.

Biff: Can a frog jump and swim?
Sami: Yes, a frog can jump and swim. Some frogs can climb trees, but they can't fly.

- ☆ Point to the chart on the board and ask questions about crocodiles. For example, **Can a crocodile ... [fly/climb/swim/jump]?** Get children to say **Yes** or **No** to each action. After you have asked about each action, play the CD as a check. Put ticks and crosses in the correct places on your chart on the board as you play the CD. Get children to check that their answers match those on the board, then get them to check with a friend.

Task Four (5 minutes)

- ☆ Ask children to open their *Skills Book* at **page 11**. Ask them to look at activity 1. This task checks if children have understood the meaning and use of the words **can** and **can't**. Get children to look at the pictures, read the sentences and decide on a true answer for each animal. You may want to do this orally first before children write.
- ☆ Activity 2 can be given as homework if time does not allow. However, you may need to do the sentences orally first. Point out to children that they can find the words they need in the previous activity. Write the first sentence on the board as an example.

Before the next lesson

- ☆ Have blank sheets of paper ready, with numbers written from **1-18** enough for each group of 4-6 depending on the class size.
- ☆ You may want to look at *The Tortoise and the Hare* story, and think about what mime and gestures you will use to illustrate the meaning. The story is on the CD, but you may wish to tell it yourself the second and third times.
- ☆ Tell children to revise the names and spellings of the animals in the story at home, as they will need them for the next lesson.

Lesson 8



Listen and track.

The tortoise and the hare were friends. But one day they had an argument.

The tortoise asked the hare, 'Can I have some of your carrot?'

The hare laughed at the tortoise and said, 'Yes, if you can run faster than I can.'

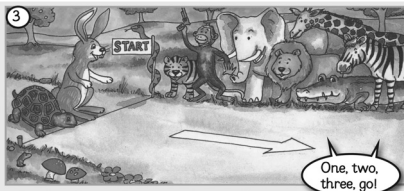


The hare was very proud because he could run very fast. He wanted to have a race with the tortoise to show all the other animals that he was fast and clever.

The tortoise said, 'OK, I'll race you. I know I'm slow, but I always finish what I start.'

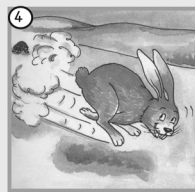
So the next day the race began. All the other animals came to look. The lion, the tiger, the giraffe, the elephant, the zebra, the snake, and the crocodile.

All the animals shouted, 'One, two, three, go!' And the race started.

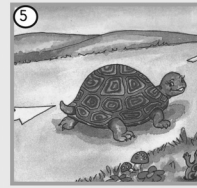


17

The Tortoise and the Hare



The hare ran very fast. He ran and ran and ran.



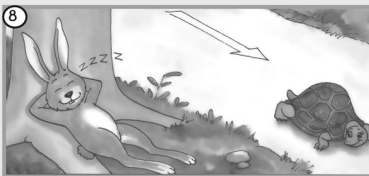
The tortoise walked very slowly. But he walked and walked and walked. He didn't stop.



The hare stopped and ate some carrots. The tortoise was a long way behind him. Then the hare played with some friends.

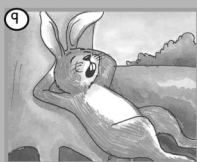


After that he felt tired, so he sat down to rest. Soon he was asleep.

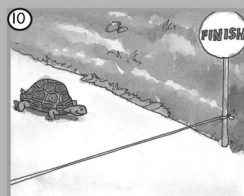


The tortoise walked and walked and walked. He was very slow, but he didn't stop. Slowly the tortoise walked past the hare.

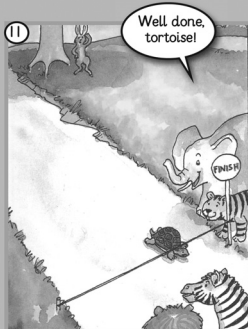
18



The hare didn't know because he was asleep.



Soon the tortoise was near the finish line. All the other animals were happy for the tortoise.

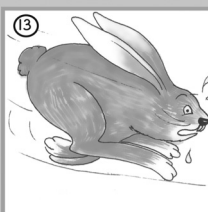


'Well done, tortoise!' they shouted.

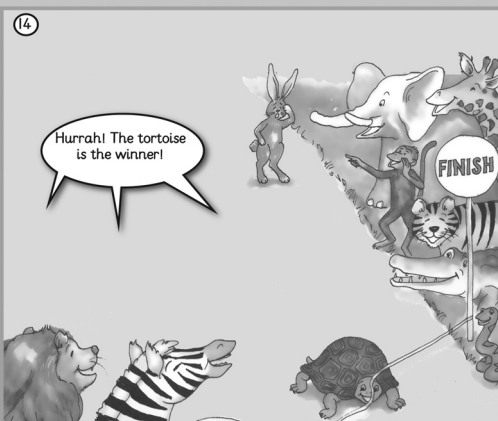


The hare woke up. He could hear noise, but he couldn't see the tortoise. He looked and saw the tortoise near the finish line. 'Oh no!' he said. He started to run again. He ran very fast.

19



He ran faster and faster and faster. But it was too late. The tortoise crossed the finish line first.



'Hurrah! The tortoise is the winner!' shouted the other animals.

20

You will need:

- **Flashcards:** 145-147, 156-172 (cat, tiger, lion, cow, snake, dog, sheep, duck, donkey, frog, crocodile, parrot, giraffe, elephant, kangaroo, monkey, zebra, camel, tortoise, hare)
- **Word cards:** 146, 147 (a tortoise, a hare)

Children will:

- play a spelling game
- learn the names of new animals tortoise, turtle, and hare
- differentiate between a turtle and a tortoise
- listen to a story and look at the pictures
- understand the morals of a story

Task One (15 minutes)

- ☆ Divide children into groups of four – six depending on class size. Distribute the blank sheets of paper that you have prepared with numbers **1-18**. Give each group a number and ask them to write numbers from **1-18** on top of the blank paper. Tell them to close their books and to have only this piece of paper and a pencil on their desks.
- ☆ Tell children they are going to play a game. Tell them you will show them a flashcard. They then have to remember the name of the animal, and the first child with the paper must write the name down beside number one. Children can help each other with the spelling but only one child writes.
- ☆ After the child has written the name, they pass the paper to the second child. Show them the second flashcard. Again they discuss and decide on the name and help and support the second child to write the name.
- ☆ Do this for all the flashcards. These are: **cat, tiger, lion, cow, snake, dog, sheep, duck, donkey, frog, crocodile, parrot, giraffe, elephant, kangaroo, monkey, zebra, camel**. Make sure the piece of paper is circulated among children so that everybody in the group gets the opportunity to write.
- ☆ Collect the pieces of paper, and quickly mark them. The group with the most correct spellings is the winner. You may want to take notes of the names children get wrong, so that you can

practise the spellings in the coming lessons.

Task Two (15 minutes)

- ☆ Tell children to look at **page 17** of their *Classbooks*. Ask the class if they know the names of the animals. Allow them to respond in L1. You may want to talk briefly about the differences between a **turtle** and a **tortoise** – turtles live on land and in the sea, tortoises only live on land, etc.
- ☆ Put the flashcard of the tortoise on the board and say **This is a tortoise**. Get children to repeat the word **tortoise** a few times. Then put the flashcard of the hare on the board and say **This is a hare**. Get children to repeat the word **hare** a few times. Now point to the tortoise again and get children to tell you the name. As you elicit the name, put the word card below the flashcard and get children to read it with you several times. Now point to the hare again and get children to tell you the name. As you elicit the name, put the word card below the flashcard and get children to read it with you several times.
- ☆ Ask children questions about the tortoise and the hare. For example, **Can a tortoise jump? Can a hare fly? Can a tortoise climb?** etc. Then ask **Can a tortoise run faster than a hare?** As you say this, point to the tortoise, look puzzled and mime running fast. Encourage children to respond with **No**.
- ☆ Ask children if they recognise the story, and let them talk about it in L1.
- ☆ Tell the class that you are going to play (or tell) them the story of **The Tortoise and the Hare** on **pages 17-20** of their *Classbooks*. You may decide that you would prefer to play the story (*Listening CD 2.7*), but if you are telling it yourself be sure to use exaggerated gestures, mime, your own sound effects, etc. to enhance the telling, and the children's enjoyment of the story. Give children a few minutes to look at the story. Ask them to name anything they recognise in the pictures, and then to listen to the story and look at the pictures in their books.

☆ Play the whole story straight through once as children look at the pictures.

Listening Transcript 2.7 [Track 16] The Tortoise and the Hare

The tortoise and the hare were friends. But one day they had an argument. The tortoise asked the hare, 'Can I have some of your carrot?'

The hare laughed at the tortoise and said, 'Yes, if you can run faster than I can.'

The hare was very proud because he could run very fast. He wanted to have a race with the tortoise to show all the other animals that he was fast and clever.

The tortoise said, 'OK. I'll race you. I know I'm slow but I always finish what I start.'

So the next day the race began. All the other animals came to look - the lion, the tiger, the giraffe, the elephant, the zebra, the snake and the crocodile.

All the animals shouted, 'One, two, three, go!' And the race started.

The hare ran very fast. He ran and ran and ran.

The tortoise walked very slowly. But he walked and walked and walked. He didn't stop.

The hare stopped and ate some carrots. The tortoise was a long way behind him. Then the hare played with some friends. After that he felt tired, so he sat down to rest. Soon he was asleep.

The tortoise walked and walked and walked. He was very slow, but he didn't stop. Slowly the tortoise walked past the hare.

The hare didn't know because he was asleep.

Soon the tortoise was near the finish line. All the other animals were happy for the tortoise.

'Well done, tortoise!' they shouted.

The hare woke up. He could hear noise but he couldn't see the tortoise.

He looked and saw the tortoise near the finish line. 'Oh no!' he said.

He started to run again. He ran very fast.

He ran faster and faster and faster. But it was too late. The tortoise crossed the finish line first. 'Hurrah! The tortoise is the winner!' shouted the other animals.

NB. *Children are not expected to understand every word of the story. There are lots of words in the story that they will not know. The aim here is to get children used to listening to stories and understanding the basic storyline; also to be able to listen and to track the words with their fingers.*

☆ Now play or tell the story again slowly. Pause picture by picture, and use mime and gesture to illustrate the meaning where possible. Point to the illustrations in your *Classbook* on **pages 17-20** as you tell the story.

☆ If time allows, you may listen/ tell the story a third time.

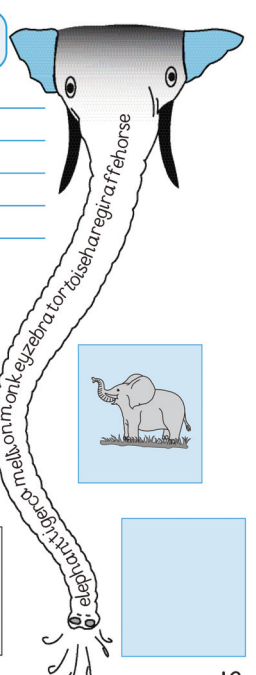
☆ You can take this opportunity to discuss moral values with the class in L1: **Do not be too proud. The hare was proud because he was fast. Slow and sensible is better than fast and silly.**

Animals

Lesson 9

3 Find ten animals and write their names.

1	_____	6	_____
2	_____	7	_____
3	_____	8	_____
4	_____	9	_____
5	_____	10	_____



4 Read about one animal. Write about another animal. Draw your animal.

This animal is grey.
It's got four big legs
and big ears. It's an
elephant.

Children will:

- listen to the story of the tortoise and the hare
- identify and answer questions about the animals
- listen to the characteristics of the animals
- find and circle animal names from a string of letters
- write a short paragraph about their chosen animal

Task One (10 minutes)

☆ Tell children to look at **pages 17 to 20** of their *Classbooks*. Give children a few moments to look at the story of **The Tortoise and the Hare** again.

☆ Play or tell the story all the way through (*Listening CD 2.7*).

☆ Now play or tell the story again slowly, picture by picture, using mime and gesture to illustrate the meaning where possible. Point to the illustrations in your *Classbook* as you tell the story. Get children to join in with the parts of the story in the speech bubbles.

Task Two (10 minutes)

Step one

☆ Tell children to look at picture 3 of the story again (all the animals together). Tell the class that you are going to ask them questions about the animals. Ask questions that refer to the animals' physical characteristics. For example:

- What animal's orange and black? *a tiger*
- What animal's black and white? *a zebra*
- What animal's got a very long neck? *a giraffe*
- What animal's got very big feet? *a monkey*
- What animal's got a big grey body and big ears? *an elephant*
- What animal's got very big teeth? *a lion*

Step two

☆ Tell the class that you are now going to think of one animal and describe it. Ask them to try and guess which animal it is. For example, **It's got four legs and a tail. It's black and white. [a zebra]** **It's got four short legs and very big teeth. [a crocodile]** **It's got four long legs and a tail. It's very tall. [a giraffe]** **It's got four legs and big ears. It's got a grey trunk. [an elephant]**. Use mime and gesture where appropriate to help children. For example, you can mime 'wings' by flapping your arms and gesture high in the air for 'tall'.

Task Three (10 minutes)

☆ Ask children to open their *Skills Books* at **page 12**. There are two activities on the page. Activity 3 asks children to find the names of the animals in the elephant's trunk. Children are familiar with this kind of task. Show children the example. Children should circle the names first before writing them on the lines provided.

☆ Activity 4 is a parallel writing task. Children should read the description of the elephant, then choose an animal and write a description of that animal similar to the example given.

Animals

Lesson 10

Make a book.

Funny animals

- 1 Cut along the lines so you have six animals.
- 2 Put their animals one behind the other to make a book, with all the blue borders on the left.
- 3 Cut carefully along the horizontal lines without cutting into the blue border.
- 4 Get your teacher to help you staple the blue borders.
- 5 Turn the pages to make a silly animal.
- 6 Describe your funny animal to a partner.

cut

21
69

You will need:

- Stapler
- Scissors

Children will:

- make a booklet of funny animals.
- describe a funny animal.
- name animals and spell the words.
- Do self-evaluation

Task One (15 minutes)

Step one

- ★ Ask children to look at **page 69** in the cut-out section at the back of their *Classbooks*. Tell them they are going to make a book of funny animals. Remind them of the words **head**, **body** and **legs** for the three parts of the animals.
- ★ Tell children to look at **page 21** of their *Classbooks* to see how to make the animal book.
- ★ Give out the scissors. Show children how to cut along the vertical dotted lines so that they have six animals, with the blue border on the left of each animal. Now show them how to cut

carefully along the horizontal dotted lines without cutting into the blue border. Tell children to put their animals one behind the other to make a 'book', with all the blue borders on the left.

- ★ Go round the class and staple the blue borders together to make a 'book' for each child. Collect the scissors at the end of the activity.

Step two

- ★ Tell children they are going to make a funny animal.
- ★ Tell them to **Find a monkey's head, find a tiger's body and find a crocodile's legs**. Get them to check with a friend as they do this.

Task Two (10 minutes)

Step one

- ★ Organise children into pairs. Tell each child to take turns making a funny animal, but not to show it to their partner yet. They must then tell their partner to make the animal, using **Find... [a tiger]'s head, ...[a giraffe]'s body and ...[an elephant]'s legs**. Their partner must listen, and make the animal. When they finish, they should

check that they both have the same animal. If not, the first child repeats the description again, and the second child listens again and makes the funny animal. Go round the class listening and helping children where necessary.

Step two

- ☆ Ask children to choose an animal from the book they have created and in pairs to describe it to their partner. Children take turns to describe an animal. You may want to remind them of the language by getting them to do it with the whole class first before going into pairs.
Example: **It is yellow and brown. It has a long neck. It is a giraffe.**

Task Three (5 minutes)

- ☆ Ask children to look at the frieze on **pages 12 and 13** of their *Classbooks* and get them to name all the items.
- ☆ Ask children to look at the two faces at the top of **page 21** of their *Classbooks*. In L1, ask them to say which face represents *hard* and which one *easy*. Ask them to think about the things they did in this unit. Encourage them to look through the pages to remind themselves what they learned. Tell children to colour in a face according to whether the unit was *hard* or *easy* for them.

You need to preprepare

- ☆ Word cards of body parts from 1 A (ear, mouth, face, knees, and you need to prepare new word cards for hand, elbow, leg, toes, feet, eye, nose, tongue, arm).