

## Lesson 1: Vocabulary

## Learning objectives

To learn eight words for pets

## Language

**Core:** *bird, cat, dog, fish, hamster, parrot, rabbit, turtle*

**Revised:** *I've got a ...*

**Other:** *chicken, cow, hippo, monkey, sheep, snake*

## Starting the lesson (optional) 🎧 01, 10

- Do the *Hello, Weather* and *Classroom activity* routines on pages 62, 66 and 68.
- Talk about pets in the children's own language. Ask the children if they have got any pets or if they would like one. Which pets do they like?

## iPack

## Unit introduction: 1 Watch Alex.

- Watch the video. Ask the children questions about the clip, in the children's own language: *Who can you see? (Alex and his dog, Harry.) Is Alex happy? (No, he's sad.) Why? (Harry is ill.) Where are they going? (To the vet.)*

## Transcript

**Alex** I'm sad. Harry, my dog, is ill. We're taking him to the vet. I wonder what we'll see there.

**Mum** Alex, are you ready?

**Alex** Yes, Mum.

**Mum** Come on, let's go.

**Alex** Bye!

## Vocabulary presentation: panorama animation

bird, cat, dog, fish, hamster, parrot, rabbit, turtle

- See instructions on page 152.

## Vocabulary presentation: flashcards (optional)

- Click through the flashcards in the Resources section of the iPack to introduce the new vocabulary. Repeat several times, encouraging the children to remember the words. Teach actions for each word (see below).

Class Book page 54

## 2 Listen and say. 🎧 82

- Use the flashcards to teach the children the actions for each word.
- Children listen to the words and do the actions. Repeat, encouraging the children to say the words if they can.

## VOCABULARY ACTIONS:

*parrot* – flap your arms at the side of your body like wings

*dog* – hold your hands in front of your body like paws

*hamster* – puff out your cheeks and hold your hands under your chin like paws

*cat* – splay the fingers on both hands and wiggle them in front of your cheeks like whiskers

*bird* – pinch fingers and thumb together as if a beak tweeting

*rabbit* – hold index and middle fingers on your head and waggle them like rabbit ears

*fish* – weave one hand on its side like a fish swimming

*turtle* – hold both hands out one on top of the other, palms flat, face down. Stick your thumbs out and paddle like a turtle

## Transcript

1 parrot 2 dog 3 hamster 4 cat 5 bird 6 rabbit  
7 fish 8 turtle

## 3 Let's dance and chant. 🎧 83

- Children listen to the chant and do the actions they have already learned. Repeat and encourage the children to say the words as they do the actions.

## Transcript

I've got a parrot, parrot, parrot.

I've got a dog, dog, dog.

I've got a hamster, hamster, hamster.

I've got a cat, cat, cat.

I've got a bird, bird, bird.

I've got a rabbit, rabbit, rabbit.

I've got a fish, fish, fish.

I've got a turtle, turtle, turtle.

## KEY COMPETENCES: 🎧 Linguistic communication

Teaching new vocabulary together with a structure is known as 'chunking language'. The children learn a meaningful and useful chunk of language which they can use both inside and outside of the classroom. The kinaesthetic aspect of the activity also helps children to remember the new language.

## 4 Let's play.

- Play *Great!* on page 155. Alternatively, select another game from the Ideas bank on pages 155–158.

## Star question (optional)

- Ask the children the question at the bottom of page 54. Tell them to find the posters on pages 54 and 55 and tell you what other animals they can see. If the children know the revision and extension words, play a guessing game: choose one of the items and ask the class to guess which item you are thinking of. If they don't know the words, say the words and ask the children to repeat.

## ANSWERS

hippo, monkey, snake; chicken, cow, sheep

## Ending the lesson (optional) 🎧 83, 05

- Close the lesson by doing the chant and actions again.
- Do the *Goodbye* routine on page 63.

### CULTURE NOTE: Popular pets

In the UK, pets like cats, dogs and birds have always been popular with children and adults. These days, people keep lots of different kinds of animals as pets, such as lizards, snakes, guinea pigs, rabbits, chickens and even mice, and rats. Families who live on farms often have baby animals as pets too. They might have a baby sheep – a lamb, or a baby cow – a calf.

## Activity Book page 38

### 1 Trace.

- Children complete the pictures by drawing over the dotted lines.

### 2 Look and number.

- Children find the number next to each pet and write it in the box next to the small pictures at the bottom of the page.

#### ANSWERS

bird 3, cat 7, dog 6, fish 5, hamster 2, parrot 8, rabbit 1, turtle 4

### 3 Write.

- Children write the words in the space provided. Encourage them to refer to the labels above for help with spellings.

#### Extra

- Fast finishers write the words with the letter *t* in their notebooks.

#### ANSWERS

cat, rabbit, hamster, turtle, parrot

## Picture Dictionary (optional) AB page 62

### 1 Listen and trace. 144

- Ask children to turn to page 62 of their Activity Books and complete the top section of the Unit 5 Picture Dictionary by tracing the words under each picture.
- Alternatively, tell children to complete the Picture Dictionary at home. They can listen to the audio to remind themselves of the words.

**CONTINUOUS ASSESSMENT: Time for feedback!** Ask the class in their own language *How do you feel about the new words for pets?* Use your chosen feedback routine to check whether children need more practice. Remember to give clear success criteria (see Unit 2, Lesson 1 for an example). If necessary, play some more games to practise the words for pets, e.g. *Slow reveal* (see Ideas bank page 155). Repeat the feedback routine after children have had some further practice.

### Further practice

Teacher's Resource Material: Unit 5 Set 1 mini picture cards and wordcards; Unit 5 Lesson 1 Extra vocabulary worksheet.

Active Learning Kit, Unit 5

## Lesson 2: Song & Communication

### Learning objectives

- To sing and understand a song about animal actions
- To learn four words for animal actions
- To use the structure *My (bird) can ...* in a song

### Language

**Core:** *Pets; My (bird) can (fly).*

**Revised:** *Where's my ... ? I've got a ...*

**Other:** *climb, fly, run, swim*

### Starting the lesson (optional) 01, 10

- Do the *Hello, Weather* and *Classroom activity* routines on pages 62, 66 and 68.
- Play *Listen and find* on page 155 of the Ideas bank. Ask the class *Where's my (cat)?*

### iPack

#### Vocabulary consolidation and grammar preview: song video

- Watch the song video. Use the vocabulary actions the children learned in Lesson 1 and teach the additional song actions (see below).

## Class Book page 55

### 1 Let's dance and sing. 84

- Revise the vocabulary actions which the children learned in Lesson 1. Then teach the new song actions.
- Play the song. The children join in first with the actions and then with the words, as much as possible.

#### SONG ACTIONS:

*run* – run on the spot

*swim* – mime doing breaststroke and puffing out cheeks as if holding your breath

*fly* – flap your arms like wings and move around as if flying

*climb* – mime climbing a ladder

### Transcript

I've got a rabbit. (x2) My rabbit can run. (x2)

I've got a dog. (x2) My dog can run, too. (x2)

I've got a turtle. (x2) My turtle can swim. (x2)

I've got a fish. (x2) My fish can swim, too. (x2)

I've got a parrot. (x2) My parrot can fly. (x2)

I've got a bird. (x2) My bird can fly, too. (x2)

I've got a hamster. (x2) My hamster can climb. (x2)

I've got a cat. (x2) My cat can climb, too. (x2)

### 2 Stick the stickers.

- Ask the children to find their Unit 5 stickers at the back of the Class Book. Point to the pets on the sticker page in turn, eliciting the words.
- Children stick the stickers on pages 54 and 55.

**SUSTAINABLE DEVELOPMENT GOALS:****Goal 15 (Life on land)**

Ask children (in their own language) if they like animals. Ask which of the pets in the Class Book they have seen in real life, and whether they liked them. Ask children to say what they think is nice about having a pet (e.g. furry animals like cats and rabbits are nice to stroke, you can play with a dog, birds sing nicely, parrots are colourful and pretty, a pet can keep you company).

**3 Listen and say the number.**  85

- Children listen to the audio and say the number of that pet on the page.

**Transcript**

**Alex** My dog can run.

**Girl 1** My turtle can swim.

**Boy 1** My rabbit can run.

**Boy 2** My fish can swim.

**Vet** My parrot can fly.

**Girl 2** My hamster can climb.

**Girl 3** My cat can run.

**Vet** My bird can fly.

**ANSWERS**

dog 2, turtle 8, rabbit 6, fish 7, parrot 1, hamster 3, cat 4, bird 5

**KEY COMPETENCES:**  **Mathematical, Science, Technology and Engineering (STEM)**

This listening task combines listening with numbers which develops the children's basic maths skill. It also enables the children to recycle numbers together with the new pet vocabulary.

**4 Let's play.**

- Tell the children to guess which pet you are thinking of. Repeat several times. Alternatively, select a game from the Ideas bank on pages 155–158.

**Alex's question**

- Ask the question around the class. Do a quick class survey if you are short of time so that all the children feel included.

**English at home**

- Encourage the children to sing the song to their family.

**Ending the lesson (optional)**  84, 05

- Close the lesson by singing the song again.
- Do the *Goodbye* routine on page 63.

**Activity Book** page 39**1 Listen and sing.**  84

- Play the song again for children to listen and sing.

**2 Write numbers 1–4.**

- Read the sentences, emphasizing the words in bold. Children number the pet pictures in the order they are mentioned in the song.
- To check the answers, say a number for children to say the pet.

**ANSWERS**

1 rabbit 2 dog 3 turtle 4 fish

**3 Circle. Ask your friend.**

- Read Alex's question and remind children of the meaning. Elicit what response is shown in each of the three pictures and practise the gestures as a class. Children choose a response and circle it. Ask a few children *Do you like the song?* and encourage them to respond using their chosen gesture.
- Children ask a classmate the question. He / She responds using one of the gestures.

**ASSESSMENT OPPORTUNITIES:** The song is an opportunity to assess the children's speaking development. Assessment grid and notes are provided in the Teacher's Resource Material.

**Further practice**

**Teacher's Resource Material: Unit 5 Lesson 2 Reinforcement and Extension worksheets; Unit 5 Lesson 2 Song worksheet.**  
**Active Learning Kit, Unit 5**

## Lesson 3: Grammar & Communication

**Learning objectives**

To say what your pet can do

**Language**

**Core:** *Pets; My (bird) can (fly).*

**Revised:** *I've got a ...*

**Starting the lesson (optional)**  01, 10

- Do the *Hello, Weather* and *Classroom activity* routines on pages 62, 66 and 68.
- Play *Slow reveal* on page 155 of the Ideas bank to revise the pets vocabulary.

**Class Book** page 56**1 Listen and match. Listen, point and say.**  86

- Ask children to look at the pictures. Say the names of the pets with the class.
- Tell children to listen and match the pictures with the numbers.
- Play the audio for children to listen and match. Check the answers with the class: say the name of the pet for children to say the number. You can use a *No hands up* method to ask individual children to answer (see the first Continuous assessment note on page 123).
- Model the phrases from the transcript for children to repeat.
- Tell children to listen again and to say the phrases about the animals along with the audio.

**Transcript**

1 My fish can swim.

2 My bird can fly.

3 My rabbit can run.

4 My hamster can climb.

## ANSWERS

- 1 My fish can swim. 2 My bird can fly.  
3 My rabbit can run. 4 My hamster can climb.

**CONTINUOUS ASSESSMENT:** *No hands up* methods ensure that every child thinks of the answer. See the *No hands up* section in the Introduction (page 21). Choose the method(s) that work(s) best for you. You might like to use name cards or coloured lollipop sticks. Pick a name card or a coloured lollipop stick whenever you require an answer from the class so that children are chosen at random.

## iPack

### Vocabulary and grammar practice: game

- See instructions for *Conveyor belt* on page 152.

## Class Book page 56

### 2 Colour the animals. Tell the class.

- Ask children to look at the pictures in Activity 2. Tell them to complete the pictures by colouring in the animals in any colours of their choice.
- When children have finished colouring, ask a child to hold up their pictures and say a sentence about one of the animals, e.g. *My turtle can swim*. Repeat with as many other children as possible.
- If you prefer, you can put the children into small groups to tell each other about what the animals in their pictures can do.

**MEDIATION:** This exercise requires children to work in small groups and exchange information about what animals can do. Encourage children to explain the task to each other, and to use mime where necessary to facilitate understanding.

#### KEY COMPETENCES: Linguistic communication

Colouring the animals before describing them creates a sense of ownership for the children, making the target sentences more meaningful when they say them, and therefore more memorable.

## iPack

### Song video: 3 Watch. Sing karaoke. 84, 87

- Play the Lesson 2 song video again. Encourage the children to join in as much as possible, first with the song actions and then with the words.
- Play the audio version of the song again (listening number 84) so that children can sing and practise doing the actions without the support of the video.
- Tell children that you are going to see how well they know the song, by turning down the volume at points during the song – challenge them to keep singing for as long as possible! Play the song again, turning down the volume for a few seconds at a time. Ask children how well they could remember the words, and praise them for what they have learned so far.
- When children are confident with the words as well as the actions, they can sing the song as they watch the karaoke song video, or sing with the karaoke version of the audio (listening number 87).

## Transcript

I've got a rabbit. (x2) My rabbit can run. (x2)  
I've got a dog. (x2) My dog can run, too. (x2)  
I've got a turtle. (x2) My turtle can swim. (x2)  
I've got a fish. (x2) My fish can swim, too. (x2)  
I've got a parrot. (x2) My parrot can fly. (x2)  
I've got a bird. (x2) My bird can fly, too. (x2)  
I've got a hamster. (x2) My hamster can climb. (x2)  
I've got a cat. (x2) My cat can climb, too. (x2)

### Extra song practice (optional) 84, 87

- Put the children into pairs. Play the song again and tell children to take it in turns to sing a line to each other. They each sing a line, then point to their partner. You can do this with either the full song track or the karaoke version.

### Ending the lesson (optional) 05

- Do the *Goodbye* routine on page 63.

## Activity Book page 40

### 1 Match.

- Children look at the pictures and identify each pet. They match the pictures with the speech bubbles.

## ANSWERS

1 c 2 d 3 b 4 a

### 2 Write and trace.

- Children read and complete the sentences by writing the pet words and tracing the other words.

## ANSWERS

a fish b bird c hamster d rabbit

### 3 Draw a pet. Write your song.

- Children draw their pet or a pet they would like. They complete the text about two pets to create their own verse.

## Extra

- Fast finishers draw more pets at the top of the page. They describe the pets to a partner using *I've got a ...*

**CONTINUOUS ASSESSMENT: Time for feedback!** Before going on to Lesson 4, ask the class in their own language *How do you feel about the words for pets and saying what actions pets can do?* Using your usual feedback routine (e.g. traffic light cards), ask children to show you if they have understood or if they need more help. Remember to give clear success criteria (see Unit 2, Lesson 3 for an example). If necessary, play a flashcard game to provide further practice of the new language. Call two children to the front and give Child 1 a pet flashcard to hold up so that Child 2 and the rest of the class can see it, but Child 1 can't. Child 2 mimes the pet for Child 1 to guess and say *I've got a (hamster)*. Child 2 then mimes an action for the pet. Child 1 identifies the action and says *My (hamster) can (climb)*. Allow the rest of the class to help as necessary. Repeat with other children and other flashcards.

## Further practice

Active Learning Kit, Unit 5

## Lesson 4: Culture

### Learning objectives

To learn about the top five pets in the UK

### Language

**Core:** Pets; *My ... can fly / climb / run / swim.*

**Other:** *My favourite pet is a ...*

### Starting the lesson (optional) 🎧 01, 10, 84

- Do the *Hello, Weather* and *Classroom activity* routines on pages 62, 66 and 68. Sing the song from Lesson 2 again.

### iPack

#### Culture introduction: 1 Watch Alex.

- Watch the video. Ask the children the question Alex asks: *What's the dog's name? (Rosie.)* Watch the video again.

#### Transcript

**Alex** Hello. Look, it's my dog Harry. He's my favourite pet. Pets are very important in the UK. Look at this video! What's the dog's name?

**Isabel** Hi, I'm Isabel. This is my house and this is my family. I live with my mum, my dad and my sister, Eleni. We've got two pets – a dog called Rosie, and lots of fish. I love Rosie! She's big and white, and we play together all the time. Rosie likes playing. She can run and she can jump. Fetch, Rosie! Rosie likes going for walks too and every day we go to the park. It's fun! After the park, it's dinner time. Rosie eats dog food and the fish eat fish food. I love dogs and my favourite dog is Rosie! She's my best friend.

#### CULTURE NOTE: Looking after pets

It takes a lot of time and energy to care for a pet. They must be looked after, fed, and played with. Because dogs are so popular in the UK, even big, busy cities have large green spaces for dogs to run around. There are even special toy shops for pets where you can find climbing frames for cats, mazes for rabbits, and running waterfalls for lizards. A pet is another member of the family and needs lots of love and care!

### Class Book page 57

#### 2 Listen and number. 🎧 88

- Hold up the flashcards of *bird, cat, dog, fish, rabbit*. Tell the children that these are the top five pets in the UK.
- Ask the children to guess the order of the top five pets in the UK. Place the flashcards on the board in this order.
- Play the audio. The children listen and number the photos in the correct order. Were their predictions about the top five correct?

#### Transcript

What is the UK's favourite pet?

The fish is number 1.

The dog is number 2.

The cat is number 3.

The rabbit is number 4.

The bird is number 5.

### ANSWERS

1 fish 2 dog 3 cat 4 rabbit 5 bird

#### 3 Colour. What pets can you see?

- Children use the coloured spots to help them colour the animals in the puzzle. Elicit the names of the pets they can see.

### ANSWERS

rabbit, dog, bird

#### Alex's question

- Say *My favourite pet is a ...* Then ask Alex's question around the class. Encourage the children to answer using *My favourite pet is a ...*
- Put the children into pairs to ask and answer Alex's question.

#### KEY COMPETENCES: 🌍 Cultural awareness and expression

Thinking about other cultures and relating them to your own is a great way to personalize new information. Asking the children about their favourite animal enables them to express their ideas and opinions, while respecting others.

#### Ending the lesson (optional) 🎧 05

- Play *Flashing a card* on page 155 of the Ideas bank.
- Do the *Goodbye* routine on page 63.

### Activity Book page 41

#### 1 Write the top 5 pets in the UK.

- Children write the top five pets. You can do this as a memory exercise as a whole class, or you can refer the children to page 57 in their Class Book.

### ANSWERS

1 fish 2 dog 3 cat 4 rabbit 5 bird

#### 2 Look and write. Ask your friend.

- Children complete the answer and then ask their classmate.

#### Extra

- If you have time, do this as a class. Children stand up and ask ten people *Have you got a pet?* They record the *yes* and *no* answers in their notebook.
- Feed back the results from the class.

**CONTINUOUS ASSESSMENT:** At the end of the lesson, ask children to tell you one thing they have learned in the lesson, one thing they want to learn next, and one question or problem they have. This allows children to reflect on their learning and express their concerns.

#### Further practice

**Teacher's Resource Material: Unit 5 Culture worksheet.**

**Active Learning Kit, Unit 5**

# Lesson 5: Story

## Learning objectives

To follow a story

To learn four more words for animal actions

To discuss the story value

## Language

**Core:** *hop, jump, sing, walk; I can (hop) and I can (run), but I can't (fly).*

**Revised:** Pets

**Other:** *fly, run, swim*

## Starting the lesson (optional) 01, 10

- Do the *Hello, Weather* and *Classroom activity* routines on pages 62, 66 and 68.
- Play *Flashcard sequence* on page 156 of the Ideas bank to revise the names of the pets.
- Tell the children they're going to listen to a story. Say *It's story time!*

## iPack

### Vocabulary and grammar consolidation: story animation

- With books closed, watch the story. Ask questions in the children's own language: *Where's Alex? (In bed.) What's he reading? (A story.) What from the story can you see by Alex's bed? (A frog.)* Ask the class why they think Alex has got a frog.

### Transcript

**Alex** It's story time! Here's a story about animals. It looks fun! Let's see what happens to Mr Rabbit and Mr Turtle.

- See below for the story transcript.

## Class Book pages 58–59

### 1 Watch or listen to the story. What colour is the parrot? 89

- Play the story audio for the children to follow in their Class Book, or use the storycards. Ask the children to tell you what colours the parrot is (yellow, red and blue).

### Transcript

- 1 **Narrator** This is Mr Rabbit. He can run very fast and he can hop very fast. This is Mr Turtle. He can't run. And he can't hop.
- 2 **Mr Rabbit** I can run and I can hop. How about you?  
**Mr Turtle** I can't run or hop, but I can walk.  
**Mr Rabbit** Let's have a race!
- 3 **Badger** Ready, steady, go!
- 4 **Narrator** Mr Rabbit runs and runs. He sees a parrot.  
**Mr Rabbit** Hello, Parrot! I can run and I can hop.  
**Parrot** I can't run, but I can sing and I can fly.  
**Narrator** Then Mr Rabbit shouts, 'Bye, Parrot, I have to go.'
- 5 **Narrator** Mr Rabbit runs and runs. He sees a cat.  
**Mr Rabbit** Hello, Cat! I can run and I can hop.  
**Cat** I can't hop, but I can jump.  
**Narrator** Then Mr Rabbit shouts, 'Bye, Cat, I have to go.'

- 6 **Narrator** Mr Rabbit runs and runs. He sees a hamster.  
**Mr Rabbit** Hello, Hamster! I can run and I can hop.  
**Narrator** The hamster says, 'I can't hop, but I can climb.'  
**Narrator** Then Mr Rabbit shouts, 'Bye, Hamster, I have to go.'
- 7 **Narrator** Mr Rabbit runs and runs. Then he sees a stream.  
**Mr Rabbit** I can run and I can hop, but I can't swim. Oh, no! Here comes Mr Turtle!  
**Narrator** And Mr Rabbit jumps into the stream.
- 8 **Narrator** But Mr Rabbit can't swim!  
**Mr Turtle** What's the matter, Mr Rabbit?
- 9 **Mr Rabbit** I can run and I can hop very fast, but I can't swim.  
**Mr Turtle** I can't run very fast, but I can swim.  
**Narrator** Mr Turtle swims across the stream.
- 10 **Narrator** Mr Turtle wins the race! And now Mr Turtle and Mr Rabbit are best friends.

### ALL ABOUT VALUES: Are you a good loser?

Ask the children who wins and who loses in the story. How do they think Mr Turtle felt about winning? Was Mr Rabbit nice to Mr Turtle when he won? Remind the children that it's OK to lose. We should be happy for people who win, even if we lose, because they have done well. The fun of games and sport is playing the game and being with our friends and family.

### SUSTAINABLE DEVELOPMENT GOALS:

#### Goal 16 (Peace, justice and strong institutions)

Ask children to think about how Mr Rabbit might have reacted differently to losing. For example, might he have cried or sulked, or said it was unfair that Mr Turtle won? Ask children if they ever feel like behaving like this when they lose a race or a game. Ask them to say how somebody who loses might feel (sad, angry, or disappointed) and how they might overcome these feelings. Remind them that the fun of a game or race is in taking part and challenging themselves, and that it doesn't matter if they don't win – it might be their turn to win next time!

### KEY COMPETENCES: Citizenship

It is important to be a good winner or loser. Learning about this value is an important social and interpersonal skill which helps children participate confidently in society.

### 2 Circle. Which pet is not in the story?

- Tell the children to look at the story pictures and identify the missing pet.

**ANSWER**  
dog

### 3 Where's Alex?

**ANSWER**  
Frame 3

### 4 What's your favourite part of the story?

- The children point to the frame or tell you about their favourite part of the story.

### 5 Act out the story. 89

- Play the story audio again. Pause after each frame for the children to repeat the dialogue. Encourage them to join in as much as they can.

## Ending the lesson (optional) 89, 05

- Invite five confident children to act out the story at the front of the class. You will need the rabbit, turtle, parrot, cat, and the hamster. Pause after each frame to allow the children to repeat the dialogue or let them act alongside the audio.
- Do the *Goodbye* routine on page 63.

**CONTINUOUS ASSESSMENT:** You may find it useful to administer a mid-unit assessment at this point, to check on how well children have learned the core language from Lessons 1–5. For suggestions on how to do this, see the notes on pages 17–18 ('Mid-unit assessment'). Alternatively, you may prefer to assess after Lesson 6, when children have had more chance to practise using the story structure.

**ASSESSMENT OPPORTUNITIES:** The acting out of the story is an opportunity to assess the children's speaking development. Assessment grid and notes are provided in the Teacher's Resource Material.

### Further practice

Teacher's Resource Material: Unit 5 mini storybook.  
Active Learning Kit, Unit 5

## Lesson 6: Vocabulary, Grammar & Communication

### Learning objectives

To say what animals can do

### Language

**Core:** *hop, jump, sing, walk; I can ... ; I can't ...*

**Revised:** *Pets; fly, run, swim*

## Starting the lesson (optional) 01, 10, 89

- Do the *Hello, Weather* and *Classroom activity* routines on pages 62, 66 and 68.
- Ask the children (in their own language) what they remember from the story: *Who was in the story? Which animal can fly / jump / run / swim? Who won the race? How did he feel? Was Mr Rabbit happy? (No, but he was happy for Turtle and they are best friends.)* Watch or play the story again to confirm their answers.

## iPack

### Vocabulary presentation: flashcards (optional)

- Click through the flashcards in the Resources section of the iPack to introduce the new vocabulary. Repeat several times, encouraging the children to remember the words. Teach actions for each word (see the box in column 2).

## Class Book page 60

### 1 Let's dance and sing. 90

- Play the song, teaching the children the actions. Revise the vocabulary actions for *fly, run* and *swim* that the children learned in Lesson 2. Children join in first with the actions and then with the words, as much as possible.

### VOCABULARY AND SONG ACTIONS:

*walk* – march on the spot, arms swinging

*hop* – hop like a rabbit

*sing* – mime singing like an opera singer

*jump* – jump up and down

*I can* – thumbs up

*I can't* – thumbs down

### Transcript

I'm a turtle. I'm a turtle. Fiddle, diddly dee! I can't run, but I can walk.

I'm a rabbit. I'm a rabbit. Fiddle, diddly dee! I can't swim, but I can hop.

I'm a parrot. I'm a parrot. Fiddle, diddly dee! I can't run, but I can sing.

I'm a cat. I'm a cat. Fiddle, diddly dee! I can't fly, but I can jump.

## 2 Listen and number. 91

### Transcript

1 **Parrot** I can't run, but I can fly and I can sing.

2 **Rabbit** I can't swim, but I can run and I can hop.

3 **Cat** I can't fly, but I can run and I can jump.

4 **Turtle** I can't run, but I can swim and I can walk.

### ANSWERS

1 parrot (sing) 2 rabbit (hop) 3 cat (jump)

4 turtle (walk)

## 3 Listen and tick ✓ or cross X. Tell the class. 92

- Point to the hamster and say *A hamster can hop. A hamster can't jump.* Then elicit sentences from the class for *sing* and *walk*. Encourage the class to use *A (hamster) can / can't ...*
- Children listen and write a tick or a cross. Ask them to check their answers in pairs, and play the audio again if necessary. Then check answers as a class by asking individuals to tell you about each animal.

### Transcript

1 Hamster. I can't hop. I can jump. I can't sing. I can walk.

2 Bird. I can hop. I can jump. I can sing. I can walk.

3 Fish. I can't hop. I can jump. I can't sing. I can't walk.

4 Dog. I can't hop. I can jump. I can't sing. I can walk.

### ANSWERS

2 Bird: hop ✓ jump ✓ sing ✓ walk ✓

3 Fish: hop X jump ✓ sing X walk X

4 Dog: hop X jump ✓ sing X walk ✓

### KEY COMPETENCES: Mathematical, Science, Technology and Engineering (STEM)

In this activity, the children apply basic scientific thinking and use a recording system to find out about different animals' abilities. This activity also develops the children's listening and critical thinking skills.

## iPack

### Vocabulary and grammar practice: game

- See instructions for *Snap!* on page 153.

## Ending the lesson (optional) 90, 05

- Close the lesson by singing the song again.
- Do the *Goodbye* routine on page 63.

## Activity Book page 42

### 1 Match and write.

- Children look at the animals pictured and read the words. They match each animal action to a child below and write the words.

#### ANSWERS

1 b 2 d 3 c 4 a

### 2 Trace.

- Children trace the sentences.

#### ALL ABOUT VALUES: Are you a good loser?

Remind the children of the value. Ask them if they like winning and how it makes them feel. Ask them if they like losing and how it makes them feel. Remind them that when they lose, someone else feels happy for winning, and we should be happy for them. When was the last time they were a good loser? Did it make them feel good to share someone's happiness? Ask the class to tick the picture which shows someone being a good loser.

#### ANSWER

Picture 2

### Picture Dictionary (optional) AB page 62

### 2 Listen and trace. 145

- Ask children to turn to page 62 of their Activity Books. They complete the bottom section of the Unit 5 Picture Dictionary by tracing the words under each picture.
- Alternatively, tell children to complete the Picture Dictionary at home. They can listen to the audio to remind themselves of the words.
- When children have completed this unit's Picture Dictionary, ask a few of them Alex's question: *What's your favourite word?*

**CONTINUOUS ASSESSMENT:** Use the traffic light cards to check how confident children are feeling about the learning objective for this lesson. If further practice of the new grammar is needed, use the Lesson 6 Reinforcement worksheet.

#### Further practice

**Teacher's Resource Material:** Unit 5 Set 2 mini picture cards and wordcards; Unit 5 Lesson 6 Reinforcement and Extension worksheets; Unit 5 Lesson 6 Song worksheet.

**Karaoke version of song available (listening number 131).  
Active Learning Kit, Unit 5**

## Lesson 7: Communication skills

### Learning objectives

To learn the sound and spelling for /r/

To make puppets and use them to retell the story

### Language

**Core sound:** /r/ rabbit, rain, rubber, run

**Revised:** Pets; I can climb. I can't swim.

**Other:** A rabbit can run. Run, run, run. Can you run like a rabbit?

### Starting the lesson (optional) 01, 10, 90

- Do the *Hello, Weather* and *Classroom activity* routines on pages 62, 66 and 68.
- Sing the song from Lesson 6 again.

### Class Book page 61

### 1 Listen, point and repeat. 93

- Children point to the pictures in order as they listen. Play the audio again for them to repeat the words.

#### Transcript

1 rabbit 2 run 3 rubber 4 rain

### iPack

#### Pronunciation: game

- See instructions for *Sounds match* on page 153.

### Class Book page 61

### 2 Listen and say the rhyme. 94

- Play the rhyme for the children to listen to. Play it again for them to repeat.

#### Transcript

A rabbit can run. Run, run, run.

Can you run like a rabbit?

### 3 Trace.

- Children trace the initial letter corresponding to the sound they have just practised.

### 4 Make the pet puppets on page 87. Follow the story. 89

- Ask the children to turn to page 87 and show them the pet puppets. Show them how to cut out, fold and glue them.
- Monitor the children and give help where and when they need it.
- Revise the words by saying a pet and asking the children to hold up the correct puppet. Ask the class which puppets they will need to retell the story (rabbit, turtle, parrot, cat, and hamster).
- Play the story and the children follow it, selecting the correct puppets for each frame.

**MEDIATION:** This exercise requires children to work in pairs to retell the story. Encourage children to allocate the roles between them. To facilitate understanding, encourage them to waggle their finger to show which puppet is 'speaking'. They can also use facial expressions to help convey what their puppet character is saying or feeling.

#### KEY COMPETENCES: Cultural awareness and expression

Puppets are much loved by children and are a colourful and kinaesthetic tool that enables children to fully immerse themselves in a story. This activity encourages children to creatively express their ideas, experiences, and emotions.

## English at home.

- Encourage the children to say the rhyme to their family.

## Ending the lesson (optional) 05

- Play *Snap!* on page 155 of the Ideas bank with the puppets.
- Do the *Goodbye* routine on page 63.

**ASSESSMENT OPPORTUNITIES:** The rhyme and the cut-out activity are opportunities to assess the children's speaking development. Assessment grid and notes are provided in the Teacher's Resource Material.

### Further practice

Active Learning Kit, Unit 5

## Lesson 8: Review & Skills

### Learning objectives

To practise the unit language

To copy the unit vocabulary

### Language

**Revised:** *Pets; hop, jump, sing, walk; I can ... ; I can't ...*

**Other:** *fly, swim, run; A fish can / can't ...*

## Starting the lesson (optional) 01, 10

- Do the *Hello, Weather* and *Classroom activity* routines on pages 62, 66 and 68.
- Play *Find your partner* on page 155 to practise the written form of the unit vocabulary. Alternatively, choose another flashcard or wordcard game from the Ideas bank on pages 155–158 to practise saying the words.

## Class Book page 62

### 1 Listen and number. 95

- Children listen and write the correct number next to each picture.

### Transcript

- 1 A cat can jump. A cat can't talk.
- 2 A fish can swim. A fish can't walk.
- 3 A turtle can swim and walk.
- 4 A hamster can climb. A hamster can't hop.
- 5 A bird can sing and fly.
- 6 A dog can run. A dog can't sing.
- 7 A rabbit can run and hop. A rabbit can't swim.
- 8 A parrot can talk and fly.

### ANSWERS

- 1 cat 2 fish 3 turtle 4 hamster 5 bird 6 dog  
7 rabbit 8 parrot

### 2 Stick the stickers and write. Say.

- Ask the children to find their Unit 5 word stickers. They stick them in the correct spaces on page 62 and then write the words below.
- Say the words together as a class. Encourage children to point to each word as they say it. For extra practice, put the children in pairs to take it in turns to point to a word for their partner to say.

### KEY COMPETENCES: Linguistic communication

Asking the children to listen out for key words (in this case, pets) in order to write the correct number, develops children's skill in listening for specific information. This is an important listening skill which the children will use later on in their learning.

### 3 Match and write. Say.

- Children match the words on the left with the pictures on the right and then write the words next to the pictures.
- Say the words together as a class.

## iPack

### Grammar and vocabulary review: game

- See instructions for *Picture race* on page 154.

### Ending the lesson (optional) 05

- Play *Secret word* on page 156 of the Ideas bank.
- Do the *Goodbye* routine on page 63.

## Activity Book page 43

### 1 Circle and write.

- Children look at the pictures and find the words in the word search. They write the word next to the picture.

### ANSWERS

- 1 parrot 2 turtle 3 cat 4 rabbit 5 dog  
6 hamster 7 fish 8 bird

### 2 What can you do? Draw and write.

- Children draw and write about themselves using *I can* and *I can't*. Refer them to page 42 for ideas and spelling.

### Extra

- Fast finishers find and write five words with three letters each in their notebooks.

### ANSWERS

cat, dog, hop, pet, run, too

**CONTINUOUS ASSESSMENT:** Use the traffic light cards to check how confident children are feeling about the learning objective for this lesson. If you haven't already used the Lesson 6 worksheets, any children who are still not feeling confident can do the Lesson 6 Reinforcement worksheet. (More confident children can do the Lesson 6 Extension worksheet.) If a weaker learner has already completed the Reinforcement worksheet, give them a new copy to complete again to see if they can improve their performance, or assign them a study buddy to help them with the work.

### Further practice

Teacher's Resource Material: Unit 5 Sets 1 & 2 mini picture cards and wordcards. See Ideas bank on pages 155–158.

Active Learning Kit, Unit 5

## Lesson 9: Think, do & review

### Learning objectives

To use the unit language in a final project

### Language

**Revised:** *Pets; hop, jump, sing, walk; I can ... ; I can't ...*

**Other:** *A (cat) can (jump).*

### Starting the lesson (optional) 🎧 01, 10, 84, 90

- Do the *Hello, Weather* and *Classroom activity* routines on pages 62, 66 and 68.
- Review the songs from Lessons 2 and 6, inviting different groups of children to act them out. Ask the children which is their favourite song.

### Class Book page 63

#### 1 Listen. What are the names of the rabbit and the turtle? 🎧 96

- Point to the two pictures and elicit the pets (*rabbit, turtle*). Play the audio. Ask the class to tell you whose pet is whose.

#### Transcript

**Poppy** My favourite pet, by Poppy.

My favourite pet is a rabbit. A rabbit can hop. A rabbit can't swim. I've got a rabbit. My rabbit's called Rufus.

**Ben** My favourite pet, by Ben.

My favourite pet is a turtle. A turtle can walk. A turtle can't run. I've got a turtle. My turtle's called Tony.

#### ANSWERS

(Poppy's rabbit is called) Rufus. (Ben's turtle is called) Tony.

### iPack

#### Project: 2 Watch Alex.

#### Transcript

(For Part 1 see Unit 1 page 77.)

#### Part 2

**Alex** This is 'My favourite pet' project. My favourite pet is a dog. I've got a dog called Harry. Harry is brown. My dog can run and jump, but he can't talk. Bye!

### Class Book page 63

#### 3 Think about your project. Draw and write. Show and tell your friends.

- Ask the children to think about their favourite pet. Point to the project space on the page and tell them they are going to do a project to show everyone.
- Tell the children to complete the title with their name. They complete the sentences about their pet and draw a picture.
- Monitor as the children complete their project, asking questions, e.g. *What's this? Can it fly? Can it hop?*
- Seat the children in a circle to show their pictures and read their descriptions to the class, e.g. *My favourite pet is a (dog). A (dog) can ...*

### KEY COMPETENCES: 🌱 Personal, social and learning to learn

By completing their own projects, the children are able to personalize language taught in the unit. This gives the language meaning, which in turn will help children to recall it in later lessons and outside the class.

### SUSTAINABLE DEVELOPMENT GOALS:

#### Goal 15 (Life on land)

Ask children to think about why each pet they have talked about can do some actions but not others. Which skills does each animal need to survive? For example, does it matter that a turtle can't run away from predators? (No, because it is protected by its shell.) Why does a cat need to climb? (So that it can escape from dogs, and so that it can hunt birds to eat.) Help children to realize that the world is full of amazing animals, all adapted to suit different environments, and that we should do our best to preserve them all.

### All about me

#### Tick ✓ and colour.

- Congratulate the children on finishing the unit. Ask them if they can tell you what they have learned. Look at the pictures and the *I can ...* statements in the box at the bottom of the page. Read out the statements and explain their meaning.
- Ask children to tick the boxes for the things they can now do (they should be able to tick all three boxes unless they have been absent for some lessons).
- Ask children to think about how hard they have tried in this unit, and to colour in one, two or three stars in the *My effort* section.
- See Unit 1, Lesson 9, for further notes on how to support children in their learning at the end of each unit.

### iPack

#### Vocabulary review: game

- See instructions for *Football* on page 154.

#### Ending the lesson (optional) 🎧 89, 05

- Watch or listen to the story again. If the children have made a mini storybook, tell them to follow the story in their mini book. They may also want to follow with their puppets. The children can take their mini storybook and puppets home.
- Do the *Goodbye* routine on page 63.

**ASSESSMENT OPPORTUNITIES:** The children are now ready to do the Unit 5 test. See the Evaluation section in the Teacher's Resource Material.

The show and tell activity is an opportunity to assess the children's speaking development. Assessment grid and notes are provided in the Teacher's Resource Material.

**Learning objectives**

- To review language for wild animals and pets
- To learn about woodland animals and their homes
- To work with a partner to make an animal homes book

**Language**

cat, crow, dog, fish, hedgehog, mouse, otter, squirrel; den, habitat, hole, nest; A (crow) lives in a (nest).

**Key competences**

- Linguistic communication
- Personal, social and learning to learn
- Citizenship
- Cultural awareness and expression
- Entrepreneurship
- Mathematical, Science, Technology and Engineering (STEM)

**NOTE:** It is recommended that this section is taught over 2–3 lessons, depending on your timetable. The teaching stages are listed in order and can be split up to suit your situation. You may wish to introduce each session with a simple warmer activity based around the topic, and, should you want to extend the topic further, you will find ideas for optional activities within and at the end of the notes. This section can be done before or after the Unit 5 test.

## Lesson 1: Vocabulary & Communication

### Starting the lesson (optional) 🎧 01, 10

- Do the *Hello, Weather* and *Classroom activity* routines on pages 62, 66 and 68.

### Class Book pages 64–65

#### 1 Say the words you know.

- Ask children to name as many animals as they can, and write and draw their suggestions on the board.
- Ask children who have a pet to raise their hands. Allow volunteers to tell you about their pets. Point out that pets live in our houses and we look after them, but all over the world, wild animals are living in different places. In the children's own language, explain that there are many kinds of animal homes, for example, grasslands (where elephants live), deserts (where camels live), the sea (where whales live). Elicit other suggestions.
- Draw two inter-linked circles on the board to create a Venn diagram. Write *Pets* in one circle, and *Wild animals* in the other.
- With the children's help, sort the animals you have written on the board into the diagram. Decide which animals can be both pets and wild animals, e.g. mice and fish, and explain to the children that these can go in the middle section of the diagram.

- Display the Class Book pages and ask children to tell you what they can see. Encourage them to use any English words they know, e.g. *tree, river, mouse*. Refer them back to the suggestions they have already made, if appropriate.
- Ask children to work in pairs to point to and say as many words as they can with their partner.

#### KEY COMPETENCES: 🧠 Mathematical, Science, Technology and Engineering (STEM)

Learning how to present and interpret data using a Venn diagram is a useful mathematical skill which children can use for a variety of purposes.

#### 2 Look, point and say the animals. Where do they live?

- Point in turn to each animal photo in the Class Book and ask *What's this?* Give the answers in English (*crow, squirrel, hedgehog, mouse, otter*) and encourage the class to repeat the words after you.
- Ask *Are these wild animals or pets? Where do they live?* Establish that these are all wild animals that live in the woods. Allow children to work together in pairs to point to and say the animals.
- Finally, point out the animal labels on the Class Book page. Read the labels as the class point to the corresponding photos.

#### 3 Listen, point and repeat. 🎧 97

- Ask children if they know the different names for animal homes in their own language (*nest, den, hole*).
- Tell them they are going to find the home of each of the animals shown on the page. Ask if anyone can see the crow's home. Invite a volunteer to come to the front and point to the nest with baby crows in it.
- Say *Look! A nest!* Ask children to repeat *nest* three times after you.
- Ask *Where's the nest?* Establish that the nest is in the tree.
- Repeat with the other animals, and teach *den* and *hole*. Ask *Where's the den / hole?* Elicit that they're under the ground.
- Play the audio. Pause after each animal home and encourage children to point to and name the animals and their homes.

#### Transcript

a nest, a hole, a den

#### 4 Listen and number. Listen, point and repeat.

🎧 98

- Check the children's understanding by asking *Where do (squirrels) live?* and eliciting the answers from the class (*squirrels live in a nest, as do crows and hedgehogs; mice live in a hole; otters live in a den*).
- Explain that they are going to listen to sentences about the animals and their homes, and they have to listen and number. Point out the example answer *1* on the page.

- Play the audio. Allow children to compare their answers before playing the audio again. Feed back the answers as a class.

### Transcript

- 1 The mouse lives in a hole.
- 2 The squirrel lives in a nest.
- 3 The crow lives in a nest.
- 4 The otter lives in a den.
- 5 The hedgehog lives in a nest.

### ANSWERS

(See transcript)

### 5 Write the animal homes.

- Finally, ask the children to write the animal homes next to the animal homes on the Class Book page. Refer them to the word bank.

### ANSWERS

1 hole 3 nest 4 den

### 6 Talk about the picture.

- Explain that the children are going to talk in pairs about the animals and their homes.
- Do a few examples with the class. Point to the crow, for example, and say or elicit from the children *It's a crow. It lives in a nest.*
- Do more examples before asking children to work together to make sentences about the picture, or just point and say words if that is what the children can manage. Encourage them to help each other with words they don't know.

#### KEY COMPETENCES: Linguistic communication

Using the new language to describe the animals in the picture encourages meaningful communication and allows children to express themselves at different levels of ability. Remind them how important it is to be positive and kind to their friends; they should encourage and help each other and not be critical.

### Can you play the animal game?

- Tell children they are going to play a game describing animals for others to guess.
- Model an example, e.g. *It's small. It's orange and brown. It lives in a nest. (Squirrel)*
- Ask a few children to describe other animals for the class to guess, following your example. Encourage children to use different animal words they know. Confident classes can work in groups or pairs to do this.
- Monitor and praise children's efforts.

### Ending the lesson (optional) 05

- Do the *Goodbye* routine on page 63.

### Activity Book page 44

#### 1 Look and write.

- Point to each of the animal pictures and elicit the word from the children.
- Point to the words in the word bank and read them with the class.

- To support the children's phonics skills, sound out and blend the decodable words *dog*, *cat* and *fish* (sound out the /sh/ sound in *fish* as one sound). Orally sounding out and blending decodable words helps with early reading and writing skills.
- Children look at the pictures and write the correct word under each one. Check answers and encourage them to do the animal noise for each.

### ANSWERS

1 cat 2 hedgehog 3 mouse 4 fish 5 dog 6 crow

#### 2 Circle the wild animals.

- Children circle the wild animals.

### ANSWERS

hedgehog, mouse, fish, crow

## Lesson 2: Project 3

### Materials

Animal homes Project template (see Teacher's Resource Material) (one for each child); scissors; glue; coloured pens / pencils

### Starting the lesson (optional) 01, 10

- Do the *Hello*, *Weather* and *Classroom activity* routines on pages 62, 66 and 68.

### Activity Book page 45

#### 1 Draw the animals in their homes.

- Ask children to draw the animals into the spaces on the picture. Point out that they do this by identifying the home of the animals.

#### 2 Complete the sentences.

- Children read the sentences and complete them, using the words in the word bank.

### ANSWERS

1 nest 2 nest 3 hole 4 nest 5 den

### Class Book page 65

#### 1 Create an animal homes book.

- Put the children into pairs. Give each child a copy of the Animal homes Project template, and distribute the scissors and glue. Explain that they are going to make an animal homes book.
- Tell children to cut out the book template and ask them to colour the animals and their homes. They can use the Class Book as a reference.
- Encourage the pairs to think about what tasks are required for this project, e.g. colouring, folding and sticking. Encourage them to help each other with the tasks they find more difficult and work together to complete their individual books.
- Demonstrate how to fold along the dotted lines to make a concertina-type book.
- Tell children to colour the title *Animal homes* in colours of their choice.

- Point to the spaces between each picture and tell children to write a caption. Children who have more advanced writing skills can write a sentence for each, e.g. *An otter lives in a den*, whereas children who are only able to produce single words can write *otter* or *den*. Write words on the board as necessary to support children as they do this.

#### SUSTAINABLE DEVELOPMENT GOALS:

##### Goal 15 (Life on land)

In their own language, ask children if they knew very much about the different sorts of animal homes before this lesson. Did they learn anything which surprised them? Ask them to suggest other animals that live in each type of home (e.g. foxes and bears live in dens, rabbits and other small mammals live in holes, gorillas make a new nest every night). Discuss with children how they can help animals make homes in their gardens or the school grounds (e.g. by leaving fallen leaves on the ground so that animals can use them for their nests, and by leaving some areas undisturbed so that animals such as hedgehogs and insects can shelter and hibernate there).

#### KEY COMPETENCES: Entrepreneurship

Working with a partner to divide up the tasks to make their books encourages children to think about their individual strengths and weaknesses, and helps them to develop the vital skills of teamwork and negotiation.

#### KEY COMPETENCES: Cultural awareness and expression

Making the animal homes book allows children to express themselves creatively through their choice of colours and style of colouring. Constructing the concertina-style book gives them an awareness of different book formats.

## 2 Tell your friends.

- Divide the class into small groups. Children compare their books and take turns to talk about the animals and their homes, e.g. *A crow lives in a nest*.

#### KEY COMPETENCES: Citizenship

Comparing their animal books in small groups allows children to gain confidence in speaking in front of their peers.

## 3 Rate your project. Class Book page 84

- Begin a class discussion (in the children's own language) about the project. Ask the children what they think about their finished books, what aspects of the project they enjoyed, and what things they did well. For example, did they work well with their partner and divide up the tasks between them?
- Ask them to complete the *All about our world* Project 3 self-evaluation on page 84 of the Class Book.
- Before they begin, look at the three icons with the class and tell children that they should assess themselves on their ability to work with others (dividing up tasks, sharing materials, etc.), their practical project skills (cutting, colouring, and folding neatly) and their verbal presentation skills (speaking clearly and making eye contact), as represented by the three icons. For each skill,

they can draw a smile, a straight line or a frown to indicate how they feel about their work on the project. They then trace over the text in grey and read the *I can ...* statement to a partner.

#### KEY COMPETENCES: Personal, social and learning to learn

Doing the self-evaluation activity helps children to reflect on their learning. It also helps them begin to understand which areas they feel most confident with, and in which areas they still need to improve.

## Extension (optional)

### Animal mime game

- Mime an animal (by doing its typical actions) for the class to guess. If they can't guess, do the sound it makes.
- When they've guessed correctly, ask the class whether it is a wild animal or a pet.
- Put the children into small groups and let them take turns miming animals for the rest of the group to guess.

### Animal guessing game

- Tell children that they are going to play a guessing game with the animals in the Class Book.
- Say that you are going to describe an animal and they have to guess which one it is. Say, for example, *It's brown. It's got four legs. It can swim. (Otter.)*
- Put the children into pairs to describe and guess.

## Ending the lesson (optional) 05

- Do the *Goodbye* routine on page 63.