

Objectives

- identify animals
- use adjectives
- ask and answer about possession
- talk about baby animals
- talk about unusual pets
- learn the sound e

Language

Vocabulary

- Pets: dog, mouse, mice, cat, parrot, rabbit
- Parts of the body: arms, legs, wings, head, eyes, ears, nose, mouth, tail
- Farm animals: cow, duck, goat, sheep, horse, hen

Structures

- It's got a (tail). They've got (four legs).
- Has it got (wings)? Yes, it has. / No, it hasn't.
- Have they got (tails)?
Yes, they have. / No, they haven't.
- It's (brown). It isn't (big). Is it (green)? Yes, it is. / No, it isn't.
- They're (big). Are they (small)?
Yes, they are. / No, they aren't.

Revision

- What's this / that? It's ...
- What are these / those? They're ...

CLIL and Culture

- CLIL (Science): bird, chick, kitten, puppy
- Culture (Ostrich farm): ostrich

Topics

- pets
- describing animals
- baby animals
- farm animals

Values

- Respect animals

Story and quest

- Unit opener:
The characters visit a pet shop.
- Story episode:
Guess the pet
- Quest item: a bed

Songs and chants

- Chant: Pets, pets, big and small
- Quest song: Look for a bed
- Song: Max and Maisie

Socio-cultural aspects

- identifying and talking about our pets
- working in pairs and groups
- learning to share with others
- learning about how to take care of animals
- learning about ostrich farms

Phonics

e

Cross-curricular contents

- Arts and crafts: making picture cards, making a photo album of baby animals
- Music: songs and chant
- Maths: using numbers to sequence
- Science: baby animals and life cycles
- Language skills: giving information, asking and answering questions, following instructions, acting out a story, playing games
- identify animals
- use adjectives
- ask and answer about possession
- talk about baby animals

Learning strategies

- using previous knowledge
- asking and answering questions
- following instructions
- logical thinking: deducing information from pictures, playing a guessing game
- critical thinking: identifying and comparing
- using art and craft
- predicting the outcome of a story
- reflecting on learning and self-evaluation
- personalisation of language learnt
- recording new vocabulary in a picture dictionary



Basic competences

Linguistic communication: Use language as an instrument for communication (Lessons 1 to 6)

Knowledge and interaction with the physical world: Learning about animals (Lessons 1 to 6); Understanding how animals develop and grow (Lesson 5)

Mathematical competence: Use numbering to complete a task (Lessons 1 to 6)

Processing information and digital competence: Use Interactive Whiteboard software (Lessons 1 to 6); Use eBook (Lessons 1 to 6)

Social and civic competence: Make and accept rules for working together and codes of conduct (Lessons 1 to 6)

Cultural and artistic competence: Develop and value initiative, imagination and creativity (Lessons 2, 4, 5)

Learning to learn: Reflect on what has been learnt and self-evaluate progress (Lesson 6)

Autonomy and personal initiative: Develop one's own criteria and social skills (Lessons 1 to 6)

Skills

Listening

- can understand a dialogue
- can understand chants and songs
- can understand and identify animals
- can follow instructions
- can understand a dialogue
- can understand and identify different pictures

Reading

- can read and understand captions of key words
- can read and understand chant and song text
- can read and understand speech bubbles
- can read and understand sentences
- can blend individual sounds and letters to create words
- can read and understand a cultural text about an ostrich farm
- can read and understand a personalisation text

Speaking

- can chant and sing the unit chant and songs
- can identify animals
- can ask and answer about possession
- can give instructions for others to follow
- can pronounce e correctly
- can use language to play a game

Taking part in conversations

- can ask and answer about animals
- can ask and answer about pets
- can correct wrong information

Writing

- can write key words
- can write key words in a sentence
- can use correct punctuation
- can write a simple play script
- can complete a personalisation text



Classroom ideas

- Play flashcard and team games.
- Investigate life cycles of different animals.
- Learn about animal groupings.
- Do a project about endangered animals.
- Suggested photocopyables:
 - 4.1 Find and circle the words.
 - 4.2 Cut and match. Then draw.
 - 4.3 Cut and play.
 - 4.4 Cut and match.
 - 4.5 Make an ostrich egg and chick.



Take-home English

- Home-school link. Pupils describe their favourite animal to their family. (Lesson 2).
- Craft activities. Pupils can take home animal drawings.
- Grammar and Companion. Pupils take these home to show their parents. Exercises from this book can be set for homework or as extra practice.
- Portfolio. Encourage pupils to show their parents their Portfolio when they finish Unit 4.
- Mini-projects. Display mini-projects on the wall of the classroom or encourage pupils to take them home to show their families.

Evaluation

- Pupil's Book pages 62–63
- Activity Book pages 68–69
- Grammar reference (Pupil Book p. 115)

- Unit review (Activity Book page 129)
- Picture Dictionary (Activity Book page 137)
- Unit 4 Test (Teacher's Book pages 186–189)

Lesson I

Lesson aims

To present and practise new vocabulary (animals and pets)

Target language

dog, mouse, cat, parrot, rabbit, fish

Materials

Audio CD; Flashcards (animals)

Optional activity materials

IWB; eBook; Grammar and Companion; drawing paper; Photocopiable 4.1

Starting the lesson

- Elicit any words pupils can remember from Unit 3. Write them on the board. Now give pupils a few minutes to look through Unit 4 and ask them what they think the unit is about (animals and pets). Teach the word *pets*.

Pupil's Book pages 54–55

Presentation

- Present the new vocabulary using the animals flashcards. Show the cards in turn and say the words (*dog, mouse, cat, parrot, rabbit, fish*). Stick the flashcards on the board, then point to different ones in turn and ask *Is it a (cat)?* Elicit *Yes, it is./No, it isn't*. Ask pupils which pets they have at home and/or which pet they would like to have.

1  **Listen and point.**

- Talk about the characters in the main illustration and ask where they are (*a pet shop*). Ask pupils which animals they can see.
- Play the recording. Pupils listen and point to the different pets as they are mentioned. Play the recording again. Pause after each line for pupils to repeat.

CD 2, Track 5

ZAK: Look, Rita! Look at the cat! It's got a house!

RITA: Ha ha! It's a very small house! Oh, look at the fish. ... What's that? Oh! A parrot.

ZAK: Oh yes. It's beautiful. Aaaah! You've got a rabbit!

RITA: Yes. It's got an apple! Ha! Look at the dogs. They've got a ball!

ZAK: Oh no! Waldo's got a mouse ...

RITA: It's OK! It's a toy! He's got a toy mouse!

4 Animals

VOCABULARY

cat
fish
mouse
dog

- 1 Listen and point.
- 2 Listen, point and repeat.
- 3 Listen and act. Then listen and chant.

Pets, pets, big and small.
Come and listen to them all.
What's this? It's a rabbit. A rabbit!
What are these? They're mice. Mice!
What's that? It's a parrot. A parrot!
What are those? They're cats. Cats!

TIP!

- one mouse
- two mice
- one fish
- two fish

2  **Listen, point and repeat.**

- Play the recording. Pupils listen and repeat the words while pointing to the animals in the main illustration.
- In pairs, pupils play a game. Pupil A turns away while Pupil B covers up one of the animals and its word label. Pupil A turns round and has to guess which animal is covered up. Pupils swap roles, covering up more animals each time to make the game more difficult.

CD 2, Track 6

fish, mouse, mice, cat, parrot, rabbit, dog

Chant

3  **Listen and act. Then listen and chant.**

- Pupils close their books. Play the chant and ask pupils to clap along to the rhythm and listen out for any animals (*parrot, rabbit, cat, mice*).
- Allocate each pupil a different animal from the chant. Then play the chant again, pausing after lines 3, 4, 5 and 6. Pupils who hear their animal in that line stand up and mime the animal.
- Play the chant a final time. Pupils sing along and mime the animals.



parrot

LOOK! GRAMMAR

I		
You	've got	a house.
We		a rabbit.
They		a ball.
He	's got	
She		
It		
I've = I have		He's = He has



rabbit




Look for a bed today.
An egg, a blanket, a torch,
a book and a bed!
Look for a bed today!

4 **Read, listen and match. Then listen and say.**

She's got a bike.

It's got a toy.

They've got an apple.

You've got a fish.

He's got a mouse.







Lesson 1 Grammar (-'ve got/-'s got)

AB p.59

55



Quest

- Ask pupils to guess the item they can collect from this page (a bed). Play the Quest song. Pupils find and circle the bed. (It's behind Waldo.)
- Play the Quest song again and sing along.

CD 2, Track 9

Look for a bed today. An egg, a blanket, a torch, a book and a bed! Look for a bed today!

Activity Book pages 58–59

1 Look and write.

- Pupils label the pictures, choosing the correct words from the word bank.

KEY 1 parrot 2 dog 3 cat 4 rabbit 5 mouse 6 fish

2 Read, draw and colour.

- Pupils read each description and draw the matching picture in the box provided, e.g. an orange fish.

3 Look and write a tick (✓) or a cross (X).

- Pupils read each statement, and study the picture to find the answers. If the statement is true the pupils draw a tick, if the statement is false they draw a cross.

KEY 1 ✓ 2 X 3 ✓ 4 X 5 X

4 Complete the sentences. Then write the words.

- Pupils complete the contractions, and then write the full form on the line provided.

Key

1 I've	I have got	2 She's got	She has got
3 They've got	They have got	4 It's got	It has got
5 We've got	We have got	6 You've got	You have got
7 He's got	He has got		

Ending the lesson

- Play a guessing game. To introduce it, say *What am I?* and hold up one of the animal flashcards. Pupils name the animal. Continue with the other animal flashcards.

OPTIONAL ACTIVITIES

Photocopiable 4.1 (for instructions see TB, p. 167)

CD 2, Track 7

Pets, pets, big and small.
Come and listen to them all.
What's this? It's a rabbit. A rabbit!
What are these? They're mice. Mice!
What's that? It's a parrot. A parrot!
What are those? They're cats. Cats!

4 Read, listen and match. Then listen and say.

- Use the Look! box to revise possessive pronouns. Say a few example sentences. Play the recording. Pupils point to the pictures as they listen to recording.
- Play the recording again. Pupils draw lines to match each sentence with the correct picture as they hear it.
- Play the recording a third time, pausing for pupils to repeat each sentence.

CD 2, Track 8

She's got a bike.	It's got a toy.
They've got an apple.	You've got a fish.
He's got a mouse.	

Lesson 2

Lesson aims

To present and practise describing animals to find the Quest item for the unit and add it to the Quest song

Target language

body, arms, legs, head, eyes, ears, nose, mouth, tail, wing

It's got (a tail). They've got (four legs). Has it got (wings)? Yes, it has. /No, it hasn't. It's (green).

Materials

Audio CD; Flashcards (animals); Phonics card e

Optional activity materials

IWB; eBook; Grammar and Companion; Photocopiable 4.2

Starting the lesson

- Stick the animal flashcards around the classroom. Pupils point to the correct card as you say each animal word.

Pupil's Book pages 56–57

Presentation

- Stick the cat and parrot flashcards to the board, ask *What's this/that?* Elicit *It's a cat. It's a parrot.* Ask *What colour is the cat?* Elicit *It's orange.*
- Draw a second cat alongside the cat flashcard and a second parrot alongside the parrot flashcard. Ask *What are these/those?* Elicit *They're cats/parrots.* Ask *What colour are the parrots?* Elicit *They're red.*

1 Listen and repeat. Then say and point.

- Talk about what's happening in the main illustration (Zak is in a pet shop, there are lots of animals around him). Ask questions about the illustration, e.g. *What's this? (A rabbit) What colour is it?* etc.
- Play the recording. Pupils listen and point to the body parts in the illustration as they hear them.
- Pupils then work in pairs. Pupil A points to a body part and Pupil B says it aloud. They take it in turns until all the parts have been named.

CD 2, Track 10

ear, tail, nose, wing, eye, head, mouth, leg, arm

2 Read and circle.

- Pupils read each sentence and circle the correct answer (Yes or No).

KEY 1 Yes 2 Yes 3 No 4 No 5 Yes 6 No

1 Listen and repeat. Then say and point.



2 Read and circle.

- | | |
|-----------------------------------|----------|
| 1 A rabbit has got long ears. | YES / NO |
| 2 A parrot has got wings. | YES / NO |
| 3 A dog has got two legs. | YES / NO |
| 4 A fish has got arms. | YES / NO |
| 5 I've got a tail. | YES / NO |
| 6 I've got two arms and two legs. | YES / NO |



56 Lesson 2 Vocabulary (Animal body parts)

AB p.60

Values

- In Greek, talk about why we should respect animals.

Home-school link

- Set homework. Ask pupils to describe, in English, their favourite animal to a family member/s.

3 Read and guess. Then listen and check.

- Play Dialogue 1 and ask pupils to read along, with you joining in. Pause after the narrator says *Guess* and ask the pupils to guess what Zak is holding (*a mouse*). Repeat for Dialogue 2.

CD 2, Track 11 / KEY

ZAK: Hi, Millie. Have you got a pet?
MILLIE: Yes, I have. Guess!
ZAK: Has it got wings?
MILLIE: No, it hasn't!
ZAK: Has it got a nose?
MILLIE: Yes, it has. It's got a long nose.

NARRATOR: GUESS!

ZAK: Is it a mouse?
MILLIE: Yes, it is!

ZAK: I've got TWO pets! Guess!
MILLIE: Have they got legs?

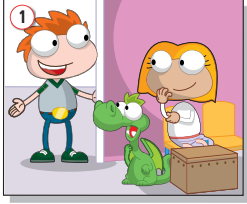
GRAMMAR

4

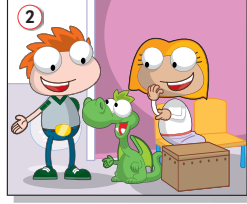
LOOK!

Have	I/you/we/they	got	a tail? two legs? arms?	Yes,	I/you/we/they	have.
Has	he/she/it			No,	he/she/it	has.
					I/you/we/they	haven't.
					he/she/it	hasn't.

3 Read and guess. Then listen and check.



Zak: Hi, Millie. Have you got a pet?
Millie: Yes, I have. Guess!
Zak: Has it got wings?
Millie: No, it hasn't!
Zak: Has it got a nose?
Millie: Yes, it has. It's got a long nose.



Zak: I've got TWO pets! Guess!
Millie: Have they got legs?
Zak: No, they haven't.
Millie: Have they got ears?
Zak: No, they haven't.
Millie: Have they got tails?
Zak: Yes, they have.

4 Listen and repeat. Then listen and underline.



How many eggs? Guess!
 Ten!
 Yes! Ten yellow eggs!

PHONICS

e

Lesson 2 Grammar (Have/Has ... got ...?) and Phonics (e)

AB p.61

57

ZAK: No, they haven't.
MILLIE: Have they got ears?
ZAK: No, they haven't.
MILLIE: Have they got tails?
ZAK: Yes, they have.
NARRATOR: GUESS!
MILLIE: Are they fish?
ZAK: Yes, they are! You're right!

4 Listen and repeat. Then listen and underline.

- Draw pupils attention to the Phonics and teach the sound /e/. Play the recording. Pupils listen and repeat. Play the recording again. Pupils underline 'e' in the words.

CD 2, Track 12 / KEY

How many eggs? Guess!
 Ten!
 Yes! Ten yellow eggs!

Activity Book pages 60–61

1 Write the words.

- Pupils write the body part words on the lines provided, choosing from the word bank.

KEY 1 head 2 eye 3 tail 4 nose 5 ear 6 leg
 7 wing 8 arm 9 mouth

2 Guess the animal.

- Draw pupils' attention to the example. Say *It's got four legs*. Ask pupils to find the picture of the cat, point to it and say *It's a cat*.
- In pairs, pupils guess the other animals following the same method as the example.

KEY a cat, a parrot, a rabbit, a sheep, a horse, a duck

3 Look and write about the dragon.

- Draw pupils' attention to the example. Ask pupils to look at the picture, and write questions and their answers.

KEY 1 Has it got short legs? No, it hasn't. 2 Has it got big ears? Yes, it has. 3 Has it got small eyes? No, it hasn't. 4 Has it got a long tail? Yes, it has. 5 Has it got wings? Yes, it has.

4 Say the words. Then write.

- Together, read the words aloud, *ten, eggs, desk, leg*. Pupils write the missing letter to complete the words.

KEY 1 ten 2 eggs 3 desk 4 leg

Ending the lesson

- Invite a volunteer to the front of the class and whisper an animal for him/her to mime. As the pupil is miming, point to him/her and ask *What's that?* Elicit *It's a (rabbit)*. Repeat.

OPTIONAL ACTIVITIES

Flashcard game Play *Noughts and crosses* (see Games Bank TB p. 247).

Picture Dictionary Ask pupils to turn to the Picture Dictionary on p. 137 of the Activity Book. They complete the sticker activity in pairs. Pupil A reads a caption from the Picture Dictionary and Pupil B finds the corresponding sticker. They swap roles.

Grammar reference (PB p. 115) Pupils study the Grammar reference tables in the Pupil's Book.

Photocopiable 4.2 (for instructions see TB, p. 167)

Lesson 3

Lesson aims

To present and practise new vocabulary (farm animals); to practise language with a song

Target language

cow, duck, goat, sheep, horse, hen

Materials

Audio CD; Unit 4 cut-outs; self-made flashcards (cow, duck, goat, sheep, horse, hen)

Optional activity materials

IWB; eBook; Grammar and Companion; drawing paper; Photocopiable 4.3

Starting the lesson

- Revise animal vocabulary with a mime game. Mime, e.g. stroking a cat. Pupils guess and make sentences using *have got*, e.g. *You've got a cat!* Volunteers then take turns miming. The rest of the class guesses using *He's got/She's got (a cat)*.

Pupil's Book pages 58–59

Presentation

1 Listen, point and say.

- Pupils look at the pictures and name any of the animals they already know in English.
- Pupils look again at the pictures while you play the recording. Then play the recording again. Pupils listen, point and repeat.

CD 2, Track 13

cow, duck, goat, sheep, horse, hen

Practice

- Write the farm animal words on the board. Then hold up the flashcards one by one. Ask volunteers to identify them, then come and stick them on the board next to the correct word.

2 Listen and write. Then sing.

- Play the song. Pupils listen and point to the animals in the picture as they are mentioned (hen, cow, horses and sheep). They can also join in with the animal noises.
- Play the song again. Pupils listen and write the missing animal words. Help by writing these on the board for pupils to copy if necessary.
- Play the song again, pausing for pupils to repeat each line.

VOCABULARY


1 Listen, point and say.

a 
cow

b 
duck

c 
goat

d 
sheep

e 
horse

f 
hen

SONG

2 Listen and write. Then sing.

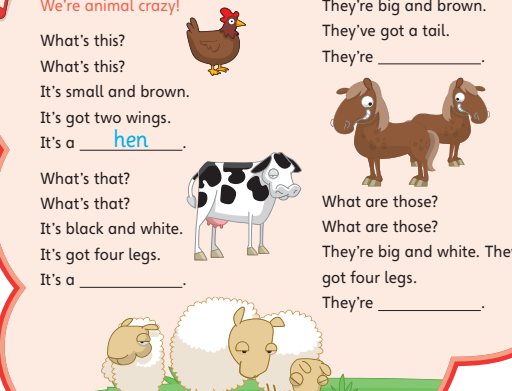
Chorus
I'm Max. And I'm Maisie.
We're animal crazy!

What's this?
What's this?
It's small and brown.
It's got two wings.
It's a hen.

What's that?
What's that?
It's black and white.
It's got four legs.
It's a _____.

What are these?
What are these?
They're big and brown.
They've got a tail.
They're _____.

What are those?
What are those?
They're big and white. They've got four legs.
They're _____.



TIP!
one sheep
two **sheep**


p.127

58 Lesson 3 Vocabulary (Song)
AB p.62

- Pupils cut out the cards and play a game of *Animal matching pairs* with a partner. When Pupil A turns over two cards, they ask *What's this/that? What are these/those?* Pupil B replies. When Pupil A finds two matching cards, he/she describes them, e.g. *I've got two (cats)*. At the end of the game, pupils can describe what their partner has got, e.g. *He's got two cats*.

CD 2, Track 14 / KEY

[Chorus]

I'm Max. And I'm Maisie.
We're animal crazy!

What's this?
What's this?
It's small and brown.
It's got two wings.
It's a **hen**.

What's that?
What's that?
It's black and white.
It's got four legs.
It's a **cow**.

What are these?
What are these?
They're big and brown.
They've got a tail.
They're **horses**.

What are those?
What are those?
They're big and white.
They've got four legs.
They're **sheep**.

3 Read and write.

has got hasn't got
have got haven't got



It has got a tail.



It _____ arms.



It _____ four legs.



They _____ long ears.



They _____ short ears.



They _____ tails.



They _____ long tails.

4 Make sentences.

Oscar
I
Fish
A parrot

have got
haven't got
has got
hasn't got

a tail.
legs.
arms.
long ears.

GRAMMAR

LOOK!

I You We They	haven't got	a tail. four legs. long ears.
He She It	hasn't got	

Lesson 3 Grammar (haven't and hasn't got)

AB p.63

59

3 Read and write.

- Draw pupils' attention to the Look! box and revise haven't got and hasn't got. Say a few example sentences.
- Pupils look at the animal pictures and say what they can see.
- Pupils read and complete the sentences using the words from the word bank.

KEY 1 has got 2 hasn't got 3 has got 4 haven't got
5 haven't got 6 have got 7 have got

4 Make sentences.

- Draw pupils' attention to the table and give an example, e.g. *I haven't got a tail.* Pupils read the table and create and write sentences in their notebooks. Ask pupils in turn to stand up and read a sentence aloud to the class.

KEY Example answer: Oscar hasn't got long ears.

Activity Book pages 62–63

1 Look and write.

- Pupils label each picture with the correct animal word.

KEY 1 cow 2 duck 3 goat 4 sheep 5 horse 6 hen

2 Look, read and write.

- Pupils look at the animal silhouettes and say what they can see (*a sheep, a hen, a goat and a duck*).
- Pupils then complete the sentences and short answers using the words and phrases from the word bank.

KEY 1 No, it hasn't. It's a sheep. 2 Yes it has. It's a hen.
3 Yes it has. It's a goat. 4 No it hasn't. It's a duck.

3 Read. Tick (✓) the correct picture.

- Draw pupils' attention to the text and the two boxes with artwork *a* and *b*. Explain that the pupils will read the text and decide which picture it is describing.
- Pupils then read each sentence and check which box they think it is describing.

KEY box *a*

4 Read and chose.

- Pupils read the text and look at the pictures in activity 3 and decide which animals farmer Ben has.

KEY 1 Yes 2 No 3 Yes 4 Yes 5 Yes 6 Yes

Ending the lesson

- Pupils write their own verse of the song from Pupil's Book Activity 2, choosing different animals. They can work in pairs and then perform their verse to another pair or to the rest of the class.

OPTIONAL ACTIVITIES

Guessing game Pupils each choose a classroom object and keep it hidden. In small groups, pupils guess what each other has got, e.g. *He/She's got a (pencil).* etc.

Photocopiables 4.3 (for instructions see TB, p. 167)

NOTES

Lesson 4

Lesson aims

To integrate cross-curricular content into the English classroom

Cross-curricular focus

Science (baby animals)

Target language

chick, kitten, puppy

Materials

Audio CD; self-prepared flashcards of a puppy, a chick and a kitten; pupils' pictures of baby animals (optional)

Optional activity materials

IWB; eBook; Grammar and Companion; Photocopiable 4.4; CLIL poster

Starting the lesson

- Remind pupils that Waldo is a baby dragon. Tell pupils they are going to find out about more baby animals in this lesson. If pupils have brought pictures to class, collect them in.

Pupil's Book page 60

Presentation

- Elicit *cat* and *bird* using mime and write the words on the board. Teach the word *dog*. Ask pupils (in Greek) if they know what the babies of cats, dogs and birds are called. Use the flashcards you've made to teach the new vocabulary. Then ask *What's this?* Elicit *It's a puppy*. Stick the puppy flashcard below the word *dog* and say *The dog's got a puppy*. Continue with the kitten and the chick. Ask questions about the baby animals: *Is it big or small? Is it young or old? What colour is it?*

1 Listen and repeat. Then match.

- Play the recording. Pupils listen and repeat the names of the animals, while pointing to the correct picture. They then match the adults with the babies as they listen to the sentences at the end of the recording.
- Play the recording again. Pupils listen and repeat. Then say the names of the adult animals. Pupils respond with the names of the babies.

KEY 1 b 2 c 3 a

CD 2, Track 15

The cat's got a kitten.
The dog's got a puppy.
The bird's got a chick.

CLIL
SCIENCE

1 Listen and repeat. Then match.

cat

dog

bird

chick

kitten

puppy

2 Listen and number. Then say.

egg 1

hen

chick

MINI-PROJECT
 Draw your pet or your favourite animal.

60 Lesson 4 CLIL (Science)
AB p.64-65

2 Listen and number. Then say.

- Ask pupils (in Greek) what they know about the life cycle of a bird. Ask questions about the pictures, e.g. *What's this?* (*It's an egg/a bird/a chick.*) *What colour is it?* *Is it big or small?* Elicit the word *hen*.
- Play the recording. Pupils listen and number the pictures in the correct order.
- Pupils can then mime the life cycle of the hen. Invite three pupils to the front of the class. One pupil mimes being an egg, another pupil hatches from an egg and a third pupil mimes being a hen.
- Pupils label the family tree with the correct words.

KEY a 1 b 3 c 2

CD 2, Track 16

- It's an egg.
- It's a chick.
- It's a hen. It's mum!

MINI-PROJECT

Ask pupils to draw their favourite pet or animal.

Activity Book pages 64–65
1 Look, write and match.

- Pupils choose the correct word from the word bank to write below each baby animal on the line provided. They then draw lines to match each baby animal to the correct space in the puzzle, using the puzzle shape and the adult animal to help them.

KEY 1 puppy 2 kitten 3 chick

2 Join the dots. Then write.

- Pupils complete the dot-to-dot drawings to reveal the chick and the puppy. They then choose the correct words from the word bank to complete the text below each drawing.

KEY 1 It's a chick. It's got wings. It's small.
2 It's a puppy. It's got four legs. It's small.

3 Read and circle.

- Pupils circle the correct word to complete the sentences.
- Pupils can work in pairs to read the sentences aloud and check their answers.

KEY 1 This, It's got 2 horses, are
3 small and brown 4 wings

4 Draw an animal. Then complete the sentences.

- Pupils chose an animal and draw a picture of it in the box provided. Pupils then complete the sentences with information about their chosen animal. For example, *This is a (kitten), It's (small), It isn't (big), It's got (four legs) and (a tail).*

KEY Pupils' own answers.

Ending the lesson

- Do a mime of an animal and elicit the name of the baby animal. Pupils can take turns to mime other animals.

OPTIONAL ACTIVITIES

Animal groupings Ask pupils (in English) which of the animals they know lay eggs (birds, tortoises, snakes, fish, butterflies and frogs, which have soft eggs called *spawn*). Use this to introduce the idea of different animal groupings. Birds, reptiles, fish and insects all lay eggs.

Photocopiable 4.4 (for instructions see TB, p. 167)
CLIL poster play a poster game, see TB p. 21

NOTES

Lesson 5

Lesson aims

To integrate cross-cultural content into the English class

Cross-cultural focus

Life on a farm

Target language

ostrich, fly

I live ...

They've got ...

They can/can't ...

Materials

Flashcards (animals); world map or globe

Optional activity materials

IWB; eBook; Grammar and Companion;

Photocopiable 4.5

Starting the lesson

- Use the animal flashcards to play a description game. Choose an animal flashcard and make sentences about the animal for pupils to guess. Use sentences with colours and adjectives, sentences with *have got*, and sentences with *can* and *can't*, e.g. *It's small and brown. It's got big ears. It can jump. It can't sing.* Pupils guess (*It's a rabbit.*). Pre-teach the new verb *fly* as part of this game. After a while, pupils can take turns to describe an animal.

Pupil's Book page 61

Presentation

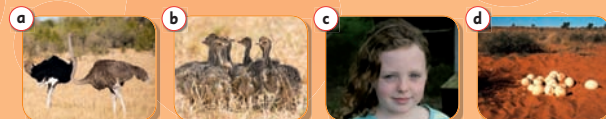
- Attach all the animal flashcards to the board. Ask pupils *Which animals live on a farm?* (*horse, cow, duck, etc.*) Then ask pupils to tell you which are pets (*rabbit, cat, mice, etc.*).
- Pre-teach the new word *ostrich* and revise *egg* and *chick*. Ask pupils if they think ostriches are a farm animal, a pet or a wild animal and tell them they are farmed in some countries.

Life on a farm

CULTURE

4

1 Read and match.



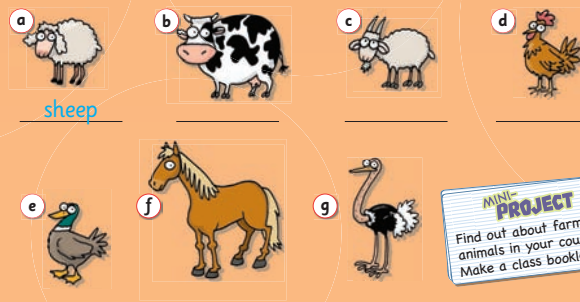
1 My name's Grace. I live in South Africa. I live on an ostrich farm!

2 Ostriches are big birds. They've got big wings and long legs.

3 These are ostrich eggs. They are very big. Count the eggs!

4 These are ostrich chicks. They are babies!

2 What farm animals are there in Greece? Look and write. Then circle and say.



Lesson 5 Culture (Life on a farm)

AB p.66-67

61

1 Read and match.

- Tell pupils they are going to read about life on an ostrich farm. Ask them to guess which countries might have ostrich farms. Show them South Africa on the world map or globe. Pupils then open their books and tell you what they can see in the photos. Point to the photo of the girl and explain that she is a girl who lives on the farm. Pupils are going to read about her life.
- Read the first text aloud. Pupils point to the picture of the girl. Ask questions, e.g. *What's her name?* (*Grace.*) *Where does she live?* (*In South Africa / On an ostrich farm.*)
- Pupils then read the remaining texts individually or in pairs and draw lines to match them to the correct photos.

KEY 1 c 2 a 3 d 4 b

2 What farm animals are there in Greece? Look and write. Then circle and say.

- Pupils look at the pictures and write the name of the animal below it. You could write the words on the board randomly to help if your pupils are struggling.
- Pupils then find and circle the animals that are farmed in Greece. They can work individually or in pairs.
- Pupils report back to the rest of the class on the animals they circled.

KEY a sheep b cow c goat d hen e duck f horse
g ostrich

MINI-PROJECT

Divide the class into groups of three or four. Give each group a farm animal to find out about. Each group produces a section of a booklet containing facts and pictures about their animal. The sections can be collated to form one class booklet about farm animals.

Activity Book pages 66–67

1 Look and match.

- Pupils look at the eggs and chicks, and match them to the correct adult bird – a hen or an ostrich. (They do this by comparing the relative sizes of the eggs and chicks.)

KEY 1 b, c 2 a, d

2 Read and write T = true or F = false.

- Pupils read the sentences and write *T* or *F*. They can do this from memory, or by referring back to the texts in the Pupil's Book.

KEY 1 T 2 F 3 T 4 F 5 T

3 Look again at Activity 2. Correct the false sentences.

- Pupils look at the sentences they marked false in Activity 2. They then write the correct version, checking their facts in the texts in the Pupil's Book, for example, *2 Ostriches are big. They aren't small.*

KEY 2 Ostriches are big. They aren't small.
4 They've got long legs. They haven't got short legs.
5 Ostrich eggs are big. They aren't small.

4 Draw and colour four farm animals in Greece. Then write about them.

- Draw pupils' attention to the picture of the horse and read the sentence aloud, *This is a horse. It's got four legs and a tail. It's big and white.* Pupils chose four animals to draw and colour in each of the four boxes. Pupils then write a sentence about each animal next to its picture on the line provided, using the example as a guide.

KEY Pupils' own answers.

Ending the lesson

- Play a game of *Animal noises* (see Games Bank TB p. 248). Make an animal noise, e.g. moo like a cow, and ask pupils to guess what you are. Pupils can then play in pairs. You could also call out animal names and ask pupils to make the corresponding noises.

OPTIONAL ACTIVITIES

Writing a blog Tell pupils that Grace has written about her life on a blog. Ask pupils (in Greek) if they have read or written a blog before. Find and show them examples on the internet. You can then set up your own class or school blog.

Photocopiable 4.5 (for instructions see TB, p. 167).
Flashcard game Play *Animal farm* (see Games Bank TB p. 247).

NOTES

Lesson 6

Lesson aims

To complete a progress check; to provide an opportunity for self-assessment; to provide an opportunity for personalisation of the language of the unit

Materials

Audio CD; Flashcards (animals); drawing paper

Optional activity materials

Picture Dictionary and stickers for Unit 4, IWB; eBook; Grammar and Companion; Grammar reference; Unit 4 Test

Starting the lesson

- Use the animal flashcards to play *Chain game* (see Games Bank TB p. 248). Invite several pupils to the front of the class and ask them to stand in a line. Hold up one of the animal flashcards, e.g. the mouse. The first pupil in the line says *I've got a mouse*. Then hold up a second flashcard, e.g. the parrot. The second pupil in the line says *He's/She's got a mouse. I've got a parrot*. Continue in the same way until you reach the end of the line. Repeat with a different group of pupils.

Pupil's Book pages 62–63

1 Look and circle.

- Ask pupils to look at the pictures (duck, rabbit, horse, mouse, sheep and parrot). Point and ask *What's this?* Elicit *It's a (duck).*
- Pupils continue the activity in pairs, asking and answering questions about all the pictures.
- Pupils read the sentences again and circle the correct answers.

KEY 1 duck 2 rabbit 3 horse 4 mouse 5 sheep
6 parrot

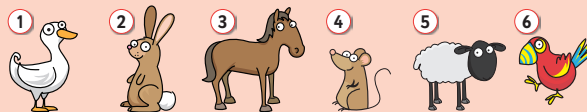
2 Listen and number.

- Draw pupils' attention to the picture of Waldo. Point to each numbered body part and elicit the answers (eye, head, leg, mouth, nose, tail and wing)
- Play the recording. Pupils match the words to the picture by writing the corresponding number on the line provided.

KEY 1 eye 2 head
3 leg 4 mouth
5 nose 6 tail
7 wing

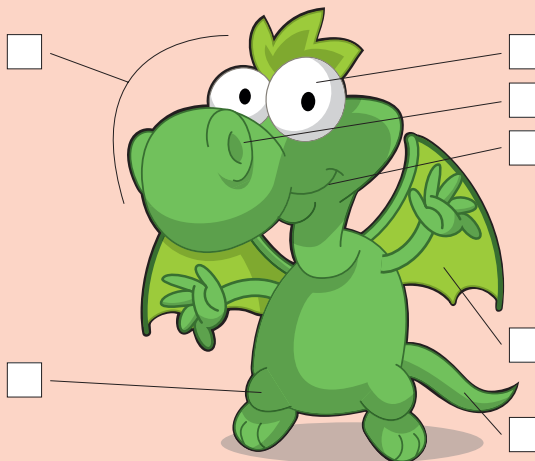
Vocabulary

1 Look and circle.



- | | |
|------------------------|------------------------|
| 1 It's a duck / fish. | 2 It's a hen / rabbit. |
| 3 It's a horse / goat. | 4 It's a cow / mouse. |
| 5 It's a sheep / cat. | 6 It's a parrot / dog. |

2 Listen and number.



62 Lesson 6 Review

CD 2, Track 17

- | | |
|--------|---------|
| 1 eye | 2 head |
| 3 leg | 4 mouth |
| 5 nose | 6 tail |
| 7 wing | |

3 Match the questions and answers.

- Ask pupils to read the questions and answers. They then draw lines to match the question with the correct answer.
- Check the activity with the class by asking and answering the questions across the room.

KEY 1 c 2 a 3 d 4 b

4 Write.

- Pupils complete the sentences using words from the word bank.
- Pupils can work in pairs to read their sentences aloud and check their answers.

KEY 1 haven't got 2 hasn't got 3 have got 4 has got

Grammar

REVIEW

4

3 Match the questions and answers.

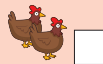
- | | |
|------------------------------|--------------------------------|
| 1 Have you got a pet? | a No, she hasn't. |
| 2 Has Millie got three legs? | b Yes, it has. |
| 3 Have they got wings? | c Yes, I have. I've got a cat. |
| 4 Has it got a tail? | d No, they haven't. |

4 Write.

has got hasn't got have got haven't got




- 1 Rabbits _____ wings.
 2 Waldo _____ long ears.
 3 Sheep _____ four legs.
 4 Zak _____ a sister and a baby brother.

5 Read and tick (✓).

- 1  ☐  ☐
 Have they got four legs? Yes, they have.
- 2  ☐  ☐
 Has it got wings? No, it hasn't.

Phonics

6 Complete the words.

- 1 h _ n  2 _ g g  3 v _ t 

5 Read and tick (✓).

- Pupils read the sentence and tick the animal it describes.

KEY 1 sheep 2 dog

6 Complete the words.

- Pupils complete the words with the missing letter.

KEY 1 hen 2 egg 3 vet

Activity Book pages 68–69

1 Look and write.

- Pupils look at the pictures and write the correct word for each animal on the writing line.

KEY 1 hen 2 fish 3 horse 4 mouse 5 cow 6 rabbit
7 cat 8 goat

2 Look, read and write.

- Pupils look at the farm scene and say what they can see. They then read the questions on the right and write the short answers to the questions according to what they can see in the picture.
- Pupils then compare their answers with other pupils.

KEY 1 Yes it is. 2 No they aren't. 3 No they're not.
Yes it has. No they haven't. They're hens.

3 Match.

- Pupils draw lines to match each animal name with its baby animal name, e.g. hen – chick.

KEY 1 b 2 a 3 c

4 Read. Number the pictures in order.

- Pupils read through the dialogue and number the frames in the correct sequence.
- Pupils can work in pairs to read the dialogue and check their answers.

KEY 4 1 2 3

Ending the lesson

- Ask pupils to pretend they own their own pet shop. They can work individually or in pairs. Distribute drawing paper. Pupils draw the animals in their shops. They then compare their drawings with a partner (or another pair) and say, e.g. *I've got (four) cats. I've got (six) fish.*, etc. Pupils label their drawings with the animal names. Individual pupils or pairs can then present their pet shop to the class.

OPTIONAL ACTIVITIES

Picture Dictionary Use the flashcards for the unit to revise the new vocabulary (Pets and Farm animals). Write the two vocabulary headings on the board. One by one, elicit each new word from the flashcards and ask pupils to say under which heading each belongs. Stick the cards on the board accordingly. Ask pupils to turn to the Picture Dictionary on p. 137 of the Activity Book. They complete the sticker activity in pairs. Pupil A reads a caption from the Picture Dictionary and Pupil B finds the corresponding sticker. They swap roles.

Grammar reference (PB p. 115) Pupils study the Grammar reference tables in the Pupil's Book.

Unit 4 Test See pp. 186–189. (For Key, see TB p. 237.)