

Unit Overview

Outcomes

In this unit pupils will:

- Describe wild animals.
- Ask and answer about favourite animals.
- Compare different animals' bodies.
- Write about a wild animal.

Productive Language

VOCABULARY

- **Animals:** a crocodile, an elephant, a giraffe, a hippo, a monkey, an ostrich, a pony, a snake.
- **Body parts:** an arm, fingers, a foot, a head, a leg, a mouth, a nose, a tail, teeth, toes, wings.
- **Adjectives:** fat, funny, hot, long, short, silly, tall.

PHRASES

- It has got/It hasn't got (a long neck).
- Has it got legs? Yes, it has./No, it hasn't.

Receptive Language

VOCABULARY

- **Animals:** butterfly, meerkat, penguin, whale.
- Africa, apple, beak, carrot, lake, water, wildlife park.
- Eat, live, fly.

PHRASES

- It lives ...

Recycled Language

VOCABULARY

- **Body parts:** ears, eyes, hands, nose, tongue.
- **Adjectives:** beautiful, big, small.
- **Animals:** a horse, a parrot.

PHRASES

- It's + adjective.
- There is/There are (an animal/animals in the water).
- I've/I haven't got (big eyes).
- It can/can't (fly).

Objectives

LISTENING

Pupils can:

- recognise cognates and deduce meaning of new words.
- understand the main idea and details in a story.
- identify speakers in the story.
- listen to descriptions and complete a gapped text about animals.

SPEAKING

Pupils can:

- describe wild animals.
- ask questions to find out about animals.

READING

Pupils can:

- recognise cognates and deduce meaning of words in context.
- understand a poem, find specific information and transfer this to a table.
- read and complete a gapped text about two animals.

WRITING

Pupils can:

- write short descriptive texts following a model.

Strategies

- L₁** Listen for words that are similar in other languages. PB p.35 ex2
- L₂** Before you listen, look at the pictures and guess. AB p.39 ex5
- L₃** Read the questions before you listen. PB p.39 ex1
- L₄** Listen and try to understand the main idea. PB p.36 ex1
- S₃** Use the model to help you speak. PB p.38 ex2
- R₂** Look for words that are similar in other languages. AB p.38 ex1
- W₁** Use your Picture Dictionary to help you spell. AB p.37 ex7
- W₅** Brainstorm ideas and vocabulary before you start writing. AB p.38 ex4

Materials


- Flashcards of unit vocabulary.
- One dice for every group of five pupils.
- (Optional) Wildlife/Animal magazines for pupils to cut pictures from.

Introduction

Pupil's Book – Page 35

6 Heads and tails

1 Look and say things you know in English.



2 Listen, find and point.

3 Be a detective. How many animals are there in the picture?

Super Tour 1

What other wild animals do you know? Make a collage. Write the names.

Activate interest in the topic, notice details and identify objects in the picture.

35


Warm up

- 1 Ask pupils to keep their books closed. Write the words: *pets* and *wild animals* on the board. Explain that wild animals are those that don't live with people.
- 2 Ask pupils to tell you the names of any pets or wild animals that they know in English. At this stage they may not know the names of many wild animals in English.
- 3 Don't pre-teach any new vocabulary. Tell pupils that they are going to learn about wild animals in this unit.

1 Look and say things you know in English.

- 1 Display page 35 of the Pupil's Book on the IWB or ask pupils to look at it in their books.
- 2 Focus their attention on the collage and ask: *What can you see?* Encourage learners to tell you the names of the animals they can see in the picture. If a pupil says a word in their own language, accept their contribution and say the word in English.
- 3 Give plenty of praise for the words they are able to say. Keep count of all the words they know between them so that they feel a sense of achievement.

2 Listen, find and point.

- 1  Ask pupils to look at the picture again. Remind them of listening strategy L1 (listen for words that are similar in other languages).
- 2 Play audio track 2.09.
- 3 Ask pupils to put up their hands when they hear an animal they understand.

Audio script

This is my collage of animals. I've got a lot of photos of animals from the internet. Look, I've got a fantastic photo of a really big crocodile. They can live for fifty years or more. I like birds, too. Can you see the grey and red parrot? It's near the giraffe. There's a penguin, too. But my favourite animals are elephants. They're fantastic. They can live for fifty or sixty years.

3 Be a detective.



How many animals are there in the picture?

- 1 Ask pupils to look carefully at the collage and to count the animals.
- 2 Check the answer with the class.

Answer:

There are 12 (14 including the baby penguin and the little bird on the hippo).



Pupil's Book Super Tour 1

What other wild animals do you know? Make a collage. Write the names.

- 1 Ask stronger pupils to begin making a collage of animals by cutting pictures from magazines, sticking them onto a large sheet of paper. They can then make labels with the name and brief information about each animal and stick this next to the image. This collage can be an on-going task for those pupils who finish earlier than others or who need more of a challenge.

6 Story

Look at me!

1 Look, listen and answer. Listen and try to understand the main idea. What animal is in the water?

It's a hot day in Africa. An ostrich is at the lake. It looks in the water.

What's that animal in the water? It's got a long neck.

The ostrich sees a hippo.

There's a very silly animal in the water.

Has it got a big mouth?

The hippo looks in the water.

It hasn't got a long neck. It's got a short neck.

The hippo sees a giraffe.

There's a big, fat animal in the water.

36 Listen and understand the story.

Unit 6

The giraffe looks in the water.

The elephant looks in the water.

It's got very big ears and a long nose. Come here, everyone!

All the animals look in the water.

That's you in the water.

Look at my beautiful ears and my fantastic nose.

The monkey and the parrot close their eyes.

And look at me! I've got big teeth.

Aaaaargh!

2 Listen again. How many animals speak in the story?

37

Audio script

Narrator: It's a hot day in Africa. An ostrich is at the lake. It looks in the water.

Ostrich: What's that animal in the water? It's got a long neck and a very small head. It's very silly.

Narrator: The ostrich sees a hippo.

Ostrich: Hey, there's a very silly animal in the water.

Hippo: Has it got a big mouth?

Ostrich: No, it hasn't. It's got a long neck and a very small head. Go and see.

Narrator: The hippo looks in the water.

Hippo: It hasn't got a long neck. It's got a short neck. It's got a big head and it's very fat.

Narrator: The hippo sees a giraffe.

Hippo: Hey, there's a big, fat animal in the water with a short neck and a big head. Go and see.

Narrator: The giraffe looks in the water.

Giraffe: Fat? That animal isn't fat. It's very, very tall and it's got a very long neck.

Narrator: The giraffe sees an elephant.

Giraffe: Go and look in the water. There's an animal with a very long neck.

Narrator: The elephant looks in the water.

Elephant: Yes, that's a very big animal but it hasn't got a long neck. It's got very big ears and a long nose. Come here, everyone. Look at this animal. It's very funny.

Narrator: All the animals look in the water.

Elephant: Can you see the funny animal?

Giraffe: Er, but that's an elephant. That's you in the water.

Elephant: Me? Is that me in the water? Wow! Look at me! Look at my beautiful ears and my fantastic nose. And that's a giraffe next to me. That's you.

Giraffe: Is that me? Wow! Look at me! Look at my beautiful long neck.

Narrator: The monkey and the parrot close their eyes.

Hippo: Ooh, look at me!

Ostrich: And look at me! I've got beautiful eyes.

Crocodile: And look at me! I've got big teeth.


Animals: Aaaaargh!

Warm up

- 1 With books closed, write the word *Africa* on the board.
- 2 Ask pupils to tell you the names of any animals they know that come from Africa.
- 3 Perhaps display a world map and ask them to find Africa on the map.

1 digital 2.10 Look, listen and answer.

Listen and try to understand the main idea. What animal is in the water?

- 1 Display the first picture from the story. Ask: *What can you see?* Elicit any words that pupils already know, e.g. *a tree, animals, the sun, water.*
- 2 Present the story on the IWB or play audio track 2.10 and ask pupils to follow the story in their books.
- 3  Remind them of listening strategy L4 (listen and try to understand the main idea). As they listen ask them to think about the gist question: *What animal is in the water?* Tell them not to worry if they don't understand everything they hear the first time they hear the story. They just have to be able to answer the question.
- 4 Check comprehension by asking: *Where are the animals? (in Africa) What can they see in the water? (They can see themselves.) What animal is in the water?*

Answer: *a crocodile*

2 2.10 Listen again. How many animals speak in the story?

- 1 Ask pupils to listen to the story again. This time tell them to count how many animals are in the story. Play the story all the way through again.
- 2 Check the answer with the class and ask pupils to tell you the names of the animals if they can (seven: an ostrich, a hippo, a giraffe, an elephant, a crocodile, a monkey and a parrot).
- 3 Now ask pupils to listen again and to find out the answer to the question: *How many animals speak in the story?*

Answer: *Five: all of the animals, except the parrot and the monkey speak.*

Optional Activity

Use the animal flashcards (Unit 6, Set 1). Play *Mix Up* (see Flashcard Games Bank page 22).

Story follow-up questions

Write the following adjectives on the board: *funny, good, silly, sad, happy, scary.*

Ask pupils to work in pairs and to choose which two adjectives best describe the story.

Ask pupils some of the following questions to encourage further discussion and personal reaction to the story:

- 1 *Where are the animals in the story?*
- 2 *Do you know any other animals from Africa?*
- 3 *Which animals in the story can fly?*
- 4 *Which animals in the story can swim?*
- 5 *Which is your favourite picture in the story? Why?*

6 Story follow-up

Activity Book – Pages 36 & 37

6 Heads and tails



- 1 Listen and order the story.
- 2 Play the game. Guess the animal.
- 3 Listen and number.

- The hippo looks in the water.
- The elephant looks in the water.
- The monkey and the parrot close their eyes.
- It's a hot day in Africa. An ostrich is at the lake.
- The giraffe looks in the water.

- 4 Listen and match.

- 1 It's very silly.
- 2 It's very fat.
- 3 It's very tall.
- 4 It's very funny.

36

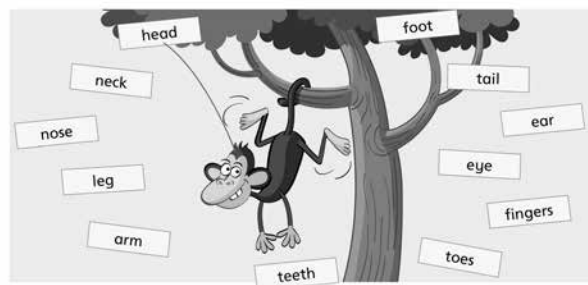


Story follow-up

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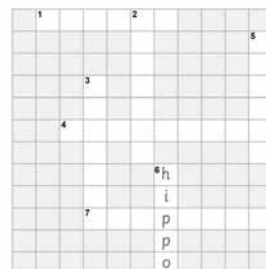
- 5 Play the game. Guess the part of the body.

- 6 Read and match.



- 7 **W** Write the animals. Use your Picture Dictionary to help you spell.

1. It is grey and it has got a red tail.
2. It has got two legs and a long neck.
3. It has got four legs and a long neck.
4. It has got big teeth and a long tail.
5. It is brown and it has got long arms.
6. It has got short legs and it is fat.
7. It is grey and it has got big ears.



Super Tour 1

Write a list of animals that have got long tails.

37



Warm up

- 1 With books closed, ask pupils to remember the seven animals in the story.
- 2 Now describe the animals by their colours and ask pupils to say which animal from the story you are describing. Say:

It's yellow and brown. (the giraffe)
It's grey. (the elephant)
It's green. (the crocodile)
It's brown. (the hippo)
It's black and white. (the ostrich)
It's grey and red. (the parrot)
It's brown. (the monkey)

- 1 Listen and order the story.

1 Use the digital *Order the Story* activity Ask pupils to look at the pictures, listen to the story and order the pictures.

- 2 Play the game. Guess the animal.

Pupils play the digital *Spotlight Game* to practise the names of the animals.

- 3 Listen and number.

- 1 Ask pupils to work in pairs and to read the sentences. Tell them to try to remember what order the events happen in and to write a number lightly in pencil next to each sentence.
- 2 Now play audio track 2.10 again and ask pupils to listen and check the order of the sentences, renumbering if necessary.
- 3 Check the answers with the class.

Answers: *The hippo looks in the water.* 2
The elephant looks in the water. 4
The monkey and the parrot close their eyes. 5
It's a hot day in Africa. An ostrich is at the lake. 1
The giraffe looks in the water. 3

- 4 Listen and match.

- 1 Ask pupils to look at the speech bubbles and tell them to decide which animal says each phrase.
- 2 When they think they have the correct answers, ask them to listen to the story again to check. Tell them to draw a line to match the animals to the speech bubbles.
- 3 Check the answers by asking: *What does the (giraffe) say?*

Answers: 1 *the ostrich* 2 *the hippo* 3 *the giraffe*
 4 *the elephant*

5 Play the game. Guess the part of the body.

Use the digital *Slideshow* then the *Distort* game to practise the parts of the body.

Optional Activity

- 1 Play *Simon Says* to practise the vocabulary of the parts of the body. Ask pupils to listen carefully. Say: *Simon says touch your arm. Simon says touch your nose*, etc.
- 2 From time to time, give an order without saying *Simon Says*. If a pupil does the action when you have not said *Simon Says*, the pupil is eliminated and has to sit down.



Choose stronger pupils to lead the game.

6 Read and match.

- 1 Pupils read the names of the parts of the body and match them to the picture of the monkey by drawing a line.




Pupils who need more support can use their Picture Dictionary to help them.

- 2 Ask pupils to compare their answers.
- 3 Check the answers with the class by displaying the page and asking pupils to point to parts of the body as you say them.

7 Write the animals. Use your Picture Dictionary to help you spell.

- 1 Ask pupils to tell you the names of the seven animals that appear in the story.

- 2  Now ask pupils to read the descriptions and to complete the crossword. Remind them of the writing strategy W1 (use your Picture Dictionary to help you spell).

- 3 Ask pupils to check their answers with a partner.



For those pupils who need more support, display the flashcards of the animals from the story. Ask them to read the sentences and decide which animal is being described.

Answers:

	¹ p	a	r	r	² o	t				
					s					⁵ m
					t					o
			³ g		r					n
			i		i					k
	⁴ c	r	o	c	o	d	i	l	e	
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Pupil's Book Super Tour 1

Write a list of animals that have got long tails.

- 1 Ask stronger pupils to write the names of any animals they know with long tails (e.g. horse, monkey, crocodile, snake, tiger, lion, cat, dog).

6 Story follow-up

Pupil's Book – Page 38


6 Story follow-up

1 Listen and sing: African Safari

African safari, African safari.
 It's got a long tail and yellow eyes,
 Lots of big teeth in a very big smile.
 I know, I know, I know, I know,
 It's a croc, croc, croc, croc, croc ... crocodile.

African safari, African safari.
 It's got a big mouth and a great big nose,
 Four short legs and four fat toes.
 I know, I know, I know, I know,
 It's a hip, hip, hip, hip, hip ... hippo.

African safari, African safari.
 It's got a long tail and it lives in a tree,
 It's got long arms and it's very funny.
 I know, I know, I know, I know,
 It's a monk, monk, monk, monk, monk ... monkey.



2 Play a game.
 Use the model to help you speak.




38 Recognise and use key language from the story.

Warm up

- To get pupils concentrating, do a drawing dictation. Ask pupils to listen and draw what they hear. Give the following instructions: *Draw a head. Draw two big eyes. Draw a small nose. Draw a big mouth with big teeth. Draw two small ears. Draw a long neck. Draw a body. Draw long arms. Draw big hands. Draw two short legs. Draw two big feet.*
- When they have finished, ask pupils to compare their pictures.

1 Listen and sing: African Safari

- Display the flashcards of an ostrich and elephant on the board. Elicit the adjectives *long, short, big, small* by comparing the eyes, necks, and ears of an ostrich and an elephant. Ask: *Has the ostrich got big eyes or small eyes? Has the ostrich got a long neck or a short neck?*
- Play the first verse of the song *African Safari* with the Pupil's Books closed and stop the audio just after the words *I know* are sung. Ask pupils if they know what animal is described. Accept all answers and then tell students to listen and check (*crocodile*).
- Repeat with verses two and three, stopping before the answer is given and ask pupils if they know the answer (*hippo and monkey*).
- Ask pupils to open their books and to look at the pictures. Ask them to identify which part of the animal is in the image for each verse (1 verse: eyes, verse 2: feet and toes, verse 3 tail).
- Ask pupils to listen to the song again all the way through without stopping and to sing along. Pupils could do a mime for each animal. When they sing *croc, croc, croc*, etc. they can have their arms outstretched and open and close them for crocodile jaws. When they sing *hip, hip, hip* they can open their hands joined at the wrist and open them up to imitate a hippo yawning. When they sing *mon, mon, mon* they can scratch under their sides to imitate the monkey.
- Point to the phrase *It's got*. Ask students what they think the 's' is. Accept their answers and then explain that the 's' is the contraction of *has* when *it has got* is spoken. Demonstrate the contraction on the board and practise the pronunciation of *It's got*.

 **2.12** With stronger classes, use the music only version of the song to let pupils sing along.

Divide the class into two groups on opposite sides of the room. Tell one group that they are going to sing the description of the animals (the lines beginning with *It's got*) and the other group will sing the answers (the lines beginning with *I know*).

Audio script

African safari, African safari.

*It's got a long tail and yellow eyes,
Lots of big teeth in a very big smile.*

*I know, I know, I know, I know,
It's a croc, croc, croc, croc, croc... crocodile.*

African safari, African safari.

*It's got a big mouth and a great big nose,
Four short legs and four fat toes.*

*I know, I know, I know, I know,
It's a hip, hip, hip, hip, hip... hippo.*

African safari, African safari.


*It's got a long tail and it lives in a tree,
It's got long arms and it's very funny.*

*I know, I know, I know, I know
It's a monk, monk, monk, monk, monk... monkey.*

Optional Activity

- 1 Use the animal word cards (Unit 6, Set 1).
Play *Pictionary* (See Flashcard Games Bank page 23).
- 2 Then write the following headings on the board: *Two legs. Four legs. Six legs. Eight legs. No legs.* Ask pupils to work in pairs to think of an animal for each category.

2 Play a game. Use the model to help you speak.

- 1 Tell pupils you are going to describe an animal.
Say *It's got a long neck, long legs, small eyes, a small head and two wings.* Ask: *What animal is it?* (an ostrich).
- 2  Remind pupils of speaking strategy S3 (use the model to help you speak). Draw their attention to the model on the page.
- 3 Ask them to play the same game in pairs. Tell them to consult their Picture Dictionary to help them with body parts if necessary.

Optional Activity

- 1 Organise pupils into groups. Give each group a dice.
Write the following key on the board.
 - 1 = head
 - 2 = body
 - 3 = arm
 - 4 = leg
 - 5 = hand
 - 6 = foot
- 2 Explain that the aim of the game is to draw a person.
Pupils take turns to throw the dice. They draw the part of their person corresponding to the number on the dice. For example, if they throw a 1, they can draw the head. If they throw a 5, they can draw one of the hands.
- 3 If a pupil throws a number that they already have drawn (e.g. if they throw a 1 but they have already drawn a head), they can't draw anything for that turn.
- 4 The winner is the person who has drawn the whole person.

6 Skills practice

R 1 Read the poem. Match.

My favourite animal has got wings and big eyes. It lives in the garden. It's a blue butterfly.

My favourite animal has got a very big tail. It lives in the sea. It's a big blue whale.

My favourite animal has got black wings. It lives in the snow. It's a little penguin.



2 Read and write.

	A whale	A butterfly	A penguin
It has got ...	a very big tail		
It lives ...			

Digital 3 Play the Memory Game.

W 4 Write about your favourite animal.

My favourite animal has got ...
It's a

Skills practice 6

L 5 Listen and write the words.

long short big beautiful small



What's the difference between a horse and a pony?

A horse is big and pony is _____.

A horse has got _____ legs. A pony has got _____ legs.

Horses and ponies have got _____ long tails.

6 Read and write *parrot* or *ostrich*.

What's the difference between a parrot and an ostrich?

An ostrich is big but a parrot is small.

An _____ has got a long neck but a _____ has got a short neck.

A _____ has got short legs but an _____ has got long legs.

An _____ can't fly but a _____ can fly.



Super Tour 2

What's the difference between a spider and a butterfly?



Warm up

- 1 Play a guessing game. Pupils take turns to come to the front to mime an animal or to make an animal noise. The rest of the class guess which animal it is.
- 2 The pupil who guesses correctly comes out to the front of the class to take a turn.

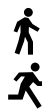
1 Read the poem. Match.

- 1 Ask pupils to look at the three pictures of animals. Don't tell them their names in English. Ask them to read the poem and to see if they can match each verse to a picture. Check the answers with the class.
- 2 **R2** Remind them of reading strategy R2 (listen for words that are similar in other languages). Tell them to use this strategy to help them to understand the new words.
- 3 Say the word *wings*. Then say: *A penguin has got wings. A butterfly has got wings. An ostrich has got wings. A whale hasn't got wings. A crocodile hasn't got wings.* Ask pupils: *What are wings?* Use gestures to support understanding.

Answers: verse 1 = picture 3 verse 2 = picture 1
verse 3 = picture 2

2 Read and write.

- 1 Ask pupils to look back at the poem and to extract information to put into the chart.



Pupils can just write individual words (e.g. *eyes, sea*).

Pupils can write an adjective and noun (e.g. *a big tail, in the snow*).

- 2 Check the answers with the class.


Answers:


	A whale	A butterfly	A penguin
It has got ...	a big tail	wings, big eyes	black wings
It lives ...	in the sea	in the garden	in the snow

Digital 3 Play the Memory Game.

Use the digital *Memory Game* to practise the body parts. Pupils match images to the written words.


4 Write about your favourite animal.

- 1  Remind pupils of writing strategy W5 (brainstorm ideas and vocabulary before you start writing).
- 2 Tell pupils to think about their favourite animals and to brainstorm words and information about this animal.
- 3 Ask pupils to write a simple paragraph about the animal, using the sentence starters to help them.


 Pupils who have difficulty with writing in English can draw a picture of their favourite animal and label it.
- 4 When they have finished, pupils can swap notebooks to read about one another's favourite animal.

Optional Activity

- 1 Ask pupils to create an imaginary animal by cutting out parts of animals from magazines and sticking them together to create a new animal.
- 2 Pupils can invent a name for their new animal and label the body parts.

 Stronger pupils can write a description of their imaginary animal.

5 2.13 Listen and write the words.

- 1  Ask pupils to look at the picture to help them get ideas before they listen. Ask: *What can you see?* Ask them to think about the differences between the two animals.
- 2 Now ask pupils to look at the words in the box. Mime each of the adjectives and ask the pupils to tell you which word you are miming.
- 3 Play audio track 2.13 once. Ask pupils to listen without reading the first time.
- 4 Now ask pupils to look at the text and the words in the box to see if they have any idea of which word might go where. Give them a few minutes to think. Then play the audio track again, pausing after each phrase to give them time to write their answer lightly in pencil.
- 5 Play the track again several times to allow pupils to check and change their answers as many times as they need to. Remember that these activities are intended to build confidence so pupils should have as many opportunities to listen as they need.
- 6 Check the answers with the class by reading the text in full and asking pupils to tell you the missing words.

Answers:

*A horse is big and a pony is small.
A horse has got long legs. A pony has got short legs.
Horses and ponies have got beautiful, long tails.*

Audio script

*Child: Look a big horse and a baby horse.
Adult: No, that isn't a baby horse. It's a pony.
Child: What's the difference between a horse and a pony?
Adult: Well, a horse is big and a pony is small.
Child: A horse has got long legs but a pony has got short legs.
Adult: Horses and ponies have got beautiful long tails.*

6 Read and write parrot or ostrich.

- 1 Ask pupils to look at the pictures of the parrot and the ostrich. Tell them to think about what is different between the two birds.
- 2 Pupils read and write the animal names in the gaps.

Answers:

*An ostrich is big but a parrot is small.
An ostrich has got a long neck but a parrot has got a short neck.
A parrot has got short legs but an ostrich has got long legs.
An ostrich can't fly but a parrot can fly.*



Pupil's Book Super Tour 2


What's the difference between a spider and a butterfly?

- 1 Ask stronger pupils to think about a spider and a butterfly. They think about the differences between the two animals and tell a partner. Then they write a few sentences in their notebook about the differences.


Language Stop 6


L1 Listen, find out and answer. Read the questions before you listen.

Has it got teeth?
Has it got ears?
Has it got a nose?
Can it smell?




2 Look. What's the difference?

It has got teeth.  Yes, it has.

Has it got teeth?  No, it hasn't.

3 Work in groups. Play a game.



Has it got four legs?
No, it hasn't.

Super Tour 2
Draw and label your favourite animal.

Learn to ask and answer questions about animals.

39

Warm up

- 1 Play the *True or False?* game (see Flashcard Games Bank page 23). Display one of the animal flashcards on the board, e.g. an elephant. Make true and false statements about it, e.g. *It lives in a tree.* (false) *It has got big eyes.* (false) *It can't fly.* (true)
- 2 Repeat with other animals.

1 2.14 Listen, find out and answer. Read the questions before you listen.

- 1 Tell pupils to look at the picture of the boy with his pet snake. Tell them this snake is a python and that pythons can get very big. (They can grow up to seven metres long.)
- 2 **L3** Remind pupils of listening strategy L3 (read the questions before you listen). Ask pupils to look at the questions and to try and guess the answers individually first.
- 3 Tell them that they are going listen to an expert talking about a python and they should listen to the answers for the questions. Play audio track 2.14 once. Ask pupils to compare their answers.
- 4 Play audio track 2.14 once again. Then check the answers with the class.

Audio script

- Boy:** This is my pet snake. It's a rock python. It's from Africa. It's a very big snake and it has got a very big mouth.
- Girl:** Has it got teeth?
- Boy:** Yes, it has but its teeth aren't very big.
- Girl:** Has it got ears?
- Boy:** No, it hasn't. It can't hear very well.
- Girl:** Can it smell?
- Boy:** Yes, it can. It's got a nose but it can't smell with its nose.
- Girl:** It can't smell with its nose?
- Boy:** No, snakes can't smell with their noses. A snake smells with its tongue. It can smell very, very well with its tongue.
- Girl:** Wow!

Answers:

- Yes, it has got teeth but its teeth are not very big.
No, it hasn't got ears. It can't hear very well.
Yes, it's got a nose but it can't smell with its nose.
Yes, it can smell very, very well with its tongue.

2 Look. What's the difference?

- 1 Tell students to look at the Language Awareness box. Point to the two phrases and ask: *What's the difference between them?* Give pupils a few minutes to find the differences between the two phrases.
- 2 Write the following on the board with no question marks for the question form.

It has got a big nose
Has it got a big nose
Has it got legs
It has got four legs

Draw a question mark on the board. Ask pupils to decide which phrases need a question mark.
- 3 Then ask pupils to look at the way we answer these questions.

3 Work in groups. Play a game.

- 1 Tell students you have got an animal in your head and ask them to ask you questions about it to help them to guess which animal it is, e.g. *Has it got four legs?* *Has it got wings?* Answer using: *Yes, it has* or *No, it hasn't*.
- 2 Once students have guessed the animal you were thinking of, ask them to play the same game in small groups, taking turns to think of an animal while the others guess. The first to guess takes a turn to choose the next animal.
- 3 Take the opportunity to go round and monitor, as well as support pupils who need extra help with asking the question.



Pupil's Book Super Tour 2

Draw and label your favourite animal.

Stronger pupils can draw and label their favourite animal.

Language Stop

Activity Book – Page 40


6

Language Stop

1 Finish the questions. Then write the answers.

1. Has it got a tongue? Yes, it has.
2. _____ ears? _____
3. _____ a nose? _____
4. _____ teeth? _____
5. _____ legs? _____

python









2 Look, listen and say. When do you use *a* and *an*?

An ostrich is an animal, an elephant is an animal, a giraffe and a hippo are animals, too.

3 Write *a* or *an*. Then match.

1. <u>a</u> leg <input type="checkbox"/>	2. _____ hand <input type="checkbox"/>	3. _____ ear <input type="checkbox"/>
4. _____ arm <input type="checkbox"/>	5. _____ eye <input type="checkbox"/>	6. _____ nose <input type="checkbox"/>

40

Warm up

Use the body flashcards (Unit 6, Set 2). Play *Kim's Game* (see Flashcard Games Bank page 22).

1 Finish the questions. Then write the answers.

- 1 Ask pupil to look at the first question. Remind them of the word order in questions with *have/has*.
- 2 Ask pupils to complete the questions. Then ask them to think about what they learnt about pythons in the listening in the Pupil's Book and answer the questions using short answers.
- 3 Check the answers with the class, or ask pupils to work in pairs to take turns to ask and answer the questions and give the answers.

Answers: 1 *Yes, it has* 2 *No, it hasn't* 3 *Yes, it has*
4 *Yes, it has* 5 *No, it hasn't*

2 2.15 Look, listen and say. When do you use *a* and *an*?

- 1 Ask pupils to look at the Language Awareness box. Play audio track 2.15 and ask pupils to listen.
- 2 Play the track again and ask pupils to listen and repeat the words.
- 3 Point to the words *a* and *an*. Explain that we write and say *an* before five different letters: *a, e, i, o, u*. (At this stage, don't explain that *u* is an exception, i.e. we say *an umbrella* but *a university*.) Tell them that we use *a* with words that begin with all other letters.

Audio script

a hippo, an ostrich.
a giraffe, an elephant.

3 Write *a* or *an*. Then match.

- 1 Ask pupils to look at the words and to circle or underline the first letter.
- 2 Tell them to decide if they need to write *a* or *an*.
- 3 Ask them to compare with a partner. Then check the answers with the whole class.
- 4 When they have finished, ask pupils if they can match the words to the mystery pictures.
- 5 Check the answers with the class.

Answers: 1 *a leg=e* 2 *a hand=f* 3 *an ear=a*
4 *an arm=c* 5 *an eye=d* 6 *a nose=b*

Optional Activity


- 1 To practise pronouncing sentences with *an*, write the following sentence on the board and say it out loud:
An elephant is an animal and an ostrich is an animal, too.
- 2 Ask pupils to repeat it. Then tell them to say it several times, getting quicker each time.

6 Do you know that ...?

6 Do you know that ...?

1 Watch, listen and answer.
What animals do the children see at the wildlife park?


a penguin an ostrich a monkey a meerkat a spider a pony



2 Watch again. Choose the correct answer and say.

A meerkat has got *black / white* ears.
Meerkats are from *Australia / Africa*.
Ostriches *can / can't* run fast.
The Shetland pony has got *long / short* legs.

3 Ask five classmates. What's your favourite animal in this unit?



40 Learn about animals in a wildlife park in Britain.

Warm up

- Use the animal word cards (Unit 6, Set 1). Play *Five Guesses* (see Flashcard Games Bank page 23).
- Encourage pupils to use the question: *Has it got (big ears)?*

1 **video** Watch, listen and answer. Which animals do the children see at the wildlife park?

- Tell pupils they are going to watch a video about a wildlife park in Britain. Explain what a wildlife park is and ask them what animals you can possibly see at a wildlife park.
- Tell pupils to watch the video and to circle the animals they hear.
- Then ask: *Can you see an otter at the park?* Go through the list of animals. Play the video again if necessary.

Answers: a meerkat an ostrich a pony

Video script

Ellie: Look at this animal. Amazing!
Clare: It's a meerkat.
Nasim: It's got black circles round its eyes.
Ellie: It's got black ears, too.
Ben: It's got a long tail.
Clare: Meerkats aren't real cats.
They come from Africa and they live in the desert.
Nasim: Look, an ostrich. It's got a long neck.
Ellie: Wow! It's a big bird. It's got a sharp beak.
Clare: Ostriches don't need to drink water.
They eat plants and the plants give them water.
They run very fast but they don't fly.
Nasim: Ostriches are very interesting.
Ben: Look at the Shetland pony.
Clare: Wow! It is small.
Ellie: And it's got very short legs.
Clare: It's got thick fur to keep it warm.
Nasim: It eats apples and carrots.
Have you got any carrots, Ben?
Ben: No, Ellie's got apples and carrots. Oops,
Ellie eats apples and carrots, too.

2 **video** Watch again.
Choose the correct answer and say.

- Ask pupils to read the questions and see if they can answer them before they listen again.
- Play the video again.
- Ask pupils: *Has a meerkat got white ears?* (No, it hasn't. It has got black ears.)
Are meerkats from Africa? (Yes, they are.)
Can an ostrich run fast? (Yes, it can.)
Has a Shetland pony got long legs?
(No, it hasn't. It's got short legs.)

3 Ask five classmates. What's your favourite animal in this unit?

- Organise pupils into groups of five. Pupils take turns to ask one another about their favourite animal in this unit. Tell them to keep a record of which animal is the favourite.
- Ask each group which animal from the unit is most popular.

Review

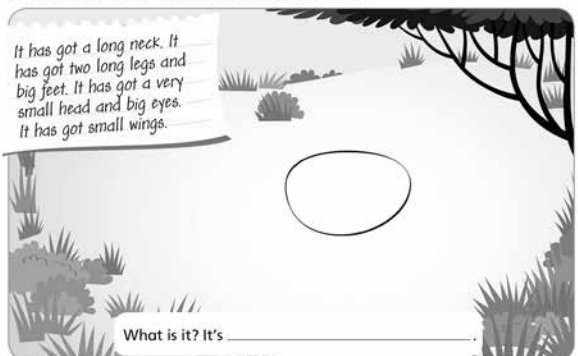
Activity Book – Page 41

REVIEW
6

1 **digital** Play the *Listen, look and find Game*.

2 Read and draw the animal. Write its name.

It has got a long neck. It has got two long legs and big feet. It has got a very small head and big eyes. It has got small wings.



What is it? It's _____

3 Work in pairs. Describe, draw and guess.

4 Read and colour.

I can do this...

I can understand the story.	<input type="radio"/>	
I can describe animals.	<input type="radio"/>	well
I can ask about wild animals.	<input type="radio"/>	
I can read and understand a text about animals.	<input type="radio"/>	a bit
I can write about my favourite animal.	<input type="radio"/>	
I know about a wildlife park in Britain.	<input type="radio"/>	not yet

41

1 **digital** Play the *Listen, look and find Game*.

Use the digital *Listen, look and find Game* to revise language from the unit.

2 Read and draw the animal. Write its name.

- 1 Ask pupils to read the description carefully and to draw the animal as it is described.
- 2 When they have finished their drawing, ask them to look at it and to decide what animal it is. Tell them that it is one of the animals in the story.

Answer: *an ostrich*

3 Work in pairs. Describe, draw and guess.

- 1 Ask pupils to work in pairs. Tell them to choose one of the animals that they have learnt about in this unit.
- 2 Pupils take turns to describe an animal to their partner. Their partner draws the animal then guesses what it is. They can use their notebooks to do this.
- 3 Pupils swap roles and do the activity again. They can do this several times.
- 4 Take the opportunity to go round the class to support pupils as they speak and to monitor their progress.

4 Read and colour.

- 1 If there is time, pupils can have a look back through the pages of the Pupil's Book and Activity Book before they complete the self-assessment activity.
- 2 Pupils colour a circle for each *can do* statement. Take the opportunity to go round to talk to learners about their progress in each area.
- 3 If there is sufficient time and pupils need practice, ask them to do the Reinforcement Page on page 80 of the Activity Book. Answers for the Reinforcement Pages can be found on page 164.

Optional Activity

Pupils can now go on and complete Project 1 (see Activity Book pages 60 and 61). Teacher's notes for the project can be found on page 163.