



The Sore Paw

Objectives and key competences



- Identify and say how animals move
- Listen and say *Tiger's word chant*
- Listen, understand and repeat the Ping and Pong story
- Listen and respond to classroom language



- Ask and say how you move



- Use the Student's Resource Centre



- Recall and repeat the story
- Practise pronunciation: /m/
- Read and write key words
- Review own learning



- Give a personal response and be aware of values in the story



- Make the story characters cut-out
- Play the games
- Do a role play



- Listen and understand the story
- Sing the songs
- Act out the story using the cut-out

Active language

Core vocabulary: animals

crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake

Story vocabulary

paw, scared, sore, thorn

CLIL vocabulary: how animals move

climb, fly, jump, run, swim, walk

Structures

Can you help me, please? No, sorry. I can't./Yes, of course I can.

I can (jump)/I can't (fly).

A (giraffe) can (run).

Can you (swim)? Yes, I can./No, I can't.

Recycled language

hello, please, thank you

I've got ...

I'm ...

run, fast, funny, hand

Classroom language

Can you help me, please?

No, sorry. I can't./Yes, of course I can. / Thank you.

Receptive language

Along comes a ...

... goes away as fast as it can.

... pulls, comes out, better, take you home

Pronunciation

The /m/ sound (monkey, mouse)

Cross-curricular content

Science: How animals move

Values and attitudes

- Interest in animals
- Pleasure in a story about animals
- Awareness of the importance of being kind to friends
- Enjoyment in practising pronunciation
- Willingness to take turns
- Respect for others in the group
- Pleasure in the humour of the Ping and Pong story
- Interest in learning about how animals move
- Confidence in using classroom language
- Willingness to review own learning
- Enjoyment in learning a traditional rhyme and playing a game
- Interest in learning about animals in the countryside in the UK and comparing them with animals in your country

5 Lesson 1

Objectives and key competences

- to recognise and identify animals
- to listen and say *Tiger's word chant*
- to put on animal stickers and play a game
- to use the Student's Resource Centre

Active language

crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake

It's a (snake).

Is it a (monkey)? Yes, it is./No, it isn't.

Materials

Flashcards and/or digital flashcards: *cheese, mushrooms, peas, sausages, crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake*, Class Audio CD, Unit 5 stickers, Tiger masks

Optional materials

AB page 41

Class Audio for Lesson 1

Hello, everyone ▶ CD3 Track 1 TB p22

Do you like mushrooms? ▶ CD3 Track 3 TB p22

The elephant says 'Goodbye' ▶ CD3 Track 4 TB p22

Goodbye, everyone ▶ CD3 Track 2 TB p22

1 Listen, look and repeat.

▶ CD3 Track 5

elephant, giraffe, snake, crocodile, frog, monkey, parrot, mouse

2 Listen, point and say *Tiger's word chant*.

▶ CD3 Track 6

Tiger, Tiger,

listen to me!

Name the animals,

you can see!

Number 1! It's a parrot!

Number 2! It's a snake!

Number 3! It's an elephant!

Number 4! It's a monkey!

Number 5! It's a giraffe!

Number 6! It's a frog!

Number 7! It's a crocodile!

Number 8! It's a mouse!

At a Glance Lesson Plan

Starting the lesson

- Sing *Hello, everyone*.
- ▶ CD3 Track 1 TB p22
- Do the opening routine.
- ▶ CD3 Track 3 TB p22
- Explain the aims of the lesson.

Activity 1



- Listen, look and repeat.
- ▶ CD3 Track 5 TB p112
- Play flashcard games.

Activity 2

- Listen, point and say *Tiger's word chant*.
- ▶ CD3 Track 6 TB p112

Activity 3

- Stick and say.
- Play *Word or number*.

5 The Soke Paw
Lesson 1 Vocabulary

1 Listen, look and repeat.
2 Listen, point and say *Tiger's word chant*.

3 Stick and say. Play *Word or number*.

1 parrot 2 snake 3 elephant 4 monkey
5 giraffe 6 frog 7 crocodile 8 mouse

Vocabulary Input: parrot, snake, elephant, monkey, giraffe, frog, crocodile, mouse

Ending the lesson

- Review the lesson.
- Do the closing routine.
- ▶ CD3 Track 4 TB p22
- Sing *Goodbye, everyone*.
- ▶ CD3 Track 2 TB p22

Activity Book p41

Activity 1

- Read and match.

Activity 2

- Draw and write the next animal.

Detailed Lesson Plan

Starting the lesson

Sing *Hello, everyone*.

- Greet the children. Introduce the ***Hello, everyone*** song for Units 5 and 6. Play the audio. The children listen.
- ▶ **CD3 Track 1 TB p22**
- Play the audio again. The children sing and do the actions.
- (Optional) Divide the class into two groups. Groups A and B sing line 1; Group A sings lines 2 and 4; Group B sings line 3. The groups change roles and repeat.

Do the opening routine. Sing *Do you like mushrooms?*

- Introduce the opening routine for Unit 5. Hold up the *cheese, mushrooms, peas* and *sausages* flashcards and play the audio. The children call out *Yes!* if they like the food, *No!* if they don't.
- ▶ **CD3 Track 3 TB p22**
- Repeat the chant naming different foods.

Explain the aims of the lesson.

- Say **Today we're going to learn the names of animals and say *Tiger's word chant*.**

Student's Book Activity 1



Listen, look and repeat.

- ▶ **CD3 Track 5 TB p112**
- (Books closed.) The children name animals they know. Stick these flashcards on the board or use the digital flashcards on the Presentation Kit.
- Introduce the remaining animals using the flashcards (*elephant, giraffe, snake, crocodile, frog, monkey, parrot, mouse*). Play the audio. Point to the animals. The children listen and repeat.
- Play one or two flashcard games e.g. *Slowly, slowly!* and *What's missing?* (see page TB 23).

Student's Book Activity 2

Listen, point and say *Tiger's word chant*.

▶ **CD3 Track 6 TB p112**

- Arrange the animal flashcards on the board in the order of the chant. Write numbers 1–8 underneath. Play the audio. The children listen and point to the flashcards.
- (Books open.) Say **Look! Tiger's sleeping. He's dreaming he's in the jungle!** (Use mime or point to the picture.) **Let's say the chant!** Play the audio again. The children listen, point to the animals and join in saying the chant.
- Play the audio a third time, pausing for the children to say the animals.
- (Optional) The children hold up or wear their Tiger masks. Play the audio. They pretend to be Tiger and name all the animals.

Student's Book Activity 3

Stick and say. Play *Word or number*.

- Say numbers 1–8 in turn. The children point to and name the animals.
- Say **Put on the animal stickers for Unit 5**. Check this has been done correctly by repeating the first stage.
- Play a game with two teams. Name an animal (**frog**); the children say the number (*six!*). Or say a number (**eight**); the children name the animal (*mouse!*). The children take turns to answer and score points for their team.
- (Books closed.) Raise the level of the challenge with the children responding from memory.

Answers: 1 parrot 2 snake 3 elephant 4 monkey
5 giraffe 6 frog 7 crocodile 8 mouse

Activity Book

Activity 1

Read and match.

- Read the words. The children point to the animals. They draw matching lines from the words to the animals. Check the answers. (Optional) The children can colour the picture.

Activity 2

Draw and write the next animal.

- The children look at the pictures and draw the next animal in the sequence.
- The children write labels for their drawings.

Answers: mouse, monkey

Ending the lesson

Review the lesson.

- Ask **What names of animals do we know? What names are easy or hard to remember? What can you do to help you remember the words?**

Do the closing routine. Sing *The elephant says 'Goodbye'*.

- Introduce the closing routine for Unit 5. Hold up the animal flashcards in turn. Play the audio. The children wave and say goodbye to the animals on the flashcards as you put them away.
- ▶ **CD3 Track 4 TB p22**
- The children tidy up and put their books away.
- Introduce the ***Goodbye, everyone*** song for Units 5 and 6. Play the audio. The children sing and say goodbye.
- ▶ **CD3 Track 2 TB p22**

5 Lesson 2



Objectives and key competences

- to identify the animals in the story
- to use the Student's Resource Centre
- to give a personal response and be aware of values in the story
- to listen and understand the story

Active language

crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake, tiger

Yes, it is./No, it isn't.

Can you help me, please? No, sorry. I can't./Yes, of course I can. I've got a sore paw.

Materials

Flashcards: cheese, mushrooms, peas, sausages, crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake, Class Audio CD, Story cards and/or Storyteller from the Presentation Kit: *The Sore Paw*

Optional materials

Tiger masks, AB page 42

At a Glance Lesson Plan

Starting the lesson

- Sing *Hello, everyone*.
- ▶ *CD3 Track 1 TB p22*
- Do the opening routine.
- ▶ *CD3 Track 3 TB p22*
- Say *Tiger's word chant*.
- ▶ *CD3 Track 6 TB p112*
- Explain the aims of the lesson.

Pre-story activities

- Predict what happens in the story (books open).
- Listen (books closed).
- ▶ *CD3 Track 7 TB p114*
- Listen with the story cards.

Activity 4

- Listen to the story. Say *stop!*
- ▶ *CD3 Track 7 TB p114*
- Answer the questions.

Lesson 2 Story

Listen to the story. Say stop! Answer the questions.

STORYTIME

Tiger Values

Be kind to your friends.

Story and language input: I've got a sore (paw). Can you help me, please? No, sorry. I can't./Yes, of course I can.

Personal response and values

Tiger Values

- Talk about the importance of being kind when you're with your friends.

Ending the lesson

- Review the lesson.
- Do the closing routine.
- ▶ *CD3 Track 4 TB p22*
- Sing *Goodbye, everyone*.
- ▶ *CD3 Track 2 TB p22*

Activity Book p42

Activity 3

- Look and write.
- Colour the animals in the story.

Hello, everyone ▶ *CD3 Track 1 TB p22*

Do you like mushrooms? ▶ *CD3 Track 3 TB p22*

Tiger's word chant ▶ *CD3 Track 6 TB p112*

The elephant says 'Goodbye!' ▶ *CD3 Track 4 TB p22*

Goodbye, everyone ▶ *CD3 Track 2 TB p22*

Story: The Sore Paw.

▶ *CD3 Track 7*

1 Narrator: Tiger is sleeping. He's dreaming he's got a sore paw. **Tiger:** Ow! I've got a sore paw.

Narrator: Along comes an elephant. **Tiger:** Hello, Elephant. Look. I've got a sore paw. Can you help me, please? **Elephant:** No, sorry. I can't. I'm scared of tigers.

Narrator: And the elephant goes away as fast as it can.

2 Tiger: Ow! I've got a sore paw. **Narrator:** Along comes a giraffe. **Tiger:** Hello, Giraffe. Look. I've got a sore paw. Can you help me, please? **Giraffe:** No, sorry. I can't. I'm scared. **Narrator:** And the giraffe goes away as fast as it can.

3 Tiger: Ow! I've got a sore paw. **Narrator:** Along comes a snake. **Tiger:** Hello, Snake. Look. I've got a sore paw. Can you help me, please? **Snake:** No, sorry. I can't. I'm scared. **Narrator:** And the snake goes away as fast as it can.

4 Tiger: Ow! I've got a sore paw. **Narrator:** Along comes a monkey. **Tiger:** Hello, Monkey. Look. I've got a sore paw. Can you help me, please? **Monkey:** No, sorry. I can't. I'm scared. **Narrator:** And the monkey goes away as fast as it can.

5 Tiger: Ow! I've got a sore paw. **Narrator:** Along comes a little mouse. **Tiger:** Hello, Mouse. Look. I've got a sore paw. Can you help me, please? **Mouse:** Yes, of course I can. Oh dear! You've got a thorn in your paw.

6 Narrator: The mouse pulls ... **Tiger:** Owww!
Narrator: and pulls ... **Tiger:** Owww! **Narrator:** ... and the thorn comes out.

7 Tiger: Oh, my paw is better now. Thank you, Mouse. **Mouse:** You're welcome! **Narrator:** The mouse looks at Tiger. **Mouse:** Can you help me now, please, Tiger? I'm a long way from home and I can't cross the river. **Tiger:** Yes, of course I can, Mouse. Jump on my back! I can take you home.

8 Narrator: The little mouse jumps on Tiger's back. The elephant, the giraffe, the snake and the monkey are very surprised. **Elephant:** Look! The little mouse isn't scared of Tiger. **Giraffe:** The little mouse and Tiger are friends. **Snake:** Amazing!

Detailed Lesson Plan

Starting the lesson

Sing *Hello, everyone*.

- Greet the children. Play the ***Hello, everyone*** song. The children sing and do the actions.

► CD3 Track 1 TB p22

Do the opening routine. Sing *Do you like mushrooms?*

- Hold up the *cheese, mushrooms, peas* and *sausages* flashcards. Play the audio. The children call out *Yes!* if they like the food, *No!* if they don't.

► CD3 Track 3 TB p22

- Repeat the chant naming different foods.

Say *Tiger's word chant*.

- Give eight children an animal flashcard, which they hold up in turn as you play *Tiger's word chant*. The rest of the class says the chant, (optional) with their Tiger masks.

► CD3 Track 6 TB p112

Explain the aims of the lesson.

- Say **Today we're going to listen to a story about Tiger and say what we like about and learn from the story.**

Pre-story activities

Predict what happens in the story.

- (Books open at pages 52 and 53.) Say **Look! Tiger's sleeping. He's dreaming. Elicit or explain meaning. The story is about Tiger's dream. What do you think happens?** Briefly listen to ideas (in L1).
- Explain that in the story Tiger dreams he's got a 'sore paw'. Mime or explain. Tiger asks different animals to help.

Listen.

► CD3 Track 7 TB p114

- (Books closed.) Ask **Which animals does Tiger ask for help?** Play the audio. The children listen.
- In turn, ask about the elephant, giraffe, snake, crocodile, frog, monkey, parrot and mouse. **Does Tiger ask the (elephant) for help?** (Yes./No.)

Listen with the story cards.

- Say **Let's listen and look at the story cards!** Play the audio. Hold up the story cards as the children listen. They then name the animals.

Student's Book Activity 4



Listen to the story. Say *stop!* Answer the questions.

► CD3 Track 7 TB p114

- Play the audio. The children follow in their books. They say *stop!* when they hear the names of the animals, at which point pause the audio for the children to repeat the names.
- Ask questions about each frame in the story to aid and check understanding.

Suggested comprehension questions

- Frame 1: **Is Tiger sleeping?** (Yes.) **He's dreaming he's got a sore ... (paw). Can the elephant help Tiger?** (No.) **Why not?** (*It's scared of tigers.*) Mime to show this.
- Frame 2: **Can the giraffe help Tiger?** (No.) **Why not?** (*It's scared.*)
- Frame 3: **Can the snake help Tiger?** (No.) **Why not?** (*It's scared.*)
- Frame 4: **Can the monkey help Tiger?** (No.) **Why not?** (*It's scared.*)
- Frame 5: **Can the mouse help Tiger?** (Yes.) **Tiger's got a thorn in his paw.** Use the picture to clarify meaning.
- Frame 6: **What does the mouse do? It ... (use mime) (pulls) and (pulls) and the thorn comes out.**
- Frame 7: **Is Tiger's paw better?** (Yes.) **Can Tiger help the mouse?** (Yes, *he can.*) **He can cross the river and take the mouse home.** Explain.
- Frame 8: **Who's surprised?** (*The elephant, the giraffe, the snake and the monkey.*) **Is the little mouse scared?** (No.) **Are the little mouse and Tiger friends?** (Yes.)

Student's Book Tiger Values



- Ask **Do you like the story of Tiger's dream? Do you dream when you're asleep? Who helps Tiger in the dream?** (*The mouse.*) **Is he kind to Tiger?** (Yes, *he's very kind to Tiger.*) **Are the other animals kind to Tiger?** (No.) **Is Tiger kind to the mouse?** (Yes.) **How?** (*Tiger takes the mouse home.*)
- The children look at the picture of Tiger. Read the speech bubble. Ask what's happening in the photos.
- Ask **Is it important to be kind to your friends? Why? In what ways can you be kind to your friends?** Listen to responses in English and/or L1.

Activity Book

Activity 3

Look and write. Colour the animals in the story.

- Read the words. The children point to the animals and say the numbers. They write the words. Check the answers.
- The children colour the pictures of the animals in the story. Check they have done so correctly. The children name the animals in the story (*mouse, elephant, monkey, giraffe, snake*).

Answers: 1 parrot 2 frog 3 mouse 4 elephant 5 monkey
6 giraffe 7 crocodile 8 snake

Ending the lesson

Review the lesson.

- Ask **Which animals are in the story? Which animals aren't in the story? What's Tiger got? A sore ... (paw).**

Do the closing routine. Sing *The elephant says 'Goodbye'*.

- Hold up the animal flashcards in turn. Play the audio. The children wave and say goodbye to the animals on the flashcards as you put them away.

► CD3 Track 4 TB p22

- The children tidy up and put their books away.
- Play the ***Goodbye, everyone*** song. The children sing and say goodbye.

► CD3 Track 2 TB p22

5 Lesson 3

Objectives and key competences

- LEARN • to listen to the story and say the missing words
- to identify the animals that can and can't help Tiger
- to listen and sing *Can you help me, please?*

Active language

crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake, tiger
Hello, (elephant). I've got a sore paw. Can you help me, please? Yes, of course I can./No, sorry, I can't. I'm scared.

Materials

Flashcards: *cheese, mushrooms, peas, sausages, crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake*, Class Audio CD, Story cards: *The Sore Paw*

Optional materials

AB page 43

Class Audio for Lesson 3

Hello, everyone ▶ CD3 Track 1 TB p22
Do you like mushrooms? ▶ CD3 Track 3 TB p22
The elephant says 'Goodbye'! ▶ CD3 Track 4 TB p22
Goodbye, everyone ▶ CD3 Track 2 TB p22

5 Listen and say the missing words.

▶ CD3 Track 8

(For full audioscript see TB page 114.)

- 1 Tiger:** Hello, *** (Elephant). Look. I've got a sore *** (paw). [...]
Narrator: And the *** (elephant) goes away as fast as it can.
- 2 Tiger:** Hello, *** (Giraffe). [...]
Narrator: And the *** (giraffe) goes away as fast as it can.
- 3 Tiger:** Hello, *** (Snake). Look. I've got a sore *** (paw). Can you help me, *** (please)?
Narrator: And the *** (snake) goes away as fast as it can.
- 4 Tiger:** Hello, *** (Monkey). [...]
Narrator: And the *** (monkey) goes away as fast as it can.
- 5 Tiger:** Hello, *** (Mouse). [...]
7 Tiger: [...] Thank you, *** (Mouse)!
Mouse: Can you help me now, please, *** (Tiger)? [...]
Tiger: Yes, of course I can, *** (Mouse). [...]
- 8 Narrator:** The little *** (mouse) jumps on Tiger's back. The elephant, the giraffe, the snake and the *** (monkey) are very surprised.
Giraffe: The little mouse and *** (Tiger) are friends.

Song: Can you help me, please?

▶ CD3 Track 9

Can you help me, please? (Hold arms out pleadingly)
I've got a sore paw today. (Hold up pretend 'sore paw')
No, sorry. I can't. I'm scared. (Shake head, look scared)
And the elephant goes away. (Turn and walk away on the spot)

... And the giraffe goes away.
 ... And the snake goes away.
 ... And the monkey goes away.

Can you help me, please?
I've got a sore paw today.
Yes, of course I can. Pull, pull. (Mime pulling out the thorn)
The thorn comes out. Hurray! (Hold up imaginary thorn triumphantly)

At a Glance Lesson Plan

Starting the lesson

- Sing *Hello, everyone*.
- ▶ CD3 Track 1 TB p22
- Do the opening routine.
- ▶ CD3 Track 3 TB p22
- Review *The Sore Paw* story.
- Explain the aims of the lesson.

Activity 5

- Listen and say the missing words.
- ▶ CD3 Track 8 TB p116

Activity 6

- Tick (✓) the animals in the story.
- Circle the animal that helps Tiger.

Activity 7

- Listen and sing *Can you help me, please?*
- ▶ CD3 Track 9 TB p116
- Number the pictures in order.

Lesson 3, Story activities

5 Listen and say the missing words.

6 Tick (✓) the animals in the story. Circle the animal that helps Tiger.

7 Listen and sing *Can you help me, please?*
 Number the pictures in order.

Story activities

Ending the lesson

- Review the lesson.
- Do the closing routine.
- ▶ CD3 Track 4 TB p22
- Sing *Goodbye, everyone*.
- ▶ CD3 Track 2 TB p22

Activity Book p43

Activity 4

- Read and circle.
- Sing *Can you help me, please?*
- ▶ CD3 Track 9 TB p116
- Do you like the song?
- Circle.

Detailed Lesson Plan

Starting the lesson

Sing *Hello, everyone*.

- Greet the children. Play the *Hello, everyone* song. The children sing and do the actions.
- ▶ **CD3 Track 1 TB p22**

Do the opening routine. Sing *Do you like mushrooms?*

- Hold up the *cheese, mushrooms, peas* and *sausages* flashcards and play the audio. The children call out *Yes!* if they like the food, *No!* if they don't.
- ▶ **CD3 Track 3 TB p22**
- Repeat the chant naming different foods.

Review *The Sore Paw* story.

- Ask **Can you remember the story?**
- Draw a line down the middle of the board. Point and say **This side is for animals that are in the story. This side is for animals that aren't in the story.**
- The children call out the animals that are in the story (*elephant, giraffe, snake, monkey, mouse*). They then call out the animals that aren't in the story (*crocodile, frog, parrot*). Draw pictures or write the words on the correct side of the board.
- Re-cap by asking questions. **Can the (giraffe) help Tiger?** (*Yes./No.*)

Explain the aims of the lesson.

- Say **Today we're going to do story activities and sing a song.**

Student's Book Activity 5

Listen and say the missing words.

- ▶ **CD3 Track 8 TB p116**
- (Books open at pages 52 and 53.) Say **Find the picture of Tiger asking the snake for help!** The children point to the picture.
- Repeat, naming the other animals in the story.
- Say **Listen to the story and say the missing words.** Play the first two lines of the audio to practise then play the entire track. The children listen and say the missing words.

Answers: (See answers in audioscript.)

Student's Book Activity 6

Tick (✓) the animals in the story. Circle the animal that helps Tiger.

- For all the animals, ask **Is the (giraffe) in the story?** (*Yes, it is./No, it isn't.*) The children tick the animals in the story. Check the answers.
- Ask about all the animals. **Can the (elephant) help Tiger?** (*No, it can't./Yes, it can.*) The children circle the animal that can help. Check the answers.

Answers: elephant ✓, giraffe ✓, monkey ✓, snake ✓, mouse ✓. The mouse helps Tiger.

Student's Book Activity 7

Listen and sing *Can you help me, please?* Number the pictures in order.

- ▶ **CD3 Track 9 TB p116**
- (Books closed.) Ask **Which animals can you hear in the song?** Play the audio.
- Check the answers (*elephant, giraffe, snake, monkey* and also *mouse*, although not mentioned by name, in the last verse).
- Play the audio again. The children sing and do the actions.
- Ask **Do you like the song?**
- (Books open.) The children number the pictures in the order of the song verses and story. Check the answers by playing the audio. The children point to the pictures in order and sing.
- The children say the exchanges with you in chorus. *Can you help me, please? I've got a sore paw today. No, sorry, I can't. I'm scared./Yes, of course I can. You can also use the karaoke version of this song.*

- ▶ **CD3 Track 10**

Answers: 1 c 2 e 3 a 4 d 5 b

Activity Book

Activity 4

Read and circle. Sing *Can you help me, please?*

- ▶ **CD3 Track 9 TB p116**

- Read the text. The children name the animals. They circle the correct animal words.
- Play the song. The children follow in their books and sing.

Answers: elephant, giraffe, snake, monkey, mouse

Do you like the song? Circle.

- Ask **Do you like the song?** The children circle the picture that best expresses their feeling.

Ending the lesson

Review the lesson.

- Ask **Which animals can't help Tiger? Which animal can help Tiger? In which order do the animals in the story appear?**

Do the closing routine. Sing *The elephant says 'Goodbye'*.

- Hold up the animal flashcards in turn. Play the audio. The children wave and say goodbye to the animals on the flashcards as you put them away.
- ▶ **CD3 Track 4 TB p22**
- The children tidy up and put their books away.
- Play the **Goodbye, everyone** song. The children sing and say goodbye.
- ▶ **CD3 Track 2 TB p22**

5 Lesson 4

Objectives and key competences

- to practise pronunciation: /m/
- to do a role play
- to make the cut-out and act out the story

Active language

crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake, tiger
Hello, (frog). I've got a sore (hand). Can you help me, please? Yes, of course I can. / No, sorry. I can't. I'm scared.

Materials

Flashcards: *cheese, mushrooms, peas, sausages, crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake*
 Class Audio CD, Story cards: *The Sore Paw*, Cut-out (SB page 91), scissors, glue

Optional materials

AB page 44, prepared cut-out

Class Audio for Lesson 4

Hello, everyone ▶ CD3 Track 1 TB p22
Do you like mushrooms? ▶ CD3 Track 3 TB p22
Can you help me, please? ▶ CD3 Track 9 TB p116
The elephant says 'Goodbye!' ▶ CD3 Track 4 TB p22
Goodbye, everyone ▶ CD3 Track 2 TB p22

8 Tiger Phonics: Listen, look and say.

▶ CD3 Track 11

I've got a mouse and a monkey.
I've got a mouse and a monkey.
I've got a mouse and a monkey.

At a Glance Lesson Plan

Starting the lesson

- Sing *Hello, everyone.*
▶ CD3 Track 1 TB p22
- Do the opening routine.
▶ CD3 Track 3 TB p22
- Sing *Can you help me, please?*
▶ CD3 Track 9 TB p116
- Explain the aims of the lesson.

Activity 8

- Tiger Phonics: Listen, look and say.
▶ CD3 Track 11 TB p118

Activity 9

- Make the cut-out on page 91.
- Act out the story.
▶ CD3 Track 7 TB p114

Activity 10

- Over to You: Do a role play.

Lesson 4 Speaking

8 Listen, look and say.

Tiger Phonics

9 Make the cut-out on page 91. Act out the story.

10 Do a role play.

OVER TO YOU

Pronunciation: *I've got a mouse and a monkey. Communication: I've got a sore (mouth). Can you help me, please? No, sorry. I can't. Yes, of course I can.*

Activity Book p44

Activity 5

- Trace and write.
- Say.

Ending the lesson

- Review the lesson.
- Do the closing routine.
▶ CD3 Track 4 TB p22
- Sing *Goodbye, everyone.*
▶ CD3 Track 2 TB p22

Detailed Lesson Plan

Starting the lesson

Sing *Hello, everyone*.

- Greet the children. Play the *Hello, everyone* song. The children sing and do the actions.

► CD3 Track 1 TB p22

Do the opening routine. Sing *Do you like mushrooms?*

- Hold up the *cheese, mushrooms, peas* and *sausages* flashcards and play the audio. The children call out *Yes!* if they like the food, *No!* if they don't.

► CD3 Track 3 TB p22

- Repeat the chant naming different foods.

Sing *Can you help me, please?*

- Divide the class into two groups (Tiger and the other animals). Tiger sings lines 1 and 2; the other animals sing line 3; everyone sings line 4. Play the *Can you help me, please?* song. The groups sing and act out the song.

► CD3 Track 9 TB p116

Explain the aims of the lesson.

- Say **Today we're going to practise pronunciation. We're also going to make story characters, act out the story and do a role play.**

Student's Book Activity 8

Tiger Phonics: Listen, look and say.

► CD3 Track 11 TB p118

- The children say what they see (*a monkey, a mouse*).
- Say the /m/ sound several times. Draw attention to the shape of your lips. The children copy and repeat.
- The children listen and count how many times they hear the /m/ sound in the tongue twister. Play the audio, pausing after the first repetition to check the answer (*two*).
- The children mime being a mouse or a monkey. Play the audio again. They repeat the tongue twister once or twice.

Student's Book Activity 9

Make the cut-out on page 91. Act out the story.

- Hold up page 91. Show the cut-out animals from the story you have prepared.
- The children cut out and stick the animals.
- Say **Show me the (snake)!** The children hold up the animals.
- Demonstrate moving the animals to act out the story.
- Play *The Sore Paw* story. The children join in acting out the story.

► CD3 Track 7 TB p114

Student's Book Activity 10

Over to You: Do a role play.

- Demonstrate the role play. Hold out your hand and say **I've got a sore hand. Can you help me, please?** The children respond *No, sorry. I can't* or *Yes, of course I can*. They can also do the role play using other familiar parts of the body: *I've got a sore (leg)*. Repeat several times with different children.
- Individual children take turns showing their 'ailment' and asking the question instead of you. Other children respond.
- The children do the role play in pairs then change roles.

Activity Book

Activity 5

Trace and write. Say.

- Read the exchanges. The children name the animals. They trace the animals and write the words. Check the answers. The children say the exchanges. (Optional) They can also colour the pictures.

Answers: 1 elephant 2 giraffe 3 snake 4 monkey 5 mouse

Ending the lesson

Review the lesson.

- Ask **What dialogue from the story can you act out? What can you ask a friend if you've got a sore hand/arm/leg/foot?**

Do the closing routine. Sing *The elephant says 'Goodbye'!*

- Hold up the animal flashcards in turn. Play the audio. The children wave and say goodbye to the animals on the flashcards as you put them away.

► CD3 Track 4 TB p22

- The children tidy up and put their books away.
- Play the **Goodbye, everyone** song. The children sing and say goodbye.

► CD3 Track 2 TB p22

5 Lesson 5

Objectives and key competences

- to listen and mime actions
- to listen, understand and repeat the Ping and Pong story

- to identify and say how animals move

Active language

crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake, tiger, climb, fly, jump, run, swim, walk

A (parrot) can (fly). I can (run).

Can you (jump)? Yes, I can./No, I can't.

Materials

Flashcards: cheese, mushrooms, peas, sausages, crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake, Class Audio CD

Optional materials

Ping and Pong finger puppets, AB page 45

At a Glance Lesson Plan

Starting the lesson

- Sing *Hello, everyone.*
- ▶ **CD3 Track 1 TB p22**
- Do the opening routine.
- ▶ **CD3 Track 3 TB p22**
- Hold up the animal flashcards.
- Review *The Sore Paw* story.
- Explain the aims of the lesson.

Activity 11

- Listen and point.
- ▶ **CD3 Track 12 TB p120**
- Mime and say.

Activity 12

- Listen and repeat.
- ▶ **CD3 Track 13 TB p120**
- Answer the questions.
- Play Ping can ... !

SCIENCE
How we move
Lesson 5 CLIL

11 Listen and point. Mime and say.

12 Listen and repeat. Answer the questions.

Content input: how we move: walk, run, climb, jump, swim, fly

Ending the lesson

- Review the lesson.
- Do the closing routine.
- ▶ **CD3 Track 4 TB p22**
- Sing *Goodbye, everyone.*
- ▶ **CD3 Track 2 TB p22**

Activity Book p45

Activity 6

- Read and match.

Class Audio for Lesson 5

Hello, everyone ▶ **CD3 Track 1 TB p22**

Do you like mushrooms? ▶ **CD3 Track 3 TB p22**

The elephant says 'Goodbye!' ▶ **CD3 Track 4 TB p22**

Goodbye, everyone ▶ **CD3 Track 2 TB p22**

11 Listen and point.

▶ **CD3 Track 12**

1 walk

2 run

3 climb

4 jump

5 swim

6 fly

12 Listen and repeat.

▶ **CD3 Track 13**

1 Narrator: Ping and Pong are looking at animals on Ping's computer.

Ping: Look, Pong. An elephant can walk. And a giraffe can run.

Pong: Wow! It's fast.

2 Ping: And look, Pong. A crocodile can swim.

Pong: Well, I can do everything, Ping! I can walk. I can run. And I can swim.

3 Ping: Can you jump, Pong?

Pong: Yes, I can. Look!

Ping: Oh, you are funny, Pong. No, you can't. You can't jump like a frog!

4 Ping: Can you climb, Pong?

Pong: Yes, I can. Look!

Ping: Oh, you are funny, Pong. No, you can't. You can't climb like a monkey! Or like me!

5 Ping: Can you fly, Pong?

Pong: Yes, I can. Look!

Ping: Oh no! Be careful, Pong!

6 Ping: No, you can't fly, Pong!

Pong: Oh dear! You're right. I can't jump like a frog. I can't climb. And I can't fly!

Detailed Lesson Plan

Starting the lesson

Sing *Hello, everyone*.

- Greet the children. Play the ***Hello, everyone*** song. The children sing and do the actions.

► CD3 Track 1 TB p22

Do the opening routine. Sing *Do you like mushrooms?*

- Hold up the *cheese, mushrooms, peas* and *sausages* flashcards and play the audio. The children call out *Yes!* if they like the food, *No!* if they don't.

► CD3 Track 3 TB p22

- Repeat the chant naming different foods.

Hold up the animal flashcards.

- In turn, hold up the animal flashcards. The students name the animals.

Review *The Sore Paw* story.

- Ask questions about the story. **Can the (mouse) help Tiger?** (*Yes, it can./No, it can't.*)

Explain the aims of the lesson.

- Say **Today we're going to learn about how animals move, and listen to a story about Ping and Pong.**

Student's Book Activity 11

Listen and point. Mime and say.

► CD3 Track 12 TB p120

- (Books closed.) Mime the actions and say the words.
- (Books open.) Mime again. The children identify the actions.
- Play the audio. The children listen and point to the pictures. Check they are doing this correctly. They name the actions.
- The children stand up. Give instructions in random order. **(Jump!) (Fly!)** The children mime the actions. They 'freeze' in position and say the actions when you say **Stop!**

Student's Book Activity 12

Listen and repeat. Answer the questions.

► CD3 Track 13 TB p120

- (Books open.) Explain that in this story Pong learns about how animals move. Say **Listen and find out: What can Pong do? What can't Pong do?** Play the audio. The children listen and look at the pictures.
- Divide the class into two groups (Ping and Pong). (Optional) The groups wear the Ping and Pong finger puppets.
- Play the audio again. The groups listen and repeat. They change roles (and puppets) and repeat.
- Ask **Do you like Ping and Pong? Are they funny?**
- Repeat the questions. Check the answers. (*Pong can walk, run and swim. Pong can't jump, climb or fly.*) Point out that as a dog, Pong is able to jump, but in the story he's trying to jump like a frog, which is something he can't do.
- Play *Pong can ...!* (Optional) Hold up the Pong finger puppet. Say **Pong can (walk/climb/swim).** The children wave their arms and say *Yes!* if Pong can do the actions; they fold their arms and say *No!* if he can't. (Optional) Repeat with the Ping finger puppet then with both puppets. **Ping can walk/run/climb. Ping can't jump/swim/fly.**
- Repeat using animal flashcards. **A giraffe can (run). An elephant can (fly).** The children respond.

Activity Book

Activity 6

Read and match.

- Read the sentences. The children point to the pictures. They read and draw matching lines from the sentences to the pictures. Check the answers.

Answers: 1 c 2 e 3 d 4 a 5 f 6 b

- Direct the children to Activity Book page 64. The children complete the Picture Dictionary for Unit 5, writing the words under the pictures.

Answers: walk, run, climb, jump, fly, swim

Ending the lesson

Review the lesson.

- Ask **What can Pong do? What can't Pong do? How can other animals move?**

Do the closing routine. Sing *The elephant says 'Goodbye'*.

- Hold up the animal flashcards in turn. Play the audio. The children wave and say goodbye to the animals on the flashcards as you put them away.

► CD3 Track 4 TB p22

- The children tidy up and put their books away.
- Play the **Goodbye, everyone** song. The children sing and say goodbye.

► CD3 Track 2 TB p22

Objectives and key competences

- to ask and say how you move
- to say how animals move
- to listen and sing *A frog can jump*

Active language

crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake, tiger

climb, jump, fly, run, swim, walk

A (giraffe) can (run).

I can (jump).

Can you (swim)? Yes, I can./No, I can't.

Materials

Flashcards: *cheese, mushrooms, peas, sausages, crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake*

Class Audio CD

Optional materials

Ping and Pong finger puppets, AB page 46

At a Glance Lesson Plan**Starting the lesson**

- Sing *Hello, everyone*.
- ▶ **CD3 Track 1 TB p22**
- Do the opening routine.
- ▶ **CD3 Track 3 TB p22**
- Review the Ping and Pong story.
- ▶ **CD3 Track 13 TB p120**
- Explain the aims of the lesson.

Activity 13

- Listen, number and repeat.
- ▶ **CD3 Track 14 TB p122**

Activity 14

- Listen and point. Sing *A frog can jump*.
- ▶ **CD3 Track 15 TB p122**
- Tick (✓) what you can do.

Activity 15

- Over to You: Play *A parrot can fly!*

Lesson 6 CLIL

13 Listen, number and repeat.

14 Listen and point. Sing *A frog can jump*. Tick (✓) what you can do.

15 Play *A parrot can fly!*

Content and personalisation: *A (giraffe) can (run). I can (jump). Can you (fly)? Yes, I can./No, I can't.*

Activity Book p46**Activity 7**

- Look and write.
- Say.

Class Audio for Lesson 6

Hello, everyone ▶ **CD3 Track 1 TB p22**

Do you like mushrooms? ▶ **CD3 Track 3 TB p22**

Unit 5 Ping and Pong story ▶ **CD3 Track 13 TB p120**

The elephant says 'Goodbye!' ▶ **CD3 Track 4 TB p22**

Goodbye, everyone ▶ **CD3 Track 2 TB p22**

13 Listen, number and repeat.

▶ **CD3 Track 14**

- 1 Look at the monkey. A monkey can climb.
- 2 Look at the frog. A frog can jump.
- 3 Look at the giraffe. A giraffe can run.
- 4 Look at the crocodile. A crocodile can swim.
- 5 Look at the parrot. A parrot can fly.
- 6 Look at the elephant. An elephant can walk.

14 Song: A frog can jump.

▶ **CD3 Track 15**

A frog can jump.

(Jump like a frog)

I can jump, too.

(Jump on one leg)

A frog can jump.

(Jump like a frog)

Can you?

(Hold your arms out questioningly)

A giraffe can run ...

(Repeat as above, miming the different actions for each verse)

An elephant can walk ...

A crocodile can swim ...

A monkey can climb ...

A parrot can fly.

(Mime flying)

But I can't fly.

(Shake your finger!)

A parrot can fly.

Can you?

Ending the lesson

- Review the lesson.
- Do the closing routine.
- ▶ **CD3 Track 4 TB p22**
- Sing *Goodbye, everyone*.
- ▶ **CD3 Track 2 TB p22**

Detailed Lesson Plan

Starting the lesson

Sing *Hello, everyone.*

- Greet the children. Play the *Hello, everyone* song. The children sing and do the actions.
- ▶ **CD3 Track 1 TB p22**

Do the opening routine. Sing *Do you like mushrooms?*

- Hold up the *cheese, mushrooms, peas* and *sausages* flashcards and play the audio. The children call out *Yes!* if they like the food, *No!* if they don't.
- ▶ **CD3 Track 3 TB p22**
- Repeat the chant naming different foods.

Review the Ping and Pong story.

- Ask if the children remember what Pong can and can't do. (*He can walk, run and swim. He can't jump, climb or fly.*) (Optional) The children put on the Ping and Pong finger puppets.
- Play the audio. The children join in. (Optional) They hold up the finger puppets in turn.
- ▶ **CD3 Track 13 TB p120**
- Ask questions about each frame: (Frame 1) **What can an elephant do? What can a giraffe do?** Continue with all the frames.

Explain the aims of the lesson.

- Say **Today we're going to talk about how animals can move and how we can move. We're also going to sing a song.**

Student's Book Activity 13

Listen, number and repeat.

- ▶ **CD3 Track 14 TB p122**
- The children name the animals in the photos. Play the audio. The children listen and number the photos.
- Check the answers. The children say the numbers.
- Play the audio again. They listen and repeat.

Answers: 1 c 2 e 3 a 4 f 5 b 6 d

Student's Book Activity 14

Listen and point. Sing *A frog can jump.* Tick (✓) what you can do.

- ▶ **CD3 Track 15 TB p122**
- The children identify the actions (*run, fly climb, walk, jump, swim*).
- Point to yourself and say **I can (run).** Demonstrate the action; the children copy. Then shake your finger and say **I can't fly.**
- Play the audio. The children listen and point to the photos.
- Play the audio again. The children do the actions and sing the song.
- The children look at the photos and tick the actions they can do. Check the answers. Ask **Can you (fly)?** (*Yes, I can./No, I can't.*)

Answers: run ✓ climb ✓ walk ✓ jump ✓ swim ✓

Student's Book Activity 15

Over to You: Play *A parrot can fly!*

- Say a mixture of true and false sentences. **A (crocodile) can (swim). I can (fly).** Demonstrate that the children should mime the action and repeat if they are true, or fold their arms and stay silent if the sentences are false.
- Play the game several times. Then confident children take turns saying the sentences.

Activity Book

Activity 7

Look and write. Say.

- Read the speech bubbles. The children name the actions. They write the words. Check the answers. They say the sentences.

Answers: 1 walk 2 run 3 jump 4 climb 5 swim 6 fly

Ending the lesson

Review the lesson.

- Ask **How can animals move? How can you move?**

Do the closing routine. Sing *The elephant says 'Goodbye!'*

- Hold up the animal flashcards in turn. Play the audio. The children wave and say goodbye to the animals on the flashcards as you put them away.
- ▶ **CD3 Track 4 TB p22**
- The children tidy up and put their books away.
- Play the **Goodbye, everyone** song. The children sing and say goodbye.
- ▶ **CD3 Track 2 TB p22**

5 Lesson 7

Objectives and key competences

- to listen and respond to classroom language
- to review the main language of the unit

Active language

crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake, tiger, climb, fly, jump, run, swim, walk
Hello, (giraffe). I've got a sore paw. Can you help me, please? Yes, of course I can./No, sorry. I can't. I'm scared.
A (frog) can (jump). I can/can't (fly).

Materials

Flashcards: *cheese, mushrooms, peas, sausages, crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake*
 Word cards: *elephant, giraffe, snake, frog, monkey, parrot, mouse*, Class Audio CD, Story cards: *The Sore Paw*, Unit 5 word stickers, Picture Dictionary (SB page 82)

Optional materials

AB page 47

Class Audio for Lesson 7

Hello, everyone ▶ CD3 Track 1 TB p22
Do you like mushrooms? ▶ CD3 Track 3 TB p22
A frog can jump ▶ CD3 Track 15 TB p122
The elephant says 'Goodbye!' ▶ CD3 Track 4 TB p22
Goodbye, everyone ▶ CD3 Track 2 TB p22

16 Listen, number and repeat.

▶ CD3 Track 16

- 1 Tiger:** *Hello, Snake. I've got a sore paw. Can you help me, please?*
Snake: *No, sorry. I can't.*
- 2 Tiger:** *Hello, Elephant. I've got a sore paw. Can you help me, please?*
Elephant: *No, sorry. I can't.*
- 3 Tiger:** *Hello, Giraffe. I've got a sore paw. Can you help me, please?*
Giraffe: *No, sorry. I can't.*
- 4 Frog:** *I'm a frog. Can you help me, please?*
Tiger: *Yes, Frog, of course I can.*
- 5 Crocodile:** *I'm a crocodile. Can you help me, please?*
Tiger: *Yes, Crocodile, of course I can.*
- 6 Tiger:** *Hello, Monkey. I've got a sore paw. Can you help me, please?*
Monkey: *No, sorry. I can't.*
- 7 Parrot:** *I'm a parrot. Can you help me, please?*
Tiger: *Yes, Parrot, of course I can.*
- 8 Tiger:** *Hello, Mouse. I've got a sore paw. Can you help me, please?*
Mouse: *Yes, of course I can.*

At a Glance Lesson Plan

Starting the lesson

- Sing *Hello, everyone.*
- ▶ CD3 Track 1 TB p22
- Do the opening routine.
- ▶ CD3 Track 3 TB p22
- Sing *A frog can jump.*
- ▶ CD3 Track 15 TB p122
- Explain the aims of the lesson.
- Do a language review quiz.

Activity 16

- Listen, number and repeat.
- ▶ CD3 Track 16 TB p124
- Read, stick and write.

Activity 17

- Match and say.

Activity 18

- Class Chat: Listen, circle and repeat.
- ▶ CD3 Track 17 TB p124
- Ask and answer.
- Go to the Picture Dictionary on page 82.

Lesson 7 Unit review

16 Listen, number and repeat. Read, stick and write.

17 Match and say.

18 Listen, circle and repeat. Ask and answer.

Go to the Picture Dictionary on page 82.

Activity Book p47

- Activity 8**
- Read, write and circle.
- Activity 9**
- Tick (✓) what you can do.

Ending the lesson

- Review the lesson and the unit.
- Do the closing routine.
- ▶ CD3 Track 4 TB p22
- Sing *Goodbye, everyone.*
- ▶ CD3 Track 2 TB p22

Detailed Lesson Plan

Starting the lesson

Sing *Hello, everyone.*

- The children sing **Hello, everyone** and do the actions.

► CD3 Track 1 TB p22

Do the opening routine. Sing *Do you like mushrooms?*

- Hold up the *cheese, mushrooms, peas and sausages* flashcards. Play the audio. The children call out *Yes!/No!*

► CD3 Track 4 TB p22

- Repeat the chant naming different foods.

Sing *A frog can jump.*

- Hold up the animal flashcards; the children say *A (frog) can (jump)*. They sing and act out the song.

► CD3 Track 15 TB p122

Explain the aims of the lesson.

- Say **Today we're going to review what we've learnt in the unit and practise classroom language.**

Do a language review quiz.

- Two teams choose a name relating to Unit 5 (Elephants)/(Parrots). Team members answer questions and score points. They lose points if answers are called out. Ask questions: i) Using the flashcards, ask **What's this?** ii) Using the story cards, say sentences which the children complete: **Along comes an ... (elephant)**. iii) Hold up the word cards, which the children read and match to the flashcards. iv) Mime actions; the children say the words. Keep score on the board. The team with most points wins.

Student's Book Activity 16

Listen, number and repeat. Read, stick and write.

► CD3 Track 16 TB p124

- The children name the animals. Play the audio. They listen and number the photos. Check the answers.
- They listen again and repeat the exchanges. They then read and put on the word stickers and write the words.

Answers: 1 h 2 g 3 c 4 e 5 b 6 a 7 d 8 f

Student's Book Activity 17

Match and say.

- The children match the animals and children and mime the same action. Check the answers. The children say *A (frog) can (jump). I (can jump)*.

Answers: 1 c 2 d 3 e 4 a 5 f 6 b

Student's Book Activity 18

Class Chat: Listen, circle and repeat. Ask and answer.

► CD3 Track 17 TB p124

- Explain that one child in the photo is asking for help with the activity. Check the children understand 'activity'. Explain that they should listen and circle the smiley face if the other child can help or circle the sad face if they can't. Play the audio then check the answers.

Answers: 1 ☺ 2 ☹ 3 ☺

- Divide the class into two groups. Play the audio again. The groups repeat the exchanges. They then change roles and repeat.
- Group A asks Group B *Can you help me, please?* Draw a smiley face or downturned mouth on the board; the other group responds, *(Yes, of course I can./No, sorry. I can't.)* They change roles and repeat. Then, in pairs, they take turns to ask for help and to respond.
- Explain that you expect the children always to ask for help with activities, if they need to, in English from now on.
- Direct the children to page 82 of the Student's Book. The children complete the Picture Dictionary for Unit 5, writing the words.

Answers: crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake

Activity Book

Activity 8

Read, write and circle.

- Read the first line of the speech bubbles. The children write the missing words. Read the second lines. The children circle the correct words. Check the answers.

Answers: 1 elephant/walk 2 giraffe/run 3 frog/jump
4 crocodile/swim 5 monkey/climb 6 parrot/fly

Activity 9

Tick (✓) what you can do.

- The children look at the pictures while you read the key. Explain or remind children of meaning, as necessary. The children tick what they can do.
- Praise their work in the unit, as appropriate.

Ending the lesson

Review the lesson and the unit.

- Ask **What have you learnt in this unit? What have you enjoyed? What has been easy or difficult? What can you do to work harder and improve your English? What can you say when you need to ask for help with activities?**

Do the closing routine. Sing *The elephant says 'Goodbye'!*

- Hold up the animal flashcards in turn. Play the audio. The children wave and say goodbye to the animals on the flashcards as you put them away.

► CD3 Track 4 TB p22

- The children tidy up and put their books away.
- Play the **Goodbye, everyone** song. The children sing and say goodbye.

► CD3 Track 2 TB p22

5 Kids' Culture 5

Objectives and key competences

- to listen and say a traditional rhyme:
Eeny meeny miny moe
- to identify animals you can see in the UK countryside
- to draw an animal you can see in the countryside in your country
- to use the Student's Resource Centre

Active language

crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake, tiger, catch, scream, toe, colours
If ... let him go. I can see a ... It's ...

Materials

Flashcards: *cheese, mushrooms, peas, sausages, crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake,*
Class Audio CD and/or video clip from the Presentation Kit

Materials

AB page 48

Class Audio for Kids' Culture 5

Hello, everyone ▶ CD3 Track 1 TB p22
Do you like mushrooms? ▶ CD3 Track 3 TB p22
The elephant says 'Goodbye!' ▶ CD3 Track 4 TB p22
Goodbye, everyone ▶ CD3 Track 2 TB p22

1 Rhyme: *Eeny meeny miny moe.*

▶ CD3 Track 18

*Eeny meeny miny moe,
Catch a tiger by the toe.
If it screams, let it go,
Eeny meeny miny moe, you are IT!*

2 Comparing Cultures: Listen and number.

▶ CD3 Track 19

- 1 A: *Listen! I think it's a mouse.*
B: *Yes. Look. I can see a mouse. It's brown.*
- 2 A: *Listen! I think it's a snake.*
B: *Yes. Look. I can see a snake. It's brown.*
- 3 A: *Listen! I think it's a frog.*
B: *Yes. Look. I can see a frog. It's green and grey.*

At a Glance Lesson Plan

Starting the lesson

- Sing *Hello, everyone.*
- ▶ CD3 Track 1 TB p22
- Do the opening routine.
- ▶ CD3 Track 3 TB p22
- Explain the aims of the lesson.

Activity 1

- Listen, say and act out a traditional rhyme: *Eeny meeny miny moe.*
- ▶ CD3 Track 18 TB p126
- Play *Guess the animal!*

Activity 2

- Comparing Cultures: Listen and number.
- ▶ CD3 Track 19 TB p126
- Draw and say.

Kids' Culture 5

1 Listen, say and act out a traditional rhyme: *Eeny meeny miny moe.*

2 Listen and number. Draw and say.

3 Intercultural learning: traditional rhyme: *Eeny meeny miny moe*
Language input: *I can see a (mouse). It's (brown).*

Activity Book p48

Activity 1

- Trace and write.
- Say the rhymes.
- ▶ CD3 Track 18 TB p126

Activity 2

- Find and colour.
- Write.

Ending the lesson

- Review the lesson.
- Do the closing routine.
- ▶ CD3 Track 4 TB p22
- Sing *Goodbye, everyone.*
- ▶ CD3 Track 2 TB p22

Detailed Lesson Plan

Starting the lesson

Sing *Hello, everyone.*

- Greet the children. Play the *Hello, everyone* song. The children sing and do the actions.
- ▶ *CD3 Track 1 TB p22*

Do the opening routine. Sing *Do you like mushrooms?*

- Hold up the *cheese, mushrooms, peas* and *sausages* flashcards and play the audio. The children call out *Yes!* if they like the food, *No!* if they don't.
- ▶ *CD3 Track 3 TB p22*
Repeat the chant naming different foods.

Explain the aims of the lesson.

- Say **Today we're going to listen to a traditional rhyme and play a game. We're also going to talk about animals we can see in the UK and in your country.**

Student's Book Activity 1



Listen, say and act out a traditional rhyme: *Eeny meeny miny moe.*

▶ *CD3 Track 18 TB p126*

- The children look at the photo. Explain that they are going to say a traditional rhyme and play a traditional choosing game 'Dip'.
- Play the audio or the video clip. The children identify the animal they hear in the rhyme. Check the answer (*tiger*). Explain or elicit the meaning of *catch, toe* and *screams*.
- If you use the audio, ask 4–6 children to stand in a circle, with one child in the middle. Explain or demonstrate. The child in the middle rhythmically points to the children as they say the rhyme. The child pointed to on the last word is 'it'!
- Play the audio or video again. The children in the circle play the game and the whole class says the rhyme. Repeat with 4–6 different children.
- Encourage the children to play the game in English in the playground from now on.
- Play *Guess the animal!* Give the animal flashcards to individual children without the others seeing. One child mimes their animal. The class says with you *I can see a (monkey)!* The child doing the mime responds. (*Yes!/ No!*) They take turns miming. Others guess and say *I can see a (giraffe)!* (*No!*) *I can see an (elephant)!* (*Yes!*)

Student's Book Activity 2

Comparing Cultures: Listen and number. Draw and say.

▶ *CD3 Track 19 TB p126*

- Explain that the photos show animals in the countryside in the UK. Ask the children if they can identify the animals (*frog, mouse, snake*).
- Play the audio. The children listen and number the photos. Check the answers. The children say the numbers and say *I can see a (frog). It's (green and grey).*
- The children draw an animal they can see in the countryside in their country.
- A few children show their pictures. The class says *I can see a (mouse). It's (grey).* Offer help with new vocabulary.

Answers: 1 b 2 c 3 a

Activity Book

Activity 1

Trace and write. Say the rhymes.

▶ *CD3 Track 18 TB p126*

- The children draw round the dotted lines for the animals and write the words. Check the answers.
- Play the audio. The children say the first rhyme with you. Then they use the same rhythm for the other two rhymes.

Answers: 1 tiger 2 monkey 3 parrot

Activity 2

Find and colour. Write.

- The children find and colour the animals in the pictures. They write the words. Check the answers.

Answers: 1 mouse 2 frog 3 snake

Ending the lesson

Review the lesson.

- Ask **What traditional choosing game can you play? What animals can you see in the UK and in your country?**

Do the closing routine. Sing *The elephant says 'Goodbye'!*

- Hold up the animal flashcards in turn. Play the audio. The children wave and say goodbye to the animals on the flashcards as you put them away.
- ▶ *CD3 Track 4 TB p22*
- The children tidy up and put their books away.
- Play the **Goodbye, everyone** song. The children sing and say goodbye.
- ▶ *CD3 Track 2 TB p22*

5 Progress Journal

Activity 1

Think and draw your favourite part of the story.

- The children go to page 12 of the Progress Journal. Read the heading and elicit the meaning of 'My learning review'.
- Read and explain Activity 1. Ask the children what they remember about the *The Sore Paw* story.
- The children think about then draw their favourite part of the story. You may wish to give a time limit for this – perhaps five minutes. (Optional) The children can look back at the story (Student's Book pages 52 and 53).
- The children take turns to show their pictures to a friend and say their favourite part of the story.

Activity 2

Circle and write the words you know.

- Read and explain Activity 2. The children circle the pictures of the animals that they can say in English.
- The children then write the words below the pictures.

Answers: 1 elephant 2 giraffe 3 monkey 4 snake
5 frog 6 mouse 7 parrot 8 crocodile

Activity 3

Look, think and colour Tiger's paws.

- The children go to page 13. Read the heading, 'My progress', and elicit the meaning.
- Read the instructions for Activity 3. For each picture, the children will colour the paw if they can do the task.
- Go through the pictures in turn, using the key at the bottom of page 13 to explain each *I can ...* statement. If necessary, elicit or remind the children of what they have done in Unit 5.
- The children colour the corresponding Tiger paws. Make sure they understand that this is their personal response and that there are no 'right' answers.

5 The Sore Paw

My learning review

1 Think and draw your favourite part of the story.

2 Circle and write the words you know.

1

2

3

4

5

6

7

8

My progress

3 Look, think and colour Tiger's paws.

I can ...

1

2

I've got a sore hand.

3

4

5

6

Learning to LEARN **My study ideas**

4 Look and tick (✓) what you do.

1

2

Can you help me, please?

My score for Unit 5: / 10

Activity 4

Look and tick (✓) what you do.

- Read the heading above Activity 4, 'Learning to Learn: My study ideas'. Explain or elicit the meaning.
- Use the key below to explain the content of the two pictures. The children then tick what they can do.
- Ask the children to give themselves a score out of ten for their work in Unit 5. Make sure they understand that this is their own personal assessment of how they have done.
- Sign, date and add a comment to this page to show that you agree with the way the children have assessed their learning.