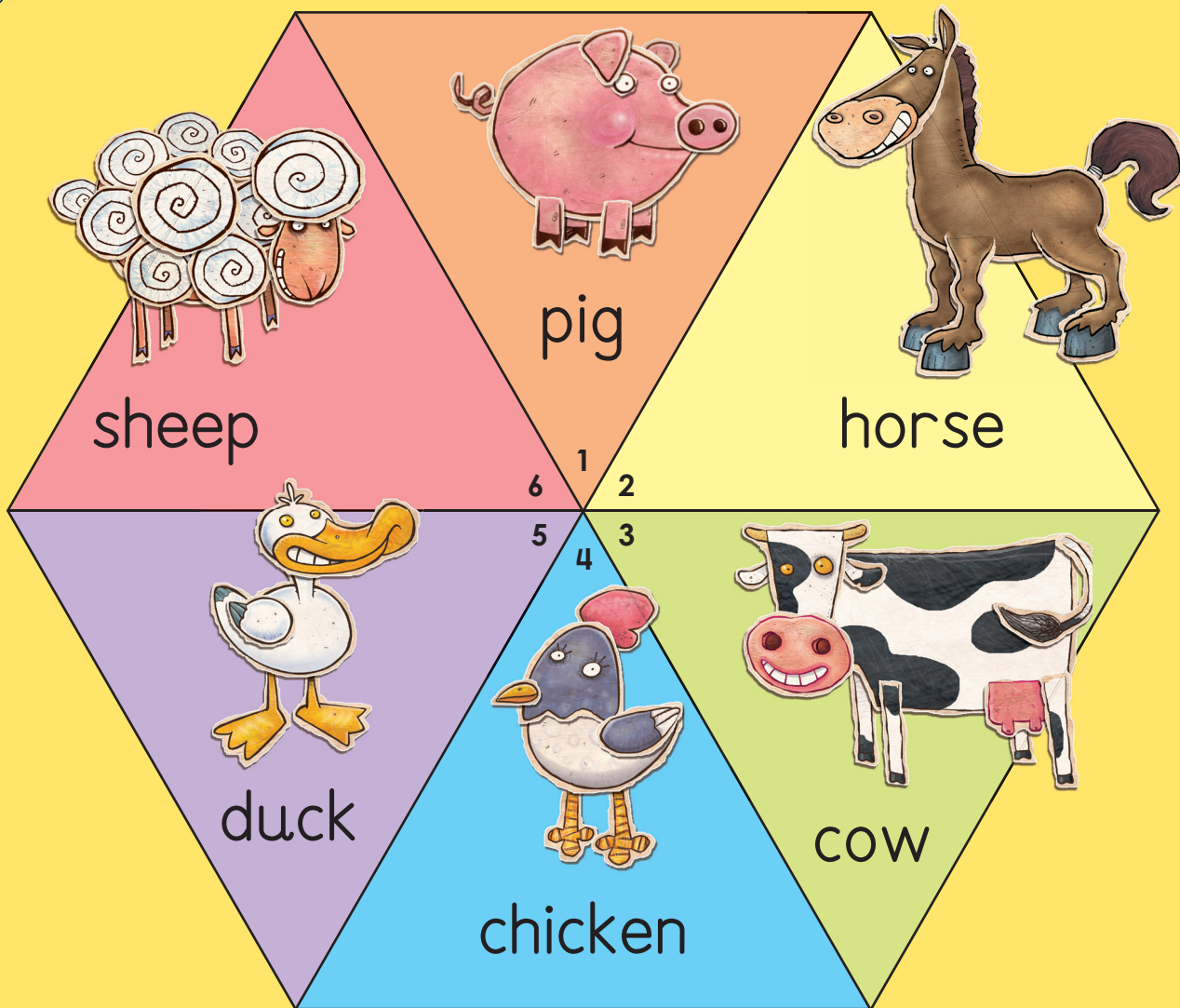




Listen and point.



Listen again and say.

3 **Twist and Shout**

Shout it out.



Chicken!



## Vocabulary presentation

**Lesson objective:** learn animal names

**New vocabulary:** pig, horse, cow, chicken, duck, sheep

**Materials:** Class CD ► Unit 5 Picture Cards ► Teacher Twister/Student Twister (optional) ► Homework Book

### Warm up

Write on the board: *dog, cat, bird, rabbit, hamster, snake.*

Mime a bird. The children guess. Then ask children to choose an animal and mime it. The other children guess. Continue until all the animals have been used.

### 1 Listen and point.

- 🐾 Play the CD; hold up each picture card as you hear the word.
- 🐾 Play the CD again; the children point to the pictures in their book as they hear them.

### 2 Listen again and say.

- 🐾 Play the CD again; pause after every word. Ask the children to say the word.
- 🐾 Hold up a picture card. Put your hand to your ear to show the children you want them to say the words. Repeat.

### 3 Shout it out.

- 🐾 Stick the animal picture cards on the board or hold up your book.
- 🐾 Point to one of the animals and ask the children to stand up, act out the animal and shout out the word, then sit down again.
- 🐾 Repeat the process until you have used all the words.

### OPTIONAL ACTIVITIES



#### ALTERNATIVE

To do Exercise 3 differently:

- 🐾 Stick the Twister on the board and the animal picture cards around it.
- 🐾 Spin the Twister to see which animal the arrow lands closest to.
- 🐾 Ask the children to shout out the word.
- 🐾 Repeat. Keep the activity moving fast to make it fun!



#### ALTERNATIVE

To do Exercise 3 differently:

- 🐾 Put the children in pairs; they take turns.
- 🐾 One child spins their Twister and looks at the number it lands on. They point to the picture with that number in their book.
- 🐾 Their friend shouts out the word.

### Wrap up

Choose children and ask them to come to the front and make a noise like one of the animals in the lesson. The other children guess the animal. Repeat with as many children as possible.

### Homework

Ask the children to complete p.16 in their Homework Book.

## Grammar presentation

**Lesson objective:** learn to ask and answer *Is it ...?* questions about animals **New grammar:** *Is it a/an ...?* *Yes, it is. No, it isn't.* **Vocabulary review:** *duck, cow, horse, sheep, pig* **Materials:** Class CD ► paper (one piece per child) ► scissors ► glue

## Warm up

Draw on the board a duck, cow, horse and pig. Point to them at random and ask the children to tell you the word. Repeat and ask the children to make the noise for each animal.

### 1 Listen and circle the answer. Then say.

- Point to the pig and ask *Is it a duck?* Shake your head. Say *No, it isn't.* Ask *Is it a pig?* Nod your head. Say *Yes, it is.*
- Play the CD; the children follow the words with their finger.
- Play the CD again; pause after every question and answer. Ask the children to circle the correct answer.

## Audioscript

**Daniel:** Is it a sheep? **Sophie:** No, it isn't.  
**Daniel:** Is it a cow? **Sophie:** No, it isn't.  
**Daniel:** Is it a horse? **Sophie:** Yes, it is.

### 2 Make an animal. Talk to a friend.

- Distribute the paper, scissors and glue.
- Fold the paper in half; draw an animal on one half of the paper with a part missing, e.g. a tail, ears, etc. Say *Copy*. The children do the same.
- Draw the missing part of your animal, cut around it and stick it to your animal. Say *Copy*. The children do the same.
- Put the children in pairs. Ask them to read the example dialogue, then take turns with their friend asking and answering about their animal.

### 3 Read and circle.

- Ask the children to look at the picture and read the question and answers.
- Ask *Is it a duck?* Elicit *No, it isn't.* Ask *Is it a horse?* Elicit *Yes, it is.*
- Ask the children to circle the correct answer. Monitor.

## OPTIONAL ACTIVITIES

**EXTEND IT** To extend Exercise 1:

- Put the children in pairs. Ask them to practice the questions and answers from Exercise 1.

## Wrap up

Ask a child to think of an animal. The other children ask *Is it a ...?* questions to guess the animal. Encourage the child to reply with *Yes, it is./No, it isn't.*

## Homework

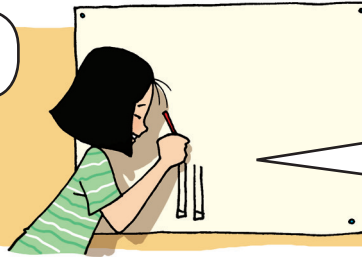
Ask the children to draw a sheep and write *Is it a cow? No, it isn't.*



Listen and circle the answer. Then say.



Is it a sheep?



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



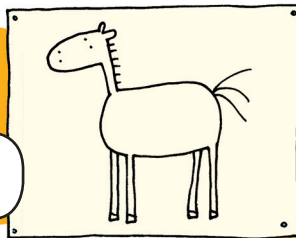
Is it a cow?



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



Is it a horse?



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



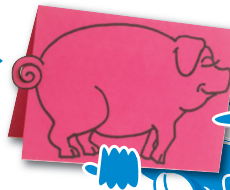
2



Make an animal. Talk to a friend.



Is it a pig?



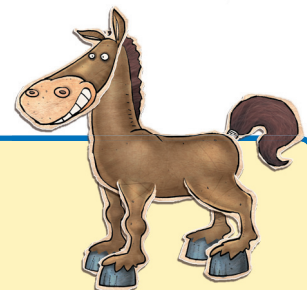
Yes, it is.

3

Grammar  
Workout

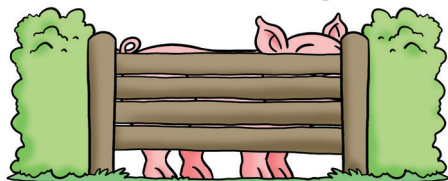
Read and circle.

Is it a horse? Yes, it is. / No, it isn't.

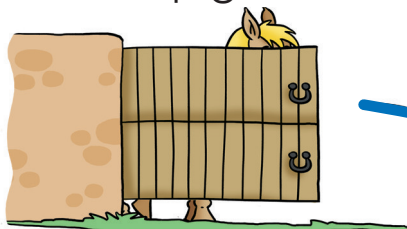




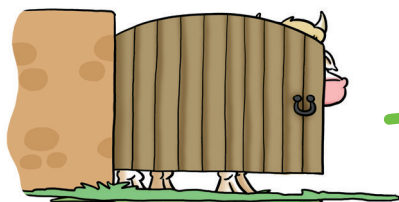
## 1 Follow the paths. Circle the answer.



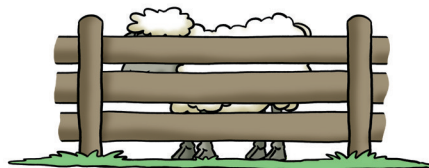
Is it a pig?



Is it a cow?



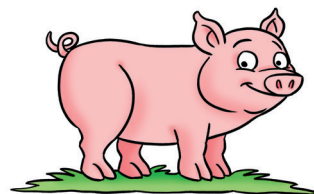
Is it a horse?



Is it a sheep?



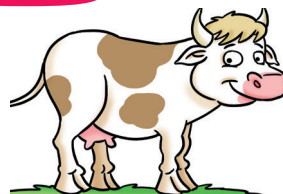
Yes, it is. / **No, it isn't.**



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



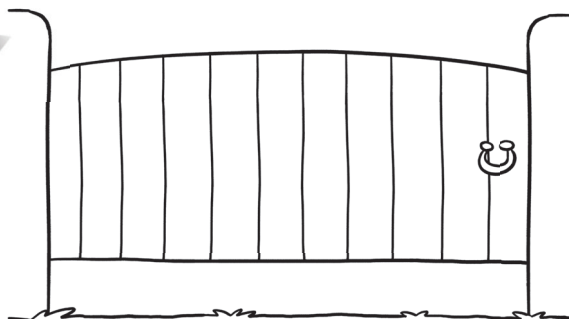
**Yes, it is.** / No, it isn't.



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

## 2 Your turn

Draw an animal. Talk to a friend.



Is it a ... ?



Yes, it is.

No, it isn't.



## Grammar consolidation

**Lesson objective:** consolidate asking and answering *Is it ...?* questions **Grammar review:** *Is it a/an ...?* Yes, it is. No, it isn't.

**Vocabulary review:** pig, cow, horse, sheep

**Materials:** paper (one piece per child)

### Warm up

Write on the board: pig, cow, horse, sheep. Ask the children to stand up. Point to one of the words and ask the children to say the word and act out the animal. Point to different words quickly to make it fun!

### 1 Follow the paths. Circle the answer.

- 🐾 Hold up your book and point to the first picture. Ask *Is it a pig?*
- 🐾 Say *Follow the path* and trace the "path" with your finger, then point to the example answer. (*Yes, it is.*)
- 🐾 Point to the second picture. Ask *Is it a cow?* Say *Follow the path*. The children follow the path and circle the correct answer.
- 🐾 Ask the children to follow the paths for the third and fourth pictures and to circle the correct answers.
- 🐾 Put the children in pairs. Ask them to practice the questions and answers. Monitor.

### 2 Draw an animal. Talk to a friend.

- 🐾 Hold up your book. Point to the gate. Ask the children to draw an animal behind the gate, without showing their friends.
- 🐾 Put the children in pairs. Ask them to read the example dialogue in their book.
- 🐾 In their pairs, the children look at their friend's picture and use the questions and answers to guess their friend's animal.

### OPTIONAL ACTIVITIES

**EXTEND IT** To extend Exercise 1:

- 🐾 Draw small sections from one of the animals on the board, e.g. a pig's ear, a horse's tail.
- 🐾 Point to the drawings and ask *Is it a ...?*, e.g. *Is it a horse?*
- 🐾 Invite the class to call out the answers.
- 🐾 Repeat until you have drawn all the animals.



### Homework

Ask the children to draw, color and label an animal picture.



### Wrap up

Put the children in pairs; they take turns. One child draws an animal on the palm of their friend's hand, using their finger. Their friend guesses the animal. Demonstrate if necessary. Don't worry about laughing or tickling – this is supposed to be fun!

## Vocabulary presentation

**Lesson objective:** learn more animal words; sing a song

**New vocabulary:** zebra, elephant, monkey, lion, panda, ostrich, funny, you **Grammar review:** *It's a/an ... Is it a/an ...?* Yes, it is. No, it isn't. **Materials:** Class CD

► Homework Book

## Warm up

Write on the board: *pig, cow, book, horse, sheep, pencil, chicken, duck, backpack, eraser*. Point to a word and ask the children *Is it an animal?* Elicit *Yes, it is* or *No, it isn't*. Repeat the activity quickly to keep it lively!

### 1 Look and listen. Say the words. Then complete.

- Play the CD; the children look at the animal pictures as they listen to the words.
- Hold up your book. Point to each of the animals and ask the children to say the word.
- Say *Complete*. The children complete the words. Monitor.

### 2 Sing the song.

- Pre-teach *funny*. Draw a funny face on the board, point to it and laugh. Say *funny* and laugh again.
- Point to the lion in your book and "roar". Repeat with the other animal sounds. The children can join in!
- Play the CD; the children listen and follow the words with their finger.



- Play the CD again; invite the children to sing the song and shout out *No, it isn't* and *Yes, it is*.

### 3 Sing the song again. Find the animals in the picture.

- Ask the children to count the animals in the song (four).
- Ask the children to find these four animals in the picture. Monitor.
- Divide the class into four groups. Allocate one of the animals to each group.
- Play the CD again; invite the children to sing. When each group hears its animal, it stands up and acts out the animal. Then it sits down again.

## OPTIONAL ACTIVITIES

**LOOK OUT!** To give extra help with Exercise 2:

- Write on the board: *ph* and *ch*.
- Point to *ch* and say *What animal? (ostrich)*. Point to *ch* again and ask the children to say "ch".
- Repeat for *ph* (*elephant*).
- Check the pronunciation of *ph* in *elephant* and *ch* in *ostrich*.

## Wrap up

Say *I'm a funny animal* and act out being one of the animals from Lesson 3 or 4. Invite the children to shout out the animal. Choose volunteers to act out being a funny animal. The other children shout out the word.

## Homework

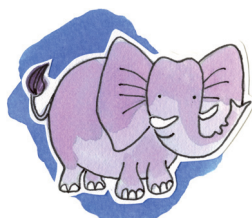
Ask the children to complete p.17 in their Homework Book.



**1** Look and listen. Say the words. Then complete.



zebra  
zebra



elephant  
elephant



monkey  
monkey



lion  
lion

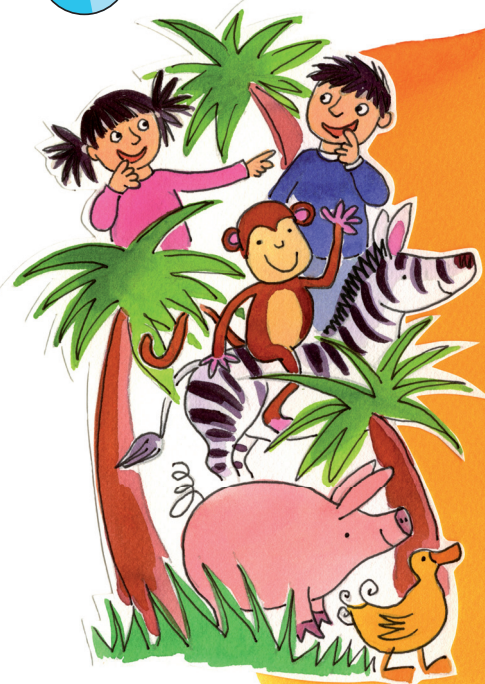


panda  
panda



ostrich  
ostrich

**2** Sing the song.



## A Funny Animal

It's an animal, a funny animal.  
Is it a monkey? No, it isn't.  
Is it a lion? No, it isn't.

It's an animal, a funny animal.  
Is it an elephant? No, it isn't.  
Is it a pig? No, it isn't.

It's an animal, a funny animal.  
Is it me? Is it you?  
Yes, it is!

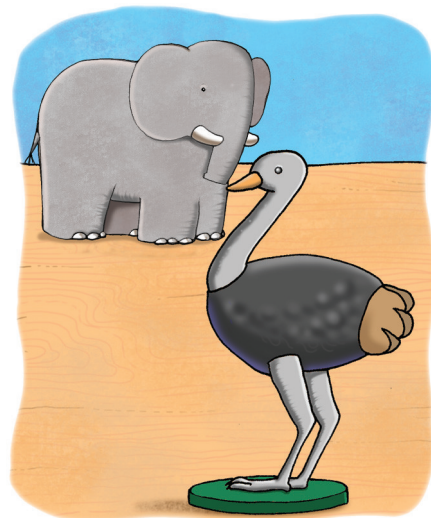
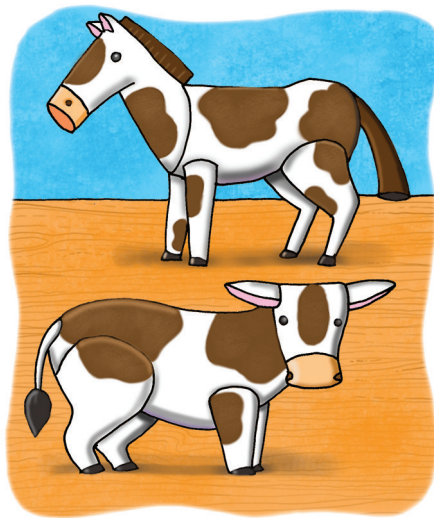
I'm an animal, a funny animal!  
And you're a funny animal, too!



**3** Sing the song again. Find the animals in the picture.



## 1 Look at the pictures and match.



1. It's black and white.

It isn't a zebra.

2. It's brown and white.

It isn't a horse.

3. It's gray.

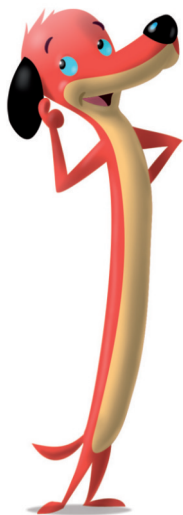
It isn't an ostrich.

It's a cow.

It's an elephant.

It's a panda.

## 2 Play the guessing game.



Is it black and white?

Is it brown?

Is it a monkey?

No, it isn't.

Yes, it is.

Yes, it is!





## Grammar presentation

**Lesson objective:** describe animals using colors; make negative sentences with *It isn't* **New grammar:** *It isn't a ...*

**Grammar review:** *It's a/an ...* **Vocabulary review:**

*brown, white, black, zebra, panda, horse, ostrich, cow, elephant, monkey* **Materials:** Homework Book

### Warm up

Write on the board: *airplane, umbrella, ostrich, eraser, duck, pig, doll and ball*. Write on the board: *a + a, e, i, o, u*. Point to *duck* and say *It's a duck*. Emphasize the *a*. Point to the other words one at a time and elicit *It's a/an ...* sentences.

### 1 Look at the pictures and match.

- 🐾 Elicit the names of all the animals (*zebra, panda, horse, cow, elephant, ostrich*).
- 🐾 Ask the children to look at the first picture. Read question 1 and the correct answer aloud.
- 🐾 Hold up your book and point to the other two pictures and questions 2 and 3. Say *Match*. The children match the sentences to the correct answers.
- 🐾 Check answers.

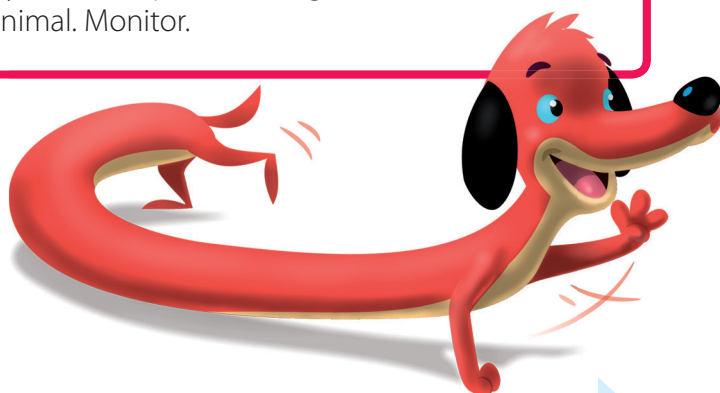
### 2 Play the guessing game.

- 🐾 Put the children in pairs; they take turns.
- 🐾 Say *Choose an animal*. Put your finger to your lips to show the children not to say the animal. The children choose their animals.
- 🐾 Ask the children to read the example dialogue in their pairs. They then ask questions to guess their friend's animal. Monitor.

### OPTIONAL ACTIVITIES

**ALTERNATIVE** To do Exercise 2 differently:

- 🐾 Hold up your book. Point to the six animals at the top. Say *Choose one animal*.
- 🐾 Put the children in pairs. Ask them to take turns standing up and walking around their desk twice, miming their chosen animal.
- 🐾 Their friend guesses the animal.



### Wrap up

Write on the board: *cow, horse, panda, pig, ostrich, monkey*. Point to *cow* and ask *Is it pink?* Elicit *No, it isn't*. Repeat with different animal words and different color questions.

### Homework

Ask the children to complete p.18 in their Homework Book.

Need a  
**Fast Filler?**  
See p.ix.

## Story

**Lesson objective:** read a story **New vocabulary:** egg, big

**Grammar review:** *It's a ..., It isn't a ..., Is it a ...?, No, it isn't.*

**Materials:** Class CD ► Teacher Twister (optional)

## Warm up

Write on the board: *dog, rabbit, snake, horse, pig, sheep, ostrich, elephant, monkey, lion*. Ask the children to stand up. Point to the words one at a time. Invite the children to move their body like the animal does and make an appropriate animal sound.

## 1 Read: A Big, Big Egg

- Pre-teach *big egg*. Draw a big egg and a small egg on the board. Point to the big egg and say *a big egg*.
- Play the CD; the children follow the words in the book with their finger.
- Play the CD again; pause after each frame. Ask the children to read aloud that part of the story.
- Play the CD again; the children read the story aloud.

## 2 Read the story again. Color the eggs in picture 4.

- Point to the egg in picture 1. Ask *Is it a duck egg?* Elicit *No, it isn't*.
- Ask questions and elicit responses about the story, e.g. *Is it a big egg? Yes, it is. Is it an elephant? No, it isn't*, etc.

- Teach these mimes: 1 open your arms out wide to show a big egg; 2 open a book; 3 wave your arm like an elephant's trunk; 4 run on the spot.
- Divide the class into four groups. Each group reads one frame while the other children do the actions.
- Ask the children to color the egg in picture 4.

## 3 Act it out.

- Choose a group of children to act out the fox in the story.
- While the fox group is acting, the other children read the story aloud.
- Repeat with as many groups as possible.

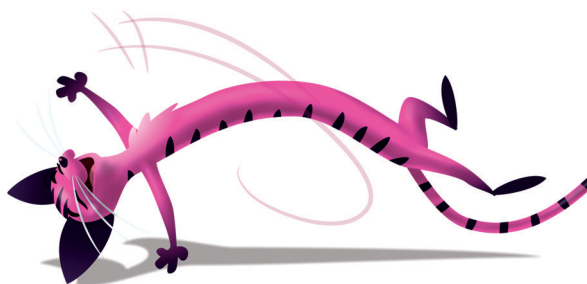
### OPTIONAL ACTIVITIES



#### ALTERNATIVE

To do Exercise 3 differently:

- Stick the Twister on the board and write 1–6 around it.
- Put the children in six groups, numbered 1–6.
- Spin the Twister to allocate which group acts out the story.
- The other children read the story aloud.



### Wrap up

Read the story to the children. Ask them all to do the mimes from Exercise 2 as you read.

### Homework

Ask the children to listen to the story from this lesson again and to act out all the parts at home. (Homework Audio CD, Track 16)

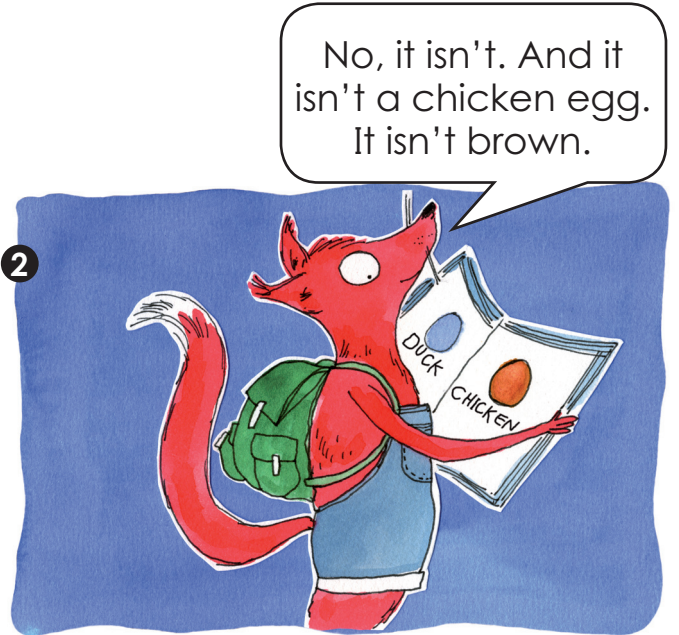


## Read: A Big, Big Egg

1



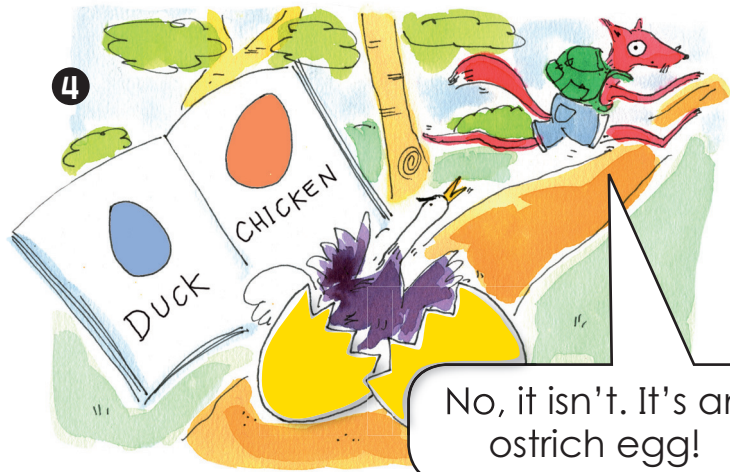
2



3



4



**2** Read the story again. Color the egg in picture 4.

**3**

**Twist and Shout**

Act it out.



It's a big, big egg!



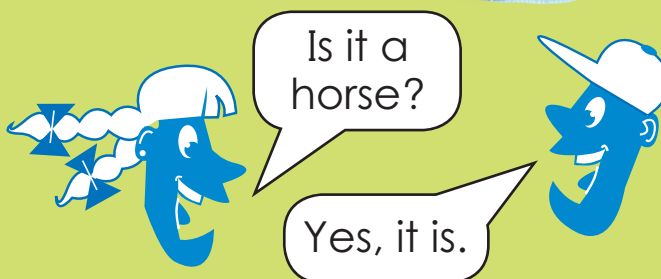
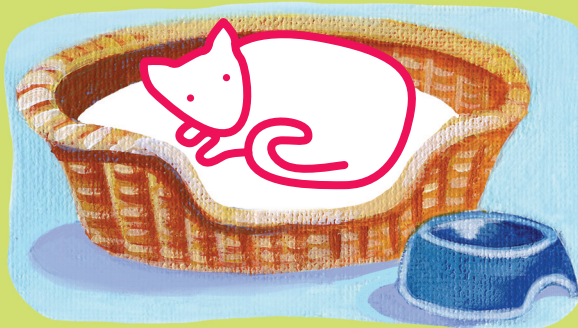
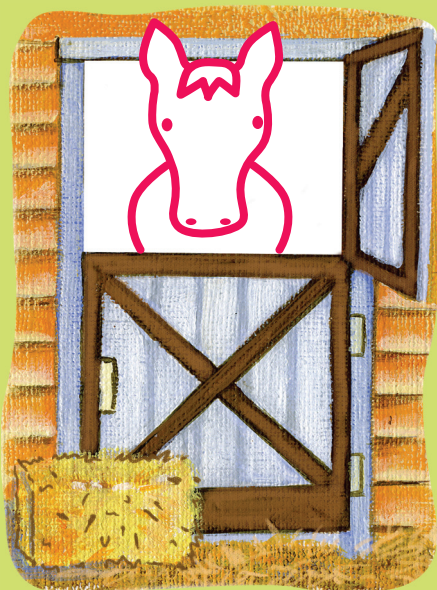


## Say the Values Verse.

Happy animals  
Need water and food.  
Happy animals  
Need nice homes, too.



## 2 Draw an animal for each home. Talk to a friend.



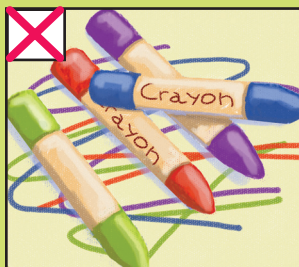
## 3 Put a ✓ or a ✗ next to the pictures.

Happy animals need ...

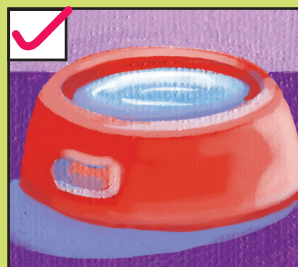
food



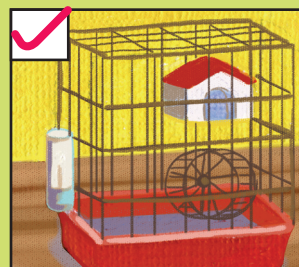
crayons



water



homes



Take care of animals



## Values

**Lesson objective:** learn the value of taking care of animals

**New vocabulary:** need, water, food, nice, home

**Grammar review:** *Is it a ...? Yes, it is.* **Materials:** Class CD

### Warm up

Write on the board: *I have ... and I don't have ...* Say *I have a dog. I don't have a horse.* Go around the class asking children for similar sentences about animals, using *I have/I don't have*.

### 1 Say the Values Verse.

- Pre-teach *happy*. Draw a sad face and a smiley face on the board. Point to the smiley face and say *happy*.
- Play the CD; the children follow the words with their finger.
- Ask the children to stand up. Teach these mimes: 1 a big smile; 2 drink and eat; 3 a big smile again; 4 a roof shape by putting your hands over your head.
- Play the CD again; the children say the Values Verse and do the mimes.

### 2 Draw an animal for each home. Talk to a friend.

- Point to the pictures in your book. Say *Draw the animals*. The children draw the correct animal for each picture.

- Put the children in pairs. Ask them to read the example dialogue, then take turns with their friend asking and answering about the animals they drew.
- Invite two or three pairs to come to the front and demonstrate.

### 3 Put a ✓ or a X next to the pictures.

- Hold up your book. Point to the first picture and the check mark. Read aloud *Happy animals need food*.
- Point to the second picture. The children check or put a cross in the box. Repeat for the third and fourth picture and words.
- Go around the class asking children to read out one of the sentences, e.g. *Happy animals need water*.



### OPTIONAL ACTIVITIES

**ALTERNATIVE** To do Exercise 1 differently:

- Do the first three bullet points as in Exercise 1.
- Ask for four volunteers to read and act out one line of the verse each.

### Wrap up

Read aloud the value on the heart-o-meter and ask the children to color the fifth heart.

### Homework

Ask the children to draw something animals need, e.g. food, a home, etc.



## Review

**Lesson objective:** consolidate vocabulary and grammar from the unit **Vocabulary review:** *horse, pig, cow, chicken, sheep, duck, zebra, elephant, monkey, lion, panda, ostrich, blue, yellow, brown, black, white* **Grammar review:** *It's a ..., Is it a/an ...?, Yes, it is. No, it isn't.* **Materials:** Teacher Twister (optional)

## Warm up

Ask the children to write one animal word in their notebook, then stand up. Clap your hands and call out an animal. Those children with that animal sit down. Repeat.

**Review and check (✓) the boxes.**

Before starting the review, remind the children to check the box after doing each exercise.

**1 Match.**

- Go to Lesson 1 in your book. Hold up your book and point to the animals in Exercise 1. Ask the children to shout out the word each time.
- Ask the children to match the pictures to the words. Monitor.

**2 Read and circle.**

- Draw on the board: a pig's tail, a horse's tail, a cow's tail. Point to the horse's tail and ask *Is it a pig?* Elicit *No, it isn't.* Ask *Is it a horse?* Elicit *Yes, it is.*
- Repeat with the other drawings.
- Ask the children to look at the picture and circle the correct answer.
- Check answers.

**3 Check (✓) the correct sentence.**

- Ask two children to read the sentences aloud.

- Say *Look at the picture and check the correct sentence.* Monitor.

**4 Write the missing letters.**

- Write on the board: *c h \_ c \_ e \_*. Say *Write the missing letters* and write in the *i*, the *k* and the *n*.
- Hold up your book. Say *Write the missing letters.* The children complete the words. Monitor.

**5 Circle the correct picture.**

- Ask the children to read the questions and answers aloud.
- Ask the children to look at the pictures and circle the correct one. Monitor.

**6 Match.**

- Hold up your book, point to the eggs and elicit the colors (*yellow, blue, brown*).
- Ask the children to match the sentences to the eggs. Monitor.

## Wrap up

Ask all the children to think of an animal and move around the classroom slowly like that animal. Choose children to say what animal they are, while they continue moving. Allow them to enjoy this since they have worked hard.

## OPTIONAL ACTIVITIES



## ALTERNATIVE

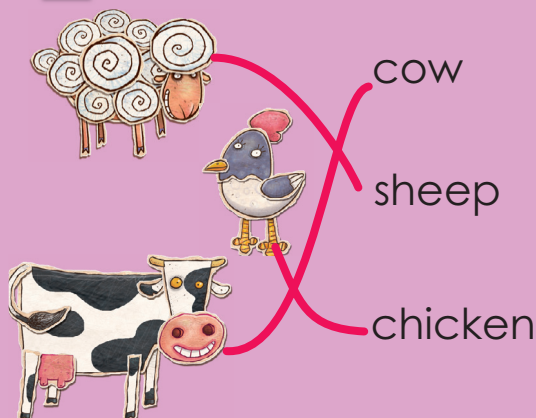
To do the review lesson differently:

- Stick the Twister on the board.
- Write 1–6 around it.
- Spin the Twister to decide which exercise the children do.
- Repeat until all the exercises are done.

## 1 Twist and Shout

Review and check (✓) the boxes.

✓ 1 Match.



✓ 2 Read and circle.



Is it a horse?  
Yes, it is / No, it isn't.

✓ 3 Check (✓) the correct sentence.

Is it a cow?



Yes, it is.



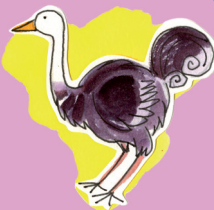
No, it isn't.



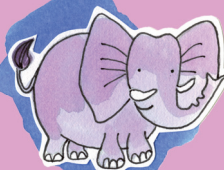
✓ 4 Write the missing letters.



z e \_ br \_ a \_

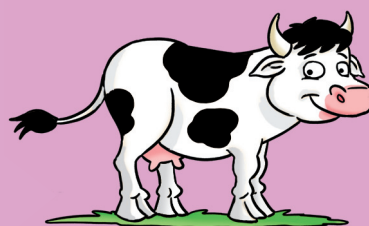


\_ o \_ str \_ i \_ ch



e \_ l e \_ ph \_ a \_ nt

✓ 5 Circle the correct picture.



Is it black and white? Yes, it is.  
Is it a cow? No, it isn't.

✓ 6 Match.

It's a yellow egg.

It's a blue egg.

It's a brown egg.

