

- 5. The shark is ______ frightening _____.
- 6. The fish is <u>unusual</u>.
- 7. The panda is <u>endangered</u>.
- 8. The book is <u>expensive</u>.



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Vocabulary presentation

Lesson objective: describe animals New vocabulary: intelligent, dangerous, powerful, colorful, frightening, unusual, endangered, expensive Materials: Class CD > Unit 3 Picture Poster (optional) > Teacher Twister (optional) > Homework Book

1 Listen and number. Then say.

- Ask the children to read the list. Encourage them to say or guess what the words mean.
- Play the CD; say *Listen and number*. Monitor.
- Play the CD again; pause after every adjective and ask the children to repeat it.

Audioscript

- 1 The monkey is intelligent.
- 2 The snake is dangerous.
- 3 The lion is powerful.
- 4 The parrot is colorful.
- 5 The shark is frightening.
- 6 The fish is unusual.
- 7 The panda is endangered.
- 8 The book is expensive.

2 Complete the sentences with words from Exercise 1.

- Say *The monkey is* ... and elicit *intelligent* from the children.
- Ask the children to complete the sentences.
- Invite different children to read out a sentence.

Warm up

Hold up your book and point to the monkey. Elicit *monkey* and write it on the board. Repeat with each of the animals. The children have 30 seconds to study the words. Erase the words and ask the children to write down as many animals as they can remember (books closed).

3 Make a sentence. Shout it out.

- Say *unusual! The fish is unusual!* Ask the children to repeat.
- Repeat with the other words. To make it fun, say the adjective, pause and then point suddenly to a child to answer as fast as possible!



OPTIONAL ACTIVITIES

To do Exercise 1 using the Picture Poster:

- Stick the Unit 3 Picture Poster on the board.
- Play the CD; say *Listen and number*. Monitor.
- Put the children in pairs; invite a pair to come to the front. They take turns pointing to an animal and shouting out the word. Repeat with different pairs and animals.

TERNATINE

To do Exercise 3 using the Teacher Twister:

- Stick the Twister on the board and write 1–8 around it. Spin the Twister to see which number the arrow lands closest to.
- Ask a child to say the word and make a sentence. Repeat with different children and numbers.

Wrap up

Choose one of the animals, for example the lion and say *I'm powerful*. The children guess and shout *You're a lion!* Ask a volunteer to think of another animal and say *I'm* [adjective]. The other children shout out *You're a* [animal]! Repeat with different children and animals.

Homework

Ask the children to complete p.10 in their Homework Book.





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Grammar presentation

Lesson objective: learn comparatives for longer adjectives with more New grammar: [Snakes] are more [dangerous] than [caterpillars], I think ... Vocabulary review: animals, adjectives, book, comic, frightening Materials: Class CD Homework Book

1 Listen and match the pairs.

- Point to the snake and the caterpillar.
 Say dangerous. Snakes are more dangerous than caterpillars. Ask the children to repeat.
- Play the CD; say *Listen and match*. Monitor.
- Hold up your book and point to the pictures. Each time, the children shout out the corresponding sentence.

2 Give your opinion. Talk to a friend.

• Put the children in pairs; ask them to read the example dialogue.

Warm up

Call out the following animals. The children respond by shouting out an appropriate adjective. Monkey (intelligent), snake (dangerous), lion (fierce), shark (frightening), panda (endangered), parrot (colorful).

- Say I think books are more expensive than comics. Ask a volunteer to disagree.
- In pairs, the children take turns giving their opinion and answering. Monitor.

3 Write the words in the correct order.

- Ask the children to look at the picture and the scrambled words.
- Say Write the words in the correct order. The children write the sentence. Monitor.
- Invite six children to write one of the words on the board to build up the sentence.

OPTIONAL ACTIVITIES

TEND IT To extend Exercise 3:

- Write on the board: *intelligent Dolphins more are whales than.*
- Ask a volunteer to write the sentence in order on the board (Dolphins are more intelligent than whales) and say his/her opinion.



Wrap up

Play "Word Bingo". Ask the children to look at Exercise 1 and write two animals and two adjectives in their notebook. Call out letters at random. The children cross out letters as they hear them. The first child to cross out all his/her letters is the winner.

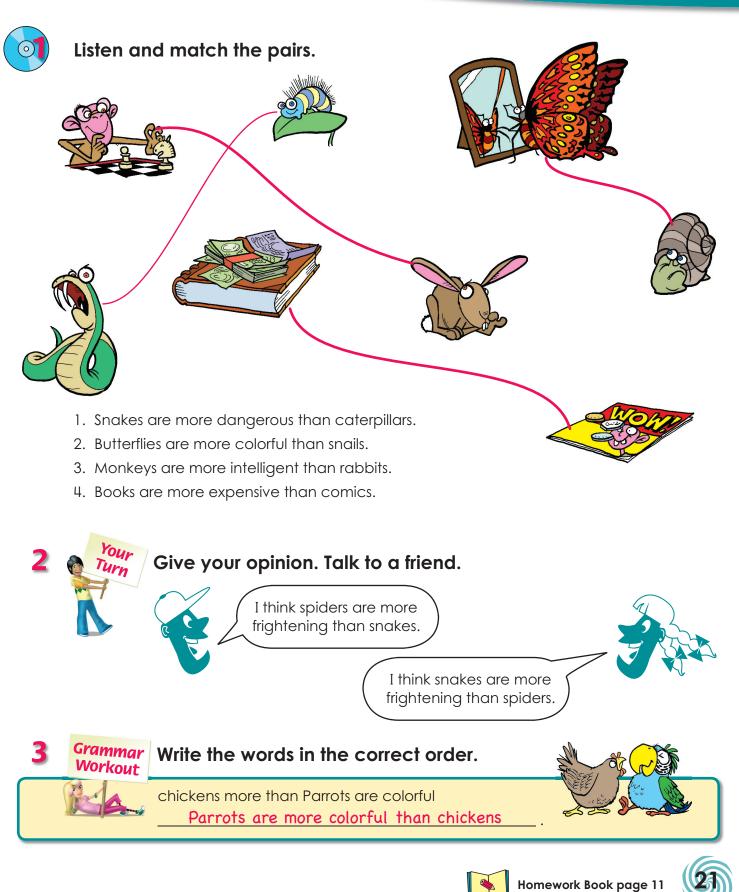
Homework

Ask the children to complete p.11 in their Homework Book.











Listen and read.

OTTIPS ANIMALS

Wendy: Today we're in Australia and we're going to talk to Ozzie about some animals. So Ozzie, you have some unusual animals here in Australia.

- Ozzie: Yes, we do. Koalas and kangaroos are popular animals.
- Wendy: I love koalas. They're cute.
- Ozzie: Everybody loves koalas, but they aren't very intelligent.
- Wendy: Are kangaroos intelligent?
- Ozzie: Yes, they are. They're more intelligent than koalas and they're more powerful. They have strong legs and a powerful tail. They can jump 50 kilometers in an hour!
- Wendy: Wow! What's this animal? Is it a bird?
- Ozzie: Oh! It's a platypus and it's endangered. It's more unusual than a koala. It has a beak and it lays eggs, but it isn't a bird, it's a mammal.

AMAZING FACT! Platypuses are mammals, but they lay eggs!

Wendy: That's amazing!

2 Read the text again. Write Ozzie's answers.

- 1. Which animals are popular? Koalas and kangaroos are popular
- 2. Which animals are more intelligent than koalas? <u>Kangaroos are more intelligent</u>.
- 3. Are kangaroos powerful animals? _____ Yes, they are
- 4. Which animal is more unusual than a koala? <u>The platypus is more unusual</u>.
- 5. Does the platypus have a nose? No, it has a beak
- 6. Is it a bird? _____ No, it isn't. It's a mammal



Vocabulary extension

Lesson objective: read an interview New vocabulary: Australia, koala, kangaroo, popular, platypus, beak, lay eggs, amazing Vocabulary review: unusual, cute, intelligent, powerful, endangered Materials: Class CD ► Student Twister (optional)

1 Listen and read.

- Ask the children to read the title and look at the pictures.
- Ask them to listen for three animals and raise their hand when they hear them.
- Play the CD; say *Listen carefully*. Elicit the names of the animals (koala, kangaroo, platypus).
- Play the CD again; pause after every highlighted word for the children to repeat.

2 Read the text again. Write Ozzie's answers.

- Ask the children to read the example.
- Ask them to read the text again and write the answers to the other questions. Monitor.



Warm up

Write UASLARITA on the board. Say Find the country (Australia). Help by writing a letter every 20 seconds. Ask What do you know about Australia? Do you know any Australian animals? Write the children's ideas on the board.

• Put the children in pairs; ask different pairs to read out a question and answer.

3 Act it out. Act out an interview with Ozzie.

- Put the children in different pairs; one child is Ozzie and their friend is the interviewer.
- Choose a volunteer to ask you (as Ozzie) two questions from Exercise 2.
- The pairs act out the interview then change roles and repeat. Monitor.



OPTIONAL ACTIVITIES

To do Exercise 3 using the Student Twister:

- Put the children in pairs; one child is Ozzie and the other is the interviewer.
- The children take turns spinning their Twister to see which number it lands closest to. The interviewer asks his/her friend the question for that number and their friend answers.
- Ask the pairs to repeat the procedure until all questions are asked and answered. Monitor.

Wrap up

Read out the riddle: *It's faster than a dog. It's smaller than a panda. It's more intelligent than a koala. It has a powerful tail.* Pause after each sentence and encourage the children to guess the answer (a kangaroo).

Homework

Ask the children to listen to the text again on their Homework Audio CD.



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Grammar and vocabulary consolidation

Lesson objective: do a class survey Vocabulary review: parrots, elephants, horses, kangaroos, dolphins, fish, cats, dogs, koalas, tigers Grammar review: comparatives Materials: sheet of paper

Warm up

Crumple the paper into a ball. Toss the ball to a child and say *Parrots!* He/She makes a sentence, e.g. *Parrots are colorful!* The child then tosses the ball to a friend and shouts out a different animal. Their friend makes a sentence and so on.

1 Say which animal you like. Do a class survey. Then make a bar chart.

- Write the animals on the board.
- Ask a child to say *l like* [animal]. Put a line under the animal on the board. Continue doing the survey and recording responses on the board.
- Count the lines for each animal and write the totals on the board.
- Tell the children to shade in the correct number of squares for each animal. Monitor.

2 Write your results.

• Write on the board: *In our class* [number] *children like cats*. Read the sentence aloud and ask the children to repeat it.



 Ask the children to write four more similar sentences in their book. Monitor.

3 Talk to a friend. Compare your favorite animals.

- Demonstrate the dialogue with a volunteer.
- Put the children in pairs; they compare their favorite animals using the adjectives they have learned so far. Monitor.

OPTIONAL ACTIVITIES

NTERNATIVE To do Exercise 1 differently:

- Ask the children to secretly write their favorite animal on a piece of paper.
- Collect the papers. Count the "votes" and write the results on a piece of paper without revealing them.
- Ask the children to guess the result. Write the totals on the board and see if the children guessed right!
- Tell the children to shade in the correct number of squares in the chart for each animal. Monitor.

Wrap up

Divide the children into groups of five. Ask each group to create a zoo with five animals from the unit. Ask each group to present their zoo, say which animals they have and why. Write on the board: *We have* [animal] *because they are* [adjective] *and* [adjective].

Homework

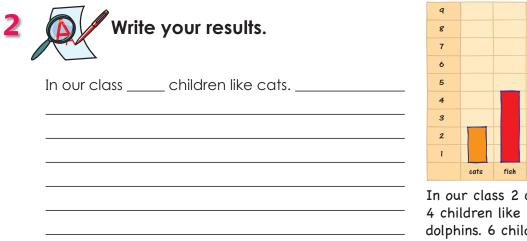
Ask the children to ask members of their family which animal they like and why. Ask them to write three sentences, e.g. *My father likes* ... *They are* ..., ... and ...

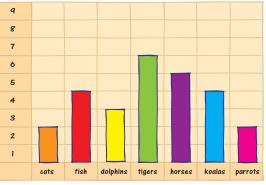






9							
8							
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	cats	fish	dolphins	tigers	horses	koalas	parrots





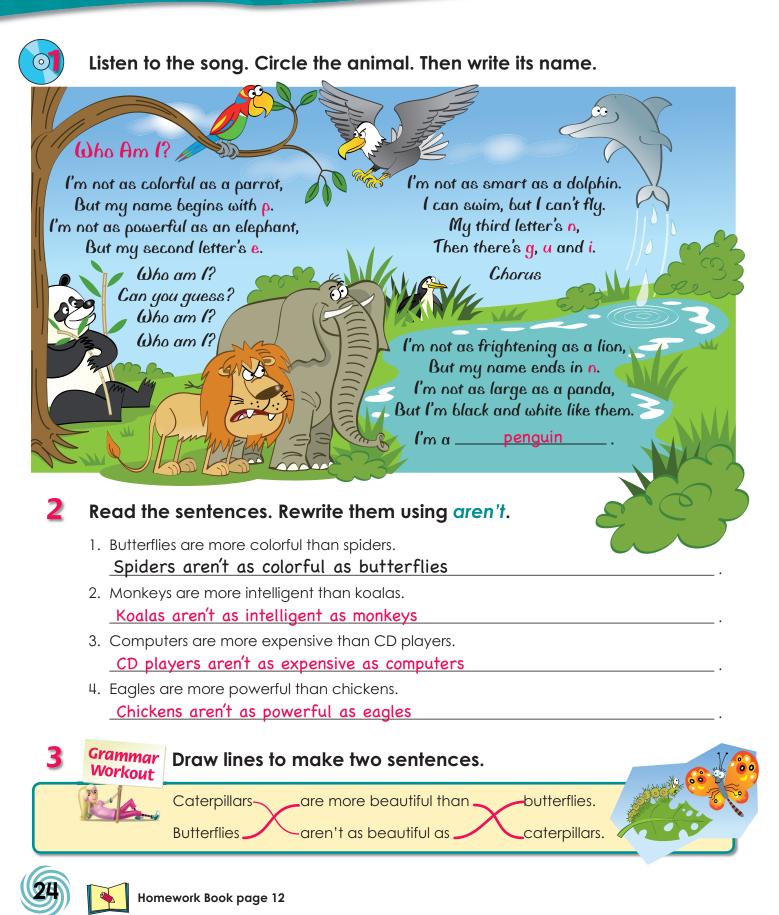
In our class 2 children like cats. 4 children like fish. 3 children like dolphins. 6 children like tigers...

3 Talk to a friend. Compare your favorite animals.

I like horses. They're beautiful, intelligent and powerful.

I like koalas. They're cuter than horses and they're more unusual.





Song

Lesson objective: sing a song New grammar: not as [adjective] as Grammar review: can/can't, Who am I? New vocabulary: penguin Vocabulary review: colorful, parrot, powerful, elephant, smart, dolphin, frightening, lion, large, panda Materials: Class CD > Homework Book

Warm up

Play "Hangman" on the board with the animals from the unit (monkey, snake, lion, parrot, shark, etc.) After the first round, invite children to guide the game. Every time the children guess the animal, ask them to make a sentence about it.

1 Listen to the song. Circle the animal. Then write its name.

- Ask the children to look at the picture and call out the names of the animals they can see.
- Play the CD; say *Listen to the song and circle the animal.* Monitor.
- Ask the children to write, then shout out the name (penguin).

2 Read the sentences. Rewrite them using aren't.

• Draw a butterfly and a plain black spider on the board. Write on the board *Butterflies are more colorful than spiders*.

- Ask the children to think of another way to say the sentence. Allow them to look at their book and read the example aloud.
- Ask the children to rewrite the other sentences using *aren't*. Monitor.
- Choose children to read out their sentences.

3 Draw lines to make two sentences.

- Ask the children to draw lines to make two sentences. Monitor.
- Ask two volunteers to write the sentences on the board.

OPTIONAL ACTIVITIES

TEND IT To extend Exercise 3:

- Write on the board: Cats aren't as dangerous as lions. Lions are more dangerous than cats.
- Ask the children to write two more sentences in their notebook. Monitor.



Wrap up

Call out *CD players! Computers!* and ask the children to make a sentence to compare them using *aren't*. If the children struggle, help them by giving them the adjective, e.g. *CD players aren't as useful as computers*. Repeat with TV-cellphone, watch-MP3 player, etc.

Homework

Ask the children to complete p.12 in their Homework Book.





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Writing

Lesson objective: write about animals Vocabulary review: animals, pets, interesting, intelligent, noisy, messy, colorful, expensive, cute, popular, dangerous, unusual Grammar review: comparatives Materials: paper (one piece per child) > colored pens

1 Read and complete. Use the words in the box.

- Ask the children to read the text, and complete the sentences with the words in the box.
- Choose children to read a sentence aloud.
- Write *fish fish* on the board. Stress that the plural for *fish* **isn't** *fishes*.

2 Write about hamsters and snakes. Use the words in the box.

- Ask the children to read the words in the box.
- Ask the children to write about hamsters and snakes using the words in the box. Monitor.
- Ask children to read their sentences. It's OK if children write contrasting sentences. Accept all correct sentences.

Warm up

Ask different children to think of an animal, whisper it to you and mime it. Encourage the other children to raise their hand and guess the animal. The child that guesses correctly first chooses then mimes another animal.

3 Choose a pet. Make an advertisement.

- Pre-teach advertisement: bring in some advertisement clippings from magazines. Try to find advertisements with animals!
- Distribute the paper and pens. Ask the children to choose a pet and draw a picture of it. Tell them to leave space for the description!
- Below the picture, the children write a description of the pet (as in the picture).
- When finished, display the advertisements around the classroom. Invite the children one at a time to stand next to their advertisement and tell the class about their pet.

OPTIONAL ACTIVITIES

EXTEND IT To extend Exercise 2:

• Ask the children to write sentences about dogs and cats, e.g. *Dogs are noisier than cats, but cats aren't as messy. Monitor.*

Wrap up

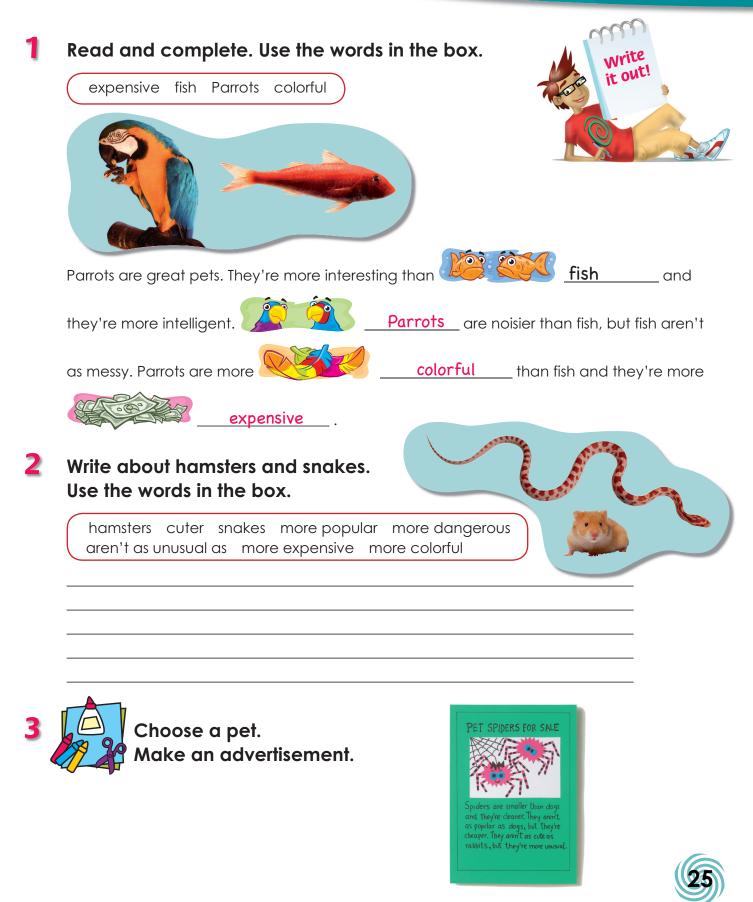
Ask for a volunteer to come to the front and face the class. Write the name of an animal on the board. The volunteer guesses the animal asking questions, e.g. *Am I big?* and the class answers, e.g. *You're small*. The class cannot say the animal or make animal noises.

Homework

Ask the children to write four sentences comparing two different animals, e.g. Dogs are noisier than cats, but cats aren't as intelligent as dogs.









Dangerous World

YOUr

Shout

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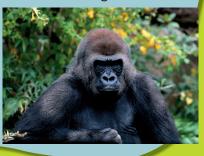
Jungle Animals

Mammals als

There are lots of amazing animals all over the world: koalas in Australia, lions in Africa, parrots in South America. There are mammals, birds, fish and insects. All animals are important. They make our world more interesting. But the world is dangerous for some animals. People are making bigger towns and longer roads. Jungles and forests are smaller. People don't think about the animals. The giant panda and the mountain gorilla are endangered. They don't have homes so they can't live.



The giant panda and the mountain gorilla are endangered.

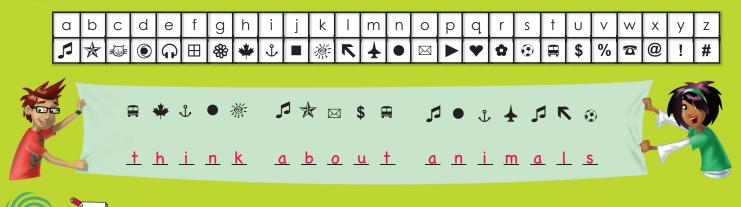


Draw a face after each sentence to show how you feel.



- 1. There are some amazing animals in our world.
- 2. The world is dangerous for these animals.
- 3. People are making bigger towns and longer roads.
- 4. People don't think about the animals.
- 5. The animals don't have homes so they can't live.

Work out the code. Write the message in the banner.



Project Time, Level 5, Unit 3

Values

2 ACK1

Lesson objective: learn the value of thinking about animals Vocabulary review: animals, amazing, mammals, birds, fish, important, colorful, interesting, dangerous, big, long, jungles, forests, small, giant, mountain, endangered Materials: Class CD

1 Listen and read. Then circle the best title.

- Ask the children to read the three titles.
- Play the CD; say Listen and read.
- Play the CD again; say *Listen and circle the best title*. Monitor.
- Ask the children to shout it out (Dangerous World).

2 Draw a face after each sentence to show how you feel.

- Hold up your book and point to the faces. Elicit the words from the children.
- Ask the children to read the text again.
- Read the first sentence and ask a volunteer to say how they feel (happy, sad, angry, not sure).



Wrap up

Ask the children to make a message about animals and put it into code, e.g. Animals are interesting. Ask them to exchange their papers with a friend and work out the code to write the message.

Warm up

Divide the children into four groups. Say words from the unit (animals, alligators, dangerous, colorful, etc.). For each word, choose a member from each group to spell, then say the word. If a group makes a mistake, the next group continues with the same word.

- Ask the children to read the sentences and draw a face for each one. Accept all opinions!
- Read the sentences aloud and ask children to shout out how they feel.

3 Work out the code. Write the message in the banner.

- Put the children in pairs; they look at the code in the banner and write the words. Monitor.
- Invite volunteers to write the letters one at a time on the board.
- Ask the children to shout out the message together (Think about animals).

OPTIONAL ACTIVITIES

NTERNATINE To do Exercise 2 differently:

- Ask the children to read the sentences and draw a face to show how they feel.
- Ask What makes you feel happy? The children respond with one of the sentences. Do the same with sad and angry. For not sure ask What are you not sure about?

Homework

Ask the children to find wild animals that live in their country. Where do they live? Are any animals endangered?



Review

Lesson objective: consolidate vocabulary and grammar from the unit Vocabulary review: animals, adjectives Grammar review: comparatives with *-er, more, aren't as* Materials: Teacher Twister/Student Twister (optional)

Warm up

Ask the children to imagine they are an animal. Ask them to keep it a secret and then describe themselves to the class, e.g. *I'm big and powerful* for a lion. They can also mime the animal and make the noises if they want to!

1 Choose a color. Make three sentences. Then color the triangles.

- Divide the children into six groups; they each choose a different color.
- Read out the red task: *Make sentences*. *Use these words*.
- Each member of the red team chooses a word and says a sentence aloud.
- Ask the class to listen and correct if necessary, then they color the red triangles.
- Repeat with the other teams until all the triangles are colored in.



Wrap up

Divide the children into groups of four. Say *I like pandas because they are cuter than lions and more intelligent than elephants.* The groups reconstruct and write the sentence. After about three minutes, read the sentence again for the children to check. Ask the groups to read out their sentences.



OPTIONAL ACTIVITIES

To do the review lesson differently:

- Divide the children into six groups. Stick the Teacher Twister on the board and write the colors around it.
- Spin the Twister for the first group. Ask the group to read the question or task for the color the arrow lands closest to.
- A volunteer from the group answers the question or does the task. If correct, the class colors one triangle for that color. If incorrect, volunteers can help.
- Repeat the procedure for each team until all the triangles have been colored in.

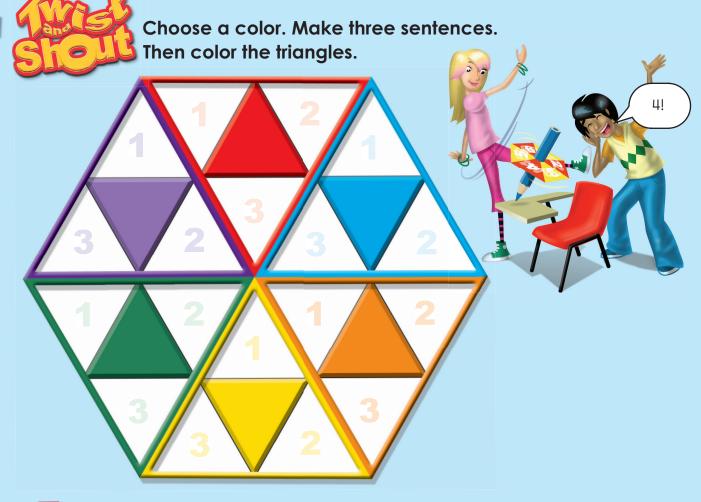
ANTERNATINE

Another way to do the review lesson:

- The children spin their Twister. Call out a color, e.g. *Yellow!* and ask the children whose Twister landed on number 4 (yellow) to stand up.
- Ask the children that are standing up to do the yellow task.
- Ask the children to color the yellow triangles. Repeat the procedure for the other colors.







- 1. Wake sentences. Use these words: intelligent dangerous powerful colorful Say: The monkey is intelligent.
- 2. A Make sentences. Use these words: more frightening more unusual more interesting more expensive Say: Books are more expensive than comics.
- 3. Compare koalas and kangaroos. Use these words: cuter more intelligent more powerful faster Say: Koalas are cuter than kangaroos.
- 4. A Describe animals that you like. Say: I like parrots. They're colorful and intelligent.
- 5. Compare two animals. Use these words: aren't as big as aren't as intelligent as aren't as colorful as aren't as noisy as Say: Koalas aren't as intelligent as monkeys.
- 6. A Play a guessing game. Think of an animal. Say: I'm a bird. I'm more colorful than a penguin. I'm not as powerful as an eagle. What am I?

