Key learning outcome: identify and say wild

animals vocabulary

Key competence: A listen, identify and say wild

animals

Target vocabulary: crocodile, elephant, flamingo, giraffe, lion, monkey, ostrich, penguin

Extension vocabulary: kangaroo, koala **Print materials:** Pupil's Book p18, Class audio

CD1, Flashcards, Workbook p10

Digital materials: Teacher's Resource Centre:

Digital Flashcards

Warmer

Mime an animal, e.g. a cat. Ask the class **What** am 1? Elicit the answer. Elicit other animals students already know in English.

Pupil's Book



- Ask Who can you see? (Ruby.) Tell the class that Ruby is doing an animal quiz.
- Play the audio and pause after: Which animal hasn't got legs? Ask students to try and answer the question. Accept all answers.

Audioscript 1:30

Ruby: Hello there! As you know, I love

animals.

Look! I'm doing a quiz about wild animals.

The first question is 'Which animal hasn't got legs?'

Hmm, let me think. I know. It's a

snake.

Computer: Correct. The answer is snake.

 Play the audio again. Students listen and see if they were right.

Teacher's Resource Centre

 You can present the target vocabulary by using the Digital Flashcards in the Teacher's Resource Centre.

Flashcards

 Alternatively, you can introduce the target vocabulary by using the flashcards.
 Refer the class to the places in Unit 1. Ask **Where can you see animals?** (At the safari park.) Write **safari park** on the board. Show the flashcards one by one and stick them on the board. Name the animals in turn and have the class repeat.

Pupil's Book



 Play the audio. Students listen and say the words, pointing to the correct animal picture in turn. If necessary, pause the audio between words to ensure all students are following the activity. Repeat as necessary.

Audioscript 1:31



 Play the audio to present the vocabulary in context. Pause after the first question (What's this animal?). Get students to point to the flamingo in their books and to say the answer together (It's a flamingo.) Play the rest of the audio. Students point and say.

Audioscript 1:32

What's this animal? ... It's a flamingo.
What's this animal? ... It's a penguin.
What's this animal? ... It's a monkey.
What's this animal? ... It's a crocodile.
What's this animal? ... It's a lion.
What's this animal? ... It's an elephant.
What's this animal? ... It's an ostrich.
What's this animal? ... It's a giraffe.

 Play the audio again. Divide the class into two groups. Get one group to ask the questions, and the other group to say the answers. Swap groups and repeat.

3

 Ask students to look at the pictures of animals again. Give them time to record their answers.
 Then, check as a class.

Answers

1; 2; 3; 7



Some students may find it hard to recognize written numbers or they may fail to understand the notion of quantity. Revise that by calling different students to come the front and asking them to draw two elephants, three pencils, etc. Count the items orally once they have finished. Having done this, go on with Activity 3.

Flashcards

 Alternatively, you can practise and review the lexical set by using the flashcards. Play a game from the Word Card and Flashcard Activity Bank, pp26–27. Suggestion: Charades.

Cooler

Play a game from the Word Card and Flashcard Activity Bank, pp26–27. Suggestion: Play *Lip* reading to further practise pronunciation.

Workbook



 Students look at the parts of the silhouettes and identify the animals. Then, they read the words in the banner and write the correponding one below each picture.

Answers

1 lion; 2 ostrich; 3 penguin; 4 monkey; 5 crocodile; 6 flamingo; 7 elephant; 8 giraffe



• Play the audio. Students listen and check their answers. They then say the words.

Audioscript

1 lion
2 ostrich
3 penguin
4 monkey
5 crocodile
6 flamingo
7 elephant
8 giraffe



- Refer the class to the picture of the donkey and ask What animal is it? (A donkey.)
- Play the audio. Pause after the word donkey is repeated twice. Students listen and repeat.



Donkey ... donkey.

Donkey rhymes with monkey.

 Students find and write the word that rhymes with donkey. Play the rest of the audio. Students check their answers.

Answer

monkey

Finished?

 Fast finishers can circle the animal names hidden inside the banner.

Answers

flamingo; elephant; ostrich; penguin

Song

Key learning outcome: read, understand and

sing a song about wild animals

Key competences: review the Lesson 1 vocabulary; isten and sing the song Target language: I think it's a (giraffe). It can

(run).

Print materials: Pupil's Book p19, Class audio

CD1, Flashcards, Workbook p11

Digital materials: Teacher's Resource Centre: Word Cards, Song Sheet, Digital Flashcards

Warmer

Review the vocabulary presented in the previous lesson. Play a game from the Word Card and Flashcard Activity Bank, pp26–27. Suggestion: Guess the flashcard. Ask **What animal can you** see? Students guess your flashcard.

Teacher's Resource Centre



 Alternatively, you can review the target vocabulary by using the Digital Flashcards in the Teacher's Resource Centre.

Pupil's Book



- Ask the class What can you see in the photos? (Animals.) Ask students to read out the names.
- Tell students to listen to a song about wild animals. Ask them to tick the animal names as they hear them in the song. Check answers.

Audioscript 1:35



In the wild

In the wild, on the land, What animal can we see? I think it's a giraffe, a tall, brown giraffe. Yes, it's a giraffe. Can you see?

Look! It can run. It can run. Yes! It can run. It can run.

In the wild, in the water, What animal can we see?

I think it's a crocodile, a long, green crocodile.

Yes, it's a crocodile. Can you see?

Look! It can swim. It can swim.

Yes! It can swim. It can swim.

In the wild, in the trees, What animal can we see? I think it's a monkey, a small, black monkey. Yes, it's a monkey. Can you see?

Look! It can jump. It can jump. Yes! It can jump. It can jump.

In the wild, on the land, What animal can we see? I think it's a lion, a big, yellow lion. Oh no, it's a lion! Can you see?

Quick! Let's run ...

Answers

giraffe; crocodile; monkey; lion

SEN 🔀



Before teaching the written form of new words, it is advisable to revise them by either using the picture in Lesson 1 or the flashcards. You may also do a TPR activity by having students walk like each of the animals in the photos, e.g. you may say **We are elephants.** and walk slowly around the class moving one hand as if it were an elephant's trunk. Then, proceed to teach the written words, making sure you offer enough opportunities for everybody to remember.

Teacher's Resource Centre

- You may wish to introduce the written word by using the word cards before asking students to read the words in their books.
- Stick the flashcards on the board at random.
- Show the word cards one by one. Students read collectively.
- Individually, students stick each word card next to the corresponding flashcard. Read again once the word cards are positioned.

Pupil's Book





- Play the song. Pause after each line and get students to repeat.
- Use the song lyrics available in the Teacher's Resource Centre.
- Once students are familiar with the song, you may wish to use the Karaoke version.

Tip

Get students to mime the animals as they sing to make this song more memorable.



- With a partner, get students to look at the animals in Activity 1 and classify them according to where they live.
- Students write the words individually.

Answers

On the land: giraffe, ostrich, lion, elephant; In the water: crocodile, flamingo, penguin; In the trees: monkey

Tip

You can give students more support when writing the words by referring them to the word labels in Activity 1 or by displaying the word cards.

SEN :

This activity implies classification and it may be challenging for some students. It is advisable to draw students' attention to the three colours: orange, blue and green, and to make them associate these with the different habitats. One way of helping those students who may need more time or have some learning difficulty is to invite the class to take out coloured pencils and to colour the photo frames in Activity 1 orange, green or blue according to the places where each animal lives. Correct orally. Then, writing the words in the categories in Activity 3 would be just a matter of copying.



Play the audio. Students listen and check their answers.



On the land: giraffe, ostrich, lion, elephant; In the water: crocodile, flamingo, penguin; In the trees: monkey

Cooler 1:35

Play a game from the Word Card and Flashcard Activity Bank, pp26–27. Suggestion: Musical statues. Use the song from this unit as the music and put the flashcards on the board. Get students to stop in the shape of an animal. The last student to stop has to identify the 'animals' they can see.

Workbook



- Tell students that this is a map of a safari park. They identify the animals on the map.
- Play the audio. Students number the animals in the order they are mentioned. Check answers as a class.

Audioscript 1:38



- Girl: Wow, I love the safari park! Let's plan our visit.
- Boy: Good idea! Let's look at the map.
- Boy: Mmm... Let's see, we can see the penguins first.
- Girl: OK! I like penguins. Then we can see the monkeys.
- **Boy:** Good idea. After the monkeys we can see the flamingos and then...
- Girl: Then the giraffes!
- Boy: Yes! After the giraffes, we can see the elephants and then... the ostriches.
- Girl: Great! What's missing? Oh, the crocodiles! So after the ostriches, we can see the crocodiles.
- **Bov:** And at the end we can visit the lions! ROARR
- Girl: Hahaha! Good idea!

Answers

1 penguin; 2 monkey; 3 flamingo; 4 giraffe; 5 elephant; 6 ostrich; 7 crocodile; 8 lion

Tip

If you have time, you could get students to draw their own safari park map. They can draw and label all the animals in Activity 1. Then, display the maps around the classroom.

Students write the words in the corresponding box to classify the animals.

Answers

2 legs: 2, 3, 5; 4 legs: 1, 4, 6

Finished?

Fast finishers complete the words.

Answers

1 crocodile; 2 giraffe; 3 flamingo



Story

Key learning outcome: predict story content, read and understand a story about a safari park

Key competences: give a personal response to the story; predict story content; listen and understand the story

Story vocabulary: beautiful, favourite, feed, problem

Story language: Wow, it can (run fast). Let's see the (ostriches). She can't (ride her bike now). **Print materials:** Pupil's Book pp20–21, Class

audio CD1, Flashcards

Digital materials: Pupil's Book eBook

Warmer 1:35

Play the song *In the wild* from Lesson 2. Divide the class into two groups. Get each group to sing alternate verses. They sing the chorus together. Swap roles.

Pupil's Book



- Tell the class that today's story happens at a safari park. Refer them to the story title: At the safari park.
- Get students to look at the first question word: Who? Ask Do we use 'Who' for a question about a place or a person? (A person.)
- Get students to look at the second question word: What? Ask Do we use 'What' for a question about a place or an object? (An object.)
- Give students time to look at the story frames and tick the correct answers.
- Play the audio. Pause after each question and get students to tell you their answers.



Who's in the story, a park ranger or a police officer?

What's in the story, a plane or a bike?

Answers

a park ranger; a bike



 Play the audio. Ask the class to look at the story frames and read the text as they listen to the story. Note that the complete story text is on the audio and only some of the text is on the page.



At the safari park

Frame 1

Ruby: I love the safari park. Look over there.

An elephant.

Zack: Where? Oh yes, it's beautiful.

Leila: Look! A giraffe!

Tom: Wow, it can run fast.

Frame 2

Tom: Look at the monkey on the car!

Ruby: It can jump!

Leila: Oh, I love monkeys. Monkeys are my

favourite animals.

Zack: My favourite animals are penguins.

Let's go and see the penguins.

Frame 3

Ruby: Look! An ostrich!

Zack: But what about the penguins? I really

like penguins.

Tom: First, let's see the ostriches.Zack: Oh, OK. But, then the penguins.

Frame 4

Zack: Yippee. It's time to see the penguins.

At last!

Woman: Ow!

Ruby: Oh. Are you OK?

Woman: No, I'm not. It's my leg. And it's time to

feed the monkeys.

Ruby: Oh Zack. She can't ride her bike now.

Frame 5

Zack: I can take the food to the monkey

house for you.

Woman: Oh, thank you. It's important for the

monkeys to get their food on time.

Ruby: Don't worry. He can ride a bike really

fast

Woman: I've got a problem with my leg. But

don't worry, the bananas are on their

way.

Zack: Here you are. Bananas for the monkeys.

Man: Oh. Great. Thank you.

Zack: You're welcome. Bye.

Man: Wow. He can ride a bike really fast.

Frame 7

Ruby: Well done, Zack.
Leila: I love penguins!

Zack: Oh, I want to see the penguins! I'm too

late.

Ruby: I'm sorry, Zack. I know penguins are

your favourite animals.

Woman: Really?! I've got an idea. Hey, Zack,

come with me!

Frame 8

Woman: So Zack, are penguins your favourite

animal?

Zack: Yes, they are.

Woman: Well, thank you for your help with the

monkeys' food. And now you can help me! You can feed the penguins!

Zack: This is amazing! I love the safari park.

• Check basic comprehension. Ask What are Zack's favourite animals? (Penguins.) Who has an accident? (The park ranger.) Who helps the park ranger? (Zack.) How does the park ranger say thank you to Zack? (Zack can feed the penguins.)

Pupil's Book eBook

 You may wish to present the story by using the Pupil's Book eBook.



After listening to the story, it is very important to check that everybody understands the sequence of events before practising reading aloud or acting out. For that purpose, you may use the SEN accommodation provided.

Answers

3; 2; 1; 4

Pupil's Book



- Students look at the pictures and then read each sentence. They write the number of the corresponding picture next to each sentence.
- Play the audio again. Students listen to the story again and check their answers.

Answers

1 It can jump. 2 It can run fast. 3 She can't ride a bike. 4 He can ride a bike.

 Additionally, you can ask questions about each frame to secure comprehension.

Frame 1: Which animal can run fast?

(A giraffe.)

Frame 2: Where does the monkey jump?

(On the car.)

Frame 3: Which animals do they see first, ostriches or penguins? (Ostriches.)

Frame 4: Who needs help? (The park ranger.)

Frame 5: **Who rides the bike?** (Zack.)
Frame 6: **Which animals eat bananas?** (The monkeys.)

(The Thornkeys.)

Frame 7: **Why is Zack sad?** (He's too late to see the penguins.)

Frame 8: **Why is Zack happy at the end?** (He can feed the penguins.)

Tip

If students have difficulty in recalling any of the answers, play the audio again while they look at the poster to confirm comprehension.

Discuss the themes from the story. Encourage students to express their own views. Ask **What's** your favourite moment? What's your favourite animal in the story? Do you like safari parks? Is there a safari park near where you live?

Cooler

Play a game from the Word Card and Flashcard Activity Bank, pp26–27. Suggestion: Chain game. Start by saying **Look! I can see** a (monkey).



Communication

Key learning outcome: have a dialogue about

abilities

Key competences: ask and answer about what animals can do; make ability cards,

have a dialogue

Resources: ability cards

Target language: Can it (swim)? Yes, it can.

No, it can't.

Print materials: Pupil's Book p22, Class audio

CD1, Flashcards, Workbook p12

Digital materials: Pupil's and Teacher's Resource

Centres: tables A and B

Warmer 1:40

Play the story At the safari park from Lesson 3. Pause the audio before key words. Get students to anticipate and call out the next words. Continue the audio. Students listen and check. Alternatively, play a game from the Word Card and Flashcard Activity Bank, pp26–27. Suggestion: What's missing?

Pupil's Book



- Introduce this unit's target language before listening. Stick the flashcard of a monkey on the board. Ask *Can it jump?* Elicit the answer *Yes, it can.* Stick the flashcard of Zack on the board. Ask *Can he ride a bike?* Elicit the answer *Yes, he can.* Point to the monkey again and ask *Can it ride a bike?* Elicit the answer *No, it can't.* Students repeat after you.
- Play the dialogues from the story. Students number the frames.



7

Zack: Yippee. It's time to see the penguins.

At last!

Woman: Ow!

Ruby: Oh. Are you OK?

Woman: No, I'm not. It's my leg. And it's time to

feed the monkeys.

Ruby: Oh Zack. She can't ride her bike now.

2

Tom: Look at the monkey on the car!

Ruby: It can jump!

Leila: Oh, I love monkeys. Monkeys are my

favourite animals.

Zack: My favourite animals are penguins.

Let's go and see the penguins.

3

Ruby: I love the safari park. Look over there.

An elephant.

Zack: Where? Oh yes, it's beautiful.

Leila: Look! A giraffe!

Tom: Wow, it can run fast.

Answers

3: 2: 1



 Play the audio and encourage the class to repeat.

Audioscript 1:42

Girl: Can it swim?

Boy: Yes, it can.

Girl: Can it jump?

Boy: No, it can't.

- Divide the class into two groups green and red. Play the audio again. The green group repeats with the girl and the red group with the boy.
- Play the audio again. Students act out the dialogue with a partner.

Pupil's & Teacher's Resource Centres

- Put students into pairs. One student is A and the other is B. Give out Students A table A and Students B table B from the Teacher's Resource Centre or have students print them out from the Pupil's Resource Centre and bring them to class. Students cut out the tables.
- Students take it in turns to ask and answer questions in order to complete their tables.

\$1: Can it swim?\$2: Yes, it can.

Life skills Tip

Knowing yourself and others



Take the opportunity to make students aware of the importance of listening carefully to each other, especially when asking for information.

Pupil's Book



SEN 🛟

Before asking students to complete the sentences, it would be ideal to revise the concept of ability and lack of ability in connection with wild animals. You may do this by writing on the board four incomplete animal words that have been taught for different students to come to the front and write the missing letters, e.g. __L_PH__NTS, FL M NG S. Besides, have these four action cards ready: RIDE, SWIM, JUMP, RUN. Invite different students to choose an animal and pick a card, e.g. *elephants* and *jump*. They should make a sentence saying if the animal can or can't do the action on the card, e.g. Elephants can't jump. As they make each sentence, you may stick the action card next to the animal word and draw a tick or a cross. Once they have made sentences with the four animals, you may have them talk about other animals' abilities. Write one affirmative and one negative example on the board and then invite the class to go on with Activity 3 on p22.

Refer students to the two frames. They draw a
different animal in each frame. They write two
sentences about each animal, saying what it
can and cannot do. Remind them that we use
it for an animal.

Tip

Demonstrate the activity by drawing two animals yourself on the board, and two sentences about each one.

4

Model this speaking activity with a student.
 Use his/her pictures from Activity 3. Ask What's this? Help the student to answer It's a (lion).
 Say Tell me about the (lion). Get the student to refer back to the sentences in Activity 3 to answer.

Cooler

Play a game from the Word Card and Flashcard Activity Bank, pp26–27. Suggestion: Which do you prefer?

Workbook



 Students look at the pictures and complete the sentences in the speech bubbles.

Answers

1 run; 2 jump; 3 ride

Tip

If students need more support completing the sentences, write the missing words on the board (in random order). Students look and decide where each word goes.

2

• Students read the dialogue and circle the correct sentences. Then, they act it out.

Answers

Yes, it can. / No, it can't.

Finished?

 Fast finishers find Supercat in the story and say where it is.

Answer

Supercat is behind the bananas.



Critical thinking: solving problems

Key learning outcome: learn to solve problems **Key competences:** Searn to solve problems;

understand the story, say the rap

Print materials: Pupil's Book p23, Class audio

CD1, Flashcards, Workbook p13

Digital materials: Pupil's Book eBook; Teacher's

Resource Centre: Song Sheet

Warmer 1:23

Play the *Think of other people* rap from Unit 1.

Encourage students to rap along. Ask students to remember the story of Mr

Rabbit and Squirrel in Unit 1 (In the park.) Say Today Squirrel and Mr Rabbit are together

again. Squirrel is making a safari park model.

Pupil's Book



Ask the class to follow the pictures as you play the audio. Note that the complete story text is on the audio only.





Frame 1

Squirrel: Oh look. A competition. I like

> competitions. Design a new safari park. Think! Where can the different animals live? The winner gets two tickets to the safari park. I can design a new safari

park. That's easy!

Frame 2

Mr Rabbit: What's this, Squirrel?

It's my safari park. It's for a competition. Sauirrel:

There. Finished.

Mr Rabbit: Already? Let me see.

Frame 3

Mr Rabbit: I can see a problem, Squirrel.

Squirrel: What problem?

Mr Rabbit: Well, a penguin can swim.

Squirrel: I know that.

Mr Rabbit: Where's the water for the penguins?

Squirrel: Oh.

Frame 4

Mr Rabbit: And I can see another problem,

Squirrel.

Squirrel: Another problem?

Mr Rabbit: Yes. A monkey can jump from tree to

Squirrel: I know that.

Mr Rabbit: Where are the trees for the monkeys?

Squirrel:

Frame 5

Squirrel: There. Now, the penguins are next to

the water. And the monkeys are next to

the trees.

Mr Rabbit: Great, Squirrel. Problems solved!

Thanks, Mr Rabbit. Squirrel:

Frame 6

Squirrel: I'm the winner. I've got two tickets for

the safari park. Yeah!

Mr Rabbit: Two tickets?

Hmm. That's a problem. Who can I Squirrel:

invite?

Mr Rabbit: Hmm ... Hmm ...

Squirrel: I know. You, of course Mr Rabbit!

Mr Rabbit: Thanks, Squirrel.

After playing the story, discuss the problems Mr Rabbit mentions with Squirrel's safari park model. Ask questions: What's the first problem? (The penguins aren't near the water.) What's the second problem? (The monkeys aren't near the trees.) **Does Squirrel** solve the problems? (Yes.) Does Squirrel win the competition? (Yes.)

SEN :

To help students understand the problems described in the text, you had better practise the notion of habitat and teach the class how they can talk about it using can/can't live. For this purpose, invite students to go back to Activity 3 on p19 and, by looking at the words they have written in the boxes, they can make sentences like: Elephants can't live in the water. This will encourage students to thumb through the pages in the book and to become aware of the valuable learning resource they have.

Pupil's Book eBook 🗐 💌



You may wish to use the video in the Pupil's Book eBook to teach this lesson.

Pupil's Book



- Ask students What animals can you see in a safari park? Brainstorm answers with the class.
 Tell students to listen to the rap and to tell you the names of the animals they hear.
- Teach students the rap. Pause after each line and encourage repetition. Play the rap again and get them to rap along.

Audioscript

Problems to solve

There are problems to solve in the safari park today.

Where can the animals live and play?

Let's think about what the animals can do.

Then we can solve the problems, me and you!

Problem number 1. Where can the monkeys go? Look, lots of trees. I know, I know!

A monkey can jump in the trees and play.

The monkeys can live here.

Problem solved. Hooray!

Problem number 2. Where can the penguins go? Look, lots of water. I know, I know!

A penguin can swim in the water and play.

The penguins can live here.

Problem solved. Hooray!

Problem number 3. Where can the lions go? Look, lots of grass. I know, I know!

A lion can run in the grass and play.

The lions can live here.

Problem solved. Hooray!

[Chorus]

 You may wish to use the rap lyrics available in the Teacher's Resource Centre.



 Get students to name the animals in the photos. Then, they read the question in the rubric and think about the answer.

Answer

The lion.



 Students work individually to draw lines from the animals to the places in the safari park.

Answers

giraffe and monkey - trees; flamingo - water; lion - grass



Have students think and answer the question.
 You may have to carry this activity out in L1.
 Then, read the sentences as a class.

Life skills Tip

Knowing yourself and others



Get students to reflect on how they can learn to solve problems. Do they often think carefully before they try to solve problems?

Cooler 1:44

Play the *Problems to solve* rap again. Get the class to stand up and divide them into three groups. Encourage them to rap the chorus together but ask each group to sing a verse. Alternatively, you may wish to watch the animation on the Pupil's Book eBook again.

Workbook



Check students can identify the animals.
 Students read the text and match the animals to the places in the safari park.

Answer

water - crocodile; tree - snake; grass - lion The giraffe and the penguin can go free.

- 2
- Students draw the animals in the safari park.
- 3
- Students make a poster showing the correct food signs.

Answers

fish – crocodiles; bananas – monkeys; leaves – giraffes; meat – lions

Finished?

Fast finishers can think of other animals that can go free at a safari park, e.g. flamingos.

Key learning outcome: identify and say action verbs, and learn about amazing animals **Key competences:** aidentify and say action

verbs; 🕅 learn about animal abilities

Target vocabulary: climb, dive, fly, sit, stand, walk

Extension vocabulary: laugh, sing

Print materials: Pupil's Book p24, Class audio

CD1, Flashcards

Digital materials: Teacher's Resource Centre:

Digital Flashcards

Warmer 1:44

Tell students to remember the *Problems to solve* rap from the previous lesson. Ask *Which three animals are in the rap?* Accept all answers. Write them on the board. Ask *What can these animals do?* Write their ideas next to the animals. Students listen to the rap and check their answers.

Pupil's Book



• Tell the class that the Heroes Club is on another special visit. Refer them to the photo of John. Say Listen to John. Ask the class two questions: 1. Where is today's Heroes Club visit? 2. What is John's favourite animal? Play the audio and get answers to the two questions (1. Safari park. 2. Giraffe).

Audioscript 1:45

John: Hello, everyone. I'm John. Welcome to

the place where I work - a safari park.

Ruby: Thank you.

John: Do you like animals?

Tom: Yes, we do.

Ruby: I love animals!

John: Great.

Ruby: John, what's your job?

John: Well I work here at the safari park. I'm

a safari park guide. I work with the

animals.

Tom: Wow. What a fantastic job!

Ruby: What's your favourite animal at the

safari park?

John: Hmm. I like all the animals. But my

favourite animals are the giraffes. Giraffes can do amazing things.

 Ask more comprehension questions, e.g. What is John's job? (Safari park guide.) What does John work with? (Animals.) Does he like animals? (Yes.)

Flashcards

 Alternatively, you can introduce the target vocabulary by using the flashcards. Show each flashcard one by one and mime the action as you name it. Get students to copy you and to repeat the vocabulary.

Tip

Personalize the new vocabulary by asking students if they can do these things, e.g.

Can you dive?

Pupil's Book



Refer the class to the photos of the actions.
 Before playing the audio, say Look at the different actions. Ask the class to point to the actions as they hear them and repeat the words.

Audioscript 1:46

 1 sit
 4 climb

 2 stand
 5 dive

 3 walk
 6 fly

 Play the audio to present the vocabulary in context. Pause after the first question. Point to the first photo. Elicit the answer *It can sit*. Play the rest of the audio and encourage students to call out the answers with the audio.

Audioscript 1:47

What can it do? ... It can sit.
What can it do? ... It can stand.
What can it do? ... It can walk.
What can it do? ... It can climb.
What can it do? ... It can dive.
What can it do? ... It can fly.

 Play the audio again. Divide the class into two groups. Get one group to ask the questions along with the audio. Get the other group to answer with the audio. Swap groups and repeat.



For students who may find it hard to learn to read and write, it is important to give them the chance to write on different surfaces or textures, or by using different elements. Try to organize guessing games in which students are invited to write an action in the air or on a classmate's back. You may also want to dictate actions for them to write using playdough.

- Refer the class to the leaflet about animals. Get students to tell you the different animals they can see in the photos. Discuss what each animal can do, according to its photo, e.g. It's a lion. It can climb.
- Tell students to listen and number the photos. Play the audio. Stop after the first example to check understanding. Afterwards, check their answers as a class.

Audioscript 148



- 1 Can you see this amazing animal? It can stand and eat leaves from the tops of trees.
- 2 Can you see this amazing animal? It's a bird and it can fly.
- 3 Can you see this amazing animal? It's a bird. It can dive and swim.
- 4 Can you see this amazing animal? It's a big wild cat. It can climb trees.
- **5** Can you see this amazing animal? It's got two arms and two legs. It can sit, just like you and me.
- 6 Can you see this amazing animal? It can walk ... and it can run. Look out!

Answers

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

Tip

If students need more support with this activity, stop and check the answer after each description.

Flashcards

Alternatively, play a game from the Word Card and Flashcard Activity Bank, pp26–27. Suggestion: What's missing?

Cooler

Play a game from the Word Card and Flashcard Activity Bank, pp26–27. Suggestion: Simon says. Use the actions flashcards from this unit and other actions students already know in English, e.g. run, swim, jump.

Use a safari park brochure

Key learning outcome: use a safari park

brochure

Key competence: when use a safari park brochure

Target language: Can it (fly)? Yes, it can.

No, it can't.

Print materials: Pupil's Book p25, Class audio

CD1, Flashcards, Workbook p14

Digital materials: Teacher's Resource Centre:

Word Cards

Warmer

Review the action verbs vocabulary from the previous lesson and focus on the written word. Play a game from the Word Card and Flashcard Activity Bank, pp26–27. Suggestion: Board pelmanism.

Teacher's Resource Centre

- You may wish to introduce the written word at this point. Use the word cards available in the Teacher's Resource Centre.
- Show the word cards one by one. Students read collectively.
- Individually, students stick each word acrd next to the corresponding flashcard. Read again once the word cards are positioned.

Pupil's Book



 Flicit the animals students can see in the photos. Refer the class to the words and the example line. Tell the class to draw lines from the words to the correct photos.

Answers

1 monkey - walk; 2 lion - climb; 3 flamingo - fly; 4 giraffe - sit; 5 penguin - dive; 6 ostrich - stand



 Refer students to the safari park brochure. Tell them that it gives information about the animals in the safari park. Play the audio. Students listen to the safari park guide talking about the elephant, flamingo and ostrich. Students circle the correct word in each sentence.

Play the audio again to check answers. Pause after each paragraph, and check as a class.

Audioscript 140



Welcome to our safari park.

Come and meet the amazing animals that live in our safari park.

Over here, you can see the elephants.

An elephant is a very big animal.

An elephant can run.

And it can swim.

But it can't jump. It's too big to jump!

Over here, you can see the flamingos.

A flamingo is a pink bird. It's beautiful, isn't it?

Like most birds, a flamingo can fly.

And it can stand on one leg for a long time.

A flamingo can't dive into the water.

Over here, you can see the ostriches.

An ostrich is a very big bird.

An ostrich can run really fast!

And it can swim, too.

But it can't fly. Isn't that strange - a bird that can't fly!

Tell students to complete the sentences about the crocodile. First, brainstorm what crocodiles can and cannot do with the class.

Answers

An elephant: big; run; swim; jump A flamingo: pink; fly; stand; dive An ostrich: big; run; swim; fly

A crocodile: (suggested answers: jump; swim;

fly)

Life skills Tip

Living with others 🔀



Highlight the fact that people, like the rest of the animals, have different abilities. There are some things we cannot do, e.g. fly. There are also things that some people can do better than others. It is important not to make others feel bad because they cannot do something as well as somebody else.

SEN 🛟

You may find that this activity includes too much information for SEN children. You may use the SEN accommodation provided.

Answers

a 1 can't, swim; 2 big, can; 3 pink, can **b** crocodile; swim / jump / walk; fly / stand in one leg / sit

Put students into pairs. One student chooses an animal from the brochure, the other one asks his/her partner about it. Then, students swap roles. Model first, using the text in the speech bubbles.

Cooler

Play a game from the Word Card and Flashcard Activity Bank, pp26–27. Suggestion: Air writing. Display the actions word cards.

Workbook



Get students to read the words provided. Students write the words under the corresponding photos.

Answers

1 fly; 2 dive; 3 stand; 4 climb; 5 sit; 6 walk



 Get volunteers to read aloud the sentences about the penguin and the monkey. Students can guess if the sentences are true or false, but do not tell them if they are right at this stage. Play the audio. Students circle *True* or *False*. Check answers as a class.

Audioscript 150



A penguin can swim But it can't run fast. A penguin can't fly, But it can sit.

A monkey can't swim. A monkey can't dive. But it can stand on two legs, And it can walk and run.

Answers

Penguin: True; False; False; True Monkey: False; False; True; True



Students write sentences similar to those in Activity 2, but about a lion. Walk around the class and check their writing as they work.

Answers

(Suggested answers) lion, brown, big, run fast, climb, dive

Finished?

Fast finishers can take turns reading their lion text to each other.

Tip

You can do the Heroes Reading Club extension lesson on pp78-79 of the Pupil's Book, p48 of the Workbook and pp140–141 of the Teacher's Book.

Show what you know



Unit review: preparation for final unit outcome

Final unit outcome: do a quiz

Key competences: A do a quiz; review own learning; 🖺 make an animal quiz; 🕮

understand a video

Teacher's Resources: make your own quiz Print materials: Pupil's Book pp26-27, Flashcards,

Workbook p15

Digital materials: Pupil's Book eBook, Pupil's and Teacher's Resource Centres: question cards

props, Word Cards

Warmer

Stick the animal flashcards on the left of the board and the actions flashcards on the right. Choose two volunteers to act out a mini roleplay like the following:

S1: Welcome to the safari park.

S2: Thank vou.

S1: Look! A penguin. It can swim.

S2: Can it dive?

S1: Yes, it can.

Pupil's Book

Stage 1

Students classify the stickers in alphabetical order. Then, they write the words. Ask students to check their work with a partner. Refer students to the Picture Dictionary to help them check their answers.

Answers

crocodile; elephant; flamingo; giraffe; lion; monkey; ostrich; penguin

Stage 2

Do number 1 as an example with the class. Then, students work individually. Check answers as a class.

Answers

1 climb; 2 climb; 3 can; 4 can't swim.

Tip

You may want to review the grammar before completing the Pupil's Book activity. Stick an animal flashcard on the board (e.g. a giraffe). Say It can... and get students to finish the sentence. Then, say *It can't...* and get students to finish the sentence. Ask a student to repeat each sentence.

Pupil's Book & Pupil's Book eBook



Stage 3

- Refer students to the four video stills. Ask What animals can you see? (Elephant, flamingo, lion, penguins.)
- Tell students they are going to watch a video of Ruby and Zack at the safari park. They are doing an animal quiz.
- Go to the Pupil's Book eBook and play the video. Students number the stills in the correct order.

Videoscript |

Ruby: Let's do the animal quiz!

Zack: We ALWAYS do the animal quiz.

Question one - this animal can climb a Ruby:

tree. Is it a giraffe? Or is it a lion?

Zack: Easy. It's a lion.

Ruby: Question two - this animal can't jump.

Is it an elephant? Or is it an ostrich?

It's an ostrich. Zack:

Rubv: But an ostrich CAN jump.

Zack: Oh.

Ruby: An ELEPHANT can't jump.

Zack: Oooh, animal quiz ...

Question three - this animal can fly. Ruby:

Is it a penguin? Is it an ostrich? Or is it

a flamingo?

Zack: An ostrich can't fly.

Ruby: Can a penguin fly?

Zack: No, a penguin can't fly. But it can swim

and dive.

Ruby: So the answer is ...?

Zack: A flamingo!

Ruby: A flamingo can fly. It can stand on one

leg, too.

Show what you can do

Ask questions to check comprehension, e.g.
 Which animal can climb trees? (A lion.) Can an elephant jump? (No.) Can a penguin fly? (No.) Can a flamingo fly? (Yes.)

Stage 4 💌

 Play the video again. Students check their order of the stills and the answers they gave to your comprehension questions above.

Answers

2:3:1:4

Pupil's Book & Resource Centres

Stage 5

- Refer the class to the photo of the two children doing an animal quiz.
- Use the Communication Props in the Pupil's and Teacher's Resource Centres to model how to do an animal quiz with a partner.
 Get a volunteer to help you demonstrate.
 Write your two names on the board. Turn over the first question card, and ask the volunteer the question. If he/she gets the correct answer, put a tick under his/her name on the board. If he/she gets it wrong, do not put a tick. Then, say Now you ask me a question.

Tip

Watch the video again if necessary, as a model. Alternatively, use the props to do a class animal quiz. Divide the class into two teams. Ask one team a question. Award a point for each correct answer. The team with more points is the winner.

Pupil's & Teacher's Resource Centres

- Give out the question cards props from the Teacher's Resource Centre or have students print them out from the Pupil's Resource Centre and bring them to class. Give students time to cut them out.
- Put students into pairs. They do their animal quiz, taking turns to ask and answer the questions. Refer them to the speech bubbles in the Pupil's Book for support.
- The winner is the student with the most points.

Cooler 1:35 1:36

Play the *In the wild* song from Lesson 2. Encourage students to do actions. Sing the song a final time, using the Karaoke version.

Workbook



 Ask students to tell you which animals they can see. They work individually and circle the animals in the picture. Then, have them review the prepositions by looking at the pictures in the banner. They work in pairs and ask and answer about where each animal is.

Answers

lion (next to the bus); ostrich (under the tree); penguin (in the swimming pool / water); monkey (in the car); crocodile (under the chair); flamingo (next to the bin); elephant (behind the tram); giraffe (behind the tree)



 Students colour the stars according to how they liked the unit.

Finished?

 Fast finishers can play the memory game in pairs.