Living things

CLIL Objective

Defining animal categories.

Curricular link: Science

Language Objectives

Vocabulary: cat, hamster, parrot, rabbit, eagle, deer, fox, duck, cow, sheep, donkey, dog, survey, bird, park, field, summer, week; pet, farm animal, wild animal, working animal

Structures: Do you see (dogs) every day? Yes, I do. No. I don't. I see (dogs) every day. Do you live (near a park)? How many types of birds do you see?

Resources: CD

WILD ANIMALS AROUND US

Presentation

Ask the children to help you brainstorm animal words and write them on the board.

Ask: Which animals are pets? The children come to the board and circle the animals which are pets.

Then ask: Which animals are farm animals? Again the children come to the board and circle the words (they can circle words they have already circled in the previous classification).

Repeat the procedure for working animals and wild animals.

If possible use different colours to circle the words. Make sure the children notice that some animals fall into all of these categories.

Work with the book **f**



Student's Book, page 15, Activity 1

Say: Open your books at page 15. There are four different types of animals: pets, farm animals, wild animals and working animals. Listen to the definitions of the different types of animals.

Play Track 1.9. The children listen.

Play Track 1.9 again. The children listen and name the type of animals.

Check their answers.

Then say: Look at the photographs of the animals. Think of animals for each category.

Encourage the children to give you complete sentences. S1: (A parrot is a wild animal and a pet.)

When they have finished, ask them to ask and answer questions in pairs. S1: Is a (hamster) a (farm) animal or a (pet)? S2: It's a (pet).

Student's Book, page 15, Activity 2

Ask: Do you see lots of animals every day? What kinds of animals do you see: pets, wild animals, farm animals or working animals?

Say: Look at Activity 2. Divide the class into pairs and tell the children to take turns asking and answering the questions. S1: Do you see (pets) every day? S2: (Yes, I do. I see (cats) every day.)

Make a chart on the board. Draw four columns for the four categories. Ask the children to come to the board and write their names in the columns according to what they see every day.

Student's Book, page 15, Activity 3

Remind the children that all through this book, they are going to help Sam and Eve with their projects. Remind them that they are going to research the questions (sometimes at home and sometimes in the class) and write down the information they find.

Read the email out loud. Say: Now we're going to help Eve. The children work in pairs and ask and answer the questions. When they have finished, summarise the results on the board.





Track 1.9 Activity 1

See page 75.

Optional Activity Book exercises

See page 75.

Practice

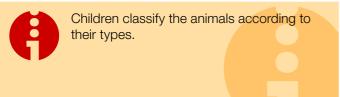
Ask the children if they can name the birds in their region. You will need to provide the words in English. Here is a list of common birds and their Spanish translations: Sparrow -Gorrión; Starling - Tordo; Crow - Cuervo; Swallow -Golondrina; Swift - Vencejo; Thrush - Zorzal; Robin - Petirojo; Stork – Cigüeña; Owl – Buho; Eagle – Águila; Vulture – Buitre. Ask the children which birds are the most common.

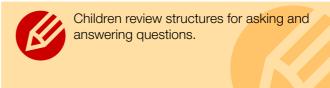
ANSWER KEY

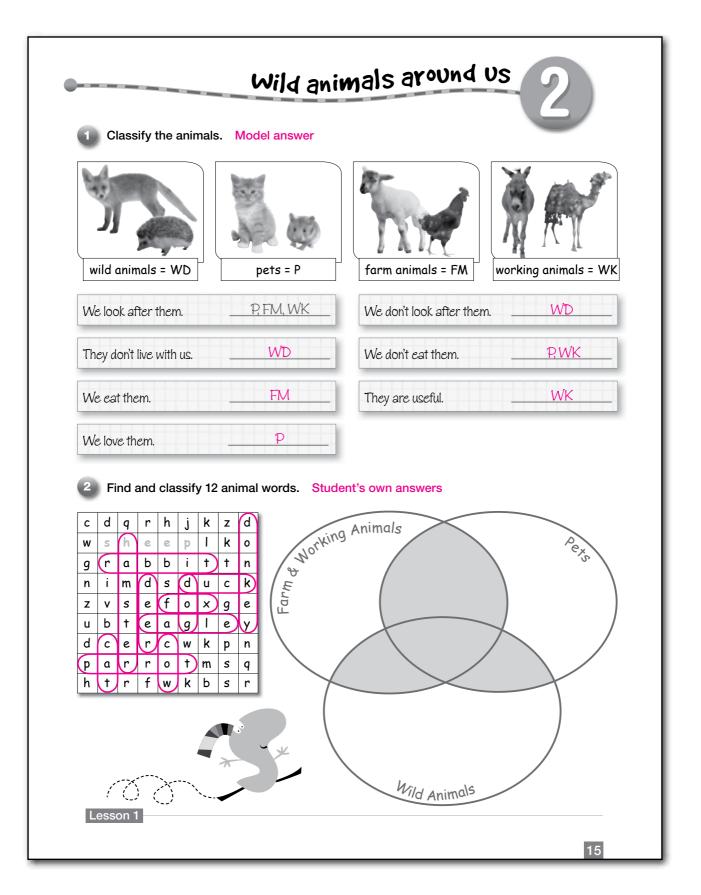
Student's Book, Activity 1

See Transcript, page 75.











Children review the names and habits of the animals they know.



Page 15, Activity 1

Say: Open your Activity Books at page 15. Look at Activity 1. Look at the animals.

Read the first sentence out loud and ask: Which animals are these?

Repeat the procedure for the other sentences.

Tell the children to use the key to classify the sentences in their Activity Books.

Ask volunteers to read the sentences out loud and say which animals they refer to.

Page 15, Activity 2

Say: Now look at Activity 2.

Tell the children to find 12 animal words in the word search.

Ask the children to say the animal words they have found, then say: Now classify the animals in the Venn diagram.

Ask questions about the classification, for example: Which animals did you classify as farm and working animals?

The children may disagree. Encourage them to justify their answers by giving examples.

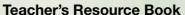


Let's play!

Bull's-eye!

Divide the class into teams and put the flashcards for the unit on the floor a few metres away from the children. Give one member of each team a small bean bag or any other object that is safe to throw. Say the name of an animal: hamster. The children have to throw the bean bag so that it lands on the correct flashcard. The team which gets closest wins a point. Repeat the procedure until all the children have had a turn.

Resources



Unit 2. Extension 1



Transcript



Track 1.9 Activity 1

We look after them. We love them. They are part of our family.

We don't look after them. They don't live with us. They are free.

We look after them. We eat them.

We look after them. We don't eat them. They are useful.

Anticipating difficulties

In this unit the children will be asked to classify animals into four categories: pets, wild animals, working animals and farm animals. The animals can in fact be classified into more than one category. It is not uncommon for children to expect yes/no answers to everything, but this does not stimulate conversation and communication. Encourage discussion and disagreement but ensure that they give their reasons, not just an unjustified opinion. If necessary, supply the language the children need to disagree with each other and justify their opinions.

*Note: In Lesson 7 the children will learn about an animal shelter. Before this lesson find out about a shelter in your area and collect some information so that you can give them a real example.

Identifying wild animals from clues.

Curricular link: Art, Science

Language Objectives

Vocabulary: spider, hedgehog, snake, deer, fox, print, skin. nest, antler, web

Structures: That's a hedgehog's nest. A hedgehog lives here.

Resources: poster (side A); poster pop-outs

IDENTIFYING ANIMALS FROM CLUES

Presentation



Ask: What wild animals live in our area? Do you see these animals when you go to the countryside? Why not? Because animals hide from people. They are scared of us. But there are clues.

Hand out the poster pop-outs and ask the children to name the animals.

Show the children the poster and say: There are lots of clues here.

Point to the clues one by one and explain them: Look at this. It's an antler. Who's got an animal that has got antlers?

The children come to the poster and place their pop-outs by the clues.

Repeat the procedure for the other clues and animals.

Work with the book

Student's Book, page 16, Activity 4

Say: Open your books at page 16. Wild animals live all around us but they are difficult to see.

Draw the children's attention to the pictures and the list of clues. Say: Look at picture 1. What clue can you see? SS: A nest. Ask: What kind of animal lives in this nest? SS: A hedgehog.

Tell the children to work in pairs and take turns asking and answering questions about the clues.

Check the activity by asking: What clue can you see in picture (1)? What animal lives there?

Student's Book, page 16, Activity 5

Say: Now look at Activity 5. Tell the children to work in groups of four.

They each copy the background of the forest from page 16 of the Student's Book and write their names on the back. Tell the children to choose and draw three clues in their pictures. They can hide them with some vegetation if they wish.

The children put all the pictures in the centre of the table and take turns describing the pictures.

Optional Activity Book exercises



See page 79.

Practice

Tell the children to write about the animal clue pictures on slips of paper and glue them to the bottom of their pictures.

Hang the pictures on the wall.

Project Quest: Are all eggs brown or white?

Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks ready for the Speaking project in Lessons 8 and 9.

ANSWER KEY

Student's Book, Activity 4

1 a hedgehog's nest; 2 a fox's print; 3 a spider's web; 4 a snake's skin; 5 a bird's nest; 6 a deer's antler.

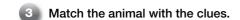


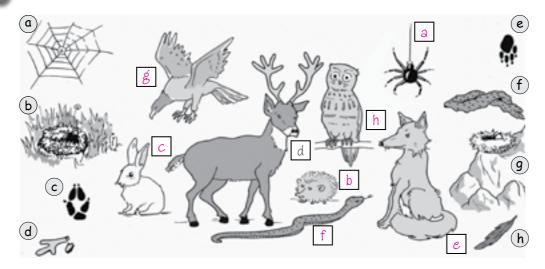


Children use their observation skills as well as their general knowledge in order to identify the hidden animal clues in the pictures.



Children use their knowledge about animals to draw clues for wild animals.





• Name the animals and the clues.

spider deer
hedgehog fox
owl eagle
snake rabbit

antler	deer	d
web	spider	a
feather	owl	h
skin	snake	f
print	fox / rabbit	<u>e/c</u>
nest	eagle / hedgehog	<u>g/b</u>

4 Read and draw the clues.

A spider lives on a bush.

A rabbit lives under the small tree.

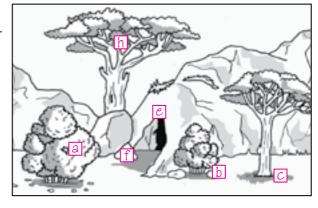
A fox lives in the cave.

A hedgehog lives under a bush.

An owl lives in the big tree.

A snake lives under the rocks.





Lesson 2

16



Children use the structures and the vocabulary learned to draw a picture.



Page 16, Activity 3

Say: Open your Activity Books at page 16. Look at Activity 3.

Tell the children to match the animals in the picture to the clues.

Tell them to label the animals and the clues in the picture.

Ask questions about the picture: What clue did you find for the (hedgehog)?

Page 16, Activity 4

Say: Now look at Activity 4.

Ask volunteers to read the sentences out loud. Tell the children to read the sentences again and draw the clues. Ensure they draw the clues and not the animals

When they have finished, tell the children to compare their pictures.

Grammar and Writing Booklet

Page 9, Activity 1

Say: We're going to learn how to describe a pet. Let's read the essay.

Ask: How many paragraphs are there? SS: Three. Tell the children to underline one key sentence in each paragraph. Then ask them to circle the sentences which contain opinions. Draw their attention to the difference between facts and personal opinions.

Page 9, Activity 2

category.

Say: Now look at Activity 2.

Draw the children's attention to the key, and tell them to read the text again. In pairs, they circle the singular nouns in blue and the plural nouns in green. When they have finished, tell them to classify the nouns. Tell the children to add one more noun to each



Let's play!

Hangman

Choose a word from the unit and mark a dash on the board for each letter of the word chosen. The children take it in turns to say letters from the alphabet. If they say a letter from the word, write it in, and when they don't, begin to fill in parts of a 'hanged man' stick figure. The children win if they guess the word correctly before the stick figure is 'hanged'. Repeat the procedure, inviting volunteers to come to the board with new words for the class to guess.

Resources



Unit 2, Vocabulary 2



Studying nocturnal animals and their habits.

Curricular link: Science

Language Objectives

Vocabulary: bat, fox, hedgehog, owl, fly, live, eat, sleep, feathers, upside down, cave, city, underground, mammal

Structures: A hedgehog lives in a nest. A bat flies. A fox doesn't fly. Bats are mammals. Bats have got feathers. Bats fly upside down.

Resources: CD; poster (side A); poster pop-outs

The children work in pairs. They read their statements to a partner, who says true or false.

The children can then join another pair and read their statements.

Transcript



Track 1.10 Activity 7

See page 83.

Optional Activity Book exercises

See page 83.

NOCTURNAL ANIMALS

Presentation



Show the children the poster and hand out the pop-outs. Ask the children holding the pop-outs to come to the board, show their pop-outs and name their animals. Then ask: Does a (rabbit) sleep during the day or at night? Continue asking and classifying the animals by placing them on the poster.

Point to the animals that sleep at night and say: All these animals sleep at night. They are nocturnal animals.

Work with the book n



Student's Book, page 17, Activity 6

Say: Open your books at page 17. Look at Activity 6. Say: Look at the chart. This animal lives in a nest, doesn't fly, doesn't eat mammals but it eats insects. Which animal is it? SS: The hedgehog.

Tell the children to work in pairs and take turns making sentences and guessing the animals until they work out which column refers to each animal.

Student's Book, page 17, Activity 7

Sav: Now look at Activity 7.

Read the first fact out loud and ask: Is that true or false? Ask volunteers to read the other facts, and ask if they are true or false.

Keep a record of the answers on the board.

Say: Now let's listen and check our answers.

Play Track 1.10. Ask a volunteer to come to the board and tick the answers if they are correct.

Tell the children to choose one of the nocturnal animals from the poster and write one true and one false statement.

Practice

Continuous assessment

Children can name and describe the habits of nocturnal animals.

Show the children the poster with the pop-outs of the nocturnal animals in place. Ask: Do you see any of these animals at night? Where do you see them? What time of year do you see them?

Make a list with the children of the most common nocturnal animals in your region.

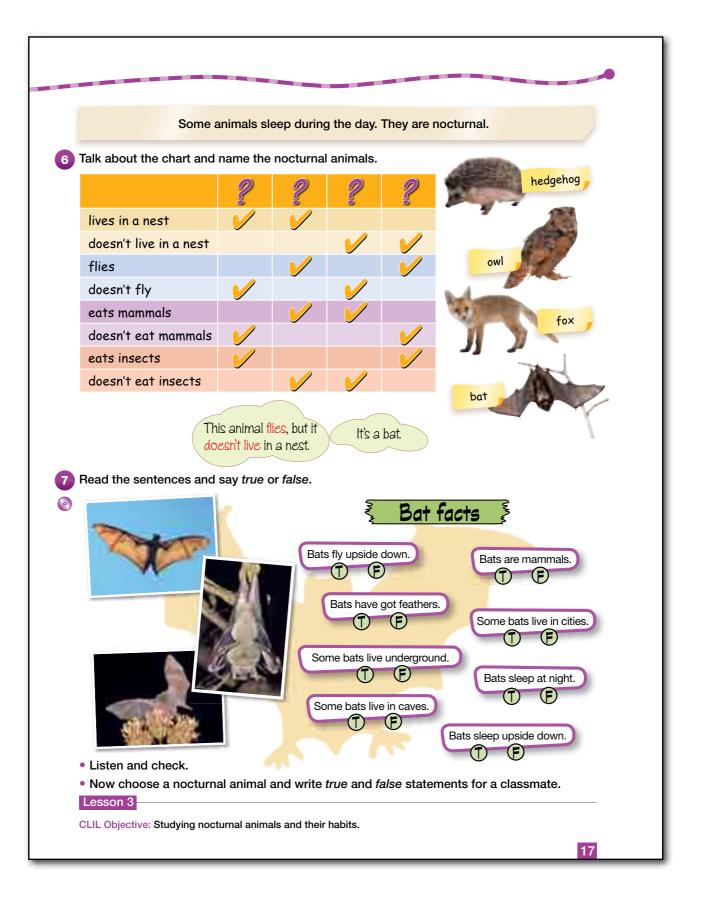
Project Quest: Choose a bird. Find a photo of the bird with its nest and eggs.

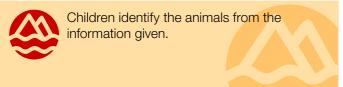
Write the task on the board. Tell the children to find photos and glue them into their notebooks, ready for the Speaking project in Lessons 8 and 9.

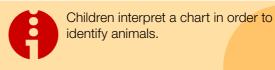
ANSWER KEY

Student's Book, Activity 7

See Transcript, page 83.







5 Choose and write abo	out a nocturnal animal. Stud	ent's own answe	rs
The The It It It It It	underground. in a nest. upside down. mammals. insects. on the ground.	lives eats sleeps runs flies	doesn't live doesn't eat doesn't sleep doesn't run doesn't fly
Now draw a picture of	Child's drawing		
6 Read and write true of	r false. 1 Nocturnal animals sleep 2 Nocturnal animals are av 3 All nocturnal animals live 4 Some nocturnal animals 5 Nocturnal animals don't 6 Some nocturnal animals 7 All nocturnal animals eat 8 Nocturnal animals don't	vake at night. under the grour ive in nests. ike people. nunt for food. mammals.	False True False True False True False True False False False False
Lesson 3			17



Children learn more vocabulary to describe animals and their habitats, and write about an animal.

Page 17, Activity 5

Say: Open your Activity Books at page 17. Look at Activity 5.

Tell the children to choose one of the nocturnal animals from the poster and use the words to write about it. Say: *Now draw a picture of your animal.*

Ask volunteers to show their pictures and read their sentences to the rest of the class.

Page 17, Activity 6

Say: Now look at Activity 6.

Read the first sentence out loud and ask: Is that true or false? SS: False.

Ask volunteers to read the rest of the sentences out loud, and ask if they are true or false.

Tell the children to read the sentences again and write true or false in their Activity Books.

Grammar and Writing Booklet

Page 10, Activity 3

Say: Look at Activity 3. Tell the children they are going to plan their essay. Tell them to choose a pet to write about, and to complete the essay plan with their notes.

Page 10, Activity 4

Say: Now look at Activity 4. Read the first sentence aloud: Lizards make good pets. Ask: What is the verb? SS: Make. T: What is the subject? SS: Lizards. Tell the children to read the rest of the sentences and underline the verbs in blue and circle the subjects in red.

Page 10, Activity 5

Say: Now look at Activity 5. Tell the children they are going to add an s to the sentence where necessary. Read the first sentence aloud and ask: Does this need an s? SS: No. Repeat the procedure with the second sentence. SS: Yes. Tell the children to complete the rest of the sentences adding an s where necessary.

Page 10, Activity 6

Say: Now look at Activity 6. Tell the children to choose a title for their essay and write a rough draft.



Let's play!

Guess the word

Use the key vocabulary cut-outs or photocopies of Teacher's Resource Book page 18. Each child takes a cut-out and then tells the rest of the class something about it. The rest of the class try and guess the word.

Resources



Unit 2. Grammar 1



Transcript

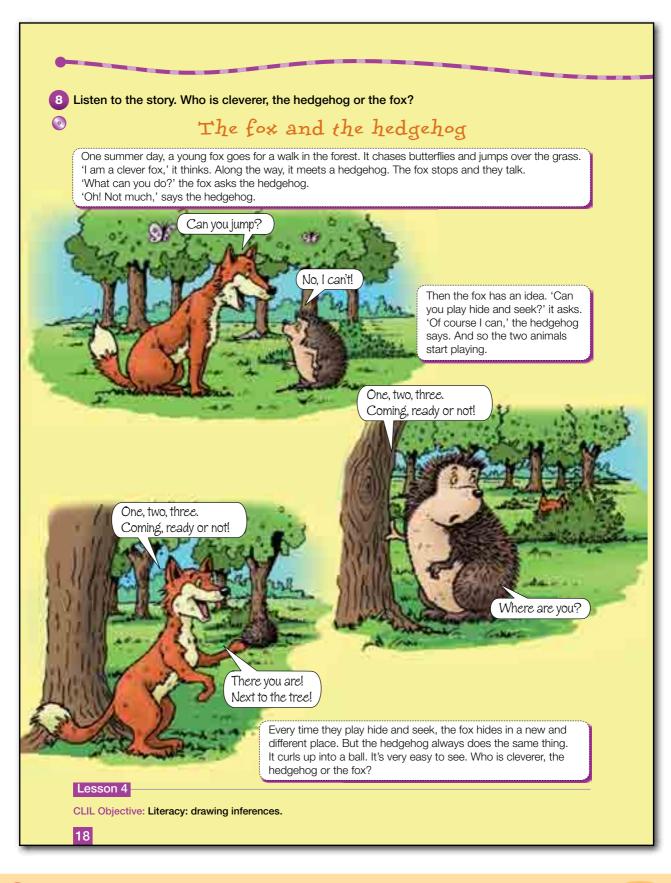


Track 1.10 Activity 7

Bat facts.

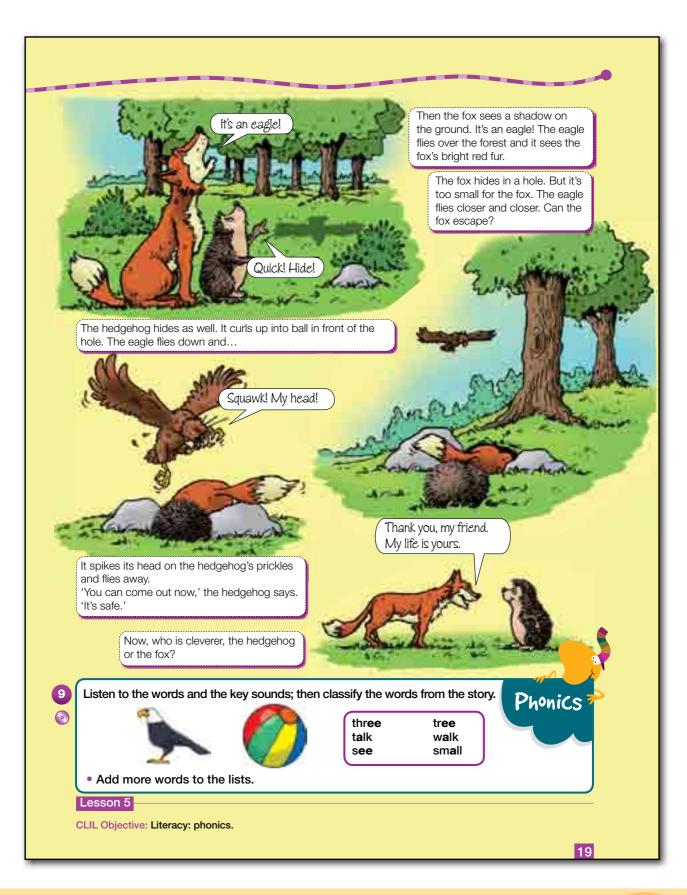
Bats can fly, but they don't fly upside down.
They are mammals. They haven't got feathers.
Bats don't sleep at night. Normally they sleep upside down.
Bats live in many different places but they don't live underground.

Some bats live in caves. Some bats live in cities.





Children learn to make inferences based on the information from the story and their previous knowledge.





Invite the children to read the text aloud in order to identify the target sounds and their graphic representation.

Literacy: drawing inferences.

Curricular link: Literacy

Language Objectives

Story language: clever, cleverer, hedgehog, fox, summer, day, young, walk, forest, chases, butterfly, jumps, grass, think, meets, stops, talk, hide and seek, play, hides, curls, ball, easy, eagle, shadow, ground, flies, fur, hole, spikes, head, prickles, safe; What can you do? Not much. Can you (jump)? No, I can't. Of course I can. One, two, three. Coming, ready or not! Where are you? There you are!

Resources: CD

STORY: THE FOX AND THE HEDGEHOG

Present the story

Say: It's story time! Open your books at pages 18 and 19. Read the title out loud. Ask the children to look at the pictures, and ask questions: (Picture 1) What animals can you see? Where are they? (Picture 2) Where is the fox now? Can the hedgehog see the fox? (Picture 3) Where is the hedgehog now? Can the fox see the hedgehog? (Picture 4) What are the animals doing now? Are they scared? (Picture 5) Where is the fox? Where is the hedgehog? What other animal can you see? What does the eagle want? (Picture 6) Where does the hedgehog curl up? Does the eagle get the fox? Does it get the hedgehog? Why not? (Picture 7) Are the animals happy now?

Work with the book n



Student's Book, page 18, Activity 8

Play **Track 1.11**. Tell the children to listen to the story and follow it in their books. Ask comprehension questions: What does the fox do in the forest? Is it a clever fox? Who does the fox meet? What does the fox ask the hedgehog? What does the hedgehog answer? What game does the fox want to play? Can the hedgehog play that game? Where does the fox hide? Where does the hedgehog hide? What does the fox see on the ground? What animal is it? Is the eagle dangerous for the fox and the hedgehog? Where does the fox hide? What's wrong with the hole? Can the eagle still get the fox? What does the hedgehog do? What happens to the eagle? Does it get the fox? Are the two animals good friends now? Who is cleverer, the fox or the hedgehog?

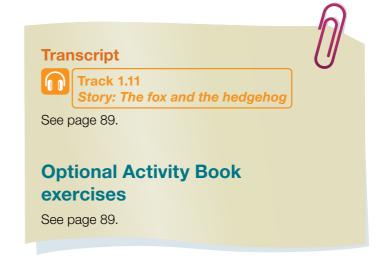
Write the following sentences on the board in two columns: *The fox is cleverer than the hedgehog.*

The hedgehog is cleverer than the fox.

Point to the first sentence and ask: Why is this sentence true?

Write the children's suggestions on the board. Repeat the procedure for the second sentence.

Then say: Raise you hand if you think the fox is cleverer. Now raise your hand if you think the hedgehog is cleverer. Count the votes and write the results.



Develop the story

Tell the children to read the story again in silence and make a note of any words they do not understand.

Tell the children to come to the board and write the words from their lists.

Point to the words one by one and ask if anyone can explain the meaning. Help the children by offering examples.

Literacy: phonics ee (three, see, tree) and or (talk, walk, small)

Curricular link: Literacy

Resources: CD

PHONICS

Retell the story

Ask: What do you remember about the story? Help the children to remember by asking questions. Use the comprehension questions from Lesson 4.

Work with the book



Student's Book, pages 18 and 19, Reading Activity

Tell the children to read the story out loud. Assign the fox, the hedgehog and the eagle to three children. Ask different children to read the narration lines.

Do not interrupt the children as they are reading but make a note of any words that are not correctly pronounced. Write the words on the board when they have finished. Point to the words one by one and ask if anybody can read each one out loud. Correct the pronunciation where necessary.

Student's Book, page 19, Activity 9

Play **Track 1.12** to identify the sounds in the words <u>eagle</u> (ee) and <u>ball</u> (or). Pause the CD. The children repeat the words. Then listen to the other words from the story. Draw two columns on the board and write the words: <u>eagle</u> and <u>ball</u> at the top of the columns. Tell the children to copy the columns in their notebooks and classify the words from the list.

Eagle (ee): three, see, tree Ball (or): talk, walk, small

Tell the children to look for more words in the story that

have the same sounds. Eagle (ee): meet, seek, easy Ball (or): of course, yours

Ask the children if they can think of any other words which have these two sounds.

Tell the children to come to the board and write the words from their lists.

Transcript



Track 1.12 Phonics

See page 91.

Optional Activity Book exercises

See page 91.



Divide the class into groups of five. Assign a character to each child: the fox, the hedgehog, the eagle and two narrators.

Tell the children to read the story out loud in their groups. Encourage them to act out their roles.



Story summary

- Read and answer the questions.
 - 1 Who can do more things?
 - 2 Who finds more hiding places?
 - 3 Who does the eagle see?
 - 4 What's wrong with the fox's hiding place?
 - 5 What does the hedgehog do?
 - 6 Why is the hedgehog safe?

The fox.
The fox.
The fox.
It's too small.
It curls up into a ball.

The eagle spikes its head on the hedgehog's prickles.

8 Complete the sentences.



- 1 The _____fox has got lots of good ideas.
- 2 The ______ fox ____ can do lots of things.
- 3 The <u>hedgehog</u> hasn't got lots of ideas.
- 4 The <u>hedgehog</u> can do one special thing.
- 5 The <u>fox</u> 's ideas aren't all good ideas.
- 6 The <u>hedgehog</u>'s special ability keeps it safe.
- 9 Complete the story summary.

Title: The fox and the hedgehog Characters: The fox, the hedgehog, the eagle

At the beginning

The _____ fox ___ and the ____ hedgehog __ play hide and seek.

The fox _____is cleverer than the hedgehog.

Main event

What happens? An <u>eagle</u> flies over them. It sees the <u>fox</u>

The _____ fox ____ hides in a very small hole.

The <u>hedgehog</u> rolls into a ball.

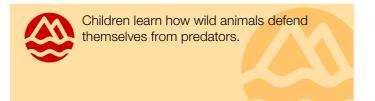
Ending

The <u>eagle</u> spikes its eyes on the <u>hedgehog</u>. It flies away.

The fox _____isn't ____ cleverer than the hedgehog now.

Lesson 4

18





Children practise temporal sequencing of a story.

Page 18, Activity 7

Say: Open your Activity Books at page 18. Look at Activity 7.

Read the first question out loud. Ask the children the answer.

Ask volunteers to read the other questions out loud while the rest of the class answers orally.

Tell the children to write the answers to the questions in their Activity Books.

Page 18, Activity 8

Say: Now look at Activity 8.

Read the first sentence out loud.

Ask volunteers to read the other sentences out loud adding the name of the character as they read. Tell the children to complete the sentences in their Activity Books.

Page 18, Activity 9

Say: Let's do the story summary.

Tell the children to look carefully at the story summary. Ask: What's the title of the story? Who are the main characters?

Ask the children to complete the summary orally, then tell them to complete the summary in their books. Ask volunteers to read the story summary out loud.

Resources

Multi-ROM

Unit 2, Story



Transcript



Track 1.11

Story: The fox and the hedgehog

Narrator: One summer day, a young fox goes for a walk in the forest. It chases butterflies and jumps over the grass. 'I am a clever fox,' it thinks. Along the way, it meets a hedgehog. The fox stops and they talk. 'What can you do?' the fox asks the hedgehog. 'Oh! Not much,' says the hedgehog.

Fox: Can you jump? Hedgehog: No, I can't.

Narrator: Then the fox has an idea. 'Can you play hide and seek?' it asks. 'Of course I can,' the hedgehog says. And so the two animals start playing.

Hedgehog: One, two, three. Coming, ready or not!

Hedgehog: Where are you?

Narrator: Every time they play hide and seek, the fox hides in a new and different place. But the hedgehog always does the same thing. It curls up into a ball. It's very easy to see. Who is cleverer, the hedgehog or the fox?

Fox: One, two, three. Coming, ready or not!

Fox: There you are! Next to the tree!

Narrator: Then the fox sees a shadow on the ground. It's an eagle! The eagle flies over the forest and it sees the fox's bright red fur.

Fox: It's an eagle! Hedgehog: Quick! Hide!

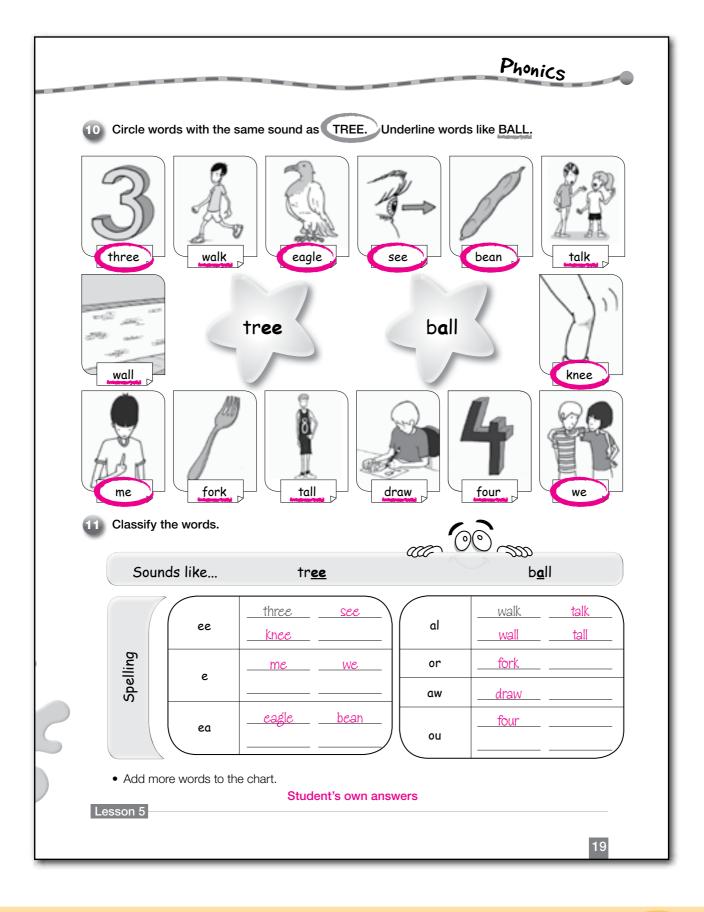
Narrator: The fox hides in a hole. But it's too small for the fox. The eagle flies closer and closer. Can the fox escape? Narrator: The hedgehog hides as well. It curls up into a ball in front of the hole. The eagle flies down and ...

Eagle: Squawk! My head!

Narrator: It spikes its head on the hedgehog's prickles and flies away. 'You can come out now,' the hedgehog says. 'It's safe.'

Fox: Thank you, my friend. My life is yours.

Narrator: Now, who is cleverer, the hedgehog or the fox?





Remind the children of the pronunciation of the key sounds and the possible spellings.

Page 19, Activity 10

Say: Open your Activity Books at page 19. Look at Activity 10.

Say: There are two different sounds here, tree and ball. Emphasis the vowel sounds as you read the words. Ask: Which words sound like tree? The children call out suggestions.

Repeat the procedure for ball.

Tell the children to read the words out loud to themselves, and match the words to the words in the centre.

Page 19, Activity 11

Say: Now look at Activity 11.

Say: Look at the different ways we spell these words. Tell the children to look at all the words they have matched in Activity 10. Ask: Can you tell me a word with the letters ee in the key sound? SS: Three... Repeat the procedure for the other spellings and the spelling for the words that sound like ball. Tell the children to complete the word patterns in their Activity Books.



Let's play!

Sound posters

Tell the children to get into groups of five. Each group makes a poster to illustrate the sounds ee and or. They should write the words and highlight the appropriate letters to illustrate the pronunciation, and either draw pictures or print off pictures from the internet. Display the posters in the classroom.

Resources

Multi-ROMUnit 2, *Phonics*



Transcript



ee eagle or ball

three talk see tree walk

small

Identifying wild animals in the city.

Curricular link: Geography; Music; Science

Language Objectives

Vocabulary: rats, lizards, birds, mice, foxes, bats, hedgehogs, squirrels, roofs, underground, walls, park, bins, dark, bushes, trees, city

Structures: Wild animals live in the city. Where do the rats live in the city? They live underground.

Resources: CD; poster (side A); poster pop-outs; Unit 2 cut-outs (or Teacher's Resource Book, page 10, one photocopy per child)

WILD ANIMALS IN THE CITY

Presentation



Show the children the poster. Ask: What wild animals live in the city? Hold up the pop-outs of the animals one by one and ask: Do (foxes) live in the city?

Classify the pop-outs according to the children's opinions. Say: I think you will be very surprised! Let's listen to a song about the wild animals that live in London. Do you remember where London is?

Work with the book n



Student's Book, page 20, Activity 10

Say: Open your books at page 20. Look at the pictures of the animals.

Ask the children to identify the animals in the pictures. Then ask: *Do any of these animals live in the city?* Play **Track 1.13**. Tell the children to listen and find the missing words.

Ask volunteers to complete the sentences in the song orally.

Play Track 1.13 again. The children sing along.

Ask the children if they are surprised about how many wild animals live in the city.

Tell the children to work in pairs and take turns asking and answering questions about the animals in the city using the model in the Student's Book.

Ask them why they think wild animals come to the city. Explain that as people occupy the land, some wild animals move into the cities to find food. Other wild animals have always lived in cities, like birds and rats.

Student's Book, page 20, Activity 11

Say: Find your cut-outs for Unit 2. (Alternatively, hand out the photocopies.) Tell the children to choose and draw four animals.

They then match the animals to their homes in the picture. Tell the children to write about their animals.

Transcript





Track 1.13

Song: Wild animals in the city

See page 95.

Optional Activity Book exercises

See page 95.

Practice

Ask volunteers to show their picture of the wild animals in the city to the rest of the class and read their sentences out loud.

Project Quest: Write about your bird. How big is it? What's its wingspan?

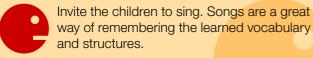
Write the questions on the board. Remind the children of the photos they should have found for Lesson 3. Tell them to find out the answers and make a note of it in their notebooks, ready for the Speaking project in Lessons 8 and 9.

ANSWER KEY

Student's Book, Activity 10

See Transcript, page 95.







Children draw a picture of several animals in their habitats.

12 Complete the sentences.

foxes	hedgehogs	rats	mice	squirrels	birds	bats	lizards	
	1		Squirrels	ea	eat nuts, seeds and old bread.			
	2		Birds	ea	eat worms, seeds and old bread.			
	3		Foxes	ea	eat small mammals, old food, birds.			
	4		Bats	liv	live in damp places.			
	5		Lizards	liv	live in dry, sunny places.			
	6		Rats	liv	live in houses behind the walls.			
	7		Hedgehog	vil2	live in parks and gardens.			
	8	-	Mice	liv	e in dark, c	lry places.		

13 Read about rats and circle the answers.

Rats in the World

There are many different species of rats and they live in all parts of the world, except the Antarctic!

Rats live in cities and in the countryside. Many rats are nocturnal and they look for food at night. They are scavengers and they eat cereals, bread, fruit and meat. Rats have got very strong teeth and they eat everything! Rats live in family groups in dark, damp places. They live for about 18 months. They have many abilities. They can jump, climb, swim and run very fast. Rats are not popular. Many people are afraid of rats because they spread diseases.



- 1 Do rats live in Asia?
- 2 Do rats live in new buildings?
- 3 Do rats sleep at night?
- 4 Do rats hunt for their food?
- 5 Are rats herbivores?
- 6 Do rats eat eggs?
- 7 Do rats live with other rats?
- 8 Do rats live for longer than dogs?
- 9 Can rats fly?
- 10 Do rats spread diseases?



Yes, they do. (No, they don't.

Yes, they do. No, they don't.

Yes, they are. (No, they aren't) (Yes, they do,) No, they don't.

(Yes, they do.) No, they don't.

Yes, they do. (No, they don't.

Yes, they can. (No, they can't.

(Yes, they do.) No, they don't.



Lesson 6

20



Children use the vocabulary and structures to write and answer questions about the animals.

Page 20, Activity 12

Say: Open your Activity Books at page 20. Look at Activity 12.

Ask volunteers to read the names of the animals out loud.

Then say: Let's use the animal words to complete the sentences

Say: Squirrels eat nuts, seeds and old bread. Ask volunteers to read and complete the other sentences orally.

Tell the children to complete the sentences in their Activity Books.

Explain that this means the animals can find plenty of food in the city, which is why they live there.

Page 20, Activity 13

Say: Now look at Activity 13.

Ask volunteers to read the text out loud.

Then ask other children to read the questions and answer orally.

Tell the children to read the text again and circle the correct answers in their Activity Books. Correct the children's work together.

Grammar and Writing Booklet

Page 11, Activity 7

Say: Look at Activity 7. Tell the children to look at their rough draft and circle their mistakes. Then tell them to work in pairs, and classify their mistakes according to the model.

Page 11, Activity 8

Say: Now look at Activity 8. Look at your rough draft and do the tasks. Tell the children to choose four mistakes and write the correct sentences.

Page 11, Activity 9

Say: Now look at Activity 9. Make your work better. Read the list of words aloud. Then tell the children to write a description of their pet using the words from the list, and draw a picture of their pet.



Let's play!

Snap!

The children work in pairs. Each child uses a set of key vocabulary cut-outs (or photocopies of Teacher's Resource Book page 18, one per child). The children shuffle the cards and share them out. The first player says the cut-out he/she is going to lay on the table, and lays it down. The second player lays one of his/her cut-outs down at the same time. If they coincide with the same cut-out the children have to say *snap*! The first child to say *snap* gets the cards that are laid on the table. The winner is the child who wins all the cards.

Resources



Unit 2, Vocabulary 1

Multi-ROM

Unit 2. Grammar 2

Multi-ROM

Unit 2, Song

Transcript



Track 1.13

Song: Wild animals in the city

Wild animals live in the city. Just look around.
Birds live in the roofs and rats live underground.
Lizards live on the walls and mice live in the park
Foxes live near the bins and bats come out at dark.
Hedgehogs live under bushes and squirrels live up trees.
Wild animals live in the city. Now can you see?



Rescuing animals in the city.

Curricular link: Science

Language Objectives

Vocabulary: vet, works, feeds, looks for, washes, examines, puts, exercises, vaccinates, sets free, lost, cage, in the morning, in the afternoon, in the evening, at night

Structures: She feeds the animals. Does she look for lost animals? Yes, she does, No, she doesn't,

Resources: CD

RESCUING ANIMALS IN THE CITY

Presentation

Ask the children questions about animals that live in the city: What animals live in cities? Are they all wild animals? Are they pets? Are all the dogs and cats in the city pets? Some aren't pets. They haven't got a home. What happens to these animals?

Say: There are special place for animals that are lost or haven't got a home. We call these places animal shelters. Ask: Has anybody got a pet from an animal shelter? Explain that if they are thinking about getting a pet then a shelter is a good place to go and find a pet.

Work with the book



Student's Book, page 21, Activity 12

Say: Open your books at page 21 and look at Activity 12. Read the introductory text out loud. Ask: *Does anybody* want to be a vet when they grow up? Let's listen about Zara's day at work.

Play Track 1.14. The children listen and point to the pictures.

Play Track 1.14 again. The children listen and check the times of the day and the actions.

Tell the children to work in pairs and check their answers with a classmate.

S1: Does she look for lost animals in the morning? S1: Yes, she does.

Student's Book, page 21, Activity 13

Continuous assessment

Children can describe daily routines.

Say: Now look at Activity 13.

Read the introductory text out loud.

Ask: What does she do with the wild animals she finds?

Does she wash them?

Transcript



Track 1.14 Activity 12

See page 99.

Optional Activity Book exercises

See page 99.

Practice

Ask the children if they know of any animal shelters in your region or town.

Say: Animal shelters are run by volunteers and they usually need help.

Brainstorm a list of things you can do to help at your local shelter. Ensure you include a combination of things you can send them and things you can do for them, for example: Help exercise the animals, donate animal food, collect money at school.

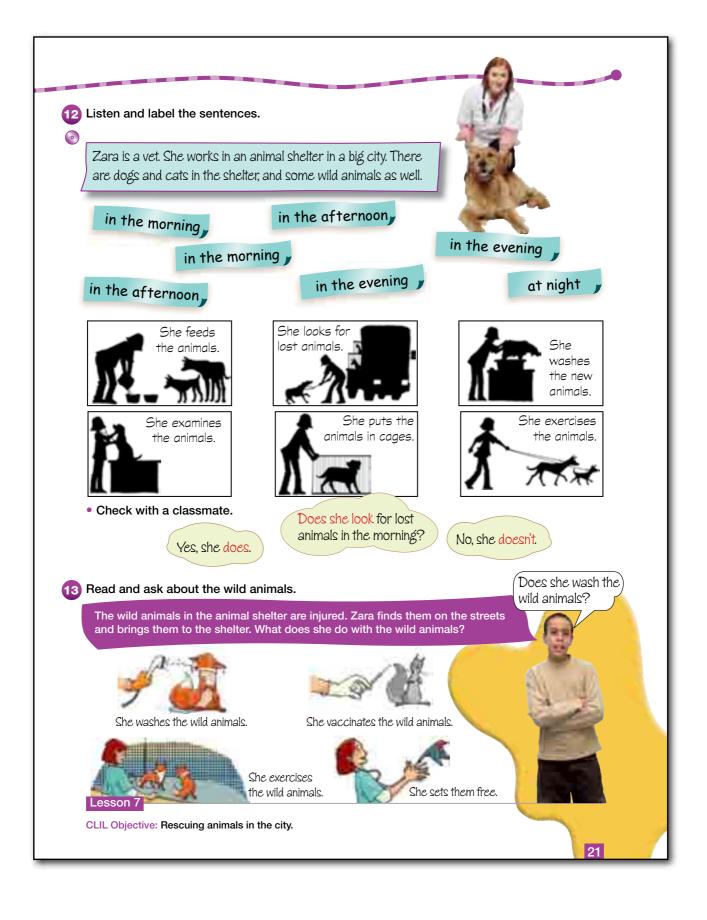
Project Quest: Can you tell me about your bird? Does it live in the city? Does it migrate?

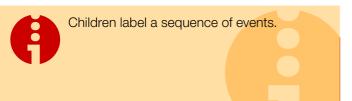
Write the questions on the board. Ask if anybody knows the answers. Tell the children to find out the answers and make a note of them in their notebooks, ready for the Speaking project in Lessons 8 and 9.

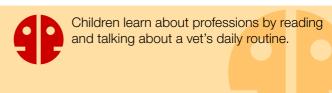
Answer Key

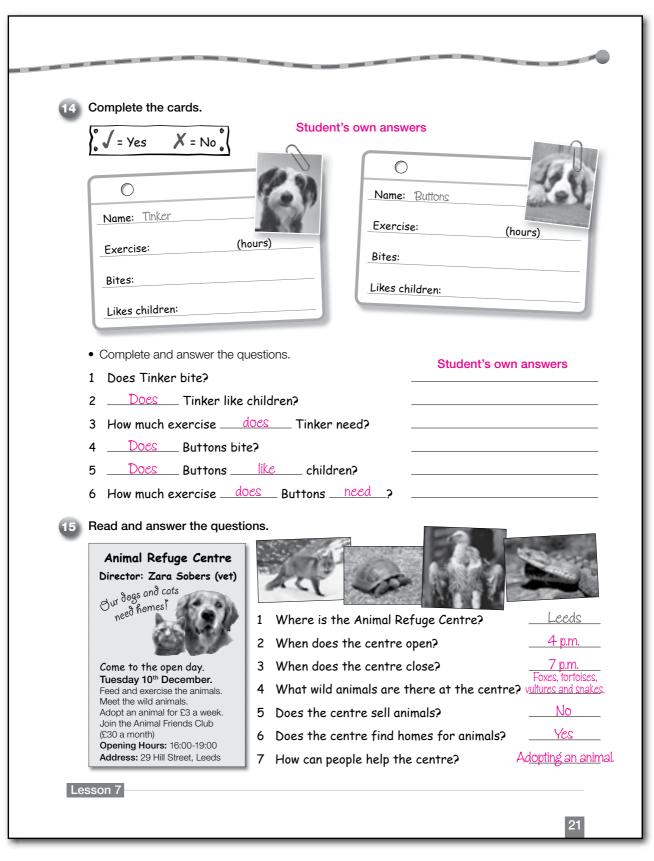
Student's Book, Activity 12

See Transcript, page 99.











Children use the information from the text to make questions and give answers.



Page 21, Activity 14

Say: Open your Activity Books at page 21. Look at Activity 14.

Say: Tinker and Buttons are two dogs in Zara's shelter. Tell the children to fill in the cards with ticks and crosses and the number of hours exercise each dog needs. Say: Now complete and answer the questions according to your cards.

Tell the children to work in pairs and compare their answers

Page 21, Activity 15

Say: Now look at Activity 15.

Ask volunteers to read the information in the advertisement out loud.

Ask other children to read the questions out loud and the rest of the class to answer orally.

Tell the children to read the questions again and answer the questions in their Activity Books.

Grammar and Writing Booklet

Page 12, Activity 10

Say: Look at Activity 10. The children complete the grammar summary for the three verbs: live, fly and catch.

Page 12, Activity 11

Say: Now look at Activity 11. Tell the children to work in pairs and add verbs to the spelling classification. When they have finished, write the three categories on the board. Ask the children to call out their suggestions and write them in the correct category.

Page 12, Activity 12

Say: Now look at Activity 12. The children write a final, clean copy of their essay.



Let's play!

Noughts and crosses

Draw a grid on the board (3 x 3) and write a verb from the unit in each square (verbs: exercise, feed, look for, wash, examine, vaccinate, find, put, set free). Divide the class into two teams. One team is noughts and the other is crosses. Ask each team to make a sentence about Zara with a verb of their choice. Give them a minute to confer. If the sentence is grammatically correct draw a nought or cross in that square. The first team to have three noughts or crosses in the same row is the winner.

Resources



Teacher's Resource Book

Ready to speak, page 84

Teacher's Resource Book

Ready to read, page 70

Transcript



Track 1.14 Activity 12

Every morning, Zara feeds the animals in the shelter. Then she gets in her van and she looks for lost animals. She takes the animals to the shelter. At the shelter, she gives the new animals food and water.

In the afternoon, she washes the new animals and she examines them. She checks for a chip.

In the evening, she takes the animals for a walk. Then she feeds the animals again. At night, she puts the animals in cages.

Studying birds.

Curricular link: Geography; Science

Language Objectives

Vocabulary: birds, world, Arctic, Antarctic, city, countryside, woodlands, nest, feathers, breast, night, tree, cave, hole, beak, head, wingspan, summer, roof, wings, tail, house, lives, builds, hunts, migrates; robin, magpie, swallow, owl

Structures: Birds live all over the world. This bird lives in woodlands. It's got red feathers. Has it got black and white feathers? How wide is the robin's wingspan? How long is the magpie?

Resources: poster (side B) **Materials:** photographs of birds

SPEAKING PROJECT: BIRD SPOTTING

Presentation



Read the project title out loud: *Bird spotting.* Write the Project Quest questions on the board. Ask: *How many people have found the answers to these questions?* The children raise their hands. Ask volunteers to say their answers. Make a note of their answers under the questions.

Explain: Many people are interested in bird spotting. They sit very quietly in the countryside and wait for birds. They watch the birds building their nests and the chicks being born.

Show the children the poster (side B). Point to the pictures of the birds and name them. Point out the different wingspans and the different lengths of the birds.

Ask: How many of these birds do you see every day? How many live in the city? Are any pets?

Review the body parts of birds: wings, tail, claws, feathers. Ask questions about the measurements: How long is the (magpie)? How wide is the (magpie's) wingspan?

Ask the children to hold up their photographs of birds, and ask them about them.

Work with the book

Student's Book, page 22, Activity 14

Say: Open your Student's Books at page 22. Look at Activity 14.

Ask a volunteer to read the introductory text out loud. Ask volunteers to read the texts about the birds, stopping after each one and asking: *What bird is that?*

Tell the children to work in pairs and play a guessing game. They choose a bird (without telling their partners) and take turns asking and answering questions until they can guess the bird. They can use the birds on the poster as well, if they wish.

Student's Book, page 22, Activity 15

Say: Now look at Activity 15.

Explain that there are many ways we can distinguish between different birds, but one of the ways is their size. For this, we measure their length from head to tail and the width of their wings when fully open. This is called the wingspan.

Tell the children to work in pairs and take turns asking and answering questions about the measurements of the birds.

Optional Activity Book exercises



See page 103.

Practice

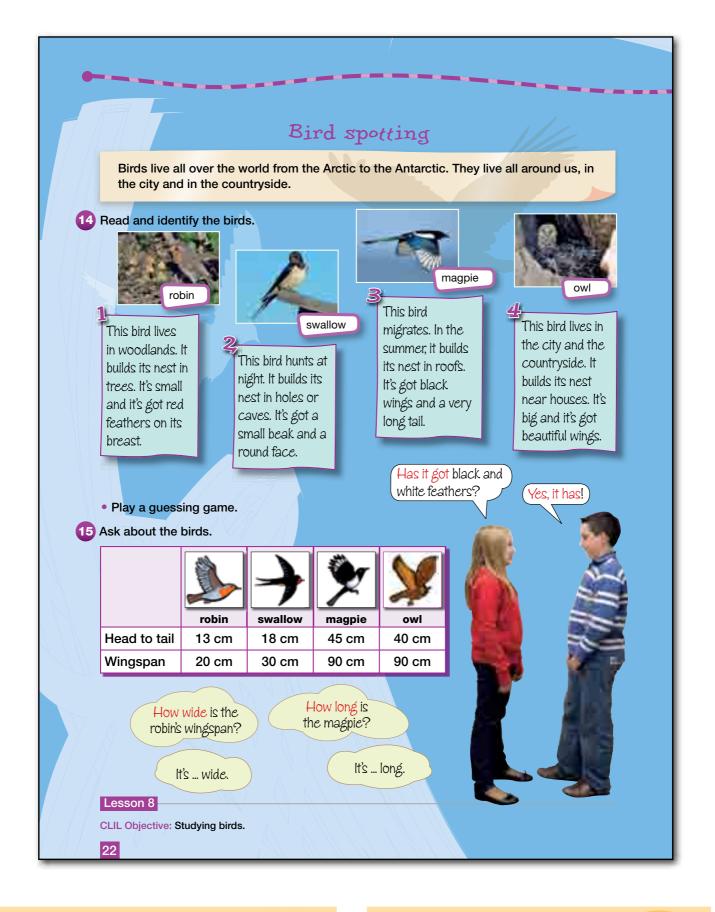
Tell the children to prepare all the information they have gathered for the Project Quest. Ask questions about the information they have gathered and discuss as a class.

*Note: Ask the children to write their names on the backs of the photos of the birds and collect them ready for Lesson 9.

ANSWER KEY

Student's Book, Activity 14

1 robin; 2 owl; 3 swallow; 4 magpie

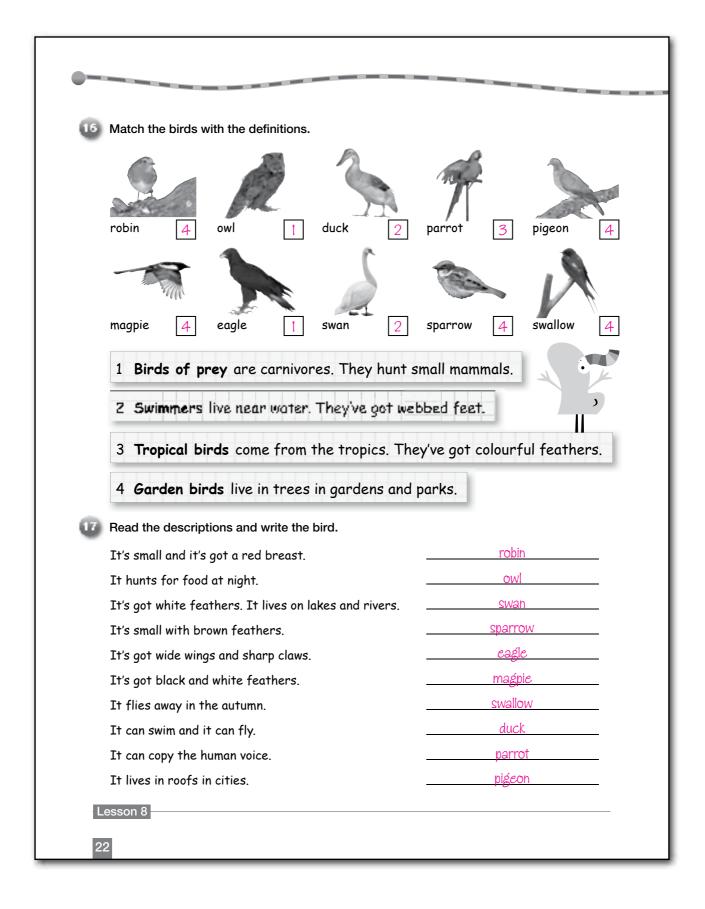




Children interpret a chart with information about birds' length and width, and review measuring and the use of numbers in English. Children learn to make questions about the length and width of birds.



Children use their English orally in the guessing game. Games are a wonderful way of using English in a relaxed and fun way.





Children learn more about different types of birds.



Page 22, Activity 16

Say: Open your Activity Books at page 22. Look at Activity 16.

Tell the children to look at the pictures of birds. Read the names aloud.

Ask volunteers to read the definitions out then tell the children to match the birds with the definitions.

Page 22, Activity 17

Say: Now look at Activity 17.

Read the first description out loud and ask: Which bird is that? SS: A robin.

Ask volunteers to read the other descriptions out loud, and the rest of the class to say the names of the birds. Tell the children to read the sentences and write the bird names in their Activity Books.



Let's play!

Window game

Use the children's photos of birds from Quest 2. Cut out a small square in a piece of blank paper, then hold up one of the children's pictures and place the paper in front of the picture so that the children can only see a part of it. They have to try and guess which bird it is. Slowly move the window around the picture, making it gradually easier to identify. The child who guesses the bird can repeat the procedure with another picture.

Resources

Teacher's Resource Book

Extension 2, page 42



Making a class bird book.

Curricular link: Art; Science

Language Objectives

Vocabulary: nest, eggs, live, wingspan, robin, stork, sparrow, eagle, duck, pigeon, swallow, magpie, owl, parrot, ground, tree, hole, cave, tail, wings, beak, feathers, head

Structures: How big is it? Where does it live? Where does it make its nest? What does it look like? How wide is its wingspan? What colour are its eggs? The robin's legs are shorter than the stork's legs. The stork migrates. The robin doesn't migrate.

Resources: poster (side B)

Materials: large sheets of white paper, scissors, glue, a hole punch, string

SPEAKING PROJECT: A CLASS BIRD BOOK

Presentation



Say: Today we're going to make a class bird book. Say: Look at the poster and look at all the birds in your Student's Book.

Ask: What kind of information are we going to include? Prompt the children's answers (descriptions, information about the eggs and the nest, and information about migration).

Work with the book

Student's Book, page 23, Activity 16

Say: Open your Student's Books at page 23. Look at Activity 16.

Divide the class into groups of five or six. Read and explain the instructions for making a bird book. Hand out the materials.

Tell the children who have brought in photos of their birds to make their page of the book about these birds.

The children who have forgotten should choose a bird from the poster or the Student's Book.

Explain that the questions are clues for the information they should include about their bird.

The children prepare their pages for the bird book. Tell the children to collect the pages from their groups, punch holes in them and tie them together.

Student's Book, page 23, Activity 17

In their groups, tell the children to compare the birds in their bird books. Monitor the children's conversations, prompting where necessary.

Exchange bird books between groups, so that the children can compare their work with other groups.

Optional Activity Book exercises



See page 107.

Practice

Ask a spokesperson from each group to show the bird book to the rest of the class and describe the birds. You can now collect all the pages together and make a class bird book. Display the bird book in the classroom.

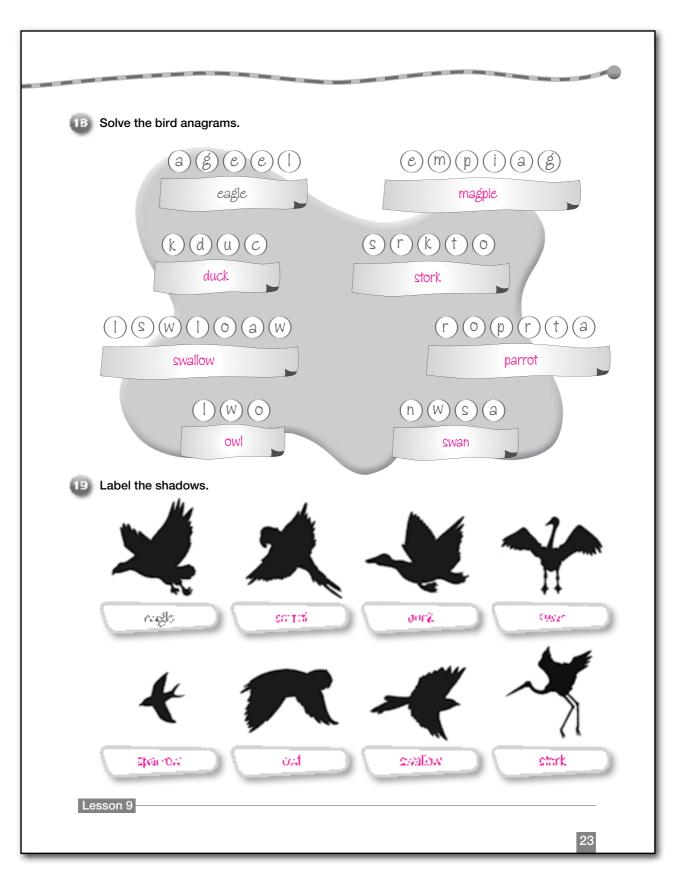


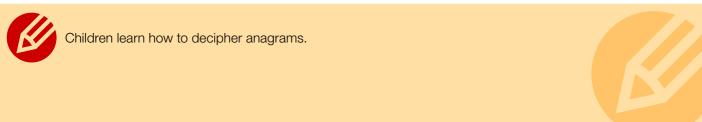


Children learn more about a specific bird of their choice, and review the vocabulary and structures learned when talking and writing about their target bird.



Children develop their social skills (making decisions, dividing tasks, respecting others, etc.) while working in groups.





Page 23, Activity 18

Say: Open your Activity Books at page 23. Look at Activity 18.

Write the first anagram on the board. Write the letters in a circle to make it easier to solve. Ask: *Does anybody know what the first letter is?* Ensure the children don't call out the name of the bird just yet. SS: *E.* Write the letter E underneath and repeat the procedure, asking for the next letter until it is clear that all the children know the word.

Tell the children to solve the rest of the anagrams in their Activity Books.

Ask the children to name all the birds in the anagrams and check their work.

Page 23, Activity 19

Say: Now look at Activity 19.

Remind the children that one of the ways we identify birds is by their size and wingspan.

Tell the children to look at the shadows and to label the birds. They can look at the birds on the poster and in their Student's Books to help them.



Let's play!

What is it?

Divide the class into two teams. Choose a child from one team and give him or her a flashcard from Unit 2. The child has to mime the animal to the rest of the team, without making any noise. Set a 30 second time limit. If the team guesses the animal, award them a point. If they cannot guess, then the other team can guess and win an extra point. Repeat the procedure with the other team. The team with the most points wins.

Resources



Unit 2, Episode 2

Teacher's Resource Book

DVD Worksheet, page 26



Assessment.

Curricular link: Science

Language Objectives

All language from Unit 2.

Resources: CD; poster (sides A and B); poster pop-outs

REVIEW

Let's remember!





Say: Today we are going to remember all the work we have done in Unit 2.

Show the children the poster (side A) and hand out the pop-outs.

Ask volunteers to come to the board, place the animals next to the clues. Encourage them to describe the clue and say the name of the animal.

Ask: Do you remember the song?

Play **Track 1.13** and sing the song with the children. Show the children the poster (side B) and ask them questions about the different birds: *Is the owl longer than the robin? Is the swallow's wingspan bigger than the eagle's?*

Work with the book n



Student's Book, page 24, Activity 18

Tell the children to open their books at page 24. Say: Listen to the riddles and say the name of the animals. Play **Track 1.15**. The children listen and point to the animals.

Play **Track 1.15** again. Stop the recording after each description and ask: *What's that?*

Tell the children to work in pairs, choose one of the other animals and write a riddle.

Ask volunteers to read their riddles out loud for the rest of the class to guess.

Student's Book, page 24, Activity 19

Say: Now look at Activity 19.

Tell the children to work in pairs and answer the questions as quickly as possible. The first pair to finish shouts: *Stop!* Check the answers with the rest of the class.

Tell the children (still working in pairs) to write more questions for the rest of the class. Establish a time and say: *Stop!*

Ask volunteers to read their questions out loud for the rest of the class to answer.

Transcripts



Track 1.13

Song: Wild animals in the city

See page 95.



Track 1.15 Activity 18

See page 111.

Optional Activity Book exercises

See page 111.

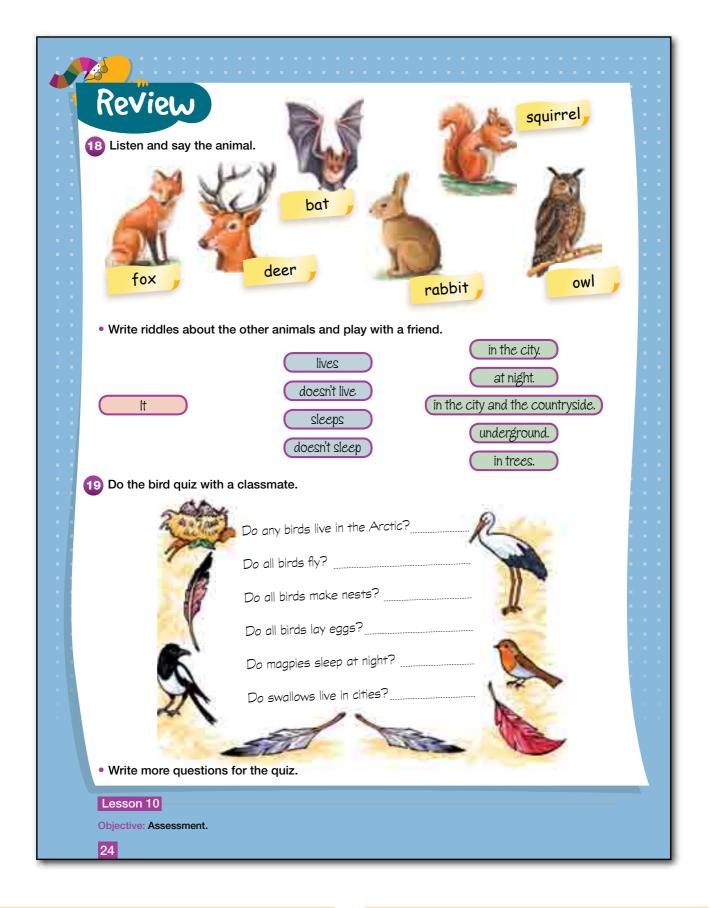
Round up

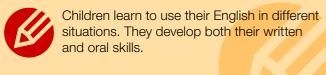
Write the following categories on the board: wild animals, pets, farm animals, working animals.

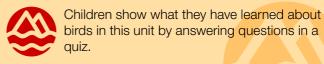
Ask the children to offer definitions for these categories. You can prompt them by asking questions: *Do we feed wild animals?*

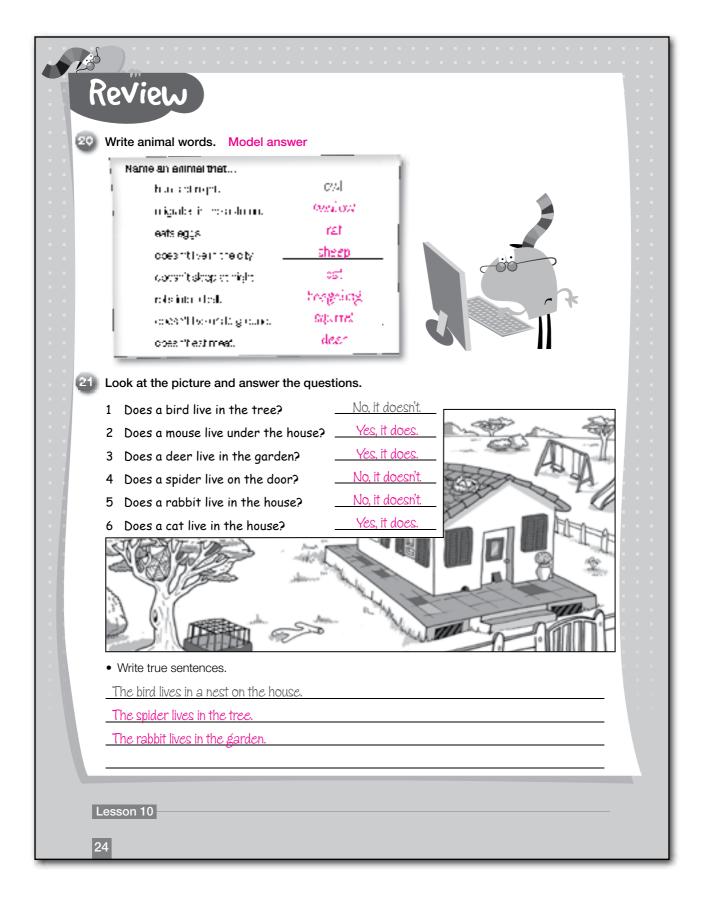
Then ask children to come to the board and write examples of animals for each category. Encourage them to write the names of birds.













Children revise the information they have acquired about animals by means of riddles.

Page 24, Activity 20

Say: Open your Activity Books at page 24. Look at Activity 20.

Say: Name an animal that hunts at night. SS: Owl, fox... (There are several possibilities.)

Continue reading the riddles out loud and asking for the children's suggestions.

Tell the children to read the riddles again and write the answers in their Activity Books.

Page 24, Activity 21

Say: Now look at Activity 21.

Tell the children to look at the picture and read the questions out loud. Ask them to call out the answers. Tell the children to write the answers in their Activity Books.

Then ask: Which questions did you answer 'No' to? Tell the children to write true sentences for the No answers.

Ask volunteers to read their sentences out loud.



Let's play!

Memory chain

The children sit in a large circle. Start the game by saying a sentence: *In my garden, there is a robin*. The first child repeats the sentence, and adds an item: *In my garden, there is a robin... and a magpie*. The second child adds another item, and so on. If a child forgets the sequence, he or she is 'out'.

Resources

Teacher's Resource Book

Unit 2 Test, pages 97 and 98



See Transcript Track 1.16

Multi-ROM
Unit 3, Writing

n

Transcripts



Track 1.15 Activity 18

It lives in the city and the country. It doesn't live in trees. It doesn't fly. It eats small animals. What is it?

It lives in the city and the countryside. It doesn't live underground. It sleeps at night. It climbs trees. It eats nuts and seeds. What is it?

It doesn't live in the city. It sleeps at night. It doesn't live underground. It doesn't live in trees. It eats plants. What is it?



Track 1.16 Unit 2 Test

- 1 This animal is nocturnal. It can fly and it is a mammal.
- 2 This animal is nocturnal. It can't fly. It eats other animals and it hunts at night.
- 3 This animal is nocturnal. It can fly. It isn't a mammal and it hunts at night.
- 4 This animal isn't a bird but it lives in trees. It lives in parks in the city and it eats seeds and nuts.
- 5 This animal is a reptile. It lives in dry sunny places in the city and the countryside. It eats insects.
- 6 This animal lives all over the world. It eats everything. It is a mammal and it can jump, climb, swim and run very fast. It lives in damp places.

Assessment criteria

CLIL Objectives

Children can classify animals into wild animals, pets, farm animals and working animals.

Children can recognise the clues that wild animals leave behind.

Children can identify nocturnal animals.

Children recognise that the city is also a habitat for wild animals

Children can identify differentiating characteristics of birds.

Language Objectives

Children can name wild animals, farm animals, pets and working animals.

Children can name clues that wild animals leave behind. Children can describe the habits of nocturnal animals.

Children can describe daily routines.

Children can describe birds.