



A New Pet

Objectives and key competences

- Identify the pets
- Listen and say *Tiger's word chant*
- Use and respond to classroom language
- Play a game
- Ask and respond to questions about pets in your family
- Recognise and read key words

- Identify what pets eat
- Listen, understand and repeat the Ping and Pong story
- Use the Student's Resource Centre

- Recall and repeat the story
- Practise pronunciation: /r/
- Say key words in simple sentences
- Copy and write key words
- Review and assess own learning

- Make a cut-out
- Do a role play using the cut-out

- Listen and understand the story
- Sing a song about the story
- Sing a song about what pets eat

Active language

Vocabulary

Core vocabulary: pets

bird, fish, hamster, kitten, lizard, puppy, rabbit, turtle

Story vocabulary

*Has she got a ... ?
friend, pet, rock*

CLIL vocabulary: what pets eat

fish, fruit, grass, insects, leaves, meat, seeds

Structures

*What has she/he got?
Has she/he got a ...?
Yes, he/she has. No, he/she hasn't.
What do (rabbits) eat?
They eat ...*

Recycled language

numbers 11–20

*Have you got a ...?
I've got a ...
I haven't got a ...
cat, dog, parrot*

Classroom language

*Has everyone got a book, a ruler and a pencil?
He/She's got a ... , but he/she hasn't got a ...*

Receptive language

It's important to ...

Pronunciation

The /r/ sound (rabbit, run)

Cross-curricular content

Science: What pets eat

Values and attitudes

- Interest in naming pets
- Enjoyment in reading a story about a new pet
- Awareness of how to look after pets
- Awareness of the value of practising pronunciation
- Willingness to take turns
- Confidence in using classroom language
- Enjoyment of the humour of the story
- Pleasure in talking about your pets
- Awareness of what different pets eat
- Awareness of the need to look after pets
- Willingness to review and assess own learning
- Enjoyment in learning a traditional rhyme
- Interest in learning about pets in the UK and comparing them to your country



Class Audio for Lesson 1

Let's have fun in English. ► CD1 Track 3 TB p26
We learn in the classroom. ► CD1 Track 30 TB p22
The animals say stop! ► CD1 Track 29 TB p22
See you soon! ► CD1 Track 10 TB p22

1 Listen, look and repeat.

► CD1 Track 31

bird, fish, kitten, hamster, lizard, puppy, rabbit, turtle

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

► CD1 Track 32

Tiger, Tiger,
what do you know?
Answer the questions,
here we go!
Number 1. What is it?
It's a bird!
Number 2. What is it?
It's a hamster!
Number 3. What is it?
It's a turtle!
Number 4. What is it?
It's a kitten!
Number 5. What is it?
It's a rabbit!
Number 6. What is it?
It's a lizard!
Number 7. What is it?
It's a fish!
Number 8. What is it?
It's a puppy!

Lesson 1

Objectives and key competences

- to recognise and identify names of pets
- to listen and say *Tiger's word chant*
- to put on stickers of pets and play a game
- Use the Student's Resource Centre

Active language

bird, fish, hamster, kitten, lizard, puppy, rabbit, turtle
It's a ...

At a Glance Lesson Plan

Starting the lesson

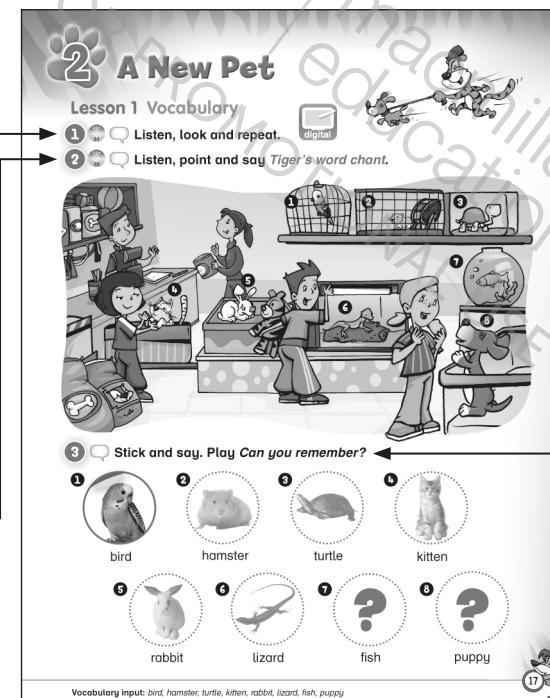
- Sing *Let's have fun in English*.
- CD1 Track 3 TB p26
- Do the opening routine.
- CD1 Track 29 TB p22
- Explain the aims of the lesson.

Activity 1

- Listen, look and repeat.
- CD1 Track 31 TB p54
- Play flashcard games.

Activity 2

- Listen, point and say *Tiger's word chant*.
- CD1 Track 32 TB p54



Activity Book p13

Activity 1

- Read, look and number. Say.

Activity 2

- Count the tigers.
- Write the number.

Activity 3

- Stick and say.
- Play *Can you remember?*

Ending the lesson

- Review the lesson.
- Do the closing routine.
- CD1 Track 30 TB p22
- Sing *See you soon!*
- CD1 Track 10 TB p22

Detailed Lesson Plan

Starting the lesson

Sing *Let's have fun in English*.

- Greet the children. Hold up the *Tiger*, *Sue* and *Jay* flashcards and play the *Let's have fun in English* song. The children sing and do the actions.

► **CD1 Track 3 TB p26**

Do the opening routine.

- Introduce the opening routine for Unit 2. Put the *bedroom*, *bathroom* and *kitchen* flashcards on the board. Ask **Where do we sleep?** (*We sleep in the bedroom.*) **Where do we wash?** (*We wash in the bathroom.*) **Where do we cook?** (*We cook in the kitchen.*) **Where do we learn?** (*We learn in the classroom.*)
- Play the audio or say the chant with rhythm, using mime and pointing to the flashcards. Encourage the children to say/sing it with you.

► **CD1 Track 29 TB p22**

Explain the aims of the lesson.

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

Student's Book Activity 1



Listen, look and repeat.

► **CD1 Track 31 TB p54**

- (Books closed.) Ask children to name any pets they already know in English. Stick these flashcards on the board or use the digital flashcards from the Presentation Kit.
- Use any remaining flashcards to introduce other pets. Stick them on the board.
- (Books open.) Play the audio. Point to the pets. The children listen and repeat the words.
- Play one or two flashcard games, *Where's the flashcard?* and *Stand up if it's true* (see page 23).

Student's Book Activity 2

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

► **CD1 Track 32 TB p54**

- (Books closed.) Arrange the flashcards on the board in the order of the chant. Write numbers 1–8 underneath.
- Play the audio. The children listen and point to the flashcards.
- (Books open.) Say **Look! Sue and Jay are in a pet shop!** Point to the picture and explain if necessary. Ask **Can you see Tiger?** (*He's in Jay's hand.*)
- Say **Let's say the chant and point to the pets in the pet shop!** Play the audio again. The children listen, point to the pets and join in saying the chant.
- Play the audio a third time. Pause before the names of the pets and let the children say the words.
- (Optional) Ask children to hold their *Tiger* puppet from the Starter Unit. Play the chant again. The children pretend to be *Tiger* and name all the pets.

Activity Book

1 Read, look and number. Say.

- Read the sentences. The children point to the animals in the picture of the pet shop.
- The children match the sentences with the animals and write the corresponding numbers in the boxes.
- Check the answers. This can be done by putting the word cards on the board and getting the children to number them 1 to 8.
- Ask individual children to read the sentences out loud.

Answers: 6, 2, 1, 8, 7, 5, 4, 3,

2 Count the tigers. Write the number.

- Ask the children to look for tigers in the picture. Then ask **How many tigers?** (*Two.*) **Where are the tigers?** (*On the parrot's book and on the door.*)
- If time, the children can colour their favourite pets.

Ending the lesson

Review the lesson.

- Ask **What pets can you say in English? What names are easy/hard to remember? What can you do to help you remember the words?**

Do the closing routine. Sing *The animals say stop!*

- Introduce the Unit 2 closing routine. Play the audio or say the rhyme in a rhythmic way.

► **CD1 Track 30 TB p22**

- Ask **Which animals did you hear?** (*Bird, puppy, fish and kitten.*)
- The children tidy up and put their things away.
- Hold up the *Tiger*, *Sue* and *Jay* flashcards. Play the **See you soon!** song. The children sing the song, wave goodbye to *Tiger* and say goodbye.

► **CD1 Track 10 TB p22**

Detailed Lesson Plan

Starting the lesson

Sing Let's have fun in English.

- Greet the children and play the **Let's have fun in English** song. The children sing and do the actions.

► **CD1 Track 3 TB p26**

Do the opening routine for this unit.

► **CD1 Track 29 TB p22**

Say Tiger's word chant.

- Ask eight children to the front of the class. Give them each a flashcard and get them to make a line in the order of *Tiger's word chant* as they listen. Play the audio.

► **CD1 Track 32 TB p54**

- Give eight more children a word card each. Ask them to stand behind the child with the corresponding flashcard and to hold up the word card so everyone can see it. The rest of the class checks.
- Play *Tiger's word chant* again. The children at the front lower their flashcards and word cards in turn as the rest of the class say the chant.

Explain the aims of the lesson.

- Say **Today we're going to listen to a story about Sue, Jay, Li and Tiger.**

Pre-story activities



Predict what happens in the story.

- (Books open.) Say **In today's story Li has got a new pet.** (If necessary, use L1 to clarify.) **But what animal has she got? What do you think?** Briefly listen to the children's ideas (in L1). Explain that in the story, Sue, Jay and Tiger are also trying to guess what animal Li has got.

Listen to the story.

► **CD1 Track 33 TB p56**

- (Books closed.) Stick the pet flashcards on the board. Say **Listen to the story.** Ask **What animals do Sue, Jay and Tiger think Li's pet is?**
- Play the audio of the story. The children listen.
- Point to the flashcards in turn (leaving out the turtle) and ask **Do Sue and Jay think Li's pet is a (rabbit)?** (Yes./No.) Finally ask **What is Li's pet?** but don't confirm their answers. Ask **Are you sure?** Say **Let's listen and check!**

Pre-story activities (continued)

Listen with the story cards.

- Say **Let's listen and look at the story cards.** Play the audio. Hold up the story cards in turn as the children listen. After listening, ask the children to confirm what animals Sue, Jay and Tiger think Li's pet is. (*A bird, a kitten, a hamster, a fish, a lizard and a rabbit.*) Ask **What else do they think Li's pet is?** (*A rock.*) **What is Li's pet?** (*A turtle.*)

Student's Book Activity 4



Listen to the story. Answer the questions.

► **CD1 Track 33 TB p56**

- (Books open.) Give children time to look at the pictures. Play the audio. The children follow in their books.
- Ask questions about each frame to aid and check understanding.

Suggested comprehension questions

- Frame 1: **Where are Sue and Jay?** (*In the car.*) **Who can they see?** (*Li.*) **What has Li got?** (*A new pet.*)
- Frame 2: **What are Sue and Jay looking at?** (*Li and her new pet.*) (*Tiger*) thinks Li's new pet is a ...?
- Frame 3: **Where are Sue, Jay and Tiger?** (*In the garden.*) **Can they see Li's new pet?** (*No.*) (*Jay*) thinks Li's new pet is a ...?
- Frame 4: **Can they see the pet?** (*No.*) (*Jay*) thinks Li's new pet is a ...? Li hasn't got... (*A lizard, a kitten, a rabbit, a fish, a hamster or a bird.*)
- Frame 5: **Tiger and Jay think the new pet is a ...?** (*Rock.*)
- Frame 6: **Why is Li scared?** (*Tiger has got her pet.*) **Has Li got a rock?** (*No.*)
- Frame 7: **What's Li's new pet?** (*A turtle.*) **What's his name?** (*Tommy.*) **What has Tommy got?** (*A beautiful shell.*) **What does Tiger say?** (*Sorry.*)
- Frame 8: **Is Tommy happy?** (*Yes.*) **Is (Li) happy?** (*Yes.*)
- Play the audio again. The children listen and read for pleasure. Ask **Do you like the story? What do you think? Will the turtle and Tiger be good friends?**

Play Who says...?

- (Books open.) Ask **Who says, Has she got a bird?** (*Jay.*) **Who says, Help!** (*Li.*) Repeat with the other speech bubbles. Ask volunteers to ask the questions.

Student's Book Tiger Values



Reflect on the values in the story.

- Ask the children to think about the story. **Do the children and Tiger treat the turtle gently?** (The children do. Tiger doesn't at first, but only because he thinks the turtle is a rock to play with. He apologises for that!) Ask the children if they treat their pets gently. Do they look after them properly?
- Say **Let's read what Tiger says.** Read the sentence out loud. **Tiger says ... If you've got a pet, look after it.** Ask the children to explain in L1 what they think Tiger has said. Give praise and correction as necessary. Then ask if the children think what Tiger has said is important.

Activity Book

3 Tick (✓) the animals in the story.

- The children tick the animals in the story.

Answers: bird, kitten, fish, hamster, lizard, rabbit, turtle,

4 Colour Li's new pet. Complete the sentence.

- Ask the children what colour Li's turtle is. Give them time to colour it.
- Read the sentence together. The children complete the sentence.

Answer: turtle

What do you think? Colour.

- Ask the children if they like the story and to colour the corresponding turtle.

Ending the lesson

Review the lesson.

- Ask **What does Tiger think Li's new pet is? What is Li's new pet?**

Do the closing routine. Sing *The animals say stop!*

- The children do the closing routine for this unit, tidy up and put their books away.

► **CD1 Track 30 TB p22**

- Play the **See you soon!** song. The children sing and say goodbye.

► **CD1 Track 10 TB p22**



Class Audio for Lesson 3

Let's have fun in English. ► CD1 Track 3 TB p26
We learn in the classroom. ► CD1 Track 29 TB p22
The animals say stop! ► CD1 Track 30 TB p22
See you soon! ► CD1 Track 10 TB p22

5 Listen and say the missing words.

► CD1 Track 34

- 1 **Jay:** Look! Li has got a new *** (pet).
- 2 **Jay:** Or has she got a *** (bird)?
- 3 **Tiger:** Or has she got a *** (fish)?
- 4 **Sue:** Or has she got a *** (rabbit)?
- 5 **Jay:** Tiger is right. I think she's got a *** (rock).
- 6 **Li:** Stop, Tiger. No! ... Sue! Jay! Help! Tiger has got my new *** (pet).
- 7 **Tiger:** Oh. Sorry, Li. Sorry *** (turtle).
- 8 **Sue:** Look! Tommy has got a *** (friend).

Song: She's got a new pet.

► CD1 Track 35

Look! Li has got a new pet.
Has she got a hamster?
What has she got?
Has she got a rabbit?
Or... is it a rock?

Has she got a puppy?
What has she got?
Has she got a kitten?
Or... is it a rock?

Li has got a turtle!
Well, well, well!
She's got a turtle,
With a beautiful shell.

7 Listen, look and say who. Complete the sentences.

► CD1 Track 37

Look. He's got a lizard. (Jay)
Look. He's got a kitten. (Tiger)
Look. She's got a puppy. (Sue)

Lesson 3

Objectives and key competences

- to listen to the story and say the missing words
- to write key words into simple sentences
- to sing a song about the story

Active language

bird, fish, hamster, kitten, lizard, puppy, rabbit, turtle

Has he/she got a ...

She/he has got a ...

At a Glance Lesson Plan

Starting the lesson

- Sing *Let's have fun in English*.
- CD1 Track 3 TB p26
- Do the opening routine.
- CD1 Track 29 TB p22
- Do flashcard activities.
- Explain the aims of the lesson.

Activity 5

- Listen and say the missing words.
- CD1 Track 34 TB p58

Activity 6

- Listen and circle Li's pet.
- Sing *She's got a new pet*.
- CD1 Track 35 TB p58
- Look and write.

Lesson 3 Story activities

5 Listen and say the missing words.
6 Listen and circle Li's pet. Sing *She's got a new pet*.
Look and write.

1 fish 2 3 4

5 6 7 8

7 Listen, look and say who. Complete the sentences.

1 Has Tiger got a kitten? Yes, he has.
2 Has Jay got a kitten? Yes, he has.
3 Has Sue got a puppy? Yes, she has.

Story activities

Activity Book p15

Activity 5

- Look and write.
- Listen and check.
- Sing *She's got a new pet*.
- CD1 Track 35 TB p58

Materials

Flashcards: *bird, hamster, fish, kitten, lizard, puppy, rabbit, turtle*, Word cards: *bird, hamster, fish, kitten, lizard, puppy, rabbit, turtle*, Class Audio CD

Optional materials

AB page 15

Activity 7

- Listen, look and say who.
- CD1 Track 37 TB p58
- Complete the sentences.

Ending the lesson

- Review the lesson.
- Do the closing routine.
- CD1 Track 30 TB p22
- Sing *See you soon!*
- CD1 Track 10 TB p22

Detailed Lesson Plan

Starting the lesson

Sing *Let's have fun in English*.

- Greet the children. Play the *Let's have fun in English* song. The children sing and do the actions.

► CD1 Track 3 TB p26

Do the opening routine.

- Play the audio. Encourage the children to join in singing and miming.

► CD1 Track 29 TB p22

Do flashcard activities.

- Give the *fish* flashcard to a volunteer. The child mustn't show anyone the picture on the card. Say **Look everyone. (Alicia) has got a pet. What has (she) got? Has (she) got a ...?** Encourage the other children to finish your question for you. Answer Yes or No.
- Play the game until they guess the pet.
- Repeat the game with other volunteers and other flashcards. As much as possible, guide the children towards asking the questions on their own, *Has she/he got a ...?*

Explain the aims of the lesson.

- Say **Today we're going to listen to the story again, write key words and sing a song.**

Student's Book Activity 5

Listen and say the missing words.

► CD1 Track 34 TB p58

- (Books closed.) Ask **Do you remember the story?** Say **Find the picture of (the kitten). What number is it?** (Frame 2.) Repeat with other pictures.
- Open books to check answers.
- Say **Listen to the story again and say the missing words.** Play the first frame to practise then play the entire audio. The children listen and say the missing words.
- Play the rest of the track. The children listen to the remaining frames of the story and say the missing words.

Answers: (See answers in audioscript.)

Student's Book Activity 6

Listen and circle Li's pet. Sing *She's got a new pet*. Look and write.

► CD1 Track 35 TB p58

- (Books open.) Explain to the children that they are going to hear a song about the story. It is called *She's got a new pet*. Ask the children to listen and point to the pets as they hear them in the song. Play the song.
- Ask which pets they heard. Put these flashcards on the board in the correct order. (*Hamster, rabbit, puppy, kitten, turtle.*) Ask **Which animal is Li's new pet?** (*Turtle.*) Get them to circle the turtle in their books.
- Play the audio again. Practise the song line by line and verse by verse. Use gesture to reinforce meaning.
- Play the audio one more time. The children sing along. You can also use the karaoke version of this song.

► CD1 Track 36

- Ask the children if they like the song. Listen to their answers.
- Challenge the children to write the names of all the pets. Remind them that they can look at the first page of the unit if they can't remember how to spell them.
- Give them time to complete this task and go round offering lots of encouragement and support.
- Check the answers by putting the word cards on the board.

Answers: 1 fish 2 kitten 3 turtle 4 hamster 5 rabbit 6 bird 7 puppy 8 lizard

Student's Book Activity 7

Listen, look and say who. Complete the sentences.

► CD1 Track 37 TB p58

- Ask volunteers to name the characters in the three pictures.
- Explain to the children that they will hear three sentences, one about each of the characters in the pictures. They must identify which character each sentence refers to.
- Play the audio, pausing after each sentence for the children to give you the answers.
- To encourage the use of short answers and the correct use of *he* and *she*, ask **Has (Jay) got a (lizard)?** (Yes, *he/she has.*/No, *he/she hasn't.*)

Student's Book Activity 7 (continued)

- Read the two gapped sentences together and agree on the words that go in the gaps.
- The children write the words.

Answers: 1 kitten 2 lizard 3 puppy

Activity Book

5 Look and write. Listen and check. Sing *She's got a new pet*.

- Explain that these are the questions from the song and that they have to write the pets' names correctly.
- Play the audio to check the answers.

► CD1 Track 35 TB p58

Answers: 1 hamster 2 rabbit 3 puppy 4 kitten 5 turtle 6 turtle

- The children sing the song while reading the questions. You may want to use the karaoke version.

► CD1 Track 36

Ending the lesson

Review the lesson.

- Ask **What's Li's pet?** (*A turtle.*) Say **Li's turtle has got a beautiful ...** (*Shell.*)

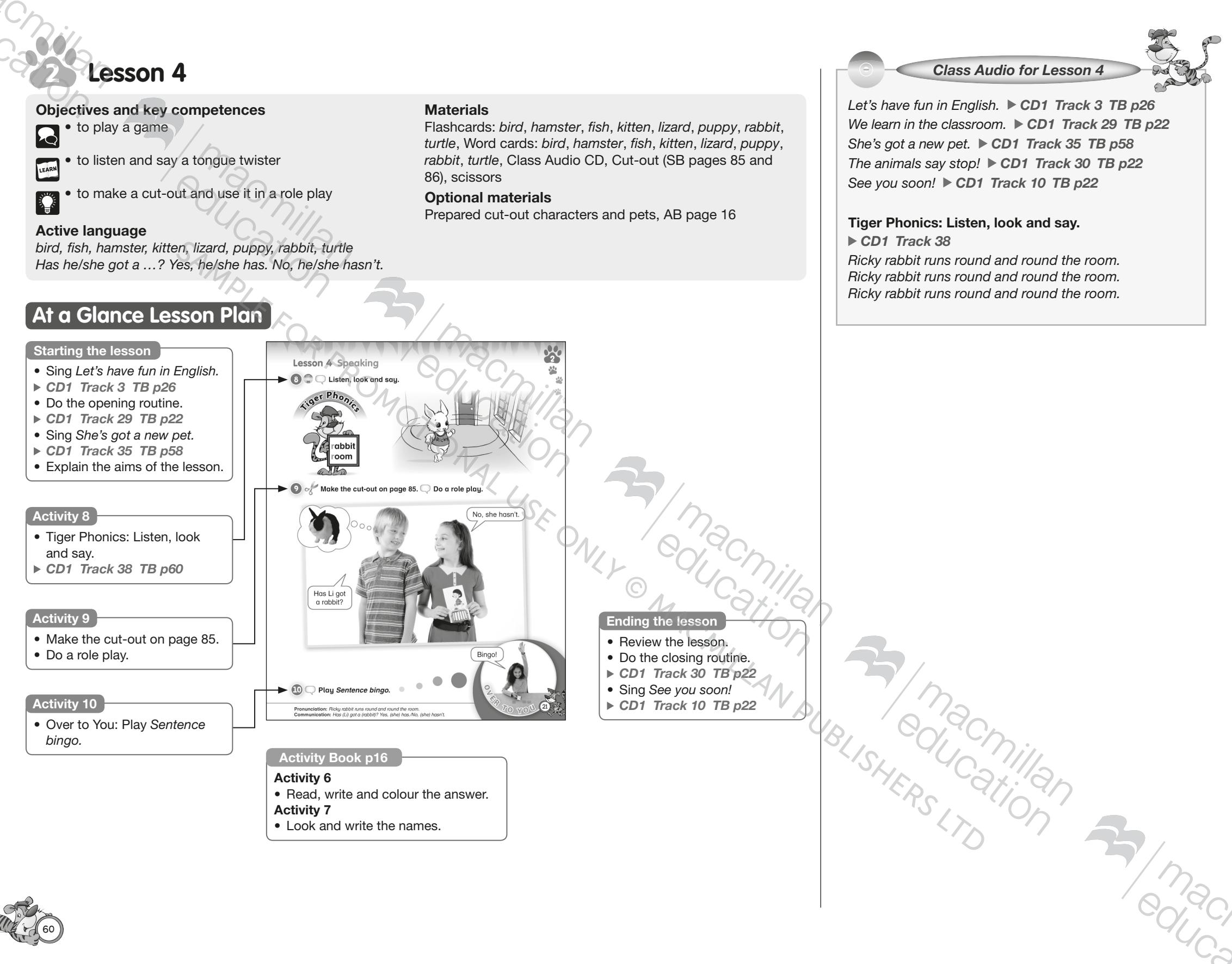
Do the closing routine. Sing *The animals say stop!*

- The children do the closing routine for this unit, tidy up and put their books away.

► CD1 Track 30 TB p22

- Play the **See you soon!** song. The children sing and say goodbye.

► CD1 Track 10 TB p22



Lesson 4

Objectives and key competences

- to play a game
- to listen and say a tongue twister
- to make a cut-out and use it in a role play

Active language

bird, fish, hamster, kitten, lizard, puppy, rabbit, turtle
Has he/she got a ...? Yes, he/she has. No, he/she hasn't.

Materials

Flashcards: *bird, hamster, fish, kitten, lizard, puppy, rabbit, turtle*, Word cards: *bird, hamster, fish, kitten, lizard, puppy, rabbit, turtle*, Class Audio CD, Cut-out (SB pages 85 and 86), scissors

Optional materials

Prepared cut-out characters and pets, AB page 16

Class Audio for Lesson 4

Let's have fun in English. ► CD1 Track 3 TB p26

We learn in the classroom. ► CD1 Track 29 TB p22

She's got a new pet. ► CD1 Track 35 TB p58

The animals say stop! ► CD1 Track 30 TB p22

See you soon! ► CD1 Track 10 TB p22

Tiger Phonics: Listen, look and say.

► CD1 Track 38

Ricky rabbit runs round and round the room.

Ricky rabbit runs round and round the room.

Ricky rabbit runs round and round the room.

At a Glance Lesson Plan

Starting the lesson

- Sing *Let's have fun in English*.
- CD1 Track 3 TB p26
- Do the opening routine.
- CD1 Track 29 TB p22
- Sing *She's got a new pet*.
- CD1 Track 35 TB p58
- Explain the aims of the lesson.

Activity 8

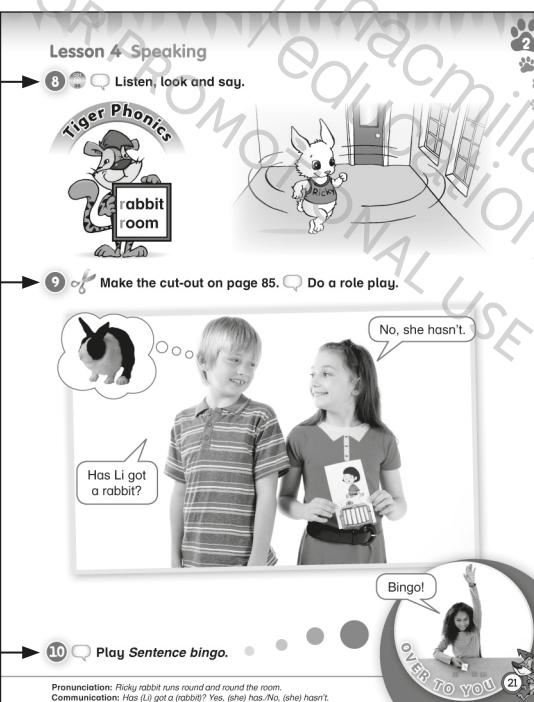
- Tiger Phonics: Listen, look and say.
- CD1 Track 38 TB p60

Activity 9

- Make the cut-out on page 85.
- Do a role play.

Activity 10

- Over to You: Play Sentence bingo.



Ending the lesson

- Review the lesson.
- Do the closing routine.
- CD1 Track 30 TB p22
- Sing *See you soon!*
- CD1 Track 10 TB p22

Activity Book p16

Activity 6

- Read, write and colour the answer.

Activity 7

- Look and write the names.

Detailed Lesson Plan

Starting the lesson

Sing Let's have fun in English.

- Greet the children. Play the **Let's have fun in English** song. The children sing and do the actions.

► **CD1 Track 3 TB p26**

Do the opening routine.

- Play the audio. Encourage the children to join in singing and miming.

► **CD1 Track 29 TB p22**

Sing She's got a new pet!

- Ask **Do you remember the She's got a new pet song? Do you remember the order of the five pets in the song?** Put the five corresponding flashcards on the board in order with the children's help (*hamster, rabbit, puppy, kitten, turtle*).
- Give out the five corresponding word cards to five different children and get them to put them next to the flashcards.
- Play the audio. The children sing.

► **CD1 Track 35 TB p58**

Explain the aims of the lesson.

- Say **Today we're going to say a tongue twister. We're going to make and use a cut-out and we're going to play a game.**

Student's Book Activity 8

Tiger Phonics: Listen, look and say.

► **CD1 Track 38 TB p60**

- (Books open.) Ask the children to look at the picture and say what they can see. (*A rabbit.*) Tell them the rabbit is called Ricky. Ask **What's Ricky doing?** (*Running.*) **Where's Ricky?** (*In a room.*)
- Repeat the words *Ricky, rabbit, runs, room*. Ask the children if they can hear a common sound (/r/).
- Say the /r/ sound several times. Draw attention to the shape of your mouth and the position of your tongue as you do this. Get children to copy this and repeat the sound with you several times.
- Ask children to listen and count how many times they hear the /r/ sound in the tongue twister. Play the audio. Pause after the first repetition of the tongue twister and check the answer (*six*).
- Play the audio again. Children repeat the tongue twister once or twice.

Student's Book Activity 9

Make the cut-out on page 85. Do a role play.

- Hold up Student's Book pages 85 and 86. Make sure the children have got scissors.
- Show the children the cut-out of Li, Jay and the animals you have prepared.
- The children cut out pages 85 and 86. They cut out the characters and the images of the pets.
- When everyone is ready, demonstrate the role play.
- Put one of the animal images in Jay's box. Fold up the flap so the children can't see the animal. Ask your volunteer to do the same in Li's box without showing you the animal.
- Ask **Has Li/Jay got a ... ?** Encourage children to ask similar questions.
- Who can guess their partner's pet first?
- The children do the role play in pairs. Repeat as appropriate. Change partners if necessary.

Student's Book Activity 10

Over to You: Play Sentence bingo.

- Explain the rules of the game.
- The children choose four of the pictures of pets and put them face up on the table in front of them.
- Call out sentences with the pets in, **My friend has got a (lizard).**
- If the children hear a pet that they've got on the table, they turn it over. When they turn over all four, they call out *Bingo!*

Activity Book

6 Read, write and colour the answer.

- Write on the board, *Yes, she has./No, she hasn't.* Focus the children on the first picture and its speech bubbles. Ask a volunteer to read the question. *Has Mary got a fish?* Ask a volunteer to read the answer. *No, she hasn't.*
- Repeat with the pictures of Joe and Kate, encouraging children to ask the question and circle the correct answer on the board.
- The children complete the sentences and colour the correct answers.
- Check the answers.

Answers: 1 Has, got a; No, she hasn't. 2 Has, got a; Yes, he has. 3 Has, got a; No, she hasn't.

7 Look and write the names.

- Say **Number 1. What's his name? Number 2. What's her name?** The children answer (*John, Emma, Robert, Julie.*)
- Ask **Who's got a (fish)? Who hasn't got a pet?** The children answer.
- The children write the names into the sentences.
- Check the answers.

Answers: 1 Emma 2 John 3 Robert 4 Julie

Ending the lesson

Review the lesson.

- Ask **Can you remember the tongue twister? Can you say it? Which was your favourite activity today?**

Do the closing routine. Sing *The animals say stop!*

- The children do the closing routine for this unit, tidy up and put their books away.

► **CD1 Track 30 TB p22**

- Play the **See you soon!** song. The children sing the song and say goodbye.

► **CD1 Track 10 TB p22**

Lesson 5

Objectives and key competences

- to identify and label different animal foods
- to play an observation game
- to listen, understand and repeat the Ping and Pong story

Active language

fish, fruit, grass, leaves, meat, seeds

cat, kitten, lizard, parrot, rabbit, turtle

What do ... eat?

... eat/don't eat ...

Materials

Flashcards: Sue, Jay, bird, hamster, fish, kitten, lizard, puppy, rabbit, turtle, Word cards: bird, hamster, fish, kitten, lizard, puppy, rabbit, turtle, Class Audio CD, Unit 2 stickers

Optional materials

Ping and Pong puppets, AB page 17



Class Audio for Lesson 5



Let's have fun in English. ► CD1 Track 3 TB p26

We learn in the classroom. ► CD1 Track 29 TB p22

The animals say stop! ► CD1 Track 30 TB p22

See you soon! ► CD1 Track 10 TB p22

11 Listen, point and say. Read and stick.

► CD1 Track 39

1 leaves

2 seeds

3 meat

4 fish

5 grass

6 insects

12 Listen and repeat. Play Observation.

Ping and Pong.

► CD1 Track 40

1 Pong: Hello, rabbits. Are you hungry? Look! I've got some sausages and chicken for you.

Ping: Rabbits don't eat meat, Pong. They eat leaves and grass.

Pong: Leaves and grass?

Ping: That's right. Leaves and grass.

Pong: Yuk.

2 Pong: Hello, parrot. Are you hungry? Look! I've got some sausages and chicken for you.

Ping: Parrots don't eat meat, Pong. Parrots eat fruit and seeds.

Pong: Fruit and seeds?

Ping: Yes, Pong. Fruit and seeds.

Pong: Yuk

3 Pong: What do turtles eat?

Ping: Turtles eat fish and leaves.

Pong: Fish and leaves. Yuk. Yuk. Yuk.

4 Pong: What do lizards eat?

Ping: Lizards eat leaves and insects.

Pong: Leaves and insects! That's disgusting!

5 Pong: Pets eat a lot of different things, don't they?

Ping: Yes. It's very important to give pets the right food.

Pong: What pets eat meat?

Ping: Well... dogs eat meat.

Pong: I know that.

6 Pong: And cats eat meat, too.

Pong: Hey! That's my last sausage.

At a Glance Lesson Plan

Starting the lesson

- Sing Let's have fun in English.
- CD1 Track 3 TB p26
- Do the opening routine.
- CD1 Track 29 TB p22
- Do flashcard activities.
- Explain the aims of the lesson.

Activity 11

- Listen, point and say.
- CD1 Track 39 TB p62
- Read and stick.

Activity 12

- Listen and repeat.
- CD1 Track 40 TB p62
- Play Observation.



Activity Book p17

Activity 8

- Look, find and circle.

Activity 9

- Look and count. Write the number.

Ending the lesson

- Review the lesson.
- Do the closing routine.
- CD1 Track 30 TB p22
- Sing See you soon!
- CD1 Track 10 TB p22

Detailed Lesson Plan

Starting the lesson

Sing *Let's have fun in English*.

► CD1 Track 3 TB p26

- Greet the children. Play the *Let's have fun in English* song. The children sing and do the actions.

Do the opening routine.

- Play the audio. Encourage the children to join in singing and miming.

► CD1 Track 29 TB p22

Do flashcard activities.

- Put one of the Unit 2 word cards behind the Sue flashcard.
- Ask **What pet has Sue got?** Then slowly reveal the word card so that the children can see the first letter or letters of the word and guess the name of the word correctly.
- Encourage the children to answer with a full sentence (*She's got a ...*).
- Repeat with Jay and the other word cards.

Explain the aims of the lesson.

- Say **Today we're going to learn about what pets eat and we're going to listen to a story about Ping and Pong.**

Student's Book Activity 11

Listen, point and say. Read and stick.

► CD1 Track 39 TB p62

- (Books closed.) On the board, slowly draw five simple pictures of leaves, grass, fish, insects and seeds. Ask the children to guess what the objects are. If they guess correctly but don't know the word in English, accept the answer in L1, give praise and then model the pronunciation of the word in English.
- (Books open.) The children look at the six pictures of animal foods. Ask **Which one is not on the board?** (*Meat.*)
- Play the audio. The children listen, point to the pictures and repeat the words.
- Say the names of the objects in random order, the children respond with the corresponding numbers from one to six.
- Ask **What's number (two)?** The children say the words.
- Mime the foods and the children guess what they are. (*Fish:* move your hand as if it were a fish swimming;

Student's Book Activity 11 (continued)

seeds: pick up imaginary seeds between your thumbs and index fingers; insects: wiggle your fingers all over your head and body as if insects were tickling you; leaves: make your hands float down like falling leaves; grass: draw long blades of grass with your fingers; meat: mime cutting a tough steak.)

- Call out the words in random order. Children mime the objects.
- Say **Put on the stickers to label the animal foods.** Give the children time to do this.
- Check children have done this correctly.

Student's Book Activity 12

Listen and repeat. Play *Observation*.

► CD1 Track 40 TB p62

- Explain that in today's story, Pong finds out what pets eat.
- Say **Listen. What animals does Pong find out about? What do they eat?**
- Play the audio. The children listen and look at the pictures.
- Ask the questions again and check the answers. (*Pong finds out about rabbits, birds, lizards and turtles. Rabbits eat grass and leaves. Birds eat fruit and seeds. Lizards eat leaves and insects. Turtles eat fish and leaves.*)
- Ask the children if they want to listen again to check.
- Divide the class into two groups: Ping and Pong.
- Play the audio again. The children listen and repeat the story with their groups. They optionally hold the Ping or Pong puppet for their group.
- Groups change roles (and puppets) and repeat.
- Ask **Do you like the story? In the story, Ping says it's important to give pets the right food.** Do the children agree?
- Ask the children if they are observant. Tell them they have thirty seconds to look at the Ping and Pong story and remember the colours and other details.
- (Books closed.) Make this a team game if you want. Ask **In the story, what colour is the (parrot)?** (*Green.*) **What colour are the (rabbits)?** (*White.*)

Student's Book Activity 12 (continued)

What do (lizards) eat? (*Leaves and insects.*) **What does Pong eat?** (*Meat.*) **What does Ping eat?** (*Meat.*)

Activity Book

8 Look, find and circle.

- Ask volunteers to name the six food words.
- Ask the children to look for and circle the word in the frames.
- Check the answers.

Answers: leaves (left side) meat (top) fish (down) insects (right side) seeds (top) grass (down)

9 Look and count. Write the number.

- The children look at the pictures of the animals eating the food.
- They count the numbers and write them in the box.
- Check the answers.

Answers: 1 18 2 19 3 13 4 11

Ending the lesson

Review the lesson.

- Ask **Which animals are in the Ping and Pong story? Which one eats grass? Which one eats insects?**

Do the closing routine. Sing *The animals say stop!*

- The children do the closing routine for this unit, tidy up and put their books away.

► CD1 Track 30 TB p22

- Play the **See you soon** song. The children sing the song and say goodbye.

► CD1 Track 10 TB p22

Detailed Lesson Plan

Starting the lesson

Sing *Let's have fun in English*.

- Greet the children. Play the *Let's have fun in English* song. The children sing and do the actions.
- **CD1 Track 3 TB p26**

Do the opening routine.

- Play the audio. Encourage the children to join in singing and miming.
- **CD1 Track 29 TB p22**

Listen to the Ping and Pong story.

► **CD1 Track 40 TB p62**

- Ask children if they remember what Pong learned in the story.
- (Optional) Ask the children to hold their Ping and Pong puppets
- Play the audio. The children hold up the puppets in turn as Ping and Pong speak and join in telling the story.
- Ask **What's your favourite moment in the story?**

Explain the aims of the lesson.

- Say **Today we're going to sing a song about what pets eat and talk about pets in our family.**

Student's Book Activity 13

Listen, colour and repeat.

► **CD1 Track 41 TB p64**

- (Books open.) The children look at the photos and name the pets.
- Play the audio. The children listen and colour the correct food for each pet.
- Check the answers by asking **What do (dogs) eat?**
- Divide the class into two groups. Play the audio again, pausing after each sentence for the children to repeat it with their groups.

Answers: 1 meat 2 insects and leaves 3 fruit and seeds
4 fish and plants 5 grass and leaves

Play a game: *Stand up if it's true.*

- Say what animals eat but occasionally make a mistake so that information is false. Say **Dogs eat meat.** (*True.*) **Lizards eat meat.** (*False.*) The children listen. They stand up if a sentence is true and sit down if it's false.

Student's Book Activity 14

Listen and point. Sing *Different pets, different food.*

► **CD1 Track 42 TB p64**

- Play the audio. The children listen and point to the animals as they hear them.
- Remind the children of the mimes for each type of food.
- Play the audio again. The children listen and mime the foods as they hear them.
- Play the audio again. The children listen and sing.

Student's Book Activity 15

Over to You: Talk about pets you know.

- If children have brought photos of their family and/or family pets, ask individuals to talk about them at the front of the class. Ask questions to help, **Who's this? Has she got a pet? What do (rabbits) eat?**
- If children haven't got photos, give out plain paper and ask children to draw a member of their family or a friend with their pet. Give the children a few minutes to do this. When they are ready, follow with the stage above.
- Divide the class into pairs. Children take turns to show each other and ask about their family photos or pictures, e.g. **Who's this? Has she got a ...?**

Activity Book

10 Write the animal and the food. Colour the paths.

- The children write the names of the animals and the names of the foods and colour the paths from one to the other.
- Check the answers.

Answers: 1 b dog, meat 2 c rabbit, leaves
3 e lizard, insects 4 d parrot, seeds 5 a turtle, fish

11 Look at Activity 10 and write.

- The children write the words into the sentences.
- Check the answers.

Answers: 1 insects 2 meat 3 seeds 4 leaves 5 fish

- Direct the children to Activity Book page 62. The children complete the CLIL Picture Dictionary for Unit 2, writing the words under the pictures.

Answers: leaves, seeds, meat, fish, grass, insects

Ending the lesson

Review the lesson.

- Ask **What do (lizards) eat?**

Do the closing routine. Sing *The animals say stop!*

- The children do the closing routine for this unit, tidy up and put their books away.

► **CD1 Track 30 TB p22**

- Play the **See you soon!** song. The children sing and say goodbye.

► **CD1 Track 10 TB p22**

Detailed Lesson Plan

Starting the lesson

Sing *Let's have fun in English*.

► CD1 Track 3 TB p26

- Greet the children. Play the *Let's have fun in English* song. The children sing and do the actions.

Do the opening routine.

- Play the audio. Encourage the children to join in singing and miming. ► CD1 Track 29 TB p22

Sing *Different pets, different food*.

► CD1 Track 42 TB p64

- Ask the children if they can remember the animals in the *Different pets, different food* song.
- Get the children to help you write them up on the board. (*Rabbit, parrot, dog, turtle, lizard, dog*.)
- Divide the class into three groups: Group A – rabbit/turtle, Group B – parrot/lizard and Group C – dog.
- Ask the children to stand up. Play the audio. The children sing about the animals they've been assigned. Everybody joins in the chorus.
- Ask the children to stand up. Play the audio. The children sing and mime.

Explain the aims of the lesson.

- Say **Today we're going to review what we've learnt in the unit and assess our work.**

Do a language review quiz.

- Two teams choose a name relating to Unit 2: (*Turtles*)/(*Hamsters*). Individual team members take turns to answer questions and score points. The teams lose points if answers are called out.
- Ask questions: i) Using Unit 2 flashcards, without children seeing, say **This is a pet. What is it?** ii) Put all the flashcards on the board. Give a child a word card to put next to the corresponding flashcard. Repeat for the word cards, alternating between the two teams. iii) Use the story cards and ask the children to put them in order with teams taking turns. iv) With the story cards in order ask **What colour's the (fish)? Who says...? v)** Mime actions; the children say the words. Keep score. The team with most points wins.

Student's Book Activity 16

Listen, number and repeat. Complete the sentences.

► CD1 Track 43 TB p66

- The children name the pets in the pictures. Play the audio. The children listen and number the pictures.
- Check the answers. The children listen again and repeat the sentences.
- The children write the words. They can refer to Lesson 1 if they are not sure about the correct spelling.
- Check the answers.

Answers: a 2 bird b 4 fish c 3 hamster d 1 kitten e 6 lizard f 7 puppy g 5 rabbit h 8 turtle

Student's Book Activity 17

Look and write. Complete the sentences.

- The children label the pictures.
- The children then complete the two simple sentences.
- Check the answers.

Answers: 1 seeds 2 meat 3 fish 4 grass 5 insects 6 leaves; meat, insects

Student's Book Activity 18

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

► CD1 Track 44 TB p66

- Explain that Class Chat helps children to use English in the classroom.
- (Pens down.) Ask a volunteer to read the speech bubble. *Has everyone got a pen, a pencil and a book?*
- Explain that the children should listen and point to the pictures in the correct order. Play the audio.
- Divide the class into two groups. Play the audio again, pausing after each sentence so the children can repeat them with their groups. They change roles and repeat.
- Invite children to come to front and be the teacher. Hand them flashcards of classroom objects so that they know what to ask. For example, a child with the pencil and ruler flashcards asks *Has everyone got a pencil and a ruler?*
- Nominate a child to answer, (*Pedro*) *hasn't got a pencil, he hasn't got a ruler*. Encourage children to use this language in the class from now on.

Student's Book Activity 18 (continued)

Go to the Picture Dictionary on page 80.

- Direct the children to page 80 of their Student's Books. The children complete the Picture Dictionary for Unit 2.

Answers: bird, fish, hamster, kitten, lizard, puppy, rabbit, turtle

Activity Book

12 Label the pictures. Complete the sentences.

- The children identify the pets and the food in the four pictures. They label the pictures.
- Check the answers with the class.
- Ask a volunteer to read the sentence in the example. *Cats and kittens eat meat.*
- Ask the children to write similar sentences about the other pictures.

Answers: 1 kitten, meat; kittens, meat; 2 rabbit, leaves; Rabbits, leaves; 3 insects, lizard; Lizards, insects; 4 turtle, fish; Turtles, fish

13 Tick (✓) what you can do.

- Use L1 to explain that this activity allows the children to identify what they can do now.
- The children look at the pictures while you read the key. Explain or remind the children of meaning as necessary. The children tick what they can do. Praise their work in the unit as appropriate.

Ending the lesson

Review the lesson and the unit.

- Use L1 to ask **What have you learnt in this unit? What have you enjoyed? What has been easy or hard? What can you do to work harder and improve your English?**

Do the closing routine. Sing *The animals say stop!*

- The children do the closing routine for this unit, tidy up and put their books away.

► CD1 Track 30 TB p22

- Play the *See you soon!* song. Children sing and say goodbye. ► CD1 Track 10 TB p22



Kids' Culture 2

Objectives and key competences

- to listen and say traditional rhyme: *Two little dicky birds*
- Use the Student's Resource Centre
- to identify typical pets in the UK at home and at school
- to draw your pet or the pet of a friend or relative

Active language

*Two little dicky birds sitting on a wall
One named Peter/Paul
fly away, come back
My school has got a ...
My grandmother has got a ...
(Dogs) eat ...*

Materials

Class Audio CD and/or video clip from the Presentation Kit

Optional materials

Map or globe, AB page 20

At a Glance Lesson Plan

Starting the lesson

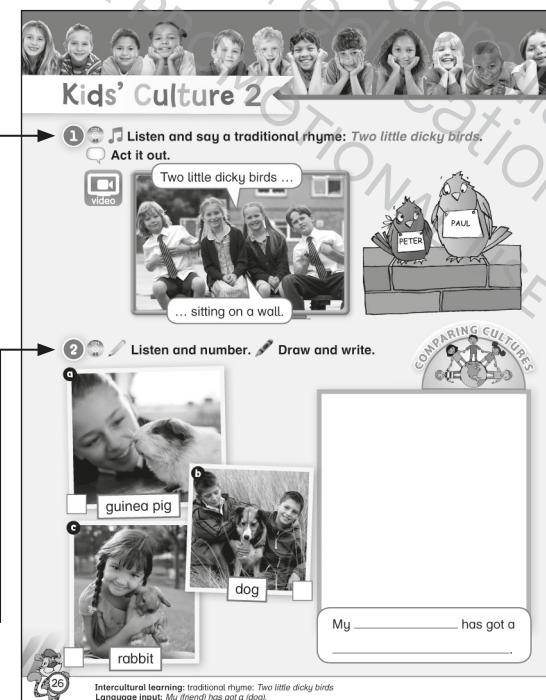
- Sing *Let's have fun in English*. ► **CD1 Track 3 TB p26**
- Do the opening routine. ► **CD1 Track 29 TB p22**
- Explain the Kids' Culture lesson.
- Explain the aims of the lesson.

Activity 1

- Listen and sing a traditional rhyme: *Two little dicky birds*. ► **CD1 Track 45 TB p68**
- Act it out.
- Play a game.

Activity 2

- Comparing Cultures: Listen and number. ► **CD1 Track 46 TB p68**
- Draw and write.



Activity Book p20

Activity 1

- Listen and number in order.
- Say the rhyme *Two little dicky birds*. ► **CD1 Track 45 TB p68**

Activity 2

- Read and colour.

Let's have fun in English. ► **CD1 Track 3 TB p26**

We learn in the classroom. ► **CD1 Track 29 TB p22**

The animals say stop! ► **CD1 Track 30 TB p22**

See you soon! ► **CD1 Track 10 TB p22**

In a dark, dark house... ► **CD1 Track 27 TB 50**

A traditional rhyme: *Two little dicky birds*.

► **CD1 Track 45**

*Two little dicky birds,
sitting on a wall.*

*One named Peter,
one named Paul.*

*Fly away, Peter,
fly away, Paul.*

*Come back, Peter,
come back, Paul.*

2 Comparing Cultures: Listen and number.

► **CD1 Track 46**

1 *My friend has got a rabbit. Rabbits are fantastic pets.
They eat grass and leaves, and carrots, too!*

2 *My school has got a guinea pig. I like guinea pigs.
Guinea pigs eat grass and leaves.*

3 *My cousins have got a dog. I love dogs. Dogs eat meat.*

Ending the lesson

- Review the lesson and the unit.
- Do the closing routine. ► **CD1 Track 30 TB p22**
- Sing the *See you soon!*
- **CD1 Track 10 TB p22**

Detailed Lesson Plan

Starting the lesson

Sing *Let's have fun in English*.

- Greet the children. Play the *Let's have fun in English* song. The children sing and do the actions.

► CD1 Track 3 TB p26

Do the opening routine.

- Play the audio. Encourage the children to join in singing and miming.

► CD1 Track 29 TB p22

Explain the Kids' Culture lesson.

- Use L1 to explain that this is a lesson on Kids' Culture relating to Unit 2.
- Ask the children if they can remember the rhyme from the previous Kids' Culture section (*In a dark, dark house*).
- Ask if they would like to hear the rhyme again. If so, play the audio.

► CD1 Track 27 TB p50

Explain the aims of the lesson.

- Say **Today we're going to learn another traditional rhyme. We're also going to talk about school pets in the UK and our country.**

Student's Book Activity 1



Listen and say a traditional rhyme: *Two little dicky birds*. Act it out.

► CD1 Track 45 TB p68

- Explain that the children are going to learn another traditional rhyme about two little birds. Say **Sometimes, children call small birds dicky birds.**
- Tell the children that the birds have got English names. Can they guess what they are called? Don't confirm the answers. Say **What are the birds called? Let's listen and find out.**
- Play the audio or the video clip.
- Check the answers (*Peter and Paul*).
- Use the picture to teach/clarify *wall*.
- Play the audio or video again, pausing after each line for the children to repeat it.
- Play it again. Children sing and do the movements with their hands.
- Give the children a strip of paper each to perform the rhyme.

Student's Book Activity 1 (continued)

- (Optional) Invent and sing different versions of the song. For example, **Two little dicky birds sitting on my head. One called Emma. One called Ed. / Two little dicky birds sitting on a table. One called David. One called Mable. / Two little dicky birds sitting on my feet. One called Sophie. One called Pete.**

Play a game: *Who's got my elephant?*

- Ask half the class to come to the front and stand in a line.
- Give each child an animal flashcard, which they must hold so that the rest of the class can see it.
- Divide the rest of the class into two groups. Tell them they have 30 seconds to look and remember the animals and who's got them.
- After 30 seconds, the children at the front turn their flashcards so the picture can't be seen.
- Say **Oh no! I've lost my elephant. Who's got my elephant?** Group A answers. For example, *David has got your elephant*. David shows his flashcard. If it's an elephant, Group A wins the point. If it's not an elephant, Group B has a turn.
- Repeat with the other animals.
- The winning team is the team with most points when all the animals have been found.
- Change roles and play the game again.

Student's Book Activity 2

Comparing Cultures: Listen and number.

Draw and write.

► CD1 Track 46 TB p68

- Explain that the photos show UK children with their pets.
- Ask the children to identify the pets and read the labels.
- Play the audio. The children listen and number the photos.
- Check the answers.
- Ask children to draw a friend or relative with their pet and to complete the sentence.
- Ask a few children to take turns to show their pictures to the rest of the class and to say their sentences.

Answers: 1 c 2 a 3 b

Activity Book

1 Listen and number in order. Say the rhyme *Two little dicky birds*.

► CD1 Track 45 TB p68

- Ask volunteers to read the verses and suggest the order.
- Listen and check the answers.
- The children read the rhyme with you in chorus.

Answers: 2, 1, 4, 3,

2 Read and colour.

- Read the sentences. The children follow in their books.
- They read and colour the animals in the pictures.
- While they are colouring, talk to individual children about the pets in their family.
- Check the answers.

Answers: Rabbit – grey Lizard – green Guinea pig – brown and white Fish – orange Parrot – red and blue

Ending the lesson

Review the lesson.

- Ask **What traditional rhyme can you say? What pets have some schools got in the UK?**

Do the closing routine. Sing *The animals say stop!*

- The children do the closing routine for this unit, tidy up and put their books away.

► CD1 Track 30 TB p22

- Play the *See you soon!* song. You can say that this will be the last time they will sing this song, as there will be a new song to end lessons with at the beginning of the next unit. The children sing and say goodbye.

► CD1 Track 10 TB p22

Progress Journal

Activity 1

Colour your favourite part of the unit. Tell a friend.

- The children go to page 6 of Progress Journal. Read the heading and elicit or remind the children of the meaning of 'My learning review'.
- Read and explain Activity 1. Ask the children what they remember about Unit 2. If necessary, remind them of the story (*A New Pet*), the song (*She's got a new pet*), the games and the Kids' Culture section.
- The children think about then colour their favourite part of the unit. You may wish to give a time limit for this – perhaps five minutes. (Optional) The children can look back at the unit (Student's Book pages 17–26).
- The children take turns to show their colouring to a friend and talk about their favourite part of the unit.

Activity 2

Say, match and write.

- Read and explain Activity 2. The children say the words, then match them with the correct pictures. They have to write the missing words at the bottom of the page.

Answers: 1 bird 2 kitten 3 fish 4 hamster 5 lizard
6 puppy 7 rabbit 8 turtle

Activity 3

Look, think and colour Tiger's paws orange or black.

- The children go to page 7. Read the heading, 'My progress', and remind the children of the meaning.
- Read the instructions for Activity 3. For each picture, the children will colour the paw if they can do the task.
- Go through the pictures in turn. Use the key at the bottom of page 7 to explain each *I can ...* statement. If necessary, elicit or remind the children of what they have done in Unit 2.

2 A New Pet

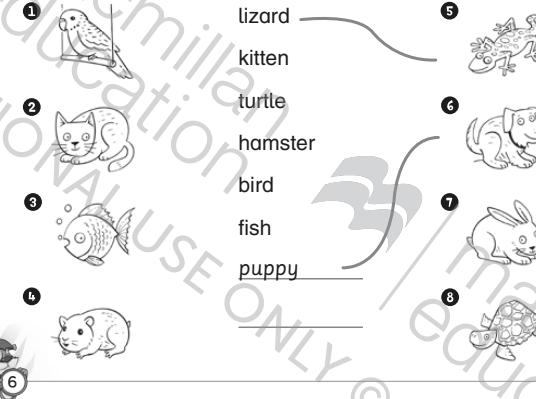
My learning review



1 Colour your favourite part of the unit. Tell a friend.



2 Say, match and write.



Activity 3 (continued)

- The children colour the six Tiger paws. Make sure they understand that this is their personal response and that there are no 'right' answers. (Note: The children leave the paws blank if they were absent from the lessons.)

My progress

3 Look, think and colour Tiger's paws.

I can ...



My study ideas

4 Look and tick (✓) what you do.



My score for Unit 2: / 10

Activity 4

Look and tick (✓) what you do.

- Read the heading above Activity 4, 'Learning to Learn: My study ideas'. Explain the meaning.
- Use the key below to explain the content of the two pictures. The children then tick what they do.
- Ask the children to give themselves a score out of ten for their work in Unit 2. Make sure they understand that this is their own personal assessment of how they have done.
- Sign, date and add a comment to this page to show that you agree with the way the children have assessed their learning.