

1 In the wild

Lesson 1 Vocabulary

Pupil's Book pages 8–9

1 In the wild

Animals map

Ukraine

China

Egypt

India

Australia

8 Unit 1 Identify and use new words: animals, countries
WB: page 8

Lesson 1

Vocabulary

1 1.1–1.2 Listen and say. Then listen and number.

bear camel crocodile kangaroo **1**

panda wolf fox tiger

2 Look at page 8. Find the animals in Activity 1.
Are there any of these animals where you live?

3 Which animals are from more than one country?
Which animals are from only one country?

4 1.3 Sing and act out. **Be a star!**

Zoom around the world

*Zoom! Around the world!
Count the countries 1, 2, 3!
Zoom! Around the world!
What animals can you see?*

Welcome to Australia!
Can you see a kangaroo?
Listen! Snap, snap!
There are crocodiles, too.

India, Ukraine, China.
I can hear wolves and bears.
And look! I think there's
A camel over there!

But my favourite is in China.
Listen! Crunch, crunch!
I can see a panda.
Mmm. It's having lunch.

Unit 1 Sing a song
WB: page 8

9

Learning objectives: Identify and use new words: animals, countries; Sing a song using the target vocabulary

Vocabulary: bear, camel, crocodile, fox, kangaroo, panda, tiger, wolf

Additional vocabulary: Australia, China, Egypt, India, Ukraine

Resources: Flashcards; Vocabulary worksheet 1

Warm-up: The big picture

- Refer the children to the picture on page 8. Ask *What can you see? Do you know the names of these animals? Which is your favourite animal here? Which country would you like to visit?*
- Ask the children if they study animals and countries in some of their classes at school. Check the meaning of *wild*.

1 1.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.
- Play the audio one more time and have the children do an action or make a sound for each of the animals.

1.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words as they hear them.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check and practise pronunciation.

Audioscript

1 kangaroo, 2 camel, 3 wolf, 4 bear, 5 panda, 6 crocodile, 7 tiger, 8 fox

Answers: bear – 4, camel – 2, crocodile – 6, kangaroo – 1, panda – 5, wolf – 3, fox – 8, tiger – 7

2 Look at page 8. Find the animals in Activity 1. Are there any of these animals where you live?

- Call out the name of an animal, e.g. *bear*, and have the children say the countries where they can see the bear (*Ukraine, China and India*).
- Continue with different animals eliciting the countries they are from each time.
- Ask the children if there are any of these animals where they live.

Answers: **bear:** Ukraine, India, China
camel: Egypt, India, China
crocodile: Egypt, Australia, India
fox: Egypt **kangaroo:** Australia
panda: China **tiger:** India
wolf: Ukraine, China, India

3 Which animals are from more than one country? Which animals are from only one country?

- Ask the children to count the crocodiles on page 8. Ask *How many countries have got crocodiles?* (*three - Egypt, India, Australia*). Ask *How many countries have got pandas?* (*one - China*)
- Give the children some time to check the other animals and see how many countries they are from (more than one or only one).
- For feedback, ask each question in turn and have different children say a country. Ask for whole-class agreement each time.

Answers: **The animals in more than one country are:** crocodile, wolf, camel, bear. **The animals in only one country are:** fox, kangaroo, panda, tiger.

4 1.3 Sing and act out.

Be a star!

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the animals or countries from Activity 1.
- Play the song and join in with the children, raising your hand when appropriate.
- Play the song again. The children follow in their books.
- Show the children how to join in with actions for the song: *zoom* - hold out arms like an aeroplane; *1, 2, 3* - use fingers to count; *snap, snap* - open and close your arms in front of your face like a crocodile's mouth; *crunch, crunch* - mime chewing on a stick of bamboo. Encourage them to do suitable actions for the mention of each animal.
- Play the song and have the children join in and do the actions. Repeat as many times as the children are willing!

Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games bank, pages 14-17) with the vocabulary from this lesson.

Workbook page 8

1 In the wild

Lesson 1 Vocabulary

1 1.1 Listen and circle.

1 a

b

2 a

b

3 a

b

4 a

b

2 Look and write.

| | | | | | | | |
|------|-------|-----------|-----|----------|-------|-------|------|
| bear | camel | crocodile | fox | kangaroo | panda | tiger | wolf |
|------|-------|-----------|-----|----------|-------|-------|------|

1 bear

2

3

4

5

6

7

8

3 Read, look and write.

1 It's black and white. It can climb trees.

2 It's green and can swim in the water.

3 It has got a long tail and can jump.

a

b

c

8 Unit 1

1 1.1 Listen and circle.

Audioscript

- 1 It's a kangaroo.
- 2 It's a crocodile.
- 3 It's a panda.
- 4 It's a bear.

Answers: 1 b 2 a 3 a 4 b

2 Look and write.

Answers: 1 bear 2 crocodile 3 panda 4 camel
 5 kangaroo 6 wolf 7 tiger 8 fox

3 Read, look and write.

Answers: 1 a 2 b 3 c

Lesson 2 Grammar time

1 1.4 Listen and read. What animals can they see?

2 1.4 Read and match. Listen again and check.

There are some ...

There aren't any ...

3 Work in groups. Act out the story. **Be a star!**

10 Unit 1 There are / aren't + some / any
WB: page 9

- Reinforce comprehension of *There are some / There aren't any* using actions. Say *There are some* and nod (or whatever action is appropriate in the children's culture). Then say *There aren't any* and shake your head (or the equivalent action in the children's culture).
- Play the audio again. Have the children listen and do the appropriate actions for the affirmative and negative sentences when they hear them.

Answers: crocodiles, pandas, kangaroos

2 1.4 Read and match. Listen again and check.

- Hold up your Pupil's Book, point to the example and read out *There are some ...* Follow the line with your finger and elicit *crocodiles*. Ask the children to find the phrase in the story (in part 1).
- Have the children match the other animals to *There are some* or *There aren't any*, referring to the story.
- For feedback, say each animal in turn and elicit the sentence with *There are some* or *There aren't any*.
- Play the corresponding section of the audio after each sentence and check it matches the children's ideas.

Answers: There are some = crocodiles, pandas, kangaroos; There aren't any = tigers

Learning objectives: Understand the use of *There are / aren't + some / any*; Read and act out a story using the target grammar

Grammar: *There are some / There aren't any*

Review vocabulary: animals, countries

Materials: paper, pens or pencils

1.3 Warm-up: Sing the song

- Play the song *Zoom around the world* again and have the children join in and do the actions as in Lesson 1. (You may wish to have them just listen and do the actions first, and then have them sing along and do the actions.)

1 1.4 Listen and read. What animals can they see?

- Refer the children to the pictures and ask *Who can you see? (Eva, Owen and their parents) Where are they? (at a zoo / safari park)*
- Play the audio and have the children follow the story. Stop after one or two frames and ask the children *What number? One, two, three or four?* to check they are following.
- At the end, ask *What animals can they see?* Elicit the answers from different children. Ask *How many crocodiles are there? (five)* Repeat with *pandas (two)*, *kangaroos (three)* and *tigers (none)*.

Teaching star!

Consolidation

To consolidate understanding of the language, play a true / false game.

- Say a sentence, e.g. *There are some tigers. True or false?* and have the children call out the answer. Continue with other animals, including some negative sentences, e.g. *There aren't any pandas. True or false?*

3 Work in groups. Act out the story.

Be a star!

- Play the audio again for the class to repeat each line chorally. Check their pronunciation of *There are some* and *There aren't any*.
- Count the speaking characters in the story with the children (*three - Mum, Eva and Owen*). Divide the class into groups of three.
- Give each child a number 1-3 and allocate roles: all number 1s are Mum, all number 2s are Eva, all number 3s are Owen. If there are extra children who don't fit into a group of three, they can mime Dad driving!
- Allow them a few minutes to practise acting out the story. While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer groups to act out the story for the class, making sure the rest of the class respond positively and applaud their efforts.

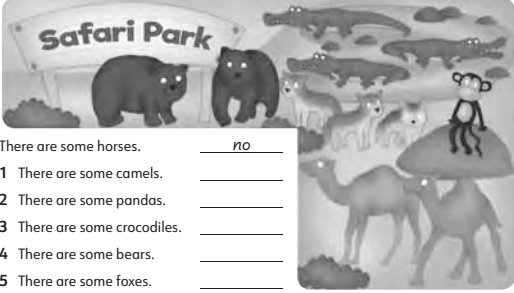
Cooler: Team sentences

- Play *Team sentences* (see the Games bank, pages 14–17) using sentences from the story in Activity 1, e.g. *There are some crocodiles This is the China Zone. There aren't any tigers. Where are we now? There aren't any animals. There are some kangaroos.*

Workbook page 9

Lesson 2 Grammar time

1 Look and read. Write *yes* or *no*. There is one example.




There are some horses. no


- There are some camels. _____
- There are some pandas. _____
- There are some crocodiles. _____
- There are some bears. _____
- There are some foxes. _____

2 Read and circle A or B.

A



B



- There are some crocodiles. There aren't any camels. A / **B**
- There aren't any elephants and there aren't any pandas. A / B
- There are some kangaroos. There aren't any pandas. A / B
- There is a camel. There aren't any kangaroos. A / B
- There aren't any tigers. There are some pandas. A / B
- There's a bear and a camel. A / B

Unit 1 Pre A1 Starters: Reading and Writing Part 2 **9**

1 Look and read. Write *yes* or *no*. There is one example.

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children read the sentences and look at the picture. They write *yes* if the sentence correctly describes the picture and *no* if it doesn't.
- If done in class, ask the children what they can see in the picture. Go through the example first, and then have the children complete the activity individually.
- Ask different children to read out the sentences and the class calls out *yes* or *no*.
- (To help prepare for this part of the test, the children need plenty of practice matching sentences to pictures.)

Answers: 1 yes 2 no 3 yes 4 yes 5 no

2 Read and circle A or B.

Answers: 1 B 2 B 3 B 4 A 5 A 6 A

Lesson 3 Grammar focus

1 1.5 Look and read.

Graphic

There are some crocodiles.

There aren't any pandas.

aren't → are not

Grammar

There are / aren't + some / any

2 Look and complete the sentences.

1 There are some foxes. 5 _____ wolves.

2 There aren't any pandas. 6 _____ kangaroos.

3 There _____ crocodiles. 7 _____ bears.

4 There _____ camels. 8 _____ tigers.

3 Work in pairs. Play a game. **Be a star!**

- Go to page 145. Cut out the cards and put them face down.
- Take turns to turn over a card and say.

There are some bears.

There aren't any crocodiles.

Go to Grammar booster: page 134. Unit 1 Talk about quantity WB: page 10 11

- Play the audio again for the children to repeat chorally.
- Highlight the contraction *aren't* by counting out *There are not any pandas* on your fingers, and then pushing the *are* and *not* fingers together to show the contraction.

- If using the video, tell the children they will see a video about animals. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence doing suitable actions for affirmative and negative sentences.
- Highlight the grammar points as described above.

2 Look and complete the sentences.

- Refer the children to the picture and ask what animals they can see.
- Then refer them to the example sentences. In turn, ask *Can you see foxes?* (Yes) *Can you see pandas?* (No). Elicit what phrase they use for yes and for no sentences.
- Have the children complete the activity individually.
- For feedback, invite different children to read out the sentences. Ask for whole-class agreement each time and write the answers on the board so everyone can check their work.

Answers: 1 are some 2 aren't any 3 aren't any
 4 are some 5 There are some 6 There aren't any
 7 There are some 8 There aren't any

3 Work in pairs.

Play a game.

Be a star!

- Organise the children in pairs and have them open their books to page 145. Make sure the children all have scissors with which to cut out the cards.
- Give the children time to cut out the cards. While they do this, confirm understanding of what they see on the cards.
- Work through the example activity with the children. They should take turns in their pairs to turn over a card and see if there *are some* animals (pictures of animals without crosses) or if there *aren't any* animals (pictures of animals with crosses). The children name the animals in their sentences (*There are some bears.*) If they are correct, they keep the cards. If they are not, they put the card face down again. The player with the most cards at the end of the game wins.
- Allow time for the children to complete the game.

Learning objectives: Talk about animals

Grammar: *There are some / There aren't any*

Review vocabulary: animals

Resources: Graphic Grammar video; Grammar worksheet 1

Materials: scissors

Warm-up: Yes or No

- Write a big Yes on one side of the board and a big No on the other side.
- Read out some sentences about animals and their countries according to the picture on page 8, e.g. *There are some pandas in India. There are some bears in Ukraine. There are some crocodiles in Australia.* The children point to the correct side of the board.
- You can reintroduce the negative by confirming the children's No answers, e.g. *Well done! There aren't any pandas in India.*

1 1.5 Look and read.

- Play the audio. Have the children do suitable gestures, e.g. nodding or shaking their heads, to accompany the affirmative and negative sentences. Point out the blue block for affirmative / yes verbs and red block for negative / no verbs.

Teaching star!

Mixed ability

For less confident children, written support on the board can make a task more accessible.

- Ask the children to turn their Pupil's Books face down. Elicit a list of the animals they have seen in this unit so far and write them on the board.
- From the list of animals, elicit two affirmative and two negative sentences.
- Write the sentences on the board and have the children repeat them.
- Less confident children can refer to these examples as they speak.
- More confident children are, of course, able to talk as freely as they want. In this way, there is no breakdown in communication and the less confident children will produce more than usual. They will feel more confident about approaching similar tasks in the future.

Grammar booster

Ask the children to turn to page 134 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 are some 2 aren't any 3 are some
4 aren't any 5 are some 6 aren't any.

Cooler: A memory game


- Start the 'chain' by saying, e.g. *In my country, there are some cats.* Ask a confident child to repeat this and add a new animal using *and there are some ...* or *but there aren't any ...*
- Each new child in the chain repeats what the others said and adds an item. In large classes, divide the children into groups of seven or eight to play the game so everyone can be more active. There is also less waiting time for each child to have their turn!

Workbook page 10

Lesson 3 Grammar focus

1 1.2 Listen and circle.

- 1 True / False
- 2 True / False
- 3 True / False
- 4 True / False
- 5 True / False



2 Look at the picture in Activity 1 again. Read and match to make true sentences.

- 1 There are some elephants.
- 2 There aren't any crocodiles.
- 3 There are some wolves.
- 4 There aren't any bears.

3 Look at the picture in Activity 1 again. Read and complete.

are some aren't any

- 1 There are some tigers.
- 2 There _____ bears.
- 3 There _____ dogs.
- 4 _____ pandas.
- 5 There _____ kangaroos.
- 6 _____ foxes.

4 Write sentences about animals in your country.
In _____

10 Unit 1 Go to Vocabulary and grammar reference on page 118

Grammar reference:

Remind the children that they can refer to the grammar reference on page 118 to help them when completing these activities.

1 1.2 Listen and circle.

Audioscript

- 1 There are some tigers.
- 2 There aren't any crocodiles.
- 3 There are some wolves.
- 4 There are some bears.
- 5 There aren't any kangaroos.

Answers: 1 True 2 False 3 False 4 True 5 True

2 Look at the picture in Activity 1 again. Read and match to make true sentences.

Answers: 1 There are some crocodiles.
2 There aren't any elephants. 3 There are some bears. 4 There aren't any wolves.

3 Look at the picture in Activity 1 again. Read and complete.

Answers: 1 are some 2 are some 3 aren't any
4 There are some 5 aren't any 6 There aren't any

4 Write sentences about animals in your country.

Answers: Children's own answers.

Lesson 4 / Reading

Wolves

Wolves can be grey, black, white or brown. There are wolves in sixty countries. There are wolves in Ukraine, India and China. There aren't any wolves in Australia.

Wolves are big. Lots of wolves are a hundred centimetres (cm) long. They've got a long tail. Some are fifty cm long. They've got forty-two teeth. A wolf can run at sixty-five kilometres per hour (kph)!

A wolf family is called a 'pack'. There are four to nine wolves in a pack. Wolves eat birds and fish.

Look! These are baby wolves. They're called 'cubs'. This mother's got four cubs.

12 Unit 1 Read an information text WB: page 11

Vocabulary

| | | | | |
|---------------|--------------|--------------|------------------|-------------|
| 20 twenty | 30 thirty | 40 forty | 50 fifty | 60 sixty |
| 70 seventy | 80 eighty | 90 ninety | 100 a hundred | |

1 1.6 Look at the photos. Think of two things you know about wolves. Read and check your ideas.

2 Read again. Complete the facts. **Be a star!**

Wolf facts

Colours: grey, _____
 _____, _____
 Countries with wolves: 60
 Body: _____ cm long
 Tail: _____ cm long

Teeth: _____
 Can run at: _____ kph
 Number in a pack: _____
 Food: birds, _____

3 Work in pairs. What can you remember about wolves?

4 What do you think about wolves? Choose and tick (✓).

They're scary. They're beautiful. They're bad.

13 Unit 1 Find key facts WB: page 11

Learning objectives: Read an information text; Find key facts

Vocabulary: twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred

Additional vocabulary: centimetres, forty-two, pack, sixty-five

Resources: Flashcards; Vocabulary worksheet 2

Warm-up: Stand up or sit down

- Play *Stand up or sit down* (see the Games bank, pages 14-17).
- See the Games bank (pages 14-17) for how to play the game. Call out sentences, e.g. *There are some bears in my country. There aren't any pandas in my country.*

Vocabulary

- Refer the children to the vocabulary panel at the top of page 13. Read out the numbers in order, and then in random order and have the children follow and point.
- Read them out again and have the children repeat, first in order, then in random order.
- Write the numbers on the board and point to them in random order. Have the whole class repeat and then check with some individuals.

1 1.6 Look at the photos. Think of two things you know about wolves. Read and check your ideas.

- Refer the children to the photos and ask *What's this animal? (wolf)*. Introduce the plural *wolves*. Give the class some thinking time before eliciting their ideas on wolves. List them on the board. Prompt as necessary with questions about colour, countries, food, etc.
- Have the children read the text quickly to check their ideas. Ask which information from their ideas was mentioned. Tick off those points on the board.
- Play the audio of the text and listen together as a class.

★ Teaching star!

Reading skills

- Finding key facts depends on the children's ability to quickly identify the relevant part of the text, usually through key words.
- In preparation for Activity 2, challenge the children to find all the countries in the text as quickly as possible. Elicit the countries. Ask the children if they read from the beginning of the text to find them. Explain that you shouldn't need to do this to find information in a text. Instead you should focus on finding key words or use the presentation of the text to help you.
- Elicit what you should look for if you are trying to find countries (words with capital letters not at the start of a sentence / the word *in*).

- Hold up your Pupil's Book and demonstrate that finding key words is a matter of scanning by moving your finger in a zigzag across the text to look for a key word. Explain that this is a much quicker way to find information, and encourage the children to use the technique in Activity 2.

2 Read again. Complete the facts.

Be a star!

- Give the children time to read the text carefully.
- Now have them scan the text again to find the colours. Elicit and write the words on the board, and have the children complete them in their books.
- Have the children continue the activity individually. Fast finishers can compare their answers in pairs. While they are doing this, copy the incomplete wolf facts onto the board.
- Invite different children to come to the board and complete one fact. Ask for whole-class agreement each time. Clarify the meaning of the abbreviations (*centimetres, kilometres per hour*) and have the children repeat the numbers and the measurements.
- You may then want to read through the story together as a class, playing the audio as support for children who need more help.

Answers: Colours: grey, black, white, brown
Countries with wolves: 60 **Body:** 100 cm **Tail:** 50 cm
Teeth: 42 **Can run at:** 65 kph **Number in a pack:** 4 to 9 **Food:** birds, fish

3 Work in pairs. What can you remember about wolves?

- Read out the question and invite one or two confident children to tell you a fact that they remember from the text. Ask for whole-class agreement each time.
- Have the children continue the activity in pairs or small groups. While they do this, circulate, monitor and give help or praise where appropriate.
- Finish by inviting volunteers to share their facts with the class.

Answers: Children's own answers.

4 What do you think about wolves? Choose and tick (✓).

- Clarify the meaning of *scary* with the class. Give the children some quiet thinking time before asking their opinions. Point out they can choose more than one answer.
- Read out the options and have the children raise their hand if they agree. Ask the class which they think was the most popular answer.

Answers: Children's own answers.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games bank, pages 14–17) using the first four sentences of the *Wolves* text.

Workbook page 11

Lesson 4 Reading

1 Match the numbers to the words.


100 42 50 60 65 9

forty-two sixty sixty-five a hundred fifty nine

2 Read the story on Pupil's Books pages 12–13 again. Complete the facts about wolves. Use numbers from Activity 1.

| | Wolves | Kangaroos |
|----------------------|-------------------------------|------------|
| Colours: | 1 grey, black, white or brown | 1 brown or |
| Countries: | 2 60 | 2 1 |
| Body: | 3 cm long | 3 cm tall |
| Tail: | 4 cm long | 4 cm long |
| Teeth: | 5 | 5 |
| Can run at: | 6 kph | 6 kph |
| Food: | 7 | 7 |
| Family / Group name: | 8 | 8 |

3 Read and complete the table for kangaroos.

 Kangaroos are my favourite animal. They only live in the wild in Australia. There aren't any kangaroos in other countries. They can be 150 cm tall, and their tails can be 120 cm long. They can run at 70 kilometres per hour. Kangaroos are brown or grey in colour. They've got about 30 teeth and they eat plants and leaves. Groups of kangaroos are called mobs.

Unit 1 11

1 Match the numbers to the words.

Answers: 100 – a hundred, 42 – forty-two, 50 – fifty, 60 – sixty, 65 – sixty-five, 9 – nine

2 Read the story on Pupil's Book pages 12–13 again. Complete the facts about wolves. Use numbers from Activity 1.

Answers: 1 grey, black, white or brown 2 60
 3 100 4 50 5 42 6 65 7 birds, fish 8 pack

3 Read and complete the table for kangaroos.

Answers: 1 brown or grey 2 1 3 150 4 120
 5 30 6 70 7 plants and leaves 8 mob

Lesson 5 Sounds and letters

1 1.7 Listen and say. Complete.



cat p_n f_g d_g c_b

2 1.8 Listen and say the chant. Then write the letters.

The bl_a_ck c__t is
Under the r__d b__d.



My m__m has g__t
A f__nny w__g.



The fr__g and the d__g
Are on the l__g.



Learning to learn

Look at the pattern in these words:
thirty forty fifty sixty seventy

Underline the pattern in these words:
ruler rubber sister brother teacher tiger



14

Unit 1 Sounds and letters: identify short vowel sounds Learning to learn: identify patterns
WB: page 12

Learning objectives: Sounds and letters: identify short vowel sounds; Learning to learn: identify patterns

Sounds and letters words: cat, cub, dog, fig, pen

Resources: Sounds and letters worksheet

Materials: paper, pens or pencils

Warm-up: Team spelling

- Play *Team spelling* (see the Games bank, pages 14–17) to practise key words from the last lesson, e.g. *wolves, sixty, countries, forty-two, beautiful*.

1 1.7 Listen and say. Complete.

- Refer the children to the pictures. Elicit or explain the meaning of the words.
- Play the audio for the children to repeat the words chorally. Do this twice – to provide variety, have them say the words loudly the first time and quietly the second time.
- Point to the *a* in the word *cat* in your book. Ask *What's this sound? (/æ/)* *What's the word? (cat)*.
- Continue by pointing to each of the spaces in the words in your book. Have the children repeat the sound and the word before they complete the words in their books.

- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

Audioscript

/æ/ /æ/ /æ/ cat

/e/ /e/ /e/ pen

/ɪ/ /ɪ/ /ɪ/ fig

/ɒ/ /ɒ/ /ɒ/ dog

/ʌ/ /ʌ/ /ʌ/ cub

Answers: cat, pen, fig, dog, cub

Teaching star!

Pronunciation practice

- Exaggerated mouth-shapes can help the children fix the pronunciation better.
- Choose one of the words in Activity 1. Point to your mouth and say *Look. What's this word?* Mouth the word very clearly, but without making any sound.
- The children call out the word they think you are making. They then repeat it all together with the exaggerated mouth shape.
- Children can continue this activity in pairs, taking turns to make the word shape with no sound and guess the word.
- Invite volunteers to make the word shapes for the rest of the class to guess.

2 1.8 Listen and say the chant. Then write the letters.

- Play the chant and have the children follow in their books.
- Play the chant again and have the children join in with the gapped words.
- Play the chant once more, pausing after each line for the children to repeat. Pay particular attention to the vowel sounds.
- Divide the class into three groups and have each group say a verse. Rotate the verses among the groups so they all have a chance to say each part.

Answers: The black cat is under the red bed.
My mum has got a funny wig. The frog and the dog are on the log.

Learning to learn

- Read the *Learning to learn* box together. When you read out the words *thirty, forty, etc*, use a gesture to draw attention to the ending each time.
- Encourage the children to add some more words with the same pattern (e.g. *twenty, eighty, ninety*). Point out that these patterns are very useful when we're trying to remember how to spell a word.

- Ask the class what pattern they can see in the next group of words (-er). Then read the words out making the same gesture to emphasise the ending. Have them circle the *er* in each word. Ask them what other words they can add with the same pattern (e.g. *father, mother, under, flower*).
- Write a big *-ty* on one side of the board and a big *-er* on the other. Call out words from the *Learning to learn* box as well as others from the notes above, and have the children repeat the word and point to the correct side of the board.

Answers: ruler, rubber, sister, brother, teacher, tiger

Grammar booster

Ask the children to turn to page 134 of their Pupil's Book to complete Activity 2. You may also wish to have the children complete this activity at home.

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

Cooler: Physical spelling

- Play *Physical spelling* (see the Games bank, pages 14-17) with some of the words from Activity 2 and the *Learning to learn* box.

Workbook page 12

Lesson 5 Sounds and letters

- 1 1.3 Listen again and circle the short vowel sounds.



The block cat is
Under the red bed.



My mum has got
A funny wig.



The frog and the dog
Are on the log.

- 2 Complete and match.

a e i o u

1 bag 2 bs 3 tn 4 sng 5 fx



- 3 Read and complete the words.

1 The cat is wearing a hat. 2 The cub likes sx figs.
3 The pen is on the bed. 4 The dog is next to a frog.

- 4 Circle the words with a different pattern.

1 twenty thirty forty fifteen sixty
2 angry thirsty tired hungry happy
3 hat black cat sad dog

12 Unit 1

- 1 1.3 Listen again and circle the short vowel sounds.

Answers: The block cat is
Under the red bed.
My mum has got
A funny wig.
The frog and the dog
Are on the log.

- 2 Complete and match.

Answers: 1 bag - b 2 bus - e 3 ten - d
4 sing - a 5 fox - c

- 3 Read and complete the words.

Answers: 1 The cat is wearing a hat. 2 The cub likes six figs. 3 The pen is on the bed. 4 The dog is next to a frog.

- 4 Circle the words with a different pattern.

Answers: 1 fifteen 2 tired 3 dog

Lesson 6 Language in use

1 1.9 Listen and say.

Are there any birds? Yes, there are!

How many are there? Let's see. There are ... **twenty** birds!

Are there any flowers? Yes, there are. There are ... **forty** flowers.

Are there any foxes? No, there aren't. But look! There's a spider.

Oh, no! Run!

2 Work in pairs. Ask and answer.

| Student A | Student B |
|-------------------|-------------------|
| | |
| 60 30 0 | 50 40 0 |

Are there any insects?
 Yes, there are!
 How many are there?

3 Now it's your turn. Draw a nature picture. Play a game. **Be a star!**

Go to Grammar booster: page 134. Unit 1 Are there any...? + short answers WB: page 13 15

- Divide the class into two groups and have them roleplay the dialogue – one group asks the questions, the other gives the answers. Then change roles.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.
- Highlight the language points as described above.
- Now play the video one more time stopping after each question for the children to say the answer. Then continue playing the video for them to check.

2 Work in pairs. Ask and answer.

- Refer the children to the photos and elicit the names of the objects.
- Invite two confident children to read out the example dialogue. Point out that the question and answer are the same as in Activity 1, but the blue word is changed for an item in the box.
- Point to the number under the photo and elicit the next line of the dialogue from the class. (*Let's see. There are ... sixty insects.*)
- Divide the class into pairs to make new dialogues with the photos in the boxes. Explain that one child asks about the Student A items and the other about the Student B items. Then they can change roles.
- Invite any volunteer pairs to perform their dialogue for the class.

3 Now it's your turn. Draw a nature picture. Play a game. **Be a star!**

- In their notebooks, have the children draw a picture full of animals, trees and flowers (they should limit the items to the ones they know the names of and make some of them plural). Do the same on your own piece of paper while the children are doing this.
- Demonstrate the activity with a confident child. Ask *Are there any elephants?* and if the answer is *Yes, there are*, ask how many. Have the child do the same about your picture.
- Divide the class into pairs. Drill sample questions and answers again and then have the children use their drawings to ask and answer. While they do this, circulate, monitor and give help or praise where appropriate.

Learning objectives: Are there any ...? + short answers

Additional vocabulary: fish, tortoise, worm

Resources: Language in use video; Grammar worksheet 2

1.8 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Then play the audio to see how well they remembered. Write it on the board.
- Play audio and have the children join in with the *a, e, i, o, u* words.
- Then have the whole class say the chant together.

1 1.9 Listen and say.

- Play the audio and have the children follow in their books.
- Play the audio again and have the children repeat each question and answer.
- Elicit the question for a *yes* or *no* answer. (*Are there any ...?*) Elicit the question for a number answer. (*How many ... are there?*)

Pairwork

An activity like Activity 3 needs careful management to remain focused.

- When having the children draw their nature picture, give a clear time limit. You know best how fast your children work, but about five minutes is a suggestion. Let them know when the time is nearly finished. Use a clear signal that lets everyone know you need their attention.
- Before they start interacting, drill the questions they will need to use as a class. If they need a little more practice, call out animal words and have the children make questions with them, so they can see how simple it is.
- Monitor closely and when the children are running out of questions say *One more question each!*

Cooler: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them: *You're at the zoo - look at all the animals. What can you see? What can you hear? Are there any snakes? How many are there? Count them. What colour are they? Are there any lions or tigers? Are there any children? How many are there?* etc.
- Have the children open their eyes. Recall the questions and encourage the children to share some of their ideas with the class, or in groups.



Workbook page 13

Lesson 6 Language in use

1 Look and complete.

| No, there aren't. | There are two. | Yes, there are. |
|------------------------------|----------------|-----------------|
| Are there any tigers? | | |
| ¹ Yes, there are. | | |
| How many are there? | | |
| ² _____ | | |
| Are there any pandas? | | |
| ³ _____ | | |

2 Look again and answer the questions.

- Are there any apples? No, there aren't.
- Are there any mangoes? _____
- How many are there? _____
- Are there any tigers? _____
- How many are there? _____
- Are there any foxes? _____

3 Read the answers and complete the questions.

- Are there any insects? Yes, there are. There are seven insects.
- Are there _____? Yes, there are. There are two bears.
- _____? No, there aren't any camels.

Unit 1 Go to Vocabulary and grammar reference on page 118 **13**

Grammar reference:

Remind the children that they can refer to the grammar reference on page 118 to help them when completing these activities.

1 Look and complete.

Answers: 1 Yes, there are. 2 There are two. 3 No, there aren't.

2 Look again and answer the questions.



Answers: 1 No, there aren't. 2 Yes, there are. 3 There are six. 4 Yes, there are. 5 There are two. 6 No, there aren't.

3 Read the answers and complete the questions.

Answers: 1 any insects 2 any bears 3 Are there any camels

Lesson 7 Listening and speaking

1 1.10 Look at the photos. What animal is this? Listen and check.

2 1.10 Listen again. Circle the correct words.

- 1 There are some / aren't any sun bears in China.
- 2 There are some sun bears in India / Ukraine.
- 3 They like cold / hot forests.
- 4 They can / can't climb trees.
- 5 They've got long / short tongues.
- 6 There are / aren't lots of sun bears.

3 1.11 Listen and repeat. Then ask and answer about you. **Be a star!**

- What's your favourite animal?
- My favourite animal is a **panda**.
- Are there any **pandas** in your country?
- No, there aren't.

What dangers are there for wild animals?

Vocabulary

forest

tongue

16
Unit 1 Listening: listen for gist Speaking: talk about your favourite animal
WB: page 14-15

Learning objectives: Listening: listen for gist; Speaking: talk about your favourite animal

Vocabulary: forest, tongue

Resources: Vocabulary worksheet 2

Materials: paper, pens or pencils

Warm-up: Team spelling

- Play *Team spelling* (see the Games bank, pages 14-17) with the topic animals.

Vocabulary

- Refer the children to the vocabulary panel and read out the words for the children to repeat.
- Ask *What can you see in a forest?*
- Have them point to their tongues.

1 1.10 Look at the photos. What animal is this? Listen and check.

- Refer the children to the photos and ask *What animal do you think this is?*
- Play the audio and have the children check if their ideas were correct.

Audioscript

- Girl:** What's your favourite animal?
Boy: My favourite animal is a sun bear.
Girl: A sun bear? What's that?
Boy: It's a small black bear. It's got a sun on its body. Look. Here's a picture.
Girl: Oh, yes. I can see that. Are there any sun bears in Canada?
Boy: No, there aren't. But there are some sun bears in China. There are some in India, too.
Girl: Are there any in Ukraine?
Boy: No, there aren't. Sun bears like hot forests.
Girl: Can sun bears climb trees?
Boy: Yes, they can. They can sleep and eat in trees, too. They've got very long tongues. They like insects, small birds and fruit.
Girl: Are there lots of sun bears?
Boy: No, there aren't. It's very sad.

Answers: A sun bear

2 1.10 Listen again. Circle the correct words.

- Refer the children to the example. Ask one child to read out the sentence. Play the audio up to ... *there are some sun bears in China*. Point out the circled answer and ask if they heard the same words.
- Give the children some time to read the sentences. Then play the whole audio and have the children identify and circle the correct words.

Answers: 1 are some 2 India 3 hot 4 can
5 long 6 aren't

ESDC



What dangers are there for wild animals?

Introduce the children to Sustainable Development Goal 15: *Life on land*.

- Ask: *What dangers are there for wild animals?* This question helps children take positive action in the community. Point out that the planet needs wild animals and plants to be a healthy place to live.
- Ask the children what wild animals they know. Ask if any of these animals are in danger, and what we can do to protect them. Have the children brainstorm ideas in groups. Write the children's ideas on the board.

Possible answers: dangers include pollution and hunting; we can protect the animals' homes, not pollute their habitats, not hunt the animals.

3 1.11 Listen and repeat. Then ask and answer about you. **Be a star!**

- Play the audio and have the children follow in their books. Divide the class into pairs. Have them make new dialogues about their favourite animals.

Cooler: Draw and label

- Draw a picture of your favourite animal. Elicit sentences about the animal, e.g. *My favourite animal is a tiger. There aren't any tigers in [country].*
- Children draw and write in their notebooks.

Workbook page 14

Lesson 7 Functional language

1 1.4 Listen and tick (✓).

1 a b 2 a b

3 a b 4 a b

2 Complete the table.

| | | | | | |
|----------------|-------------|--------------|--------------|----------------|-------------------|
| apples doll | ball fox | blue kite | cake pink | camel tiger | carrots yellow |
|----------------|-------------|--------------|--------------|----------------|-------------------|

| Animals | Colours | Food | Toys |
|---------|---------|---------|-------|
| horse | red | burgers | bike |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

3 Answer the questions for you. Use words from Activity 2.

1 What's your favourite animal? My favourite animal is a _____.

2 What's your favourite colour? My favourite colour is _____.

3 What's your favourite food? My favourite food is _____.

4 What's your favourite toy? My favourite toy is a _____.

Workbook page 15

How am I doing?

1 Find, circle and write.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| w | o | l | f | a | n | y | o | i |
| s | q | p | f | c | a | m | e | l |
| c | r | o | c | o | d | i | l | e |
| g | h | r | b | e | a | r | k | j |
| p | a | n | d | a | b | a | i | j |
| u | k | a | n | g | a | r | o | o |
| d | o | g | c | b | c | d | w | k |
| f | t | t | i | g | e | r | m | z |
| e | e | d | v | x | g | j | h | l |

1 wolf 2 _____

3 _____ 4 _____

5 _____ 6 _____

7 _____ 8 _____

2 Read. Choose and write a word from the box. There is one example.

animals plants ears water grey Australia

Elephants

Elephants are very big animals. They can be more than two metres tall. They are ¹ _____ have got two big ² _____ and a long trunk. They have got about 26 teeth. They like to eat ³ _____ and they can drink over 100 litres of ⁴ _____ every day. They can swim, but they can't jump. There are some elephants in India and China. There aren't any elephants in Egypt or ⁵ _____.

Unit 1 Pre A1 Starters: Reading and Writing Part 2 15

1 1.4 Listen and tick (✓).

Audioscript

- 1 **Girl:** What's your favourite animal?
Boy: Hmm, I like dogs, but my favourite animal is a horse.
- 2 **Girl:** What's your favourite number?
Boy: Well, I'm eleven years old, but my favourite number is 14.
- 3 **Girl:** What's your favourite food?
Boy: Oh, I like ice cream but my favourite food is burgers.
- 4 **Girl:** What's your favourite toy? I like my kite.
Boy: My favourite toy is my bike.

Answers: 1 b 2 a 3 a 4 b

2 Complete the table.

Answers: **Animals:** horse, fox, tiger, camel;
Colours: red, blue, yellow, pink; **Food:** burgers, cake, apples, carrots; **Toys:** bike, ball, doll, kite

3 Answer the questions for you. Use words from Activity 2.

1 Find, circle and write.

Answers: 1 wolf 2 camel 3 kangaroo
4 dog 5 crocodile 6 panda bear 8 tiger

2 Read. Choose and write a word from the box. There is one example.

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children complete the text by choosing words from the list in the box.
- First have the children read the text quickly so that they understand the general idea. Then go through the example.
- The children work in pairs to continue the activity. Encourage them to read each sentence and guess the word before they look at the word box.
- Check the answers with the class.

Answers: 1 grey 2 ears 3 plants 4 water
5 Australia

Lesson 8 Writing

1 Read and follow.

Use **capital letters** at the **beginning** of a sentence and for **countries**: India, China.
Use a **full stop** (.) at the **end** of a sentence.

2 Complete with capital letters and full stops.

Tigers

1 This is a tiger 2 here are tigers in 3 China and
4 India 5 here aren't any tigers in 6 Australia
7 Tigers are orange, black and white 8 They've got
long tails 9 They can jump and swim

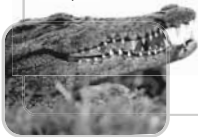


3 Read the facts and complete the text. **Be a star!**

Crocodiles

- Australia and India ✓
- China x
- green and brown ✓
- big teeth ✓
- swim, run ✓

This is a crocodile.
 are
There
Crocodiles
They
They



Unit 1 Write an animal fact file WB: page 16-17 17

Learning objectives: Use capital letters and full stops; Write an animal fact file

Resources: Unit 1 test

Warm-up: Jumbled words

- Play *Jumbled words* (see the Games bank, pages 14-17). Use the names of the countries: *dinai (India), asluratia (Australia), raekiun (Ukraine), ancih (China), pyget (Egypt)*.

1 Read and follow.

- Use the country names on the board to remind the class about the capital letters for countries. Ask the children their favourite country (probably their own!) and write a sentence on the board with no capital letters and no final full stop: *my favourite country is _____*
- Ask the children what's missing and elicit the correct capital letters and full stop.
- Refer them to the information in the box.

2 Complete with capital letters and full stops.

- Ask the class to read out the first full sentence so that you can write it on the board. (Don't use any capital letters or full stops.) Elicit from the children how to make it correct.
- Continue doing the same for the rest of the text. Then have the children read out the text.
- Then delete some of the words, including the words that start with capital letters, from the text on the board. Ask the children to complete the text in their Pupil's Books.
- Finally elicit the missing words from the board version and complete the text so that the children can check / complete their work.

Answers: This is a tiger. There are tigers in China and India. There aren't any tigers in Australia. Tigers are orange, black and white. They've got long tails. They can jump and swim.

3 **Read the facts and complete the text.** **Be a star!**

- Tell the children that they're going to complete a text about crocodiles for a children's book.
- Use each piece of information on the left to elicit a sentence, and write the text on the board.
- Have the children read the text again and then copy it into their Pupil's Books.

Suggested answers: This is a crocodile. There are crocodiles in Australia and India. There aren't any crocodiles in China. Crocodiles are green and brown. They've got big teeth. They can swim and run.

Cooler: Guessing game

- If you have downloaded the flashcards of the animals, choose one but don't show the children. If not, write the name of the animal on a piece of paper. Keep it secret.
- Tell the children they can ask four questions to try to guess the animal, e.g. *What colour is it? Is it big or small? Are there any of these animals in this country? Can it swim?*
- After four questions, ask the children to guess the name of the animal, and show them the flashcard or the name you wrote.
- Continue with different animals.

Lesson 8 Writing

1 Correct the sentences about pandas. Use capital letters and full stops.

- there are some pandas in china
There are some pandas in China.
- there aren't any pandas in india

- pandas can swim and climb trees

- pandas are black and white

- they have got small ears and a short tail

- pandas like to eat plants

2 Match the sentences in Activity 1 to the facts about pandas.

| | | |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <p>a Panda facts</p> <p><input checked="" type="checkbox"/> Countries ✓: China</p> | <p>b Panda facts</p> <p><input type="checkbox"/> Colour: black and white</p> | <p>c Panda facts</p> <p><input type="checkbox"/> Countries x: India</p> |
| <p>d Panda facts</p> <p><input type="checkbox"/> Can: swim, climb trees</p> | <p>e Panda facts</p> <p><input type="checkbox"/> Food: plants</p> | <p>f Panda facts</p> <p><input type="checkbox"/> Body: small ears, short tail</p> |

3 Look at the camel facts. Write one sentence for each fact.

| | | |
|-------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------|
| <p>a Camel facts</p> <p>Countries ✓: Egypt, India</p> | <p>b Camel facts</p> <p>Countries x: Australia</p> | <p>c Camel facts</p> <p>Colour: brown, red</p> |
| <p>d Camel facts</p> <p>Body: four legs, long tail</p> | <p>e Camel facts</p> <p>Can: run at 65 kph</p> | <p>f Camel facts</p> <p>Food: plants, leaves</p> |

Camels

This is a camel.

There are some camels _____.

There _____ in Australia.

Camels can be _____ or _____.

They have got _____ and _____.

They can _____ kph.

Camels like _____ and _____.

4 Write it again. Use your best handwriting.

5 Check your work. Tick (✓).

- capital letters at the beginning of a sentence
- capital letters for countries
- a full stop at the end of a sentence

16 Unit 1

Unit 1 17

As writing requires a lot of support, you may find it more useful to do Lesson 8 of the Workbook in class, rather than setting it as homework. For this reason, teacher's notes are supplied for the Workbook activities in Lesson 8 in each unit.

1 Correct the sentences about pandas. Use capital letters and full stops.

- Write the first sentence on the board and elicit what needs to change. Refer the children to the example to check it is the same.
- The children complete the activity before checking the answers with class.

Answers: 1 There are some pandas in China. 2 There aren't any pandas in India. 3 Pandas can swim and climb trees. 4 Pandas are black and white. 5 They have got small ears and a short tail. 6 Pandas like to eat plants.

2 Match the sentences in Activity 1 to the facts about pandas.

- Refer the children to the example. Elicit the next answer and then have the children continue the activity individually.
- Check the answers by reading out the facts and having the children say the numbers.

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

3 Look at the camel facts. Write one sentence for each fact.

- Refer the children to the facts and the gapped sentences in the fact file. Elicit the first completed sentence (see *Answers* below). The children complete the sentences in their books.

Answers: There are some camels in Egypt and India. There aren't any camels in Australia. Camels can be brown or red. They have got four legs and a long tail. They can run at 65 kph. Camels like plants and leaves.

4 Write it again. Use your best handwriting.

- Have the children write out the text again as neatly as possible.

5 Check your work. Tick (✓).

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.