

3 Super pets

Lesson 1

Language for use

(a) dog	/dɒg/
(a) cat	/kæt/
(a) rabbit	/'ræbɪt/
(a) fish	/fɪʃ/
(a) bird	/bɜːd/
(a) spider	/'spaɪdə(r)/
It's . . .	/ɪts/
(a) pet	/pet/

Language for recognition

with a very loud song
big and fat
a computer

What's its name?

Materials/preparation

Flashcards: dog, cat, rabbit, fish, bird, spider
Write the pet words on pieces of paper, enough for each pupil to have one.

Communication focus

Identifying common pets

Warm-up

- Ask the class (L1) if they can remember any animals from the story. When they tell you there was a dog, say *Yes! A dog!* and hold up the flashcard. Ask the pupils to put up their hands if they've got a dog, and encourage them to tell you about their dog. Ask *What's its name?* If any pupils have brought a photograph of a dog, they can show these to the class.

Class presentation

- Ask the pupils if they have any other pets, and invite them to show their photographs to the class. Give the English word if one of the animals on the flashcards is mentioned. Say *Oh, a (cat)!* and hold up the flashcard. The pupils repeat the word.
- Show the flashcard of the spider. Ask if a spider can be a pet, and discuss the difference between a pet and an animal living in its natural environment.

- Stick the flashcards on the board and model pronunciation for the class to repeat. Begin with single words, then say the whole sequence.
- Ask *What's this?* as you point to the flashcards in any order.
- Go round the class assigning each pupil an animal. Say *You're a (rabbit)*, etc. Tell them you are going to call out the pet words. Explain that they must stand up when they first hear their word, and sit down when they hear it again. Read out all the words twice, so that the whole class is sitting again by the end of the activity. Say *cat – fish – dog – rabbit – bird – spider – dog – rabbit – spider – fish – cat – bird*.
- Demonstrate a mime or action for each pet, eg flap your hands for *bird*, make ears for *rabbit*, etc.
- Say the words for the class to mime. Keep up a lively pace.

16 Song presentation CB page 14

- Say *Point to a fish!* etc. Read out the last two lines of each verse. Read *With a very loud song!* in a very loud voice, and ask pupils what they think *loud* means. Mime the line *And it's big and fat!* and encourage pupils to join in.
- Say *Listen and point!* Play the tape.
- Play the song again. This time pupils mime the animals.
- Divide the class into two groups. One half sings the questions and the last line of each verse. The other half sings the answers and mimes the animals. Exchange roles and repeat.
- Finally, play the karaoke version for the class to sing. Hold up the flashcards of the pets as clues.

17 Practice CB page 14

- Ask the pupils to look at activity 2. Tell them to look and listen and find out what Kat's mystery pet is. Play the tape.
- Ask the pupils to explain in the L1 what the *computer pet* is (an electronic pet which mimics the behaviour of a real pet).
- Divide the class into three groups. Play the tape again, with pauses for the groups to repeat the dialogue in chorus. Change roles.
- The pupils act out the dialogue in groups of three.

Class flashcard game

- Place the flashcards face down on the board. Divide the class into two teams. Give each pupil a paper with a word on it and tell them not to show it to anyone.

- A pupil from Team A comes to the board and turns over one of the flashcards. He/She chooses three pupils from Team B, who hold up their words. If one of the words matches the flashcard, the pupil holding the correct word calls it out and Team B wins a point. If not, Team A wins a point.
- The game continues with the teams taking it in turns to turn over a flashcard and hold up words.

Reading and writing AB page 14

Activity 1 Pupils follow the lines and complete the sentences.

Answers: 1 It's a bird. 2 It's a dog. 3 It's a fish. 4 It's a rabbit. 5 It's a spider. 6 It's a cat.

Activity 2 Pupils write the sentences in the correct speech bubbles.

Answers: 1 It's a cat. 2 What's this? 3 It's a spider.

Ending the lesson

- Play a chain game. The first pupil says the name of a pet. The second repeats this pet and adds another to the list. The third pupil repeats the list and adds another pet. When there are six pets in the list, the chain starts again.

Lesson 2

Language for use

(a) mouse /maʊs/
 Is it a . . . ? /'ɪz ɪt ə/
 Yes, it is. / No, it isn't.

Language for recognition

Guess the pet!
 Great!

Materials/preparation

Flashcards: dog, cat, rabbit, fish, bird, spider
 A picture of a mouse
 A sheet of paper with a circle, diameter 5cm, cut out of the middle

Communicaton focus

Making and confirming guesses. Short answers.

Warm-up

- Mime being a bird and ask the class to guess what pet you are.
- Invite a pupil to come to the front and choose one of the flashcards from Lesson 1 without showing it to the class. He/She does a mime to represent the animal. The pupils guess. Repeat with other pupils.

Class presentation

- Stick the flashcards for cat and dog on the board. Point to the cat, and ask *Is it a cat?* (Yes). Model the answer *Yes, it is* for the class to repeat. Now point to the dog and ask *Is it a cat?* (No). Model the answer *No, it isn't*. Write the question and answer forms on the board under the relevant animals.
- Put another flashcard up on the board, covered with the sheet of paper with the circle cut out of it. Say *Guess the pet!*
- Encourage questions: *Is it a . . . ?* Move the paper around over the flashcard to help the pupils. Answer *Yes, it is* or *No, it isn't*. Repeat with other flashcards.
- Introduce the new word, *mouse*. Tell the pupils (LI) you're thinking of an animal that is small, has a long tail, and likes cheese. Ask them to guess the animal. When they guess correctly, show them the picture, tell them the English word, and write it on the board.



18 Presentation CB page 15

- Remind the pupils that the bugs are very small and they have difficulty recognising things that are much bigger than they are.
- Point to the example and read out *Is it a rabbit?* Shake your head and say *No, it isn't*. Ask *Is it a mouse?* and answer *Yes, it is*.
- Ask questions for all the pictures. Say *Look at number one*, etc. The pupils answer in chorus.
- Say *Listen and answer!* Demonstrate by pointing to your ear and mouth.
- Play the tape. The pupils listen to the example, then hear a series of questions. They answer in the pauses, then hear the correct answers modelled by a bug.

Tapescript

Teacher bug: Is it a rabbit?

Pupil bug: No, it isn't.

Teacher bug: Is it a mouse?

Pupil bug: Yes, it is.

Teacher bug: Look at number 1. Is it a dog?

Pupil bug: (pause) Yes, it is.

- Teacher bug: Look at number two. Is it a cat?
 Pupil bug: (pause) Yes, it is.
 Teacher bug: Look at number three. Is it a rabbit?
 Pupil bug: (pause) No, it isn't.
 Teacher bug: Look at number four. Is it a bird?
 Pupil bug: (pause) Yes, it is.
 Teacher bug: Look at number five. Is it a mouse?
 Pupil bug: (pause) No, it isn't.
 Teacher bug: Look at number six. Is it a fish?
 Pupil bug: (pause) Yes, it is.

Practice CB page 15

- Point to the bottom of the page and explain (L1) that the children in the book are playing the miming game they played at the beginning of the lesson.
- Ask three pupils to read the dialogue aloud.
- Invite three pupils to come to the front. One chooses a flashcard and mimes the animal. The other two guess.
- Say *Get into groups of three!* The pupils play the game. Say *Well done! Great!*



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Listening, reading, and writing AB page 15

Activity 3 Pupils listen and circle the correct sentences.

Answers: 1 Yes, it is. 2 No, it isn't. 3 Yes, it is. 4 No, it isn't. 5 No, it isn't.

Tapescript

- Narrator: One.
(*sound of dog barking*)
- Narrator: Two.
(*sound of mouse squeaking*)
- Narrator: Three.
(*sound of cat miaowing*)
- Narrator: Four.
(*sound of bird singing*)
- Narrator: Five.
(*sound of bubbling water*)

★ **Activity 4** Pupils identify the animals by looking at their tails. They write *Yes, it is* or *No, it isn't* to answer the questions.

Answers: 1 Yes, it is. 2 No, it isn't. 3 Yes, it is. 4 Yes, it is. 5 No, it isn't. 6 No, it isn't. 7 Yes, it is.

Ending the lesson

- Sing the pet song from Lesson 1 again, with appropriate gestures.

Lesson 3

Language for use

big /bɪg/
little /'lɪtl/
a (big) (dog)
a (black) (cat)
It's number (one).

Language for recognition

Come here, please!

Materials/preparation

Draw a large 3x2 Bingo grid on a sheet of paper. Make a photocopy for each child.

Communication focus

Categorizing and identifying animals by size and colour

Warm-up

- Copy the animal tails from Activity Book page 15 onto the board.
- Point to one of the tails and ask *Is it a . . . ?* Invite individual pupils to answer *Yes, it is* or *No, it isn't*.
- The first pupil to answer correctly takes your place.

Class presentation

- Mime and teach the words *big* and *little*.
- Clean the board and draw two cats, one big and one little. Point and ask *Is it a big/little cat?* Pupils answer *Yes, it is* or *No, it isn't*.
- Make simple drawings of pairs of big/little objects known to the class, eg spider, fish, book, table. Use different colours.
- Point to one of the drawings and ask *What's this? Is it a big/little (fish)?*
- Repeat for other drawings. Invite pupils to come to the front and point. Say *Come here, please*.
- Use the same procedure to present colour + object.
- Write *Is it a big cat? Is it a black cat?* on the board. Pupils chorus the questions and copy them into their notebooks.



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Presentation CB page 16

- Hold up your Class Book and say *Open your books at page 16. Say Point to a big/little dog! Point to a black/orange dog!* The pupils respond. Ask pupils to

identify other animals by size and colour and point to them in the same way.

- Explain (L1) that the girl in the dialogue is thinking of one of the animals and the boy is trying to guess which one it is.
- Say *Listen!* Play the first section of the tape (the model dialogue). Then play the whole tape for pupils to listen, find the right animal for each description, and write down the numbers.

Tapescript

Narrator: A
 Boy: Is it a dog?
 Girl: No, it isn't. It's a cat.
 Boy: Is it a big cat?
 Girl: Yes, it is.
 Boy: Is it a black cat?
 Girl: Yes, it is.
 Boy: It's number five.

Narrator: B
 Boy: Is it a dog?
 Girl: Yes, it is.
 Boy: Is it a little dog?
 Girl: No, it isn't. It's a big dog.
 Boy: Is it a brown dog?
 Girl: Yes, it is.
 Boy: It's number 12.

Narrator: C
 Boy: Is it a dog?
 Girl: No, it isn't. It's a cat
 Boy: Is it a little cat?
 Girl: No, it isn't.
 Boy: Is it a black cat?
 Girl: No.
 Boy: Is it an orange cat?
 Girl: Yes, it is.
 Boy: It's number 3.

Narrator: D
 Boy: Is it a dog?
 Girl: Yes, it is.
 Boy: Is it a yellow dog?
 Girl: No, it isn't. It's a black dog.
 Boy: Is it a big dog?
 Girl: No, it isn't. It's a little dog.
 Boy: It's number 7.

Practice CB page 16

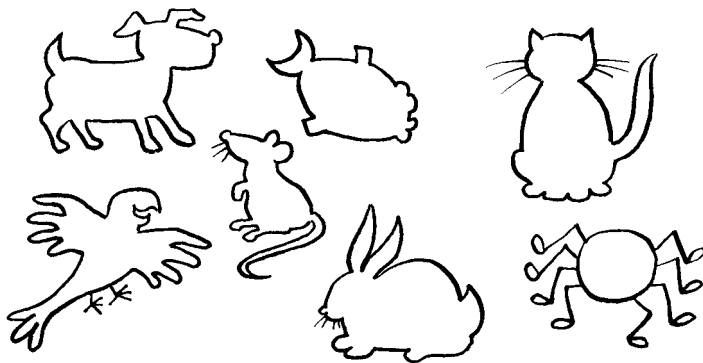
- Play the game. Tell the pupils that you are thinking of one of the animals. Invite individual pupils to guess the

animal by asking questions, following the model on the page. Do this for a couple of the animals.

- Say *Get into pairs!* Pupils play the game, taking it in turns to think of an animal and ask the questions.

Class game Pet Bingo

- Hand out the Bingo grids you made earlier.
- Write the seven pet words on the board and beside each word do a very simple drawing of the animal.



- Tell pupils to choose six of the seven animals and draw one in each square of the grid. They can draw the animals in any squares they like.
- When the children have finished drawing, they colour each animal either black or brown (or you could choose two other colours). Say *Colour the animals (black) or (brown)!*
- Call out *A (black/brown) (cat)!* etc. Keep a record.
- The pupils put a cross through the relevant square when they hear you call one of their animals.
- The first pupil to cross out all their animals and call out BINGO! wins the game. Check that all their animals are the right colour.

Reading AB page 16

Activity 5 Point to the little cat (e) and ask *What's this?* Pupils may answer *a little cat*. Read out the first sentence *It's a little cat*.

- Pupils match the pictures with the sentences.

Answers: 1e, 2c, 3d, 4i, 5h, 6k, 7f, 8j, 9g, 10 l, 11b, 12a

Ending the lesson

- Draw a big red spider on the board. Write the sentences *It's a big spider. It's a red spider* underneath.
- Tell the pupils to choose a pet to draw and colour. They write sentences under their drawings in the same way.
- Collect in the pictures, hold up two or three, and ask questions for the class to answer (confident pupils might like to ask their own questions).
- Use the pictures to make a class display.

Lesson 4

Language for use

Language for Unit 3

Language for recognition

OK. Wow!

a friend, a dinosaur

Materials/preparation

Make a photocopy for each pupil of Minitest 3, page 106.

Communication focus

Understanding and acting out a story

Warm-up

- Play 'Chinese whispers'. Divide the class into two teams and whisper a different animal description, eg *a big cat* and *a little bird*, to the first pupil in each team. The pupils pass the description back in whispers to the last person in each team, who runs and draws the item on the board. Give a point for each correctly drawn object.
- If you have some coloured chalk or board markers you could provide variation by using colours as well as *big/little*.



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Story presentation CB page 17

- Ask the class if they can remember the names of the monster, the boy, the girl, and the dog in the story.
- Ask them to tell you the story so far (L1).
- Write *OK, a friend, a dinosaur*, and *Wow!* on the board. Tell the pupils to listen for these words in the story. Play the tape.
- Ask the pupils what they think the words on the board mean. Provide an explanation if necessary.

- Ask them to find the name of the dinosaur. Ask *Is it big or little?*
- Ask why Ally and Sam look surprised.
- Model some of the sentences from the story. Use intonation and gesture to dramatize: Say *What's this? Listen! It's a dinosaur! Wow! It's big!* The pupils mimic you.
- Play the tape again.



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Acting out the story

- Divide the class into five groups, one for each character (including Digger and Wibble). Play the practice version of the tape for the groups to repeat. Change roles and repeat.
- Say *Get into groups of 5!* The pupils discuss how they want to act out the story.
- They practise their roles (Digger and Wibble can make the appropriate noises). Encourage them to dramatize the emotions, eg look surprised or puzzled.
- Invite two or three groups to perform. After each performance say *Well done! Let's clap!*

Writing AB page 17

Activity 6 Pupils complete the crossword, using the picture clues.

Answers: 1 mouse, 2 fish, 3 spider, 4 rabbit, 5 bird, 6 dog, 7 cat



Activity 7 Pupils draw and colour their own pet, or the pet they would like to have, and write in the space provided.

Picture dictionary AB page 63

- Pupils complete the picture dictionary for Unit 3.

Ending the lesson AB page 17

- Talk about Unit 3 with the pupils. What did they enjoy most? Did they enjoy singing the pet song and doing the actions? Did they like drawing and writing about their favourite pets?
- Ask pupils to look at the 'clapometer' at the bottom of page 17. Explain that each pupil must decide if Unit 3 was *OK*, *good*, or *great*, and colour the appropriate section.

Minitest 3

- Pupils complete Minitest 3.

Question 1 Pupils match each word to the appropriate picture and write the number of the picture. (5 points)

Answers: a spider 2, a bird 5, a fish 4, a rabbit 1, a cat 3

Question 2 Pupils answer questions about the identity of animals. (5 points)

Answers: 1 Yes, it is. 2 No, it isn't. 3 Yes, it is. 4 No, it isn't. 5 Yes, it is.

Question 3 Pupils read short descriptions and match each one to the correct picture. (5 points)

Answers: a little cat B, a little dog E, a big cat D, a big spider C, a big dog A

Narrator: Two.
Adult: This is Billy.
Child: Is it a rabbit?
Adult: No, it isn't. It's a mouse.

Narrator: Three.
Adult: What's your favourite colour?
Child: My favourite colour is yellow.

Narrator: Four.
Adult: How old are you?
Child: I'm ten today!
Adult: Happy birthday!

Narrator: Five.
Adult: Is your cat black?
Child: No, it's orange. A little orange cat.



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Reading and listening CB page 18

- Ask the class to look at activity 2. Read text (a) aloud. Ask *Which picture is it?*
- Tell the pupils to write numbers 1–4 in a list. Working quietly on their own, they read the texts and match them with the pictures.
- Play the tape for pupils to check their answers.

Answers: 1a, 2c, 3d, 4b

Tapescript

Narrator: One.
Ben: My name's Ben. I'm ten. My cat is black.

Narrator: Two.
Kevin: I'm Kevin. I'm eleven. My dog is big.

Narrator: Three.
Janet: I'm Janet. I'm eight. My cat is white.

Narrator: Four.
Sue: My name's Sue. I'm nine. My dog is little.

Game CB page 19

- Pupils play the game in pairs. Use different coloured counters or coins for each pupil. Alternatively, use small reusable sticky labels in two different colours.
- Demonstrate with a pupil how to play the game. The players take it in turns to choose a square and answer the question or follow the instruction. If they do so correctly, they put one of their counters, etc on the square. The object of the game is to try to get lines of three. The lines can be horizontal, vertical, or diagonal. The player with the most lines wins. Explain that they must try to stop their opponents completing lines.



Review A

Note: There is no new language in the Reviews. Their purpose is to consolidate the language of the three preceding units.

Have ready about 20 counters of two different colours, or coins of two different kinds, for each pair of pupils. They will need these to play a game in each of the four Reviews.



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Listening CB page 18

- Tell the class that the Review contains fun activities for them to do now that they have completed Units 1–3.
- Tell them to look at activity 1. Explain that they must listen and find the picture that corresponds to each number they hear on the tape. Tell them to write the numbers 1–5 in a list, then listen and write the letters.
- Play the tape straight through once. Then play it again, pausing after each section.

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

Tapescript

Narrator: One.
Adult: Open your books, please.

Reading and writing AB pages 18, 19

Activity 1 Pupils write each word in the correct box.

Answers: Pets: cat, fish, mouse, bird, dog; Furniture: chair, desk, window, clock, table; Classroom things: pen, rubber, ruler, pencil, book

Activity 2 Pupils read the text and colour the picture accordingly.

Activity 3 Pupils rearrange the words in the jumbled sentences and write them in the boxes.

Answers: 1 My name's Sally. 2 What's your name?
3 How old are you? 4 What's your favourite pet?
5 What's your favourite colour?

Quiz time AB page 19

Activity A Pupils write the word for each picture. (10 points)

Answers: 1 ruler, 2 fish, 3 eight, 4 pen, 5 bag, 6 bird, 7 clock, 8 chair, 9 twelve, 10 window

Activity B Pupils answer the questions. (10 points, 2 for each question)

Answers: 1 Answers will vary. 2 Answers will vary.
3 Answers will vary. 4 It's a pencil. 5 No, it isn't.

- Go through the answers with the class. Ask them what they think *High score* means.
- Pupils record their total score. Give praise for good results.

Test!

Pupils are now ready to do Test 1, Units 0–3, pages 96 and 97.

For instructions, tapescripts, and answers see page 92.

4 Pirates

Lesson 1

Language for use

<i>happy</i>	/ˈhæpi/
<i>sad</i>	/sæd/
<i>hungry</i>	/ˈhʌŋɡri/
<i>thirsty</i>	/ˈθɜːsti/
<i>angry</i>	/ˈæŋɡri/
<i>scared</i>	/skeəd/
<i>I'm + adj</i>	
<i>Are you . . . ?</i>	

Language for recognition

Go!

Materials/preparation

The pet flashcards from Unit 3

Make word cards for *happy, sad, hungry, thirsty, angry, scared*. (You will also need a word card for *tired* in Lesson 2.)

Prepare small pieces of paper with each of these words for every six pupils.

Communication focus

Communicating moods and feelings

Warm-up

- Stick the pet flashcards one below the other on the board. Write the pet words in jumbled form beside them.
- Ask the pupils to work individually or in pairs to order the letters.
- Invite individual pupils to come and draw a line connecting one of the flashcards to the matching word, and to write the word correctly.
- Repeat until all the flashcards have been matched.

Class presentation

- Ask the pupils (L1) to close their eyes and imagine that they have been shipwrecked and are all alone on a tiny island. How do they feel?
- Use mime to teach the meaning of *happy* and *sad*. Smile broadly and say *I'm happy*. Then pretend to cry, and say *I'm sad*. Pupils copy you.