

Unit overview

Objectives and Key Competences



- Identify and name different farm animals (Lesson 1)
- Say the vocabulary chant (Lesson 1)
- Understand and act out a grammar dialogue (Lesson 2)
- Make statements about what animals can and can't do (Lesson 4)
- Read and write an animal riddle (Lesson 7)



- Identify two-legged and four-legged animals (Lesson 7)



- Use the Pupil's Digital Resources at school or at home



- Practise spelling (Lesson 1)
- Say a tongue twister to practise the 'sh' sound (Lesson 5)
- Review your own learning (Lesson 8)
- Practise activity types found in the Trinity and Cambridge exams (External exams lessons)



- Understand the importance of washing your hands after touching animals (Lesson 3)



- Work with a Talk Partner to practise and reinforce learning (all lessons)
- Make a cut-out and play a game (Lesson 5)



- Sing four songs (Lessons 1, 4, 5 and 8)
- Understand and act out a story (Lesson 3)
- Learn about urban farms in Britain (Lesson 6)
- Think about your own culture (Lesson 6)

Vocabulary

Core vocabulary

bird, cat, chicken, cow, duck, frog, goat, horse, pig, sheep; climb, fly, jump, run, swim, walk

Extension vocabulary (optional)

bull, cockerel, donkey, mouse, rabbit

Other vocabulary

animals, carrots, farm, feed, interesting, lamb, shop, shout, stop!, touch, park, pet shop, zoo

Recycled vocabulary

colours; numbers 1-10; *big, small; cake, chicken, chips, eggs, fish, fruit, grapes, ice cream, meat, rice, salad, vegetables; delicious; ruler, rubber; doll, robot; ear, toes; garden; juggle; ride a bike*

Structures

Core structures

*Can you see (a cow)? Yes, I can. No, I can't.
(Cats) can (climb). (Cats) can't (swim).
Can you (swim)? Yes, I can. No, I can't.*

Other structures

It's my turn now. I'm (small). This (sheep) can climb trees. I can (feed them). We can see (chickens on the farm). What can (Peter) see? This is a (cow).

Recycled structures

I've got (two legs). Is it a (cow)? Yes, it is. I love (the goats). I like (the garden). What am I? It's (green).

Phonics

Consonant sound 'sh' (**shush, shout, sheep**)



Cooperative learning

Songs: *Let's take turns* (Lesson 5); *Well done!* (Lesson 8)

Skill: Working together and supporting each other (Lesson 1)

Unit value

Understanding the importance of washing your hands after touching animals

Cross-curricular links

Links to Science

Animals: (domestic animals) pets and farm animals; the different ways that animals move; farm animals and wild animals

Suggested Arts and Crafts concepts

Forms: identifying 3D forms in Art and in the environment; using shapes and forms to represent animals



British Culture

Urban farms



Literacy

Text type: animal riddles (text to entertain)

Reading skills: using visual clues; reading for specific information; speculating

5 Lesson 1

Objectives and Key Competences

- Identify and name different farm animals
- Say the vocabulary chant
- Stick the farm animals stickers
- Review farm animals and pets (optional)
- Practise spelling
- Sing a song

Key language

- bird, cat, chicken, cow, duck, frog, goat, horse, pig, sheep; farm
- Can you see (a horse)? Yes, I can. The (duck) is (yellow).

Recycled: colours; fish, chips

Materials

- Pupil's Book p52; Activity Book pp48 and 57; Class CD2; Teacher's Presentation Kit and Tools
- Farm animals flashcards; farm animals word cards; Unit 5 stickers
- Task flashcards: listen, sing, read, stick, say, Talk Partners, find, colour, write
- Crayons or coloured pencils

Optional materials

- Five Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3 and 4)

Key Multiple Intelligences

- Linguistic

At a Glance Lesson Plan

- Starting the lesson**
 - Use the Trinity Exam Practice cards (optional).
 - Review colours.
 - Set learning objectives using the task flashcards.
- Vocabulary presentation**
 - Present the new vocabulary.
- Activity 1**
 - Listen and point.
 - CD2 Track 46 p245
 - Sing On the farm.
- Word cards**
 - Read the word cards.
 - Match them to the flashcards.
- Activity 2**
 - Read and stick the ten stickers.
 - Listen and say the chant.
 - CD2 Track 48 p245
 - Go to the Activity Book.

Pupil's Book

Unit 5 Lesson 1 Vocabulary
Fun on the farm

1 Listen and point. Sing On the farm.

Animals, animals.
We love animals.
Animals, animals.
On the farm.

Can you see a duck?
Can you see a cat?
Yes, I can! Yes, I can!
The duck is yellow
And the cat is black.

Can you see a horse?
Can you see a cow?
Yes, I can! Yes, I can!
The horse is grey
And the cow is brown.

Can you see a sheep?
Can you see a pig?
Yes, I can! Yes, I can!
The sheep is white
And the pig is pink.

2 Read and stick the ten stickers. Listen and say the chant.

cat cow bird frog goat

52 fifty-two Vocabulary: farm animals Learning to LEARN Spelling: Activity Book page 57

- Ending the lesson**
 - Review the lesson.
 - Review the task flashcards.
- Extra activity**
 - Vocabulary extension**
 - bull, cockerel, donkey, mouse, rabbit
- Cooperative learning**
 - Working together and supporting each other**
 - Talk Partners Ask and answer *What's this?*
- Link to Science**
 - Animals:** Review farm animals and domestic animals (pets).
- Spelling**
 - Practise spelling at any time during this unit (Activity Book p57).

Activity Book

Unit 5 Lesson 1 Vocabulary
Fun on the farm

1 Read, find and colour. Point and say. Here's the goat. It's brown.

- Colour the goat brown.
- Colour the frog green.
- Colour the cat grey.
- Colour the chicken orange.
- Colour the sheep black.

2 Look, read and write.

cow bird chicken pig horse duck

1 2 3 4 5 6

48 forty-eight

Activity Book

Activity 1

- Read, find and colour.
- Point and say.

Activity 2

- Look, read and write.

Recycled vocabulary

- Look, remember and write the word.

Spelling Learning to LEARN

Let's practise spelling!

- Use the *Look-Copy-Cover-Write* technique.

Recycled vocabulary

- Look, remember and write the word.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions. (See p25.)

Review colours.

- Say **Point to the colour (red)**. The pupils point to red objects in the classroom.
- Repeat with other colours. Say the instructions at a faster speed as the pupils become more confident.

Set learning objectives using the task flashcards.

- Say **Today we're going to learn farm animals**.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Vocabulary presentation



Present the new vocabulary.

- (Books closed.) Ask **Do you like animals?** Then ask **Which animals do you like?** Elicit answers.
- Hold up the farm animals flashcards but only show the back of the flashcards, and say, e.g. **This animal lives on the farm. It's pink. It's big and it's got four legs. What is it?** When the pupils identify the animals, say the word and the pupils repeat. Repeat with all the flashcards and stick them on the board.
- **Note:** you can use the Vocabulary Tool to present and practise this vocabulary.

Pupil's Book Activity 1



Listen and point. Sing *On the farm*.

- ▶ **CD2 Track 46 p245**
- (Books open.) Focus the pupils on the picture. Ask **Where are Molly, Beth and Jake? What animals can you see? What colour is the (frog)?**
- Play the CD. The pupils listen and point.
- Play the CD again. The pupils sing and do the actions.

Word cards

Read the words. Match them to the flashcards.

- (Books closed.) Hold up the farm animals word cards, and say or elicit each word.
- Ask pupils to come to the front and stick the word cards on the board with the corresponding flashcards.

Pupil's Book Activity 2



Read and stick the ten stickers. Listen and say the chant.

▶ CD2 Track 48 p245

- (Books open.) Ask a pupil to read the first animal word. The pupils stick the corresponding sticker. Repeat with the other stickers.
- Play the CD. The pupils listen and say the chant, pointing to the stickers in turn.

Activity Book



Activity 1

Read, find and colour. Point and say.

- (Books open.) Ask different pupils to read out the sentences. Check understanding.
- The pupils find and colour the animals in the picture.
- The pupils point and say sentences, following the example in the speech bubble.

Answers: a brown goat, a green frog, a grey cat, an orange chicken, a black sheep

Activity 2

Look, read and write.

- Read out the farm animal words in the word box as a class. Elicit what picture each word corresponds to.
- The pupils write the words in the crossword.

Answers: 1 bird 2 pig 3 duck 4 chicken 5 cow 6 horse

Recycled vocabulary

- The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: fish

Ending the lesson

Review the lesson.

- (Books closed.) Say **Today we've learnt farm animals in English. What do you remember?**

Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.

Extra activity

Vocabulary extension

- Present and practise five additional words: *bull, cockerel, donkey, mouse, rabbit*.



Cooperative learning

Working together and supporting each other

- **Talk Partners** Pupil A points to a farm animals sticker and asks *What's this?* Pupil B answers using *It's a ...* If Pupil B can't remember, Pupil A can help. Encourage the pupils to help each other to remember vocabulary. The pupils swap roles and repeat.

Link to Science



- If you are studying the Science topic of **Animals** in English, you could review farm and domestic animals. Review the names of pets and farm animals in this lesson. Ask **Can you see (a fish) on a farm?**

Spelling (Activity Book page 57)



Let's practise spelling!

- The pupils can practise spelling the ten farm animals using the *Look-Copy-Cover-Write* technique at any time during this unit before the Lesson 8 Review.

Recycled vocabulary

- The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: chips

5 Lesson 2

Objectives and Key Competences

- Understand and act out a grammar dialogue
- Complete and practise a dialogue
- Listen for specific information

Key language

- *Can you see (Toby)? Yes, I can. No, I can't.*
- ♻️ **Recycled:** *bird, cat, chicken, cow, duck, frog, goat, horse, pig, sheep; rice*

Materials

- Pupil's Book p53; Activity Book p49; Class CD2; Teacher's Presentation Kit and Tools
- Farm animals flashcards
- Task flashcards: *think, listen, act out, colour, read, follow, circle, write, draw, Talk Partners*
- Coloured pencils or crayons

Optional materials

- Five Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3 and 4)

Key Multiple Intelligences

- Linguistic
- Bodily-kinaesthetic

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- **Think-Pair-Share.** Review farm animals.
- Review the *On the farm* song.
- ▶ *CD2 Track 46 p245*
- ▶ *CD2 Track 47 p245 (optional karaoke version)*
- Set learning objectives using the task flashcards.

Activity 1

- Listen and repeat.
- ▶ *CD2 Track 49 p245*
- Act out.

Activity 2

- Listen and colour the animals they can see.
- ▶ *CD2 Track 50 p245*
- ➔ Go to the Activity Book.

Lesson 2 Grammar 5

1 Listen and repeat. Act out.

Can you see Toby? No, I can't.

Can you see the black cat? Yes, I can. The cat is here. But where's Toby?

Grammar Can you see Toby? Yes, I can. No, I can't.

2 Listen and colour the animals they can see.

horse sheep duck pig chicken

Grammar: Can you see (a cow)? Yes, I can. No, I can't. fifty-three 53

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activity

Reinforcement

- Play a farm animals flashcard game.

Activity Book

Lesson 2 Grammar 5

1 Read, follow and circle.

1 Can you see a goat? Yes, I can. No, I can't.

2 Can you see a duck? Yes, I can. No, I can't.

3 Can you see a sheep? Yes, I can. No, I can't.

4 Can you see a frog? Yes, I can. No, I can't.

2 Your turn Write a dialogue. Draw an animal. Act out.

Can you see a _____?

No, I can't.

Can you _____?

Yes, I _____.

Recycled forty-nine 49

Activity Book

Activity 1

- Read, follow and circle.

Activity 2 Your turn

- Write a dialogue.
- Draw an animal.
- **Talk Partners** Act out.

♻️ Recycled vocabulary

- Look, remember and write the word.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions. (See p25.)

Think-Pair-Share. Review farm animals.

- Ask **Can you remember the ten farm animals?** The class thinks silently for a minute.
-  **Talk Partners** Then the pupils work with a Talk Partner to name the farm animals.
- Invite different pairs to say a different farm animal. Hold up the corresponding flashcard and prompt the class to repeat the word.
- Repeat the procedure, asking different pairs of pupils each time, until all ten farm animals have been named.

Review the *On the farm* song.

▶ **CD2 Track 46 p245**

▶ **CD2 Track 47 p245 (optional karaoke version)**

- Invite six pupils to come to the front of the class and mime being one of the animals in the song. Play the CD (or use the karaoke version). The rest of the class sing the song and point to each animal in turn as it appears in the song.

Set learning objectives using the task flashcards.

- Say **Today we're going to talk about farm animals.**
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1

Listen and repeat. Act out.

▶ **CD2 Track 49 p245**

- (Books open.) The pupils look at the picture. Ask **What animals can you see?**
- Play the CD. The pupils listen and read the dialogue.
- Ask **Can Molly see Toby? Can Jake see Toby? Can Molly see the black cat? Can Jake see the black cat?**
- Play the CD again, pausing after each sentence for the pupils to repeat.
- When the pupils are confident with the language, ask different pairs of pupils to come to the front and act out the dialogue.
- **Note:** you can use the Dialogue Tool to present and practise this grammar.

Pupil's Book Activity 2

Listen and colour the animals they can see.

▶ **CD2 Track 50 p245**

- Focus the pupils on Activity 2. Point to the farm animals and elicit what's in each picture.
- Say **Let's listen. What can they see?**
- Play the CD, pausing after each dialogue to give the pupils time to colour the animals. The pupils listen and colour each animal.

Answers: 1 a green frog 2 a black and white cow
3 (horse uncoloured) 4 a yellow bird 5 a black sheep
6 (duck uncoloured)

Activity Book

Activity 1

Read, follow and circle.

- (Books open.) Read out the first question. Follow the path to the answer and the pupils do the same.
- The pupils work on their own to follow the paths and circle the answers.

Answers: 1 Yes, I can. 2 No, I can't. 3 Yes, I can.
4 No, I can't.

Activity 2

Write a dialogue. Draw an animal. Act out.

- Demonstrate the activity with the class. Complete the first speech bubble by eliciting a farm animal. Repeat with the third speech bubble. Practise the entire dialogue with the class.
-  **Talk Partners** The pupils work with a Talk Partner to practise their dialogues. They also draw the animal that is in their dialogue. When they are confident with the language, invite different pairs of pupils to act out their dialogues with your help.

Recycled vocabulary

- The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: rice

Ending the lesson

Review the lesson.

- (Books closed.) Say **Today we've talked about farm animals and we've acted out a dialogue together. Did you work well?** Elicit answers from the pupils.

Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.

Extra activity

Reinforcement

- Play a flashcard game to reinforce the farm animals vocabulary. Invite a pupil to the front of the class and secretly show him / her a farm animal flashcard. Ask the pupil to mime being the animal and then ask the rest of the class **What animal can you see?** Prompt the class to say the animal. Repeat with the other farm animals cards.

5 Lesson 3

Objectives and Key Competences

- Read the story with some fluency
- Become familiar with the story through a pre-reading task
- Understand the importance of washing your hands after touching animals
- Understand and enjoy the story
- Give an opinion on the story

Key language:

- *climb, fly, swim*
- *(Cows) can't (fly). This (sheep) can (climb trees). Is it a (cow)? Yes, it is. Stop!*

Recycled: *chicken; hands, face, feet*

Recycled: *Can you see (a cow)? Yes, I can.*

Materials

- Pupil's Book pp54–55; Activity Book p50; Class CD2; Teacher's Presentation Kit and Tools
- Farm animals flashcards
- Task flashcards: *think, listen, read, act out, circle, match, draw, write*

Optional materials

- Five Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3 and 4)

Key Multiple Intelligences

- Linguistic
- Bodily-kinaesthetic
- Intrapersonal

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the language from Lesson 2.
- Set learning objectives using the task flashcards.

Before you read

- Explain the story title.
- Read and answer the question.

Activity 1

- Listen and read.
- ▶ **CD2 Track 51 p245**
- Act out.

Pupil's Book

Activity 2: High Five! values

- Read and circle.
- Talk about the importance of washing your hands after touching animals.
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Activity Book

Activity Book

Activity 1: After you read

- Remember the story. Read and match.

Activity 2

- Draw a magic farm animal.
- Write and say.

Recycled vocabulary

- Look, remember and write the word.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions. (See p25.)

Review the language from Lesson 2.

- Ask a pupil to come to the front of the class. He / She takes a farm animals flashcard. Ask **Can you see a (frog)?** The pupil answers *Yes, I can* or *No, I can't* according to what's on the flashcard. Prompt the class to ask similar questions until someone guesses correctly.
- Repeat with different flashcards and different pupils.

Set learning objectives using the task flashcards.

- Say **Today we're going to listen to a story.**
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Before you read



Explain the story title.

- (Books open.) Focus on the story title. Read it out and ask **Where's the magic?** The pupils say where the magic is and think about what's going to happen.

Read and answer the question.

- Read the speech bubble. The pupils scan the story to find the animals.

Answers: a dog, a cat, a cow, a bird, a frog, a goat, a sheep

- **Note:** you can use the Story Tool to present this story.

Pupil's Book Activity 1



Listen and read. Act out.

► CD2 Track 51 p245

- The pupils place their 'magic finger' on the first frame of the story.
- Play the CD. The pupils point to the different frames as the story progresses. Pause the CD after each frame to check that all the pupils are following.

- Play the CD again. Ask questions about each story frame to help and check understanding.
- Play the CD one more time, pausing it so the pupils can repeat.

Suggested comprehension questions

- Frame 1: **What can Toby see?** (*A cat.*) **Does Toby like cats?** (*No.*)
- Frame 2: **Where is the cat?** (*On the magic bike.*)
- Frame 3: **It's magic! What can the cow in the story do?** (*Fly.*) **Can cows normally fly?** (*No.*)
- Frame 4: **It's magic! What can the goat in the story do?** (*Swim.*) **Can goats normally swim?** (*No.*)
- Frame 5: **It's magic! What can the sheep in the story do?** (*Climb trees.*) **Can sheep normally climb trees?** (*No.*)
- Frame 6: **Do the children stop the magic?** (*Yes.*)
- Frame 7: **Can Molly see the cat now?** (*Yes.*) **Where is it?** (*In the tree.*)
- Frame 8: **Is Toby happy?** (*No.*) **Why not?** (*He can't climb trees.*)
- Finally, ask the pupils **Is this a good story?** The pupils give their opinion through gesture (thumbs up / down) or orally (*yes / no*).
- Organise the class into three groups (Beth, Molly and Jake).
- Play the CD. Each group joins in when their character speaks. If the pupils need extra support, pause the CD after each sentence for the pupils to repeat.
- The groups swap roles, and repeat several times.
- **Note:** you can use the Story Tool to read and practise this story.

Pupil's Book Activity 2: High Five! values



Read and circle.

- The pupils look at the photo on the right. Read out the sentence in the speech bubble and prompt the class to tell you the correct answer.
- Highlight the importance of washing your hands after touching animals.

Answer: hands

Activity Book



Activity 1: After you read

Remember the story. Read and match.

- (Books open.) Ask **Do you remember the story?**
- Ask different pupils to read out the speech bubbles.
- The pupils match the speech bubbles to the pictures.

Answers: 1 Toby climbing a tree 2 a swimming goat
3 a sheep climbing a tree 4 a flying cow

Activity 2



Draw a magic farm animal. Write and say.

- Elicit what animals appear in the story and what they can do. The pupils say the words in the word box.
- The pupils draw a magic farm animal and complete the sentence.
- Ask volunteers to show the class their pictures and to read out their sentences.

Recycled vocabulary

- The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: chicken

Ending the lesson

Review the lesson.

- (Books closed.) Say **Today we've listened to a story about magic farm animals.** Ask **What happened in the story?** Elicit the story from the pupils.
- Then say **Today you've learnt that it's important to wash your hands after touching animals.**

Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.

Objectives and Key Competences

- Learn verbs to describe what animals can do
- Listen to a dialogue and play a game
- Review that animals move in different ways (optional)
- Sing a song

Key language

- *climb, fly, jump, run, swim, walk; cats, cows, ducks, frogs, goats, horses*
- *(Birds) can (fly).*

Recycled: *fruit*

Recycled: *(Pigs) can't (climb).*

Materials

- Pupil's Book p56; Activity Book p51; Class CD2; Teacher's Presentation Kit and Tools
- Task flashcards: *listen, sing, Talk Partners, read, think, circle, write*

Optional materials

- Five Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3 and 4)

Key Multiple Intelligences

- Linguistic
- Musical
- Bodily-kinaesthetic

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the Lesson 3 story.
- Set learning objectives using the task flashcards.

Vocabulary presentation

- Present the new vocabulary.

Activity 1

- Listen, point and say.
- ▶ **CD2 Track 52 p245**

Activity 2

- Listen and point.
- Sing *Cats can't fly*.
- ▶ **CD2 Track 53 p245**

Pupil's Book

5 Lesson 4 Vocabulary and Grammar

1 Listen, point and say.

fly swim run walk climb jump

2 Listen and point. Sing *Cats can't fly*.

I love cats. Cats can fly. No! No! No! Cats can't fly. Cats can climb.

I love frogs. Frogs can run. No! No! No! Frogs can't run. Frogs can jump.

I love cows. Cows can talk. No! No! No! Cows can't talk. Cows can walk.

3 Listen and repeat. Play a game.

Cats can fly. No!

Cats can swim. Yes!

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Vocabulary: actions
Grammar: (Birds) can (fly). (Pigs) can't (climb).

Activity 3

- Listen and repeat.
- **Talk Partners** Play a game.
- ▶ **CD2 Track 54 p246**
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activity

Reinforcement

- Practise hearing and saying *can* and *can't*.
- **Talk Partners** Say sentences.

Link to Science

- **Animals:** Review that animals move in different ways.

Activity Book

Lesson 4 Vocabulary and Grammar 5

1 What do you think? Read and circle. Listen and check.

1 Cats can climb trees. Cats can't climb trees.

2 Goats can climb trees. Goats can't climb trees.

3 Horses can swim. Horses can't swim.

4 Ducks can fly. Ducks can't fly.

2 Order and write.

1 jump can Frogs *Frogs can jump*

2 fly can't Cows _____

3 Horses run can _____

4 walk can Ducks _____

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Activity Book

Activity 1

- What do you think? Read and circle.
- Listen and check.
- ▶ **CD2 Track 55 p246**

Recycled vocabulary

- Look, remember and write the word.

Activity 2

- Order and write.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions. (See p25.)

Review the Lesson 3 story.

- Give the pupils two minutes to look at the story. Then describe one of the frames, e.g. **In this picture, there's a goat and a frog.** The pupils scan the story to find the frame (frame 4).
- Repeat with other frames from the story.

Set learning objectives using the task flashcards.

- Say **Today we're going to sing a song and talk about actions that animals can do.**
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Vocabulary presentation

Present the new vocabulary.

- (Books open.) Point to the first photo in the Pupil's Book and read the word. Say **Look at the bird. It can fly.** Repeat the verb and mime the action. Encourage the class to do the same.
- Repeat with the other verbs.
- **Note:** you can use the Vocabulary Tool to present this vocabulary.

Pupil's Book Activity 1

Listen, point and say.

- ▶ **CD2 Track 52 p245**
- (Books open.) The pupils look at the photos. Say **Let's listen and repeat the words.**
- Play the CD. The pupils point to the photos and say the words.
- Play *What's missing?* Read out the words but miss one out each time. Elicit the missing verb. Repeat for other words.
- **Note:** you can use the Vocabulary Tool to present and practise this vocabulary.

Pupil's Book Activity 2

Listen and point. Sing *Cats can't fly.*

- ▶ **CD2 Track 53 p245**
- Focus the pupils on Activity 2 and identify the animals in the pictures. Ask **Can cats fly? Can frogs run? Can cows talk?**
- Play the CD. The pupils listen and point to the animals. Then read the song line by line and the pupils repeat.
- Play the CD again. The pupils sing and do the actions.

Pupil's Book Activity 3

Listen and repeat. Play a game.

- ▶ **CD2 Track 54 p246**
- Focus pupils on the activity and play the CD. The pupils look and listen.
- Play the CD again. The pupils listen and repeat.
- **Talk Partners** The pupils ask and answer with a Talk Partner.

Activity Book

Activity 1

What do you think? Read and circle. Listen and check.

- ▶ **CD2 Track 55 p246**
- (Books open.) Read out the sentences and elicit which ones are correct. The pupils circle the correct answers.
- Play the CD, pausing after each sentence to check the pupils' answers.
- Play the CD again and the pupils repeat. Make sure they are distinguishing between 'can' and 'can't'.

Answers: 1 Cats can climb trees. 2 Goats can't climb trees. 3 Horses can swim. 4 Ducks can fly.

Activity 2

Order and write.

- Ask different pupils to read out and order the words to make sentences.
- The pupils write then read out the sentences.

Answers: 1 Frogs can jump. 2 Cows can't fly. 3 Horses can run. 4 Ducks can walk.

Recycled vocabulary

- The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: fruit

Ending the lesson

Review the lesson.

- (Books closed.) Say **Today we've sung a song and talked about the actions animals can do. Can you say the actions?** Elicit the actions from the pupils.

Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.

Extra activity

Reinforcement

- Distinguish between 'can' and 'can't'. Write the numbers 1 and 2 on the board. Under number 1 write *I can swim* and under number 2 write *I can't swim*. Say different sentences at random with 'can' or 'can't' and the pupils listen and say 1 or 2.
- **Talk Partners** The pupils say sentences with a Talk Partner.

Link to Science

- If you are studying the Science topic of **Animals** in English, you could remind the pupils that animals move in different ways. Review the ways of moving that pupils know. Say **Jump like a (frog / tiger). Slither like a (snake / snail). Swim like (a fish / an octopus).** The pupils do the actions.

5 Lesson 5

Objectives and Key Competences

- Say a tongue twister with the 'sh' sound
- Listen for specific information
- Sing a cooperative learning song
- Understand the importance of taking turns
- Make and play a communication game

Key language

- *It's my turn now.*
- Recycled:** *cat, cow, frog, horse; fly, jump, run, swim; cake*
- Recycled:** *(Cats) can (swim). (Frogs) can't (fly).*

Materials

- Pupil's Book p57; Activity Book pp52 and 109; Class CD2; Teacher's Presentation Kit and Tools
- Farm animals flashcards
- Task flashcards: *listen, say, write, colour, Talk Partners, tick, sing, cut out*
- Scissors, crayons or coloured pencils

Optional materials

- Five Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3 and 4)
- Coloured paper
- A spinner (prepared in advance)

Key Multiple Intelligences

- Linguistic
- Musical
- Interpersonal
- Bodily-kinaesthetic

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the vocabulary from Lesson 4.
- Review the *Cats can't fly* song.
- ▶ **CD2 Track 53 p245**
- Set learning objectives using the task flashcards.

Activity 1

- Listen and say.
- ▶ **CD2 Track 56 p246**
- ➔ Go to the Activity Book.

Activity 2

- Listen.
- ▶ **CD2 Track 57 p246**
- Tick or cross *can* (✓) or *can't* (x).

Lesson 5 Speaking 5

1 Listen and say. **TOBY'S TONGUE TWISTER**
sh - sh - sh. Shush! Don't shout, sheep!

2 Listen. Tick or cross. *can* ✓ *can't* x

1 swim	2 fly	3 run	4 jump
---------	--------	--------	---------

3 **Cooperative learning:** Sing *Let's take turns.*

4 **Make and play the game (Activity Book page 109).**

Cats can swim.
Correct. It's my turn now.

Can you make 10 sentences?

Phonics and communication fifty-seven 57

Activity 3: Cooperative learning

- Sing *Let's take turns.*
- ▶ **CD2 Track 58 p246**

Activity 4

- Make and play the game (Activity Book page 109).
- **Talk Partners** Play the game.

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activity

- **Reinforcement**
- Continue the pronunciation wall display.

Activity Book

5 Lesson 5 Phonics

1 Write and say. **TOBY'S TONGUE TWISTER**
sh - sh - sh. Sh_u_u_! Don't _ _ out. _ _ eep.

2 Colour the words that begin with 'sh'. Say.

sharpener	shell	short	sandwich
shelf	sausages	shop	shark

3 Play Fast finger! in pairs.

Shark!

Here!

52 fifty-two

Play Fast Finger! Pupil A says a word and Pupil B points to the picture as quickly as possible. They swap roles and repeat. They continue playing until they have found all the words.

Activity Book

Activity 1

- Write and say.

Activity 2

- Colour the words that begin with 'sh'.
- Say.

Activity 3

- **Talk Partners** Play *Fast finger!* in pairs.

Recycled vocabulary

- Look, remember and write the word.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions. (See p25.)

Review the vocabulary from Lesson 4.

- Hold one of the farm animals flashcards behind your back and say what the animal can and can't do. Say **This animal can (fly)**. The pupils guess the animal.
- Ask different pupils to come to the front and take over your role. Repeat several times.

Review the *Cats can't fly* song.

► CD2 Track 53 p245

- Play the CD. The pupils sing and do the actions.

Set learning objectives using the task flashcards.

- Say **Today we're going to practise saying a tongue twister and play a speaking game**.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1



Listen and say.

► CD2 Track 56 p246

- (Books open.) Write the target 'sh' sound on the board. Ask the pupils if they know what sound this makes. Put your fingers to your lips and say the sound. The pupils repeat.
- Say **It's time for Toby's Tongue Twister**.
- Play the CD. The pupils listen and repeat the target sound, then the words and then the entire tongue twister, faster and faster.
- **Note:** you can use the phonics video in the Presentation Kit to present and practise this sound.

Tricky sounds

- Some Spanish speakers have difficulty saying the letters 'sh'. They may say them as the 's' sound or confuse them with the 'ch' sound. In some cases 'ch' is read the same as 'sh', e.g. *machine*.
- **Formation:** This sound is made by putting your teeth together and pushing your tongue towards the back of your teeth.

Activity Book



Activity 1

Write and say.

- (Books open.) The pupils write the letters 'sh' in the tongue twister. Remind them that they should use a lower case 's' and not a capital 'S' as in 'Shush'.

Answer: Shush! Don't shout, sheep!

Activity 2

Colour the words that begin with 'sh'. Say.

- Ask pupils to say the words that begin with 'sh'. The pupils colour and say these words.

Answers: sharpener, shell, short, shelf, shop, shark

Activity 3

Play *Fast finger!* in pairs.

- Demonstrate the activity. Say one of the objects. The pupils point to the correct picture as quickly as possible. Repeat several times with different words.
- **Talk Partners** The pupils play the game with a Talk Partner.

Recycled vocabulary

- The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: cake

Pupil's Book Activity 2



Listen. Tick or cross *can* (✓) or *can't* (x).

► CD2 Track 57 p246

- Ask **What can you see in the pictures?**
- Tell the pupils they are going to listen to children playing a game using spinners. If you have made a spinner, show the pupils.
- Play the CD, pausing after each dialogue so the pupils can point to the correct picture.
- Play the CD again. The pupils listen and tick or cross the pictures.

Answers: 1 ✓ 2 X 3 ✓ 4 ✓



Pupil's Book Activity 3: Cooperative learning

Sing *Let's take turns*.

► CD2 Track 58 p246

- The pupils need to learn how to wait and take their turn, especially for pair and group work. Sing *Let's take turns* when you want to remind them to take turns.
- Play the CD. The pupils listen and do the actions.
- Play the CD again. The pupils sing and do the actions.

Pupil's Book Activity 4

Make and play the game (Activity Book page 109).

- Ask volunteers to read out the speech bubbles.
- Tell the pupils that they are going to make their own spinners and play the same game.
- The pupils cut out and colour the spinners in their Activity Books.
- Show the pupils how to push a pencil through the middle and demonstrate how the spinners work. Spin one spinner and then the other. Make a sentence with an animal and a verb.
- **Talk Partners** The pupils play the game with a Talk Partner. Encourage them to make ten sentences.

Ending the lesson

Review the lesson.

- (Books closed,) Say **Today we've practised a tongue twister and played a game**. Elicit the tongue twister.

Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activity.

Extra activity

Reinforcement

- Add to the pronunciation wall display. Cut out the letters 'sh'. Stick them on a piece of differently coloured paper to make a wall display. Elicit words that begin with that sound and write them on the wall display. Ask the pupils to write a word beginning with 'sh'.
- Encourage the pupils to add new words beginning with 'sh' during the year.

5 Lesson 6

Objectives and Key Competences

- Observe similarities and differences between animals
- Listen for general information
- Learn about urban farms in Britain
- Answer questions about an urban farm
- Think about your own culture and identity

Key language

- carrots, garden, park, pet shop, zoo
- I can (feed them). We can see (chickens on the farm).

Recycled: delicious; garden, farm; chicken, goat, horse; eggs, fruit, ice cream, vegetables

Recycled: I love (the goats). I like (the garden).

Materials

- Pupil's Book p58; Activity Book p53; Class CD2 and 3; Teacher's Presentation Kit and Tools
- Farm animals flashcards
- Task flashcards: *listen, read, think, number, tick, draw, write*

Optional materials

- Five Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3 and 4)
- Coloured card, plasticine, plastic animals

Key Multiple Intelligences

- Linguistic
- Visual-spatial
- Logical-mathematical
- Intrapersonal

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Talk Partners** Review Toby's Tongue Twister.
- ▶ CD2 Track 56 p246
- Review the *On the farm* song.
- ▶ CD2 Track 46 p245
- ▶ CD2 Track 47 p245 (optional *karaoke version*)
- Set learning objectives using the task flashcards.

Activity 1

- Listen and read.
- ▶ CD3 Track 1 p246
- Answer.

Think about your culture

- Can you visit a farm in your country?
- ➔ Go to the Activity Book.

Pupil's Book

5 Lesson 6
British Culture

1 Listen and read. Answer.

1 I love the goats on the farm. I can feed them. Look. This goat is very hungry.

2 There's a farm in our town. Schools and families can visit the farm. It's very interesting.

2 I love the horses. This horse is small and it's got lots of hair. Its name is Bob.

3 We can see chickens on the farm. I help the farmer to collect the eggs.

4 I like the garden. Fruit and vegetables grow here. Look. Here are some delicious carrots.

58 fifty-eight
British Culture: urban farms

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activities

Reinforcement

- Play *Splat!*

Extension

- Make a model farm as a class.

Link to Science

- Animals:** Observe the similarities and differences between farm animals and wild animals.

Activity Book

British Culture Lesson 6 5

1 Listen and number.

Think about your culture Where can you see animals in your town?

2 Read and tick (✓). Draw and write.

1 at the zoo

2 in the park

3 at the pet shop

4 on a farm

I can see animals _____

Recycled icon
fifty-three 53

Activity Book

Activity 1

- Listen and number.
- ▶ CD3 Track 2 p246

Activity 2: Think about your culture

- Read and tick (✓).
- Draw and write.

Recycled vocabulary

- Look, remember and write the word.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions. (See p25.)

Review Toby's Tongue Twister.

► CD2 Track 56 p246

- Ask **What sound did you practise in Toby's Tongue Twister? Can you remember the tongue twister?** (*Shush! don't shout, sheep!*) Play the CD. Practise the tongue twister as a class.
-  **Talk Partners** The pupils practise saying the tongue twister as fast as possible with a Talk Partner. Choose a pair to say it for the class.

Review the *On the farm* song.

► CD2 Track 46 p245

► CD2 Track 47 p245 (optional karaoke version)

- Put the farm animals flashcards on the board in the order they appear in the song. Divide the class into three groups. Play the CD (or use the karaoke version). Each group sings a verse and they all sing the chorus. They then swap verses and repeat.

Set learning objectives using the task flashcards.

- Say **Today we're going to learn about urban farms in Britain.**
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1



Listen and read. Answer.

► CD3 Track 1 p246

- (Books open.) Focus the pupils on the photos. Ask **What can you see?** Read the speech bubble.
- Play the CD, pausing after each photo to check understanding.
- Play the CD again. The pupils listen and look at the photos.

Suggested comprehension questions:

- Photo 1: **What's this?** (*A goat.*) **Can the children feed the goat?** (*Yes.*)
- Photo 2: **What's this?** (*A horse.*) **Is it big or small?** (*Small.*)

- Photo 3: **Who can you see here?** (*The farmer.*) **What animals can you see?** (*Chickens.*)
- Photo 4: **What grows in the garden?** (*Fruit and vegetables.*) **What vegetables have they got?** (*Carrots.*)

Pupil's Book Think about your culture



Can you visit a farm in your country?

- Read out the question. Encourage the pupils to tell you if they have visited a farm.
- Ask additional questions, e.g. **What farm did you visit? What animals did you see? Did you like it?**

Activity Book



Activity 1

Listen and number.

► CD3 Track 2 p246

- (Books open.) Focus the pupils on the picture. Ask **What can you see?** Say **Let's listen to some children on a farm. What activities do they do?**
- Play the CD, pausing after each dialogue. The pupils listen and number the different activities.
- Play the CD again to check the pupils' answers.

Answers: 1 collect the eggs 2 look at the horse
3 pick fruit and vegetables 4 feed the goat

Activity 2: Think about your culture



Read and tick (✓). Draw and write.

- Read out the question in the speech bubble. Elicit the pupils' answers.
- Read out the first phrase. The pupils tick the box if they can see animals here.
- Repeat with the other sentences.
- The pupils draw the place(s) where they can see animals in their town and they complete the sentence.
- Invite different pupils to show the class their drawings and to read their sentences.

Recycled vocabulary

- The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: ice cream

Ending the lesson

Review the lesson.

- (Books closed.) Say **Today we've learnt about an urban farm in Britain. Do you like this farm?** Elicit opinions from the pupils.

Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.

Extra activity

Reinforcement

- Play *Splat!* (see p28) with the animal word cards.

Extension

- The class works together and makes a model farm. Use coloured card for the scene and plasticine for the trees and bushes.
- Encourage the pupils to bring in plastic animals from home. Alternatively, use plasticine for the animals.
- Encourage the class to talk about their model. *I can see (six cows). I can see (two pigs).*
- Leave the farm on a table at the side of the class with a sign *What can you see on the farm?* Remember to change the display each day by removing / adding animals or changing their positions. Fast finishers can go to the display in pairs and ask and answer the question together.

Link to Science



- If you are studying the Science topic of **Animals** in English, you could review the wild animals the pupils know. Help them to observe the similarities and differences between farm animals and wild animals. Say **A (cow) has four legs. Does a (tiger) have four legs?**

Objectives and Key Competences

- Read and understand animal riddles
- Write a riddle
- Write a list of farm animals with two and four legs
- Review wild animals (optional)

Key language

- *What am I? I can't (climb).*
- **Recycled:** *bird, chicken, cow, dog, duck, horse; climb, fly, swim, walk; big, small; meat; colours; numbers 1-10*
- **Recycled:** *I've got (two legs). I can (swim). I'm (small).*

Materials

- Pupil's Book p59; Activity Book p54; Class CD3; Teacher's Presentation Kit and Tools
- Farm animals flashcards
- Task flashcards: *think, listen, read, write, colour, Talk Partners*

Optional materials

- Five Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3 and 4)
- Pieces of A4 paper
- Crayons or coloured pencils

Key Multiple Intelligences

- Linguistic
- Interpersonal

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review farm animals vocabulary.
- Set learning objectives using the task flashcards.

Activity 1: Before you read

- Identify two-legged and four-legged animals.
- Think and write a list with your partner.

Activity 2

- Listen and read.
- ▶ *CD3 Track 3 p246*
- Answer the riddles.

Pupil's Book

After you read

Go to page 54 in your Activity Book.

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activity

Extension

- Make a class riddles display.

Link to Science

- **Animals:** Write riddles about wild animals.

Activity Book

Activity Book

Activity 1: After you read

- Read and write.
- Colour.

Recycled vocabulary

- Look, remember and write the word.

Activity 2 Your turn

- Write an animal riddle.
- Say.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions. (See p25.)

Review the farm animals vocabulary.

- Use the farm animals flashcards to review vocabulary. Hold up a flashcard and ask the class to tell you the word. Then stick the card face down on the board. Repeat until all the cards are on the board. Then ask **Where's the (chicken)?** Invite a pupil to turn over one of the cards. If it's the correct card, the pupil says *It's here*. If it isn't the correct card, invite another pupil to come to the board and have a turn. Repeat with different flashcards.
- To finish, ask **Where can you see these animals? What activities can you do on a farm?**
- **Option:** Play the game in two teams. The teams take it in turns to remember the words.

Set learning objectives using the task flashcards.

- Say **Today we're going to read some animal riddles.**
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1: Before you read

Think and write a list with your partner.

- (Books open.) Focus the pupils' attention on the photos and elicit examples of farm animals with two legs. Then elicit some with four legs.
- The pupils work in pairs. Give them five minutes to write a list of farm animals with two legs and farm animals with four legs. Allow them to look back through the unit if necessary.
- Invite a pair of pupils to read out the first list. Write the words on the board. Elicit the names of other two-legged farm animals that the pupils know (*bird, duck, chicken*) and ask the class to check their spelling. Repeat with the second list (*cow, horse, goat, pig, cat, sheep, dog*).

Possible answers: (two legs) ducks, chickens, birds (four legs) goats, pigs, cows, horses

Pupil's Book Activity 2

Listen and read. Answer the riddles.

► CD3 Track 3 p246

- Focus the pupils on Activity 2. Say **Let's listen and read some animal riddles. Can you guess the answers?**
- Play the CD, pausing after each riddle. The pupils read the riddles and point to the correct pictures.
- Play the CD again, pausing after each line. The class repeats.
- Ask volunteers to read out the riddles to the class.

Answers: a duck, a cow

Activity Book

Activity 1: After you read

Read and write. Colour.

- (Books open.) Focus the pupils on Activity 1. Read the words in the word box.
- Read out the first two sentences of the first riddle. Ask a pupil to read and complete the third sentence.
- The pupils write the missing words on their own. Then they colour the animals.
- **Talk Partners** Alternatively, the pupils complete the riddles with a Talk Partner.

Answers: 1 legs, fly, brown (A duck) 2 run, big, white (A cow)

Activity 2 **Your turn**

Write an animal riddle. Say.

- Focus the pupils on Activity 2. The pupils think of an animal and they write an animal riddle by completing the text.
- Ask different pupils to read out their riddles without naming the animal. Ask **What animal is it?** The rest of the class answers.
- Repeat with different pupils.

♻️ Recycled vocabulary

- The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: meat

Ending the lesson

Review the lesson.

- (Books closed.) Say **Today we've read and written animal riddles in English. What animal riddle did you write?** Elicit the animal riddles from the pupils.

Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.

Extra activity

Extension

- Make a class riddles display. Hand out a piece of A4 paper to each pupil and they fold it in half.
- They copy the riddle they wrote in their Activity Book onto the front of the card and decorate it. They write the answer inside.
- Display the cards around the classroom. The pupils can read the riddles and try to guess the answers.

Link to Science

- If you are studying the Science topic of **Animals** in English, you could review wild animals. Elicit the wild animals they know and write them on the board.
- The pupils can write another riddle about a wild animal by following the model in Activity Book Activity 2.

5 Lesson 8 Review

Objectives and Key Competences

- Review learning in the unit
- Reflect on own learning
- Sing a cooperative learning song

Key language

- *What can (Peter) see? This is a (cow).*

Recycled: chicken, cow, frog; rubber, ruler; doll, robot; ear, toes; grape; jump, fly, ride a bike, swim; juggle

Recycled: Can you (swim)? Yes, I can. No, I can't. I can see (a robot).

Materials

- Pupil's Book p60; Activity Book p55; Class CD3; Teacher's Presentation Kit and Tools
- Farm animals flashcards
- Task flashcards: *listen, number, write, read, sing, stick, Talk Partners, follow*
- Traffic light cut-out
- *High Five!* sticker

Optional materials

- Five Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3 and 4)

Key Multiple Intelligences

- Linguistic
- Intrapersonal
- Logical-mathematical
- Interpersonal

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the unit vocabulary.
- Set learning objectives using the task flashcards.

Activity 1

- Listen and number.
- ▶ *CD3 Track 4 p246*
- Write and say.

Activity 2

- Look at the pictures.
- Read and write the animal.

Pupil's Book

5 Lesson 8 Review

1 Listen and number. Write and say.

1

chicken

2 Look at the pictures. Read and write the animal.

- This animal can jump. It's green. frog
- This animal can fly. It's black. _____
- This animal can't fly. It's white. _____
- This animal can swim. It's white. _____
- This animal can climb. It's orange. _____
- This animal can't swim. It's pink. _____

3 Cooperative learning: Sing *Well done!*

60 sixty

WELL DONE! HIGH FIVE! EVERYONE!

Activity 3: Cooperative learning

- Sing *Well done!*
- ▶ *CD3 Track 5 p246*
- Stick the *High Five!* sticker.
- ▶ Go to the Activity Book.

Ending the lesson

- Review the task flashcards.

Extra activity

- Reinforcement**
- Play *Board pelmanism*.

Activity Book

5 Lesson 8 Review

1 Read and count. Write *Yes, I can* or *No, I can't*.

- Can you see two cows? Yes, I can.
- Can you see six chickens? _____
- Can you see three goats? _____
- Can you see two frogs? _____
- Can you see a cat? _____

2 Look, follow and write.

- climb → _____
- walk → _____
- fly → Cats can't fly.
- swim → _____

3 My progress Use your traffic light. Listen to the teacher and point.

Key for Activity 2: 1. I can say the animal words. 2. I can say what animals can do. 3. I can say what I can see. 4. I can write a word. 5. I listen to the teacher. 6. I take turns.

fifty-five 55

Activity Book

Activity 1

- Read and count.
- Write *Yes, I can* or *No, I can't*.
- **Talk Partners** Ask and answer.

Activity 2

- Look, follow and write.

Activity 3

- Use your traffic light. Listen to the teacher and point.
- **Recycled vocabulary**
- Look, remember and write the word.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions. (See p25.)

Review the unit vocabulary.

- Hold up a farm animals flashcard and elicit the word. Stick the flashcard face down on the board. Repeat until all the flashcards are on the board.
- Ask **Where's the (chicken)?** Ask a pupil to come to the front and turn over one of the flashcards. If it's the correct flashcard, he / she says *It's here*. If it isn't the correct flashcard, another pupil has a go. Repeat with different words and different pupils.
- Variation: Play the game in two teams. The teams take it in turns to remember the farm animals.

Set learning objectives using the task flashcards.

- Say **Today we're going to remember what we've learnt in Unit 5.**
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1

Listen and number. Write and say.

► CD3 Track 4 p246

- (Books open.) Point to each of the farm animals and elicit the words.
- Play the CD, pausing after each dialogue. The pupils write the correct numbers in the circles.
- Play the CD again. The pupils write the correct word under each picture. Then they say the words.

Answers: 1 chicken 2 bird 3 frog 4 horse 5 duck 6 cow
7 cat 8 pig 9 sheep 10 goat

Pupil's Book Activity 2

Look at the pictures. Read and write the animal.

- Focus the pupils on the pictures in Activity 1 again. Read out the first sentence in Activity 2. Elicit the answer.
- Repeat with the other sentences.
- The pupils write the sentences on their own in their Activity Books.

Answers: 1 frog 2 bird 3 sheep 4 duck 5 cat 6 pig

Pupil's Book Activity 3: Cooperative learning

Sing *Well done!*

► CD3 Track 5 p246

- Praise the pupils for their hard work and encourage them to praise each other. Play the *Well done!* song. The pupils sing and do the actions.

Stick the *High Five!* sticker.

- The pupils stick the *High Five!* sticker on the Pupil's Book page.
- Variation: Sing the *Well done!* song and stick the *High Five!* sticker after the pupils have also completed the Activity Book Lesson 8 Review.

Activity Book

Activity 1

Read and count. Write *Yes, I can* or *No, I can't*.

- (Books open.) Read out each question. The pupils count the animals in the scene. Elicit the answers.
- The pupils write the answers on their own.
- **Talk Partners** The pupils ask and answer with a Talk Partner.

Answers: 1 Yes, I can. 2 No, I can't. 3 Yes, I can.
4 No, I can't. 5 Yes, I can.

Activity 2

Look, follow and write.

- Focus the pupils on Activity 2. The pupils follow the line from the cat to the verb.
- Read out the sentence at the end of the line **Cats can't fly.**

- Repeat with the other animals. The pupils write the sentences on the line each time.

Answers: 1 Cats can't fly. 2 Frogs can swim. 3 Horses can't climb. 4 Ducks can walk.

Activity 3: My progress

Use your traffic light. Listen to the teacher and point.

- (Books closed.) Ask the pupils to take out their traffic light cut-out. Say **Let's think about our work in this unit.** Point to the green circle, nod your head, smile a lot, and say **I can say the animal words. Yes, I can do this very well.** Then point to the yellow circle, move your head a little, smile a little and say **Yes, I can do this.** Then point to the red circle, shake your head and say **No, I can't do this.**
- Read the different statements. For each one, the pupils point to the colour on their traffic light that shows how they feel about their own learning.

Self-assessment statements

1. I can say the animal words.
2. I can say what animals can do.
3. I can say what I can see.
4. I can write a riddle.
5. I listen to the teacher.
6. I take turns.

Recycled vocabulary

- The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: salad

Ending the lesson

Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.

Extra activity

Reinforcement

- Play *Board pelmanism* (see p28) with the animals flashcards and word cards.

5 External exams practice

Objectives and Key Competences



- Practise activity types found in the Trinity and Cambridge exams

Key language

- What can (Peter) see? This is a (cow).
- Recycled:** chicken, cow, frog; rubber, ruler; doll, robot; ears, toes; grape; jump, fly, ride a bike, swim; juggle
- Recycled:** Can you (swim)? Yes, I can. No, I can't. I can see (a robot).

Materials

- Pupil's Book p61; Activity Book p56; Class CD3; Teacher's Presentation Kit and Tools
- Task flashcards: listen, tick, Talk Partners, read, circle

Optional materials

- Five Trinity Exam Practice cards (selected from Unit 5).
- External Exams DVD-ROM

Key Multiple Intelligences

- Linguistic
- Interpersonal

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review one of the unit songs.
- Set learning objectives using the task flashcards.

Activity 1

- Listen and tick (✓). There is one example.
- ▶ CD3 Track 6 p246

Activity 2

- Listen.
- ▶ CD3 Track 7 p247
- Talk Partners** Ask and answer.
- ➔ Go to the Activity Book.

Pupil's Book

External exams practice

1 Listen and tick (✓). There is one example.

1 What can Peter see? 2 What can Sally see?

A B A B

3 What can Emma see? 4 What can Alex see?

A B A B

2 Listen. Ask and answer.

Can you jump? Yes, I can.

Can you fly? No, I can't.

jump swim walk juggle fly climb run ride a bike

External Exams DVD-ROM Trinity and Cambridge exams practice sixty-one 61

External Exams Practice Pack

- Additional Trinity and Cambridge Exams practice (optional).

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Activity Book

External exams practice

1 Look and read. Put a tick (✓) or a cross (X) in the box.

1 This is a cow. 2 This is a doll.

3 This is a chicken. 4 This is an ear.

5 This is a ruler. 6 This is a grape.

2 Read and circle. Ask and answer.

1 Can you swim? Yes, I can. No, I can't.

2 Can you ride a bike? Yes, I can. No, I can't.

3 Can you fly? Yes, I can. No, I can't.

4 Can you juggle? Yes, I can. No, I can't.

5 Can you touch your toes? Yes, I can. No, I can't.

56 fifty-six

Activity Book

Activity 1

- Look and read.
- Put a tick (✓) or a cross (X) in the box.

Activity 2

- Read and circle.
- Talk Partners** Ask and answer.

Recycled vocabulary

- Look, remember and write the word.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions using the Unit 5 cards. (See p25.)

Review one of the unit songs.

- Choose a song. The class sings and does the actions. Alternatively, invite the class to choose a song to sing.

Set learning objectives using the task flashcards.

- Say **Today we're going to practise activities for an external exam.**
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1



Listen and tick (✓). There is one example.

► CD3 Track 6 p246

- (Books open.) Play the CD, pausing after each dialogue to check comprehension. The pupils listen and tick the correct pictures.
- Play the CD again if necessary.

Answers: 1 A 2 A 3 B 4 B

Pupil's Book Activity 2



Listen. Ask and answer.

► CD3 Track 7 p247

- Play the CD. The pupils listen to the dialogue.
- Ask **Can you jump?** Elicit answers.
- Ask two confident pupils to ask and answer the questions. They can use the words in the word box.
- **Talk Partners** The pupils ask and answer with a Talk Partner, saying what they can and can't do.
- **Note:** you can use the Dialogue Tool to present and practise this external exams language.

Activity Book



Activity 1

Look and read. Put a tick (✓) or a cross (x) in the box.

- (Books open.) Focus the pupils on the pictures.
- Read out the first sentence. The pupils put a tick in the box if the sentence matches the picture and a cross if it doesn't.
- The pupils work on their own to complete the activity.
- Check the answers as a class.

Answers: 1 ✓ 2 ✓ 3 x 4 ✓ 5 x 6 x

Activity 2

Read and circle. Ask and answer.

- Focus the pupils on Activity 2. Ask a pupil the first question and elicit their answer. The pupils circle their own answer.
- The pupils read the other questions and circle their answers.
- Ask a volunteer to read the questions and their answers.
- **Talk Partners** The pupils ask and answer with a Talk Partner to practise the language.

Recycled vocabulary

- The pupils look at the picture and write the vocabulary word. If they can't remember, they look back at the previous unit.

Answer: eggs

Ending the lesson

Review the lesson.

- (Books closed.) Say **Today we've practised activities for an external exam. What questions did you learn?**

Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.

External Exams Practice Pack



Additional Trinity and Cambridge Exams practice (optional).

- Additional external exams preparation material, including videos, worksheets and practice tests, can be found on the DVD-ROMs.

Date: _____

Unit: _____

1 What did my pupils learn in this unit?

2 How did my pupils work? (✓)

individually in pairs in small groups
in large groups as a class

3 Which key competences did my pupils develop?

-  Competence in linguistic communication
-  Competence in mathematics, science and technology
-  Digital competence
-  Learning to learn
-  Social and civic competences
-  Sense of initiative and entrepreneurship
-  Cultural awareness and expression

4 Which lessons / activities were the most successful and why?

5 Which lessons / activities did my pupils find the most difficult and why?

6 What did I try in the classroom for the first time? How did it go?

7 Which resources did I find most useful? (including web pages)

8 What could I do differently next time I teach this unit?
