

**OBJECTIVES:** By the end of the lesson, pupils will be able to name wild animals.

● **TARGET LANGUAGE**

**Key language:** *crocodile, elephant, hippo, giraffe, snake, tiger, monkey, animal*

**Additional language:** *funny, It's my turn.*

**Revision:** verb *to be*, colours, adjectives, *head, nose, mouth, hair, I don't know, monkey, snake*

● **MATERIALS REQUIRED**

Pet and wild animal flashcards (47–52, 59–65)

Extra activity 1: CD of lively music

Optional: *Kid's Box Teacher's Resource Book 1 Unit 7*

Reinforcement worksheet 1 (page 43)

## Warmer

- Flash each pet flashcard quickly in front of the class. Pupils put their hands up to say, e.g. *It's a cat*. Stick the flashcards on the board. Elicit what they are (pets) and introduce *Animal*.

## Presentation

- Show each wild animal flashcard and elicit or say the word. Pupils repeat in chorus and then in groups. Place the flashcards in a group on the board. Point to each one. Pupils chorus the name. Point to all the flashcards and say *They're wild animals*. Point and elicit, e.g. *Elephant*. Say *An elephant's a wild animal*.

Note: Articles *a/an* are for receptive purposes only.

### PB48. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 48, please*. Say *Where's the star?* Pupils check together. Check with the class (at the bottom of the tree). Pupils say *Here it is*.
- Say *Listen and point to the animals*. Play the CD. Pupils listen and point. Play the CD again. Pause after the description, but before the animal is named. Pupils chorus the animal. Check pupils understand the joke, saying *What's the animal? It's small and white with red hair and a big mouth ... It's a Simon!*
- Hold up your book. Point to, e.g. a tiger and say *A crocodile*. Pupils say the correct word: *A tiger*.

### CD 3, 02

**SIMON:** Let's play an animal game, Suzy!

**SUZY:** OK, Simon.

**SIMON:** What's this animal? It's a big cat. It's orange and black.

**SUZY:** That's easy. It's a tiger.

**SIMON:** Yes. Very good. What now? This animal is big and grey.

**SUZY:** It's a hippo.

**SIMON:** No, it's big and grey with a long nose.

**SUZY:** It's an elephant.

**SIMON:** OK. OK. What's brown and yellow with a small head?

**SUZY:** Is it a monkey?

**SIMON:** No, it isn't.

**SUZY:** I know! It's a giraffe.

**SIMON:** Yes, very good. OK. What's this? It's long and green and ...

**SUZY:** Er, is it a snake?

**SIMON:** Hah! No, it isn't. This animal is big, long, green and ...

**SUZY:** I know! I know! It's a crocodile.

**SIMON:** Yup!

**SUZY:** Now it's my turn. What this? It's small and white with red hair and a big mouth.

**SIMON:** Er, I don't know. What animal's that, Suzy?

**SUZY:** It's a Simon! Ha! Ha! Ha!

**SIMON:** Very funny, Suzy. Thank you.

### PB48. ACTIVITY 2. Listen and repeat.

- Play the CD. Pupils point to the words and repeat.

### CD 3, 03

Giraffe, elephant, snake, hippo, crocodile, monkey, tiger

### AB48. ACTIVITY 1. Listen and join the dots. [YLE]

- Say *Open your Activity Books at page 48, please*. Check pupils recognise the silhouettes by saying, e.g. *Point to the hippo*.
- Hold up your book. Say *Cat ... hippo*. Mime drawing a line from the cat to the hippo. Play the CD. Pupils draw a line from one animal to another. They check in pairs. Play the CD again. Elicit what the picture is (a crocodile's head).

### CD 3, 04

Cat – hippo – dog – fish – tiger – horse – mouse – elephant – bird – giraffe – crocodile – snake – monkey – fish

## Practice

- Draw four large circles. Say *School things, animals, toys, numbers*. Elicit an example for each one, e.g. *Eraser, horse, train, one*. In the numbers circle, draw, e.g. a ball. Say *Is this OK?* Pupils respond *No*. Say *Where's the ball?* Pupils say *Toys*. Repeat with other incorrect examples.

### AB48. ACTIVITY 2. Read and draw lines.

- Hold up your book. Point to the line in grid 1 (doll, bike, ball). Elicit the word family (toys). Mime drawing lines in different directions (up/down/diagonally).
- Pupils work individually. They look for three words from a family in a line in grids 2, 3 and 4 and draw lines. They check in pairs by saying their words.
- Check with the class. Pupils say the line aloud. Elicit the word family each time.

**Key:** 2 ten, seven, five 3 pencil, eraser, book 4 snake, monkey, giraffe

## Extra activities: see page 115 (if time)

## Optional activity

- Unit 7 Reinforcement worksheet 1 from *Teacher's Resource Book 1* (pages 42 and 43).

## Ending the lesson

- Pretend that there's an animal in your desk or your bag. Open it, peep in and close it quickly. Say *Oh, dear! It's an animal!* Look again and say, e.g. *It's green*. Continue looking and giving information until pupils guess, e.g. *Is it a snake?* Repeat.

**OBJECTIVES:** By the end of the lesson, pupils will have had more practice talking about wild animals.

● **TARGET LANGUAGE**

**Key language:** *crocodile, elephant, giraffe, hippo, monkey, snake, tiger*

**Revision:** numbers 1–10, adjectives

● **MATERIALS REQUIRED**

Wild animal flashcards (59–65)

Write each animal word in large writing on writing lines.

Cut each word along the writing line. Stick the half words at random on a large piece of paper.

Optional: *Kid's Box Interactive DVD 1: The living room* 'Let's go to the zoo!' episode

**Warmer**

- Use the mime game from the previous lesson (Extra activity 1) to review animals. A pupil comes to the front and mimes an animal. The class guesses. Repeat with other animals.

**PB49. ACTIVITY 3.** *Say the chant. Do the actions.*

- Say *Open your Pupil's Books at page 49, please.* Elicit the animals. Play the CD. Pupils listen and point to the animals. Play the CD again. Pupils say the chant. Say the chant with the class. Pupils repeat it line by line, faster, softly, etc.
- Review or practise TPR actions for each animal, e.g. *tiger* (hand clawing, scratching the air), *elephant* (arm in front of the face for a trunk), *hippo* (looking fat, rounded arms at sides, with big open mouth), *snake* (whole arm 'wriggling' away from the body), *giraffe* (outstretched arm above head, thumb tucked under flat hand for head), *crocodile* (two outstretched arms in front of face making a snapping movement).
- Make six groups. Each group is an animal. Pupils stand up and say the chant. Each group mimes their animal when they hear it.

**CD 3, 05**

Tiger, elephant, hippo, snake,  
Giraffe and crocodile.

Tiger, elephant, hippo, snake,  
Giraffe and crocodile.

**PB49. ACTIVITY 4.** *Listen and point. Answer.*

- Say *Listen and point to the animals in the book.* Play the CD. Pupils listen and point. Say *now listen and answer.* Play the next track, pausing after each description. Pupils whisper the animal to their partner. Check with the class. Play the CD again. Pupils repeat. After each question, pupils chorus the answer.

**Key:** monkeys, crocodiles, hippos, elephants, tigers, snakes, giraffes

**CD 3, 06**

What are the animals?

Listen and look.

Point to the animals

In this book.

They're small and brown,

They're long and green.

They're grey and dirty,

They're big and clean.

They're orange and black,

They're red and blue.

They're yellow and brown,

With small heads too.

*Answer.*

They're small and brown with big ears. What are they?

They're long and green with big mouths and a lot of teeth.

What are they?

They're big and grey with very big mouths and small ears. What are they?

They're big and grey with long noses and big ears. What are they?

They're orange and black with small ears and big teeth. What are they?

They're red and blue with small heads and no ears. What are they?

They're yellow and brown with small heads. What are they?

**AB49. ACTIVITY 3.** *Read and answer. Write 'yes' or 'no'.*

- Revise the adjectives *long, short, big, small, clean, dirty* using items in the classroom. Say *Open your Activity Books at page 49, please.* Point to the picture and ask *Which wild animals can you see?* Elicit the names. Read the example question, hold up your book and point to the picture. Elicit the answer (*no*) and point to the example answer written on the first line.
- Pupils answer the rest of the questions individually. Check answers in open pairs.

**Key:** 2 yes, 3 yes, 4 no

**AB49. ACTIVITY 4.** *Colour the animals.*

- Focus the pupils on the first row of pictures in Activity 4. Elicit the names of the animals. Elicit typical colours for each of the animals. Review the use of (*colour*) and (*colours*). Say *Choose different colours. Colour the animals.* Pupils colour the animals in the first row, hiding their book from their partner. They can use one or two colours for each animal.
- Demonstrate the ask and answer activity. Hide your Activity Book from pupils and describe the first animal, e.g. *My giraffes are red and yellow.* Gesture that pupils should colour the first picture in the second row.
- Pupils work in pairs. Still hiding his/her book from Pupil B, Pupil A makes sentences about the colour(s) of each animal, e.g. *My giraffes are yellow and brown.* Pupil B colours in the animals in the second row. Set a time limit of two minutes for this stage. Monitor and check pupils are using the plural *are*. Then pupils swap roles. They compare their books when they have finished colouring.

**Extra activities: see page T115 (if time)**

**Optional activity**

- 'Let's go to the zoo!' episode from *Kid's Box Interactive DVD 1 (The living room section)*. See pages 16–19 of the Teacher's Booklet for the Interactive DVD.

**Ending the lesson**

- Mime each wild animal. Pupils say the word. Pupils come to the front and mime for the class to guess.

**OBJECTIVES:** By the end of the lesson, pupils will have had more practice in describing animals and their body parts.

### ● TARGET LANGUAGE

**Key language:** *body, hand, arm, leg, tail, foot/feet, They've got ... , They haven't got ... , Have they got ... ? How many ... ?*

**Additional language:** *a lot, shake, smile, laugh*

**Revision:** *are, prepositions on, under, next to, adjectives*

### ● MATERIALS REQUIRED

Wild animal flashcards (59–65)

Optional: audio or video recorder

Photocopiable 7 (see page 103), copied onto thin card, one set for each group of three, each photocopy pre-cut into three strips, scissors, one completed set for demonstration, envelopes

Optional: *Kid's Box Teacher's Resource Book 1 Unit 7 Song worksheet (page 47)*

*Kid's Box Interactive DVD 1: The playroom 'Please, Mr Crocodile' game (and coloured ribbons if your pupils wear school uniform)*

## Warmer

- Play a definitions/guessing game with the class. Describe an animal. Pupils put up their hands to guess. Say, e.g. *They've got short legs and very big mouths. They are green (crocodiles).* Continue with descriptions for other animals. Confident pupils can offer definitions.

## Song

**PB51. ACTIVITY 7.** *Sing the song.*

- Review the body parts for the song (*hands, feet, etc.*). Say *Open your Pupil's Books at page 51, please.*
- Play the CD. Pupils listen and do the actions, e.g. move their hands and feet. Play the CD again, line by line. Teach the song to the pupils. When pupils know the song, they repeat the whole song with the actions. Make six groups. Each group sings a verse. All pupils do the actions together.
- Record or video pupils and play the recording to the class.

### CD 3, 10

Animals, animals, big and small,  
Animals, animals, short and tall.  
Animals, animals, dirty and clean,  
Animals, animals, brown and green.  
Come on, children, sing along,  
Sing and move to the animal song.

Let's all do the hippo show,  
Let's all do the hippo show,  
Let's all do the hippo show,  
Move your hands and feet.

Let's all do the elephant dance,  
Let's all do the elephant dance,  
Let's all do the elephant dance,  
Move your arms and legs.

Let's all do the snake shake,  
Move your head and tail.  
Let's all do the crocodile smile,  
Let's all do the crocodile smile,  
Let's all do the crocodile smile,  
Show your big white teeth.

Let's all do the giraffe laugh,  
Let's all do the giraffe laugh,  
Let's all do the giraffe laugh,  
And open your big clean mouth.

### CD 3, 11

Now sing the song again. (Karaoke version)

**PB51. ACTIVITY 8.** *Act it out and say.*

- Act being one of the animals from the unit, e.g. a crocodile (its movements and sounds). Say *What am I?* Pupils guess: *You're a ...*
- Nominate volunteers to come to the front of the class and act being another animal. Encourage them to ask *What am I?* afterwards and check that the other pupils are guessing using complete sentences, e.g. *You're an elephant.* Pupils repeat the activity in pairs (Pupil A acts and Pupil B guesses, and then they swap roles).

## Photocopiable 7: see pages T96 and T103

**AB51. ACTIVITY 7.** *Look and read. Write 'yes' or 'no'. [YLE]*

- Review prepositions by placing animal flashcards in different places around the classroom (e.g. under the chair, on the table, next to the bag). Ask *Where's the ...?* Pupils respond *Under the chair, etc.*
- Say *Open your Activity Books at page 51, please. Say Look at the picture. It's a toy shop (use LI to explain what this is if necessary). Look at the animals. Can you see the elephants? Read the example sentence and elicit that it is false (pupils say No). Show them the example answer on the first line.*
- Pupils complete the activity individually or in pairs. Monitor and give help as necessary. Check answers as a class.

**Key:** 1 yes, 2 yes, 3 yes, 4 no, 5 no

## Extra activity: see page T115 (if time)

### Optional activity

- Pupils complete the Unit 7 song worksheet from *Teacher's Resource Book 1* (pages 42 and 47).
- Watch the DVD clip 'Please, Mr Crocodile' from *The playroom* section of the Interactive DVD. Then play the game with your pupils. See page 35 of the Teacher's Booklet for the Interactive DVD.

## Ending the lesson

- Sing the song from the beginning of the lesson.

**OBJECTIVES:** By the end of the lesson, pupils will have practised the sound /ɪ/ and had more practice with describing animals and their body parts.

● **TARGET LANGUAGE**

**Key language:** the phoneme /ɪ/ as in *big, fish, six*

**Revision:** *Have they got ... ? My favourite wild animals are ... , They're ... , They've got ...*

● **MATERIALS REQUIRED**

Colour, pet and wild animal flashcards (20–26, 41–44, 47–52, 59–65)

A selection of flashcards, e.g. *train (40), horse (50), mouse (51), cat (47)*

Extra activity 2: dominoes from Photocopiable 7 (see page T103), in envelopes from the previous lesson

Optional: *Kid's Box Teacher's Resource Book 1 Unit 7 Extension worksheet 1 (page 45)*

**Warmer**

- Show each flashcard and elicit the word. Put the flashcards with the sound /ɪ/ in one group. Say *Today's sound is ...* Let the class complete by saying *i* (the sound, not the letter name).

**PB52. ACTIVITY 9. Monty's phonics.**

- Say *Open your Pupil's Books at page 52, please.* Point to the pictures of the fish and the big box and say *Fish, Big.* Pupils practise saying the words and the sound /ɪ/.
- Point to the larger picture and say *Look! Six big fish.* Say *Now listen to Monty, point and repeat.*
- Play the CD. Pupils listen and repeat the sound and the words, using the same tone and speed as Monty.
- Pupils work in pairs and practise saying *Six big fish* as a tongue twister.

**CD 3, 12**

**MONTY:** Hi, I'm Monty! Repeat after me!

/ɪ/ /ɪ/ fish

/ɪ/ /ɪ/ big

Six big fish.

Six big fish.

Six big fish!

**PB52. ACTIVITY 10. Play the game. Ask and answer.**

- Demonstrate the activity. A pupil thinks of an animal. Ask questions about it, e.g. *Have they got long noses?* Other pupils can ask questions. The first to guess thinks of an animal and play continues. Repeat.
- Pupils then play in pairs using the boxes on the page to help them.

**AB52. ACTIVITY 8. Listen and write 'a', 'e' or 'i'.**

- Write the number *10* on the board in figures. Write the word *ten* with the vowel missing below (as in AB page 52 Activity 8): *t \_ n.* Point and say *Ten: a, e or i?* (say the letter sounds, not their names). Make the shape of the letter 'a' in the air as you say *a*, the shape of the letter 'e' as you say *e* and the shape of 'i' (with the dot above it) as you say *i.* Elicit the answer (e). Write the letter *e* on the board to complete the word below the number.

- Say *Open your Activity Books at page 52, please.* Say *Listen and write 'a', 'e' or 'i'.* Again, use the letter sounds, not their names.
- Play the example on the CD and point to the letter 'e' in *leg.* Play the rest of the CD. Pupils write the missing letter each time. Pupils check answers in pairs.
- Play the CD again. Check answers as a class.

**Key:** 2 i, 3 a, 4 i, 5 i, 6 e, 7 i, 8 a

**CD 3, 13**

1. leg
2. fish
3. black
4. big
5. hippo
6. pen
7. sister
8. hand

**AB52. ACTIVITY 9. Draw and write.**

- Focus pupils on the second activity on Activity Book page 52. Show or draw a picture of your favourite wild animal (from the animals pupils know). Say, e.g. *My favourite wild animals are elephants.* Then say two or more sentences about them, e.g. *They're big and grey. They've got big ears. They've got four legs.*
- Say *Draw your favourite animal. Write sentences.* Pupils draw and write individually. Monitor and help those who are having difficulty. Pupils work in small groups to share their pictures and read their sentences to their friends.

**Optional activity**

- Unit 7 Extension worksheet 1 from *Teacher's Resource Book 1* (pages 42 and 45).

**Extra activities: see page T115 (if time)**

**Ending the lesson**

- Teach and then do this chant with pupils. Display relevant flashcards (picture side) on the board to help them with the words.  
*Give me a /t/*  
(Point to, e.g. the train.) Pupils respond *Train.*  
*Give me a /h/*  
(Point to, e.g. the horse.) Pupils respond *Horse.*  
*Give me a /m/*  
(Point to, e.g. the mouse.) Pupils respond *Mouse.*  
*Give me a /k/*  
(Point to, e.g. the cat.) Pupils respond *Cat.*
- Repeat, with different flashcards for the sounds. Do the chant quietly, loudly, varying from loud to soft, etc.

**OBJECTIVES:** By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

### ● TARGET LANGUAGE

**Key language:** language from the unit

**Additional language:** *hero, help*

**Revision:** language from the unit

### ● MATERIALS REQUIRED

Wild animal flashcards (59–65)

Extra activity 1: a simple drawing of a 'sniger' (a combination of a snake and a tiger), e.g. long tail, snake body, stripy, no ears, four short legs, big teeth

Extra activity 2: pet flashcards (47–52)

Optional: *Kid's Box Teacher's Resource Book 1* Unit 7 Extension worksheet 2 (page 46) and/or animated version of the Unit 7 story from *Kid's Box Interactive DVD 1* (*Suzy's room* section)

## Warmer

- Review animals from the unit by doing a version of the chant from the end of the previous lesson, but use the wild animals. Start softly and get louder and louder for each animal. Make sure you say the sound, e.g. /t/ and not the letter.

*Give me a /t/*

(Point to the tiger.) Pupils respond *Tiger*.

*Give me a /h/*

(Point to the hippo.) Pupils respond *Hippo*.

*Give me a /k/*

(Point to the crocodile.) Pupil respond *Crocodile*.

*Give me a /s/*

(Point to the snake.) Pupils respond *Snake*.

## Story

**PB53. ACTIVITY 11.** *Listen to the story.*

- Say *Open your Pupil's Books at page 53, please. Say Listen and look. How many animals? How many legs have they got?* Play the CD. Pupils listen and look. They check in pairs. Check with the class (three animals – snakes, crocodiles, elephants; no legs, four legs, four legs).
- Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling, especially the sounds, e.g. *Ooohhh! Aaagghh!*
- Check comprehension by pointing to each picture in turn and asking, e.g. *Who's this? (Marie). Is she happy? (No. There are snakes.)*
- Check pupils understand *Hero* and *Superhero*. Elicit their superheroes, e.g. Superman, Spiderman, Batman, Cat Woman.

### CD 3, 14

Toys in the toy box,  
Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

**MONTY:** Animals animals, big and small. Animals animals, short and tall.

**MARIE:** Help! Help, Maskman! Look at these snakes. They're long and ugly and they've got two long teeth.

**MASKMAN:** I'm here, Marie. I've got the snakes. Snakes have got two long teeth, but I've got two big arms.

**MARIE:** Ooohhh, Maskman, thank you. You're a superhero!

**TREVOR:** Help! Help! Maskman! Look at these crocodiles.

They've got big mouths ... and they've got a lot of teeth.

**MASKMAN:** I'm here, Trevor. I've got the crocodiles. Crocodiles have got big mouths and a lot of teeth, but I've got long legs and big hands.

**TREVOR:** Ooohhh, Maskman, thank you. You're a superhero!

**MASKMAN:** Help! Help! Look at these elephants! They're very big ... and they've got very big feet.

**MASKMAN, MARIE AND TREVOR:** Aaagghh!

**MONTY:** I'm here, Maskman! Elephants are very big and they've got very big feet, but I'm a mouse ... and I'm very small.

**MASKMAN, MARIE, TREVOR:** Thank you, Monty. You're a small mouse, but you're a big hero.

**PB53. ACTIVITY 12.** *Act out the story.*

- Make groups of four. Play the CD. Pupils act out the story along with the CD. Pupils practise their role plays, using the pictures in the book to help. More confident pupils act out parts of the story to the class.

**AB53. MY PICTURE DICTIONARY.**

- Say *Open your Activity Books at page 53, please. Look at the picture dictionary. Pupils prepare the stickers. Say the words in turn. Pupils point to the correct sticker and to the word in their books. Pupils stick the stickers in the correct place. If appropriate, pupils trace around the word under the picture.*

**AB53. MY STAR CARD.**

- Say *Can you say these words?* Use flashcards to elicit the words in turn. Pupils say them in chorus. Ask pupils to repeat if necessary. Where pupils don't all say a word correctly, elicit the word from another pupil who can and then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to a word in their books and to say it.
- Say *Colour the stars.* Check pupils remember what to do with the other words and stars. Pupils choose colours to colour their stars.

**Extra activities: see page T115 (if time)**

## Optional activities

- Unit 7 Extension worksheet 2 from *Teacher's Resource Book 1* (pages 42 and 46).
- The animated version of the Unit 7 story from *Kid's Box Interactive DVD 1* (*Suzy's room* section). See pages 41–45 of the *Teacher's Booklet* for the Interactive DVD.

## Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.