

OBJECTIVES: By the end of the lesson, pupils will have read and talked about animals, using superlative adjectives.

● TARGET LANGUAGE

Key language: superlative adjectives: *the -est, the most, the best*

Additional language: *Now tell us about ... , Let's hear it ... , Five points for each fact*

Revision: animals, prepositions, adjectives, size, weight, distance, questions, family, *can / can't*

● MATERIALS REQUIRED

Extra activity 1: Reference materials with facts about wild animals

Optional: *Kid's Box Teacher's Resource Book 4 Unit 7 Reinforcement worksheet 1* (page 58)

Warmer

- Write *At the zoo* in the centre of the board and brainstorm animals you can see at a zoo.

PB64. ACTIVITY 1. *Look, think and answer.*

- Tell pupils to open their Pupil's Book at page 64. Focus on the picture. Ask if they can see any animals from the Warmer. Elicit who pupils can see and where they are. Pupils read the questions and discuss them in pairs.

PB64. ACTIVITY 2. *Listen and check.*

- Play the CD. Pupils listen and check.
- Elicit complete sentences. Play the CD again and ask checking questions with superlatives, e.g. *Which animal does Lenny think is the most exciting? Which animal does Stella think is the most beautiful? Write the superlatives from the listening on the board in three columns: one syllable with the + -est, two syllables with the + -est, longer adjectives with the most + adjective. Elicit examples for each column. Focus pupils on the Look box. Also present the heaviest (-y ending) and the best (irregular).*

Key: 1 They are in a quiz (at school). 2 Mr Burke is asking the questions. 3 The quiz is about animals. 4 Stella is winning.

CD 2, 33

MR BURKE: Welcome to the Kid's Box Quiz. Let's hear it for these two clever kids in today's big final: Lenny and Stella.

LENNY AND STELLA: Hello, Mr Burke.

MR BURKE: Look at the animals on the wall behind me. Lenny, which do you think is the most exciting?

LENNY: Er, I think the most exciting animal is the tiger.

MR BURKE: Great. Now tell us about tigers. You get five points for each fact.

LENNY: Well, the Siberian tiger's the biggest and the strongest animal in the cat family. It's not the quickest cat, but it can run at 55 km an hour. The heaviest Siberian tiger weighed 465 kilograms.

MR BURKE: Very good. That's 15 points. Now, Stella, which animal do you think is the most beautiful, and what can you tell us about it?

STELLA: I think the most beautiful animal is the dolphin. It's one of the cleverest animals and I also think dolphins are the best parents – they look after their young for more than three years ... Erm ... oh, yes, and do you know that dolphins can't drink sea water? They have to get water from their food.

MR BURKE: Very good, Stella. That gives you 15 points. Now, put your hands on the buttons. The quickest person to press the button and answer the question correctly gets five points. Which animal is the loudest in the world?

LENNY: Is it the elephant?

MR BURKE: Sorry, Lenny. It isn't.

STELLA: Is it the blue whale?

MR BURKE: Yes, that's right, Stella. Five points for you. The blue whale is the loudest animal in the world. And now for my next question ...

PB64. ACTIVITY 3. *Listen and say 'yes' or 'no'.*

- Focus pupils on Activity 3. Play the CD. Pupils listen and whisper the answers to a partner. Play the CD again. Check with the class.

Key: 2 Yes, 3 No, 4 Yes, 5 Yes, 6 No.

CD 2, 34

1. Lenny thinks the most exciting animal is the giraffe.
2. The Siberian tiger is the biggest animal in the cat family.
3. The Siberian tiger is the quickest cat.
4. Stella thinks the most beautiful animal is the dolphin.
5. Stella thinks the dolphin is the best parent.
6. The elephant is the loudest animal in the world.

AB64. ACTIVITY 1. *Make sentences.*

- Tell pupils to open their Activity Book at page 64. Focus them on Activity 1. Pupils write the sentences. Elicit, check and discuss with the class.

Key: 2 The dolphin can't drink sea water. 3 Antarctica is the coldest place in the world. 4 The blue whale is the loudest animal in the world. 5 The parrot lives in the forest.

AB64. ACTIVITY 2. *Complete the text about the giraffe family.*

- Focus pupils on Activity 2 and establish that it's a giraffe family. Pupils work individually to complete the text. Pupils compare their texts in pairs.

Key: Father, Sister, grandfather, mother, Brother

Extra activities: see page T117 (if time)

Optional activity

- Unit 7 Reinforcement worksheet 1 from *Teacher's Resource Book 4* (pages 57–58).

Ending the lesson

- Call out adjectives from the lesson. Pupils provide the superlative (including *the*).

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking and writing about animals, using superlative adjectives.

● **TARGET LANGUAGE**

Key language: superlative adjectives: the -est and *the most*

Additional language: *blog, kilometres an hour, the second cleverest*

Revision: wild animals, adjectives, definitions, *centimetre*

● **MATERIALS REQUIRED**

Photocopiable 7 (page T105). One copy for each pupil, copied onto thin card, scissors. One set of cards for demonstration.

Optional: *Kid's Box Teacher's Resource Book 4* Reinforcement worksheet 2 and / or Extension worksheet 1 (pages 59 and 60)

Warmer

- Review the comparative and superlative adjectives from the previous lesson, using a drill. Pupils stand up. Say the simple adjective, e.g. *Clever*. Pupils say in chorus *Cleverer, the cleverest*. Pupils can also take turns to call out simple adjectives.

PB65. ACTIVITY 4. Read and correct.

- Tell pupils to open their Pupil's Book at page 65. Focus on the blog and elicit what it is. Teach / check comprehension of *blog*. Elicit the names of the animals in the photographs. Make sure pupils know what to do. They read the text and then correct the sentences individually. They compare answers in pairs. Check with the class.

Key: 1 Blue whales are the biggest animals. 2 Blue whales are the loudest animals. 3 One of the smallest animals in the world is a lizard. 4 The quickest animal is a bird. 5 Dolphins are the second cleverest animals. 6 Fred thinks tigers are the most exciting animals.

PB65. ACTIVITY 5. What do you think? Write sentences.

- Focus on Activity 5 and on the pictures. Elicit the animals pupils can see and what they look like. Focus them on the example sentence to demonstrate the activity and remind them to use the words in the box in the superlative. Make sure they know they have to write about their opinions. Discuss as a class before pupils write in their notebooks. Monitor and check language. Pupils share their opinions with the class.

Photocopiable 7 (see pages T91 and T105)

AB65. ACTIVITY 3. Which animal is it? [YLE]

- Tell pupils to open their Activity Book at page 65. Focus them on the Activity 3 instruction and check understanding. Elicit that these are called *definitions*. Check pupils know what to do, using the example. They read and complete individually and then check in pairs. Check with the class.

Key: 2 elephant, 3 parrot, 4 monkey, 5 crocodile, 6 tiger

AB65. ACTIVITY 4. Ask questions and write the answers.

- Focus pupils on Activity 4. Check they have read the activity instruction and check understanding. Pupils move around the class, asking four friends about their family and writing the answers in the grid. They then compare their answers in groups of five. Elicit whole-sentence answers from different groups and discuss.

Extra activity: see page T117 (if time)

Optional activity

- Unit 7 Reinforcement worksheet 2 and / or Extension worksheet 1 from *Teacher's Resource Book 4* (pages 57, 59 and 60).

Ending the lesson

- Give pupils one minute to think of a definition like those in Activity Book Activity 3. They take turns to say their definitions to the class for other pupils to guess the animal.

OBJECTIVES: By the end of the lesson, pupils will have had practice using the past simple to describe events.

● **TARGET LANGUAGE**

Key language: past simple irregular: *drew, drove, ran, caught, flew, sat, slept, swam*; prepositions: *into, round, out of*; *puppies, kittens, cubs, the best*

Additional language: other baby animals

Revision: past simple, animals, *cage, after, before*

● **MATERIALS REQUIRED**

Flashcards 'round' (82), 'into' (87), 'out of' (88)

Extra activity 2: CD of line dance-style music

Warmer

- With books closed, tell pupils *Suzy went to the zoo*. Elicit what they think she did / saw. Write some ideas on the board.

PB66. ACTIVITY 6. *Look, think and answer.*

- Tell pupils to open their Pupil's Book at page 66. Focus them on the pictures to check ideas from the Warmer. Check they know what to do. They read the questions and discuss in pairs, using the pictures to help them.

PB66. ACTIVITY 7. *Listen and check.*

- Play the CD. Elicit complete sentences. Play the CD again and focus on the new past verbs in the box, e.g. *Where did Suzy draw the picture? When did Mr Star drive to the zoo? What did the dolphins do? What did the baby lions do? What did their parents do? What did Mr Star buy for Suzy? Why did Simon think the lizard was funny?*

Key: 1 They went to the zoo. 2 She gave her picture to her mum. 3 They saw dolphins, lions, parrots and a lizard. 4 Simon liked the lizard the best.

CD 2, 35

SUZY: Here's a picture for you, Mum. I drew it at the city zoo before we came home.

SIMON: Yes, Dad drove us there this morning.

STELLA: It was great. We saw the dolphins. They swam round the pool and jumped out of the water to eat fish from a man's hand.

SUZY: Look, it's here in the picture. And we saw some baby lions, Mum. They ran in a big square cage, but their parents slept all day.

STELLA: After we saw the lions, we went into the parrots' cage and they flew round our heads.

SUZY: They were the most beautiful animals. Dad bought me a toy parrot. Look, it's over there on the table.

MRS STAR: Mmm!

SIMON: A parrot sat on Dad's head. It was really funny, but the lizard was the best. It caught a fly. Ffphffkkk. And ate it for its lunch.

PB66. ACTIVITY 8. *Listen and say the letter.*

- Review / present *round, into* and *out of* using mime and the flashcards. Focus pupils on Activity 8 and on the instruction. Remind them to whisper the letter to their friend the first time. Play the CD. Pupils listen and whisper. Play the CD again. Check with the class.

Key: 2 d, 3 c, 4 f, 5 g, 6 e, 7 b

CD 2, 36

1. Mr Star drove the children to the zoo.
2. The parrots flew round their cage.
3. One of the parrots sat on Mr Star's head.
4. The dolphins swam round the pool and jumped out of the water to get the fish.
5. A lizard caught a fly.
6. The baby lions ran in their cage, but their parents slept all day.
7. Suzy drew a picture of her day.

AB66. ACTIVITY 5. *Listen and write the letter. [YLE]*

- Tell pupils to open their Activity Book at page 66. Give pupils time to look at the pictures. Check / pre-teach *kittens, lift, puppies*. Play the CD. Pupils write the letters. They check in pairs. Play the CD again. Check with the class.

Key: l c, 2 d, 3 e, 4 h, 5 f, 6 b, (7 a), 8 g

CD 2, 37

- a. The children ran round the playground.
- b. The men went into the lift.
- c. The kittens played in the round basket.
- d. The children walked into school.
- e. The old lorry drove round the mountain.
- f. The children ran out of school.
- g. The men came out of the lift.
- h. The puppies slept in the square basket.

AB66. ACTIVITY 6. *Make a wordsearch.*

- Focus pupils on the Activity 6 instruction. Tell them to use the past simple and include new verbs. They write the past in the wordsearch and the infinitives down the side. They fill in the boxes with random letters.

AB66. ACTIVITY 7. *Now look at your friend's wordsearch and find the words. Write three sentences with the words.*

- Make new pairs. Pupils swap their books and find the words. They check in their pairs and work together to write three sentences using the verbs.

Extra activities: see page T117 (if time)

Ending the lesson

- Do a simple narrative-building activity, e.g. Teacher: *I went to the zoo yesterday. First I looked at the penguins.* Pupil 1: *I went to the zoo yesterday. First I looked at the penguins. They were funny.* Pupil 2: *I went to the zoo yesterday. First I looked at the penguins. They were funny. I gave them some fish, etc.*

OBJECTIVES: By the end of the lesson, pupils will have sung a song and written their own verses.

● **TARGET LANGUAGE**

Key language: past simple regular and irregular

Revision: prepositions, animals, adjectives, town, country, *have to*

● **MATERIALS REQUIRED**

Preposition flashcards (82–92)

Extra activity I: Write the lines of the song (Pupil's Book Activity 10) on separate pieces of paper. You will need one line for each pupil. If you have more pupils than lines, copy a second set of lines on different coloured paper.

Optional: *Kid's Box Teacher's Resource Book 4* Song worksheet (page 62)

Warmer

- Review prepositions using the flashcards. Focus on the prepositions from the previous lesson (*into, round, out of*). Teach the following mime to pupils:
Out of: hands, palms together, in front of stomach rising up above head, separating at the top (like a flower coming out of the earth)
Into: reverse action of the above. Hands above head separated, bend wrist, fingers pointing down, backs of hands coming together and hands going down towards stomach
Round: one whole raised arm going round head in rotary movements.

PB67. ACTIVITY 9. *Listen and do the actions.*

- Tell pupils to open their Pupil's Book at page 67. Focus them on the Look box at the bottom of the page and elicit what the dolphin is doing in each diagram and what the prepositions are.
- Focus pupils on the Activity 9 instruction and check understanding (they do the actions from the Warmer). Play the CD, one sentence at a time. They listen and mime the correct preposition. Play the CD again. Pupils mime the action. Elicit the sentence from a pupil / pupils to check.

CD 2, 38

1. The boy ran round the playground.
2. The girl jumped into the sea.
3. The children climbed out of the swimming pool.
4. The bird flew round the tree.
5. The teacher walked into the classroom.
6. The dog ran round the garden.
7. The cat jumped out of the tree.
8. The fish swam round the bowl.
9. Dad walked into the kitchen.
10. The boy jumped out of bed.

PB67. ACTIVITY 10. *Listen and sing.*

- Focus pupils on Activity 10. Play the CD several times for pupils to identify the animals and then to repeat the song in lines, verses and then as a complete song with actions: (elephants) drinking, (parrots) flying, (dolphins) swimming, (monkeys) eating, (children) drawing, (lions) sleeping, (children) seeing. Make six groups (one for each animal, and also including the children, who feature twice). The pupils all sing the song, and the 'animals' / children mime when the song is about them.

CD 2, 39

As in Pupil's Book

CD 2, 39

Now sing the song again. (Karaoke version)

PB67. ACTIVITY 11. *Write another verse for the song.*

- Focus pupils on the structure of the song, and specifically on the rhyme and the repetition, by writing a verse on the board. Look at the example together. Elicit other ideas from pupils and write them on the board. Pupils work in groups of four and write another verse. Monitor and help / support. Confident groups can perform their verses for the class.

AB67. ACTIVITY 8. *What did the animals do? Sort and write the words.*

- Tell pupils to open their Activity Book at page 67. Focus them on the activity instructions and check understanding. Pupils read the sentences and then use the anagrams and pictures to help them work out what the verb is. They check in pairs / groups. Elicit the answers from different pupils, focusing on the verbs and the prepositions.

Key: 2 ran, 3 flew, 4 swam, 5 sat, 6 slept

AB67. ACTIVITY 9. *Complete the sentences. Write 'into', 'out of' or 'round'.*

- Focus pupils on the Activity 9 instructions and check understanding. They complete the task individually and then check in pairs. Check by asking pairs to read out the sentences with the correct preposition.

Key: 2 round, 3 into, 4 out of, 5 round, 6 into

Extra activities: see page T117 (if time)

Optional activities

- Unit 7 Song worksheet from *Teacher's Resource Book 4* (pages 57 and 62).

Ending the lesson

- Sing the song from the first part of the lesson again, with groups adding the verses they have written.

OBJECTIVES: By the end of the lesson, pupils will be able to identify and say the sounds /ʊ/ and /u:/ in common words. They will recognise that these sounds are spelt in different ways and will learn to use rhyme to help them remember pronunciation. They will also have completed a communication activity.

● TARGET LANGUAGE

Key language: words with the phonemes /ʊ/ and /u:/ (e.g. *Sue, zoo, look, could*)

Additional language: *cookbook, What's the past of ... ?, zebra crossing*

Revision: animals, superlative adjectives, question forms

● MATERIALS REQUIRED

Optional: *Kid's Box 4 Language Portfolio* page 12

Warmer

- Write these words on the board: *use, school, blue, shoes, new*. Say *Which sound is in all the words? Think about the sound, not the spelling*. Give pupils time to discuss together. Elicit the answer (the sound /u:/). Underline the sound /u:/ in the words. Say the sound for pupils to repeat. Explain that pupils will be practising this sound and the short vowel sound /ʊ/.

PB68. ACTIVITY 12. Stella's phonics

- Tell pupils to open their Pupil's Book at page 68. Elicit what they can see (*Sue, a kangaroo, a book, blue juice*). Present *cookbook* (a book with recipes in). Play the CD. Pupils repeat. Play the CD again for pupils to join in.

Note: Help your pupils recognise the common spelling patterns for the sound /u:/ (*zoo, blue, flew*).

Rhyme is a great help with the /u:/ sound when the spelling is irregular (e.g. *who, do, you, shoe* and *through* all rhyme).

CD 2, 40

STELLA: Hi, I'm Stella! Repeat after me!

/u:/, /u:/, zoo

/ʊ/, /ʊ/, cook

Sue's a kangaroo at the zoo.

Sue's a kangaroo at the zoo.

She's looking in her cookbook.

She's looking in her cookbook.

Look! The animals at the zoo love Sue's blue juice!

Look! The animals at the zoo love Sue's blue juice!

Sue's a kangaroo at the zoo.

She's looking in her cookbook.

Look! The animals at the zoo love Sue's blue juice!

PB68. ACTIVITY 13. Make questions. Ask and answer.

- Focus pupils on the animal names, the superlative adjectives and the example question and answer. Remind them to choose their answers from the animals given. Pupils draw a survey sheet in their notebooks, with enough space for answers from six friends (as in the Pupil's Book) and for the six adjectives on the left. They move around, asking their friends and noting the answers. When pupils have finished, make new groups. Pupils discuss and compare their answers. Discuss as a class.

AB68. ACTIVITY 10. Match the rhyming words. Listen, check and say.

- Tell pupils to open their Activity Book at page 68. Make sure they understand they need to match the rhyming words which are in columns next to each other. Do one or two more matches together if necessary.
- Pupils work in pairs. They match the rest of the words by saying them out loud. Play the CD for pupils to check their answers. Check with the class.

Note: The two phonemes share a spelling pattern: *oo* as in *book* /bʊk/ and in *room* /ru:m/. The /u:/ sound also has other spelling patterns (*ue* as in *blue*; *ew* as in *flew*), as well as many irregular spellings.

Key: 2 e, 3 b, 4 a, 5 c, 7 j, 8 f, 9 h, 10 g

CD 2, 41

1 school, pool; 2 choose, shoes; 3 zoo, two; 4 took, look; 5 good, could; 6 use, lose; 7 foot, put; 8 flew, blue; 9 moon, balloon; 10 cook, book

AB68. ACTIVITY 11. Match the questions and answers.

- Focus pupils on Activity 11. Direct them to the example. Pupils work in pairs. Check with the class in open pairs.

Key: 2 g, 3 e, 4 a, 5 b, 6 f, 7 h, 8 d

AB68. ACTIVITY 12. Ask and answer.

- Write the irregular verbs from this and the previous lesson on the board: *see, drink, eat, draw, do, sleep, swim, be, drive, fly*. Ask, e.g. *What's the past of see?* Pupils reply in chorus. Repeat for the other verbs. Practise the question. Pupils then ask and answer in pairs. Monitor and listen for the correct past forms.

Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. Translate / define *zebra crossing*. Explain the joke if necessary.

Extra activities: see page T117 (if time)

Language Portfolio

- Pupils complete page 12 of *Kid's Box 4 Language Portfolio* (A place I like). Help with new language as necessary.

Ending the lesson

- Pupils repeat the sound sentences from the beginning of the lesson. In pairs, they take turns to say the third sentence (*Look! The animals at the zoo love Sue's blue juice!*) as quickly as they can.

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

● **TARGET LANGUAGE**

Key language: language in the story

Additional language: *the most wanted*

Revision: language from the unit

● **MATERIALS REQUIRED**

Preposition flashcards (82–92)

At the zoo word cards from *Kid's Box Teacher's Resource Book 4* page 86 (prepositions)

Optional: *Kid's Box Teacher's Resource Book 4* Unit 7 Extension worksheet 2 (page 61) and / or animated version of the Unit 7 story from *Kid's Box Interactive DVD 4* (*Suzy's room* section)

Warmer

- Write *Nick Motors, Lock, Key* on the board. Ask pupils to give you sentences comparing the characters, using the superlative, e.g. *Nick Motors is the cleverest and the most dangerous.*

Story

PB69. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 69. Focus them on the first frame and elicit who's in the poster (Nick Motors). Ask a pupil to read the first speech bubble aloud and check understanding of *the most wanted*. Set the gist questions: *What did the person from the City Zoo say? What did the man take? Who was the man? What was inside the lorry?*
- Play the CD. Pupils listen and read for what happened. They check in pairs. Check with the class ('Please come quickly. We need your help'; he took one of their lorries; Nick Motors; there was a tiger inside).
- Play the CD again. Pause after each frame for pupils to repeat. Check general comprehension by asking, e.g. *Did Miss Rich have a cat? Where was the lorry when Nick Motors took it? How did Nick Motors get into the zoo? Whose motorbike was it? Did Nick Motors find the tiger? Was he frightened?*

CD 2, 42

As in Pupil's Book

AB69. DO YOU REMEMBER?

- Write *Prepositions* in the centre of the board. Elicit the prepositions pupils have learnt / reviewed in this unit using the flashcards and the word cards. Review the meaning of each one, using mime.
- Tell pupils to open their Activity Books at page 69. Check pupils have read the activity instructions and know what to do. They study the words and spellings on the right in silence. Then they fold the page down the middle so that they can only see the pictures and the lines to write the words on. They write the words in pencil. They check in pairs, asking, e.g. *What's this one? How do you spell 'between'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books and check their partner's.

AB69. CAN DO.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit / remind pupils of the activities they did in this unit when they talked about the past, e.g. the visit to the zoo. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them about the prepositions they used to describe where the animals were at the zoo. Pupils circle the appropriate face. Repeat for the third sentence, eliciting / reminding them about the superlatives they used to talk about the animals and about their classmates. Pupils circle the appropriate face.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activities: see pages T117–T118 (if time)

Optional activities

- Unit 7 Extension worksheet 2 from *Teacher's Resource Book 4* (pages 57 and 61).
- The animated version of the Unit 7 story from *Kid's Box Interactive DVD 4* (*Suzy's room* section). See pages 38–45 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

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

OBJECTIVES: By the end of the lesson, pupils will have read about animal and human skeletons.

● **TARGET LANGUAGE**

Key language: *skeleton, bone, per cent, calcium*

Additional language: *cartilage*

Revision: parts of the body, animals, numbers, superlative adjectives, *human, half*

● **MATERIALS REQUIRED**

Pictures of wild animals including a kangaroo, a giraffe, a bat and a monkey

Warmer

- Review parts of the body, including those featured in the lesson (*hands, feet, ear, leg, neck, arm*). Give instructions for pupils to follow, e.g. *Show me your hands. Shake your head. Point to your neck. Stamp your feet.*
- Tell pupils to open their Pupil's Book at page 70. Focus on the lesson title and use the photographs in Activity 1 to teach *bone* and *skeleton*. Tell pupils they will learn about human and animal skeletons in this lesson. Ask what they already know about skeletons. Pupils reply in LI. Do not confirm ideas at this stage.

PB70. FACT

- Focus pupils on the Fact box. Ask a pupil to read the fact to the class. Check comprehension of *cartilage*. Elicit in LI why it might be useful for a shark to have cartilage instead of bone (the cartilage is lighter than bone and it helps them to control their position in the water).

PB70. ACTIVITY 1. Look and read. Correct the sentences.

- Focus pupils on Activity 1. Read the activity instructions. Go through sentences 1 to 5 and make sure pupils know the meaning of key language, such as *human*. They read the text individually and correct the sentences in pairs. Check answers as a class and ask pairs to read out their correct sentences. Explain / elicit the meaning of *half, per cent* and *calcium*. Ask pupils which is the most surprising thing they learnt from the text.

Key: 1 There are two hundred and six bones in the human body. 2 More than half of our bones are in our hands and feet. 3 The smallest bone in our body is in the ear. 4 The longest bone is in the leg. 5 A human has got the same number of neck bones as a giraffe.

PB70. ACTIVITY 2. Look at the four skeletons. Which animals are they from?

- Focus pupils on Activity 2 and on the photographs. Stick the pictures of wild animals you have brought to class on the board. Pupils work in pairs. They try to identify each animal skeleton by choosing one of the animals on the board. Check with the class.

Key: a kangaroo, b giraffe, c bat, d monkey

PB70. ACTIVITY 3. Read and match the animals to the skeletons.

- Focus pupils on Activity 3. Tell them that each sentence is about one of the animals in Activity 2. Pupils work in pairs. They read the sentences and match them with the photographs. Pairs check with pairs. Check with the class. Check understanding of *tail* and *jungle*.

Key: 1 bat (c), 2 monkey (d), 3 kangaroo (a), 4 giraffe (b)

AB70. ACTIVITY 1. Match. Write the word.

- Tell pupils to open their Activity Book at page 70. Focus them on the activity instruction and the example answer. Pupils work individually and write the words in pencil. They check in pairs. Check around the class.

Key: 2 whale, 3 bear, 4 horse, 5 rabbit, 6 bat

AB70. ACTIVITY 2. Write the sentences in order.

- Focus pupils on Activity 2. Check they understand what to do, using the example. They work individually and write the other sentences in the correct order. They check in pairs by taking turns to read their sentences aloud to each other. Check with the class in the same way.

Key: 2 Some monkeys have got long arms and legs. 3 A crocodile's strong tail helps it to swim. 4 A skeleton is all an animal's bones together. 5 Crocodiles have got big eyes on the top of their heads. 6 The longest bone in the human skeleton is in the leg.

Extra activities: see page T118 (if time)

Ending the lesson

- Review and discuss with pupils what they learnt about in today's lesson.

OBJECTIVES: By the end of the lesson, pupils will have read about the adaptation of animals to their habitats and completed a project.

● **TARGET LANGUAGE**

Key language: *body parts*

Additional language: *run away, the rest of*

Revision: action verbs, parts of the body, *body, habitat, have to, have got, skeleton, bones*

● **MATERIALS REQUIRED**

Warmer: Four pieces of paper, each with the name of an animal habitat written on it: *jungle, savannah, mountain, sea*.

Picture of each habitat (if possible)

Project: A piece of paper for each pupil, coloured pencils, reference materials / internet access

Warmer

- Display the large pieces of paper with habitat words, together with the pictures, on four different walls in the classroom. Check comprehension of the words and elicit that they are all types of habitat. Say a wild animal which lives in one of the habitats. Pupils point to / move to the correct habitat word (e.g. sea). Example animals: *jungle – monkey, crocodile, snake, parrot; savannah – lion, giraffe, zebra, rhino; mountain – panda, goat; sea – shark, whale, fish, dolphin.*

PB71. ACTIVITY 4. Read and complete.

- Tell pupils to open their Pupil's Book at page 71. Remind them of the meaning of *habitat*. Read the activity instruction and make sure pupils realise they need to use the words in the box. Pupils read and complete the text individually and then compare answers in pairs. Check with the class. Go through any new vocabulary.

Key: skeletons, Crocodiles, tail, giraffes, long, Monkeys

PB71. ACTIVITY 5. Listen and say 'yes' or 'no'.

- Focus pupils on Activity 5 and on the activity instruction. Check they understand what to do. Remind them to whisper *yes* or *no* to their partner the first time they listen. Play the first one as an example. Play the rest of the CD. Pupils listen and whisper. Play the CD again. Check after each one. Pupils correct the incorrect sentences.

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

CD 3, 02

1. All animals have the same kind of skeleton.
2. Giraffes have got long, strong tail bones.
3. Crocodiles don't eat animals.
4. Crocodiles have got big eyes on the top of their heads.
5. Giraffes need long neck bones to eat leaves from small plants.

PB71. PROJECT. Make a class comic of 'Super Animals'.

- Focus pupils on the project and on the photograph. Read through the instructions and check pupils know what to do. Provide them with appropriate reference materials. Give them time to collect their information and help them if necessary. Hand out the paper. Pupils make their page for the comic. They write about their Super Animal in their notebooks first. When you have checked their work, they write their text on the page. If you aren't going to do Extra activity 1, collect the comic pages and make them into a book for display.

AB71. ACTIVITY 3. MOVERS Reading and Writing, Part 3

Read the text and choose the best answer. Sally is talking to her friend Jack. [YLE]

- Tell pupils to open their Activity Book at page 71. Direct them to the activity instructions and check understanding. Go through the example. Pupils work in pairs. They read the first line of each dialogue and circle the letter of the correct response. Monitor pupils as they work. Check with the class. Ask pupils how they worked out the correct answer.

Key: 1 C, 2 B, 3 A, 4 A, 5 C, 6 A

Extra activities: see page T118 (if time)

Ending the lesson

- Review with pupils what they did in today's lesson and which activities they liked best from this and the previous lesson and why.