7 Teacher's notes

Reinforcement worksheet 1

- Name an animal (*tiger*, *duck*, *frog*, *dog*, *bird*, or *mouse*) and ask pupils to point at the correct trail. Pupils follow the rest of the trails to the hiding places. Pupils then cut out the animals and stick them in the correct hiding places. Finally, ask pupils to draw a fish in the pond.
- ***Optional follow-up activity:*** Pupils work in pairs, A and B. Pupil A names an animal and Pupil B follows the trail to the hiding place. Pupils A and B exchange roles.
- ***Optional audio activity:*** Alternatively, pupils listen to the audio (Track 27) and follow the trail from the animal to the hiding place. They then continue with the rest of the activity.

Key: tiger, duck, frog, dog, bird, mouse.

Reinforcement worksheet 2

- Ask pupils to name the animals on the left-hand side and then do a quick survey to see which is the favourite. Say *Hands up if your favourite animal is the tiger!* and do the same with the other animals. Pupils look at the animal heads and draw lines to match them to their bottom halves.

Key: 1 – 5, 2 – 3, 3 – 4, 4 – 6, 5 – 1, 6 – 2.

- ***Optional follow-up activity:*** Pupils fold along the lines (join *a* to *c*, leaving *b* inside) to create original animals. Check that pupils know the correct name of each animal, then ask them to create the name for the new, folded animal, e.g. *fish tiger* or *figer*.
- ***Optional audio activity:*** Alternatively, pupils listen to the audio (Track 28) and point at the animal heads as they are mentioned. They then draw lines to match them to their bottom halves.

Key: bird: 3 – 4, fish: 1 – 5, mouse: 2 – 3, duck: 4 – 6, dog: 6 – 2, tiger: 5 – 1.

Extension worksheet 1

- Mime the three actions *fly*, *jump* and *swim* to elicit the vocabulary, then ask pupils to look at the first row of pictures. Say *A frog* ***can*** *swim*, then do the same with *fish* and *duck*. When you say *A doll* ***can't*** *swim*, explain that this one is the odd one out.
- Pupils work through the rows of pictures and circle the odd ones out. To check their answers, pupils work in pairs and take it in turns to say what each thing can and can't do.

Key: 1 doll, 2 tiger, 3 kite, 4 dog, 5 kite.

- ***Optional follow-up activity:*** Divide the class into four groups and give an animal name to each group: *fish*, *frog*, *duck* and *bird*. Say, e.g. *I can fly*. The pupils from the *duck* and *bird* teams do the action, e.g. flap their wings. Repeat with the other actions.

Extension worksheet 2

- Pupils look at the pictures. They circle the character who is speaking about his/her animal in each frame. Pupils listen to the story (Track 29) and check their answers.

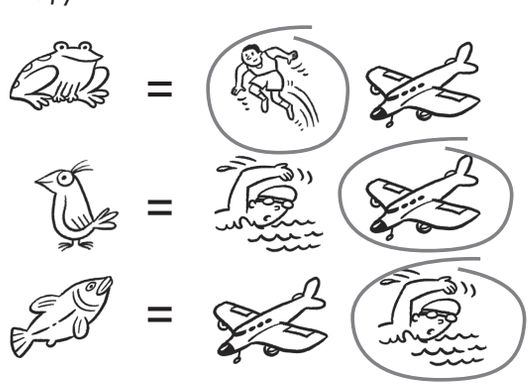
Key: 1 Monty, 2 Monty, 3 Maskman, 4 Maskman, 5 Marie, 6 Marie.

- ***Optional follow-up activity:*** Shuffle the animal flashcards and hand them face down to one of the pupils. He/she chooses one of the cards and looks at it without letting the other pupils see. He/she then mimes the animal and the rest must guess which animal it is. As they guess, pupils join in with the mime. The cards are reshuffled and another pupil does the mime.

Song worksheet

- Pupils look at the pictures and the actions and complete the chart by circling the correct action for each animal. They sing the song (Track 30) and check their answers. In pairs, they take it in turns to interpret the chart, e.g. *A frog can jump and swim but it can't fly.*

Key:

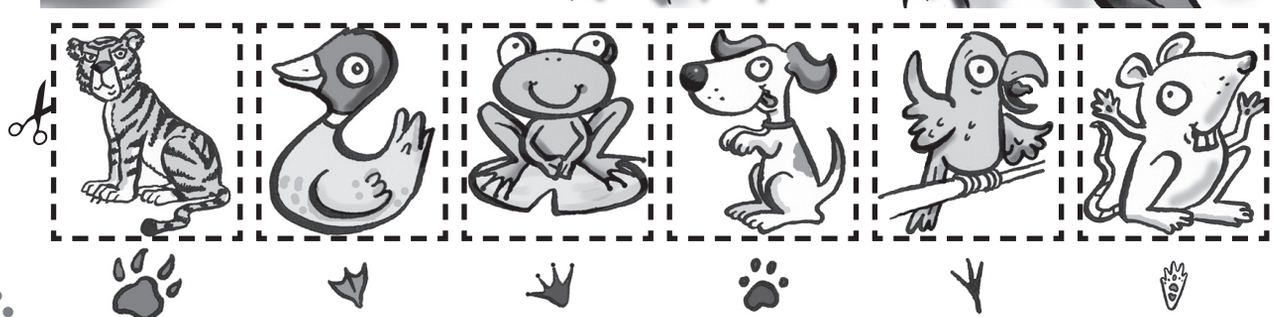


- ***Optional follow-up activity:*** Pupils make pictures. They colour and cut out the animals next to the chart and attach them to the scene with reusable putty.

Unit 7

Reinforcement worksheet 1

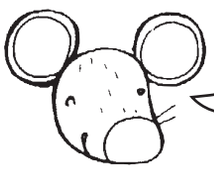
27 Look and place the animals.

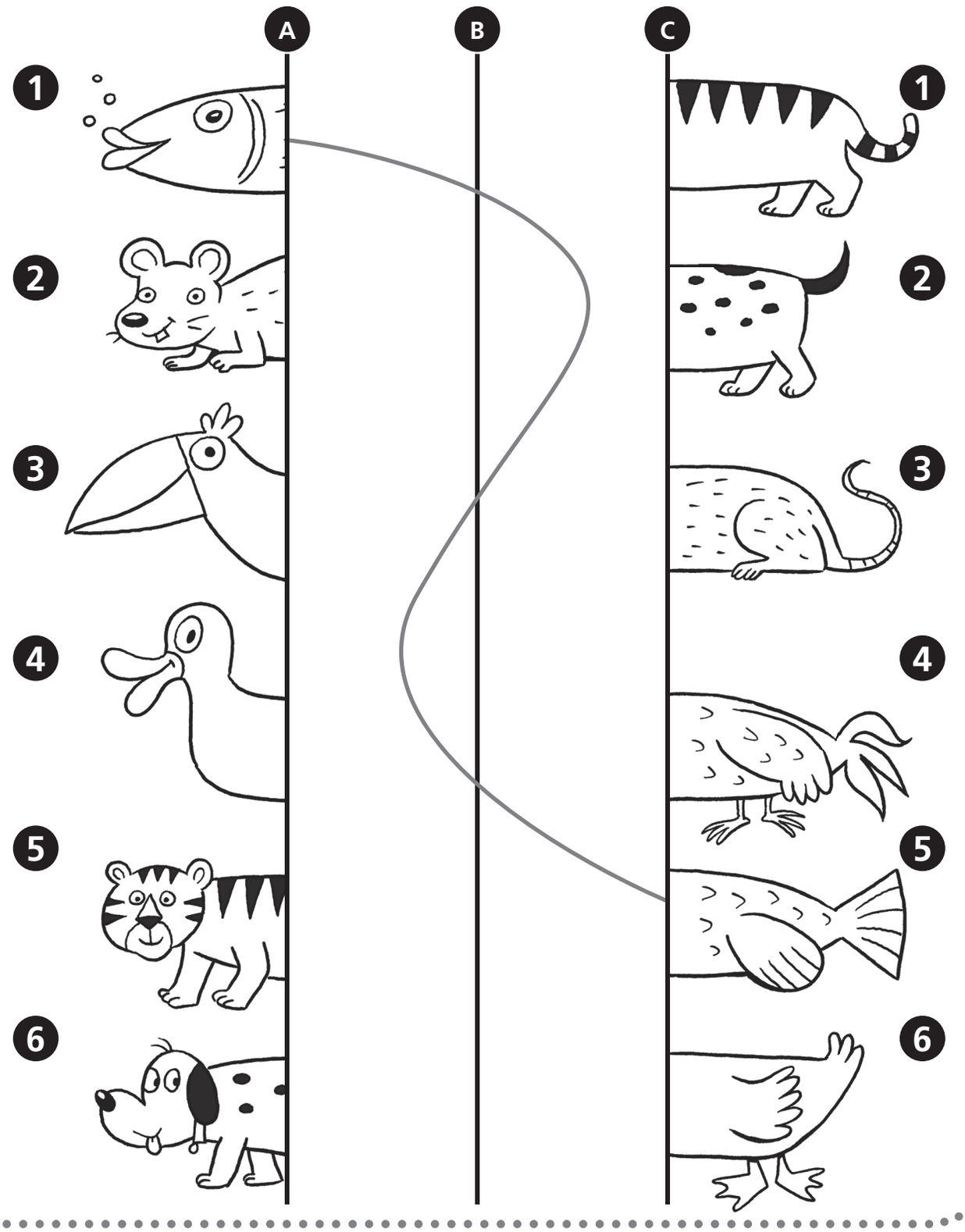


Unit 7

Reinforcement worksheet 2

28 Think and match.





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Unit 7

Extension worksheet 1

Look, think and circle.

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4

5

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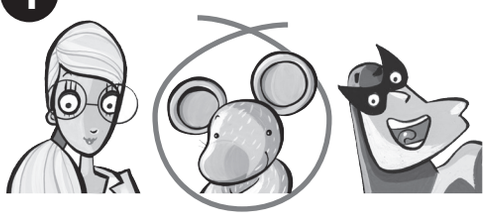
Unit 7

Extension worksheet 2

29 Look and circle. Listen.

1



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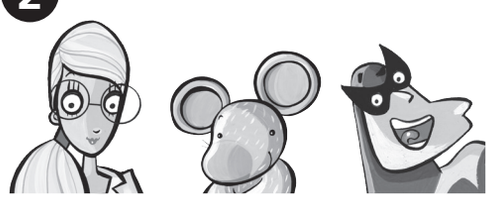

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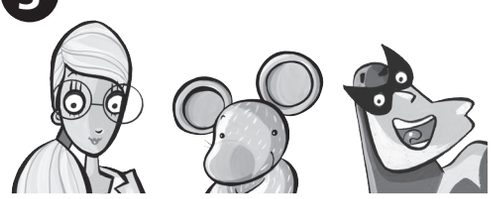

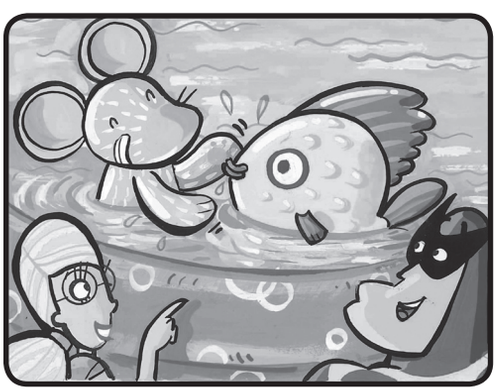

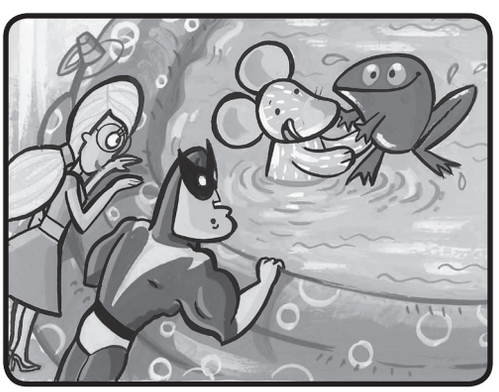

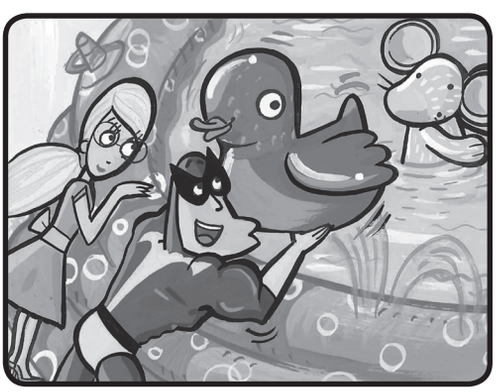

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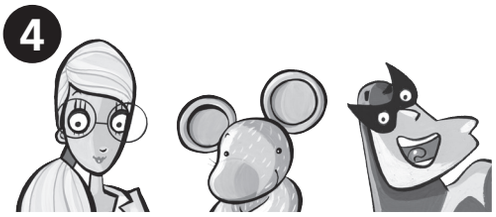

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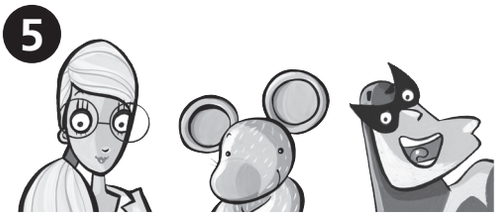

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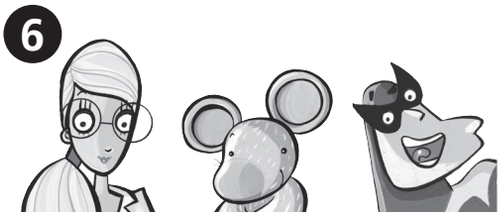

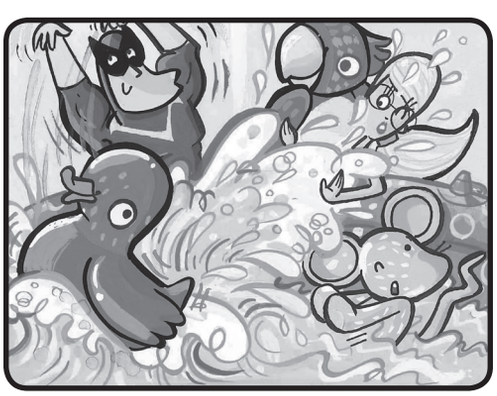

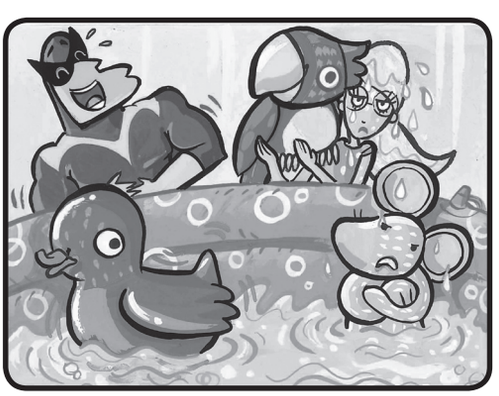

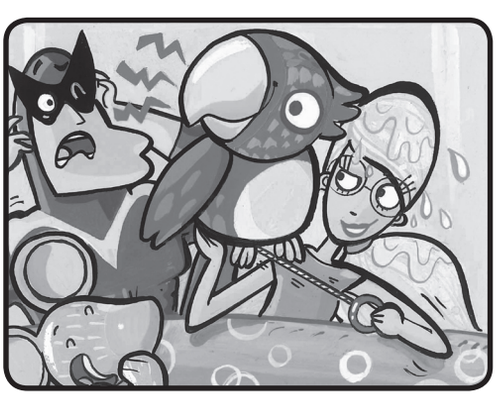

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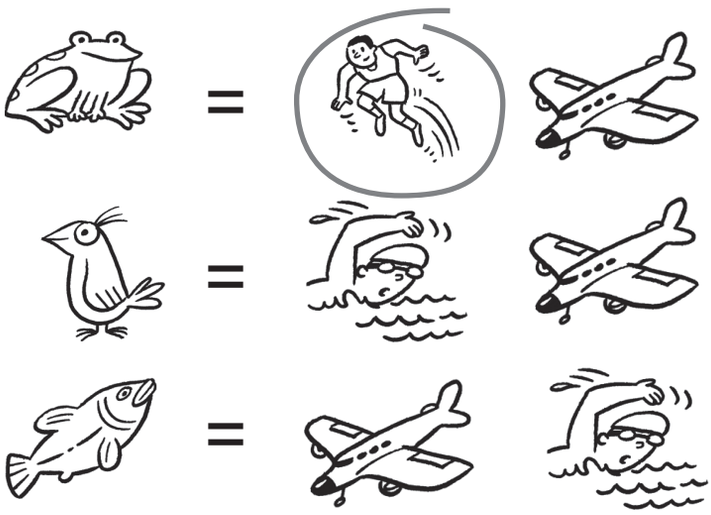
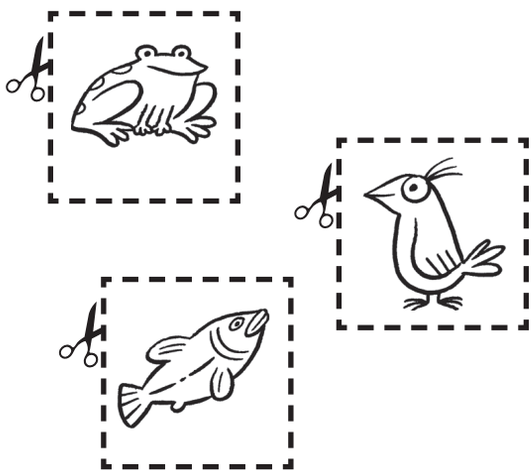
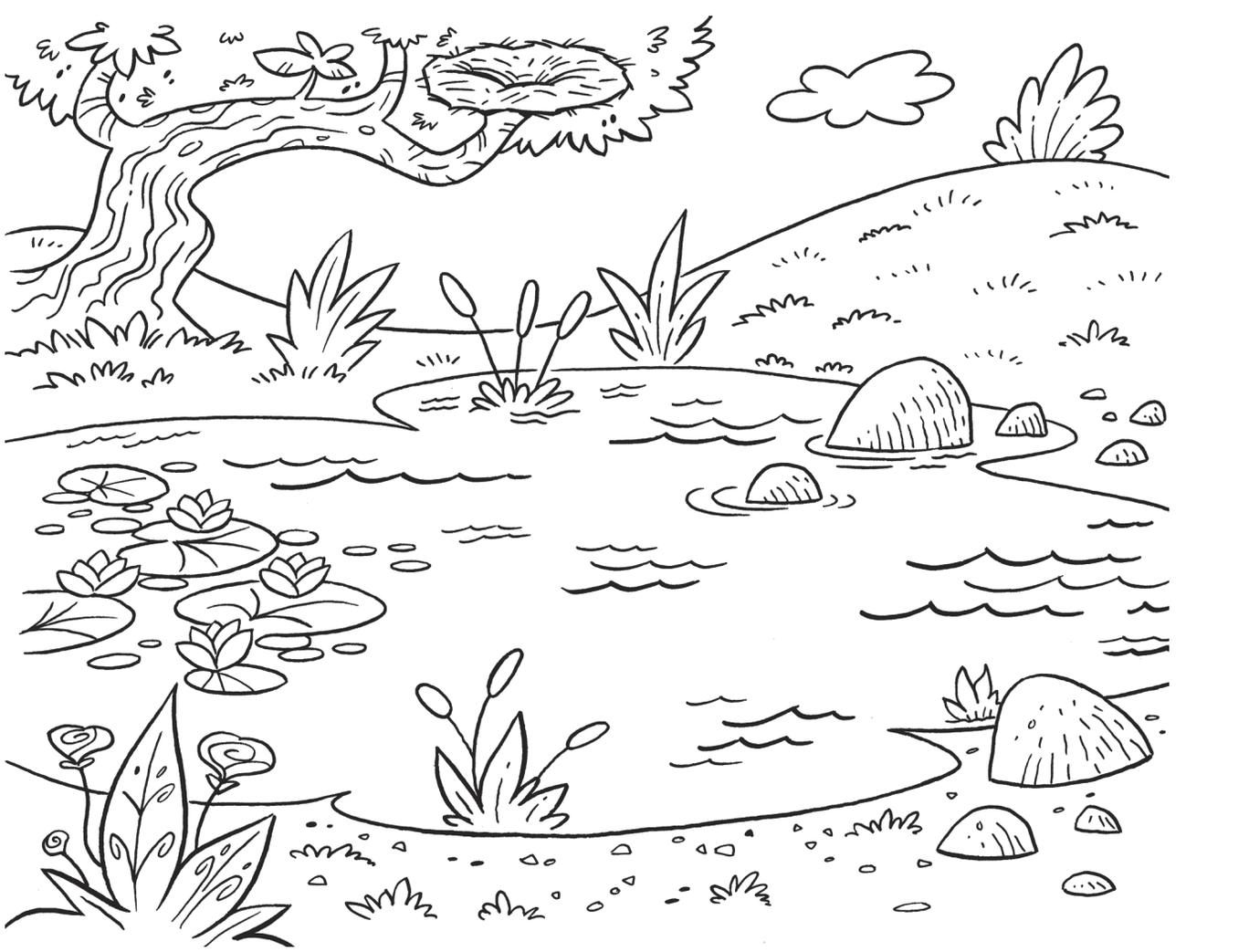
Unit 7

Song worksheet

30 Think and circle. Sing.







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