

5

Our pets

1

54-55

Listen and point. Listen and repeat.

horse

The Star House
PET SHOW

cat

bird

fish

mouse

dog

2

Say and guess.

Suzy.

It's a dog.

Objectives

Pupils name and talk about different pets.

Target language

- **Key language:** animals: *bird, cat, dog, fish, horse, mouse*
- **Additional language:** *pet, pet show, our, possessive 's*
- **Revision:** colours, adjectives, star, *What colour's ...? It's a ... Is it a (horse)? Where's ...? Here it is!*

Materials

- **Flashcards:** 20–26, 41–44 (colours); 47–52 (animals)

Warmer



- Display the colours flashcards. Say, e.g. *Where's grey?* Pupils point and say *Here it is!* Repeat for other colours.

Presentation

- Teach or elicit the animals using the flashcards. Show each flashcard in turn and elicit or say the word. Pupils repeat. Put the flashcards in a group on the board. Make a circling motion with your hands. Say *They're our pets. A dog's a pet. A cat's a pet*, etc. Ask in L1 which animal is different. Pupils think and suggest answers, for example a horse because it lives outside, or a fish because it lives in water.

PB34. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Open your Pupil's Books at page 34, please.* Show the page on the whiteboard and ask *Where's the happy star?* Ask a volunteer to come to the whiteboard, point and say *Here it is!* (on the stand under the prizes).
- Say *Listen and point.* Play the  **Audio**. Pupils point. Play the  **Audio** again. Pause after each animal. Pupils point to the animal.
- Ask, e.g. *What colour's the cat? What's this?* (point to the dog).

 54

Pet show judge: Hello, children. It's a lovely day for the pet show. Are they your pets?

Children: Yes.

Suzy: This is my pet. It's a black and white dog.

Meera: This is my favourite fish. It's orange. What's your favourite pet, Simon?



Simon: My mouse. It's grey.

Meera: Oh! That's, er, nice.

Stella: Look at my cat. It's white. What's your pet, Lenny?

Lenny: It's a beautiful bird. It's red, blue and green. Where's your pet, Mrs Star?

Mrs Star: It's there, next to my car. That's my black horse.

- Say *Listen and repeat.* Play the  **Audio**. Pause after each animal so pupils can repeat.
- Make six groups. Hand each group an animal flashcard. Play the  **Audio**. Groups stand up and repeat for their animal.

 55

 Horse, dog, fish, mouse, cat, bird

- Put the animal flashcards on one side of the board and write the names on the other so that they don't match. Point to, e.g. the horse. Look at the corresponding word and say, e.g. *It's a mouse. Who can help me?* A pupil comes and draws a line from the picture to the word *horse* and says *It's a horse*. Repeat.
- Hand the flashcards to six pupils. Point to the words in turn. Pupils chorus the name. The pupil with the right picture puts it next to the word.

PB34. ACTIVITY 2

Say and guess.

- Point to Suzy on the whiteboard and ask the question *What's Suzy's pet?* Pupils say *It's a dog*. Show pupils the example on the page: 'Suzy.' 'It's a dog.' Ask the question about the other characters. Put pupils in pairs. Pupil A looks at the book and names a character, e.g. *Simon*. Pupil B works with the book closed and tries to remember the correct pet. Pupils swap roles.

 **Extra support** Both pupils work with their books open.

Key: Meera. A fish.
Simon. A mouse.
Stella. A cat.
Lenny. A bird.
Mrs Star. A horse.

 **AB34. Answer key, see page T105**

Ending the lesson

- Hold the flashcards so pupils can't see. Look at one. Pupils ask questions to guess what it is, e.g. *Is it a horse?* Repeat.
- If time, use Consolidation activity (T113): *Board slap*.

Digital Classroom



Presentation Plus: Unit 5



Digital Flashcards



Audio 54–55



Practice Extra

Extra Resources

- **Home Booklet:** Picture Dictionary Unit 5
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 5, *Reinforcement worksheet 1*
- **T113 – Consolidation activity:** *Board slap*

Objectives

Pupils practise talking about pets.

Target language

- **Key language:** animals, plurals, *They're (black).*
- **Additional language:** *too, pet, pet show, What are they? They're (birds).*
- **Revision:** adjectives, colours, numbers, *my*

Materials

- **Flashcards:** 47–52 (animals)
- **Teacher Resources:** Photocopiable 5 copied onto thin card (one for each pair of pupils), cut into two before the lesson

Warmer



- Review the animals using the flashcards. Hide one behind paper and very slowly reveal the picture from one corner. Pupils guess. Repeat with the other flashcards. Ask questions, e.g. *Is the dog young? Is the horse beautiful?* to review the adjectives from Unit 4.
- If time, use Consolidation activity (T114): *Wordsnake*.


Presentation

- Hold up one finger. Say, e.g. *One dog*. Hold up two fingers. Say, e.g. *Two dogs*. Repeat for the other animals. Help pupils to notice the different plural sounds: /s/ cats, /z/ dogs, /ɪz/ horses. Make sure pupils notice that the plural of *fish* is *fish* and the plural of *mouse* is *mice*.

PB35. ACTIVITY 1

Listen and say the chant.

- Say *Open your Pupil's Books at page 35, please*. Show the page on the whiteboard and invite a more confident pupil to come to the front. Say, e.g. *Point to the horses*. The pupil points to the horses and counts aloud, e.g. *One horse, two horses*. Repeat with other pupils and animals. Play the  **Audio**. Pupils listen and point to the animals in the picture in their books. Play the  **Audio** again. Pause after each line. Pupils follow the words on the page with their fingers and repeat in chorus and then in groups.
- Make six groups. Each group is an animal. Each group stands up, says a line and sits down. Everyone stands up and says the last two lines. Repeat with the groups in different roles.




 **Extra challenge** Put the animal flashcards on the board in the same order as in the chant. Point to them one by one to elicit the chant.

56

My horse is beautiful.
My dog is too.
My fish is ugly.
My bird is blue.
My cat is young,
And my mouse is grey.
Here are our pets,
On pet show day.

PB35. ACTIVITY 2

Listen and say 'yes' or 'no'.

- Pupils look at the pictures. Play the first item on the  **Audio** as an example. Elicit the answer (yes). Play the rest of the  **Audio**. Pupils point to the pet and whisper yes or no to their partner each time. Play the  **Audio** again. Check answers with the class. Then ask, e.g. *What colour are the dogs? Are they young?*

Key: 1 yes, 2 no, 3 yes, 4 yes, 5 no, 6 no

57

Look at the dogs. They're old.
Look at the fish. They're ugly.
Look at the cats. They're young.
Look at the mice. They're white.
Look at the horses. They're brown.





- Use Photocopiable 5 from the Teacher Resources.

AB35. Answer key, see page T105

Ending the lesson

- Use this chant to count around the class and make five groups of animals.
- Give each group an animal flashcard. Teach the chant. Pupils repeat the chant for their animal, counting their group members as they chant. Remind them that the plural of *mouse* is *mice* and the plural of *fish* is *fish*. Repeat.
*One dog, two dogs, three dogs, four,
Five dogs, six dogs, seven dogs, more ...
One cat, two cats, etc.*

Digital Classroom

-  **Presentation Plus:** Unit 5
-  **Digital Flashcards**
-  **Audio 56–57**
-  **Practice Extra**

Extra Resources

- **Home Booklet:** Unit 5, activity 1
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, *Reinforcement worksheet 2*
- **T114 – Consolidation activity:** *Wordsnake*

1



Listen and say the chant.

5



My horse is beautiful. My dog is too.
My fish is ugly. My bird is blue.

2



Listen and say 'yes' or 'no'.

1

58-59

Listen and point. Listen and repeat.



2

Ask and answer.

What's long and grey?

The pencil.

Objectives

Pupils describe different objects.

Target language

- **Key language:** adjectives: *big, small, clean, dirty, long, short, animals, It's/They're (clean).*
- **Additional language:** *Who are they? What are they? What's (long)?*
- **Revision:** school objects, colours, toy box, beautiful, *Is it a (dog)?*

Materials

- **Flashcards:** 47–52 (animals)
- Realia to teach *big, small, clean, dirty, long, short*
- Pictures of animals (all different colours and sizes)

Warmer



- Display the animal flashcards. Play the Please game. Say *Point to the horse*. Pupils don't point. Say *Point to the dog, please*. Pupils point to the dog. Continue, repeating animals and varying the use of *please*.
- If time, use Consolidation activity (T114): *Os and Xs*.


Presentation

- Elicit or present the new adjectives (*big, small, clean, dirty, long, short*) using realia and mime. Pupils repeat in chorus. Use thumbs up / thumbs down to check *clean/dirty*. Point to, e.g. the door and say, e.g. *Is it small?* Pupils chorus *No, it's big*. Repeat with other classroom objects.

PB36. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Open your Pupil's Books at page 36, please*. Show the page on the whiteboard and ask *What's in the picture?* Pupils point and say the words they know for the objects in the picture. Say *Listen and point*. Play the  **Audio**. Pupils listen and point to the objects.
- Play the  **Audio** again. Pupils join in with the rhyme at the beginning. They repeat and mime the adjectives.
- Check by pointing to objects in the picture and saying, e.g. *The chairs are clean* (Pupils: *No, the chairs are dirty*).
- Point to Marie and Maskman. Ask *Who are they?* (*They're Marie and Maskman.*) Point to, e.g. the chairs. Ask *What are they?* (*They're chairs.*) Point to, e.g. the pencils and say *Are they pens?* (*No. They're pencils.*)

 **Extra challenge** Pupils work in pairs, taking turns to point to the pictures, friends and school objects and to ask and answer questions: *Who are they? What are they?*

- Watch the  **Video** and answer the questions in the video.

58

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.

Marie: Oh, look at the table. It's dirty. The chairs are dirty, too.

Maskman: Yes, they are. But the toy box is clean.


Marie: And where are the pencils?

Monty: Here they are. They're on these pictures. Here's a picture of a big dog.

Marie: Aahh! The brown pencil's short.

Maskman: Yes, it is, but the grey pencil's long.

Monty: And this is a picture of a small mouse. It's beautiful.

- Say *Listen and repeat*. Play the  **Audio**. Pupils repeat in chorus and in groups. Use mimes and realia to check understanding.
- Make pairs. Pupils take turns to point to one of the pictures and say the phrase.

59

A dirty table, a long pencil, a small mouse, a big dog, a short pencil, a clean toy box

PB36. ACTIVITY 2

Ask and answer.

- Do the example with the class. Elicit questions and answers from pairs across the class. Pupils work in pairs to ask and answer about the picture of the room.
- If time, use Extension activity (T114): *Spot the difference*.

Key: Example answers:

What's dirty? The table. What's clean? The toy box.

What's short and brown? The pencil.

What's big and brown? The dog.

What's small and grey? The mouse.

 **AB36. Answer key, see page T105**

Ending the lesson

- Put pupils in teams. Display the animal pictures and number them. Choose an animal and make sentences to describe it, e.g. *It's a brown dog. It's big*. The first team to say the correct number gets a point.

Digital Classroom

 **Presentation Plus:** Unit 5

 **Digital Flashcards**

 **Audio 58–59**

 **Practice Extra**

Extra Resources

- **Home Booklet:** Unit 5, activity 2
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Downloadable Activity Book Audio Script
- **PB94 and AB95 – Grammar reference 5**
- **T114 – Consolidation activity:** *Os and Xs*
- **T114 – Extension activity:** *Spot the difference*

Objectives

Pupils practise using nouns and adjectives and sing a song.

Target language

- **Key language:** adjectives, animals, *It's a (clean) cat.*
- **Additional language:** *My name's (Meera).*
- **Revision:** *This is (my fish), My favourite pet is a (mouse).*

Materials

- **Flashcards:** 47–52 (animals)


Warmer

- Review the 12 adjectives from Units 4 and 5 (see Activity 1 below + *sad, old, young*) using mime. Say and mime *long*. Mime *short* to elicit *short*. Do the same for another pair, e.g. *beautiful/ugly*. Divide the class in half. One half chooses an adjective. The other half says its opposite. Groups take turns until all the adjectives are paired.
- If time, use Consolidation activity (T114): *What is it?*

Song

PB37. ACTIVITY 1

Listen and do the actions.

- Teach or review the actions:
long = hands wide apart
happy = smiling widely
clean = polishing the desk
big = legs and arms spread out as far apart as possible
beautiful = looking in imaginary mirror
small = squatting on the floor in a ball
ugly = pulling an ugly face
dirty = holding pencil with tips of fingers in disgust
short = hands close together
- Mime the adjectives in turn. Pupils copy and chorus the words. Call out the adjectives for pupils to mime.
- Say *Open your Pupil's Books at page 37, please*. Show page 37 on the whiteboard. Point to the pictogram verse and read it aloud with pupils, pausing for them to guess and say the words (see verse 2 below).
- Say *Listen and do the actions*. Play the  **Song**.

 60

Meera: My name's Meera,
And this is my fish.
It's a long fish. *[Repeat]*

Lenny: My name's Lenny,
And this is my bird.
It's a happy bird. *[Repeat]*

Stella: My name's Stella,
And this is my cat.
It's a clean cat. *[Repeat]*

Suzy: My name's Suzy,
And this is my dog.
It's a big dog. *[Repeat]*

Mrs Star: My name's Mrs Star,
And this is my horse.
It's a beautiful horse. *[Repeat]*

Simon: My name's Simon,
And this is my mouse.
It's a small mouse.

Suzy: It's an ugly mouse.

Simon: No, it isn't.

Stella: It's a dirty mouse.

Meera: It's a short mouse.




Lenny: It's a small mouse.



All: Yes, it's a small mouse.


Simon: Yes, it is.

PB37. ACTIVITY 2

Listen and sing. Do karaoke.

- Say *Listen*. Point to the people and the pets. Play the  **Song**. Pupils point. Play the  **Song** again in small sections. Pupils repeat. Play the whole  **Song** again. Pupils join in. Repeat several times, dividing the class into groups for the characters.

 **Extra support** Put the character and animal flashcards in pairs on the board in the same order as in the  **Song**.

- Say *Do karaoke*. Pupils listen to the karaoke version and stand up and sing the  **Song** as a class.

 61 & 62 

 Vocal and karaoke versions of the song

 AB37. Answer key, see page T106

Ending the lesson

- Invite small groups of pupils to the front. Pupils hold up an animals flashcard in turn for the class to see and say, e.g. *My favourite pet is a mouse*.

Digital Classroom

 **Presentation Plus:** Unit 5

 **Digital Flashcards**

 **Audio** 60–62

 **Practice Extra**

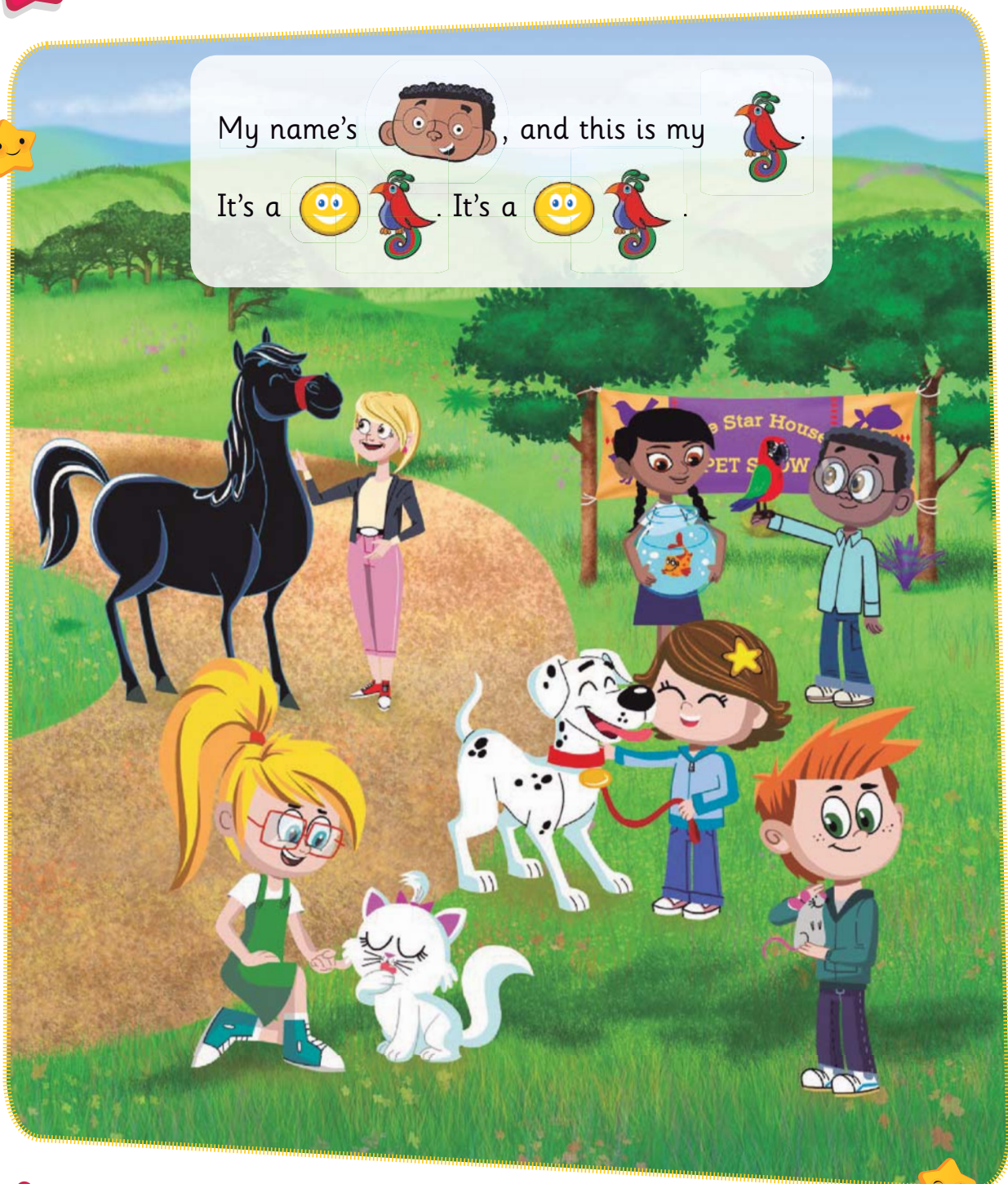
Extra Resources

- **Home Booklet:** Unit 5, activity 3
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, *Song worksheet*
- **T114 – Consolidation activity:** *What is it?*
- **PB98–103 – Pre A1 Starters Exam folder**

1  60

Listen and do the actions.

5



2   61-62

Listen and sing. Do karaoke.



Language practice: adjectives *It's a (clean cat).*

37

 63 

An illustration of a large brown hen with a red comb and wattle, standing on a yellow nest. She is surrounded by ten small white chicks with red combs and wattles, some of which are in the water. The background is a light blue sky with a yellow sun and a green ground with some blue flowers.

Ten red pet hens next to a nest!

Ten red pet hens next to a nest!

Ask and answer.

It's on the dog.

Write it with me!

$$h_n$$

Objectives

Pupils recognise and practise the sound /e/ and practise writing the letter e.

Target language

- **Key language:** the vowel sound /e/ (*ten, red, pet, hen, next, nest*), animals
- **Revision:** colours, numbers, prepositions, *Where's ...? What's this?*

Materials

- **Flashcards:** 9–18 (numbers 1–10); 20–26, 41–44 (colours); 47–52 (animals)

Warmer

- Put the flashcards spaced out on the floor. Ask *What's this?* and jump to an animal. Pupils call out the word. Ask *What's this?* and jump to a colour. Pupils say the colour and the animal. Say *What's this?* and jump to a number. Pupils say the number, the colour and the animal, e.g. *Six pink dogs*. Invite pupils to do the same with different flashcards.

Presentation

PB38. ACTIVITY 1

Watch and say.

- Tell pupils they will watch a ► **Video**. Draw a hen on the board and teach the word. Ask *How many hens? What colour?* Allow any guesses and tell pupils they will watch a ► **Video** to find out.
- Watch the ► **Video** and elicit the answer *Ten red hens*. Drill the /e/ sound.
- Watch the ► **Video** again, encouraging pupils to repeat the sound and sentences after the pauses.

🔊 63 ►

Monty: Ten red pet hens next to a nest!
What can you see? Say it with me!

Monty & voice: Ten red pet hens next to a nest!

Voice: /e/ /e/

Where's the /e/?

That's right /e/!

A red pet hen.

Ten red pet hens.

Hens next to a nest!

/e/ ten /e/ red /e/ pet /e/ hens /e/ next /e/ nest

Monty: Ten red pet hens next to a nest!
What can you see? Say it with me!

Monty & voice: Ten red pet hens next to a nest!

Monty: One more time – you sound fine!

Monty & voice: Ten red pet hens next to a nest!

- Say *Open your Pupil's Books at page 38, please*. Show Activity 1 on the whiteboard. Point to the words with the /e/ sound and elicit and drill them in chorus. Pupils say the full sentence *Ten red pet hens next to a nest!*
- Point to the picture and drill the question rhyme *What can you see? Say it with me!* Point to the sentence and read it aloud with the class. Point to the red e letters in the sentence and write a large e in the air as you say the sound. Pupils copy you and say a word with the sound from the lesson.
- If time, use Consolidation activity 1 (T114): *The letter train*.

PB38. ACTIVITY 2

Ask and answer.

- Show Activity 2 on the whiteboard and ask *Where are the ten pet hens?* Pupils look at their books and point to and count the ten hens one by one.
- Invite a more confident pupil to the whiteboard and ask *Where's the pink hen?* as in the example. The pupil points to the pink hen and says *It's on the dog*.
- Pupils work in pairs to ask and answer about the hens in the picture in the same way.

🔊 **Extra support** Pupils listen to their partner, point to the hen and say *It's here!*

- If time, use Consolidation activity 2 (T114): *Mini books*.

Key: Example answers: The red hen is next to the mouse.
The yellow hen is next to the fish. The green hen is next to the cat.
The black hen is under the horse, etc.

Write it with me!

- Pupils complete the word with the letter e and practise saying the word *hen*.

AB38. Answer key, see page T106

Ending the lesson

- Pupils sit in two circles. Say *You're hens in a nest*. They mime being hens in a nest. Say *Jump out of your nest, red hen!* One pupil in each circle mimes jumping out of the nest and they leave the room or sit down at their desk, walking like a hen. Continue until everyone has left the room or sat down at their desk.

Digital Classroom



Presentation Plus: Unit 5



Digital Flashcards



Audio 63



Practice Extra

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 5, *Extension worksheet 1*
- **T114 – Consolidation activity 1:** *The letter train*
- **T114 – Consolidation activity 2:** *Mini books*

Objectives

Pupils watch, listen to and act out a story and review language from the unit.

Target language

- **Key language:** language from the unit
- **Additional language:** *but, aren't, puppet*
- **Revision:** adjectives from Unit 4

Warmer


- Play a mime game to review the animals. Mime an animal for the class to guess. Pupils come up in turn to mime other animals for the class to guess.
- If time, use Consolidation activity 1 (T114): *Bingo*.


Story

PB39. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 39, please*. Show the story on the whiteboard. Say *Look at the pictures*. Point to each picture and ask questions about it, e.g. *How many dogs are there?* Tell pupils they are going to watch a ► **Video** of the story. Set the pre-watching question *What's Maskman's favourite pet?*

 **Extra support** Use the pictures to guide pupils to predict the story.

- Watch the ► **Video** with the class. Give pupils the option of watching it twice if they need to. Elicit the answer (*Maskman's favourite pet is a fish*).
- Focus on page 39 again. Play the  **Audio**. Pupils listen and follow the story in their books.
- Check comprehension by pointing to the pictures on the whiteboard and asking, e.g. *Who's this? (Marie.) What's her favourite pet? (A cat.)* Check that pupils understand why Monty is upset when Maskman says that mice are small and dirty, and why Maskman changes from liking dogs to fish.



 64 ►


Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.

- 1 **Maskman:** Look, Marie. The pet show.
Marie: Oh, yes. The pet show.
- 2 **Monty:** What's your favourite pet, Marie?
Marie: Cats are my favourite pets. They're beautiful and clean.
Maskman: Yes, but they aren't big. Big dogs are my favourite pets.
- 3 **Marie:** Mice are good pets.
Maskman: Yes, but they're small and dirty.
Monty: Pardon? Mice are small, but we aren't dirty ... and we're happy.
- 4 **Maskman:** Oops, sorry, Monty. Mice aren't dirty and they're good pets. But my favourite pets are big dogs.
Monty: But they're ugly and ...
- 5 **Marie:** Look at the puppet!
Monty: Oh, no!
Maskman: Eek!
- 6 **Maskman:** No, dogs aren't my favourite pets. My favourite pets are fish.

PB39. ACTIVITY 2

Act out the story.

- Pupils work in groups of three. Play the  **Audio**. They act out the dialogue as they listen. Act it together with pupils to give ideas. Play the  **Audio** again. Fade the sound in and out as pupils act to see if they can remember some of the dialogue, e.g. *They're beautiful and ...; Mice are small, but we aren't ...* Encourage pupils to help each other where necessary.

 **Extra challenge** More confident groups can act out parts of the story for the class.

- If time, use Consolidation activity 2 (T114): *My favourite pet*.

AB39.

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.

Digital Classroom

 **Presentation Plus:** Unit 5

 **Audio** 64

Test Unit 5 Test

 **Digital Flashcards**

 **Practice Extra**

Extra Resources

- **Home Booklet 1:** Unit 5, activities 4–6
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, *Extension worksheet 2*
- **T114 – Consolidation activity 1:** *Bingo*
- **T114 – Consolidation activity 2:** *My favourite pet*

1



Watch the video.

5



2

Act out the story.