

UNIT 3. Pet Show. Vocabulary. Animals

Teaching Notes

Learning outcomes

- to identify and spell animal vocabulary correctly
- to revise *his/her*
- to write and spell key words correctly

New language

donkey, elephant, spider, cat, rat, frog, duck, lizard, dog, his, her

Materials

flashcards or images of animals, mystery bag with animal toys or cut-outs

Warm-up

- Play *Guess the Animal* using body parts (e.g., *tail, wing, foot, nose*).
- Show a close-up image and ask: *What animal is this?*
- Encourage full sentences: *It's a cat. It's got a tail.*

Additional practice:

Workbook p. 30
Vocabulary practice

1 Complete the words.

- Say *Let's look at these animals. Their names are missing some letters. Can you help complete them?*
- Point to the first image and read aloud: "ra_" – *What animal could this be?*
- Do the first one together: *This is a rat. Let's spell it: R-A-T.*
- Students complete the rest of the words individually or in pairs.
- Encourage them to use the pictures as clues.
- Go through each answer as a class. Show flashcards and ask *What's this? – It's a rat.* Practice pronunciation and spelling aloud.

2 Choose the correct word and write the animal.

- Write on the board: *his = for a boy / her = for a girl*
- Show a picture of a girl with a duck: *This is her duck.*
- Read the first sentence: *This is (his/her) _____.*
- Ask *Who is in the picture? – It's a girl.* So we say: *her duck.*
- Students complete all four sentences using the correct pronoun and animal's name.
- Encourage full sentences *This is her duck.*

3 Guess the animal.

- Say *Let's be animal detectives! Look at this part—what animal can it be?*
- Show the first image (e.g., *lizard's foot*) and ask *What animal is it?*
- Model Descriptive Language: *It's green. / It's small. / It's a lizard.*
- Students write their guesses for each image.
- Encourage them to use descriptive phrases: *It's got a tail.* Students share their guesses with a partner. Then share with the class: *It's a lizard because it's green and small.*

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- Say *We're going to play a guessing game called Animal Mime! One person will act like an animal, and the rest of us will guess what it is.*
- Write the question on the board: *Is it a [animal]?* And the answers: *Yes, it is! / No, it isn't.*
- You (the teacher) mime an animal first. For example: Flap arms like a duck.
- Ask the class *What animal am I?* Students guess: *Is it a duck?* You respond: *Yes, it is!*
- Use exaggerated movements and sound effects to make it fun and clear.
- Choose a student to mime. Secretly whisper an animal to one student or let them choose from a flashcard. The student mimes the animal. The rest of the class watches and guesses using the target question.
- Once the correct guess is made, celebrate with claps or cheers.
- Rotate turns so multiple students get a chance to mime.
- Encourage shy students to pair up and mime together.

UNIT 3. Pet Show. Language Focus 1.

Prepositions: in, on, under

Teaching Notes

Learning outcomes

- to understand and say where things are, using prepositions
- to describe a picture

New language

in, on, under, box, It's / The (dog's) (in/on/under) the (house). Where is it?

Materials

flashcards of animals, animal soft toy and/or hat (optional)

1 Watch the video. Match the pictures with the words. Say.

- Play the video to introduce the prepositions visually and aurally.
- Show the three pictures of the dog in relation to the house.
- Ask *Where is the dog?* Point to each image and elicit: *The dog is in/on/under the house.*
- Write the three prepositions on the board.
- Students match each picture with the correct word.
- Practice pronunciation and sentence structure: *The dog is on the house.*
- Students act out the positions using classroom objects or toys.

2 Match the sentences with the pictures.

- Read each sentence aloud. Show the corresponding pictures.
- Students match each sentence to the correct picture.
- Ask students to read the matched sentence aloud in pairs.
- Use gestures to reinforce meaning.
- Highlight the preposition in each sentence.

3 Look at the picture. Say

- Show the classroom scene with animals and classroom furniture.
- Ask *Where is the rat?* Students respond: *The rat is under the desk.*
- Invite students to describe other animals in the picture using *in, on, or under.*
- Students ask and answer: *Where is the cat?* – *The cat is on the chair.*

Warm-up

- Review the animal words with the flashcards.
- Make four teams. Teams stand one behind the other, facing the board.
- Whisper a different animal to the first student in each team. This student whispers the animal to the person behind them and so on, to the end of the line. The student at the end runs to the board and writes the animal. This student then stands at the front of the line.
- Repeat three or four times with different animals.
- The team(s) who write the most animal names correctly is/are the winners.

Additional practice:

Workbook p. 31

Video

Grammar practice

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- Create bingo cards with pictures showing animals *in, on or under* objects.
- Call out sentences: *The elephant is on the box.*
- Students mark the correct picture if they have it.
- First to get a line shouts *Preposition!*

UNIT 3. Pet Show. Worksheet. Practice 1

Teaching Notes

Learning outcomes

- to understand and correctly use the prepositions *in*, *on* and *under*
- to describe the location of objects using full sentences
- to improve reading comprehension and visual matching skills

New language

spider, ball, bag, pencil case, chair, desk, book, robot, teddy bear, cat, plane, dog, bike, in, on, under

Materials

coloured pencils or crayons, flashcards or toy objects (optional)

Warm-up

- Greet the class and hold up a toy spider. Ask *What is it?*
- Students respond: *It's a spider.*
- Use a toy spider and classroom objects (e.g., *pencil case, chair*).
- Place the spider *in*, *on* or *under* different items.
- Ask *Where is the spider?* Students respond: *It's under the desk.*

Additional practice:

Super Skills Book 2 pp. 28-29

1 Read and draw the spiders.

- Read each sentence aloud with the class.
- Students locate the correct object in the picture and draw a spider in the described position. Example: *A spider is on the ball.* → Draw a spider on the ball.
- Monitor students as they draw, checking for correct placement.
- After completing all sentences, ask students to read their favourite sentence aloud.
- Use gestures or real objects to demonstrate each preposition.
- Pair students to read and draw together.

2 Look at the pictures and circle the correct word. Say.

- Show each image and read the three word choices: *on*, *in* or *under*.
- Students circle the correct preposition based on the picture. Example: *The plane is on the box.* → circle *under*.
- After circling, ask students to say the full sentence: *The plane is on the box.*
- Practice pronunciation and sentence rhythm as a class.
- Students take turns pointing to a picture and asking: *Is it in, on or under?* Partner responds: *It's under.*

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- Hide paper spiders (or use stickers) around the classroom: *in a pencil case, on a chair, under a desk*, etc.
- Students walk around and find them.
- Each time they find one, they say: *A spider is under the desk! A spider is in the book!*
- Tip: Let students place spiders for each other in pairs.

UNIT 3. Pet Show. Song. There's a pond

Teaching Notes

Learning outcomes

- to sing a song
- to practise prepositions

New language

pond, wood, fish, net, that's (not) good, Put the (frog) in/on/under the (pond).
There's a (pond in the wood).

Materials

coloured pencils or crayons,
flashcards or toy objects
(optional)

Warm-up

- Ask a student to close their eyes. Hide an animal flashcard or soft toy in, on or under a known object.
- The student walks around, looking. The rest of the class say Yes when the student gets near, or No if they are moving away. Say, e.g. *Is it in this bag? It's not on my chair* as the student searches. When they find the object, elicit, e.g. *It's under the desk*.
- Repeat with different students.

Additional practice:

Workbook p. 32

Audio

Video

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1 Sing and draw the animals. Then watch the video.

- Play the song *There's a pond* once for listening. Play the audio (37).
- Play it again and encourage students to sing along.
- As each verse describes an animal's location, pause and ask:
Where is the frog? – It's on the bag.
- Students draw each animal in the correct place based on the lyrics.
- Use flashcards or visuals to reinforce vocabulary.
- Sing slowly and repeat key lines for clarity.
- Play the song video, pausing after each verse for students to repeat.
- Use the karaoke version of the audio (38) or video to practise the song. Students can do actions for *frog, duck, fish, wood* and *pond*.

2 Look, think and write.

- Explain that many animals need to live in a particular place. Read the question at the top of the table: *Which animals need a pond?*
- Make sure students realise that they need to write the names of the animals they know, according to which animals need to live near a pond.
- Students work in pairs. Monitor and help.
- Elicit each animal name and ask *Does it need a pond?* Students write the names of different animals in the corresponding column.

- Say *Now we're going to make our own pond scene! You'll draw a pond and place animals around it. Then you'll write sentences to describe where the animals are.*
- Show a sample drawing or model it on the board: Draw a pond in the center. Add animals like a frog, duck, fish, dog, or cat in different places.
- Use flashcards to demonstrate: *The frog is in the pond. The duck is on the pond. The dog is under the tree.*
- Students draw their own pond scene. Encourage them to include at least 3 animals in different positions. Remind them to think about where each animal belongs:
Pond animals: frog, duck, fish. Land animals: dog, cat
- Students write 2–4 sentences describing their drawing. Use sentence frames for support:
The [animal] is [preposition] the [object].
Example: *The fish is in the pond. / The duck is on the pond.*
- Invite students to present their pond scene to the class or in pairs. Ask guiding questions: *Where is the frog? Is the duck in the pond or on the pond?*

UNIT 3. Pet Show. Language Focus 2.

I like / don't like

Teaching Notes

Learning outcomes

- to use *I like / don't like* to express preferences

New language

I like / don't like (frogs). What about you? I like (frogs), too.

Materials

flashcards of animals, animal soft toy (optional)

Warm-up

• Hide a soft toy animal or an animal flashcard before the lesson. When the students come in, say *There's an animal in the classroom. Where is it?* Stand up and look! Students walk around looking for the animal. Give clues, e.g. *It's not in my bag. It's not under the chair.*

Additional practice:

Workbook p. 33

Video

Grammar practice

1 Watch the video. Then look and circle.

- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Make sure students realise that *Croak!* is the sound frogs make in English. Point out the shortened form *don't* replaces *do not*.
- After watching, direct students to the worksheet. For each picture, read the sentence aloud.
- Ask students to circle the phrase that matches how they feel.
- Use gestures (thumbs up/down) to support understanding.
- After circling, ask students to say the full sentence aloud: *I don't like spiders.*
- Pair students to ask and answer: *Do you like elephants?* – *Yes, I do. / No, I don't.*

2 Do a word search. Match and write. Say.

- Say *Let's go on an animal hunt! There are six animals hiding in the word search. Can you find them?*
- Students search for each word in the puzzle.
- Encourage them to circle or highlight each word as they find it.
- Walk around and support students who need help with spelling or direction.
- After finding all seven words, students match each word to the correct picture on the worksheet.
- They write the name of the animal under each picture.
- As a class, say each word aloud together.
Clap syllables: *E-le-phant* (3 claps), *Spi-der* (2 claps)
Ask individual students to spell a word aloud: *Can you spell 'lizard'?* – *L-I-Z-A-R-D*
- Demonstrate the activity, e.g. Teacher: *I like frogs. What about you?* Student: *I like frogs, too.*
- Students practise in open pairs, and then in closed pairs.

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- Students work in groups of four. They each draw a 4 x 4 table. They write the names of four animals as the headings of the rows, and their own name and the names of the other three students in their group as the column headings.
- They complete the first column with happy/sad faces to show which animals they like and dislike.
- They ask the people in their group and record the information in their table.

UNIT 3. Pet Show. Worksheet. Practice 2

Teaching Notes

Learning outcomes

- to ask and answer questions about animal preferences using *Do you like...?*
- to express their own likes and dislikes using *I like / I don't like*
- to write simple sentences about personal preferences

New language

donkey, elephant, spider, cat, rat, frog, duck, lizard, dog, I like / don't like

Materials

flashcards of animals

Warm-up

- Say *We're going to play a quick game to show which animals we like and don't like.*
 - Write the sentence frame on the board: *I like [animal]. / I don't like [animal].*
 - Show a flashcard or picture of an animal (e.g., frog, cat, rat). Ask *Do you like this animal?*
- If students like the animal → they take one step forward.
If students don't like the animal → they stay in place or take one step back.
- Choose a few students to say their sentence aloud: *I like rats. / I don't like frogs.*

Additional practice:

Super Skills Book 2 pp. 30-31

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1 Draw happy or sad faces. Ask your friend and draw.

- Say *Let's find out which animals we like and which ones we don't!*
- Show the table with animal pictures.
- Explain that students will draw a happy face 😊 if they like the animal, and a sad face ☹️ if they don't.
- Write on the board: *Do you like lizards? Yes, I do. / No, I don't.*
- Use flashcards or toy animals to demonstrate:
Teacher: *Do you like a dog?* Student: *Yes, I do.* → Draw 😊
- Students look at each animal and decide if they like it.
- They draw a happy or sad face in the *You* row.
- Students work in pairs and take turns asking: *Do you like frogs?* Partner answers: *No, I don't.* → Draw ☹️
- Continue until all animals are discussed.
- Ask students to share one thing they learned about their partner: *My friend likes lizards. My friend doesn't like rats.*

2 Write about the animals you like or don't like.

- Say *Now let's write about what animals you like and don't like.*
- Point to the three sentence starters.
- Write examples on the board: *I like cats. I like dogs, too. I don't like spiders.*
- Students choose animals from the worksheet or their own ideas.
- They complete all three sentences on the worksheet.
- Invite volunteers to read their sentences aloud.
- Encourage classmates to respond: *Me too! / I don't like that.*

- Stick a picture of a happy face on one wall of the classroom. Point to it and say *I like*. Stick a picture of a sad face on the opposite wall and say *I don't like*. Say each phrase several times. Students point to the correct picture.
- Say *Stand up and listen. Go to 'I like' or 'I don't like'.* Say, e.g. *Lizards*. Students move to the appropriate wall. Elicit sentences, e.g. *I like lizards. / I don't like lizards.*
- Repeat for different animals.

UNIT 3. Pet Show. Phonics. ow

Teaching Notes

Learning outcomes

- to recognise and pronounce the phonics patterns ow
- to identify and spell vocabulary containing ow
- to develop phonemic awareness through visual and auditory cues
- to apply phonics knowledge in reading and writing tasks

New language

cow, flower, clown, crown, brown, slow, grow, window

Materials

flashcards of phonics

Warm-up

- Say the words with ow or show students the word cards one by one.
- Ask students to repeat the words after you, focusing on pronunciation.
- If time allows, ask students to do the same in groups of 4-5 students.

Additional practice:

Super Phonics Book 2 pp. 16-19
Cards

LEARN
MORE

1 Match the words to the correct phonics.

- Read all the words aloud together as a class.
- Focus students on the different pronunciation of the phonics (red - ow /aʊ/, green - ow /əʊ/. Ask students to underline ow in each word.
- Students sort the words into two groups. Check answers together and write the sorted lists on the board.
- Discuss how both patterns produce different sound but are spelled the same.
- Ask students to choose one word from each group and write a sentence using both (e.g. *I can see a clown.*)

2 Write the phonics. Match the words to the pictures.

- Show the pictures on the worksheet and say the corresponding words aloud.
- Students complete the missing letters. Example: c__ → cow, gr__ → grow.
- Encourage students to say each word aloud after writing it.
- Check answers together and discuss any tricky spellings.
- Ask students to draw their own picture for one word and label it with the correct spelling.

3 Circle the odd words.

- Read each group of three words aloud.
- Ask students: *Which word is the odd one?*
- Students cross out the odd one in each set.
- Ask students to create their own odd-one-out sets using ow words and explain their choices.

- Ask students to look at the words in the lesson and match them to make word combinations.
- Tell students to draw pictures to illustrate their word combinations and write captures.
- Put students into groups of three and ask them to present their pictures. Their partners read the captures.
- Possible answers: *a brown window, a slow cow, flower grow*)

UNIT 3. Pet Show. Skills.

Listening and speaking

Teaching Notes

Learning outcomes

- to listen for specific information
- to read for specific information
- to describe where things are

New language

animals, prepositions, *pond*, *tree*

Materials

flashcards of animals

Warm-up

- Place the flashcards on the board and elicit the animal words. Write each word under the relevant flashcard.
- Students draw a 2 x 2 grid in their notebooks and write an animal word (or draw a picture) in each square.
- Call out the animals at random. Students cross out the words or pictures in their grid as they listen.
- The first student(s) to cross out all four is/are the winner(s).

Additional practice:

Workbook p. 36

Audio

LEARN
MORE

1 Colour the animals in Activity 2. Say.

- Say *Let's look at the animals and colour them. Then we'll say what colour they are.*
- Point to the first animal (e.g., *the cat*) and ask *What animal is this? – It's a cat. What colour do you want to make the cat? – Yellow.*
- Write on the board: *The cat is yellow.*
- Say the sentence aloud and ask students to repeat.
- Students colour each animal on the worksheet using their chosen colors.
- After coloring each one, they say the sentence aloud: *The dog is brown.*
- Students work in pairs and take turns asking and answering: *What colour is your duck? – It's red.*
- Invite a few students to show their work and say *This is my cat. The cat is orange.*

2 Listen and match.

- Give students time to look at the picture. Elicit items they know (*tree, bag, pond, kite, book*). Teach *grass*.
- Explain that students need to listen and match the animals with the correct places in the picture. Students guess where they might be (e.g. *The dog is under the tree.*)
- Play the recording. Students listen and match the animals and the places.
- Students check in pairs.
- Play the recording again. Check answers by asking, e.g. *Where's the cat?*

3 Look and say.

- Say a sentence about the completed picture in Activity 2, e.g. *The cat's in the tree* or *There's a cat in the tree*. Elicit more examples.
- In pairs, students talk about where things are in the picture.

- Draw two circles on the board. Write *I like* in one and *I don't like* in the other. Create two word maps of animal words to show which animals you like and which you don't like.
- Students do the same in their notebooks. They can extend the information to include other animals.

UNIT 3. Pet Show. Skills.

Reading, speaking and writing

Teaching Notes

Learning outcomes

- to read for specific information
- to listen for specific information
- to use *There are* to say what is in a picture
- to write about likes and dislikes

New language

animals, numbers *one* to *ten*, prepositions

Materials

coloured pens or pencils, flashcards (animals), sticky tape (optional)

Warm-up

- Clear space in the classroom. Make a line in the middle with sticky tape or string on the floor.
- Gesture to one side of the tape and say *I like*. Gesture to the other and say *I don't like*.
- Students stand one behind the other. Call the first student to stand near the line. Say an animal, e.g. *Rats!* The student jumps to one side of the line to show 'like' or 'don't like' and says, e.g. *I like rats!* He/She then goes to the back. Repeat, saying different animals.

Additional practice:

Workbook p. 37

LEARN
MORE

1 Read and draw.

- Read each sentence aloud with the class. Example: *I like dogs. I've got three dogs.*
- Ask students to underline key information: animal, number, location.
- Students draw the scene in the box.
- Walk around and support students with vocabulary or ideas.
- Write sentence frames on the board.
- Use gestures and visuals to reinforce meaning.

2 Write and say.

- Read the prompts aloud.
- Brainstorm ideas as a class. Write examples on the board: *My favourite pet is a duck. I like cats.*
- Students complete the sentences on the worksheet.
- Pair students to read their sentences to each other.
- Invite volunteers to share with the class.
- You can provide a word bank with animal names.
- Encourage full sentences and correct pronunciation.

- Hand out animal flashcards and say *Come to the pet show!* Students who have flashcards come to the front, show their 'pets' to the class and talk about them, e.g. *This is my pet. I like lizards.* Stronger students: Students can think of a name, e.g. *His name is Leo.*
- Award an imaginary prize to the 'best pet'.

UNIT 3. Pet Show. Think and Learn. Nature

Teaching Notes

Learning outcomes

- to integrate other areas of the curriculum through English: Environmental studies
- to identify and name basic needs of animals

New language

shelter, food, water, air, live, eat, drink, bird

Materials

flashcards of *shelter, food, water, air*

Warm-up

- Draw a picture of a dog or cat and ask *What does it need?* Elicit ideas. Students can answer in L1.
- Write some ideas on the board and ask students to try to work out what four things all animals (both wild animals and pets) need, from their ideas. Do not confirm answers at this stage.

Additional practice:

Workbook p. 38

[Audio](#)

[Video](#)

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MORE

1 Listen and point.

- Play the recording. Students listen and point to the photos.
- Make sure they realise that *shelter* means a place to live and *food* means things to eat.
- Play the recording again. Students repeat.

2 Look at the animals in Activity 1 and write.

- Check students know what to do.
- They complete the sentences by looking at the pictures in Activity 1 and copying the words.
- In pairs, students compare answers. Check as a class.

3 Look and write *food, water or shelter*.

- Read the activity instruction aloud and check understanding.
- Practise the activity with the class responding in chorus, then in open pairs, then closed pairs.

- Ask students who have pets to say how they provide their basic needs of shelter, food and water.
- Discuss briefly what problems wild animals have getting some of their basic needs (their habitat could be disappearing, there might be a drought, their food might be taken away).

Note: This discussion will probably need to take place in L1.

UNIT 3. Pet Show. Revision

Teaching Notes

Learning outcomes

- to review language from the unit by doing a quiz
- to reflect on learning

Recycled language

vocabulary and grammar from the unit, imperatives, *This is a ...*

Materials

flashcards (animals), soft toy for each pair of students

Warm-up

- Revise animals with the flashcards. Use one animal flashcard or a soft toy to demonstrate *Simon says*.
- Call a student to the front and explain the rules (he/she follows your instructions only if you say *Simon says* first).
- Hand the student a flashcard or soft toy and give instructions, e.g. *Simon says 'Put the elephant under a chair.'* *Simon says 'Put the elephant in Ivanna's bag.'* and so on. Then say an instruction without *Simon says*, e.g. *Put the elephant in my hand*. If the student does it, he/she is out.
- Students play the same game in pairs (with one flashcard or soft toy per pair). They see who can follow instructions for the longest time, without making a mistake.

Additional practice:

Workbook p. 39

LEARN
MORE

1 Read and circle.

- Explain to students that they need to circle one option for each sentence, using the picture clues. Do the first item as an example.
- Students do the quiz in pairs. The first time, they do it without looking back through the unit.
- Pairs check their work with other pairs.
- Students then look back to check questions they did not know.
- Check answers with the class.

2 Say.

- Ask students what their favourite activity is from the unit (e.g. the song, chant or one of the games) and have a class vote.
- Repeat the most popular activity with the class.

- Put students into groups of four.
- Each student opens their Workbook at p39.
- Students take turns to read aloud what they have written for Activity 3 and to say something about their pictures.
- Encourage students to compare what they have written and drawn.