In this lesson, students will:

- revise the material from Unit 7

Resources: Audio Tracks 7.1, 7.2; Formative Assessment Strategies Guide

Materials: flashcards for the words from the unit, colouring pencils

Warm Up

- Elicit different animals students know. Say *They drink milk. They eat grass. They can jump.* Encourage students to tell you as many animals as possible for every characteristic.

A

- Open Unit 7 Self-assessment, Activity A. Ask *Where are the animals?* (at the zoo). Say *Look at the words. Write the missing letters and match animals to the pictures.*
- Make sure students know what they should do. Walk around the class and monitor students' work. Help if needed.
- Write the correct answers on the board. Encourage students to check their answers in pairs.
- Open page 3. Point to *I can* box. Make sure students know what they need to colour. If necessary, repeat the instruction from Unit 1 notes.

Answers: *2. elephant; 3. snake; 4. lion; 5. crocodile*

B

- Refer to the picture in Activity A. Say *Listen to me and say* Yes *or* No. *The snake is longer than a crocodile.* (No). *A lion is bigger than an elephant.* (No). Elicit the answers and help with gestures if necessary. Point to Activity B and *say Listen and write* Yes *or* No. *You will hear the recording twice.*
- Play **TR: 7.1** twice. If necessary, pause after the line *An elephant is bigger than a crocodile.* and make sure students understand where to write the answers.
- Invite students to check their answers in pairs. Elicit the answers.
- Open page 3. Point at *I can* box. Ask a volunteer to read the second sentence. Say *Colour the stars.*

Script for TR: 7.1

1. *An elephant is bigger than a crocodile.*
2. *A snake is slower than a tiger.*
3. *A zebra is smaller than a monkey.*
4. *A lion is faster than a monkey.*
5. *A giraffe is taller than a hippo.*

Answers: *2. Yes; 3. No; 4. Yes; 5. Yes*

C

- Ask two volunteers to read the instruction and sample dialogue from Activity C.
- Point to the pictures *and ask students to tell you what the animals are doing.* Say *In your pairs, choose the animals from the pictures. Find another pair, ask and answer the questions and guess the animals.*
- Monitor the students' work. Model the activity with a student for extra help.
- Elicit how many questions they asked to guess.
- Open page 3. Point to *I can* box. Make sure students know what they need to colour.

D

- Make sure every student has got a pencil. Say *Listen and write the words. You will hear the recording twice.* If you see that students have difficulties, explain that they can use the pictures as an aid.
- Play **TR:7.2** twice. Make sure students understand that they will get the second listening in order to complete the task. Elicit the answers.
- Open page 3. Point to *I can* box. Make sure students know what they need to colour.

Script for TR: 7.2

1. *plane*
2. *game*
3. *wave*
4. *skate*
5. *cake*

Answers: *2. game — d; 3. wave — b; 4. skate — e; 5. cake — c*

E

- Point to the picture in Activity E. Ask *What can you see?* (I can see a crocodile.) *Can a crocodile be your friend?* (students' own ideas).
- Say *Now read the text about a man and a crocodile and write* True *or* False. Point to the sentences below to make sure students can see where they need to write.
- Give students about 5 minutes to read the text and write the answers.
- When students finish, work with the whole class. Ask volunteers to read the text. Elicit the correct answers.
- Open page 3. Point to *I can* box. Make sure students know what they need to colour.

Answers: *1. True; 2. False (Pocho is a long crocodile. Chito is a man.); 3. False (Chito helps Pocho.); 4. True; 5. False (Pocho goes to his friends.)*

Extension

- Invite students to choose a wild animal. They imagine that this animal can be a person's friend. They think of what this animal can do as a friend and present ideas to other students. Encourage students to move around the classroom and choose a partner. They share their presentations and then move to look for another partner. Make sure each student has done 2–3 presentations.
- Discuss the safety rules when you have an animal friend.

© 2026 Видавництво «Лінгвіст»

Wrap Up

- Show pictures of two animals and elicit as many comparisons as possible.
- Ask *What are your three favourite words of the unit? What do you remember from the unit?* Encourage students to give you some details from the text they read, lines from the chants or the song.

© 2026 Видавництво «Лінгвіст»