

3 Animal world

Lesson 1 Vocabulary 1

✓ Find three things in the picture that you know.



1 3.1 Listen, point and say.

2 3.2 Listen, move and sing.

A world with animals

SING

We want a world
With tigers and lions
And kangaroos.
We want a world
With whales and sharks
And lots of dolphins too.

The world's for me.
The world's for you.
The world's for me and you,
And all the animals too.

We want a world
With pandas, penguins, parrots
And polar bears.
We want a world with animals.
We want a world that cares.

3 **Team Time** Cover the picture and the song. Say an animal that starts with each of these letters: d h j k p s w.

1  3.3 Listen and repeat. Which animal has got a big tail? Act out.

Liam: I like World Animal Day because it helps animals in danger.

Adam: Me too. Why are you painting a shark? I think sharks are scary.

Liam: Yeah, a shark can eat a dolphin.

Adam: No, it can't! A dolphin is faster than a shark.

Liam: OK, but then a shark can eat a whale.

Adam: Of course it can't! A whale is bigger than a shark.

Liam: But a shark has got really big teeth.

Adam: Yes, but a whale has got a big tail. Wham! Bam! No shark!



Find How do we change *fast* and *big* when we compare two things?

2  3.4 Look, listen and follow. Then make your own sentences.

Comparatives with short adjectives

A dolphin		faster		a penguin.
A tiger	is	slower	than	a kangaroo.
A panda		smaller		a shark.
		bigger		

Look

Some adjectives are irregular.
good → better
bad → worse

3   **Team Time** Play *Guess the animal*.

Go to Activity Book, p.129

It's bigger than a mouse.

Yes, it is.

Is it an elephant?





Say and spell

1 Listen and repeat.

fast forest
photos elephant

2 Find the words in the story.

Before you read

1 Look at the title. Guess which words are in the story.

tiger pancake amazing elephant exercise

2 Listen and read. Does Liam really go to the jungle?

Animal adventure

1 Liam is in the jungle. He's riding on a big elephant. It's fun.

Wow! The trees are really big. They're bigger than the trees in our playground. And there's an amazing parrot!



2 The elephant walks under the trees. Liam sees different animals.

Oh, it's a yellow monkey! And there's a tiger. It's got a baby.



3 Suddenly, Liam sees some men. They're near the tigers and have got a big box.

What are those men doing? Oh, no! They're catching the baby tiger! Stop! Stop!



4 The elephant runs fast and the men are very scared.

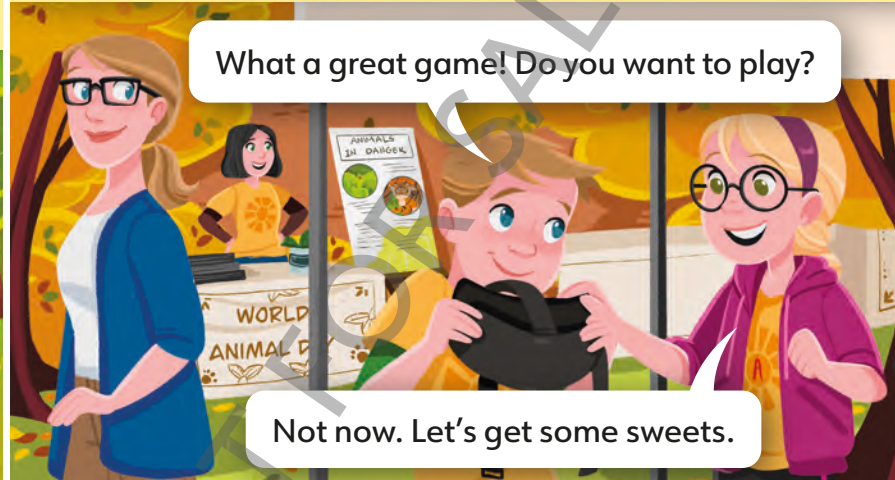
Well done, elephant! You're faster than the men. They're running away. But where's the baby tiger?



5 The tiger and her baby run into the forest. Liam is happy.



6 It's the end of the game.



7 Liam looks at the sweets. Then he looks at the photos of the animals in danger.



8 Liam thinks and then he decides.



Lesson 4 Explore the story

After you read

- 1 Watch the video. Act out the story.
- 2 Read and answer.
 - 1 What animals does Liam see in the forest?
He sees an elephant and ...
 - 2 What are the men doing to the baby tiger?
 - 3 What does the elephant do?
 - 4 What does Liam do with his money?

3 Read and think.

- 1 Who do you think gets the badge in the story?
- 2 Why doesn't Liam choose sweets?
- 3 Can you think of ways your decisions can help other people?



1 3.7 Listen and say. 3.8 Then listen and put in order.



a dangerous



b colourful



c frightening



d intelligent



e pretty



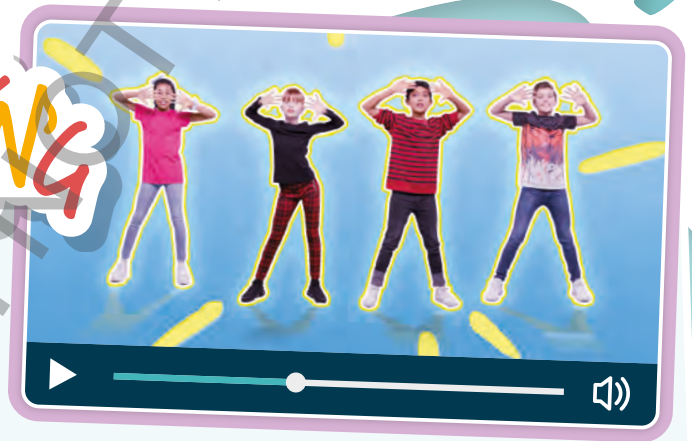
f ugly

2 3.9 Watch and listen. Move and sing.

Watch out!

Watch out! Watch out!
Look behind you!
Oh, no! Oh, no!
What can I do?

A lion is very dangerous.
It's more dangerous than a cat.
Yes, it's very, very, very, very dangerous.
It's intelligent, so intelligent.
It's fast and frightening too.
And it's very, very, very, very dangerous.



A jellyfish is very dangerous.
It's more dangerous than a whale.
Yes, it's very, very, very, very dangerous.
It isn't ugly. No, not ugly.
It's colourful and pretty. Yes!
But it's very, very, very, very dangerous.

3 3.10 Look, listen and follow. Then make your own sentences.

Comparatives with long and 'y' adjectives

A shark	is	more	dangerous	than	a whale.
A jellyfish			colourful		a lion.
A parrot			intelligent		a dolphin.
			prettier		
			uglier		

4  **Talk Partners** Make sentences to compare the animals. 

1
crocodile
penguin
dangerous

2
hippo panda
ugly

3
polar bear
kangaroo
frightening

4
parrot whale
colourful

5
snake kangaroo
pretty

6
dolphin jellyfish
intelligent

A crocodile is more dangerous than a penguin.

5  **Talk Partners** Compare these animals. 



I think a cat is more intelligent than a parrot.

Yes, but I think a parrot is prettier than a cat.



The python

I'm a python not a pet.
 I'm not happy in a country
 Where it's sometimes cold and wet.
 My life is in the jungle.
 My home is in a tree.
 It's not in this small cage, next to the TV.
 I once was in the forest,
 By the river, living free.
 I want to be back there again.
 Not here, don't you see?

Watching the river

I can't skip, jump or hop.
 I don't really do a lot.
 I don't climb trees or fly,
 But am I sad, do I cry?
 No, I love to watch the river
 Going by.

I like to swim, splash and flop
 In cool water when it's hot.
 Under the orange evening sky,
 My family, my friends and I
 Sit and watch the river
 Going by.

I never eat when it's light.
 I always have my lunch at night
 Under the big, black, starry sky.
 I eat long grass and then I
 Sit and watch the river
 Going by.





Before you read

1 Look and think.

- 1 What kind of texts are these?
- 2 How do we know?

Is a snake a reptile or an amphibian?



After you read

2 ^{3.11} Read and listen. Correct the sentences.

- 1 The snake is a pet in a hot country.

The snake is a pet in a cold, wet country.

- 2 The snake lives in a box.
- 3 The snake wants to be in a zoo.
- 4 The hippo's life is bad.
- 5 The hippo has one friend.

Understanding feelings

People write texts to make us think and feel things. When you read a poem or a story, think about how it makes you feel.

sad happy angry frightened

3 Read the poems again and answer.

- 1 How does the animal in *The python* feel? Why?
- 2 How does the animal in *Watching the river* feel? Why?
- 3 How do the poems make you feel? Why?
- 4 Why does the writer use *I* and not *it* in the two poems?

4 Read and discuss.

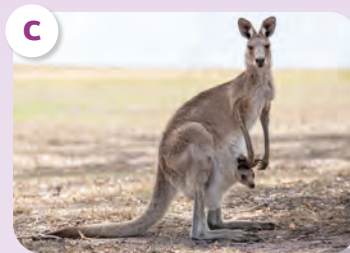
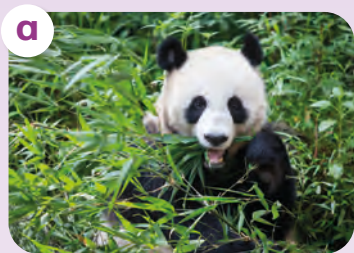
- 1 Which poem do you like more? Why?
- 2 Do you like stories or poems more? Why?
- 3 How often do you read poems?



How can we protect wild animals and the places they live?



1 3.12 Listen. Which two animals do they talk about?



2 3.12 Listen again. Read and say *True* or *False*.

- 1 The girl is looking for information.
- 2 She likes baby kangaroos because they're big.
- 3 She says the kangaroo in the picture is in the water.
- 4 She finds out about bears next.

3 3.13 Watch or listen and say. Then practise in pairs.

- A: I love lions!
 B: Why?
 A: Because they're big and beautiful.
 B: Are they bigger than tigers?
 A: No, they aren't. Tigers are bigger.
 Did you know that lions live in families?
 B: Really?
 A: Yes. They live in groups of ten or fifteen lions.
 B: Cool!
 A: Do you like lions too?
 B: Yes, I do.



Giving and responding to information

Why? Because ... Did you know ...? Really? Cool!

4 **Talk Partners** Make new dialogues.


Go to Activity Book, pp.138 and 140



I love penguins.
 Because ...



Why?



- 1  3.14 Read the poem. What animal is it?

Who am I?


I'm bigger than a goat
And I'm whiter than a lion.
I'm not colourful,
But I can run and swim.
Yes, I can!

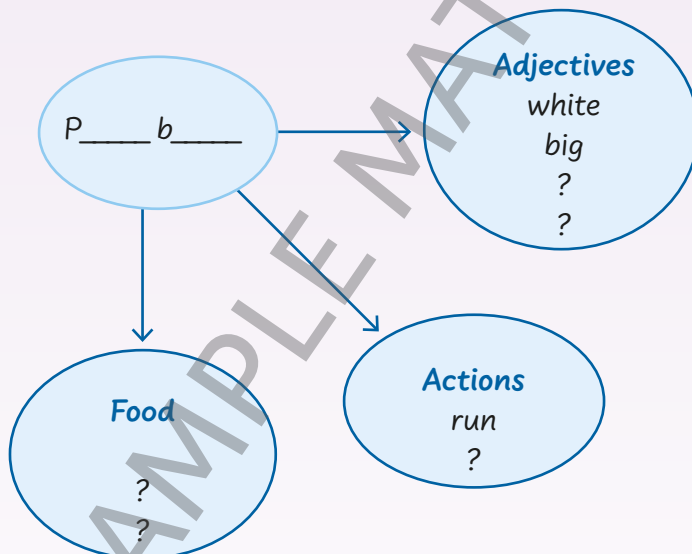
I'm fast and I'm dangerous.
I eat fish and I eat birds.
I live in the snow.
Now, can you guess
Who am I?



- 2  Read the poem again and answer. 

- The parts of a poem are called verses. How many verses has the poem got?
- Which verse tells us about the colour of the animal?
- Which verse tells us what the animal can do?
- Which verse tells us what the animal eats?
- Which verse tells us where the animal lives?

- 3 Look at the poem again. Then look at the mind map and say the missing words. 

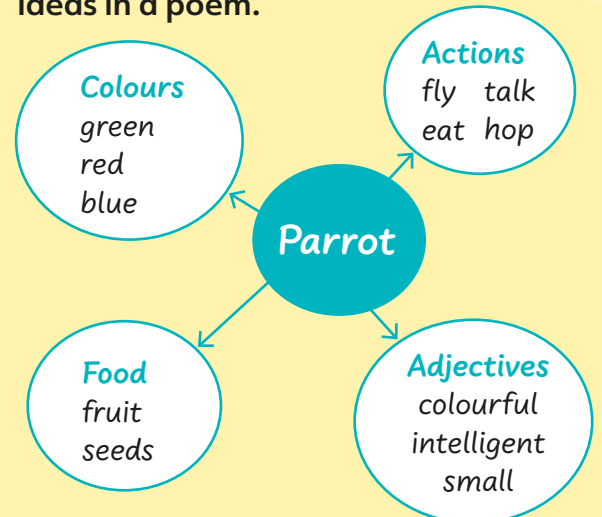


- 4  Plan and write a poem about an animal.

Go to Activity Book, p.41

Using a mind map to plan a poem

A mind map can help us to plan our ideas. We can use some of these ideas in a poem.



What do you know now? 

Think about Unit 3.

Go to Activity Book, p.33

Review

1 Play the game.

Pupil **A** Choose a picture.

Pupil **B** Ask questions and guess the picture.

Are there any mushrooms?

No, there aren't.

1



2



3



4



5



6



2 Look at the animals. Compare them using the words in the box.

I think a bear is more dangerous than a panda.

I think a panda is slower than a bear.

ugly frightening small fast intelligent

colourful big slow dangerous

1



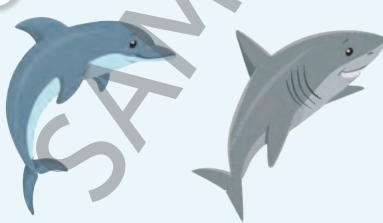
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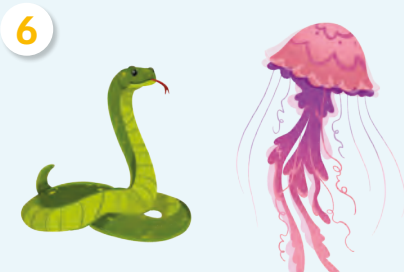
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5



6



How do you say *more intelligent* in your language?
Is it similar or different? What about *slower*?



1 R2.1 Listen and look. What's different?



2 Work in pairs. Find six more differences.

Here the man has got a parrot, but here he hasn't got a parrot.