Opener
Ask the pupils to look at the photo and say what they can see. Ask: What animals can you see? How many are there? Are they dangerous? Are they like pets? Elicit that they are lions and ask the pupils to tell you anything they know about them. Ask: Where are they from? What is their food? and so on. Ask: Is the father lion the same as the mother lion? Use gestures to help the pupils understand your questions. If necessary, let the pupils use L1. Then ask: Is there a zoo in your city? You could write the word zoo on the board, which should help the pupils understand the question. Ask: Are there lions in the zoo? Are lions your favourite animals? Are you scared of lions? Why? What is your favourite animal? What is your favourite wild animal? When the pupils answer your questions in L1, try to translate or paraphrase their answers and repeat them in simple English.

Read out the caption beneath the photo and ask the pupils to speculate where the father might be. Ask: Is the father lion with his children? Is he looking for food? Is he asleep? Where is he? Use gestures and your acting skills to help get the meaning across to the pupils. Again, let them use L1, if necessary, when answering your questions.

Activity 1
Ask the pupils to look at the photo again and then read the questions. The pupils answer the questions individually and then compare their answers with a partner. Ask different volunteers to tell the class their answers to the questions.

Answers
a Four  
b One is big and three are small.  
c Yellow, brown, white

Activity 2
Ask the pupils to read the caption to themselves and explain they will read as they listen to the CD. Play the CD. Optionally, before asking the pupils to work in pairs, you could play the recording again and ask the pupils to repeat the sentences chorally. Then ask the pupils to work in pairs to say the sentences to each other. Monitor to listen for any pronunciation problems and deal with these as a class at the end. Focus on the long /iː/ in these, which is often shortened. You could even contrast these /ɪː/ and this /iː/. Invite one or two pupils to read the caption to the class.

Activity 3
Explain to the pupils they are going to hear four statements and they have to say whether they are true or false. Play the CD and pause after each statement for the pupils to answer. Play the CD again for them to check their answers. Ask random pupils to present their answers to the class.

Answers
1 False  
2 False  
3 True  
4 False

Audioscript
Unit 1 Meet my family
This is a lion family. This is the mum and her three children. The dad isn’t here. These lions are in Africa.
1 Look at the picture. Answer the questions.
   a. How many lions are there?
   b. Are they big or small?
   c. What colour are they?
2 Listen to the recording and read the caption under the photo.
3 Listen to the sentences and say whether they are true or false.

**Notes:**

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**Homework**

Ask the pupils to choose a wild animal they like and find out more about it. Write some headings on the board to help them, for example:

*Name:*
*Home:*
*Food:*

Ask the pupils to write these headings in their notebooks and find out the answers on the Internet or in an encyclopaedia. If possible, they could find a photo or draw their animal.

---

**Additional Activity**

Write the names of the seven continents on the board (Asia, Africa, North America, South America, Europe, Australia, Antarctica). Read them out and ask the pupils to repeat the names chorally after you. It could be a good idea to show the pupils the location of the continents on map or globe.

Cut out magazine photos of typical animals living on each continent, e.g. a panda, an ostrich, a buffalo, a penguin, etc. Make sure the photos are big enough to be hung up on the board and be visible to the pupils. Write the names of the animals in random order on the board. Read the words out and model their pronunciation for the pupils. Ask them to repeat the words chorally and, if you think it necessary, also individually.

Then, together with the class, match the photos with the appropriate names. Point at a random photo and ask: *What’s the name of this animal?* Encourage the pupils to raise their hand if they think they know the answer. Confirm the answer with the whole class, and then ask a volunteer to come to the board and draw a line between the photo and the corresponding name of the animal.

Ask the pupils to work in pairs. Give them a set of 14 pieces of paper with the names of the seven continents and names of seven animals living on them. The pupils need to match the continents with the animals to form appropriate pairs, e.g. Australia – a koala bear. Ask volunteers to present their answers to the class. You could model the pupils’ answers and encourage them to say: *A koala bear is from Australia.*
The Amazing Journey: Nice to meet you

Warm-up
With their books closed, invite a pupil to come to the front of the class. Stand opposite them and say Hello. Wait until they respond with the same word and follow with, I'm (name). Wait for their response and end with, Nice to meet you, and shake hands. Ask the whole class to stand up. Each pupil should introduce themselves to three different pupils and then sit down. The last two pupils standing do their introduction for the class. Then, ask the pupils to open their books and look at the title of the lesson. Ask if anyone can re-phrase The Amazing Journey, e.g. an interesting / exciting / unusual journey / trip, and so on. Allow the pupils to use L1, if necessary. Point out Nice to meet you in the rest of the title and explain it is important when we meet someone for the first time that we greet them this way. Shake hands with different pupils at random and repeat the phrase to emphasise when it is used.

Activity 1
Ask the pupils if they can tell you where the children are. If they do not know the word beach, write it on the board and model the pronunciation. Explain it is where people go to be near the sea. Ask the pupils if they like to go to the beach and what they do there, e.g. do they just swim or do they play beach games, read a book, play games on their mobile phones, and so on. Tell the pupils they are going to read and listen to the story, and then find the children’s names. Play the CD and then hold up your book and point to three pupils individually and elicit their names from individual pupils (Susie, Bill, Mickey).

Activity 2
Read the first sentence aloud and ask a pupil to supply the answer. Ask for class agreement before accepting the answer as correct. Ask the pupils to write the other names individually and then compare their answers with a partner. Invite pupils to raise their hand to tell the class their answer.

Answers
1 Bill 2 Susie 3 Gordon 4 Mickey

Activity 3
Read the instructions and explain the task. Ask the pupils: Who are brother and sister? (Susie and Mickey.) Who is their new friend? (Bill.) What is the uncle’s name? (Gordon.) Play the CD and have the pupils repeat chorally and individually after each sentence. Play the CD again, pausing for the pupils to repeat or act out what they hear.

Puzzle Time!
Read the puzzle to the pupils and give them two minutes to think about the answer. Ask them for ideas and write their suggestions on the board. Elicit the most popular choice through a show of hands and have them write the answer in their Pupil’s Book (shark).

Homework
You may ask the pupils to do Activities 1–3 on page 10 in their Activity Book.
### Activity 4

Ask the pupils to look at the photos. Ask: *Who is in the photos?* Elicit their ideas and then ask the pupils to write in the correct words. Play the CD to check the answers. Elicit the answers from the whole class. Ask them to repeat the phrases chorally and individually.

#### Audioscript

1. mum and dad are parents
2. grandma and grandad are grandparents
3. daughter and son are children
4. grandson and granddaughter are grandchildren
5. brother and sister
6. aunt, uncle and cousin

#### Answers

1. dad, parents
2. grandad, grandparents
3. son, children
4. granddaughter, grandchildren
5. sister
6. uncle, cousin

### Activity 5

**Grammar**

Make statements and have the pupils correct them, e.g. *I'm (Sandra) and this is (Maria)*, and point to a pupil with a different name. Have the pupils respond with: *You aren't Sandra* and *She isn't Maria*. She's (Basia). Continue with other statements, e.g. *Tommy is my son* and the pupils respond with; *No, he isn't (your son)*. If necessary, refer the pupils to the Grammar Guide in their Activity Book on page 106.

Then ask the pupils to read and complete the grammar box. When they have finished, invite them to compare their answers with a partner. Elicit answers by having the pupils write their answers on the board to check their short forms are written correctly.

#### Answers

1. 'm, 's, isn't

### Activity 6

Tell the pupils they will listen and label the pictures with words from the Word Bank in Activity 4. Play the CD and ask the pupils to write their answers. If necessary, play the CD again. Ask the pupils to compare their answers with a partner and then raise their hand to say the answer.

#### Answers

1. 're / are
2. isn't / is not
3. 'm / am
4. aren't / 're not / are not
5. is

### Activity 7

Hand out paper to the pupils and ask them to draw two or three people from their family. When they have finished, invite each pupil to show their drawing to the class and say who the people are. Make an *'Our families'* display board and pin the pupils' work on the board.

### Homework

You may ask the pupils to complete Activities 4–11 on pages 10–11 in their Activity Book.
A tall and beautiful penguin

Warm-up

Do a spelling quiz with the words from the previous lesson. Read the words slowly and clearly, allowing time between words for the pupils to write them in their notebooks. Use the words daughter, grandmother, aunt, brother, uncle, parents, grandchildren and cousin. Invite the pupils to write their answers on the board to check the spelling.

Activity 1

Ask the pupils to read the text as they listen. When they have finished, ask them: Where is an emperor penguin’s home?

Answer

In the Antarctic.

Guess What?

Read the information aloud and ask the pupils if they are surprised by this fact. Ask them if they can name any birds that cannot fly and write their ideas on the board. If time allows, ask the pupils if they know any other unusual facts about other animals. For example, Do you know interesting facts about the giraffe? (It has to stand up to sleep.)

Activity 2

Ask the pupils to read through the five statements and answer if they are true or false. When they have finished, have them compare their answers with a partner. Elicit answers by asking pupils to raise their hand and then tell the class their answer. Ask for class agreement before confirming or rejecting an answer.

Answers

1 T 2 F 3 F 4 T 5 F

Activity 3

Model the words by reading them aloud and ask the pupils to repeat them chorally and then individually. Check they understand the meaning of each one. Ask the pupils to silently read the words in the box again. Then ask them to read each sentence and fill the gap with the correct word. Elicit answers by inviting the pupils to raise their hand and supply the answer.

Answers

1 good 2 chick 3 wings 4 tall 5 egg

Homework

Ask the pupils to research one of the birds that cannot fly and find out as much information as they can about it. They should find or draw a picture of their chosen bird, and make a short presentation to the class in another lesson. They should use the following model sentences to guide them.

It’s an . . . (e.g. ostrich). It is . . . (e.g. big and tall / small). It is from . . . (e.g. Australia). The mother (ostrich) is . . . (e.g. big and grey). The baby (ostrich) is . . . (e.g. very small and white). They live to be . . . years old. (e.g. ten years old)

You may also ask the pupils to do Activities 1–3 on page 12 in their Activity Book.

Activity 4

Check the meaning or pre-teach the meaning of the words in the Word Bank before listening. Repeat the words with the pupils chorally and individually. Ask the pupils to show their meaning with gestures. Invite volunteers to mime one of the words for the rest of the class to guess which word it is. Whoever guesses correctly can mime another word, and so on.
A penguin is a bird.

An emperor penguin is an amazing bird. It has got small wings. It is a good swimmer, but it can't fly. It has got a moustache / glasses. It is very tall and beautiful.

An emperor penguin is in the Antarctic. It is very cold there.

The mother penguin has one egg every winter. An emperor penguin is a good parent. The mother goes to the baby. It is very young. It can't walk on its feet and the mother leaves the baby behind. It is very tall and beautiful.
Making friends

Warm-up

Invite a pupil to stand in front of the class. Ask questions and ask the pupil to try to answer truthfully without using yes or no. Explain that they will need to answer in short sentences, e.g. I am. He is. She is. It is. I’m not. He isn’t. etc. Write possible responses on the board from the grammar box to help the pupils. If the pupil answers with yes or no, they stop playing and you choose another pupil. Ask questions such as: Are you tall? Is your birthday in April? Are you ten years old? Am I short? Is your mother funny? Is your grandfather old? and so on. Give a time limit of one minute and if, within that time, the pupil has not said yes or no, they win.

Activity 1

Ask the pupils to look at the photos and to speculate about the people in the photos. Ask: How old they are? Are they friends or family? Ask the pupils to read the dialogues and then match them with a photo. Play the CD for the pupils to check their guesses. Ask them to compare their choices with a partner. Ask the pupils to raise their hand and tell the class their answer.

Answers
Dialogue 1: photo 3 Dialogue 2: photo 2 Dialogue 3: photo 1

Activity 2

Ask the pupils to read through and answer the questions using the information in the dialogues. Ask them to compare their answers with a partner. Choose a pupil at random to supply the answer.

Answers
1. She’s from Canada. 2. She’s 11. 3. He’s 12. 4. It’s in April. 5. Bouncer.

Activity 3

See Activity Book, Activity 8, p. 15

Focus the pupils’ attention on the Phrase Book box. Ask them to work in pairs and write in the missing questions. Encourage them to look at the dialogues at the top of the page for help. Then play the CD for the pupils to check their answers. Play the CD again and ask the pupils to repeat the mini-dialogues both chorally and individually. Then invite the pupils to work with a partner to ask and answer the questions. Invite all the pairs to act out their dialogues for the class.

Homework

You may ask the pupils to complete Activities 1–6 on page 14 in their Activity Book.
Activity 4
Ask the pupils to look at the dialogue. Model how to complete the dialogue with a pupil. Ask them to complete their own part of the dialogue and then work in pairs to ask and answer the questions. Monitor for correct pronunciation. Invite some of the pairs to act out their dialogue for the class.

Activity 5
Ask the pupils to work in pairs and read the words aloud to each other. After each word, stop them and, with a show of hands, ask if they can hear the w at the beginning of the word. Play the CD to confirm their answer. Continue with the other three words.

Activity 6
Ask the pupils to work in pairs to read aloud the words to each other. With a show of hands, ask the pupils which sounds are the same (S) and which are different (D). Write their ideas on the board and play the CD to confirm their answers.

Activity 7
Ask the pupils to read the email through silently and then have one pupil read it aloud. Ask some comprehension questions about the email, e.g. Where is she from? Who is her best friend? Who is Jean / Laurent / Corinne? and so on. Finally, elicit who the email is from (Florence).

Activity 8
Ask the pupils to read through the questions and then read the email again to find the answers. They should underline the answers in the email. Monitor and help if necessary. When they have finished, invite the pupils to ask and answer the questions with a partner. Ask two or three pairs to repeat for the class.

Activity 9
Explain to the pupils that they are going to write an email like the one they have just read. Ask the pupils to answer the questions in Activity 8 about themselves. Tell them to use their answers to write their email. They can make up an email address if they don’t have one. Monitor and help if necessary. Ask the pupils to swap their emails with a partner and read each other’s word to check for any spelling mistakes. When they have finished, ask them to write the email out neatly on a piece of paper, incorporating any changes they have made. They should then swap their email with a partner for their partner to reply to them.

Homework
You may ask the pupils to complete any of Activities 7, 9 and 10 on page 15 in their Activity Book.
Review 1

Remember that the Review is not meant as a test. It is designed to consolidate and build on what has been presented in the unit. Therefore, spend some time before starting the Review ensuring that the class can remember what they have covered in the unit. This can be done by using questions and answers, e.g. Tell me the words for the family.Tell me the verb ‘to be’ (positive, negative, or a question form), and so on, going back over the pages, playing games with the vocabulary on the board, e.g. Hangman, or just by asking the pupils to tell you what they have learnt in this unit.

Activity 1  
See Additional Activity 7, p. 152
Explain to the pupils that there are nine family words in the wordsearch that run left to right or top to bottom. Set a time limit of five minutes and then have them work with a partner to compare their answers and find any they have missed. Check answers by inviting one of the pairs to raise their hand and tell you their answer.

Answers
mum, dad, aunt, brother, uncle, grandma, sister, cousin, grandad

Activity 2  
See Additional Activity 8, p. 153
Ask the pupils to look at the words in the box and use them to complete the sentences. Elicit answers by asking the pupils to raise their hand.

Answers
1. short 2. slim 3. small 4. old 5. beautiful 6. straight 7. fair

Activity 3  
See Additional Activity 9, p. 153
Ask the pupils to read the short texts about each person and then finish the pictures. Monitor to check the pupils are completing them correctly. Have some of the pupils hold their book up and show the rest of the class when they have finished.

Activity 4  
See Additional Activity 10, p. 153
Explain to the pupils that they have to complete the gaps in the sentences with am, are or is. When they have finished, invite them to compare their answers with a partner. Ask the pupils to raise their hand to answer.

Answers
1. am 2. are 3. am 4. is 5. is 6. are 7. is

Activity 5  
See Additional Activity 11, p. 153
Ask the pupils to read the questions and then complete the answers. When they have finished, ask them to compare their answers with a partner. Elicit answers by choosing a pupil at random to answer.

Answers
1. am 2. isn’t 3. aren’t 4. is 5. isn’t

Activity 6  
See Additional Activity 12, p. 153
Ask the pupils to read the sentences and then write the negatives. Invite pupils to write their answers on the board.

Answers
1. I’m not short. 2. He isn’t ten years old. 3. You aren’t funny. 4. That photo isn’t old. 5. I’m not a good swimmer. 6. My dog isn’t brown. 7. She isn’t my cousin.

Activity 7  
See Additional Activity 13, p. 153
Have the pupils quickly read through the questions. Then have them work with a partner to ask and answer the questions and complete the table.

Activity 8  
See Additional Activity 14, p. 153
Invite the pupils to tell the class about their partner. Encourage all the pupils to speak and invite the rest of the class to ask further questions about the person.
Communication

7. Work in pairs. Ask each other the questions and answer them. Write your partner’s answers in the table below.

<table>
<thead>
<tr>
<th>Questions</th>
<th>My partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are you from?</td>
<td></td>
</tr>
<tr>
<td>How old are you?</td>
<td></td>
</tr>
<tr>
<td>When is your birthday?</td>
<td></td>
</tr>
<tr>
<td>Who is your best friend?</td>
<td></td>
</tr>
</tbody>
</table>

8. In the same pairs, tell the class about your partner. Use the table in Activity 7.

9. Listen to the recording and complete the text of the song. Then sing the song.

Listen and Sing!

____ a chick. I’m a penguin chick.
____ a chick. You’re a penguin chick.
____ emperor penguins.
Our _______ is in the Antarctic.
____ emperor penguins.
Our _______ is in the Antarctic.

Activity 9

Have the pupils read the song lyrics before listening. Then ask them to guess, by raising their hand, what the missing words might be. Do not confirm or reject their suggestions, but write them on the board. Play the CD and ask the pupils to complete as much as they can. Play the CD a second time for pupils to check their answers and write down any words they have missed. Check answers by asking pupils to write their answers on the board.

Then arrange the class in four groups – one for each line of the song. (The last two lines are repeated.) Play the CD again and ask the groups to do actions for their line of the song, e.g. point to themselves for the first line, point to another group for the second line, and so on. Repeat with the groups singing different lines as long as the pupils are participating and enjoying it.

Song

I’m a chick. I’m a penguin chick.
You’re a chick. You’re a penguin chick.
We’re emperor penguins.
Our home is in the Antarctic.

Notes:

Homework

You may ask the pupils to complete any of Activities 1–9 on pages 16–17 in their Activity Book. Word list Activities 1–2 on page 19 can be completed for further consolidation.

If you decide to divide the Review section into more than one lesson, make certain the activities set as homework correspond to the material covered in class.
Warm-up

Draw the pupils’ attention to the photo and ask: **Who are the Inuit people? Where are they from? Are they very tall? What colour is their hair?** Ask the pupils to tell you anything they know about them. Allow the use of L1.

Tell the pupils they are going to sing a song about them. Model the pronunciation again of the words Inuit and Canadian. Explain Canadian means someone who comes from Canada. Write the following on the board:

*I'm an Inuit. I'm a Canadian Inuit.*

*You're an Inuit. You're a Canadian Inuit.*

*We are Canadian Inuits.*

*Our home is in the Arctic.*

Tell the pupils to use the same tune as the song from the Review (Pupil’s Book, page 19). Read the song through and then have the pupils sing it two or three times. When they have finished, ask if anyone can tell the class the differences between Antarctica and the Arctic. Allow the use of L1.

**Suggested answers**

The Arctic has trees. Antarctica is a continent and the Arctic is mostly ocean. They both have snow and ice. Antarctica is colder and windier than the Arctic.

Ask the pupils to look at the text and explain that they are going to learn more about the Inuit people. Write the question on the board: **Which Inuit people go fishing?** Ask the pupils to read the text to answer this question. Invite the pupils to raise their hand when they know the answer (young Inuit people and their fathers). Ask: **What else do the Inuit people do?** (Go kayaking, hunting, play and learn with their friends, watch TV and videos.)

Ask the pupils to look at the Glossary. Ask the pupils to translate the words into L1, using a dictionary if necessary. Model the pronunciation of each English word and ask the pupils to repeat after you both chorally and individually. Ensure they understand the meaning of each word by asking them to give you an example sentence that is true for them, using the word, e.g. *I am not Inuit,* and so on. Encourage all the pupils to tell you a sentence.

Ask the pupils which activities they do together with their family. If they do not know all the words in English, let them use L1 to encourage them to speak.

**Activity**

Ask the pupils to read each sentence carefully and decide which option is correct based on what they have read in the text. Ask them to complete the task individually and then compare their answers with a partner. Play the CD for the pupils to check their answers. When they have finished, choose pupils at random to tell the class their answer.

**Audio script**

**Explorers’ Club Inuit families**

The people in the picture are Inuit. They are from Canada. They live in the Arctic regions of Canada. It is very cold there. The Inuit are not very tall. Their hair is dark and their eyes are dark. They live in big families with mother and father, sisters, brothers and grandparents. They have got lots of friends too.

The Inuit go hunting. Young Inuit go fishing at sea with their fathers. They go kayaking too. They play and learn together with their friends. They like sports and traditional games. They also watch TV or DVDs.

**Answers**

1 Canada 2 hot 3 blonde 4 aren’t 5 fishing

**Additional Activity**

Ask the pupils to take out their notebooks. Explain they are going to write sentences like the ones in the activity, but they are going to change them from positive to negative and negative to positive. Complete the first sentence together so that everyone is clear what they have to do. Ask: **How do we make the first sentence positive and not negative?** Choose a pupil at random to answer and write the sentence on the board. (The Inuit aren’t from France.) Ask the pupils to complete the other sentences individually and then compare their answers with a partner. Help with the last sentence, as changing it into the negative requires using the operator *don’t.* Invite pupils to write their sentences on the board.

**Homework**

You may want to ask the pupils to do Activities 1–3 on page 18 in the Activity Book.

**Explore Activity Book, p. 18 Activity 1**

If, after the previous lesson, you did not ask the pupils to do Activity 1 as homework, ask the pupils to work individually and write T (True), or F (False) next to the sentences.

Choose pupils at random to tell the class their answers. Ask for class agreement before confirming an answer is correct.
Family album

Make a family album. Tell your classmates about your relatives.

You need:
- A piece of card
- A few sheets of paper from a notebook
- Some coloured paper
- Sticky tape
- Science
- Chis
- Coloured pencils

1. Cut the card into the same size rectangles.
2. Stick them together using the sticky tape to get a zigzag book.
3. Stick the colourful cover pages to the beginning and the end of the book.
4. On the back of each of the zigzag pages stick a photo or a picture of one of your family members.
5. Write descriptions of your family members and stick them next to the correct picture.

Answers
1 T 2 T 3 F 4 F

Explore Activity Book, p. 18 Activity 2

If, after the previous lesson, you did not ask the pupils to do Activity 2 as homework, ask them to solve the crossword. When they have finished, ask them to compare their answers with their partner’s. Then ask volunteers to write their answers on the board to check their spelling. When all the answers are on the board, ask the pupils to raise their hand to tell you the hidden word and write it on the board, too.

Answers
1 canoe 2 Inuit 3 family 4 igloo 5 cold 6 hair 7 eyes
Hidden word: Canada

Explore Activity Book, p. 18 Activity 3

If, after the previous lesson, you did not ask the pupils to do Activity 3 as homework, explain to them that they are going to play a game where they have to find their way through a maze of words. The idea is to begin where it says START, and move to the word in the next space that starts with the same sound as the end of the first word. They continue like this to move towards FINISH. Demonstrate what you mean by writing four words in a line on the board, e.g. beard, dog, girl, lion.

Underline the first and last letters of each word to make it clear to the pupils what they have to do. Explain that in the game not all the words will be in a straight line. Ask the pupils to work in pairs and play. Monitor and help if necessary. Alternatively, have the pupils work alone and draw a line as they move from square to square. Some pupils might prefer the support of working with a partner rather than individually. When they have finished, ask a few pupils to tell the class which words they marked with a line.

Answers

Explore Activity Book, p. 18 Activity 4

Ask the pupils to look at the table of words. Explain they are going to work with a partner to choose one of the words each and mime it to each other so that they can guess which word their partner is miming. Model the activity with a pupil. Choose one of the words yourself, mime it, and ask the pupil to guess which word it is. When they have guessed, ask them to choose a word to mime for you and you guess what it is. Have the pupils work in pairs and monitor to see they are completing the task correctly. When they have finished, invite some pairs to repeat their miming for the class to guess.

Project: Family album

Materials – enough for each group
- a piece of card
- a few sheets of paper from a notebook
- some coloured paper
- sticky tape
- scissors
- glue
- coloured pencils

Method

Distribute the sheets of card and ask the pupils to cut large rectangles out of the sheets. Each pupil should need about ten rectangles each. Monitor to see they are cutting the rectangles all the same size. Demonstrate to the pupils how to stick the pieces of card together with sticky tape so that they form a concertina. Go round and help as they do this.

Then ask the pupils to stick a piece of coloured paper on the front and back covers of their concertinaed album. Make sure they are in the centre of the back and front. Ask the pupils to stick photos, or drawings, of their family members on one side of each piece of card. If necessary, help them to use the glue so that they do not use too much and stick their pieces of card together.

Finally, ask the pupils to write about their family members, one per piece of notebook paper, and stick their description to the other side of the card from the picture of them that they have already glued on. On the front of their album they should write Family album and their name. When they have finished, have the pupils move around the classroom and look and talk to each other about their album and their family members. Ask some of the pupils to tell the whole class about their family.
Warm-up

Ask the pupils what they think the other members of their family would be if they were animals. Give them your own examples by telling them what animals you think your parents would be. They do not need to be wild animals – they could be a domestic animal. You can bring a photo of your mum or dad to make the message come across more easily. Show the photo to the class and say: My mother is like a cat. She is nice, warm and friendly. Invite the pupils to work with a partner to discuss their ideas and then write them in their notebook. They should include their parents, grandparents and siblings. Allow the use of L1, if necessary. This is meant to be something that is fun for the pupils and not to be taken seriously. Finally, invite the pupils to tell the class about their ‘animal’ family.

Background Information

Orangutans are large gentle apes found on the islands of Sumatra and Borneo in south-east Asia. They mostly live in trees and swing from branch to branch using their very long arms. In the Malay language, the word orangutan means ‘man of the forest’. Their natural habitat is being encroached on by man, leading to a decrease in the orangutan population and they face the very serious threat of extinction.

If the pupils would like more information, they can visit http://kids.nationalgeographic.com/kids/animals/creaturefeature/orangutan/

Before you watch

Activity 1

Ask the pupils to read the title and look at the photo. Explain to the pupils that they are now going to see a DVD about orangutans. Ask the pupils to work in pairs to answer the questions together. Then, as a class, use the questions to have a discussion about orangutans and what they know about them. Ask some questions to encourage the pupils to speak:

Where are orangutans from? What colour are they? Are they big or small? How big are they? Encourage them to show you with their hands. What’s their food? Allow the use of L1, if necessary. You can paraphrase some answers and translate them into simple English.

Answers
1 No, we can’t. 2 Yes, they are.

Activity 2

Read out the words in the box to the class and ask them to repeat them after you chorally and then individually. Correct their pronunciation if necessary. Ask the pupils to write the words under the correct photos. Have them complete the activity individually, but check the answers as a class by having them raise their hand.

Answers
1 orangutan 2 zoo 3 bananas 4 apples 5 cup 6 computer

While you watch

Activity 3

Ask pupils to read the sentences before they watch the DVD, so that they know what information to look and listen for while they watch. You can read out the sentences to make the pupils familiar with the names used in the DVD, i.e. Indah, Azy, Rob Shumaker. Explain any words that the pupils have difficulty with and make sure that they know they should choose their answers based on what they see in the DVD. Before playing the DVD, ask the pupils to look at the Glossary (Pupil’s Book, p. 22). Ask the pupils to translate the words into L1, using a dictionary if necessary. Play the DVD. When it is finished, have the pupils compare their answers with a partner and to justify any answers they have that are different. Check the answers by inviting a pupil to answer and ask them to nominate the next pupil, and so on.

Answers
1 T 2 T 3 F 4 F 5 T 6 F

Activity 4

Ask the pupils to read the sentences before they watch the DVD again. Ask them if they know any of the answers at this stage and to underline them if they do. Play the DVD again and ask the pupils to listen and to circle the correct words. Ask them to complete the activity individually, but check answers as a class by asking the pupils to raise their hand.
Before you watch

1 Answer the questions.
   a Can we meet an orangutan in our forests?
   b Are orangutans similar to people?

2 Write the words from the box under the correct photos.
   apples    bananas    computer    cup    orangutan    zoo

3 Watch the DVD. Write ‘T’ (True) next to the true sentences and ‘F’ (False) next to the false ones.
   a Indah and Azy are orangutans.
   b Rob Shumaker is their teacher.
   c Indah is ten years old.
   d The computer is fast.
   e Azy is very clever.
   f Indah and Azy aren’t good students.

4 Watch the DVD again. Circle the words you heard in the recording.
   a An orangutan’s natural home is in Indonesia and Malaysia.
   b The name ‘orangutan’ means ‘person / child of the forest’ in Malay.
   c Shumaker has language games / lessons with the orangutans every day.
   d Every day / week there are visitors at the zoo.
   e It is happy / sad but orangutans are in danger.
   f Shumaker is a good / bad teacher.

5 Circle the correct answer.
   a The orangutans are
      a very stupid.
      b very clever.
   b Can the orangutans play at the zoo?
      a Yes, they can.
      b No, they can’t.
   c Indah and Azy learn
      a a banana, an apple, a cup.
      b symbols for objects (e.g. a banana, an apple, a cup).
   d Who is more friendly?
      a Azy
      b Indah.

6 Write the words from the box under the correct photos.

While you watch

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   d Who is more friendly?
      a Azy
      b Indah.

6 Write the words from the box under the correct photos.

DVD Script

An orangutan’s natural home is in Indonesia and Malaysia. An orangutan is similar to a person. In fact, the name ‘orangutan’ means ‘person of the forest’ in Malay.

At the National Zoo in Washington DC in the USA, there are two orangutans – Indah and Azy. Rob Shumaker is their teacher. He works on the Orangutan Language Project at the zoo.

Shumaker says that orangutans in zoos need activities. At this zoo they can do many things. They can play outside and they can go wherever they want. They also have language lessons with Shumaker. They can do the lessons if they want.

Shumaker has language lessons with the orangutans every day. Today he has a lesson with Indah. She is 20 years old and she is friendly. Indah learns symbols for objects; for example, a banana, apples and a cup.

Every day there are visitors at the zoo. They watch Indah and her teacher. Indah does exercises on the computer. She is very good at the exercises. [Rob Shumaker] Oh, hold on. The computer is not responding quickly enough but she is doing it correctly. Try again.

Indah is fast, but the computer is slow. Indah is clever and she can communicate with people with these symbols. This is the orangutan’s language.

Azy is Indah’s brother. He is not as friendly as Indah. Some people say he is stupid. But this isn’t true. He isn’t stupid. In fact, he is very clever. He just doesn’t like the language lessons as much as Indah.

The Orangutan Language Project can teach people about orangutans. It can also help save orangutans. It is sad, but orangutans are in danger. It is possible that some day there will be no orangutans in the wild. They will only be in zoos. The Orangutan Language Project can help people understand and respect orangutans.

Shumaker says that he, Indah and Azy enjoy working with him and he says that this is very important. The orangutan language team of Indah, Azy and Shumaker love their project. Shumaker is a good teacher. Indah and Azy are good students.

After you watch

Activity 5

Ask the pupils to read the whole sentence before they choose their answer. Then ask them to read the sentences again with their answer to make sure it is correct. Ask them to complete the activity individually, but check answers as a class by having the pupils raise their hand.

Answers

1 a, b, c, d, e
2 1 b 2 a 3 b 4 b

Fun Time

Materials: a sheet of paper and a pair of scissors for each pupil.

Divide the pupils into groups of three. Explain they are going to draw some symbols/simple pictures and write the word each of them symbolises, to play a memory game. Demonstrate what you mean by drawing a simple symbol/picture on the board along with the word that represents that symbol/picture. Ask the pupils to first draw three symbols/pictures each in the spaces provided in their Pupil’s Book. Then distribute the sheets of paper and scissors. Ask the pupils to use a pencil and ruler to divide each sheet into six squares and cut the squares out. Then tell them to copy their own three symbols/pictures from their Pupil’s Book, one on each piece of paper. They should then take another three squares and write one word on each that represents each of their symbols/pictures. Ask each group to mix all their symbol/picture squares together and all the word squares together in a separate pile, and place both piles upside down on the desk. Demonstrate with one group what to do. Invite a pupil to take a symbol square from the pile, turn it over and say what word it represents. They should then turn over a word card from the other pile to see if they can find the matching word. If the word doesn’t match the symbol/picture, they should turn both cards back over for the next pupil to take their turn. Alternatively, the pupils can choose a word first and then try to find the matching symbol/picture. Monitor and help if necessary.

Homework

If the pupils enjoyed the activity, you can ask them to prepare another set of cards with different words and symbols/pictures at home to be used in one of the successive lessons. The preparation of the cards will be very helpful for the pupils as they will consolidate and remember the new words better. Such cards could be a useful technique for revising vocabulary covered in any of the units, throughout the course.

Answers

1 home 2 person 3 lessons 4 day 5 sad 6 good

Fun Time

Work in groups of three.

Each of you draws three simple symbols in the boxes below. Write information about the meaning of these symbols under the boxes. Then prepare 18 cards. Draw your symbols on nine of these cards and write the meanings of these symbols under the boxes. Then prepare another set of cards with different words and symbols/pictures at home to be used in one of the successive lessons. The preparation of the cards will be very helpful for the pupils as they will consolidate and remember the new words better. Such cards could be a useful technique for revising vocabulary covered in any of the units, throughout the course.

Material:

- A sheet of paper and a pair of scissors for each pupil.

Activity:

1. Divide the pupils into groups of three.
2. Explain that they are going to draw some symbols/simple pictures and write the word each of them symbolizes, to play a memory game.
3. Demonstrate by drawing a simple symbol/picture on the board along with the word that represents that symbol/picture.
4. Ask the pupils to first draw three symbols/pictures each in the spaces provided in their Pupil’s Book.
5. Then distribute the sheets of paper and scissors.
6. Ask the pupils to use a pencil and ruler to divide each sheet into six squares and cut the squares out.
7. Tell them to copy their own three symbols/pictures from their Pupil’s Book, one on each piece of paper.
8. They should then take another three squares and write one word on each that represents each of their symbols/pictures.
9. Ask each group to mix all their symbol/picture squares together and all the word squares together in a separate pile, and place both piles upside down on the desk.
10. Demonstrate with one group what to do. Invite a pupil to take a symbol square from the pile, turn it over and say what word it represents.
11. They should then turn over a word card from the other pile to see if they can find the matching word.
12. If the word doesn’t match the symbol/picture, they should turn both cards back over for the next pupil to take their turn.
13. Alternatively, the pupils can choose a word first and then try to find the matching symbol/picture.
14. Monitor and help if necessary.

Homework:

If the pupils enjoyed the activity, you can ask them to prepare another set of cards with different words and symbols/pictures at home to be used in one of the successive lessons. The preparation of the cards will be very helpful for the pupils as they will consolidate and remember the new words better. Such cards could be a useful technique for revising vocabulary covered in any of the units, throughout the course.