

**Vocabulary:**

cow, chicken, goat, duck, horse, sheep

**Structure:**

Is the \_\_\_\_\_ing?

Yes, it is./No, it isn't.

**Review**

1. Write the vocabulary from the previous theme on the board.
2. Have students read the words on the board.
3. Write the structure from the previous theme on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

**A Listen, point and say.** 



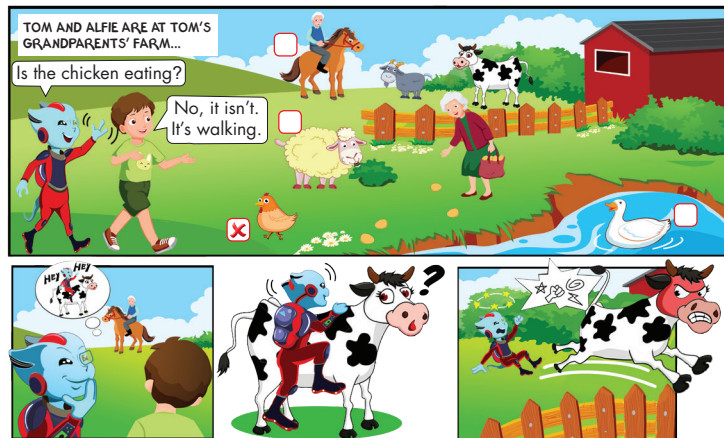
**Track 34** 

1. M: Cow.
2. M: Chicken.
3. M: Goat.
4. M: Duck.
5. M: Horse.
6. M: Sheep.

1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them

- individually and have students say the words, correct pronunciation when needed.
4. Two teams. Play the game "Heads up. What's missing?". Arrange the flashcards on the board and remove one card when students are not looking. Have one student from each team call out the missing flashcard.

**B 1. Listen and read.** 



1. Introduce the situation "Tom and Alfie are at Tom's grandparents' farm..."
2. Have students call out the objects and people they can see.
3. Have students listen and read.

**2. Listen and (✓) or (×).** 

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and put a tick or a cross in the box.
3. Play audio again and check answers as a whole class.

**3. Practice the structure.** 

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

**Track 35 - 36** 

Narrator: Tom and Alfie are at Tom's grandparents' farm...  
Narrator: Look at the picture. Listen. There is one example.

1. (SOUNDS OF ANIMALS ON THE FARM)  
(SOUND OF A CHICKEN)

Alfie: Is the chicken eating?

Tom: No, it isn't.

Alfie: Oh!

Tom: It's walking.

Narrator: Can you see the cross? This is an example. Now listen and put a tick or a cross in the box.

2. (SOUND OF A SHEEP)

Tom: Look! It's a sheep.

Alfie: Is the sheep eating?

Tom: Yes, it is.

3. (SOUND OF A DUCK)

Alfie: Is the duck swimming?

Tom: Yes, it is, Alfie.

4. Alfie: Is Grandpa walking?

(SOUND OF A HORSE'S WHINNY)

Tom: No, he isn't. He's riding a horse.

Alfie: Me, too.

Tom: No!

(SOUND OF A COW BECOMING ANGRY)

(SOUND OF RUNNING AND CRASHING)

Alfie: Argh!

**Track 37** 

G: Is the duck swimming?

B: Yes, it is.

G: Is the chicken eating?

B: No, it isn't.

**STRUCTURE**

Is the duck swimming?

Yes, it is.


Is the chicken eating?

No, it isn't.

**C Listen. Sing along.** 




1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as a whole class.


**Track 38**   
*Is the cow eating?*  
*Yes, it is.*

4. Divide the class into two groups. Group A: sing the questions; group B: sing the answers.
5. Swap roles and repeat.

**Pronunciation tip** 

1. Draw attention to the example sentence and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

**Track 39**   
*B: It's a goat.*  
*G: It's a goat.*  
*M: It's a goat.*

**PRONUNCIATION TIP**   
 Don't forget the 't' sound. "It's a goat."

**D Practice. Point, ask and answer.**

Is the cow eating? Yes, it is.

1   
eating?

2   
flying?

3   
jumping?

4   
running?

5   
walking?

6   
jumping?

- duck/flying
  - horse/jumping
  - sheep/eating
2. Divide the class into group A and group B.  
 T: I say "cow/eat/yes".  
 Group A, you say, "Is the cow eating?"  
 Group B, you say, "Yes, it is."  
 T: I say "chicken/walk/no".  
 Group A, you say, "Is the chicken walking?"  
 Group B, you say, "No, it isn't." OK  
 T: cow/eat/yes  
 Group A: Is the cow eating?  
 Group B: Yes, it is.  
 T: chicken/walk/no

**Practice.**

1. T: I say "cow/eat". You say, "Is the cow eating?"  
 T: I say "chicken/walk". You say, "Is the chicken walking?" OK  
 T: cow/eat  
 Class: Is the cow eating?  
 T: chicken/walk  
 Class: Is the chicken walking?

**Continue whole class/group/individual drills, with:**  
 • goat/running

**Continue whole class/group/individual drills with:**  
 • goat/running/yes  
 • duck/flying/no  
 • horse/jumping/yes  
 • sheep/eating/no

**Point, ask and answer.**

3. Demonstrate the activity using the example.
4. Have student A point to a picture and ask, have student B answer.
5. Swap roles and repeat.
6. Afterwards, have some pairs demonstrate the drills in front of the class.

**E Play the "Pretend" game.**



1. Have one student come to the board.
2. Whisper the name of an animal and an action to the student.
3. Have the student act out the action and have other students guess by asking "Is the \_\_\_\_\_ing?" The student will answer "Yes, it is./ No, it isn't."
4. Choose another student and repeat.

**Vocabulary:**

mouse, cat, dog, turtle, fish, frog

**Structure:**

Do you like \_\_\_\_\_?

Yes, I do.

No, I don't. I like \_\_\_\_\_.

**Review**

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

**A Listen, point and say.**



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

**Track 40**

1. M: Mouse.
2. M: Cat.
3. M: Dog.
4. M: Turtle.
5. M: Fish.
6. M: Frog.

4. Play the "Word Tennis" game. Have one student come to the front and play "Tennis" with you.
5. As you say a word, hit it to the student and have the student respond with another word and hit it back to you.
6. Divide the students into pairs and have them play with each other. Have some pairs demonstrate the game in front of the class.

**B 1. Listen and read.**



1. Review the story from the previous lesson "Tom and Alfie were at Tom's grandparents' farm."
2. Introduce the situation: "Everyone is talking about animals they like..."
3. Have students look at the big picture and call out the animals they can see.
4. Have students listen and read.

**2. Listen and draw lines.**

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and draw lines.
3. Play audio again and check answers as a whole class.

**3. Practice the structure.**

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

**Track 41 - 42**

*Narrator: Everyone is talking about animals they like...  
Narrator: Look at the picture. Listen. There is one example.*

*1. (SOUND OF THE DOOR OPENING; SOUND OF A DOG CHASING A CAT AND A CAT CHASING A MOUSE)*

*Alfie: Ha ha, look at the animals! They're funny.*

*Tom: Yes, they are.*

*Alfie: Do you like dogs, Tom?*

*Tom: No, I don't. I like cats.*

*(SOUND OF A CAT MEOWING)*

*Narrator: Can you see the line? This is an example. Now listen and draw lines.*

*2. Alfie: Do you like dogs, Grandma?*

*Grandma: No, I don't. I like turtles.*

*3. Alfie: Do you like dogs, Grandpa?*

*Grandpa: Yes, I do.*

*(SOUND OF A PUPPY BARKING)*

*4. Tom: And you, Alfie? Do you like fish?*

*(SPLASH SPLASH)*

*Cat: MEOW!*

*Alfie: Ha ha! Yes, I do! They're very funny.*

*(SPLASH SPLASH; MEOW; TOM & ALFIE LAUGHING)*

**STRUCTURE**

Do you like **cats**? Yes, I do.

Do you like **dogs**? No, I don't. I like **fish**.

**Track 43**

*M: Do you like cats?*

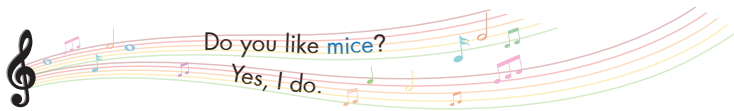
*W: Yes, I do.*

*M: Do you like dogs?*

*W: No, I don't. I like fish.*

- mouse → mice
- cat → cats
- dog → dogs
- turtle → turtles
- fish → fish
- frog → frogs


**C Listen. Sing along.** 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as a whole class.

**Pronunciation tip** 

1. Draw attention to the example sentence and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

**D Listen and (✓) and (✗). Practice.**  
**Point, ask and answer.** 

**Listen and (✓) and (✗).**

1. Have students look at the pictures and call out the animals they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio. Have students listen and put a tick or a cross in the box.
4. Play audio again and check answers as a whole class.

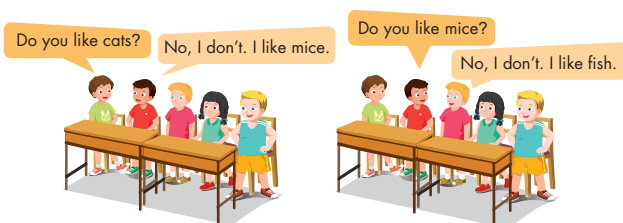
**Practice.**

5. T: I say "mouse". You say, "Do you like mice?"  
T: I say "cat". You say, "Do you like cats?" OK?  
T: mouse  
Class: Do you like mice?  
T: cat  
Class: Do you like cats?

**Continue whole class/group/individual drills with:**

- dog • turtle
  - fish • frog
  - cow
6. Divide the class into group A and group B.  
T: I say "mouse/yes".  
Group A, you say, "Do you like mice?"  
Group B, you say, "Yes, I do."  
T: I say "cat/no/horse".  
Group A, you say, "Do you like cats?"

**E Play the "Chain" game.**



**Track 44** 


Do you like mice?  
Yes, I do.

4. Divide the class into two groups. Group A: sing the questions/first part; group B: sing the answers/second part.
5. Swap roles and repeat.

**Track 45** 

B: Do you like dogs, Tom?  
G: Do you like dogs, Tom?  
M: Do you like dogs, Tom?

**PRONUNCIATION TIP** 

"Do you like..."  "Jalike" or "Djulike"

**Track 46** 

Narrator: Look at the pictures. Listen. There is one example.  
1. B: Do you like frogs?  
G: No, I don't. I like mice.  
Narrator: Can you see the tick and the cross? This is an example.  
Now listen and put a tick and a cross in the box.  
2. B: Do you like turtles?  
G: Yes, I do. I don't like dogs.  
3. G: Do you like cats?  
B: Yes, I do. I don't like ducks.  
4. B: Do you like fish?  
G: No, I don't. I like horses.

- Group B, you say, "No, I don't. I like horses." OK?  
T: mouse/yes  
Group A: Do you like mice?  
Group B: Yes, I do.  
T: cat/no/horse

**Point, ask and answer.**

7. Demonstrate the activity using the example.
8. Divide the students into pairs.
9. Have student A point to a picture and ask, have student B answer.
10. Swap roles and repeat.
11. Afterwards, have some pairs demonstrate the drills in front of the class.

1. Demonstrate the game. Have the students stand up.
2. Student 1 turns to student 2 and they ask and answer.
3. Student 2 turns to student 3 and they ask and answer.
4. Continue until all students have practiced.



**Vocabulary:**

monkey, spider, snake, lizard, bear

**Structure:**

What do you want to see?

I want to see the \_\_\_\_\_.

**Review**

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

**A Listen, point and say.** 



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

**Track 47** 

1. M: Monkey.
2. M: Spider.
3. M: Snake.
4. M: Lizard.
5. M: Bear.

4. Play the "Guess" game.
5. Arrange the flashcards on the board and write a number under each card.
6. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
7. Call out a number and have students take turns to guess the face down card. Turn the flashcard over after each guess.

**B 1. Listen and read.** 



1. Review the story from the previous lesson "Everyone was talking about animals they like."
2. Introduce the situation "Tom and Alfie are at the zoo..."
3. Have students look at the big picture and call out the animals they can see.
4. Have students listen and read.

**2. Listen and number.** 

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and number.
3. Play audio again and check answers as a whole class.

**3. Practice the structure.** 

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

**Track 48 - 49** 

Narrator: Tom and Alfie are at the zoo...

Narrator: Look at the pictures. Listen. There is one example... (ANIMAL SOUNDS)

1. Tom: What do you want to see?  
Alfie: I want to see the snakes.  
Tom: Yeah, snakes are cool.  
Narrator: Can you see number 1? This is an example. Now listen and number.
2. Alfie: What about you, Tom? What do you want to see?  
Tom: Oh, I want to see the lizards.
3. Tom: What else do you want to see, Alfie?  
Alfie: I want to see the monkeys.  
Tom: Monkeys are so funny.
4. Alfie: What do you want to see, Tom?  
Tom: I want to see the bears.  
Alfie: And the spiders?  
Tom: No, I don't like spiders.  
Alfie: Oh, Tom...  
Tom: Argh!!!!

**STRUCTURE**

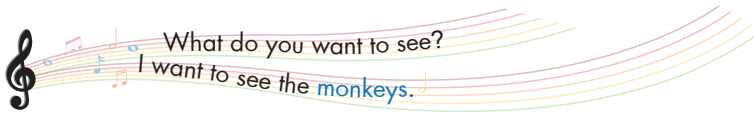
What do you want to see?  
I want to see the **snakes**.

**Track 50** 


B: What do you want to see?  
G: I want to see the snakes.

- monkey → monkeys
- spider → spiders
- snake → snakes
- lizard → lizards
- bear → bears

**C Listen. Sing along.** 




1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as a whole class.





**Track 51**   
*What do you want to see?  
 I want to see the monkeys.*

4. Divide the class into two groups. Group A: sing the questions/first part; group B: sing the answers/second part.
5. Swap roles and repeat.

**Pronunciation tip** 

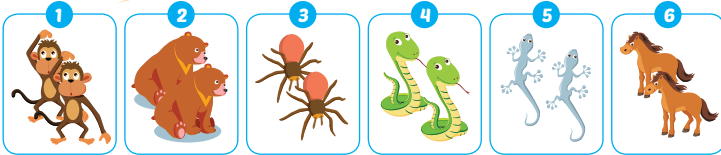
1. Draw attention to the example sentence and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

**Track 52**   
*B/G: Bears, spiders, lizards, monkeys.*

**PRONUNCIATION TIP**   
 Final 's'  'z'  
 bears/spiders  bear|z|/spider|z|  
 lizards/monkeys  lizard|z|/monkey|z|

**D Practice. Point, ask and answer.**

What do you want to see?  
 I want to see the monkeys.



**Practice.**  
 1. Divide the class into group A and group B.  
 T: I say "What do you want to see?/monkeys".  
 Group A, you say, "What do you want to see?"  
 Group B, you say, "I want to see the monkeys." OK?  
 T: I say "What do you want to see?/spiders".  
 Group A, you say, "What do you want to see?"

Group B, you say, "I want to see the spiders."  
 T: What do you want to see?/monkeys  
 Group A: What do you want to see?  
 Group B: I want to see the monkeys.  
 T: What do you want to see?/spiders

**Continue whole class/group/individual drills with:**

- What do you want to see?/snakes
- What do you want to see?/lizards
- What do you want to see?/bears
- What do you want to see?/fish
- What do you want to see?/horses

**Point, ask and answer.**

2. Demonstrate the activity using the example.
3. Divide the class into pairs.
4. Have student A point to a picture and ask, have student B answer.
5. Swap roles and repeat.
6. Afterwards, have some pairs demonstrate the drills in front of the class.

**E Play the "Tic, tac, toe" game. (Student book)**

What do you want to see?  
 I want to see the snakes.  
 OK! Our turn.

Pair 1 vs. Pair 2



I win!

1. Divide the class into groups of four with two students in each team.
2. Have teams play rock, paper, scissors. The winning team chooses a square, asks and answers.
3. Have the teams take turns.
4. Swap roles and repeat until the game is finished.
5. Before the end of the lesson, check the answers as a whole class.

**Review**

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

**Vocabulary:**

tiger, crocodile, elephant, giraffe, hippo, zebra

**Structure:**

Is there a \_\_\_\_\_ in the zoo?

Yes, there is./No, there isn't.

Are there \_\_\_\_\_ in the zoo?

Yes, there are./No, there aren't.

**A Listen, point and say.**



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct

**Track 53**

1. M: Tiger.
2. M: Crocodile.
3. M: Elephant.
4. M: Giraffe.
5. M: Hippo.
6. M: Zebra.

- pronunciation when needed.
4. Divide the class into two teams. Play the game "Heads up. What's missing?". Arrange the flashcards on the board and remove one card when students are not looking. Have one student from each team call out the missing flashcard.

**B 1. Listen and read.**



1. Review the story from the previous lesson "Tom and Alfie were at the zoo".
2. Now introduce the situation "It's time to look for more animals..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

**2. Listen and (✓) or (✗).**

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and put a tick (✓) or a cross (✗) in the box.
3. Play audio again and check answers as a whole class.

**3. Practice the structure.**

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

**Track 54 - 55**

Narrator: It's time to look for more animals...

Narrator: Look at the pictures. Listen. There is one example.

1. Alfie: Is there an elephant in the zoo?

Tom: Yes, there is. Look!

(SOUND OF AN ELEPHANT)

Narrator: Can you see the tick? This is an example. Now listen and put a tick or a cross in the box.

2. Alfie: Are there crocodiles in the zoo?

Tom: No, there aren't.

(SOUND OF BIRDS TWEETING)

3. Alfie: Is there a hippo in the zoo?

Tom: No, there isn't.

Alfie: Oh, I like hippos.

4. Alfie: Are there giraffes in the zoo?

Tom: Yes, there are.

(MONKEY NOISES "OOH! OOH! AH! AH!")

Tom: Where's Alfie?

Alfie: Ohh! Ohh! Ah! Ah!

**STRUCTURE**

Is there a **tiger** in the zoo? Yes, there is.

Are there **crocodiles** in the zoo? No, there aren't.

**Track 56**

G: Is there a tiger in the zoo?

B: Yes, there is.

G: Are there crocodiles in the zoo?

B: No, there aren't.

**C Listen. Sing along.** 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as a whole class.

**Track 57** 

*Is there a tiger in the zoo?  
Yes, there is.*

4. Divide the class into two groups. Group A: sing the questions; group B: sing the answers.
5. Swap roles and repeat.

**Pronunciation tip** 

1. Draw attention to the example sentence and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

**Track 58** 

*B: Is there a tiger in the zoo?  
G: Is there a tiger in the zoo?  
M: Is there a tiger in the zoo?*

**PRONUNCIATION TIP** 

Intonation - Yes/No questions  
*Is there a tiger in the zoo?*

**D Practice. Look and (✓) or (✗). Ask and answer.**

**Practice.**

1. T: I say "is/tiger". You say, "Is there a tiger in the zoo?"  
T: I say "are/crocodiles". You say, "Are there crocodiles in the zoo?" OK?  
T: is/tiger  
Class: Is there a tiger in the zoo?  
T: are/crocodiles  
Class: Are there crocodiles in the zoo?

**Continue whole class/group/individual drills with:**

- is/elephant
  - are/giraffes
  - is/hippo
  - are/zebras
  - is/monkey
  - are/snakes
2. Divide the class into group A and group B.  
T: I say "is/tiger/yes".  
Group A, you say, "Is there a tiger in the zoo?"  
Group B, you say, "Yes, there is."  
T: I say "are/crocodiles/no".  
Group A, you say, "Are there crocodiles in the zoo?"  
Group B, you say, "No, there aren't." OK?  
T: is/tiger/yes

Group A: Is there a tiger in the zoo?  
Group B: Yes, there is.  
T: are/crocodiles/no

**Continue whole class/group/individual drills with:**

- is/elephant/yes
- are/giraffes/no
- is/hippo/no
- are/zebras/yes
- is/monkey/no
- are/snakes/yes

**Look and (✓) or (✗).**

3. Have students look at the picture and call out the animals they can see.
4. Have students look at the picture and put a tick or a cross in the box.
5. Check answers as a whole class.

**Ask and answer.**

6. Demonstrate the activity using the example.
7. Divide the students into pairs.
8. Have student A ask and have student B answer.
9. Swap roles and repeat.
10. Afterwards, have some pairs demonstrate the drills in front of the class.

**E Look at part D. Play the "Memory" game.**



Look (10 seconds)

Speak

1. Demonstrate the game.
2. Divide the students into pairs.
3. Have student A look at the picture in part D while student B counts to 10.
4. Have student B ask "Is there a \_\_\_\_\_ in the zoo?" or "Are there \_\_\_\_\_ in the zoo?" Have student A answer with "Yes, there is./No, there isn't." or "Yes, there are./ No, there aren't."
5. Swap roles and repeat.



**Useful language:**

jungle, farm, cave, house, water buffalo, bat

Where does a \_\_\_\_\_ live?

A \_\_\_\_\_ lives in/on \_\_\_\_\_.

**Review**

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

**NEW WORDS** Listen, point and say. 



jungle farm cave house water buffalo bat

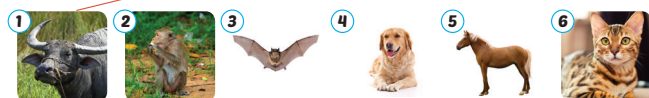
1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

**Track 59** 

1. M: Jungle.
2. M: Farm.
3. M: Cave.
4. M: House.
5. M: Water buffalo.
6. M: Bat.

4. Play the "Guess" game. Arrange the flashcards on the board and write a number under each card.
5. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
6. Call out a number and have students take turns to guess the face down card. Turn the card over after each guess.

**LISTENING** Listen and draw lines. 



1. Have students call out the objects and people they can see.
2. Demonstrate the activity using the example.
3. Play audio and have students listen and draw lines.
4. Play audio and check answers as a whole class.
5. Play audio again and have students listen and repeat.

Vinh: A water buffalo lives on a farm.  
 Narrator: Can you see the line? This is an example. Now listen and draw lines.  
 2. Kim: That's a funny animal. What animal is that?  
 Vinh: It's a monkey.  
 Kim: Ah, where does a monkey live?  
 Vinh: A monkey lives in a jungle.  
 Kim: There are lots of trees in the jungle.  
 3. Kim: What's that?  
 Vinh: That's a bat. It can fly.  
 Kim: Where does a bat live?  
 Vinh: A bat lives in a cave.  
 4. Vinh: Can you see the dog?  
 Kim: Where does a dog live?  
 Vinh: A dog lives in a house.  
 Kim: I don't like dogs.  
 5. Vinh: Oh look, a horse!  
 Kim: Where does a horse live? Does it live in a house too?  
 Vinh: No, Kim. A horse lives on a farm.  
 6. Vinh: Look, a little cat.  
 Kim: Where does a cat live? In a jungle?  
 Vinh: No, in a house.  
 Kim: I like cats.  
 Vinh: I like cats, too.

**Track 60** 

Narrator: Look at the pictures. Listen. There is one example.  
 1. Vinh: Let's look at my animal book. Can you see the water buffalo?  
 Kim: Yes, Vinh. Where does a water buffalo live?

**Useful language box**

1. Have students look at the useful language box.
2. Have students listen to audio and repeat.

**STRUCTURE** 

Where does a water buffalo live?  
 A water buffalo lives on a farm.



**Track 61** 

Where does a water buffalo live?  
 A water buffalo lives on a farm.

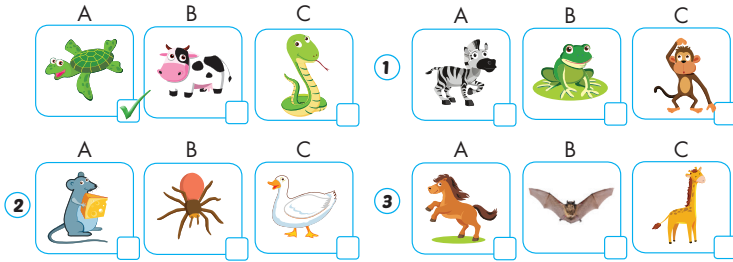


Phong Nha cave is very beautiful. It is in Quang Binh province in Vietnam.



**LISTENING** Listen and tick (✓) the box. 

**Example**



1. Have students look at the pictures and call out the animals they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio and have students listen and tick the box.
4. Play audio again.
5. Play audio again and check answers as a whole class.

**Track 62** 

Narrator: Look at the pictures. Listen. There is one example.

B: What do you want to see?

G: I want to see the turtles.

B: The turtles?

G: Yes.

Narrator: Can you see the tick? This is an example. Now listen and tick the box.

1. G: What do you want to see?

B: I want to see the monkeys.

G: The what?

B: The monkeys.

2. B: What do you want to see?

G: I want to see the spiders.

B: The spiders?! Eww.

3. G: What do you want to see?

B: I want to see the giraffes.

G: The what?

B: The giraffes.

Narrator: Now listen again.

**READING & WRITING** Look and read. Write Yes or No.



**Example**

Are there monkeys in the zoo? Yes

**Questions**

1. Are there elephants in the zoo? \_\_\_\_\_

2. Is there a hippo in the zoo? \_\_\_\_\_

3. Is there a crocodile in the zoo? \_\_\_\_\_





1. Have students look at the picture, demonstrate writing Yes or No using the examples.
2. Have students look at the picture and read the statements, then write Yes or No depending on whether the statement is true or false.
3. Check answers as a whole class.
4. Afterwards, have students look at the picture and say a new true statement for each of the false statements.

**SONG** Turn to page 102. Listen. Sing along. 

1. Have students turn to page 102.
2. Read lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

**GAME** Ask and answer. Play the "Connect three" game.

Pair 1 vs. Pair 2 

Is the _____ ing?					Yes, it is. No, it isn't.
What do you want to see?					I want to see the _____ (s).
Do you like _____?					Yes, I do. No, I don't. I like _____.
Where does a _____ live?					A _____ lives in/on a _____.

	X	O	
	O	O	
X	O		X
	X	X	X

I win!

1. Divide the class into groups of 4. Divide the groups into pairs. Have each pair use a different color pen.
  2. Have students play rock, paper, and scissors. The winners will go first.
  3. Student A from the first team points to spaces on the board where they wish to put a mark and asks the related question. Student B answers. If the answer is correct, that team can put a mark on the space. If incorrect, the next team takes their turn.
  4. The winning team is the team that can get three of their own marks in a row, horizontally, vertically or diagonally.
- Note: Swap students roles after each turn.

**I CAN...**

- I can talk about what animals are doing.
- I can talk about animals that I like and want to see.
- I can talk about where animals live.



- Go through the "I can" statements with students, have them color the stars to represent their understanding.
- I can talk about what animals are doing.
  - I can talk about animals that I like and want to see.
  - I can talk about where animals live.

**"I Can" statements**

1. Read the statements and give an example for each.
2. In pairs, have students give a few more examples for each aim, then briefly practice.
3. Ask students to color one, two or three stars, to show how well they can perform the tasks.
  - ★★★ = Great!
  - ★★☆ = OK
  - ★☆☆ = Needs more study

For students with two or fewer stars, recommend that they review the theme at home, do the Workbook exercises or Activity Multi-ROM (if they have it).