

MODULE 6 A trip to the zoo

UNIT 1

Does it eat meat?

Listening and vocabulary

Preparation

- Show some pictures of animals in the zoo. Ask which ones they know.
- Look at the words in the box. Ask the students to repeat them chorally as you elicit the ones they know from the picture. Teach the new ones and students repeat chorally.
- Ask them if they like animals and if these are Chinese animals.
- Write two headings on the board: “animals” and “places”. In groups of 4-6, ask the students to brainstorm as many animals as they know and where they think they come from.
- Hand out chalk to each group and do a whole class feedback.
- Go through the words on the board together, asking students to correct mistakes and teach any words they wrote up that others don't know.

1. Look at the picture. What can you see?

- Ask the students to look at the words in the box and find them in the picture.

2. Listen and check (✓) the words you hear in Activity 1.

- Ask the students to listen to the conversation between Tony and Lingling. Ask them to number the animals in the order they hear them.
- Play the recording. Ask them to check their answers with a partner, and then play the recording again for them to check.
- Elicit the animals and the order they heard them.

Now work in pairs and say what you can see.

- Point at an animal and elicit. (Teacher: What's

that? Student: That's a zebra.)

- Set up the activity with the picture prompt using open pairs × 3.
- Students practise Ping-Pong.

Answers

giraffe ✓ monkey ✓ panda ✓ zoo ✓

Tapescript

Tony: Do you like pandas, Lingling?

Lingling: I love pandas. They're my favourite animals. What about you? Which animals do you like?

Tony: My favourite animals are monkeys and giraffes.

Lingling: OK. Let's go to the zoo and see them.

Tony: Sure. Let's go!

3. Listen and read.

Pre-listening

- Ask the students if they like monkeys and why. Tell them you like them because they are cute.
- Ask “What's the monkey like?” Elicit “It's cute.” Describe the different animals, and teach the answers to describe each animal.
- Model adjectives for pronunciation with feeling. Ask for description of each animal and the students answer. (e.g. Teacher: What's... like? Students: It's...)

Listening

- Tell the students they will hear a guide showing Lingling and Tony around the zoo. Tell them to listen for the name of Lingling's favourite animal.
- Play the recording and ask students to check their answers with a partner.

Reading

- Write up all the animals they think are in the zoo. Write what they think they eat next to each animal.
- Put their ideas on the board. Use it to teach new key food vocabulary and ask the students to repeat



chorally.

- Ask the students to read the conversation silently to see if they are right.
- Play the recording and ask them to listen and read.
- Ask the students to check their answers with each other and then elicit and check at the board.
- Hold up the pictures of each of the animals and ask what they think about them. Demonstrate the meaning of the adjectives: cute; funny; dangerous; tall; black and white. Ask them to repeat each word chorally.
- Describe an animal using the adjectives. Then ask the students to describe each.
- Put them in pairs to ask about the animals.

Now complete the table.

- Tell the students to look at the table and complete the information about what the animals eat, using the information they have listened to and read.
- Have the students check their answers in pairs.
- Elicit answers with the whole class.

Answers

| Animals | Things they eat |
|-----------|-----------------|
| Lions | meat |
| Bears | meat and plants |
| Elephants | plants |
| Pandas | bamboo |

4. Underline the correct words.

- Tell the students to read the passage and think about what the correct words are to complete the sentences.
- Remind them to read the whole sentence before they underline the correct word.
- Students check their answers in pairs.
- Elicit answers from individual students.

Answers

- | | | | |
|-----------|--------------|---------|--------------|
| 1. many | 2. countries | 3. such | 4. dangerous |
| 5. plants | 6. different | 7. tall | 8. plants |
| 9. bamboo | 10. panda's | | |

Pronunciation and speaking

5. Listen and repeat.

- Tell the students they are going to have some fun practising pronunciation.
- Play the first half of the recording without stopping and tell the students to listen to the sounds and words.
- Play the recording again and stop at the end of each line. Ask the class to repeat.
- Mime the sounds silently exaggerating but naturally showing the double sounds. Students copy and make the sound.
- Say the words and the students repeat. Write other words they know with the same sounds on the board (e.g. year / near; their / there / where). Students repeat.
- Ping-Pong: One mimes the sound. The other says a word and then they change.
- Ask about the spelling of homophones — there / their. Ask what's the same (the pronunciation) and what's different (the spelling).

6. Listen and choose /s/ or /z/.

- Tell the students that “-s” on the end of words is pronounced three ways.
- Play the recording for them to listen and repeat.

Answers

/s/ 4
/z/ 1; 2; 3

Extension

- Say Ssssssss snakes Zzzzzzzz bears. Students repeat after you.
- Say it's pronounced /s/ if the last sound is unvoiced. Give them two examples “elephant” and “giraffe”.
- Say “-s” is pronounced /z/ if they feel vibration at



the end (e.g. tiger, panda).

- Elicit and write on the board: Bears eat leaves and grapes. / Tigers eat animals. / Giraffes eat plants. / Elephants eat plants.

- Write two columns “/s/” “/z/” on the board. In pairs students say the “-s” words, feel their throats and decide which column they go under.

7. Work in pairs. Ask and answer questions about the animals in Activity 3.

- Ask what pandas eat and introduce the third person: “A panda eats bamboo.”

- Use a yes/no question to ask, “Does a panda eat bamboo?” Teach the short answer “Yes, it does.” Ask the students to repeat the answer chorally.

- Ask the students different questions to elicit the affirmative.

- Teach the negative short answer with the added longer answer. (e.g. — Does it eat bananas? — No, it doesn’t. It eats bamboo.) Students repeat chorally.

- Point to a tiger and say “leaves”. Ask a student to ask another.

- Prompt some open pair work by showing pictures and pointing to food on the board, some yes (nod your head), then some no (shake your head), then mix them up.

- Help students correct any errors themselves.

- Students ask and answer the questions in pairs.

8. Work in pairs. Ask and answer.

- Tell the students you are thinking of an animal and they have to guess by asking yes/no questions.

- Ask them to read the dialogue. Tell them they have to ask you those questions. Model and ask them to repeat the questions chorally for pronunciation. Students ask and guess.

- Put them in pairs or groups to ask and answer questions to guess each other’s favourite animal. Monitor as they work.

UNIT 2

The tiger lives in Asia.

Reading and vocabulary

Preparation

- Ask everyone to open their mouth and move their jaw around. Demonstrate making funny faces to exaggerate sound movements. Students copy.

- Ask what animals they like. Mime one (e.g. dog). Students say it.

- Then say, “I’m going to mime the name of an animal and you have to guess. Watch my face.” Exaggerate the movement but keep it natural, not too slow. Students guess.

- Do another “lion”. Ask the student who guesses to stand up, face the class and do another one.

- In pairs or groups of three, students take turns to mime and guess.

1. Find these places on the map.

- Use a world map, one in the classroom or on the PPT. Point to places and elicit, “Which part of the world is this?” See what they know.

- Look at the place words in the box. Point to the places on the map. Model and repeat chorally for pronunciation. Make the stress visible by beating the stress syllable with your hand: America; Africa; Asia. Ask where the stress is.

- Make large labels of the words in the box.

- Ask the students to look at the map in pairs and decide where each of the places is.

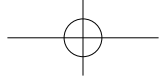
- Students come up and stick labels on the map.

2. Look at the map again and write four sentences. Use the words from the box.

- Ask where there are lions. (Teacher: So, there are lions in Africa? Students: Yes.)

- Ask why (because they live there). Ask about tigers. Students repeat chorally and individually.

- Ask where another animal in the box lives. Write



a question prompt for a student to ask another student in the class (e.g. Where / pandas / live?).

- Prompt open pairs.
- Elicit an example to write on the board: There are bears in Asia.
- Ask the students to write four sentences of their own.
- Ask four students to come up at the same time to different parts of the board to write one sentence each.
- Correct errors as a class. Leave the examples on the board.

Possible answers

There are giraffes in Africa.
There are monkeys in Asia, Africa and America.
There are bears in Asia, America and Europe.
There are zebras in Africa.

3. Read the passage and complete the table.

- Look at the pictures next to the passage. Guess what animals it is about. Tell them to read the passage quickly, underline the animals and places where they come from to see if their sentences on the board are right.
- Set a time limit. Ask “Which animals are there in the most places? / Which animal likes water?”
- Students check in pairs. Elicit answers.
- Students read again and underline the food they eat. They then complete the table on their own.
- In pairs students ask and answer to check. Alternatively, this could be a mingler where students walk around and ask one question each to different students to check their answers.
- Elicit answers having one student ask a question and another student answer.

Answers

| | Home | Food |
|-----------|--------------------------|---|
| Elephants | Africa and Asia | plants, leaves, bamboo and a little fruit |
| Pandas | China | bamboo, plants and leaves |
| Zebras | Africa | plants, leaves and grass |
| Tigers | Asia | other animals |
| Monkeys | Africa, Asia and America | meat, leaves, fruit and eggs |

4. Complete the sentences with the correct form of the words and expression from the box.

- Ask the students to look at the words and expression in the box and think about what type of words they go with.
- Have them read through the sentences and choose the correct missing word, crossing out the words in the box as they work.
- Ask the students to read and check each other's work.
- Go through answers with the whole class.

Answers

1. a little 2. kilos 3. grass
4. only 5. world 6. African

Writing

5. Read the introduction about a zoo and correct the mistakes. Notice capital letters.

- Ask them to do the activity individually, and then check with a partner.
- Elicit answers from the whole class, having the students read out the sentences and say which words have capital letters.
- Alternatively, some read the sentences out and several students write up the words with the capital letters at the same time.



Answers

The zoo has many animals. The animals come from many different countries. The panda lives in China and it eats bamboo. There are elephants from Africa and Asia. The tiger comes from Asia. It eats meat.

Learning to learn

- Ask the students to give some examples of the types of words and expressions that have capital letters (e.g. Shanghai, Beijing Zoo). Ask about the beginning of sentences.

UNIT 3

Language in use

Language practice

Preparation

- Read through the examples in the box with the whole class. Check and make sure they understand their meaning and use.
- Play a guessing game “What is it?” as the warmer.
- Put the students in groups of 4-6 to describe an animal they like for the class to guess, using the first and the third examples in the box as a model.
- In groups, each student says something to describe their animal for the class to guess. The class listens; they can then ask the question in the box.

1. Work in pairs. Look at the pictures. Ask and answer.

- Ask the students to read the information about both animals quickly.
- Read the example with the students. Elicit questions about the information.
- Pair them to make dialogues about the two animals.
- Ask pairs to present their dialogues to the class.

2. Complete the sentences with *does* or *doesn't*.

- Tell the students to read the sentences and think carefully about whether it is a question, negative or positive.
- Ask the students to complete the sentences on their own and then check in pairs.
- Elicit answers from the whole class.

Answers

1. Does; does 2. Does; doesn't 3. Does; does
4. Does; doesn't 5. doesn't

3. Complete the passage with the correct form of the words in brackets.

- Ask the students to read the passage silently and answer the questions: What are his/her favourite animals? Why?
- Ask the students to talk about the passage in pairs. Complete the sentences on their own and then check together.
- Elicit answers in full sentences from the whole class.

Answers

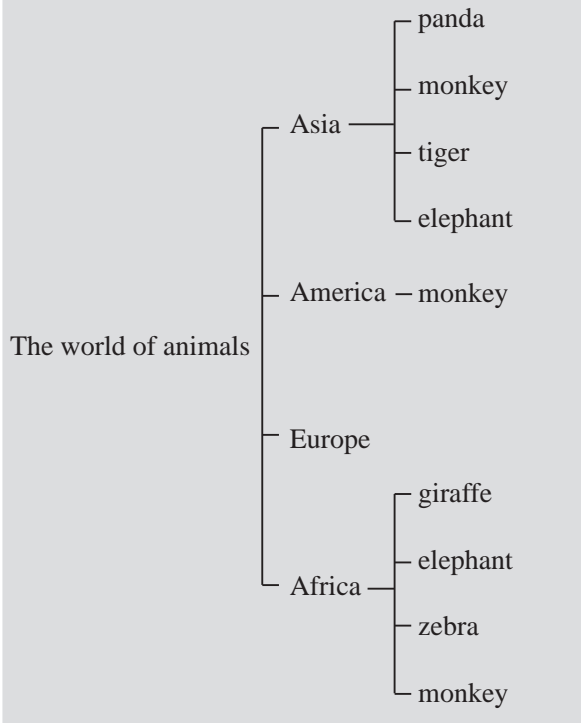
1. are 2. is 3. is 4. doesn't 5. comes 6. eats

4. Complete the word map.

- Put the students in groups of 4-5. Hand out A3 paper and ask them to draw their word maps on.
- Each student draws a map for one animal.
- They pass the paper around the group until everyone in the group has a try. They can draw pictures too to illustrate.
- Present them to the class or stick them on the wall and students walk around their half of the room and look at each other's.



Possible answers



Around the world: Camels and Kangaroos

- Show pictures of a camel and a kangaroo. Ask the students to describe and teach the words “desert” and “humps”. Read the information with the class.
- Talk about the animals and elicit anything else they know about them.

Culture box: Tigers

The tiger population is at its lowest level ever and the tigers are now an endangered species. Take South China tiger, the subspecies as an example. Many scientists believe the South China tiger is “functionally extinct”. If there are any South China tigers in the wild, these few individuals should be found in southeast China, close to provincial borders. India is home to the largest population of tigers, but their habitat is disappearing and they are at risk there as well as in Russia and other parts of Asia. To prevent this happening they need protection from hunting and the destruction of their natural environment.

Module task: Making a poster of your favourite animal

5. Work in groups. Find out about an animal.

- You need to decide for this activity if “favourite animal” includes pets (e.g. cats, dogs, rabbits), farm animals (e.g. cows, pigs, sheep) or wild animals.
- Have the students ask and answer and make notes about their favourite animals.
- Choose one animal for the group to write about and discuss how to describe it.
- Go through the kind of information they should find out. The table in the textbook gives them a start, but they may want to find out other information such as how it lives (e.g. in groups, alone, family) and so on.

6. Make a poster about your group’s animal.

- Ask the students to make a poster on A3 paper to present to the class. First they decide in groups how they want to design it with all the information they have collected about their favourite animal, including the reason why they like them.

- Tell them to make the poster colourful and interesting.

- This can be done in class or at home.

7. Present your poster to the class.

- Ask each group to show their poster and talk about it. The class can ask questions.

Extension

- Tell the students to choose a favourite farm animal. Ask all the “cows” to make a cow noise. Then pigs, horses, sheep, dogs, cats, chickens etc.
- Tell the students they have to make the noise and walk around until they find all the other animals in their group and get together.