



# Teacher's notes

## Reinforcement worksheet 1

- For each of the two puzzles, students look at the pictures of the three animals and insert the missing letters. At the same time, they write the letters on the dashes under the fourth box. They then unscramble them and draw the missing animal(s).

**Key:** 1 spider, 2 dog and cat.

- **Optional follow-up activity:** Students take turns saying *I love* (animals). The other student says *So do I* or *I don't*.

## Reinforcement worksheet 2

- Students complete the dialog using the information contained in the illustrations and the structures *So do I* and *I don't*.

**Key:** 1 *I don't*, 2 *So do I*, 3 *I don't*, 4 *So do I*, 5 *I don't*, 6 *So do I*.

- **Optional follow-up activity:** Students use the worksheet as a model, and prepare their own illustrations and exercise to represent their own likes and dislikes. Students swap and complete the worksheets.

## Extension worksheet 1

- Students follow the spaghetti lines and write the names of the animals on the dashes. They then classify the animals according to whether they love them, like them, or don't like them.

**Key:** 1 crocodile, 2 cow, 3 dog, 4 bird, 5 duck, 6 horse, 7 cat, 8 lizard, 9 sheep, 10 elephant, 11 goat.

- **Optional follow-up activity:** Students work in groups. They take turns saying which animals are in each of the categories by saying, e.g., *I love cats*. One member of the group records how many students say *So do I* and how many say *I don't*. The answers can then be compared with other groups' and the information transferred to a class bar chart.

## Extension worksheet 2

- Students look at the jumbled sentences and rewrite them below in the correct order. They can check by listening (Track 14).

**Key:** See Student's Book, page 53.

- **Optional follow-up activity:** Students work in groups and play *Bingo!* They each draw a four by four grid in their notebooks and write eight of the words that they used in the sentence-ordering activity (without using any word more than once). One student acts as bingo caller (decided by rolling a six on a dice). The winner of the first game is the caller in the second game, etc.

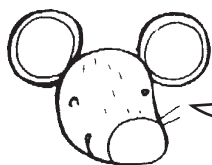
## Song worksheet

- Ask students to identify the animals, rooms, and furniture. Students listen to the song (Track 15) and complete the lyrics.

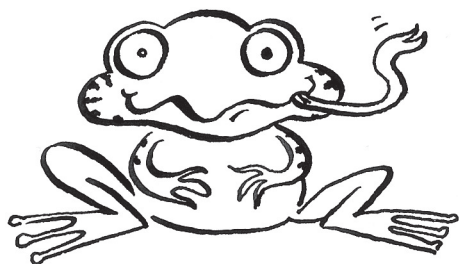
**Key:** See Student's Book, page 49.

- **Optional follow-up activity:** Students work in groups and play *Slam!* They cut out the cards. One student (the caller) puts his/her cards in a pile face down, while the rest place their cards face up on the table in front of them. The caller turns over the first card from his/her pile and reads the lyrics. The other students listen and slam their hand down on the correct card. The first student to slam wins two points. In the case of a draw, students get one point each. Play continues until the caller has read (or sung!) all of his/her song cards. The winner of the game is the student with the most points. He/She becomes the caller in the next round. NB. If you wish for a quieter game, students can pick up rather than slam the correct card.

## Reinforcement worksheet 1



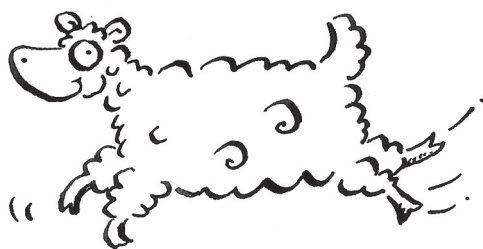
Think, write, and draw.



f \_ r \_ o g



l \_ z a r \_



\_ h \_ e \_



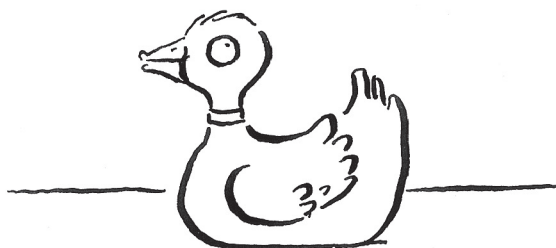
r \_ \_ \_ \_ \_



\_ o \_ \_



\_ \_ w



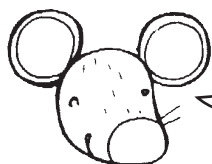
\_ u c k



\_ \_ \_ \_ \_

\_\_\_\_\_ and \_\_\_\_\_.

## Reinforcement worksheet 2



Look, think, and write.



I like ducks.



1 I don't .....



I like frogs.



2 So do I .....



I like cows.



3 .....



I like lizards.



4 .....



I like spiders.



5 .....



I like goats.



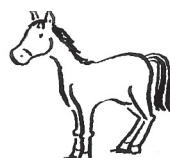
6 .....

# Unit 7

## Extension worksheet 1



Match and write.



1

\_\_\_\_\_

2

\_\_\_\_\_

3

\_\_\_\_\_

4

b i r d

5

\_\_\_\_\_

6

\_\_\_\_\_

7

\_\_\_\_\_

8

\_\_\_\_\_

9

\_\_\_\_\_

10

\_\_\_\_\_

11

\_\_\_\_\_



I love ...



I like ...



I don't like ...

# Unit 7

## Extension worksheet 2



Order and write.



sleeping? you Are

Are you sleeping? .....



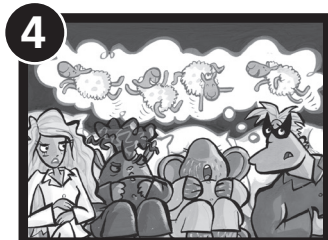
be please? quiet, you Can

.....



sleep. can't I

.....



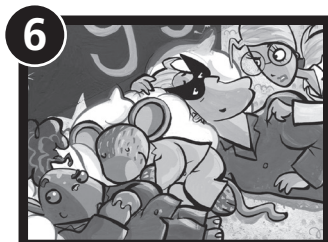
now! can't We sleep

.....



cats mice. catch can Farm

.....



doing, Maskman? are What you

.....

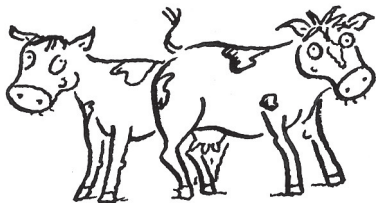
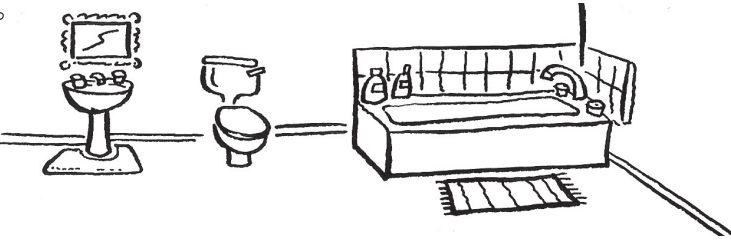



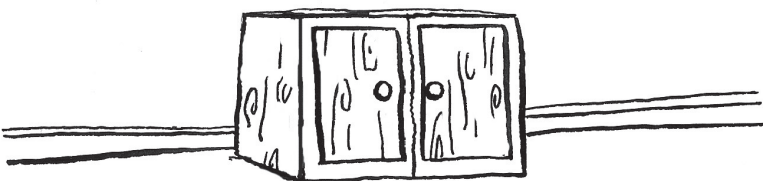

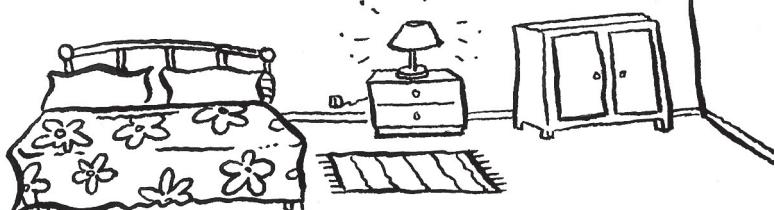

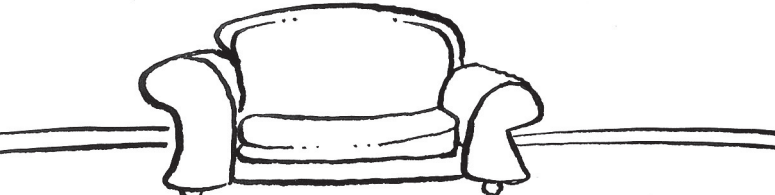


# Unit 7

## Song worksheet



Listen and write. Sing.

 <p>There are ..... <u>COWS</u> .....</p>	 <p>in the ....., croak croak croak ...</p>
 <p>There are .....</p>	 <p>in the ....., moo moo moo ...</p>
 <p>There are .....</p>	 <p>in the ....., cluck cluck cluck ...</p>
 <p>There are .....</p>	 <p>in the ....., baa baa baa ...</p>
 <p>There are .....</p>	 <p>on the ....., quack quack quack ...</p>