

Name:

Class:

Date:

Unit 6

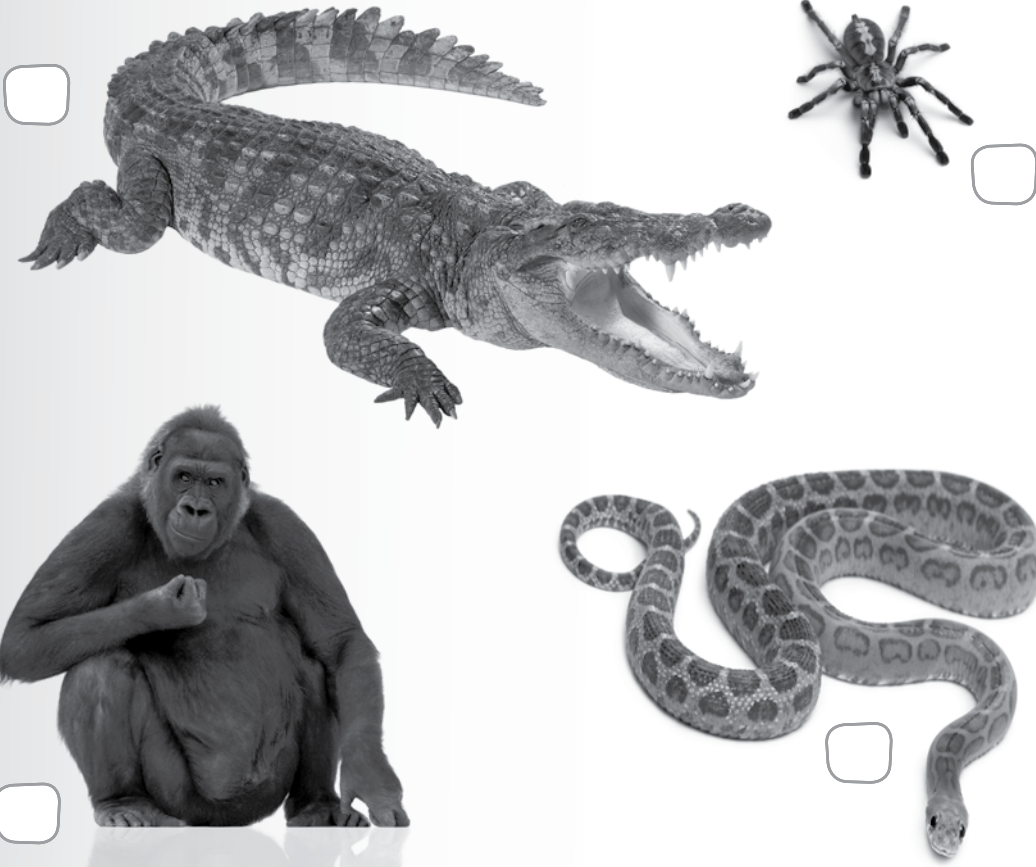
1 Read and write the number. There is one extra picture  

Jungle Monsters

1 They have a very long body. They don't have legs. They eat birds, insects, fish and small animals.

2 They are very long. They have a long tail and four short legs. They eat fish, birds and small animals. They swim and walk very fast.

3 They are big and hairy. They have a big body and eight long legs. They hunt in trees or near the ground. They eat insects but some eat small rodents and birds.



Name:

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2 Listen and write



1 I _____ at 8 o'clock.

2 I visit my _____ at 10 o'clock.

3 I play _____ at 5 in the afternoon.

4 I go to bed at _____ in the evening.

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3 Read and circle



Name:

Class:

Date:

Greta and Brenda get up ¹ *at / on* 7 o'clock

every day. They have breakfast in the

² *kitchen / wardrobe*. They ³ *aren't / don't have*

milk. They ⁴ *drink / eat* fruit salad and biscuits.

They go to school in the morning. At school,

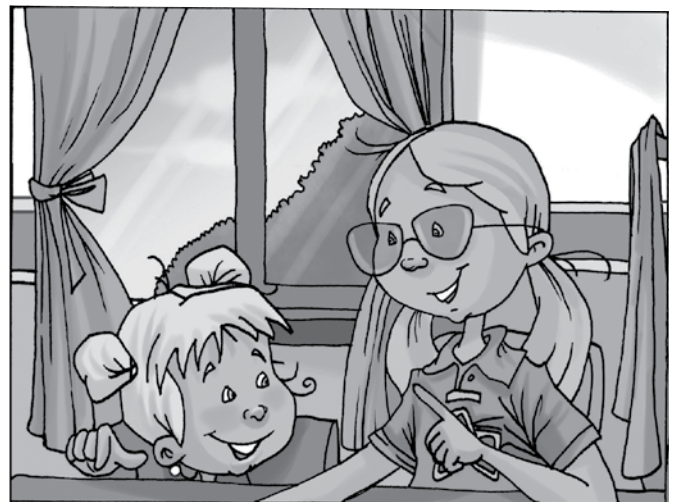
they ⁵ *are / read* books and write

⁶ *stories / friends*. They have ⁷ *breakfast / lunch*

at school. They eat ⁸ *soda / chicken* and chips.

At home, they watch TV, listen to

⁹ *books / music* and do homework.




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TEACHING NOTES

1 Read and write the number. There is one extra picture

Focus: language awareness

- › Ask Ss to look at the instructions and the icons and tell you what they have to do.
- › Ask them to look at the title and tell you what they think the text will be about. Have them browse over the text to check their predictions.
- › Ask Ss to do the activity, then check the answers on the bb.
- › Ask Ss what they have learnt from this text that they did not know before.

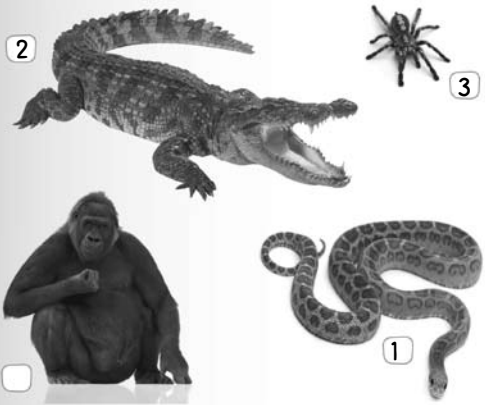
1 Read and write the number. There is one extra picture 

Jungle Monsters

1 They have a very long body. They don't have legs. They eat birds, insects, fish and small animals.

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2 Listen and write

Focus: simple present tense (first person singular), activities, the time

- › Ask Ss to look at the instructions and the icons and tell you what they have to do.

- › Challenge them to complete the blanks before listening to the recording.
- › Remind Ss of the rules for listening.
- › Play the recording and then check the answers on the bb.

2 Listen and write



- I get up at 8 o'clock.
- I visit my grandma at 10 o'clock.
- I play football at 5 in the afternoon.
- I go to bed at 11 in the evening.

CD TRACK 42

SAM: *My life on Saturday? I get up at 8 o'clock. At 10, I visit my grandma. In the afternoon, at 5, I play football with my friends. I go to bed at 11. I love Saturdays!*

3 Read and circle

Focus: language awareness, integration of contents

- › Ask Ss to look at the instructions and the icons and tell you what they have to do.
- › Ask Ss to do the activity orally before they put it in writing.
- › Give Ss time to do the activity.
- › Check the answers on bb.

3 Read and circle

Greta and Brenda get up at on 7 o'clock

every day. They have breakfast in the

kitchen / wardrobe. They aren't / don't have

milk. They drink / eat fruit salad and biscuits.

They go to school in the morning. At school,

they are / read books and write

stories / friends. They have breakfast / lunch

at school. They eat soda / chicken and chips.

At home, they watch TV, listen to

books / music and do homework.

