

## Worksheet 1: Animals

### Using the worksheet

- This worksheet practises animal vocabulary *dog, elephant, cat, spider, frog, lizard, rat, duck*.
- Students match the silhouettes to the animals. They then label the pictures by copying the correct word each time from the word box.
- Students then write the name of their favourite animal in the sentence at the bottom of the worksheet. They can choose an animal from the page, or teach them new words for their favourite animals if you prefer.

**KEY:** Activity 1: **2d** (a dog), **3g** (a lizard), **4a** (a duck), **5b** (an elephant), **6h** (a cat), **7f** (a frog), **8e** (a spider); Activity 2: Students' own answers.

**Optional follow-up activity:** Students play an animal mime game in pairs or small groups. One student mimes an animal from the worksheet for the others to guess. Alternatively, they can make animal sounds.

## Worksheet 2: in / on / under

### Using the worksheet

- This drawing and colouring activity practises the prepositions *in, on, under* and revises colours, classroom objects and toy vocabulary. Students will need colouring pencils in red, yellow, blue, green, purple and orange.
- Students look at the example in number 1. Show them how to colour the spider in the appropriate colour. They then read the other sentences and draw and colour the spiders appropriately.

**KEY:** Spiders should be drawn and coloured as follows: a blue spider on the ball; a green spider in the bag; a yellow spider in the pencil case; a purple spider under the train; an orange spider on the book.

**Optional follow-up activity:** Do a class treasure hunt. Before class, hide about ten small objects around the room, e.g. on your desk, under a chair, etc. Write the names of these objects on the board for students to copy in a list onto a piece of paper. They then have to search for the objects round the classroom. When they find one, they don't say anything but write down its location on their piece of paper. The whole class checks answers at the end of the activity. Volunteers are asked to find and retrieve each object.

## Worksheet 3: I like ...

### Using the worksheet

- These reading and writing activities practise *I like* and *I don't like* and animal plurals.
- Students complete the chart with a happy 😊 or a sad ☹ face according to the animals they like and don't like. They can do this either individually or in pairs, with one student saying what they like and don't like and the other recording their answers.
- Students then complete the sentences next to the chart accordingly.
- Students read the riddle in Flash's speech bubble to find out the animal she doesn't like (rats). They write this word into her speech bubble.

**KEY:** Students' own answers. Make sure that students complete the sentences with the plural version of the animal words and that the sentences match their happy/sad faces in the chart.

**Optional follow-up activity:** Students make up their own riddles of their likes and dislikes for their partners to read and guess. They can use animal vocabulary or revise another vocabulary set they know, e.g. toys.

## Worksheet 4: An animal spinner

### Using the worksheet

- This worksheet encourages students to express what they know about animals' habitats and diets, using key *Think and learn* vocabulary.
- Students write the name of a different animal in each section of the spinner (see Introduction) and then cut the spinner out. They can colour the sections in different colours if they like.
- They push a pencil through the centre of the spinner to make a hole.
- Students play in small groups. Each student takes a turn to spin their spinner and see which animal it lands on. They then have to draw the food the animal eats and the place it shelters. The other students in the group decide if the pictures are correct and say *Yes* or *No*.










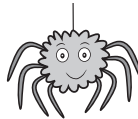



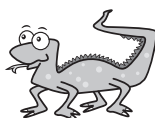


**Optional follow-up activity:** Students can write different food and shelter words on the underside of the spinner. They spin it that way up and say which animal needs that particular food or shelter to live.

Name: .....

Class: .....

## 1 Match. Then write the words.

~~a rat~~ a duck a cat a spider an elephant a lizard a dog a frog

|   |  |              |
|---|--|--------------|
| 1    | a    | _____        |
| 2    | b    | _____        |
| 3    | c    | <u>a rat</u> |
| 4  | d  | _____        |
| 5  | e  | _____        |
| 6  | f  | _____        |
| 7  | g  | _____        |
| 8  | h  | _____        |

## 2 What's your favourite animal? Write.

My favourite animal is a / an \_\_\_\_\_.

Vocabulary: Animals

Name: .....

Class: .....

## 1 Read, draw and colour the spiders.



- 1 A red spider is under the desk.
- 2 A blue spider is on the ball.
- 3 A green spider is in the bag.
- 4 A yellow spider is in the pencil case.
- 5 A purple spider is under the train.
- 6 An orange spider is on the book.





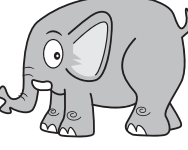



Language focus 1: Prepositions: *in, on, under*

Name: .....

Class: .....

1 Draw happy or sad faces. Then write.



|   |  |
|---|--|
|    |  |
|    |  |
|   |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

I like \_\_\_\_\_

\_\_\_\_\_

I like \_\_\_\_\_

\_\_\_\_\_, too.

I don't like \_\_\_\_\_

\_\_\_\_\_

2 Read and guess. Then write.



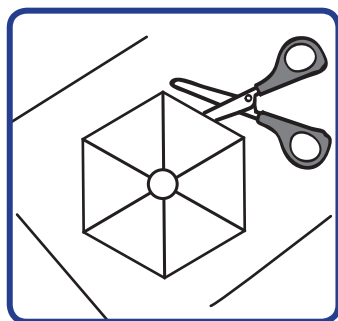
I like ducks and cats. I like elephants and spiders. I like lizards and I like frogs, too. My favourite animals are dogs. I don't like \_\_\_\_\_.

Language focus 2: *I like / I don't like ...*

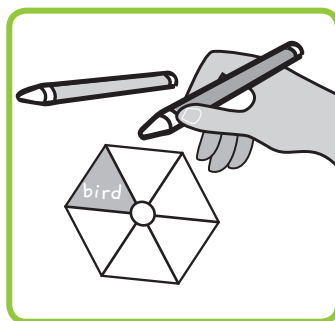
Name: .....

Class: .....

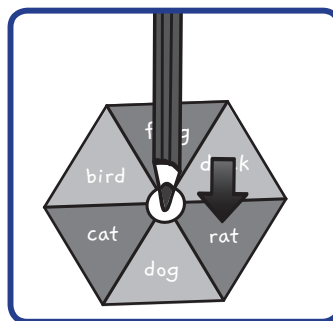
# 1 Make an animal spinner. Play the game.



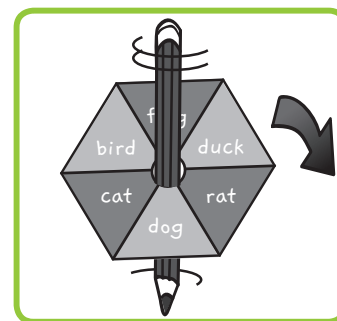
Cut out.



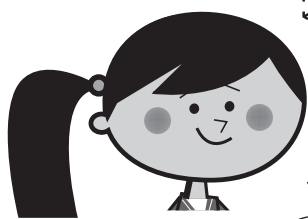
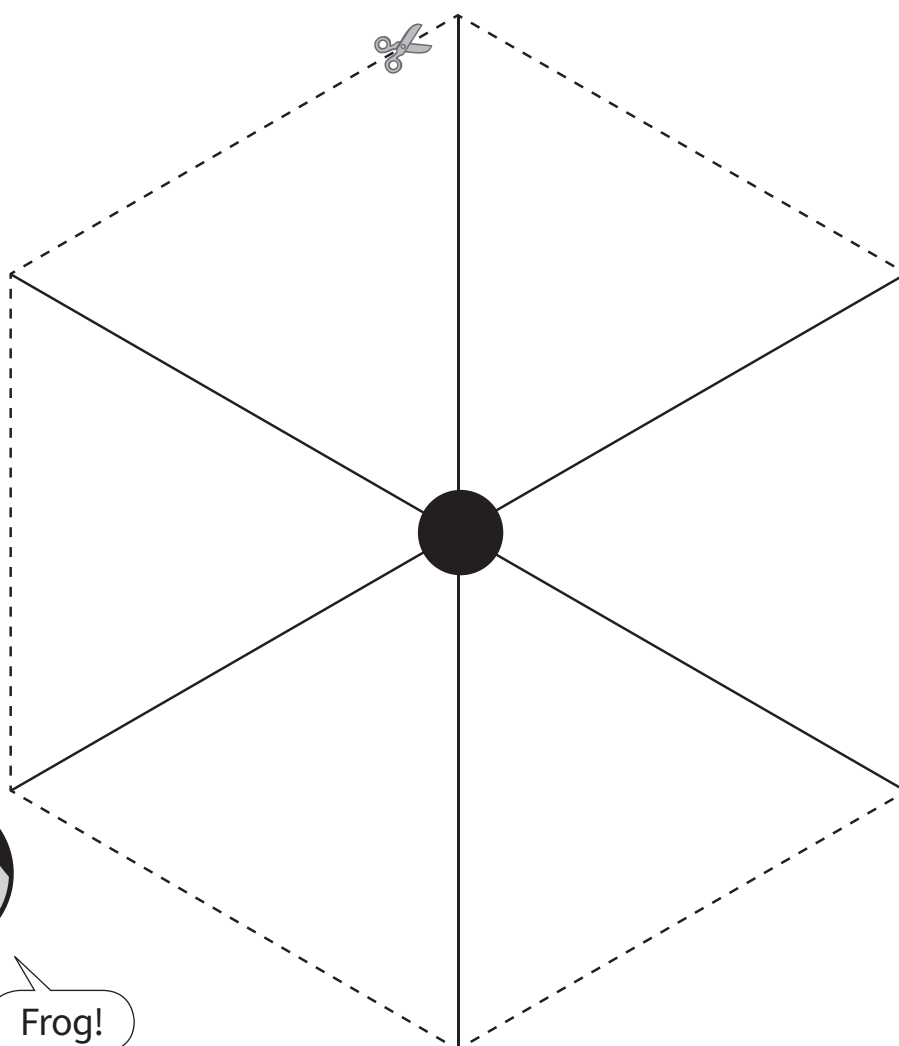
Write.



Push.



Spin.



Frog!

Environmental studies: Nature