

原版

麦格劳-希尔少儿英语5

教师用书

Kids' Safari

Teacher's Guide

5

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INTRODUCTION

Philosophy of the Program

What do children enjoy doing? They like to pretend, act, listen to stories and music, make things, sing, and play. They can make-believe they are animals, or other people, and playtime can incorporate language or games. When movement and creativity become part of daily classroom activities, students participate in the learning process with their minds and their bodies. Besides making the acquisition of English more pleasurable, it also promotes an integrated and meaningful environment for students.

And what do we as teachers want to encourage in the learning journey of our children? We want them to think, to care, and be curious as they acquire the foundations of English in a motivating and fun manner. Learning English should not be an isolated experience, but should be related to other subjects as well as to the child's surroundings.

In *Kids' Safari*, we aim to combine the natural tendencies of our students with our goals as language educators. Students are presented with basic vocabulary and simple structures through the audio program, flashcards, puppets, manual activities, songs, and games. Each level introduces new characters and takes place in a different setting to provide a context for the material in addition to encouraging cross-curricular activities in the students' native language.

Teachers will have as much fun as students as they embark on a new adventure in each level. Get your gear together, hop on the jeep, and join us for *Kids' Safari*!

Organization of Materials

Each level of *Kids' Safari* has the following components:

- Student Book
- Workbook
- Teacher's Guide
- Audio program

Kids' Safari is an English program developed for classrooms with two to three hours of English instruction per week.

Components

Student Book

The Student Book consists of nine units, with each unit subdivided into four lessons, plus two revision sections (after Unit 3 and Unit 6). The last unit, Unit 9, is a review of the entire book.

Throughout each level, common elements such as "LOOK" (grammar tips), new vocabulary, songs, and dialogues are presented in a fun and interesting format to encourage active learning of English.

Each unit has a motivational feature: animals or objects are hidden in the pages of every lesson. To encourage students to do additional research, each unit has questions to direct learning which involve outside research and reporting. These activities can be done individually or in small groups. It is suggested that each question be discussed at the end of each lesson, but they can also be compiled at the end of the unit to form the basis of written or oral presentations.

The upper levels of *Kids' Safari* contain more complex readings in which new vocabulary is introduced. The purpose of this type of activity is to encourage students to use different reading strategies for comprehension and vocabulary development.

Workbook

The Workbook is structured so that each Student Book lesson has one corresponding workbook page. These corresponding pages are indicated in the explanation of the Student Book page in the Teacher's Guide. At the end of the Workbook, supplementary classroom material is provided: a personal dictionary for the students to fill in as well as fun games. We recommend that you have both English and bilingual dictionaries in the classroom for the students to refer to.

Teacher's Guide

There is a separate Teacher's Guide for each level of *Kids' Safari*. The guide provides a step-by-step instruction page for each lesson. It is designed for low-level English speakers, offering simple instructions and word-for-word dialogues to use in the classroom, plus a variety of hands-on activities. As the students make and manipulate additional picture cards and word cards, other cognitive areas are involved and learning is more complete.

The Teacher's Guide includes a variety of supplementary classroom material. Nine tests corresponding to each unit of the Student Book are provided. Task Cards, which are to be cut out and laminated, are extra in-classroom activities students can do on their own, in pairs, or in groups. There are eight corresponding task cards for each unit. Workbook answers and the tapescript for the audio program are also included. Finally, a biome fact sheet, which is to be photocopied and distributed to each student, is provided. This can be used as a springboard to stimulate research and other cross-curricular activities. In addition, we hope students will take charge of their own learning by using research material and the Internet both inside and outside the classroom.

Audio Program

The audio program includes all the material for the listening activities indicated in the Student Book and Teacher's Guide by the listening icon.

This audio program has been developed to entertain children with its many animated characters and voices, and one of its key elements is the song featured at the end of each unit. Each song has been composed by a children's song specialist and has easy-to-learn words and catchy music to hold students' interest and encourage them to participate actively. The music for each song without the lyrics can be used for listening or extra movement activities as well as for singing.

Presentation of the Songs

- Write the lyrics on the board or on chart paper.
- Play the section of the audio with the lyrics.
- Present any new words through pictures, gestures, or actions.
- Play the song a second time, assigning a listening activity to the students. You can have them make and hold up word cards for specific vocabulary or structures or have them perform a gesture or movement each time they hear a particular element.
- Have them read the lyrics with you as a capable student points to them on the board or chart. You can also read one line and then have them repeat it.
- Assign different lines or verses of the song to different small groups of students or individuals. For example, the boys can sing the first and third verses, the whole class the chorus, and the girls, the second fourth verses.
- Play the song again with everyone singing their parts.
- Finally, play the part of the audio that has the music to the song without the lyrics. The class can sing the song together or the groups can sing the lines assigned.

SCOPE AND SEQUENCE



Level 2

Setting: The Sea

Review of Level 1

To have: present simple, all forms

Demonstrative adjectives: *this/that/these/those*

To see: first person, positive and negative

Numbers 11-20

There is/there are: affirmative, negative

Auxiliary verb do: present simple, all forms

Interrogatives

Adjectives

I like/don't like ... He/She likes/doesn't like ...

Sea and zoo animals

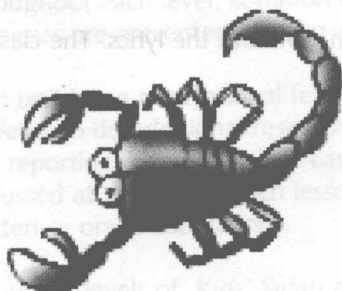
Food and drinks

Family

Kitchen

Exploring and camping

Rooms of the house



Level 1

Setting: Garden and Forest

Greetings and introductions

To be: present simple, all forms

Colors

Numbers 1-10

Simple commands

Prepositions of location: *in, on, under*

Adjective + noun

The alphabet: vowels

Indefinite articles

Noun forms: singular/plural

Subject and possessive pronouns

Question words: *What ...? Where ...?*

People and animals

Fruit

School supplies

Furniture

Clothing

Toys



Level 3

Setting: The Rainforest

Review of Levels 1-2

Present progressive: all forms

Future: *going to*

To want: present simple, all forms

Question words: *Who ...? When ...?*

Where ...? How many ...? Whose ...?

Can for ability

Possessive pronouns

Prepositions of place: *next to, in front of,*

behind, between

Questions and short answers with *Is there ...?*

Are there ...?

Rainforest animals

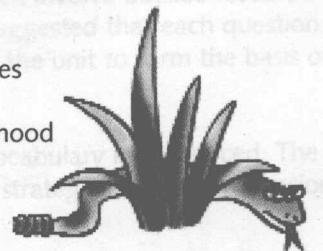
Months of the year

Toys and presents

Clothing and accessories

More school supplies

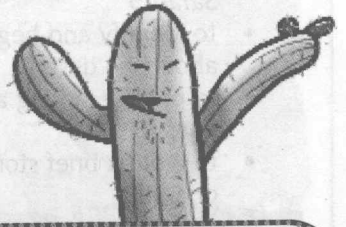
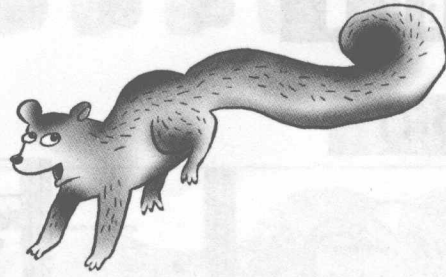
Places in the neighborhood



Level 4

Setting: Savannah

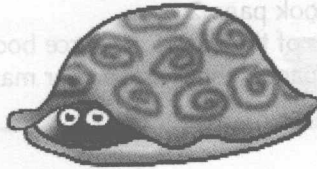
Review of Levels 1-3
 Personal information
 Present simple, all forms
 Numbers 21-100
 Telling the time
 Prepositions of time: *on Saturdays, at eight o'clock*
 Question words: *How often ...?*
 More adjectives: opposites
 Multiplication and division
 Savannah animals
 Days of the week
 School subjects
 To love: first and third person singular
 Parts of the body
 Ailments
 Daily routines
 Professions
 Places in the city
 Sports



Level 5

Setting: Desert

Review of Levels 1-4
 To be: past tense, all forms
 Ordinal numbers
 Adjectives
 Comparative adjectives
 Superlative adjectives
 Future: *going to*, all forms
 Past simple: regular verbs
 There was/there were
 Countries and nationalities
 To be scared of
 To be good/bad at
 Everyday activities
 Schedules
 Weather and seasons
 Desert animals and plants
 Maps and globes
 Fairs and parties
 Vacations



Level 6

Setting: North and South Poles

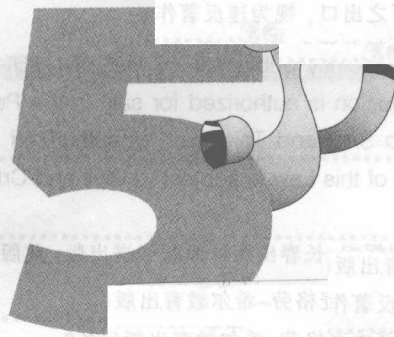
Review of Levels 1-5
 Past simple: regular verbs
 Past simple: irregular verbs
 Contrast of tenses: present and past of *to be*
 Contrast of tenses: present simple vs. present progressive
 Adverbs of frequency
 Physical descriptions
 Pole animals
 Places
 Giving and following directions
 More professions
 Eskimos/Inuits
 Whales
 Instruments
 Moods
 Secret codes
 Solar system

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Kids' Safari

Teacher's Guide



Lenore Cohen

長 春 出 版 社

Objectives

- to meet the characters in *Kids' Safari 5*
- to identify and begin learning about the desert
- to practice asking and answering questions
- to write a brief story about oneself

New Language

desert

Procedure

- Tell the students they are going to begin a new adventure in *Kids' Safari 5*. Invite the students to open their books to page 2, Exercise 1 to identify the setting of their newest safari adventure.
- Write the word *Desert* inside a circle on the board or in the middle of a piece of chart paper. Have the students suggest topics related to the desert, for example: characteristics, plants, animals, climate, people, locations. Write these suggestions in boxes around the circle. Then guide the students to identify the elements of the desert they see in the picture as well as other information about deserts. Write them on the mind map. You may want to have the students look through the book to identify all the icons which are related to things found in the desert. Encourage them to use dictionaries to look up unfamiliar words. They can also refer to the Desert Fact Sheet.

UNIT 1

LESSON 1

1 Talk about the picture.

2 Read about Johanna.

Johanna is twelve years old. She lives in Arizona in the United States. Johanna walks to school every day. She loves school. She has many friends there. Her favorite subject is physical education. Johanna doesn't like math or science. She finishes school at four thirty in the afternoon. At home she does her homework and then she goes swimming. In the evening she takes a shower and she reads a book. Johanna goes to bed at nine o'clock. The weekends are fun. On Saturdays she plays tennis and rides her bicycle in the park. On Sundays she visits her grandparents. She has lunch at their house. Her birthday is in April.

3 Ask and answer questions about Johanna.

4 Listen and answer.

1 How old is Oliver?
Oliver is eleven years old.

2 How old is Daniel?
Daniel is eleven years old.

3 When is Oliver's birthday?
His birthday is in August.

4 When is Daniel's birthday?
His birthday is in November.

5 Does Oliver like English?
Yes, he loves English.

6 What's Daniel's favorite subject?
His favorite subject is music.

7 What does Oliver do in the afternoons?
He cleans his bedroom and he watches television.

8 What does Daniel do on the weekend?
He plays baseball and he goes shopping with his mother.

DESERT CHALLENGE

Where do rattlesnakes live?
What do they eat?
Find a rattlesnake hidden in Lesson 1.

Materials

- Student Book pages 2 and 3
- Workbook page 2
- Pictures of the desert, resource books, Desert Fact Sheet, poster paper, pencil crayons or markers

- Have the students identify the characters by name. Ask them about what the characters are doing and have them make predictions about their lives. For Exercise 2, tell them they'll have a chance to find out if their predictions about Johanna were correct. Then they do Exercise 3 in pairs.

Play the audio for Exercise 4 for the students to find out if their predictions about Oliver and Daniel were correct. Then instruct them to write a similar paragraph about one of the boys.

- Finally, divide the class into small groups to make desert mind maps with the poster paper using words and pictures.

LESSON 2

Objectives

- to review new language from *Kids' Safari 4*
- to play vocabulary games
- to have an English Bee

New Language

moons

LESSON 2

1 Look and complete. Write five words for each category.

Days of the week

Sunday Monday
Tuesday Wednesday
Thursday
Friday
Saturday

Parts of the body

head eye ear
mouth neck leg
tooth/teeth stomach
foot/feet back
knee arm

Adjectives

intelligent ugly
beautiful thin
fat funny
scary big
small short long

Verbs

make clean read
listen write fly
work give go
teach do help
drive feed play
visit

School subjects

Art music math
science history
computer science
physical education
English Spanish

Jobs

nurse vet
secretary cook
teacher astronaut
doctor
actress pilot

Sports

football
water polo tennis
baseball volleyball
golf soccer
basketball

2 Look and answer.

What numbers do you see?
17 89 63 15 19 71 24 42 72

How many coins do you see?
many two

Are there any suns in the picture?
Yes, more one

How many shells are there in the picture?
There are ten shells

Can you see any moons in the picture?
No, I can't

DESERT CHALLENGE

How many rattlesnake species are there in North America?
Why are rattlesnakes dangerous?
Can you see a rattlesnake in these pictures?
Can you see a rattlesnake in these pictures?

Materials

- Student Book pages 4 and 5
- Workbook page 3
- *Kids' Safari 4* flashcards (if available) or other pictures of the words from each category, English Bee game board

Procedure

- Tell the students they will play games to review the vocabulary from *Kids' Safari 4*. Ask them to try and remember the topics that were covered. If they don't remember, give examples of words from each topic and have them tell you the category. Write all the categories on the board. If you have pictures available, choose a student to pick one of the pictures and give a clue to the rest of class. They have to guess the word and say what category it belongs to. The student who guesses the word correctly then gives a clue for another word. Assign pairs to work together to do Exercise 1.
- When the pairs finish, put together the results to make an English Bee game board similar to the following:

Days of the week	Parts of the body	Adjectives	Verbs	School subjects
Professions	Places	Sports	Transportation	Animals

- Divide the class into two teams. The teams take turns choosing a number and a category. Then they have to make a question with the word from the box as the answer. For each correct question their team gets a point.
- Finally, have the students do Exercise 2.

Objectives

- to read about Gila monsters
- to do a reading comprehension activity
- to make an animal scrapbook

New Language

monsters, centimeters, scales, attack, step, kill

Materials

- Student Book pages 6 and 7
- Workbook page 4
- Resource books including dictionaries, Desert Fact Sheet

Procedure

- Tell the students they will learn more about deserts and about Gila monsters in particular. Invite them to look at the photos in Exercise 1 and talk about what they see. What plant do they see in the first picture? What kind of animal do they think Gila monsters are?
- Have them skim through the text and underline the new words. Elicit what words are new for them and write them on the board. Encourage them to guess the part of speech the new word is through its context. You may want to review the meaning of some parts of speech such as nouns, verbs, and adjectives. Encourage them to guess the meanings of the new words and then look them up in a dictionary. Finally, have them write the new words under the correct letter in their Workbook dictionaries.



Play the audio for Exercise 1. Then instruct them to do Exercise 2 to check their understanding. Suggest that they look for additional information about Gila monsters on the Internet or in resource books. Have volunteers report their findings to the class or make poster displays about Gila monsters.

- It will be necessary for the students to do additional research to find more desert animals for Exercise 3. Encourage the students to write short texts about each animal, using the Gila monster text as a model. Have pairs work together for Exercise 4. Finally, display the scrapbooks in the classroom.

LESSON 3

CACTUS CORNER

1 Listen and read.

Gila Monsters

These are pictures of Gila monsters. They live in the deserts of the United States.

In the desert the nights are very cold and the days are very hot. Sometimes there isn't any rain at all for years.

Gila monsters are up to sixty centimeters long. They have pink, yellow, and black scales.

They go hunting in the morning. They eat birds' eggs and small animals. They store food in their fat tails.

Gila monsters don't attack people, but these lizards can be very dangerous. They're very poisonous. They can kill you if you step on them.

2 Answer the questions.

1 Do Gila monsters attack people?
No, they don't.

2 Are Gila monsters dangerous? Why?
Yes, they are. They're very poisonous.

3 Where do Gila monsters live?
They live in the deserts of the United States.

4 What do Gila monsters eat?
They eat birds' eggs and small animals.

5 What do Gila monsters look like?
They're up to sixty centimeters long. They have pink, yellow, and black scales.

ARMADILLO STUDIO

3 Make a desert animal scrapbook.

You need:

- two rectangles of cardboard
- paper
- magnifying glasses
- scissors
- two pieces of string or ribbon
- hole puncher
- glue stick

1 Use the cardboard to make the covers of the book.

2 Put the string or ribbon through the holes. Tie your desert animal scrapbook together.

3 Put the paper inside the covers to make the pages.

4 Draw or paste pictures of desert animals.

5 Hold the covers and the paper together. Punch holes in one side.

4 Ask and answer questions about the animals in your scrapbook.

What animal is that?

It's a coyote.

DESERT CHALLENGE

Where do rattlesnakes get their name?
What do rattlesnakes look like?
Find the rattlesnake in Lesson 3.

LESSON 4

Objectives

- to continue reviewing new language and structures from *Kids' Safari 4*
- to play a game
- to talk about the *Kids' Safari 5* characters and about themselves
- to learn a song
- to report research about rattlesnakes

LESSON 4 HOODOO FUN

1 Play the Tell About Yourself game.
You need a die and a marker.

2 Show the die. You have 30 seconds to tell about yourself.

30. I hate ...
29. Go back to number 28.
28. Go back to number 27.
27. My job ...
26. I want ...
25. I like ...
24. My name ...
23. My mother / father ...
22. I'm wearing ...
21. My message ...
20. My message ...
19. I like ...
18. I like ...
17. Go back to square 16.
16. I like ...
15. I like ...
14. I like ...
13. I like ...
12. I like ...
11. Go back to number 10.
10. I like ...
9. I like ...
8. I like ...
7. My family ...
6. My work ...
5. I like ...
4. I can't ...
3. My favorite food ...
2. I love ...
1. My message ...

RATTLESNAKE RAP

2 Listen and read. Then sing.

It's creeping slowly,
Hush! Hush!
Don't make a sound!
It's behind the bush!

Chorus:
Sing the rap of the rattlesnake,
But be quiet to case it wakes.
If it does, be prepared to battle,
And hear the danger of its rattle.

Look! There it is,
Sleeping under the sky,
It's waking now,
Don't look it in the eye.

(Chorus)

Now it's moving,
Shimmering in the sun,
Don't waste time!
We have to run!

(Chorus)

Tell us about rattlesnakes!

New Language

creeping, bush, battle, rattle, shimmering

Materials

- Student Book pages 8 and 9
- Workbook page 5
- Resource books and materials

Procedure

- Tell the students that in this lesson they will play a game in which they'll talk about themselves. Elicit the name of the game section in *Kids' Safari 5*. Ask them what they think *hoodoo* is. (It is a rock formation in the desert.)
- Before the students look at Exercise 1, elicit what characteristics they know in English to describe themselves. In pairs, have them make a list of as many different topics they can remember related to themselves. When they finish, invite them to compare their list with the game board in Exercise 1. Then they play the game with a partner.
- Have the students identify the name of the song section. Ask them what a *rap* is. Instruct them to number the pictures of the rattlesnake from one to three and look at them. Ask: *In which picture does the rattlesnake look very dangerous? In which picture is the rattlesnake behind the bush?*

- Tell the students to skim through the song and underline the new words. Encourage the students to use dictionaries to look them up. You can also write the following definitions on the board and tell them to find the correct word in the song: *shining with an unsteady light* (shimmering); *crawling along the ground* (creeping); *to fight* (battle); *the sound a rattlesnake makes* (rattle); *a large plant* (bush).

Play the audio for Exercise 2. Follow the procedure in the Introduction to present the song.

- Finally, talk about where the students can find information about rattlesnakes. Divide the class into small groups and have each group create a rattlesnake information poster.

Objectives

- to learn about countries and continents
- to learn vocabulary related to flags
- to ask and answer questions about where people are from

New Language

Holland, Mexico, United States, Brazil, Korea, Australia, France, Guatemala

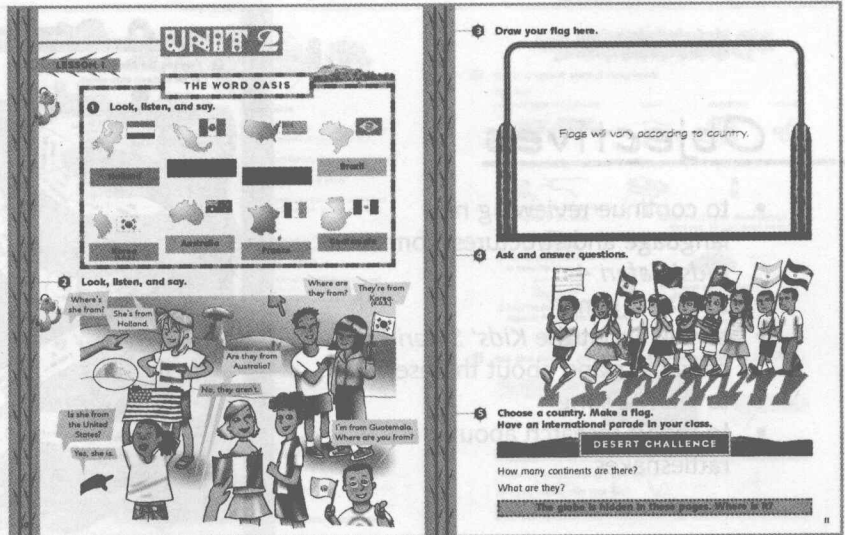
Where is he/she from?

Where are you/they from?

Is he/she from (Holland)?

Are you/they from (Guatemala)?

I'm/You're/We're/They're from (France).



Materials

- Student Book pages 10 and 11
- Workbook page 6
- Country flashcards, map or globe of the world, flag of your country

Procedure

- Tell the students they will learn about different countries in the world in this unit. Display a map or globe and tell them to look at the large bodies of land called *continents*. Elicit the names of the continents. Keep in mind that in different countries the number of continents recognized is variable. In the United States it is taught that there are seven continents – North America, South America, Europe, Asia, Australia, Africa, and Antarctica. Have the students find the continents on the map. Then choose a student to find his/her own continent and country.

Play the audio for Exercise 1. When you finish, take out the flashcards. Have the students identify the country each character is from and find it on the map. Put the following words on the board which can be used to describe the flags: *stripe, cross, star, crest, band*.

- Show the meanings of these words by using one of the flags as an example: *This flag has a white cross. It has blue and white stripes.* (Greece) Play a game in which you first describe one of the flags and the students have to show the correct flashcard. The student who finds it then describes a different flag, and so on.

Play the audio for Exercise 2. Hand out the flashcards and instruct the students to hold up the correct flashcard when the country is mentioned. Then choose students to act out the dialogue.

- Show the flag of your country. Ask the students to describe it and write the description on the board. Invite them to do Exercise 3.
- For Exercise 4, assign pairs to work together. Have the same partners do Exercise 5 together and enjoy the parade!

LESSON 2

Objectives

- to learn about nationalities
- to ask and answer questions about nationalities
- to practice using all forms of the present of *to be* with nationalities

New Language

Chinese, Greek, Chilean, Italian, Egyptian, Spanish, Dutch, Mexican, Australian, Guatemalan, French, American, European, Asian
 What nationality are you?
 I'm/She's/We're (Chinese).

LESSON 2 THE WORD OASIS

1 Look, listen, and say.

2 Match the countries to the nationalities.

3 Look, listen, and say.

Change the sentences.

NEGATIVE **QUESTION**

They're Mexican. They aren't Mexican. Are they Mexican?

She's Italian. She isn't Italian. Is she Italian?

They're American. They aren't American. Are they American?

You're French. You aren't French. Are you French?

DESERT CHALLENGE

How many countries are there in the world?
 There's a globe hidden in Lesson 2. Can you find it?

Materials

- Student Book pages 12 and 13
- Workbook page 7
- World map, individual world maps, nationality flashcards, flags from Lesson 1

Procedure

- Elicit from the students what they learned in the previous lesson. Review the information about the continents and countries. Invite them to look at Exercise 1. Ask about the first picture: *Where are they from?* Then have volunteers ask similar questions about the other pictures. Instruct them to find the country and continent the children in the photos are from on the map.

Play the audio for Exercise 1. Explain that sometimes we can identify people by the continents they live on as well. Ask them how they could identify people from China, for example. (Asian) Then ask which children are European/South American/African.

- Invite the students to do Exercise 2. By the process of elimination they will be able to match *Holland* with *Dutch*. Hand out individual world maps for the students to find all the countries in

Exercise 2. Have them also identify the continent each country is on.

Play the audio for Exercise 3. Hand out the nationality flashcards and invite the students to take out the flags they made in Lesson 1. Play the audio a second time as they hold up the appropriate flashcards or flags. Then divide them into small groups to practice the dialogue, substituting the nationalities of the flags they made. Do a class survey of the nationalities the flags represent.

- Finally, point out how the sentences can change in the example for Exercise 4. Then they do the exercise. Play a game in which one student pretends to be someone famous of a different nationality from his or her own. The other students ask questions to guess who it is.

LESSON 3

Objectives

- to read about children around the world
- to learn about different languages
- to find and write a letter to a pen pal

New Language

pen pal, near, far, camels, beads

Procedure

- Write the word *Pen Pals* on the board. Explain that a *pal* is a friend. Ask them what they think a *pen pal* is or if anyone in the class has a friend they know only through letter writing. Explain that nowadays most pen pals keep in touch online. Talk about how having a pen pal can be fun.
- Invite the students to find Jordan, Egypt, and the United States on the world map and identify the continents they are on. According to where you live, say that the country is near or far from you. Ask the students what other countries are near or far. Tell them they will meet some pen pals who are all bilingual (they can speak two languages). Instruct them to look at the photos and guess where the children are from.



Play the audio for Exercise 1. For Usama, show pictures of camels and beads for the new vocabulary. Then choose students to read the texts out loud. Ask them who they would want for a pen pal and why.


- Assign pairs to work together for Exercise 2. Then play a guessing game in which each student gives information about one of the pen pals. The others have to guess who they're talking about.
- Say that now the students will have a chance to write their own pen pal a letter. If possible, find pen pals on the Internet from a school in another country.
- Instruct the students to do Exercise 3. Tell them that it is also fun to write messages to classmates and have them do Exercise 4.

LESSON 3 CACTUS CORNER

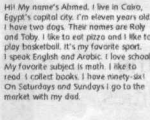
1 Listen and read.

Pen Pals From Near and Far


My name's Usama. I'm from Jordan. I speak Arabic. I live in a tent in the middle of the desert with my family. I'm twelve years old. I love animals. My family has six camels. I help my mother on the weekend and after school. I like school. My favourite subject is science. In the afternoons I do my homework and play with my friends. I collect beads.



Hi! My name's Ahmed. I live in Cairo, Egypt's capital city. I'm eleven years old. I have two dogs. Their names are Nelly and Toby. I like to eat pizza and I like to play basketball. It's my favourite sport. I speak English and Arabic. I love school. My favourite subject is math. I like to read. I collect books. I have ninety-six CDs. Saturdays and Sundays I go to the market with my dad.



Hello! My name's Armando. I live in New Mexico in the United States. I go to the Santa Fe Elementary School. School starts at eight o'clock in the morning and finishes at three thirty in the afternoon. I love music. I can play the piano. On the weekend I watch television and play with my friends. I collect shells. I can speak English and Spanish.



2 Ask and answer questions about the children.

How old is Ahmed? Can Ahmed speak Spanish? Where does Armando live?

What does Usama collect? What does Usama do in the afternoons?

3 Choose a pen pal. Write a paragraph telling him or her about yourself.

Photos will vary. Paragraphs will vary.

4 Make a class mailbox. Write messages to your friends and your teacher.

UNAME MAIL AMY PINE WIFE

DESERT CHALLENGE

On what continent do you live?
What's the capital city of your country?
What's it like?
Where's the market? Can you see it?

Materials

- Student Book pages 14 and 5
- Workbook page 8
- World map, pictures of camels and beads (or piece of jewelry made of beads)

LESSON 4

Objectives

- to review new language, structures, and facts
- to play a game
- to learn a song
- to do a spelling dictation
- to make a friendship poster

New Language

capital, smile

LESSON 4 HOODOO FUN

1 **Play the Where in the World? game.**

• Study the map for three minutes. Ask and answer questions.

• Make cards with questions on them. Divide your class into two teams. Have a quiz show in class!

Is Brasilia the capital city of Brazil? Where's Egypt?
Yes, it is. It's in Africa.

Where's London? What's the capital city of Thailand?
It's in England. It's Bangkok.

2 **Listen and write.**

<input type="checkbox"/> Korea	<input type="checkbox"/> Guatemala
<input type="checkbox"/> Holland	<input type="checkbox"/> Spanish
<input type="checkbox"/> Italian	<input type="checkbox"/> Korean
<input type="checkbox"/> United States	<input type="checkbox"/> Mexican
<input type="checkbox"/> France	<input type="checkbox"/> Egyptian

THE SPELLING CANYON

RATTLESNAKE RAP

3 **Listen and read. Then sing.**

Chorus:
From East to West—it doesn't matter where,
There is one thing that we all share:
What makes us happy in the human race,
Is when we put a smile upon our face.

Where are you from?
I'm from Italy
In Europe, yes, yes
Playing soccer
Makes me smile,
And I feel so happy.

Where are you from?
I'm from Korea
In Asia, yes, yes
Playing with my friends
Makes me smile,
And I feel so happy.

Where are you from?
I'm from Mexico
In North America, yes, yes
Dancing to music
Makes me smile,
And I feel so happy.

(Chorus)

ARMADILLO STUDIO

4 **Make a friendship poster.**

You need:
poster paper cardboard scissors glue stick
crayons

1 Choose a plant or animal from the desert.

2 Write the name of a friend on each figure.

3 Draw and cut out the figure. Tell us about the world!

4 Paste it on the poster.

You're doing great!

Materials

- Student Book pages 16 and 17
- Workbook page 9
- World map, index cards, markers

Procedure

- Tell the students they will play a game to review what they learned about the world. Display the world map. Review the continents and have the students identify the continent and country you live in. Then ask: *What is the capital of your country?* Have a student show where it is on the map. Then have them talk about other capitals they know. Elicit the new information they learned in the unit and ask them to make questions related to it.
- Divide the class into six or seven groups and assign each group a continent. Pass out the index cards. Instruct each group to write questions like the ones in Exercise 1 about the continent they were assigned. When they finish, collect all the cards and do Exercise 1.

For Exercise 2, allow the students to work in the same groups as in Exercise 1. Give each group three to five minutes to list all the continents, countries, and nationalities they can remember.

The group with the most correct words at the end of the designated period of time is the winner. Then play the audio for the spelling dictation.

- Before playing the audio for Exercise 3, ask the students about what makes them happy. You can begin by saying: *I am happy when I am with my family.* Invite the students to look at the children in Exercise 3 and say what they're all doing. (smiling) Point out that people smile when they are happy.

Play the audio for Exercise 3. Follow the procedure in the Introduction to present the song.

- Finally, say that having friends is something that makes most people happy. Invite the students to make a friendship poster. Refer them to the Desert Fact Sheet to find the plant or animal figure to include in their posters.

LESSON 1

Objectives

- to learn about other places in a city or town
- to learn all forms of the past of *to be*
- to review the days of the week and telling time
- to talk about bus schedules

New Language

office, sports club, post office, candy store, shoe store, toy store, bus, was, were, wasn't, weren't

UNIT 3

LESSON 1

THE WORD OASIS

1 Look, listen, and say.

2 Look, listen, and say.

At 11:30 the red bus was at the hospital.
At 2:05 the green buses were at the book store.
At 12:15 the red bus wasn't at the post office.
At 2:00 the green buses weren't at the book store.
They were at the candy store.

3 Talk about the pictures.

At 12:15 the red bus was at the hotel. At 3:30 the green buses were at the bus station.

4 Ask and answer questions.

Where was the red bus at 11:30? It was at the hospital.
Where were the green buses at 2:05? They were at the book store.
Where were you yesterday at ...?

11:00 1:00 3:00 4:00 7:00 8:00 9:00

DESERT CHALLENGE

What's a cactus?
Where do cacti grow?
There's a cactus in Lesson 1. Can you see it?

LOOK
wasn't = was not
weren't = were not

Materials

- Student Book pages 18 and 19
- Workbook page 10
- Place flashcards, calendar of the current month, teacher-made clock, poster paper, pencil crayons or markers

Procedure

- Tell the students they after their trip around the world in the last unit, they will return to their own town or city. Draw a mind map diagram on the board. Write the name of the town or city in a circle in the middle. Elicit the places that they know (they can look at the illustration in Exercise 2 to help them) and on the lines coming from the circle, write the names of the places.

Play the audio for Exercise 1. Elicit the names of the new places and add them to the mind map. Then ask for the names of specific stores. Add each new store to the mind map by drawing additional lines coming from the general category. Then have small groups copy the mind maps on poster paper and add drawings to it.

- Show the calendar. Review the days of the week. Say: *Today is* _____. *Yesterday was* _____. Make a line on the calendar with an arrow going

towards the left of the date to be sure they understand the concept of *yesterday* being the past. Review telling time by showing different times on the clock. Tell the class about where you were at different times the day before.

Play the audio for Exercise 2. Hand out the place flashcards. Have some students hold up the appropriate place flashcard as they listen and have the others point to the places on the illustration as they listen.

- Do Exercise 3 as a class activity and write the responses on the board.
- Assign pairs to work together to do Exercise 4.