

原版

麦格劳-希尔少儿英语4

教师用书

Kids' Safari

Teacher's Guide

4

图书在版编目(CIP)数据

麦格劳-希尔少儿英语 4 教师用书=Kids' Safari 4 Teacher's Guide / (美) 勒诺·科恩编著. —长春:
长春出版社, 2006. 1
ISBN 7-5445-0042-X

I. 麦... II. 勒... III. 英语-儿童教育-教材 IV. H31

中国版本图书馆 CIP 数据核字(2005)第 126764 号

责任编辑: 吴冠宇

封面设计: 王久洲

All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

<http://www.mheducation.com>

Copyright © 2003 by the McGraw-Hill Companies, Inc.

The authorized English reprint edition is jointly published by McGraw-Hill Education (Asia) Co. and Changchun Publishing House. This edition is authorized for sale in the People's Republic of China only, excluding Hong Kong, Macao SAR and Taiwan. Unauthorized export of this edition is a violation of the Copyright Act. Violation of this Law is subject to Civil and Criminal Penalties.

本书由麦格劳-希尔教育出版(亚洲)公司授权,长春出版社原版引进出版。此版本仅限在中国大陆销售。未经许可之出口,视为违反著作权法,将受法律之制裁。

未经出版者预先书面许可,不得以任何方式复制或抄袭本书的任何部分。

Copyright © 2006 by the McGraw-Hill Education and Changchun Publishing House

本书封面贴有 McGraw-Hill 公司防伪标签,无标签者不得销售。

吉林省版权局著作权合同登记号: 07-2005-1432

长春出版社出版

(长春市建设街 1377 号)

(邮编 130061 电话 8569938)

长春市永昌印业有限公司印刷

新华书店经销

889×1194 毫米 16 开本 4 印张 58 千字

2006 年 1 月第 1 版 2006 年 1 月第 1 次印刷

定价:教师用书(含磁带 2 盘)29.00 元

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 – clues in each lesson to guess an animal related to the setting of each level. When beginning each unit, it is suggested that you explain the concept in the native language until it is clearly understood. From the last page of the book, the students cut out the correct animal and paste it in the box on the final page of the unit. The students will learn the name of the animal in English, although we recommend further discussion and research about the animal in their own language. We also hope that the setting and animal characters in each book will stimulate additional interest.

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.

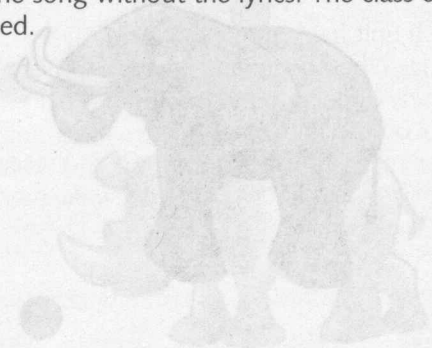
Audio Program

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

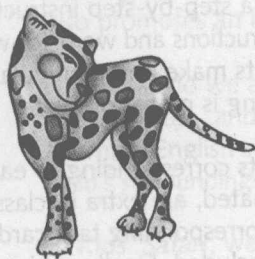
This audio program has been developed to entertain children with its many animated characters and voices, and one of its key elements is the song featured at the end of each unit. Each song has been composed by a children's song specialist and has easy-to-learn words and catchy music to hold students' 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

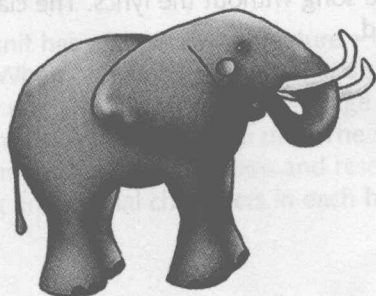
Food and drinks

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

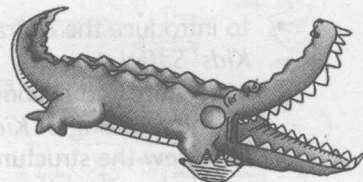
Ailments

Daily routines

Professions

Places in the city

Sports



Level 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

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

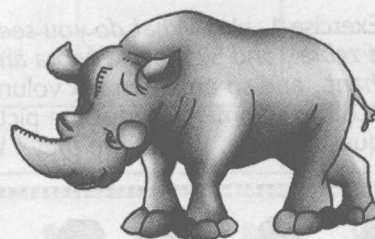
Weather and seasons

Desert animals and plants

Maps and globes

Fairs and parties

Vacations



CONTENTS

INTRODUCTION.....	IV
--------------------------	-----------

SCOPE AND SEQUENCE.....	VI
--------------------------------	-----------

UNIT 1.....	2
--------------------	----------

UNIT 2.....	6
--------------------	----------

UNIT 3.....	10
--------------------	-----------

REVISION.....	14
----------------------	-----------

UNIT 4.....	15
--------------------	-----------

UNIT 5.....	19
--------------------	-----------

UNIT 6.....	23
--------------------	-----------

REVISION.....	27
----------------------	-----------

UNIT 7.....	28
--------------------	-----------

UNIT 8.....	32
--------------------	-----------

UNIT 9.....	36
--------------------	-----------

UNIT TESTS.....	40
------------------------	-----------

TASK CARDS.....	49
------------------------	-----------

WORKBOOK ANSWERS.....	53
------------------------------	-----------

TAPESCRIPT.....	56
------------------------	-----------

FACT SHEET.....	58
------------------------	-----------

Kids' Safari

Teacher's Guide

4

Lenore Cohen

長 春 出 版 社

LESSON 1

Objectives

- to introduce the characters of *Kids' Safari 4*
- to identify and become familiar with the setting of *Kids' Safari 4*
- to review the structures and vocabulary from the previous levels of *Kids' Safari*

New Language

savannah

Materials

- Student Book pages 2 and 3
- Workbook page 2 and Savannah Fact Sheet
- Savannah pictures

Procedure

- Tell the students that they are about to begin a new safari adventure. Invite them to look at pages 2 and 3 and ask them where they think they will go. (the savannah) Elicit the settings of the previous books in the series. (Book 1 – Garden and forest; Book 2 – Sea; Book 3 – Rainforest.)

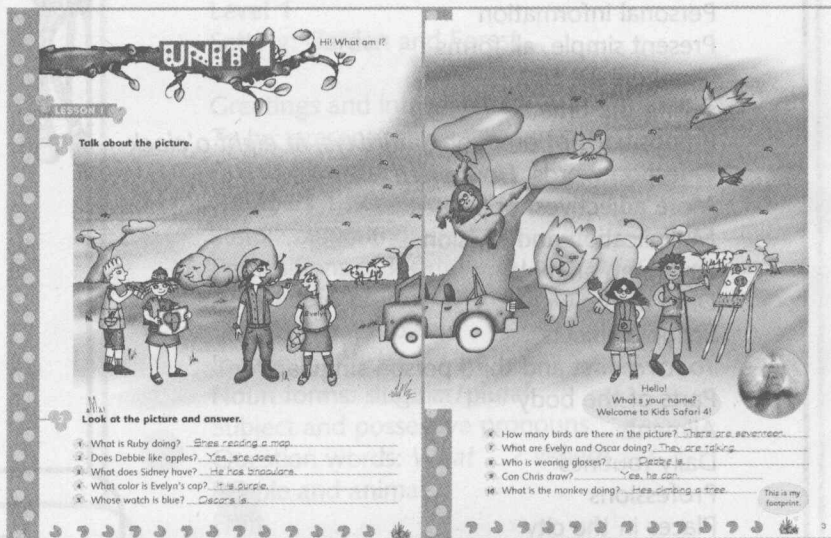
- Put the following chart on the board.

Animals	Plants	Other Information

- Instruct the students to look at the fact sheet on page 58 and fill in the chart. Show other pictures of the savannah and help them identify what they see. Encourage the student to label the animals and plants in the illustration.
- For Exercise 1, play *What do you see?*. S1 says: *I see a zebra.*, and S2: *I see a zebra and an elephant.*, and so on. Then ask volunteers to make other comments about the picture. You can ask questions like: *Where are they? What are the*

children doing? What are they wearing?, etc.

- To become more familiar with this level, tell the students to skim though the first three units to find the icons with the name of each section: Word Tracks, Play Kingdom, Serenade, Tall Tales, Savannah Show, The Spelling Trail, Safari Workshop. Help them identify what they see in each icon.
- Elicit the question words that the students know and write them on the board: *Who, What, When, Where, Whose, How many*. Ask: *What questions can you ask to find out someone's name?* (Who is he/she? What is his/her name?) Have the students ask each other the questions about the characters to identify their names. Invite the students to do Exercise 2 in pairs. Then work with them to make a list of as many questions as possible on the board. Finally, have them write and answer the other questions in their notebooks.



LESSON 2

Objectives

- to present themselves
- to review the structures and vocabulary from *Kids' Safari 4*
- to pretend to be reporters
- to make a flow chart

New Language

reporters, explorers

Materials

- Student Book pages 4 and 5
- Workbook page 3
- Drawing paper, crayons or markers

Procedure

- Explain that the characters are pretending to be reporters and are interviewing the *Kids' Safari* students. Explain that reporters are people who work for newspapers, magazines, TV, or radio and find and tell about the news. Have them identify the characters they see on the page.
- Invite the students to write the answers for Exercise 1 in their books. Then tell them they also will pretend to be reporters and will interview each other. Remind them of the question words they reviewed in Lesson 1 and have them work in pairs to write additional questions. Have them ask their partners the questions in Exercise 1 as well as the other questions they prepared. Then choose students to present their interviews or tell about the student they have interviewed.
- Have the students follow the instructions in Exercise 2 to make their own explorer hats.
- Elicit all the topics the students can remember from *Kids' Safari 3* and write them in columns on the board: *Months, Verbs, Places, Toys, Places, Stationery, Prepositions, Clothes and Accessories*, etc. Assign pairs to work together to write as many words for each category as they can remember in a specific amount of time, between five to ten minutes. Then have them do Exercises 3 and 4.
- Finally, hand out drawing paper for them to fill in the following chart with words and pictures. Encourage them to present their charts to the class.

What I Know in English	My Birthday	My Favorite Clothing
My Neighborhood	My School	My Family
What I Like	What I Don't Like	My Toys

LESSON 2

Answer the questions about yourself. Answers will vary.

- What's your name?
- How old are you?
- Can you count from 1 to 20 in English?
- What food do you like?
- What's your favorite color?
- When's your birthday?
- What do you want for your birthday?
- What are your favorite animals?
- Can you say the alphabet in English?
- Is there a park near your house?
- What do you have in your school bag?
- Do you like pizza?

Make an explorer hat and greet your classmates.

You need: piece of paper

- Fold the paper in half.
- Fold the two folded corners to the middle.
- Fold the bottom flaps in half, then up again.

Hello, I'm Elly.

Circle the word that doesn't belong. Write the correct category from the box on the line.

have months books question words prepositions
school supplies verbs places toys family verbs

glue stick	pencil sharpener	notebook	uler	school supplies
standing	bed	drinking	sleeping	verbs
under	on	behind	flag	prepositions
museum	park	badge	library	places
ball	robot	kite	door	toys
glasses	father	sister	brother	family
September	summer	November	December	months
scarf	raincoat	stapler	skirt	clothes
green	purple	yellow	tail	colors
what	where	whistle	when	question words

I don't like lions.

LESSON 3

Objectives

- to read and act out a story
- to play a game with the story
- to talk about feelings
- to practice saying phone numbers

New Language

happy, sad

LESSON 2

TALL TALES

Listen and read.

The comic strip consists of several panels showing Lenny's day at school. He starts happy, but after lunch, he feels lonely because no one wants to play with him. He tries to join in but is rejected. Finally, he goes home sad, but his friends come to visit him, making him happy again.

Lenny doesn't have a friend.
He wants a friend.

Some children are playing. Some children are dancing.
Some children are jumping. Some children are talking. All the children are having fun.

Whose ball is this? Sure. Can we play with it?

It's mine. Look! Lenny's playing with the other children.

Come and play with us today. Now he's happy. He isn't sad. He has friends.

Match the questions to the answers.

- ① What's Lenny wearing?
- ② Is Lenny playing with a red ball?
- ③ What are some children doing?
- ④ Are the children singing?
- ⑤ Is Lenny sad at the end?

- a) No, he isn't.
- b) They're dancing.
- c) No, they aren't.
- d) He's wearing gray pants.
- e) Yes, he is.

Ask and answer questions.

What's your telephone number?
It's 261-13-69.

What's your address?
It's 29 Green Street.

Fill in with the information about five friends.

Name	Telephone number	Address
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Answers will vary.

Name	Telephone number	Address
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

I have black and white stripes.

Act out.

Materials

- Student Book pages 6 and 7
- Workbook page 4

Procedure

- Tell the students they will read a story about a boy named Lenny and his first day of school. On the board, draw a happy and sad face. Ask the students what feelings the drawings illustrate and label each one. Elicit other feelings they know. Have them talk about how they feel at that moment.
- Review the negative of the verb *to be* and *to have*. Write *He's happy. He isn't happy. He's sad. He isn't sad.* on the board. Ask the students to share other adjectives they know that describe people and their feelings. Then write the positive and negative sentences on the board following the example. Try to write true sentences on the board about the students. Ask questions like: *Who has a dog?* and *Who doesn't have a dog?* Then write positive and negative sentences with *to have* according to the students' possessions. You may also want to review the present continuous tense by telling students to do the actions in the story – *dance, play, jump, talk* – and then asking what they're doing.



Play the audio for Exercise 1. Then read the story while checking for comprehension by making a false statement for each frame. Have the students correct you. For example: *It's Lenny's second day of school.* Students: *No, you made a mistake. It's Lenny's first day of school.*

- Divide the class into small groups to do Exercise 2 and act out the story.
- Instruct the students to do Exercise 3 by themselves.
- Ask: *What do you need to know to call and visit your friends?* (their addresses and phone numbers) Model the dialogue in Exercise 4. You may want to have students repeat phone numbers after you, separating each number, before practicing the dialogue in pairs. For Exercise 5, allow the students to walk around the room to gather the necessary information.

LESSON 4

Objectives

- to review new language and structures from the previous levels of *Kids' Safari*
- to play a game
- to learn and act out a song
- to talk about friends



LESSON 4

PLAY KINGDOM

Make questions and sentences.

1. Play with a partner.
2. Take turns making questions or sentences.
3. You get a point for every correct question or sentence.
4. The winner is the person with the most points.

SERENADE

Listen and read. Then sing.

Two children are walking down the street. This is what happens when they meet.

"I want a friend," thinks the first one.
 "I want a friend," thinks the other.
 "Hello!" says the first one.
 "Hello!" says the other.
 "It's nice to meet you," says the first one.
 "It's nice to meet you," says the other.
 "Goodbye," says the first one.
 "Goodbye," says the other.

Then the first one says,
 "Hey, stop! Don't go. Will you be my friend?
 I like you."
 Then the other one says,
 "Hey, guess what? I want to be your friend.
 I like you, too."

Two children are walking down the street. This is what happened when they did meet.

Make friendship bands. Exchange them with your friends.

You need: strip of paper, pencil, crayons, glue stick

1. Draw on the strip. 2. Color. 3. Glue. 4. Use.

Hello! I'm a zebra

Materials

- Student Book pages 8 and 9
- Workbook page 5

Procedure

- Point out the name of the section – Play Kingdom – and its icon. Tell the students they will continue to review what they have learned by playing a game. Choose a student to read the instructions for the game. Then have two other students show how to play. Assign pairs to play together. Have them do Exercise 1.
- Explain that the song section in *Kids' Safari 4* is called *Serenade*. Have the students look at the picture. Ask them what the two children are doing. (They're talking. They're meeting each other.) Show the meaning of *thinks* by putting your pointer finger to your head. Say: *I'm glad to meet you.* and shake the hands of different students as if you didn't know them.

Play the audio for Exercise 2. Follow the procedure in the Introduction to present the song. Assign groups of three to work together to write

out the dialogue for the song. One student will be the narrator, saying the text that isn't in quotation marks. Each of the other two plays the part of one of the children in the song. Choose groups to act out their dialogues.

- Before doing Exercise 3, ask students to talk about their own friends. Write the following questions on the board to guide them: *What's your friend's name? How old is he/she? Where does he/she live? When is his/her birthday? What can he/she do? What does he/she like?* They can also draw and show pictures of them.
- Finally, instruct the students to follow the directions to make the friendship bands in Exercise 3.
- The students will cut out the picture of the zebra on page 77 and paste it in the box.

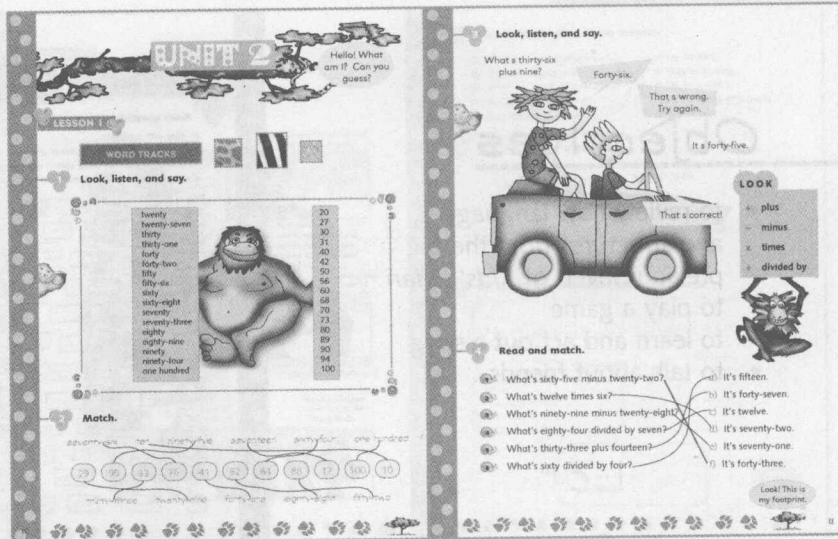
LESSON 1

Objectives

- to learn the numbers from twenty to one hundred
- to practice addition, subtraction, multiplication, and division

New Language

numbers from 20 to 100,
plus, minus, times, divided by



Materials

- Student Book pages 10 and 11
- Workbook page 6
- Index cards, markers or crayons, teacher-made operations flashcards with the math signs

Procedure

- Tell the students that in this lesson they will learn the numbers from twenty to one hundred and will practice math in English. Hand out index cards for the students to make number cards for the numbers in Exercise 1. Instruct them to write the number word on one side and the number on the other.

Play the audio for Exercise 1. Have them hold up the correct card as they listen to the audio. Next, do a chain drill where the students have to say all the numbers from twenty to one hundred. You can provide additional practice by doing the same drill saying the numbers backwards, starting from one hundred.

- Divide the class into two teams. Say a number from twenty to one hundred. A member from each team goes to the board to write the number. If he or she writes it correctly, a point is awarded to the team. Repeat different numbers until every one has had a chance to write a number. You can

also give capable students the opportunity to say the numbers. Then invite the students to do Exercise 2.

- Before doing Exercise 3, instruct the students to their attention to direct the LOOK box on page 11. Display the operations flashcards as you say the words. Be sure the students understand the meaning of each sign by putting two math examples with each operation on the board.

$$\begin{array}{llll} 29 + 46 = & 98 - 39 = & 34 \times 2 = & 88 \div 4 = \\ 28 + 63 = & 74 - 56 = & 19 \times 4 = & 96 \div 12 = \end{array}$$

Play the audio for Exercise 3.

- Give additional math examples orally that have the answers they have on their number cards. Assign pairs to work together. Each partner writes two math examples for each operation. The pairs take turns saying their examples out loud for the partner to do the math. Finally, tell the students to do Exercise 4. Have them check their answers with their partners.

LESSON 2

Objectives

- to learn a rhyme about the clock
- to learn to ask and answer about the time
- to practice counting by fifteens
- to learn vocabulary related to time

New Language

clock, watch, big hand, little hand
What time is it?
It's six o'clock/seven fifteen/
eight thirty/eleven forty-five.

LESSON 2

Look, listen, and say.

It's 3:30.

It's six o'clock.

What time is it?

It's two fifteen.

It's eight forty-five.

It's four o'clock.

Circle Yes or No.

1. It's eight fifteen. Yes No

2. It's ten thirty. Yes No

3. It's one forty-five. Yes No

4. It's four o'clock. Yes No

Draw the hands on the clock.

1. It's four fifteen.

2. It's twelve thirty.

3. It's seven fifteen.

4. It's six forty-five.

5. It's nine thirty.

6. It's eleven o'clock.

Look and complete the questions and answers.

1. What time is it? It's five o'clock.

2. What time is it? It's eight fifteen.

3. What time is it? It's three fifteen.

4. What time is it? It's seven o'clock.

5. What time is it? It's seven forty-five.

I'm yellow and I have black spots.

Materials

- Student Book pages 12 and 13
- Workbook page 7
- Pictures of different clocks and watches, chart paper, teacher-made cardboard clock

Procedure

- Tell the students they will learn about clocks and watches, and telling time in this lesson. Demonstrate the difference between the words *clock* and *watch* by pointing to a clock in the classroom and your own watch. Show pictures of different kinds of clocks. Elicit the sound the clock makes in English. (Tick tock, tick tock) You may want to mention the sound of the clock in the students' native language. Write the following rhyme on the board or on chart paper.
*Tick tock, tick tock,
Chimes the clock.
It's time for work,
It's time for play.
Tick tock, tick tock,
Chimes the clock,
All through the day.*
- On your teacher-made clock, show the big hand and the little hand. First, model times on the hour by showing how the little hand tells the hour and the big hand the minute. On the board, write:

What time is it? Show different times on the hour and say what they are. As you move the big hand the appropriate number of minutes, model counting by fifteens to sixty. (fifteen, thirty, forty-five, sixty) Then show and model different times on the quarter hour like: *It's five fifteen/ thirty/forty-five.*



Play the audio for Exercise 1. Have a student show the times in the exercise on the clock.

- Instruct the students to do Exercise 2. When they finish, have volunteers show the times on the clock.
- Have the students do Exercise 3 in pairs. Draw clocks on the board and have volunteers draw the hands on them.
- Finally, instruct the class to do Exercise 4 by themselves.

LESSON 3

Objectives

- to read and act out a story
- to review telling time
- to practice counting from zero to sixty by fives
- to learn new verbs

New Language

late, start, finish, open, close, arrive, leave

LESSON 3

TALL TALES

Listen and read.

What time is it? It's two twenty-five. Two twenty-five! Hurry! We're late! The store closes at three o'clock!

What time is it? It's three thirty-five. Three thirty-five! Hurry! We're late! The bus leaves at four ten!

What time is it? It's four thirty. Four thirty! Hurry! We're late! The party starts at five o'clock!

That was a great party. Thank you very much. Goodbye!

Bye!

Act out.

Read and write the correct number on the line.

open, arrive, finish, leave, start, close

Talk about the pictures.

The restaurant closes at eleven o'clock. The bus arrives at eleven fifteen. I can run very fast - 120 kilometers an hour!

Materials

- Student Book pages 14 and 15
- Workbook page 8
- Teacher-made clock, movie schedule from newspaper, teacher-made cue cards

Procedure

- Review telling time with the teacher-made clock from Lesson 2. Model counting by fives to sixty (five, ten, fifteen, twenty, twenty-five, thirty, thirty-five, etc.) or say a series of numbers by fives, leaving out one. Put different times on the clock and write a question mark on the board. Point to one student to ask: *What time is it?* and to another one to answer.
- Take out a movie schedule from a local newspaper and look at the times the movies start. Write the name of a movie and the time it starts on the board. On the clock, put a time after the movie has started and say: *Oh, no! It's (six o' clock). The movie starts at five forty-five. We're late.* Repeat with other examples until you're sure the students understand the meaning of *We're late*.

the story have? (They're late.) Play the audio for Exercise 1. Have a capable student put the correct times on the clock as the class listens to the story.

- Make cue cards like the ones in the chart below for the students to retell the story.

time = 2:25	time = 3:35	time = 4:30
2:25 / late / store / 3:00	3:35 / late / bus / 4:10	4:30 / late / party / 5:00

- Divide the class into small groups for Exercise 2. Encourage them to substitute other times and places for the ones in the story.
- Tell the students to do Exercise 3 individually. Assign pairs to work together. First they check their answers to Exercise 3. Then they take turns talking about the items in Exercise 4. Point out the speech bubbles at the end of the exercise as a model for them to follow.

Elicit what the section title *Tale Tales* introduces. (a story) Invite the students to look at the story in Exercise 1. Ask: *What is the problem the boys in*

LESSON 4

Objectives

- to review new language and structures
- to talk about places in the neighborhood and favorite TV programs
- to do a spelling dictation
- to learn a song

LESSON 4

SAVANNAH SHOW

Listen and read.

Excuse me. What time does the library open?

It opens at nine o'clock.

Thanks.

Listen and fill in the times.

Musica opens: 12:00	Tram leaves: 2:15	Musica starts: 7:30
doors: 5:30	arrives: 4:45	finishes: 9:15

THE SPELLING TRAIL

Listen and write.

1. time	2. party
3. thirty	4. finishes
5. store	6. eighty
7. close	8. o'clock
9. sixty	10. one hundred

GEREMADE

Listen and read. Then sing.

I have twenty-five dollars in my pocket today.
The toy store opens at ten.
I have twenty-five dollars in my pocket today.
Twenty-five dollars to spend.
I want a ball.
I want a place.
I want a doll.
I want a train.

I have twenty-five dollars in my pocket today.
The supermarket opens at ten.
I have twenty-five dollars in my pocket today.
Twenty-five dollars to spend.
I want milk.
I want tomatoes.
I want soap.
I want potatoes.

I have twenty-five dollars in my pocket today.
The restaurant opens at ten.
I have twenty-five dollars in my pocket today.
Twenty-five dollars to spend.
I want a hot dog.
I want some fries.
I want a drink.
I want some pie.

I have twenty-five dollars in my pocket today.
The shopping mall opens at ten.
I have twenty-five dollars in my pocket today.
Twenty-five dollars to spend.
I want a CD.
I want a hat.
I want a T-shirt.
I want a ball.

Hi! I'm a leopard



Materials

- Student Book pages 16 and 17
- Workbook page 9
- Train, bus, or plane schedules; TV or movie schedules; (neighborhood flashcards, if available), play money

Procedure

- Tell the students that in this lesson they will review what they learned in the unit. Ask: *What places do you go to in your neighborhood?* Write the responses on the board. If the students need help, show pictures of different places in the neighborhood, if available. Elicit the names of the places, and write them on the board.

Play the audio for Exercise 1. Have the students tell you the place mentioned. (the library)

- Assign pairs to work together to create similar dialogues about the places they go to in their neighborhoods. Encourage them to look at the schedules you've brought in for additional material. For the transportation schedule, they can ask questions about when the train/bus/plane arrives or leaves a certain place. Invite pairs to present their mini-dialogues.

Play the audio for Exercise 2 and have the students fill in the times.

Before doing Exercise 3, tell the students to make a list of all the new words they can remember from the unit. Give them five minutes to do so. Then play the audio for Exercise 3 for them to do the spelling dictation.

- Before playing the audio for the song, show the meaning of *pocket* by showing yours or someone else's pocket. For *spend*, write the meaning on the board – *to use money to buy things*.

Give each student twenty-five dollars of play money to spend. Put the prices of the items in Exercise 4 on the board. Ask them what they want. Play the audio for Exercise 4. Follow the procedure in the Introduction to present the song.

- The students will cut out the picture of the leopard on page 77 and paste it in the box.

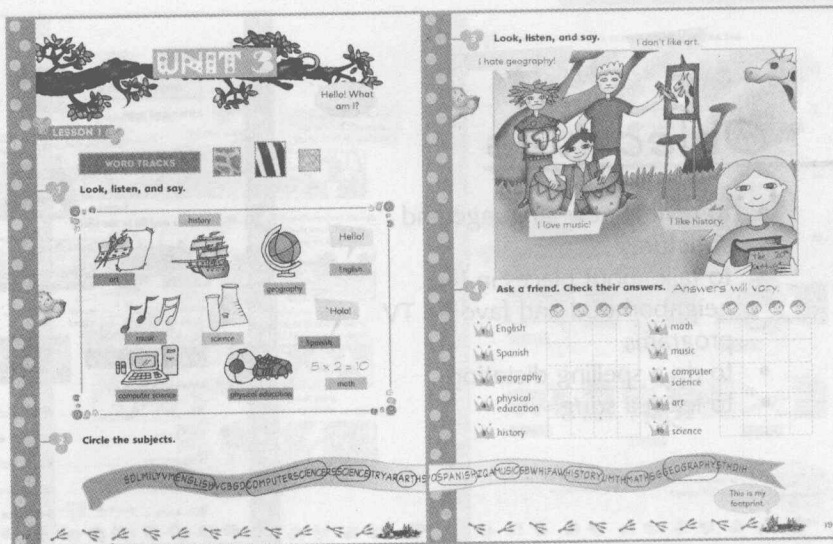
LESSON 1

Objectives

- to learn school subjects
- to talk about one's feelings about the subjects
- to interview a friend about his/her feeling towards the subjects

New Language

art, music, computer science, history, science, physical education, geography, English, Spanish, math, hate, love



Materials

- Student Book pages 18 and 19
- Workbook page 10
- School subject flashcards

Procedure

- Begin the unit by asking the students what class they are in or what subject they're learning now. (English) Elicit the names of other subjects they know and write them on the board.

Play the audio for Exercise 1. Display the flashcards. Have students find the flashcards of the subjects missing from the list on the board and add the words to the list. Invite a volunteer to act out an activity related to one of the subjects. The other students have to guess what the activity is and find the indicated subject flashcard. The student who identifies it correctly then has a chance to act out another activity. The game continues until an activity for each subject has been presented.

- Invite the students to find the subjects in Exercise 2. Then instruct them to make their own wordsearch chains to exchange with a partner.

Identify the characters in Exercise 3. (Ruby, Oscar, Sidney, Evelyn) Play the audio. Ask: *Who hates/loves/doesn't like/likes geography/music/art/history?* Divide the class into groups of four, first to practice the dialogue, then to create a new one based on their own likes and dislikes. Have the groups present the new ones to the class.

- For Exercise 4, elicit the questions they can ask: *How do you feel about (subject)? Do you like/hate/love (subject)? What subjects do you like/not like/hate/love?* Have the students do Exercise 4 and report their results to the class.