



原版

麦格劳-希尔少儿英语6

教师用书

Kids' Safari

Teacher's Guide

6



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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

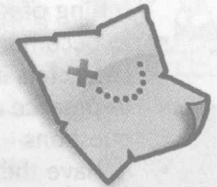
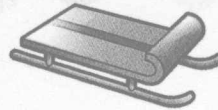
Places in the neighborhood



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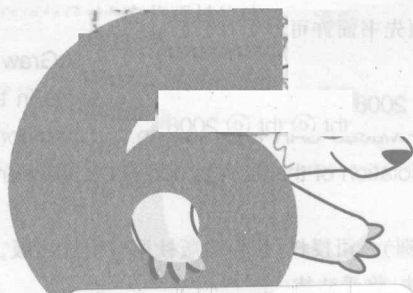
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- Student Book
- Workbook
- Teacher's Guide
- Audio program

Kids' Safari

Teacher's Guide



Lenore Cohen

Objectives

- to become familiar with the setting of *Kids' Safari 6*
- to become familiar with the characters in *Kids' Safari 6*
- to practice asking and answering questions
- to have the students introduce themselves

New Language

North/South Pole, Antarctica

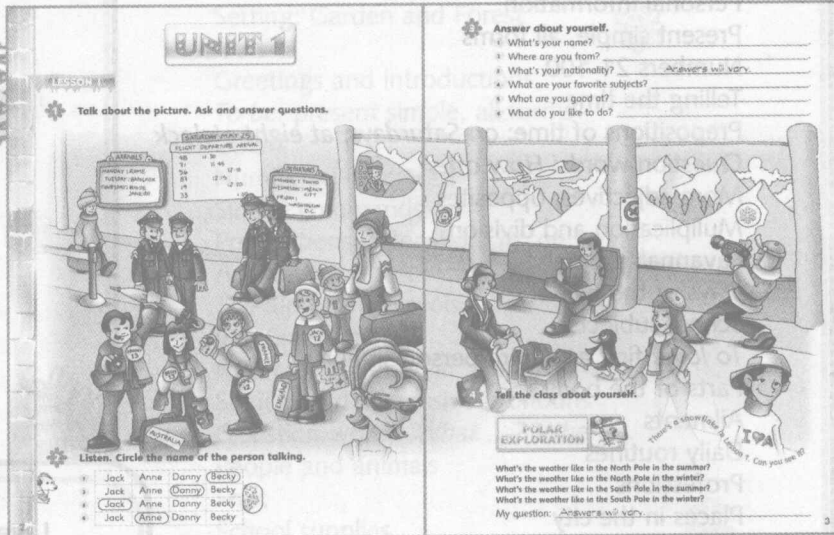
Procedure

- For Exercise 1, invite the students to look at the scene pictured on pages 2 and 3. Write the following questions on the board: *Where are the people? What do you think the setting of Kids' Safari 6 is? Who do you think the characters in the book are?* Elicit the answers.
- Tell the students they will embark on a new adventure with this book to the North and South Poles. Have the class find the Poles on the map or globe and talk about their location. Talk about the countries that are near the Poles. For example, Iceland, Russia, and Canada are close to the North Pole. Chile and Argentina are close to the South Pole. Have the students talk about what they know about these places.
- Direct the students' attention to the questions on the board. Ask them for additional question

words. Assign pairs to work together to first make a list of questions about the picture. After about ten minutes, ask for the questions and make a list on the board. Then have them work with a different partner to ask each other the questions. Invite volunteers to report their answers to the class.

Play the audio for Exercise 2. Have the students identify the characters in the picture and talk about each one. Instruct them to find the countries the characters are from on the map and talk about their nationalities.

- Tell the students to do Exercise 3 by themselves. Finally, have the students put their chairs in a circle and introduce themselves.



Materials

- Student Book pages 2 and 3
- Workbook page 2
- World map or globe

LESSON 2

Objectives

- to review places in a city or town
- to ask for and give directions
- to talk about the places in their own towns or cities

New Language

factory, post office, airport, taxi stand, bus stop, in front of, next to
 How do you get to _____?
 Go straight ahead.
 Turn right/left.

Procedure

- Tell the students that they will get to know the town that the characters are visiting. Invite the students to look at the map on page 4 to find the name of the town. Display the flashcards for the new places. Give clues like: *It's the place where you can take an airplane.* (airport) Have students find the correct card. You can also have capable students give the clues.
- As you play the audio for Exercise 1, instruct the students to point to the places on the map. Then instruct them to do Exercise 1.
- Show the meanings of *next to* and *in front of* by pointing to places on the map and giving examples. Then ask questions like *What's next to the bank?* to be sure the students understand. Divide the class into pairs to do Exercise 2.

Look, listen, and say.
Label the places on the map with the words from the box.

hospital bank museum gas station airport post office
 hotel taxi stand factory supermarket park bus stop

Talk about the places in Rawmarsh.

The airport is on Yellow Street.
 There are two supermarkets in Rawmarsh.
 There's a hospital in Rawmarsh.
 The taxi stand is next to the airport.

Look, listen, and say.

Where's the ice-cream?
 How do you get to the factory?

Go straight ahead. When you get to Yellow Street, turn left. The ice-cream is in front of the airport.
 Go straight ahead. When you get to Yellow Street, turn right. The factory is next to the bank.

Ask for and give directions.

How do you get to the supermarket?
 Go straight ahead.
 Turn right on Green Street.

POLAR EXPLORATION

Where are the Poles?
 Why is the weather very cold in the Poles?
 My question: *Does it snow every day?*

Read a snowflake in Lesson 2.

Materials

- Student Book pages 4 and 5
- Workbook page 3
- Place flashcards, poster paper, pencil crayons or markers

Play the audio for Exercise 3 as the students follow along on their maps with their fingers. Then make the classroom into a map like the one on page 4. Make cardboard signs for the street names. Pass out the flashcards to put on certain desks. Ask questions to the class about how to get to the places on the classroom map. Choose students to answer and follow the route.

- Assign pairs to work together for Exercise 4.
- Finally, divide the class into small groups to make poster paper maps of sections of their neighborhoods. After each group presents their map, display them in the classroom.

Objectives

- to read a text about Alaska
- to do a reading comprehension exercise
- to develop a personal vocabulary strategy

New Language

valley, glacier

Materials

- Student Book pages 6 and 7
- Workbook page 4
- Valley and glacier flashcards, pictures of Alaska, world map or globe, dictionaries, travel magazines and brochures

Procedure



- Tell the students they will read about Alaska in this lesson. Ask them what they know about Alaska and what Alaska has to do with the Poles. Have them find Alaska on the map or globe.
 - For Exercise 1, show the pictures of the new words. Elicit definitions of the words. Then have the students look up the words in the dictionary and write them in their personal dictionaries.
- Play the audio for Exercise 2. Ask what the students think the purpose of the reading is. You can point out that the reading is part of a tourist brochure for Alaska. Have the students do Exercise 3. Encourage the students to circle the new words, try to guess their meaning by the context, and then look them up in the dictionary.
- Divide the class into four or five groups. Assign one part of the reading to each group. Instruct

each group to practice their part, first reading the section to each other in pairs, and then chorally. Direct them to read their parts slowly, clearly, and with expression. Then have a choral reading of the entire text.

- Invite the students to do Exercise 4 individually.
- Have the students work in the same groups as the choral reading to do Exercise 5. Explain that they will create a text similar to the one in Exercise 2. They can cut out pictures from the magazines or travel brochures. Finally, for Exercise 6, they present their brochures to the class.
- You may want to have your students do additional research about different states in the US or about the Midnight Sun.

LESSON 3 **GLACIER ACCOUNT**

Look at the pictures and the new words.

Listen and read.

Alaska is a state of the United States. To the Alut people, Alaska was Alyeska. Alyeska means great land. Alaska is a great land!

In Alaska you can see some of the world's most beautiful places. There are tall mountains and big glaciers. There are beautiful valleys and incredible views. There are interesting animals, too.

In Alaska the weather is cold and windy. People wear warm clothes and comfortable boots. From May to August there is constant daylight in Alaska. This is known as the Midnight Sun.

In Alaska you can do many things.

- go camping
- go skiing
- walk in the woods
- hike a trail
- stay in a lodge
- fish on deep steel rivers
- go rafting
- see totem poles
- buy local crafts

Alaska is for the adventurous. Alaska is for people who love nature. Alaska is for YOU!

Find the phrases in the text. Underline them.





walk in the woods take a boat trip see totem poles

Answer the questions.

- What does Alaska mean? It means great land.
- Is Alaska a state of the United States? Yes, it is.
- What are three things you can do in Alaska? Answers will vary.
- What is there in Alaska? Answers will vary.
- What is the weather like in Alaska? It is cold and windy.
- What do people wear in Alaska? They wear warm clothes and comfortable boots.

Design a tourist brochure for one of the following places.

Russia / Canada / Alaska / Iceland / Denmark

Talk about your tourist brochures in class.

POLAR EXPLORATION

Who was the first person to reach the North Pole?
My question: Answers will vary.

LESSON 4

Objectives

- to review new language and structures
- to play a game
- to write a round-robin story
- to review information about the Poles
- to do a spelling dictation
- to learn a song

New Language

igloo

Materials

- Student Book pages 8 and 9
- Workbook page 5
- Classical music, index cards, markers, Poles Fact Sheet, resource materials

Procedure

- Write *Homes* inside a circle on the board. Talk about the different types of homes people live in in different places. You can concentrate on the homes people live in for the different settings of *Kids' Safari*. Direct the students' attention to the igloo in Exercise 1. Encourage the students to find out more about igloos and other types of homes and make displays about them.
- Invite the students to do Exercise 1. This is a good opportunity to talk about techniques for remembering that can also serve as study tips.
- Tell the students they will write a class story related to the picture in Exercise 1. Arrange the chairs in the classroom in a circle. As you play classical music, each student will begin to write a story on a sheet of paper. After about three minutes, stop the music and instruct the students to pass their story on to the next classmate.



Repeat this about six or seven times. Advise the students when they are passing the story on for the last time so they know they have to finish it.

- For Exercise 3, divide the class into groups of four to five students. Give clues about the new words in the unit. For example, you can say the definition of the word and the letter it begins with. Each group assigns a note taker to write the word on an index card. The first group to hold up the word spelled correctly gets a point. The first group to get seven points is the winner.


Play the audio for Exercise 2. Have volunteers write the words on the board from spelling dictation for the other students to check their work.

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

ESKIMO **POLAR GAMES**

Play a memory game.

1 Look at the picture for one minute.



2 Cover the picture and answer the questions:

- Is there a table in the igloo? *No, there isn't.*
- How many cameras are there? *There are two cameras.*
- Are there any bowls in the igloo? *Yes, there is.*
- How many socks are there? *There are four socks.*
- How many whistles are there in the igloo? *There are whistles.*

3 Close your book. Make a list of everything you can remember in the igloo.

Listen and write.

• about	• right
• museum	• bus stop
• post office	• turn
• factory	• straight
• left	
• tow stand	

Listen and read. Then chant.

THE SPELLING AVALANCHE

Yesterday I was at the airport.
There were planes in the sky.
But oh my,
It was very, very cold.

THE ICE ORCHESTRA

Yesterday I was at the ocean.
There were polar bears,
Everywhere,
And it was very, very cold.


(Chorus)
I had to stay.

Yesterday I was at the park.
In the North Pole.
There was snow and ice.
And it was very nice.
But it was very, very cold.

(Chorus) Tell us about the Pole!

Write your own verses with the words from the box.

restaurant shopping mall supermarket



LESSON 1

Objectives

- to review the positive and negative present simple tense
- to play a mime game
- to play a guessing game


UNIT 2

LESSON 1

Look, listen, and say. Label the pictures with the words from the box.

THE WORD CIRCLE

sleeping eating talking drawing taking a picture
 playing a game drinking reading cooking
 playing the guitar listening to music writing




Talk about the picture.

She's sleeping. He isn't drinking water.

Ask and answer questions.

Is she taking a picture? Yes, she is. Are they listening to music? No, they aren't.

Work with a partner. Take turns thinking of one of the actions. Guess whose action it is.



Are you flying a plane? No, I'm not. Yes, I am.

Are you letter? Yes, I am.

POLAR EXPLORATION

Where do snowy owls live? What do snowy owls eat? My question: ... Answer: ...

Materials

- Student Book pages 10 and 11
- Workbook page 6
- Teacher-made verb cards

Procedure

- Tell the students that they will be reviewing verbs in this lesson. Elicit the meaning of *verb*. Direct their attention to the words in the box in Exercise 1. Ask what is missing to make the verbs complete. Have them tell you the correct form of *to be* for each person and choose a student to write them on the board.

Play the audio for Exercise 1 and instruct the students to label the pictures. Pass out pieces of paper with one of the gerunds from the box to individuals and pairs of students. Call on the students to act out the verbs as the others try to guess the actions.

- Put the following chart on the board for the students to complete:

Sentence	Negative	Question	Short Answer
I'm eating.	I'm not eating.	Am I eating?	Yes, I am. No, I'm not.
You're listening to music.			
He's sleeping.			
She's taking a picture.			
We're cooking.			
They're playing a game.			
_____ talking.			
_____ drawing.			
_____ reading.			

- Assign pairs to work together to do Exercises 2 and 3.
- For Exercise 4, have the students change partners. When they finish playing the game, give the class five minutes to make a list of all the gerund forms they can with the same partner. The pair with the longest list of correct words is the winner.

LESSON 2

Objectives

- to learn new professions
- to review professions
- to compare the present simple and present progressive tenses

New Language

movie star, bus driver, writer, waiter, musician, photographer

Materials

- Student Book pages 12 and 13
- Workbook page 7
- Profession flashcards, drawing paper, pencil crayons or markers

Procedure

Write *Jobs/Professions* on the board. First elicit the jobs that the students know and write them on the board. Play the audio for Exercise 1. Then show the flashcards one by one for the students to say each new profession. List the new professions on the board as well.

- Instruct the students to do Exercise 2. Then ask the students about the jobs their parents do. Have them tell you what the job entails. Help them form a sentence with the answer and invite students to write them on the board. Ask what the students think their mother or father is doing now and write the sentence on the board. Point out the two different tenses that the sentences are in. Elicit the rule for using each one. (When we talk about everyday activities, we use the present simple tense. When we talk about what someone is doing at a particular moment, we use the present progressive tense.)

Play the audio for Exercise 3. Instruct the students to underline the sentences in the present simple tense and circle the sentences in the present progressive tense.

Play the audio for Exercise 4 for the students to identify the correct picture.

- Have the students work in pairs to do Exercise 5. Assign them Exercise 6 to do in pairs as well.
- Have the partners choose one of the people in the lesson to write sentences about like the ones in the speech bubbles from Exercise 3. Invite them to present the mini-dialogues to the class. Finally, have them divide the drawing paper into four boxes to write similar sentences and draw pictures of people they know.

LESSON 2

Look, listen, and say.

THE WORD CIRCLE

Complete with the words from Exercise 1.

1 A photographer takes pictures. 1 A writer writes books.
 2 A bus driver drives a bus. 2 A movie star acts in movies.

Look, listen, and say.

I'm a movie star. I act in movies.
 I'm not acting now. I'm buying a scarf.

I'm a musician. I play the piano.
 I'm not playing the piano now.
 I'm drinking a cup of coffee.

Listen and write the letter on the line.

1 bus driver _____ a
 2 waiter _____ b
 3 writer _____ d
 4 photographer _____ c

Ask and answer questions.

What's he doing now?
 He's buying a scarf. What does he do?
 He works in a restaurant.

Write about Brad and Lucy.

(Answers may vary.)

Brad is a pilot.
 He flies planes.
 Now he's making pizza.

Lucy is a doctor.
 She works in a hospital.
 Now she's swimming.

POLAR EXPLORATION

How many days do snowy owls live in the Arctic?
 Where do snowy owls build their nests?
 My question: _____ Answers will vary.

LESSON 3

Objectives

- to read about whales
- to continue contrasting the present simple and present progressive tenses
- to do a reading comprehension activity
- to learn about animals in danger of extinction

New Language

seal, oil, skin, whale, ferocious, fin, communicate, kill(er), extinction, species, dying

Materials

- Student Book pages 14 and 15
- Workbook page 8
- Vocabulary flashcards, pictures of whales (if available), dictionaries, resource materials, poster paper, markers

Procedure

- For Exercise 1, show the new vocabulary flashcards and have the students identify the pictures. Talk about where you can find seals, what we use oil for, and the purpose of our skin. Suggest that the students look up the new words in the dictionary and write them in their personal dictionaries. Ask what they think the reading in Exercise 2 is about and/or what they know about whales.

Have the students skim through the text in Exercise 2 to find the sentences in present progressive tense as well as those in the present simple tense. Then play the audio.

- As they listen, the students underline the new words. Write a list of these new words on the board. Tell them they will guess what part of speech each new word is. You may want to review the parts of speech (noun, verb, adjective,




etc.) along with the function of each. Explain that knowing the part of speech can help them to figure out the meaning of a word. Have them also guess the meaning of the word, then look up the words in the dictionary.

- Divide the class into four groups and assign a paragraph to each group for them to read aloud together. Make sure they understand the phrase "in danger of extinction."
- Instruct the students to do Exercise 3. Have them find the answers to the questions they don't know in the resource books.
- Make a list of animals in danger of extinction. Have small groups work together to do Exercise 4. Assign an animal to each group.

LESSON 3

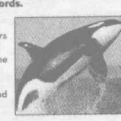
GLACIER ACCOUNT

Look at the pictures of the new words.






Listen and read. Underline the new words.

Look! This whale is jumping. It is a killer whale. Killer whales are the largest members of the dolphin family. They can swim very fast and they can jump very high. They're the most ferocious animals in the polar seas. They eat fish, seals, and other whales. They're black and white. They're very big and have a tall fin on their backs.



Listen! This whale is singing. It is a humpback whale. Humpback whales communicate with other whales and attract mates when they sing long and interesting songs.









This is a blue whale. It is swimming. Blue whales are the largest animals on Earth. They're thirty meters long and weigh 150,000 kilos or as much as 2,000 people! Blue whales eat plants and small animals.

People kill whales for their oil and their skins. Blue whales are in danger of extinction. About 5,000 are left in the world today. There are 1,070 species of animals in danger of dying. One species of animals dies every fifteen minutes.

Read the sentences and circle Yes, No, or I don't know.

- Blue whales eat seals and other whales. (Yes) No I don't know.
- Killer whales can swim fast. (Yes) No I don't know.
- Whales live mainly in the Antarctic. (Yes) (No) I don't know.
- Killer whales are gray. (Yes) No I don't know.
- Humpback whales are in danger of extinction. (Yes) (No) I don't know.
- A blue whale is as heavy as 2,000 people. (Yes) No I don't know.
- Killer whales swim in all oceans. (Yes) No I don't know.
- There are 1,070 species of animals in danger. (Yes) No I don't know.

Design posters to save the animals.

 giant panda	 California red-legged frog	 woolly spider monkey
 tiger	 Kemp's ridley sea turtle	 Javan rhinoceros

SAVE THE GIANT PANDA

POLAR EXPLORATION

Where's the snowy owl in Lesson 3?

How many eggs does a snowy owl lay in a year?
What do female snowy owls look like?
What do male snowy owls look like?
My question: *Are snowy owls very...*

LESSON 4

Objectives

- to review new language and structures
- to learn new adjectives
- to play a game
- to practice and create mini-dialogues
- to do a spelling dictation
- to learn a song

New Language

tired, thirsty, hungry, sick, resting, orchestra, snowy owls, cymbals, flutes, trumpets

Why are you + (verb in present progressive)?
Because I'm _____.

Procedure

- Show the feeling flashcards to present the new vocabulary to your students. You can also mime some actions to have them guess. If they guess, you can say for example: *Yes, I'm drinking water because I'm thirsty.* Invite the students to talk about how they're feeling and why. You can do it in the form of a chain drill. Encourage them to use gestures as well. Then have the students work in pairs to do Exercise 1.
- Play the audio for Exercise 2. Elicit the answers to the other questions in Exercise 2. Assign pairs to work together to practice the dialogue and create new ones. They can present them to the class.
- Talk about the new topics covered in the unit (professions, whales, feelings). Write them on the board. Divide the class into groups of two to three students to make a list of the new words under each topic.

LESSON 4

POLAR GAMES

Play a game with a partner. Take turns acting out one of the adjectives. Guess the adjective. Write the letter on the line.

a) sad b) cold c) tired d) thirsty e) happy f) hungry g) hot h) sick

Listen and read. Then ask and answer.

Why are you wearing a sweater? Why are you taking medicine?
Because I'm cold. Because I'm sick.

Why are you resting? Why are you eating a sandwich? Why are you laughing?
Because I'm tired. Why are you drinking soda? Why are you crying?

Listen and write.

THE SPELLING AVALANCHE

1. musician 7. hungry
2. writer 8. waiter
3. why 9. bus driver
4. because 10. tired
5. bus driver 11. photographer
6. movie star

Listen and read. Then sing.

THE ICE ORCHESTRA

Chorus:
They're playing in the Ice Orchestra,
Ice Orchestra,
Ice Orchestra.
They're playing in the Ice Orchestra,
They play their music all day.

The snowy owls are playing the cymbals.
And the piano, too.
The whales are playing the guitars.
They're playing for me and you.

(Chorus)
The seals are playing the flutes.
And the trumpets, too.
The polar bears are playing the violins.
They're playing for me and you.

Tell us about snowy owls!

(Chorus)
You're the best!

Get in groups. Write a song. Perform it for your classmates!

Materials

- Student Book pages 16 and 17
- Workbook page 9
- Teacher-made feeling flashcards, pictures of an orchestra and instruments (New Language), drawing paper, pencil crayons

- Play the audio for Exercise 3. Have volunteers write the words from the spelling dictation on the board for the other students to check their answers.
- For Exercise 4, show a picture of an orchestra and point out the instruments. Ask students about orchestras they've heard. Talk about where you can see orchestras where you live. Have the students skim through the song to identify the tense it is in. Instruct them to circle the names of the animals and underline the instrument names.
- Play the audio for Exercise 4. Follow the procedure in the Introduction to present the song.
- Hand out the drawing paper for the students to illustrate the animals in the song playing the instruments. Have them tell the class about their pictures.
- For Exercise 5, have the groups substitute other instruments and animals in the song.

Objectives

- to learn frequency adverbs with everyday activities
- to learn new verbs
- to review the days of the week, telling time, and times of the day
- to talk about routines

New Language

have breakfast/lunch/dinner, always, sometimes, never



- Student Book pages 18 and 19
- Workbook page 10
- Frequency adverbs flashcard, calendar, teacher-made clock

Procedure

- Tell the students they will find out more about two of the characters in this unit. Say that to talk about routines they have to be familiar with the days of the week, time, and one other element. Ask them what other kinds of words they have to know (try to elicit frequency adverbs). Show them the frequency adverbs flashcard.
- Review the days of the week by going around the room and having each student say the day of the week that goes next. Make sure they know the meaning of *weekend*. Ask questions with *When* that will have answers with *in the mornings/afternoons/evenings*. For example: *When do you go to school?*
- To review telling time, first review counting by fives to sixty. You can give a series of numbers and leave out one or say a number and point to a student to say which one comes next. Then talk

about your daily schedule showing the times on the clock as you do so.

Play the audio for Exercise 1 and instruct the students to do the exercise.

Ask who the students see in the picture in Exercise 2. Play the audio as a student shows the times on the clock. Tell them to circle the frequency adverbs and underline the verbs in the third person. Have them do Exercise 3.

Play the audio for Exercise 4. You may have to repeat it for the students to complete the exercise correctly. Assign pairs to work together to do Exercises 4 and 5.

- Finally, instruct the students to do Exercise 6 individually and read their sentences to the class.

UNIT 3

LESSON 1

THE WORD CIRCLE

Look, listen, and say. Label the pictures with the words from the box.

play have breakfast go to bed have lunch
do homework watch television have dinner get up

always	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
sometimes	x		x		x		x
never	x	x	x	x	x	x	x

set up

have breakfast

have lunch

have dinner

watch television

do homework

play

go to bed

Listen and read.
Danny always gets up early. He always has eggs and milk for breakfast. He goes to school at 8 o'clock. He finishes school at two thirty. Danny always has lunch at home. Danny sometimes plays with his friends in the afternoons or he sometimes watches television. Danny always does homework in the evenings. He never does homework on the weekend. Danny never goes to bed late.

Complete the sentences. (Answers may vary.)

1 Danny always gets up early.

2 Danny sometimes watches television in the afternoons.

3 Danny never does homework on the weekends.

Listen to Anne's routine and match the columns.

always — gets up early

sometimes — does homework on the weekends

never — has cereal for breakfast

 — plays tennis in the afternoons

 — goes to bed late

 — has lunch at school

 — watches television in the evenings

Talk about Anne's routine.

Anne always has cereal for breakfast.

Anne sometimes goes to bed late.

Anne never does homework on the weekends.

Complete the sentences.

1 My mother never answers my letters.

2 My teacher always _____.

3 My friend _____ sometimes _____.

4 My class always _____.

POLAR EXPLORATION

Where do penguins live?
What can penguins do?
What do penguins eat?
My question: Answers will vary.