



原版

麦格劳-希尔少儿英语2

教师用书

# Kids' Safari

Teacher's Guide

# 2

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图书在版编目(CIP)数据

麦格劳-希尔少儿英语 2 教师用书=Kids' Safari 2 Teacher's Guide / (美) 勒诺·科恩编著. —长春:  
长春出版社, 2006. 1  
ISBN 7-5445-0000-4

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 125809 号

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责任编辑: 吴冠宇 封面设计: 王久洲

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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

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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 – 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: character puppets that students will cut out, color, and mount, as well as finger puppets of the various animal characters. By using puppets when presenting a dialogue and having students imitate the dialogue with their own puppets, students feel less inhibited to speak in English. Since the puppet is talking, not the student, they will be less self-conscious about making mistakes. As they work with the animal finger puppets, they will be reviewing the animal names as well as having fun pretending to be different creatures.

## 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, word cards, and alphabet 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, upper and lowercase alphabet cards, which are to be photocopied and distributed to each student, are provided. These cards can be used with any level and can be used to stimulate other cross-curricular activities.

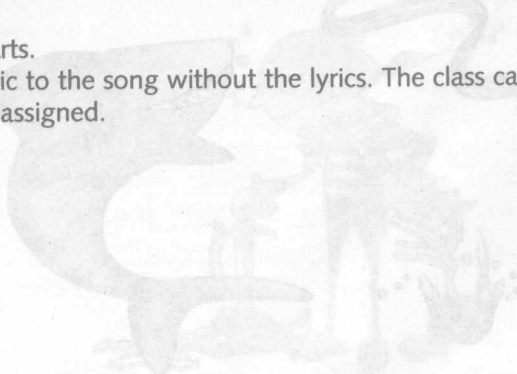
## Audio Program

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 and 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

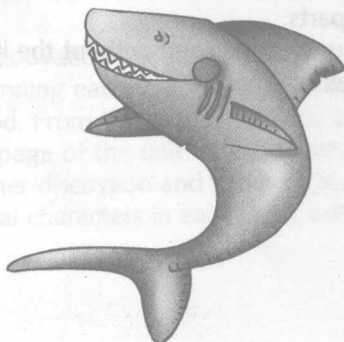
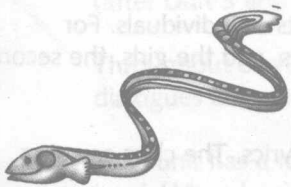
Food and drinks

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

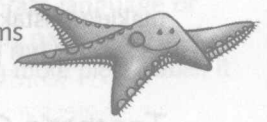
Fruit

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

Numbers 21-50

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 51-100

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

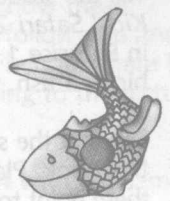
Weather and seasons

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 2*
- to review subject pronouns with the present tense of *to be*
- to review contractions

### Materials

- Student Book pages 2 and 3
- Workbook page 2
- Teacher-made subject pronoun flashcard (simple pictures of a boy and a girl with the words *he/she* and lines joining both with the word *they*), character puppets, sticks, paste, bird and crab finger puppets

### Procedure

- Tell the students they are going to visit the sea in *Kids' Safari 2*. Instruct them to look at the picture in Exercise 1. Ask: *What do you see?* (a boat, birds, a fish, three girls, three boys)

Say that the students will now meet the characters in this book. Play the audio for Exercise 1. Have them point to each character as they are introduced. Show the pronouns flashcard and practice *he*, *she*, and *they*.

- Drill the pronouns by pointing to each one and having the students say them. Increase the speed

I am	I'm
He is	He's
She is	She's
They	They're

for more practice. Write each pronoun conjugated with *to be* and the contraction on the board.

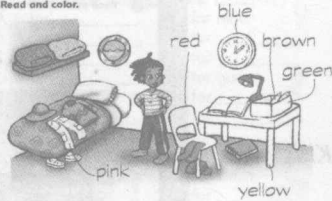
- Have the students make the character puppets from the workbook, pasting them on sticks. Also have them make the bird and crab finger puppets. Choose capable students to practice the dialogue with their puppets. Then have them practice asking and answering the question: *Who are you?* in a chain drill around the room. Finally, have them ask questions with *Who* about the characters using their puppets and do Exercise 2.

## LESSON 2

### Objectives

- to review vocabulary from *Kids' Safari 1* with color words
- to review the present tense of the verb *to be*
- to review prepositions *in*, *on*, and *under*

**1 Read and color.**



**2 The table is yellow.**  
 The clock isn't green. It's blue.  
 The pencils are brown.  
 The chair isn't orange. It's red.  
 The box isn't blue. It's green.  
 The pants are pink.

**3 Ask and answer questions about the picture.**

Are they apples?      What color is it?  
 No, they aren't.      They're socks.  
 What are they?      It's green.

**4 Answer Yes or No.**

The cap is under the chair.      Yes  
 The hat is on the table.      No  
 The lamp is on the table.      Yes  
 The pencils are red.      No  
 The clock is blue.      Yes  
 The socks are on the bed.      No

**5 Match the question to the answer.**

What is it?      Yes, they are.  
 What color is the table?      It's on the bed.  
 Is it a lamp?      It's a green box.  
 Are the pencils in the box?      They're pants.  
 What are they?      It's yellow.  
 Where is the sweater?      Yes, it is.

**6 Listen and draw.**

Drawing of a brown table.

Drawing of a blue cap.

Drawing of orange socks.

### Materials

- Student Book pages 4 and 5
- Workbook page 3
- *Kid's Safari 1* word cards, crayons

### Procedure

- Begin by telling the students to look at the picture in Exercise 1 and asking questions about it: *Who is in the picture?* (Tina) *Where is she?* (In her bedroom.) *Where is the lamp?* (On the desk.)
- Read the sentences in Exercise 1 as a group and then have the students do the exercise.
- Assign partners to do Exercise 2. Encourage each pair to write additional questions in their notebooks to ask the whole class.
- Before doing Exercise 3, review the prepositions with appropriate hand gestures: put one hand on top of the other for *on*, put one hand below the other for *under*, put one hand cupped with



the other inside for *in*. As you show these movements, have the students follow you and repeat the prepositions orally. Then tell them they will complete Exercise 3 according to the picture in Exercise 1.

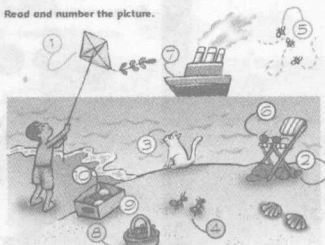
- Have the students do Exercise 4 with the same partner they worked with in Exercise 2. If they have their word cards from *Kids' Safari 1*, you can have them practice changing statements to questions. If not, you may want them to make new word cards.

Play the audio for Exercise 5 and have students draw as instructed.

### Objectives

- to review vocabulary from *Kids' Safari 1*
- to review possessive pronouns
- to review plural nouns, numbers, and counting

1 Read and number the picture.



- The kite is yellow.
- The caps are under the chair.
- It's a cat.
- The ants are brown.
- They're bees.
- The glasses are on the chair.
- It's a boot.
- The basket is brown.
- The box is green.
- The balls are red and yellow.

2 Ask and answer questions about the picture.

What color are the apples?

Where are the glasses?

They're red.

They're on the chair.

3 Look and complete using My, Your, His, Her, Their, Our.



- |         |                           |
|---------|---------------------------|
| • My    | ball is pink.             |
| • Their | ball is red.              |
| • His   | ball is yellow and brown. |
| • Her   | ball is orange.           |
| • His   | ball is purple.           |
| • Our   | ball is green and blue.   |

### Materials

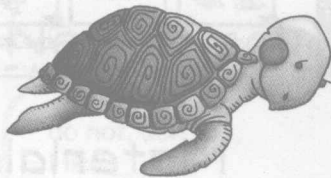
- Student Book pages 6 and 7
- Workbook page 4
- Flashcards from *Kid's Safari 1* for toys, fruit, and animals or teacher-made cards for these categories; number cards 1-10; possessive pronoun word cards

### Procedure

- On the board, make a chart with three columns: *Fruit*, *Toys*, and *Animals*. Mix up the flashcards for these three categories. Then have volunteers take a flashcard, identify the item, and write it in the correct column.
- Have students take out their number cards or make new number cards from one to ten. Say a number and have the students show the card. You may want to give them simple addition and subtraction examples and have them show the answer.
- Have the students talk about what they see in the picture by asking: *What animals are in the picture?* Encourage them to count the animals out loud, emphasizing the final -s sound: *three bees, two ants, etc.*
- Repeat the procedure with the fruit and toys in the picture. You can also ask them what clothing they see. Assign pairs to work together to do Exercise 1.
- Instruct the students to do Exercise 2 with the same partner, reading the questions and answers. Then they write additional questions and answer each other's questions. Finally, they ask another pair the questions.
- As you show the possessive pronoun word cards, model a sentence with each one or have capable students model them. You can follow this with a chain drill in which the first student says a sentence with *my* and *your* about clothing. The following student substitutes *his* or *her* in the sentences. Encourage them to make sentences with *our* and *their* as well. Have the students do Exercise 3.

### Objectives

- to review the alphabet
- to make a puppet
- to learn a song



Answers will vary.

1 Make alphabet cards. Complete and draw.

A is for _____	N is for nine.
B is for _____	O is for _____
C is for _____	P is for _____
D is for _____	Q is for queen.
E is for eraser.	R is for _____
F is for _____	S is for _____
G is for green.	T is for _____
H is for _____	U is for umbrella.
I is for igloo.	V is for violin.
J is for Jump!	W is for _____
K is for _____	X is for x-ray.
L is for _____	Y is for _____
M is for _____	Z is for zebra.

2 THE SPELLING MACHINE

How do you spell ...?

How do you spell *S*?

8 FIVE 5

Correct. One point.

3 THE SEA ORCHESTRA

Listen and read. Then sing.

Chorus:  
It's a hot, hot, day today.  
The sun is bright.  
The sky is blue.  
I'm very hot.  
Are you hot, too?

(Chorus)  
Jump again! Splash!  
I'm in the pool.  
I'm so cool.  
In the pool.

Jump!  
I'm on a rock.  
It's hot, hot.  
So hot.

Jump again!  
I'm under the sand.  
It's hot, hot.  
So hot.

(Chorus)  
Jump with me!  
Now we're cool.  
You and me.

4 Make a finger puppet.

You need:  
cardboard pencil scissors crayons

Trace.  
Color.  
Cut.  
Sing again.

BUSY HANDS

So I'm a turtle.

### Materials

- Student Book pages 8 and 9
- Workbook page 5
- Alphabet cards, flashcards from *Kids' Safari 1* or teacher-made cards, magazines, index cards, scissors, cardboard, paste, pencil crayons or markers, picture dictionaries

### Procedure

- Tell the students that in this lesson they will review the alphabet and will practice spelling. Have them sing an alphabet song they know, holding up their alphabet cards as they do so.
- Have volunteers pick flashcards randomly. Have them identify the items and point out the letter that it begins with and say: *Apple begins with A. A is for apple*, etc. Continue by asking the students for words they know that begin with each letter.
- Have the students do Exercise 1. Pass out magazines and index cards for the students to look for pictures of things that begin with each letter. They cut out the pictures and paste them on the correct card or draw a picture if one cannot be found in a magazine. If possible, make picture dictionaries available to help them find words. Have the students present their cards by letter.

- Say: *A is for \_\_\_\_\_*, and go around the class for the students to show their cards.
- For Exercise 2, assign pairs to work together to practice spelling. First have the students read the question and then answer. Then switch roles.
- To present the new vocabulary for the song, invite the students to look at the pictures in Exercise 3. Pretend that you're very hot and say: *I'm very hot*. Point to the crab in the picture and say: *He's very hot*. Introduce *The sun is bright*, and *The sky is blue*, by showing the sun and sky in the picture. You can introduce *rock* and *sand* with the real objects or with pictures.



- Play the audio for Exercise 4. Follow the procedure in the Introduction to present the song.
- Students will cut out the picture of the turtle on page 77 and paste it in the box.

## LESSON 1

### Objectives

- to learn animal vocabulary
- to do a listening exercise

### New Language

snakes, snails, fish, frogs,  
lizards, spiders

### Materials

- Student Book pages 10 and 11
- Workbook page 6
- Animal flashcards, alphabet cards

### Procedure

- Say: *Look at the picture of the aquarium. Look at the animals. Ask: What letter do the words, (except fish) end with? (-s). Have them listen for the final -s sound at the end of the words.*

Play the audio for Exercise 1. Have the students look at the picture and count the number of animals in each cage.

- Show the flashcards and ask: *What are they? Make sure they answer with: They're \_\_\_\_\_, and that they pronounce the final -s. Display five of the six flashcards and ask: Which one is missing? Repeat the procedure a few times. Then have the students do Exercise 2*



Instruct the students to do Exercise 3. Point out the LOOK box. Tell students that the noun *fish*, does not change in its plural form.

- Divide the class into pairs. Tell them to take out their alphabet cards to spell the number words. Encourage them to say the letters as they write them. Then have the students do Exercise 4.
- Play *What are we?* Have each pair choose one of the six animals. They have to move and act like the animal. The other students have to guess what they are by asking: *Are you \_\_\_\_\_?*

## LESSON 2

### Objectives

- to talk about animal likes and dislikes using the first person singular of *to like*
- to practice plural forms of animals

### New Language

do not, don't  
I like \_\_\_\_\_.  
I don't like \_\_\_\_\_.

**1 Look, listen, and say.**

**2 Listen and complete.**  
Answers will vary.

I like lizards.

I don't like spiders.

I like frogs.

I don't like fish.

**3 Look and label. Use the words from the box. Color the animals you like.**

dogs	spiders	bees	birds
cats			
snails			
frogs			
rabbits			
birds			
spiders			
fish			
lizards			

**4 Write about you. Answers will vary.**

I like \_\_\_\_\_ 😊

\_\_\_\_\_ and \_\_\_\_\_

I don't like \_\_\_\_\_ ☹️

\_\_\_\_\_ and \_\_\_\_\_

### Materials

- Student Book pages 12 and 13
- Workbook page 7
- Jim, Laura, Tina, and Peter stick puppets; plural animal flashcards

### Procedure

- Talk about the picture in Exercise 1: *Who's in the picture? (Jim and Laura) Where are they? (At the aquarium.) What animals are in the picture? (fish, snails, a snake, frogs, a lizard) You can have the students count the number of each animal. Say: Laura likes snakes. Jim doesn't like snakes.*

Play the audio for Exercise 1. Have the students hold up their character puppets as each character speaks. Then have them practice the dialogue using the puppets. Encourage them to substitute other animals for *snakes*.

Have the students take out their Tina and Peter puppets. Tell them to listen for what the characters like and don't like. Play the audio for

Exercise 2. Have them hold up the correct puppet as each one speaks. Then have them practice what each character says using their puppets.

- Present the animal flashcards. As you hold up each one point to a student to say: *I like \_\_\_\_\_ or I don't like \_\_\_\_\_.*
- Instruct the students to do Exercise 3. When they finish, have volunteers say which animals they colored, that is, which ones they like.
- Have the students do Exercise 4. They will write about the animals they like and dislike.

## LESSON 3

### Objectives

- to learn more animal vocabulary
- to ask questions and give short answers about animal likes and dislikes
- to do a spelling dictation

### New Language

lions, tigers, elephants, monkeys  
 Do you like \_\_\_\_?  
 Yes, I do.  
 No, I don't.

**THE WORD ALBUM**

Look, listen, and say.  
 lions tigers elephants monkeys

Look, listen, and say.  
 Do you like monkeys?  
 Yes, I do.  
 No, I don't.

Look at the pictures. Ask Kim four questions. Color the answer.

Do you like elephants? Yes / No  
 Do you like bees? Yes / No  
 Do you like spiders? Yes / No  
 Do you like rabbits? Yes / No

Unscramble the questions. Answer about yourself.

dogs / ? / Do / like / you  
 Do you like dogs?  
 ? / like / you / frogs / Do  
 Do you like frogs?  
 Do / like / ? / lions / you  
 Do you like lions?  
 you / ? / Do / snails / like  
 Do you like snails?

Listen and write.

snakes	elephants
fish	monkeys
spiders	lions

### Materials

- Student Book pages 14 and 15
- Workbook page 8
- Animal flashcards; Laura, Tina, and Kim stick puppets; alphabet cards

### Procedure

- Instruct the students to look at the stand at the beach. Tell them to look at the pictures of animals on the T-shirts.

Play the audio for Exercise 1. Show the animal flashcards and have students identify the animals. Divide the class into four groups. Assign one of the animals to each group. Have them pretend to be that animal. Let each group have a chance to be each animal.

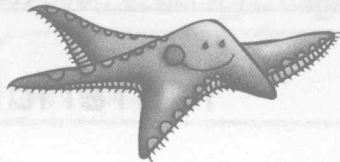
Ask the students: *What characters are in the picture for Exercise 2?* (Laura and Tina) Invite them to take out their Laura and Tina puppets and hold up the correct one as you play the audio for Exercise 2. Then assign pairs to practice the dialogue together using their puppets.

- On the board, write the question: *Do you like \_\_\_\_?* Elicit from the students the names of the animals they have learned and write them on the board. Have them take out their Kim puppet. They continue working in pairs. Using another puppet, they ask her the questions indicated by the pictures in Exercise 3. Then they do the exercise.
- Say that in Exercise 4, the students will answer the same kind of questions about themselves.

Before doing Exercise 5, have the students take out their alphabet cards. Working with a partner, instruct them to spell out as many of the animal words as they can. Then play the audio for the students to do the spelling dictation.

### Objectives

- to make an animal puppet
- to review new language and structures
- to talk about favorite animals
- to learn a song



**1 Make animal puppets.**  
You need:  
cardboard, scissors, pencil, crayons, glue

**2 Cut the paper.**

**3 Fold and glue.**

**4 Draw a face.**

**5 Color and decorate.**

**6 Talk about the puppets.**  
I like lions. Do you like rabbits? I don't like bees.

**7 Listen. Act out.**  
SHOW TIME  
What's your favorite animal? My favorite animal is a dog.  
My favorite animals are snails and frogs. What are your favorite animals?

**THE SEA ORCHESTRA**

**4 Listen and read. Then sing.**

**fish**  
Chorus:  
Jump on the boat  
Jump on the boat  
Jump on the boat  
We're going to the coast.

**dolphins**  
I like fish and whales.  
Yes, I do.  
I like fish and whales.  
How about you?  
(Chorus)  
I like dolphins and snails.  
Yes, I do.  
I like dolphins and snails.  
How about you?  
(Chorus)

**snails**  
But... I don't like sharks.  
What should we do?  
'Cause there's a big shark.  
Right behind you!  
Ah-ah-ah!  
(Chorus)

**whales**  
No! I'm a shark!

**sharks**

### Materials

- Student Book pages 16 and 17
- Workbook page 9
- Cardboard or paper bags; scissors; pencil crayons; paste; teacher-made flashcards for dolphins, snails, whales, and sharks

### Procedure

- Tell the students they will make a puppet of an animal they like. If you have paper bags available, have them draw the face on the bag and cut out the parts. If not, have them follow the instructions in Exercise 1.
- Have the students do Exercise 2 practicing the short answer responses. Write the following on the board and have the students practice it: *I like (rabbits). What about you? Do like (rabbits), too? Yes, I do. or No, I don't.*



Play the audio for Exercise 3 Have the students hold up the appropriate puppets as they listen. Elicit the two questions in Exercise 3: *What's your favorite animal? What are your favorite animals?* Write the questions on the board, have the students copy them in their notebooks, and answer them.



- Present the new animal words in the song – *dolphins, snails, whales, sharks* – with the flashcards you have made. Show the meaning of *behind* by turning your head and looking behind you. You can also put the picture of the sharks behind you. Then have the students count the number of each animal in the pictures. Ask: *What animal is the listening icon?* (a dolphin)
- Play the audio for Exercise 4. Follow the procedure in the Introduction to present the song.
- Students will cut out the picture of the starfish on page 77 and paste it in the box.



## LESSON 1

### Objectives

- to learn food vocabulary
- to practice spelling food words
- to do a listening exercise
- to learn a chant

### New Language

pizza, soda, milk, ice cream, hamburgers, hot dogs

### Materials

- Student Book pages 18 and 19
- Workbook page 10
- Food flashcards, alphabet cards, index cards, magazines, scissors, paste

### Procedure

Instruct the students to look at the picture for Exercise 1. Have them identify the food they know. Play the audio for Exercise 1. Pass out the flashcards to different students. Play the audio again, this time instructing the students who have the flashcards to hold up the appropriate one as they listen.

- Play *What's Missing?* by displaying five of the six food flashcards and having a volunteer say which one isn't there.

Play the audio for Exercise 2 and have the students circle the correct picture.

- For Exercise 3, first have the students identify the pictures. Instruct them to take out their alphabet cards. In pairs, tell them to spell all the food words. Then ask questions like: *What words begin with h?* (hamburgers and hot dogs) *What words end with a?* (pizza and soda) Then they do the crossword puzzle.

- Distribute the index cards, magazines, scissors, and paste for the students to make their own food flashcards. They can do this in pairs or individually. Then have them play store in pairs with their cards by asking for an item. For example, *S1: Milk, please. S2: Here you are.*

- Write the chant from Exercise 4 on the board. Talk about the picture. Say: *The children all like ice cream. They want ice cream. Model the meaning of scream by saying: I scream very loudly.*

Play the audio for Exercise 4. Point out how *I scream* and *ice cream* sound the same. Allow the students to have fun repeating the chant as many times as they wish.