

Student Book pages 12–13

Objectives

- Learning comparatives and superlatives

Grammar

- Regular comparatives with *than*
The hippopotamus is bigger than the panda.
- Regular superlatives
The hippopotamus is the biggest.
- Questions with *which* and the superlative
Which one is the smallest? The bee is the smallest.

Vocabulary

Animals and insects: hippopotamus, gorilla, panda, butterfly, caterpillar, bee

Materials

Picture Cards 26–31; Level 1 Picture Cards 90–95 [animals]; Class CD1 Tracks 20–23

Student Book page 12

Warm up

1. Greet students, saying: *Good (morning), everyone. I'm going skiing.* Individuals reply using any safety expressions they know.
2. Review the language from Unit 1, Lesson 4: *When I ride my bicycle, I always wear a helmet.* Students can practice the sentence with their classmates.
3. Sing **Be Brave** (Class CD1 Track 15).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 26–31 to introduce the animals.
2. Link the language. Show pictures of animals the students might know. Hold up an animal picture and ask: *What's this?* Students reply: *It's a (panda).* Ask: *Where is it?* Students reply: *It's in the (zoo).*
3. Play Class CD1 Track 20. Students listen, point, and say along with the CD.

20

1. hippopotamus	2. gorilla
3. panda	4. butterfly
5. caterpillar	6. bee

4. Students practice saying the animals on their own.

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

1. Read this while pointing to the picture: Julie and Emma are at the zoo today. What's Julie pointing to? It's a hippopotamus. It's *in* the water. The other hippopotamus is next to the pond. Look next to the hippopotamus. There's a panda in the tree. Do you see Emma? She's with Julie's brother. What are they watching? They are watching a butterfly. Look near Emma's hand. Do you see the bee? What is Alex pointing to? It's big and gray. It's a gorilla! Look above them, in the tree. There's a caterpillar.
2. Play Class CD1 Track 21. Students listen for the different animals and number them in the picture.

21

1. Julie:	Look at the hippopotamus! Why is it in the water?
Dad:	I think it likes to swim. It's almost under the water.
2. Dad:	Look, Julie. There's a panda.
Julie:	It's so fat! It looks just like my toy panda at home.
Dad:	Oh, that's right. But this one is a lot bigger.
3. Emma:	James! Look at the butterfly.
James:	Where? I can't see it.
Emma:	It's on that yellow flower. See? It's orange and black.
James:	It's so pretty.
4. Emma:	What nice flowers. Oh, no! There's a bee! I don't like bees!

- James: Where's the bee? I don't see it.
 Emma: It's there! Ew!
 James: BZZZZ!
 Emma: Ah, stop!
5. Mom: Alex, look at that gorilla! It looks so strong.
 Alex: Wow! It does look strong.
6. Alex: What's that?
 Mom: Where?
 Alex: That little green thing on the tree.
 Mom: Oh, that's a caterpillar. First, it's a caterpillar.
 Then, it's a butterfly.
 Alex: Can it learn to fly?
 Mom: That's right.


3. Check answers together.

Student Book page 13

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *The hippopotamus is bigger than the panda. The hippopotamus is the biggest.*
2. Present the comparatives: *big → bigger → biggest.*
3. Direct students' attention to the first grammar box and comparative/superlative box on page 13.
4. Play Class CD1 Track 22. Students listen and say along with the CD.

-  **22** The hippopotamus is bigger than the panda.
 The hippopotamus is the biggest.
 big, bigger, biggest
1. The gorilla is bigger than the panda.
 The hippopotamus is bigger than the gorilla.
 The hippopotamus is the biggest.
 2. The caterpillar is bigger than the bee.
 The butterfly is bigger than the caterpillar.
 The butterfly is the biggest.

5. Students practice on their own.

D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *Which one is the smallest? The bee is the smallest.*
2. Present the comparatives/superlatives: *small → smaller → smallest.*
3. Direct students' attention to the second grammar box and comparative/superlative box on page 13.
4. Play Class CD1 Track 23. Students listen, ask, and answer along with the CD.



- Which one is the smallest?
 The bee is the smallest. small, smaller, smallest
1. Which one is the smallest?
 The bee is the smallest.
 2. Which one is the smallest?
 The monkey is the smallest.
 3. Which one is the smallest?
 The chicken is the smallest.

4. Students practice the pattern in pairs.
5. Arrange Picture Cards 26–31 and Level 1 Picture Cards 90–95 [animals] in a horizontal line where everyone can see them. Divide the class into two groups. Point to a card to prompt Group 1 to ask: *Which one is the (biggest)?* Group 2 answers: *The (cat) is the biggest.*

E Look at B. Point, ask, and answer.



Student pairs look at the big picture in Activity B and practice the language pattern: *Which one is the biggest? The hippopotamus is the biggest.*

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Critical Thinking: Direct students' attention to the Everybody Up Friend. They use critical thinking to figure out who is the tallest student. Then they use communication skills to compare heights and answer the question.

Games and Activities

- **Teacher's Mistake** (Teacher's Book pages 28–31). Use Picture Cards 26–31 and Level 1 Picture Cards 90–95 [animals].
- **Order the Pictures** (Teacher's Book pages 28–31). Give student pairs three animals cards. Pairs put them in order of size and then tell about them.
- **Beanbag Toss** (Teacher's Book pages 28–31). Use Picture Cards 26–31 and any other animal pictures. Encourage students to make as many kinds of comparisons as they can.

Extra Practice

Workbook pages 12–13
 Student Audio CD Tracks 15–17
 iTools
 Online Practice

Lesson 2 Sea Creatures

A Listen, point, and say.

B Listen and say. Then practice.

The eel is as long as the seal.
 isn't

C Listen, ask, and answer. Then practice.

Is the eel as long as the seal? Yes, it is.
 No, it isn't. It's shorter. It's - It is

D What about other animals? Ask and answer.

Is the snake as long as the tiger? No, it isn't. It's shorter.

long fast strong heavy big

Look at . Which sea creature is your favorite? Why?

Student Book Pages 14–15

Objectives

- Building reading and listening skills

Grammar

- Comparisons with *as (adjective) as*
The eel is/isn't as long as the seal.
- Yes/No questions with comparisons
Is the eel as long as the seal?
Yes, it is./ No, it isn't. It's shorter.

Vocabulary

Sea creatures: eel, seal, dolphin, squid, whale, shark

Materials

Picture Cards 27–31, 32–37; Class CD1 Tracks 24–26 drawing supplies; realia or pictures of animals

Student Book page 14

Warm up

1. Greet the class, saying *Hello* and *Hi*. Students can greet their classmates.
2. Review Lesson 1 vocabulary with a game of **Down the Line** (Teacher's Book pages 28–31). Put pairs or three Picture Cards together. Students use comparatives or superlatives to make statements about the cards as they go down the line. *The (gorilla) is (bigger) than the (panda).*
3. Review the language from Lesson 1: *Who's the tallest student in your class?* Students can practice their own sentences with classmates.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 32–37 to introduce the sea creatures. Continue until students can produce the names of the creatures on their own.
2. Play **Guess the Next Card** (Teacher's Book pages 28–31) with the Picture Cards 32–37.
3. Play Class CD1 Track 24. Students listen, point, and say along with the CD.

CD 24

1. eel	2. seal	3. dolphin
4. squid	5. whale	6. shark

4. Students practice saying the new animals on their own, using the pictures in their books.

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *The eel is/isn't as long as the seal.*
2. Direct students' attention to the grammar box on page 14.
3. Play Class CD1 Track 25. Students listen and say along with the CD.

CD 25

The eel is as long as the seal.
 The eel isn't as long as the seal.

1. The eel is as long as the seal.
 The seal is as long as the eel.
2. The seal isn't as long as the dolphin.
3. The squid isn't as long as the whale.
4. The dolphin isn't as long as the shark.
5. The shark is as long as the whale.
 The whale is as long as the shark.
6. The squid isn't as long as the whale.

4. Students practice the pattern in pairs, using their books.

C Listen, ask, and answer.
Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *Is the eel as long as the seal? Yes, it is./No, it isn't. It's shorter.*
2. Introduce the contraction: *it's* → *it is*.
3. Direct students' attention to the grammar box on page 15.
4. Play Class CD1 Track 26. Students listen, ask, and answer along with the CD.

26 Is the eel as long as the seal?
Yes, it is.
Is the eel as long as the seal?
No, it isn't. It's shorter.
It's, it is

1. Is the eel as long as the seal?
Yes, it is.
2. Is the seal as long as the squid?
No, it isn't. It's shorter.
3. Is the squid as long as the dolphin?
Yes, it is.
4. Is the shark as long as the dolphin?
No, it isn't. It's longer.
5. Is the shark as long as the whale?
Yes, it is.
6. Is the whale as long as the eel?
No, it isn't. It's longer.

5. Students practice the pattern in pairs, using their books.

D What about other animals?
Ask and answer.



Distribute drawing supplies and realia of other animals. In small groups, students draw pictures of the animals, using the list of words on page 15 to make comparisons. Challenge students to find the superlative animals. Compare groups' results on the board. If possible, for extra fun, have students bring in pictures of their pets.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking skills to decide which sea creature is their favorite. Small groups of students use communication skills to discuss which sea creature is their favorite and explain why.

Games and Activities

- **Find** (Teacher's Book pages 28–31). Put pictures of animals around the room. Cue students with comparisons: *It's as big as the (gorilla). It's the (biggest) animal.* Students race to the picture of the animal that is described.
- **Jump To the Word** (Teacher's Book pages 28–31). Use Picture Cards 32–37. Instruct student pairs to use a card to practice a grammar pattern from the lesson.
- **Buzzers** (Teacher's Book pages 28–31). Display Picture Cards of animals. Ask questions using different comparisons. (*What's as long as the seal?*) Players race to slap the buzzer and give the correct answer. (*The eel is as long as the seal.*)

Extra Practice

- Workbook pages 14–15
- Student Audio CD Tracks 18–20
- iTools
- Online Practice

Lesson 3 Reading

A Talk about the story. Then listen and read.

The Best Cap

Mike and Leo are at the aquarium with their mom.

OK, boys. Here's some money.

Thanks, Mom.

Which one would you like?

I'd like the biggest one, please.

I'd like the smallest one, please.

Mike's dad is at work.

Wait! What about Dad? He likes caps.

Do you like it, Dad?

Thanks, boys! This is the best cap!

Which one would he like?

Value Be thoughtful.

B Read and circle.

- Mike wants the biggest T-shirt. True False
- Leo wants the smallest T-shirt. True False
- Mike and Leo buy a book. True False
- Their father likes the cap. True False

C Sing.

Do You Like It?

Which snowboard would you like? Which skis would you like?
I'd like the biggest one, please. I'd like the fastest ones, please.
Do you like it? Do you like them?
Thanks! This is the best! Thanks! These are the best!
I'd like the biggest snowboard. I'd like the fastest skis.
Do you like them? Thanks! These are the best!

D Listen and say. Then act.

Which one would you like? I'd like the longest one, please.

1 longest 2 biggest 3 fastest

Look at A. Which things would you like?

17

Student Book pages 16–17

Objectives

- Building reading and listening skills

Conversation

- Asking for a specific item using *which*
Which one would you like?
I'd like the (longest) one, please.

Value

Be thoughtful.

Materials

Picture Cards 32, 33, and 36; Class CD1
Tracks 27–29

Student Book page 16

Warm up

1. Greet the class. Then introduce yourself and say what you're wearing: *I'm (Ms. Jones). I'm wearing (a white shirt and a blue skirt).* Students can introduce themselves to their classmates and say what they're wearing.
2. Sing **Be Brave** (Class CD1 Track 15).
3. Review vocabulary and grammar from Unit 2, Lessons 1 and 2. Hold up three Picture Cards: 32, 33, and 36. Guide a student to say the names of the animals (*eel, seal, whale*). Ask: *Is the (whale) as long as the (seal)?* Elicit the answer from another student: *No, it isn't. It's longer.*
4. Review the conversation language from Unit 1, Lesson 3: *I'm not very good at (skateboarding). Don't worry. I can help you.* Encourage students to look for opportunities to use the language pattern in class today focusing on things they can do well such as *reading, writing, drawing*.

2. Play Class CD1 Track 27. Students listen and read along with the CD.



The Best Cap

Mike and Leo are at the aquarium with their mom.

Mike's mother: OK, boys. Here's some money.

Mike: Thanks, Mom.

Clerk: Which one would you like?

Leo: I'd like the smallest one, please.

Mike: I'd like the biggest one, please.

Mike's dad is at work.

Mike: Wait! What about Dad? He likes caps.

Leo: Which one would he like?

Leo: Do you like it, Dad?

Dad: Thanks, boys! This is the best cap!

3. Read the story aloud with the students. Then direct students' attention to the value *Be thoughtful* and ask: *Are the boys in the story thoughtful?* Elicit answers. Then play the track again. Students listen and read along.

Student Book page 17

B Read and circle.

1. Explain that students will read the sentences and circle *True* if the sentence is correct or *False* if the sentence is wrong.

A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and talk about what they see.

2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
3. Check the answers together.

Answer Key

- | | |
|----------|---------|
| 1. True | 2. True |
| 3. False | 4. True |

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 28. Students listen and sing along with the CD.



Do You Like It?

Which snowboard would you like?
I'd like the biggest one, please.
Do you like it?
Thanks! This is the best!

Which skis would you like?
I'd like the fastest ones, please.
Do you like them?
Thanks! These are the best!

I'd like the biggest snowboard.
I'd like the fastest skis.
Do you like them?
Thanks! These are the best!

Do you like them?
Thanks! These are the best!

Do you like them?
Thanks! These are the best!

3. Draw snowboards and skis of various sizes on the board. Students sing the song again, pointing to the correct item.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

1. Play Class CD1 Track 29. Students listen and say with the CD.



Which one would you like?
I'd like the longest one, please.

1. Which one would you like?
I'd like the longest one, please.
2. Which one would you like?
I'd like the biggest one, please.
3. Which one would you like?
I'd like the fastest one, please.

2. Students rehearse and act out the conversations, using facial expressions and gestures related to the situations in the three pictures.
3. Bring in the "store" items or realia and have small groups of students practice requesting items.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Creativity: Direct students' attention to the Everybody Up Friend. Student pairs look at the story pictures and use critical thinking skills to decide which items they would like. Then students use creativity to draw pictures of the items they chose.

Games and Activities

- **Finish the Story** (Teacher's Book pages 28–31). Copy the story on page 16, leaving a few sentences in the speech bubbles blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing sentences.
- **A New Story** (Teacher's Book pages 28–31). Ask students to give examples of ways they can be thoughtful. Students can draw a new story to illustrate the value *Be thoughtful*. Display the drawings in the classroom.
- Set up the multiples of realia items in several areas of the classroom. One is a "pen" store, the other a "hat" store, and so on. If possible, try to include items of different sizes for students to compare. Place students in groups of three. Student 1 acts like the shopkeeper, asking: *Which one would you like?* S2 chooses an item for him or herself and S3. Encourage students to identify what they want by using comparatives such as *biggest, smallest, longest*. Have groups visit all the stores, then switch roles.

Extra Practice

Workbook pages 16–17
Student Audio CD Track 21
Unit 2, Lesson 3 Worksheet
iTools
Online Practice

Student Book pages 18–19

Objectives

- Measuring and weighing things

Grammar

- Questions with *how much*
How much does the lizard weigh?
It weighs 150 kilograms.
- Questions with *how long*
How long is the lizard?
It's three meters long.

Vocabulary

Animals: lizard, beetle, crab, octopus

Materials

Picture Cards 38–43; Class CD1 Tracks 30–32;
Unit 2 Video and Poster, Weight and Length

Student Book page 18

School Subject Connection: Math



Lesson 4 is a cross-curricular lesson with a connection to math. Ask students to tell you what they know about measuring weight and length. Bring some rulers and tape measures to class for students to measure things.

Warm up

1. Greet the class. Say: *Hello, I'm happy today. Today is the nicest day.*
2. Review the language from Unit 2, Lesson 3: *Who's the fastest runner in your class?*
3. Sing **Do You Like It?** (Class CD1 Track 28).

A Watch the video.



See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about animals. Ask students to discuss what they've learned about animals in the unit and to predict what they might see in the video.

1. Play the video. See Video Scripts on Teacher's Book pages 116–117 for reference.
2. Play the video again. Pause the video and ask students questions about the animals. For example, ask: *How much does the Giant Tortoise weigh? (It weighs 250 kilograms.) What animal is over 5 meters tall? (The giraffe is over 5 meters tall.)*

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 38–41 to introduce the animals.
2. Link the language. Play “store” with the animal and insect Picture Cards. Present only three cards and ask: *Which one would you like?* Students respond: *I'd like the (beetle), please.*
3. Play Class CD1 Track 30. Students listen, point, and say along with the CD.



30 1. lizard 2. beetle 3. crab 4. octopus

4. Give each student four blank cards and markers or colored pencils. Students make picture cards for the new vocabulary words.

C Listen, ask, and answer. Then listen and read.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new patterns: *How much does the lizard weigh? It weighs 150 kilograms.* And: *How long is the lizard? It's 3 meters long.*
2. Direct students' attention to the vocabulary box on page 18. Have students repeat *weight* and *length*.

3. Play Class CD1 Track 31. Students listen, ask, and answer along with the CD.



How much does the lizard weigh? It weighs 150 kilograms.

How long is the lizard? It's 3 meters long.
weight, length

Animals and insects have many shapes and sizes. Some creatures are very small and some are very big. These creatures are big!

1. The Komodo dragon is a very big lizard. It's 3 meters long and weighs 150 kilograms.
2. The Goliath beetle is the world's largest insect. It weighs 100 grams and is 10 centimeters long.
3. The spider crab is the world's largest crab. It weighs 19 kilograms. Its legs are about 2 meters long.
4. The giant Pacific octopus is the biggest octopus in the world. It weighs 50 kilograms and is 5 meters long.

4. Play the track again. Students listen and read along.

Student Book page 19

D Read and circle.

1. Explain that students will circle *True* if the sentence is correct or *False* if the sentence is wrong.
2. Students do the activity on their own, using Activity C as a reference.
3. Check the answers together.

Answer Key

1. False 2. True 3. True 4. True

E Listen and fill in the chart. Write.

1. Direct students' attention to the chart on page 19. Have students name the animals they see.
2. Play Class CD1 Track 32. Students listen to the CD.



1. This eel is very big. It is 2 meters long. It weighs 18 kilograms. That's as heavy as a small girl or boy.
2. This snake is the smallest snake in the world. It's 10 centimeters long. That's as long as a crayon. It isn't heavy. It only weighs 2 grams.
3. This tiger is very big. It weighs 300 kilograms. That's as heavy as ten of your classmates. The tiger is more than 3 meters long.
4. This bear is the largest bear in the world. It weighs 680 kilograms. That's as heavy as 42 bicycles! It's 3 meters long.

3. Play the track again. Students listen and write the answers in the chart.

Answer Key

Eel: 2 meters, 18 kilograms
Snake: 10 centimeters, 2 grams
Tiger: more than 3 meters, 300 kilograms
Bear: 3 meters, 680 kilograms

4. Pairs make comparisons about the animals in the chart. Students list the animals from shortest to longest and lightest to heaviest.

F Look at E. Ask and answer.



Pairs look at the pictures in Activity E and practice the language pattern in the speech bubbles.

G Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students read the poster title and captions. Then, they talk about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video again. Students use critical thinking to figure out if taller animals are always the heaviest, and communication skills to discuss the answer in small groups.

Games and Activities

- **Class Survey** (Teacher's Book pages 28–31). Have students use a tape measure to measure their hands as they practice the language: *How long is your hand?* Create a chart on the board.
- Put groups of insect and reptile toys, as well as “store” objects around the room. Pairs circulate, visiting each station to measure the items.

Extra Practice

Workbook pages 18–19
 Student Audio CD Tracks 22–23
 Unit 2, Lesson 4 Worksheet
 Unit 2 Test
 iTools
 Online Practice

Check Up 1

Check Up 1
Units 1 and 2

A Listen and number. Then match.

a. lizard b. gorilla c. put on sunscreen d. shark e. ice-skate f. grill hamburgers

B Read and check.

1. When you go canoeing, ...
a. always wear a life jacket.
b. always fasten your seat belt.

2. Is the seal as long as the dolphin?
a. Yes, it is.
b. No, it isn't. It's shorter.

3. Which one is the biggest?
a. The caterpillar is the biggest.
b. The hippopotamus is the biggest.

4. How much does the Pacific octopus weigh?
a. It weighs 50 kilograms.
b. It's 5 meters long.

C Write.

1. Is he good at skateboarding?
2. What does she like doing?

3. Which one is the biggest?
4. Does she like fishing?

D Listen and write. Then act.

1. I'm not very good at skateboarding.
I can help you.

2. Which one would you like?
I can be brave. I can be thoughtful.

E What can you do? Read and ✓.

I can talk about...	1	2	3	1	2	3
camping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	animals and insects	<input type="checkbox"/>	<input type="checkbox"/>
sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	sea creatures	<input type="checkbox"/>	<input type="checkbox"/>
safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	weight and length	<input type="checkbox"/>	<input type="checkbox"/>

Value: I can be brave. Value: I can be thoughtful.

Student Book Pages 20–21

Review Language

- Units 1 and 2 grammar and vocabulary

Materials

Picture Cards 10–43; Class CD1 Tracks 33–37

Student Book page 20

Warm up

1. Greet the class. Then greet a student and ask: *Are you good at skiing?* Students can practice similar questions with their classmates.
2. Sing **Do You Like It?** (Class CD1, Track 28).
3. Play **Order the Pictures** (Teacher's Book pages 28–31) using animal picture cards.

A Listen and number. Then match.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Review vocabulary from Units 1 and 2 using Picture Cards.
2. Students look at the pictures and talk about what they see.
3. Play Class CD1 Track 33. Students listen and number the pictures.

CD 1.5
33

- | | |
|---------------------|--------------|
| 1. lizard | 2. shark |
| 3. grill hamburgers | 4. ice-skate |
| 5. put on sunscreen | 6. gorilla |

4. Check answers together.
5. Students match each word or phrase with a picture. Model an example, if necessary.
6. Check answers together.

Answer Key

4 2 3 1 6 5

Matching:

- | | |
|------------------------|------------------------|
| a. lizard, 1 | b. gorilla, 6 |
| c. put on sunscreen, 5 | d. shark, 2 |
| e. ice-skate, 4 | f. grill hamburgers, 3 |

B Read and check.

1. Students look at the pictures and talk about what they see.
2. Read the text or question under each picture and the two possible answers with the class.
3. Students think and check *a* or *b* to answer the questions.

Answer Key

1. a 2. b 3. b 4. a

4. Read the complete sentence aloud, then read the question and answers as students check their work.
5. Check answers together.

C Write.

1. Review the language for the activity.
2. Ask the class what they see in each of the pictures. Direct students to use the language patterns they have learned.
3. Students look at the pictures and answer the questions. Ask them to use the language they learned in the unit.
4. Check answers together.

Answer Key

1. Yes, he's good at skateboarding.
2. She likes watching birds.
3. The butterfly is the biggest.
4. No, she doesn't like it.

D Listen and write. Then act.



1. Play Class CD1 Track 34. Students listen.
2. Play the track again and have students read the words in the speech bubbles. Then they fill in the blanks in the speech bubbles with the words they hear.
3. Model each conversation with a few students.
4. Student pairs practice and then switch roles.



1. I'm not very good at skateboarding.
Don't worry. I can help you.
2. Which one would you like?
I would like the biggest one, please.

E What can you do? Read and ✓.

1. Tell the class to think about how well they know the material. Look at the chart and read the categories. Check that students understand the rating system.
2. Students fill in the chart, thinking about their own performance and what they've learned.
3. Ask students to think about what they need more practice with and share with the class.
4. Review the values of being brave and thoughtful.

Games and Activities

Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Rollers** (Teacher's Book pages 28–31). Use language from Units 1 and 2. Students sit on the floor in a circle. A student says the target language such as *She likes fishing* and rolls a ball to another student, who repeats the phrase and rolls the ball on. Periodically change the language.
- **Teacher's Mistake** (Teacher's Book pages 28–31). Use language from Units 1 and 2. Hold up a ruler and a short pencil and say, *The pencil is as long as the ruler*. Or hold up the picture card of a crab and say, *This is a big lizard. It weighs 150 kilograms*. Students raise their hands when they hear a mistake and correct it. For more of a challenge, as you hold up items, say some correct sentences and some incorrect ones so that students have to listen carefully.
- **Rhythm Circle** (Teacher's Book pages 28–31). Stand in a circle with students and model the chant below, using vocabulary from Units 1 and 2. Slap your hands on your thighs for two beats, then clap your hands for two beats, and then say the word twice.

Slap, slap, clap, clap, (gorilla, gorilla)
Slap, slap, clap, clap, (panda, panda)
Slap, slap, clap, clap, (bee, bee)
Slap, slap, clap, clap, (whale, whale)
Slap, slap, clap, clap, (squid, squid)
Slap, slap, clap, clap, (seal, seal)

Start the chant again, and this time, go around the circle and have each student say a different vocabulary word. Students must keep the rhythm. If they can't keep the rhythm, or think of a new word, that student is out. Start a new chant each time you run out of words.

Extra Practice

Workbook pages 20–22

iTools

Online Practice

Skills Reading, Writing, Listening & Speaking

A Listen and read.

A Camping Trip

Hi everybody!
I'm camping with my family. I like canoeing and fishing in the river. We always wear life jackets and helmets. I'm not good at canoeing, but it's fun! My brother and father like canoeing, too. My canoe isn't as big as my brother's canoe, but it's the fastest. It's dinner time now. My mother is grilling hamburgers. Time to go!
Good-bye,
Kelly

B Read and answer.

- What is Kelly doing?
- What do they wear when they are canoeing?
- Whose canoe is the fastest?
- What is Kelly's mother grilling?

C Listen and number.

D When did you see a sea creature? Talk about it.

Project Outdoor Fun Poster

A Make an outdoor fun poster.

- Think about some sports that you do outdoors. Draw pictures of four different sports.
- How well can you do each sport? Are you good at it? Color 1, 2, or 3 stars.
- Write about each sport. Write if you are *not very good, good, or very good* at it. Write as much as you can.

B Listen. Then talk about your poster.

Home-School Link

How do you like to have fun outdoors?
What do you do outdoors with your family?
Talk about outdoor fun with your family.

Student Book pages 22–23

Skills

- Reading a letter, writing complete answers, listening and numbering, speaking about a personal experience

Materials

Picture Cards 16–21; Class CD1 Tracks 35–36

Project Language

- Units 1 and 2 grammar and vocabulary

Materials

Class CD1 Track 37; poster paper; drawing supplies

Student Book page 22

Warm up

1. Sing **Be Brave** (Class CD1 Track 15).
2. Review the sports vocabulary from Unit 1, Lesson 2 using Picture Cards 16–21. Model the question and answer in Activity E. Pairs take turns asking and answering: *Are you good at (skateboarding)? Yes, I am./No, I'm not.*

A Listen and read.

See *Teaching Skills*, Teacher's Book page 26.

1. Students look at the pictures and talk about them.
2. Play Class CD1 Track 35. Students listen and read along with the CD.

CD 1 35 **A Camping Trip**

Hi Everybody!

I'm camping with my family. I like canoeing and fishing in the river. We always wear life jackets and helmets. I'm not good at canoeing, but it's fun! My brother and father like canoeing, too. My canoe isn't as big as my brother's canoe, but it's the fastest. It's dinner time now. My mother is grilling hamburgers. Time to go!

Good-bye,
Kelly

3. Play the track again. Students listen and read again.
4. Students read the text on their own.

B Read and answer.

1. Students look back at Activity A and read the text again on their own.
2. Read each question aloud with the class. Students answer orally and then write their answers.

Answer Key

1. Kelly is camping with her family.
2. They always wear life jackets and helmets when they are canoeing.
3. Kelly's canoe is the fastest.
4. Kelly's mother is grilling hamburgers.

C Listen and number.

1. Play Class CD1 Track 36. Students listen and number the pictures.

CD 1 36

1. He always puts on sunscreen.
2. The octopus is bigger than the girl.
3. He likes watching crabs.
4. He'd like the biggest one.
5. She's very good at surfing.
6. She isn't very good at surfing.

2. Play the track again. Students listen and check their answers.
3. Check the answers together.

Answer Key

- | | | |
|--------------|--------------|--------------|
| 1. Picture 2 | 2. Picture 6 | 3. Picture 3 |
| 4. Picture 4 | 5. Picture 1 | 6. Picture 5 |

D When did you see a sea creature? Talk about it.



1. Review the language in the speech bubbles with students.

2. Invite volunteers to share their experiences with the class.
3. Student pairs discuss when they saw a sea creature. Encourage them to describe the length and weight of the creatures or to compare different creatures.

Project Outdoor Fun Poster

Student Book page 23

A Make an outdoor fun poster.

See *Teaching Projects*, Teacher's Book page 27.

1. Read the steps with students as they look at the pictures. Explain that they are making a poster like the one in Activity B.
2. Students draw pictures of four different outdoor sports, one in each of the four quarters of the poster. Explain that they should include sports that they are good at and not so good at, too.
3. Ask: *How well can you do each sport? Are you good at it?* Direct students to the key for rating their sports ability in step 2 on page 23. Have them draw and color 1–3 stars by each drawing to indicate their ability level.
4. Students write as much as they can about each sport under the pictures. Guide them to write if they are *not very good*, *good*, or *very good*.

B Listen. Then talk about your poster.



1. Review the language in the speech bubbles.
2. Play Class CD1 Track 37. Students listen, point to the speech bubbles, and say along with the CD.



Girl: What do you like doing?
Boy: I like surfing.
Girl: Are you good at skateboarding?
Boy: No. I'm not very good at it.

1. Model the conversation with some of the students.
2. Student pairs practice the pattern, personalizing the activities as they talk about their posters.

3. Draw students' attention to the tip on the page: *Talk as much as you can about your pictures*. Encourage them to say as much as they can about their posters.

Home-School Link

1. Tell students to share what they've learned in class at home.
2. Role-play with a few stronger students to demonstrate sample language to the class.
3. Students make a list of items including activities, safety tips, and animals that they talked about with their family and present their list to the class.

Games and Activities

- **Project: Outdoor Fun Charades** (Teacher's Book pages 28–31). In small groups have students act out an activity they like to do from their poster. The other students try to guess what it is.
- **Skills: Order the Text** (Teacher's Book pages 28–31). Write each sentence from Skills Bonus Activity A on a strip of paper. Give one set of strips to each student. Read the passage aloud. Students listen and put the strips in order.
- **Two Truths and a Lie** (Teacher's Book pages 28–31). Students listen as you make true and false statements about the students' posters.

Extra Practice

Workbook page 23

iTools

Online Practice