

Animals Around Us

Unit 1 Goals

- Listen to the story *Three Friends*
- Listen for the title

Unit 2 Goals

- Listen to the passage *Animal Fun*
- Listen for the topic

Speaking Goal

- Give an introduction

Topic 1, Opener, Student Book Pages 6–7

See the Walk-Through on pages 7–16 for a general approach to each exercise.

Excite

Tell students they will listen, think, and speak about animals in this Topic. Ask, *What is your favorite animal?* Elicit answers. Invite students to share some of the animals they know and what they like about them.

Engage

Communication Read and talk about Olly's question on page 7: *What animals can you see at the zoo?* Ask students to think of an animal that they would like to see at the zoo. Have them share with a partner.

Extend

Invite the class to play a game of **Charades** (see *Games and Activities* on pages 20–21 of this Teacher's Guide). Have students act out and guess the names of different animals, including those mentioned in the Fun Fact.

Answer Key

A: 1. I see llamas and a goat. 2. Answers will vary. **B:** 1. It helps goats and cows. 2. Answers will vary.

Unit 1, Get Ready to Listen, Student Book Page 8

Excite

Creativity Provide students with modeling clay. Encourage them to make an animal out of clay. Invite them to show their final art piece to the class. Have them explain what the animal is and tell something interesting about the animal.

Engage

Critical Thinking Have students look at the pictures in Exercise A and determine what they have in common. Elicit that they are all animals, and some of them can be found on a farm. Ask students to identify which animal seems to be the most different from the others (*the monkey*, as it's not a farm animal; *the duck*, as it's not a mammal). Accept all reasonable responses.

Extend

Creativity/Collaboration Have students make picture cards for the key words on page 8. Give each student four blank cards and drawing supplies. When students are done, they can work with a partner to review the pictures and say the new words.

Answer Key

B: The monkey is brown. Students color the sheep white. Students color the cow black. Students color the duck green.
C: 1. sheep 2. cow 3. monkey 4. duck

Unit 1, Listen, Student Book Page 9

Excite

Introduce the Listening Goal: listen for the title. Ask students to find titles around the classroom. Encourage them to look at books, posters, and anything else in the room to find as many titles as they can. Ask them to look for any titles that have to do with animals. Then have student volunteers share some of the titles they found.

Engage

Remind students that titles tell you something about what the passage or story is about. Have them listen to the story *Three Friends*. Then have them identify the picture that shows what the story is about. Ask, *How do you know this picture matches the story?* Elicit answers.

Extend

Creativity/Communication Have students write a different title to the story on page 9. Play the audio track again if necessary. Then have students share their title with a partner. Encourage partners to ask and answer questions about why they chose their title.

Answer Key

A: 1. Yes 2. No 3. Yes **B:** A; a. 3 b. 1 c. 2

Unit 1, Understand, Student Book Pages 10–11

Excite

Critical Thinking Have students find a picture in their Student Book and make up two titles: one that goes with it and one that doesn't. Put students into pairs. Each student should show their partner the picture they chose and the two titles. The partners should guess which title goes with the picture.

Engage

Invite students to pull out the picture cards they created for the key words. Tell them you are going to call out the key words from the unit and they should hold up the matching picture cards. Randomly call out the words and check that students are matching them correctly.

Extend

Have students sit on the floor in a circle. Play the game **Rollers** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) using the sentences from Exercise C as a guide for target language.

Answer Key

A: a **B:** 1. sheep. 2. water 3. duck 4. jumps 5. Tom **C:** 1. sheep, d 2. monkey, c 3. cow, b 4. duck, a **D:** 1. It isn't 2. It's 3. It's 4. It isn't 5. It's **E:** 1. It isn't, It's 2. It's 3. It's 4. It isn't, It's

Unit 2, Get Ready to Listen, Student Book Page 12

Excite

Play **Five Questions** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide) with students, using the key words for Unit 1. You can play this game as a whole class or arrange the students in small groups. Select a student to start. The student who identifies the key word will be the next one to choose a key word.

Engage

Collaboration Invite students to look at the pictures in Exercise A. Have them work in pairs or small groups to identify each of the animals. Then have them say what they see in each of the pictures or describe the animal to their partner and see if their partner can guess which one it is.

Extend

1. **Creativity** Divide students up into four groups. Assign each group one of the key words. Each student in a group will draw an illustration of their key word. Take one drawing from each group and put it up on the board. Have the class say the key word as you point to each drawing.
2. **Creativity/Collaboration** Have students make picture cards for the key words on page 12. Give each student four blank cards and drawing supplies. When students are done, they can work with a partner to review the pictures and say the new words.

Answer Key

B: Students number the crocodile by the rock number 1. Students number the mouse on the rock number 2. Students number the giraffe by the tree number 3. Students number the elephant in the water number 4.
C: 1. mouse 2. crocodile 3. giraffe 4. elephant

Unit 2, Listen, Student Book Page 13

Excite

Divide students into small teams. Have each team form a circle and tell students to put their hands behind their backs. Give each team a balloon and play a game of **Balloon** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide) with students, using the key words for Unit 2.

Engage

Critical Thinking Introduce the Listening Goal: listen for the topic. Then tell students they are going to listen to a passage titled *Animal Fun*. Ask students what the title tells them about the passage. Then play the audio track. Invite students to say more specifically what the passage is about—the topic. Then have them complete Exercise B.

Extend

Creativity Ask students to draw the image described in *Animal Fun*. Play the audio track again as they draw. Invite the students to share their completed pictures with the class. Display their pictures in the classroom.

Answer Key

A: 1. ✗ 2. ✓ 3. ✓ **B:** A 1. ✓ 2. ✗ 3. ✓

Unit 2, Understand, Student Book Pages 14–15

Excite

Use the student-made picture cards or drawings from earlier. Hold up a card and ask, *What’s this?* Students should answer with the name of the animal. Then invite them to use language similar to the language in *Animal Fun* to describe where each animal is. Repeat with another card. Explain that each student must come up with a different description than the one used by the student who answered before them. Continue with this activity as time permits.

Engage

Collaboration Have students complete Exercise E. Then invite them to work with a partner to write similar sentences, changing out the animals and the prepositions (*in, on, under, by*). For example, *The mouse is by the bus* might become *The elephant is on the bus*. Encourage students to write sentences that are serious or funny. Allow volunteers to read some of their sentences to the rest of the class.

Extend

Play a game of **Picture Pieces** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide) with the class. Draw one of the animals used in the key words on the board. Pause after each stroke for students to guess, *Is it a (giraffe)?* When a student guesses correctly, finish the picture and ask questions about it using the unit language.

Answer Key

A: 1. Yes 2. No **B:** 1. b 2. b 3. a **C:** 1. giraffe, b 2. elephant, a 3. crocodile, b 4. mouse, a **D:** 1. in the water 2. on the grass. 3. under the tree 4. by the bus **E:** 1. in 2. on 3. under 4. by

Units 1 and 2, Listening Check, Student Book Pages 16–17

Excite

Play the game **Two Truths and a Lie** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide) using the key words for Units 1 and 2. Hold up a student-made picture card and make three statements about it (two true and one false). Encourage students to listen carefully to catch the “lie.”

Engage

Collaboration Have students choose the right picture in Exercise A. Then have them write a topic for each of the other pictures. Invite a partner to look at the picture and topic and write a title for it. Compare answers with another pair. See if everyone agrees that the topics and titles work.

Extend

Play the audio for *A Night at the Zoo*. Play the game **Pop-Up** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide). Ask students to listen for the key words from Units 1 and 2. You can assign different words to different students or groups, or have the entire class move together.

Answer Key

A: B **B:** 1. ✗ 2. ✓ 3. ✗ 4. ✗ **C:** 1. ✗ 2. ✗ 3. ✓ 4. ✗ **D:** 1. b 2. a 3. a 4. b 5. c **E:** 1. elephant 2. duck 3. mouse 4. monkey

Units 1 and 2, Get Ready to Speak, Student Book Page 18

Excite

Introduce the Speaking Goal: give an introduction. Then provide students with an example of an introduction you might use if you were meeting someone for the first time. Example: *Hi. My name is _____. I am a teacher. I teach in _____. I like to _____.* Invite a few volunteers to give an introduction to the class.

Engage

Communication Have students complete Exercise A. Then have them practice saying it with a partner. Encourage them to use expression and tone and to say the words with feeling instead of just reading them. Next, have them come up with other things Jin-Goo Kim might say in an introduction. Encourage students to use the key words from the Topic if possible. For example, *I like elephants.*

Extend

Critical Thinking Direct students' attention to Olly and have a volunteer read the Speaking Tip. After students underline the words *I* and *my* in the introduction in Exercise A, invite them to imagine they were going to introduce Jin-Goo Kim to someone else. Remind students to change *I* and *my* to *he* and *his*.

Answer Key

A: Hello! My name is Jin-Goo Kim. I am 8 years old. I live in Seoul. It is a city in South Korea. I like cats. **B:** 1. Jin-Goo Kim 2. 8 3. Seol 4. cats

Units 1 and 2, Speak, Student Book Page 19

Excite

Write a few short example introductions on the board. Make sure each student has a blank sheet of paper. Have students draw a diagram similar to the one in Exercise C on their paper. Ask them to choose one of the introductions from the board and fill in their diagram. For each example that you provided, invite a volunteer to share how they filled in their diagram.

Engage

Have students write their introductions in Exercise D. Then have them say their introduction to a partner. Next, invite each pair to introduce their partner to the class using *He / She*. For example: *This is Carolyn. She is 7 years old. She lives in Colorado. It's a state in the US. She likes elephants and likes monkeys.*

Extend

Creativity Have students pair up with another partner and ask some new questions (e.g., *What do you do after school? Where does your family go on vacation?*). Invite the new pair to draw pictures to go with their introduction and to introduce each other to the class.

Answer Key

C: Answers will vary. **D:** Answers will vary.

Units 1 and 2, Speaking Tutor Worksheet

Excite

Communication Invite students to walk around the room and introduce themselves to several classmates. They should tell their name and one thing about themselves using *I* or *My*. Encourage them to tell each classmate something different.

Engage

Have students read the introduction in Part A. Then invite pairs to practice saying it aloud to one another. As S1 reads, S2 should raise their hand every time they hear *I* or *my*. Have partners exchange roles and repeat.

Extend

Creativity Invite students to draw a picture to go with the introduction they wrote in Part D.

Units 1 and 2, Project

Excite

Collaboration Tell students that they are going to make a map of a zoo with a list on it. Ask, *What is a list?* After students answer or you provide them with the answer, have them practice making lists before they begin working on their map. Divide students up into groups. Assign each group a category of animal (e.g., *animals with wings, animals that swim, animals with four legs*, etc.). Instruct the students to work together to make a list of animals that fit in their category. Collect the lists from each group and mix them up. Read the animal names on the lists and invite the class to guess which category each one is for.

Engage

Have students work on completing their Project Notes. Circulate throughout the classroom and ask students questions to help them consider the types of animals their zoo will have and where each of those animals will live. Notice what students have written and ask individuals questions like, *What about [zoo animal that is not written on their Project Notes]? Do you want to add this to your Project Notes or you map? Should this animal have [a tree]? Why or why not?*

Extend

Critical Thinking Have students discuss their favorite zoo animal in Exercise C. Then have them expand their thinking to other types of animals. Ask questions such as, *What animal do you want to learn more about? Why?* Give students time to think of their answers and reasons and then discuss the questions as a class.

Workbook Answer Key

Unit 1 A: 1. ✗ 2. ✓ 3. ✗ **B:** 1. ✓ 2. ✗ 3. ✓ **C:** 1. b 2. c 3. a 4. b

D: 1. duck, b 2. monkey, a 3. sheep, a 4. cow, **E:** 1. cow 2. monkey 3. duck 4. sheep **F:** 1. duck 2. sheep 3. monkey 4. cow

Unit 2 A: A. 2 B. 3 C. 1 **B:** 1. ✗ 2. ✓ 3. ✗ **C:** 1. No 2. No 3. Yes 4. No 5. Yes 6. Yes **D:** 1. b 2. a 3. a **E:** 1. elephant 2. mouse 3. giraffe 4. crocodile

Speak: I am 7 years old. Jean is my friend. I like my new game.