

# Unit 2 Overview

**Unit objective:** learn to identify objects

**Vocabulary:** *panda, tiger, fish, monkey, elephant, octopus, desk, pencil case, board, door, window, clock*

**Grammar:** *What is it? It's a/an ..., Is it a/an ...? Yes, it is./No, it isn't.*

**Phonics:** sounds /ʌ/, /k/, /m/, /d/

**Values:** Care – Be careful!

**Cross-curricular focus:**  
Arts and crafts – Traditional costumes

**Country focus:** China

**Overview materials:**  
world map or globe;  
realia representative of  
China (e.g. toy panda,  
chopsticks); pictures of  
famous places, people, or  
events in China

**Short lesson option:**  
b & c



## Culture Connection

- The picture shows pandas, found in the snowy mountainous areas of China.
- Pandas are an endangered species because of their restricted diet of bamboo. Only about 1,600 exist in the wild. Young pandas are especially playful and like to do somersaults!

### a Warmer

Point to China on the world map/globe. Ask the children to guess the country. Confirm or tell them that China is the next place on their journey. Use the realia or pictures you brought to generate interest and find out what the children already know about China. Ask questions (in L1 if necessary), e.g. *What is China famous for? Is China a big country? What continent is China in? What animals live in China?*

### b Picture activity

Point to Beakie and Eddie in the unit opener picture in turn and read aloud their speech bubbles. Have the children look at the picture and tell you what they can see in L1 if necessary. Draw their attention to the hat Beakie is wearing.

Draw a panda on the board and label it *panda*. Point to the relevant parts of the picture and say *panda, mom, baby, bamboo, and snow*, and have children repeat.

### c Visual literacy: Look and Do

This feature develops visual literacy by allowing the children to use their prior knowledge to interpret the picture.

Point to the baby panda in the picture. Ask a child to draw a baby panda on the board. Ask the children to think of a name for the baby panda. Write suggestions on the board.

### d Wrap up

Use the names on the board to have a class vote on the best name for the baby panda.

## Picture activities for Unit 2

### Lesson 1, after Activity 1

Ask the children to act out being the mommy panda in the picture and to eat some bamboo. Ask them to choose other animals from Activity 1 and to act them out eating their food.

### Lesson 2, after Activity 2

In pairs, the children practice *It's a ...* by pointing at the mommy or baby panda in the picture and saying *It's a mommy panda. It's a baby panda.*

### Lesson 5, after Activity 3



**CD 1, Track 20** Ask the children to sing and act out the song again. This time they move as if they were the mom panda in the picture (i.e. on all fours).

**Learning objectives:** identify zoo animals

**New vocabulary:** *panda, tiger, fish, monkey, elephant, octopus, zoo*


**New grammar:** *This is ...*

**Materials:** pictures of animals (from Activity 1), Language File template 2

### Warmer

Show a small part of each animal picture and ask the children to call out the animal (L1). Show the pictures again and say the animal words in English for the children to repeat. Show the pictures again and encourage children to say the animal word.

- 1** **CD 1, Track 13** Play the CD and have the children point to the pictures. Play the CD again with pauses and have the children repeat. Point to animals for children to call out the word. Keep the pictures for work in Unit 6.

 You can now go back to the unit opener (Teacher's Edition p.31, Student's Book p.15) and do the additional picture activity for this lesson.

- 2** Ask the children to look at the picture and identify the animals. Then ask them to check the box if they see the animal in the picture and cross it out if they don't see it.

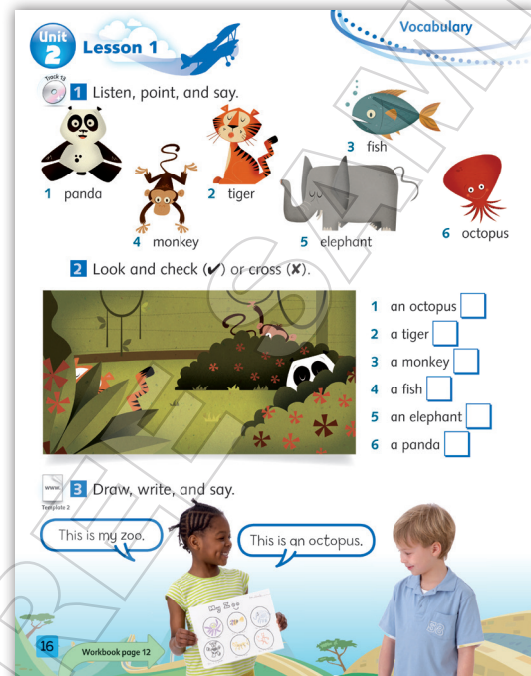
**Answers:** 1 X 2 ✓ 3 ✓ 4 X 5 X 6 ✓

### Activity extender

Ask the children to draw their own picture containing three hidden animals. In pairs, the children guess which animals are in their friend's picture.

- 3** Distribute the Language File template or paper to each child. Explain that a place where we find many different animals together is called a zoo. Have them draw pictures of six animals and write the names of the animals. Ask fast finishers to add an extra animal.

Draw attention to and read aloud the speech bubbles. Invite a child to show the class their drawing and describe it following the example in the speech bubbles. In pairs, the children show each other their picture and talk about their zoo, e.g. *This is a monkey.*



**Unit 2 Lesson 1**

**1** Listen, point, and say.

1 panda 2 tiger 3 fish 4 monkey 5 elephant 6 octopus

**2** Look and check (✓) or cross (X).

1 an octopus ☐  
2 a tiger ☐  
3 a monkey ☐  
4 a fish ☐  
5 an elephant ☐  
6 a panda ☐

**3** Draw, write, and say.

This is my zoo. This is an octopus.

16 Workbook page 12

### Lesson extender

Choose six children and allocate secretly a zoo animal to each child. Tell the class you are visiting the zoo. Walk around and ask the six children to act out their animal together. After a few seconds ask them to stop and encourage the rest of the class to say what each child's animal was. Repeat with different children as zoo animals.

### Wrap up

Play a guessing game. Secretly choose an animal from Activity 1 and ask children to guess your animal. Invite children to come to the front of the class and choose an animal for the class to guess.

**Learning objectives:** discover how to say and ask what things are

**New grammar:** *What is it? It's a/an ...*, *an* + vowels

**New vocabulary:** *bird*

**Vocabulary review:** zoo animals

**Materials:** prepare animal word cards; pictures of animals

### Warmer

Hold an animal card secretly and ask *What is it?* The children guess the answer as fast as possible. Then have children do the same.

- 1** **CD 1, Track 14** Ask the children to look at the picture and say where Beakie and Eddie are (*in a hot air balloon*). Play the CD and ask the children to listen and point at the animals. Then play the CD again and have them repeat.

Ask the children what they notice about *It's an elephant* and *It's a monkey* (use of *an/a*). Write *an* + *a*, *e*, *i*, *o*, *u* on the board. Explain that in English we use *an* with words that begin with these five letters. In pairs, the children practice *It's a/an ...*

- 2** Write *It's a ...* and *It's an ...* on the board. Give children animal word cards to tape in the correct column. Then have the children connect the words in their book to make sentences. Check answers orally.

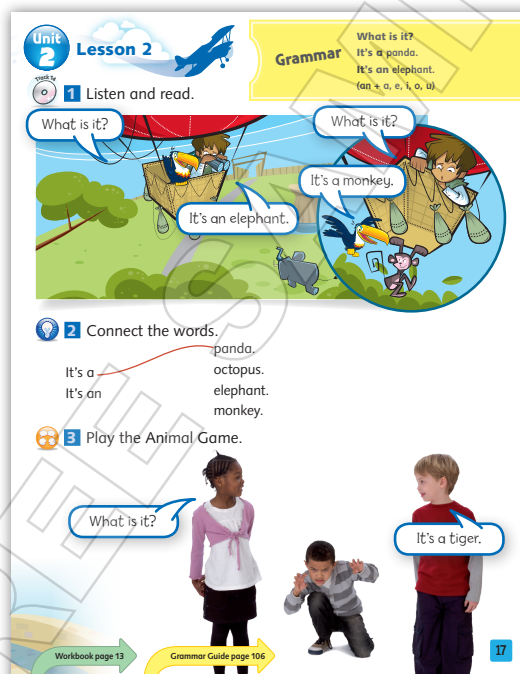
**Answers:** It's a panda/monkey. It's an octopus/elephant.

### Competency development: Think

In this activity, the children demonstrate that they can **process and interpret information**. By recognizing that some words in English take *a* and some words take *an*, they reach an understanding of how to use the indefinite articles correctly. Give the children more examples so that they can apply this understanding to new vocabulary.

You can now go back to the unit opener (Teacher's Edition p.31, Student's Book p.15) and do the additional picture activity for this lesson.

- 3** Point to the picture of the children playing the animal game. Read the speech bubbles aloud and have the children repeat. In groups of three the children take



turns, one acting out an animal, one asking *What is it?*, and one answering *It's a/an* (animal). Monitor and make sure *a/an* are used correctly.

### Competency development: Collaborate and Communicate

In this activity, the children demonstrate the ability to **work with a friend or as part of a team**. Each child has a specified role in the game and they have to watch and listen to collaborate successfully. Ensure that each child has a chance to take on each of the roles.

### Blended Teaching Tip

Open the Grammar Presentation for the lesson on the Interactive Classroom DVD-ROM. Invite children to read the samples with *It's a ...* aloud. Divide the class into two teams. Then open the Interactive Poster and point to an animal. The first child to raise their hand and say a correct sentence using *It's a/an ...* wins a point for their team. Play several times.

### Wrap up

Divide the class into teams of six and give each team a piece of paper. Call out an animal name, and a different child from each team writes *a* or *an*. Award a point for the first correct answer and an extra point for good teamwork.



**Learning objectives:** identify the sounds /ʌ/, /k/, /m/, /d/ and practice them through a chant

**New phonics sounds:** /ʌ/, /k/, /m/, /d/

**New vocabulary:** *hut*

**Vocabulary review:** *mom, dad, cat*

**Materials:** alphabet cards, word cards for *hut, cat, mom, dad*

### Warmer

Hold up alphabet cards for the letters *u, c, m, d*, and say the letters for the children to repeat. Tape the cards on the board and invite the children to point to the letters as you say them. Do this fast to make it fun!

- 1** **CD 1, Track 15** Point to the picture and say *hut*. Point to the eyes and ask the children what they think is in the hut. Then play the CD and ask the children to listen. Play the CD again with pauses and have them repeat. Then practice the chant with the children and clap along.

- 2** **CD 1, Track 16** Play the CD and have the children listen and repeat the sounds and words. Ask the children to point to the letters and words in their book. Then practice saying the words around the class chorally and individually.

- 3** **CD 1, Track 17** Play the CD and ask the children to look, listen, and point. Then ask the children to listen and draw lines to connect the letters and make a word. Pause the CD and check with the class after each word.

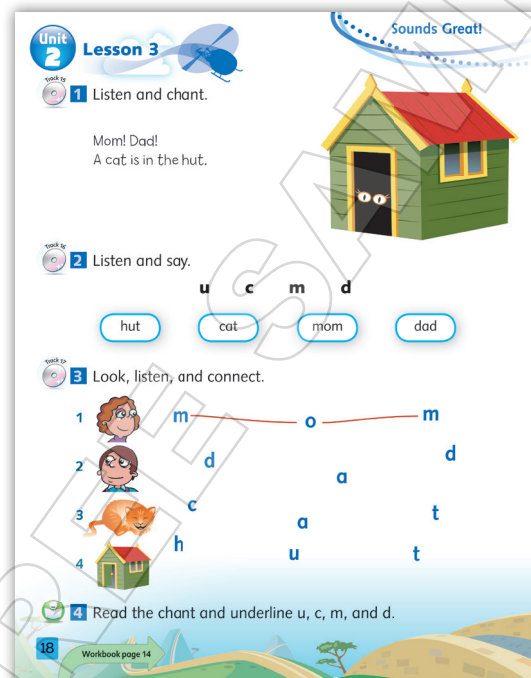
**Answers:** 1 mom 2 dad 3 cat 4 hut

### Activity extender

In pairs, the children dictate a word from this lesson letter by letter for their friend to write in his/her notebook. They can also choose words from Unit 1, lesson 3 (*hat, hot*).

- 4** Write the chant on the board and invite children to underline the letters *u, c, m, and d*. Then ask them to underline the letters in their book using a different color for each one. Go around and check the children's work.

**Answers:** mom, dad, cat, hut



### Competency development: Learn

In this activity, the children are identifying the sounds studied in the lesson and recognizing them in different words to **demonstrate previously acquired understanding**. Using a different color to underline the letters will help them to remember the sound/spelling combinations. Encourage the children to say the sounds as they underline them to show that they can hear the difference.

### Lesson extender

Give each child a piece of letter size paper and ask them to draw a hut with a cat inside it. Give them another piece of paper – preferably a different color – to tape on as the door. Encourage the children to label the picture *A cat is in a hut*.

### Wrap up

Divide the class into two teams. Write words randomly on the board, e.g. *mom, cat, hut, hat, hot*. Call out a word. Children from each team take turns touching the correct word. Give one point for the first child to touch the correct word.

**Learning objectives:** read a story about and explore the value of being careful

**New vocabulary:** *Stop! Sorry, car, please*

**Vocabulary review:** *Bye, Mom, cat, Hi*

**Grammar review:** *It's a ...*

**Materials:** whistle

### Warmer

Play "Animal actions." Stand up and act out *elephant* with the children (use an arm for the trunk!). Act out *monkey* by waving arms around and *panda* as a big slow animal. Call out the animals randomly and have the children act them out.

- 1** **CD 1, Track 18** Ask the children to describe what they see in the pictures in L1. Play the CD and ask them to listen and read. Play the CD again with pauses and have them repeat and explain the story. Read out the story and have the children act it out.

### Activity extender

Invite groups to perform the story for the class. Encourage children to imitate their character's voice and intonation.

- 2** Divide the children into groups of five. Allocate the roles (Mom, girl, cat, David, traffic police) and ask the children to practice reading the story.

Read aloud the values next to the check boxes. Ask the groups to decide which value to check in their book. Invite groups to say which box they checked and why they chose it (L1).

**Answer:** Be careful.

- 3** Talk to the children about places near your school where children have to be very careful. Ask children what they do to be careful. Allow them to answer in L1 to help them better understand the importance of the value.

Read aloud the question and the answer options. Have the children circle the words in their book. Discuss answers as a class. Ask the children to tell you about different situations when they need to look, listen, and be careful. As a class, act out actions to the phrase and repeat it together.

**Answer:** I look and listen to be careful.

Unit 2
Lesson 4
Reading Time

1 Listen and read.

1
2
3
4

Bye, Mom. Bye, Dad.
Stop!
Oops! Sorry, cat.
Please be careful.
Hi, David! What's up?
Stop! A car!
Sorry.

2 Read the story again. Check (✓) the value.

Be careful. ☐ Say hi and bye. ☐

3 Read and circle.

I look / sing and listen / walk to be careful.

Workbook page 15

19



### Competency development: Me

This activity prompts the children to **think about consequences of behavior or decisions**. Ask them what can happen if people aren't careful (*there can be accidents*). Help them to understand the importance of taking responsibility for their own safety and that of others. Make sure that they demonstrate their awareness by talking about specific situations in their own experience when they need to be careful.

### Blended Teaching Tip

Display the Interactive Student's Book page and play the audio for the children to follow the story on the board. Use the pen tool to circle the cat in frame 2 and the car in frame 3. Ask the children in L1 what might happen (*the girl might step on the cat, she might get run over by the car*) and what the girl needs to do to avoid accidents. Discuss the importance of looking where you are going.

### Wrap up

Say the phrase *I look and listen to be careful* together as a chant. Have the children walk carefully around the classroom saying the chant and miming the actions.

**Learning objectives:** recognize classroom objects and instructions

**New vocabulary:** desk, pencil case, board, door, window, clock, actions

**New grammar:** imperative

**Grammar review:** *What is it? It's a/an ...*

**Materials:** prepare word and picture cards from the lesson (optional), index cards for the children to make labels

### Warmer

Point to classroom objects from the lesson and say *It's a desk, pencil case, etc.* Have the children repeat each word a few times. Then point to the objects again and say a correct or an incorrect *It's a ...* sentence. The children say *yes* or *no* accordingly.

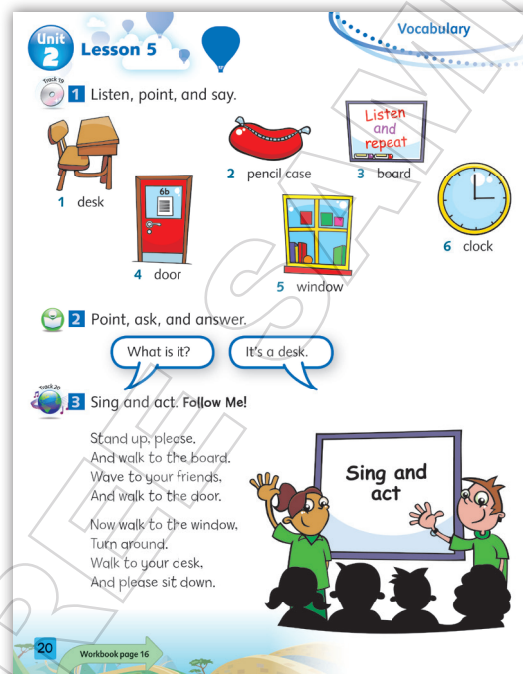
- 1** **CD 1, Track 19** Play the CD and ask the children to listen and point to the pictures. Play the CD again and have the children repeat. Then point to pictures and ask the children to say the word chorally and individually.

- 2** Point to a desk and ask *What is it?* Encourage the answer *It's a desk*. Show the children the dialog in Activity 2. In pairs, the children take turns pointing to classroom objects. Make sure they ask and answer about the objects correctly with *What is it? It's a/an ...*

### Competency development: Learn

In this activity, the children ask and answer questions and identify classroom objects to **demonstrate previously acquired understanding**. Check that they use full questions and sentences when they are speaking to each other.

- 3** **CD 1, Track 20** Have children look at the song and underline the words they know (*board, friends, door, window, desk*). Then play the CD and have the children sing along. Teach the children the actions for each line. Play the CD again and have the children act and sing.



### Activity extender

Play "Simon says" with the instructions from the song. Play faster and faster to keep up pace, make it fun, and avoid lots of children being out for a long time. Choose different children to give the instructions.

You can now go back to the unit opener (Teacher's Edition p.31, Student's Book p.15) and do the additional picture activity for this lesson.

### Lesson extender

Give the children some small pictures and word cards of the classroom objects. In pairs, the children play a game of "Snap." One child has word cards and the other has pictures. They shout *Snap!* when the word and picture match.

### Wrap up

Ask the children to make some label/word cards of the classroom objects and put them on the real objects around the class.



**Learning objective:** ask and answer questions about classroom objects

**New grammar:** *Is it a ...? Yes, it is. / No, it isn't.*

**Vocabulary review:** desk, pencil case, board, door, window, clock

**Grammar review:** *It's a ...*

**Materials:** prepare picture/word cards of classroom objects (optional), scarf for game

### Warmer



**CD 1, Track 20** Play the song again from Lesson 5, Activity 3. Divide the class into two groups. Group 1 sings the first verse while group 2 acts it out and vice versa for the second verse. Regroup and repeat.

1



**CD 1, Track 21** Play the CD and ask the children to look at the picture and read. Play the CD again with pauses and have them repeat. Write *Is it a ...? Yes, it is. / No, it isn't.* on the board. Point out that in the question we say *is* first and then *it*. Have the children read the grammar box. Then point to objects in the classroom, ask the question, and have the children reply together.

2

Read aloud the first question and point to the desk in the picture. Ask children to answer and then have all the children circle the correct answer in their book. Have pairs read the second question and circle the correct answer. Check answer as a class.

Then have the pairs take turns pointing to a classroom object and asking *Is it a ...?* for their friend to answer.

**Answers:** 1 No, it isn't. 2 Yes, it is.

### Activity extender

Ask the children to draw a picture of their classroom and label the objects in English. Provide extra help and vocabulary for more able children.

3



Ask a child to cover his/her eyes. Point to a classroom object or hold up a picture or word card. Prompt the child to guess what it is using *Is it a ...?* Have the whole class respond *Yes, it is* or *No, it isn't*.

**Unit 2 Lesson 6 Grammar**

**1 Listen, read, and say.**

Is it a board? No, it isn't.

Is it a window? Yes, it is.

**2 Look at Activity 1 and circle.**

1 Is it a clock? Yes, it is. / No, it isn't.

2 Is it a desk? Yes, it is. / No, it isn't.

**3 Play the Guessing Game.**

Is it a clock? No, it isn't.

Is it a pencil case? Yes, it is.

Workbook page 17 Grammar Guide page 106 Grammar File 2 21

In pairs, the children play the game (by using the cards or pointing to or touching the objects). Monitor to make sure they are using the language correctly.



### Competency development: Collaborate and Communicate

In this activity, the children play a guessing game **to demonstrate their ability to work with a friend or as part of a team**. It is a fun way for the children to work together to identify classroom objects and practice formulating the question and short answers correctly.

### Blended Teaching Tip

Open the Grammar Presentation for the lesson on the Interactive Classroom DVD-ROM. The children complete the activity in pairs. Then open the Interactive Poster. Invite a child to come to the board and highlight an animal and ask *Is it a (panda)?* to elicit *Yes, it is* or *No, it isn't*.

### Wrap up

Use the scarf to play "Blind man's bluff". Blindfold a child, ask them to turn around three times, and then walk them carefully to a classroom board. The child asks *Is it a ...?* and the whole class replies. Repeat with other children and objects.

**Learning objectives:** learn about pandas and traditional costumes from China

**New vocabulary:** lion, real, traditional, costume

**Vocabulary review:** panda

**Grammar review:** *What is it? It's a ..., Is it a ...? Yes, it is. Its name is ...*

**Materials:** prepare word cards with *panda* or *lion* written on them; paper plates or heavy card stock to make masks; straws, tape (optional)

### Warmer

Write the chant on the board and have the children chant together: 5, 4, 3, 2, 1 – *Let's have fun! Let's explore China!*

- 1 Point to the picture of Chen and read the speech bubble aloud. Point to the picture of the panda, ask *What is it?* and elicit *panda* from the children. Ask the children to read the text. Ask *What's the panda's name?* (*Cong Cong*) and *Where does Cong Cong live?* (*In a zoo in China.*)

Point to the lion and say *lion* for the children to repeat. Explain that it is a traditional costume (L1) and model the English pronunciation. Ask the children to read the text. Ask *Is the lion real?* (*No.*) Ask *What is it?* and invite a confident child to reply (*It's a traditional costume from China.*).

### Activity extender

Ask the children to close their book. Write the panda text on the board and erase some words. See if the children can remember the words.

### Think Twice

- 1 Read aloud the question and the answer options. In pairs, the children decide which sentence is true and circle it in their book. Check the answer as a class.
- 2 Read aloud the question. In pairs, the children say which animal they prefer, and why. Invite children to tell the class. Allow them to give their reasons in L1.

**Answers:** 1 It's a real panda. 2 Children's own answers.



### Stop and Reflect

Reflect back on what the children have learned about China. Pause for ten seconds to allow them time to think. Ask questions in L1, e.g. *Where do pandas live? What do pandas eat? Why do we need zoos? Do you know any famous Chinese celebrations? Do you ever wear a traditional costume?*, etc.

### Lesson extender

#### Cross-curricular focus: Arts and crafts

Use a paper plate or ask the children to draw a large panda or lion face on heavy card stock. Tape a straw to the back to make a mask. Use the masks for acting out simple dialogs, e.g. *What's your name? My name is Cong Cong.*

### Wrap up

Play "Is it a lion?" Give each child secretly a panda or lion word card. (In a large class, have just two or three lions.) Each child holds their card with the word to their chest. One child points at another child's card and ask *Is it a lion?* and gets the reply *Yes, it is* or *No, it isn't*. If it's a lion the child stands up and roars. Continue until you find all the lions.



**Learning objectives:** focus on traditional festivals in their country; act out meeting and greeting people

**New vocabulary:** *Nice to meet you!*

**Vocabulary review:** *traditional costume, country, brother, sister, friend*

**Grammar review:** *This is ..., His/Her name's ..., I'm ...*

**Materials:** pictures of traditional costumes

### Warmer

Show the pictures of traditional costumes from the children's country. Ask the children when they wear these clothes and what they like about them.

- 1 Point to the picture of the lion in Lesson 7. Tell the children that this traditional costume is worn to celebrate a festival in China called Chinese New Year. Ask the children to tell you some important traditional festivals in their country and write their ideas on the board. Ask them to choose one of the festivals, draw something they associate with it, and write its name. Invite children to share their drawing with the class. Encourage them to say (in L1 if necessary) what the festival celebrates and what they like about it. Ask if they wear a traditional costume for the festival.

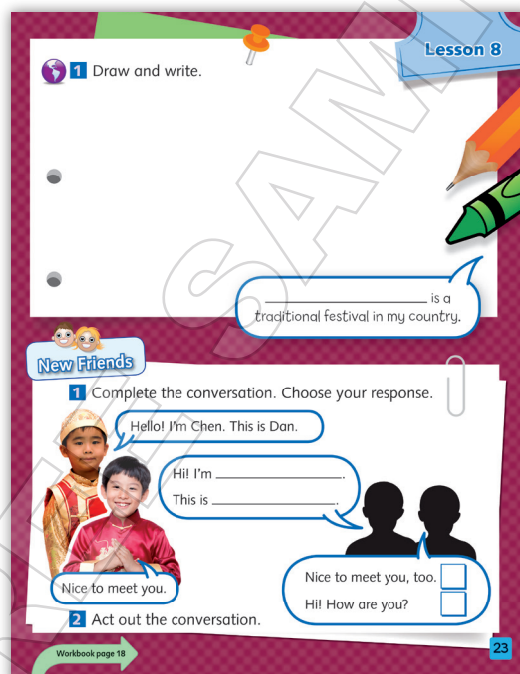


### Competency development: Act

In this activity, the children are writing about a traditional festival in their country to **identify their own circumstances in a wider context**. The activity offers several ways for the children to develop their awareness that the celebrations they take part in have a broader social and cultural significance. Help the children to be aware that their personal enjoyment of the festival is part of wider celebrations, and encourage them to understand what the festival commemorates or symbolizes.

### New Friends

- 1 Read the conversation aloud, including the responses. Ask three children to come to the front of the class to act out the conversation with you. Allocate the part of Dan, and make sure the other two children know which part to read. Take the part of Chen and act out the conversation with the children, helping with



pronunciation. Indicate the blanks in the second speech bubble and have the child taking that part complete them with his/her own name and the fourth child's name. Then indicate the choices in the fourth speech bubble and have the child taking that part choose a response. Ask all the children to complete the dialog in their book.

- 2 In groups of four, the children act out the conversation. Monitor and help as necessary. Have the children change roles so that they take a turn for each part.

### Blended Teaching Tip

Ask the children what they have learned about holidays and festivals in the USA and China. Open the Culture Video on the Interactive Classroom DVD-ROM. Tell the children they will watch a video about holidays and festivals with no interruptions. Then they share what they understood or learned from the video. Play the video again to consolidate what they have learned.

### Wrap up

Remind the children of the English names that they gave themselves in Unit 1, Lesson 2 and have them greet each other again with their English names using the phrases *Nice to meet you. This is ...*

**Learning objective:** review grammar and vocabulary from Unit 2

**Vocabulary review:** *panda, tiger, fish, elephant, octopus, window, clock, lion*

**Grammar review:** *It's a/an ..., Is it a ...?*  
*Yes, it is. / No, it isn't.*

**Materials:** pictures of animals/mini-flashcards/  
plastic animals for game, poster (optional),  
magazine/newspaper pictures (optional)

### Warmer

Play "What is it?". Draw part of an animal on the board, e.g. an elephant's trunk, and ask children to guess what it is. Invite a child to write *an elephant* on the board. Repeat with different animals and school objects.

- 1 Use pictures of animals and classroom objects to review *It's a/an ...*. Write the words on the board in two groups and ask children to say which group is *a* and which group is *an*. Write *a* and *an* clearly by the groups. Then ask the children to read and circle *a* or *an* in Activity 1.

**Answers:** 1 a 2 an 3 a 4 a 5 an 6 a

- 2 Ask the children to look at the pictures. Choose a child to read the first question without answering it. Then ask another child to answer. Ask the class if they agree. Then have the children circle the correct answers in their book. Check answers with the class.

**Answers:** 1 No, it isn't. 2 Yes, it is. 3 No, it isn't.  
4 No, it isn't. 5 Yes, it is.

### Think Again!

Read the beginnings of the three sentences and make sure the children understand them. Have them look through Unit 2 and complete the sentences in their book. Monitor and help as necessary. Invite children to share their answers with the class. Ask the children what they found interesting, what they found easy, and what they found difficult in the unit. Congratulate them on completing Unit 2.






**Possible answers:** panda; children's own answer; lion

Unit 2 Progress Check

1 Read and circle **a** or **an**.

1 It's <input type="radio"/> / an window.	4 It's a / an fish.
2 It's a / an elephant.	5 It's a / an octopus.
3 It's a / an clock.	6 It's a / an tiger.

2 Look and circle.

1  Is it a lion? Yes, it is. / <u>No, it isn't.</u>	2  Is it a tiger? Yes, it is. / No, it isn't.	3  Is it an elephant? Yes, it is. / No, it isn't.
4  Is it a pencil case? Yes, it is. / No, it isn't.	5  Is it a window? Yes, it is. / No, it isn't.	

Think Again!

A famous animal from China is the \_\_\_\_\_.

My favorite lesson is on page \_\_\_\_\_.

A traditional costume from China is the \_\_\_\_\_.

24 Workbook page 19

### Blended Teaching Tip

Discuss children's answers for Think Again!  
Display the Interactive Student's Book page and write the name of the famous animal and the traditional costume from China on the board using the pen tool. For the children's favorite lesson, scroll through the unit on the Interactive Student's Book and have the children raise their hand for their favorite unit. Write the most popular in the Think Again! box.

### Wrap up

Choose one child to be the "zookeeper". Allocate zoo animals secretly to four children. Have the children act out their animals and have the "zookeeper" guess. Set a time limit (30 seconds). Repeat with different children.