

Unit 2 Overview

Unit objective: learn to talk about animals

Vocabulary: adjectives

Grammar: comparatives with short and long adjectives

Phonics: sounds /əʔ/, /ɑʔ/, and /ɪʔ/

Value: Diversity – Appreciate different styles

Cross-curricular focus: Natural science – Animals that live in groups

Country focus: Venezuela

Overview materials: map or globe; realia or pictures of Venezuela

Short lesson option: b & c



Culture Connection

- The picture shows Angel Falls, the highest waterfall in the world. The falls are in Venezuela and they are named after the American pilot, Jimmy Angel, who discovered them in 1935.
- Venezuela is on the north coast in South America. The capital city is Caracas.
- There is a large variety of animals in Venezuela, including anacondas, boas, piranhas, stingrays, electric eels, and porcupines.

a Warmer

Have the children look at the picture of Bouncer. Ask the children what she is looking at (a waterfall). Explain that Bouncer is in Venezuela. Read aloud her speech bubble.

Tell the children that they are going to continue their journey to learn English and find out about Venezuela. Use the world map/globe to help the children identify the continent of America and then find Venezuela. Use the realia or pictures and find out what the children already know about Venezuela. Ask questions, e.g. *What do you know about Venezuela? What animals do you know from Venezuela?*

b Picture activity: Zoom In

Ask the children to look at the picture. Point to the text in the first box. Help the children to imagine how high the falls are by mentioning other tall things they can compare them to. Read the questions in the second box and discuss the answers with the children.

Possible answers: The climate varies from hot and humid to cold and dry; children's own answers

c Visual literacy

This feature develops visual literacy by encouraging the children to use their prior knowledge to interpret the picture. Ask the children to read the questions in the last box and discuss their answers in pairs. Review as a class.

Possible answer: The cliffs look yellow/orange because of the sunlight/minerals in the rock.

d Wrap up

Ask children to come to the front of the class to show mountains, rivers, cities, and lakes in Venezuela on the map/globe.

Picture activities for Unit 2

Lesson 1, after Activity 2

Have the children look at the picture and say as many adjectives as they can think of to describe the photograph. Write the adjectives on the board. Ask them to write the adjectives in their notebook.

Lesson 2, after Activity 2

Have the children look at the picture and say which adjective from this lesson applies to this place (*clean*). Write *hot – cold*, *wet – dry* on the board. In pairs, the children do the same. Then they think of other adjectives to describe the picture.

Lesson 5, after Activity 3

Dictate and have the children draw what you say, e.g. *There is a clean forest. There are beautiful flowers. There are colorful butterflies.*

Unit objective: use new vocabulary to describe people and things


New vocabulary: *clean, dirty, hungry, kind, mean, poor, rich, thirsty*

Grammar review: *It's ..., He's ..., She's ...*

Materials: prepare large pieces of paper with letters of the alphabet written on them, with two *os* and two *ts*


Warmer

Put the papers with the letters of the alphabet on the desk. Call out words from the first activity. Invite children to find the letters and put them in order on the board ledge. Have the rest of the class check that the word is spelled correctly. Play several times with different words from this lesson.

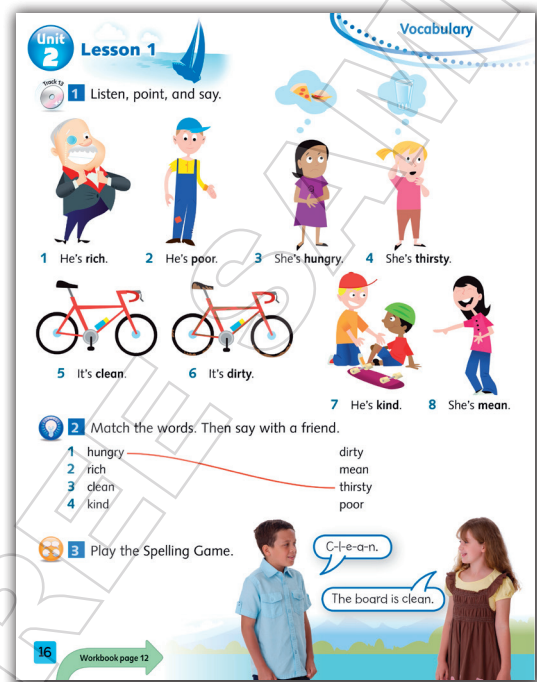
- 1**  **CD 1, Track 13** Ask the children to look at the pictures and mime the meaning of the adjectives to make sure they understand them. Play the CD and have the children listen and point to the corresponding picture for each word. Play the CD again with pauses for the children to repeat.

Blended Teaching Tip

Display the Interactive Student's Book page on the Interactive Classroom DVD-ROM and cover the adjectives with a text box. Have the children close their book and call out the adjectives as you point to each picture.

- 2**  Have one child read the adjectives on the left and another read the adjectives on the right. In pairs, the children match the opposite words in their book. Invite some children to write the word pairs on the board.

Answers: 1 hungry – thirsty 2 rich – poor 3 clean – dirty 4 kind – mean



Competency development: Think

This activity requires the children to **think carefully** about the adjectives in order to **categorize** them into **opposites**. This reinforces meaning.



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** Invite two children to the front of the class to demonstrate how the game is played. One child spells a word from Activity 1 and the other says a sentence with the word. In pairs, the children play the game. Monitor and help if necessary.



Competency development: Collaborate and Communicate

In this activity, the children reflect on the vocabulary they were exposed to in Activity 1 and put it into practice by spelling words and using them in sentences. They are required to **work efficiently with a classmate** and **learn through cooperation**.

Wrap up

Call out the lesson's adjectives. Each time, encourage the children to pose like the people in Activity 1. Repeat the adjectives faster and faster to make it more fun!

Learning objective: make comparisons

New grammar: *cold/colder, high/higher, clean/cleaner, dirty/dirtier, sunny/sunnier, hot/hotter, big/bigger*

New vocabulary: *big, nice, sunny*

Vocabulary review: *clean, cold, dirty, hot, kind*

Materials: clean cloth, dirty cloth, ice cold water, warm water (optional)

Warmer

Take out the cloths and water or draw pictures on the board to represent them. Ask *Which cloth is cleaner? Which cloth is dirtier?* Invite children to feel the water. Ask *Which water is colder? Which water is hotter?*

1



CD 1, Track 14 Ask the children to describe the pictures. Play the CD. Ask them to listen and read. Then divide the class into two groups: Bouncer and Tina. Play the CD again with pauses for the groups to repeat. Ask *Is Bouncer's hat clean or dirty? (It's dirty.) Is the water hot or cold? (Cold.)*

Read the sentences from the grammar box aloud. Ask the children to stand up when they hear an adjective. Ask them to say what the difference is between *dirty* and *dirtier*. Help them deduce that the second one is a comparative adjective. Ask them to underline all the comparative adjectives in the dialog. Review the words they underlined. Discuss the differences in spelling and review the rules for forming short comparative adjectives (one syllable words ending in vowel + consonant double the consonant before adding *-er*, words ending in *-y* remove the *y* and add *-ier*).



Discover Grammar

Have the children look at the adjectives in the box. In pairs, they add the appropriate ending to the second adjective in each case to make a comparative adjective. Check answers with the class.

Answers: colder, hotter, dirtier, kinder, bigger, nicer



Competency development:

Think

The children take steps towards processing and interpreting information in this activity, identifying the *-er* or *-ier* ending of comparative adjectives.

Unit 2
Lesson 2

Grammar

1 Listen, read, and say.

Wow! It's hot. It's hotter and nicer than yesterday.

But this water is cold. It's colder than the ocean.

Look! My sunhat is dirtier than your sunhat.

My sunhat is cleaner than your sunhat now!

It's cold. It's colder than yesterday. Your hat is dirty. My hat is dirtier than your hat.

Look at the examples from Activity 1. Complete the spellings.

| | | | |
|-------|------|------|------|
| cold | cold | kind | kind |
| hot | hot | big | big |
| dirty | dirt | nice | nice |

2 Ask and answer.

1 Is the water hotter than the ocean? 3 Is it nicer than yesterday?

2 Is it hotter or colder than yesterday? 4 Is Bouncer's hat cleaner than Tina's?

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They are **deducing information for themselves** and making conclusions about the use and formation of language.

2

In pairs, the children read the questions and find the answers in Activity 1. Check answers orally.

Answers: 1 No, the water is colder than the ocean. 2 It's hotter than yesterday. 3 Yes, it is. 4 Yes, it is.



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

Write the following words on the board: *hungry, thirsty, fat, thin*. In pairs, the children write them in comparative sentences. Check the sentences and the spelling of the comparative adjectives are correct. Invite children to read their sentences for the class.

Wrap up

Ask the children to close their book. Ask them to write as many adjectives as they can remember from Lessons 1 and 2. Review the lists, inviting children to write adjectives on the board. The child who remembers the most words wins.

Learning objective: recognize and practice sounds /ər/, /ar/, and /ɪr/

New phonics sounds: /ər/, /ar/, and /ɪr/

New vocabulary: *adventure, car, ear, far, furniture, hurt, jar, picture, tear, year*

Warmer

Do a dictation with the adjectives from Lesson 2 and their comparative forms. Have the children write in pairs. Then ask the children to exchange notebooks with another pair and correct any mistakes. Encourage them to refer back to their book to correct.

- 1 CD 1, Track 15** Have the children look at the pictures and say what they can see. Play the CD. Ask the children to listen and follow the tongue twisters in their book. Play the CD again and pause after each tongue twister for the children to repeat.

Blended Teaching Tip

Use the Interactive Student's Book page on the Interactive Classroom DVD-ROM to practice the tongue twisters with the children. Use the pointer to dictate the speed and get quicker and quicker. This will help them to concentrate on sounds and improve pronunciation.

- 2 CD 1, Track 16** Play the CD, pausing after each word for the children to write the missing letters. Ask the children to cross out the word that sounds different in each column. In pairs, the children compare answers. Check answers on the board. Invite children to say the different words.

Answers: tear, ear, car; adventure, car, picture; far, tear, car

Unit 2 Lesson 3 Sounds and Spelling!

1 Listen to the tongue twisters. Then say.

ure ar ear

Are we going far in the car?
Yes, we are!

Oh dear! Hurt my ear – I'm in tears!

Penny's picture is prettier than Pete's pretty picture of his adventure.

2 Listen and complete. Then cross (X) out the word with a different sound.

1 t _ _ _ 2 advent _ _ 3 f _ _
e _ _ _ c _ _ t _ _
c _ _ pict _ _ c _ _

3 Look at the clues and complete the words with ear, ure, or ar.

j _ _ _ furnit _ _ _ y _ _ _

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- 3** Ask the children to look at the picture clues and complete the words. Review their answers on the board.

Answers: jar, furniture, year

Competency development: Learn

In this activity, the children **put into practice** the sounds and spelling they were exposed to in Activities 1 and 2 to form new words.

Lesson extender

Write the following words in mixed order on the board: *near, hear, far, bar, future, culture*. In pairs, the children write the rhyming pairs in their notebook. Match the word pairs on the board for them to check the answers.

Wrap up

Ask the children to take out a red, blue, and green colored pencil. Have them look at the color of the sounds in Activity 1. Then say the lesson words and have the children hold up the correct colored pencil. Repeat the words faster and faster each time to make it fun.

Learning objectives: practice reading skills and explore the value of diversity

New vocabulary: *adventure, bad, beautiful, cow, flower, paint, picture*

Vocabulary review: *car, ear, far*

Warmer

Ask the children to look at the pictures on the page and describe what they can see. Ask them to make predictions about the story. Write their ideas on the board. Check them after Activity 1.

- 1 **CD 1, Track 17** Play the CD. Have the children listen and read. Point out that the teacher's painting is very simple in comparison to the children's and that's why they look surprised. Play the CD again and pause after each word ending in *ure*, *ear*, or *ar* for children to call out the word. Ask them to say which painting they like.

- 2 Write the word *style* on the board. Discuss the meaning with the children. Read aloud the two values and check understanding. Ask the children to read the story again and check the value in the story.

Point out that all the paintings in the story are of cows, but that they are all different styles. Ask the children which painting they like best, and why. Have a class discussion about why diversity is important and why it is good to have different styles.

Answer: Appreciate different styles.

- 3 Read aloud the question and the options and make sure the children understand. Ask the children to check the things they do. In pairs, the children compare their answers. Invite children to share their answers with the class and talk about the styles they like.

Answers: Children's own answers.

Unit 2 Lesson 4

Reading Time

1 Listen and read.

Miss Thomas and her art students are going to paint nature pictures.

1 Come on, children. Let's leave the car! It's not far.

2 We're going on an adventure! I can hear cows.

3 I like the cow's ears.

The flowers are beautiful.

Oh, no! I can't paint. My pictures are always bad. But I enjoy looking at your pictures.

2 Read the story again and check (✓) the value.

Diversity: Appreciate different styles. ☐ Value your own style. ☐

3 What do you appreciate? Read and check (✓).

different ways of painting ☐ different clothes ☐ different hair styles ☐

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Competency development: Me

By taking part in this activity, the children reflect on the value in the story and **relate it to their appreciation of different styles in their daily lives.**

Lesson extender

Give each child a piece of paper and have them draw a picture with a landscape and animals similar to the story. Encourage them to draw different things and write a simple sentence about their drawing at the bottom. Display their work around the classroom.

Wrap up

Read aloud sentences from the story. Have the children describe the scene they come from in as much detail as possible without looking at their book.

Learning objective: learn and use long adjectives

New vocabulary: *beautiful, colorful, comfortable, dangerous, delicious, expensive*

Vocabulary review: *bed, boat, cake, car, dress, shark*

Materials: dictionaries

Warmer

Write + and – signs on the board for the children to copy into their notebook. Read aloud the adjectives from Lesson 1. In pairs, the children decide if the adjectives are positive or negative and write them under the correct column (positive: *rich, clean, kind*; negative: *poor, hungry, thirsty, dirty, mean*). Review the answers on the board.

- 1** **CD 1, Track 18** Ask the children to look at the words and pictures and check they understand. Mime the meanings if necessary. Ask the children if the words have a positive or a negative meaning. Play the CD. Ask the children to listen and point to the pictures. Play the CD again. Pause after each word for them to repeat.

Activity extender

Ask the class to try to form sentences using the words in Activity 1. Ask children to dictate you a sentence. You write it on the board. At the end, ask the children to copy the sentences in their notebook.

- 2** Ask the children to look at the pictures and name the objects. In pairs, the children complete the sentences with the correct adjectives from Activity 1. Check answers orally. Accept any different but appropriate answers.

Answers: 1 expensive 2 beautiful 3 dangerous
4 comfortable 5 delicious 6 colorful



Competency development: Think

By taking part in this activity, the children are encouraged to **use their prior knowledge** and decide which is the **appropriate** adjective to use in each case. They **demonstrate their understanding** of the meaning of the words from Activity 1.

Unit 2 Lesson 5 **Vocabulary**

1 Listen, point, and say.

1 dangerous 2 comfortable 3 beautiful 4 colorful 5 expensive 6 delicious

2 Choose an adjective from Activity 1 to describe the pictures.

1 an expensive car 4 a _____ bed
2 a _____ dress 5 a _____ cake
3 a _____ shark 6 a _____ boat

3 Compare your answers with a friend.

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- 3** In pairs, the children compare their answers and discuss the pictures: *The shark is dangerous.* Walk around and listen to the children's ideas.



Competency development: Collaborate and Communicate

By taking part in this activity, the children are **required to listen to others and to share their work with them.**



You can now go 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

Write the words from Activity 1 on the board with lines where the vowels go, e.g. *d_nger_ _s* for *dangerous*. Have the children complete the missing vowels with books closed. Then have them check their answers against the book.

Wrap up

Divide the class into small groups. Distribute dictionaries and have the children search for other long adjectives to write in their notebook, e.g. *exciting, interesting, fascinating*. Then have them write two sentences using two different adjectives. Check their sentences as they work. Invite children to read their sentences to the class.

Learning objective: learn the comparative form of long adjectives

New grammar: *more (expensive) than ...*

Vocabulary review: adjectives from Lessons 1 and 5, *better, bike, cake, hat*

Materials: two pencils (old and new)

Warmer

Write *boat* on the board. Have children describe a boat with adjectives from this unit, e.g. *colorful, beautiful*. Write them on the board.

1 CD 1, Track 19



Have the children describe the pictures. Play the CD. Ask the children to listen and read. Play the CD again. Pause after each sentence and ask the children to repeat chorally.

Have the children read the sentence from the grammar box. Ask them to identify the comparative form of the long adjective. Ask them to deduce when we use it. Play the CD again for them to underline the comparative adjectives.



Discover Grammar

Read aloud the words in the left-hand column. Read them with the class and clap on the syllables. Have the children count and write the syllables. Review the answers.

In pairs, the children read the sentences and circle *True* or *False*. Review the answers as a class.

Answers: expensive – 3; big – 1; sunny – 2; comfortable – 4; special – 2; True, False, True



Competency development:

Think

In this activity, the children **analyze** the formation of comparative adjectives. They **deduce the information for themselves**, taking into account what they have been learning in this unit.

2

CD 1, Track 20 Pre-teach *better*. Hold up a used pencil and a new pencil and say: *This pencil is good, but this one is better*. Have children give further examples with their things. Play the CD. Have the children listen and circle the comparatives. Check the answers. Play the CD again and have the children sing along.



Unit 2
Lesson 6
Grammar
This boat is more expensive than that one.
And more comfortable!
Yes, it is. But this boat is more colorful than that boat.
1 Listen, read, and say.
2 Listen and circle the -er, -ier, and more adjectives. Then sing, *Bigger and Better!*
3 Compare and say using adjectives from the box.
1 butterflies / snakes 2 cookies / beans 3 cars / bikes 4 computers / books
colorful dangerous expensive delicious comfortable beautiful
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Answers: newer, cleaner, bigger, better, more delicious, older, dirtier, bigger, better, more delicious



3

Have children read the adjectives in the box. In pairs, they compare the pairs of items using the adjectives. Ask children to say sentences aloud.

Answers: Children's own answers.



Competency development:

Learn

In this activity, the children **reflect on the information** from Activities 1 and 2 and **relate it to other objects** to compare them in a similar fashion.

Blended Teaching Tip

Use the Karaoke Song on the Interactive Classroom DVD-ROM to practice the song with the children. Songs and repetition reinforce the words and language studied in the lesson.

Wrap up



CD 1, Track 20 Have the children sing the song again, first with the CD and then without. Discuss which version sounded better.

Learning objective: learn about capybaras and animals that live in groups

New vocabulary: *capybara, guinea pig, heavy*

Vocabulary review: *big, pet, wild, swim, eat*

Warmer

Write *capybara* on the board. Have the children open their book and point to the capybara. Ask them if it is similar to a dog, a bear, or hamster. (It's similar to a hamster because it belongs to the rodent family.) Ask the children to look at the photos of the capybaras and describe them.

- 1 Ask the children to read the text. Ask *Do capybaras live in the wild or are they pets? (in the wild)* Have the children read the *It's a fact!* question. Ask them to share and discuss their ideas. Have children refer to their weight in order to make comparisons.

- 2 Divide the class into groups of three and assign one category to each group. Ask the children to find the information and write it in the chart or in their notebook. Put together groups with children from each of the three categories to share and write each other's information. Check the information orally.

Answers: **Where they live:** near rivers; **Abilities:** excellent swimmers; **Habits:** live in groups, eat at night; eat grass and plants.

Think Twice

- 1 Read the question with the children. In pairs, the children compare their ideas. Invite children to share their answers with the class.
- 2 Read the second question with the children. In pairs, the children discuss their ideas. Encourage them to use English as much as possible. Invite children to tell the class about unusual pets, and write a list on the board.

Answers: Children's own answers.



Stop and reflect

Reflect back on the unit with the children to review what they have learned about Venezuela. Pause for ten seconds to allow them time to think. Ask questions, e.g. *Where is Venezuela? (South America.) What language do they speak in Venezuela? (Spanish.) How is Venezuela different from your country?* Encourage the children to use English, but if they use L1, that's fine, too.

Lesson extender

Cross-curricular focus: Natural science

Ask *What is special about capybaras?* (They are social animals and usually live in groups.) Ask the children to name other animals that live in groups and write a list on the board, e.g. *elephants, dolphins, whales, lions, etc.* Then have them think of animals that live on their own, e.g. *tigers, moose, Komodo dragon.* Have the children discuss some advantages and disadvantages of animals that live in groups and those that live alone.

Wrap up

Say true and false sentences about the text. Have the children put their thumbs up if they are true and thumbs down if they are false. Encourage them to correct the false sentences.

Learning objective: draw, write, and give a presentation about wild animals from their country

Vocabulary review: *animal, big, color, eat, like, live, small*

Materials: books, magazines, and Internet information about wild animals from their country; Presentation File template 2



Competency development: Act

The activities throughout this lesson encourage the children to be **aware of wild animals in their country**. Encourage them to think about their habitat and special characteristics and to find out as much as they can about them.

Warmer

In pairs, the children brainstorm wild animals from their country. Write their ideas on the board.

1



Distribute the Presentation File template and books and printouts about wild animals. Ask the children to choose an animal. Have them draw and label a picture of it. Have them read and answer the questions about the animal they chose. Help them to find the information in the research material if necessary.

Activity extender

Have a class vote to find the most popular animal from Activity 1. Have a class discussion about that animal, comparing notes from different children who chose that animal.

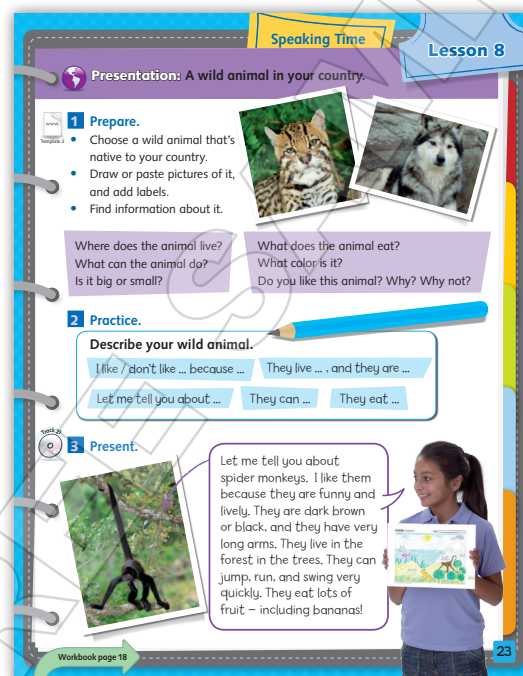
2

Divide the children into small groups to practice presenting their information about their animal. Have the children read and practice using the phrases in their book. Monitor, checking pronunciation and making sure everyone is using the words and structures correctly.

3



CD 1, Track 21 Play the CD and ask the children to listen and follow the sample presentation about the spider monkeys. Then invite children to the front to give their presentations.



Blended Teaching Tip

Ask the children what they have learned about birds and animals in New Zealand and Venezuela. Open the Culture Video on the Interactive Classroom DVD-ROM. Tell the children they will watch a video about national birds with no interruptions. Then they share what they learned from the video. Play the video again to consolidate what they have learned.

Wrap up

Write the names of the animals mentioned throughout the class in scrambled letters on the board. In pairs, the children unscramble the words. The first pair to unscramble them all correctly win.

Learning objective: review grammar and vocabulary from Unit 2

Vocabulary review: *beautiful, clean, colorful, dangerous, delicious, dirty, expensive, kind, mean, poor, rich*

Grammar review: comparatives with *-er, -ier, more ... than*

Warmer

Ask the children to stand in four lines. Whisper a comparative sentence from this unit to the child at the front of each line. Have them whisper the sentence to the next child. Continue until the last child in the line says the sentence aloud. The first team to say the sentence correctly win. Have the child at the front of the line go to the back. Play the game several times.

- 1** Ask the children to look at the chart and write the *comparative adjectives*. Review the answers by inviting children to write them on the board. Ask the children to mark their answers and write in their score.



Answers: longer, hotter, hungrier, more comfortable, bigger, dirtier

- 2** Ask the children to look at the picture and complete the sentences using the comparative form of the adjectives in the box. Write the answers on the board for the children to check. Have them write in their score for the activity and then their total score in their book.

Answers: 1 dirtier than 2 bigger than 3 longer than 4 more expensive than 5 smaller than

Unit 2 Progress Check

1 Complete the chart.

| | | | |
|--------|--|-------------|--|
| long | | comfortable | |
| hot | | big | |
| hungry | | dirty | |

2 Look and complete the sentences with words from the box.

long small big expensive dirty

- The skateboard is _____ the bike.
- The guitar is _____ the trumpet.
- The train is _____ the bus.
- The bike is _____ the computer game.
- The car is _____ the bus.

My Progress

I can describe people and things. ☒ ☒ ☒ ☒ ☒

I can compare people and things. ☒ ☒ ☒ ☒ ☒

I can read and say words with *ure, ar, and ear*. ☒ ☒ ☒ ☒ ☒

Total score /10

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Blended Teaching Tip

Use the Interactive Poster on the Interactive Classroom DVD-ROM. Invite one child to point to an item on the poster and choose another child to say the comparative form of the word. Correct any pronunciation mistakes. Repeat several times with different children.

My Progress

Congratulate the children on completing Unit 2. Ask them to read the *I can ...* sentences and do each task in pairs. Have them circle the symbol that represents how well they could do each task. Ask the children to look back in the unit to review any tasks they had trouble with.

Wrap up

Have the children look again at the picture in Activity 2. Have them close their book. Ask them questions about the picture. Encourage them to answer from memory using complete sentences.