

Unit 1 The Great Outdoors

Let's Talk

Unit 1 The Great Outdoors Let's Talk

A Listen and say. 1.03

We're going to go camping tomorrow. I'm really excited!
Me, too!
How's the weather going to be?
It's going to be cold.
Is it going to rain?
I'm not sure. I hope not.
Me, too!
Is it going to rain?
I'm not sure. I hope not.

B Watch the video.

C Practice the words. Ask and answer. 1.05

1. cool 2. cold 3. warm
4. hot 5. humid 6. foggy

How's the weather going to be?
It's going to be cool.

D Listen and chant. 1.06

The Weather Chant
How's the weather going to be tomorrow?
The newspaper says it's going to snow.
Do you think we need our umbrellas?
Ask the weatherman. I don't know.

I can do this lesson.

Student Book pages 4–5

Topic:

- Weather

Lesson Objective:

- Talking about future weather

Language:

cool, cold, warm, hot, humid, foggy

We're going to go camping tomorrow. I'm really excited! How's the weather going to be? It's going to be cold. Is it going to rain? I'm not sure. I hope not.

Materials:

Teacher Cards 1–6; CD1 Tracks 03–07;
Student Cards 1–6 and Unit 1 Let's Talk
Video (Teacher's Resource Center)

Warm up

1. Review weather vocabulary by playing **Charades** (p. 17).
2. Introduce the new weather vocabulary using Teacher Cards 1–6. Show each card and have students repeat the word.

Student Book page 4

A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Use puppets to model the conversation. Have students repeat the lines after you to practice pronunciation. Have students take one role while you take the other, and then switch.
2. Have students look at the pictures and identify the characters. Then play Class CD1 Track 03. Have students listen to the conversation several times.

1.03 We're going to go camping tomorrow. I'm really excited!
Me, too!
How's the weather going to be?
It's going to be cold.
Is it going to rain?

I'm not sure.

I hope not.

Me, too!

3. Play Class CD1 Track 04. Have students repeat after the audio, focusing on natural intonation.

1.04 Is it going to rain? I'm not sure. I hope not.

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

1. Play the video. Pause the video at the end, after Kate asks *How's the weather going to be tomorrow?* Have a few students respond. Explain *I don't know*, if necessary. Say *I don't know* and make the I-don't-know gesture. Have students repeat and copy the gesture. Ask a few students a question they do not know the answer to (e.g., *What's my mother's name?*) and have them reply.

Hi, Jenny! This is Kate! We're going camping tomorrow. I'm really excited!

Me, too!

How's the weather going to be?

It's going to be cold.

Great! We need jackets.

Great?

Yes! I have a new jacket!

Is it going to rain?
 I'm not sure.
 I hope not.
 Me, too! **Do we need umbrellas?**
I don't know, but I have a new umbrella, too!
See you tomorrow morning!
See you!
How's the weather going to be tomorrow?

2. Play the video again. Have students raise their hands when they hear weather words they know. Play the video again, pausing it after each exchange. Have students repeat the extended conversation and copy the gestures, emotions, and actions, where appropriate.
3. Have students practice the exchange in two groups, one for Kate, the other for Jenny.
4. Have students role-play the conversation in pairs using gestures, emotions, and actions.

Student Book page 5

C Practice the words. Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the pictures and describe what they see. Then play Class CD1 Track 05 and have students listen. Students listen again and repeat the words.

1.05 1. cool 2. cold 3. warm
 4. hot 5. humid 6. foggy

2. Say the weather words and have students point to the appropriate pictures in their books.
3. Direct students' attention to the language focus. Display a calendar. Point to the date and ask *How's the weather today?* Have students answer. Then point to tomorrow's date and model the question *How's the weather going to be tomorrow?* Elicit answers using a Teacher Card (1–6).
4. Play Class CD1 Track 06 and have students listen and point to the appropriate picture. Then play the audio again and have students listen and repeat.

1.06 How's the weather going to be?
 It's going to be cool.

1. How's the weather going to be?
 It's going to be cool.
2. How's the weather going to be?
 It's going to be cold.
3. How's the weather going to be?
 It's going to be warm.

4. How's the weather going to be?
 It's going to be hot.
5. How's the weather going to be?
 It's going to be humid.
6. How's the weather going to be?
 It's going to be foggy.

D Listen and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Play Class CD1 Track 07 and have students repeat words they recognize from the extended conversation.

1.07 The Weather Chant

How's the weather going to be tomorrow?
 The newspaper says it's going to snow.
 Do you think we need our umbrellas?
 Ask the weatherman. I don't know.

2. Students clap to keep the beat. Then model the chant, line by line, and students repeat after you.
3. Divide the class into two groups to do the chant. Encourage students to add gestures and actions.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Play **Back-to-Back** (p. 21) to practice the conversation.
- **I'm Really Excited!** Put students into pairs. S1 makes a statement about one of the events, such as *We're having a test tomorrow.* S2 replies *I'm really worried* and S1 says *Me, too!* or *Not me!*
- **Find Your Partner** (p. 18). Give one Student Card 1–6 to each student. To find their partners, ask *How's the weather going to be tomorrow?*

Additional Resources

Workbook pages 2–3
 Online practice

Unit 1 The Great Outdoors

Let's Learn

Let's Learn

A Learn the words.

1. a mitt 2. a bat 3. a skateboard 4. a helmet
5. a tennis ball 6. a tennis racket 7. a fishing rod 8. a bucket

B Ask and answer.

What are you going to do? I'm going to go skateboarding.
I have a skateboard and a helmet.

C Ask and answer.

What's he going to do? He's going to play baseball.
He has a bat and a mitt.

D Listen and chant.

What Are You Going to Do After School?
What are you going to do after school today?
Are you going to play tennis with Sue?
Are you going to do your homework with Sue today?
Or are you going to eat pizza with us?
I'm not going to play after school today.
I'm not going to study with Sue.
I'm not going to do my homework today.
I'm going to eat pizza with you.

I can do this lesson.

Student Book pages 6–7

Topic:

- Sports

Lesson Objective:

- Talking about activities that are going to happen in the future

Language:

a mitt, a bat, a skateboard, a helmet, a tennis ball, a tennis racket, a fishing rod, a bucket

What are you going to do? I'm going to go skateboarding. I have a skateboard and a helmet. What's he going to do?

Materials:

Teacher Cards 7–14; CD1 Tracks 08–13; Student Cards 7–14 (Teacher's Resource Center)

Warm up

- Play **Picture Game** (p. 17) to review activities. Prepare a list of six activities: *play baseball, play tennis, ride a bicycle, go fishing, go hiking, go swimming*. Have students play in teams. Show S1 from each team an item from the list. S1 draws a picture of the activity. The team member who guesses the activity whispers it to you. Show S2 a different list item and have them draw it for their team.

Pre-teach Language

1. Use Teacher Cards 7–14 to introduce the new vocabulary. Show each card and say the word. Have students repeat each word several times.
2. Write the question *What are you going to do?* on the board. Have students say it aloud a few times. Then hold up the *a skateboard* Teacher Card (9) and answer *I'm going to go skateboarding*.

Student Book page 6

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 08. Have students listen and point to the objects as they hear them. Play the audio again and have students repeat the words.

- 1.08 1. a mitt 2. a bat 3. a skateboard
4. a helmet 5. a tennis ball 6. a tennis racket
7. a fishing rod 8. a bucket

2. Call out the objects in random order and have students repeat the words and point to the pictures.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and describe what they see. Then play Class CD1 Track 09.

- 1.09 What are you going to do?
I'm going to go skateboarding. I have a skateboard and a helmet.
1. What are you going to do? I'm going to go skateboarding. I have a skateboard and a helmet.
 2. What are you going to do? I'm going to play baseball. I have a mitt and a bat.
 3. What are you going to do? I'm going to play tennis. I have a tennis ball and a tennis racket.
 4. What are you going to do? I'm going to go fishing. I have a fishing rod and a bucket.

- Read the grammar box aloud. Give one of Teacher Cards 7–14 to eight volunteers. Point to each volunteer and have the class ask *What are you going to do?* Each volunteer looks at his or her card and answers *I'm going to (go fishing). I have a (fishing rod).*
- Play Class CD1 Track 10. Have students listen, clap, and chant along with the drum track.



See the script for Track 09.

- Have student pairs take turns asking and answering the question.

Student Book page 7

C Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

- Have students look at the pictures and identify the objects and activities they see. Then direct students' attention to the question-and-answer pattern in the language focus. Play Class CD1 Track 11. Point to the words as students listen.



- What's he going to do? He's going to play baseball. He has a bat and a mitt.
- What's she going to do? She's going to go skateboarding. She has a skateboard and a helmet.
- What's he going to do? He's going to go fishing. He has a fishing rod and a bucket.
- What's she going to do? She's going to play tennis. She has a tennis racket and a tennis ball.

- Give one of Teacher Cards 7–14 to eight volunteers. Point to each volunteer and ask the class *What's he/she going to do?* The volunteer shows his or her card, and students reply *He's/She's going to (play baseball). He/She has a (bat).*
- Play Class CD1 Track 12. Have students listen, clap, and chant along with the drum track.



See the script for Track 11.

- Have student pairs take turns asking and answering the questions.

D Listen and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

- Have students look at the pictures and name the objects that they know.

- Play Class CD1 Track 13. Have students listen and chant.



What Are You Going to Do After School?

What are you going to do after school today?

Are you going to play tennis with Gus?

Are you going to do your homework with Sue today?

Or are you going to eat pizza with us?

I'm not going to play after school today.

I'm not going to study with Sue.

I'm not going to do my homework today.

I'm going to eat pizza with you.

- Model the chant, line by line. Have students clap to keep the beat and repeat after you.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Say It!** (p. 20). Have students work in small groups using Student Cards 7–14.
- Walk and Talk** (p. 21). Place nonmatching pairs of Student Cards 7–14 around the room. When you say *Stop!* student pairs stop at a set of cards and exchange questions and answers, such as *What are you going to do? I'm going to (go fishing). I have (a bucket).* Students then switch roles.
- True Statements** (p. 21). Have student pairs take turns asking and answering *What are you going to do after school today?* Then have students form new pairs to tell each other about their original partner.

Additional Resources

Workbook pages 4–5

Unit 1 Worksheet A (Teacher's Resource Center)

Online practice

Unit 1 The Great Outdoors

Let's Learn More

Let's Learn More

A Learn the words.

1. a towel 2. a hat 3. a swimsuit 4. a tent
5. a flashlight 6. a sleeping bag 7. sunglasses 8. sunscreen

B Ask and answer.

I'm going to go to the mountains. What do I need?
You need a flashlight.

I'm going to go to the beach. What do I need?
You need a towel.

C Play a game. Ask your partner.

What does she need? She needs a hat.
What do they need? They need helmets.

D Ask your partner.

Does he need an umbrella? Yes, he does. No, he doesn't.

I can do this lesson.

Student Book pages 8–9

Topic:

- Outdoor items

Lesson Objective:

- Asking and giving advice using *need*

Language:

a towel, a hat, a swimsuit, a tent, a flashlight, a sleeping bag, sunglasses, sunscreen

I'm going to go to the mountains. What do I need? You need a flashlight. What does she need? What do they need? Does he need an umbrella?

Materials:

Teacher Cards 7–22; CD1 Tracks 14–18; Student Cards 7–22 (Teacher's Resource Center)

Warm up

- Use a **Beanbag Circle** (p. 18) to have small groups practice *What are you going to do after school today?* When every member has answered, toss the beanbag to a student in each group and ask *What is (Tony) going to do after school today?* Students continue asking and answering about the members of their group.

Pre-teach Language

- Use Teacher Cards 15–22 to introduce the new vocabulary. Show each card and say the word. Have students repeat each word several times.
- Introduce the language by placing a pair of sunglasses on a desktop along with a pen and other classroom objects. Say *I'm going to go to the beach. What do I need?* Pick up the sunglasses and say *I need sunglasses.*

Student Book page 8

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

- Play Class CD1 Track 14. Have students point to the objects in their books as they hear them. Play the audio again and have students repeat the words.



- 1.14 1. a towel 2. a hat 3. a swimsuit
4. a tent 5. a flashlight 6. a sleeping bag
7. sunglasses 8. sunscreen

- Do a quick practice with the vocabulary. Display Teacher Cards 15–22. Name an object. Have students point to the object and say its name. Repeat with each object.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

- Have students look at the pictures and describe what they see. Then play Class CD1 Track 15.



- 1.15 I'm going to go to the mountains. What do I need?
You need a flashlight.
I'm going to go to the beach. What do I need?
You need a towel.
- I'm going to go to the mountains. What do I need?
You need a flashlight.
 - I'm going to go to the mountains. What do I need?
You need a tent.
 - I'm going to go to the mountains. What do I need?
You need a sleeping bag.
 - I'm going to go to the beach. What do I need?
You need sunglasses.

5. I'm going to go to the beach. What do I need?
You need a hat.
6. I'm going to go to the beach. What do I need?
You need a towel.
7. I'm going to go to the beach. What do I need?
You need sunscreen.
8. I'm going to go to the beach. What do I need?
You need a swimsuit.

2. Review *mountains* and *beach* by drawing simple pictures on the board. Point to each picture and say *I'm going to go to the (mountains)*. Students repeat. Then introduce the question *What do I need?* and have students practice saying it several times.
3. Play Class CD1 Track 16. Have students listen, clap, and chant along with the drum track.



See the script for Track 15.

4. Have student pairs take turns asking and answering about the objects and places.

Student Book page 9

C Play a game. Ask your partner.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Read the questions and answers. Read them again and have students repeat. Write the question-and-answer patterns on the board. Play Class CD1 Track 17. Point to the words as students listen to the audio. Then have students repeat.



What does she need? She needs a hat.
What do they need? They need helmets.

2. Have students play the game in pairs.

D Ask your partner.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Use puppets to model the question and answers. Have students repeat after you.
2. Have students look at the pictures and identify any objects they recognize. Play Class CD1 Track 18. Have students listen to the audio several times: listen with eyes closed, listen and point to the picture, listen and repeat.



Does he need an umbrella?
Yes, he does./No, he doesn't.
Does he need an umbrella? No, he doesn't.
Does he need a sleeping bag? No, he doesn't.
Does he need a hat? Yes, he does.
Does he need a jacket? No, he doesn't.
Does she need a jacket? Yes, she does.
Does she need an umbrella? Yes, she does.
Does she need a sleeping bag? No, she doesn't.
Does she need a hat? No, she doesn't.

3. Divide the class into two groups and play the audio again. Each group repeats either the question or the answer, then groups switch roles.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Slap** (p. 18). Divide students into small groups. Have each group place Student Cards 7–22 face up on a desk. Say *I'm going to (go skateboarding)*. *What do I need?* Students race to touch the correct picture(s) and say *You need (a helmet)*. Include examples with *he/she* and *they*.
- **Tic-Tac-Toe** (p. 21). Students earn an X or an O by providing an appropriate question for your answer. T: *It's going to be foggy*. S1: *How's the weather going to be tomorrow?* T: *I'm going to play tennis*. S2: *What are you going to do?*
- **Find It Fast** (p. 21). On the board, write 8–10 of the vocabulary items from the unit in a column. Write the same words in a second column, in a different order. Student teams stand in front of each column. Call out each word and have students race to circle it.

Additional Resources

Workbook pages 6–7
Unit 1 Worksheet B (Teacher's Resource Center)
Online practice

Unit 1 The Great Outdoors

Let's Read

Let's Read

Phonics

A Listen, point, and say.

ch

chicken

cheese

chocolate

sh

sheep

shorts

shirt

B Listen, point, and chant.

My Sheep Wears Shorts

My sheep wears shorts and a jacket.
My chicken wears a shirt and a tie.
I shop for my sheep and my chicken.
Buying shorts, shirts, and ties.

My sheep eats cheese with chopsticks.
My chicken eats chocolate in a tie.
I shop for chocolate, cheese, and jackets.
Shorts, shirts, and ties.

C Listen and read along.

MEET CHAD FROM CHILE

Hello! My name is Chad. I live in Chile.

I like empanadas with chicken and cheese. I eat them for lunch. I like chocolate, too!

Tomorrow I'm going to visit my cousins. They live on a sheep farm. It's going to be hot. I need shorts and a T-shirt!

I'm going to play soccer with my cousins.

New Words
Chile
empanadas
cousins
play soccer

Ants = hello

D Choose the correct answer.

- Where does Chad live?
a. Chile b. Empanada
- What does Chad need?
a. He needs a T-shirt. b. He needs chocolate.
- What's Chad going to do tomorrow?
a. go to a sheep farm b. eat chicken

I can do this lesson.

Student Book pages 10–11

Topic:

- Consonant sounds /ch/ and /sh/

Lesson Objectives:

- Learning words beginning with /ch/ and /sh/
- Reading a story that recycles the phonics words and language from previous lessons

Language:

chicken, cheese, chocolate, sheep, shorts, shirt

Materials:

Teacher Cards 23–28; Level 1 CD1 Track 02; CD1 Tracks 19–22; Student Cards 23–28 (Teacher's Resource Center)

Warm up

- Sing “The Alphabet Song” (Level 1 Class CD1 Track 02) if your students need to review the letter names.

Pre-teach Phonics

- Write *ch* and *sh* on the board. Display Teacher Cards 23 (*chicken*) and 26 (*sheep*). Say the words, stressing the initial sounds: /ch/icken and /sh/EEP. Ask students to repeat the words and place the cards under the correct letters.

Student Book page 10

A Listen, point, and say.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

- Ask students to point to *ch* and *sh* in their books. Play Class CD1 Track 19 and have students listen and point to the letters and words as they hear them. Then have students listen and repeat the sounds and words.

/ch/	chicken	cheese	chocolate
/sh/	sheep	shorts	shirt

- Show students the Teacher Cards 23–28 for words that start with the /ch/ sound (chicken, cheese, chocolate), and say the words. Have students concentrate on listening to the initial sound in each word. Do the same with the words that begin with the /sh/ sound (sheep, shorts, shirt). Then say the words in random order, and ask students to decide whether the initial sound is /ch/ or /sh/. Have students clap once for /ch/ sounds and twice for /sh/ sounds.

B Listen, point, and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

- Play Class CD1 Track 20. Have students listen for the /ch/ words and the /sh/ words.

1.20 My Sheep Wears Shorts

My sheep wears shorts and a jacket.

My chicken wears a shirt and a tie.

I shop for my sheep and my chicken,

Buying shorts, shirts, and ties.

My sheep eats cheese with chopsticks.

My chicken eats chocolate in a tie.

I shop for chocolate, cheese, and jackets,

Shorts, shirts, and ties.

2. Play the audio again and have students chant along. Have students repeat the chant several times, in two groups and then in pairs. Invite students to act out the descriptions of the animals' eating habits as they chant.

Student Book page 11

C Listen and read along.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Before students listen to the story, have them look at the pictures and identify the words they know. Read the story title aloud.
2. Write the new words on the board, or draw students' attention to the word box on the page.
3. **Read along.** Play Class CD1 Track 21. Have students listen to the story and follow along in their books. Encourage students to point to the words as they listen. Then have them read along with the audio, trying to match the intonation and rhythm.
4. Discuss the story, asking students *What does Chad like? When does he eat it/them? What are Chad and his cousins going to do tomorrow?*



1.21 Meet Chad from Chile

Hola! My name is Chad. I live in Chile.

I like empanadas with chicken and cheese. I eat them for lunch. I like chocolate, too!

Tomorrow I'm going to visit my cousins. They live on a sheep farm. It's going to be hot. I need shorts and a T-shirt.

I'm going to play soccer with my cousins.

5. **Paired reading.** Have students take turns reading the story sentences in small groups or pairs.

D Choose the correct answer.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Talk about the story with the students. Point to one of the pictures, and have student volunteers say anything they can about what is happening in the picture.

2. Play Class CD1 Track 22 and have students read along. Then have student pairs take turns asking and answering the comprehension questions. Finally, help students understand why answer *a* is the correct one in each of the items.



- 1.22**
1. Where does Chad live?
 2. What does Chad need?
 3. What's Chad going to do tomorrow?



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Play **Concentration** (p. 17) with a double set of teacher-made word cards for the *ch* and *sh* phonics words from the story "Meet Chad from Chile." Students turn over two cards and read the words as they try to collect pairs of matching cards.
- **That's Not Right!** As you read the story, change some of the words. When students hear a mistake, they shout *That's not right!* then supply the correct word.
- **Find the Word.** Hold up a Student Card (23–28). Students find the word in the story, then read the sentence where they found the word.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "Camping with Sheep" on Workbook page 9. Then have students read the story for homework or in class. In the next class, greet students saying *Hallo*.

Additional Resources

Workbook pages 8–9

Unit 1 Test (Teacher's Resource Center)

Online practice