

Unit Objectives

By the end of this unit, students can:

- name parts of the body
- talk about parts of the body
- name parts of the face
- ask and answer questions about faces

Teacher Resources

- Teacher App Unit 6
- Teacher Resource Center: Vocabulary, Grammar, Values, and CLIL Worksheets, Flashcards, Parent Letter, Unit 6 Test

Lesson 1 Vocabulary

head, hand arm, leg, feet, fingers

Vocabulary Chant

parts of the body

Lesson 2 Grammar

Positive and negative statements:

He/She/It has ...

He/She/It doesn't have ...



Guess the Robot

Lesson 3 Story**Look Out, Dan!**

Value: Be careful!

Lesson 4 Vocabulary

eyes, ears, nose, mouth, hair, teeth

Song: *Point to Your Face!*

Lesson 5 Grammar

Questions and short answers:

Does he/she/it have ... ?

Yes, he/she/it does. No, he/she/it doesn't.



Three Questions

Lesson 6 Science

see, smell, hear, touch, taste

Text: *The Five Senses*

Lesson 7 Science

Project: Draw pictures of your favorite things to see, smell, hear, touch, and taste

Lesson 8 Phonics**Pp, Qq, Rr**

Words with *Pp*, *Qq*, and *Rr* sounds in initial position



Progress Tracker

Review Game: *Race to Win!*



Share the World 3

Article: *Koalas Are Cute!*



Exam Practice 3

Listening, Reading and Writing

Teacher Reflection

Try these Unit 6 Teacher Tips with your class! Then, as you reflect on your lesson, assess how well they worked for you. Use the Teacher Reflection Log on page x, download it from the Teacher Resource Center, or record your thoughts in a notebook.

Lesson	Tip	Focus	Rating 1–5
1	Asking specific questions to support shy students	Communication	1 2 3 4 5
2	Doing activities with large classes	Classroom Management	1 2 3 4 5
3	Creating a pass or card for disruptive students	Social-emotional Learning	1 2 3 4 5
4	Setting time limits	Classroom Management	1 2 3 4 5
5	Giving options for review activities	Social-emotional Learning	1 2 3 4 5
6	Allowing time for all students to participate	Classroom Management	1 2 3 4 5
7	Giving different options for projects	Social-emotional Learning	1 2 3 4 5
8	Repeating words in different ways	Communication	1 2 3 4 5
Share the World 3	Using student recordings for self-assessment	Social-emotional Learning	1 2 3 4 5

Teachers Share It!

Share your insights with other teachers. Ask questions to learn from them.

This works for me! What works for my colleagues?



Lesson 1

Lesson Aims

- To name parts of the body
- To practice answering questions about a picture

New Vocabulary

head, hand, arm, leg, feet, fingers

Vocabulary Review

colors, toys

Warm Up

Review colors and toys. Do a picture dictation. Have students draw in their notebooks. Say *Draw a blue kite, draw a yellow ball*, etc. Continue with other toys and colors. Have students describe their pictures back to you.

Activity 1

Do the **Unit Opener Routine**. See page xiv.

Display the picture. Say *Let's talk about the picture. We are at a fair in Shareville. There are games and toys at the fair. Who's at the fair? Point to May. Say Who's this? (It's May.) Elicit the names of the other Shareville characters. (Nancy, Dan, and Alex) How many Share Pals? (two) Point to the clowns. Say What are these? (They're clowns.) How many balls? (nine) What color are they? (red, yellow, blue, green) What toy animals do you see? (snake, mouse, cat, bird, dog)*

Communication

Asking students specific questions when talking about the big picture, a reading, or a topic is more likely to get them to answer and talk. They can be shy to respond to something too general like, *What do you see?* so ask about a specific object, word, or detail.

Activity 2

Do the **Vocabulary Routine**. See page xiv.


6 At the Fair


Lesson 1 Vocabulary

- 1  **Talk about the picture.**

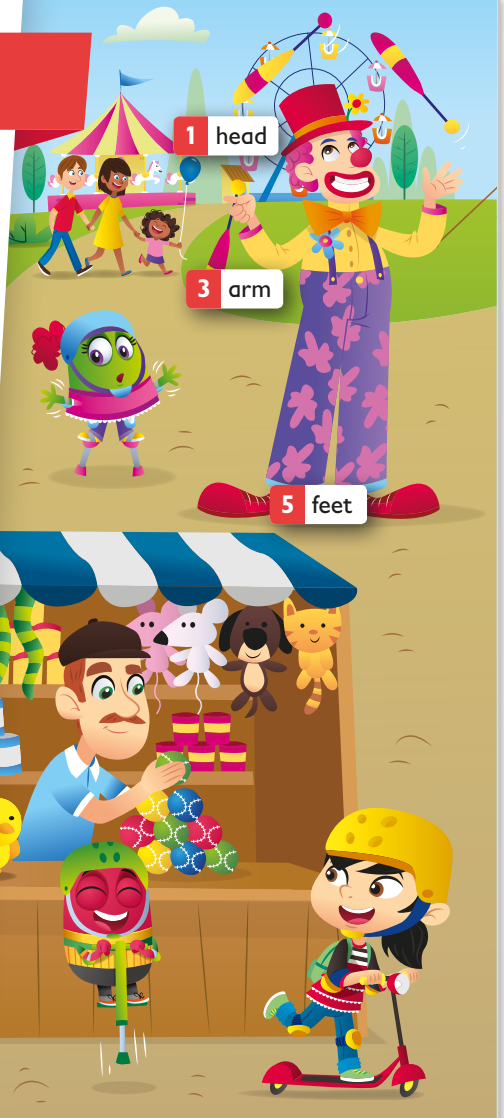
What are these?

They're clowns.

- 2  **Listen, point, and say.**
Then quiz a friend.

- 3  **Listen and point.**
Then chant.

Move your fingers!
Move your arms!
Move your hands! Hi!
Move your head!
Move your legs!
Move your feet! Goodbye!



68 I can name parts of the body.

Workbook page 57

Make sure students understand *one foot, two feet*. Draw two feet on the board. Say *One foot, Two feet*, as you point accordingly. Label the drawings.

- 3  **CD2 Track 33**
Do the **Chant Routine**. See page xiv.

Chant Extension

Play the audio, and right before a body word, pause it, e.g., pause it right before the word "fingers." Ask students to chant the missing body word when the audio is paused. Replay and pause before a different body word each time. Continue until students have chanted all six body words.

Wrap Up

Review Lesson 1 vocabulary. Have students repeat the chant in Activity 3 with all singular forms, e.g., *Move your foot! Move your arm!* Have them respond correctly by moving only one foot, one arm, etc. Then say the chant mixing singular and plural forms. Have them respond correctly by moving either one foot or two feet, etc., based on the forms you say.

I Can Routine

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 57
Student App Lesson 1



Workbook page 58

I can talk about parts of the body.

Unit 6 69

Lesson 2 Grammar

1 Listen to Alex and Nancy. Then read and say.

Grammar

He **has** big feet.

He **doesn't have** big hands.

doesn't = does **not**

Grammar Practice page 108

2 Look at the clowns. Listen and say True or False.

1 False 2 True

3 True 4 True

3 Sharebook

A: page 33
B: page 33

Guess the Robot

It has three heads.

Is it Robot 2?

Have students correct the false statement to make it true.

To extend, put students in pairs. Have them make more true/false statements about the clowns. If time allows, ask volunteers to share their statements with the class and have students call out *True* or *False*.

AUDIO SCRIPT

- 1 He has short legs.
- 2 She has big hands.
- 3 He has small hands.
- 4 She has small feet.

Activity 3 Sharebook

See page 98 for instructions on setting up and playing *Guess the Robot*.

Wrap Up

Review Lesson 2 grammar. Have students stand in a circle. Say *The clown has big hands*. Touch the shoulder of the student on your left. He/She repeats your sentence and adds another, e.g., *The clown has big hands and small feet*. Continue round the circle using *has* and *doesn't have*.

Classroom Management

If you have a large class, divide it in two or more groups to increase participation. This will give students more opportunities to speak. Monitor groups as they speak, listening for the target language and making corrections as necessary.

I Can Routine

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 58

Student App Lesson 2

Lesson 2

Lesson Aims

- To make positive and negative statements with *has / doesn't have*
- To learn contraction *doesn't*

New Grammar

He has big feet. / He doesn't have big hands.

Warm up

Review Lesson 1 vocabulary. Play **Simon Says**. See page xiii. Have students move different parts of their bodies.

Activity 1 CD2 Track 34

Do the **Grammar Routine**.

See page xvi.

Do Grammar Practice on Student Book page 108 for homework, or in class.

Activity 2 CD2 Track 35

Point to the clowns. Say *Is he a vet?* (no) *Is she a police officer?* (no) Say *He's a clown. She's a clown*. Have students repeat chorally.

Do the first item as an example. Play the audio and pause after item 1. Point to the clown and say *He has short legs. True or false?* Elicit the answer *False*. Play the rest and pause after each item for students to call out *True* or *False*.

Teacher Reflection: How was your lesson today? It's time to reflect! See p. x.

Lesson 3

Lesson Aims

- To read a story about events at a fair
- To understand the value of being careful

New Vocabulary

careful

Vocabulary Review

leg, hands, arm, long, big

Grammar Review

She has ...

Warm Up

Review Lesson 1 vocabulary. Touch three parts of your body in order, e.g., *hand, head, arm*. Students say the words in the same order. Repeat with other sequences and with more parts of the body in each sequence.

Activity 1

Display the story. Point to it and ask students to scan the story panels for words they recognize from Lesson 1 vocabulary. To help students, direct them to story panels 1, 2, and 5. Check answers as a class. (1 legs, 2 hands, 5 arm) Say *Who is in story panel 1?* (Alex, May, and Sally) *How many balls in story panel 2?* (ten) *Who is in story panel 2?* (Dan and May) *What toys are in story panel 3?* (snake, two mice, dog, cat, bird, balls) *What animal is in story panel 4?* (a cat) *How many cats are in story panel 5?* (one) *Which Shareville characters are in story panel 5?* (May, Dan, and Sally) *Is Dan OK?* (no) *Which Shareville characters are in story panel 6?* (May, Alex, Dan, and Nancy)

Have students look at the story again. Read the title. Direct students to story panel 2. Say *Look out, Dan!* Direct them to story panel 3. Say *Look out, Dan!* Direct students to story panel 5. Say *Look out, Dan!* Say *Dan helps May. Yes, he does or No, he doesn't?* If needed, direct

Lesson 3 Story

Look Out, Dan!

1 Look and circle.

Dan helps May.

Yes, he does. / **No, he doesn't.**

2
2,36

2 Read the story. Then act.



70

students to story panel 5. Have them circle the answer. Check the answer as a class. Write on the board: _____ helps _____. Ask students to complete the sentence. (May helps Dan.)

Activity 2 CD2 Track 36

Play the audio and have students follow along in their books. Give them time to reread the story silently.

To help students understand the value in this lesson, teach the idea of *careful*. Model behavior that shows being careful and not being careful. Gently place something on your desk and say *Careful*. Knock something off your desk and say

Not careful. Then, point to story panels 3, 4, and 5 and say for each *Look at Dan. Is Dan careful? Yes or no?* (no) Point to Alex in story panel 6 and say *Is Alex careful? Yes or no?* (yes) Play the audio again.

Ask six volunteers to come to the front and assign them the speaking parts from the story. Have them act it out without words. Then, have the same volunteers read the story as if it were a play. Ask them to close their books and say their parts from memory. This can be repeated with different volunteers.

Put students in pairs or in groups of six and have them read the story.



3 Look, read, and check (✓). Who is careful?



1 Dan



2 Sally



3 Alex

Value
Be careful!

◦ **Wrap Up**

Mime different “accidents,” such as knocking over some books, hitting your knee on the desk, etc. With each accident, have students tell you to *Be careful!* Reinforce *Whoops* and *Ouch*.

◦ **I Can Routine**

Do the **I Can Routine**. See page xiv.

◦ **Resources**

Workbook page 59
Student App Lesson 3

Workbook page 59

I can read the story.

Unit 6 71

◦ **Activity 3**

Look at the pictures. Say *Who is careful? Dan? Sally? Alex?* Have students read the story again. Have them put a check in the correct boxes and compare answers in pairs. Check answers as a class.

◦ **Values Extension**

To be sure students understand the value in the story, do the Values Extension activity.

Have volunteers come to the front, secretly tell them to mime being careful or not being careful. Give them different tasks like carrying a tray of glasses or riding a bike. The class calls out *careful* or *not careful*.

Social-emotional Learning



Create a card to hand to disruptive students. This will indicate an immediate timeout or cooldown for the student without interrupting the flow of the class. Be sure to present this idea to the class as one of the class rules, so they understand the meaning of the card. You may even want to have different colored cards which indicate different consequences: first warning, timeout, etc.

Lesson 4

Lesson Aims

- To name parts of the face
- To practice asking and answering questions

New Vocabulary

eyes, ears, nose, mouth, hair, teeth

Materials: magazines, glue, scissors

◦ Warm Up

Review Lesson 1 vocabulary. Play the **Whisper Word Game**. See page xiii. When the final student says the word, have him/her point to the appropriate part of the body to win a point. ●

Classroom Management

Share It! encourages you to help students succeed by setting expectations through modeling and demonstrating. Another helpful structuring tool is to communicate time limits for activities. Warm Up and Wrap Up activities should take 5–10 minutes. Tell your students this at the time of instruction so they learn to pace themselves and manage their time. Give them a 1–2 minute warning before the time for the activity is up.



Lesson 4 Vocabulary



1 Listen, point, and say. Then quiz a friend.



1 eyes



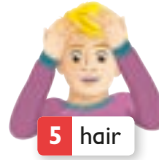
2 ears



3 nose



4 mouth



5 hair



6 teeth



2 Listen and point. Then point and sing.

Point to Your Face!

Point to your head – one!

Point to your eyes – one, two!

Point to your nose – one!

Point to your ears
– one, two!

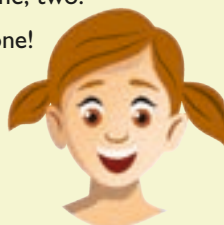
Point to your mouth.
This is fun!

Point to your hair.

Point to your teeth, too!

Point to your hair, eyes,
nose, ears, mouth, head,
and teeth!

Phew!



3




Watch your partner. Say the words in order.


Nose, ears, mouth, eyes!

72 I can name parts of the face.

Workbook page 60

◦ **Activity 1**  **CD2 Track 37**
Do the **Vocabulary Routine**.
See page xiv.

◦ **Activity 2**  **CD2 Track 38**
Play the audio and have students point to each word as they hear it. Point to the picture and play the audio again. Have students sing and point to the parts of the face as they hear them. Play the audio a third time and sing along as a class and point to their own faces.

◦ **Activity 3** 
Model the activity. Tell students to watch you. Point to four parts of your face (nose, ears, mouth, eyes), one by one, but say nothing. Have students say the words for the parts

of the face in the same order. Have a volunteer come to the front and point to four parts of his/her face using words from Activity 1. Have the class say the parts of the face in the same order, chorally. Put students in pairs. Have them take turns to point and say the words in order.

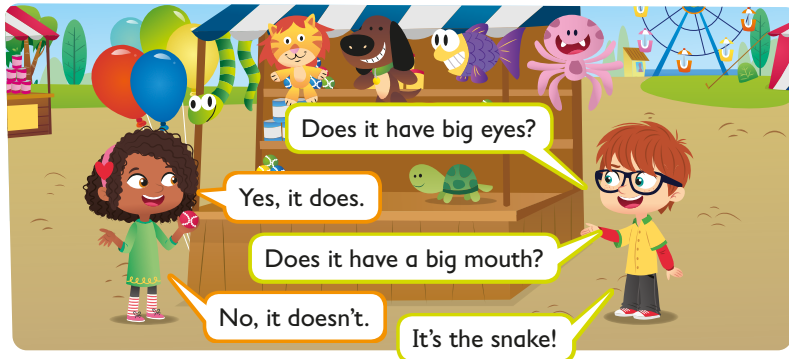
◦ **Wrap Up**
Have students search magazines for different parts of the face. Have them cut them out and glue them on paper to create a new face. Ask students to draw lines to each part of the face and label it. Fast finishers can pair up and share their new faces. Model language. Say *She has blue eyes.* ●

◦ **I Can Routine**
Do the **I Can Routine**.
See page xiv.

◦ **Resources**
Workbook page 60
Student App Lesson 4

Lesson 5 Grammar

1 Listen, read, and say.



2 Listen and number.



Grammar

Does it **have** big eyes?

Yes, it **does**.

No, it **doesn't**.

Grammar Practice page 108

3 Sharebook A: page 35 B: page 35 Three Questions

Does it have big ears?



Yes, it does.

Workbook page 61

I can ask and answer about faces.

Unit 6 73

Lesson 5

Lesson Aims

- To make questions with *have*
- To make positive and negative short answers with *does/doesn't*

New Grammar

*Does it have big hands?
Yes, it does. / No, it doesn't.*

Grammar Review

contraction *doesn't*

Warm Up

Review Unit 6 vocabulary. Play **Tim's Game**. See page xii.

Activity 1 CD2 Track 39

Do the **Grammar Routine**.

See page xvi.

Model the dialogue. Choose an animal in the picture. Have students ask you questions and guess what animal it is. Repeat with student volunteers. Put students in pairs to ask and answer.

Do Grammar Practice on Student Book page 108 for homework, or in class.

Activity 2 CD2 Track 40

Have students identify the three animals. Do the first item as an example. Play the audio. Pause after item 1. Point to the three pictures. Say *What is it?* (dog) *Let's write 1 in box b*. Play the rest. Have students

complete the activity individually. Check answers as a class.

AUDIO SCRIPT

A: Alex; **N:** Nancy; **Na:** Narrator

- A:** Does it have a big head?
N: Yes, it does.
A: Does it have a big nose?
N: Yes, it does.
Na: What is it?
- A:** Does it have a big mouth?
N: Yes, it does.
A: Does it have small eyes?
N: No, it doesn't.
Na: What is it?
- A:** Does it have a big head?
N: Yes, it does.
A: Does it have a small mouth?
N: No, it doesn't.
Na: What is it?

Activity 3 Sharebook

See page 99 for instructions on setting up and playing *Three Questions*.

Wrap Up

Review Unit 6 vocabulary. Do a picture dictation. Tell students to draw an animal that you describe. Say *It has big eyes and small ears*, etc. as they draw in their notebooks. Ask a few volunteers to share and compare the different drawings.

Social-emotional Learning

When reviewing vocabulary, give students a voice by allowing them to vote on what activity they would like to do. Keep the options list short and simple. Giving students a choice in their activities gives them a sense of inclusion and promotes motivation. It helps them feel like they have some control in what they are doing in class.

I Can Routine

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 61
Student App Lesson 5

Teacher Reflection: How was your lesson today? It's time to reflect! See p. x.

Lesson 6

Lesson Aims

- To read about the five senses
- To learn about how to experience the senses

New Vocabulary

see, smell, hear, touch, taste

Vocabulary Review

parts of the body and face

Materials: magazines or pictures online

◦ Warm Up

Draw a garden with flowers and a tree on the board. Write *flowers* and *tree* below the drawings. Have students practice the words chorally and individually. ●

◦ Activity 1

Have students scan the pictures on the page. Say *What do you see in the garden?* Point to the pictures and check answers as a class.

◦ Activity 2 CD2 Track 41

Teach the bolded new words on the page. Point to your eyes and say *I can see with my eyes*. Drill the sentence chorally and individually. Repeat with nose (smell), ears (hear), fingers (touch), and mouth (taste).

Read the activity question aloud. Play the audio and have students follow along in their books. Have them follow the text with their finger under the words. If students need more practice, play the audio again and pause to focus on specific pictures or words.

Reread the activity question. Check answers as a class.

Play the audio again. Have students point to the relevant parts of their faces and bodies for each picture.

Read the text as a class. Have the class read aloud or ask for volunteers.

Lesson 6 Science



1 Look. What do you see in the garden? *trees, flowers, oranges*

2 Read the text. What are the five senses? *see, smell, hear, touch, taste*

The Five Senses

1 I'm in the yard.
I can **see** a tree. I see with my eyes.



2 I can **smell** flowers.
I smell with my nose.



3 I can **hear** the birds.
I hear with my ears.



4 I can **touch** the orange.
I touch with my hands and fingers.



5 I can smell the orange.
I can **taste** the orange, too. Mmmmm. Yummy!



6 We have five senses.
We see, we smell, we hear, we touch, and we taste.

74 I can read about the five senses.

Workbook page 62

Classroom Management



It is tempting to let students who participate more help move the lesson along. Be sure to also call on or allow time for all students to catch up and process new content. Be patient and ask for patience from other students during whole class activities, so students feel less pressure. Giving all students a voice in class can help build their confidence. To allow for more time during activities, have a few filler activities ready to go for fast finishers.

◦ Wrap Up

Review Lesson 6 vocabulary. Show the class different pictures, cut out from a magazine or from the internet, e.g., an ice cream cone, a puppy, a drum, a flower, a movie. Ask students to call out which of the senses they would use in relation to that image. List as many of the senses as might apply to each image. ●

◦ I Can Routine

Do the **I Can Routine**. See page xiv.

◦ Resources

Workbook page 62

Lesson 8

Lesson Aims

- To read and say the letters *Pp*, *Qq*, and *Rr*

Warm Up

Write *Pp Qq Rr* on the board. Point to and say each letter. Have students repeat chorally.

Activity 1 CD2 Track 43

Do the **Phonics Chant Routine**. See page xx.

To extend, ask students to call out other words that start with *p*, *q*, or *r*, such as *picture*, *quiz*, and *ruler*. Write the words on the board and circle the first letters.

AUDIO SCRIPT

Letter P, /p/ /p/ /p/ (x2)

pencil, pencil, /p/ /p/ pencil (x2)

Letter Q, /kw/ /kw/ /kw/ (x2)

queen, queen, /kw/ /kw/ queen (x2)

Letter R, /r/ /r/ /r/ (x2)

red, red, /r/ /r/ red (x2)

Activity 2 CD2 Track 44

Play the audio. Point to the letters. Have students listen and repeat. Tell them that lines 3 and 4 are a review of letters that they learned in previous units.

Have them read the words and letters chorally without the audio.

Activity 3 CD2 Track 45

Do the first item as an example. Say *Look at picture 1. Listen*. Play the audio and pause after item 1. Say *Is the first letter p, q, or r?* (p – purple) *Good. Let's circle p*. Play the rest and have students do 2–5 individually. Check answers as a class.

To extend, give more words and ask students to identify the first letter, e.g., *people*, *quick*, *refrigerator*.

AUDIO SCRIPT

1 /p/ purple, /p/ purple

2 /kw/ quiet, /kw/ quiet

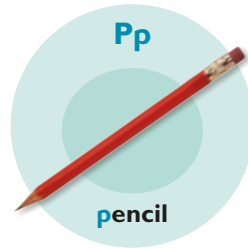
3 /r/ run, /r/ run

4 /p/ penguin, /p/ penguin

5 /r/ ring, /r/ ring

Lesson 8 Phonics Pp, Qq, Rr

1 Listen, point, and chant.



2 Listen and repeat. Then read and say.

1 P p Q q R r

2 q R p r P Q

REVIEW

3 N O M K L J

4 l m n o j k

3 Look and listen. Circle the first letter.



1 p q r

2 p q r

3 p q r

4 p q r

5 p q r

4 Listen, read, and say.

One purple pencil,
Two purple rings, and
Three purple penguins
Are very strange things!



76 I can read the letters Pp, Qq, and Rr.

Workbook page 64

Activity 4 CD2 Track 46

Do the **Phonics Rhyme Routine**. See page xx.

Communication

Have students repeat the words in different ways to give them more practice and to focus on pronouncing the target sounds correctly. After repeating chorally, divide the class in girls and boys for the next round, letting girls repeat first and then boys. Then have them repeat again, this time dividing into smaller groups by rows or tables.



Wrap Up

Elicit words that begin with the letters *p*, *q*, and *r* from the class and write on the board, e.g., *pen*, *queen*, and *robot*. Then, have students take turns saying a word from the list to the class. The other students say the first letter.

I Can Routine

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 64
Student App Lesson 8

Progress Tracker

1  **Play Race to Win!** Use the language from Unit 6.



How to Play

- 1 Flip a coin. Move one or two spaces.
- 2 Look, read, and answer.
- 3 Don't know? Lose a turn.
- 4 Finish first to win!



move
one
space



move
two
spaces

2 **Now complete your Progress Tracker in the Workbook.**



Workbook page 65

I can use the language in Unit 6.

Unit 6 77

Give them about 15 minutes to play. Both players place their game pieces on *START*.

Have them take turns flipping the coin, moving the appropriate number of spaces and answering the prompts.

While students are playing, walk around and monitor and help as necessary.

Fast finishers can play the game again with a different partner.

Activity 2

Students go to Workbook page 65, Activity 3. Do the **Progress Tracker Routine**. See page xxi.

I Can Routine

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 65

Student App Progress Tracker

Progress Tracker

Lesson Aims

- To review Unit 6 language

Materials: one game piece per student (e.g., coin, small piece of paper, bean), one coin per pair

Activity 1

Demonstrate how to play **Race to Win!** Read the instructions aloud. Model the game by placing a game piece on *START*. Show students a coin and point out the two sides - *heads* and *tails*. Tell students *Heads* - *move one space* and *Tails* - *move two spaces*.

Flip the coin and move the appropriate number of spaces. Read the text aloud and answer the prompt. For example, *Spell it. m_uth*. Say *m-o-u-t-h*. *Correct?* (yes) Have a volunteer flip a coin and move the appropriate number of spaces. Have him/her answer the prompt. Tell students that if the answer is not correct or if he/she doesn't know the answer, he/she loses a turn. Point to *Lose a turn!* and say they also lose a turn if they land here. The first person to reach the finish is the winner.

Put students in pairs, A and B, ideally the pairs should be students that are *not* sitting next to each other.

Teacher Reflection: How was your lesson today? It's time to reflect! See p. x.

Unit 6 Lesson 2 **Guess the Robot**

Student A Student B Robot Cards

Robot 1 **Robot 2** **Robot 3**

Robot 4 **Robot 5** **Robot 6**

Robot 7 **Robot 8** **Robot 9**

How to Play:
 Students A and B each have a set of cards.
 Student A: Put your robot cards in a pile, face down.
 Student B: Spread your robot cards face up.
 Student A: Turn over a card from the pile and describe the robot.
 Student B: Try to guess the robot.
 Students A and B: Take turns turning over cards and guessing the robot.

Example:
 Student A: It has three heads.
 Student B: Is it Robot 2?
 Student A: Yes, good job!

33

Have two students come to the front of the room and model another round for the class. Correct any errors and make sure students switch roles.

Have students each cut out their own set of cards. Then, have pairs do the activity.

Walk around and check students are on task and help as necessary.

Answers

It has one head. It has two arms. It has four fingers. It doesn't have legs. Is it robot 1? Yes, good job.

It has three heads. It doesn't have legs. Is it robot 2? Yes, good job.

It has one head. It has two arms. It doesn't have fingers. It has four legs and four feet. Is it robot 3? Yes, good job.

It has one head. It doesn't have arms. It has six legs and six feet. Is it robot 4? Yes, good job.

It doesn't have a head. It has two arms. It has eight hands and 16 fingers. It has two legs and two feet. Is it robot 5? Yes, good job.

It has one head. It has two arms. It has ten fingers. It doesn't have feet. Is it robot 6? Yes, good job.

It has one head. It has two arms. It doesn't have hands. It has two legs and two feet. Is it robot 7? Yes, good job.

It has one head. It has six arms. It has 12 fingers. It has two legs and two feet. Is it robot 8? Yes, good job.

It has one head. It has three arms. It doesn't have fingers. It has two legs and two feet. Is it robot 9? Yes, good job.

Materials: scissors, two sets of pre-cut cards (for you to model with)

Put students in pairs, A and B. Each student has the same share page, page 33. Students match robots.

Before modeling the game, cut out two sets of cards. You will need one set to be your cards and the other set to be your volunteer's cards.

Model the activity. You are Student A. Have a volunteer be Student B. Put your cards in a pile, face down. Student B spreads out his/her cards face up. Choose a card and describe the robot, e.g., *It has three heads*. Have Student B look at the cards spread out face up and guess which robot you've chosen. Student B says *Is it robot 2?* Say *Yes, good job.* or if it's incorrect, say *No, try again.* Then, switch roles.

Write the model on the board and have students repeat it chorally.

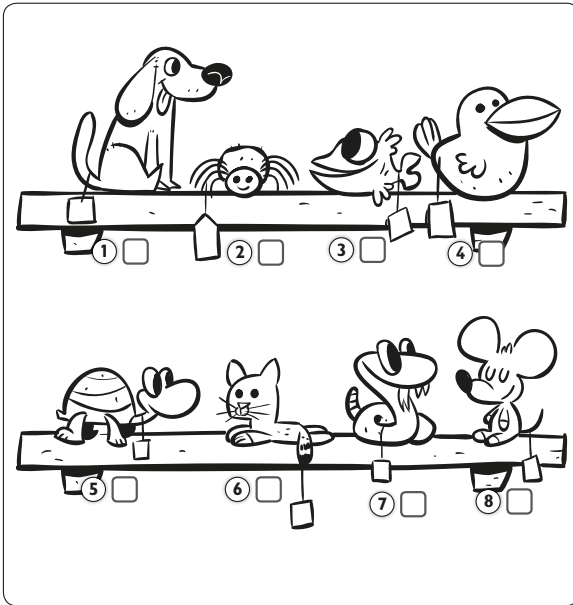
Student A: *It has three heads.*

Student B: *Is it robot 2?*

Student A: *Yes, good job! / No, try again.*

Unit 6 Lesson 5 Three Questions

Student A Student B


How to Play:

Student A: Look and choose one of the animals on the shelf.
 Student B: Ask Student A about the face of the animal.
 Student A: Look and answer Student B.
 Student B: Guess the animal or ask again. You can ask three questions.
 Check the box if you guess correctly.
 Students A and B: Take turns. Continue until all the animals are checked.

Example:

Student B: Does it have big ears?
 Student A: Yes, it does.
 Student B: Does it have a small nose?
 Student A: No, it doesn't.
 Student B: Is it the cat?
 Student A: No, it isn't.

Have two students come to the front of the room and model another round for the class. Correct any errors and make sure students switch roles.

Then, have pairs do the activity.

Walk around and check students are on task and help as necessary.

Answers

- 1 Does it have big ears? Yes, it does. Does it have a small nose? No, it doesn't. Is it the dog? Yes, it is.
- 2 Does it have big ears? No, it doesn't. Does it have a small head? Yes, it does. Is it the spider? Yes, it is.
- 3 Does it have big ears? No, it doesn't. Does it have a small nose? No, it doesn't. Does it have a big mouth? Yes, it does. Does it have big eyes? Yes, it does. Is it the fish? Yes, it is.
- 4 Does it have big ears? No, it doesn't. Does it have big eyes? No, it doesn't. Does it have a big mouth? Yes, it does. Is it the bird? Yes, it is.
- 5 Does it have big ears? No, it doesn't. Does it have a small head? Yes, it does. Does it have big eyes? Yes, it does. Is it the turtle? Yes, it is.
- 6 Does it have big ears? No, it doesn't. Does it have a small nose? Yes, it does. Does it have a small head? Yes, it does. Is it the cat? Yes, it is.
- 7 Does it have big ears? No, it doesn't. Does it have a small nose? No, it doesn't. Does it have a big mouth? Yes, it does. Does it have big eyes? Yes, it does. Does it have teeth? Is it the snake? Yes, it is.
- 8 Does it have big ears? Yes, it does. Does it have big eyes? No, it doesn't. Does it have a big nose? No, it doesn't. Is it the mouse? Yes, it is.

Put students in pairs, A and B. Each student has the same share page, page 35. Students guess the animal on the shelf.

Model the activity. You are Student A. Have a volunteer be Student B. Display page 35. Have Student B choose an animal. Ask questions, e.g., *Does it have big ears?* Student B answers *Yes, it does.* or *No, it doesn't.* until you are able to guess which animal he/she chose.

Note: Do not ask more than three questions. Mime putting a check (✓) in the box if you guess correctly. If you don't know the answer after three questions, ask *What is it?* Student B reveals the answer. Then, switch roles.

Write the model on the board and have students repeat it chorally.

Student B: *Does it have big ears?*

Student A: *Yes, it does.*

Student B: *Does it have a small nose?*

Student A: *No, it doesn't.*

Student B: *Is it the cat?*

Student A: *No, it isn't.*

Share the World 3

Lesson Aims

- To read a text about koalas
- To talk about koalas

Vocabulary Review

head, hand, arm, leg, feet, fingers, eyes, ears, nose, mouth, hair, teeth

The koala is native to Australia. The koala is a marsupial, which is not found in any other place in the world. Other marsupials include kangaroos, wombats, and wallabies. There are many animals that are only found in Australia. They are known for being unique and often very dangerous. Some of these animals are the Tasmanian devil, echidna, and platypus.

Warm Up

Review Unit 6 vocabulary. Play **Guessing Game**. See page xii.

Activity 1

Have students scan the pictures on the page. Say *This animal is a koala. Do you think it is a pet? How many can you see?* Point to picture 2 and say *What do koalas eat?* Elicit the answer.

Activity 2 CD2 Track 47

Write on the board *Koalas are cute*. Take a vote. Have students raise their hands if they agree.

Read the activity question aloud. Play the audio and have students follow along in their books. Have them follow the text with their finger under the words.

Reread the activity question. Check the answer as a class. Read the text and point to each picture as you read to help students understand.



Share the World 3

1 Look at the pictures. What do koalas eat? **leaves**



2 Read the text. Where does the baby koala live? **In a pouch**

Koalas Are Cute!

1 Koalas are from Australia. They live in trees. They have big heads and big noses. They don't have hair. They have fur.

2 They can climb. They eat leaves. They sleep a lot.

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Point to the pictures or mime to introduce new words, such as *fur*, *climb*, *pouch*, and *claws*. To check comprehension, say *What can koalas do?* (They can climb.) *Does a koala have a blue nose?* (No, it doesn't.) *Does it have a black nose?* (Yes, it does.)

3 The mother koala has a pouch. The baby koala lives in the pouch. Baby koalas are very small!



4 Koalas are small and cute, but they have big teeth and big claws. Don't touch a koala!



3 Read and circle Yes or No.

- 1 Do koalas live in trees? Yes / No
- 2 Do they eat oranges? Yes / No
- 3 Do they have big teeth? Yes / No
- 4 Are they good pets? Yes / No

4 Share Your World What's your favorite animal? Draw it in your Workbook.

Workbook pages 66–67

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◦ Activity 3

Read items 1–4 aloud. Do the first item as an example. Say *Do koalas live in trees? Yes or no? (yes) Good. Let's circle yes.* Have students do 2–4 individually. Check answers as a class. Call on volunteers to read the questions and give the answers. To extend, ask students to find and circle the place in the text where they found the answers.

◦ Activity 4

Review animal vocabulary. Have students call out different animals. Make a list on the board. Turn to Workbook page 67. Students draw their favorite animal with as many details as they know about the animal. To help students remember details, ask questions, such as *Where does it live? What does it eat?*

◦ Wrap Up

Model the activity. Draw your favorite animal. Say *This is my favorite animal. It's my pet dog. She has _____. She lives _____. She eats _____.* Write the sentence frames on the board. Students share their pictures and talk about their favorite animal with a partner. Volunteers can share with the whole class.

Social-emotional Learning



To improve fluency and build speaking skills, allow students to use digital recorders as a way for them to self-assess. Students can use their phones if recorders are not available at your school. Recordings can be done for student presentations or during pair activities. Weekly recordings will allow students to clearly hear their progress over time.

◦ Resources

Workbook pages 66–67

Listening

This is a practice activity modeled on Part 3 of the Listening Test of the Starters Young Learners English Exam.

In this activity, students look at sets of three pictures of children doing different things, objects, animals, and toys, etc. and read the question for each set of pictures. They listen to a dialogue for each set of pictures. They choose the correct picture to match the dialogue and tick (check) the correct box.

In preparation for the task:

Students should look carefully at the pictures and read the questions first. They should make sure they know what is in each picture so they know what they need to listen for. The pictures will have similarities.

o **Activity 1 CD2 Track 48**

Tell students to look at the pictures. Say *What can you see?* Review what each picture shows and elicit the answers from the class. Then read the questions aloud.

Tell students to listen to four short dialogues. They read the question and check the box that shows the correct object, activity, etc.

Do the example. Play the audio up to the first pause. Show students you are not putting a check in a box as you listen. Put a check in the box when the dialogue is finished to demonstrate that students should listen to each dialogue before putting a check in the box. Play the rest. Repeat.

Have students compare answers in pairs. Check answers as a class.

AUDIO SCRIPT 

N: Narrator; B: Boy; G: Girl; W: Woman

N: What is the pet?

B: I have a pet!

W: A pet? Is your pet a snake?

B: No, I don't like snakes.



Starters

Listening

1 Listen and tick (✓) the box. There is one example.

Example

What is the pet?



A



B



C

Questions

1 What fish is it?



A



B



C

2 What doll is it?



A



B



C

3 What is in the backpack?



A



B



C

W: I know. It's a spider!

B: No ... a spider isn't a nice pet.

W: OK, what is your new pet?

B: My new pet is a mouse.

W: Oh, that's a nice pet.

N: Can you see the tick? Now you listen and tick the box.

1 **N:** What fish is it?

G: Look at this fish!

B: Oh wow, it's ugly.

G: Well, yes, it isn't cute ... but it's very big!

B: I like it. It's my favorite fish.

2 **N:** What doll is it?

G: Look! Jill has a doll!

W: It's cute! It has a very small nose.

G: And very cute hair.

W: And big eyes!

G: Yes, they're very big!

3 **N:** What is in the backpack?

G: Do you have a ruler?

B: Yes, I do. It's in my backpack. Here you go.

G: Oh, it's blue. Thanks!

B: Blue is my favorite color.

N: Now listen again. That is the end of the Listening Exam.

Reading and Writing

2 Look at the pictures. Look at the letters. Write the words.
There is one example.

Example



.....mouth.....

t m h u o

Questions



.....fish.....

h f s i



.....feet.....

e t e f



.....hair.....

h r a i



.....spider.....

r d s i p e



.....snake.....

k e n a s

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Reading and Writing

This is a practice activity modeled on Part 3 of the Reading and Writing Test of the Starters Young Learners English Exam.

In this activity, students look at pictures and scrambled words. They unscramble the words and write it on the line.

In preparation for the task:

Students should look carefully at the pictures first and then look at the scrambled words.

o Activity 2

Tell students to look at the pictures. Say *What can you see?* Elicit *mouth, fish, feet, hair, spider, snake*. Do not write the words on the board.

Have students look at the example picture. Say *This is a mouth. How do you spell "mouth"?* Point to the scrambled letters. Think aloud while you spell the word. Say *I know "mouth" begins with "m." Here is an "m." I will write "m" on the line.* Continue with the remaining letters. Then spell the word aloud: *M-O-U-T-H. That spells "mouth."*

Tell students to look at the pictures and the scrambled words. Tell them to write each word on the line next to the picture. Do not leave any lines blank. Give them time to write their answers.

Have students compare answers in pairs. Check answers as a class.