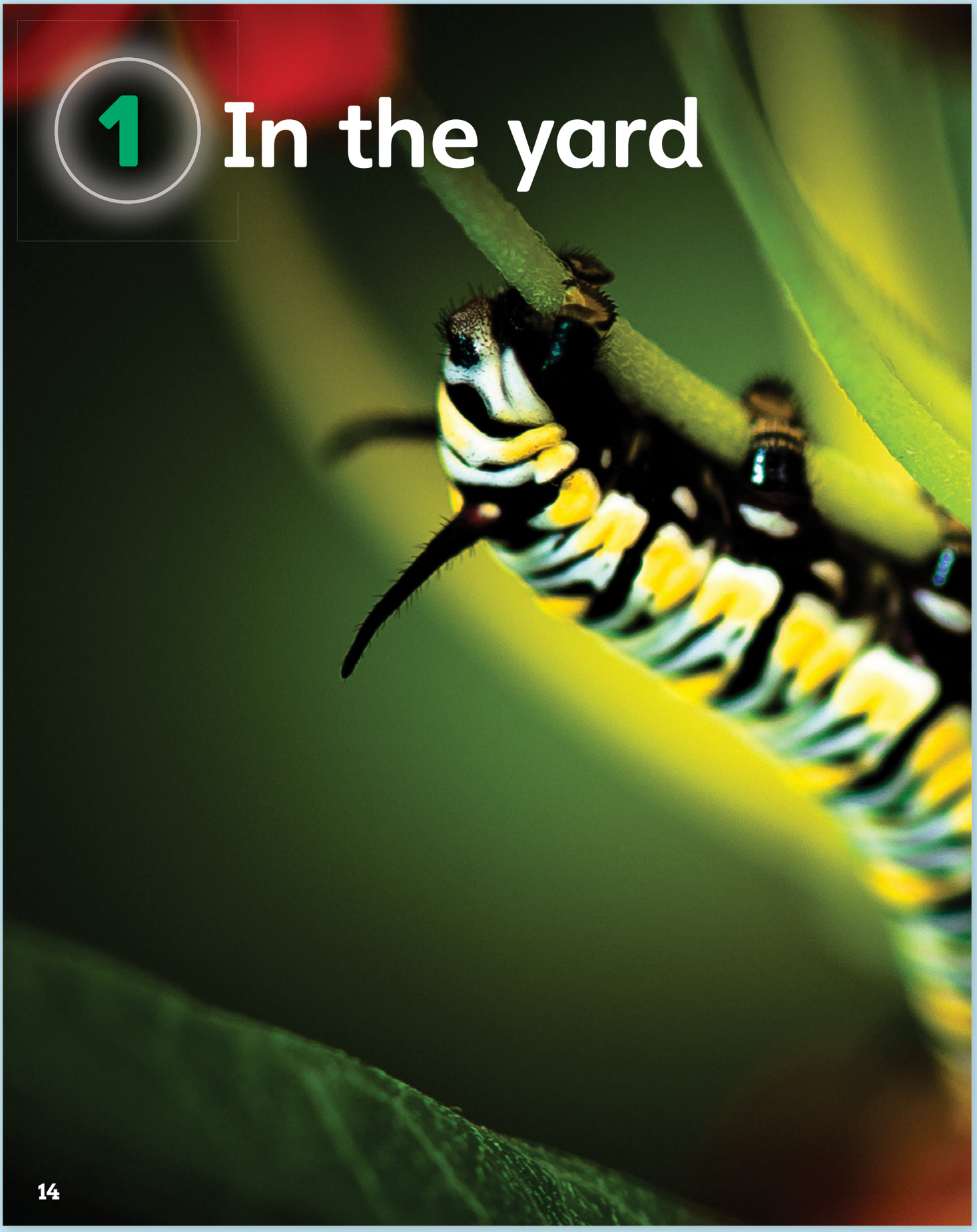
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**Unit aims** Students learn to talk about things we can see in nature. This includes:

- identifying animals, insects, and plants they can see outside
- talking about pets and who they belong to
- talking about their favorite bugs
- learning about different habitats

**Background information** The photograph shows a caterpillar crawling up a flower stem. It was taken in Wetland Park, Hong Kong.

## Introduction to the unit

- Say *Open your books to pages* 14 *and* 15, *please.* Read the title of the unit and ask students to look at the photograph. Then ask *What is Unit* 1 *about?* Students guess. Congratulate students who guess correctly.
- Ask *What can you see in the photograph?* Teach or elicit *It's a caterpillar* and follow up with additional questions: *What color is it?* (*Green, yellow, and black.*) *What is it climbing?* (*A flower.*) *What color is the flower?* (*It's red.*)
- Ask students *Can you see caterpillars in your yard / local park?* (*Yes/No.*) Ask *What else can you see?* Ask students to close their eyes and imagine they are in an outside space, e.g., the park, on the playground, or by a pond. Students think of the animals they could see there. Elicit a list of animals (e.g., *bird, spider, snake, fish, frog, mouse*), teaching additional vocabulary as required.
- Ask questions to encourage students to tell you what they know about caterpillars, e.g., *What do they eat?* (*Leaves.*) *What do they grow into?* (*Butterflies.*) *How many eyes do caterpillars have?* (*Twelve.*) *How many legs do caterpillars have?* (*Six.*)

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**3** CD1 16 **Listen and say the words.**

**4** Think **Describe and guess what.**

It's a plant. It's green. Grass!



→ Workbook page 12

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**Lesson aims** Students learn and talk about animals, plants, and insects they can see outside.

**New language** *tree, leaf, caterpillar, rabbit, butterfly, flower, grass, turtle, guinea pig, snail | It begins with (T).*

**Recycled language** the alphabet | *It's (very) big/small. | It's (green). | It's a/an (butterfly/insect). | Is it a (rabbit)? | I have a (guinea pig). | Do you have any pets? | My/Your …*

**Materials** CD1 | Flashcards: 6–15 | Word cards: see page TB103

## Warmer

- Review the alphabet. Then spell out individual students' names. Students stand up when they hear their name.

## Presentation

- Hold up each flashcard and say the new word. Students repeat in chorus and individually.
- Say *What's this? It begins with S.* Show the flashcard of the snail very quickly and then hold it with the picture facing away. Students say *It's a snail.* Confirm *Yes! A snail begins with S.*

## Student's Book page 16

### *1 Listen and point.*

- Say *Open your books to page 16, please. Who can you see? Where are they? What are they doing?*
- Play the recording. Students listen and point to the different nature items the characters name.

**CD1:14**

**Anna:** Can we play "Guess What"?
**Lily:** Good idea, Anna. I'll start. It's very big. It begins with T.
**Lucas:** Is it a tree?
**Lily:** Yes! Your turn.
**Lucas:** It's small and green.
**Tom:** Hmm. A leaf?
**Lucas:** Yes!
**Tom:** My turn. It's black and white. It begins with C.
**Anna:** Caterpillar! My turn. It's a pet, and it's white.
**Lucas:** Is it a rabbit?
**Anna:** Yes.
**Lucas:** OK. It's blue, and it begins with B.
**Lily:** It's a blue butterfly!
**Anna:** It's beautiful!
**Lily:** The butterfly is on it, and it's pink.
**Tom:** A flower! Hmm. It's green, and it's under us.
**Lucas:** Grass!
**Tom:** Oh! Look at your turtle!
**Lucas:** Oh, no, Max! Come here. I have a guinea pig, too!
**Lily:** Look! Your guinea pig has a friend. It's a snail.
**Lucas:** Do you have any pets?
**Lily:** No, I don't.
**Anna:** Whose turn is it now?

### *2 Listen, point, and repeat.*

- Students listen, repeat the words and point to the picture.

**CD1:15**: see Student's Book page 16

### *3 Listen and say the words.*

- Students listen and say the correct words.

**Key:** **1** rabbit **2** leaf **3** guinea pig **4** grass **5** butterfly **6** caterpillar **7** turtle **8** flower **9** snail **10** tree

**CD1:16**

**1** It's a pet. It's white.
**2** It's from a tree. It's small and green.
**3** It's a pet. It's brown and white.
**4** It's a plant. It's green.
**5** It's an insect. It's blue. It has wings.
**6** It's an insect. It's black and white.
**7** It's a pet. It's brown.
**8** It's a plant. It's pink.
**9** It's yellow and brown. It has a shell.
**10** It's big. It has green leaves and purple flowers.

### *4 Describe and guess what.*

- Students make more sentences about the items in the picture for the class or a partner to guess.

## Workbook page 12

### *1 Look and guess. Then find and write the words.*

- Students guess the words and label the pictures.

**Key:** **1** caterpillar **2** butterfly **3** grass **4** turtle **5** snail **6** guinea pig **7** flower **8** tree **9** rabbit **10** leaf

### *2 Write the words from activity 1 on the lists.*

- Students write the words from activity 1 into the correct categories – animals and plants.

**Key:** Animals: caterpillar, butterfly, turtle, snail, guinea pig, rabbit Plants: grass, flower, tree, leaf

### *My picture dictionary → Go to page 85: Find and write the new words.*

- Students turn to the picture dictionary on page 85. They write the new vocabulary under the correct pictures.

**Key:** butterfly, caterpillar, flower, grass, guinea pig, leaf, rabbit, snail, turtle, tree

## Ending the lesson

- Play a game of *Guess What!* (see page xv) using items in the classroom.

**Extra activities:** see page TB112 (if time)



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**Lesson aims** Students talk about pets and who they belong to.

**New language** *Our/Their (pet) is/isn't (big).*

**Recycled language** nature in the yard | *cat, fish, dog, bird, horse* | *My/Your/His/Her* | *are/aren't* | *Where is/are … ?* | *Can you see … ?*

**Materials** CD1 | Flashcards: 6–15 | Students' classroom items and a bag (optional) | Students' photographs of their pets (optional)

## Warmer

- Use the flashcards to review the vocabulary for nature in the yard from the previous lesson. Then put the flashcards in different locations around the room (on the board, on a desk, under a chair, etc.) Ask *Where's the (rabbit)?* Students look and answer (*It's under the chair.*) You can also nominate individual students to bring you each flashcard as it is found.

## Presentation

- Review the pronouns *my, your, his,* and *her*. Use one of the pet flashcards from the previous lesson, e.g., the rabbit, and say *Guess my pet. It's small. It's white. It isn't a guinea pig.* Students guess *Is your pet a rabbit?* Repeat the activity, giving a different flashcard to a boy and a girl in the class, asking *Guess his/her pet.*
- Then ask a student to come to the front of the class. Show this student a different pet flashcard and say to the class *Guess our pet.* Indicate that *our* refers to both yourself and the student standing with you. The student describes the pet on the flashcard and the class asks *Is your pet a (turtle)?*
- Repeat by giving a different pet flashcard to a pair of students and asking students to *Guess their pet,* using questions: *Is their pet a (guinea pig)?*

## Student's Book page 17

### *5 Sing the song.*

- Say *Open your books to page 17, please.* Talk about the pictures: *Who can you see?* (*A boy and a girl and their dad.*) *Do they have any pets?* (*Yes, they do.*) Then point to the open cage and say *Oh, no! Where are their pets?* Tell students they're going to find out in the song.
- Say *Listen and point.* Play the recording. Students listen and follow the song text in their books. They should also try to guess who is singing each line.
- Ask more questions to check understanding: *What color is her pet?* (*It's white.*) *What color is his pet?* (*It's gray.*) *Are their pets big?* (*No, they're small.*) Then ask *Where's her pet? Can you find it?* Students point to the guinea pig under the cage. Repeat with the boy's rabbit.
- Play the recording again, pausing after each pair of lines to ensure students realize who is singing each time. (The boy and girl are singing about themselves and therefore use *my, your,* and *our*. The dad is singing about his children and therefore uses *his, her,* and *their.*)
- Then say *Sing the song.* Play the recording again, until students are singing confidently. You can also divide the class into three groups, with each group singing the part of the girl, the boy, or their dad.
- Students can sing along to the version of the song with words, or to the karaoke version of the song.

**CD1:17**: see Student's Book page 17

### *6 Read and match. Then say the animal.*

- Review or teach the pet words *cat, fish, dog,* and *bird.*
- Students read the children's speech bubbles and match them to the correct photograph of their pet. Check the activity by asking *Look at (number 1). What's (his) pet?* (*It's a dog.*) *What color is his pet?* (*His pet is black.*)

**Key:** **1** c dog **2** b fish **3** d bird **4** a cat

### *7 Look at the photographs. Ask and answer with a friend.*

- Say *Look at number 1 again. Is his pet a cat?* (*No, it isn't.*) *Is it a dog?* (*Yes, it is.*) Students can then continue the same activity in pairs, using the speech bubbles on the page as a model. They can also do this as a memory game, with one student closing the book while the other asks the questions.

## Workbook page 13

### *3 Look and circle the words.*

- Students circle the correct pronoun in the speech bubbles, according to the child or children they refer to.

**Key:** **1** Your **2** Their **3** His **4** My **5** Our

### *4 Look and complete the sentences. Then color the animals.*

- Students read and complete the sentences to match each picture correctly. They then color the pet in each picture in the correct color. You may need to review or teach the word *horse* before students do this activity.

**Key:** **1** Her, small **2** His, big **3** Our, small **4** Her, big
Students should color the bird yellow, the horse gray, the turtle brown, and the cat orange.

## Ending the lesson

- Play an animal mime game. Pairs of students ask *What are our pets?* and both mime the same animal for the rest of the class to guess. Check by asking *What are their pets?* (*They're horses.*)

**Extra activities:** see page TB112 (if time)



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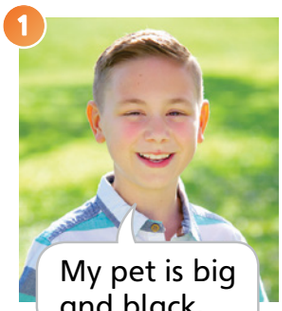
## 5 CD1 17 Sing the song.

My pet is white.
Your pet is gray.
Our pets aren't big,
They're small.
Where are our pets?
Can you see our pets?

Her pet is white.
His pet is gray.
Their pets aren't big,
They're small.
Where are their pets?
Can you see their pets?




## 6 Read and match. Then say the animal.

1 
My pet is big and black.

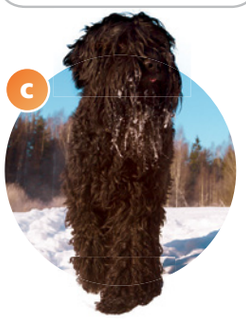
2 
Her pet is small and orange.

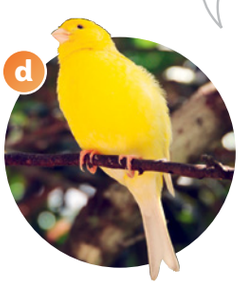
3 
Our pet is small and yellow.

4 
Their pet is gray and beautiful.

a 

b 

c 

d 

## 7 Look at the photographs. Ask and answer with a friend.

Number 3. Is their pet a bird?

Yes, it is.

**Remember!**
**His** pet is big.
**Our** pet is orange.

→ Workbook page 13



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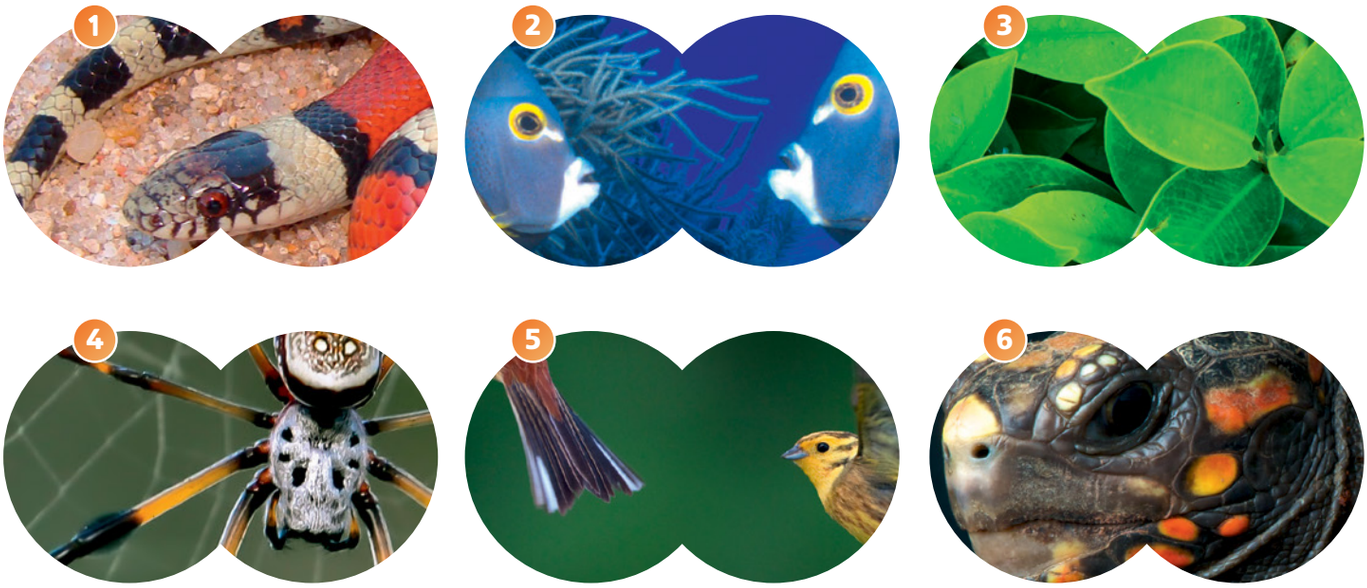
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## 8 CD1 18 Listen and repeat.




## 9 CD1 19 Listen and say the numbers.




## 10 Look at the photographs. Ask and answer with a friend.

## 11 CD1 20 Go to page 102. Listen and repeat the chant.

**Remember!**

What's that?
It's a snake.
What are those?
They're leaves.



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**Lesson aims** Students ask and answer about single and plural objects in the distance.

**New language** *What's that? / What are those? It's a (snail). / They're (butterflies).*

**Recycled language** nature in the yard | *What's this? / What are these?*

**Materials** CD1 | A bag and some small objects (optional) | Pictures of animals stuck onto card and cut into jigsaw pieces (optional)

## Warmer

- Students can sing the song from the previous lesson again. Depending on the level of the class, you could write the sentences from the song on the board in a jumbled order first. Students tell you the correct order of the sentences before singing the song.

## Presentation

- Pick up a student's pencil and ask *What's this?* (*It's a pencil.*) Then gesture to the student and say *Is it his pencil?* (*Yes, it is.*) Then pick up two books and ask *What are these?* (*They're books.*) Gesture to different students from those you have taken the books from and ask *Are they their books?* (*No, they aren't.*) Repeat with different students' possessions.
- Then point to an item that is too far away from you to touch. Ask *What's that?* Students follow the point of your finger and answer *It's a (desk).* Ask *Is it my desk?* (*Yes, it is.*) Repeat with some plural items: *What are those?* (*They're books.*) *Are they our books?* (*Yes, they are.*)
- Repeat the procedure a few times, picking up items or pointing to them, so that students can see the difference between *this*, *that*, *these*, and *those*.

## Student's Book page 18

### *8 Listen and repeat.*

- Say *Open your books to page 18, please.* Ask *Where are the children?* (*They're outside / in the yard / in a park.*) *What are they doing?* (*They're looking at nature.*) *What can they see?* (*A snail and butterflies.*) Make sure students realize that the children are using binoculars to look at items far away from them.
- Say *Listen and repeat.* Play the recording. Students listen and repeat the questions and answers.

**CD1:18** : see Student's Book page 18

### *9 Listen and say the numbers.*

- Students look at the close-up photographs and guess the other things that the children see through their binoculars: *What's number 1?* (*I think it's a snake.*)
- Say *Now listen and say the numbers.* Play the recording, pausing after each question and answer. Students find and say the number of the photograph described.
- Check by asking *What's that?* or *What are those?*

**Key:** *6, 5,* 1, 3, 2, 4

**CD1:19**

What's that? It's a turtle.
What are those? They're birds.
What's that? It's a snake.
What are those? They're leaves.
What are those? They're fish.
What's that? It's a spider.

### *10 Look at the photographs. Ask and answer with a friend.*

- Students ask and answer about the photographs in pairs, using *What's that?* and *What are those?* They can use the Remember! box as a model to help.

### *11 Go to page 102. Listen and repeat the chant.*

- Say *Go to page 102. Listen and repeat.* Play the recording. Students listen and repeat the grammar chant, following the text on page 102. Repeat, with students changing roles, until they are chanting confidently.

**CD1:20** : see Student's Book page 102

## Workbook page 14

### *5 Look and circle the questions and answers.*

- Students read and circle the correct questions and answers to match the pictures.

**Key:**

| | | | |
|---|---|---|---|
| **1** | What's that? | **a** | It's a snail. |
| **2** | What are those? | **b** | They're flowers. |
| **3** | What are those? | **c** | They're turtles. |
| **4** | What's that? | **d** | It's a bird. |
| **5** | What's that? | **e** | It's a leaf. |

### *6 Look and write the questions and answers.*

- Students write correct questions and answers under the pictures, using *What's that?* or *What are those?* They use the words in the word box to help them answer the questions.

**Key:** **1** What are those? They're butterflies. **2** What's that? It's a spider. **3** What's that? It's a caterpillar. **4** What are those? They're trees.

## Ending the lesson

- Students test each other's knowledge of classroom vocabulary by holding up or pointing to items and asking *What's this/that? / What are these/those?* This can also be played as a game, with each correctly guessed item winning a point. The student with the most points at the end of a set time limit wins the game.

**Extra activities:** see pages TB112 to TB113 (if time)



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**Lesson aims** Students reinforce language of the unit and practice the skills of listening and speaking, with extended writing in the Workbook.

**New language** *zoo, ant*

**Recycled language** *snail, butterfly, caterpillar | What can you see at the zoo? | These are (my favorite bugs). | Do you like (them)? Yes, I do. / No, I don't. | They're (small). | They have (wings).*

**Materials** CD1 | Photographs of wild animals and paper for leaflets (optional)

## Warmer

- Elicit words for some animals that students know from previous years of studying English and write them on the board. (Students who have studied *Guess What!* Levels 1 and 2 will know *lizard, giraffe, monkey, elephant, zebra, snake, hippo, lion, spider, crocodile, mouse, frog, donkey, sheep, goat, cow,* and *duck*.) Then call out animal words for students to mime.

## Student's Book page 19

### *What can you see at the zoo?*

- Say *Open your books to page 19, please.* Ask the opening question: *What can you see at the zoo?* Students think of a zoo and say the animals you can see there. They can choose animals they have already named or you can help them with additional vocabulary.

### *12 Listen and match.*

- Students look at the House of bugs leaflet. Ask *What can you see in a "house of bugs"?* Students name the insects they can see in the photographs and think of other things they may see in a bug house in a zoo.
- Point to the photographs. Say *These children are at the House of bugs. Which animals are they looking at? Listen and match the dialogs and faces to the bugs.*
- Play the recording. Students listen and match. They point to or say the name of each bug being described.

**Key:** **1** d (snails) **2** a (ants) **3** c (butterfly) **4** b (caterpillars)

**CD1:21**

**1** **Lucy:** Wow! What a great place! Look, Sara!
**Sara:** Cool! Look at these! They have shells, and they're brown. I like them. Do you like them, Lucy?
**Lucy:** Ugh! No, I don't.

**2** **Ryan:** My name's Ryan. And these are my favorite insects. They're so small!
**Jake:** But look at the big leaves they have!
**Ryan:** Yes. Big leaves and small black insects!

**3** **Sara:** Look at that! It's beautiful. It's very big, and it has wings.
**Ryan:** What color is it?
**Sara:** It's black and orange. It's over there on the flower.
**Ryan:** Oh, yes. I can see it.

**4** **Jake:** Look at these. They're black and white.
**Lucy:** They're long with lots of legs.
**Jake:** Yes, they are!
**Lucy:** Do you like them, Jake?
**Jake:** Yes, I do.

### *13 Listen again and say* true *or* false.

- Read the sentences about the children and encourage them to guess or try to remember if they're true or false. Then say *Now let's listen and check! True or false?* Play the recording again, pausing after each dialog for students to decide if the sentences are true or false.
- When students give you the answers, check by asking, e.g., 1 *False – Does Lucy like snails?* (*No, she doesn't.*)

**Key:** **1** false **2** true **3** false **4** false

### *14 Ask and answer with a friend.*

- Ask individual students the questions to elicit some example answers: *What is your favorite bug?* (*It's a spider.*) *What color is it?* (*It's black.*) *What bugs can you see outside?* (*I can see snails, spiders, and ants in my yard.*)
- Students ask each other in pairs or groups. They can then report back to the class.

## Workbook page 15

### *7 Read the paragraph and write the words.*

- Students complete the text with words from the word box.

**Key:** **1** small **2** white **3** tree **4** leaves **5** butterflies

### *8 Answer the questions.*

- Students think about their favorite bug and answer the questions. Teach additional words for bugs as appropriate.

**Key:** Answers will vary, for example: **1** My favorite bug is a butterfly. **2** It's black, white, and red. **3** It's beautiful. **4** You can see it on a flower.

### *9 Write about your favorite bug.*

- Students write a paragraph about their favorite bug, based on the answers they wrote in activity 8, and using the text in activity 7 as a model.

### *10 Ask and answer with a friend.*

- Students ask and answer about their favorite animal.

## Ending the lesson

- Do a drawing dictation. Describe an animal or bug for students to draw, e.g., *Draw a butterfly. It's big. It has blue and yellow wings and a black body. It's beautiful.*

**Extra activities:** see page TB113 (if time)



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# Skills: *Listening and speaking*

Let's start! **What can you see at the zoo?**

**12** CD1 21 **Listen and match.**

## House of bugs





1 Lucy


2 Ryan


3 Sara


4 Jake

**13** CD1 21 **Listen again and say *true* or *false*.**

1 Lucy likes snails.
2 Ryan likes ants.
3 Sara doesn't like the butterfly.
4 Jake doesn't like caterpillars.

**14** About Me **Ask and answer with a friend.**

What is your favorite bug?
What color is it?
What bugs can you see outside?

## *Writing*

Workbook page 15: Write about your favorite bug.



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