Unit Overview

Unit Objectives

- To learn vocabulary describing city and country
- To ask yes/no questions with is there and are there
- To use short answers with there is/are and there isn’t/aren’t
- To pronounce ch as in chip and sh as in ship

Unit Language

- **Target Vocabulary**
  - bridge
  - buildings
  - castle
  - canoe
  - city
  - country
  - farm
  - houses
  - mountains
  - river
  - ship
  - streets
  - trees
  - waterfall
  - wigwams

- **Recycled Vocabulary**
  - behind
  - in
  - next to
  - on
  - under
  - car
  - dog
  - fish
  - same
  - school
  - trees

- **Expansion Vocabulary**
  - animal skins
  - raccoons
  - bark
  - riverbank
  - current
  - rocks
  - flag
  - stone
  - frame
  - tree trunk
  - greedy
  - tribe
  - mud
  - wood

- **Target Structures**
  - There is/isn’t (a canoe).
  - There are/aren’t (any canoes).
  - Is there (a river)?
  - Are there any (houses)?
  - Yes, there is/are.
  - No, there isn’t/aren’t.

- **Recycled Structures**
  - I like (the city).
  - I live in (the city).

- **Pronunciation**
  - the letters ch as in chip
  - the letters sh as in ship

Cross-Curricular Connections

- art (drawing, collage)
- language arts (comic strip story, role play, video)
- music (chant, song)
- social studies (maps, cultural comparisons)

Values Curriculum

- respecting differences
- understanding others

Unit Materials

- Student Book 4 pages 10–21
- Activity Book 4 pages 6–13
- Audio CD/Cassette 4
- Activity Sheets 1–4
- Picture Cards 1–15
- Student Cards 1–15
- Posters: Character Guide; The City
- Video 4, Episode 1: “He’s a robot!”
- Unit 1 Test

Disney elements © Disney
Storyline (for the teacher)

*Pocahontas* tells the story of the free-spirited Native American, Pocahontas, and the English settlers that arrive in Virginia. A member of the Powhatan tribe, Pocahontas is adventurous and longs to find out more about the world. John Smith, an English captain, arrives on a ship of Englishmen who have sailed to the new world. A chance meeting between Pocahontas and John Smith changes their lives. John Smith is taught by Pocahontas to understand and respect the natural world. With Pocahontas’s pet raccoon, Meeko, for company, the pair learn valuable lessons about the world and each other.

Character Guide

Introduce students to the *Pocahontas* characters. Hold up the Character Guide at the beginning of the Student Book or display the Character Guide poster. Say, *Open your books to page 4*. Play the audio.
Lesson 1

Page 10

Disney Scene: In this scene, Captain John Smith is helping Pocahontas, a Native American, from her canoe. The two are from different worlds, but they have just met in America. Pocahontas lives a peaceful life in the country. We can see her world behind her, with its wigwam homes. John Smith, an English traveler, is from the city. We can see his world, the busy city of London, behind him. We can see houses, a castle, and John Smith’s ship in the water.

Lesson Objective
• To learn vocabulary of the city and country

Target Vocabulary
canoe, castle, houses, river, ship, trees, waterfall, wigwams

Cross-Curricular Connection
language arts

Before the Page
• Show students pictures or photos of a city scene and a country scene. Introduce the words city and country. Elicit words such as house, tree, bird, and car. Help students describe what they can.

On the Page (page 10)

1 Listen.
• Hold up the Student Book turned to pages 10–11. Point to the characters. Ask if students know them. If not, point and say, This is Pocahontas. This is Captain John Smith.

• As you point to the country portion of the Disney scene, say, Pocahontas is from the country. Point to the city portion and say, John Smith is from the city.

• Say, Open your books to page 10. Play the audio as students listen.

Audioscript  Pocahontas and John Smith come from different worlds. Pocahontas’s father is an Indian Chief in North America. She and her family live in the natural world of the country. There are trees and animals. There’s a river and a beautiful waterfall. John Smith is a captain and explorer from England. He lives in the world of the city. In his city, there are houses and streets made of stone. There’s a port, too. A big ship is in the port.

• Check comprehension. Ask, Is Pocahontas from the city? Is John Smith from the city? What are some things you see in the country? What are some things you see in the city?
Listen and say.

Focus students’ attention on the eight small pictures at the bottom of page 10. Play the audio. Have students listen and then repeat.

### Audioscript
1. trees  
2. wigwams  
3. waterfall  
4. canoe  
5. river  
6. ship  
7. castle  
8. houses

Listen. Say yes or no.

Focus students’ attention on the large Disney scene. Say, Listen! Answer yes or no. Play the audio. Pause briefly between items so that students have time to find the objects mentioned in the sentences. Students can answer orally or in writing.

### Audioscript
1. There are trees in the country.  
2. There’s a canoe in the city.  
3. There are wigwams in the city.  
4. There’s a waterfall in the country.  
5. There’s a castle in the country.  
6. There’s a ship in the port.  
7. There are two castles in the city.  
8. There are houses in the city.

After the Page

What Am I Drawing?

Start to draw a picture of a vocabulary word from Lesson 1, for example, tree. Pause as you draw, look at the students, and ask, What is it? Continue slowly adding to the picture until students guess what it is.

What’s the Word?

Divide the class into two teams. Draw short lines on the board representing the letters of a word. Each team must guess letters by asking, Does it have a b in it? If the word has the letter in it, the team can guess again. If not, the other team guesses. If someone on a team thinks they know the word, he or she must raise their hand. If they guess correctly, his or her team gets a point. The first team to get five points wins.

Country, City, or Both?

Materials: Picture Cards 1–7

Hold up a Picture Card (trees, wigwams, waterfall, canoe, river, ship, castle). Ask students to decide if the item pictured belongs in the country or city. Have students call out, Country! or City! You may want to ask if some of the items can appear in both places and ask for examples. (There are trees in the city too. There are trees in parks.) (London has a river, the river Thames.)
Lesson 2
Page 11

Lesson Objectives
• To describe the city and the country
• To use there is/isn’t and there are/aren’t

Target Structures
There is/isn’t a (waterfall).
There are/aren’t any (trees).

Recycled Vocabulary
canoe, castle, city, country, houses, river, ship, trees, waterfall, wigwams

Expansion Vocabulary
animal skins, bark, current, flag, frame, mud, riverbank, rocks, stone, tribe, wood

Cross-Curricular Connection
language arts

Before the Page
• Say, Open your book to pages 10–11. Tell the students to look at the picture closely and remember as much as they can. Give students 30 seconds to view the page, and then have them close their books. Elicit details and write them on the board. As you write down details, ask questions such as, What is the man’s name? or Who has long hair?

On the Page (page 11)

4 Listen and say.
• Say, Open your books to page 11. Hold up your book and point to the conversation between the girl and the boy. Play the audio. Students listen to the conversation and repeat.

Audioscript
There’s a waterfall in the country. There isn’t a waterfall in the city.
There are wigwams in the country. There aren’t any wigwams in the city.

5 Talk about the picture. Point and say.
• Say, Now it’s your turn. Point to the large picture on pages 10–11. Say, Talk about the city and the country. Students look at the picture and talk about differences between the city and country using the conversation as a model.

• Have students talk in pairs about the Disney scene. Walk around the room and monitor language use as students work.

After the Page

Pocahontas’s Chant
Materials: Picture Cards 1, 3–5
Teach students the following chant. Clap to the rhythm as you chant.

There are trees, there are birds. There are plants for our food.
There’s a waterfall too. There are flowers too.
The sun is high in the sky. I give thanks for all I see
The river’s flowing blue. as I paddle my canoe.

When students are familiar with the chant, distribute the appropriate Picture Cards (trees, waterfall, canoe, river), and have students hold them up when their item is mentioned in the chant.

In Our Classroom
Materials: books, bag, pens and other classroom objects
Hold up a book and put it on a desk. Hold up a pen and put it on a chair. Point to the desk and say, There’s a book on the desk. There isn’t a book on the chair. Point to the chair. Elicit, There’s a pen on the chair. There isn’t a pen on the desk. Pick up two erasers. Place them on
the floor. Take two notebooks and place them in a bag. Point to the bag and say, *There are notebooks in the bag. There aren’t any notebooks on the floor.* Point to the floor and see if the students can answer, *There are erasers on the floor. There aren’t any erasers in the bag.* Have pairs of students practice the phrases with classroom objects.

**Little by Little**

**Materials:** Picture Cards 1–7, 14, 15, thick paper to cover up card

Gather the Picture Cards (*trees, wigwams, waterfall, canoe, ship, river, castle, city, country*). Pick up a Picture Card and cover it with the piece of thick paper. Slowly remove the sheet of paper to reveal a portion of the card. Continue removing the paper to expose more of the card until a student thinks he or she knows what is depicted on the card. When students think they know, they raise their hands. A student then makes a sentence with the word, for example, *There are (trees) in the (country).* If the student can’t, the next person to raise a hand has a try.

**Expansion Vocabulary**

Say, *Look at pages 10 and 11 again.* Use the Expansion Vocabulary for this lesson (*animal skins, bark, current, flag, stone, frame, mud, riverbank, rocks, tribe, wood, plants*). Point to the wigwams in the background and the dress Pocahontas is wearing. Say the words *animal skins* and write them on the board. Explain that animal skins can be used for clothing and for covering wigwams. Say the words again and have students point to the examples of animal skins in their book. Help students identify other natural sources used in human life: tree *bark* for baskets and canoes, *stone* and *rocks* for houses and castles, *mud* and *wood* for wigwams and some houses, and so on. Focus on the river. Point out the *current* in the water, the *riverbanks, plants,* and *rocks.*