

Mario Herrera
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BIG **ENGLISH**



2ND EDITION
TEACHER'S EDITION



About the Authors



Mario Herrera

Mario Herrera has a degree in education and an MA in EFL. He has taught English for more than 30 years at all levels, from young children to adults. He is the author and co-author of many acclaimed ESL/EFL series that are used in levels ranging from pre-primary to junior high schools including **Big English, Backpack** and **Parade, Big Fun** and **Big Teens**. As an international consultant and teacher trainer, Mr. Herrera travels the globe, directing seminars and delivering professional development workshops throughout the Americas, Europe, the Middle East and Asia.

Christopher Sol Cruz has an M.A. in Teaching English as a Second Language and has been involved in the field of English language instruction since 1988. He has authored or co-authored numerous traditional, blended, and e-learning English programs for students from a variety of age groups in Latin America, Asia, the Middle East and the United States. In addition to writing, Mr. Sol Cruz has given academic presentations, has run teacher professional development workshops around the world, and is an avid language learner. He lives in Vermont, United States.



Christopher Sol Cruz



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Welcome to Big English!

This new edition of Big English builds on the firm foundations and big ideas of the first edition but brings a whole host of new features and components to help young learners make progress and communicate confidently.

Why Big English?

Learning happens in context, not in isolation.

We believe that learners are best motivated by intriguing content that is relevant to their lives and puts English in the context of the world that surrounds them.

Three big ideas that build on established and proven methodologies.

Three of the central bases for the Big English program philosophy are: 21st century skills, Content and Language Integrated Learning (CLIL), and Assessment for Learning (AfL) techniques.

Multiple experiences all in one book.

Kids learn best when they engage with the language in a variety of ways. Big English provides multiple and varied opportunities for success, including singing, role-playing, watching videos, reading fiction and nonfiction texts, project work, and conducting research.

It's a digital world.

Today's students are digital natives who have never known a world without computers and the Internet. Big English comes with new digital learning tools, the use of which reflect learners' reality and expectations.

So what's new in Big English?

New components and features to engage your learners.

- A completely new digital offering which includes teacher digital resources with the Teacher Presentation Tool, and student digital resources with assignable interactive activities.
- New content including Welcome Units to bridge any gaps between the levels and serve as a quick review to the previous level, giving the students the foundations and confidence to start the next level.
- New Content Connection and Culture Connection pages.
- Additional Big TV videos supported by a video workbook.
- Big English has a fresh new look with a simplified design which helps learners to focus on content and the activities. Plus we have great new signposting to help you really get the most of all the Big components.
- A refreshed approach to Assessment for Learning with students and teachers given plenty of opportunities to review their progress in both the Student's Book and the Workbook.

Global Scale of English

At the start of every unit you also get an overview of the GSE reading, listening, speaking, and writing objectives covered by the content of that unit. End of unit *I can* statements directly relate to the vocabulary, grammar, and skill descriptors within the Global Scale of English. They appear in the review sections of the Student's Book and are also highlighted in the unit openers of the Teacher's Edition.

The Global Scale of English (GSE) is a standardized, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the GSE identifies what a learner can do at each point on the scale across speaking, listening, reading, and writing skills. The scale is designed to motivate learners by giving more granular insight into learning progress.

The badging on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select materials with the right level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all objectives below the range before starting the course, or that they will all be at the top of the range by the end.

For more information about how using the GSE can support your planning and teaching, your assessment of your learners, and in selecting or creating additional materials to supplement your core program, please go to www.english.com/gse.

COMPONENT

Walk-through

1 PLAN > 2 TEACH > 3 PRACTICE > 4 ASSESS

1 PLAN: Before class

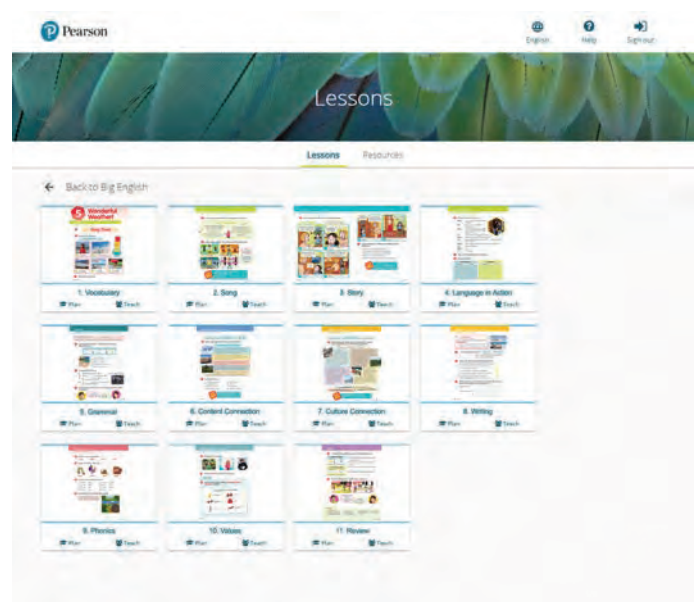
Teacher's Edition

The Teacher's Edition is the place where you can find everything you need to know to teach with Big English. It includes comprehensive and easy to follow visuals of Big English lesson flows, activities and ideas, and supporting material such as a Game Bank, audio scripts as well as full assessment support including Cambridge English Young Learners practice materials.



NEW Teacher Presentation Tool

Step-by-step lesson flows follow the same learning path as those in the Teacher's Edition.



4 ASSESS: After class

Assessment Pack

Comprehensive suite of assessment materials including Diagnostic Pre-Tests, Practice Tests, Unit Tests, Mastery Tests (every three units), Final Exams, and materials for oral assessment.



NEW Gradebook

Teachers and students can view class progress at-a-glance on-line to inform teaching and support students.

2 TEACH: In class

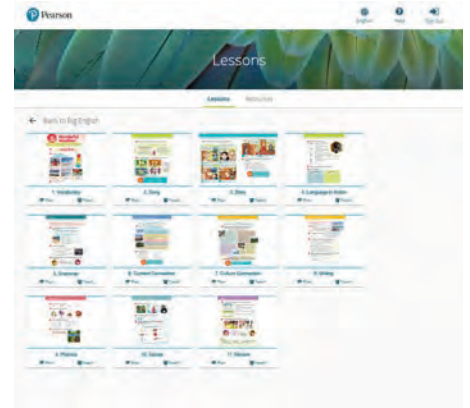
Student's Book



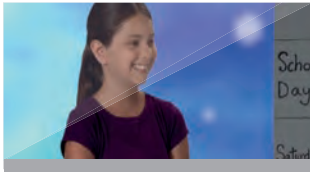
Workbook



NEW Teacher Presentation Tool



Audio CDs, Documentary and Dramatic videos



NEW Big TV videos and Video Workbook



Flashcards



Posters



3 PRACTICE: Out of class

Workbook

Workbook activities correlate exactly with the learning objectives in the Student's Book. These activities are flexible and they can be carried out in class or set as homework.



BIG ENGLISH

Course Pedagogy

Big English is based on a number of pedagogical approaches which are critical to effective learning. These are all explained below, along with examples of how to deliver successful lessons using the course.

21st Century Skills

What are 21st century skills?

21st century skills are the skills and competencies that learners need to be successful in the increasingly complex life and work environment of today's rapidly changing, digital world. These skills include critical thinking, communication, collaboration, creativity and innovation, and social and cross-cultural interaction.

Big English combines rich, real-life content, a variety of tasks, and specific teaching guidance to ensure ample coverage of these skills.

Why are 21st century skills important?

It is important that students are encouraged and motivated to think deeply about issues, to develop critical thinking skills and to solve problems creatively. These skills paired with a communicative approach provide a foundation that learners can build on throughout their studies.

How do I use 21st century skills whilst teaching with Big English?

21st century skills are embedded throughout Big English. You will find clearly sign-posted sections in the teaching notes to show you how to best enhance 21st century skills on a regular basis.

A key element of our approach to support critical thinking is the regular *Think BIG* feature which is included in all units and which is integrated across all components. The *Think BIG* feature offers young learners the opportunity to discuss, analyze, collaborate, and be creative. The Teacher's Edition includes detailed guidance on how to manage the *Think BIG* questions, as well as set up other communicative, collaborative, or creative tasks, such as projects.

An important method to embedding this approach into your teaching is questioning. In order to develop analytical skills, questions in class should be, as much as possible, open-ended. For example, rather than "Do you want to be a doctor?", you can ask "What do you want to be?" and, critically, "Why?". Even if the students cannot answer open-ended questions fully in English, any attempt should be praised.

Think BIG



Materials: Index cards with the days of the week

21st Century Critical Thinking

- Read the story aloud to the class. Ask students to talk in pairs about why Luke likes Mondays. Give them some time for discussion.
- Then ask students if they like Mondays, and why or why not. Ask them what they usually do on Mondays. Continue the discussion by going through each day of the week.



Do you like Mondays? Why/Why not?
What different things do you do on different days?

Content and Language Integrated Learning (CLIL)

What is CLIL?

Content and Language Integrated Learning (CLIL) is an approach where the students are learning a subject, for example math, science, or art through the medium of English. This helps deepen their understanding of both the curriculum material and the English language. This enhanced comprehension places them far beyond where they would be by studying only non-academic, everyday English.

The CLIL lessons in Big English help increase learners' motivation and confidence in their acquisition of key language and expand their content knowledge.

Why is CLIL important?

Learning other subjects through English gives students a reason to learn – to understand and discuss the subject matter. This is motivating for young learners.

By teaching relevant subjects that reflect the world around them, for example science, students are likely to become more engaged and curious about the world in general, and about the English they need to describe it.

CLIL also includes learning about other cultures, which provides insights into how people around the world have similarities and differences and helps to develop global citizens.

How do I use CLIL whilst teaching with Big English?

CLIL lessons appear in every unit of Big English. The learning objective of these Content Connection and Culture Connection lessons are clearly signposted on the Student's Book page. This is shared with the class at the start of each lesson.

Key content words can be pre-taught prior to listening or reading the presentation text. These are extra words that might be useful when discussing the text rather than being key vocabulary items.

Subject material is presented through listening and/or reading activities, which is followed by spoken and/or written practice of the content, including using some of the key vocabulary.

Workbook practice activities are provided for these lessons which can be carried out in or out of class, and which further reinforce the concepts and key language.

There is always a *Think BIG* feature included in these lessons – a question or activity which encourages learners to think deeply about the content.

Each unit also includes an engaging video for either the Content Connection or Culture Connection lesson which brings the subject to life. To support the teacher, there is a Video Guide which contains pre-, while, and post-watching activities.

Content Connection | Science

I will learn about vitamins.

CONTENT WORDS
blood bone brain energy healthy iron muscle skin teeth vitamin

12 Listen and read. How many different fruit and vegetables should we eat each day?

The Vitamin Alphabet

Vitamins help our bodies grow strong and stay healthy. But which foods do we get our vitamins from? And why do we need them?


Vitamin A: There's a lot of Vitamin A in orange and yellow fruits like carrots or mangoes, but you can also find some in milk and the yellow part of eggs. Vitamin A helps your eyes and skin stay healthy.

Vitamin D: Milk and eggs also have Vitamin D in them, and so does fish. When we sit in the sun, our body makes a lot of it naturally. This vitamin is very important for strong bones.

Vitamin E: This, on the other hand, helps keep our blood healthy. You can get Vitamin E when you eat nuts and green vegetables.

Vitamin B: There are many different kinds of Vitamin B. Some help give us energy to move our muscles. Others help make blood. We get the different kinds of Vitamin B from different kinds of food. These include potatoes, bananas, bread, rice, pasta, chicken, fish, cheese, eggs, and green peppers.

Vitamin C: Vitamin C is good for our bones, teeth, and even our brains. We get this vitamin from oranges, peppers, tomatoes, and potatoes. Vitamin C also helps us keep other important substances, iron for example, in our body.



Assessment for Learning

What is Assessment for Learning?

As opposed to traditional, summative assessment tools that measure what has been learnt, formative assessment or Assessment for Learning takes a different approach. It is based on three key principles: having students participate in setting learning objectives, performing ongoing assessment, and helping students to learn how to set their own goals and self-assess.

Using this approach, the ongoing assessment that a teacher makes informs the teaching of the next lesson or module to ensure all students, whatever their starting point, make clear progress.

Why is Assessment for Learning important?

When Assessment for Learning strategies are integrated in the lesson, students take an active role in their own learning and seek out help they need to meet their goals.

Assessment for Learning can include a variety of activities, for example classroom discussions, peer or group work, homework, and traditional quizzes. The important thing to remember about formative assessment is that the method of assessment is not what makes it useful, but the way in which the results are used. Formative assessment is most successful when results are analyzed to determine the current state of student understanding. Results are folded into the classroom experience as teachers take specific actions to improve any deficiencies or correct misunderstandings.

Another key aspect of formative assessment is sharing clear targets with the class. Discussing learning objectives at the start of the lesson helps students to focus. Reviewing these objectives at the end starts to develop self-awareness of the progress they are making, and what they need to do to improve.

Performing ongoing assessment means that gaps in learning are filled early, so that every child reaches their full potential.

Training young learners to set their own goals and be aware of progress develops reflective learners, which is a quality of paramount importance for their later studies.

How do I use Assessment for Learning whilst teaching with Big English?

Assessment for Learning techniques are embedded in all lessons in Big English. Lesson objectives are given on every page in the Student's Book, focusing learners on the learning goal at the start and end of every lesson.

A self-assessment feature is built into each Review lesson at the end of each unit. This requires students to think about the key learning objectives of the unit, and to what extent they have met them. This raises awareness about their own progress. It is also a useful tool for the teacher to gauge who has any learning gaps that need to be filled.

In addition to that, every Checkpoint section (after every three units) contains both self-assessment and peer assessment, further developing awareness of the students' own progress.

The Teacher's Edition is a rich resource for embedding Assessment for Learning into your lessons, and follows a clearly signposted process through all teaching notes.

INVOLVE

This feature provides opportunities to engage students in the learning objective and help them to develop self-awareness of their English progress.

MONITOR

This feature creates opportunities to assess how well students are learning the material and identify gaps to inform teaching.

ASSIST

This feature provides guidance to immediately resolve a gap in learning that has been identified. For example, through presenting the material in another context.

CHALLENGE

This feature goes beyond the page by getting students to personalize, analyze, and apply the language. This is often a more productive task requiring greater fluency. It can be given to a group of students or a whole class.

This process aims to help teachers to see which students need more of a challenge and which ones need remediation in order to keep all learners progressing appropriately.

Systematic Vocabulary Development

What is systematic vocabulary development?

Systematic vocabulary development means explicitly presenting the key vocabulary; teaching the form, meaning, and pronunciation of the word so that students understand all aspects of a target word or phrase; giving students multiple opportunities to encounter the word, to make it memorable and meaningful.

Why is systematic vocabulary development important?

Presenting and practicing vocabulary in a systematic way gives students exposure to the right amount of new vocabulary in any one lesson, preventing overload. Knowing a small number of words at a time, and knowing them well engenders motivation in learners.

Careful scaffolding through visuals and audio support means that young learners feel secure and confident in the early stages of learning.

How do I teach vocabulary in a systematic way with Big English?

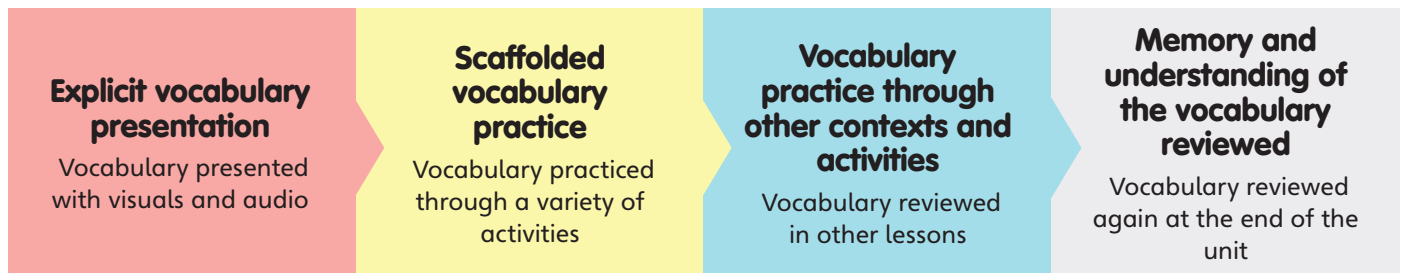
In Big English, the Vocabulary lessons always start with sharing the lesson objective with the class and reminding students what they already know about the topic.

Then, new vocabulary items are introduced through a song, then presented individually with audio and visuals. New vocabulary can be presented or reinforced with Flashcards at any stage of the lesson.

The vocabulary is practiced using a variety of skills – through listening, speaking, reading, and writing in the Student's Book and Workbook. Engaging practice activities are carefully scaffolded to ensure that children feel secure in learning the target words. Activity types include games, matching, drawing, acting out, choosing, etc.

Extra practice is provided in the Workbook, a flexible component which gives students an opportunity to reinforce the new language in class or at home.

Key vocabulary is also recycled throughout the unit in the Story and Review lessons and the Checkpoint sections, providing a wealth of practice. This results in increased exposure to the target language, developing familiarity and mastery of the language.



9 School Trips!

Vocabulary

I will learn to name places to visit.

Song Time!

Warm-up

- Elicit a list of the places students have visited on their most recent school trips. As you list each one, ask students what they can see there, when they can go, if they have to pay to enter, what their favorite thing about it is, and so forth. Once you have a list of at least ten places on the board, ask students to vote on which is their favorite place and discuss the reasons why.
- Check answers from the HW in the last lesson.

Lesson Objective

Introduce the lesson objective. Say: *Today I will learn to name places to visit.*

- Students will talk about different places to visit on school trips.

Song Time

Materials: Flashcards: Unit 9, places to visit

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. Students will only hear the words at this point. They will not see the text of the song.

Presentation

Materials: Flashcards: Unit 9, places to visit

1 Listen, look, and say.

- Read the directions aloud. Explain that the pictures show different places that students might visit on school trips. Play Audio Track 161 and have students listen and read quietly.
- Repeat the audio and have students point to the pictures and say each word with you.

2 Check that students are writing the correct phrase under each box.

Point students to 5B Activity 1.

Game

2 Play the description game.

- Place students in pairs. Tell students that they are going to say a few sentences about one of the places, and their partner will have to guess which place they are talking about. Model: *It has a lot of flowers and trees. You can walk there. It's outdoors. Which place is it? (national park)*
- Check that students are describing the places as best they can.

Lesson Objective

Revisit the lesson objective: *Today I have learned to name places to visit.*

- Encourage awareness of what students have learned by asking a few students to name a few places one can visit.

Homework

WB p. 102/ act 2

2 Read and circle. Then match the pictures with the sentences.

- Direct students to WB Activity 2 on page 102. Direct student to circle the correct answers and then match the sentences with the pictures.

Extra Application and Practice Activity

- Write the following dialog on the board:
A: Let's go to the theater. We can see a play there.
B: No, I don't like plays. Let's go to a dairy farm. We can see how cheese is made there.
A: No, it's too cold to be outdoors. Let's go to the

Why is grammar instruction important?

At a young age, it is not always appropriate to present new grammar structures to learners as a set of rules that require analysis and manipulation. Instead, they should be made aware of these structures by teaching them as chunks of grammar which they see and hear again and again until they start using them in a natural way. As children become older and begin to think more analytically, they are able to remember and apply rules to language structures.

The careful scaffolding through charts, visuals, and audio support in the grammar presentation and practice stages means that young learners feel secure and confident in the early stages of learning. This should give them a solid foundation on which to build further English language learning.








How do I teach grammar with Big English?

In addition to the four skills and vocabulary development, Big English recognizes that learners need systematic and repeated exposure over time to language structures if they are to make the new language their own. As with other lessons, the Grammar and the Language in Action lessons always start with sharing the learning objective with the class and reminding students what they already know about the topic.

Big English gives students the opportunity to consider structures in such devices as grammar boxes in their books. But Big English never abandons the necessity of presenting language structures in meaningful contexts, and highlights differences and similarities in language use to encourage students to work out the grammatical principle. This makes the grammatical rule more meaningful and memorable.

The Workbook also provides a variety of extra grammar practice activities to help students understand and eventually produce the target grammar.

Big English contains a wealth of recycling of structures throughout the course. This results in increased exposure to the target language, developing familiarity and mastery of the language. Students gain further opportunities to review the structures in the Review lessons at the end of each unit, as well as the Checkpoint sections that feature after every three units. This is crucial to mastering the target language.

Grammar	Grammar						
<p>I will learn to use <i>did</i> to ask and answer about where people went and what they did.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Where did you/he/she/they go?</td> <td style="padding: 5px;">I/He/She/They went to an art gallery.</td> </tr> <tr> <td style="padding: 5px;">What did you/he/she/they see?</td> <td style="padding: 5px;">I/He/She/They saw a play.</td> </tr> <tr> <td style="padding: 5px;">Did you/he/she/they like it?</td> <td style="padding: 5px;">Yes, I/he/she/they liked it. No, I/he/she/they didn't like it.</td> </tr> </table> <p>10 Complete the dialog.</p> <p>A: Where ¹ _____ you go yesterday? B: I ² _____ to see a movie. A: What ³ _____ you see? B: I ⁴ _____ that new horror movie. A: ⁵ _____ you like it? B: No, I ⁶ _____ it. It was too scary.</p>  <p>11 Read and match. Make sentences.</p> <p>1 We went to a dairy farm a the play. 2 What did you see b go yesterday? 3 She didn't like c like rock music. 4 Where did you d to learn about milking cows. 5 I don't really e at the National Museum?</p> <p>12 Work with a partner. Ask and answer questions. Use the words from the box.</p> <div style="border: 1px solid #ccc; padding: 5px; display: inline-block; margin-bottom: 10px;">last weekend last year yesterday</div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  <p>Where did you go yesterday?</p> </div> <div style="text-align: center;">  <p>I went to an art gallery.</p> </div> </div>	Where did you/he/she/they go?	I/He/She/They went to an art gallery.	What did you/he/she/they see?	I/He/She/They saw a play.	Did you/he/she/they like it?	Yes, I/he/she/they liked it. No, I/he/she/they didn't like it.	<p>Where did you/he/she/they go? I/He/She/They went to the Museum of Science.</p> <p>What did you/he/she/they see? I/He/She/They saw an interesting movie about dinosaurs.</p> <p>Did you/he/she/they like it? Yes, I/he/she/they liked it. No, I/he/she/they didn't like it.</p> <p>10 Read and circle.</p> <p>Peter: Where do / did you go yesterday? Lucy: We go / went to the zoo. Peter: What do / did you see? Lucy: We see / saw lots of animals. Peter: Do / Did you like it? Lucy: I like / liked it a lot! I love animals!</p>    <p>11 Read and write.</p> <p>A: Where ¹ _____ you go on your field trip? B: We ² _____ to a dairy farm. A: What ³ _____ you see? B: We saw farmers milk cows. A: Did you ⁴ _____ it? B: No, I ⁵ _____ like it at all! The cows smelled awful!</p> 
Where did you/he/she/they go?	I/He/She/They went to an art gallery.						
What did you/he/she/they see?	I/He/She/They saw a play.						
Did you/he/she/they like it?	Yes, I/he/she/they liked it. No, I/he/she/they didn't like it.						
Unit 9 113	106 Unit 9 How did I do? ☆☆☆						

th Systematic Phonics Development

What is systematic phonics development?

This approach to phonics development means an explicit and focused presentation of a small number of letter-sound correlations at any one time. The teacher follows a carefully planned sequence of sounds, and students build up to producing whole words by first listening to the separate key sounds, blending them, and finally attempting to produce a whole word which contains the target sound.

Why is systematic phonics development important?

Presenting the sounds of English in a systematic way means that all children will feel secure in what they need to do in these lessons. Students are given plenty of auditory support which acts as exposure to the spoken language. This is especially important for children with little exposure to English outside of class.

Having plenty of opportunities for practice, either receptively or productively, builds confidence in understanding spoken English. This will, in turn, build confidence in and mastery of using those sounds while speaking.

How do I teach phonics in a systematic way with Big English?

In this new edition, Big English now contains a dedicated Phonics lesson within each unit. As with other lessons, the Phonics lessons always start with sharing the learning objective with the class and reminding students what they already know about the topic.

Each Phonics lesson follows a highly-structured sequence. The target sounds are presented with clear audio and illustrations. Students are then given supported receptive practice to do. This is followed by an opportunity to listen and blend the target sounds in complete words. The target sounds are then practiced in context, through an engaging chant. The Workbook provides yet another opportunity for practice, which can be used in class or at home, with the learner practicing the new sounds with their family.


The Teacher's Edition contains comprehensive and highly supportive teaching notes. Target sounds are presented with audio to support teachers with the modeling of the sounds.


Phonics | nt, ld, nd, st


I will learn to use the sounds nt, ld, nd, and st.


120 Listen, read, and repeat.
1 nt 2 ld 3 nd 4 st

121 Listen and find. Then say.


tent


child


hand



nest

122 Listen and blend the sounds.

1 p-l-a-n-t plant	2 o-l-d old
3 c-o-l-d cold	4 b-a-n-d band
5 s-a-n-d sand	6 a-n-t ant
7 ch-e-s-t chest	8 f-a-s-t fast

123 Read aloud. Then listen and chant.

An old, cold band
Playing in the sand.
A fast ant
Playing in a tent.



Unit 9 117

Phonics Lesson

Lesson Flow

Warm-up
Lesson Objective
Lesson Presentation
Practice 1
Practice 2
Practice 3
Practice 4
Practice 5
Practice 6
Lesson Objective
Lesson Homework

Lesson Objective


I will learn to use the sounds nt, ld, nd, and st.


Phonics | nt, ld, nd, st


I will learn to use the sounds nt, ld, nd, and st.


120 Listen, read, and repeat.
1 nt 2 ld 3 nd 4 st

121 Listen and find. Then say.


tent


child


hand



nest

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1 p-l-a-n-t plant	2 o-l-d old
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5 s-a-n-d sand	6 a-n-t ant
7 ch-e-s-t chest	8 f-a-s-t fast

123 Read aloud. Then listen and chant.

An old, cold band
Playing in the sand.
A fast ant
Playing in a tent.



Unit 9 117

Warm-up

Materials: Index cards

- Use index cards to make words cards for some of the words in this lesson (tent, child, hand, nest) and a few other words with the same sounds that students know (ant, old, band, test).
- Write the sounds nt, ld, nd, and st on the board. Show the cards one by one and read the words aloud. Invite volunteers to the board to point to the sounds on the board that are in the word on the card.
- Check answers from the HW in the last lesson.

Lesson Objective

Introduce the lesson objective. Say: Today I will learn to use the sounds nt, ld, nd, and st.

- Students will identify the letters and distinguish between the sounds individually, and as part of words.

5117 Unit 9

UNIT

Walk-through

Vocabulary and Song Lessons

Theme-based units encourage deeper understanding of concepts and language.

Learning objectives on the page help to focus learners and make them aware of the progress they're making.

A high-energy **song** introduces the key vocabulary for the unit.

1 Wake Up!

Vocabulary

I will learn to name daily routines and times.

Song Time!

1 Listen, look, and say.
Monday, May 13

1 wake up
2 wash my face
3 brush my teeth
4 eat breakfast
5 get dressed
6 play soccer
7 play video games

2 Play the

Song

I will learn to ask and answer about daily routines and times.

3 Listen and sing. What does Kate do?

Hurry, Kate!

It's Monday, 7:30. Kate has to wake up. And she has her lunch. Her mom sees the clock and says "Wake up, sleepy head!" What time is it now? Oh, no, it's time to go! Oh, go, go! Hurry, Kate! Hurry, Kate! You can't be late! Kate eats breakfast, she gets dressed. It's 7:45. It's time to go to school. And she can't be late!

Chorus: Kate has her backpack and she has her lunch. What time is it now? Oh, no, it's time to go!

4 Read, match, and say. Ask and answer.

1 7:00 a seven forty-five
2 7:30 b seven fifty-five
3 7:45 c seven o'clock
4 7:55 d seven thirty

When does she wake up?
She wakes up at seven o'clock.

Unit 1

1. Vocabulary Plan Teach

2. Song Plan Teach

Key unit vocabulary is presented in context. The vocabulary is practiced in a kinesthetic way, through games and similar engaging activities.

Think **BIG** questions prompt students to use critical thinking skills, personalize language, collaborate, and use key vocabulary in context.

Story Lesson

Comprehension strategies and critical thinking are developed through frequent reading practice.

Story

I will read a story about daily routines and times.

1 Listen and read. What does Luke do after school?

I Love Mondays!

Good morning, Mom! What day is it today?
It's Monday.
Hooray! I love Mondays!

1 Luke wakes up and goes into the kitchen.

Before lunch, at eleven ten, I have art. Art is fun!
But...

2 Before school, Luke always eats breakfast.

We draw pictures. We paint. It's great!
But today...
After lunch, at two fifteen, we have English. I love English!
But Luke...

3 After breakfast, he brushes his teeth. Then he washes his face.
4 He gets...

After school, we play soccer or basketball...
LUKE!
What, Mom?
Today's a holiday! There's no school!

5 He puts on his shoes. He's ready for school.
6 But there's no school today!

6 Read and say before school or after school.

1 Luke eats breakfast.
2 Luke gets dressed.
3 Luke plays soccer.
4 Luke puts on his shoes.
5 Luke wakes up.
6 Luke starts basketball.

Do you like Mondays? Why/Why not? What different things do you do on different days?

Unit 1

3. Story Plan Teach

Target vocabulary is practiced through an engaging, visual story.

Language in Action and Grammar Lessons

A dialog is presented and practiced to increase students' communicative competence.

Following an integrated approach, students read, listen, speak, and write all in one lesson.

Language in Action

I will listen to a dialog about daily routines and times.

7 Listen and read. Then say.

Jenna: Hi, Ethan. Do you want to get together after school today?
Ethan: Sorry, I can't. I'm busy on Tuesdays.
Jenna: Really? What do you do?
Ethan: At 3:30, I have piano lessons. At 4:15, I go to soccer practice. Then I go home.
Jenna: Oh. What do you do after that?
Ethan: I do my homework, clean my room, and feed the dog. Then at 7:00, we eat dinner.
Jenna: Wow! You are busy.

8 Look at 5. Ask and answer with a partner.

What does Luke do before school? He wakes up, eats breakfast, ...

9 Listen and stick. Number the pictures.

Grammar

I will learn to use before and after to ask and answer about daily routines.

What does he/she do before/after school? He/She eats breakfast before/after school.
 What do you do before/after school? I do my homework before/after school.

10 Look at Claudia's schedule. Write before or after.

Claudia's Schedule	
6:30 wake up	3:15 get home
6:45 get dressed	3:30 watch TV
7:00 eat breakfast	4:45 do my homework
7:15 brush my teeth	5:30 play soccer
7:30 go to school	6:30 eat dinner

- Claudia gets dressed _____ school.
- Claudia does her homework _____ school.
- Claudia brushes her teeth _____ school.
- Claudia plays soccer _____ school.
- Claudia eats breakfast _____ school.

11 Read and match. Make sentences.

- We eat breakfast before _____
- I wake up at _____
- Paula washes her _____
- Tim does his homework _____
- Sandra plays video games _____

a at 5:00 in the afternoon.
 b we get dressed.
 c after school, at 4:15.
 d face at 7:50 in the morning.
 e 6:45 in the morning.

12 Look at 10. Talk about Claudia's schedule with a partner.

What time does she get dressed at 6:45?

Grammar is taught in context and supported by clear grammar charts.

Content Connection and Culture Connection Lessons

In Content Connection lessons, students encounter texts from academic areas such as social studies, science, and math. Content vocabulary is clearly signposted.

Content Connection | Life Science

I will learn about keeping clean.

13 Listen and read. What are bacteria?

Keep it Clean!

Take a Shower
When your parents tell you to take a shower, they are giving you good advice. Wash your face, behind your ears, and under your arms. Be sure to wash your whole body well. Use warm water and soap to wash away bacteria. Bacteria are tiny living things that can make you sick.

Brush Your Teeth
To keep your teeth strong and healthy, be sure to brush them twice a day. Brush in the morning when you wake up. And brush at night before you go to sleep. Brushing your teeth cleans away bacteria that can cause tooth decay. It's important to brush your teeth for at least two minutes at a time.

Wash Your Hands
Every day, our hands pick up millions of germs that can make us sick. Be sure to wash your hands with soap and water for at least twenty seconds. Wash your hands before you eat, after you visit the bathroom, after you cough or sneeze, and any other time your hands get dirty. Washing your hands, showering, and brushing your teeth are three easy things you can do every day to keep yourself clean and healthy.

CONTENT WORDS
bacteria cough decay germs healthy sick sneeze

14 Look at 13. Read and circle T for true or F for false.

- Bacteria can make you sick. T F
- Wash your hands only once a day. T F
- Wash your hands after you take a shower. T F
- Brush your teeth for at least two minutes at a time. T F
- Brush your teeth five times a day. T F

Culture Connection | Around the World

I will learn about time zones.

15 Read and complete. Then listen and check.

Time Zones

Do You Know What Time It Is?
 Is it the same time everywhere in the world? No, it's not. That's because the world is divided into time zones. Look at the map of the United States. It has four different time zones.

1:00 in the afternoon
 It's 1:00 in New York, and Manuel and his friends are finishing their lunch. In Texas, it's 12:00, and Maria is just finishing math class.
John, in Montana, is hungry and is thinking about lunch. He looks at the clock. It's only 11:00 in the morning!
And for Kara, in California, it's only 10:00 in the morning.

two hours later
 Now it's _____ in New York, and school is over. Manuel is playing soccer. In Texas, it's _____, and Maria is still in school. It's _____ in Montana, and John is finishing his lunch.
Kara, in California, looks at the clock, and it's _____:00. Hooray! It's lunchtime!

five more hours later
 It is _____:00 at night now in New York, and Manuel is finishing his homework. In Texas, it's _____:00, and Maria is eating dinner. In Montana, it's now _____:00, and John is making dinner with his dad. In California, Kara is playing with her sister. It's _____:00.

16 Work with a partner. Ask and answer.

- When it's 6:00 in the evening in Montana, what time is it in California?
- Manuel wakes up at 7:00 in the morning. What is Kara doing when Manuel wakes up?
- How many time zones does your country have?

In Culture Connection lessons, students learn about other cultures and countries.

Video enriches the learning experience, reinforcing target language and bringing culture lessons to life.

Writing and Phonics Lessons

The Writing lessons feature an **integrated skills** approach. Students are given a model to read, listen to, and discuss, before writing their own text.

Students gain experience of different text types that they will encounter later in their education.

Writing | Sentence: Subjects and Verbs
I will learn to write sentences with subjects and verbs.

A sentence has a **subject** and a **verb**.
She **eats** breakfast before school. I **ride** my bike to school.
She is the subject. Eats is the verb. I is the subject. Ride is the verb.

17 Find the subjects and verbs. Compare with your partner.

- I watch TV at 5:15.
- Marcia brushes her teeth at 7:45.
- We play soccer in the afternoon.
- They do their homework at 4:30.
- You eat dinner with your family in the evening.

18 What's missing, subject or verb? Complete the sentences and compare with a partner.

brother cleans She Tom wakes

- Bridget _____ up at 6:45 in the morning.
- _____ eats breakfast at 7:00.
- Her _____ gets dressed at 7:15 in the morning.
- Bridget _____ her room before school.
- _____ plays video games after school.

19 Write three sentences about _____.

Unit 1

Phonics | a, e, i, e, o, e
I will learn to use the sounds a, e, i, e, and o, e.

20 Listen, read, and repeat.
1 a_e 2 i_e 3 o_e

21 Listen and find. Then say.

face bike bone

22 Listen and blend the sounds.

1 g-a-me	game	2 c-a-ke	cake
3 t-i-me	time	4 n-o-te	note
5 h-o-me	home	6 sh-a-pe	shape
7 r-i-de	ride	8 l-i-ke	like

23 Read aloud. Then listen and chant.

What time is it?
It's time to play a game.
What time is it?

Unit 1

The sounds of English **th** are presented in a systematic, supported way.

Values and Review Lessons

Students reflect on a core value related to the theme of the unit and apply this in a collaborative project.

Projects promote collaboration and creativity.

Values | Do your chores.
I will learn to talk about chores.

24 Look, listen, and point.

a I feed the dog before school. b I clean my room after school. c I wash the dishes after dinner.

25 Look at 24. What might happen if they don't do their chores?

Project

26 What chores do you do at home? Copy the chart in your notebook and ✓. Then ask three classmates about their chores.

Chore	Me	1	2	3
feed pet				
clean my room				
wash the dishes				

Unit 1

Review

27 Read and circle.
Mia likes Fridays! She ¹wakes / wake up on Fridays at seven fifteen. She washes her ²face / TV, gets dressed, eats breakfast, and brushes her teeth ³before / after school. Mia likes school on Fridays. ⁴Before / After lunch, at 10:30 she has art class. She likes to draw! At 1:45 she ⁵play / plays video games with her friends – they always play ⁶before / after school. At 7:00 she ⁷eat / eats pizza with her family. She loves pizza!

28 Play the Silly Sentences game.

6:15 in the evening eat breakfast

Jack eats breakfast at six fifteen in the evening. That's silly!


Unit 1

Vocabulary and grammar from the unit is practiced again in the context of game-style activities, language exercises, and through a dramatic video.

Self-assessment activities and I can statements aligned to the GSE allow students to reflect on their progress.

Checkpoint

There are four Checkpoint lessons after every third unit.

 Students reflect on what they know and don't know from the unit.

Checkpoint | Units 1-3

How well do I know it? Can I use it?

1 Think about it. Read and circle. Practice.

I know this. I don't know this.

I need more practice.

1 Daily activities: eat breakfast, watch TV, practice the piano... p. 28

2 Telling time: one o'clock, two thirty, 5:15... p. 5

3 Jobs: waiter, firefighter, nurse... p. 16

4 Workplaces: police station, restaurant, laboratory... p. 17

5 When does she get dressed? She gets dressed at 7:00 in the morning. p. 8

6 What does he do before school? He washes his face before school. p. 9

7 What do you do after school? I play video games after school. p. 9

7 What does he do? He is a cashier. Where does he work? He works at a store. p. 21

8 What do they have to do? They have to feed the fish. p. 9

9 They always/usually/sometimes/never do their homework after school. p. 9

I can do it!

2 Get ready.

A. Complete the interview. Use the words from the box. Then listen and check.

Do you eat dinner at home? usually

What do you do? usually

What do you do before work? usually

When do you go to work? usually

Where do you work? usually

Katy: 1 _____

Max: I'm a chef.

Katy: Oh, really? 2 _____

Max: I work at a restaurant, the Pizza Palace.

Katy: I see. 3 _____

Max: I 4 _____ go to work at 2:00. I come home at 11:00 at night.

Katy: OK. 5 _____

Max: I take a shower, eat breakfast, and get dressed. Then I feed my fish.


Katy: 6 _____


Max: No, I always eat dinner at the restaurant.

1
2
3
4
5
6
7
8
9

Checkpoint | Units 1-3

Plan Teach

The **Get ready** task  helps identify gaps in learners' knowledge of the key language points so that teachers can provide a review as needed.

 Vocabulary from the unit is practiced again in the context of an activity using cut-out cards.

 Target grammar is recycled in the context of a dialog.

Checkpoint | Units 1-3

3 Get set.

STEP 1 Choose a job.

STEP 2 Write notes about your daily routine.

STEP 3 Cut out the cards on page 133. Now you're ready to **Go!**

Go!

A. Use the cards to make questions. Interview your partner. Write about your partner's daily routine. Then switch roles.

My partner's day _____

He's/She's a(n) _____

He/She works at _____

He/She _____ every day.

B. Work in groups. Tell your classmates about your partner's daily routine.

Luisa always eats breakfast before school.

5 Write about yourself in your notebook.

- When do you wake up?
- What do you do before school?
- What chores do you have to do?
- What time do you go to bed?

ALL About Me

How well do I know it now?

6 Think about it.

A. Go to page 40. Look and circle again.

B. Check (✓).

I can start the next unit.


I can ask my teacher for help and then start the next unit.


I can practice and then start the next unit.

1
2
3
4
5
6
7
8
9

Checkpoint | Units 1-3

Plan Teach

Students use the language  they know to carry out a mini-portfolio task.

The **How well do I know it now?** feature  prompts further self-assessment which raises students' awareness of the progress they're making.

XV

BIG ENGLISH

Lesson Flow

The lesson flows in Big English show a suggested sequence through the various resources in the course. These lesson flows are exactly the same in the print Teacher's Edition and the digital Teacher Presentation Tool allowing teachers to move seamlessly between them as they wish.



Warm-up

This is an activity which either recycles previously learnt target vocabulary or grammar in a fun or game-like way, or activates prior knowledge on a topic to get young learners into the right frame of mind at the start of a lesson.

TE



Lesson Objective

This is a stage where the teacher and students can discuss and focus on what their learning objective for the lesson is.

SB TE

Homework

Most lessons end with a suggested homework from the Workbook either as a print or interactive digital exercise. Alternatively, all digital exercises can be assigned as homework too.

WB SB



Lesson Objective

The lesson objective is reviewed at the end of each lesson. This is to raise awareness of what the students have learnt, and to give them a sense of achievement and progress.

SB TE



SB Student's Book

WB Workbook

TE Teacher's Edition

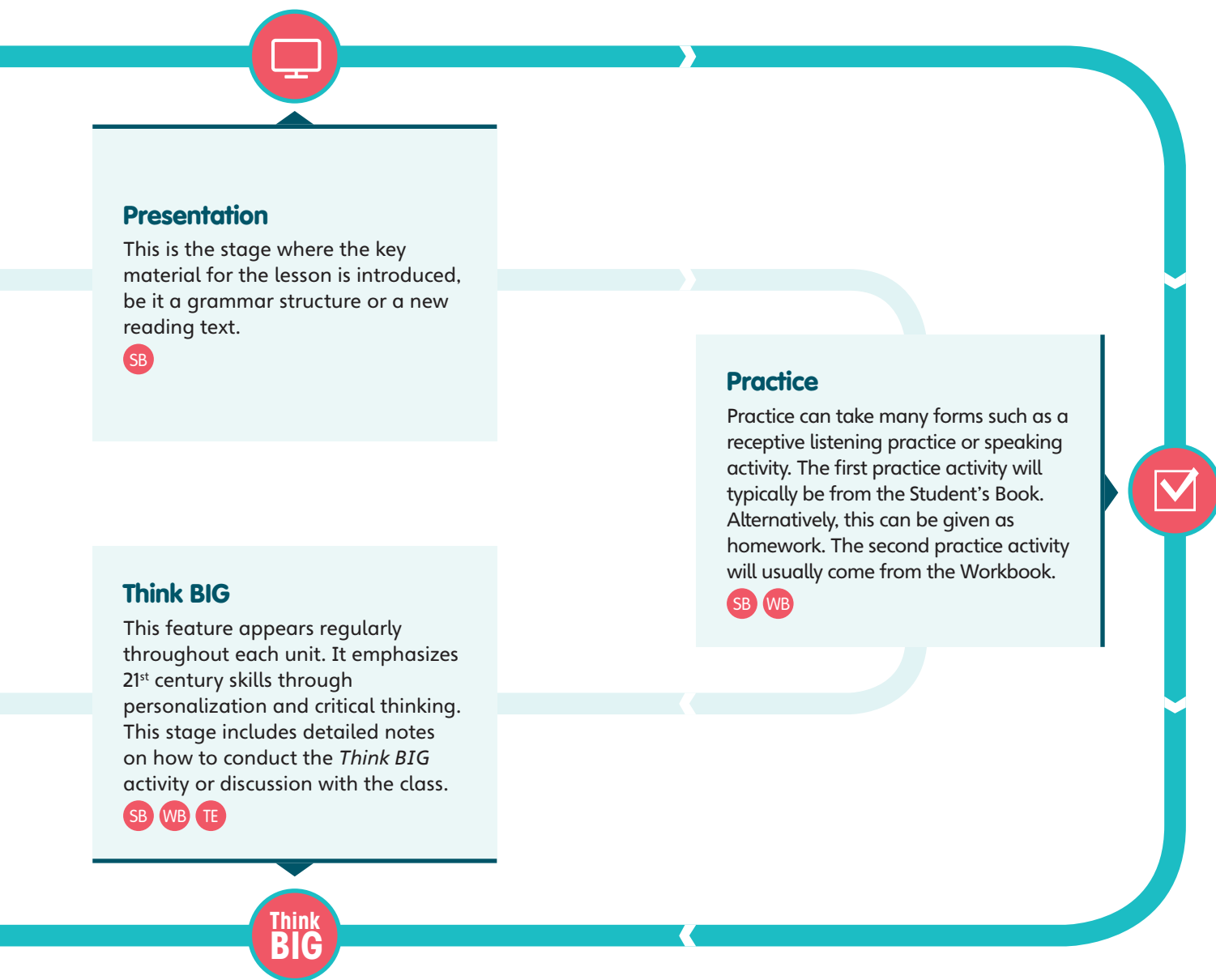
In the Teacher's Edition the lesson flows appear at the start of each lesson and tell the teacher how many activities are included and what their purpose is, for example, presentation or practice. The teaching notes follow this sequence of activities, providing guidance every step of the way as well as extra activities and ideas.

The Big English Teacher Presentation Tool gives you access to all the support of the lesson flows and teaching notes as well as:

- all the material you need for an activity in one place;
- interactive activities to carry out in class that you can use as an alternative to, or extension of, the print Student's Book or Workbook activities;
- supporting material to carry out some of the activities in the Teacher's Edition.

You can use the Teacher Presentation Tool on your projector or IWB to present the material from the course where each unit is broken down into individual lessons that mirror the structure of the print course.

Lesson flows in Big English are designed around the specific lessons but they share common stages.



TIME Guidelines

		Week 1	Week 2
5–6 hours per week	Teacher digital resources	Teacher Presentation Tool	
	Student's Book		
	Workbook	Corresponding pages of the Workbook	
	Teacher's Edition	Corresponding pages of the Teacher's Edition	
	Extra print resources	Cutouts and Stickers in the Student's Book • Flashcards • Posters • Assessment Pack	
	Extra digital resources	Flashcards • Wordlists • Posters • Assessment Pack • Audio, etc.	
7–8 hours per week	Extra print resources	Extra grammar practice in the Workbook • Extra application and practice activities in the Teacher's Edition • Cambridge English Young Learners practice tests in the Student's Book and Teacher's Edition	
	Extra digital resources	Teacher Presentation Tool • Student digital resources • Games • Documentary and Dramatic videos and corresponding Video Guides	
8+ hours per week	Extra print resources	Big TV Video Workbook	
	Extra digital resources	Big TV videos and Teacher Notes	

Week 3

Week 4

Week 5 (every third unit)

Teacher Presentation Tool

Culture Connection | Around the World

Read and complete. Then listen and check.

Time Zones

1. On the map below, there is 12 cities. To the left, write the name of the city. To the right, write the time zone. Use the information in the box to help you.

12 is the answer **has been busy** **the more busy later**

Work with a partner. Ask and answer.

- When it's 6:00 in the evening in Montreal, what time is it in London?
- Maurice wakes up at 7:00 in the morning. What time is it in London?
- How many time zones does your country have?

It's too tricky in the morning when you are. Find out what time it is in London, New York, and Sydney.

Writing | Sentence: Subjects and Verbs

Read and complete. Then listen and check.

Find the subjects and verbs. Compare with your partner.

- I watch TV at 5:00.
- Maria brushes her teeth at 7:45.
- We play soccer in the afternoon.
- They do their homework at 4:30.
- You eat dinner with your family in the evening.

What's missing, subject or verb? Complete the sentences and compare with a partner.

brother comes like train wakes

- Bridget _____ up at 6:15 in the morning.
- _____ was breakfast at 7:00.
- Her _____ gets dressed at 7:15 in the morning.
- Bridget _____ her room before school.
- _____ they video games after school.

Write three sentences about your day. Read them to a partner.

Phonics | e, i, o, o

Listen, read, and repeat.

Listen and find. Then say.

Listen and blend the sounds.

- g-o-me game w-c-o-ke cake
- t-r-o-n-e train m-c-o-ke make
- h-o-m-e home sh-o-p-e shop
- o-i-d-e side l-i-k-e like

Read aloud. Then listen and chant.

What time is it?
It's time to play a game.
What time is it?
It's time to eat.
What time is it?
It's time to go to school.
What time is it?
It's time to go home.

Values | Do your chores.

Look, listen, and point.

What chores do you do at home? Copy the chart in your notebook and / or. Then ask three classmates about their chores.

CHORES

Chore	Yes	No
clean my room		
take out the trash		
wash the dishes		
vacuum		
take out the trash		
clean my room		
take out the trash		
wash the dishes		
vacuum		

Review

Read and circle.

She likes to play her video games / make up on Fridays at seven fifteen. She watches her / face / TV girls dressed with breakfast and brushes her teeth / before / after school. She likes to dress at 6:15 in the morning / play video games with her friends. They always play / before / after school. At 7:00 she / eat / eats games with her family. She leaves please!

Play the Silly Sentences game.

6:15 in the evening eat breakfast

Who sets breakfast at 6:15 in the evening?

I can

1. I can make a sandwich. I can clean my room. I can wash the dishes. I can take out the trash. I can vacuum.

2. I can make a sandwich. I can clean my room. I can wash the dishes. I can take out the trash. I can vacuum.

Checkpoint | Levels 1-3

How well do I know it? Can I use it?

Think about it. Read and circle. Practice.

I know this. I don't know this. I need more practice.

1. **Really well:** eat breakfast, watch TV. Write the place.
2. **Knows how to do it:** take out the trash, has things, etc.
3. **Knows how to do it:** take out the trash, has things, etc.
4. **Knows how to do it:** take out the trash, has things, etc.
5. **Knows how to do it:** take out the trash, has things, etc.
6. **Knows how to do it:** take out the trash, has things, etc.
7. **Knows how to do it:** take out the trash, has things, etc.
8. **Knows how to do it:** take out the trash, has things, etc.
9. **Knows how to do it:** take out the trash, has things, etc.

I can do it!

Get ready.

Complete the interview. Use the words from the box. Then listen and check.

Interview

Katy: _____
 Max: I'm a chef.
 Katy: Oh, really? _____
 Max: I work at a restaurant, the Pizza Palace.
 Katy: I see. _____
 Max: I work _____ to work at 2:00. I come home at 10:00 and sleep.
 Katy: OK. _____
 Max: I like to shower and breakfast, and get dressed.
 Katy: _____
 Max: No, I always eat dinner at the restaurant.

Make more questions.

1. What _____?
2. Where _____?
3. How _____ in the afternoon?

Practice the dialog in A with a partner. Include your own questions.

Corresponding pages of the Workbook

Corresponding pages of the Teacher's Edition

Cutouts and Stickers in the Student's Book • Flashcards • Posters • Assessment Pack

Flashcards • Wordlists • Posters • Assessment Pack • Audio, etc.

Extra grammar practice in the Workbook • Extra application and practice activities in the Teacher's Edition • Cambridge English Young Learners practice tests in the Student's Book and Teacher's Edition

Teacher Presentation Tool • Student digital resources • Games • Documentary and Dramatic videos and corresponding Video Guides

Big TV Video Workbook

Big TV videos and Teacher Notes

Contents

Unit	Vocabulary	Structures
 Welcome to Class! pp. a–d	Rooms: bathroom, bedroom, kitchen, living room Furniture: couch, dresser, table, sink Clock times: eight o'clock, nine o'clock, seven o'clock, ten o'clock Activities: brush my teeth, do homework, eat lunch, get up, go to bed, school starts, watch TV	I always get up early on school days. I usually eat breakfast with my family.
 Wake Up! pp. 4–15	Daily routines: brush my teeth, do my homework, eat breakfast, feed the cat, get dressed, play soccer, play video games, wake up, wash my face, watch TV Times: seven o'clock, seven ten, seven thirty, seven forty-five	What does he do before/after school? He eats breakfast before/after school.
 A Lot of Jobs! pp. 16–27	Jobs: cashier, chef, farmer, firefighter, mail carrier, nurse, police officer, scientist, teacher, waiter Places: farm, fire station, hospital, laboratory, police station, restaurant, store, school	What does she do? She's a firefighter. Where does he work? He works at a fire station. What do your sisters do? They're chefs.
 Working Hard! pp. 28–39	Chores: clean my room, do the dishes, feed the fish, make my bed, practice the piano, study for a test, take out the trash, walk the dog Adverbs of frequency: always, never, usually, sometimes	What does she have to do? She has to feed the fish. What do you have to do? I have to clean my room. We always/usually/sometimes/never take out the trash.
Checkpoint Units 1–3 pp. 40–43		
 Amazing Animals pp. 44–55	Animals: bear, camel, deer, lizard, owl, penguin, sea lion, shark, toucan Habitats: desert, forest, ice and snow, jungle, lake, mountain, ocean, rain forest	What can a bear do? It can swim. It can't fly. What can owls do? They can fly. They can't climb. Can a penguin jump? Yes, it can./No, it can't. Can lizards swim? Yes, they can./No, they can't.
 Wonderful Weather! pp. 56–67	Weather: cloudy, cold, cool, hot, rainy, snowy, sunny, warm, windy Clothes: boots, coat, gloves, hat, raincoat, sandals, scarf, shorts, sunglasses, sweater, umbrella Times: today, yesterday	What's the weather like today? It's hot and sunny. What was the weather like yesterday? It was windy. Leaves were everywhere.
 Smells Good! pp. 68–79	Verb senses: feels, looks, sounds, smells, tastes Adjectives: awful, bad, beautiful, delicious, good, horrible, nice, soft, sweet, terrible, tight	How does the apple pie taste? It tastes delicious. How do your new shoes feel? They feel tight.
Checkpoint Units 4–6 pp. 80–83		
 Fabulous Food! pp. 84–95	Food: bread, cucumber, green peppers, lettuce, mushrooms, mustard, olives, onions, pizza, sandwich, tomato sauce, turkey	Is there any pizza? Yes, there is some pizza./No, there isn't any pizza. Are there any sandwiches? Yes, there are some sandwiches./No, there aren't any sandwiches.
 Healthy Living pp. 96–107	Healthy living: eat/have breakfast, eat/have a healthy lunch, drink water, get any exercise, get enough sleep, ride a bike	Did you get enough sleep yesterday? Yes, I did./No, I didn't.
 School Trips! pp. 108–119	Places: aquarium, art gallery, concert hall, dairy farm, national park, museum, theater, zoo Verbs: heard, learned, liked, looked, saw, went	Where did you go? I went to an art gallery. What did she see? She saw a play. Did they like it? Yes, they liked it./No, they didn't like it.
Checkpoint Units 7–9 pp. 120–123		
Cambridge Young Learners English: Movers Practice Paper pp. 124–132 Cutouts pp. 133–138		

CLIL: Content and Culture	Writing	Phonics	Values	I can...
Life Science: Keeping clean bacteria, cough, decay, germs, healthy, sick, sneeze Around the World: Time zones different, map, time zone	Sentence: Subjects and Verbs	a_e, i_e, o_e cake, face, game, shape bike, like, time, ride bone, home, note	Do your chores.	...use words for daily activities. ...use <i>before</i> and <i>after</i> to talk about when things happen. ...talk about what I do every day. ...write sentences with subjects and verbs.
Social Science: Creative jobs create, drawings, galleries, materials, paintings, photo shoot, professional, work of art Around the World: Communities be proud of, collect, community, contest, donate, get lost, trash	Sentence: Compound Subjects and Verbs	sm, st, sp, sk smart, smile, smoke star, stop, storm space, Spain, spoon skates, ski, skin	Respect others.	...use job words. ...use <i>what</i> and <i>where</i> to ask and answer about what people do and where they work. ...talk about what people do and where they work. ...write sentences with compound subjects or verbs.
Math: Pocket money adult, cash, cost, earn, let (someone) know, save, stranger Around the World: Work bucket, fire, forest, handle, lamp, oil, pump, stove, wind, wood	Paragraph: Titles	ay, oy day, May, pay, ray, say, way boy, joy, soy, toy	Always be happy to help.	...use words for chores and other kinds of work. ...use <i>have</i> to talk about how often people do things. ...use <i>always, usually, sometimes, and never</i> to talk about chores. ...use capital letters in titles.
Life Science: Camouflage blend in, bottom of the ocean, hunt, stone, tree bark Around the World: Pets alligators, canaries, geckos, goldfish, parakeets, snakes, tarantulas	Paragraph: Topic Sentences	ea, oi, oe bean, eat, meat peach, sea, tea boil, coin, oil foe, toe	Protect animals and their habitats.	...use words for animals and where they live. ...use <i>can</i> to ask and answer questions about what animals can do. ...talk about what animals can do and where they live. ...write topic sentences.
Geography: Climate average, climate, degrees Celsius, desert, dry, extreme, mild, minus Around the World: Weather average, hot springs, rain forest, rink, sand dunes, temperatures, tropical	Paragraph: Detail Sentences	sc, sw, sn, sl scar, scarf, scout swan, sweet, swim snack, snail, snow sleep, slim, slow	Prepare for the weather.	...use words for the weather and what clothes people wear in different types of weather. ...use <i>is</i> and <i>was</i> to ask and answer about the weather today and yesterday. ...talk about the weather around the world and what people wear. ...write detail sentences.
Life Science: Animal senses avoid, brain, danger, echo, information, senses, sound waves, taste buds, tongue Around the World: Jobs awful, clean, fresh, smelly, stink, take care of, wet	Paragraph: Final Sentences	fl, pl, gl, bl flag, flip-flops, fly plant, play, plum glad, glass, glow black, block, blow	Try new things.	...use words for how things look, feel, taste, smell, or sound. ...use verbs and adjectives to talk about the five senses. ...talk about the five senses. ...write final sentences.
Science: Vitamins blood, bone, brain, energy, healthy, iron, muscle, skin, teeth, vitamin Around the World: Global food bake, boil, dough, fry, oil, pickled, soup, spicy, steam	Paragraphs	br, cr, dr, fr, gr, pr, tr bread, brick cream, cry dream, drive frog, from grass, green train, troll	Try different foods.	...use food words. ...use <i>some</i> and <i>any</i> to ask and answer questions about food. ...ask and answer about food. ...write a paragraph about my favorite meal.
Science: Keeping healthy active, activities, body, burn, calorie, measure, put on weight Around the World: Strange sports contest, net, puck, race, regatta, team	Combining Sentences with <i>and, but, or</i>	all, au, aw all, ball, call, tall, wall haul, Paul claw, draw, law, yawn	Get exercise.	...use words for healthy and unhealthy habits. ...use <i>did</i> and <i>didn't</i> to ask questions about healthy and unhealthy habits. ...ask and answer about healthy and unhealthy habits. ...combine sentences with <i>and, but, and or</i> .
Art: Paintings artist, colorful, happy, impressionist, painter, sad, strange Around the World: Stage performances dramatic, flamenco, open-air theater, performance, play, popular, puppet, show, stage	Sentence: Subjects, verbs, and objects	nt, ld, nd, st ant, plant, tent child, cold, old band, hand, sand chest, fast, nest	Recognize your talents.	...use words for places to visit on a school trip. ...ask and answer questions using the past simple. ...talk about school trips. ...write sentences with a subject, verb, and object.



Big English Song



From the mountaintops to the bottom of the sea,
From a big blue whale to a baby bumblebee –
If you're big, if you're small, you can have it all,
And you can be anything you want to be!



**It's bigger than you. It's bigger than me.
There's so much to do, and there's so much to see!
The world is big and beautiful, and so are we!
Think big! Dream big! Big English!**



So in every land, from the desert to the sea,
We can all join hands and be one big family.
If we love, if we care, we can go anywhere!
The world belongs to everyone; it's ours to share.

**It's bigger than you. It's bigger than me.
There's so much to do, and there's so much to see!
The world is big and beautiful, and so are we!
Think big! Dream big! Big English!**



**It's bigger than you. It's bigger than me.
There's so much to do, and there's so much to see!
The world is big and beautiful and waiting for me.
A one, two, three...**

Think big! Dream big! Big English!



Welcome to Class!

Objectives

Reading

- Can recognize key words and phrases in short, simple cartoon stories.
- Can understand simple sentences about familiar everyday topics.

Listening

- Can understand short simple dialogs.
- Can understand the time of day when expressed in full hours.
- Can listen for specific information about time of day.
- Can listen for the correct sequence of information.

Speaking

- Can ask and answer about times of everyday activities.

Grammar

- Can ask and answer questions about times of everyday activities using *do/does*.
- Can talk about everyday activities using adverbs of frequency.

Key Language

Key Vocabulary

Activities

brush my teeth
do homework
eat lunch
get up
go to bed
school starts
watch TV

Furniture

couch
dresser
table
sink

Rooms

bathroom
bedroom
kitchen
living room

Expressions

Good night.
Good morning.
Oh (Luke)!

Grammar/Structures

When do you usually go to bed?

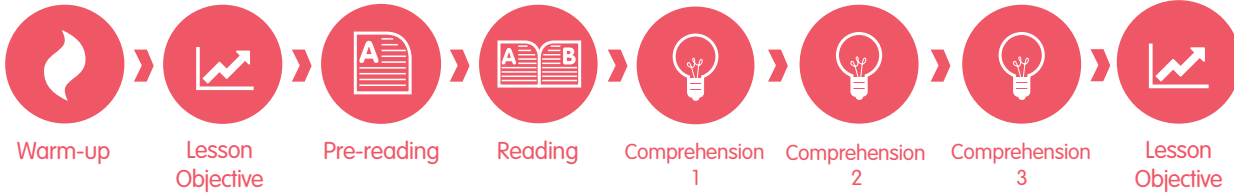
I usually go to bed at nine o'clock.

When does Luke's uncle usually get up?

He usually gets up at eleven o'clock in the morning.

Lesson 1

Lesson Flow



Lesson Objectives

I will identify rooms and pieces of furniture in the home.

I will ask and answer questions about times of everyday activities using *do/does*.

Key Language

bathroom, bedroom, kitchen, living room; couch, dresser, fringe, sink; get up, go to bed, have breakfast, watch TV, work; at night, in the afternoon, in the morning, three o' clock; Good morning. Good night. Oh (Luke)!

Welcome to Class!

1 Listen and read. What does Luke's uncle do?

1 When do you usually watch TV?
I usually watch TV at 3:00 in the afternoon.
It's Saturday. Luke's uncle is visiting from Australia. Luke is happy. He wants to know about his uncle.

2 When do you usually go to bed?
I usually go to bed at 3:00 in the morning.
Goodnight.
Goodnight... 3:00 in the morning?

3 Good morning. When do you usually get up?
I usually get up at 11:00 in the morning.
11:00 in the morning?

4 So when do you usually have breakfast?
I usually have breakfast at 12:00 in the afternoon.
12:00 in the afternoon?
I'm a doctor. I work at night!
Oh Luke!

Welcome Unit Welcome Unit

Welcome to Class!

2 Look at the story. Circle T for true or F for false.

- Luke's uncle goes to bed at 3:00. T F
- Luke's uncle eats breakfast at 9:00. T F
- Luke's uncle watches TV at 6:00. T F
- Luke's uncle gets up at 11:00. T F

3 Read and write.

couch dresser sink table

- The _____ is in the kitchen.
- The _____ is in the living room.
- The _____ is in the bathroom.
- The _____ is in the bedroom.

4 Look and write do or does. Then answer the question.

- When _____ Luke's uncle usually get up?
At: _____
- When _____ Luke's uncle usually eat breakfast?
At: _____
- When _____ Luke and his uncle go to bed on Saturday?
At: _____
- When _____ Luke's uncle usually watch TV?
At: _____
- When _____ Luke and his uncle get up on Sunday?
At: _____

Warm-up 2

- Play the Big English Song to start the lesson. Have students open the cover of their Student's Book to see the song lyrics. Play Audio Track 2.



- Have students listen and read along with the song quietly.
- Replay the audio. Have students sing along. You may want to have students clap or snap their fingers as they sing along.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will identify rooms and pieces of furniture in the home, and ask and answer questions about times of everyday activities using do/does.*

- Students will listen to and read a story and answer questions about it.

Pre-reading



- Have students look at the pictures in the story frames. Explain that the story is about the times of day Luke's uncle does everyday activities.
- Ask students to point to the main characters in the pictures. Ask if they can tell the time of day in each of the frames.

Reading



1 Listen and read. What does Luke's uncle do?

- Read the directions aloud, and then play Audio Track 4. Have students listen and follow in their books. Play the audio again, pausing after each frame.
- Read each sentence, and have students repeat after you and point to Luke and his uncle.
- Ask: *What does Luke's uncle do?* (Answer: *He's a doctor*).

Comprehension 1



2 Look at the story. Circle T for true or F for false.

- Read the directions aloud and model what students have to do. Show them how to match each sentence with the relevant story frame and decide whether the sentence is true or false.
- Give students time to complete the activity.

MONITOR

Check answers as a class. (Answers: 1 T, 2 F, 3 F, 4 T)

Comprehension 2



3 Read and write.

- Review rooms and furniture in the home with the class, using the pictures in the story.
- Read the directions aloud, the words in the box and the gapped sentences aloud, and model what students have to do. Show them how to match each gapped sentence with the relevant story frame and identify the correct item of furniture in the picture (e.g. *The table is in the kitchen*).
- Give students time to complete the activity.

MONITOR

Check answers as a class. (Answers: 1 table, 2 couch, 3 sink, 4 dresser)

Comprehension 3



4 Look and write do or does. Then answer the question.

- Review *do* and *does*. Explain that we decide whether to use *do* or *does* depending on who we are asking about (i.e. the subject). We use *do* when the subject is *I, you, we, or they*. We use *does* when the subject is *he, she, or it*. Give some examples (e.g. *When does he get up? When do you and your family eat breakfast?*).
- Read the instructions and the gapped questions aloud, and model what students have to do. Show them how to match each gapped question with the relevant story frame and complete the questions and answers (e.g. *When does Luke's uncle usually get up? At: eleven o'clock*).
- Give students time to complete the activity.

MONITOR

Check answers as a class. (Answers: 1 does, 11:00; 2 does, 12:00; 3 do, 10:00; 4 does, 3:00; 5 do, 7:00)

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I can identify rooms and pieces of furniture in the home, and ask and answer questions about times of everyday activities using do/does.*

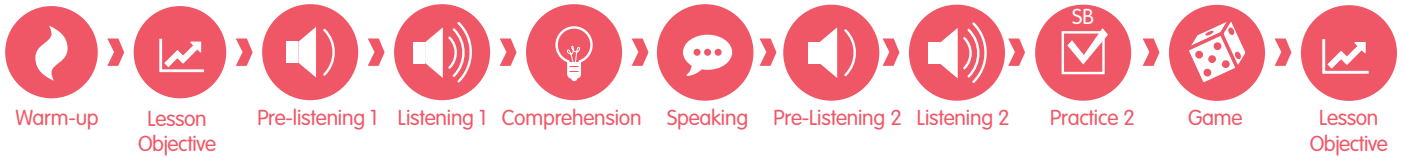
- Encourage awareness of what students have learned. Have students close their books. Draw different clock times on the board. Then say everyday activities and invite students to ask you questions (e.g. *When do you usually get up? When do you usually have breakfast?*). For each question, point to a time on the board, and elicit the time (e.g. *At seven o'clock. At eight o'clock*).

Extra Practice and Application Activity

- Review rooms and pieces of furniture in the home. Give each student a sheet of paper and some colored pencils or pens. Have them draw and label two different rooms in their home. In pairs, students take turns to talk about their pictures (e.g. *The sink is in the kitchen. The couch is in the living room*).

Lesson 2

Lesson Flow



Lesson Objectives

I will ask and answer questions about times of everyday activities using *do/does*.

I will talk about different everyday activities using adverbs of frequency.

Key Language

brush teeth, do homework, eat lunch, get up, go to bed, start school, watch TV; always, usually; at

Welcome to Class!

5 Listen and number in order.

a brush teeth b eat lunch

c go to bed d school start e get up

f watch TV g do homework

6 Listen again. Draw the times.

7 Work with a partner. Ask and answer.

c Welcome Unit

Welcome to Class!

8 Listen and number in order. Then say.

a I always get up early on school days.

b I usually eat breakfast with my family.

c I usually get my backpack ready the night before school.

d I always go to school at 8:00.

9 Write about you.

- I usually get up at _____.
- I have breakfast at _____.
- I usually watch TV at _____.
- I go to bed at _____.

10 Play the game.

d Welcome Unit

Warm-up



- Play the Big English Song to start the lesson. Have students open the cover of their Student's Book to see the song lyrics. Play Audio Track 2.
- Have students listen and read along with the song quietly.
- Replay the audio. Have students sing along. You may want to have students clap or snap their fingers as they sing along.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will ask and answer questions about times of everyday activities using do/does, and talk about different everyday activities using adverbs of frequency.*

- Students will do listening practice and speaking practice in this lesson.

Pre-listening 1



- Draw students' attention to the pictures in Activity 5. Have students predict the times the children in the pictures could do the different everyday activities.

Listening 1



5 Listen and number in order.

- Read the directions aloud and model what students have to do.
- Play Audio Track 5. Students listen and look at the pictures.

- Play the track again. Students listen and write the numbers in order. Pause the track after each question and answer, to give students time to write the number.

MONITOR

Check answers as a class. (Answers: a 2, b 4, c 7, d 3, e 1, f 6, g 5)

Comprehension

6 Listen again. Draw the times.

- Read the directions aloud and model what students have to do.
- Play Audio Track 6. Students listen and follow the order in which they numbered the pictures to draw the times on the clock faces.

MONITOR

Check answers as a class. (Answers: a 8 o'clock, b 12 o'clock, c 9 o'clock, d 9 o'clock, e 7 o'clock, f 8 o'clock, g 6 o'clock)

Speaking

7 Work with a partner. Ask and answer.

- Draw students' attention to the photos and speech bubbles. Ask a confident student to model the activity with you.
- In pairs, students take turns to ask and answer about different everyday activities show in Activity 5. Explain that they should answer the question so that it is true for them.

Pre-listening 2

- Draw students' attention to the pictures in Activity 8. Elicit any words they know for items in the picture (e.g. bed, clock, curtains, fridge, lamp, morning, etc.)

Listening 2 P. T137

8 Listen and number in order. Then say.

- Read the directions aloud and model what students have to do.
- Play Audio Track 7. Students listen, look at the pictures, and read the sentences.
- Play the track again. Students listen and write the numbers in order. Pause the track after each sentence, to give students time to write the number.

MONITOR

Check answers as a class. (Answers: a 1, b 3, c 2, d 4)
Invite students to read aloud the sentences in the correct order.

Practice 2

9 Write about you.

- Read the directions aloud and the gapped sentences. Model that students have to write the times in which they usually do each activity.

- Give students time to do the activity.

MONITOR

Check answers as a class.

Game

Materials: Pre-made cards showing activities and times

10 Play the game.

- Pre-make ten cards with everyday activities and another ten cards with times for each pair of students.
- Model the activity. Show the pairs that the cards should spread out face down on the desk in front of them. They should take turns to turn over two cards and make a sentence using the information (e.g. *I usually get up at seven o'clock*).
- Give the pairs time to do the activity.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language. When they have finished, invite a confident pair to do the activity in front of the rest of the class.

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I can ask and answer questions about times of everyday activities using do/does, and talk about different everyday activities using adverbs of frequency.*

- Encourage awareness of what students have learned. Choose a confident student and ask: *When do you usually eat breakfast?* to elicit: *I usually eat breakfast at (seven) o'clock.* Repeat with other students.

Extra Practice and Application Activity

- Have students play a guessing game about times and everyday activities. One student thinks of an activity and says the time they do the activity and the other student has to guess the activity. Students take turns.
- Model the activity with a confident student:
A: *Six o'clock.*
B: *Watch TV?*
A: *No*
B: *Do homework?*
A: *Yes!*
- Put students into pairs. Give them time to do the activity.



Wake Up!

Objectives

Reading

- Can understand short, simple descriptions of someone's typical day, if supported by pictures.
- Can extract specific information from simple informational texts related to everyday life.

Listening

- Can recognize familiar words and phrases in short, simple songs or chants.
- Can understand the time of day when expressed to within five minutes.
- Can identify key information such as in a short description, if supported by prompts or questions.

Speaking

- Can talk about their daily routine in a simple way.
- Can tell the time of day.

Writing

- Can write a few simple sentences about someone's routines or habits, given prompts or a model.
- Can write simple facts about themselves (e.g. name, age), given prompts or a model.
- Can write short, basic descriptions of everyday activities, given prompts or a model.

Grammar

- Can use a range of prepositions of time, such as *before, during, since, till/until*.
- Can use the present simple to refer to daily routines.

Unit Projects

Family Connection

Have students keep a family journal that lists what they do before and after school. Suggest that students begin their journals by writing the time school begins and ends. Encourage students to discuss what activities they do together with family members and add details about these activities. Throughout the unit, have students revisit their journals and report back to the class about any information or activities they have added.

Key Language

Key Vocabulary

Daily routines

brush my teeth
do my homework
eat breakfast
feed the cat
get dressed
play soccer
play video games
wake up
wash my face
watch TV

Times

7:00 (seven o'clock)
7:10 (seven ten)
7:30 (seven thirty)
7:45 (seven forty-five)

Expressions

get together
Hooray!
It's great.
right after
Wow!

Content Words

bacteria
cough
decay
germs
healthy
sick
sneeze
different
map
time zone

Grammar/Structures

What does he/she do **before/after** school?
He/she eats breakfast **before/after** school.
What do you do **before/after** school?
I do my homework **before/after** school.

Phonics

The sounds: *a_e, i_e, o_e*

Before and After School Bulletin Board

Create a bulletin board display divided down the center. Label the left side *Before School* and the right side *After School*. Each side should be a different color. Encourage students to add words and drawings throughout the unit to show things they do before and after school.

Vocabulary Lesson

Lesson Flow



Lesson Objective

I will learn to name daily routines and times.

Key Language

brush my teeth, do my homework, eat breakfast, feed the cat, get dressed, play soccer, play video games, wake up, wash my face, watch TV; seven o'clock, seven ten, seven thirty, seven forty-five

1 Wake Up!

Vocabulary

I will learn to name daily routines and times.

8 Song Time!

9 **1** Listen, look, and say.
Monday, May 13

1 wake up

2 wash my face

3 eat breakfast

4 get dressed

5 brush my teeth

6 play soccer

7 play video games

8 do my homework

9 feed the cat

10 watch TV

6 **2** Play the time game.

4 Unit 1

Warm-up



Materials: Cardboard or plastic clock

- Display a cardboard or plastic clock, and set the time for 7:00. Say: *This clock shows the time. It is 7:00.*
- Then have students look at the pictures in the Student's Book, page 4, Activity 1. Say: *These pictures show things we do. What does the girl do at 7:00 in the morning?* Model the answer by miming waking up in the morning.
- Change the clock to show 7:30 and ask students to mime what the boy does at 7:30. Continue through the day, having students mime activities done at each time.

Lesson Objective



Materials: Flashcards: Unit 1, daily routines and times

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name daily routines and times.*
- Use 2–3 Flashcards to remind students what they already know and elicit a few names of activities the students do every day.
 - Students will name and talk about different daily routines and the times that they are done.

Song Time



Materials: Flashcards: Unit 1, daily routines and times

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. Students will only hear the words at this point. They will not see the text of the song.

Presentation



1 Listen, look, and say.

- Read the directions aloud. Say: *These pictures show ten activities. The clocks show times.*
- Play Audio Track 9 and have students listen and read.
- Replay the audio and have students point to the pictures and say each phrase with you.

ASSIST

- Hold up the relevant Flashcards as they listen, to help students associate the phrases with the audio.

MONITOR

- Read the ten phrases in random order. For each one, have students point to the matching picture. Read the ten times of day in random order and have students point to the clock that shows each time.

Practice

WB p. 2/ act. 1



1 What's missing in the pictures? Match and write.

- Have students work together in pairs to match the pictures numbered 1–4 with the pictures a–b. Then ask them to write the correct words.

MONITOR

- Check that students are matching the pictures and writing the words correctly.

ASSIST

- Review the words in the box and complete Item 1 with the class.

Game



2 Play the time game.

- Explain to students that you are going to say a daily activity from Activity 1 and they have to say what time it corresponds to. Say: *go to the park.* Elicit: *four o'clock.* Continue with two more examples. Place students in pairs and have them complete the activity.

MONITOR

- Check that students are matching the times and activities correctly.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I have learned to name daily routines and times.*
- Encourage awareness of what students have learned by asking a few students the names of daily routines and when they do them.

Homework

WB p. 2/ act. 2



2 Read and circle.

- Direct students to WB Activity 2 on page 2. Read the directions aloud. Explain to students that they must read the questions, and circle the answers.

Extra Application and Practice Activity

- On the board, draw nine clocks, each showing the times represented in Activity 1. Point to the first one and say: *It's seven o'clock in the morning. I wake up.* Then say: *It's eight o'clock in the evening. I watch TV.* Continue with the rest of the clocks.
- Have students come to the board and tell the class what they do at different times as they point to the clocks.

1

Wake Up!

Vocabulary

I will learn to name daily routines and times.



Song Time!



Listen, look, and say.

Monday, May 13



1 wake up



2 wash my face



3 eat breakfast



4 get dressed



5 brush my teeth



6 play soccer



7 play video games



8 do my homework



9 feed the cat



10 watch TV



Play the time game.

Song

I will learn to ask and answer about daily routines and times.



Listen and sing. What does Kate do?

Hurry, Kate!

It's Monday, 7:30.
Kate has to wake up.
Her mom sees the clock and says
Wake up, sleepy head.

Go, go, go! Hurry, Kate!
Hurry, Kate! You can't be late!

Kate eats breakfast, she gets dressed.
It's 7:45.
It's time to go to school.
And she can't be late!

Chorus

Kate has her backpack
And she has her lunch.
What time is it now?
Oh, no, it's time to go!

Chorus



4

Read, match, and say.
Ask and answer.

- | | |
|--------|--------------------|
| 1 7:00 | a seven forty-five |
| 2 7:30 | b seven fifty-five |
| 3 7:45 | c seven o'clock |
| 4 7:55 | d seven thirty |
| 5 5:25 | e five twenty-five |
| 6 4:10 | f four fifteen |
| 7 4:15 | g four ten |

When does she wake up?

She wakes up at seven o'clock.

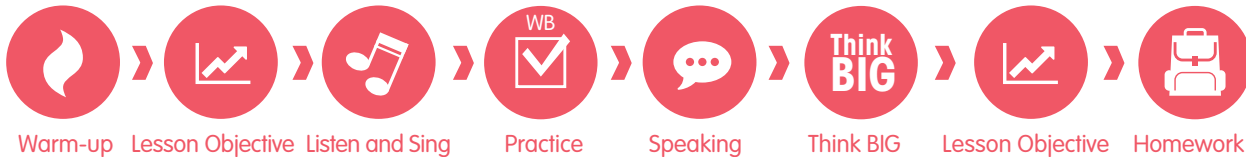


**THINK
BIG**

**Which activities do you do inside?
Which do you do outside?**

Song Lesson

Lesson Flow



Lesson Objective

I will learn to ask and answer about daily routines and times.

Key Language

backpack, eat breakfast, get dressed, go to school, hurry, late, lunch, seven forty-five, seven thirty, wake up

Song

I will learn to ask and answer about daily routines and times.

3 Listen and sing. What does Kate do?

Hurry, Kate!

It's Monday, 7:30.
Kate has to wake up.
Her mom sees the clock and says
Wake up, sleepy head.

**Go, go, go! Hurry, Kate!
Hurry, Kate! You can't be late!**

Kate eats breakfast, she gets dressed.
It's 7:45.
It's time to go to school.
And she can't be late!

Chorus

Kate has her backpack
And she has her lunch.
What time is it now?
Oh, no, it's time to go!

Chorus

4 Read, match, and say. Ask and answer.

- | | |
|--------|--------------------|
| 1 7:00 | a seven forty-five |
| 2 7:30 | b seven fifty-five |
| 3 7:45 | c seven o'clock |
| 4 7:55 | d seven thirty |
| 5 5:25 | e five twenty-five |
| 6 4:10 | f four fifteen |
| 7 4:15 | g four ten |

When does she wake up?

She wakes up at seven o'clock.



Which activities do you do inside?
Which do you do outside?

Unit 1 5

Warm-up



- Explain to students that they will play a miming game. Have a volunteer come to the front of the class. Say to him or her: *I eat breakfast*. Mime it together with the student. Say another action and have the student mime the action on his or her own.

- Place students in small groups and have them play the game.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to ask and answer about daily routines and times.*
- Students will talk about daily routines and sing a song.

Listen and Sing



3 Listen and sing. What does Kate do?

- Remind students that they have heard the song already. Read the directions. Play Audio Track 10. Have students listen and read along with the song quietly.
- Replay the audio. Have students sing along.
- Ask students to read the song silently again and find the answer to the question: *What does Kate do?* Discuss.

MONITOR

Observe students to see if they are comfortable learning the new song. Check answers as a class. (Answers: *Kate wakes up. Kate eats breakfast. Kate gets dressed. Kate goes to school.*)

Practice

WB p. 3/ act. 4



4 Read and circle.

- Read the directions aloud. Explain to students that they must read and then circle the correct time for each item (either a or b).

ASSIST

Model completing the first item for students.

MONITOR

Check that students are writing the correct answers.

Speaking



4 Read, match, and say. Ask and answer.

- Point to and say each different time represented in the left column of the activity. Have students point and repeat after you. Then randomly say a time and have students point to it.
- Read the directions aloud. Have students match the times with the sentences in the second column.

MONITOR

- Check to make sure students are matching the correct items. (Answers: *1 c, 2 d, 3 a, 4 b, 5 e, 6 g, 7 f*)
- Read the speech bubbles aloud and have students repeat after you. Direct them to Activity 1 and ask them which picture shows *She wakes up at seven o'clock.* (number 1)
- Have students look at the second time in Activity 4 and ask: *What time does he eat breakfast?* Elicit: *At seven thirty.*
- Place students in pairs and have them ask and answer for each of the times in Activity 4.

Think BIG



21st Century Critical Thinking

- Explain the terms *inside* and *outside* by pointing to the classroom and saying: *inside* and then pointing out of the window and saying: *outside*. Then draw two columns on the board, one titled *Inside*, the other one *Outside*. Ask: *Where do you eat breakfast?* Elicit: *Inside* and write *eat breakfast* under that column. Continue with all the daily activities in Activity 1, using the Flashcards as prompts if necessary. (Answers: *Outside activity: play soccer; Inside activities: remaining*)
- Invite students to suggest other outside activities they know. Have students talk as a class about why activities are inside or outside.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to ask and answer about daily routines and times.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the song, e.g. what time Kate wakes up.

Homework



WB p. 3/ act. 3



3 Listen and write. Then match.

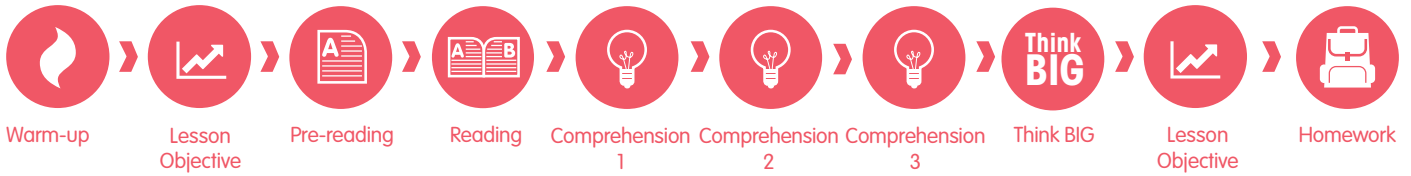
- Direct students to WB Activity 3 on page 3. Read the directions aloud. Explain to students that they must listen to the audio, then write the correct time for each clock in the correct numbered space.

Extra Application and Practice Activity

- Explain the terms *in the morning*, *in the afternoon* and *in the evening* using a clock or drawings of the sun in different positions.
- Explain to students that they will correct your sentences. Say: *I eat breakfast at seven o'clock in the evening and I do my homework at seven o'clock in the morning.*

Story Lesson

Lesson Flow



Lesson Objective

I will read a story about daily routines and times.

Key Language

art, brush my teeth, eat breakfast, eleven ten, English, get dressed, holiday, school, two fifteen, wash my face; Hooray!, It's great!

Story
I will read a story about daily routines and times.

5 Listen and read. What does Luke do after school?

I Love Mondays!

1 Luke wakes up and goes into the kitchen.
Good morning, Mom! What day is it today?
It's Monday.
Hooray! I love Mondays!

2 Before school, Luke always eats breakfast.
Before lunch, at eleven ten, I have art. Art is fun!
But...

3 After breakfast, he brushes his teeth. Then he washes his face.
We draw pictures. We paint. It's great!
But today...

4 He gets dressed.
After lunch, at two fifteen, we have English. I love English!
But Luke...

5 He puts on his shoes. He's ready for school.
After school, we play soccer or basketball...
LUKE!

6 But there's no school today!
What, Mom?
Today's a holiday! There's no school!

6 Read and say before school or after school.

- 1 Luke eats breakfast.
- 2 Luke gets dressed.
- 3 Luke plays soccer.
- 4 Luke puts on his shoes.
- 5 Luke wakes up.
- 6 Luke plays basketball.

THINK BIG Do you like Mondays? Why/Why not? What different things do you do on different days?

6 Unit 1 Unit 1 7

Warm-up



Materials: Index cards

- Ask seven students to come to the front of the class. Give each student an index card with a different day of the week written on it. Have students arrange themselves in the order of the days of the week.
- Have students ask each other riddles about their days of the week. Model: *I am the day before Tuesday. What day am I?* (Monday) *I am the day after Saturday. What day am I?* (Sunday)
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will read a story about daily routines and times.*
- Students will listen to and read a story about daily routines and times. They will then answer questions about it, and discuss ideas related to it.

Pre-reading



- Have students read the title aloud and preview the pictures in the story frames. Point to and read the name *Luke* aloud. Have students repeat. Explain that Luke and his mother are talking. It is Monday morning.
- Point to the numbered sentences at the bottom of each frame and say: *These sentences tell what happens.* Then point to the speech bubbles and say: *These speech bubbles tell what Luke and his mother say.*
- Explain how the narration and speech are presented in the audio. Say: *First, you will hear what Luke and his mother say. Then, you will hear what happens in each picture.*

Reading



5 Listen and read. What does Luke do after school?

- Read the directions aloud. Play Audio Track 13. Model pointing to each story frame. Have students listen and read silently.
- Ask: *What does Luke do after school?* Elicit the correct answer. (*Luke plays soccer or basketball after school.*)

Comprehension 1



MONITOR

Ask questions to check for understanding. Say: *Look at Frame 2. What is Luke doing?* (eating breakfast) *What is Luke doing in Frame 3?* (brushing his teeth) *What does Luke's mom want to tell him?* (Today's a holiday. There's no school.)

ASSIST

Replay the audio as necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words, e.g., say: *Eleven ten is ten minutes after eleven and draw the time on the board.*

CHALLENGE

Have students look at Luke's words in his speech bubbles. Ask: *How can you tell that Luke is excited?* (Many of his sentences end with exclamation marks.) Point out that many of his mom's sentences end with three dots. Ask: *What do the three dots mean?* (That each time his mom tries to talk, Luke interrupts her before she can finish.)

Comprehension 2

WB p. 4/ act. 5



5 Read. Circle T for true or F for false.

- Read the directions aloud. Have students look at the story, read each sentence, and write T or F.

Comprehension 3



6 Read and say *before school* or *after school*.

- Review the words *before* and *after*. Show students a clock. Have them name times before and after the current time. Model: *It is 10:30 in the morning. 10:00 comes before 10:30. 11:00 comes after 10:30.*

- Read the directions aloud. Model completing the first item for students. Say: *Luke eats breakfast before school.* Have students complete the activity independently.

MONITOR

Check answers as a class. (*Answers: 1 before school, 2 before school, 3 after school, 4 before school, 5 before school, 6 after school*)

Think BIG



Materials: Index cards with the days of the week

21st Century Critical Thinking

- Read the story aloud to the class. Ask students to talk in pairs about why Luke likes Mondays. Give them some time for discussion.
- Then ask students if they like Mondays, and why or why not. Ask them what they usually do on Mondays. Continue the discussion by going through each day of the week.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I have read a story about daily routines and times.*
- Encourage awareness of what students have learned by quickly eliciting something they remember from the story.

Homework

WB p. 4/ act. 6



6 Write about you. What do you do before school and after school?

- Direct students to WB Activity 6 on page 4. Have students read the story again and to write about what they do before school and after school.

Extra Application and Practice Activity

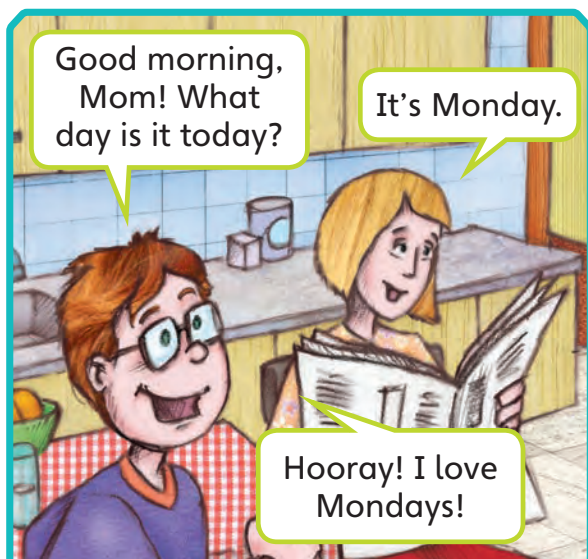
- Have students draw pictures of something they do before or after school. Display the pictures and have the class guess whether each activity happens before or after school. Allow the artist to say whether or not students' guesses are correct.
- Encourage students to add a caption underneath their drawing. Model: *I eat breakfast before school. I play basketball after school.*
- Have students check to make sure that their captions are written and punctuated correctly.

Story

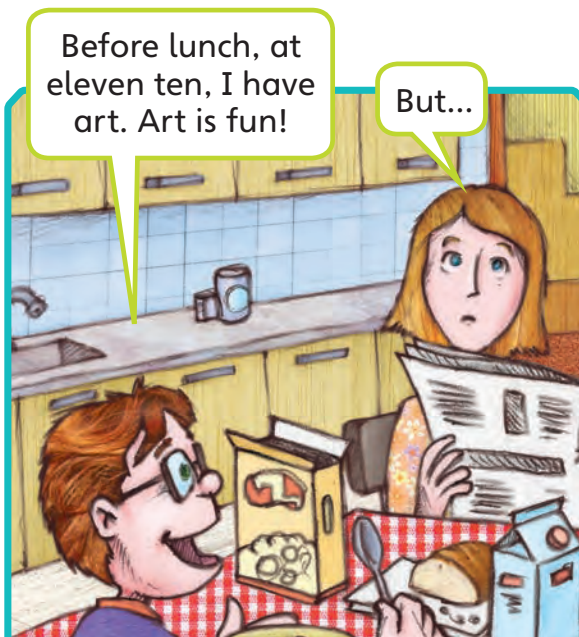
I will read a story about daily routines and times.

¹³
5 Listen and read. What does Luke do after school?

I Love Mondays!



1 Luke wakes up and goes into the kitchen.



2 Before school, Luke always eats breakfast.



3 After breakfast, he brushes his teeth. Then he washes his face.



4 He gets dressed.



6 Read and say **before school** or **after school**.

- 1 Luke eats breakfast.
- 2 Luke gets dressed.
- 3 Luke plays soccer.
- 4 Luke puts on his shoes.
- 5 Luke wakes up.
- 6 Luke plays basketball.



Do you like Mondays? Why/Why not?
What different things do you do on different days?

Language in Action Lesson

Lesson Flow



Lesson Objective

I will listen to a dialog about daily routines and times.

Key Language

busy, clean my room, do my homework, eat dinner, feed the dog, four fifteen, go home, piano lessons, seven o'clock, soccer practice, three thirty; get together, right after, Wow!

Language in Action

I will listen to a dialog about daily routines and times.

7 Listen and read. Then say.

Jenna: Hi, Ethan. Do you want to get together after school today?

Ethan: Sorry. I can't. I'm busy on Tuesdays.

Jenna: Really? What do you do?

Ethan: At 3:30, I have piano lessons. At 4:15, I go to soccer practice. Then I go home.

Jenna: Oh. What do you do after that?

Ethan: I do my homework, clean my room, and feed the dog. Then at 7:00, we eat dinner.

Jenna: Wow! You *are* busy.



8 Look at 5. Ask and answer with a partner.

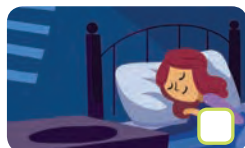


What does Luke do before school?

He wakes up, eats breakfast, ...



9 Listen and stick. Number the pictures.



Warm-up



Materials: Flashcards: Unit 1, daily routines and times, dice

- Have students play a game using the Flashcards. Students start in a line at the back of the class. They take turns picking a card and using the word or phrase shown in a sentence. If the sentence is correct, the player rolls a die and takes that many steps toward the front of the class. The student who is closest to the front after all students have had three turns is the winner.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective: *Say: Today I will listen to a dialog about daily routines and times.*

- Students will practice listening skills through a dialog about daily routines and times, use the language of the unit in context to act out a conversation with a partner, and talk about daily activities.

Pre-listening



- Point to the girl and the boy. Introduce them as *Jenna* and *Ethan*. Tell students that they will hear Jenna and Ethan talking. Have students predict where Jenna and Ethan are and what they are talking about.

Listening



7 Listen and read. Then say.

- Play Audio Track 14 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.

MONITOR

Use questions to check for understanding. Ask: *What does Jenna want to do after school?* (meet with Ethan) *Why does Ethan say no?* (He is busy.)

Comprehension



MONITOR

Check for understanding. Ask the question: *What is Ethan doing after school today?* Invite volunteers to answer.

CHALLENGE

Have students change the dialog by using other unit vocabulary in place of *piano lessons*, *soccer practice*, *do my homework*, etc. Students can extend the dialog by asking and answering the question: *What do you do after school?*

Role Play



8 Look at 5. Ask and answer with a partner.

- Tell students they will ask and answer questions about what Luke does before and after school. Read the directions and the speech bubbles aloud.

MONITOR

Walk around the room. Listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice 1



Materials: Stickers

9 Listen and stick. Number the pictures.

- Help students find the Unit 1 stickers at the back of the Student's Book. Read the directions aloud. Tell students they will listen to a girl talk about her day.

Say: The stickers tell you what time she does each activity. Play Audio Track 15 and have students listen, stick each sticker on the correct picture, and number the pictures.

MONITOR

As students work, check to see that they place the stickers and number the pictures correctly. (*Answers: 1 7:00, wake up; 2 7:45, eat breakfast; 3 5:30, play basketball, 4 9:00, go to bed*)

Practice 2



WB p. 5/ act. 7



7 Listen and ✓.

- Read the directions aloud. Explain that students need to listen to the audio, and then choose and check the correct activity for Don each time.
- Play Audio Track 16. Do Item 1 as a class.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I have listened to a dialog about daily routines and times.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember from the dialogs.

Homework

WB p. 5/ act. 8



8 Write about you.

- Direct students to WB Activity 8 on page 5. Ask them to read, and then write what they do at each time of day.

Extra Application and Practice Activity

Materials: Index cards

- Write a list of activities from the lesson on the board and have students copy them on index cards. Ask students to arrange their cards in a secret order.
- Then have student pairs ask each other questions to guess each other's order. Model questions: *Did you put "do homework" before "feed the dog"?*

Language in Action

I will listen to a dialog about daily routines and times.

7 Listen and read. Then say.

Jenna: Hi, Ethan. Do you want to get together after school today?

Ethan: Sorry. I can't. I'm busy on Tuesdays.

Jenna: Really? What do you do?

Ethan: At 3:30, I have piano lessons. At 4:15, I go to soccer practice. Then I go home.

Jenna: Oh. What do you do after that?

Ethan: I do my homework, clean my room, and feed the dog. Then at 7:00, we eat dinner.

Jenna: Wow! You *are* busy.



8 Look at 5. Ask and answer with a partner.



What does Luke do before school?

He wakes up, eats breakfast, ...



9 Listen and stick. Number the pictures.



Grammar

I will learn to use *before* and *after* to ask and answer about daily routines.

What does he/she do **before/after** school? He/She eats breakfast **before/after** school.

What do you do **before/after** school? I do my homework **before/after** school.

10 Look at Claudia's schedule. Write **before** or **after**.

Claudia's Schedule	
6:30 wake up	3:15 get home
6:45 get dressed	3:30 watch TV
7:00 eat breakfast	4:45 do my homework
7:15 brush my teeth	5:30 play soccer
7:30 go to school	6:30 eat dinner

- 1 Claudia gets dressed _____ school.
- 2 Claudia does her homework _____ school.
- 3 Claudia brushes her teeth _____ school.
- 4 Claudia plays soccer _____ school.
- 5 Claudia eats breakfast _____ school.

11 Read and match. Make sentences.

- | | |
|----------------------------|--------------------------------|
| 1 We eat breakfast before | a at 5:00 in the afternoon. |
| 2 I wake up at | b we get dressed. |
| 3 Paula washes her | c after school, at 4:15. |
| 4 Tim does his homework | d face at 7:50 in the morning. |
| 5 Sandra plays video games | e 6:45 in the morning. |

12 Look at 10. Talk about Claudia's schedule with a partner.



Claudia wakes up at 6:30 in the morning.

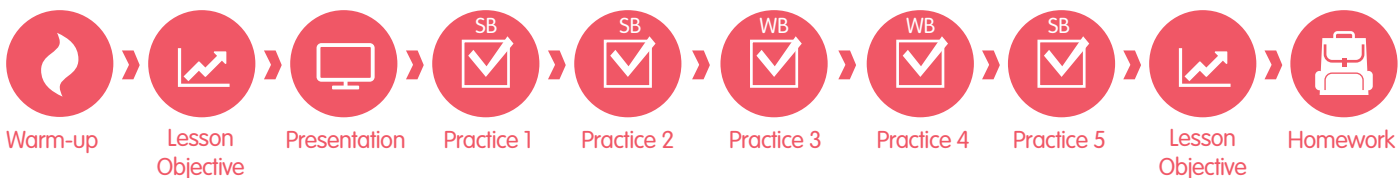
She gets dressed at 6:45.



Unit 1 9

Grammar Lesson

Lesson Flow



Lesson Objective

I will learn to use *before* and *after* to ask and answer about daily routines.

Key Language

What does he/she do **before/after** school?

He/She eats breakfast **before/after** school.

What do you do **before/after** school?

I do my homework **before/after** school.

Grammar

I will learn to use *before* and *after* to ask and answer about daily routines.

What does he/she do before/after school?	He/She eats breakfast before/after school.
What do you do before/after school?	I do my homework before/after school.

10 Look at Claudia's schedule. Write *before* or *after*.

Claudia's Schedule			
6:30	wake up	3:15	get home
6:45	get dressed	3:30	watch TV
7:00	eat breakfast	4:45	do my homework
7:15	brush my teeth	5:30	play soccer
7:30	go to school	6:30	eat dinner

- 1 Claudia gets dressed _____ school.
- 2 Claudia does her homework _____ school.
- 3 Claudia brushes her teeth _____ school.
- 4 Claudia plays soccer _____ school.
- 5 Claudia eats breakfast _____ school.

11 Read and match. Make sentences.

1 We eat breakfast before	a at 5:00 in the afternoon.
2 I wake up at	b we get dressed.
3 Paula washes her	c after school, at 4:15.
4 Tim does his homework	d face at 7:50 in the morning.
5 Sandra plays video games	e 6:45 in the morning.

12 Look at 10. Talk about Claudia's schedule with a partner.

Claudia wakes up at 6:30 in the morning.

She gets dressed at 6:45.

Unit 1 9

Warm-up

- Play a memory game with students. Ask them to copy your actions. Touch your nose. Then jump up. Then wiggle your fingers next to your ears. Ask: *What did I do before this* (jump up)? Students can answer by touching their nose. *What did I do after this* (jump up)? Students should wiggle their fingers next to their ears.
- Ask students to take your place and repeat the activity with their actions.
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective: Say: *Today I will learn to use *before* and *after* to ask and answer about daily routines.*
- Students will use *before* and *after* to ask questions about daily routines. They will then practice correct grammatical use of the words *before* and *after*.

Presentation



- Have students read the text in the grammar box. Model reading the sentences: *What does he do before school? He eats breakfast before school.*
- Invite two volunteers to model the sentences: *What do you do after school? I do my homework after school.*

Practice 1



10 Look at Claudia's schedule. Write before or after.

- Help students read the name *Claudia* and the word *schedule*. Say: *A schedule is a list of things to do at particular times.*
- Read the directions aloud. Explain that students will complete the sentences with *before* or *after*. Complete the first item as a class.

MONITOR

Check answers as a class. (Answers: 1 before, 2 after, 3 before, 4 after, 5 before)

CHALLENGE

Say: *Claudia also brushes her teeth before she goes to bed. How might you change the sentence in Item 3? (Claudia brushes her teeth before and after school.)*

Practice 2



11 Read and match. Make sentences.

- Read the directions aloud. Explain that students will use word clues to match parts of sentences. Point out that each sentence part will be used once.
- Complete the first item as a class. Ask: *Does this sentence make sense: We eat breakfast before at 5:00 in the afternoon? (no) What is the correct ending for this sentence? (we get dressed)*
- Give students time to write the answers independently.

MONITOR

Check answers as a class. (Answers: 1 We eat breakfast before we get dressed. 2 I wake up at 6:45 in the morning. 3 Paula washes her face at 7:50 in the morning. 4 Tim does his homework after school, at 4:15. 5 Sandra plays video games at 5:00 in the afternoon.)

Practice 3

WB p. 6/ act. 9



9 Read. Then write before and after.

- Read the directions aloud. Read the times on the clocks, and explain the difference between analog and digital clocks.
- Read the first question and elicit the correct answer.
- Allow student to work independently or in pairs, dependent on their ability level.

Practice 4

WB p. 7/ act. 11



11 Look and write.

- Read the times in the box. Read each one again, this time using the word or phrase in a sentence. Say: *I came*

to class after break time. Involve the students in trying to think of examples of how the times can be used.

- Read the directions aloud. Have students write the correct time in the correct space.

Practice 5



12 Look at 10. Talk about Claudia's schedule with a partner.

- Read the directions aloud. Ask volunteers to read the speech bubbles at the bottom of the page aloud. Then have partners or small groups work together to talk about what Claudia does before and after school.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to use before and after to ask and answer about daily routines.*

- Encourage awareness of what students have learned by quickly asking a few students about *before* and *after*: *What do you do before school? Students answer using Before school, I... .*

Homework

WB pp. 6 & 7/ act. 10 & 12



10 Write about you.

- Direct students to WB Activity 10 on page 6. Read the directions aloud and verbally give students ideas.

12 Look at 9. Then write about your day.

- Direct students to WB Activity 12 on page 7. Read the directions aloud. Using the words in 9 and the answers they have written, they should write two sentences. Explain that each sentence should give an activity that they do, and a time that they do it at.

Extra Application and Practice Activity

- Have students create their own schedules showing things they do before and after school. Remind students to list a time for each activity.
- Have partners use their schedules to tell each other about things they do before and after school.

Extra Grammar Practice

WB Unit 1/ p. 116

- For optional further practice, have students complete the Extra Grammar Practice activities.

Content Connection Lesson

Lesson Flow



Lesson Objective

I will learn about keeping clean.

Key Language

bacteria, cough, decay, germs, healthy, sick, sneeze

Content Connection | Life Science

I will learn about keeping clean.

13 Listen and read. What are bacteria?

Keep It Clean!

Take a Shower

When your parents tell you to take a shower, they are giving you good advice. Wash your face, behind your ears, and under your arms. Be sure to wash your whole body well. Use warm water and soap to wash away bacteria. Bacteria are tiny living things that can make you sick.

Brush Your Teeth

To keep your teeth strong and healthy, be sure to brush them twice a day. Brush in the morning when you wake up. And brush at night before you go to sleep. Brushing your teeth cleans away bacteria that can cause tooth decay. It's important to brush your teeth for at least two minutes at a time.

Wash Your Hands

Every day, our hands pick up millions of germs that can make us sick. Be sure to wash your hands with soap and water for at least twenty seconds. Wash your hands before you eat, after you visit the bathroom, after you cough or sneeze, and any other time your hands get dirty.

CONTENT WORDS
bacteria cough
decay germs
healthy sick sneeze

Washing your hands, showering, and brushing your teeth are three easy things you can do every day to keep yourself clean and healthy.

14 Look at 13. Read and circle **T** for true or **F** for false.

- 1 Bacteria can make you sick. T F
- 2 Wash your hands only once a day. T F
- 3 Wash your hands after you take a shower. T F
- 4 Brush your teeth for at least two minutes at a time. T F
- 5 Brush your teeth five times a day. T F

THINK BIG

What other things can you do to stay healthy?
Where can we learn about staying healthy?

10 Unit 1

Warm-up

- Teach students the meanings of the words *dirty* and *clean* to connect the lesson with the ideas of *before* and *after*. Demonstrate: *Before you wash your hands, they are dirty. After you wash your hands, they are clean.*
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about keeping clean.*
- Students will read a science text about staying clean and healthy, and how important it is.

Pre-reading



- Read the Content Words aloud. Have students work in pairs to look up the words in a dictionary. Tell students that they will now read those words in a text that could be found in a science book.
- Direct students to Activity 13. Explain to them that they are going to listen to and read the text. Point to and read the three sub-headings to students: *Take a shower; Brush your teeth; Wash your hands*. Ask students whether they do these three things regularly to stay clean.

Reading



13 Listen and read. What are bacteria?

- Play Audio Track 17 and have students listen and read. Tell students to circle words they do not understand.

MONITOR

Replay the track. This time, pause after each section and ask questions to check for understanding. Ask: *Why should you brush your teeth?* (to clean away bacteria that can cause tooth decay) *When should you wash your hands?* (before you eat, after you visit the bathroom, after you cough or sneeze, whenever your hands are dirty)

- Ask the question from the directions and elicit an answer (Bacteria are tiny living things that make you sick.) Point out that *bacteria* is a scientific term. Bacteria are one kind of tiny living thing. *Germs* is not a scientific term. It is a common word that people use to describe tiny living things that can make people sick. Scientists do not use the word *germs* because it is too general in meaning.

Practice 1

WB p. 8/ act. 13



13 Complete the chart.

- Read the directions aloud. Explain that students must choose the correct word from the text box to fill in the table. Some columns in the table will have more than one word. Have students complete the activity independently.

Practice 2



14 Look at 13. Read and circle T for true or F for false.

- Read the directions aloud. Explain to students that they should find the answers in the text.
- Complete Item 1 with the class. Then have students complete the activity independently.

MONITOR

Check answers as a class. (Answers: 1 T, 2 F, 3 F, 4 T, 5 F)

CHALLENGE

Have students correct each sentence to make it true. For example: 3 *Wash your hands after you cough or sneeze.*

Think BIG



21st Century Health Literacy

- Discuss the question as a class. What other things is each of them required to do by their carers to stay healthy. (Possible answers: *visit the doctor, visit the dentist, wash clothing and bedding regularly, sneeze into a tissue*)

Video

Documentary U 01



- Refer to the Video Guide for pre-watching and post-watching activities.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned about keeping clean.*

- Encourage awareness of what students have learned by asking them to recount the three ways to stay clean given in the text (*Take a shower; Brush your teeth; Wash your hands*).

Homework



WB pp. 8 & 9/ act. 14, 15, 16 & 17



14 Listen and write. Then match pictures a–c with paragraphs 1–3.

- Direct students to WB Activity 14 on page 8. Read the directions aloud. Explain to students that they must listen to the audio, then number each photograph with the paragraph that relates to it. Next, students must write the correct word in the blank spaces in the text.

15 Find and write the words.

- Direct students to WB Activity 15 on page 9. Read the directions aloud. Explain to students that students should unscramble the letters to find the words.

16 Read and match.

- Direct students to WB Activity 16 on page 9. Read the directions aloud. Explain to students that they must choose a phrase from each of the columns to write three sensible sentences.

17 Put the words in order.

- Direct students to WB Activity 17 on page 9. Read the directions aloud. Explain to students that they must put the words in the correct order to write the four sentences.

Extra Application and Practice Activity

- Have students work together to create a skit using the Content Words. Students may write down the dialog or make it up as they go along, according to their preferences. Have students perform their skits for the class. Ask listeners to raise their hands each time they hear a Content Word.

I will learn about keeping clean.

13 Listen and read. What are bacteria?

CONTENT WORDS

bacteria cough
decay germs
healthy sick sneeze

Keep It Clean!

Take a Shower

When your parents tell you to take a shower, they are giving you good advice. Wash your face, behind your ears, and under your arms. Be sure to wash your whole body well. Use warm water and soap to wash away bacteria. Bacteria are tiny living things that can make you sick.

Brush Your Teeth

To keep your teeth strong and healthy, be sure to brush them twice a day. Brush in the morning when you wake up. And brush at night before you go to sleep. Brushing your teeth cleans away bacteria that can cause tooth decay. It's important to brush your teeth for at least two minutes at a time.

Wash Your Hands

Every day, our hands pick up millions of germs that can make us sick. Be sure to wash your hands with soap and water for at least twenty seconds. Wash your hands before you eat, after you visit the bathroom, after you cough or sneeze, and any other time your hands get dirty.

Washing your hands, showering, and brushing your teeth are three easy things you can do every day to keep yourself clean and healthy.

14 Look at 13. Read and circle **T** for true or **F** for false.

- | | | |
|--|----------|----------|
| 1 Bacteria can make you sick. | T | F |
| 2 Wash your hands only once a day. | T | F |
| 3 Wash your hands after you take a shower. | T | F |
| 4 Brush your teeth for at least two minutes at a time. | T | F |
| 5 Brush your teeth five times a day. | T | F |

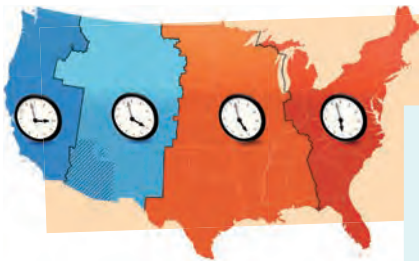


What other things can you do to stay healthy?
Where can we learn about staying healthy?

I will learn about time zones.



Read and complete. Then listen and check.



Time Zones

- **Do You Know What Time It Is?**
- Is it the same time everywhere in the world? No, it's not.
- That's because the world is divided into time zones. Look at the map of the United States. It has four different time zones.



1:00 in the afternoon

It's 1:00 in New York, and Manuel and his friends are finishing their lunch.



In Texas, it's 12:00, and Maria is just finishing math class.



John, in Montana, is hungry and is thinking about lunch. He looks at the clock. It's only 11:00 in the morning!



And for Kara, in California, it's only 10:00 in the morning.

two hours later

Now it's ____:00 in New York, and school is over. Manuel is playing soccer.

In Texas, it's ____:00, and Maria is still in school.

It's ____:00 in Montana, and John is finishing his lunch.

Kara, in California, looks at the clock, and it's ____:00. Hooray! It's lunchtime!

five more hours later

It is ____:00 at night now in New York, and Manuel is finishing his homework.

In Texas, it's ____:00, and Maria is eating dinner.

In Montana, it's now ____:00, and John is making dinner with his dad.

In California, Kara is playing with her sister. It's ____:00.



Work with a partner. Ask and answer.

- 1 When it's 6:00 in the evening in Montana, what time is it in California?
- 2 Manuel wakes up at 7:00 in the morning. What is Kara doing when Manuel wakes up?
- 3 How many time zones does your country have?



It's ten o'clock in the morning where you are. Find out what time it is in Buenos Aires, Cairo, and Sydney.

Culture Connection Lesson

Lesson Flow



Lesson Objective

I will learn about time zones.


Key Language

different, map, time zones

Culture Connection | Around the World





I will learn about time zones.

15 Read and complete. Then listen and check.



Time Zones

- Do You Know What Time It Is?
- Is it the same time everywhere in the world? No, it's not.
- That's because the world is divided into time zones. Look at the map of the United States. It has four different time zones.

	1:00 in the afternoon	two hours later	five more hours later
 New York	It's 1:00 in New York, and Manuel and his friends are finishing their lunch.	Now it's ____:00 in New York, and school is over. Manuel is playing soccer.	It is ____:00 at night now in New York, and Manuel is finishing his homework.
 Texas	In Texas, it's 12:00, and Maria is just finishing math class.	In Texas, it's ____:00, and Maria is still in school.	In Texas, it's ____:00, and Maria is eating dinner.
 Montana	John, in Montana, is hungry and is thinking about lunch. He looks at the clock. It's only 11:00 in the morning!	It's ____:00 in Montana, and John is finishing his lunch.	In Montana, it's now ____:00, and John is making dinner with his dad.
 California	And for Kara, in California, it's only 10:00 in the morning.	Kara, in California, looks at the clock, and it's ____:00. Hooray! It's lunchtime!	In California, Kara is playing with her sister. It's ____:00.

16 Work with a partner. Ask and answer.

- 1 When it's 6:00 in the evening in Montana, what time is it in California?
- 2 Manuel wakes up at 7:00 in the morning. What is Kara doing when Manuel wakes up?
- 3 How many time zones does your country have?

THINK BIG

It's ten o'clock in the morning where you are. Find out what time it is in Buenos Aires, Cairo, and Sydney.

Unit 1 11

Warm-up

Materials: Dice, art supplies

- Have groups of students play a game to practice adding and subtracting hours. A volunteer from each group should create a game board by drawing a big clock face. To begin the game, each player rolls one die. That

number is his or her starting time. Model: *I rolled a 5. I start at five o'clock.* The first player rolls again and finds the times that many hours before or after. Model: *I am on 5:00. I rolled a 2. I can move to two hours before 5:00 or two hours after. I will move two hours after 5:00. I land on 7:00.* The first player to land on all twelve times is the winner.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective: Say: *Today I will learn about time zones.*

- Students will talk about time zones and calculate times in other time zones.

Pre-listening



- Write these Content Words on the board: *map, time zones, California, Montana, New York, Texas*. Have students circle these words in the article.
- Look up the words *map* and *time zones* in a dictionary as a group. Explain that California, Montana, New York, and Texas are places in the United States.
- Point out the map at the top of the page. Ask: *What do the colors show?* (different time zones)
- Explain that the map at the top of the page is color-coded to match the places in the chart.

Listening



15 Read and complete. Then listen and check.

- Have students complete the chart independently. Then play Audio Track 19, and have students listen and check their work.

MONITOR

Review the correct times with the class. (Answers: *New York = 3:00, 8:00; Texas = 2:00, 7:00; Montana = 1:00, 6:00; California = 12:00, 5:00*)

ASSIST

Replay the audio as necessary. Pause as needed and use simple language and gestures to explain unfamiliar words.

Practice 1



16 Work with a partner. Ask and answer.

- Have volunteers guess what time it is in their country when it is 1:00 p.m. in New York. Look up the answer. Say: *When it is 1:00 pm in New York, it is... in... .*
- Ask them to get into pairs to answer the questions 1 and 2 in Activity 16. One should ask the question and the other one should answer. (Answers: *5:00 in Montana; Kara is still sleeping*) Now students should swap roles, and the other asks.

MONITOR

Walk around the room and listen for correct pronunciation and appropriate intonation. Check answers as a class.

ASSIST

Discuss and correct any errors in understanding.

CHALLENGE

Intentionally ask students questions that will have them correcting you, e.g.: *Do you think that Kara is at school?* Elicit: *No, she isn't. She is still sleeping.*

- Discuss question 3 as a group. Allow students to discuss possible answers, and the reasons for them. Give students the correct answer.

Practice 2

WB p. 10/ act. 18



18 Look at the times. Complete.

- Read the directions aloud. Explain that students should use the clocks to answer the questions. Have students answer and complete the activity independently.

Think BIG



Materials: World map or globe

21st Century Global Awareness

- Tell students that there are 40 time zones around the globe.
- Read the question aloud. Find each place on the globe and the answers to the question, one city at a time.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned about time zones.*

- Encourage awareness of what students have learned by quickly asking them about the time zones in the United States and in their own country (if applicable).

Homework



WB p. 10/ act. 19 & 20



19 Listen and circle.

- Direct students to WB Activity 19 on page 10. Read the directions aloud. Explain to students that they must listen to the audio and circle the words they hear.

20 Read and write.

- Direct students to WB Activity 20 on page 10. Read the directions aloud. Explain to students that they must use the time zone information to write the correct times for each city.

Extra Application and Practice Activity

Materials: Index cards

- Have students write sentences for the Content Words from the lesson. Tell them to write their sentences on index cards, replacing each Content Word with a blank. Partners can then exchange cards and guess which Content Word completes the sentence. Model: *When it is 4:00 in California, it is 6:00 in [WOL].* (Texas)

Writing Lesson

Lesson Flow



Lesson Objective

I will learn to write sentences with subjects and verbs.

Writing | Sentence: Subjects and Verbs

I will learn to write sentences with subjects and verbs.

A sentence has a **subject** and a **verb**.

She eats breakfast before school.
She is the subject. Eats is the verb.

I ride my bike to school.
I is the subject. Ride is the verb.

17 Find the **subjects** and **verbs**. Compare with your partner.

- 1 I watch TV at 5:15.
- 2 Marcia brushes her teeth at 7:45.
- 3 We play soccer in the afternoon.
- 4 They do their homework at 4:30.
- 5 You eat dinner with your family in the evening.



18 What's missing, **subject** or **verb**? Complete the sentences and compare with a partner.

brother cleans She Tom wakes

- 1 Bridget _____ up at 6:45 in the morning.
- 2 _____ eats breakfast at 7:00.
- 3 Her _____ gets dressed at 7:15 in the morning.
- 4 Bridget _____ her room before school.
- 5 _____ plays video games after school.

19 Write three sentences about your day. Read them to a partner.

12 Unit 1

Warm-up



Materials: Index cards

- On the board, write the terms *Subject* and *Verb*. Under *Verb* write the word *eat* and under *Subject* write the word *Luke*. Explain to students that a verb describes an action, and a noun describes a person or thing. Ask students to suggest other subjects and verbs they know.

- Have pairs of students write five verbs and five subjects on index cards. Then have them mix up their cards and place them facedown. They should pick up one card at a time and say whether it's a verb or a subject.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to write sentences with subjects and verbs.*

- Students will identify the subject of a sentence and the verb in a sentence. Then they will practice writing sentences using the unit vocabulary.

Presentation

- Read the text in the box aloud. Explain that the subject of a sentence is often a person. It can be a pronoun, as in the examples, or a name. Model examples with names, and ask students to identify the subject, e.g.: *Amy eats breakfast before school.* (Amy)
- Explain that the verb is the doing word in the sentence. It is what is being done or what is happening. (eats)
- Have students underline each subject and circle each verb in the model sentences, labelling them S and V. (Answers: *She and I are labelled S; eats and ride are labelled V.*)

ASSIST

Some students may circle two words as the verb (for example, *eats breakfast*). Explain that *breakfast* is not part of the verb *eats*.

Practice 1

17 Find the subjects and verbs. Compare with your partner.

- Write Item 1 on the board. Read it aloud and have students repeat after you.
- Ask a student to tell you which word in the sentence is the verb. (watch) Ask another student to tell you which word is the subject. (I)
- Have students complete the activity independently and then compare their answers with a partner.

MONITOR

Check answers as a class. (Answers: 1 subject: *I*, verb: *watch*; 2 subject: *Marcia*, verb: *brushes*; 3 subject: *We*, verb: *play*; 4 subject: *They*, verb: *do*; 5 subject: *You*, verb: *eat*)

Practice 2 WB p. 11/ act. 21

21 Underline the subject.

- Read the directions aloud. Have students work individually to find and underline the subject of each sentence.

MONITOR

Check students are underlining the correct words.

ASSIST

Have them compare their answers with a partner.

Practice 3

18 What's missing, subject or verb? Complete the sentences and compare with a partner.

- Read the directions aloud. Do Item 1 as a class and elicit the correct answer. (verb)
- Have students find what's missing in each item – the subject or the verb – and check answers as a class.

- Ask students to look at the words in the box and choose the correct ones to complete each item. Have students work independently, then check their answers in pairs.

MONITOR

Check answers as a class. (Answers: 1 verb, *wakes*; 2 subject, *She*; 3 subject, *brother*; 4 verb, *cleans*; 5 subject, *Tom*)

Practice 4 WB p. 11/ act. 22

22 Underline the verb.

- Read the directions aloud. Read Item 1 aloud and elicit the correct answer.

MONITOR

As students work, check they are underlining the correct word. Check answers as a class.

Practice 5

19 Write three sentences about your day. Read them to a partner.

- Read the directions aloud and have students do the activity, writing three sentences about their day in their notebooks.
- When they have finished writing, ask students to read their sentences to a partner.

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned to write sentences with subjects and verbs.*
- Encourage awareness of what students have learned by writing a simple sentence on the board, and then eliciting from students the subject and the verb in the sentence.

Homework WB p. 11/ act. 23 & 24

23 Circle the subjects and underline the verbs.

- Direct students to WB Activity 23 on page 11. Read the directions aloud. Explain to students that they must underline the verb and circle the subject of each sentence.

24 Write about three people. What do they do?

- Direct students to WB Activity 24 on page 11. Read the directions aloud. Explain to students that they must complete the sentences with information about other people.

Extra Application and Practice Activity

- Use the index cards from the Warm-up activity and place them face down.
- Have students line up in two teams. Show a card to students at the front and ask them to say the correct term (*verb* or *subject*). If it's correct they should sit down; if not, they should go to the back of the line. The first team seated is the winner.

Writing | Sentence: Subjects and Verbs

I will learn to write sentences with subjects and verbs.

A sentence has a **subject** and a **verb**.

She eats breakfast before school.
She is the subject. *Eats* is the verb.

I ride my bike to school.
I is the subject. *Ride* is the verb.

17 Find the **subjects** and **verbs**. Compare with your partner.

- 1 I watch TV at 5:15.
- 2 Marcia brushes her teeth at 7:45.
- 3 We play soccer in the afternoon.
- 4 They do their homework at 4:30.
- 5 You eat dinner with your family in the evening.



18 What's missing, **subject** or **verb**? Complete the sentences and compare with a partner.

brother cleans She Tom wakes

- 1 Bridget _____ up at 6:45 in the morning.
- 2 _____ eats breakfast at 7:00.
- 3 Her _____ gets dressed at 7:15 in the morning.
- 4 Bridget _____ her room before school.
- 5 _____ plays video games after school.

19 Write three sentences about your day. Read them to a partner.

I will learn to use the sounds a_e, i_e, and o_e.

20 Listen, read, and repeat.

1 a_e 2 i_e 3 o_e

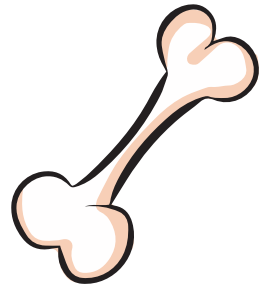
21 Listen and find. Then say.



face



bike



bone

22 Listen and blend the sounds.

1 g-a-me game

2 c-a-ke cake

3 t-i-me time

4 n-o-te note

5 h-o-me home

6 sh-a-pe shape

7 r-i-de ride

8 l-i-ke like

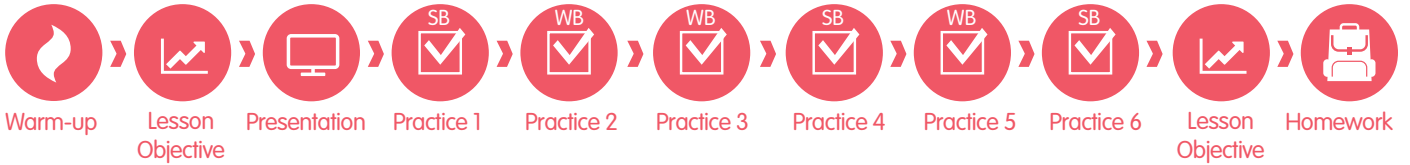
23 Read aloud. Then listen and chant.

What time is it?
It's time to play a game.
What time is it?
It's time to eat cake.
What time is it?
It's time to ride a bike.
What time is it?
It's time to go home.



Phonics Lesson

Lesson Flow



Lesson Objective

I will learn to use the sounds *a_e*, *i_e*, and *o_e*.

Phonics | *a_e, i_e, o_e*

I will learn to use the sounds *a_e, i_e, and o_e*.

20 Listen, read, and repeat.
1 *a_e* 2 *i_e* 3 *o_e*

21 Listen and find. Then say.



face



bike



bone

22 Listen and blend the sounds.

1 g-a-me	game	2 c-a-ke	cake
3 t-i-me	time	4 n-o-te	note
5 h-o-me	home	6 sh-a-pe	shape
7 r-i-de	ride	8 l-i-ke	like

23 Read aloud. Then listen and chant.

What time is it?
It's time to play a game.
What time is it?
It's time to eat cake.
What time is it?
It's time to ride a bike.
What time is it?
It's time to go home.



Unit 1 13

Warm-up



Materials: Index cards

- Make index cards (words only) using some of the words in this lesson (*face, bike, bone*) and a few other words with the same sounds that students know (*place, like, stone, etc.*).
- Write the letters *a, e, i,* and *o* on the board. Show the cards one by one and read the words aloud. Invite volunteers to the board to point to the sounds on the board that are in the word on the card.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use the sounds a_e, i_e, and o_e.*

- Students will identify the letters and distinguish between the sounds individually and as part of words.

Presentation



20 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 21 and have students listen and point to each sound as it is said. Repeat.
- Replay the audio and have students say each sound again.

MONITOR

As students listen, check that they are pointing to the correct sound, and listen for correct pronunciation.

Practice 1



21 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 22 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

MONITOR

As students repeat, check that they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

Practice 2



25 Read and circle a_e, i_e, and o_e.

- Write *ace*, *ice*, and *nose* on the board. Underline the *a_e*, *i_e*, and *o_e* in the words.
- Read the directions aloud. Have students work individually to find and circle the letters in the activity.

Practice 3



26 Underline the words with a_e, i_e, and o_e. Then read aloud.

- Read the directions aloud. Have students work individually to underline the words in the sentences.

Practice 4



22 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 23 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

As students repeat, check they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

ASSIST

- Replay the audio as needed.

Practice 5



27 Connect the letters. Then write.

- Read the directions aloud. Encourage students to suggest different words that could be made, e.g. *lone*, *bone*. Write the words on the board.
- Read the directions aloud. Then have them match one item from each column so that there are three correct words. Guide them till they identify the correct matches.
- Students now write the words in the last column.

Practice 6



23 Read aloud. Then listen and chant.

- Read the directions aloud. Read aloud the chant while students follow in their books.
- Play Audio Track 24 and have students listen. Replay several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and correct use of language. Check answers as a class.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to use the sounds a_e, i_e, and o_e.*

- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the sounds that they hear in those words (for example, *ace*, *ice*, *note*).

Homework



28 Listen and write.

- Direct students to WB Activity 28 on page 12. Read the directions aloud. Remind students that they have already listened to the audio once. Tell students to listen to the audio again, and to number each of the four pictures with the number of the sentence that it relates to.

Extra Application and Practice Activity

- Write a list of at least twelve *a_e*, *i_e*, and *o_e* words on the board. Then have students turn a piece of paper on its side (landscape) and divide it into three columns. Have them write the headings *a_e*, *i_e*, and *o_e* at the top of each column.
- Have students copy the words from the board into the correct columns. They can also illustrate the words with simple drawings if they wish.

CHALLENGE

Ask students to think of and add more words to each column.

Values Lesson

Lesson Flow



Warm-up



Lesson Objective



Listening



Speaking



Project



Lesson Objective

Lesson Objective

I will learn to talk about chores.

Key Language

Do your chores.

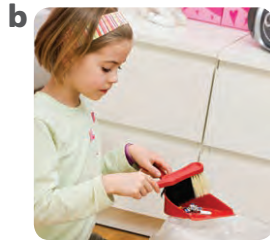
Values | Do your chores.

I will learn to talk about chores.

24 Look, listen, and point.



I feed the dog before school.



I clean my room after school.



I wash the dishes after dinner.

25 Look at 24. What might happen if they don't do their chores?



Project

26 What chores do you do at home? Copy the chart in your notebook and ✓. Then ask three classmates about their chores.

CHORES				
Chore	Me	1	2	3
feed pet				
clean my room				
wash the dishes				

Warm-up



21st Century Being Responsible

- Write: *What are your chores at home?* Read the question aloud and have several students reply.
 - Write students' ideas as a list below the question.
 - Ask: *Why is it important to do chores at home?* Say that homework can be seen as an important chore.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about chores.*
- Students will learn the importance of doing chores through the listening activity.

Listening



24 Look, listen, and point.

- Read the directions aloud. Play Audio Track 26. Have students listen and point to the pictures and words that go with the language they hear.

MONITOR

- Make sure that students point to the correct pictures as they listen. (Answers: 1 picture c, 2 picture a, 3 picture b)

ASSIST

- Replay the audio. Pause it after the first statement and show students the printed words that match what they are hearing. Do the same after each statement.

Speaking



25 Look at 24. What might happen if they don't do their chores?

- Read the directions aloud. Divide the class into three groups and give each group one of the three chores to discuss. Each group will discuss and give ideas on what would happen if the chore was not done.
- Remind students that some children might not be required to help much at home, as it depends on family traditions. We should not judge.
- Each group chooses a student to share the different answers that their group had.

MONITOR

- Listen to students as they act out the conversations to make sure they use the correct language and pronounce the words properly.

ASSIST

- Model correct pronunciation and intonation, as needed.

Project



Materials: Art supplies

26 What chores do you do at home? Copy the chart in your notebook and ✓. Then ask three classmates about their chores.

- Read the directions aloud and have students copy the chart in their notebook.
- Invite students to add two or three more chores that they do, or chores from the Warm-up.

ASSIST

- Help students with unknown words and phrases. Have them act out chores they cannot name.

- Place students into groups of four. Ask them to interview their classmates to complete the table.

MONITOR

- Elicit questions students might ask each other: *Do you feed a pet? Do you clean your room? Do you wash the dishes?*

CHALLENGE

- Have groups write a short paragraph to present their results to the class.

21st Century Self-Direction

- Encourage students to use the chart in Activity 26 to set goals. Model: *I will clean my room after school. I will do my homework.* Allow students to report back to the class about the chores they do after completing this activity.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about chores.*

- Encourage awareness of what students have learned by quickly eliciting from a few students a chore they do at home, and why it is important.

Extra Application and Practice Activity

- Play a game of charades. Place students in small groups. Have students think of a chore and plan a sketch to mime in front of the class.
- Have groups come to the front and mime while the rest of the class guesses.

MONITOR

- While groups prepare their sketches, encourage them to think of different aspects of a chore, so that each student can mime a different action.

I will learn to talk about chores.

²⁶
24

Look, listen, and point.



I feed the dog before school.



I clean my room after school.



I wash the dishes after dinner.

25

Look at 24. What might happen if they don't do their chores?



Project

26

What chores do you do at home? Copy the chart in your notebook and ✓. Then ask three classmates about their chores.

Chore	Me	1	2	3
feed pet				
clean my room				
wash the dishes				

Review

27 Read and circle.

Mia likes Fridays! She ¹**wakes** / **wake** up on Fridays at seven fifteen. She washes her ²**face** / **TV**, gets dressed, eats breakfast, and brushes her teeth ³**before** / **after** school. Mia likes school on Fridays. ⁴**Before** / **After** lunch, at 10:30 she has art class. She likes to draw! At 4:45 she ⁵**play** / **plays** video games with her friends – they always play ⁶**before** / **after** school. At 7:00 she ⁷**eat** / **eats** pizza with her family. She loves pizza!

28 Play the **Silly Sentences** game.

6:15 in the evening

eat breakfast

Jack eats breakfast at six fifteen in the evening.

That's silly!



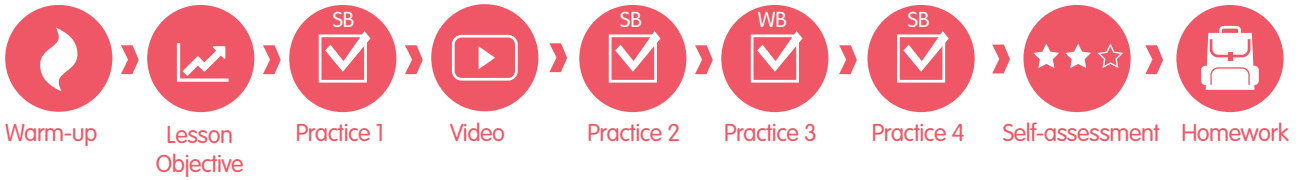
I Can

- use words for daily activities.
- use *before* and *after* to talk about when things happen.
- talk about what I do every day.
- write sentences with subjects and verbs.



Review Lesson

Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review

27 Read and circle.
Mia likes Fridays! She ¹wakes / wake up on Fridays at seven fifteen. She washes her ²face / TV, gets dressed, eats breakfast, and brushes her teeth ³before / after school. Mia likes school on Fridays. ⁴Before / After lunch, at 10:30 she has art class. She likes to draw! At 4:45 she ⁵play / plays video games with her friends – they always play ⁶before / after school. At 7:00 she ⁷eat / eats pizza with her family. She loves pizza!

28 Play the Silly Sentences game.

6:15 in the evening

eat breakfast

I Can

• use words for daily activities.	• use <i>before</i> and <i>after</i> to talk about when things happen.	• talk about what I do every day.	• write sentences with subjects and verbs.
☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆

Unit 1 15

Warm-up



- Introduce the word *silly* by telling students you will say some silly sentences. Point to your ear and say: *This is my nose*. Hold up a book and say: *This is a chair*.
- Have students say their own silly sentences. Ask students to respond by correcting each silly sentence. Model: *That's silly! That's not your nose. It's your ear.*

a game, reading and choosing/writing, and putting words in order.

- Students complete the *I Can* section, which helps them assess their own learning and think about their progress.

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will review the words and structures of the unit.*
- Students review what people do before and after school, different times of the day, by singing, playing

Practice 1



Materials: Flashcards: Unit 1, daily routines and times

- Remind students about the song they sang a few lessons before and refer them to the song on the Song lesson page.
- Play Audio Track 8 (the song with the lyrics). Have students follow along and join in.

- Once students are familiar with the song again, have them practice it using the karaoke version (Audio Track 11). You could use Flashcards to encourage students to sing about other activities and daily routines that aren't in the song.

Video

Dramatic

U 01



- Refer to the Video Guide for pre-watching and post-watching activities.

Practice 2



27 Read and circle.

- Read the directions aloud. Read the first sentence aloud and have students choose the correct answer. Have students complete the activity on their own.

MONITOR

Check answers as a class. (Answers: 1 wakes, 2 face, 3 before, 4 Before, 5 plays, 6 after, 7 eats)

Practice 3

WB p. 13/ act. 29



29 Read and write.

- Read the directions aloud and explain to students that they will use the words in the box to fill in the gaps.
- Complete the first item with students. Then have students complete the activity independently.

Practice 4



Materials: Index cards

28 Play the Silly Sentences game.

- Give groups of students index cards in two colors. Have students write times on ten cards of one color. Read the sample card aloud: *6:15 in the evening*. Tell students that each card should have a time and one of these phrases: *in the morning, in the afternoon, in the evening, or at night*.
- Then have students write ten activities on cards of the second color. Read the sample card aloud: *eat breakfast*.
- Have students work in groups to play *Silly Sentences*. Put the cards in two separate stacks. Taking turns, students should take a card from each stack and make a silly sentence.

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help, and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 1 Practice Tests in the Assessment Pack.

WB Unit 1/ p. 116

- Direct students who need help with grammar in particular to the Unit 1 Extra Grammar Practice (Workbook, page 116).
- For further vocabulary work, students can access games in the Big English Student World.



Homework

WB p. 13/ act. 30



30 Match. Then write sentences for you. Use *before* or *after*.

- Read the directions aloud and explain to students that they will match the words from the two columns and then write sentences about themselves.
- Complete the first item with students. Then have students complete the activity independently.

Extra Application and Practice Activity

- Have teams work on a role play that shows what students do on a mixed-up day. They can use their silly sentences for ideas. Suggest that students mime the events in time order, from morning to night. Model: *At 6:30 in the morning, we go to bed. Then at 7:00 in the morning, we eat dinner.*
- Have students draw comic strips that show daily activities or routines. Encourage them to include at least three frames in each comic strip. If they completed the Grammar Lesson Extra Application and Practice Activity, suggest that they choose activities from the schedules they wrote. Have students share their work by posting it on a bulletin board display.

Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 1 Test in the Assessment Pack.
- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 1 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

2

A Lot of Jobs!

Objectives

Reading

- Can follow the sequence of events in short, simple cartoon stories that use familiar key words.

Listening

- Can recognize familiar words and phrases in short, simple songs or chants.
- Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures.

Speaking

- Can ask someone simple questions about their life and experiences.
- Can use a few basic words and phrases to show politeness (e.g. *please, thank you*).

- Can ask a range of questions in guessing games to find the answer.

Writing

- Can write a single basic sentence about daily routines and activities.
- Can use compound subjects and verbs in a sentence about familiar things.
- Can write simple sentences about familiar things, given prompts or a model.

Grammar

- Can ask a range of *wh-* questions.
- Can make basic statements with subject + verb + object.

Unit Projects

Family Connection

Have students tell their families that they are learning about occupations and workplaces. Encourage students to interview family members, relatives, and friends about what they do and where they work. Suggest that students collect information in a three-column chart with these labels: *Name, Job, Workplace*. Throughout the unit, allow students to revisit their charts and report back to the class about what occupations and workplaces they have added.

Key Language

Key Vocabulary

Jobs

cashier
chef
farmer
firefighter
mail carrier
nurse
police officer
scientist
teacher
waiter

Places

farm
fire station
hospital
laboratory
police station
restaurant
store
school

Expressions

Excuse me!
I'm sorry.
I see...

Content Words

create
drawings
galleries
materials
paintings
photo shoot
professional
work of art
be proud of
collect
community
contest
donate
get lost
trash

Grammar/Structures

What does he/she do? He/She's (He/She **is**) a firefighter.

Where does he/she work? He/She works at a fire station.

What do your sisters do? They're (They **are**) chefs.

Phonics

The sounds: *sm, st, sp, sk*

Workers and Workplaces Bulletin Board

Create a bulletin board display that shows workers and workplaces. Have students use yarn or ribbon and pushpins to connect workers with the places they work. For example, students can stretch a length of yarn from a picture of a waiter to the word *restaurant*. Encourage students to add both words and drawings to the bulletin board as they learn to name more workers and workplaces. You may need to reorganize pictures and words on the board occasionally to create a clear display.

Vocabulary Lesson

Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective



Homework

Lesson Objective

I will learn to name jobs.

Key Language

cashier, chef, farmer, firefighter, mail carrier, nurse, police officer, scientist, teacher, waiter

2

A Lot of Jobs!

Vocabulary

I will learn to name jobs.



Song Time!



1 Listen, look, and say.

Different Jobs



1 firefighter



2 chef



3 police officer



4 cashier



5 farmer



6 nurse



7 waiter



8 scientist



9 teacher



10 mail carrier



2 Play the speed game.

Warm-up



21st Century Environmental Literacy

- Display a map of a town that shows various facilities, e.g., hospital, school, bank, supermarket, police station, and so forth (a tourist map or maps downloaded from real estate agencies are ideal). Say: *I work in a school. I'm a teacher. It's my job.* Then point to a school on the map. Then point to a hospital and say: *Nurses and doctors work here.*
- Ask students where their parents work, and if there is an appropriate landmark on the map, point to it.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name jobs.*
- Students will name and talk about different jobs people do and play a speed game in which they say the names of different jobs.

Song Time



Materials: Flashcards: Unit 2, jobs

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. Students will only hear the words at this point. They will not see the text of the song.

Presentation



1 Listen, look, and say.

- Read the directions aloud. Say: *These pictures show eight different jobs.* Play Audio Track 28 and have students listen and read.
- Play the audio again. Have students listen, point to each job, and repeat.
- Replay the audio and have students point to the pictures and say each phrase with you.

ASSIST

- Hold up the relevant Flashcards as they listen, to help students associate the phrases with the audio.

MONITOR

- Read the eight jobs in random order. For each one, have students point to the matching picture.

Practice

WB p. 14/ act. 1



1 Follow the paths and write the jobs.

- Have students work together in pairs to match the places of work numbered 1–3 with the pictures a–c. Then ask them to write the correct words.

MONITOR

- Check that students are matching the pictures and writing the words correctly.

Game



Materials: Flashcards: Unit 2, jobs

2 Play the speed game.

- Use the Flashcards to quickly go through the different jobs. First, show only the picture, and then display the vocabulary. Explain to students that they should tell you the job the card shows.
- Place students in small groups of three or four. Start showing one group the Flashcards in random order. Tally up their correct answers. Continue with the other groups. The group with the highest score wins.

MONITOR

- Check that students have learned the vocabulary.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I have learned to name jobs.*
- Encourage awareness of what students have learned by asking a few students the names of different jobs people do.

Homework

WB p. 14/ act. 2



2 Choose a job and draw. Then answer.

- Direct students to WB Activity 2 on page 14. Read the directions aloud. Explain to students that they must draw a picture of a job. Then they need to write answers to the questions.

Extra Application and Practice Activity

Materials: Flashcards: Unit 2, jobs

- Play *Charades*, using the Flashcards (see *Game Bank*, page T135, for more details). Demonstrate how to play by first playing as a class. Then place students in groups and have them play the game independently.

2

A Lot of Jobs!

Vocabulary

I will learn to name jobs.



Song Time!



Listen, look, and say.

Different Jobs



1 firefighter



2 chef



3 police officer



4 cashier



5 farmer



6 nurse



7 waiter



8 scientist



9 teacher



10 mail carrier



Play the speed game.

Song

I will learn to ask and answer about jobs and workplaces.

29 30
3

Listen and sing. How many jobs are in the song?

Working Together

There are many people
In our community.
So many jobs to do,
So many places to be.

**Working together, working hard.
Nurse, farmer, teacher, and chef.**

Where does she work?
What does she do?
She's a nurse,
And she always helps you.

Chorus

Where does he work?
What does he do?
He's a firefighter,
And he's very brave, too.



4 Match the jobs in 1 with the places. Make sentences.



at a hospital



at a store



at a fire station



at a school



at a laboratory



at a police station



at a restaurant



on a farm

**THINK
BIG**

Which job is the most important?

A teacher works at a school.

A scientist works at a laboratory.

Song Lesson

Lesson Flow



Warm-up



Lesson Objective



Listen and Sing



Speaking



Practice



Think BIG



Lesson Objective



Homework

Lesson Objective

I will learn to ask and answer about jobs and workplaces.

Key Language

chef, farm, farmer, firefighter, fire station, hospital, laboratory, nurse, police station, restaurant, school, store, teacher

Song

I will learn to ask and answer about jobs and workplaces.

3

Listen and sing. How many jobs are in the song?

Working Together

There are many people
In our community.
So many jobs to do,
So many places to be.

**Working together, working hard.
Nurse, farmer, teacher, and chef.**

Where does she work?
What does she do?
She's a nurse,
And she always helps you.

Chorus

Where does he work?
What does he do?
He's a firefighter,
And he's very brave, too.



4

Match the jobs in 1 with the places. Make sentences.



at a hospital



at a store



at a fire station



at a school



at a laboratory



at a police station



at a restaurant



on a farm



Which job is the most important?

A teacher works at a school.

A scientist works at a laboratory.

Warm-up



Materials: Town map, Flashcards: Unit 2, jobs

- Display a town map and have a volunteer come to the front of the class. Show him the Flashcard of the police officer and say: *She's a police officer. Where does she work? Show me.* Have the student find and point to a police station on the map. Continue until all students have had a turn.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to ask and answer about jobs and workplaces.*
- Students will talk about jobs and workplaces, and sing a song.

Listen and Sing



3 Listen and sing. How many jobs are in the song?

- Remind students that they have heard the song already. Read the directions aloud. Play Audio Track 29. Have students listen and read along with the song quietly.
- Replay the audio. Have students sing along. Then ask them to read the song silently again and to make a note of the jobs they find in the song.
- Ask students to read the song silently again and find the answer to the question: *How many jobs are in the song?* Discuss.

MONITOR

- Observe students to see if they are comfortable learning the new song. Check answers as a class. (*Answers: There are five jobs in the song: nurse, farmer, teacher, chef, firefighter.*)

ASSIST

- Replay the audio as needed.

Speaking



4 Match the jobs in 1 with the places. Make sentences.

- Point to and say each different workplace shown in the activity. Have students point and repeat after you. Then say a job from Activity 1 and have students point to the correct workplace.
- Read the directions aloud. Have students match the jobs with the places independently, then compare their answers with a partner's.

MONITOR

- Check answers as a class. (*Answers: a 6, b 4, c 1, d 9, e 8, f 3, g 2, h 5*)
- Read the first speech bubble aloud and have students repeat after you. Repeat for the second speech bubble.

- Place students in pairs and have them take turns making sentences about all the jobs and workplaces in Activities 1 and 4. As students talk, go around and correct any mistakes.

Practice

WB p. 15/ act. 4



4 Read. Circle T for true or F for false.

- Read the directions aloud. Explain to students that they must read each sentence, and circle whether it is true or false.

Think BIG



21st Century Critical Thinking

- Ask students about the role and importance of different jobs, such as *nurse, firefighter, police officer, cashier, waiter, scientist*. Read the sentences from the Think Big cloud and ask students which job they think is most important and why.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer about jobs and workplaces.*
- Encourage awareness of what students have learned by quickly eliciting the names of a few of the jobs in the song.

Homework



WB p. 15/ act. 3



3 Listen and number in order 1–5. Then circle all the jobs.

- Direct students to WB Activity 3 on page 15. Read the directions aloud. Explain to students that they must listen to the audio again, then number the verses in the order that they are sung. Then they circle the jobs in the song.

Extra Application and Practice Activity

Materials: Index cards

- Have pairs of students play *Concentration* (see *Game Bank*, page T135, for details). Ask students to write the names of eight workers on index cards and then write the names of the places they work on eight other cards. Have students turn all of the cards facedown, and have partners take turns turning over two cards. If the cards show a worker and a matching workplace, the player says a sentence and takes the cards. Model: *A waiter works in a restaurant.* The player with the most cards at the end wins.

Story Lesson

Lesson Flow



Lesson Objective

I will read a story about jobs.

Key Language

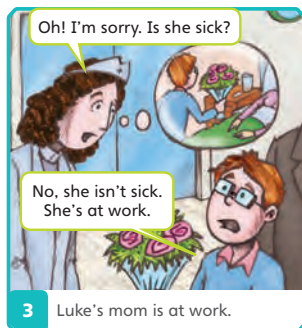
birthday, cashier, doctor, gift shop, hospital, nurse, sick, work; Excuse me!, I'm sorry., I see...,

Story

I will read a story about jobs.

5 Listen and read. What does Luke's mom do?

Is She a Doctor?



6 Read and complete the sentences. Then say.

- 1 Luke is looking for his _____.
- 2 Luke's mom works at the _____.
- 3 Luke's mom isn't a doctor or a _____.
- 4 Luke's mom is a _____.
- 5 Today it's Luke's mom's _____.



What other people work in a hospital?
What do they do?
What do you think makes a good nurse?

18 Unit 2

Unit 2 19

Warm-up



Materials: Index cards

- Write these jobs on index cards: *cashier, nurse, doctor, farmer, firefighter, police officer, scientist, teacher, and waiter*. Have nine volunteers play a game using these index cards. Give each player a card and have them stand in different places around the room. Model sneezing and feeling sick.

- Ask: *Who can help me when I'm feeling sick? Can you help me?* (No, I'm a waiter.) Continue until you find the student who has the *doctor* card. He or she should shuffle the cards, hand them out, role-play feeling ill, and look for a doctor. Repeat with other groups of volunteers.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will read a story about jobs.*

- Students will listen to and read a story about jobs and workplaces. They will then answer questions about it, and discuss ideas related to it.

Pre-reading



- Have students read the title aloud and preview the pictures in the story frames. Point to and read the name *Luke* aloud. Have students repeat. Explain that Luke and his dad are looking for Luke's mom. It is Monday morning.
- Read the directions aloud. Remind them that the sentences below each frame tell what happens. The speech bubbles tell what Luke and his dad say.
- Explain how the narration and speech are presented in the audio. Say: *First, you will hear what Luke and his dad say. Then you will hear what happens in each picture.*

Reading



5 Listen and read. What does Luke's mom do?

- Read the directions aloud. Play Audio Track 32 and have students listen and read silently. Model pointing to each story frame.
- Ask: *What does Luke's mom do?* Elicit the correct answer. (*Luke's mom is a cashier.*)

Comprehension 1



MONITOR

Ask questions to check for understanding. Say: *Look at Frame 1. Where is Luke?* (in a hospital) *What is Luke holding in Frame 3?* (flowers) *Is Luke's mom sick?* (No, she isn't.)

ASSIST

Replay the audio as necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words.

- Divide the class into four groups and give the parts of Luke, his dad, the nurse, and Luke's mom. Replay the audio, pausing after each frame for the groups to repeat the words of their given characters.

CHALLENGE

Invite a volunteer from each group to come to the front and the four students act out the story for the class.

Comprehension 2

WB p. 16/ act. 5



5 Read. Then circle.

- Read the directions aloud. Have students look at the story, read each sentence, and circle the correct answers.

Comprehension 3



6 Read and complete the sentences. Then say.

- Have students silently read the story again. Then ask them to close their books. Ask: *Who is Luke looking for?* (his mom) *Where does Luke's mom work?* (at the hospital) *Is Luke's mom a doctor?* (No, she isn't.) *Is she a nurse?* (No, she isn't.) *Why does Luke have flowers?* (For his mom – it's her birthday.)
- Have students open their books and complete the activity. Explain that they will have to use only one word to complete each sentence.

MONITOR

Check answers as a class. (*Answers: 1 mom, 2 hospital, 3 nurse, 4 cashier, 5 birthday*)

Think BIG



21st Century Health Literacy

- Display a few pictures of hospitals and of nurses and doctors looking after sick people. Ask the Think Big questions, giving students time to discuss with a partner before answering. (*Possible answers: People who work in hospitals: doctors, nurses, students, cleaners, cashiers, chefs. A doctor makes sick people feel better. A good nurse is organized, happy, friendly, kind, and careful.*)

MONITOR

As students are talking, listen for correct pronunciation.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I have read a story about jobs.*

- Encourage awareness of what students have learned by quickly eliciting something they remember from the story.

Homework

WB p. 16/ act. 6



6 Write about a family member.

- Direct students to WB Activity 6 on page 16. Read the directions aloud and have students ask a family member at home.

Extra Application and Practice Activity

Materials: Index cards

- Put students in pairs. Give each pair six index cards and have them write the speech bubbles from each frame on them. Ensure that each card only has one frame's sentences and not the whole dialog.
- Ask students to shuffle the cards and then to spread them out. Have them place the cards in the order in which they appear in the story.

Story

I will read a story about jobs.

32
5

Listen and read. What does Luke's mom do?

Is She a Doctor?

Excuse me! Do you work at this hospital?



Yes, I do.

1 Luke and his dad are at the hospital.

Oh, good. Can you help us?



I'm looking for my mom.

2 They want to find Luke's mom.

Oh! I'm sorry. Is she sick?



No, she isn't sick. She's at work.

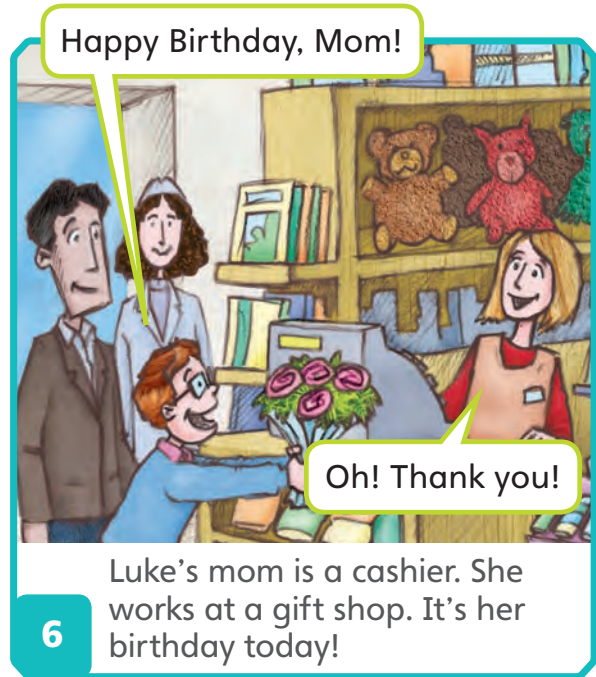
3 Luke's mom is at work.

Oh! Where does she work?



She works here, at the hospital.

4 Luke's mom works at the hospital.



6 Read and complete the sentences. Then say.

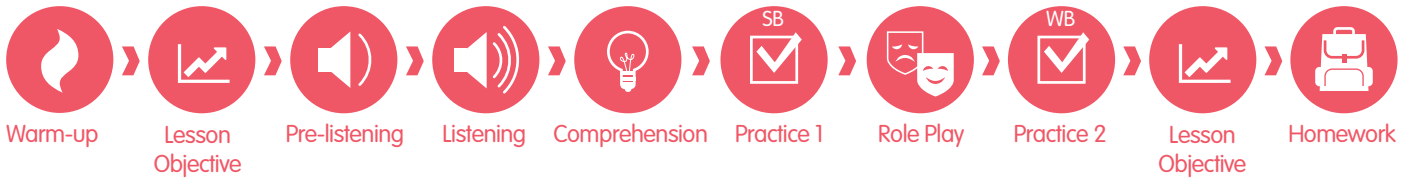
- 1 Luke is looking for his _____.
- 2 Luke's mom works at the _____.
- 3 Luke's mom isn't a doctor or a _____.
- 4 Luke's mom is a _____.
- 5 Today it's Luke's mom's _____.



What other people work in a hospital?
 What do they do?
 What do you think makes a good nurse?

Language in Action Lesson

Lesson Flow



Lesson Objective

I will listen to a dialog about jobs.

Key Language

artist, barber, barbershop, high school, math teacher, newspaper reporter, police officer, police station, restaurant, television station, waiter

Language in Action

I will listen to a dialog about jobs.

7 Listen and read. Then say.

Emma: Where does your mom work?
Will: She works at a television station.
Emma: What does she do?
Will: She's a reporter.
Emma: That's really cool. I want to be a newspaper reporter someday. I love to write.
Will: You do? I don't. I want to be an artist. I love to draw!



8 Listen and stick. Number the pictures.



9 Look at 8. Ask and answer.



What does he do?

He's a barber.



20 Unit 2

Warm-up



Materials: Flashcards: Unit 2, jobs

- Tell students they will draw pictures in a special way. They will draw without looking at the paper. Have students choose one of the workers on the Flashcards.

Then have students place their pencil, marker, or pen on a large sheet of paper and draw the worker without looking at the drawing. After they have finished, invite them to show their artwork to the class. Have the class guess which worker is shown.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will listen to a dialog about jobs.*
- Students will read, listen to, and practice dialogs about workers and workplaces.

Pre-listening



- Tell students they will listen to a dialog. Point to the girl and the boy. Introduce them as *Emma* and *Will*. Have students predict what Emma and Will are talking about.
- Ask them to listen carefully to Emma's and Will's dream jobs.

Listening



7 Listen and read. Then say.

- Play Audio Track 33 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.

MONITOR

Use these questions to check for understanding. Ask: *What does Will's mother do? (She is a reporter.) Where does she work? (at a television station)*

Comprehension



MONITOR

Use these questions to check for understanding. Ask: *Where does Emma want to work? (at a newspaper) What does Will want to be? (an artist)*

ASSIST

Vary Activity 7 by using hand puppets to say the dialog. Have students repeat the dialog after you.

CHALLENGE

Have students change the dialog by using other unit vocabulary in place of *television station* and *reporter*. Students can extend the dialog by asking and answering the questions: *What does your mom/dad do? Where does your mom/dad work?*

Practice 1



Materials: Stickers

8 Listen and stick. Number the pictures.

- Help students find the Unit 2 stickers at the back of the Student's Book. Read the directions aloud. Tell students they will listen to a girl talk about four workers. Play Audio Track 34 and have students listen, stick each sticker on the correct picture, and number the pictures.

MONITOR

As students work, check to see that they place the stickers and number the pictures correctly. (Answers: 1 waiter, 2 police officer, 3 teacher, 4 barber)

Role Play



9 Look at 8. Ask and answer.

- Read the directions and the sample question and answer aloud. Tell students they can ask about what the people do and where they work. Model: *What does she do? Where does she work?* Have partners take turns asking and answering questions.

MONITOR

As students work, note which are having trouble understanding how to change their intonation when asking questions.

Practice 2



WB p. 17/ act. 7



7 Listen and circle. Then match.

- Read the directions aloud. Explain that students need to listen to the audio, and then match each job with the correct picture.
- Play Audio Track 35. Do Item 1 as a class.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I have listened to a dialog about jobs.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember from the dialogs.

Homework



WB p. 17/ act. 8



8 Listen and ✓.

- Direct students to WB Activity 8 on page 17. Ask them to listen to the audio, and then check the correct answer for each question.

Extra Application and Practice Activity

21st Century Collaboration

- Have partners work together to create a scene that shows a worker and a workplace, as in Activity 8. One student will draw the workplace and the other will draw the worker.
- Invite students to name their workers and describe their illustrations. Model: *Juan is a chef. He works at a restaurant.*

Language in Action

I will listen to a dialog about jobs.

³³
7 Listen and read. Then say.

Emma: Where does your mom work?

Will: She works at a television station.

Emma: What does she do?

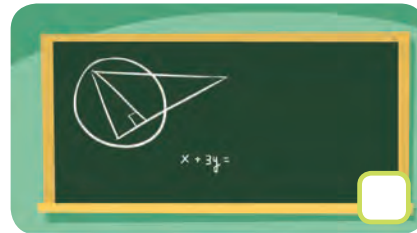
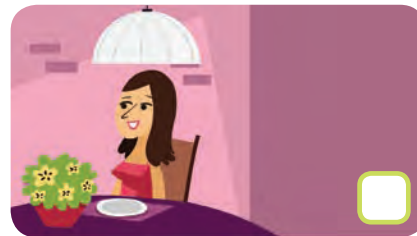
Will: She's a reporter.

Emma: That's really cool. I want to be a newspaper reporter someday. I love to write.

Will: You do? I don't. I want to be an artist. I love to draw!



³⁴
8 Listen and stick. Number the pictures.



9 Look at 8. Ask and answer.



What does he do?

He's a barber.



Grammar

I will learn to use *what* and *where* to ask and answer about what people do and where they work.

What does he/she do?	He/She's (He/She is) a firefighter.
Where does he/she work?	He/She works at a fire station.
What do your sisters do?	They're (They are) chefs.

10 Complete the dialogs.

- 1 **A:** What does your dad _____?
B: He's a chef.
A: Where _____ he work?
B: He _____ at a restaurant.
- 2 **A:** What _____ your sisters Melanie and Patricia do?
B: _____ firefighters.
A: Where do they work?
B: They _____ at a fire station.

11 Number in order. Make a dialog.

- A:** What does your mom do?
B: She works at a school.
A: Where does she work?
B: She's a nurse.



12 Ask and answer questions like the ones in 10.



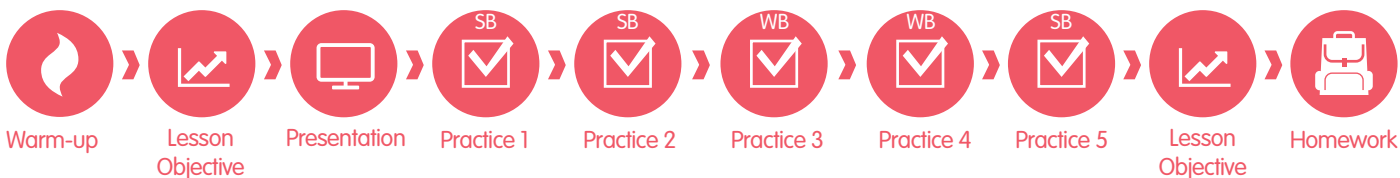
What does your dad do?

He's a farmer.



Grammar Lesson

Lesson Flow



Lesson Objective

I will learn to use *what* and *where* to ask and answer about what people do and where they work.

Key Language

What does he/she do? He/She's (He/She **is**) a firefighter

Where does he/she work? He/She **works** at a fire station.

What do your sisters do? They're (They **are**) chefs.

Grammar

I will learn to use *what* and *where* to ask and answer about what people do and where they work.

What does he/she do?	He/She's (He/She is) a firefighter.
Where does he/she work?	He/She works at a fire station.
What do your sisters do?	They're (They are) chefs.

10 Complete the dialogs.

- 1 **A:** What does your dad _____?
B: He's a chef.
A: Where _____ he work?
B: He _____ at a restaurant.
- 2 **A:** What _____ your sisters Melanie and Patricia do?
B: _____ firefighters.
A: Where do they work?
B: They _____ at a fire station.

11 Number in order. Make a dialog.

- A:** What does your mom do?
B: She works at a school.
A: Where does she work?
B: She's a nurse.



12 Ask and answer questions like the ones in 10.



What does your dad do?

He's a farmer.



Unit 2 21

Warm-up



- Play a game with the class. Write an *s* on a card and show it to students. Then write this sentence on the board: *The farmer work.* Say: *This sentence is not correct.* Ask a volunteer to come to the board and place the *s* after one of the words in the sentence so that it is

correct. Point out that there are two different places the *s* can go. (*The farmer works. The farmers work.*) Then write this sentence: *The doctor work.* Have volunteers place the *s* so that the sentence is correct. (*The doctor works. The doctors work.*)

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective: Say: *Today I will learn to use what and where to ask and answer about what people do and where they work.*

- Students will use *what* and *where* to ask questions about jobs and workplaces. They will then practice correct grammatical use of the words *what* and *where*.

Presentation



- Have students read the text in the grammar box. Model reading each of the sentences: Start with: *What does he do? He's a nurse.*
- Invite two volunteers to model asking and answering the sentences.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

Practice 1



10 Complete the dialogs.

- Read the directions aloud. Explain that students will use bold words from the grammar box to complete sentences. Review the first sentence with the class.
- Have students complete the first dialog and read it aloud with a partner before moving on to the second dialog.

MONITOR

Check answers as a class. (Answers: 1 do, does, works; 2 do, They're [or They are], work)

Practice 2



11 Number in order. Make a dialog.

- Read the directions aloud. Then have students read the sentences as they are listed on the page. Ask: *Which answer does not make sense?* (The last sentence does not answer the question before it.)

MONITOR

Check answers as a class. Ask volunteers to read the dialog aloud in the correct order. (Answers: 1, 4, 3, 2)

Practice 3

WB p. 18/ act. 9



9 Read. Write **do, does, work, or works**.

- Read the directions aloud. Read the first question and elicit the correct answer.
- Allow students to work independently or in pairs, dependent on their ability level, to write the answers.

Practice 4

WB p. 19/ act. 12



12 Read. Write **do, does, is, are, work, or works**.

- Read the question and answer in the box. Complete Item 1 with the class, eliciting the correct answers from students.

- Have students work independently to complete the activity.

Practice 5



12 Ask and answer questions like the ones in 10.

21st Century Communication

- Read the directions and sample dialog aloud. Remind students that a good rule for conversation is that one person speaks at a time. Suggest that students ask questions about parents, relatives, or other people they know.

MONITOR

Listen to students' questions and answers to make sure they are using language correctly and pronouncing words properly.

ASSIST

Provide words for workers or occupations that students cannot name. Suggest that students role-play or draw pictures to convey information.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to use what and where to ask and answer about what people do and where they work.*

- Encourage awareness of what students have learned by quickly asking a few students about *what* and *where*: *What job does he/she do?* Students answer using *She/He is...*

Homework

WB p. 18/ act. 10 & 11



10 Read. Write **Where or What**.

- Direct students to WB Activity 10 on page 18. Read the directions aloud. Verbally give the answer to the first item, then read the complete sentence aloud.

11 Write about you.

- Direct students to WB Activity 11 on page 18. Read the directions aloud. Direct students to write their own answers.

Extra Application and Practice Activity

- Have students share the information they learned about their partner's family and friends. Model: *Tony's parents are teachers. They both work at schools. His grandfather is a doctor. He works at a hospital.*

Extra Grammar Practice

WB Unit 2/ p. 117

- For optional further practice, have students complete the Extra Grammar Practice activities.

Content Connection Lesson

Lesson Flow



Lesson Objective

I will learn about creative jobs.

Key Language

create, drawings, galleries, materials, paintings, photo shoot, professional, work of art

Content Connection | Social Science

I will learn about creative jobs.

CONTENT WORDS
 create drawings
 galleries materials
 paintings photo shoot
 professional work of art

13 Listen and read. Which of these people sell their work to magazines?

THE WORK FILES:

Creative Jobs

People spend a big part of their lives at work, so it's very important to choose the right job. When you do something you really enjoy, you feel happy. Today we're taking a look at creative jobs. Would you like to do one of them?

Artist

Professional artists usually go to art school. They learn to use different materials to create a work of art. They use pencils to make drawings, oil paints, acrylics, or water colors to make paintings, and metal or wood to make other works of art. Artists show their work in art galleries. A work of art can be very expensive.

Photographer

Photographers travel a lot and take pictures of people and places all over the world. Their work is sometimes difficult or dangerous, like when they take pictures of wild animals. They sell their pictures to websites, newspapers, magazines, and television news shows. They also sell books with their pictures.

Fashion Designer

Fashion designers create the clothes we wear. First, they draw sketches with their ideas. Then they cut patterns to make dresses and many more things. Designing clothes can be a lot of fun. Fashion designers show their work in fashion shows or do photo shoots for magazines.

14 Interview a partner. Take notes in your notebook. Share with the class.

- 1 Do you like art? Do you have a favorite work of art?
- 2 What kinds of pictures do you like to look at (people, fashion, etc.)?
- 3 Do you like fashion? What kinds of clothes do you usually wear?

THINK BIG What other creative jobs can you think of?
 What talents do you need to do a creative job?

22 Unit 2

Warm-up

Materials: Magazines

- Prepare students for the lesson by showing them a magazine. Talk about the various aspects of the magazine such as layout and artwork, articles, and advertisements including those showing fashion.
- Prepare students to read about creative jobs by introducing the words for some of the creative activities

required to make a magazine such as *draw pictures, take photos, write articles, and design clothes.*

- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

Introduce the lesson objective: Say: *Today I will learn about creative jobs.*

- Students will read a social studies text about different creative jobs, and how the work might be used in a magazine.

Pre-reading

- Read the Content Words aloud. Have students work in pairs to look up the words in a dictionary. Tell students that they will now read those words in an article that could be found in a magazine or book.
- Direct students to Activity 13. Explain to them that they are going to listen to and read the article. Point to the title and explain it is about creative jobs. Read the three sub-headings to students: *Artist*; *Photographer*; and *Fashion Designer*. Explain: *These are three different jobs. We will read about each one.*
- Read the directions. Ask students their ideas about which of these people sell their work to magazines. Write their ideas on the board.

Reading

13 Listen and read. Which of these people sell their work to magazines?

- Play Audio Track 37 and have students listen and read. Tell students to circle words they do not understand.

MONITOR

- Use simple language and gestures to explain any words that students circled while listening.
- Replay the track. This time, pause after each section and ask questions to check for understanding. Ask: *What are some of the materials artists use to make art?* (pencils, oil paints, acrylics, water colors, metal, or wood) *Who can photographers sell their pictures to?* (websites, newspapers, magazines, and television news shows) *What do fashion designers do?* (They design clothes we wear.)
- Have students check their ideas about which of these people sell their work to magazines (written on the board) against the answers.

Practice 1

WB p. 20/ act. 13

13 Read and match.

- Read the directions aloud. Direct students to match each sentence with a picture.

Practice 2

14 Interview a partner. Take notes in your notebook. Share with the class.

- Read the directions aloud. Have students work in pairs to ask, and then answer the questions.

MONITOR

- Walk around the room and listen for correct pronunciation and appropriate intonation.

Think BIG

Think BIG

21st Century Critical Thinking

- Discuss the questions as a class. What other creative jobs do they know about? (*Possible answers: graphic designer, chef, film editor, makeup artist, signwriter*) Allow students to give answers for any work in which people make or design things. This may include crafts or furniture.
- Discuss with them what talents or skills might be required for each job. (*Possible answers: draw, build, write, work on a computer, think of new recipes, tell stories, communicate*)

Video

Documentary U 02



- Refer to the Video Guide for pre-watching and post-watching activities.

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned about creative jobs.*
- Encourage awareness of what students have learned by asking about the creative jobs in the article (*artist; photographer; fashion designer*).

Homework

P. T139
38

WB pp. 20 & 21/ act. 14, 15 & 16



14 Listen, read, and complete.

- Direct students to WB Activity 14 on page 20. Explain to students that they must listen to the audio, and then write the correct words to complete the sentences.

15 Look at 14. Match to make phrases from the text.

- Direct students to WB Activity 15 on page 21. Explain to students that they must match each word in the first box with either *a*, *b*, or *c*.

16 Complete the crossword. Use the clues and the words from the box.

- Direct students to WB Activity 16 on page 21. Read the directions aloud. Explain to students that they must match each word in the box with a sentence (*Down* and *Across*). They can use the numbers on the crossword to help them see how long the word answer should be. It is best to work with a pencil and eraser.

Extra Application and Practice Activity

- Have students draw a picture of one of the workers described in this article and present it to their classmates. Remind them to use the Content Words that relate to their worker as they tell their classmates about him or her. Encourage students to say whether or not they would like to do this person's job, and why or why not.

I will learn about creative jobs.

CONTENT WORDS

create drawings
galleries materials
paintings photo shoot
professional work of art



Listen and read. Which of these people sell their work to magazines?

THE WORK FILES:

Creative Jobs

People spend a big part of their lives at work, so it's very important to choose the right job. When you do something you really enjoy, you feel happy. Today we're taking a look at creative jobs. Would you like to do one of them?

Artist



Professional artists usually go to art school. They learn to use different materials to create a work of art. They use pencils to make drawings, oil paints, acrylics, or water colors to make paintings, and metal or wood to make other works of art. Artists show their work in art galleries. A work of art can be very expensive.

Photographer



Photographers travel a lot and take pictures of people and places all over the world. Their work is sometimes difficult or dangerous, like when they take pictures of

wild animals. They sell their pictures to websites, newspapers, magazines, and television news shows. They also sell books with their pictures.

Fashion Designer

Fashion designers create the clothes we wear. First, they draw sketches with their ideas. Then they cut patterns to make dresses and many more things. Designing clothes can be a lot of fun. Fashion designers show their work in fashion shows or do photo shoots for magazines.



Interview a partner. Take notes in your notebook. Share with the class.

- 1 Do you like art? Do you have a favorite work of art?
- 2 What kinds of pictures do you like to look at (people, fashion, etc.)?
- 3 Do you like fashion? What kinds of clothes do you usually wear?



**What other creative jobs can you think of?
What talents do you need to do a creative job?**

I will learn about community volunteering.

CONTENT WORDS

be proud of collect community contest donate get lost trash

39
15

Listen and read. Who helps tourists in their city?

Making Communities Better

Here are three stories of kids working hard to make their communities better.



Lalana lives in Chiang Mai, Thailand. She knows that many schools in her city don't have money to buy books. Lalana and her friends ask people to donate books. They collect the books and take them to schools in their city.



Lalana



Marcus

Marcus lives in a small town near Melbourne, Australia. Every morning he walks to school. He sees a lot of trash along the road. He and his friends have a contest. They pick up the trash, and they see who can collect the most.



Carla lives in Barcelona, Spain. A lot of tourists visit her city every year, and they often get lost. Carla likes helping people, and she's proud of her city. On the weekends, she and her big sister help tourists find the places they're looking for.



Carla

16 Look at 15. Correct the mistakes. Make new sentences.

- 1 In Chiang Mai, schools donate books to people.
- 2 Barcelona doesn't have many tourists.
- 3 Marcus rides his bike to school.

**THINK
BIG**

Talk to your friends. How can you help your community?

Culture Connection Lesson

Lesson Flow



Lesson Objective

I will learn about community volunteering.

Key Language

be proud of, collect, community, contest, donate, get lost, trash

Culture Connection | Around the World

I will learn about community volunteering.

CONTENT WORDS
be proud of collect community contest donate get lost trash

15 Listen and read. Who helps tourists in their city?

Making Communities Better
Here are three stories of kids working hard to make their communities better.

Lalana
Lalana lives in Chiang Mai, Thailand. She knows that many schools in her city don't have money to buy books. Lalana and her friends ask people to donate books. They collect the books and take them to schools in their city.

Marcus
Marcus lives in a small town near Melbourne, Australia. Every morning he walks to school. He sees a lot of trash along the road. He and his friends have a contest. They pick up the trash, and they see who can collect the most.

Carla
Carla lives in Barcelona, Spain. A lot of tourists visit her city every year, and they often get lost. Carla likes helping people, and she's proud of her city. On the weekends, she and her big sister help tourists find the places they're looking for.

16 Look at 15. Correct the mistakes. Make new sentences.

- In Chiang Mai, schools donate books to people.
- Barcelona doesn't have many tourists.
- Marcus rides his bike to school.

THINK BIG Talk to your friends. How can you help your community?

Unit 2 23

Warm-up



Materials: World map or globe, index cards

21st Century Global Awareness

- Write the names of these cities on the board in one color: *Barcelona, Chiang Mai, Melbourne*. Then write the names of these countries in another color: *Australia, Spain, Thailand*. Read the place names aloud and have students guess which city is in each country. (*Barcelona, Spain; Chiang Mai, Thailand; Melbourne, Australia*)

- Show students a world map or globe and have volunteers find these cities.
- Then have students write one city or country name on each of six index cards and play a matching game. One student holds the city cards and another holds country cards. They ask questions to find the matching pairs. Model: *Do you have a city in Thailand? Do you have the country Melbourne is in?*
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about community volunteering.*
- Students will read and talk about three children who work to help people in their communities.

Pre-reading



- Write these Content Words on the board: *Australia, collect, donate, Spain, Thailand, tourists*. Have students circle these words in the article.
- Look up the words *collect, donate, and tourists* in a dictionary as a group.
- Point out the three sections to students. Point to the first girl and the picture of Thailand, and say: *Lalana lives in Thailand*. Repeat for each section.

Reading



15 Listen and read. Who helps tourists in their city?

- Play Audio Track 39 and have students listen and read. Tell students to raise their hands if they wish to interrupt to ask a question.

MONITOR

Pause after each section and ask questions to check for understanding. Ask: *Why does Lalana collect books?* (Many schools in her city do not have money to buy books.) *What do Marcus and his friends collect? Why?* (They collect trash to clean up the streets.) *Who do Carla and her sister help?* (They help tourists who visit Barcelona.) After students have listened to all the sections ask the question from the directions and elicit the answer (Carla and her sister help tourists in their city.)

ASSIST

Replay the audio as necessary. Pause as needed and use simple language and gestures to explain unfamiliar words.

CHALLENGE

Point out that each of these students helps to solve a problem. Have students name each problem and describe the student's solution. Students might also suggest other possible solutions.

Practice 1

WB p. 22/ act. 17



17 Read. Circle the three countries.

- Read the directions aloud. Elicit the names of the countries students have been reading about. Have students read each sentence and circle the countries.

Practice 2



16 Look at 15. Correct the mistakes. Make new sentences.

- Read the directions aloud. Ask students to read each sentence and look at the article above to see if it is correct. They should write the correct answers.

(Answers: 1 In Chiang Mai, people donate books to schools. 2 Many tourists visit Barcelona. 3 Marcus walks to school.)

ASSIST

- Discuss and correct any errors in understanding.

MONITOR

Walk around the room and check that students are writing correct answers.

CHALLENGE

Have students create additional false statements for others to correct. Invite volunteers to read the false sentences aloud and correct them. Encourage students to raise their hands and explain the mistake and the correction they suggest.

Think BIG



21st Century Community Awareness

- Read the question aloud.
- Use Lalana and her friends as an example of children who help their school. Ask students what they could do to help their community.
- Use Marcus and his friends as an example of children who help the environment. Ask students what they could do to help take care of and clean up the environment near their school or home.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned about community volunteering.*
- Encourage awareness of what students have learned by quickly asking them for an example of how one of the children in the article helps in his or her community.

Homework

WB p. 22/ act. 18



18 Look at 17. Read and match. Then write.

- Direct students to WB Activity 18 on page 22. Read the directions aloud. Explain to students that they must match the sentence halves and complete the sentences with the names in the box.

Extra Application and Practice Activity

- Write the Content Words on the board (*Australia, collect, donate, Spain, Thailand, tourists*). Have partners act out a skit or a dialog that includes the Content Words.
- Encourage listeners to raise their hands when they hear one of the target words. Remind students that their dialogs can include statements, questions, and answers. You may suggest some ideas for them to practice on.

Writing Lesson

Lesson Flow



Warm-up



Lesson Objective



Presentation



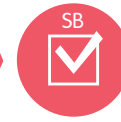
Practice 1



Practice 2



Practice 3



Practice 4



Lesson Objective



Homework

Lesson Objective

I will learn to write sentences with two subjects or two verbs.

Writing | Sentence: Compound Subjects and Verbs

I will learn to write sentences with two subjects or two verbs.

A sentence can have a compound subject.

Al is a farmer. Pat is a farmer. → **Al and Pat are** farmers.

A sentence can have a compound verb.

I live in Rome. I work in Rome. → **I live and work** in Rome.

17 Use **and** to make sentences with compound subjects or compound verbs.

1 Lily is a scientist. Tom is a scientist.

2 My mother is a teacher. My father is a teacher.

3 I work at the restaurant. I eat at the restaurant.

4 My sister lives on a farm. My brother lives on a farm.

5 My grandfather lives in an apartment building. My grandfather works in an apartment building.

18 Complete the sentences for you. Then say.

1 Before school, I _____ and _____.

2 After school, I _____ and _____.



Before school, I eat breakfast and get dressed.



After school, I play soccer and do my homework.

24 Unit 2

Warm-up



Materials: Index cards

- Have students play a game to review the word *and*. Give ten students each an index card with a number from

1 to 10 written on it. Call out a number. Have students form a group so that the members' numbers add up to the number you called out. Have a volunteer make a statement about the group's numbers: *Four and five and eight add up to seventeen*. Continue in this way.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to write sentences with two subjects or two verbs.*
- Students will learn about sentences that have compound subjects or compound verbs.

Presentation



- Write the following on the board: *Mia works in a hospital. She is a doctor.* Have students identify the subject and verb in each sentence (*Mia/works, She/is*).
- Then read the text in the top grammar box aloud. Ask: *What is a compound subject? (a subject made up of two or more simple subjects joined by and) What word do you see in compound subjects and compound verbs? (the word and)*

MONITOR

- Have students name the subject and verb in each sentence. Model: *Al and Pat is the subject; are is the verb.*

Practice 1



17 Use **and** to make sentences with compound subjects or compound verbs.

- Read the directions aloud. Model the first item. Ask: *Which words make up a compound subject? (Lily and Tom) Why do you need to change the verb? (You change the verb *is* to *are* because the compound subject is plural.)*
- Have students complete the activity independently or in pairs.

MONITOR

- Check answers as a class. (*Answers: 1 Lily and Tom are scientists. 2 My mother and my father are teachers. 3 I work and eat at the restaurant. 4 My sister and brother live on a farm. 5 My grandfather lives and works in an apartment building.*)

ASSIST

- Suggest that students underline compound subjects and circle compound verbs in the model sentences and label them CS and CV, respectively.

CHALLENGE

- Tell students they can use the word *both* to emphasize a compound subject or verb. Model: *Lily and Tom are both scientists. Ana both lives and works in Rome.* Have students add the word *both* to the sentences in Activity 17.

Practice 2

WB p. 23/ act. 19



19 Circle the subjects and underline the verbs.

- Read the directions aloud. Have students work individually to underline and circle.

MONITOR

- Check students are circling and underlining the correct words.

ASSIST

- Have students compare their answers with a partner.

Practice 3

WB p. 23/ act. 20



20 Read and complete.

- Read the directions aloud. Have two volunteers read about Rachel and Kate.
- Elicit from students the words that are missing from the first item. Then allow students to work independently, and then have pairs of students read their completed sentences to each other, and compare them.

MONITOR

- Check that students are writing the correct answers.

Practice 4



18 Complete the sentences for you. Then say.

- Read the directions aloud. Explain that students will write compound subjects or verbs. Read Item 1 aloud. Ask: *Does this sentence need a compound subject or verb? (compound verb)* Repeat for Items 2 and 3.

MONITOR

- Have students talk with a partner about their responses before writing their answers independently. Encourage partners to discuss sentence clues that help them decide whether the new sentence should have a compound subject or a compound verb. Walk around the room and listen to students as they work.
- Have students read their answers to the class. Have listeners identify the compound subjects or verbs.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to write sentences with two subjects or two verbs.*
- Encourage awareness of what students have learned by writing a simple sentence on the board, and then eliciting from students the compound subjects and/or the compound verbs in the sentence.

Homework

WB p. 23/ act. 21



21 Write about you.

- Direct students to WB Activity 21 on page 23. Explain to students that they must complete the sentences with information about themselves.

Extra Application and Practice Activity

- Have partners play *Tic-Tac-Toe* and then write sentences about the game using compound subjects or compound verbs. Model: *Jan and Rita play a game. They play and laugh.*

MONITOR

- Check to see that students' subjects and verbs agree.

Writing | Sentence: Compound Subjects and Verbs

I will learn to write sentences with two subjects or two verbs.

A sentence can have a compound subject.

Al is a farmer. Pat is a farmer. → **Al and Pat are** farmers.

A sentence can have a compound verb.

I live in Rome. I work in Rome. → I **live and work** in Rome.

17 Use **and** to make sentences with compound subjects or compound verbs.

1 Lily is a scientist. Tom is a scientist.

2 My mother is a teacher. My father is a teacher.

3 I work at the restaurant. I eat at the restaurant.

4 My sister lives on a farm. My brother lives on a farm.

5 My grandfather lives in an apartment building. My grandfather works in an apartment building.

18 Complete the sentences for you. Then say.

1 Before school, I _____ and _____.

2 After school, I _____ and _____.



Before school, I eat breakfast and get dressed.



After school, I play soccer and do my homework.

I will learn to use the sounds *sm, st, sp, and sk*.

⁴⁰
19 Listen, read, and repeat.

1 **sm**

2 **st**

3 **sp**

4 **sk**

⁴¹
20 Listen and find. Then say.



smile



stop



spoon



skates

⁴²
21 Listen and blend the sounds.

1 s-m-ar-t smart

2 s-k-i-n skin

3 S-p-ai-n Spain

4 s-m-o-ke smoke

5 s-k-i ski

6 s-t-or-m storm

7 s-t-ar star

8 s-p-a-ce space

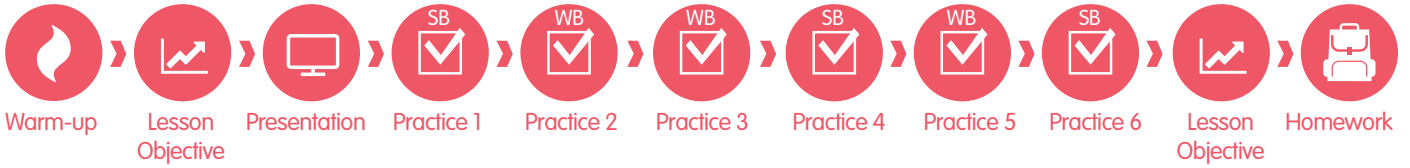
⁴³
22 Read aloud. Then listen and chant.

Stop and look.
Look at the stars,
The stars in space,
And smile!



Phonics Lesson

Lesson Flow



Lesson Objective


I will learn to use the sounds *sm*, *st*, *sp*, and *sk*.


Phonics | *sm, st, sp, sk*


I will learn to use the sounds *sm, st, sp, and sk*.


19 Listen, read, and repeat.
 1 *sm* 2 *st* 3 *sp* 4 *sk*

20 Listen and find. Then say.


smile


stop


spoon



skates

21 Listen and blend the sounds.

1 s-m-ar-t	smart	2 s-k-i-n	skin
3 S-p-ai-n	Spain	4 s-m-o-ke	smoke
5 s-k-i	ski	6 s-t-or-m	storm
7 s-t-ar	star	8 s-p-a-ce	space

22 Read aloud. Then listen and chant.

Stop and look.
 Look at the stars,
 The stars in space,
 And smile!



Unit 2 25

Warm-up



Materials: Index cards

- Make index cards (words only) using some of the words in this lesson (*smile, stop, spoon, skates*) and a few other words with the same sounds that students know (*stand, speak, sky, smell, etc.*).
- Write the letters *sm*, *st*, *sp*, and *sk* on the board. Show the cards one by one and read the words aloud. Invite volunteers to the board to point to the sounds on the board that are in the word on the card.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds sm, st, sp, and sk.*
- Students will identify the letters and distinguish between the sounds individually, and as part of words.

Presentation



19 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 40 and have students listen and point to each sound as it is said. Repeat.

- Replay the audio and have students say each sound again.

MONITOR

As students listen, check that they are pointing to the correct sound, and listen for correct pronunciation.

Practice 1  P. T139
41 

20 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 41 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

MONITOR

As students repeat, check that they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

ASSIST

Replay the audio as needed. Students can also work with a partner to check that they are pointing to the correct word and saying it properly. Go around the classroom and provide guidance where necessary.

Practice 2  WB p. 24/ act. 22 

22 Read and circle *sm*, *st*, *sp*, and *sk*.

- Read the directions aloud. Have students work individually to find and circle the letters in the activity.

MONITOR

Check that students are circling the correct letters.

ASSIST

Have them compare their answers with a partner.

Practice 3  WB p. 24/ act. 23 

23 Underline the words with *sm*, *st*, *sp*, and *sk*. Then read aloud.

- Read the directions aloud. Have students work individually to underline the words in the box.

MONITOR

Check students are underlining the correct words. Check answers as a class.

Practice 4  42 

21 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 42 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

As students repeat, check they are pointing to the correct sound or word, and listen for correct pronunciation and appropriate intonation.

ASSIST

Replay the audio as needed.

Practice 5  WB p. 24/ act. 24 

24 Connect the letters. Then write.

- Read the directions aloud. Then have them match one item from each column so that there are three correct words. Guide them till they identify the correct matches.
- Students now write the words in the last column.

Practice 6  43 

22 Read aloud. Then listen and chant.

- Read the directions aloud. Read aloud the chant while students follow in their books.
- Play Audio Track 43 and have students listen. Replay several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and correct use of language. Check answers as a class.

Lesson Objective 

INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds sm, st, sp, and sk.*
- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the sounds that they hear in those words (for example, *sm, st, sp*).

Homework  P. T139  WB p. 24/ act. 25

25 Listen and write.

- Direct students to WB Activity 25 on page 24. Explain to students that they must listen to the audio again, and then write the correct answers.

Extra Application and Practice Activity

- Write a list of at least twelve *sm*, *st*, *sp*, and *sk* words on the board (three for each sound). Then have students fold a piece of paper into quarters, then open it out. Have them draw a large circle in each quarter and write the headings *sm*, *st*, *sp*, and *sk* at the top of each circle.
- Have students copy the words from the board into the correct circles. They can also illustrate the words with simple drawings if they wish.

CHALLENGE

Ask students to think of and add more words to each circle.

Values Lesson

Lesson Flow



Warm-up



Lesson Objective



Listening



Role Play



Project



Lesson Objective

Lesson Objective

I will learn to talk about respecting others.

Key Language

Respect others.

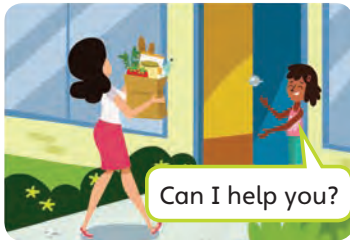
Values | Respect others.

I will learn to talk about respecting others.



Look, listen, and point.

a



b



c



Look at 23. Role-play with a partner.



Project



Make a class book about respecting others.



Listen to your teacher.



Respect police officers.

Warm-up



21st Century Respecting others

- Write *Respect* in a circle on the board. Discuss what it means (*treating people in the same way as you would like them to treat you*).
 - Ask: *How do we respect others?* Brainstorm ideas and write them in a word web around *Respect* on the board (*Possible answers: listen to others, help people, respect people's differences*).
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about respecting others.*
- Students will learn the importance of respecting others and ways of showing respect in everyday situations.

Listening



23 Look, listen, and point.

- Read the directions aloud. Play Audio Track 45. Have students listen and follow the pictures in the book.

MONITOR

- Make sure that students point to the correct pictures as they listen.

ASSIST

- Replay the audio as necessary. Use simple language and gestures to encourage students to use new words from the audio in their descriptions.

Role Play



24 Look at 23. Role-play with a partner.

- Read the directions aloud. Have pairs of students role-play each scenario (a, b, and c).

MONITOR

- Listen to students as they act out the conversations to make sure they use the correct language and pronounce the words properly.

ASSIST

- Model correct pronunciation and intonation as needed.

Project



Materials: Art supplies

25 Make a class book about respecting others.

- Read the directions aloud and point to the sample class book on the page.
- Have the class brainstorm people they respect, and write their answers in a list on the board (*mom, dad, grandparents, teacher, police officer, firefighter, etc.*).

- Ask students to brainstorm why we respect these people and add these notes to the board. (*teach me to ride a bike, help me do my homework, help people stay safe*).

ASSIST

- Help students with unknown words and phrases. Have them act out actions they cannot name.
- Distribute letter-sized paper. Ask each student to draw a picture of a different person they respect, or to cut a picture of the person out of a magazine and glue it onto the paper.
- Tell students to write a sentence about this person on the paper, such as *The police officer helps people cross the road.*

MONITOR

- Read the sentences and make sure students are using correct language and spelling.
- Punch holes in each piece of paper. Make a front cover with the title *Respect*. Tie all the pages together with yarn, making sure the cover is on the front, to make a class book.
- Allow all students to look at each page in the book. Display the book in the classroom so students can look at it in their free time.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about respecting others.*
- Encourage awareness of what students have learned by quickly eliciting from students a few ways in which we can show respect for others.

Extra Application and Practice Activity

- Play a guessing game. Divide the class into small groups.
- Have groups write five activities that different people in the community do that show respect.
- Ask two groups to exchange their lists and guess which people the activities refer to.

MONITOR

- While groups are guessing, walk around and check that they have guessed correctly.

Values | Respect others.

I will learn to talk about respecting others.

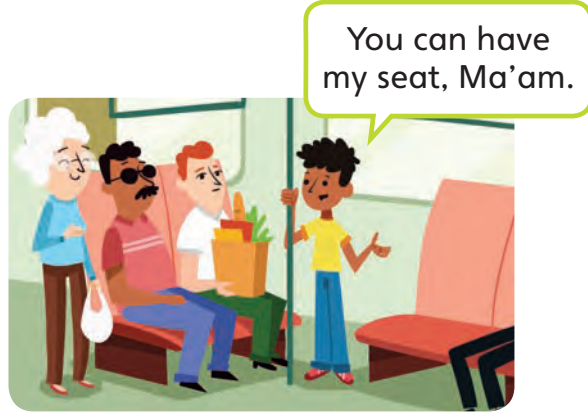
⁴⁵
23

Look, listen, and point.

a



b



c



24

Look at 23. Role-play with a partner.



Project

25

Make a class book about respecting others.



Listen to your teacher.



Respect police officers.

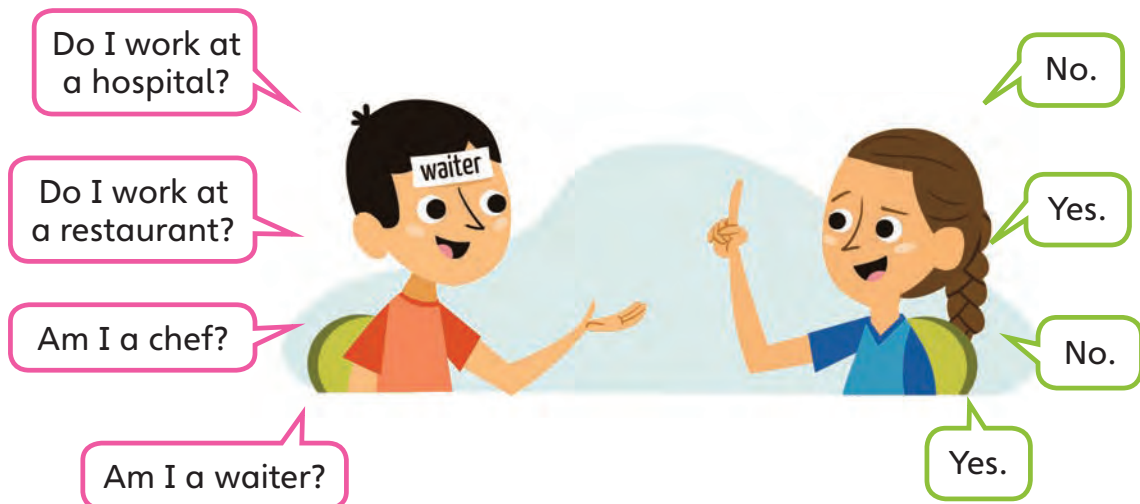
Review

26 Complete the sentences. Use the words from the box.

cashier farm laboratory nurse police station teacher

- 1 I'm a farmer. I work on a _____.
- 2 My brother is a _____. He works at a school.
- 3 My dad is a police officer. He works at a _____.
- 4 My grandmother is a _____. She works at a store.
- 5 My grandfather is a scientist. He works in a _____.
- 6 My uncle is a _____. He works at a hospital.

27 Play the **Jobs** game.



I Can

- use job words.
- use *what* and *where* to ask and answer about what people do and where they work.
- talk about what people do and where they work.
- write sentences with compound subjects or verbs.



Review Lesson

Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review

26 Complete the sentences. Use the words from the box.

cashier farm laboratory nurse police station teacher

- 1 I'm a farmer. I work on a _____.
- 2 My brother is a _____. He works at a school.
- 3 My dad is a police officer. He works at a _____.
- 4 My grandmother is a _____. She works at a store.
- 5 My grandfather is a scientist. He works in a _____.
- 6 My uncle is a _____. He works at a hospital.

27 Play the Jobs game.

Do I work at a hospital? No.

Do I work at a restaurant? Yes.

Am I a chef? No.

Am I a waiter? Yes.

I Can

• use job words.	• use <i>what</i> and <i>where</i> to ask and answer about what people do and where they work.	• talk about what people do and where they work.	• write sentences with compound subjects or verbs.
☆☆☆	☆☆☆	☆☆☆	☆☆☆

Unit 2 27

Warm-up



- Write this word jumble on the board: *O J S B*. Have students arrange the letters to find the hidden word. (*jobs*) Then write *A C I O T P S N U O C* on the board and ask students to find a word that has a similar meaning to jobs. (*occupations*) Ask students to create their own word jumbles for different occupations.

- Students complete the *I Can* section, which helps them assess their own learning and think about their progress.

Practice 1



Materials: Flashcards: Unit 2, jobs

- Remind students about the song they sang a few lessons before and refer them to the song on the Song lesson page.
- Play Audio Track 27 (the song with the lyrics). Have students follow along and join in.
- Once students are familiar with the song again, have them practice it using the karaoke version (Audio Track 30). You could use Flashcards to encourage students to sing about other jobs that aren't in the song.

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will review the words and structures of the unit.*
- Students review what they know about jobs and workplaces, by singing, playing a game, and writing. They also ask and answer *yes/no* questions.

Video

Dramatic

U 02



- Refer to the Video Guide for pre-watching and post-watching activities.

Practice 2



26 Complete the sentences. Use the words from the box.

- Read the directions aloud. Explain that each word will be used only once.
- Have students work independently to complete the sentences. Remind students that they can read aloud even when they are working independently. Say: *Reading aloud can help you hear the correct word.*

MONITOR

Check answers as a class. (Answers: 1 farm, 2 teacher, 3 police station, 4 cashier, 5 laboratory, 6 doctor)

Practice 3

WB p. 25/ act. 26



26 Write *do* or *does*. Then look and ✓.

- Read the directions aloud and explain to students that they will use either *do* or *does* to complete the sentences, then they will check the correct boxes.

Practice 4



Materials: Sticky notes

27 Play the *Jobs* game.

- Explain to students that they will play a game guessing the different kinds of work people do. Distribute sticky notes to student pairs. Then read the directions aloud.

MONITOR

Check students' vocabulary and spelling as they work.

- Tell them: *Next, stick your partner's note to your forehead. Don't look! Ask questions. Guess the occupation.*

MONITOR

Use questions to make sure students understand the rules. Ask: *Where is your forehead?* (Make sure students identify their foreheads.) *Whose sticky note will you put on your forehead?* (your partner's)

ASSIST

Read the dialog on the page aloud to model *yes/no* questions. Point out that students should only ask questions that can be answered *yes* or *no*.

- If pairs finish quickly, encourage them to play again.

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*

- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help, and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 2 Practice Tests in the Assessment Pack.

WB Unit 1/ p. 117

- Direct students who need help with grammar in particular to the Unit 2 Extra Grammar Practice (Workbook, page 117).
- For further vocabulary work, students can access games in the Big English Student World.



Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 2 Unit Test in the Assessment Pack.
- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 2 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

Homework

WB p. 25/ act. 27



27 Look at 26. Where do they work? Use words from the box.

- Read the directions aloud and explain to students that they will use a word from the box to complete each sentence.

Extra Application and Practice Activity

- Have students role-play introductions as they form groups of three or four, while still wearing their sticky notes. Have one student introduce the group to the class. Model: *I am a teacher. I work in a school. This is Kyle. He is a police officer. He works in a police station. Marcy and Will work in a restaurant. Marcy is a chef, and Will is a waiter.*



Working Hard!

Objectives

Reading

- Can understand short, simple descriptions of someone's typical day, if supported by pictures.

Listening

- Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.
- Can recognize familiar words and phrases in short, simple songs or chants.
- Can identify the day in short, simple dialogs, if spoken slowly and clearly and supported by pictures or gestures.

Speaking

- Can make simple requests to have or do something in relation to common everyday activities.
- Can say how often they and others do common everyday activities, using basic frequency expressions.

Writing

- Can correctly capitalize a title sentence.

Grammar

- Can use a range of common adverbs of frequency.
- Can use common forms of have in the present tense.

Unit Projects

Family Connection

Have students create a checklist that lists the chores done by people in their family. Students can begin the checklist by listing the activities shown in Activity 1 on page 28 of the Student's Book. Students can add to the checklist as they complete the unit. Encourage students to discuss what they are learning with family members and report back to the class about chores they and their family members do every day or every week.

Key Language

Key Vocabulary

Chores

clean my room
do the dishes
feed the fish
make my bed
practice the piano
study for a test
take out the trash
walk the dog

Adverbs of frequency

always
never
usually
sometimes

Expressions

Hey!
I'm busy.
Good luck.

Content Words

adult	bucket
cash	fire
cost	forest
earn	handle
let (someone) know	lamp
save	oil
stranger	pump
wash	stove
	wind
	wood

Grammar/Structures

What **does** he/she **have to** do? He/She **has to** feed the fish.

What **do** you/we/they **have to** do? I/We/They **have to** walk the dog.

I/You/We/They **always/usually/sometimes/never** do the dishes. He/She **always/usually/sometimes/never** takes out the trash.

Phonics

The sounds: ay, oy

How We Help Bulletin Board

Create a bulletin board display entitled *How We Help*. Students can post drawings showing how they help at home and at school. Suggest that students draw *Before* and *After* pictures for chores such as making the bed, doing the dishes, or taking out the trash. Students can add to the display throughout the unit as they learn to talk about more chores and other activities they do on a daily or weekly basis.

Vocabulary Lesson

Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective



Homework

Lesson Objective

I will learn to name chores.

Key Language

clean my room, do the dishes, feed the fish, make my bed, practice the piano, study for a test, take out the trash, walk the dog

3

Working Hard!

Vocabulary

I will learn to name chores.



Song Time!



1 Listen, look, and say.



1 make my bed



2 walk the dog



3 practice the piano



4 take out the trash



5 do the dishes



6 clean my room



7 study for a test



8 feed the fish



2 Play the acting game.

Warm-up



21st Century Helpfulness

- Ask: *Do you help at home?* Encourage a general discussion on what chores students do to help at home. Ask general questions such as when and how often they do chores, whether they enjoy them, and whether there are any other chores they could offer to do.

ASSIST

As various chores are mentioned during the discussion, write a list of them on the board for students to refer to.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to name chores.*

- Students will name and talk about chores and other activities people do.

Song Time



Materials: Flashcards: Unit 3, chores

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. Students will only hear the words at this point. They will not see the text of the song.

Presentation



1 Listen, look, and say.

- Read the directions aloud. Point to the chores in Activity 1. Say: *These pictures show eight different chores.* Say each one aloud.
- Play Audio Track 47 and have students listen and read.
- Replay the audio and have students point to the pictures and say each chore with you.

ASSIST

Hold up the relevant Flashcards as they listen, to help students associate the phrases with the audio.

MONITOR

Read the eight chores in random order. For each one, have students point to the matching picture. Check to make sure students are pointing to the correct chores.

Practice

WB p. 26/ act. 1



1 Follow and write. Use the words from the box.

- Have students work together in pairs to follow and draw from the words to where they will complete the

phrase. Then they should write the matching word from the box.

MONITOR

- Check that students are writing the phrases correctly.

Game



2 Play the acting game.

Materials: Flashcards: Unit 3, chores

- Explain to students that you are going to show them a chore from Activity 1 and they have to mime it. Hold up the *feed the fish* Flashcard and model how to mime the chore (make the shape of a bowl with your hands, then rub your fingers together over the bowl as if dropping fish food into the water). Encourage students to mime with you. Ask: *What do I do at home?* Elicit: *You feed the fish.*
- Hold up another Flashcard and have students mime the chore. Ask: *What does he/she do at home?* Invite a volunteer to answer. Repeat for the remaining chores.

MONITOR

- Check that students are miming and naming the correct chores.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I have learned to name chores.*

- Encourage awareness of what students have learned by asking a few students the names of some chores people do.

Homework



WB p. 26/ act. 2



2 Listen. What things do they do? Match. Then write.

- Direct students to WB Activity 2 on page 26. Explain to students that they must listen to the audio, match the picture with the person, and then write the sentence.

Extra Application and Practice Activity

- On the board, make a small chart that consists of two columns. In the column on the right, list four or five chores you do yourself at home. On the left, write the times you do these chores. Under the chart, write a sentence about each chore, e.g., *I do the dishes in the evening.* Read them aloud.
- Have students make their own chart in their notebooks and read their sentences to the class.

3

Working Hard!

Vocabulary

I will learn to name chores.



Song Time!



Listen, look, and say.



1 make my bed



2 walk the dog



3 practice the piano



4 take out the trash



5 do the dishes



6 clean my room



7 study for a test



8 feed the fish

2 Play the acting game.

Song

I will learn to ask and answer about chores.



Listen and sing. What chores does Matt do?

Different Twins

My name's Matt,
And my name's Mike.
We want to talk to you.
I do my chores,
And I do, too.
But we are not alike.

**Mike and Matt, Matt and Mike.
These two twins are not alike.**



I'm Matt, I always clean my room.
I do my chores each day.
I sometimes do the dishes,
And then we go and play.

Chorus

I'm Mike, I always make my bed.
I do my chores each day.
I sometimes walk the dog,
And then we go and play.

Chorus



Use the chart to ask and answer questions about Matt.

Matt	Sun	Mon	Tue	Wed	Thu	Fri	Sat
clean his room	✓	✓	✓	✓	✓	✓	✓
feed the fish	✓	✓		✓		✓	✓
do the dishes	✓				✓		
take out the trash							

Does Matt clean his room?

Yes, he does.



Which of these are your favorite chores?
Why are chores important?

Song Lesson

Lesson Flow



Lesson Objective

I will learn to ask and answer about chores.

Key Language

clean my room, do the dishes, feed the fish, make my bed, practice the piano, study for a test, take out the trash, walk the dog; always, sometimes

Song

I will learn to ask and answer about chores.

3 Listen and sing. What chores does Matt do?

Different Twins

My name's Matt,
And my name's Mike.
We want to talk to you.
I do my chores,
And I do, too.
But we are not alike.

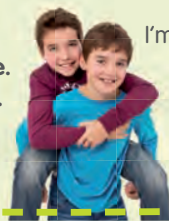
**Mike and Matt, Matt and Mike.
These two twins are not alike.**

I'm Matt, I always clean my room.
I do my chores each day.
I sometimes do the dishes,
And then we go and play.

Chorus

I'm Mike, I always make my bed.
I do my chores each day.
I sometimes walk the dog,
And then we go and play.

Chorus



4 Use the chart to ask and answer questions about Matt.

Matt	Sun	Mon	Tue	Wed	Thu	Fri	Sat
clean his room	✓	✓	✓	✓	✓	✓	✓
feed the fish	✓	✓		✓		✓	✓
do the dishes	✓				✓		
take out the trash							

Does Matt clean his room?

Yes, he does.



Which of these are your favorite chores?
Why are chores important?

Warm-up



21st Century Collaboration

- Place students in groups of three or four. Tell them they have to do all the chores from Activity 1 on page 28, and that they have to discuss as a group and agree on who does what. Say: *I do the dishes and walk the dog.*
- Have students discuss in their groups. Encourage each group to choose a “secretary” who should write down what chores each member of the group does. When they have completed the activity, invite a “spokesperson” from each group to present the agreed division of chores to the class, using: *(Name) (walks the dog).*

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to ask and answer about chores.*
- Students will talk about chores, and sing a song about when a set of twins do chores.

Listen and Sing



3 Listen and sing. What chores does Matt do?

- Remind students that they have heard the song already. Read the directions aloud. Play Audio Track 49. Have students listen and read along with the song quietly.
- Replay the audio. Have students sing along. Then ask them to read the song silently again and to make a note of the chores that Matt does.

MONITOR

- Observe students to see if they are comfortable learning the new song. Check answers as a class. (*Answers: Matt cleans his room and does the dishes.*)

ASSIST

- Replay the audio as needed. Pause after each chore and mime it. Encourage students to mime with you.

Speaking



4 Use the chart to ask and answer questions about Matt.

- On the board, review the days of the week.
- Then have students look at the chart. Ask: *When does Matt do the dishes?* Elicit: *On Thursday and Sunday.* Then ask two more questions with *when*.
- Then ask: *Does Matt take out the trash?* Elicit: *No, he doesn't.*
- Read the speech bubbles aloud and have students repeat after you. Put students in pairs, and have them ask and answer about the different chores in the chart.

MONITOR

- As students work, go around and check for correct intonation and pronunciation.

Practice

WB p. 27/ act. 4



4 What chores do you do? Write four sentences.

- Read the directions aloud. Explain to students that they must write about themselves.

MONITOR

- Once students have had time to write, invite volunteers to read their sentences to the class.

Think BIG



21st Century Critical Thinking

- Give students a sheet of paper and have them divide it into two columns, one titled *Favorite* and the other *Day*. Tell them to choose and write their favorite chores from Activity 1 and the day(s) they do them. When they have finished, invite volunteers to present their lists to the class. Then ask students why doing chores is important. (Possible answers: *to help our parents, to keep our homes clean, to take care of our pets, to earn pocket money*)

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer about chores.*
- Encourage awareness of what students have learned by quickly eliciting the names of a few of the chores in the song.

Homework



WB p. 27/ act. 3



3 Listen and circle.

- Direct students to WB Activity 3 on page 27. Read the directions aloud. Explain to students that they must listen to the song and circle Mike's chores.

Extra Application and Practice Activity

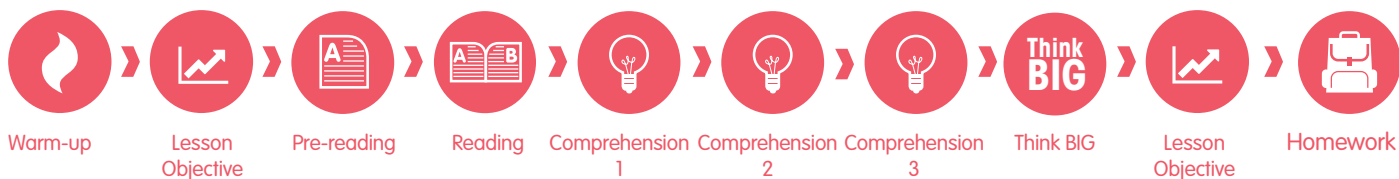
- Extend the Think BIG activity. Put students in pairs and have them look at their partner's list from the Think BIG activity. Explain to them that they will present their partner's list to the class. Take one student's list and model: *Pete walks the dog on Sunday. He does the dishes on Tuesday.*

ASSIST

- Allow students time to study their partner's list before you invite them to speak.

Story Lesson

Lesson Flow



Lesson Objective

I will read a story about chores.

Key Language

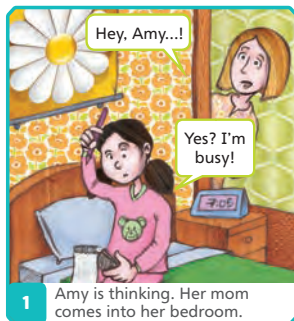
alarm clock, bedroom, busy, list; leave, study; never; Good luck., Hey!, I'm busy.

Story

I will read a story about chores.

5 Listen and read. What time does Amy have to leave for school?

I Have a Lot to Do



6 Read and say **true or false**.

- 1 Amy has to do a lot of things before school.
- 2 She has to eat breakfast.
- 3 She has to walk the dog.
- 4 She has to study for her English test.
- 5 She has to leave for school at 7:00.
- 6 She has to get a new alarm clock.



Do you make lists?
What kinds of lists do people make?
How do lists help us remember things?
What other things help us remember?

Warm-up

Materials: Cardboard clock

- Show students a cardboard clock set to the time you wake up. Say: *I wake up at (seven o' clock) in the morning.* Invite students to come and change the clock to show the time they wake up in the morning and tell the class. Then have students line up in the order that they wake up.
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will read a story about chores.*
- Students will listen to and read a story about chores for enjoyment and understanding. They will then draw conclusions and answer questions about it.

Pre-reading



- Have students read the title aloud and preview the pictures in the story frames. Point to and read the name Amy aloud. Have students repeat. Explain that Amy and her mother are talking. It is a school day.
- Remind them that the sentences below each frame tell what happens. The speech bubbles tell what Amy and her mom say.
- Explain how the narration and speech are presented in the audio. Say: *First, you will hear what Amy and her mother say. Then you will hear the narrator describe what is happening in each picture.*

Reading



5 Listen and read. What time does Amy have to leave for school?

- Read the directions aloud. Play Audio Track 52 and have students listen and read silently. Model pointing to each story frame.
- Ask: *What time does Amy leave for school?* Elicit the correct answer. (*Amy has to leave at seven fifty.*)

Comprehension 1



MONITOR

Ask questions to check for understanding. Say: *Look at Frame 1. What is Amy doing?* (combing her hair) *What does Amy have to do in Frame 3?* (eat breakfast, brush her teeth, feed the fish, clean her room, study for her math test) *What time does Amy's clock say?* (7:05)

ASSIST

- Replay the audio as necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words.
- Divide the class into three groups and give the parts of Amy, her mom, and the narrator. Replay the audio, pausing after each frame for the groups to repeat the words of their given characters.

CHALLENGE

Invite a volunteer from each group to come to the front and act out the story for the class.

Comprehension 2



6 Read and say true or false.

- Read the directions aloud. Then do Item 1 as a class. After students agree that the sentence is true, ask: *How do you know Amy has to do many things before school?* (She has a long list.) Have students complete the activity independently.

MONITOR

Check answers as a class. (*Answers: 1 true, 2 true, 3 false, 4 false, 5 false, 6 true*)

CHALLENGE

Have students correct the false sentences to make them true. (*Answers: 3 She has to feed the fish. 4 She has to study for her math test. 5 She has to leave for school at 7:50.*)

Comprehension 3

WB p. 28/ act. 5



5 Read. Then number in order.

- Read the directions aloud. Have students look at the story, read each speech bubble, and number the chores and activities Amy has to do in order.

Think BIG



21st Century Creative Thinking

- Have students look at Amy's list in the story. Ask them why she has made it. (*to remember what she has to do before school*) Then ask the Think BIG questions, giving students time to discuss their answers in pairs before answering. As students are talking, listen for correct pronunciation. (*Possible answers: shopping lists, lists of chores, what to pack for holidays; we look at the list and cross things off as we do them; calendars, sticky notes, diaries*)

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I have read a story about chores.*

- Encourage awareness of what students have learned by quickly eliciting something they remember from the story.

Homework

WB p. 28/ act. 6



6 Write. What do you have to do before school?

- Direct students to WB Activity 6 on page 28. Have students read the story again and write about what they do before school.

Extra Application and Practice Activity

Materials: Index cards

- Have partners interview each other about what they have to do before school. Have them decide in advance three questions they will ask, and write them on index cards. Model: *Do you have to walk the dog before school? Do you have to eat breakfast before school? Do you have to do homework before school?* Suggest that students take notes about their partner's answers.
- Have students tell the class about what their partners have to do and don't have to do before school. Model: *She has to feed the cat. She has to get dressed. She doesn't have to practice the piano.*

Story

I will read a story about chores.

⁵²
5 Listen and read. What time does Amy have to leave for school?

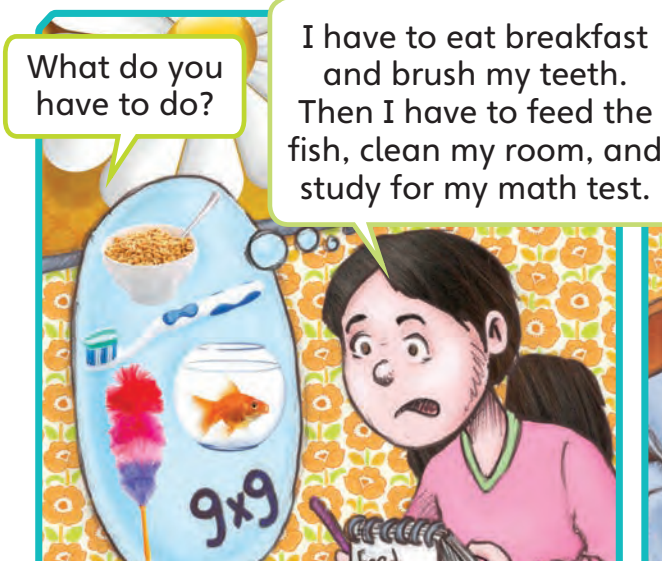
I Have a Lot to Do



1 Amy is thinking. Her mom comes into her bedroom.



2 Amy likes making lists. She often makes a list of things she has to do.



3 Amy has to do a lot of things before school.

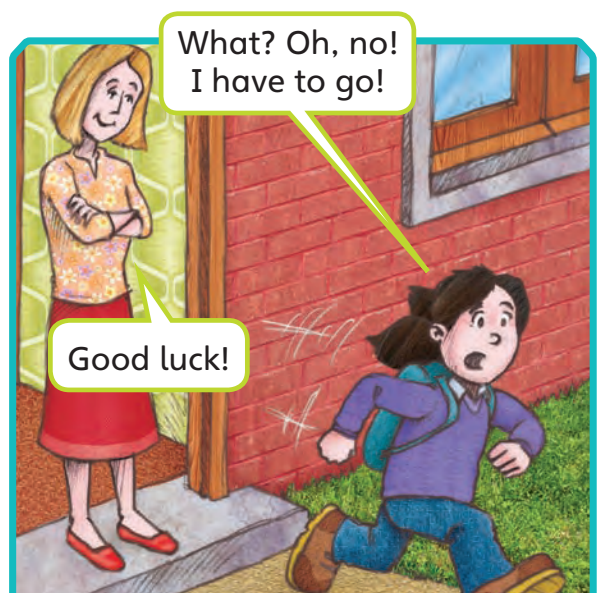


4 Amy's clock still says 7:05.



5

What time does Amy have to leave? At 7:50? Oh, no!



6

Amy's never late for school. She doesn't want to be late today!

6 Read and say **true** or **false**.

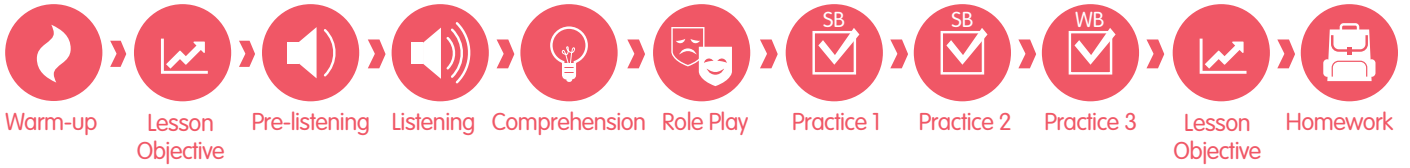
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- 4 She has to study for her English test.
- 5 She has to leave for school at 7:00.
- 6 She has to get a new alarm clock.



Do you make lists?
 What kinds of lists do people make?
 How do lists help us remember things?
 What other things help us remember?

Language in Action Lesson

Lesson Flow



Lesson Objective

I will listen to a dialog about chores.

Key Language

dog, neighbor, piano lesson, soccer practice, video games; go, go skating, play, study, take care of; always, usually

Language in Action

I will listen to a dialog about chores.

7 Listen and read. Then say.

- Amy:** Hey, Betsy, do you want to go skating after school today?
- Betsy:** Sorry, but I can't today. I have to go to my piano lesson.
- Amy:** Piano lesson?
- Betsy:** Uh-huh. I always have a piano lesson on Tuesday afternoons.
- Amy:** Oh, OK. How about tomorrow?
- Betsy:** Sure. Sounds great!



8 Look at 7. Role-play with a partner.

9 Listen and stick.

Monday	Tuesday	Wednesday	Thursday	Friday

10 What about you? Ask and answer.



What do you have to do?

I have to practice the piano on Mondays.



32 Unit 3

Warm-up



Materials: Flashcards: Unit 3, chores

- Give each student a Flashcard. Say: *Pretend that this is the activities you have to do today.* Have students

take turns saying what they have to do today. Model: *I have to make my bed.* Then play a memory game. Can students remember which activities their classmates have to do? Ask: *Who has to walk the dog?*

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will listen to a dialog about chores.*
- Students will read, listen to, and practice dialogs about chores and other activities.

Pre-listening



- Tell students they will listen to a dialog. Point to the two girls. Introduce them as *Amy* and *Betsy*. Tell students that they will hear *Amy* and *Betsy* talk about making plans to meet.
- Ask them to listen carefully to hear when *Amy* and *Betsy* can meet, and what they will do together.

Listening



7 Listen and read. Then say.

- Play Audio Track 53 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.

ASSIST

- Ask students to circle any words that they did not understand. Write them on the board and discuss their meaning with the class.
- Replay the audio as necessary. Use simple language and gestures to explain unfamiliar words.

Comprehension



MONITOR

- Ask these questions to check for understanding: *What does Amy want to do after school? (go skating) What does Betsy have to do after school? (go to her piano lesson) When will Amy and Betsy go skating? (tomorrow after school)*

CHALLENGE

- Have students change the dialog by using other unit vocabulary in place of *skating* and *piano lesson*.

Role Play



8 Look at 7. Role-play with a partner.

- Give to pairs the roles of *Amy* and *Betsy* and ask them to read the dialog aloud. Then have partners switch roles and read the dialog again.

CHALLENGE

- Invite students to revise the dialog to include activities shown on pages 28 and 29.

Practice 1



Materials: Stickers

9 Listen and stick.

- Help students find the Unit 3 stickers at the back of the Student's Book. Say: *What activities do these stickers*

show? (play soccer, walk or feed the dog, play the piano, study, play video games)

- Read the directions aloud. Say: *This chart shows Jeff's week. Listen for clues about what Jeff does each day. Play Audio Track 54 and have students place each sticker on the correct day.*

MONITOR

As students work, check to make sure that they are placing the stickers on the correct days. (Answers: *Monday – soccer, Tuesday – dog, Wednesday – piano, Thursday – study, Friday – video games*)

Practice 2



10 What about you? Ask and answer.

- Read the directions aloud. Ask volunteers to read the speech bubbles. Then have students work together to talk about things they have to do. This can be done in pairs or small groups.
- Invite students to share what they learned about each other.

MONITOR

Walk around the room and listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice 3

WB p. 29/ act. 7



7 Read and match.

- Read the directions aloud. Explain that students need to match the boxes to make sentences.
- Do Item 1 as a class. Students complete the activity independently.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I have listened to a dialog about chores.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember from the dialogs.

Homework



WB p. 29/ act. 8



8 Listen and ✓ the pictures on the correct day.

- Direct students to WB Activity 8 on page 29. Ask them to listen to the audio, and then check the correct pictures for each day.

Extra Application and Practice Activity

- Have pairs of students ask and answer questions based on Jeff's activities shown in the completed calendar for Activity 9. Model: *What does Jeff have to do on Monday? (He has to go to soccer practice.)*

Language in Action

I will listen to a dialog about chores.

⁵³
7 Listen and read. Then say.

Amy: Hey, Betsy, do you want to go skating after school today?

Betsy: Sorry, but I can't today. I have to go to my piano lesson.

Amy: Piano lesson?

Betsy: Uh-huh. I always have a piano lesson on Tuesday afternoons.

Amy: Oh, OK. How about tomorrow?

Betsy: Sure. Sounds great!



8 Look at 7. Role-play with a partner.

⁵⁴
9 Listen and stick.

Monday	Tuesday	Wednesday	Thursday	Friday

10 What about you? Ask and answer.



What do you have to do?

I have to practice the piano on Mondays.



Grammar

I will learn to use *have to* to talk about chores.

I will learn to use *always, usually, sometimes, and never* to talk about chores.

What **does** he/she **have to** do?

He/She **has to** feed the fish.

What **do** you/we/they **have to** do?

I/We/They **have to** clean my room.

11 Complete the dialogs.

1 **A:** What _____ you have to do in the morning?

B: I _____ make my bed every morning.

2 **A:** What _____ Ted have to do after school?

B: Ted _____ practice the piano.

I/You/We/They

always
usually
sometimes
never

do the dishes.

He/She

takes out the trash.

12 Look at the chart. Write sentences about Leo.

Leo's chores	Mon	Tue	Wed	Thu	Fri
make his bed	✓		✓		
do his homework	✓	✓	✓	✓	✓
clean his room					

1 _____

2 _____

3 _____

13 Work with a partner. Ask and answer.



Do you always do the dishes?

Yes, I always do the dishes.



Unit 3 33

Grammar Lesson

Lesson Flow



Lesson Objectives

I will learn to use *have to* to talk about chores.

I will learn to use *always, usually, sometimes, and never* to talk about chores.

Key Language

What **does** he/she **have to** do? He/She **has to** feed the fish.

What **do** you/we/they **have to** do? I/We/They **have to** clean my room.

I/You/We/They **always/usually/sometimes/never** do the dishes.

He/She **always/usually/sometimes/never** takes out the trash.

Grammar

I will learn to use *have to* to talk about chores.
I will learn to use *always, usually, sometimes, and never* to talk about chores.

What does he/she have to do?	He/She has to feed the fish.
What do you/we/they have to do?	I/We/They have to clean my room.

11 Complete the dialogs.

1 A: What _____ you have to do in the morning?
B: I _____ make my bed every morning.

2 A: What _____ Ted have to do after school?
B: Ted _____ practice the piano.

I/You/We/They	always usually sometimes never	do the dishes.
He/She		takes out the trash.

12 Look at the chart. Write sentences about Leo.

Leo's chores	Mon	Tue	Wed	Thu	Fri
make his bed	✓		✓		
do his homework	✓	✓	✓	✓	✓
clean his room					

1 _____
2 _____
3 _____

13 Work with a partner. Ask and answer.

Do you always do the dishes?

Yes, I always do the dishes.

Unit 3 33

Warm-up



- Invite two volunteers to stand in different parts of the classroom and put on blindfolds or close their eyes. Say: *We want these two friends to find each other.* Ask: *What do they have to do?* Model: *[Name] has to take two steps forward. [Name] has to turn right.* Have students give directions until the two students touch hands. Repeat the activity with other volunteers.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective: Say: *Today I will learn to use *have to* to talk about chores. I will learn to use *always, usually, sometimes, and never* to talk about chores.*

- Students will talk about chores and other activities using *has to* and *have to*.

Presentation



- Have students read the text in the grammar box. Model reading each of the sentences: Start with: *What does he have to do? He has to feed the fish.*
- Invite two volunteers to model asking and answering the sentences.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structure in the dialog.

Practice 1



11 Complete the dialogs.

- Read the directions aloud. Explain that students will use bold words from the grammar box to complete sentences. Check the first sentence with the class.
- Have students complete the first dialog and read it aloud with a partner before moving on to the second dialog.

MONITOR

Check answers as a class. (Answers: A: *do*, B: *have to*; 2. A: *does*, B: *has to*)

Practice 2

WB p. 30/ act. 9



9 Read and circle.

- Read the directions aloud. Then have students read the sentences and circle the correct words.
- Have students work independently to complete the activity.

Presentation 2



- Have students read the text in the second grammar box. Model reading one of the sentences: Start with: *I usually do the dishes.*
- Invite volunteers to model asking and answering the sentences.

CHALLENGE

Have pairs of students model the sentences, replacing *do the dishes* and *takes out the trash* with other chores and activities.

Practice 3



12 Look at the chart. Write sentences about Leo.

- Read the directions aloud. Check to make sure that students understand the three-letter abbreviations for the days of the week. Explain that a checkmark shows that Leo does the chore on that day.
- Have students use the chart to write sentences about how often Leo does each chore.

MONITOR

Check answers as a class. (Answers: 1 Leo *sometimes* makes his bed. 2 Leo *always* does his homework. 3 Leo *never* cleans his room.)

Practice 4



13 Work with a partner. Ask and answer.

- Read the directions aloud. Ask volunteers to read the dialog aloud. Then have partners or small groups work together to talk about chores.

MONITOR

Invite students to share what they learned about each other. As they speak, listen for correct use of language.

Practice 5

WB p. 31/ act. 11



11 Look at the chart and complete the sentences. Use *always*, *usually*, and *sometimes*.

- Read the directions aloud. Complete Item 1 with the class: *Dad always takes out the trash.*
- Direct students to complete the activity independently, or in pairs, dependent on ability level.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to use have to to talk about chores. I have learned to use always, usually, sometimes, and never to talk about chores.*

- Encourage awareness of what students have learned by asking students to make a sentence about chores using *always*, *usually*, *sometimes*, or *never*.

Homework

WB pp. 30 & 31/ act. 10 & 12



10 What do they have to do? Look and write.

- Direct students to WB Activity 10 on page 30. Read the directions aloud. Direct students to look at each picture, and then write what each person is doing.

12 Read the question and ✓ the days. Then write the answer.

- Direct students to WB Activity 12 on page 31. Direct students to check, and write their own answer.

Extra Application and Practice Activity

Materials: Index cards, envelope or folder

- Write *have to*, *has to*, *always*, *usually*, *sometimes*, and *never* on index cards. Place the cards in a folder or an envelope. Have students choose a card and use the word or words in a sentence.
- Extend the activity by having partners each pick a card and then create and present a dialog that uses the words.

Extra Grammar Practice

WB Unit 3/ p. 118

- For optional further practice, have students complete the Extra Grammar Practice activities.

Content Connection Lesson

Lesson Flow



Lesson Objective

I will learn about pocket money.

Key Language

adult, cash, cost, earn, let (someone) know, save, stranger, wash

Content Connection | Math

I will learn about pocket money.

CONTENT WORDS
adult cash cost earn let (someone) know save stranger

14 Listen and read. Who can you work for?

Pocket Money

When you want to buy something expensive, you need extra money. Where do you find it? You can't get a real job yet, but there are ways you can earn some extra cash.

Help with the housework Everyone has to help around the house. You probably have to clean your room and take out the trash. Do extra work to earn extra money. Ask your parents what extra things you can do for them and how much they can pay you for doing them.

Do chores for other people Sometimes other adult members of your family, friends, or neighbors are very busy, and they don't have time to do some chores. Let them know how you can help. Write what you can do and how much it costs on a piece of paper, make copies, and give them to the people you know. Remember to be safe. Don't work for strangers. Always ask your parents and let them know where you are.

Save your money Save a little bit of the money you make every time. This way you always have extra cash!

15 Ask and answer.

Do you help with the housework to earn extra money?

I do! Do you do chores for other people?

THINK BIG Is it better to spend or save pocket money? Why? How much of your pocket money should you save?

34 Unit 3

Warm-up

Materials: Currency (coins and bills)

- Take out coins and bills for students to look at.
- Discuss the values of the coins and bills, as well as how the smaller units fit into the bigger ones. Say, e.g.: *There are 100 cents in a dollar. There are 100 pence in a pound.*
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about pocket money.*
- Students will read and talk about doing chores, earning pocket money, and saving.

Pre-reading

- Read the Content Words aloud. Have students work in pairs to look up the words in a dictionary. Tell students

that they will now learn read those words in a text about working for chores.

- Direct students to Activity 14. Explain that they are going to listen to and read the text. Point to the title and say: *Pocket money*. Explain the literal meaning of the phrase: *Money that you can earn so that you have some money in your pocket to buy something you want*. Read the three sub-headings to students: *Help with the housework*; *Do chores for other people*; and *Save your money*. Explain: *These are steps towards saving for something you really want*.
- Ask students their ideas of who they can work for to earn extra cash. Write their ideas on the board.

Reading 56

14 Listen and read. Who can you work for?

- Play Audio Track 56 and have students listen and read. Have students circle words they do not understand.

MONITOR

- Use simple language and gestures to explain any words that students circled while listening.
- Play the track again and pause after each paragraph to check overall understanding. Ask, e.g.: *How can you earn extra money at home?* (do extra work around the house) *How can you be safe working for other people?* (don't work for strangers, ask your parents) *Why is it good to save?* (to have extra cash)
- Have students check their ideas of who they can work for (written on the board) against the answers.

Practice 1 WB p. 32/ act. 13

13 Read and match.

- Read the directions aloud. Explain that students must match the words to name chores.
- Tell students that they will check answers after they have completed Activity 14.

Practice 2

15 Ask and answer.

- Read the directions aloud. Have students work in pairs to ask each other, and then answer questions about doing chores, earning money, and saving.

ASSIST

- Discuss and correct any errors in understanding.
- Invite volunteers to act out the dialog for the class.

Think BIG

21st Century Financial Awareness

- Discuss the questions as a class.
- For the first question, have a show of hands.

- For the second question, have a class discussion. (*Possible answer: It is better to save money so that you have money to spend if you want something.*)
- Develop simple math problems e.g. say: *You earn \$2 every week and you want to save half. How much money would you save in a month?* Allow students to use play money to help them find the sums. For many students, adding concrete models is easier than adding abstract numbers.

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have learned about pocket money.*

- Encourage awareness of what students have learned by asking them what they learned about pocket money.

Homework 57 WB pp. 32 & 33/ act. 14, 15 & 16

14 Listen, read, and write. Then check your answers in 13.

- Direct students to WB Activity 14 on page 32. Explain to students that they must listen to the audio and write the correct words. After this they should check their answers to Activity 13 above.

15 Look at 14. Circle T for true or F for false.

- Direct students to WB Activity 15 on page 33. Explain to students that they must read each sentence and then circle T or F, using Activity 14 for answers.

16 What do they do to earn pocket money? Put the words in order.

- Direct students to WB Activity 16 on page 33. Direct students to unscramble the words to write proper sentences.

Extra Application and Practice Activity

- Have students make a chart with four columns. In the first column, have students make a list of chores. In the second column, tell them to give each chore one of these amounts: \$0.25, \$0.50, \$1.00, \$2.00. Then, in the third column, have students write the number of times they do each chore in a week. In the fourth column, have students calculate the subtotal they earn each week. Help students understand how changing the values in the chart affects their plan for earning \$10. Have students share their charts and plans with the class.

I will learn about pocket money.

CONTENT WORDS

adult cash cost earn let (someone) know save stranger

56
14

Listen and read. Who can you work for?

Pocket Money

When you want to buy something expensive, you need extra money. Where do you find it? You can't get a real job yet, but there are ways you can earn some extra cash.



Help with the housework Everyone has to help around the house. You probably have to clean your room and take out the trash. Do extra work to earn extra money. Ask your parents what extra things you can do for them and how much they can pay you for doing them.

Save your money Save a little bit of the money you make every time. This way you always have extra cash!

Do chores for other people Sometimes other adult members of your family, friends, or neighbors are very busy, and they don't have time to do some chores. Let them know how you can help. Write what you can do and how much it costs on a piece of paper, make copies, and give them to the people you know. Remember to be safe. Don't work for strangers. Always ask your parents and let them know where you are.

15 Ask and answer.



Do you help with the housework to earn extra money?

I do! Do you do chores for other people?



Is it better to spend or save pocket money? Why? How much of your pocket money should you save?

I will learn about chores of the past.

CONTENT WORDS

bucket fire forest handle lamp oil pump stove wind wood

58
16

Listen and read. What chores do these children do?

Chores from Long Ago



Joseph Macgill, United States: I have to carry wood into the house. We use the wood to make a fire. The fire keeps us warm, and we also use it to cook our food. Every summer my dad and I go to the forest and cut trees. Then we chop the trees into smaller pieces of wood. It's hard to carry wood — it's heavy!

Sarah Donaldson, Australia: I have to get water for my family. We have a pump outside. I move the pump handle up and down. After a minute, water comes out. The water goes into a bucket, and I carry the bucket inside. We all use the water for drinking, cooking, and bathing. When we want hot water, we put some in a pot, and heat it on the stove.



Annabelle Dubois, France: Every night before I go to bed, I have to wind our clock. You have to use a special key to wind the clock. If you don't wind the clock every day, it stops working. It's not a very interesting chore, but it's a very important one! Then I fill lamps with oil. We need oil in the lamps to make light. We use the lamps at night to read books and do our homework.

17

Ask your classmates what chores they have to do to help their family. Make a list.



Which chores sound easy?
Which ones sound difficult? Why?

Culture Connection Lesson

Lesson Flow



Lesson Objective

I will learn about chores of the past.

Key Language

bucket, fire, forest, handle, lamp, oil, pump, stove, wind, wood

Culture Connection | Around the World

I will learn about chores of the past.

CONTENT WORDS
bucket fire forest handle lamp oil pump stove wind wood

16 Listen and read. What chores do these children do?

Chores from Long Ago

Joseph Macgill, United States: I have to carry wood into the house. We use the wood to make a fire. The fire keeps us warm, and we also use it to cook our food. Every summer my dad and I go to the forest and cut trees. Then we chop the trees into smaller pieces of wood. It's hard to carry wood—it's heavy!

Sarah Donaldson, Australia: I have to get water for my family. We have a pump outside. I move the pump handle up and down. After a minute, water comes out. The water goes into a bucket, and I carry the bucket inside. We all use the water for drinking, cooking, and bathing. When we want hot water, we put some in a pot, and heat it on the stove.

Annabelle Dubois, France: Every night before I go to bed, I have to wind our clock. You have to use a special key to wind the clock. If you don't wind the clock every day, it stops working. It's not a very interesting chore, but it's a very important one! Then I fill lamps with oil. We need oil in the lamps to make light. We use the lamps at night to read books and do our homework.

17 Ask your classmates what chores they have to do to help their family. Make a list.

THINK BIG Which chores sound easy? Which ones sound difficult? Why?

Unit 3 35

Warm-up

Materials: World map or globe

21st Century Global Awareness

- Write the names of these places on the board: *United States, Australia, France*. Ask: *What do you know about these countries? What's the weather like there? What kind of chores do you think children who live in these places do?* Allow students to share their ideas freely without saying if they are right or wrong.

- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about chores of the past.*
- Students will read and talk about three children in the past who do chores.

Pre-reading



- Write the Content Words on the board: *bucket, fire, forest, handle, lamp, oil, pump, stove, wind, wood*. Have students circle these words in the article.
- Look up the words *bucket, lamp, and pump* in a dictionary as a group.
- Read the title with students. Ask them to predict chores that people had to do long ago, before there was modern technology like electricity, ovens, cars, and mobile phones.
- Point out the three sections to students. Point out that each was written by someone from a different country. Note that each starts with *I*.

Reading



16 Listen and read. What chores do these children do?

- Play Audio Track 58 and have students listen and read. Tell students to raise their hands if they wish to interrupt to ask a question.

MONITOR

Pause after each section and ask questions to check for understanding. Ask: *What did Joseph's family use the wood for?* (They make a fire to keep them warm and cook their food.) *How does Sarah get water?* (She pumps the water into a bucket.) *What are Annabelle's chores?* (She winds the clock and fill the lamps with oil.) After students have listened to all the sections ask the question from the directions and elicit the answer. (Joseph: cut trees and carry wood, Sarah: get water, Annabelle: wind the clock, fill the lamps with oil)

Practice 1

WB p. 34/ act. 17



17 Look and write.

- Tell students to look at the pictures. Have volunteers read the words in the box.
- Complete Item 1 as a class, then have students complete the activity independently.

Practice 2



17 Ask your classmates what chores they have to do to help their family. Make a list.

- Brainstorm a list of at least eight chores with the class. Encourage students to add the chores they actually do to the list. Write the list on the board.
- Pair students, and have them ask each other about the chores they do and keep a list of the chores their partner does. Then, share results as a class, and keep a tally on the board of how many people do each chore. Have them count and write the final numbers after they finish.

Think BIG



21st Century Cross-Cultural Skills

- Invite a volunteer to read the questions. Encourage students to be open-minded and respectful of cross-cultural differences when thinking about and answering these questions. In some countries, children still perform these chores.
- Then ask: *If you had a choice, which chore from the article would you choose to do? (Possible answers: I would cut wood because I like being outside and it is an important job. I would get water because it is not too difficult and I like cooking and bathing.)*

Video

Documentary U 03



- Refer to the Video Guide for pre-watching and post-watching activities.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned about chores of the past.*

- Encourage awareness of what students have learned by quickly asking them for an example of a chore that one of the children in the article does.

Homework

WB p. 34/ act. 18 & 19



18 Read the text in the Student's Book and match.

- Direct students to WB Activity 18 on page 34. Read the directions aloud. Explain to students that they must read the sentences and then read the text in the Student's Book.

19 Complete the chart. What do you need? Use the words from the box.

- Direct students to WB Activity 19 on page 34. Read the directions aloud. Explain to students that they must read the words and write them under the headings in the chart.
- Ask stronger classes to add more words and phrases to the chart. For example, ask: *What else do you do with water?* (brush your teeth, wash the dishes, clean, water the plants)

Extra Application and Practice Activity

- Place students in pairs. Have partners role-play interviews with Joseph, Sarah or Annabelle. One student should play the role of one of the children. The other should ask questions. Model: *Do you do chores before or after school? Do you like your chores? Why or why not?*
- Invite pairs to perform their interviews in front of the class.

Writing Lesson

Lesson Flow



Lesson Objective

I will learn to write paragraph titles.

Writing | Paragraph: Titles

I will learn to write paragraph titles.

Use **capital** letters for most words in titles.
Taking Care of a Big Dog



18 Find the words we **don't** capitalize in the titles.

Good Things to Eat
My Brother and I
The Big Blue Car
A Day at the Park with Grandma
To the Moon and Back

19 Rewrite the titles. Use capital letters as needed.

- 1 my sister's new job

- 2 lots of chores for my brother

- 3 helping out around the house

- 4 a strange day out

- 5 the jobs kids like the best

- 6 helping my family is fun

- 7 helping my dad



20 How many English titles do you know? Write them with a partner.

36 Unit 3

Warm-up



Materials: Flashcards: Unit 3, chores

- Have students look through the Flashcards, choose one, and make up a song title inspired by the picture. Model: *This card shows a girl making her bed. I might write a song about making your bed. My song will be called "Always Make Your Bed on Monday."* Write your model title and students' titles on the board, using correct punctuation.
- Point out that most words in English titles begin with capital letters.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to write paragraph titles.*

- Students will learn how to capitalize titles.

Presentation



- Write the title on the board: *Taking Care of a Big Dog*. Ask them to make a note of the words that are capitalized, and those that aren't.

ASSIST

Ensure that students understand the meaning of the words *capital* and *capitalized*.

- On the board write *a, an, the, at, for, in, on, to, with, and, but,* and *or*. Explain to students that we don't capitalize these words in titles unless they are the first word in a title. Give the examples: *A Long Day at School* and *The Big Red London Bus*.

Practice 1



18 Find the words we don't capitalize in the titles.

- Read the directions aloud and then read the text in the box.
- Have students look at all the titles in the activity and find the words that are not capitalized.

MONITOR

Check answers as a class. (Answers: *to, and, at, the, with, the, and*)

Practice 2

WB p. 35/ act. 20



20 Read. Then × the words we don't write in capitals.

- Read the directions aloud. Have a volunteer read each of the two rules (first two lines and the second two lines) aloud. Direct students to cross the boxes. They can use the three titles in the right column as a guide.

MONITOR

Check students are crossing the correct boxes.

ASSIST

- Have them compare their answers with a partner.

Practice 3



19 Rewrite the titles. Use capital letters as needed.

- Read the directions aloud. Model the first item. Ask: *Why should the word my begin with a capital letter in this title?* (The first letter of a title is always capitalized.)
- Have students complete the activity independently or in pairs.
- As students work on Item 3, point out that the word *around* is a long preposition of five or more letters so it should begin with a capital letter. To complete Item 6, point out that the word *is* is a verb. Say: *Verbs always begin with a capital letter in titles.*

MONITOR

Check answers as a class. (Answers: *1 My Sister's New Job, 2 Lots of Chores for My Brother, 3 Helping Out Around the House, 4 A Strange Day Out, 5 The Jobs Kids Like the Best, 6 Helping My Family Is Fun, 7 Helping My Dad*)

Practice 4

WB p. 35/ act. 21



21 Circle the title with the correct capitals.

- Read the directions aloud. Explain that students should choose between the three options to circle the correctly capitalized title in 1 and in 2.

MONITOR

Have students talk with a partner about their responses before writing their answers independently. Encourage partners to discuss the rules that help them decide whether a title is capitalized correctly or not. Walk around the room and listen to students as they work.

Practice 5



20 How many English titles do you know? Write them with a partner.

- Place students in pairs. Read the directions aloud and allow students to complete the activity by writing down in their notebooks titles they spot. Encourage them to look at bookshelves, posters, notices, signs, etc. It would be ideal if you could purposefully leave a few things with titles lying around the classroom before the lesson.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to write paragraph titles.*

- Encourage awareness of what students have learned by writing a title on the board, and eliciting from students the words that should be capitalized.

Homework

WB p. 35/ act. 22



22 Look, match, and write the titles. Use capitals.

- Direct students to WB Activity 22 on page 35. Explain to students that they must match the correct titles with the book cover pictures. They will then write the titles correctly capitalized.

Extra Application and Practice Activity

- Divide the class into groups of four or five students and give each group a sheet of paper. Have them work together to create a list with the heading *Our Favorite Titles*. Explain that they should identify and list their group's favorite book, movie, TV show, song, and video game titles. Remind them that all titles in English follow the same capitalization rules.
- Invite a volunteer from each group to present their list to the class and have students vote on which title for each of the five categories is the class's favorite.

Writing | Paragraph: Titles

I will learn to write paragraph titles.

Use **capital** letters for most words in titles.
Taking **C**are of a **B**ig **D**og



18 Find the words we **don't** capitalize in the titles.

Good Things to Eat

My Brother and I

The Big Blue Car

A Day at the Park with Grandma

To the Moon and Back

19 Rewrite the titles. Use capital letters as needed.

1 my sister's new job

2 lots of chores for my brother

3 helping out around the house

4 a strange day out

5 the jobs kids like the best

6 helping my family is fun

7 helping my dad



20 How many English titles do you know? Write them with a partner.

I will learn to use the sounds ay and oy.

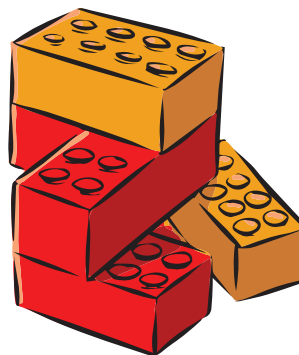
⁵⁹ **21** Listen, read, and repeat.

1 ay 2 oy

⁶⁰ **22** Listen and find. Then say.



May



toy

⁶¹ **23** Listen and blend the sounds.

1 d-ay day

2 j-oy joy

3 s-ay say

4 p-ay pay

5 b-oy boy

6 s-oy soy

7 w-ay way

8 r-ay ray

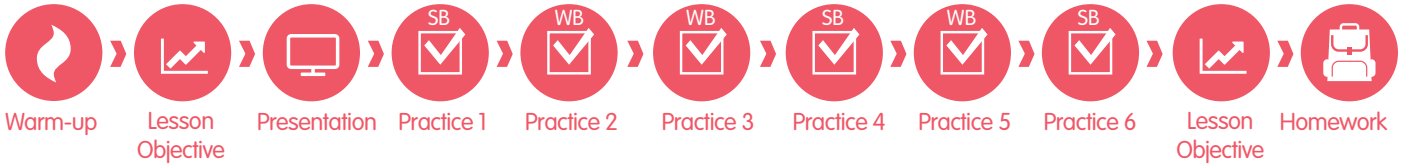
⁶² **24** Read aloud. Then listen and chant.

What do we say?
It's May, it's May,
It's a nice day.
Come on, girls!
Come on, boys!
Bring your toys.



Phonics Lesson

Lesson Flow



Lesson Objective

I will learn to use the sounds *ay* and *oy*.

Phonics | ay, oy

I will learn to use the sounds *ay* and *oy*.

21 Listen, read, and repeat.
1 *ay* 2 *oy*

22 Listen and find. Then say.

May

toy

23 Listen and blend the sounds.

1 d-ay day	2 j-oy joy
3 s-ay say	4 p-ay pay
5 b-oy boy	6 s-oy soy
7 w-ay way	8 r-ay ray

24 Read aloud. Then listen and chant.

What do we say?
It's May, it's May.
It's a nice day.
Come on, girls!
Come on, boys!
Bring your toys.

Unit 3 37

Warm-up



Materials: Index cards

- Make an index card for each word in this lesson (*day, say, boy, way, joy, pay, soy, ray*) and a few other words with the same sounds that students know (*play, stay, May, toy, etc.*).
- Write the letters *ay* and *oy* on the board. Show the cards one by one and read the words aloud. Invite volunteers to the board to point to the sounds on the board that are in the word on the card.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds ay and oy.*
- Students will identify the letters and distinguish between the sounds individually, and as part of words.

Presentation



21 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 59 and have students listen and point to each sound as it is said. Repeat.

- Replay the audio and have students say each sound again.

MONITOR

As students listen, check that they are pointing to the correct sound, and listen for correct pronunciation.

Practice 1  P. T140
60 

22 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 60 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

MONITOR

As students repeat, check that they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

ASSIST

Replay the audio as needed. Students can also work with a partner to check that they are pointing to the correct word and saying it properly.

Practice 2  WB p. 36/ act. 23 

23 Read and circle ay and oy.

- Read the directions aloud. Have students work individually to find and circle the letters in the box.

MONITOR

Check that students are circling the correct letters. Have them compare their answers with a partner.

Practice 3  WB p. 36/ act. 24 

24 Underline the words with ay and oy. Then read aloud.

- Read the directions aloud. Have students work individually to underline the words.

MONITOR

Check students are underlining the correct words. Check answers as a class.

Practice 4  61 

23 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 61 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

As students repeat, check they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

ASSIST

Replay the audio as needed.

Practice 5  WB p. 36/ act. 25 

25 Connect the letters. Then write.

- Read the directions aloud. Then have them match one item from each column so that there are two correct words. Guide them till they identify the correct matches.
- Students now write the words in the last column.

Practice 6  62 

24 Read aloud. Then listen and chant.

- Read the directions aloud. Read aloud the chant while students follow in their books.
- Play Audio Track 62 and have students listen. Replay several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and correct use of language. Check answers as a class.

Lesson Objective 

INVOLVE

Revisit the lesson objective: *Now I have learned to use the sounds ay and oy.*

- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the sounds that they hear in those words (ay or oy).

Homework  P. T140
63  WB p. 36/ act. 26

26 Listen and write.

- Direct students to WB Activity 26 on page 36. Explain to students that they must listen to the audio again, and then write the correct answers.

Extra Application and Practice Activity

- Put students in groups of three or four and have them take out a notebook. Tell them that you are going to say a word and that they will have to write down five words that rhyme with it. The group that finishes first is the winner.
- Say: *day*. Give students ample time to write down their answers. (Possible answers: *play, stay, May, way, hay*). Continue with sounds learned from this and previous lessons.

Values Lesson

Lesson Flow



Warm-up



Lesson Objective



Listening



Speaking



Project



Lesson Objective

Lesson Objective

I will learn to talk about helping others.

Key Language

Always be happy to help.

Values | Always be happy to help.

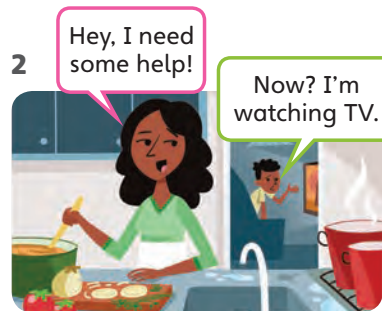
I will learn to talk about helping others.

25 Look and listen. Are they happy to help? Say **yes** or **no**.

1



2



3



26 Role-play the dialogs in **25** with a partner.



Project

27 Make a sock puppet. With a partner, use your puppet to role-play helping someone.



Can you help me study for my spelling test?



Sure!

Warm-up



21st Century Helpfulness

- Ask students to review some of the ways they help their family at home.
 - Ask: *Are you always happy to help? Do you always say yes when someone asks you to help out at home? Do you sometimes say no?* Allow students to share their ideas and experiences freely.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about helping others.*
- Students will learn the importance of helping family members at home.

Listening



25 Look and listen. Are they happy to help? Say yes or no.

- Read the directions aloud. Play Audio Track 64. Have students listen and follow the pictures in the book. Pause the track after each scene and ask: *Are they happy to help?* Allow students time to call out *yes* or *no*.

MONITOR

- Make sure that students point to the correct speech bubbles as they listen.

ASSIST

- Replay the audio as necessary. Use simple language and gestures to encourage students to use new words from the audio in their descriptions. Encourage them to exaggerate their pronunciation and intonation.

Speaking



26 Role-play the dialogs in 25 with a partner.

- Read the directions aloud. Place students in pairs and have them each take one role for each dialog in Activity 25.

MONITOR

- Remind students that not only their words, but also their actions and facial expressions can communicate helpfulness. Encourage students to try to act helpful as they role-play.

ASSIST

- Model correct pronunciation and intonation as needed.

Project



Materials: Socks, craft supplies

27 Make a sock puppet. With a partner, use your puppet to role-play helping someone.

- Read the directions aloud and point to the sample sock puppets.

ASSIST

- Distribute and name materials with the class. Ask students to stick the eyes on their puppet and add any features such as hair or a tongue.
- Invite two students to read the speech bubbles on the page using their sock puppets.
 - Place students in pairs. Ask students to use their puppets to role-play helping someone.
 - Invite some pairs to perform their role plays for the class.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about helping others.*
- Encourage awareness of what students have learned by quickly eliciting from students a few ways in which we can help others, and why it is important.

Extra Application and Practice Activity

- Write the following as two headings on the board: *Asking for Help, Giving an Answer.*
- Place students in pairs and ask them to copy the two headings into their notebooks.
- Tell pairs to write the phrases from Activity 25 under the correct columns in their notebooks.

MONITOR

- While students are working, walk around and assist them with any queries they may have.
- Check answers by inviting six students to write the phrases in the correct columns on the board.

Values | Always be happy to help.

I will learn to talk about helping others.

25 ⁶⁴ Look and listen. Are they happy to help? Say **yes** or **no**.

1  Can you help me?
Sure!

2  Hey, I need some help!
Now? I'm watching TV.

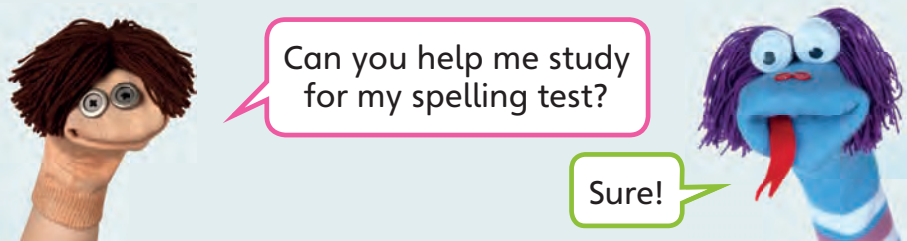
3  Come help me, please.
OK. I'm coming, Grandma!

26 Role-play the dialogs in **25** with a partner.



Project

27 Make a sock puppet. With a partner, use your puppet to role-play helping someone.



Review

28 Complete the sentences. Use the words from the box.

do have to has to have study

- 1 What _____ they _____ to do?
- 2 Larry _____ help his parents after school.
- 3 Paolo has to _____ for a test.
- 4 Sammy and Todd _____ do the dishes.

29 Fill in the chart. Ask a partner about his/her chores. Use **always**, **usually**, **sometimes**, or **never**.

My chores	Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 I _____ clean my room.							
2 I _____ do my homework.							
3 I _____ do the dishes.							
4 I _____ help my parents.							



Do you always do the dishes?

No, I sometimes do the dishes.



I Can

- use words for chores and other kinds of work.
- use *have to* to talk about how often people do things.
- use *always*, *usually*, *sometimes*, and *never* to talk about chores.
- use capital letters in titles.



Review Lesson

Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review

28 Complete the sentences. Use the words from the box.

do have to has to have study

- 1 What _____ they _____ to do?
- 2 Larry _____ help his parents after school.
- 3 Paolo has to _____ for a test.
- 4 Sammy and Todd _____ do the dishes.

29 Fill in the chart. Ask a partner about his/her chores. Use **always, usually, sometimes, or never.**

My chores	Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 I _____ clean my room.							
2 I _____ do my homework.							
3 I _____ do the dishes.							
4 I _____ help my parents.							

Do you always do the dishes?

No, I sometimes do the dishes.

I Can

<ul style="list-style-type: none"> • use words for chores and other kinds of work. 	<ul style="list-style-type: none"> • use <i>have to</i> to talk about how often people do things. 	<ul style="list-style-type: none"> • use <i>always, usually, sometimes, and never</i> to talk about chores. 	<ul style="list-style-type: none"> • use capital letters in titles.
★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★

Unit 3 39

Warm-up



- Have players take turns selecting one of the pictures on page 28 of children doing chores. Other players ask questions to find out which picture was selected. Model: *I spy a child who is outside.* Model questions students might ask: *Does the child have a dog?* Show how to respond to a correct guess: *Yes. The child is walking a dog.*
- The student who guesses the correct picture gets to be the next player to select one and give clues.

- Students complete the *I Can* section, which helps them assess their own learning and think about their progress.

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will review the words and structures of the unit.*
- Students review what they know about chores and other activities, by singing, writing, and answering questions.

Practice 1



Materials: Flashcards: Unit 3, chores

- Remind students about the song they sang a few lessons before and refer them to the song on the Song lesson page.
- Play Audio Track 46 (the song with the lyrics). Have students follow along and join in.
- Once students are familiar with the song again, have them practice it using the karaoke version (Audio Track 50). You could use Flashcards to encourage students to sing about other chores that aren't in the song.

Video

Dramatic

U 03



- Refer to the Video Guide for pre-watching and post-watching activities.

Practice 2



28 Complete the sentences. Use the words from the box.

- Read the directions aloud. Explain that each word will be used only once.
- Have students work independently to complete the sentences.

MONITOR

Check answers as a class. (Answers: 1 do; have, 2 has to, 3 study, 4 have to)

Practice 3

WB p. 37/ act. 27



27 Look at the chores. Complete the sentences.

- Read the directions aloud and explain to students that they have to use one word to complete the sentences.
- Complete the first item with students. Then have students complete the activity independently.

Practice 4

WB p. 37/ act. 28



28 Look. Write T for true or F for false.

- Read the directions aloud. Explain to students that they will use the information in the table to choose T for F.
- Help students connect the adverbs of frequency with the number of check marks in a week. Ask: *Which word will you use if every day of the week is checked?* (always) *Which word will you use if no days are checked?* (never) *When would you use the word usually?* (if four or more days are checked)

Practice 5



29 Fill in the chart. Ask a partner about his/her chores. Use *always, usually, sometimes, or never*.

- Read the directions aloud. Explain that students should begin by checking the box for each day they do each chore. Have each student complete the chart independently.
- Have students interview each other about their chores and answer using the information from the chart.

MONITOR

Ask questions to check for understanding. Say: *Did you clean your room on Monday? If your answer is "yes", place a check in that box.*

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*

- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help, and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 3 Practice Tests in the Assessment Pack.

WB Unit 3/ p. 118

- Direct students who need help with grammar in particular to the Unit 3 Extra Grammar Practice (Workbook, page 118).
- For further vocabulary work, students can access



Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 3 Test in the Assessment Pack.
- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 3 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

Homework

WB p. 37/ act. 29



29 Look and write. Use *has to* and *have to*.

- Direct students to WB Activity 29 on page 37. Explain to students that they must use the table to find out what chores Josh and Adam must do. They then write the sentences about what they/he have/has to do.

Extra Application and Practice Activity

21st Century Communication

- As a class, have students compare the chores and other activities they do at home. Encourage them to make generalizations. Model: *We all sometimes do the dishes. Most of us usually help our parents.*

Checkpoint 1–3 Lesson 1

Lesson Flow



Warm-up Lesson Objective Self-assessment Practice

Lesson Objective

To think about how well I can use what I have learned in Units 1–3.

Checkpoint | Units 1–3

How well do I know it? Can I use it?

1 Think about it. Read and circle. Practice.



I know this.



I don't know this.



I need more practice.

- | | | | |
|---|---|-------|----------|
| 1 | Daily activities: eat breakfast, watch TV, practice the piano... | 😊 😐 😞 | p. 4, 28 |
| 2 | Telling time: one o'clock, two thirty, 5:15... | 😊 😐 😞 | p. 5 |
| 3 | Jobs: waiter, firefighter, nurse... | 😊 😐 😞 | p. 16 |
| 4 | Workplaces: police station, restaurant, laboratory... | 😊 😐 😞 | p. 17 |
| 5 | When does she get dressed?
She gets dressed at 7:00 in the morning. | 😊 😐 😞 | p. 8 |
| 6 | What does he do before school?
He washes his face before school.
What do you do after school?
I play video games after school. | 😊 😐 😞 | p. 9 |
| 7 | What does he do?
He is a cashier.
Where does he work?
He works at a store. | 😊 😐 😞 | p. 21 |
| 8 | What do they have to do?
They have to feed the fish. | 😊 😐 😞 | p. 33 |
| 9 | They always/usually/sometimes/never do their homework after school. | 😊 😐 😞 | p. 33 |



Warm-up



Materials: Index cards

- Have students create word scrambles to review key vocabulary from Units 1–3. Ask each student to select one word, write each letter on an index card, and clip the cards together. Hand out one word’s letters to students and have them arrange themselves to spell a word.

Lesson Objective



INVOLVE

- Introduce the lesson objective: *Today I will think about how well I can use what I have learned in Units 1–3.*
- Students will review key language in Units 1–3.

Self-assessment



1 Think about it. Read and circle. Practice.

- Read the descriptions aloud as students point to the face icons at the top of the page. Have them use markers or colored pencils to complete the checklist. They will choose a different color when they review this list at the end of the Checklist.

MONITOR

Follow the suggestions below to review the key language in these units. Listen for correct use of vocabulary and grammar. Remind students that they will be asked to assess their own abilities.

ASSIST

Encourage students to turn to the page references in the checklist when they need additional support or to refresh their memories.

21st Century Self-Direction

- Remind students that there are no right or wrong answers on this page. Emphasize the fact that they should choose the face that shows how they feel about each skill. Say: *This page will help us find out what you know well and what you should study more.*

Daily Activities (pages 4, 28)

Have students mime the activities as you say them.

Telling Time (page 5)

Use a cardboard clock to display and say the times listed in the checklist. Invite volunteers to change the time and read the new time aloud.

Jobs (page 16)

Whisper a job in a student’s ear. The student can then mime, draw, or describe the job to classmates, who try to guess the job.

Workplaces (page 17)

Read aloud the workplaces on page 17 and have students call out jobs associated with those places.

When/at 7:00 in the morning (page 8)

Have partners use cardboard clocks to ask and answer questions about their daily activities. Then have students report on one another’s answers.

before school/after school (page 9)

Set the model clock to the time school begins each day. Model: *It is 8:00 in the morning. What do you do before school?* Repeat for *after school*.

What/Where/does/do/work (page 21)

Have students play a game in which they ask each other a series of questions to identify the job, e.g., *Where do you work?* etc.

have to do (page 33)

Ask: *What are some things you have to do at home on weekdays/weekends?* Students can look at page 33 for some ideas.

always/usually/sometimes/never do (page 33)

Ask: *What are some things you usually do at home on weekday? What are do you never do on weekdays?* Students can look at page 33 for ideas.

Practice

WB pp. 38 & 39/ act. 1, 2, 3, 4 & 5



1 Choose one path. Draw the path. Learn about Sue’s busy day.

- Read the directions aloud. Students use a colored pen to draw a path through the boxes and ovals to determine Sue’s day.

2 Look at your path in 1. Guess and write.

- Read the directions aloud. Students answer the questions based on the information in Activity 1.

3 Look at your path in 1. Write five sentences about Sue’s day.

- Read the directions aloud. Students use the path they drew for Sue to write five sentences about Sue’s day.

4 Guess and write. What does Sue do at the end of the day?

- Read the directions aloud. Students use the path they drew for Sue, and guess what she does at the end of the day, to write a paragraph about it.

5 Work in a group and share.

- Read the directions aloud. Students share their predictions about the end of Sue’s day and discuss.

Checkpoint 1–3 Lesson 2

Lesson Flow



Warm-up



Lesson Objective



Pre-listening



Listening



Practice 1



Practice 2

Lesson Objective

To put together what I have learned in Units 1–3.

I can do it!

65
2

Get ready.

A. Complete the interview. Use the words from the box. Then listen and check.

Do you eat dinner at home?
usually
What do you do?
What do you do before work?
When do you go to work?
Where do you work?



Katy: 1 _____

Max: I'm a chef.

Katy: Oh, really? 2 _____

Max: I work at a restaurant, the Pizza Palace.

Katy: I see. 3 _____

Max: I 4 _____ go to work at 2:00. I come home at 11:00 at night.

Katy: OK. 5 _____

Max: I take a shower, eat breakfast, and get dressed. Then I feed my fish.

Katy: 6 _____

Max: No, I always eat dinner at the restaurant.

B. Make more questions.

1 When _____ ?

2 _____ before work?

3 _____ in the afternoon?

C. Practice the dialog in **A** with a partner. Include your new questions.

1

2

3

4

5

6

7

8

9

Warm-up



- Review question words by having students take turns thinking of a secret object. Invite classmates to ask questions to help them guess the secret. Model: *What color is it? Where is it? Is it big or small?*
- Extend the activity by having students think of secret activities. Suggest that they review the activities on page 4. Model questions: *When do you do it? Where do you do it? Is it hard or easy? Is it fun?*

Lesson Objective



INVOLVE

Introduce the Lesson Objective: *Today I will put together what I have learned in Units 1–3.*

- Students will complete and practice a dialog. Then they will practise and revise it.

Pre-listening



- Read the directions and the names *Katy* and *Max* aloud. Read the directions aloud. Say: *An interview is a talk between two people. One person asks questions and the other person answers.* Have students look at the picture and make predictions about the dialog.

Listening



Materials: Marbles, a cup

2 Get ready.

A Complete the interview. Use the words from the box. Then listen and check.

- Have volunteers read the questions and the word *usually* in the box aloud. Explain that they will use clues in the dialog to put the questions and the word from the box in the right places. Point out that *Katy* begins by asking *Max* a question. He answers: *I'm a chef.* Ask: *What question does Katy ask Max? (What do you do?)*
- Have students complete the dialog independently. Remind them that reading aloud as they work can help them find the correct order. Play Audio Track 65 twice. First, have students focus on listening comprehension. Then have them check to see if they put the questions and the word from the box in the correct order.

MONITOR

Check answers as a class. (Answers: *What do you do? Where do you work? usually, When do you go to work? What do you do before work? Do you eat dinner at home?*)

ASSIST

Suggest that students write the questions and the word from the box on separate index cards. They can then test each card in the dialog to find where it makes sense.

21st Century Critical Thinking

- Have students name the clues in each answer that helped them fill in the missing information. Model: *When Max says, "I work at a restaurant, the Pizza Palace," he is telling Katy where he works. So I look for a question that begins with "Where."*
- Explain the meaning of the phrase "Get ready, get set, go!" Say: *These words can start any activity, like a race or a game. When you get ready, you prepare to start. When you get set, it is almost time to begin. Go means "start"!* Practice using the phrases to begin a classroom activity, such as throwing paper airplanes or rolling marbles toward a cup.

Practice 1



B Make more questions.

- Read the directions aloud and invite students to complete the additional questions. Say: *You can ask many different questions.*

MONITOR

- Have students read their questions aloud. Check for correct grammar and vocabulary. (Possible answers: *What time do you go to bed? When do you wake up? Do you eat lunch before work? What do you do in the afternoon?*)
- Invite partners to share their new dialogs with the class.

Practice 2



C Practise the dialog in A with a partner. Include your new questions.

- Read the directions aloud. Have students practice their dialogs. Say: *The person playing Max can make up answers to the new questions.* Encourage students to switch roles so they both get a chance to ask and answer questions. Invite partners to share their dialogs with the class.
- Write new questions and answers on the board after each pair presents their version of the interview.

Checkpoint 1–3 Lesson 3

Lesson Flow





Lesson Objective


To put together what I have learned in Units 1–3.

Checkpoint | Units 1–3

3 Get set.

 **STEP 1** Choose a job.

 **STEP 2** Write notes about your daily routine.

 **STEP 3** Cut out the cards on page 133. Now you're ready to **Go!**

●	_____	Me	_____
●	I'm a(n)	_____	.
●	I work at	_____	.
●	I usually	_____	every day.

4 Go!

A. Use the cards to make questions. Interview your partner. Write about your partner's daily routine. Then switch roles.

●	_____	My partner's day	_____
●	He's/She's a(n)	_____	.
●	He/She works at	_____	.
●	He/She	_____	every day.
●	_____	_____	_____

B. Work in groups. Tell your classmates about your partner's daily routine.



Luisa always eats breakfast before school.

Warm-up



3 Get set.

- Read the directions aloud. Say: *A routine is something you do again and again. Your daily routine is what you do most days.*
- Invite students to choose any job they can name, including jobs of family members, neighbors, or other adults they know.
- Have students complete notes about their jobs individually. Encourage them to write complete sentences about their jobs and the things they do every day.

MONITOR

Check students' use of language as they write their notes.

ASSIST

- Allow students to review the Flashcards from Units 1–3 as they complete their notes. Provide them with additional vocabulary as needed.
- Have students preview the question and answer cards on page 133. Say: *You will use these cards to role-play an interview.* Have students read the cards aloud and point to the directions on each card. Say: *These words tell you how to use the words below.* Then point to the bold words on each card. Say: *These are the words you will use in questions and answers.*
- Have students cut out the cards on page 133. Remind them to keep the question (blue) and answer (green) cards separate.

Lesson Objective



INVOLVE

- Introduce the Lesson Objective: *Today I will put together what I have learned in Units 1–3.*
- Students will role-play interviews with people who do different jobs. Tell them they will play the roles of workers with different jobs.

Practice



4 Go!

A Use the cards to make questions. Interview your partner. Write about your partner's daily routine. Then switch roles.

- Give students half a sheet of paper and have them draw themselves doing their chosen job.

- Read the directions aloud. Remind students that in an interview, one person asks questions and another answers.
- Tell students they can use the cards as needed, in any order.

MONITOR

Check to make sure that students are using the bold words correctly in their questions and answers.

ASSIST

- Have students read their notes aloud to check their understanding of their partner's answers.
- Tell students that interviews often include follow-up questions. Say: *A follow-up question gets more information about an answer.* Model: *Where do you work? I teach at a school. What school? Pine Road School.* Encourage students to use follow-up questions in their interviews when they want to know more about an answer.

Speaking



B Work in groups. Tell your classmates about your partner's daily routine.

- Put students in groups and read the directions and sample statement aloud. Remind students to use their notes to tell the group about their partner's job and daily activities.

21st Century Collaboration

- Invite students to create a class book that names and describes the workers interviewed, using the drawings they made before starting Activity 4. Model giving each page a title that names the person and his or her job: *John the Chef. Monica the Doctor. Luke the Police Officer.* On each page, students can write statements based on their interview notes. Remind students to check their answers with partners.

Checkpoint 1–3 Lesson 4

Lesson Flow



Lesson Objective

To think about how well I can use what I have learned in Units 1–3.

5 Write about yourself in your notebook.

- When do you wake up?
- What do you do before school?
- What chores do you have to do?
- What time do you go to bed?



All About Me

How well do I know it now?

6 Think about it.

A. Go to page 40. Look and circle again.

B. Check (✓).

- I can start the next unit. 
- I can ask my teacher for help and then start the next unit. 
- I can practice and then start the next unit.

7 Rate this Checkpoint. Color.

   |   
hard OK easy not fun OK fun

Checkpoint Units 1–3 43

Warm-up



- Have students play *Telephone* to prepare for the journal activity. Have students sit in a circle. Whisper a question in one student's ear. Use the questions from Activity 5 or others of your choice. Have each student whisper the answer in the ear of the classmate on his or her right. Students should then pass the sentence around the circle by whispering it once without repeating.

Lesson Objective



INVOLVE

- Introduce the lesson objective: *Today I will think about how well I can use what I have learned in Units 1–3.*
- Students will write about their own daily routine. Then they will look back at Units 1–3 again and think about how well they can use what they have learned.

Practice



5 Write about yourself in your notebook.

- Read the directions, questions, and journal title aloud.
- Have students begin by writing today's date in their notebooks. Then have them write answers to the questions. Encourage students to write about what they do on a typical school day.

MONITOR

- Check students' writing for correct use of language.

CHALLENGE

- Invite students to read their *All About Me* entries aloud and compare them with their classmates' daily routines.

Self-assessment 1



6 Think about it.

A Go to page 40. Look and circle again.

- Read the directions aloud.

21st Century Self-Direction

- Have students turn to page 40 and think about each of the checklist items again. Encourage students to take their time and think about each item carefully. Suggest that they read each item aloud and look back to the pages named as they review their skills.
- Make sure that students use a different colored pencil or marker as they reassess their understanding and use of each checklist item.
- Students may want to circle the same face icon when they revisit the exercise. Model drawing the second circle outside the first so that both colors are visible, rather than covering up the first circle with the second color.

B Check (✓).

- Read the directions and items aloud. Say: *Check the box or boxes that tell how you feel about Units 1–3. Say: Think about each statement. Say: Which is true for you?*
- Students can use the “Look and circle” exercise on page 40 to help them choose a response. If they circled ten to twelve smiling faces, they can start the next unit with confidence. If they circled fewer than ten smiling faces, they should probably check one of the other choices.

Self-assessment 2



7 Rate this Checkpoint. Color.

- Write easy and hard on the board. Say: *Something is easy if you can do it without any problems. It's hard if you have trouble doing it. Give students examples of easy and hard activities: It's easy to raise your hand. It's hard to touch the top of a door.*
- Write fun and not fun on the board. Say: *Something is fun if you really enjoy doing it. Ask students to mime things that are fun to do.*
- Read the directions aloud. Point out that they will color only one star in each section. Say: *First, you will say if the Checkpoint was easy, OK, or hard. Then you will say if it was fun, OK, or not fun.*
- Have students complete the rating individually.
- **Using Checkpoint Evaluations:** Student evaluations of the Checkpoint (easy/OK/hard, fun/OK/not fun) can give you insight into students' reactions to classroom activities. Review their answers to help you engage and motivate them as they continue to review Units 1–3 and move on to the next units. Consider whether students require additional assistance, deeper challenges, or more inspiring activities.



Amazing Animals

Objectives

Reading

- Can understand some details in short, simple dialogs on familiar everyday topics, if supported by pictures.
- Can identify the topic sentence in simple, structured paragraphs on familiar topics, if supported by questions or prompts.
- Can identify key information in short, simple factual texts from the headings and illustrations.

Listening

- Can recognize familiar words and phrases in short, simple songs or chants.
- Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.
- Can recognize simple phrases related to familiar topics in slow, clear speech.

Speaking

- Can talk about basic factual information on familiar or everyday topics.
- Can express ability or lack of ability in relation to basic everyday actions.

Writing

- Can write short, simple, structured paragraphs on familiar topics, given prompts or a model.

Grammar

- Can use *can* to refer to ability in the present and near future.

Unit Projects

Family Connection

Have students tell family members that they are learning about animals and their habitats. Ask students to share information about animals with their families. Encourage them to find out which animals are family members' favorites and why. Throughout the unit, students can report back to the class about which animals are the most popular at home.

Key Language

Key Vocabulary

Animals

bear
camel
deer
lizard
owl
penguin
sea lion
shark
toucan

Habitats

desert
forest
ice and snow
jungle
lake
mountain
ocean
rain forest

Expressions

Now it's your turn.
What a/an...

Content Words

blend in
bottom of the ocean
hunt
stone
tree bark
alligators
canaries
geckos
goldfish
parakeets
snakes
tarantulas

Grammar/Structures

What **can** a bear do? It **can** swim. It **can't** fly.

What **can** owls do? They **can** fly. They **can't** climb.

Can a penguin jump? Yes, it **can**. /No, it **can't**.

Can lizards swim? Yes, they **can**. /No, they **can't**.

Phonics

The sounds: ea, oi, oe

Animal Homes Bulletin Board

Create a bulletin board display entitled *Animal Homes*. Divide the bulletin board into six areas labeled *Desert*, *Forest*, *Ice and Snow*, *Lake*, *Ocean*, and *Rain Forest*. Add names and photos or drawings of animals that live in each environment, adding to the bulletin board throughout the unit. Create multiple postings for certain animals to show that they live in more than one place; for example, show lizards in the desert, forest, jungle, mountains, and rain forest.

Vocabulary Lesson

Lesson Flow



Lesson Objective

I will learn to name animals.

Key Language

bear, camel, deer, lizard, owl, penguin, sea lion, shark, toucan





4 Amazing Animals

Vocabulary

I will learn to name animals.

66 **Song Time!**

67 **1** Listen, look, and say.

 1 bear	 2 deer	 3 owl
 4 camel	 5 lizard	 6 penguin
 7 toucan	 8 sea lion	 9 shark

2 Play the description game.

44 Unit 4

Warm-up



- Have partners create animal riddles. Model: *I am an animal. I live on a farm. I say “moo.” What am I?* (a cow)
- Allow students to write or say their animal riddles for classmates to solve. As students exchange riddles, compile a list on the board of all the animals that students name. Tell them they will learn to name and talk about more animals in this unit.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to name animals.*

- Students will name and talk about different animals.

Song Time



Materials: Flashcards: Unit 4, animals

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. Students will only hear the words at this point. They will not see the text of the song.

Presentation



1 Listen, look, and say.

- Read the directions aloud. Point to the animals in Activity 1. Say: *These pictures show nine different animals.* Say each one aloud.
- Play Audio Track 67 and have students listen and read.
- Replay the audio and have students point to the pictures and say each animal with you.

ASSIST

Hold up the relevant Flashcards as they listen, to help students associate the phrases with the audio.

MONITOR

Read the names of animals in random order. For each one, have students point to the matching picture. Check to make sure students are pointing to the correct animals.

Practice

WB p. 40/ act. 1



1 Look and number.

- Have students work together in pairs to number each animal correctly. They write the correct number in each box.

MONITOR

Check that students are numbering the boxes correctly.

Game



2 Play the description game.

- Explain to students that you are going to describe one of the animals from Activity 1 and they will have to tell you which one it is. Model: *I am very small, I am green, and I eat bugs. What am I?* (a lizard)
- Put students in small groups and have them play the game, taking turns to describe one of the animals for the rest of the group to guess.

MONITOR

Check that students are describing the animals as best they can.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I have learned to name animals.*

- Encourage awareness of what students have learned by asking a few students the names of some animals.

Homework

WB p. 40/ act. 2



2 Write.

- Direct students to WB Activity 2 on page 40. Explain to students that they must write the name of their favorite animal and its habitat.

Extra Application and Practice Activity

Materials: Flashcards: Unit 4, animals, Bingo grids, markers

- Explain and model the game of *Bingo* (see *Game Bank*, page T135, for details). Give each student a blank *Bingo* grid with nine squares on it. Have students choose and write the names of the nine animals from Activity 1 on their *Bingo* grids, in random order. Give each student nine markers or small pieces of paper that can be placed on the *Bingo* grid.
- Play by holding up an animal Flashcard and having the class call out the name of the animal. Students should put a marker on the name. The first student to get three markers in a row wins, says “Bingo!” and receives a token. Play as many rounds as time allows. The student with the most tokens at the end of the last game wins the “tournament.”

4

Amazing Animals

Vocabulary

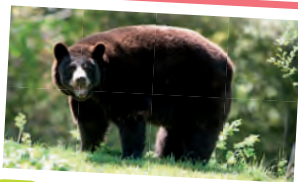
I will learn to name animals.



Song Time!



1 Listen, look, and say.



1 bear



2 deer



3 owl



4 camel



5 lizard



6 penguin



7 toucan



8 sea lion



9 shark

2 Play the description game.

Song

I will learn to ask and answer about animals and where they live.

68 69
3

Listen and sing. How many animals are in the song?

Animals are Amazing!



Animals are amazing!
We see them far and near.
Some live in forests
Like owls, bears, and deer.
Some live in deserts
Like camels and some snakes.
Some live in water,
In oceans, seas, and lakes.

Amazing, amazing animals
What can animals do?
They can fly, they can swim, they can jump!
We share the earth with you!

4

Match the animals with the places. Ask and answer.

deserts forests ice and snow jungles
lakes mountains oceans rain forests



Where do lizards live?

Some live in deserts
and some in lakes.



**THINK
BIG**

Look at the pictures. Which is
your favorite animal and why?

Song Lesson

Lesson Flow



Lesson Objective

I will learn to ask and answer about animals and where they live.


Key Language

bear, camel, deer, desert, forest, ice and snow, jungle, lake, lizard, mountain, ocean, owl, penguin, rain forest, sea lion, shark, snake, toucan

Song

I will learn to ask and answer about animals and where they live.

3 Listen and sing. How many animals are in the song?



Animals are Amazing!

Animals are amazing!
We see them far and near.
Some live in forests
Like owls, bears, and deer.
Some live in deserts
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Some live in water,
In oceans, seas, and lakes.

Amazing, amazing animals
What can animals do?
They can fly, they can swim, they can jump!
We share the earth with you!

4 Match the animals with the places. Ask and answer.

deserts forests ice and snow jungles
lakes mountains oceans rain forests



Where do lizards live?

Some live in deserts
and some in lakes.



**THINK
BIG**

Look at the pictures. Which is
your favorite animal and why?

Unit 4 45

Warm-up



21st Century Environmental Literacy

- On the board, write the words *desert, forest, ice and snow, jungle, lake, mountain, ocean, and rain forest*. Show students pictures of specific examples of each habitat, name the locations, and have volunteers come up and try to find the locations on a world map or globe.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to ask and answer about animals and where they live.*
- Students sing a song about animals, and talk about where they live, and talk about their favorite animal.

Listen and Sing



3 Listen and sing. How many animals are in the song?

- Remind students that they have heard the song already. Read the directions aloud. Play Audio Track 68. Have students listen and read along with the song quietly.
- Replay the audio. Have students sing along. Then ask students to read the song silently again and to make a note of the animals in the song.

MONITOR

Observe students to see if they are comfortable learning the new song. Check answers as a class. (*Answers: There are five; owls, bears, deer, camels, snakes*)

ASSIST

Replay the audio as needed. Pause after each animal and mime it. Encourage students to mime with you.

Speaking



4 Match the animals with places. Ask and answer.

- Have students look at the words in the box. Read each aloud, pausing after each one for a volunteer to describe it as best as he or she can.
- For each animal in Activity 1, have students choose a place from the box.
- Read the speech bubbles aloud and have students repeat after you. Place students in pairs, and have them ask and answer about the animals in Activity 1.

MONITOR

Listen to students' dialogs for proper pronunciation, appropriate intonation and correct use of language. (*Answers: bears – forests and mountains; deer – forests and mountains; owls – forests and mountains; camels – deserts; lizards – deserts, forests, jungle, mountains, and rain forests; penguins – ice and snow; toucans – jungles and rain forests; sea lions – ice and snow and oceans; sharks – oceans*)

Practice

WB p. 41/ act. 4



4 Answer the questions.

- Read the directions aloud. Explain to students that they write sentences explaining where animals live.

ASSIST

They can use words from Activity 4 in the Student's Book to help them.

Think BIG



21st Century Communication

- Have students look at the pictures on page 44 and choose their favorite animal. Give them each a sheet of paper, and have them draw their favorite animal and write a few sentences about it. Ask them to try and explain why they like it. Say: *My favorite animal is the owl. I like its eyes and its feathers.* Provide words for new vocabulary as necessary. When students have finished, have them present their drawings to the class.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to ask and answer about animals and where they live.*

- Encourage awareness of what students have learned by quickly eliciting the names of a few of the animals in the song.

Homework



WB p. 41/ act. 3



3 Listen and write. Then number. Underline the places.

- Direct students to WB Activity 3 on page 41. Explain to students that they should listen to the audio and then complete the sentences.

Extra Application and Practice Activity

- Extend Activity 4 by asking students to try to think of other animals that live in each place. Other animals to discuss are *duck, frog, hippo* (lake); *monkey, tiger* (jungle); *polar bear* (ice and snow); *snake* (desert); *parrot* (rain forest); *seal, whale* (ocean); *fox* (forest); and *goat* (mountain).

ASSIST

Help students with the names of animals they don't know in English. If necessary, write a list of different animals on the board, and have students ask and answer in pairs about where each one lives.

Story Lesson

Lesson Flow



Lesson Objective

I will read a story about animals.

Key Language

parrot, sea lion; What a/an...

Story

I will read a story about animals.

5 Listen and read. Can Smartie talk?

At the Zoo



1 Luke and Amy are watching a sea lion show at the zoo.



2 Luke has to cover his ears.



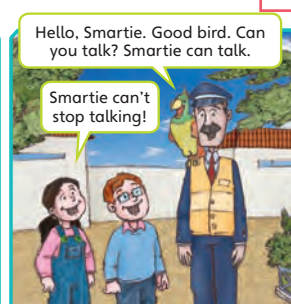
3 The sea lion can balance a ball on its nose!



4 Then Luke and Amy watch a parrot show.



5 The parrot's name is Smartie.



6 When Smartie starts talking, Smartie can't stop!

6 Read and match. Make sentences.

- | | |
|-------------------|--------------------|
| 1 Sea lions can't | a stop talking. |
| 2 Sea lions can | b parrot. |
| 3 Smartie is a | c say its name. |
| 4 Smartie can | d sing very well. |
| 5 Smartie can't | e do great tricks. |



What other animals are very smart? What can they do? What different ways are there to learn about animals in a zoo?

Warm-up



Materials: Poster paper, Flashcards: Unit 4, animals, art supplies

- Tell students that zoos are places people can go to see and learn about animals. Divide the class into groups and hand each group a sheet of poster paper. Have students work together in each group to design zoo maps. Encourage students to use the Flashcards to decide which animals they will include in their zoos.
- Invite groups to share their zoo maps with the class. Ask a volunteer from each group to act as a guide, naming the animals in the zoo and showing where each one lives.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will read a story about animals.*
- Students will listen to and answer questions about a story, and then discuss ideas related to it.

Pre-reading



- Have students preview the pictures in the story frames. Point to the title and ask: *Where does this story take place?* (at a zoo) Point to and read the names *Luke* and *Amy* aloud. Have students repeat. Point to the sea lion and parrot, and name them for students. Have them repeat.
- Explain how the narration and speech are presented in the audio. Say: *First, you will hear what Amy and her mother say. Then you will hear the narrator describe what is happening in each picture.*

Reading



5 Listen and read. Can Smartie talk?

- Read the directions aloud. Play Audio Track 71 and have students listen and read silently. Model pointing to each story frame.
- Ask: *Can Smartie talk?* Elicit the correct answer. (Yes, he can.)

Comprehension 1



MONITOR

Ask questions to check for understanding. Ask: *What can the sea lion do?* (clap, sing – though not very well, and balance a ball on its nose) *What kind of animal is Smartie?* (a parrot) *What else can Smartie do?* (ride a bike)

ASSIST

Replay the audio as necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words.

- Divide the class into four groups and give the parts of Amy, Luke, zookeeper, and narrator. Replay the audio, pausing after each frame for the groups to repeat the words of their given characters.

CHALLENGE

Invite a volunteer from each group to come to the front and act out the story for the class.

Comprehension 2



6 Read and match. Make sentences

- Read the directions aloud. Then do Item 1 as a class. Ask: *What can't sea lions do?* (d, sing very well) Invite a volunteer to read the complete sentence aloud.
- Have students complete the activity independently.

MONITOR

Check answers as a class. (Answers: 1 d, 2 e, 3 b, 4 c, 5 a)

Comprehension 3

WB p. 42/ act. 5



5 Read. Then write *can* or *can't*.

- Read the directions aloud. Have students look at the story, read each speech bubble, and then complete the sentences with *can* or *can't*.

Think BIG



21st Century Creative Thinking

- Ask students how we know animals are smart. (Possible answers: *They can talk, follow orders, and do tricks.*) Then ask the Think BIG questions, giving students time to discuss their answers in pairs before answering. (Possible answers: *dogs, horses, dolphins; do tricks, obey commands; at information points, from the guide, from reading brochures and signs, from listening to an audio guide*)

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I have read a story about animals.*

- Encourage awareness of what students have learned by eliciting something they remember from the story of what animals can do.

Homework

WB p. 42/ act. 6



6 Write about you.

- Direct students to WB Activity 6 on page 42. Have students read the story again and write about what they can do.

Think BIG

- Direct students to WB Think BIG on page 42. Have students look at the words in the box, then read and complete the sentences.

Extra Application and Practice Activity

- Have partners continue the story and tell what happens when Amy and Luke visit another animal. Suggest that students tell what the animal can and can't do.
- Have students perform their stories for the class.

Story

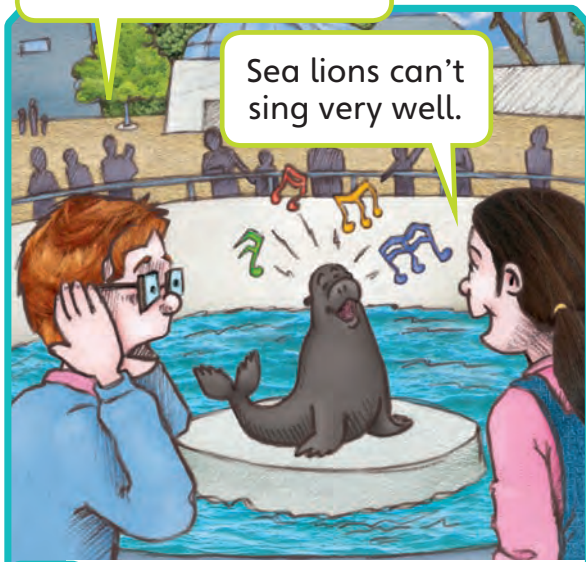
I will read a story about animals.

5 Listen and read. Can Smartie talk?

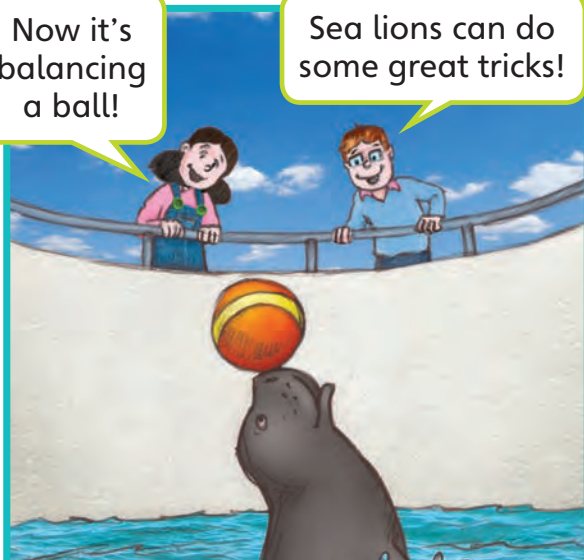
At the Zoo



1 Luke and Amy are watching a sea lion show at the zoo.



2 Luke has to cover his ears.



3 The sea lion can balance a ball on its nose!



4 Then Luke and Amy watch a parrot show.



5 The parrot's name is Smartie.



6 When Smartie starts talking, Smartie can't stop!

6 Read and match. Make sentences.

- | | |
|--------------------------|---------------------------|
| 1 Sea lions can't | a stop talking. |
| 2 Sea lions can | b parrot. |
| 3 Smartie is a | c say its name. |
| 4 Smartie can | d sing very well. |
| 5 Smartie can't | e do great tricks. |



What other animals are very smart?
 What can they do?
 What different ways are there to learn
 about animals in a zoo?

Language in Action Lesson

Lesson Flow



Lesson Objective

I will listen to a dialog about animals.

Key Language

bear, duck, forest, ice and snow, ocean, owl, parrot, penguin, rain forest, shark; Now it's your turn.

Language in Action

I will listen to a dialog about animals.

7 Listen and read. Then say.

Brad: Are you ready for an animal quiz?

Samuel: Yes, I am!

Brad: OK. Listen. This animal lives in the ice and snow. It can swim, but it can't fly.

Samuel: I know! It's a penguin.

Brad: Right! Now it's your turn.

Samuel: OK. Let's see... It lives in the forest. It can climb trees, and it can swim.

Brad: Hmm... Is it a snake?

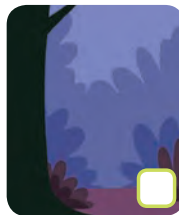
Samuel: No. It has four legs, and it can run fast.

Brad: Oh, I know. It's a bear!

Samuel: That's right!



8 Listen and stick. Number the pictures.



9 Make statements. Then say true or false.



Sharks can run and swim.

False! Sharks can't run but they can swim.



Warm-up

- Write *can*, *can't*, and *where* on the board. Ask: *Why do you often find can and where at the beginning of a sentence? (These words are commonly used to begin questions.) Are these words always used in questions? (No. They can be used in statements, too.)*
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective: Say: *Today I will listen to a dialog about animals.*
- Students will ask and answer questions using *can* and *can't*. Students will also ask and answer questions that begin with the word *where*.

Pre-listening

- Tell students they will listen to a dialog. Point to the two boys. Introduce them as *Brad* and *Samuel*. Have students predict what Brad and Samuel are talking about.

Listening

7 Listen and read. Then say.

- Play Audio Track 72 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.
- Replay the audio as necessary. Use simple language and gestures to explain unfamiliar words.

Comprehension

MONITOR

- Use questions to check for understanding. Ask: *What are Brad and Samuel doing? (playing an animal guessing game)*

CHALLENGE

- Have students change the dialog by using *sea lion* and *parrot*, in place of *penguin* and *bear*, and use information about them.

Practice 1

Materials: Stickers

8 Listen and stick. Number the pictures.

- Help students find the Unit 4 stickers at the back of the Student's Book. Then read the directions aloud. Tell students they will hear about four animals and what they can do.
- Play Audio Track 73 and have students listen, place the stickers on the correct picture, and number the pictures.

MONITOR

As students work, check to make sure that they are placing the stickers on the correct days. (Answers: 1 sea lion, 2 camel, 3 owl, 4 parrot)

Role Play

9 Make statements. Then say true or false.

- Write this sentence on the board: *Elephants can run and fly.* Ask students whether your statement is true or false. Elicit the reply: *False. Elephants can run, but they can't fly.*
- Read the directions aloud. Then have volunteers read the girl's statement and the boy's reply aloud. Explain that they will speak about other animals in the same way, in pairs.

ASSIST

As you notice errors, say words or sentences correctly and have students repeat after you.

MONITOR

As pairs work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice 2

74 P. T140

WB p. 43/ act. 7

7 Listen to the animal quiz. Complete the dialog.

- Read the directions aloud. Explain that students need to listen, and then write the answers.
- Play Audio Track 74. Do Item 1 as a class. Students complete the activity independently.

Lesson Objective

INVOLVE

Revisit the lesson objective: *Today I have listened to a dialog about animals.*

- Encourage awareness of what students have learned by quickly eliciting a few things they have learned about animals from the dialogs.

Homework

WB p. 43/ act. 8

8 Read and circle.

- Direct students to WB Activity 8 on page 43. Direct them to read each sentence and then circle the correct word.

Extra Application and Practice Activity

Materials: Flashcards: Unit 4, animals

21st Century Innovation

- Have teams work together to invent a game using the Flashcards. For example, players might take turns picking two cards. If a player can name something each animal can or can't do, the player gets to keep the cards. The player with the most cards at the end of the game is the winner.

Language in Action

I will listen to a dialog about animals.

72
7

Listen and read. Then say.

Brad: Are you ready for an animal quiz?

Samuel: Yes, I am!

Brad: OK. Listen. This animal lives in the ice and snow. It can swim, but it can't fly.

Samuel: I know! It's a penguin.

Brad: Right! Now it's your turn.

Samuel: OK. Let's see... It lives in the forest. It can climb trees, and it can swim.

Brad: Hmm... Is it a snake?

Samuel: No. It has four legs, and it can run fast.

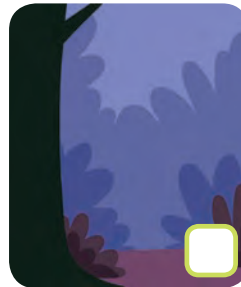
Brad: Oh, I know. It's a bear!

Samuel: That's right!



73
8

Listen and stick. Number the pictures.



9

Make statements. Then say true or false.



Sharks can run and swim.

False! Sharks can't run but they can swim.



Grammar

I will learn to use *can* to ask and answer about animals.

What can a bear do?	It can swim. It can't fly.	subject + <i>can/can't</i> + verb
What can owls do?	They can fly. They can't climb.	
Can a penguin jump?	Yes, it can ./No, it can't .	subject + <i>can/can't</i>
Can lizards swim?	Yes, they can ./No, they can't .	

10 Complete the sentences. Use **can** or **can't**.

- 1 Ducks and sea lions _____ swim.
- 2 A shark _____ climb a tree.
- 3 A giraffe _____ reach the leaves at the top of a tree.
- 4 A penguin _____ fly, but a toucan _____.
- 5 A parrot _____ talk, but a lizard _____.

11 Look at 1. Write questions and answers. Add one of your own!

- 1 Where do bears live?

- 2 Where do penguins live?

- 3 _____
They live in the ocean.
- 4 _____
They live in the rain forest.
- 5 _____



Grammar Lesson

Lesson Flow



Lesson Objective

I will learn to use *can* to ask and answer about animals.

Key Language

What **can** a bear do? It **can** swim. It **can't** fly.

What **can** owls do? They **can** fly. They **can't** climb.

Can a penguin jump? Yes, it **can**./No, it **can't**.

Can lizards swim? Yes, they **can**./No, they **can't**.

Grammar

I will learn to use *can* to ask and answer about animals.

What can a bear do?	It can swim. It can't fly.	subject + <i>can/can't</i> + verb
What can owls do?	They can fly. They can't climb.	
Can a penguin jump?	Yes, it can ./No, it can't .	subject + <i>can/can't</i>
Can lizards swim?	Yes, they can ./No, they can't .	

10 Complete the sentences. Use **can** or **can't**.

- Ducks and sea lions _____ swim.
- A shark _____ climb a tree.
- A giraffe _____ reach the leaves at the top of a tree.
- A penguin _____ fly, but a toucan _____.
- A parrot _____ talk, but a lizard _____.

11 Look at 1. Write questions and answers. Add one of your own!

- Where do bears live?

- Where do penguins live?

- _____
They live in the ocean.
- _____
They live in the rain forest.
- _____



Unit 4 49

Warm-up



- Write *can*, *can't*, and *where* on the board. Ask: *Why do you often find can and where at the beginning of*

a sentence? (These words are commonly used to begin questions.) *Are these words always used in questions?* (No. They can be used in statements, too.)

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective: Say: *Today I will learn to use can to ask and answer about animals.*

- Students will ask and answer questions using *can* and *can't*. Students will also ask and answer questions that begin with the word *where*.

Presentation



- Have students read the text in the grammar box. Model reading each of the sentences. Start with: *What can a penguin do? It can swim. It can't fly.*
- Invite two volunteers to model asking and answering the sentences.
- Direct students' attention to the words in bold in the grammar boxes at the top and in the middle of the page. Ask: *Why are these words in bold?* Remind students that bold type is used on this page to highlight the language structures being taught.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

ASSIST

Some students may be more comfortable speaking as a class as opposed to independently. Have students ask questions independently but respond as a group.

Practice 1



10 Complete the sentences. Use *can* or *can't*.

- Read the directions aloud. Explain that students will complete the sentences with *can* or *can't*. Check the first sentence with the class.
- Have students complete the first dialog and read it aloud with a partner before moving on to the second dialog.

MONITOR

- Check answers as a class. (Answers: 1 *can*; 2 *can't*; 3 *can*; 4 *can't, can*; 5 *can, can't*)
- Have students circle the verbs in each sentence before they add *can* or *can't*. (*swim, climb, reach, fly, talk*) Discuss and correct any errors in understanding.

Practice 2

WB p. 44/ act. 9



9 Look and write *can* or *can't*.

- Read the directions aloud. Then have students read the sentences and write the correct words.
- Have students work independently to complete the activity.

Practice 3

WB p. 45/ act. 11



11 Read and circle the correct word.

- Have students read the text in the grammar box silently. Then model reading: *Can a penguin swim? Yes, it can.* Invite two volunteers to model reading the second box.

- Read the directions aloud. Tell students that for each sentence, they have to circle one of the words in bold.

ASSIST

- Check answers with the class.

Practice 4



11 Look at 1. Write questions and answers. Add one of your own!

- Read the directions aloud. Then have a volunteer read the first question aloud. Remind students that the names of the habitats in which animals live are listed in the box on page 45.
- Have students complete the activity independently or in pairs.

MONITOR

Check answers as a class. (Answers: 1 *Bears live in the forest.* 2 *Penguins live in the ice and snow.* 3 *Where do sharks/fish live?* 4 *Where do parrots/lizards live?* 5 *Answers will vary.*)

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I have learned to use can to ask and answer about animals.*

- Encourage awareness of what students have learned by having a volunteer ask a question using *can*, and another answer using *can* or *can't*.

Homework

WB pp. 44 & 45/ act. 10 & 12



10 Look and complete the sentences.

- Direct students to WB Activity 10 on page 44. Tell students that they should look at the pictures and complete the sentences.

12 Write *Yes, it can, Yes, they can, No, it can't, or No, they can't*.

- Direct students to WB Activity 12 on page 45. Direct students to read each question, choose the correct answer, and write it.

Extra Application and Practice Activity

- Have students play *I Spy*. They can think of any animal in this unit. Model: *I spy an animal that can fly.* Students can ask *yes/no* questions to guess the animal. Allow students to take turns thinking of animals and answering questions from the class.

Extra Grammar Practice

WB Unit 4/ p. 119

- For optional further practice, have students complete the Extra Grammar Practice activities.

Content Connection Lesson

Lesson Flow



Lesson Objective

I will learn about animal camouflage.

Key Language

blend in, bottom of the ocean, hunt, stone, tree bark

Content Connection | Life Science

I will learn about animal camouflage.

CONTENT WORDS
blend in bottom of the ocean hide hunt stone tree bark

12 Listen, read, and match the pictures with the paragraphs.

Many animals blend in with their surroundings. This is called camouflage. Camouflage helps animals in different ways. Some use it to find food, but others use it because they don't want to become food!

Animal Camouflage

a  **b**  **c** 

1 **Polar Bears Hide in the Snow**
Polar bears, for example, are found in the ice and snow. Everything around them is white. They're covered in white fur, but their eyes, noses, and the bottoms of their feet are black. When they hunt for food, they sometimes cover their eyes and nose with their paws.

2 **Not a Stone, But a Stonefish**
Stonefish use camouflage to get food. They look like stones on the bottom of the ocean. If a fish touches a stonefish by mistake, it stings them to death and eats them.

3 **Tree Frogs Can't Be Seen**
Gray tree frogs, however, use camouflage to hide. They're found in the forests of North America. Because they live in trees, they look like a tree branch.

13 Which animal uses camouflage to hide? Which animals use camouflage to hunt?

THINK BIG Do you know any other animals that use camouflage? Where do they live? What do they look like? How do they blend in?

50 Unit 4

Warm-up

- Have students make *Animal in Hiding* posters. Give them colored cards and crayons of a similar color and have them draw and label an animal. Hang the posters on a wall and ask: *Is it easy to see the animals?* (no) Then have students swap crayons and repeat the activity, using colors that contrast more with the background colors. Ask: *Is it easy to see the animals?* (Yes.)
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about animal camouflage.*
- Students will read a science text and learn about camouflage, or how some animals can hide as a result of their shape, color, or both.

Pre-reading

- Read the Content Words aloud. Have students work in pairs to look up the words in a dictionary, and discuss

them. Tell students that they will now learn read those words in a text about animal camouflage.

- Have students look at the pictures and give general descriptions of what they see. Read the three sub-headings to students: *Polar bears Hide in the Snow; Not a Stone, But a Stonefish;* and *Tree Frogs Can't Be Seen*. Explain that each of these texts is about an animal that uses a different way to camouflage itself.

Reading

12 Listen, read, and match the pictures with the paragraphs.

- Play Audio Track 75 and have students listen and read along silently.
- Play the track again and pause after each paragraph. Ask comprehension questions about main ideas to check overall understanding: *Where do polar bears hide?* (They hide in the snow) *Why do stonefish use camouflage?* (to find food) *Where do tree frogs live?* (They live in the forests of North America)
- Allow them time to match the pictures with the correct paragraphs of text.

MONITOR

- Check answers as a class. (Answers: 1 b, 2 a, 3 c)

ASSIST

Replay the audio as necessary. Ask students to read along one more time and point to new words they have learned while they listen.

CHALLENGE

Have students make a four-column chart with the headings *Animal, Habitat, Why camouflage?*, and *Colors*. For the “Why camouflage?” header, remind students that some animals use camouflage to stay safe, while others use it to hunt. Have pairs complete the chart based on the text.

Practice 1

13 Look and write.

- Read the directions aloud. Explain that students must name each of the three animals correctly.

MONITOR

- Check answers as a class.

Practice 2

13 Which animal uses camouflage to hide? Which animals use camouflage to hunt?

- Read the directions aloud. Have students reread the text to look for the answers.

ASSIST

- Have students work in pairs.

MONITOR

- Check answers as a class. (Answers: *To hide – tree frogs; To hunt – stonefish, polar bears*)

Think BIG

21st Century Environmental Literacy

- On the board, make a list of other animals that students know of that use camouflage. (Possible answers: *chameleon, stick insect, snow fox, zebra, leopard*)
- Discuss where these animals live and how they blend in by asking the questions about each animal in turn. If possible, find pictures of some of these animals to show students.

Video

- Refer to the Video Guide for pre-watching and post-watching activities.

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned about animal camouflage.*
- Encourage awareness of what students have learned by asking them a few facts that they learned about animal camouflage in the science text.

Homework

14 Read and circle. Then listen and check.

- Direct students to WB Activity 14 on page 46. Read the directions aloud. Explain to students that they must listen to the audio, and then circle the correct answers.

15 Read and match.

- Direct students to WB Activity 15 on page 47. Explain to students that they must match each animal (1–3) with the correct sentence (a–c).

16 Look at 14. Circle T for true or F for false.

- Direct students to WB Activity 16 on page 47. Direct students to use the information in WB Activity 14 to choose T or F.

Extra Application and Practice Activity

Materials: Index card, art supplies

- Have each student draw and color a picture of an animal, and write three facts about it, on a fact card. Encourage them to use the Content Words from the lesson.
- Place students in small groups and have them compare and contrast their fact cards.
- When students work in groups, encourage them to take turns asking questions, rather than have one student quiz three classmates in a row.
- Put all the fact cards in a box in alphabetical order by animal and allow students to access them.

I will learn about animal camouflage.

CONTENT WORDS

blend in bottom of the ocean hide hunt stone tree bark

⁷⁵
12 Listen, read, and match the pictures with the paragraphs.

Many animals blend in with their surroundings. This is called camouflage. Camouflage helps animals in different ways. Some use it to find food, but others use it because they don't want to become food!

Animal Camouflage



1 Polar Bears Hide in the Snow

Polar bears, for example, are found in the ice and snow. Everything around them is white. They're covered in white fur, but their eyes, noses, and the bottoms of their feet are black. When they hunt for food, they sometimes cover their eyes and nose with their paws.

2 Not a Stone, But a Stonefish

Stonefish use camouflage to get food. They look like stones on the bottom of the ocean. If a fish touches a stonefish by mistake, it stings them to death and eats them.

3 Tree Frogs Can't Be Seen

Gray tree frogs, however, use camouflage to hide. They're found in the forests of North America. Because they live in trees, they look like a tree branch.

13 Which animal uses camouflage to hide? Which animals use camouflage to hunt?



Do you know any other animals that use camouflage? Where do they live? What do they look like? How do they blend in?

I will learn about pets around the world.



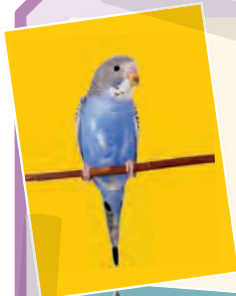
Listen and read. Then complete the chart.

Pets in Different Places

Many people around the world have pets. Every country has its favorites. In the United States, there are about 93 million pet cats. Cats are very popular in China, too. Birds and goldfish are also popular. Birds such as the colorful parakeet are popular in Mexico. Parakeets like playing with people, and they can talk! In Italy, lots of people have canaries. Canaries can sing all day!

One of Japan's popular pets is the bunny rabbit. There are even bunny cafés where you can have coffee and spend time with these furry animals or buy one!

Some people choose unusual or exotic pets. Chilean Rose Hair Tarantulas are quiet and easy to keep, but they aren't very cuddly. There are millions of reptile pet owners around the world. Reptiles such as iguanas or geckos aren't dangerous, but snakes or alligators can be very dangerous, so pet owners need to be extra careful.



CONTENT WORDS
alligators canaries geckos
goldfish parakeets
snakes tarantulas

Popular pets	Unusual pets	Dangerous pets
_____	_____	_____

15

What are the popular pets in your country? Talk with a partner.



Is it a good idea to have wild animals as pets?

Culture Connection Lesson

Lesson Flow



Lesson Objective

I will learn about pets around the world.

Key Language

alligators, canaries, geckos, goldfish, parakeets, snakes, tarantulas

Culture Connection | Around the World

I will learn about pets around the world.

14 Listen and read. Then complete the chart.

Pets in Different Places

Many people around the world have pets. Every country has its favorites. In the United States, there are about 93 million pet cats. Cats are very popular in China, too. Birds and goldfish are also popular. Birds such as the colorful parakeet are popular in Mexico. Parakeets like playing with people, and they can talk! In Italy, lots of people have canaries. Canaries can sing all day!

One of Japan's popular pets is the bunny rabbit. There are even bunny cafés where you can have coffee and spend time with these furry animals or buy one!

Some people choose unusual or exotic pets. Chilean Rose Hair Tarantulas are quiet and easy to keep, but they aren't very cuddly. There are millions of reptile pet owners around the world. Reptiles such as iguanas or geckos aren't dangerous, but snakes or alligators can be very dangerous, so pet owners need to be extra careful.

CONTENT WORDS

alligators canaries geckos
goldfish parakeets
snakes tarantulas

Popular pets	Unusual pets	Dangerous pets
_____	_____	_____

15 What are the popular pets in your country? Talk with a partner.

THINK BIG

Is it a good idea to have wild animals as pets?

Unit 4 51

Warm-up

- Draw a four-column chart on the board. Label the columns *Cat, Dog, Fish, Bird*. Invite four students to do simple drawings on the board next to each word to demonstrate its meaning.
- Do a simple survey by a show of hands to see how many students in the class have these pets. Ask: *Who has a cat/dog/bird/fish?* Count the numbers of students who raise their hands each time and write the results on the board.

- Discuss the survey results with the class. Ask: *Do students in our class have more cats or dogs? How many fish do we have? How many birds?*
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about pets around the world.*
- Students will read and talk about pets that are popular around the world.

Pre-reading



- Ask students: *Why do you think people have animals as pets?*

MONITOR

- Pair students and have them discuss the question. Walk around and listen to students' ideas.
- Invite some pairs to share their answers with the class. Write the ideas in a list on the board, and encourage other students to add to the list.
- Write the Content Words on the board: *alligators, geckos, canaries, goldfish, parakeets, snakes, tarantulas*. Have students identify the animals pictured on the page using the Content Words where appropriate. Have students circle the animal words in the article.

Reading



14 Listen and read. Then complete the chart.

- Play Audio Track 77 and have students listen and read. Tell students to raise their hands if they wish to interrupt to ask a question.

MONITOR

- Replay the audio, pausing after each section to check for understanding. Ask: *How do pets help us?* (They are good company; they help us exercise; etc.) *Which pets are popular everywhere?* (cats, dogs, birds, fish, and small rodents.) *Which pet is popular in Japan?* (the bunny rabbit)
- Ask students to copy the chart into their notebooks. Check that students understand the meanings of the adjectives in the headers. Then have them complete the chart in pairs.

ASSIST

- Walk around and help students as necessary. Make sure they are writing the correct answers in the correct columns and are basing their answers on the text.

MONITOR

- Copy the chart on the board. Invite some students to write the answers on the board, while the rest of the students check their answers. (Answers: Popular pets: *cat, birds, goldfish, bunny rabbit*; Unusual pets: *tarantula, iguana, gecko*; Dangerous pets: *snake, alligator*)

Practice 1

WB p. 48/ act. 17



17 Look and write.

- Read the directions aloud. Explain that students must label the pictures using the words from the box.

Practice 2



15 What are the popular pets in your country? Talk with a partner.

- Read the directions aloud. Have students brainstorm popular pets in pairs.

- Invite students to share their answers with the class. Make a tally chart of the ideas on the board, to count how many times each animal was suggested.
- Ask students if they agree with the results, and why they think those animals are popular.

Think BIG



21st Century Critical Thinking

- Have students name wild animals that people might keep as pets. Ask students what they know about these animals, for example what they eat or where they live.
- Then ask if students would like to have any of these animals as a pet. Encourage them to explain their reasons. (Possible answers: *Yes, a snake, because they are quiet and don't use up a lot of space. No, because you can't play with them.*)

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned about pets around the world.*
- Encourage awareness of what students have learned by quickly asking them for an example of a pet, and the country it is popular in.

Homework

WB p. 48/ act. 18



18 Read and match.

- Direct students to WB Activity 18 on page 48. Read the directions aloud. Explain that students must draw lines to complete the sentences.

Extra Application and Practice Activity

- Write these Content Words in a box on the board: *canaries, China, goldfish, Japan, parakeets, rabbits*. Invite students to write a sentence for each word. Then have them copy their sentences, but replace each Content Word with a blank. Ask students to read their new sentences aloud and invite listeners to guess the missing word.

MONITOR

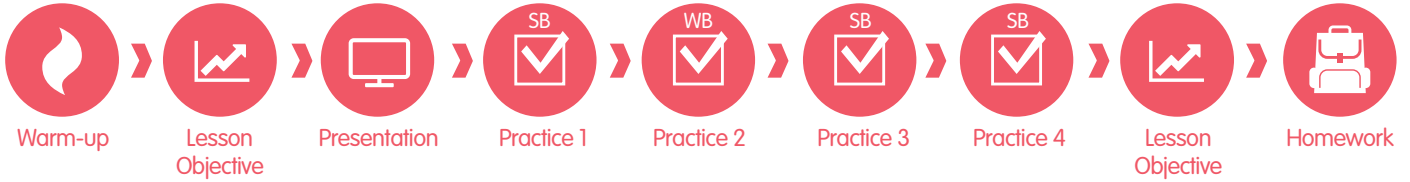
- Walk around the room and identify students who are having difficulty coming up with ideas for their sentences.

ASSIST

- Offer suggestions to students who need help. You may want to ask them questions that lead to statements that use the target words, such as the following: *What is the largest country in Asia?*

Writing Lesson

Lesson Flow



Lesson Objective

I will learn to write topic sentences.

Writing | Paragraph: Topic Sentences


I will learn to write topic sentences.

A **topic sentence** tells the main idea of a paragraph.
My favorite pet is my snake, Cornwall.

16 Listen and read. What's Cornwall like?

title → **My Favorite Pet**
by Aaron Michaels

topic sentence → My favorite pet is my snake, Cornwall.
He is a corn snake. He is 50 centimeters long, and he is red and white. I feed him one small mouse every week. He is friendly. He does not bite people. Some people don't like snakes, but snakes can make good pets.



17 Read and match the titles with the topic sentences.

Title	Topic Sentence
1 A Day at the Zoo	a My sister and I have many pets at home.
2 My Mother's Job	b My favorite time of day at school is art class.
3 My Favorite Class	c I have many jobs to do at home after school.
4 After-School Jobs	d My mother is a chef at an Italian restaurant.
5 Our Pets	e When I go to the zoo, I spend the whole day there.

18 What is your favorite animal? Write a title and a topic sentence.

52 Unit 4

Warm-up



Materials: Newspapers and magazines

- Explain that newspaper and magazine titles usually give clues about what the article will be about. Cut out simple titles from newspaper and magazine articles. Have students play *Charades* (see *Game Bank*, page T135, for details), taking turns selecting a title and

acting it out for the class. After students guess the title, have them predict what the article is about. Model, e.g. *The title is "New Zoo Opens Downtown." I think the article will tell about a new zoo in a city.*

- Explain that the main idea of a paragraph is what the paragraph is about. This sentence explaining the main idea is called the topic sentence. The topic sentence is found in the paragraph itself.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to write topic sentences.*
- Students will learn about, identify, and write topic sentences.

Presentation



- Read the text in the box. Tell students that they will read and listen to a paragraph that a boy named Aaron Michaels wrote about his pet snake. Ask a volunteer to tell you what the title of the paragraph is (*My Favorite Pet*), and write it on the board.
- Ask a volunteer to tell you what the topic sentence of the paragraph is (*My favorite pet is my snake, Cornwall*) and write it on the board.
- Explain that a topic sentence gives the main idea in a paragraph and that it is often the first sentence.
- Explain that writers follow rules to help make their writing clear. Tell students that writing a topic sentence is a good rule to follow for any paragraph. Ask a volunteer to read “My Favorite Pet” aloud without the topic sentence. Ask: *Why is the topic sentence important?* (Answer: It tells readers what the paragraph is mostly about. The paragraph is confusing without the topic sentence.)

ASSIST

On the board write *corn snake, centimeters, mouse, friendly, and bite*. Check that students understand these words. Look up words that they do not understand in a dictionary as a class.

Practice 1



16 Listen and read. What’s Cornwall like?

- Read the directions aloud.
- Play Audio Track 78 and have students listen and read. Ask students the question: *What’s Cornwall like?*

MONITOR

Check answer as a class. (Answer: *He’s 50 centimeters long, he’s red and white, and he is friendly.*)

Practice 2

WB p. 49/ act. 19



19 Read. Circle the best topic sentence for the main idea.

- Read the directions aloud. Explain that students need to find the best topic sentence to explain the main idea. Read the first sentence. Direct students to read a, b, and c quietly. Ask a volunteer to say which is the topic sentence. Students circle the answer.

- Have students complete the activity independently or in pairs, dependent on ability level.

MONITOR

- Check students are circling the correct answer.

Practice 3



17 Read and match the titles with the topic sentences.

- Read the directions aloud. Do Item 1 as a class. Ask: *Which topic sentence goes with the title “A Day at the Zoo”?* (When I go to the zoo, I spend the whole day there.)
- Have students complete the activity independently.

MONITOR

- Students check their answers in pairs. (Answers: 1 e, 2 d, 3 b, 4 c, 5 a)

Practice 4



18 What is your favorite animal? Write a title and a topic sentence.

- Have students go through the unit and find an animal they like. Tell them that if they were going to write a paragraph describing why they like it, they would first write the title and the topic sentence. Direct students to write a topic sentence and a title for their paragraph.

MONITOR

- Have students read their titles and topic sentences aloud to the class. Listen for correct use of language. For each sentence read, ask the class whether it sounds as though it could be the first sentence in a paragraph.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I learned to write topic sentences.*
- Encourage awareness of what students have learned by asking them to describe what a topic sentence is. (Answer: *The sentence that tells the main idea of a paragraph.*)

Homework

WB p. 49/ act. 20



20 Write a topic sentence for the titles.

- Direct students to WB Activity 26 on page 49. Direct students to read the titles and then write a topic sentence for each.

I will learn to write topic sentences.

A **topic sentence** tells the main idea of a paragraph.
My favorite pet is my snake, Cornwall.

16 Listen and read. What's Cornwall like?

title →

My Favorite Pet

by Aaron Michaels

topic sentence →

My favorite pet is my snake, Cornwall.

He is a corn snake. He is 50 centimeters long, and he is red and white. I feed him one small mouse every week. He is friendly. He does not bite people. Some people don't like snakes, but snakes can make good pets.



17 Read and match the titles with the topic sentences.

Title

- 1 A Day at the Zoo
- 2 My Mother's Job
- 3 My Favorite Class
- 4 After-School Jobs
- 5 Our Pets

Topic Sentence

- a My sister and I have many pets at home.
- b My favorite time of day at school is art class.
- c I have many jobs to do at home after school.
- d My mother is a chef at an Italian restaurant.
- e When I go to the zoo, I spend the whole day there.

18 What is your favorite animal? Write a title and a topic sentence.

I will learn to use the sounds ea, oi, and oe.

⁷⁹
19 Listen, read, and repeat.

1 ea 2 oi 3 oe

⁸⁰
20 Listen and find. Then say.



eat



coin



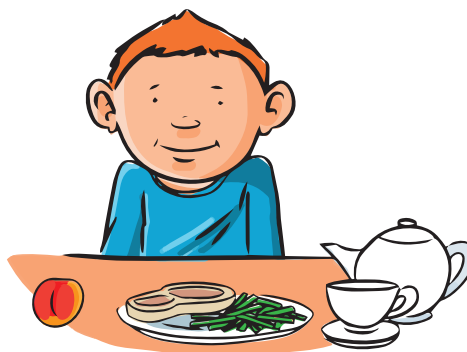
toe

⁸¹
21 Listen and blend the sounds.

1 s-ea	sea	2 b-oi-l	boil
3 b-ea-n	bean	4 t-ea	tea
5 p-ea-ch	peach	6 m-ea-t	meat
7 oi-l	oil	8 f-oe	foe

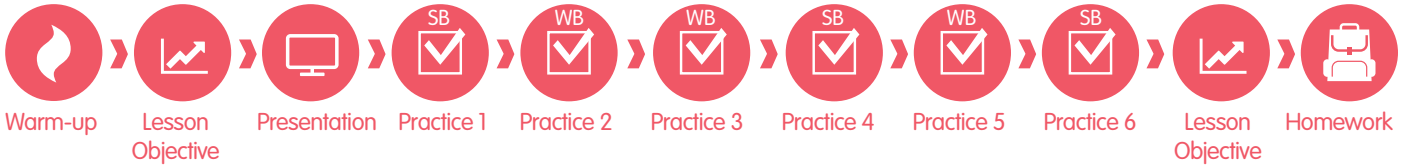
⁸²
22 Read aloud. Then listen and chant.

So, Joe, boil the beans,
Add the oil,
Add the meat.
Eat the beans,
Eat the meat,
Eat the peach,
And drink the tea.



Phonics Lesson

Lesson Flow



Lesson Objective




I will learn to use the sounds *ea*, *oi*, and *oe*.

Phonics | *ea, oi, oe*

I will learn to use the sounds *ea, oi, and oe*.

19 Listen, read, and repeat.
1 *ea* 2 *oi* 3 *oe*

20 Listen and find. Then say.


 **eat**  **coin**  **toe**

21 Listen and blend the sounds.

1 s-ea	sea	2 b-oi-l	boil
3 b-ea-n	bean	4 t-ea	tea
5 p-ea-ch	peach	6 m-ea-t	meat
7 oi-l	oil	8 f-oe	foe

22 Read aloud. Then listen and chant.

So, Joe, boil the beans,
Add the oil,
Add the meat.
Eat the beans,
Eat the meat,
Eat the peach,
And drink the tea.



Unit 4 53

Warm-up



Materials: Index cards

- Make index cards for *eat*, *coin*, and *toe* from this lesson, as well as a few other words with the same sounds that students know (*beat*, *foil*, *foe*, etc.).
- Write the letters *ea*, *oi*, and *oe* on the board. Show the cards one by one and read the words aloud. Invite

volunteers to the board to point to the sounds on the board that are in the word on the card.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use the sounds ea, oi, and oe.*

- Students will identify the letters and distinguish between the sounds individually, and as part of words.

Presentation 79

19 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 79 and have students listen and point to each sound as it is said. Repeat.
- Replay the audio and have students say each sound again.

MONITOR

As students listen, check that they are pointing to the correct sound, and listen for correct pronunciation.

Practice 1 P. T140

20 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 80 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

MONITOR

As students repeat, check that they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

ASSIST

Replay the audio as needed. Students can also work with a partner to check that they are pointing to the correct word and saying it properly.

Practice 2 WB p. 50/ act. 21

21 Read and circle ea, oi, and oe.

- Read the directions aloud. Have students work individually to find and circle the letters in the box.

MONITOR

Check that students are circling the correct letters. Have them compare their answers with a partner.

Practice 3 WB p. 50/ act. 22

22 Underline the words with ea, oi, and oe. Then read aloud.

- Read the directions aloud. Have students work individually to underline the words.

MONITOR

Check students are underlining the correct words. Check answers as a class.

Practice 4 81

21 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 81 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

As students repeat, check they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

ASSIST

- Replay the audio as needed.

Practice 5 WB p. 50/ act. 23

23 Connect the letters. Then write.

- Read the directions aloud. Then have them match one item from each column so that there are three correct words. Guide them till they identify the correct matches.
- Students now write the words in the last column.

Practice 6 82

22 Read aloud. Then listen and chant.

- Read the directions aloud. Read aloud the chant while students follow in their books.
- Play Audio Track 82 and have students listen. Replay several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and correct use of language. Check the answers as a class.

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds ea, oi, and oe.*
- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the sounds that they hear in those words (*ea, oi, or oe*).

Homework P. T140 WB p. 50/ act. 24

24 Listen and write.

- Direct students to WB Activity 24 on page 50. Explain to students that they must listen to the chant again, and then write the correct answers.

Extra Application and Practice Activity

- Write the words *eat, coin, toe, beach, peach, oil, boil, tea, sea, meat, and foe* on the board. Then write the sentence *I like going to the... when it's hot.* Have students guess which word is missing. (*beach*)
- Then have students write their own sentences with the key words (written on the board) missing in their notebooks. Place students in pairs, and have them guess which words are missing in their partner's sentences.

Values Lesson

Lesson Flow



Warm-up



Lesson Objective



Speaking



Project



Lesson Objective

Lesson Objective

I will learn to talk about protecting animals and their habitats.

Key Language

Protect animals and their habitats.

Values | Protect animals and their habitats.

I will learn to talk about protecting animals and their habitats.

23 Look at the map of animals in Australia. Play a game.

Animals of Australia



Parrots in Australia live in the desert.

Wrong! They live in rain forests.



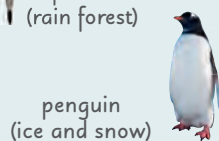
Project

24 Work in a group. Make an **Animals Map**.

- Choose a continent.
- Research the animals that live there.
- Draw and label your part of the map.



parrot
(rain forest)



penguin
(ice and snow)



snake
(rain forest)

lizard
(rain forest)



bear
(forest)



mountain lion
(mountains)

Warm-up



21st Century Environmental Literacy

- Write *protect* on the board. Discuss what it means. (Answer: to look after something in danger of harm)
- Ask: *How do we protect animals?* Brainstorm ideas as a class, and write them on the board. (Possible answers: protect where they live, don't buy wild animals as pets, "adopt" an animal at the zoo)

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about protecting animals and their habitats.*
- Students will learn the importance of protecting animals and their habitats and will make a map with animals that need protection.

Speaking



23 Look at the map of animals in Australia. Play a game.

- Point to the map and ask: *What continent is it? (Australia).* Point to the title of the map. Ask: *What does the map show? (The animals that live in Australia.)* Point to the words in brackets. Ask: *What does this information tell us? (Where the animals live.)* Remind students that where animals live is called a habitat. Read the names of the animals and then the names of the different habitats, and ask students to point to them on the map as you mention them.
- Read the directions aloud. Invite two volunteers to read the text in the speech bubbles aloud.
- Place students in pairs. Ask partners to take turns making correct and incorrect sentences about the animals on the map and saying whether they are true or false.

MONITOR

- Walk around as pairs talk and check for correct use of language and pronunciation.

Project



Materials: Poster paper, research materials, art supplies

24 Work in a group. Make an *Animals Map*.

- Read the directions aloud and point to the sample pictures and the three steps to complete the project on the page.
- Review the names of the continents, and have the class brainstorm animals that live on each continent.

- Place students in small groups, and have each choose a continent. Make sure every continent is chosen by at least one group in the class.
- Distribute poster paper and research materials. Ask groups to research animals that live in different parts of their chosen continent.

ASSIST

While the groups work, make sure students are including a wide variety of habitats and animals on their maps. Help them find information if necessary.

CHALLENGE

As students do their research, encourage them to look at topographic maps of their continent. Help them read these maps to find out more about the kinds of habitat on their continent.

- Have groups work together to draw the map of the continent and then draw the animals in the different places where they live.
- Place the maps on the wall to make one map of world continents.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about protecting animals and their habitats.*
- Encourage awareness of what students have learned by quickly eliciting from students the names of some ways to protect animals.

Extra Application and Practice Activity

- Display student's maps around the classroom. Position the maps so that together they make a map of "Animals of the World." If more than one group selected the same continent, display those maps together so students can compare and contrast the animals the different groups chose.
- Have students use the maps to look at which animals and habitats are more common and which animals and habitats are more unusual. As a class talk about the habitats and animals students see every day, encourage them to say if they are common or unusual.

I will learn to talk about protecting animals and their habitats.

23 Look at the map of animals in Australia. Play a game.

Animals of Australia



Parrots in Australia live in the desert.

Wrong! They live in rain forests.



Project

24 Work in a group. Make an **Animals Map**.

- Choose a continent.
- Research the animals that live there.
- Draw and label your part of the map.



parrot
(rain forest)



penguin
(ice and snow)



snake
(rain forest)

lizard
(rain forest)



bear
(forest)



mountain lion
(mountains)

Review

25 Think about the animals you know. Complete the chart.

These animals can swim.	These animals can fly.
1	1
2	2
3	3
4	4

26 Complete the dialog. Then ask and answer.

Daniel: Where do sharks live?

Teresa: ¹ _____.

Daniel: Right. ² _____?

Teresa: Camels live in the desert.

Daniel: Right again! ³ _____?

Teresa: Camels can walk and run a little, but they can't jump or fly.

Daniel: How about penguins? Can they swim and fly?

Teresa: ⁴ _____.

Daniel: That's right!

27 Make sentences about sea lions and lizards.

What can they do?
What can't they do?
Where are they found?



I Can

- use words for animals and where they live.
- use *can* to ask and answer questions about what animals can do.
- talk about what animals can do and where they live.
- write topic sentences.



Review Lesson

Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review

25 Think about the animals you know. Complete

These animals can swim.	These animals can fly.
1	1
2	2
3	3
4	4

26 Complete the dialog. Then ask and answer.

Daniel: Where do sharks live?
Teresa: 1 _____
Daniel: Right. 2 _____?
Teresa: Camels live in the desert.
Daniel: Right again! 3 _____?
Teresa: Camels can walk and run a little, but they can't jump or fly.
Daniel: How about penguins? Can they swim and fly?
Teresa: 4 _____
Daniel: That's right!

27 Make sentences about sea lions and lizards.

What can they do?
 What can't they do?
 Where are they found?

I Can

• use words for animals and where they live. ★ ★ ★	• use can to ask and answer questions about what animals can do. ★ ★ ★	• talk about what animals can do and where they live. ★ ★ ★	• write topic sentences. ★ ★ ★
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Unit 4 55

Warm-up



Materials: Flashcards: Unit 4, animals

21st Century Critical Thinking

- Have students use the Flashcards to compare animals. Ask students to name and show two animals that have something in common. Others can try to guess what these animals share. Model: *What do a parrot and an owl have in common?* (They both can fly. They are both birds.)

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I am reviewing the words and structures of the unit.*
- Students review what they know about animals and their habitat, and ask and answer questions using *can* and *can't*.

- Students complete the *I Can* section, which helps them assess their own learning and think about their progress.

Practice 1



Materials: Flashcards: Unit 4, animals

- Remind students about the song they sang a few lessons before and refer them to the song on the Song lesson page.
- Play Audio Track 66 (the song with the lyrics). Have students follow along and join in.
- Once students are familiar with the song again, have them practice it using the karaoke version (Audio Track 69). You could use Flashcards to encourage students to sing about other animals that aren't in the song.

Video

Dramatic U 04



- Refer to the Video Guide for pre-watching and post-watching activities.

Practice 2



25 Think about the animals you know. Complete the chart.

- Read the directions aloud. Say: *Name an animal that can swim. (fish) How many more animals that swim do you need to complete the chart? (three)*
- Have students complete the chart with a partner or independently.

MONITOR

Check answers as a class. (Possible answers: *These animals can swim: ducks, fish, goldfish, penguins, sea lions, sharks, stonefish; These animals can fly: canaries, ducks, owls, parakeets, parrots.*)

Practice 3



26 Complete the dialog. Then ask and answer.

- Read the directions aloud. Explain that Daniel and Teresa are having a conversation about where animals live and what they can do.
- Have students complete the sentences independently or with a partner.

MONITOR

Check answers as a class. (Possible answers: *Sharks live in the ocean. / Where do camels live? / What can camels do? / They can swim, but they can't fly.*)

Practice 4

WB p. 51/ act. 25



25 Look and write answers.

- Read the directions aloud. Explain to students that they will use the information on the map to answer the questions. Say: *Under the name of each animal is its habitat.*
- Direct students to complete the activity independently.

Practice 5



27 Make sentences about sea lions and lizards.

- Have students look back at the unit and the work that they have done in this unit to review what they know about sea lions and lizards. Encourage them to write complete sentences.

MONITOR

Check answers as a class. (Possible answers: *Lizards can't fly, talk, or swim. Lizards can run and hide. They are found in deserts, lakes, and rain forests. Sea lions can swim, but they can't sing, fly, or climb trees. They are found in oceans and on ice and snow.*)

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate

their progress. Say: *The I Can statements show what you have learned in this unit.*

- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help, and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 4 Practice Tests in the Assessment Pack.

WB Unit 4/ p. 119

- Direct students who need help with grammar in particular to the Unit 4 Extra Grammar Practice (Workbook, page 119).
- For further vocabulary work, students can access games in the Big English Student World.



Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 4 Test in the Assessment Pack.
- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 4 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

Homework

WB p. 51/ act. 26



26 Complete the answers with *can* or *can't*.

- Direct students to WB Activity 26 on page 51. Direct students to answer with a complete sentence.

Extra Application and Practice Activity

21st Century Technology Literacy

- Have student pairs record the completed dialog in Activity 26 and monitor their own answers and pronunciation during playback. Remind students to speak slowly and clearly when recording. Allow students to re-record the dialog several times until they are happy with the final result.



Wonderful Weather!

Objectives

Reading

- Can understand some details in short, simple dialogs on familiar everyday topics, if supported by pictures.
- Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.
- Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions.

Listening

- Can recognize familiar words and phrases in short, simple songs or chants.
- Can understand basic phrases about the weather, if spoken slowly and clearly.

Speaking

- Can say what the weather is like using basic phrases.

Writing

- Can write short descriptive texts (4-6 sentences) on familiar personal topics (e.g. family, animals, possessions), given a model.
- Can write basic sentences describing everyday items (e.g. color, size), given prompts or a model.

Grammar

- Can use *was* and *were* with a range of complement phrases.

Unit Projects

Family Connection

Have students tell their families that they are learning about different types of weather and what people do and wear in each type of weather. Suggest that students and their families keep a weather diary, recording the weather for each day and listing any special clothes they wear. Throughout the unit, allow students to share details from their weather diaries with the class.

Key Language

Key Vocabulary

Weather

cloudy
cold
cool
hot
rainy
snowy
sunny
warm
windy

Times

today
yesterday

Clothes

boots
coat
gloves
hat
raincoat
sandals
scarf
shorts
sunglasses
sweater
umbrella

Expressions

I'm ready for...
Never mind!
nice and warm
right now
Wait a minute!
What's the weather like?

Content Words

average
climate
degrees
Celsius
desert
dry
extreme
mild
minus
hot springs
rain forest
rink
sand dunes
temperature
tropical

Grammar/Structures

What **is** the weather like today? It's hot and sunny.

What **was** the weather like yesterday? It **was** windy. Leaves **were** everywhere.

Phonics

The sounds: *sc, sw, sn, sl*

What's the Weather Like? Bulletin Board

Create a bulletin board display entitled *What's the Weather Like?* Have students draw or cut out pictures showing different types of weather. Mount the pictures on the bulletin board and add labels using unit vocabulary words. Encourage students to bring in newspaper articles about the weather around the world or weather reports for your area, and add them to the display. Suggest that students group the items according to the type of weather.

Vocabulary Lesson

Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective



Homework

Lesson Objective

I will learn to name types of weather.

Key Language

cloudy, cold, cool, hot, rainy, snowy, sunny, warm, windy

5

Wonderful Weather!

Vocabulary

I will learn to name types of weather.



Song Time!



1 Listen, look, and say.

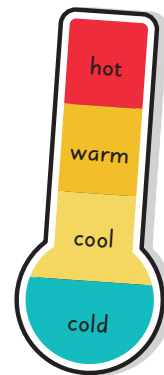
The Weather today



1 It's windy.



2 It's cold and snowy.



3 It's cool and cloudy.



4 It's hot and sunny.



5 It's warm and rainy.



2 Play the word game.

Warm-up



- Review the different animal habitats learned in the previous unit (*desert, forest, ice and snow, jungle, lake, mountain, ocean*) using the pictures from the Unit 4 song lesson. Elicit the name of each habitat. Hold up the *ice and snow* picture and ask: *Is it hot?* Pretend to shiver and say: *No, it isn't. It's cold.* Hold up the *jungle* picture and ask: *Is it cold?* Pretend to wipe your brow and say: *No, it isn't. It's hot.* Explain that students are going to learn how to talk about different types of weather in this lesson.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name types of weather.*
- Students will talk about different types of weather.

Song Time



Materials: Flashcards: Unit 5, weather and clothes

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. Students will only hear the words at this point. They will not see the text of the song.

Presentation



1 Listen, look, and say.

- Read the directions aloud. Point to the pictures in Activity 1. Say: *These pictures show five different types of weather.* Say each one aloud.
- Play Audio Track 85 and have students listen and read quietly.
- Replay the audio and have students point to the pictures and say each type of weather with you.

ASSIST

- Hold up the relevant Flashcards as they listen, to help students associate the phrases with the audio.

MONITOR

- Name the types of weather in random order. For each one, have students point to the matching picture.

Practice

WB p. 52/ act. 1



1 Look, read, and match.

- Have students work together in pairs to match each picture with the type of weather (a–f). They draw a line from the hand to each picture.

MONITOR

- Check that students are matching the pictures and words correctly.

Game



2 Play the word game.

- Tell students they are going to play a game where you will say a word and they have to say as many other words associated with it as they can. Model: *Hot*. Elicit: *beach, sunglasses, summer, swimming, shorts, etc.* Continue with *warm, cool, and cold*. Encourage students to try to think of clothes, places, activities, seasons, and foods that are associated with each weather word.

CHALLENGE

On the board write: *hot, warm, cool, cold*. Have students choose one of the words and make a list in their notebooks of as many words as possible that are related to it. The student who writes the most correct words wins.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I have learned to name types of weather.*

- Encourage awareness of what students have learned by asking a few students the names of types of weather.

Homework

WB p. 52/ act. 2



2 What's the weather like today?

- Direct students to WB Activity 2 on page 52. Direct students to write what type of weather it is today.

Extra Application and Practice Activity

- Put students in pairs. Give each pair a sheet of paper with one of the following titles written on it: *Hot, Warm, Cool, or Cold*. Tell students to draw a picture that shows the type of weather in the title. It could be a landscape, a person wearing weather-appropriate clothes, or anything else that is relevant. Have them write a few sentences about their picture. When they have completed the activity, have them present their drawings to the class.

5

Wonderful Weather!

Vocabulary

I will learn to name types of weather.



Song Time!



Listen, look, and say.

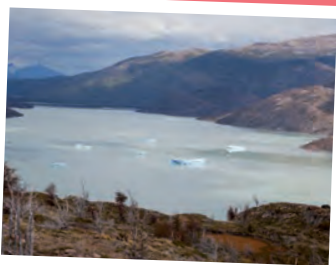
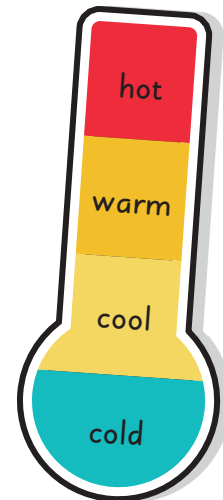
The Weather today



1 It's windy.



2 It's cold and snowy.



3 It's cool and cloudy.



4 It's hot and sunny.



5 It's warm and rainy.

2 Play the word game.

Song

I will learn to ask and answer about the weather and clothes.

3 Listen and sing. What's the weather like today?

Cool Weekend!

**What's the weather like today?
Rainy, sunny, hot, or cold?**

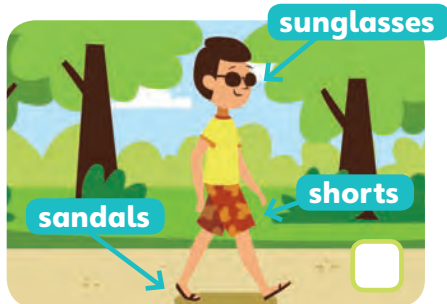
On Sunday, it was rainy,
It was very cold, too.
I was nice and warm in my winter coat,
Outside the sky wasn't blue!

Now it's Monday. It's sunny.
Great! I can go out and play.
Oh, no! I have to go to school.
Never mind! The weekend was cool!

Chorus (x2)



4 Listen and number. Then ask and answer for you.



What do you wear on sunny days?

On sunny days, I wear shorts, a T-shirt, and sunglasses.

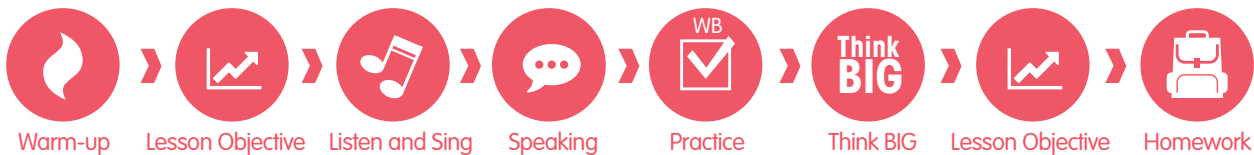
THINK BIG

What do you do in good weather?
What weather is good for...

- a soccer practice? b a walk in the park?
c going to the beach? d going skiing?

Song Lesson

Lesson Flow



Lesson Objective

I will learn to ask and answer about the weather and clothes.

Key Language

coat, raincoat, sandal, scarf, shorts, sunglasses, sweater; cold, cool, hot, rainy, sunny, warm; Never mind!

Song

I will learn to ask and answer about the weather and clothes.

3 Listen and sing. What's the weather like today?

Cool Weekend!

**What's the weather like today?
Rainy, sunny, hot, or cold?**

On Sunday, it was rainy,
It was very cold, too.

I was nice and warm in my winter coat,
Outside the sky wasn't blue!

Now it's Monday. It's sunny.
Great! I can go out and play.
Oh, no! I have to go to school.
Never mind! The weekend was cool!

Chorus (x2)

4 Listen and number. Then ask and answer for you.

sunglasses
sandals
shorts

sweater
scarf

What do you wear on sunny days?

raincoat
umbrella
boots

coat
hat
gloves

On sunny days, I wear shorts, a T-shirt, and sunglasses.

THINK BIG

What do you do in good weather?
What weather is good for...

a soccer practice?
c going to the beach?

b a walk in the park?
d going skiing?

Unit 5 57

Warm-up

Materials: World map or globe, Flashcards: Unit 5, weather and clothes

21st Century Environmental Literacy

- Show students a world map or globe and explain that they're going to make up a weather forecast for five different places in the world. Divide the class into five groups and hand each group a Flashcard. Invite a volunteer from each group to come and find a

place on the map or globe where the weather could match the weather on their card, e.g., for windy – Cape Horn in South Africa, for cold and snowy – Canada, for cool and cloudy – Ireland, for hot and sunny – Greece, and for warm and rainy – Brazil. Write the names of the places on the board, and have a volunteer from each group stand up and give the weather report: *Here's the weather report! In Cape Horn, the weather is windy.*

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to ask and answer about the weather and clothes.*

- Students sing a song about the weather and talk about appropriate clothes to wear in different types of weather.

Listen and Sing



3 Listen and sing. What's the weather like today?

- Remind students that they have heard the song already. Read the directions aloud. Play Audio Track 86. Have students listen and read along with the song quietly. Ask them what they think *cool* means in the song. Explain that *cool* can describe the weather but also something that is good, e.g., *a cool day* can also mean *a good day*.
- Replay the audio. Have students sing along. Then ask students to read the song silently again and find the answer to the question: *What's the weather like today?*

MONITOR

Observe students to see if they are comfortable learning the new song. Check answer as a class. (Answer: *It's sunny.*)

ASSIST

- Replay the audio as needed.

Speaking



4 Listen and number. Then ask and answer for you.

- Have students look at the labels in the pictures. Read them aloud and have volunteers tell you what season it is in each picture.
- Read the directions aloud. Play Audio Track 88 and have students point to the pictures as they hear them mentioned. They write *a*, *b*, *c*, or *d* in each box.
- Have two volunteers read the speech bubbles. Put students in pairs and have them ask and answer for themselves about what they wear in different types of weather.

MONITOR

Listen to students' dialogs for proper pronunciation, appropriate intonation, and correct use of language. (Answers: *1 b, 2 c, 3 a, 4 d*)

CHALLENGE

As students talk about what people wear in different types of weather, review vocabulary for parts of the body. Model: *Boots and sandals go on your feet. Gloves go on your hands.* Ask: *Where does a hat go? Where does a scarf go?*

Practice

WB p. 53/ act. 4



4 Look at 1. Complete the sentences. Use words from the box.

- Read the directions aloud. Direct students to complete each sentence using one word from the box.

ASSIST

- They can use words from SB Activity 4 to help them.

Think BIG



21st Century Environmental Literacy

- Ask students why we can't go to the beach if it's raining. Again, accept all logical answers. Then ask students what weather is good for (a) soccer practice, (b) a walk in the park, (c) going to the beach, and (d) going skiing. Give students time to discuss in pairs before answering. (Possible answers: *a cool, b warm and windy, c hot and sunny, d snowy and sunny*).

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to ask and answer about the weather and clothes.*

- Encourage awareness of what students have learned by quickly eliciting the names of a few of the types of weather in the song.

Homework



WB p. 53/ act. 3



3 Listen and circle the five incorrect words. Then listen and write the correct words.

- Direct students to WB Activity 3 on page 53. Explain to students that they must listen carefully to the audio. There are five words in the box that are incorrect; they are different from the song. Direct them to write the five incorrect words.

Extra Application and Practice Activity

- Ask students what the weather was like last weekend. Replay Audio Track 88 and have students sing the song again. Put students in pairs, and have them write their own version of the song about the weather last weekend, changing the words to fit the music. Use Audio Track 89 (the karaoke version) so students can practice singing their own songs. Invite volunteer pairs to perform their songs for the class.

Story Lesson

Lesson Flow



Lesson Objective

I will read a story about the weather and clothes.

Key Language

glove, hat, raincoat, snack, sunglasses, sweater, umbrella; last night, yesterday; I'm ready for..., nice and warm, not right now, Wait a minute!, What's the weather like?

Story

I will read a story about the weather and clothes.

5 Listen and read. Where is Amy going today?

Amy is Ready!

1 Amy is happy. Today her class is going on a hike.

2 Mom doesn't think Amy is ready.

3 Mom doesn't want Amy to get wet.

4 She doesn't want Amy to get cold.

5 Amy isn't worried about the weather.

6 Amy is ready for all kinds of weather!

6 Look at the story. Answer the questions with a partner.

- 1 What's Amy's class doing today?
- 2 What was the weather like yesterday?
- 3 What was the weather like last night?
- 4 What's the weather like today?
- 5 What's Amy wearing at the end of the story?

THINK BIG Do you think it's a good idea for Amy to take so many clothes? What clothes would you take?

58 Unit 5

Unit 5 59

Warm-up

Materials: Index cards

- Have students use cards to make two class sets of vocabulary cards – one for the words *cloudy, cold, cool, hot, rainy, snowy, sunny, warm, and windy*, and another for the words *boots, coat, hat, gloves, raincoat, sandals, scarf, shorts, sunglasses, and sweater*. Divide the class into two groups. Give each group a set of cards. The first player in each group should shuffle the cards and draw one card with a word. The two students can work

together to make up one or more sentences using both words, e.g., if one student chooses *hot* and the other chooses *coat*, the sentences could be: *It's hot today. I don't need a coat.*

Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will read a story about the weather and clothes.*

- Students will listen to and answer questions about a story, and then discuss ideas related to it.

Pre-reading



- Have students read the title aloud and preview the pictures in the story frames. Point to and read the names *Amy* and *Mom* aloud. Have students repeat. Ask: *Where does this story take place?* (in Amy's home)
- Explain how the narration and speech are presented in the audio. Say: *First, you will hear what Amy and her mother say. Then you will hear the narrator describe what is happening in each picture.*

Reading



5 Listen and read. Where is Amy going today?

- Read the directions aloud. Play Audio Track 90 and have students listen and read silently. Model pointing to each story frame.
- Ask: *Where is Amy going today?* Elicit the correct answer. (*She's going on a hike with her class.*)

Comprehension 1



MONITOR

- Ask questions to check for understanding. Ask: *Why doesn't Amy's mother think Amy is ready?* (She wants Amy to be prepared for any type of weather.) *Why does Amy's mom give her an umbrella?* (It was rainy yesterday.) *Why is Amy taking her gloves and coat?* (Because her mom says it was cold last night.)
- Remind students that some phrases do not mean exactly what they say. Say: *When people say "Wait a minute," they do not mean to wait exactly 60 seconds. They just mean "wait" or "stop."*

ASSIST

- Replay the audio as necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words.
- Divide the class into two groups and give the parts of Amy and Mom. Replay the audio, pausing after each frame for students to repeat the words of their given characters.

CHALLENGE

- Invite a volunteer from each group to come to the front and act out the story for the class.

Comprehension 2



6 Look at the story. Answer the questions with a partner.

- Read the directions aloud. Then complete Item 1 as a class.
- Have students complete the activity in pairs.

ASSIST

Have students find the words *yesterday*, *last night*, and *today* in the speech bubbles. Tell them that these words help them understand the different time periods within the story: the past (*yesterday*, *last night*) and the present (*today*). Discuss and correct any errors in understanding.

MONITOR

Check answers as a class. (Answers: 1 They're going on a hike. 2 It was rainy. 3 It was cold and windy. 4 It's warm and sunny. 5 Amy is wearing hiking boots, socks, a T-shirt, shorts, sunglasses, gloves, a sweater, and a hat.)

Think BIG



21st Century Communication

- Discuss with students why Amy's mom is protective and how Amy feels. Then ask the Think Big questions, giving students time to discuss their answers in pairs before answering. (Possible answers: *No, it's not a good idea, because she'll be tired from carrying everything. I would take a sweater — that's a good idea.*)

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I have read a story about the weather and clothes.*
- Encourage awareness of what students have learned by asking them what clothes people wear for different types of weather.

Homework

WB p. 54/ act. 5



5 Read and ✓.

- Direct students to WB Activity 5 on page 54. Tell students they should look at the story, read the title and each speech bubble, and check the correct box.

Extra Application and Practice Activity

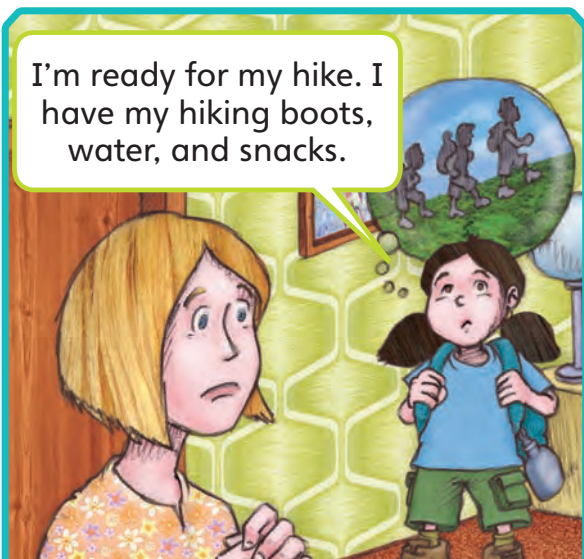
- Use the word cards students created for the Warm-up activity. Give each student a card. Then arrange students in groups of three. Have students in each group work together to try to create sentences with their words. Have groups trade cards until they have three words that make sense together. When they do, have them write out their sentences, and then invite volunteers from each group to read them aloud. Model: *In sunny weather, I wear sunglasses and a hat.* Retain the cards for later use.

Story

I will read a story about the weather and clothes.

⁹⁰
5 Listen and read. Where is Amy going today?

Amy is Ready!



1 Amy is happy. Today her class is going on a hike.



Wait a minute! You need your raincoat and umbrella.

Why? What's the weather like? Is it rainy?

2 Mom doesn't think Amy is ready.



No, not right now. But what was the weather like yesterday?

It was rainy.

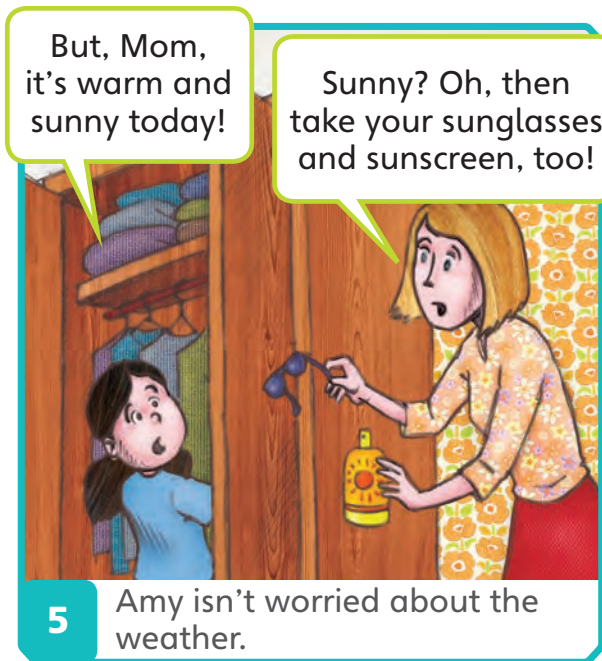
3 Mom doesn't want Amy to get wet.



And last night, it was cold and windy. Take your sweater. And your hat and gloves, too.

OK...

4 She doesn't want Amy to get cold.



6 Look at the story. Answer the questions with a partner.

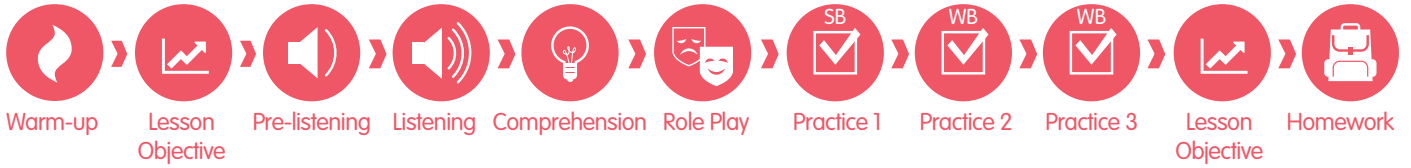
- 1 What's Amy's class doing today?
- 2 What was the weather like yesterday?
- 3 What was the weather like last night?
- 4 What's the weather like today?
- 5 What's Amy wearing at the end of the story?



Do you think it's a good idea for Amy to take so many clothes? What clothes would you take?

Language in Action Lesson

Lesson Flow



Lesson Objective

I will listen to a dialog about the weather.

Key Language

cloudy, cold, cool, hot, rainy, sunny, windy; raincoat

Language in Action

I will listen to a dialog about the weather.



Listen and read. Then say.

Mom: Eli, you can't go out dressed like that!

Eli: But, Mom, it's not cold. It's just rainy.

Mom: It's windy, too. I don't want you to get sick. Please wear your raincoat.

Eli: Aww, Mom. I hate that raincoat.

Mom: What's wrong with that raincoat?

Eli: Everyone knows it was my sister's. I can't wear a girl's clothes.

Mom: Wear it today, and you can get a new raincoat.

Eli: A boy's raincoat?

Mom: Yes.

Eli: It's a deal.



8

Look at 7. Role-play with a partner.



Listen and stick.

San Francisco	
Yesterday	Today

Puerto Rico	
Yesterday	Today

60 Unit 5

Warm-up



- Have students take turns acting out getting dressed for different kinds of weather. Model: *I am wearing a raincoat and boots. I am taking an umbrella. What is the weather like today?* (rainy) Remind students that there may be more than one possible answer. Model: *I am wearing a coat and hat. What is the weather like today?* (cold, cool, snowy, cloudy, rainy, and/or windy)

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *I will listen to a dialog about the weather.*
- Students will read, listen to, and practice dialogs about the weather.

Pre-listening



- Point to the people in the picture, introduce them as Eli and his mom. Tell students that they will hear Eli and his mom talking at home. Have students predict what Eli and his mom are talking about.

Listening



7 Listen and read. Then say.

- Play Audio Track 91 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.
- Replay the audio as necessary. Use simple language and gestures to explain unfamiliar words.

Comprehension



MONITOR

Use questions to check for understanding. Ask: *What is the weather like today?* (windy and rainy) *Is it cold?* (no)

ASSIST

Vary Activity 7 by using hand puppets to say the dialog. Have students repeat the dialog after you.

Role Play



8 Look at 7. Role-play with a partner.

- Read the directions aloud. Have partners work together to read the dialog. Remind them to switch roles.

MONITOR

Invite pairs to act out the dialog for the class. Listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice 1



9 Listen and stick.

Materials: Stickers, world map or globe

- Help students find the Unit 5 stickers at the back of the Student's Book. Then read the directions aloud. Say: *You will hear two children talk about the weather. One lives in San Francisco. The other lives in Puerto Rico. Show them on a globe where the two countries are.*
- Explain that the children in the dialog talk about the weather in this order: Puerto Rico today, San Francisco today, Puerto Rico yesterday, San Francisco yesterday. Pause the audio after each part of the dialog to allow students to review the weather words.
- Play Audio Track 92 and have students listen and place the stickers in the correct column.

MONITOR

As students work, check to make sure that they are placing the stickers in the correct columns. (Answers: San Francisco – rainy and cool yesterday, cloudy and cool today; Puerto Rico – rainy and windy yesterday, hot and sunny today)

Practice 2



WB p. 55/ act. 6



6 Listen. Complete the dialog.

- Read the directions aloud. Explain that students need to listen to Jenny and her teacher talk about the weather, and then complete the sentences.
- Play Audio Track 93. Write the first answer as a class. Students complete the activity independently.

ASSIST

Replay the audio as necessary. Use simple language and gestures to explain unfamiliar words.

MONITOR

Check answers as a class.

Practice 3

WB p. 55/ act. 7



7 Look at 6. Read and write the answers.

- Read the directions aloud. Explain that students need to read WB Activity 8 again, with their answers, to answer the questions.
- Play Audio Track 95. Write the first answer as a class. Students complete the activity independently.

MONITOR

Check answers as a class.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I have listened to a dialog about the weather.*
- Encourage awareness of what students have learned by quickly eliciting a few weather words.

Homework

WB p. 55/ act. 8



8 Write about you.

- Direct students to WB Activity 8 on page 55. Direct students to write about themselves.

Extra Application and Practice Activity

21st Century Innovation

- Tell students that San Francisco's climate is usually cool and often rainy. Puerto Rico is tropical, so it's usually hot and sunny, but it rains from time to time. Have students work in pairs to create dialogs comparing the weather in their hometown to the weather in San Francisco or Puerto Rico.

Language in Action

I will listen to a dialog about the weather.

Listen and read. Then say.

- Mom:** Eli, you can't go out dressed like that!
- Eli:** But, Mom, it's not cold. It's just rainy.
- Mom:** It's windy, too. I don't want you to get sick. Please wear your raincoat.
- Eli:** Aww, Mom. I hate that raincoat.
- Mom:** What's wrong with that raincoat?
- Eli:** Everyone knows it was my sister's. I can't wear a girl's clothes.
- Mom:** Wear it today, and you can get a new raincoat.
- Eli:** A boy's raincoat?
- Mom:** Yes.
- Eli:** It's a deal.



Look at 7. Role-play with a partner.

Listen and stick.

San Francisco	
Yesterday	Today

Puerto Rico	
Yesterday	Today

Grammar

I will learn to use *is* and *was* to ask and answer about the weather *today* and *yesterday*.

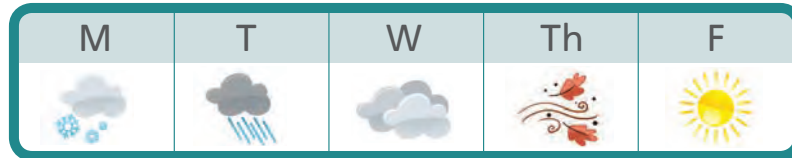
What **is** the weather like today?

It's hot and sunny.

What **was** the weather like yesterday?

It **was** windy. Leaves **were** everywhere.

10 Look at the calendar. Write sentences about the weather.



- 1 Today is Friday. _____
- 2 Today is Monday. _____
- 3 Today is Tuesday. _____
- 4 Today is Wednesday. _____
- 5 Today is Thursday. _____

11 Complete the dialog.

A: Yesterday was great. We ¹ _____ at the beach all day.

B: What ² _____ the weather like?

A: It ³ _____ warm. What ⁴ _____ the weather like today?

B: It ⁵ _____ rainy and cool. We can't go to the beach today.



12 How's the weather? Ask and answer questions with a partner.



How's the weather today?

It's sunny and cool.



Grammar Lesson

Lesson Flow



Lesson Objective

I will learn to use *is* and *was* to ask and answer about the weather *today* and *yesterday*.

Key Language

What **is** the weather like today? It's hot and sunny.

What **was** the weather like yesterday? It **was** windy. Leaves **were** everywhere.

Grammar

I will learn to use *is* and *was* to ask and answer about the weather *today* and *yesterday*.

What is the weather like today?	It's hot and sunny.
What was the weather like yesterday?	It was windy. Leaves were everywhere.

10 Look at the calendar. Write sentences about the weather.

M	T	W	Th	F

- 1 Today is Friday. _____
- 2 Today is Monday. _____
- 3 Today is Tuesday. _____
- 4 Today is Wednesday. _____
- 5 Today is Thursday. _____

11 Complete the dialog.

A: Yesterday was great. We ¹ _____ at the beach all day.

B: What ² _____ the weather like?

A: It ³ _____ warm. What ⁴ _____ the weather like today?

B: It ⁵ _____ rainy and cool. We can't go to the beach today.

12 How's the weather? Ask and answer questions with a partner.

How's the weather today?

→

It's sunny and cool.

Unit 5 61

Warm-up

Materials: Bingo markers

- Have students practice *is* and *was* by playing a game in small groups. Give each group a sheet of paper and small objects to use as *Bingo* markers. Players begin by writing the days of the week on the paper to create a calendar. Then they take turns tossing a *Bingo* marker on the calendar. They can call the day it lands on *today* and the day before it *yesterday*. Model: *Today is Wednesday. Yesterday was Tuesday.*

The first player to land on all seven days of the week wins.

- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

Introduce the lesson objective: Say: *Today I will learn to use is and was to ask and answer about the weather today and yesterday.*

- Students will use *is*, *was*, and *were* to talk about the weather in the present and in the past.

Presentation



- Model reading the sentences in the grammar box. Start with: *What is the weather like today? It's hot and sunny/cold and windy.*
- Invite two volunteers to model asking and answering the sentences.
- Have students identify the forms used for past-tense singular subjects (*was, wasn't*) and plural subjects (*were, weren't*).

Practice 1



10 Look at the calendar. Write sentences about the weather.

- Read the directions aloud. Explain that students will write about the weather on each day.
- Have students complete the first dialog and read it aloud with a partner before moving on to the second dialog.

MONITOR

Check answers as a class. (Answers: 1 *It's [hot and] sunny.* 2 *It's [cold and] snowy.* 3 *It's rainy.* 4 *It's cloudy.* 5 *It's windy.*)

Practice 2



11 Complete the dialog.

- Read the directions aloud. Have students do the activity in pairs. Encourage them to read the dialog aloud to find the correct answer.

MONITOR

Check answers as a class. (Answers: 1 *were*; 2 *was*; 3 *was, is*; 4 *is*)

Practice 3

WB p. 56/ act. 9



9 How's the weather today? Read and ✓.

- Read the directions aloud. Have students read each sentence. Say: *The sentence describes the weather. What is each person wearing? Check the correct box.*

MONITOR

Check that students are checking the correct boxes.

Practice 4

WB p. 57/ act. 11



11 Look and read. Circle T for true or F for false.

- Read the directions aloud and draw their attention to the pictures of yesterday and today. Ask: *What was the weather yesterday, and what is it today?* Then have a volunteer read the first sentence aloud. Students must circle *T* or *F*.
- Have students complete the activity independently or in pairs.

Practice 5



12 How's the weather? Ask and answer questions with a partner.

- Read the directions aloud. Ask: *What two words are put together to form the word how's? (Answer: how is)*
- Have volunteers read the sample text aloud. Pair students and explain that they will talk about the weather today and yesterday. Model: *How was the weather yesterday?*

MONITOR

As pairs work, listen for correct use of language.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I learned to use is and was to ask and answer about the weather today and yesterday.*

- Encourage awareness of what students have learned by having a volunteer ask a question about the weather using *is*, and another answer using *today*.

Homework

WB pp. 56 & 57/ act. 10, 12 & 13



10 How was the weather? Match and write.

- Direct students to WB Activity 10 on page 56. Direct students draw lines to match two puzzle pieces, and then complete the sentences.

12 Look at 11. Write answers.

- Direct students to WB Activity 12 on page 57. Direct students to write about the weather in the two pictures in Activity 11.

13 Write about you.

- Direct students to WB Activity 13 on page 57. Direct students to write about the weather they experienced yesterday and today.

Extra Application and Practice Activity

Materials: Weather reports

21st Century Media Literacy

- Give student pairs weather reports from a local newspaper. Have them notice how the report uses pictures and words to tell about the weather yesterday, today, and tomorrow. Have students ask and answer questions based on the report.

Extra Grammar Practice

WB Unit 5/ p. 120

- For optional further practice, have students complete the Extra Grammar Practice activities.

Content Connection Lesson

Lesson Flow



Lesson Objective

I will learn about different climates.

Key Language

average, Celsius, climate, degrees, desert, dry, extreme, mild, minus

Content Connection | Geography

I will learn about different climates.

CONTENT WORDS
average climate degrees Celsius desert dry extreme mild minus

13 Listen and read. Which place is the coldest?

Changing Climates

The year-round weather in a place is called climate. It isn't the same for every place on the planet, and it usually changes with the seasons. In Southern Europe, for example, winters are usually mild. It often rains, but it doesn't snow much. Summers are generally dry and warm.

The Lut Desert in Iran is very hot and dry all year round. The temperatures there can be 70 degrees Celsius! Because of the extreme temperatures, some parts of the Lut desert have no life at all. Now you know why not many people go there!

It rains almost every day in Lloró, Colombia. Lloró gets an average of 13 meters of rain every year. That's a lot! The trees grow very quickly because of the wet climate.

In Oymyakon, Russia, winters are very long and cold. It snows all the time, and temperatures can be minus 70 degrees Celsius. Schools close only when the temperature is below minus 52 degrees Celsius!

Places with a good climate are very popular. But a lot of sun and high temperatures isn't everyone's idea of a good climate. Some people really like the cold or wet weather. So long as everyone's happy!

14 Read and match.

1 Southern Europe	a extreme cold
2 Lut Desert, Iran	b lots of rain
3 Lloró, Colombia	c mild winters
4 Oymyakon, Russia	d very hot and dry

THINK BIG What difficulties do people who live in extreme climates have?

62 Unit 5

Warm-up

Materials: World map or globe

21st Century Information Literacy

- Show students a world map and ask: *Which places are green on this map?* (rain forests) *Why do you think rainforests are shown in green?* (Rain forests

are green in real life. Rain forests get a lot of rain. This allows plants to grow.) *Which places are brown on this map?* (deserts) *Why do you think deserts are shown in brown?* (Deserts are generally brown in real life. They get very little rain.)

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about different climates.*
- Students will read about extreme climates around the world, talk about what it would be like to live there, and make a poster. Check that students understand the meaning of the word *extreme*.

Pre-reading



- Read the Content Words aloud. Have students work in pairs to look up the words in a dictionary, and discuss them. Tell students that they will now listen to and read those words in a text about extreme climates.
- Direct students to Activity 13. Point to the title and read: *Changing Climates*. Explain the meaning of climate: *the usual type of weather in a particular area*. Discuss with students the climate where they live.
- Ask students to name the habitats in the pictures on the page (*desert, ice and snow, rain forest*). Ask them to describe the weather in the different pictures. (Possible answers: *desert – hot and sunny, ice and snow – cold and snowy, rain forest – warm and rainy*)

Reading



13 Listen and read. Which place is the coldest?

- Play Audio Track 94 and have students listen and read along silently.
- Play the track again and pause after each paragraph. Ask comprehension questions about main ideas to check overall understanding. Ask: *What is the climate in Southern Europe?* (Winters are usually mild. It often rains, but it doesn't snow much. Summers are generally dry and warm.) *How hot does it get in the Lut Desert?* (70 degrees Celsius. Very hot!) *Where does it rain almost every day?* (Lloró in Colombia) *After students have listened to all the sections ask the question from the directions and elicit the answer (Oymyakon, Russia is the coldest.)*

Practice 1 WB p. 58/ act. 14



14 What's the weather like? Look and write.

- Read the directions aloud. Explain that students must write words to name the types of weather in each picture.

ASSIST

- Check answers as a class.

Practice 2



14 Read and match.

- Read the directions aloud. Have students read the text again independently, then match.

MONITOR

- Check answers as a class. (1 c, 2 d, 3 b, 4 a)

Think BIG



21st Century Environmental Literacy

- Have students look at the pictures and describe how they would feel in the different places. Read the question and discuss with the class the problems that people have living in different extreme climates. (Possible answers: *keeping cool in a hot place, keeping warm in a cold place, having access to enough food and water, etc.*)

Video

Documentary U 05



- Refer to the Video Guide for pre-watching and post-watching activities.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned about different climates.*
- Encourage awareness of what students have learned by asking them a few facts that they learned about different climates in the geography text.

Homework

P 1141

WB pp. 58 & 59/ act. 15, 16, 17 & 18



15 Read and write. Then listen and check.

- Direct students to WB Activity 15 on page 58. Read the directions aloud. Explain to students that they must write the answers. Direct them then to listen to the audio to check their answers.

16 Look at 15 and match.

- Direct students to WB Activity 16 on page 59. Explain to students that they must match each place (1–3) with the correct picture (a–c).

17 Look at 15. Read and match.

- Direct students to WB Activity 17 on page 59. Direct students to use the information in WB Activity 15 to match 1–3 with a–c.

18 Look at 15. Read and write.

- Direct students to WB Activity 18 on page 59. Direct students to use the information in WB Activity 15 to write the answers.

Extra Application and Practice Activity

- Write these words on the board: *average, climate, degrees Celsius, desert, dry, extreme, mild, and minus*. Invite students to write sentences using each word in their notebooks. Then have them copy their sentences onto half a sheet of paper, replacing the words with a blank. Pair students, and have them swap papers and complete the sentences. Invite students to read their partner's complete sentences aloud.

I will learn about different climates.

CONTENT WORDS

average climate degrees Celsius desert dry extreme mild minus

94
13

Listen and read. Which place is the coldest?

Changing Climates



The year-round weather in a place is called climate. It isn't the same for every place on the planet, and it usually changes with the seasons. In Southern Europe, for example, winters are usually mild. It often rains, but it doesn't snow much. Summers are generally dry and warm.



The Lut Desert in Iran is very hot and dry all year round. The temperatures there can be 70 degrees Celsius! Because of the extreme temperatures, some parts of the Lut Desert have no life at all. Now you know why not many people go there!



It rains almost every day in Lloró, Colombia. Lloró gets an average of 13 meters of rain every year. That's a lot! The trees grow very quickly because of the wet climate.

In Oymyakon, Russia, winters are very long and cold. It snows all the time, and temperatures can be minus 70 degrees Celsius. Schools close only when the temperature is below minus 52 degrees Celsius!

Places with a good climate are very popular. But a lot of sun and high temperatures isn't everyone's idea of a good climate. Some people really like the cold or wet weather. So long as everyone's happy!

14

Read and match.

- | | |
|--------------------|--------------------|
| 1 Southern Europe | a extreme cold |
| 2 Lut Desert, Iran | b lots of rain |
| 3 Lloró, Colombia | c mild winters |
| 4 Oymyakon, Russia | d very hot and dry |



What difficulties do people who live in extreme climates have?

I will learn about weather around the world.

CONTENT WORDS

average hot springs rain forest rink sand dunes temperature tropical

96
15

Listen and read. What can you do on Mt. Seorak? Then match the titles with the paragraphs.

Summer? Winter? Both!



1 Do you like to go snowboarding? If you go to Huacachina, Peru, you can go snowboarding in the desert! In Huacachina, there are sand dunes almost 45 meters tall. You can ride to the top of the sand dunes in a jeep, and then hop on your snowboard and ride down the sand to the bottom of the hill. But be careful! If you fall, the sand can hurt – a lot! Make sure you wear a helmet and boots.

2 In Cornwall, in the United Kingdom, you can enjoy summer weather anytime. The Eden Project has a 50-meter tall biome with a rain forest inside. Visitors can see more than 1,000 types of plants and trees. In some parts of the biome, it can be 35°C! That probably feels good in the winter when it's only 6°C outside. The biome has four different types of rain forests: tropical islands, Southeast Asia, West Africa, and tropical South America.



3 Mt. Seorak is one of the most famous mountains in South Korea. People visit the mountain all year round, but winter is a special time here. You can go skiing on the mountain, but you can also go swimming at a water park. Seorak Waterpia has swimming pools filled with water from natural hot springs. The water has minerals in it, and many people say it is good for your health.



4 In the summer, the average temperature in Abu Dhabi, in the United Arab Emirates, is 42°C. Members of the Abu Dhabi Ice Sports Club

can go ice skating all year. At the club, you can take ice skating lessons, watch figure skating shows, or even play ice hockey. The indoor ice skating rink feels great on a hot summer day.



a Ice in the Desert

b Indoor Rain Forest

c Snowboarding on the Sand

d Swimming or Skiing?

THINK BIG

What activities do you do in the summer? What do you do in the winter?

Culture Connection Lesson

Lesson Flow



Lesson Objective

I will learn about weather around the world.

Key Language

average, hot springs, rain forest, rink sand dunes, temperatures, tropical

Culture Connection | Around the World

I will learn about weather around the world.

CONTENT WORDS

average hot springs rain forest rink sand dunes temperature tropical

15 Listen and read. What can you do on Mt. Seorak? Then match the titles with the paragraphs.

Summer? Winter? Both!



1 Do you like to go snowboarding? If you go to Huacachina, Peru, you can go snowboarding in the desert! In Huacachina, there are sand dunes almost 45 meters tall. You can ride to the top of the sand dunes in a jeep, and then hop on your snowboard and ride down the sand to the bottom of the hill. But be careful! If you fall, the sand can hurt – a lot! Make sure you wear a helmet and boots.

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can go ice skating all year. At the club, you can take ice skating lessons, watch figure skating shows, or even play ice hockey. The indoor ice skating rink feels great on a hot summer day.

a Ice in the Desert b Indoor Rain Forest

c Snowboarding on the Sand d Swimming or Skiing?



What activities do you do in the summer? What do you do in the winter?

Warm-up



Materials: World map or globe

21st Century Global Awareness

- Write the names of these places on the board: *Peru, United Kingdom, South Korea, United Arab Emirates*. Ask: *What do you know about these countries? What's the weather like there? What sports do you think you can do/are popular there?* Allow students to share their ideas freely without saying if they are right or wrong.

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about weather around the world.*
- Students will read and talk about weather around the world.

Pre-reading



- Write the Content Words on the board: *average, hot springs, rain forest, sand dunes, temperature, tropical*. Have students circle these words in the article.
- Look up the words *average, hot springs, and sand dunes* in a dictionary as a group.
- Read the title with the students and ask them to describe the pictures. Ask them to predict what the article is about.
- Point out the four sections of the article. Ask: *What is each section about?* Ask students to scan the first two lines of each section for the answer. Elicit that each section refers to a different country.

Reading



15 Listen and read. What can you do on Mt. Seorak? Then match the titles with the paragraphs.

- Read the directions aloud. Play Audio Track 96 and have students listen and read. Tell students to raise their hands if they wish to interrupt and ask a question.

MONITOR

Replay the audio, pausing after each section to check for understanding. Ask: *What sport can you do in Huacachina, Peru?* (snowboarding) *Why is this surprising?* (It's in the desert.) *What can you see at the Eden Project, in the United Kingdom?* (rain forests) *Why is this surprising?* (It's only 6 degrees in winter.) *What is there in Mt. Seorak, South Korea?* (a water park, hot springs) *Why is this surprising?* (People ski there in the winter as well.) *What sports can you do at the Abu Dhabi Ice Sports Club?* (ice skating, ice hockey) *Why is this surprising?* (It's very hot in Abu Dhabi in the summer.)

ASSIST

Walk around and help students as necessary. Make sure they are matching the correct titles in the correct paragraphs, and are basing their answers on the text.

Practice

WB p. 60/ act. 19



19 Look and write the sports. Use words from the box.

- Have students look at the pictures and write the sports.
- Ask the class if they can remember which countries the article mentions in relation to each sport.

Think BIG



21st Century Global Awareness

- Invite a volunteer to read the questions.
- Ask students to tell you what activities they do in the summer and what activities they do in the winter. Make a list of activities for each season on the board.
- Do a class survey. Name each activity and ask students to show their hands if they do the sport. Tally the results to find out the most popular sport in summer and in winter.
- Ask students to discuss why the sports are the most popular in each season. Tell them to give as many opinions as they can. There are no right answers. Listen to everyone's opinions as a class. Ask: *Do you think the same sports are the most popular in (country)? Why? Why not? Discuss as a class.*

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned about weather around the world.*

- Encourage awareness of what students have learned by quickly asking them for an example of weather described in the text.

Homework

WB p. 60/ act. 20 & 21



20 Read the text in the Student's Book. Circle T for true or F for false.

- Direct students to WB Activity 20 on page 60. Read the directions aloud. Explain to students that they must read the sentences and then read the text in the Student's Book.

21 Read the text in the Student's Book and match.

- Direct students to WB Activity 21 on page 60. Read the directions aloud. Explain to students that they must read the two parts of the sentence and match. Have them read the text in the Student's Book again to check their answers.

Writing Lesson

Lesson Flow



Warm-up



Lesson Objective



Presentation



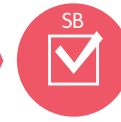
Practice 1



Practice 2



Practice 3



Practice 4



Lesson Objective



Homework

Lesson Objective

I will learn to write detail sentences.

Writing | Paragraph: Detail Sentences

I will learn to write detail sentences.

Here is a **topic sentence**.

My favorite season is summer.

After the topic sentence, give more information. Write **detail sentences**.

In the summer where I live, the weather is usually sunny and hot. I like to go to the beach with my friends. We swim or play volleyball. We have fun.



16 Complete the sentences.

topic sentence detail sentence

A _____ tells us what the paragraph is about.

A _____ gives us more information.

17 Check (✓) the matching detail sentences.

Topic sentence: *Winter is my favorite time of year.*

1 It is cold and snowy in winter, but I like it.

2 It is not cold in summer.

3 My friends and I like to go sledding.

4 We usually wear hats and gloves in winter.

5 My sister's favorite season is spring.

6 We like to build snowmen in winter, too.

18 Write a topic sentence about your favorite season. Write three detail sentences under it.

Topic sentence: _____

Detail sentences: 1 _____

2 _____

3 _____

Warm-up



- Point out to students that some items of clothing go together. Model: *A scarf and coat go together. I wear them both when it is cold.* Then add an item that does not belong. Model: *Sandals do not go together with a scarf and hat.*
- Students will play *What's Wrong?* On a sheet of paper Student A writes the names of these for Student B: *sandals, shorts, gloves, sunglasses.* Student B should work out that gloves don't belong with the other items. Invite student to make more puzzles to challenge one another in small groups.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to write detail sentences.*
- Students will learn about, identify, and write sentences that give details.

Presentation



- Read the text in the box. Remind students that a topic sentence tells us what a paragraph is about, and is often the first sentence. Ask a volunteer to read the topic sentence again: *My favorite season is summer.*
- Ask: *What is the purpose of detail sentences?* (They give more information about the topic. They give interesting details.) Ask a volunteer to read the detail sentences in the box.

MONITOR

- Ensure that students find the topic and the detail sentences in the box.

ASSIST

- Check that students understand the words in the box. Look up words that they do not understand in a dictionary as a class.

Practice 1



16 Complete the sentences.

- Read the directions aloud.
- Read Items 1 and 2, pausing at each blank for students to provide the correct answer from the box.

MONITOR

- Check answers as a class. (*Answer: 1 topic sentence, 2 detail sentence*)

Practice 2

WB p. 61/ act. 22



22 Match detail sentences a-f with topic sentences 1-2. Write 1 or 2 in the boxes.

- Read the directions aloud. Read the first topic sentence. Direct students to read a-f quietly. Ask a volunteer to say which is the detail sentence. Students tick the answer.

- Have students do the second topic sentence independently.

ASSIST

- Check answer as a class.

Practice 3



17 Check (✓) the matching detail sentences.

- Read the directions and then the topic sentence aloud. Ask: *What is the topic of this paragraph?* (winter) Tell students they will choose the detail sentences that tell more about winter. Read Item 1 aloud. Ask: *Does this sentence say why the writer likes winter?* (yes).
- Have students complete the activity independently and then check their answers with a partner.

MONITOR

- Check answers as a class. (*Answers: 1, 3, 4, 6*)

ASSIST

- Discuss Items 2 and 5. Make sure that students understand why they aren't details that relate to the topic sentence.

CHALLENGE

- Have students write a paragraph in their notebooks by combining the topic sentence and the correct detail sentences. Encourage students to add one more detail sentence to their paragraph.

Practice 4



18 Write a topic sentence about your favorite season. Write three detail sentences under it.

- Read the directions aloud. Have students complete the activity independently.

ASSIST

- Have students complete this sentence frame to use as a topic sentence: *My favorite season is... .*

MONITOR

- As students read their sentences aloud, listen for proper pronunciation, appropriate intonation, and correct use of language.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I learned to write detail sentences.*
- Encourage awareness of what students have learned by asking them to describe what detail sentences are.

Homework

WB p. 61/ act. 23



23 Write one more detail sentence for each paragraph. Choose from the box.

- Direct students to WB Activity 23 on page 61. Direct students to choose another detail sentences from the box for each of 1 and 2.

Writing | Paragraph: Detail Sentences

I will learn to write detail sentences.

Here is a **topic sentence**.

My favorite season is summer.

After the topic sentence, give more information. Write **detail sentences**.

In the summer where I live, the weather is usually sunny and hot. I like to go to the beach with my friends. We swim or play volleyball. We have fun.



16 Complete the sentences.

topic sentence detail sentence

A _____ tells us what the paragraph is about.

A _____ gives us more information.

17 Check (✓) the matching detail sentences.

Topic sentence: *Winter is my favorite time of year.*

1 It is cold and snowy in winter, but I like it.

2 It is not cold in summer.

3 My friends and I like to go sledding.

4 We usually wear hats and gloves in winter.

5 My sister's favorite season is spring.

6 We like to build snowmen in winter, too.

18 Write a topic sentence about your favorite season. Write three detail sentences under it.

Topic sentence: _____

Detail sentences: 1 _____
2 _____
3 _____

I will learn to use the sounds *sc, sw, sn, and sl*.

⁹⁷
19 Listen, read, and repeat.

1 **SC**

2 **SW**

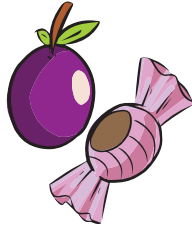
3 **SN**

4 **SL**

⁹⁸
20 Listen and find. Then say.



scarf



sweet



snail



sleep

⁹⁹
21 Listen and blend the sounds.

1 s-c-ou-t scout

2 s-n-a-ck snack

3 s-w-i-m swim

4 s-l-i-m slim

5 s-n-ow snow

6 s-w-a-n swan

7 s-l-ow slow

8 s-c-ar scar

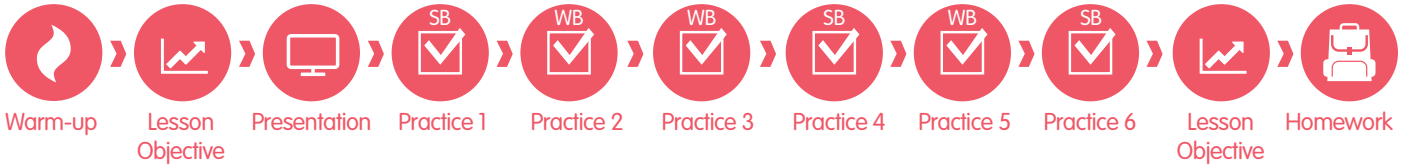
¹⁰⁰
22 Read aloud. Then listen and chant.

A slow snail is eating a snack,
And a slim swan is swimming.



Phonics Lesson

Lesson Flow



Lesson Objective

I will learn to use the sounds *sc*, *sw*, *sn*, and *sl*.

Phonics | *sc, sw, sn, sl*

I will learn to use the sounds *sc, sw, sn, and sl*.

19 Listen, read, and repeat.

1 **sc** 2 **sw** 3 **sn** 4 **sl**

20 Listen and find. Then say.

 scarf  sweet  snail  sleep

21 Listen and blend the sounds.

1 s-c-ou-t	scout	2 s-n-a-ck	snack
3 s-w-i-m	swim	4 s-l-i-m	slim
5 s-n-ow	snow	6 s-w-a-n	swan
7 s-l-ow	slow	8 s-c-ar	scar

22 Read aloud. Then listen and chant.

A slow snail is eating a snack,
And a slim swan is swimming.



Unit 5 65

Warm-up



- Write the sounds *sc*, *sw*, *sn*, and *sl* on the board. Say the sounds aloud and have students repeat after you.
- Have students go through Units 1–5 to find words beginning with or containing these sounds. Write their answers on the board in four columns. (Possible answers: *scarf, school, scientist; sweater, swim; snack, sneeze, snow; sled, sleep*).
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds sc, sw, sn, and sl.*
- Students will identify the letters and distinguish between the sounds individually, and as part of words.

Presentation 97



19 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 97 and have students listen and point to each sound as it is said. Repeat.
- Replay the audio and have students say each sound again.

MONITOR

As students listen, check that they are pointing to the correct sound, and listen for correct pronunciation.

Practice 1 98



20 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 98 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

MONITOR

As students repeat, check that they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

ASSIST

Replay the audio as needed. Students can also work with a partner to check that they are pointing to the correct word and saying it properly.

Practice 2 WB p. 62/ act. 24



24 Read and circle *sc*, *sw*, *sn*, and *sl*.

- Read the directions aloud. Have students work individually to find and circle the letters in the box.

MONITOR

Check that students are circling the correct letters. Have them compare their answers with a partner.

Practice 3 WB p. 62/ act. 25



25 Underline the words with *sc*, *sw*, *sn*, and *sl*. Then read aloud.

- Read the directions aloud. Have students work individually to underline the words.

MONITOR

Check students are underlining the correct words. Check answers as a class.

Practice 4 99



21 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 99 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

As students repeat, check they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

ASSIST

- Replay the audio as needed.

Practice 5 WB p. 62/ act. 26



26 Connect the letters. Then write.

- Read the directions aloud. Then have them match one item from each column so that there are three correct words. Guide them till they identify the correct matches.
- Students now write the words in the last column.

Practice 6 100



22 Read aloud. Then listen and chant.

- Read the directions aloud. Read aloud the chant while students follow in their books.
- Play Audio Track 100 and have students listen. Replay several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and correct use of language. Check answers as a class.

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds sc, sw, sn, and sl.*
- Encourage awareness of what students have learned by saying a few words from this lesson and quickly eliciting from students the sounds that they hear in those words (*sc, sw, sn, and sl*).

Homework WB p. 62/ act. 27



27 Listen and write.

- Direct students to WB Activity 27 on page 62. Explain to students that they must listen to the chant again, and then write the correct answers.

Extra Application and Practice Activity

- On the board, write: *A scout with a scarf can swim with a swan.* Explain to students that this is a “tongue twister.” Say your tongue twister again slowly, and have students repeat after you. Then repeat it again and again with students, gaining speed each time.
- Have students make their own tongue twisters using the words from this lesson or from previous phonics lessons. Have volunteers present their tongue twisters to the class, and challenge students to repeat as fast as they can.

Values Lesson

Lesson Flow



Warm-up



Lesson Objective



Listening



Speaking



Project



Lesson Objective

Lesson Objective

I will learn to talk about preparing for the weather.

Key Language

Prepare for the weather.

Values | Prepare for the weather.

I will learn to talk about preparing for the weather.

102
23 Look, listen, and point.

a



b



c



24 Look at 23. Role-play with a partner.



Project

25 Work with a group. Make a **Prepare for the Weather** checklist.

Prepare for the Weather



sunscreen



gloves



sunglasses



hat



water



umbrella

Warm-up



21st Century Flexibility and Adaptability

- Ask students to review some of the different types of weather where they live.
- Ask: *Are you always happy in different weather? Which weather do you like? Why? Which weather do you dislike? Why?* Allow students to share their ideas and experiences freely.
- Encourage students to think about what they could do to be more comfortable in different types of weather.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about preparing for the weather.*

- Students will learn the importance of being prepared for all types of weather.

Listening



P. T141



23 Look, listen, and point.

- Read the directions aloud. Tell students that they will hear three people give advice about ways to prepare for the weather. Have students listen to Audio Track 102 and follow the pictures in the book.

ASSIST

Replay the audio as necessary. Pause the track at appropriate moments and ask students to repeat. Encourage them to exaggerate their pronunciation and intonation.

MONITOR

Ask questions to check for understanding. Ask: *How can you prepare for a hot, sunny day? (Wear a hat and sunglasses. Drink plenty of water.) How can you prepare for a cold day? (Wear a coat, hat and gloves.) What weather are you prepared for if you wear boots and an umbrella? (Rain.)*

Speaking



24 Look at 23. Role-play with a partner.

- Read the directions aloud. Have partners discuss the weather and how they prepare for it.

ASSIST

As you notice errors, say words or sentences correctly and have students repeat after you.

MONITOR

Invite pairs to act out the dialog for the class. Listen for proper pronunciation, appropriate intonation, and correct use of language.

Project



Materials: Poster paper, art supplies

25 Work with a group. Make a *Prepare for the Weather* checklist.

- Read the directions aloud and point to the sample checklist on the page.
- Place students in groups. Encourage them to share roles equally and involve all students in making the checklist.
- Distribute poster paper and markers, pens, and colored pencils. Ask groups to choose a type of weather and draw six items they will need for it, along with check boxes similar to those in the sample.
- Have two groups exchange checklists, look at the items on the poster, and say if they have all those items at home.
- When students work in groups, walk around and make sure that everyone is participating. If there are some students who take over the group, help them share the roles evenly. Encourage quieter students to speak up more. They may also excel in roles such as drawing or planning.
- Display groups' posters around the classroom at the end of the activity.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to talk about preparing for the weather.*

- Encourage awareness of what students have learned by quickly eliciting from students ways to prepare for the weather.

Extra Application and Practice Activity

- Have students discuss how they can use weather reports to help them prepare for the weather. Ask: *Where can you find weather reports? (TV, radio, newspapers, Internet)*
- Invite students to prepare a weather report that gives people helpful information about how to prepare for the weather. Tell them to include ideas from their checklists.

ASSIST

Provide examples on the board of ways to begin and end a weather report. For example: *Good evening, ladies and gentlemen. The weather in (your town or region) tomorrow will...*

Values | Prepare for the weather.

I will learn to talk about preparing for the weather.

102
23

Look, listen, and point.

a



b



c



24

Look at 23. Role-play with a partner.



Project

25

Work with a group. Make a **Prepare for the Weather** checklist.

Prepare for the Weather



sunscreen



gloves



sunglasses



hat





water



umbrella

Review

26 Look at the weather reports. Ask and answer.



Barcelona, Spain	
Yesterday	Today
	
Temperature: 33 °C	Temperature: 28 °C

1 What/weather/Barcelona/yesterday?
Yesterday, it was _____.

2 What/weather/Barcelona/today?
Today, it's _____.

3 What/weather/Vancouver/yesterday?

4 What/weather/Vancouver/today?

Vancouver, Canada	
Yesterday	Today
	
Temperature: 4 °C	Temperature: 12 °C

27 Find the differences. Talk with a partner.



In Picture 1,
the man
wears summer
clothes.

In Picture 2,
the man wears
winter clothes.



I Can

- use words for the weather and what clothes people wear in different types of weather.
- use *is* and *was* to ask and answer about the weather today and yesterday.
- talk about the weather around the world and what people wear.
- write detail sentences.



Review Lesson

Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review

26 Look at the weather reports. Ask and answer.

Barcelona, Spain	
Yesterday	Today
 Temperature: 33 °C	 Temperature: 28 °C

1 What/weather/Barcelona/yesterday?
Yesterday, it was _____.

2 What/weather/Barcelona/today?
Today, it's _____.

Vancouver, Canada	
Yesterday	Today
 Temperature: 4 °C	 Temperature: 12 °C

3 What/weather/Vancouver/yesterday? _____

4 What/weather/Vancouver/today? _____

27 Find the differences. Talk with a partner.

Picture 1

Picture 2

In Picture 1, the man wears summer clothes.

In Picture 2, the man wears winter clothes.

I Can

- use words for the weather and what clothes people wear in different types of weather.
- use *is* and *was* to ask and answer about the weather today and yesterday.
- talk about the weather around the world and what people wear.
- write detail sentences.

Unit 5 67

Warm-up



Materials: Index cards

- Have students create word scrambles using vocabulary items to do with the weather from this unit (e.g. *sunny, rain, cloudy, degrees Celsius*). Tell them to choose a word, write the word on an index card, and cut it into letters. Then students should exchange scrambles.

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I am reviewing the words and structures of the unit.*
- Students will complete sentences about the weather yesterday and today, and talk about what people wear in different types of weather.

- Students complete the *I Can* section, which helps them assess their own learning and think about their progress.

Practice 1



Materials: Flashcards: Unit 5, weather and clothes

- Remind students about the song they sang a few lessons before and refer them to the song on the Song lesson page.
- Play Audio Track 84 (the song with the lyrics). Have students follow along and join in.
- Once students are familiar with the song again, have them practice it using the karaoke version (Audio Track 87). You could use Flashcards to encourage students to sing about other types of weather that aren't in the song.



- Refer to the Video Guide for pre-watching and post-watching activities.

Practice 2



26 Look at the weather reports. Ask and answer.

- Read the directions aloud. Then have volunteers read the weather reports, helping with the city and country names if necessary. Say: *We measure temperature in degrees.* Show students the symbol (°) used to represent the word *degrees*. Ask: *When a sentence has the word yesterday, do we use is or was? (was)*
- Do Item 1 as a class. Have students write the questions and answers in their notebooks.

MONITOR

Check answers as a class. (Answers: 1 *What was the weather like in Barcelona yesterday? Yesterday, it was warm and windy.* 2 *What is the weather like in Barcelona today? Today, it's rainy and warm.* 3 *What was the weather like in Vancouver yesterday? Yesterday, in Vancouver it was snowy and cold.* 4 *What is the weather like in Vancouver today? Today, it's cloudy and cool.*)

Practice 3

WB p. 63/ act. 28



28 Look and write.

- Read the directions aloud. Have students look at the first picture. As a class, complete Item 1.
- Have students complete the remaining items independently or with a partner.

Practice 4



27 Find the differences. Talk with a partner.

- Read the directions and speech bubbles aloud. Ask: *What season do you think it is in Picture 1? (late summer or early autumn) What season do you think it is in Picture 2? (winter)*
- Have students work in pairs to find the differences between the pictures. Encourage students to list the differences they notice in their notebooks.

MONITOR

Listen as students work to ensure that they are using the target language correctly. (Answers: *temperature – warm/cold; weather – sunny/snowy; clothing – shorts, sandals, sunglasses/hats, coats, gloves, scarves, glasses; activities – playing soccer/building a snowman; woman on bench; bushes in background*)

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*

- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help, and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

Direct students who need help with grammar and vocabulary to the Unit 5 Practice Tests in the Assessment Pack.

WB Unit 5/ p. 120

- Direct students who need help with grammar in particular to the Unit 5 Extra Grammar Practice (Workbook, page 120).
- For further of vocabulary work, students can access games in the Big English Student World.



Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 5 Test in the Assessment Pack.
- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 5 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

Homework

WB p. 63/ act. 29



29 Read. Write *is, are, was, or were*.

- Direct students to WB Activity 35 on page 63. Read the directions aloud. Explain to students that they must write the answers.

Extra Application and Practice Activity

21st Century Communication

- Distribute sheets of paper, and have students draw a picture that shows the same scene during another season or type of weather. For example, students might draw the scene when it is a windy spring day. Have students describe the differences between their new picture and Pictures 1 and 2.



Smells Good!

Objectives

Reading

- Can follow simple stories with basic dialog and simple narrative.
- Can get the gist of short, simple texts on familiar topics, if supported by pictures.

Listening

- Can recognize familiar words and phrases in short, simple songs or chants.
- Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.

Speaking

- Can use language related to the taste and appeal of food.

Writing

- Can write the concluding sentence or sentences of a basic paragraph, given a model.
- Can write simple sentences about familiar things, given prompts or a model.

Grammar

- Can construct short answers to questions in the present simple.

Unit Projects

Family Connection

Have students tell their families that they are learning about the five senses. Encourage them to keep a daily journal about things at home that feel, look, smell, sound, or taste interesting. Suggest that students record their notes on five separate pages in their notebooks, one for each sense. Throughout the unit, have students share information about memorable sensory experiences they have had at home.

Key Language

Key Vocabulary

Verb senses

feels
looks
smells
sounds
tastes

Adjectives

awful
bad
beautiful
delicious
good
horrible
nice
soft
sweet
terrible
tight

Expressions

Really?
Try it.
Ugh!
Yuck!
yummy

Content Words

avoid
brain
danger
echo
information
senses
sound waves
taste buds
tongue
awful
clean
fresh
smelly
stink
take care of
wet

Grammar/Structures

How **does** the apple pie **taste**? It **tastes** delicious.

How **do** your new shoes **feel**? They **feel** tight.

Phonics

The sounds: *fl, pl, gl, bl*

Our Five Senses Bulletin Board

Create a bulletin board display entitled *Our Five Senses*. Divide it into five columns, labeled *Feel, Look, Smell, Sound, and Taste*. Place pictures of a body part related to each sense (hands, eyes, nose, ears, mouth) at the top of the appropriate column. Have students cut out magazine pictures of things they might feel, see, smell, hear, or eat. Work with students to place the pictures in the correct column. Point out that some pictures might go in more than one column.

Vocabulary Lesson

Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective



Homework

Lesson Objective

I will learn to name the five senses.

Key Language

feels, looks, smells, sounds, tastes; awful, beautiful, delicious, horrible, nice, soft, sweet, terrible, tight

6 Smells Good!

Vocabulary

I will learn to name the five senses.

103 **Song Time!**

104 **1 Listen, look, and say.**

1 This music sounds beautiful.

2 This band sounds awful.

3 This soup tastes horrible.

4 This pie tastes delicious.

5 This apple tastes sweet.

Senses

6 These flowers smell nice.

7 My hair looks terrible.

8 My sweater feels soft.

9 These shoes feel tight.

2 **Play the silly sentences game.**

68 Unit 6

Warm-up



- Review the words *eyes, ears, nose, hands, fingers,* and *mouth* and write them on the board.
- Have students draw monsters with strange bodies. Students can choose a body part from the list, roll the dice, and draw a monster with that many body parts. Model: *I rolled a seven. My monster will have seven noses.* If students roll a number that isn't strange (such as a two for hands or a ten for fingers), they can roll the dice again. Have students present their monsters to the class. Model: *My monster has five mouths, eight eyes, eleven ears, and three hands.*
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name the five senses.*
- Students will talk about how things feel, look, smell, sound, or taste.

Song Time



Materials: Flashcards: Unit 6, the five senses

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. Students will only hear the words at this point. They will not see the text of the song.

Presentation



1 Listen, look, and say.

- Read the directions aloud. Point to the pictures in Activity 1. Say each one aloud.
- Play Audio Track 104 and have students listen and read quietly.
- Replay the audio and have students point to the pictures and say each sentence with you.

ASSIST

As you read the sentences, hold up the relevant Flashcards (*sounds, tastes, feels, looks, or smells*) for each one.

MONITOR

Name the sentences in random order. For each one, have students point to the matching picture.

CHALLENGE

Tell students that we can use the adjectives in this lesson to describe other things as well. Say: *A dress can look beautiful and so can your hair.* Have students each write a sentence using one of the adjectives in Activity 1 and say it to the class.

Practice

WB p. 64/ act. 1



1 Look and complete the sentences. Use words from the box.

- Have students look at SB Activity 1 to choose the correct answers from the box. Invite a volunteer to give the first answer to the class.

MONITOR

Check that students are writing the correct answers

ASSIST

Check answers with the class.

Game



2 Play the silly sentences game.

- Tell students you are going to play a game where they make silly sentences and their partners have to correct them.
- On the board write: *This music sounds delicious.* and *My hair looks sweet.* Ask why these sentences are wrong and how students can correct them. (*This music sounds beautiful. My hair looks nice.*)
- Put students in pairs and have them write two or three silly sentences in their notebooks. Have them swap notebooks and correct their partner's sentences.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I have learned to name the five senses.*
- Encourage awareness of what students have learned by asking a few of them to describe how certain things feel, look, smell, sound, or taste e.g. *This soup tastes delicious.*

Homework

WB p. 64/ act. 2



2 Write about you.

- Direct students to WB Activity 2 on page 64. Have students write their own views.

Extra Application and Practice Activity

- Have students return to the monsters they drew in the Warm-Up. Tell them they can make their monster more interesting by talking about how it feels, looks, smells, sounds, or tastes. Model: *My monster smells nice. It smells like roses. But it feels awful! It feels like a prickly cactus.* Give them a few minutes to write down their ideas, then invite students to tell the class about their monsters.

6

Smells Good!

Vocabulary


I will learn to name the five senses.




Song Time!



Listen, look, and say.



1 This music sounds beautiful.



2 This band sounds awful.



3 This soup tastes horrible.



4 This pie tastes delicious.


Senses




5 This apple tastes sweet.



6 These flowers smell nice.



7 My hair looks terrible.



8 My sweater feels soft.



9 These shoes feel tight.

2 Play the silly sentences game.

Song

I will learn to ask and answer about the five senses.

105 106
3

Listen and sing. Why do the girls like Grandma's house?

Grandma's House

We love my grandma's house.
It always smells so nice.
It smells like ginger cookies,
Sweet, with a little spice!

We always do my favorite thing,
Baking ginger cookies.
They taste so nice and yummy,
We are both very lucky!

**Yummy smells and her smiling face.
We really love my grandma's place.**

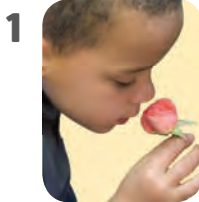
Chorus

Grandma likes playing old songs
From when she was very young.
The music sounds so wonderful,
We have to sing along.



4

Match the pictures with the words. Then ask and answer about 1.



feel
look
smell
sound
taste



This ice cream
tastes delicious.

Number
4.



**THINK
BIG**

Can you think of other things you
describe with these adjectives?
sweet tight beautiful horrible

Song Lesson

Lesson Flow



Lesson Objective

I will learn to ask and answer about the five senses.

Key Language

feels, looks, smells, sounds, tastes; awful, beautiful, delicious, horrible, nice, soft, sweet, terrible, tight; yummy

Song

I will learn to ask and answer about the five senses.

3 Listen and sing. Why do the girls like Grandma's house?

Grandma's House

We love my grandma's house.
It always smells so nice.
It smells like ginger cookies,
Sweet, with a little spice!

**Yummy smells and her smiling face.
We really love my grandma's place.**

Grandma likes playing old songs
From when she was very young.
The music sounds so wonderful,
We have to sing along.

We always do my favorite thing,
Baking ginger cookies.
They taste so nice and yummy,
We are both very lucky!

Chorus



4 Match the pictures with the words. Then ask and answer about 1.

1 

2 

3 

4 

5 

feel
look
smell
sound
taste



This ice cream tastes delicious.



Number 4.

THINK BIG

Can you think of other things you describe with these adjectives?
sweet tight beautiful horrible

Unit 6 69

Warm-up



21st Century Technological Literacy

- Talk about the fact that Grandma plays old songs on the radio. Have students find the picture of the radio on the page. Ask: *How do we listen to music*

today? Have students list the different ways in which we listen to music today, including CDs, the radio, the internet, MP3 players, and television.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to ask and answer about the five senses.*

- Students sing a song and talk about how things feel, look, smell, sound, or taste.

Listen and Sing



Materials: Music player, old and new songs

3 Listen and sing. Why do the girls like Grandma's house?

- Remind students that they have heard the song already. Read the directions aloud. Play Audio Track 105. Have students listen and read along with the song quietly. Ask them to find the verbs used to describe using our senses. (Answers: *smells, sound, or taste*)
- Use questions to check students' comprehension. Ask: *Where do the girls like going?* (to Grandma's house) *What does Grandma's house smell like?* (ginger cookies) *What does Grandma like doing?* (playing old songs)
- Use a music player to share an example of an "old song" that Grandma from the song "Grandma's House" might play. Then contrast the song with a contemporary song that is currently popular. Have students describe how each song makes them feel.
- Replay the audio. Have students sing along. Then ask students to read the song silently again and find the answer to the question: *Why do the girls like Grandma's house?* (Answers: *It smells nice, the music sounds wonderful, and they bake nice and yummy cookies together.*)

MONITOR

Observe students to see if they are comfortable learning the new song. Check answer as a class. (Answer: *It always smells so nice.*)

Speaking



4 Match the pictures with the words. Then ask and answer about 1.

- Read the words in the box and have students repeat after you. As you say them, point to the part of your body you use for that word (hand for *feel*, eyes for *look*, nose for *smell*, ears for *sound*, mouth for *taste*) and have students copy you.
- Have students look at the pictures and tell you what they see in each one. Then have them match the pictures with the words, writing the answers in their notebooks.
- Have two volunteers read the speech bubbles. Have students work in pairs to use the words in the box to make sentences describing the pictures, using the

speech bubbles as a guide. Explain that there is no one correct sentence – they can make up more than one.

MONITOR

Check for proper pronunciation and accurate descriptions of the pictures. (Answers: *1 smell, 2 feel, 3 hear, 4 taste, 5 see; students' own answers*)

Practice

WB p. 65/ act. 4



4 Look, read, and circle.

- Have students look at WB Activity 4 and circle the correct answers. Invite a volunteer to give the first answer to the class.

Think BIG



21st Century Critical Thinking

- On the board write the words *sweet, tight, beautiful, and horrible*. Have students look back at Activity 1 and tell you what things were described with these adjectives. (*apple, shoes, music, soup*) Then ask what other things we could describe with these adjectives. Give students time to discuss in pairs. (Possible answers: *sweet – cake, ice cream, candy; tight – clothes; beautiful – hair, clothes, flowers, homes, people; horrible – pictures, movies, music, people*)

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to ask and answer about the five senses.*

- Encourage awareness of what students have learned by quickly eliciting the names of how a few things in the passage smell, sound, and taste.

Homework



WB p. 65/ act. 3



3 Listen and number in order.

- Direct students to WB Activity 3 on page 65. Explain to students that they must listen to the audio and number the verses in the order that they are sung.

Extra Application and Practice Activity

- To aid students' understanding of the vocabulary, put them in small groups and have them make two lists: one of words on pages 68–69 that are positive (*good, beautiful, delicious, sweet, nice, soft, wonderful, yummy*) and one of words that are negative (*horrible, awful, terrible, tight*). Have the groups write a sentence for each one using one of the verbs they have learned, and then invite volunteers from each group to share them with the class.

Story Lesson

Lesson Flow



Lesson Objective

I will read a story about the five senses.

Key Language

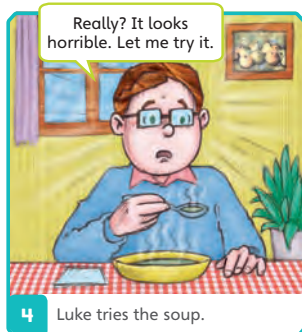
look, smell, taste; awful, bad, terrible; Really?, Try it., Ugh!, Yuck!

Story

I will read a story about the five senses.

5 Listen and read. What kind of soup does Luke try?

It Tastes Terrible!



6 Put the sentences in order.

- a Amy thinks the soup tastes OK.
- b Luke thinks the soup tastes terrible.
- c Luke thinks the fish soup smells awful.
- d Amy tries the soup.
- e Luke tries the soup.
- f Luke asks Amy to try the soup.



Which senses do you use when you are...
a in a restaurant? **b** at a soccer game?
c at school?

How do your senses make you aware of danger?

Warm-up



Materials: Index cards

- Using index cards, have students create flip cards that say *Yuck!* on one side and *Yummy!* on the other. Say: *We say "Yuck!" when something tastes bad and "Yummy!" when something tastes good.*

- Take a class survey about different foods. Hold up actual food items or pictures of foods. Have students hold up the side of their flip card that matches their opinion. Have a volunteer record the results for each food.
- Have students work in groups to make graphs that show the survey results. Have the groups compare their graphs and discuss their findings.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will read a story about the five senses.*
- Students will listen to and answer questions about a story, and then discuss ideas related to it.

Pre-reading



- Have students read the title aloud and preview the pictures in the story frames. Point to and read the names *Luke* and *Amy* aloud. Have students repeat. Ask: *Where does this story take place?* (in the kitchen)

Reading



5 Listen and read. What kind of soup does Luke try?

- Read the directions aloud. Play Audio Track 108 and have students listen and read silently. Model pointing to each story frame.
- Explain what a cold is. Say: *When you have a cold, you sneeze and cough. Your nose is blocked. You can't taste or smell very well when you have a cold.*
- Ask: *What kind of soup does Luke try?* Elicit the correct answer. (*He tastes fish soup.*)

Comprehension 1



MONITOR

Ask questions to check understanding. Ask: *What does Luke smell when he gets home?* (fish soup) *Why does he want Amy to try it?* (He thinks it smells and looks bad.) *What does Amy think about the soup?* (She thinks it tastes OK.) *Why can't Amy taste the soup?* (She has a cold.)

ASSIST

- Replay the audio as necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words.
- Divide the class into three groups and give the parts of Luke, Amy, and the narrator. Replay the audio, pausing after each frame for students to repeat the words of their given characters.

Comprehension 2



6 Put the sentences in order.

- Have students read the story silently. Tell students you are going to say a sentence and they should tell you which frame it is from. Say: *Luke thinks the soup tastes awful.* (Frame 5) Say: *Luke thinks the soup looks horrible.* (Frame 4) Continue in this way until all frames have been covered.
- Read the directions aloud. Then identify the first sentence as a class. (*c Luke thinks the fish soup smells awful.*)
- Have students work independently or in pairs to put the rest of the sentences in order in their notebooks.

MONITOR

Check answers as a class. (Answers: *c Luke thinks the fish soup smells awful. f Luke asks Amy to try the soup. d Amy tries the soup. a Amy thinks the soup tastes OK. e Luke tries the soup. b Luke thinks the soup tastes terrible.*)

Comprehension 3

WB p. 66/ act. 5



5 Look and read. Then write Luke or Amy.

- Read the directions aloud. Have students look at the story, read the title and each speech bubble, and then write the correct name (Luke or Amy) to complete each sentence.

Think BIG



21st Century Health and Safety

- Ask students which senses Luke uses in the story. (Answers: *smell, sight, taste.*) Help them with the sense words if necessary: *smell, sight (looks), taste, touch (feels), hearing (sounds).* Then ask which senses we use (a) in a restaurant, (b) at a soccer game, and (c) at school. Give students time to discuss with a partner before answering. (Answers: *a taste, sight, touch, smell; b hearing, sight; c hearing, sight, touch*)

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I have read a story about the five senses.*
- Encourage awareness of what students have learned by asking them how we can describe the taste of different foods.

Homework

WB p. 66/ act. 6



6 Think and write about you. Use *smell* or *taste* and the words from the box or your own ideas.

- Direct students to WB Activity 6 on page 66. Students either use words from the box, or their own ideas of things to smell or taste to complete the sentences.

Extra Application and Practice Activity

- Invite students to help you write a dialog about Luke and Amy. Tell students that in this scenario, they aren't eating and Amy doesn't have a cold. Instead, Amy is wearing headphones, listening to music, and singing, and Luke is trying to do his homework. Ask: *When you have headphones on, can you hear yourself talk or sing?* (no)
- Have students suggest ideas for the dialog as you write the lines on the board. When the dialog is complete, have students practice it as a class and then in pairs.

Story

I will read a story about the five senses.

108
5

Listen and read. What kind of soup does Luke try?

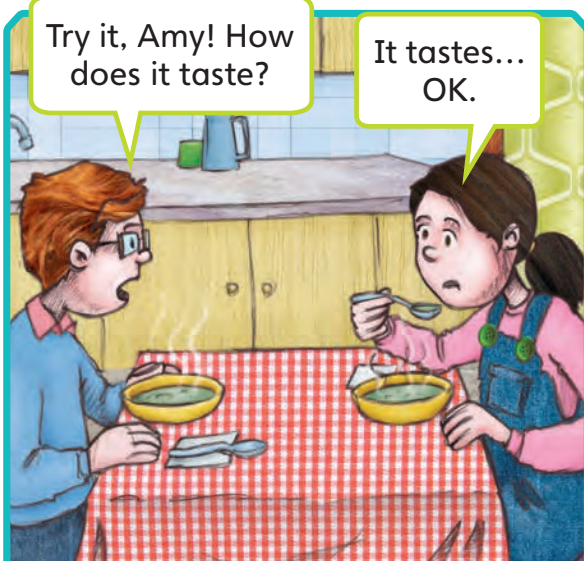
It Tastes Terrible!



1 Luke smells something bad coming from the kitchen.



2 It is fish soup. Luke thinks it smells horrible.



3 Amy tries the soup.



4 Luke tries the soup.



5

Luke thinks the soup tastes awful.



6

Amy has a cold. That's why she can't taste the soup.

6

Put the sentences in order.

- a Amy thinks the soup tastes OK.
- b Luke thinks the soup tastes terrible.
- c Luke thinks the fish soup smells awful.
- d Amy tries the soup.
- e Luke tries the soup.
- f Luke asks Amy to try the soup.



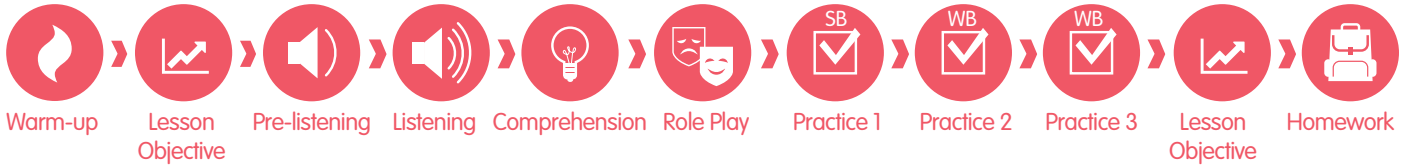
Which senses do you use when you are...

- a in a restaurant?
- b at a soccer game?
- c at school?

How do your senses make you aware of danger?

Language in Action Lesson

Lesson Flow



Lesson Objective

I will listen to a dialog about the five senses.

Key Language

sounds, looks, smells, feels, tastes; awful, delicious, nice, pretty

Language in Action

I will listen to a dialog about the five senses.

109
7

Listen and read. Then say.

Cindy: Hey, Mark. Do you want to hear my new song?

Mark: Uh... OK. Sure.

Cindy: *I don't want to run or play...
I just want to sing all day...*
So, how does it sound?

Mark: Um... it sounds... nice.

Cindy: Thanks! Do you want to hear more?

Mark: Uh... sorry, Cindy. I have to go. See you later!



8

Look at 7. Role-play with a partner.

110
9

Listen and stick. Number the pictures.



72 Unit 6

Warm-up



- Have students turn to page 69 and review the song "Grandma's House." Say: *Let's sing this song again. We want the song to sound good.* Play Audio Track 103 and sing along with students.

- Then say: *Sometimes it's fun to make something sound bad. How can we make the song sound bad? (Sing the wrong notes.)* Give students instruments, such as kazoos, or have them drum on their desks using pencils. Play Audio Track 103 again and encourage students to make the song sound bad.

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *I will listen to a dialog about the five senses.*
- Students will read, listen to, and practice dialogs about how things sound, look, smell, feel, and taste.

Pre-listening



- Point to the girl and the boy. Introduce them as Cindy and Mark. Tell students that they will hear Cindy and Mark talking. Have students predict what Cindy and Mark are doing and talking about.

Listening



7 Listen and read. Then say.

- Play Audio Track 109 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.
- Replay the audio as necessary. Use simple language and gestures to explain unfamiliar words.

Comprehension



MONITOR

- Use questions to check for understanding. Ask: *What does Cindy do? (She sings a song.) What does Mark say about her singing? (He says it sounds... nice.) Why doesn't Mark want to hear more? (He doesn't really think Cindy's singing sounds nice.)*

Role Play



8 Look at 7. Role-play with a partner.

- Read the directions aloud. Have partners work together to read the dialog. Encourage them to switch roles to try both parts.

CHALLENGE

- Ask: *What would you do if you were Mark?* Encourage students to identify Mark's problem. (*He does not think Cindy's singing is very good.*) Then have students come up with possible solutions. (*Mark can listen politely and then leave, as he does in the dialog. He can also stay and help Cindy practice to help improve her singing. Alternatively, he can tell her the truth in a way that won't hurt her feelings.*)

Practice 1



Materials: Stickers

9 Listen and stick. Number the pictures.

- Help students find the Unit 6 stickers at the back of the Student's Book. Then read the directions aloud. Say: *You will hear dialogs that tell which sticker goes on each picture.*

- Play Audio Track 110 and have students listen, place the stickers on the pictures, and number the pictures.

MONITOR

- As students work, check to make sure that they are doing the activity correctly. (*Answers: 1 boy holding his nose, 2 girl wearing soft sweater, 3 boy giving his mother roses, 4 girl wearing fancy dress*)

Practice 2



WB p. 67/ act. 7



7 Listen and read. Circle T for true and F for false.

- Read the directions aloud. Explain that students need to listen to Alice and her mom talk about a new sweater, and then write *true* or *false* for each sentence.
- Play Audio Track 111. Elicit the first answer from students. Students complete the activity independently.

Practice 3

WB p. 67/ act. 8



8 Read and circle.

- Read the directions aloud. Explain that students need to circle the correct word in each sentence.
- Read the first sentence and elicit the correct response from the class. Students complete the activity independently.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I have listened to a dialog about the five senses.*
- Encourage awareness of what students have learned by quickly eliciting from a few students how their favorite music sounds and how their favorite food smells or tastes.

Homework

WB p. 67/ act. 9



9 Draw an interesting or funny cake. Color. Then write.

- Direct students to WB Activity 9 on page 67. Direct students to describe their cake.

Extra Application and Practice Activity

21st Century Innovation

Have student pairs choose one of the sticker scenes and act out a dialog based on the scene. Encourage students to use their own words.

Invite pairs to share their dialog with the class. Ask classmates to write the vocabulary words they hear in each dialog.

Language in Action

I will listen to a dialog about the five senses.

109
7

Listen and read. Then say.

Cindy: Hey, Mark. Do you want to hear my new song?

Mark: Uh... OK. Sure.

Cindy: *I don't want to run or play...
I just want to sing all day...
So, how does it sound?*

Mark: Um... it sounds... nice.

Cindy: Thanks! Do you want to hear more?

Mark: Uh... sorry, Cindy. I have to go. See you later!

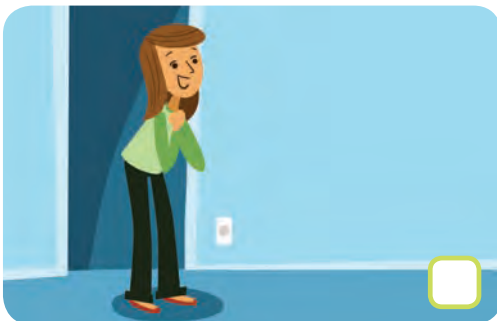


8

Look at 7. Role-play with a partner.

110
9

Listen and stick. Number the pictures.



Grammar

I will learn to use *do* and *does* to ask and answer about the five senses.

How **does** the apple pie **taste**?

It **tastes** delicious.

How **do** your new shoes **feel**?

They **feel** tight.

10 Circle the correct verb.

- A:** How does the school band **sound** / **sounds**?
B: They **sound** / **sounds** great. They practice every day.
- A:** How does my new shirt **look** / **looks**?
B: It **look** / **looks** good. I like the color.
- A:** How does the sandwich **taste** / **tastes**?
B: It **taste** / **tastes** awful. I don't like tomatoes!
- A:** How do these flowers **smell** / **smells**?
B: They **smell** / **smells** nice.
- A:** How do your new gloves **feel** / **feels**?
B: They **feel** / **feels** really warm.



11 Complete the questions with **do** or **does**.

- How _____ that pizza taste?
- How _____ the cookies smell?
- How _____ my hair look today?
- How _____ the shoes feel?
- How _____ the guitar music sound?

12 Look at 1. Ask and answer with a partner.



How does
the music
sound?

It sounds
beautiful.



Unit 6 73

Grammar Lesson

Lesson Flow



Lesson Objective

I will learn to use *do* and *does* to ask and answer about the five senses.

Key Language

How **does** the apple pie **taste**? It **tastes** delicious.

How **do** your new shoes **feel**? They **feel** tight.

Grammar

I will learn to use *do* and *does* to ask and answer about the five senses.

How does the apple pie taste ?	It tastes delicious.
How do your new shoes feel ?	They feel tight.

10 Circle the correct verb.

1 A: How does the school band **sound / sounds**?
B: They **sound / sounds** great. They practice every day.

2 A: How does my new shirt **look / looks**?
B: It **look / looks** good. I like the color.

3 A: How does the sandwich **taste / tastes**?
B: It **taste / tastes** awful. I don't like tomatoes!

4 A: How do these flowers **smell / smells**?
B: They **smell / smells** nice.

5 A: How do your new gloves **feel / feels**?
B: They **feel / feels** really warm.

11 Complete the questions with *do* or *does*.

1 How _____ that pizza taste?
2 How _____ the cookies smell?
3 How _____ my hair look today?
4 How _____ the shoes feel?
5 How _____ the guitar music sound?

12 Look at 1. Ask and answer with a partner.

Unit 6 73

Warm-up



Materials: Index cards

- Have students write riddles about the five senses:
Model: *I am long and yellow. I feel smooth on the outside. I taste sweet. What am I?* (a banana)
- Have students make riddle cards by writing the riddle on one side of an index card and the answer on the other. Have students exchange cards and solve each other's riddles.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will learn to use *do* and *does* to ask and answer about the five senses.*
- Students will ask and answer questions with the words *do* and *does*. Students will also use the words *feels*, *looks*, *smells*, *sounds*, and *tastes* in complete sentences.

Presentation



- Read the text in the grammar box aloud. Point out that the verbs in each sentence change when the subject is plural. Write these models on the board: *How does the apple pie taste? It tastes delicious.*
- Invite two volunteers to model asking and answering the sentences.
- Have students identify the forms used for asking about singular subjects (*does*) and plural subjects (*do*).
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

Practice 1



10 Circle the correct verb.

- Read the directions aloud and complete the first item as a class.

MONITOR

Check answers as a class. (Answers: 1 *sound, sound*; 2 *look, looks*; 3 *taste, tastes*; 4 *smell, smell*; 5 *feel, feel*)

Practice 2



11 Complete the questions with *do* or *does*.

- Read the directions aloud. Have students complete the activity on their own. Encourage them to read the items aloud to find the correct answer.

MONITOR

Check answers as a class. (Answers: 1 *does*, 2 *do*, 3 *does*, 4 *do*, 5 *does*)

Practice 3

WB p. 68/ act. 10



10 Look, read, and match.

- Read the directions aloud. Have a volunteer read Item 1 aloud. Say: *There are two sentences describing something. What is it?* Direct students to choose the matching picture. They connect the sentence to a picture by drawing a line.

Practice 4

WB p. 69/ act. 12



12 Complete the sentences with *do* or *does*. Then look and complete the answers.

- Read the directions aloud and draw their attention to the picture. As a class discuss what is happening on the beach. Then point to different characters and ask: *How does he/she feel? How do they feel?*
- Read Item 1a aloud leaving a gap for the space. Elicit the correct answer from students.

Practice 5



12 Look at 1. Ask and answer with a partner.

- Have students look at Item 1 of SB Activity 1 on page 68. Have volunteers read the speech bubbles on SB page 73 aloud.
- Complete Item 2 of SB Activity 1 on page 68 as a class. Then have students complete the activity in pairs.
- Remind students to take turns when asking and answering questions. Point out that it is polite to let someone finish asking a question before you begin to answer it.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I learned to use do and does to ask and answer about the five senses.*

- Encourage awareness of what students have learned by asking questions using *do* and then *does* (e.g. *Do they / does she like the song?*). Have volunteers answer.

Homework

WB pp. 68 & 69/ act. 11 & 13



11 Read and circle.

- Direct students to WB Activity 11 on page 68. Direct students to read the sentences and choose the correct form.

13 Read, circle, and complete the sentences. Use words from the box.

- Direct students to WB Activity 13 on page 69. Direct students to write about the senses in 12 above.

Extra Application and Practice Activity

Materials: Magazines

21st Century Media Literacy

- Have students look through magazines to find pictures that appeal to the senses. Point out that advertisements often show things that feel, look, smell, sound, or taste good.
- Have students share pictures with the class. Encourage them to ask questions about the pictures using *do* and *does*.

Extra Grammar Practice

WB Unit 6/ p. 121

- For optional further practice, have students complete the Extra Grammar Practice activities.

Content Connection Lesson

Lesson Flow



Warm-up



Lesson Objective



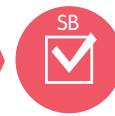
Pre-reading



Reading



Practice 1



Practice 2



Think BIG



Lesson Objective



Homework

Lesson Objective

I will learn about how our senses keep us safe.

Key Language

avoid, brain, danger, echo, information, senses, sound taste buds, tongue, waves

Content Connection | Life Science

I will learn about how our senses keep us safe.

13 Listen and read. Why are our senses important?

CONTENT WORDS
avoid brain danger
echo information
senses sound waves
taste buds tongue

Our Senses Keep Us Safe

Do you know what senses are for? Every minute of every day our senses get information and send it to our brain. We use this information to understand the world around us. With our senses we understand when food looks, smells, or tastes good and fresh, or when it's bad and rotten. We also feel something hot or sharp or hear when danger is coming with our senses. Our senses are very important because they keep us safe.

Like people, animals use their senses to find food and avoid danger. But many animals' senses are very different from people's senses.

For example, we use our eyes to see, but bats can't see well. They have to use their ears. They make a sound and listen for an echo. They use the sound waves from the echo to 'see' how big something is and find it.

Snakes and lizards don't smell with their noses like us; they smell with their tongues! That's why their tongues are like a fork. The fork shape helps them understand where a smell is coming from.

Butterflies, on the other hand, don't taste with their tongues; they use their feet. They have tiny taste buds there. They help the butterfly understand what flower it is standing on. That's how they know they can eat it.

14 Look at 13. Make sentences.

1 Animals use their senses	a to taste things.
2 Bats use sounds	b to smell things.
3 Snakes use their tongues	c to find food and avoid danger.
4 Butterflies use their feet	d to understand the size of something.

THINK BIG Why do animals use their senses differently from people? Which sense is the most important? Why?

74 Unit 6

Warm-up



- Have students secretly write down the name of an animal. Tell them to look through their Student's Book for ideas.
- Invite volunteers to take turns coming up to the front of the room. Have their classmates use the words *look*,

feel, *sound*, and *smell* to make questions to try and find out what their animal is. Model: *How does your animal feel?* (It feels soft and furry.) *How does your animal look?* (It's big and white.) *How does your animal sound?* (It sounds loud and scary.) *Is it a polar bear?* (Yes, it is.)

Lesson Objective



INVOLVE

Introduce the lesson objective: Say: *Today I will learn about how our senses keep us safe.*

- Students will read about how our senses help us avoid danger and how animal senses differ from our own.

Pre-reading



- Read the Content Words aloud. Have students work in pairs to look up the words in a dictionary, and discuss them. Tell students that they will now listen to and read those words in a science text about human and animal senses.
- Direct students to Activity 13. Point to the title and read: *Our Senses Keep Us Safe.*
- Review the names of the animals pictured on the page. Ask: *What sense is important to each of the animals?* Have them discuss with a partner. Invite some pairs to share their ideas with the class and write the ideas on the board.

Reading



13 Listen and read. Why are our senses important?

- Play Audio Track 112 and have students listen and read along silently. Then allow them time to compare their answers on the board to the information that appears in the text.
- Play the track again and pause after each paragraph. Ask comprehension questions about main ideas to check overall understanding, e.g., *What do our senses do?* (get information and send it to the brain) *How do our senses keep us safe?* (They tell us if food is safe to eat or if something is safe to touch.) *How do lizards smell things?* (They smell with their tongues.) After students have listened to all the sections ask the question from the directions and elicit the answer (Our senses keep us safe.)

MONITOR

Have students find the Content Words in the text, and make sure students understand them. Discuss the meanings by providing simple definitions, and allow students time to make notes.

Practice 1

WB p. 70/ act. 14



14 Find and write the words.

- Read the directions aloud. Explain that students must unscramble the letters to write the words.

Practice 2



14 Look at 13. Make sentences.

- Read the directions aloud. Complete Item 1 with the class. Ask: *What do animals use their senses for?* (to find food and avoid danger).

- Have students complete the activity independently, rereading 13 to find the answers.

MONITOR

Check answers as a class. (Answers: 1 c, 2 d, 3 b, 4 a)

Think BIG



21st Century Critical Thinking

- Have students describe the animals pictured on page 74. Ask how they are different from people (*They have no legs, no arms, they are blind, their noses are short or very small so they can't smell well*). Suggest that this is why they use their senses differently. Ask students which sense they think is the most important and why. Accept all logical answers.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned how our senses keep us safe.*

- Encourage awareness of what students have learned by asking them for an example of how an animal's sense differs from ours.

Homework



WB pp. 70 & 71/ act. 15, 16 & 17



15 Listen, read, and write.

- Direct students to WB Activity 15 on page 70. Read the directions aloud. Explain to students that they must listen to the audio and then write the answers.

16 Look at 15. Use the clues to complete the crossword puzzle.

- Direct students to WB Activity 16 on page 71. Read the directions aloud. Explain to students that they must find the missing words in the sentences (*Down* and *Across*).

17 Read and match.

- Direct students to WB Activity 17 on page 71. Direct students to use the information in the completed WB Activity 15 to match 1–5 with a–e.

Extra Application and Practice Activity

Materials: Index cards

- Have groups of students make flashcards for the Content Words. Tell them to write the word on one side of an index card and a dictionary definition on the other. Hand out dictionaries or allow students to use an online dictionary. Students can take turns quizzing each other using their cards.

I will learn about how our senses keep us safe.



Listen and read. Why are our senses important?

CONTENT WORDS

avoid brain danger
echo information
senses sound waves
taste buds tongue

Our Senses Keep Us Safe

Do you know what senses are for? Every minute of every day our senses get information and send it to our brain. We use this information to understand the world around us. With our senses we understand when food looks, smells, or tastes good and fresh, or when it's bad and rotten. We also feel something hot or sharp or hear when danger is coming with our senses. Our senses are very important because they keep us safe.

Like people, animals use their senses to find food and avoid danger. But many animals' senses are very different from people's senses.

For example, we use our eyes to see, but bats can't see well. They have to use their ears. They make a sound and listen for an echo. They use the sound waves from the echo to 'see' how big something is and find it.

Snakes and lizards don't smell with their noses like us; they smell with their tongues! That's why their tongues are like a fork. The fork shape helps them understand where a smell is coming from.

Butterflies, on the other hand, don't taste with their tongues; they use their feet. They have tiny taste buds there. They help the butterfly understand what flower it is standing on. That's how they know they can eat it.



14 Look at 13. Make sentences.

- | | |
|------------------------------|--|
| 1 Animals use their senses | a to taste things. |
| 2 Bats use sounds | b to smell things. |
| 3 Snakes use their tongues | c to find food and avoid danger. |
| 4 Butterflies use their feet | d to understand the size of something. |

THINK BIG

Why do animals use their senses differently from people? Which sense is the most important? Why?

I will learn about smelly jobs in different countries.

CONTENT WORDS

awful clean fresh smelly stink take care of wet

114
15

Listen and read. Which job smells best? Then match the jobs with the people.

a Baker

c Garbage collector

b Zoo keeper

d Farmer

How Does Your Job Smell?



1 André Tyrode is from Lyon. He makes cakes and pastries every day. "Everything I make tastes and smells wonderful. It makes people want to share delicious treats together, and that makes me happy." Is there anything bad about his job? Well, he gets up at 5:00 a.m. every day!

2 Alberto Rivera from Costa Rica likes his job because he can look at flowers all day. He grows and sells flowers on his farm, then sends them all over the world. Do all the flowers smell good? Yes, they do, but smelling that many flowers sometimes makes Alberto sneeze!



3 Candace Reilly is from Calgary, a city in Canada. She does a very important job. She picks trash and helps keep her city clean. Today, Calgary is the cleanest city in Canada! What does she say about a job like that? "My job doesn't smell great, in fact the trash really stinks, but I like making Calgary look, feel, and smell cleaner and better."

4 Sarah Ang takes care of Zelda, the Asian elephant at Singapore Zoo. It's one of the largest zoos in the world. "Sometimes Zelda smells, and I have to give her a bath. It's actually a great feeling when you take care of an animal like Zelda, but the smell is really awful." The bad thing is that when Sarah gives Zelda a bath, she has to take a bath, too.



THINK BIG

Why do some people do jobs that aren't very nice?

Culture Connection Lesson

Lesson Flow



Lesson Objective

I will learn about smelly jobs in different countries.

Key Language

awful, clean, fresh, smelly, stink, take care of, wet

Culture Connection | Around the World

I will learn about smelly jobs in different countries.

CONTENT WORDS

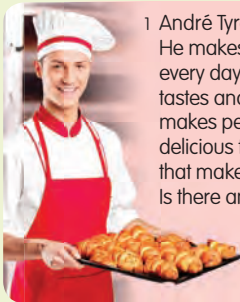
awful clean fresh smelly stink take care of wet

114
15

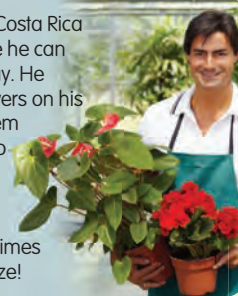
Listen and read. Which job smells best? Then match the jobs with the people.

- a Baker
- b Zoo keeper
- c Garbage collector
- d Farmer

How Does Your Job Smell?



1 André Tyrode is from Lyon. He makes cakes and pastries every day. "Everything I make tastes and smells wonderful. It makes people want to share delicious treats together, and that makes me happy." Is there anything bad about his job? Well, he gets up at 5:00 a.m. every day!



2 Alberto Rivera from Costa Rica likes his job because he can look at flowers all day. He grows and sells flowers on his farm, then sends them all over the world. Do all the flowers smell good? Yes, they do, but smelling that many flowers sometimes makes Alberto sneeze!



3 Candace Reilly is from Calgary, a city in Canada. She does a very important job. She picks trash and helps keep her city clean. Today, Calgary is the cleanest city in Canada! What does she say about a job like that? "My job doesn't smell great, in fact the trash really stinks, but I like making Calgary look, feel, and smell cleaner and better."



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THINK BIG

Why do some people do jobs that aren't very nice?

Warm-up



Materials: World map or globe

- Point out the locations of Lyon, in France; Costa Rica; Calgary, in Canada; and Singapore on a world map or globe. Then review *north*, *south*, *east*, and *west*. Point with a ruler to a random place on the map and have students give you instructions to move the ruler to each country. Model: *How do I get to France?* (Move south. OK, stop. Now move east.) Tell students that they are going to read an article about jobs that people do in these four countries.

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about smelly jobs in different countries.*
- Students will read and talk about jobs around the world that involve distinctive smells.

Pre-reading



- Read the Content Words aloud. Have students work in pairs to look up the words in a dictionary, and discuss them. Tell students that they will now read those words in a text about jobs that involve smells.
- Direct students to Activity 15. Explain that they are going to listen to and read the text. Have students read the title of the article (*How Does Your Job Smell?*) and look at all four pictures. Can they guess what job each person does? Discuss as a class.

Reading



15 Listen and read. Which job smells best? Then match the jobs with the people.

- Read the directions aloud. Have students listen to Audio Track 114 and underline the Content Words as they hear and see them in the text. Tell students to raise their hands if they wish to interrupt to ask a question.
- Replay the audio, pausing after each section to ask students whether the job has a good or bad smell. After students have listened to all the sections ask the question from the directions and elicit answers (Possible answers: *Baker or Farmer*)
- Then ask students to match the jobs and the people.

MONITOR

Check answers as a class. Name the jobs and ask students to say the answers verbally. (Answers: *a 1, b 4, c 3, d 2*)

ASSIST

Replay the audio as necessary. Ask students to read along one more time and point to new words they have learned while they listen.

Practice

WB p. 72/ act. 18



18 Read the text in the Student's Book. Match and write.

- Read the directions aloud. Have students match the sentence halves and fill in the blanks. They should use the article in the Student's Book to help them.

CHALLENGE

After students have listened to and discussed Audio Track 116, encourage them to take turns reading one of the paragraphs aloud to the class. Reading aloud after listening can help students develop correct intonation and pronunciation. Help students pronounce any difficult or unfamiliar words.

Think BIG



21st Century Social Awareness

- Say: *After you read an article, talking about it can help you understand what you read. It can also help you connect the topic to your own life.* Tell students that they will talk about the jobs in the article and their smells. Ask the Think BIG questions, giving students time to discuss their answers in pairs before answering.

Video

Documentary U 06



- Refer to the Video Guide for pre-watching and post-watching activities.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned about smelly jobs in different countries.*
- Encourage awareness of what students have learned by quickly asking them to describe the smells associated with a job from the text.

Homework

WB p. 72/ act. 19 & 20



19 Look, read, and match.

- Direct students to WB Activity 19 on page 72. Read the directions aloud. Explain to students they must match the pictures with the jobs.

20 Find and write the words.

- Direct students to WB Activity 20 on page 72. Read the directions aloud. Explain that students must rearrange the letters to make words about the jobs.

Extra Application and Practice Activity

- Have students play *Charades* using the names of people, places, and things mentioned in the article.
- When a student guesses correctly, ask him or her to say a sentence using the word.

Writing Lesson

Lesson Flow



Warm-up



Lesson Objective



Presentation



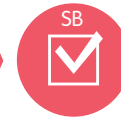
Practice 1



Practice 2



Practice 3



Practice 4



Lesson Objective



Homework

Lesson Objective

I will learn to write final sentences.

Writing | Paragraph: Final Sentences

I will learn to write final sentences.

As you know, a paragraph begins with a **topic sentence**. It introduces the subject of the paragraph.

I love tomatoes.

Detail sentences expand on your topic by giving details about it.

Home-grown tomatoes taste delicious, and they are good for you.

Fresh tomatoes right from the garden smell great.

They look nice in a salad, too.

You end your paragraph with a **final sentence**. It expresses the same idea as your topic sentence but in a different way.

Of all fruits and vegetables, tomatoes are my favorite.

16 Read the paragraph. Check (✓) the best final sentence.

Topic Sentence: My favorite toy is my teddy bear, Simpson.

Detail Sentences: Simpson is very old. He feels soft, and he always smells so nice. Simpson can't talk or run. But that's OK!

- Final Sentence:
- a Simpson is just an old teddy bear.
 - b I love Simpson more than any of my other toys.
 - c Simpson doesn't do anything.

17 Write a final sentence for this paragraph:

Fall is my favorite season. The colorful leaves on the trees look so pretty. The air feels nice and cool. And fall smells great, like pumpkins and burning leaves.

Final Sentence: _____

Warm-up



Materials: Newspapers and magazines

- Create paragraph scrambles using newspaper or magazine articles or paragraphs of your own. Look for or write paragraphs that have clear topic sentences, detail sentences, and final sentences that restate the main idea.
- Cut each paragraph into three parts: *topic sentence*, *detail sentences*, *final sentence*. Put students in groups, and give each group the sentences for two or three paragraphs. Tell them to put the sentences in order.
- Have members from each group read their completed paragraphs aloud to the class. Encourage listeners to make sure that each paragraph makes sense.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to write final sentences.*
- Students will learn about, identify, and write final sentences that restate the main idea of a paragraph.

Presentation

- Read the text in the box. Remind students that they have already learned about two parts of a paragraph. On the board, write: *topic sentence* and *detail sentences*. Say: *The last part of a paragraph is the “final sentence.”* Write this phrase on the board.
- Read the text in the grammar box.
- Ask: *What is the purpose of a final sentence?* (To restate the main idea.)

MONITOR

- Ensure that students find the topic, detail sentences, and the final sentence in the box.

Practice 1

16 Read the paragraphs. Check (✓) the best final sentence.

- Read the directions aloud and have a volunteer read the topic and details sentences. Ask: *What is the topic of this paragraph?* (my teddy bear, Simpson) Then read the three possible final sentences aloud. Ask: *Which of these sentences has the same idea as the topic sentence?* (b).

MONITOR

- Ask students to explain why each of the other choices is not a good final sentence. Model: *Answer a is not a good final sentence because it does not agree with the topic sentence.*

Practice 2

WB p. 73/ act. 21

21 Read and circle T for true or F for false.

- Read the directions aloud. Have students compare the information in the sentences to the grammar box.
- Have students circle *true* or *false*.

Practice 3

WB p. 73/ act. 22

22 Read and match the final sentences.

- Read the directions and then read 1 aloud. Ask: *What is the topic of this paragraph?* (his favorite animal: sea lions) Tell students they will choose the final sentence that tell more about this.
- Have students complete the activity independently and then check their answers with a partner.

CHALLENGE

Have students write the paragraphs in their notebooks by combining each paragraph with the correct final sentence. Encourage students to add one more detail sentence to their paragraph.

Practice 4

17 Write a final sentence for this paragraph:

- Read the directions aloud and have a volunteer read the paragraph. Ask students to identify the topic sentence and detail sentences. Then have students complete the activity independently by writing an appropriate final sentence in their notebooks.

MONITOR

- Remind students to make sure that their final sentence is not exactly the same as the topic sentence. It should restate the topic sentence in a different way.
- Have students read their final sentences aloud to the class. Vote for the best one.

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Today I have learned to write final sentences.*
- Encourage awareness of what students have learned by asking them to explain what final sentences are.

21st Century Information Literacy

- Have students summarize what they have learned about paragraphs. Help them conclude that a good paragraph is about one topic. It has a topic sentence, plenty of interesting details, and a final sentence that restates the main idea. Remind students that these rules will help them write and recognize good paragraphs in academic and non-academic settings.

Homework

WB p. 73/ act. 23

23 Write a final sentence.

- Direct students to WB Activity 23 on page 73. Direct students to write a final sentence for the paragraph.

Writing | Paragraph: Final Sentences

I will learn to write final sentences.

As you know, a paragraph begins with a **topic sentence**. It introduces the subject of the paragraph.

I love tomatoes.

Detail sentences expand on your topic by giving details about it.

Home-grown tomatoes taste delicious, and they are good for you.

Fresh tomatoes right from the garden smell great.

They look nice in a salad, too.

You end your paragraph with a **final sentence**. It expresses the same idea as your topic sentence but in a different way.

Of all fruits and vegetables, tomatoes are my favorite.

16 Read the paragraph. Check (✓) the best final sentence.

Topic Sentence: My favorite toy is my teddy bear, Simpson.

Detail Sentences: Simpson is very old. He feels soft, and he always smells so nice. Simpson can't talk or run. But that's OK!

- Final Sentence:
- a Simpson is just an old teddy bear.
 - b I love Simpson more than any of my other toys.
 - c Simpson doesn't do anything.

17 Write a final sentence for this paragraph:

Fall is my favorite season. The colorful leaves on the trees look so pretty. The air feels nice and cool. And fall smells great, like pumpkins and burning leaves.

Final Sentence: _____

I will learn to use the sounds *fl, pl, gl, and bl*.

¹¹⁵
18 Listen, read, and repeat.

1 **fl**

2 **pl**

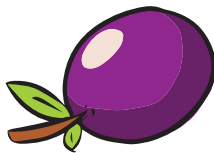
3 **gl**

4 **bl**

¹¹⁶
19 Listen and find. Then say.



flip-flops



plum



glass



black

¹¹⁷
20 Listen and blend the sounds.

1 f-l-a-g flag

2 p-l-a-n-t plant

3 p-l-a-y play

4 f-l-y fly

5 g-l-a-d glad

6 g-l-ow glow

7 b-l-o-ck block

8 b-l-ow blow

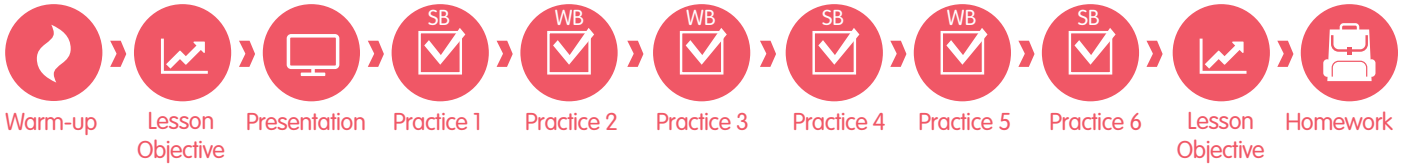
¹¹⁸
21 Read aloud. Then listen and chant.

It's summer.
Yellow plums,
Green plants.
Flip-flops,
Black shorts,
It's summer.
I'm glad!



Phonics Lesson

Lesson Flow



Lesson Objective

I will learn to use the sounds *fl*, *pl*, *gl*, and *bl*.





Phonics | *fl, pl, gl, bl*

I will learn to use the sounds *fl, pl, gl, and bl*.

115 **18** Listen, read, and repeat.

1 *fl* 2 *pl* 3 *gl* 4 *bl*

116 **19** Listen and find. Then say.


flip-flops **plum** **glass** **black**

117 **20** Listen and blend the sounds.

1 f-l-a-g	flag	2 p-l-a-n-t	plant
3 p-l-a-y	play	4 f-l-y	fly
5 g-l-a-d	glad	6 g-l-ow	glow
7 b-l-o-ck	block	8 b-l-ow	blow

118 **21** Read aloud. Then listen and chant.

It's summer.
Yellow plums,
Green plants.
Flip-flops,
Black shorts,
It's summer.
I'm glad!



Unit 6 77

Warm-up



- Write the sounds *fl*, *pl*, *gl*, and *bl* on the board. Say the sounds aloud and have students repeat after you.
- Have students tell you words that they know with these sounds, and write them on the board. Allow them to look through the Student's Book for examples. When you have written at least 15 words, point to a random word and have students spell it aloud.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds fl, pl, gl, and bl.*
- Students will identify the letters and distinguish between the sounds individually, and as part of words.

Presentation 115



18 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 115 and have students listen and point to each sound as it is said. Repeat.
- Replay the audio and have students say each sound again.

MONITOR

As students listen, check that they are pointing to the correct sound, and listen for correct pronunciation.

Practice 1 P. T142 116



19 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 116 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

MONITOR

As students repeat, check that they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

ASSIST

Replay the audio as needed. Students can also work with a partner to check that they are pointing to the correct word and saying it properly.

Practice 2 WB p. 74/ act. 24



24 Read and circle *fl*, *pl*, *gl*, and *bl*.

- Read the directions aloud. Have students work individually to find and circle the letters in the box.

MONITOR

Check that students are circling the correct letters. Have them compare their answers with a partner.

Practice 3 WB p. 74/ act. 25



25 Underline the words with *fl*, *pl*, *gl*, and *bl*. Then read aloud.

- Read the directions aloud. Have students work individually to underline the words.

MONITOR

Check students are underlining the correct words. Check answers as a class.

Practice 4 117



20 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 117 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

As students repeat, check they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

ASSIST

- Replay the audio as needed.

Practice 5 WB p. 74/ act. 26



26 Connect the letters. Then write.

- Read the directions aloud. Then have them match one item from each column so that there are three correct words. Guide them till they identify the correct matches.
- Students now write the words in the last column.

Practice 6 118



21 Read aloud. Then listen and chant.

- Read the directions aloud. Read aloud the chant while students follow in their books.
- Play Audio Track 118 and have students listen. Replay several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and correct use of language. Check answers as a class.

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have learned to use the sounds fl, pl, gl, and bl.*

- Encourage awareness of what students have learned by saying a few words from this lesson and quickly eliciting from students the sounds that they hear in those words (*fl*, *pl*, *gl*, and *bl*).

Homework P. T142 119 WB p. 74/ act. 27

27 Listen and write.

- Direct students to WB Activity 27 on page 74. Explain to students that they must listen to the chant again, and then write the correct answers.

Extra Application and Practice Activity

Materials: Index cards

- Divide the class into two teams and give each team eight index cards and several sheets of paper. Have teams write the sounds they have learned in this and the previous lesson (*fl*, *pl*, *gl*, *bl*, *sc*, *sw*, *sn*, and *sl*) on separate cards.
- Have a team leader collect all the index cards. He or she should hold one up and the rest of the team should write as many words as they can that contain these sounds. The team that collects the most correct words for each sound wins.

Values Lesson

Lesson Flow



Warm-up



Lesson Objective



Listening



Speaking



Project



Lesson Objective

Lesson Objective

I will learn to talk about trying new things.

Key Language

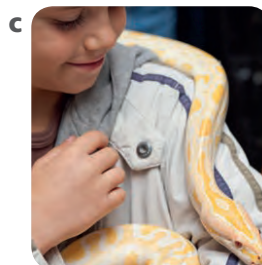
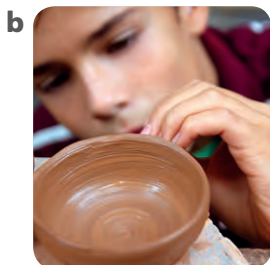
Try new things.

Values | Try new things.

I will learn to talk about trying new things.



22 Look, listen, and point.



23 Practice with a partner. Talk about something new that you want to try.



My mom showed me how to make oatmeal cookies. Do you want to make them with me?

OK!



Project



24 Work with a group. Make a **Try New Things** flip chart.



Warm-up



21st Century Flexibility and Adaptability

- Read the title of the page aloud. On the board, write: *new things*. Discuss what it means to “try new things.”
- Ask: *How do we find new activities? How do we try new things?*
- Encourage students to think about things they do and how they started to do them.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about trying new things.*

- Students will learn the importance of trying new things.

Listening



22 Look, listen, and point.

- Point to the pictures, without giving students any vocabulary, and ask students to describe as much as they can.
- Tell students they will hear three dialogs. In each one, someone decides to try something new.
- Read the directions aloud. Have students listen to Audio Track 120. Then ask: *What are these children doing?* (singing in an opera, doing pottery, holding a snake) *Do you want to try any of these things?*

ASSIST

Replay the audio as necessary. Pause the track at appropriate moments and ask students to repeat.

MONITOR

Ask questions to check for understanding. Say: *Why was the boy worried about going to an opera for the first time?* (Operas are really long.) *What does the girl tell him about operas?* (The story is interesting and the music sounds beautiful.) *Does the boy like holding the snake?* (Yes, it feels nice and smooth.) *How does clay feel?* (It feels soft, wet and squishy.)

Speaking



23 Practice with a partner. Talk about something new that you want to try.

Place students in pairs, and invite one pair to read the speech bubbles.

- Have pairs take turns, with one student suggesting new activities for the other student to try, then switching roles

MONITOR

- Walk around and listen to pairs as they work. Provide vocabulary and structure as necessary.
- Invite volunteer pairs to share their dialogs with the class.

CHALLENGE

Write the new vocabulary for the activities on the board. Allow students time to copy the list into their notebooks. Encourage them to learn the new words for homework.

Project



Materials: Poster paper, art supplies

24 Work with a group. Make a Try New Things flip chart.

- Read the directions aloud and point to the sample pictures and descriptions on the page.
- Draw students' attention to the example on the right, showing the picture and the words underneath. Explain that students will cut out pictures, tape only the top of the pictures to the flip chart, and write the matching names of the activities underneath.
- Check the names of the activities that students chose in Activity 22.
- Divide students into groups. Distribute materials, and ask the groups to make a flip chart similar to the one in the book with four activities.
- Display the flip charts around the classroom.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I have learned to talk about trying new things.*

- Encourage awareness of what students have learned by quickly eliciting from students new things that they have tried or would like to try.

Extra Application and Practice Activity

- Have students prepare skits about what happened after one of the dialogs in Activity 22. For example, students might act out what the two children said after they saw the opera together. Replay the audio to review the dialogs as necessary.

Values | Try new things.

I will learn to talk about trying new things.

120
22

Look, listen, and point.

a



b



c



23

Practice with a partner. Talk about something new that you want to try.



My mom showed me how to make oatmeal cookies. Do you want to make them with me?

OK!



Project

24

Work with a group. Make a **Try New Things** flip chart.



Review

25 Complete the sentences with your own information.

- 1 My school lunch tastes _____.
- 2 When I sing, I sound _____.
- 3 My dog smells _____.
- 4 My mum looks _____.
- 5 My hat _____.
- 6 This apple _____.



26 Look at the pictures. Complete the questions.



- 1 How does the ice cream _____?
- 2 How does the rock band _____?
- 3 How does the man _____?
- 4 How does the stuffed animal _____?
- 5 How do the flowers _____?

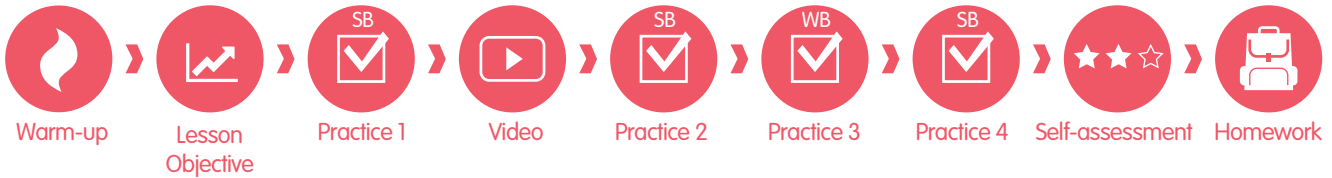
I Can

- use words for how things look, feel, taste, smell, or sound.
- use verbs and adjectives to talk about the five senses.
- talk about the five senses.
- write final sentences.



Review Lesson

Lesson Flow




Lesson Objective

To review the words and structures of the unit.


Review


25 Complete the sentences with your own information.


- 1 My school lunch tastes _____.
- 2 When I sing, I sound _____.
- 3 My dog smells _____.
- 4 My mum looks _____.
- 5 My hat _____.
- 6 This apple _____.





26 Look at the pictures. Complete the questions.

1 

2 

3 

4 

5 

- 1 How does the ice cream _____?
- 2 How does the rock band _____?
- 3 How does the man _____?
- 4 How does the stuffed animal _____?
- 5 How do the flowers _____?

I Can

<ul style="list-style-type: none"> use words for how things look, feel, taste, smell, or sound. 	<ul style="list-style-type: none"> use verbs and adjectives to talk about the five senses. 	<ul style="list-style-type: none"> talk about the five senses. 	<ul style="list-style-type: none"> write final sentences.
☆☆☆	☆☆☆	☆☆☆	☆☆☆

Unit 6 79

Warm-up



Materials: Flashcards: Unit 6, the five senses, Sticky notes

- Tell students they will create some mixed-up sentences. Have them begin by writing sentences that make sense about how things feel, look, smell, sound, and taste. Suggest that they use the Flashcards for ideas.
- Then have students write their sentences on sticky notes. Write one word on each note and put the words in order on the board.

- Then have students take turns swapping notes to make their own mixed-up sentences. Model: *These shoes taste delicious. These flowers sound pretty.*

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I am reviewing the words and structures of the unit.*
- Students will use verbs and adjectives to describe how things feel, look, smell, sound, and taste.

- Students complete the *I Can* section, which helps them assess their own learning and think about their progress.

Practice 1



Materials: Flashcards: Unit 6, the five senses

- Remind students about the song they sang a few lessons before and refer them to the song on the Song lesson page.
- Play Audio Track 103 (the song with the lyrics). Have students follow along and join in.
- Once students are familiar with the song again, have them practice it using the karaoke version (Audio Track 106). You could use Flashcards to encourage students to sing about other the five senses that aren't in the song.

Video Dramatic U 06



- Refer to the Video Guide for pre-watching and post-watching activities.

Practice 2



25 Complete the sentences with your own information.

- Read the directions aloud. Tell students to use their own words to complete each sentence.
- Have students complete the activity independently.

MONITOR

Check for lexical sense as students complete the sentences.

Practice 3 WB p. 75/ act. 28



28 Look, read, and circle.

- Read the directions aloud. Remind student that we use an *s* at the end of a verb if we are talking about a singular object. Is It singular or plural? (*singular so we use tastes*)
- As a class, complete Item 1. Have students complete the remaining items independently.

Practice 4



26 Look at the pictures. Complete the questions.

- Read the directions aloud, then have students work independently to complete the questions for each numbered picture.

MONITOR

Check answers together with students. (Answers: 1 taste, 2 sound, 3 look, 4 feel, 5 smell)

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate

their progress. Say: *The I Can statements show what you have learned in this unit.*

- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help, and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 6 Practice Tests in the Assessment Pack.

WB Unit 6/ p. 121

- Direct students who need help with grammar in particular to the Unit 6 Extra Grammar Practice (Workbook, page 121).
- For further vocabulary work, students can access games in the Big English Student World.



Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 6 Test in the Assessment Pack.
- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 6 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

Homework WB p. 75/ act. 29



29 Complete the questions with *do* or *does*. Then write answers about you.

- Direct students to WB Activity 29 on page 75. Explain to students that they must complete the questions, then answer for themselves.

Extra Application and Practice Activity

- Teach students the meanings of the words *best* and *worst*. (Give examples.) Then have students describe the best and worst things they remember from the unit. Ask: *What things that we spoke about in this unit smell the best? What things smell the worst? What is your favorite thing to feel? What tastes the worst? What sounds best?*

Checkpoint 4–6 Lesson 1

Lesson Flow



Lesson Objective

To think about how well I can use what I have learned in Units 4–6.

Checkpoint | Units 4–6

How well do I know it? Can I use it?

1 Think about it. Read and circle. Practice.



I know this.

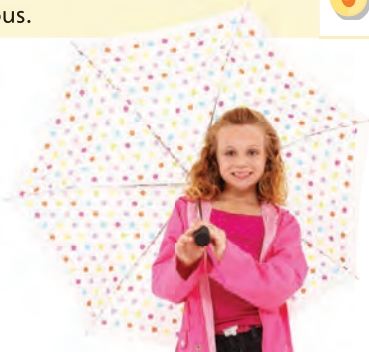


I don't know this.



I need more practice.

1 Animals: deer, owl, camel, lizard...	p. 44
2 Habitats: desert, ocean, rain forest...	p. 45
3 Weather: hot, cold, windy, rainy...	p. 56
4 Describing: awful, delicious, nice, sweet...	p. 68
5 What can penguins do? They can swim, but they can't fly.	p. 49
6 What is the weather like today? It's hot and sunny.	p. 61
7 It was cold yesterday. We were freezing.	p. 61
8 How does the apple pie taste ? It tastes delicious.	p. 73



Warm-up



Materials: Index cards

- Have students play *Word Clues* to review key vocabulary from Units 4–6. Give students index cards and invite them to create game cards by writing one word on each card. Players take turns looking at a word and giving one-word clues for their partners. Clues should not use the secret word. Model: *My word is penguin. My clues are: bird, cute, black, white, snow.*

Lesson Objective



INVOLVE

- Introduce the lesson objective: *Today I will think about how well I can use what I have learned in Units 4–6.*
- Students will review key language in Units 4–6.

Self-assessment



1 Think about it. Read and circle. Practice.

- Read the descriptions aloud as students point to the face icons at the top of the page. Have them use markers or colored pencils to complete the checklist. They will choose a different color when they review this list at the end of the Checklist.

MONITOR

- Follow the suggestions below to review the key language in these units. Listen for correct use of vocabulary and grammar. Remind students that they will be asked to assess their own abilities.

ASSIST

- Encourage students to turn to the page references in the checklist when they need additional support or to refresh their memories.

21st Century Self-Direction

- Remind students that they completed Checkpoints to review the skills they learned in Units 1–3. Have students review those Checkpoints to recall how they used a checklist to monitor their own progress. As students complete the checklist for Units 4–6, emphasize that there are no right or wrong answers. Students should circle face icons that show how they feel about each skill.

Animals (page 44)

Have partners take turns pointing to and asking about animals on page 44. Model: *What animal is this? Which animal is a camel?*

Habitats (page 45)

Say: *A habitat is a place where animals live.* Invite students to use crayons or markers to draw sketches of the habitats named in the box on page 45. In pairs, students guess which habitats their partners drew.

Weather (page 56)

Have students take turns acting out what a particular kind of weather feels like. Partners try to guess which weather is being acted out.

Describing (page 68)

Say: *Describing is telling what something is like. You might tell how something feels, looks, smells, tastes, or sounds.* Replay Audio Track 104 to see if students can understand the descriptions without looking at the pictures. Then replay the audio while students look at page 68 to check their comprehension.

can/can't (page 49)

Ask and answer questions about what animals can and can't do. Model: *What can a camel do? What can a fish do? Can a shark swim? Can a bear fly?*

it is/it was/they were... (page 61)

On the board, create a weather calendar like the one for Activity 10 on page 61. Include icons to show these kinds of weather: *rain, clouds, sun, wind, snow.* Ask questions. Model: *How was the weather on Monday? How was the weather on Wednesday? Was it rainy last Friday? Was it cloudy yesterday?*

How does it taste/feel/smell/look/sound? (page 73)

Have students point to or show the body part that matches each of these verbs: *taste* (mouth), *feel* (hands/fingers), *smell* (nose), *look* (eyes), *sound* (ears). Write the verbs on the board and invite students to use them in sentences. Model: *My dog looks cute in his little sweater. He feels soft. He sounds loud. And he smells awful when he is wet!*

Practice

WB pp. 76 & 77/ act. 1, 2, 3, 4 & 5



1 Look at the paths for Max's day at the zoo. Complete the sentences. Use words from the boxes.

- Read the directions aloud, and the words in the word boxes. Have a volunteer read the text in the first box (*He's wearing a... and... .*) Ask: *What are the missing words? (raincoat, boots)* As a class, work through the words in the word boxes to choose the correct one. Students complete the activity independently.

2 Look at 1. What was the weather like?

- Read the directions aloud. Students look at the pictures and complete the sentences.

3 Look at 1 and draw a path. Learn about Max's day at the zoo.

- Read the directions aloud. Students use a colored pen to draw a path to determine Max's day.

4 Use your path to write a paragraph about Max's day. Write a title.

- Direct students to WB Activity 4 on page 77. Read the directions aloud. Students use the path they drew for Max to write a paragraph about his day.

5 Work in a group and share.

- Read the directions aloud. Students share their stories about Max's day and discuss.

Checkpoint 4–6 Lesson 2

Lesson Flow



Warm-up



Lesson Objective



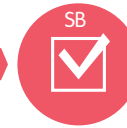
Pre-listening



Listening



Practice 1



Practice 2

Lesson Objective

To put together what I have learned in Units 4–6.

I can do it!



Get ready.

- A. Complete the dialog. Use the words from the box. Then listen and check.

awful cold fly
look swim



- Morgan:** Look at those penguins!
- Taylor:** They ¹_____ cool!
- Morgan:** Yeah. I like penguins. Hey, look at this: “Penguins live in the snow and ice.”
- Taylor:** That sounds ²_____!
- Morgan:** Yes, very cold. Listen. “They eat fish every day.”
Look. They’re eating fish now!
- Taylor:** Yuck! That looks ³_____ to me!
- Morgan:** Well, the penguins like it.
- Taylor:** Hey, look. They’re swimming.
- Morgan:** Yes, penguins can ⁴_____. But they can’t ⁵_____.
- Taylor:** Wow. I’m learning a lot about penguins!

- B. Practice the dialog in A with a partner. Then practice again. Talk about different animals.

C. Choose the words for you.

- 1 I like / don’t like penguins.
- 2 Their food looks **delicious** / **terrible** to me.
- 3 Their home looks **warm** / **cold** to me.

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Warm-up



- Write these words on the board: *awful, cold, fly, look, swim*. Invite students to write a sentence that uses one of these words. Then have volunteers read their sentences aloud, leaving out the target word. Ask listeners to guess the missing word. Model: *It is... today, so I am wearing a hat and gloves. (cold) Ducks can... , but horses can't. (fly) The cheese smells... , but it tastes delicious. (awful)*
- Have students sort the list by saying whether each word is an adjective or a verb. (*Adjectives: awful, cold; Verbs: fly, look, swim*) Then have students name other adjectives and verbs. (*Sample answers: Adjectives: delicious, pretty, soft, good; Verbs: talk, run, eat, can, is*).

Lesson Objective



INVOLVE

- Introduce the Lesson Objective: *Today I will put together what I have learned in Units 4–6.*
- Students will complete and practice a dialog. Then they will practise and revise it.

Pre-listening



- Read the directions and the names *Morgan* and *Taylor* aloud. Say: *In a dialog, two or more people talk. People often share information in a dialog.* Have students look at the picture and predict where *Morgan* and *Taylor* are and what they are talking about.

Listening



2 Get ready.

A Complete the dialog. Use the words from the box. Then listen and check.

- Have a volunteer read the words in the box aloud. Tell them that they will use clues in the dialog to fill in the missing words. Point to the first space and have students try each of the five words. Ask: *Which word makes sense?* (look)
- Have students complete the dialog independently.

Remind them that reading aloud as they work can help them find the correct answers.

- Play Audio Track 121 and have students listen once all the way through before completing the dialog.

MONITOR

Check to make sure that students filled in the blanks correctly. (*Answers: look, cold, awful, swim, fly*)

ASSIST

- Suggest that students write the five words in the box on separate index cards. They can then test each word in the dialog to find where it makes sense
- Draw students' attention to the words *yuck* and *wow* in the dialog. Say: *These words tell how people feel. We say yuck when we do not like something. We say wow when we think something is interesting.* Invite students to act out scenes when they might say *yuck* or *wow*.

Practice 1



B Practise the dialog in A with a partner. Then practice again. Talk about different animals.

- Read the directions aloud. Say: *Morgan and Taylor are at the zoo. They go from the penguins to see another animal. What animal do they see?* Invite students to act out a dialog about the new animal.

MONITOR

Listen for correct pronunciation, intonation, and use of language as students practice the dialog.

ASSIST

To help students change the dialog to talk about new animals, have them underline parts of the dialog that can stay the same for any animal. Model: *Look at those penguins. Hey, look at this. Wow. I'm learning a lot about penguins.* Then have students talk about which words they need to change.

- Invite partners to share their new dialogs with the class.

Practice 2



C Choose the words for you.

- Read the directions aloud. Say: *This part tells your opinions. Your opinions may be different from those of other people in our class.*

Checkpoint 4–6 Lesson 3

Lesson Flow



Lesson Objective

To put together what I have learned in Units 4–6.

Checkpoint | Units 4–6

3 Get set.



STEP 1 Look and read. Find out information about an animal.



STEP 2 Cut out the book outline on page 137. Fold it to make a book.



STEP 3 Write in your own animal information book. Now you're ready to **Go!**

4 Go!

A. Swap books with five classmates. Write notes about their books in your notebook.

Classmate	Animal	Comment
Carla	lizards	great

B. Tell the class about some of your classmates' books.



Elena's book was about sharks. Sharks are amazing!

Warm-up



3 Get set.

- Write these words on the board: *activity, habitat, and comment*. Say: *An activity is something you do. A habitat is a place where an animal lives. A comment is something you say about something.* Ask: *What are some activities you do every day?* (brush teeth, wake up, eat breakfast, etc.) *What are some habitats?* (desert, ocean, rain forest, etc.) *Make a comment about your breakfast this morning.* Model: *My breakfast was delicious, but it was too small. Now I'm hungry.*
- Have students preview the book outline on page 135. Say: *An outline can help you write.* Have students read the outline aloud, noticing the blanks. Then have them read the words in parentheses below each blank. Say: *These words tell you how to complete the outline.*
- Read the directions and steps aloud. Ask: *What are some places you can look for information about animals?* (Possible answers: reference books, encyclopedias, the Internet)
- Allow students time to choose animals and conduct research.

MONITOR

Check to see that students choose specific animals to research. Rather than write about birds or fish, students will be more successful if they choose a specific animal, such as a falcon or a clown fish.

ASSIST

Provide students with a list of animals they might write about, such as the following: *ant, bat, beaver, buffalo, crab, eagle, elephant, giraffe, octopus, snail, squid, tarantula, tiger, walrus.*

- Help students use Internet search engines to find the information they need to complete their books.
- Have students cut out the book outline on page 135. and work independently to complete their books.
- Encourage students to add illustrations to their animal books. Suggest that they add pictures that show the animal and its habitat. They might also show close-up views of an animal's physical characteristics, such as a crab's claws or a bat's wings.

CHALLENGE

- Invite students to add additional information to their books, using facts they discover during research. Remind students that they should not copy facts directly from a book. Say: *Use your own words to tell about the animal.*
- Check students' work for correct use of language.

Lesson Objective



INVOLVE

- Introduce the Lesson Objective: *Today I will put together what I have learned in Units 4–6.*
- After writing books about different animals, students read and comment on classmates' books.

Practice



4 Go!

A Swap books with five classmates. Write notes about their books in your notebook.

- Read the directions aloud. Remind students that a comment tells an idea. It can be a fact or an opinion.
- Have students read each other's books and take notes.

Speaking



B Tell the class about some of your classmates' books.

- Read the directions aloud. Invite students to tell the class about their favorite books.

MONITOR

Have students read their notes aloud to share their responses. Listen to make sure that they have correctly interpreted each other's books.

21st Century Communication

- Students can brainstorm a list of words they can use to offer constructive comments on classmates' books. You may wish to suggest and explain some of the following terms: *interesting, weird, amazing, beautiful, detailed, clear, original, short, long, excellent.*

Checkpoint 4–6 Lesson 4

Lesson Flow



Lesson Objective

To think about how well I can use what I have learned in Units 4–6.

5 Write about yourself in your notebook.

- What was the weather like today?
- What was the weather like yesterday?
- My classroom feels...
- My favorite animal is...
- I like this animal because...



All About Me

How well do I know it now?

6 Think about it.

A. Go to page 80. Look and circle again.

B. Check (✓).

- I can start the next unit. 
- I can ask my teacher for help and then start the next unit. 
- I can practice and then start the next unit.

7 Rate this Checkpoint. Color.

   |   
hard OK easy not fun OK fun

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Warm-up



- Write these words on the board: *Animals, Weather, Senses*. Have students brainstorm words that belong in each category. (Sample answers: *Animals – bear, duck, fish, penguin, snake; Weather – snow, sun, rain, clouds, wind; Senses – feel, look, smell, sound, taste*)
- Challenge students to write or say sentences that use one word from each category. Model: *The snake feels wet in the rain. The penguin looks cold in the snow.*
- For fun, ask students to create silly sentences. Model: *The fish smell pretty in the sun. The bear looks soft in the clouds.*

Lesson Objective



INVOLVE

Introduce the lesson objective: *Today I will think about how well I can use what I have learned in Units 4–6.*

- Students will write a journal about weather, feelings, and animals. Then they will look back at Units 4–6 and think about how well they can use what they’ve learned.

Practice



5 Write about yourself in your notebook.

- Read the directions, questions, and journal title aloud.
- Have students begin by writing today’s date. Then have them write answers to the questions. Encourage students to use complete sentences. Provide students with additional journal pages as needed.

ASSIST

Provide students with additional sentence starters to write about the weather: *Today it’s... and... . Yesterday, it was... and... .*

- Invite students to read aloud their *All About Me* entries and compare them with their classmates’ entries.

MONITOR

Ask students to report on their classmates’ habits and activities after listening to the journal entries to confirm that they have understood what they heard.

Self-assessment 1



6 Think about it.

A Go to page 80. Look and circle again.

- Read the directions aloud.

21st Century Self-Direction

- Have students turn to page 80 and think about each of the checklist items again. Encourage students to take their time and think about each item carefully. Suggest that they read each item aloud and look back to the pages named as they review their skills.
- Make sure that students use a different colored pencil or marker as they reassess their understanding and use of each checklist item.
- Students may want to circle the same face icon when they revisit the exercise. Model drawing the second circle outside the first so that both colors are visible, rather than covering up the first circle with the second color.

B Check (✓).

- Read the directions and items aloud. Say: *Check the box or boxes that tell how you feel about Units 4–6. Say: Think about each statement. Say: Which is true for you?*
- Students can use the “Look and circle” exercise on page 80 to help them choose a response. If they circled ten to twelve smiling faces, they can start the next unit with confidence. If they circled fewer than ten smiling faces, they should probably check one of the other choices.

Self-assessment 2



7 Rate this Checkpoint. Color.

- Read the directions aloud. Point out that they will color only one star in each section. Say: *First, you will say if the Checkpoint was easy, OK, or hard. Then you will say if it was fun, OK, or not fun.*
- Have students complete the rating individually.
- **Using Checkpoint Evaluations:** Student evaluations of the Checkpoint (easy/OK/hard, fun/OK/not fun) can give you insight into students’ reactions to classroom activities. Review their answers to help you engage and motivate them as they continue to review Units 4–6 and move on to the next units. Consider whether students require additional assistance, deeper challenges, or more inspiring activities.



Fabulous Food!

Objectives

Reading

- Can follow simple dialogs in short illustrated stories, if they can listen while reading.
- Can extract specific information in short texts on familiar topics.

Listening

- Can recognize familiar words and phrases in short, simple songs or chants.
- Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.
- Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking

- Can describe their meal in a simple way.
- Can ask basic questions to find out the contents of food.

Writing

- Can write a few simple sentences about someone's routines or habits, given prompts or a model.
- Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model.

Grammar

- Can use *some* and *any* as quantifiers in negative statements and questions with mass and countable nouns.

Unit Projects

Family Connection

Have students tell their families that they are learning about food. Encourage students to keep food diaries that show what their families eat for breakfast and dinner. Have students share and compare their families' meals. Students can draw pictures of their favorite meals, label the foods shown, and display their drawings in the classroom.

Key Language

Key Vocabulary

Food

sandwich
bread
cucumber
green peppers
lettuce
mushrooms
mustard
olives
onions
pizza

sandwich
tomato sauce
turkey

Expressions

Can you show me how?
Is that OK?
Let's have... instead!
Oops.
There's just one problem.
These... taste delicious.
This... is yummy.

Content Words

blood	bake
bone	boil
brain	dough
energy	fry
healthy	oil
iron	pickled
muscle	soup
skin	spicy
teeth	steam
vitamin	

Grammar/Structures

Is there **any** pizza? Yes, there is **some** pizza.

Are there **any** onions? Yes, there are **some** onions.

Is there **any** lettuce? No, there isn't **any** lettuce.

Are there **any** eggs? No, there aren't **any** eggs.

Phonics

The sounds: *br, cr, dr, fr, gr, pr, tr*

Colorful Foods Bulletin Board

Create a bulletin board display entitled *Colorful Foods*. Use red, green, yellow, purple, and beige paper to create background sections. Have students add pictures of foods that are mainly each color. For example, pictures of pizza, tomatoes, pepperoni, and ketchup can go in the red section, while lettuce, green peppers, and pickles can go in the green section. Encourage students to add more labels, photos, and drawings throughout the unit.

Vocabulary Lesson

Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective



Homework

Lesson Objective

I will learn to name foods.

Key Language

bread, cucumber, green peppers, lettuce, mushrooms, mustard, olives, onions, pizza, sandwich, tomato sauce, turkey

7 Fabulous Food!

Vocabulary

I will learn to name foods.

122 **Song Time!**

123 **1** Listen, look, and say.

At Your Way Café you decide what to put in your sandwich or on your pizza. There are so many things to choose from. Which will you choose?

1 Super Sandwiches!

1 bread **2** cucumbers

3 turkey **4** mustard **5** lettuce

2 Pizza Perfection!

6 green peppers **7** mushrooms **8** tomato sauce

9 olives **10** onions

2 Play the acting game.

84 Unit 7

Warm-up



Materials: Flashcards: Unit 7, food items

- Use the Flashcards to introduce and review key vocabulary. Say each word as you point to its picture. Have students repeat.
- After practicing the vocabulary, place all the cards in front of students. Ask them to close their eyes. Take away one card. Ask them to open their eyes and name the food that is missing. The student who guesses correctly gets to take away the next card.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name foods.*
- Students will talk about foods related to pizza and sandwiches.

Song Time



Materials: Flashcards: Unit 7, food items

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. Students will only hear the words at this point. They will not see the text of the song.

Presentation



1 Listen, look, and say.

- Read the directions aloud. Point to the pictures in Activity 1. Say each one aloud.
- Play Audio Track 123 and have students listen and read quietly.
- Replay the audio and have students point to the pictures and say each item with you.

MONITOR

- Name the different foods in random order. For each one, have students point to the matching picture.

ASSIST

- Replay the audio as needed.

Practice

WB p. 78/ act. 1



1 Find and circle.

- Students find the food items in the picture and circle the correct name for them.

MONITOR

- Check that students are writing the correct answers.

ASSIST

- Direct students to SB Activity 1 to find the correct names for the foods.

Game



2 Play the acting game.

- Put students in pairs. Tell them that they are going to play a game where one student is a waiter and the other is the customer. The customer should give the waiter an order of what he or she wants his or her sandwich or pizza to have in or on it. Model: *I would like a sandwich with turkey, tomatoes, and mustard.* The waiter should draw the fillings on a piece of paper. Then students should swap roles.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I have learned to name foods.*
- Encourage awareness of what students have learned by asking a few students what is used to make pizza and sandwiches.

Homework

WB p. 78/ act. 2



2 Read and ✓.

- Direct students to WB Activity 2 on page 78. Have students check their favorite sandwich fillings.

Extra Application and Practice Activity

Materials: Poster paper, art supplies

- Divide the class into small groups. Hand each group poster paper; markers, pens, or colored pencils; and scissors. Tell them that they have a restaurant and they have to make a menu of three sandwiches and three pizzas with different toppings and fillings. Have them decorate their menus and present them to the class.

7

Fabulous Food!

Vocabulary

I will learn to name foods.



Song Time!



1 Listen, look, and say.

At *Your Way Café* you decide what to put in your sandwich or on your pizza. There are so many things to choose from. Which will you choose?

1 Super Sandwiches!



1 bread



2 cucumbers



3 turkey



4 mustard



5 lettuce

2 Pizza Perfection!



6 green peppers



7 mushrooms



8 tomato sauce



9 olives



10 onions



2 Play the acting game.

Song

I will learn to ask and answer about food.



Listen and sing. What do they eat?

I'm Hungry!

Hi, Mom, I'm home from school.
I'm really hungry now.
I'd like to make a sandwich,
Can you show me how?

I am home from my school day.
I'd like a sandwich. Is that OK?

Are there any olives?
Here are some on the shelf.
Is there any tomato sauce?
I see it for myself.

Chorus

There's just one problem, Mom:
There isn't any bread!
But I have a great idea:
Let's have pizza instead!

Chorus



4 Look at 1. Ask and answer.



What do you like in your sandwiches?

I like turkey and lettuce.



THINK BIG

What do you like on pizzas and in sandwiches?

Song Lesson

Lesson Flow



Warm-up



Lesson Objective



Listen and Sing



Speaking



Practice



Think BIG



Lesson Objective



Homework

Lesson Objective

I will learn to ask and answer about food.

Key Language

bread, cucumber, green peppers, lettuce, mushrooms, mustard, olives, onions, pizza, sandwich, tomato sauce, turkey; Can you show me how?, Is that OK?, Let's have... instead!, There's just one problem.

Song

I will learn to ask and answer about food.

124 125
3

Listen and sing. What do they eat?

I'm Hungry!

Hi, Mom, I'm home from school.
I'm really hungry now.
I'd like to make a sandwich,
Can you show me how?

**I am home from my school day.
I'd like a sandwich. Is that OK?**

Are there any olives?
Here are some on the shelf.
Is there any tomato sauce?
I see it for myself.

Chorus

There's just one problem, Mom:
There isn't any bread!
But I have a great idea:
Let's have pizza instead!

Chorus

4

Look at 1. Ask and answer.



What do you like in your sandwiches?

I like turkey and lettuce.



THINK BIG

What do you like on pizzas and in sandwiches?

Warm-up



Materials: Flashcards: Unit 7, food items

- Use the Flashcards to introduce and review key vocabulary. Say each word as you point to its picture. Have students repeat.
- After practicing the vocabulary, place all the cards in front of students. Ask them to close their eyes. Take away one card. Ask them to open their eyes and name the food that is missing. The student who guesses correctly gets to take away the next card.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to ask and answer about food.*
- Students sing a song and talk about foods related to pizza and sandwiches.

Listen and Sing



3 Listen and sing. What do they eat?

- Read the directions aloud. Ask students to predict what they think the song is about. Play Audio Track 124. Have students listen and read along with the song quietly.
- Have them find the food items from Activity 1 in the song. (*olives, tomato sauce, bread*)
- Replay the audio. Have students sing along. Use questions to check students' comprehension. Ask: *What does the girl want to make?* (a sandwich) *Where are the olives?* (on the shelf) *What's the problem?* (There isn't any bread.) Then ask students to read the song silently again and find the answer to the question: *What do they eat?*

MONITOR

- Say the different foods in random order. For each one, have students point to its matching picture. Check answers as a class. (*Answer: They eat pizza.*)

ASSIST

- Replay the audio as needed. Pause after each verse and use simple language and gestures to explain unfamiliar words.

Speaking



4 Look at 1. Ask and answer.

- Read the directions aloud. Then read the speech bubbles and have students repeat after you.
- Have students work in pairs to ask and answer questions about what they like in sandwiches and on pizzas, using the speech bubbles as a guide.

MONITOR

- As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice

WB p. 79/ act. 4



4 Find and write the words.

- Read the directions aloud. Explain that students must unscramble the letters to write the word for each food.

Think BIG



21st Century Critical Thinking

- Ask: *What do you prefer to eat, pizzas or sandwiches?* Then ask what their favorite types of sandwiches and pizzas are. Have them look back at Activity 1, and ask which of these foods are good both on pizzas and in sandwiches. (*Possible answers: green peppers, mushrooms, onions, olives, tomato sauce, turkey*)

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer about food.*
- Encourage awareness of what students have learned by quickly eliciting the names of pizza toppings and sandwich fillings.

Homework



WB p. 79/ act. 3



3 Listen and circle the five incorrect words. Then listen and write the correct words.

- Direct students to WB Activity 3 on page 79. Explain to students that they must listen carefully to the audio. There are five words in the box that are incorrect; they are different from the song. Direct them to write the five incorrect words.

Extra Application and Practice Activity

Materials: Bingo grids, markers, tokens (gold stars)

- Play *Bingo* with students (see *Game Bank*, page T135, for details). Have students randomly fill their *Bingo* grids with food words from the unit. Call out one of the unit food words. Students should put a marker on the word if it is on their grid. When students get three markers in a row, they should say "Bingo!" and then say their winning words. Award a token or gold star to the winner. Play several rounds of the game. The student with the most tokens after the last game wins.

MONITOR

- Check to see that students complete their *Bingo* grids correctly. Check for correct spelling and listen for proper pronunciation.

Story Lesson

Lesson Flow



Lesson Objective

I will read a story about food.

Key Language

bread, cheese, green peppers, olives, pizza, topping, turkey; These... taste delicious., This... is yummy.

Story

I will read a story about food.

5 Listen and read. What are Luke and Amy making?

A Surprise for Mom



1 Luke and Amy are making dinner for their mom. It's a surprise.



2 They need toppings for their pizza.



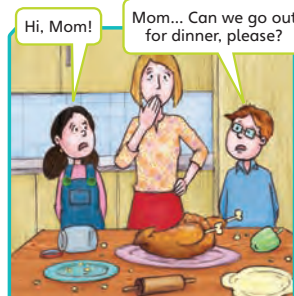
3 Amy and Luke taste some of the pizza toppings.



4 They look in the fridge again. What can they use?



5 Amy and Luke look for more food.



6 There's a surprise for Mom in the kitchen, but it isn't dinner!

6 Read and say true or false.

- 1 Amy and Luke want to make breakfast for their mother.
- 2 There aren't any onions for the pizza.
- 3 Amy and Luke eat all the cheese and olives.
- 4 There isn't any turkey.
- 5 There isn't a surprise for Mom.

THINK BIG

Do you help your mom?
How could you help your family?

Warm-up



Materials: Art supplies, Flashcards: Unit 7, food items

- Pretend that you are making a pizza. Describe the steps as you mime them. Say: *This is my pizza tray and this is my oven.* After you spread out the dough and spoon on the sauce, invite volunteers to the front and ask them to look in the refrigerator (a cardboard box, on its side)

for ingredients. Ask: *Is there any turkey? Are there any onions?* Have students look in the box for ingredients. You can allow students to improvise their answers, or you could place the Flashcards in the box ahead of time, for them to pull out of the box as you ask for them. Continue with the role play until the pizza is "baked."

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will read a story about food.*

- Students will listen to and answer questions about a story, and then discuss ideas related to it.

Pre-reading



- Have students read the title aloud and preview the pictures in the story frames. Have them point to and identify foods in the pictures. Model: *There's cheese. There are olives.* Invite students to talk about the pictures using words they know. Model: *They're in the kitchen.* Point to and say each character's name. Have students repeat. Explain that Amy and Luke are making a surprise dinner for their mom.

Reading



5 Listen and read. What are Luke and Amy making?

- Read the directions aloud. Play Audio Track 127 and have students listen and read silently. Model pointing to each story frame.

Comprehension 1



- Ask: *What are Luke and Amy making?* Elicit the correct answer. (pizza)

MONITOR

- Ask questions to check understanding. Ask: *Where are Amy and Luke? (in the kitchen) Look at Frame 5. What does Amy have? (some turkey) Are there any green peppers/onions? (Yes, there are./No, there aren't.)*
- Point out that this story is realistic in some ways but unrealistic in others. Explain that the author exaggerates the characters' behavior in order to make the story humorous. Ask: *In what ways is the story unrealistic? In what ways is it realistic?*

ASSIST

- Replay the audio as necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words.
- Divide the class into three groups and give the parts of Amy, Luke, and the narrator. Replay the audio, pausing after each frame for students to repeat after their given characters.

Comprehension 2



6 Read and say true or false.

- Read the directions aloud. Do Item 1 as a class, and then have students complete the activity independently.

MONITOR

Check answers as a class. (Answers: 1 false, 2 true, 3 true, 4 false, 5 false)

Comprehension 3

WB p. 80/ act. 5



5 Read and write. Use the words from the box.

- Read the directions aloud. Have students look at the story, read the title and each speech bubble, and then write the correct words from the box to complete each sentence.

Think BIG



21st Century Generating Ideas

- Ask the Think BIG questions one at a time and give students time to discuss with a partner. Allow them to speak openly about their personal experience. Ask them to consider how what they do differs from their partner. Have them discuss whether they could try to do what their partner does.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I have read a story about food.*

- Encourage awareness of what students have learned by asking them what Luke and Amy put on the pizza.

Homework

WB p. 80/ act. 6



6 Look at 5. Read and circle the correct answer.

- Direct students to WB Activity 6 on page 80. Students look at the pictures above to find the answers.

Extra Application and Practice Activity

- Tell students that they will do an activity called *Questions and Answers*. Explain that asking questions can help them understand the story.
- Write *Who, What, Where, When, and Why* on the board. Review the meaning of each question word.
- Have students work in pairs. Ask questions about the story and have students write their answers. Ask: *Who is the story about? Other questions you may ask: What are Luke and Amy making? Where are Luke and Amy? When does their mom come home, at the beginning of the story or at the end of the story? Why do Luke and Amy have to find new toppings for the pizza? Why do Luke and Amy want to go out for dinner?*

Story

I will read a story about food.



Listen and read. What are Luke and Amy making?

A Surprise for Mom

Are there any tomatoes for the pizza?



I can't see any, but there's some cheese.

1

Luke and Amy are making dinner for their mom. It's a surprise.

Are there any onions?



No, there aren't. But there's a green pepper.

2

They need toppings for their pizza.

This cheese is yummy.

Mmm. These olives taste delicious, too!



3

Amy and Luke taste some of the pizza toppings.

Oh, no! There isn't any more cheese.



And there aren't any more olives. Oops.

4

They look in the fridge again. What can they use?



Hmm. Is there any bread over there?

Look! There's some turkey.

Amy and Luke look for more food.



Hi, Mom!

Mom... Can we go out for dinner, please?

There's a surprise for Mom in the kitchen, but it isn't dinner!

6 Read and say **true** or **false**.

- 1 Amy and Luke want to make breakfast for their mother.
- 2 There aren't any onions for the pizza.
- 3 Amy and Luke eat all the cheese and olives.
- 4 There isn't any turkey.
- 5 There isn't a surprise for Mom.



Do you help your mom?
How could you help your family?

Language in Action Lesson

Lesson Flow



Lesson Objective

I will listen to a dialog about food.

Key Language

apple pie, chicken, chips and salsa, spaghetti, stew, tomatoes

Language in Action

I will listen to a dialog about food.

¹²⁸
7

Listen and read. Then say.

Felipa: What are you making, Mom?

Mom: I'm making some salsa.

Felipa: That sounds great!

Mom: I have some tomatoes,
some chili peppers...
Are there any onions over there?

Felipa: Yes. Here they are.

Mom: Thanks.

Felipa: Mmm. That looks delicious, Mom. But there's a
little problem.

Mom: What?

Felipa: Now we have salsa, but there aren't any chips!

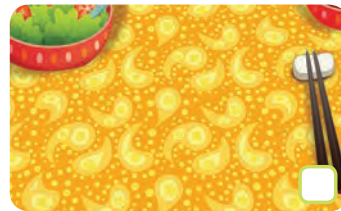
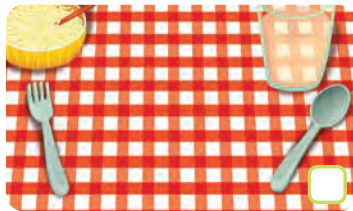


8

Look at 7. Role-play with a partner.

¹²⁹
9

Listen and stick. Number the pictures.



Warm-up



- Write the word *dinner* on the board. Ask: *What dinner words do you know?* Show pictures of dinner food items. As students identify each food, write the word for it on the board underneath the word *dinner*.
- Review the words in Activity 1. Read a word aloud and point to the matching picture. Continue in this way.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *I will listen to a dialog about food.*
- Students will read, listen to, and practice dialogs about food.

Pre-listening



- Point to the people in the picture, introduce them as Felipa and her mom. Tell students that they will hear Felipa and her mom talking at home. Have students predict what Felipa and her mom are talking about.

Listening



7 Listen and read. Then say.

- Play Audio Track 128 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.

ASSIST

- Ask students to circle any words that they did not understand. Write them on the board and discuss their meaning with the class.

Comprehension



MONITOR

- Use questions to check for understanding. Ask: *What is Mom making?* (salsa) *What room are they in?* (the kitchen) *Are there tomatoes/chips/chili peppers/onions?* (There are tomatoes, chili peppers, and onions. There aren't any chips.)

ASSIST

- Vary Activity 7 by using hand puppets to say the dialog. Have students repeat the dialog after you.

Role Play



8 Look at 7. Role-play with a partner.

- Read the directions aloud. Give to pairs of students the roles of Mom and Felipa. Have pairs read the dialog aloud. Then have students switch roles.

MONITOR

- As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice 1



P. T143

129



Materials: Stickers

9 Listen and stick. Number the pictures.

- Help students find the Unit 7 stickers at the back of the Student's Book. Then read the directions aloud. Say: *You will hear dialogs that tell which sticker goes on each picture.*
- Play Audio Track 129 and have students listen, place the stickers on the pictures, and number the pictures.

MONITOR

As students work, check to see that they are placing the stickers on the correct pictures. (Answers: 1 turkey and rice; 2 spaghetti with tomato sauce; 3 apple pie and ice cream; 4 vegetable stew)

CHALLENGE

- Invite students to explain their answers to the class.

Practice 2



P. T143

130

WB p. 81/ act. 7



7 Listen, read, and write. Then say.

- Read the directions aloud. Explain that students need to listen to the dialogs and then fill in the sentences with the correct word from the box.
- Play Audio Track 130. Elicit the first answer from students. Students complete the activity in pairs.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I have listened to a dialog about food.*
- Encourage awareness of what students have learned by quickly eliciting from a few students what salsa is made from.

Homework

WB p. 81/ act. 8



8 Draw your favorite foods and write.

- Direct students to WB Activity 8 on page 81. Read the directions aloud. Explain that students need to draw their favorite foods, and then write a sentence describing them.

Extra Application and Practice Activity

- Extend Activity 9. Begin a sentence about one of the stickers. Have students point to the correct sticker and finish the sentence. Model: *I'm making spaghetti with tomato sauce and . . . meatballs.* Repeat for each sticker.

Language in Action

I will listen to a dialog about food.

128
7

Listen and read. Then say.

Felipa: What are you making, Mom?

Mom: I'm making some salsa.

Felipa: That sounds great!

Mom: I have some tomatoes,
some chili peppers...
Are there any onions over there?

Felipa: Yes. Here they are.

Mom: Thanks.

Felipa: Mmm. That looks delicious, Mom. But there's a
little problem.

Mom: What?

Felipa: Now we have salsa, but there aren't any chips!

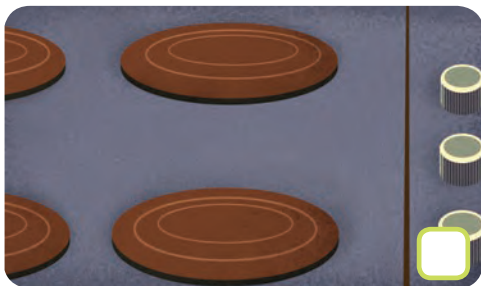
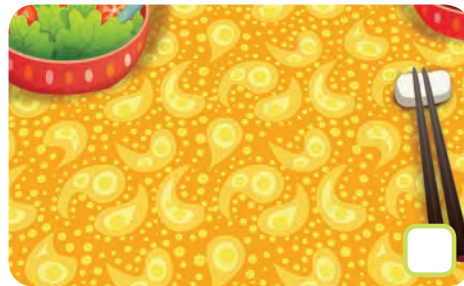
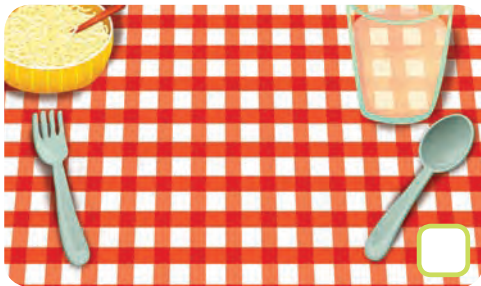


8

Look at 7. Role-play with a partner.

129
9

Listen and stick. Number the pictures.



Grammar

I will learn to use *some* and *any* to ask and answer about food.

Is there any pizza?	Yes, there is some pizza.	Are there any onions?	Yes, there are some onions.
Is there any lettuce?	No, there isn't any lettuce.	Are there any eggs?	No, there aren't any eggs.

10 Look at the chart above. Circle the correct word.

- 1 There are **some** / **any** apples on the table.
- 2 There aren't **some** / **any** eggs in the refrigerator.
- 3 There isn't **some** / **any** milk in the carton.
- 4 There is **some** / **any** mustard in the jar.
- 5 There aren't **some** / **any** onions in this stew.



11 Look at 1. Write questions and answers.

- 1 Is there any bread?

- 2 Are there any onions?

- 3 _____
No, there isn't any cake.
- 4 _____
No, there aren't any bananas.
- 5 _____
Yes, there are some cucumbers.



Grammar Lesson

Lesson Flow



Lesson Objective

I will learn to use *some* and *any* to ask and answer about food.

Key Language

Is there **any** pizza? Yes, there is **some** pizza.

Are there **any** onions? Yes, there are **some** onions.

Is there **any** lettuce? No, there isn't **any** lettuce.

Are there **any** eggs? No, there aren't **any** eggs.

Grammar

I will learn to use *some* and *any* to ask and answer about food.

Is there any pizza?	Yes, there is some pizza.	Are there any onions?	Yes, there are some onions.
Is there any lettuce?	No, there isn't any lettuce.	Are there any eggs?	No, there aren't any eggs.

10 Look at the chart above. Circle the correct word.

- There are **some** / **any** apples on the table.
- There aren't **some** / **any** eggs in the refrigerator.
- There isn't **some** / **any** milk in the carton.
- There is **some** / **any** mustard in the jar.
- There aren't **some** / **any** onions in this stew.



11 Look at 1. Write questions and answers.

- Is there any bread?

- Are there any onions?

- _____
No, there isn't any cake.
- _____
No, there aren't any bananas.
- _____
Yes, there are some cucumbers.



Unit 7 89

Warm-up



- Place pictures of food items on a table. Have students point to and identify each.

- Model questions and answers with *some* and *any*. Have students repeat: *Are there any sandwiches on the table? Yes, there are some sandwiches on the table. or No, there aren't any sandwiches on the table. Is there any*

cheese on the table? Yes, there is some cheese on the table. or No, there isn't any cheese on the table.

- Place five of the pictures on the table and show them to students. Then cover them with a cloth. Continue asking questions about the food, and have students answer from memory.
- Invite students to ask and answer questions about the foods using *some* and *any*.
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

Introduce the lesson objective: Say: *Today I will learn to use some and any to ask and answer about food.*

- Students will learn when to use *some* and *any* to talk about foods they have and don't have.

Presentation

- Read the text in the grammar box aloud. Point out *any* in the questions and negative sentences and *some* in the affirmative sentences. Explain that students should use these sentences as models.
- Invite two volunteers to model using the sentences to ask and answer.
- Help students recognize that *pizza* and *cake* are usually considered non-count nouns. We say: *I like pizza. Would you like some cake?* However, both words can be count nouns, too: *We ordered ten pizzas for the party. The bakery sells about 50 crumb cakes every week.*
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structure in the dialog.

Practice 1

10 Look at the chart above. Circle the correct word.

- Read the directions aloud. Tell students to circle *some* or *any* in each item.

MONITOR

Check answers as a class. (Answers: 1 *some*, 2 *any*, 3 *any*, 4 *some*, 5 *any*)

Practice 2

WB p. 82/ act. 9

9 Complete the food pictures. Then write the food.

- Read the directions aloud. Have students draw the rest of each picture and then find the name of the food.

Practice 3

WB p. 83/ act. 11

11 Look and write the answers. Use *some* or *any*.

- Read the directions aloud and draw their attention to the contents of the fridge. As a class discuss what is in the fridge using the words *any* and *some*.
- Have students write the answers independently.

Practice 4



11 Look at 1. Write questions and answers.

- Read the directions aloud. Have students name foods on page 84.
- Then ask students to ask and answer questions about the photos on page 84. Explain that they will look at the photos and write questions and answers about them. Model the first item. Write it on the board and read it aloud. Say: *Is there any cheese? Yes, there is some cheese.* Have students complete the activity on their own.

MONITOR

Check answers as a class. Write the questions and answers on the board. Have students check their work. (Answers: 1 *Yes, there is some bread.* 2 *No, there aren't any onions.* 3 *Is there any cake?* 4 *Are there any bananas?* 5 *Are there any cucumbers?)*

Lesson Objective

INVOLVE

Revisit the lesson objective: *Today I learned to use some and any to ask and answer about food.*

- Encourage awareness of what students have learned by asking questions using *some* and *any*.

Homework

WB pp. 82 & 83/ act. 10 & 12

10 Look at 9. Read and circle.

- Direct students to WB Activity 10 on page 82. Explain that students should use the pictures in 9 above and circle the correct answers.

12 Look at 11. Write the questions.

- Direct students to WB Activity 12 on page 83. Explain that students need to use the picture of the fridge in Activity 11 and write the questions.

Extra Application and Practice Activity

- Have students repeat the memory game they played in the Warm-up activity. This time, however, students must write down their answers to your questions in complete sentences and read them aloud to the class.

MONITOR

As students read their answers aloud, listen for proper pronunciation, appropriate intonation, and correct use of language.

Extra Grammar Practice

WB Unit 7/ p. 122

- For optional further practice, have students complete the Extra Grammar Practice activities.

Content Connection Lesson

Lesson Flow



Lesson Objective

I will learn about vitamins.

Key Language

blood, bone, brain, energy, healthy, iron, muscle, skin, teeth, vitamin

Content Connection | Science

I will learn about vitamins.

CONTENT WORDS
blood bone brain energy healthy iron muscle skin teeth vitamin

12 Listen and read. How many different fruit and vegetables should we eat each day?

The Vitamin Alphabet
Vitamins help our bodies grow strong and stay healthy. But which foods do we get our vitamins from? And why do we need them?

Vitamin A: There's a lot of Vitamin A in orange and yellow fruits like carrots or mangoes, but you can also find some in milk and the yellow part of eggs. Vitamin A helps your eyes and skin stay healthy.

Vitamin D: Milk and eggs also have Vitamin D in them, and so does fish. When we sit in the sun, our body makes a lot of it naturally. This vitamin is very important for strong bones.

Vitamin E: This, on the other hand, helps keep our blood healthy. You can get Vitamin E when you eat nuts and green vegetables.

Vitamin B: There are many different kinds of Vitamin B. Some help give us energy to move our muscles. Others help make blood. We get the different kinds of Vitamin B from different kinds of food. These include potatoes, bananas, bread, rice, pasta, chicken, fish, cheese, eggs, and green peppers.

Vitamin C: Vitamin C is good for our bones, teeth, and even our brains. We get this vitamin from oranges, peppers, tomatoes, and potatoes. Vitamin C also helps us keep other important substances, iron for example, in our body.

We should eat a good variety of fruit and vegetables – at least five a day. But we can eat some 'bad' things too. For example, there are three B vitamins in a good bar of dark chocolate!

13 Work with a partner. Read and say **true** or **false**.

- 1 You can only find vitamins in fruit and vegetables.
- 2 There aren't any vitamins in chocolate.
- 3 There's a lot of vitamin A in orange fruits and vegetables.

THINK BIG Which vitamins do the following people need and why?
a a soccer player b a pilot

90 Unit 7

Warm-up



Materials: An orange, vitamin C supplements

- Ask students if they are familiar with vitamins. Hold up an orange and a container of Vitamin C supplements.

Ask: *Which one of these has Vitamin C?* Explain that vitamins are found naturally in foods such as oranges as well as in supplements.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective: Say: *Today I will learn about vitamins.*

- Students will read about the vitamins found in different foods and how they help us stay healthy.

Pre-reading



- Ask students to look at the pictures on the page and identify as many foods as they can (*milk, eggs, etc.*).
- Read the Content Words aloud and write them on the board. Have students work in pairs to look up the words in a dictionary, and discuss them. Provide simple definitions.
- Direct students to Activity 12. Ask students to read the title: *The Vitamin Alphabet*. Point to the names of the different vitamins and explain that they will listen to information about each one.

Reading



12 Listen and read. How many different fruit and vegetables should we eat each day?

- Read the directions aloud. Play Audio Track 131 and have students listen and read along silently.
- Play the track again and pause after each paragraph. Ask the question in the directions, and elicit the correct answer (*at least five a day*).
- Have them underline the Content Words in the text and remind them of the meanings.

ASSIST

Replay the audio as necessary. Ask students to follow the text one more time and point to the new words they have learned while they listen.

Practice 1

WB p. 84/ act. 13



13 Read. Then write A, B, C, D, or E.

- Read the directions aloud. Explain that students must find in the table the vitamins found in the foods 1, 2, and 3.

Practice 2



13 Work with a partner. Read and say true or false.

- Have students complete the activity in pairs, then compare answers with another pair.

MONITOR

Walk around and listen to pairs as they work. Check answers as a class. (*Answers: 1 false, 2 false, 3 true*)

Think BIG



21st Century Health Literacy

- Ask students what qualities a soccer player needs to be good at his or her job. (*to be fit and healthy, to*

have strong bones, to run fast, etc.) Then ask them to look at the text and find which vitamin would help him or her develop these qualities. (*Possible answer: Vitamin B*) Follow the same procedure for a pilot. (*Possible answer: Vitamin A to have good eyesight, a clear mind, etc.*)

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned about vitamins.*

- Encourage awareness of what students have learned by asking them for an example of a vitamin and how it keeps us healthy.

Homework



WB pp. 84 & 85/ act. 14, 15, 16 & 17



14 Listen, read, and write.

- Direct students to WB Activity 14 on page 84. Read the directions aloud. Explain to students that they must listen to the audio and then write the correct words from the box.

15 Look at 14. Read and circle.

- Direct students to WB Activity 15 on page 85. Read the directions aloud. Explain to students that they must use the information in WB Activity 14 to find the correct words to circle.

16 Read and circle T for true or F for false.

- Direct students to WB Activity 16 on page 85. Read the directions aloud. Explain to students that they must reread the text in Activity 13 to decide whether the sentences are true or false.

17 Write and draw.

- Direct students to WB Activity 17 on page 85. Direct students to choose a vitamin, share information about it, and draw a picture of a food one can get it from.

Extra Application and Practice Activity

- Draw a *Tic-Tac-Toe / Noughts and Crosses* grid (a grid with two horizontal lines and two vertical lines) on the board. Divide the class into two teams. Call out a vitamin from the chart. Alternate asking team members either to name a food in which the vitamin is found or to say how the vitamin keeps us healthy. Model: *Vitamin B. Vitamin B is in potatoes. Vitamin B helps give us energy.*
- If the team representative responds correctly, he or she should place the team's symbol (X or O) on the grid. The first team to get three symbols in a row wins.

I will learn about vitamins.

CONTENT WORDS

blood bone brain energy healthy iron muscle skin teeth vitamin



Listen and read. How many different fruit and vegetables should we eat each day?



The Vitamin Alphabet

Vitamins help our bodies grow strong and stay healthy. But which foods do we get our vitamins from? And why do we need them?

Vitamin A: There's a lot of Vitamin A in orange and yellow fruits like carrots or mangoes, but you can also find some in milk and the yellow part of eggs. Vitamin A helps your eyes and skin stay healthy.

Vitamin D: Milk and eggs also have Vitamin D in them, and so does fish. When we sit in the sun, our body makes a lot of it naturally. This vitamin is very important for strong bones.

Vitamin E: This, on the other hand, helps keep our blood healthy. You can get Vitamin E when you eat nuts and green vegetables.

Vitamin B: There are many different kinds of Vitamin B. Some help give us energy to move our muscles. Others help make blood. We get the different kinds of Vitamin B from different kinds of food. These include potatoes, bananas, bread, rice, pasta, chicken, fish, cheese, eggs, and green peppers.

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We should eat a good variety of fruit and vegetables – at least five a day. But we can eat some 'bad' things too. For example, there are three B vitamins in a good bar of dark chocolate!



Work with a partner. Read and say true or false.

- 1 You can only find vitamins in fruit and vegetables.
- 2 There aren't any vitamins in chocolate.
- 3 There's a lot of vitamin A in orange fruits and vegetables.



Which vitamins do the following people need and why?
 a a soccer player b a pilot

I will learn about meals around the world.



Listen and fill in the gaps. Which of these foods would you like to try?

CONTENT WORDS

bake boil dough
fry oil soup
pickled spicy steam

Dumplings: A Global Food

Food can be very different from culture to culture. But there is a type of food that almost every culture shares: the dumpling. What is a dumpling? A dumpling is a piece of dough. You put fillings inside, and then boil, _____, bake, or fry them. Here are some of the most popular dumplings around the world.

Mandu



This dumpling comes from South Korea. Fillings for mandu can be meat and vegetables, or often you can find kimchi mandu – a dumpling filled with kimchi, a kind of _____, pickled cabbage.

Empanada

Across Central and South America, it is easy to find these dumplings. They are filled with ground beef, chicken, or other meats. Then they are fried in hot _____. They are bigger than many other dumplings.



Pierogi



This dumpling is easy to find across Eastern Europe, but many people say they are from Poland. Fillings for this type of dumpling can be potatoes, cheese, meat, or sauerkraut – a salty, pickled cabbage. You can _____ them in butter and onions. Delicious!

Xiao Long Bao

Shanghai, China, is known for its famous _____. These dumplings are filled with meat and served in a hot, delicious soup. The soup goes inside the dumplings and gives them a special flavor.



Ravioli

Most people call this a type of pasta, but it is also a dumpling. Ravioli are well known in Italian cooking. They can be filled with many different things: meat, cheese, vegetables, or sometimes all three. You usually _____ the ravioli and serve them with sauce and cheese.



What types of dumplings do you like? When do you eat them?

Culture Connection Lesson

Lesson Flow



Lesson Objective

I will learn about meals around the world.

Key Language

bake, boil, dough, fry, oil, pickled, soup, spicy, steam

Culture Connection | Around the World

I will learn about meals around the world.



Listen and fill in the gaps. Which of these foods would you like to try?

CONTENT WORDS

bake boil dough
fry oil soup
pickled spicy steam

Dumplings: A Global Food

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Ravioli

Most people call this a type of pasta, but it is also a dumpling. Ravioli are well known in Italian cooking. They can be filled with many different things: meat, cheese, vegetables, or sometimes all three. You usually _____ the ravioli and serve them with sauce and cheese.



What types of dumplings do you like? When do you eat them?



21st Century Global Awareness

- Ask: *What's your favourite meal?* Write the names of the food on the board. Elicit which dishes are traditional to the country the students live in. Elicit which food comes from other countries. Have the students tell you which countries the food comes from. Ask if they think any food that comes from their country is popular in other countries. Elicit reasons why this might be.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about meals around the world.*
- Students will read and talk about a type of food that is popular in many different countries.

Pre-reading



- Write the Content Words on the board: *bake, boil, dough, fry, oil, pickled, soup, spicy, steam.* Have students circle these words in the article.
- Discuss the meaning of the words. Provide simple definitions and examples to explain them as necessary.
- Have students read the title of the article and look at the five pictures. Ask: *What do you think the article is about?* (dumplings in different countries). Ask: *Do we have dumplings in this country? What are they called? What's inside them?*

Reading



133

P. T143



14 Listen and fill in the gaps. Which of these foods would you like to try?

- Play Audio Track 133 and have students listen and read.
- Have students read the article and fill in the gaps.

MONITOR

- Invite students to share their answers.
- Ask the class to vote on which dumpling they would like to try. Ask students to give reasons. Encourage them to use Content Words.

CHALLENGE

After students have listened to and discussed Audio Track 133, encourage them to take turns reading one of the paragraphs aloud to the class. Reading aloud after listening can help students develop correct intonation and pronunciation. Help students pronounce any difficult or unfamiliar words.



19 Read the text in the Student's Book and circle the correct answer.

- Review the Content Words with students. Give a short definition or mime a word. Ask students to say the word.
- Have students read the text in the Student's Book and circle the correct answer.

Think BIG



21st Century Global Awareness

- Invite a volunteer to read the questions.
- Ask students to tell you what type of dumplings they like. Make a list on the board.
- Ask students to tell you when they eat them. Ask: *How often do you eat them?* If they eat them on special occasions, ask them to list the special occasions.

Video

Documentary U 07



- Refer to the Video Guide for pre-watching and post-watching activities.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned about meals around the world.*
- Encourage awareness of what students have learned by asking them to name two or three countries where dumplings are made.

Homework WB p. 86/ act. 19 & 20

19 Look at 18. Write **Yes, there is, Yes, there are, No, there isn't, or No, there aren't.**

- Direct students to WB Activity 19 on page 86. Read the directions aloud. Explain to students that they must read the questions and then read the speech bubbles in activity 18 for the answers.

20 Invent and draw your own dumpling. Then write.

- Direct students to WB Activity 20 on page 86. Read the directions aloud. Explain to students that they must think about what ingredients they would put in their own dumpling. Have students look at the text in the Student's Book to give them ideas.
- Student's draw their dumpling and write about the ingredients using *There's/There are/There isn't/There aren't.*

Writing Lesson

Lesson Flow



Warm-up



Lesson Objective



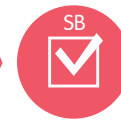
Presentation



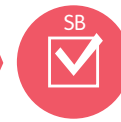
Practice 1



Practice 2



Practice 3



Practice 4



Lesson Objective



Homework

Lesson Objective

I will learn to write paragraphs.

Writing | Paragraphs

I will learn to write paragraphs.



Listen and read.

title →

My Favorite Breakfast

by Laura Brown

topic sentence →

I like many foods for breakfast, but I have my favorite breakfast every Sunday morning.

detail sentences →

I start with some orange slices, cold from the refrigerator. Then my mother makes two fluffy pancakes for me. I put butter on them, and then I put warm maple syrup on top. The pancakes are delicious with a glass of cold milk.

final sentence →

My favorite breakfast makes Sundays special.



Listen to Laura's paragraph again. Work with a partner. Take turns and read each part of the paragraph aloud.



Write about your favorite meal.

(title)

Writing Steps

- 1 Think about your favorite meal.
- 2 Write a title.
- 3 Write a topic sentence.
- 4 Add detail sentences to give more information.
- 5 Write a final sentence.

Warm-up



Materials: Flashcards: Unit 7, food items

- Display the Flashcards. Ask students to tell what they like to eat for breakfast. Model: *I like to eat bread and cheese.* Write students' ideas on the board as they respond. Then read the ideas aloud.
- Play a matching game. Have students close their eyes. Erase one of the words on the board. Have students open their eyes. Invite students to say the missing word and to point to the matching Flashcard. Rewrite the missing word. Continue until all students have participated.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to write paragraphs.*

- Students will read and listen to a paragraph about a girl's favorite breakfast.

Presentation



- Write these parts of a paragraph on the board: *Title, Topic Sentence, Detail Sentences, Final Sentence.* Remind students that they have already learned about each of these four parts of a paragraph. Ask volunteers to tell what information goes in each part of a paragraph.
- Ask: *When I put all four parts together, what do I have?* (Answer: a paragraph.)
- Tell them they are going to listen to and read a paragraph that includes all four of these elements. Read the title: *My Favorite Breakfast.* How do they know that this is the title? (*It is at the top of the paragraph and is mostly in capital letters.*)

Practice 1

134



15 Listen and read.

- Read the directions aloud. Play Audio Track 134 and have students listen and read.

ASSIST

On a large sheet of paper, write a short paragraph on any topic, loosely following the model. Cut the paragraph into its four parts. Have students reassemble the paragraph and name each part.

MONITOR

Play the audio again and pause between each part of the paragraph. Check comprehension by asking volunteers to name the part of the paragraph.

Practice 2

WB p. 87/ act. 21



21 Read and write. Then number in order. Use the words from the box.

- Read the directions aloud. Explain to students that they have to name the parts of the paragraph. Read

all four sections of the paragraphs, pausing between each. Read the first item aloud. Ask students: *Is this a title, topic sentence, detail sentence, or final sentence?* (Answer: final sentence). *Why?* (because it gives the main idea of the passage).

- Have students continue with naming the other parts of the paragraph.

Practice 3

135



16 Listen to Laura's paragraph again. Work with a partner. Take turns and read each part of the paragraph aloud.

- Read the directions aloud. Replay Audio Track 135.
- Have students work with a partner to complete the activity. Tell them to use the labels to read each paragraph part.

CHALLENGE

Have students read the paragraph, but leave out one of the parts. Ask: *Which part did I leave out? Why is the paragraph better with this part?*

Practice 4



17 Write about your favorite meal.

- Read the directions aloud. Have students write a paragraph about their favorite meal. Remind students that thinking about the parts of a paragraph can help them put their ideas in order as they write.

MONITOR

Check to see that students are using the writing steps correctly.

ASSIST

Provide vocabulary and grammar help as needed while students are writing.

- Create a paragraph together, as a class, and have students copy the paragraph from the board.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I learned to write paragraphs.*

- Encourage awareness of what students have learned by asking them to name the four parts of a paragraph.

Homework

WB p. 87/ act. 22



22 Look at 21. Write the paragraph in order.

- Direct students to WB Activity 22 on page 87. Direct students to write the paragraph in the activity above in the correct order, in their notepads.

I will learn to write paragraphs.



Listen and read.

title →

My Favorite Breakfast

by Laura Brown

topic sentence →

I like many foods for breakfast, but I have my favorite breakfast every Sunday morning.

detail sentences

I start with some orange slices, cold from the refrigerator. Then my mother makes two fluffy pancakes for me. I put butter on them, and then I put warm maple syrup on top. The pancakes are delicious with a glass of cold milk.

final sentence →

My favorite breakfast makes Sundays special.



Listen to Laura's paragraph again. Work with a partner. Take turns and read each part of the paragraph aloud.



Write about your favorite meal.

(title)

Writing Steps

- 1 Think about your favorite meal.
- 2 Write a title.
- 3 Write a topic sentence.
- 4 Add detail sentences to give more information.
- 5 Write a final sentence.

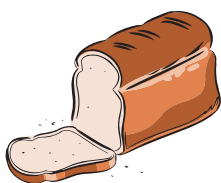
Phonics | br, cr, dr, fr, gr, pr, tr

I will learn to use the sounds br, cr, dr, fr, gr, pr, and tr.

¹³⁶
18 Listen, read, and repeat.

1 br 2 cr 3 dr 4 fr 5 gr 6 pr 7 tr

¹³⁷
19 Listen and find. Then say.



bread



cream



dream



frog



grass



prize



train

¹³⁸
20 Listen and blend the sounds.

1 d-r-i-ve	drive	2 g-r-ee-n	green
3 b-r-ow-n	brown	4 p-r-i-n-ce	prince
5 c-r-y	cry	6 t-r-o-ll	troll
7 f-r-o-m	from	8 b-r-i-ck	brick

¹³⁹
21 Read aloud. Then listen and chant.

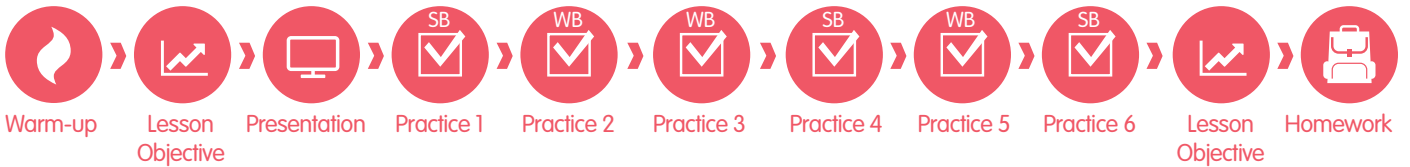
Every night,
I dream
About a prince
And a troll,
And a green frog!
In my dream,
They eat bread
With cream.



Unit 7 93

Phonics Lesson

Lesson Flow



Lesson Objective

I will learn to use the sounds *br, cr, dr, fr, gr, pr, and tr*.

Phonics | *br, cr, dr, fr, gr, pr, tr*

I will learn to use the sounds *br, cr, dr, fr, gr, pr, and tr*.

136 Listen, read, and repeat.
1 *br* 2 *cr* 3 *dr* 4 *fr* 5 *gr* 6 *pr* 7 *tr*

137 Listen and find. Then say.



bread



cream



dream



frog



grass



prize



train

138 Listen and blend the sounds.

1 d-r-i-ve	drive	2 g-r-ee-n	green
3 b-r-ow-n	brown	4 p-r-i-n-ce	prince
5 c-r-y	cry	6 t-r-o-ll	troll
7 f-r-o-m	from	8 b-r-i-ck	brick

139 Read aloud. Then listen and chant.

Every night, And a green frog!
I dream In my dream,
About a prince They eat bread
And a troll, With cream.



Unit 7 93

Warm-up



- Point to one of the pictures of food in this unit and model using these sentence frames: *... is a new food for me. I want to try...!* Have students repeat. Write the sentence frames on the board and invite students to use them to discuss new foods they want to try.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds br, cr, dr, fr, gr, pr, and tr.*
- Students will identify the letters and distinguish between the sounds individually, and as part of words.

Presentation 136



18 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 136 and have students listen and point to each sound as it is said. Repeat.
- Replay the audio and have students say each sound again.

MONITOR

As students listen, check that they are pointing to the correct sound, and listen for correct pronunciation.

Practice 1 P. T143 137



19 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 137 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

MONITOR

As students repeat, check that they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

ASSIST

Replay the audio as needed. Students can also work with a partner to check that they are pointing to the correct word and saying it properly.

Practice 2 WB p. 88/ act. 23



23 Read and circle *br*, *cr*, *dr*, *fr*, *gr*, *pr*, and *tr*.

- Read the directions aloud. Have students work individually to find and circle the letters in the box.

MONITOR

Check that students are circling the correct letters. Have them compare their answers with a partner.

Practice 3 WB p. 88/ act. 24



24 Underline the words with *br*, *cr*, *dr*, *fr*, *gr*, *pr*, and *tr*. Then read aloud.

- Read the directions aloud. Have students work individually to underline the words.

MONITOR

Check students are underlining the correct words. Check answers as a class.

Practice 4 138



20 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 138 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

As students repeat, check they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

ASSIST

- Replay the audio as needed.

Practice 5 WB p. 88/ act. 25



25 Connect the letters. Then write.

- Read the directions aloud. Then have them match one item from each column so that there are three correct words. Guide them till they identify the correct matches.
- Students now write the words in the last column.

Practice 6 139



21 Read aloud. Then listen and chant.

- Read the directions aloud. Read aloud the chant while students follow in their books.
- Play Audio Track 139 and have students listen. Replay several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and correct use of language. Check the answers as a class.

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds br, cr, dr, fr, gr, pr, and tr.*
- Encourage awareness of what students have learned by saying a few words from this lesson and quickly eliciting from students the sounds that they hear in those words (*br, cr, dr, fr, gr, pr, and tr*).

Homework P. T143 140

WB p. 88/ act. 26



26 Listen and write.

- Direct students to WB Activity 26 on page 88. Tell students to listen to the audio again and complete the sentences.

Extra Application and Practice Activity

Materials: Poster paper, index cards

- Using poster paper, cut out a tree with several long branches. Make sure there is enough space between the branches. On each branch write a sound from this or one of the other lessons. Give students a few index cards each and give them two sounds. Have students write words with their given sounds on the index cards. Ask them to illustrate their cards if possible.
- Then have students stick their index cards on the tree on its relevant "sound branch." Read the words from the tree aloud as a class.

Values Lesson

Lesson Flow



Lesson Objective

I will learn to talk about food from other countries.

Key Language

Try different foods.

Values | Try different foods.

I will learn to talk about food from other countries.



Listen. Look at the poster. Which dish looks good to you? Discuss with a partner.

Peruvians love potatoes. Peru grows more than 2,300 types of potatoes. There are many different shapes, sizes, and colors!

Potatoes grow very well in the cool weather, high in the Andes Mountains.



Potatoes in Peru



The most famous dish is *papa a la huancaína* – potatoes in a spicy cheese sauce.

Another is *papa rellena*, or stuffed potato. This dish has meat, onions, and eggs stuffed inside a potato.



I want to try the stuffed potato. It looks delicious!

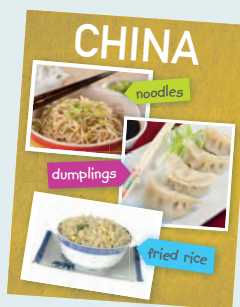


Project

23

Make a poster about the food in a country other than your own.

- 1 Learn about the typical foods in that country.
- 2 Cut out pictures of the foods.
- 3 Label the pictures.
- 4 Share your poster with the class.



Warm-up



21st Century Flexibility and Adaptability

- Review some of the different types of food students have learned about in this unit.
- Draw a line down the middle of the board. Write *yes* on one side and *no* on the other. Have students stand in a line extending from the middle of the board.
- Say statements from this unit about food. If the statement is correct, students should take one step so they are standing on the *yes* side. If the statement is incorrect, they should take one step so they are standing on the *no* side. If students have answered incorrectly, they should return to their desks. The remaining students can step back to the middle to continue the game. The last student standing is the winner.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about food from other countries.*
- Students will learn about the importance of trying different foods.

Listening



22 Listen. Look at the poster. Which dish looks good to you? Discuss with a partner.

- Read the directions aloud. Play Audio Track 141 and have students listen as they read. Model a dialog as you point to pictures on the poster. Have partners take turns asking and answering the question.

MONITOR

Check for comprehension. Ask *yes/no* questions. Model the “thumbs up” sign for *yes* and the “thumbs down” sign for *no*: *Potatoes grow very well in hot weather.* (thumbs down) *Papa rellena is stuffed potato.* (thumbs up)

Project



Materials: World map or globe, poster paper, art supplies

23 Make a poster about the food in a country other than your own.

- Read the directions aloud. Model choosing a country using the world map or globe. Then encourage students to find information about the food in that country using the Internet or reference books. Have students use the poster in Activity 22 as a model.

- Give students poster paper, markers, books, and (if possible) computer time.

MONITOR

Have them work in small groups to complete their posters. Check to make sure that students’ posters include a title, the name of the country, and at least three different foods.

ASSIST

- Assist with research, vocabulary, grammar, and writing.
- Invite students to present their posters to the class.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I have learned to talk about food from other countries.*
- Encourage awareness of what students have learned by eliciting a reason why they would like to try a new food.

Extra Application and Practice Activity

- Invite students to work as a class to create a *World Food Map*.
- Ask students to write the names of food from their posters on sticky notes and place the sticky notes near the corresponding countries on the world map or globe.
- Invite students to talk about the foods on the map or globe. Encourage them to use the dialog from Activity 22. (*Which dish looks good to you? I want to try the noodles*)

CHALLENGE

Have students use the World Food Map to talk about foods they like from different countries. Model: *They eat beans in Australia. I like beans, too.*

Values | Try different foods.

I will learn to talk about food from other countries.



Listen. Look at the poster. Which dish looks good to you? Discuss with a partner.

Peruvians love potatoes. Peru grows more than 2,300 types of potatoes. There are many different shapes, sizes, and colors!

Potatoes grow very well in the cool weather, high in the Andes Mountains.



The most famous dish is *papa a la huancaína* – potatoes in a spicy cheese sauce.

Another is *papa rellena*, or stuffed potato. This dish has meat, onions, and eggs stuffed inside a potato.



I want to try the stuffed potato. It looks delicious!

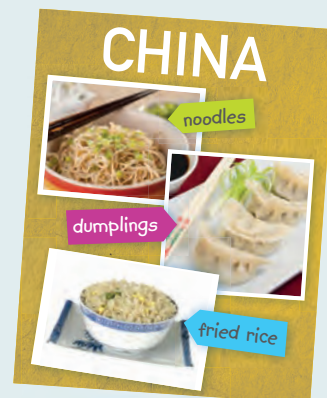


Project

23

Make a poster about the food in a country other than your own.

- 1 Learn about the typical foods in that country.
- 2 Cut out pictures of the foods.
- 3 Label the pictures.
- 4 Share your poster with the class.




Review

24 Make up a sandwich with five items.

My sandwich has bread and...

1	_____
2	_____
3	_____
4	_____
5	_____



Ask other classmates about their sandwiches.



Are there any mushrooms in your sandwich?

No, there aren't.



Make notes about your classmates' sandwiches. Try to find two people with the same sandwich.

Student 1: _____	Student 2: _____	Student 3: _____
1	1	1
2	2	2
3	3	3

I Can

- use food words.
- use *some* and *any* to ask and answer questions about food.
- ask and answer about food.
- write a paragraph about my favorite meal.



Review Lesson

Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review

24 Make up a sandwich with five items.

My sandwich has bread and...


1 _____

2 _____


3 _____

4 _____

5 _____




Ask other classmates about their sandwiches.



Are there any mushrooms in your sandwich?

No, there aren't.



Make notes about your classmates' sandwiches. Try to find two people with the same sandwich.

Student 1:	Student 2:	Student 3:
1	1	1
2	2	2
3	3	3

I Can

- use food words.
- use *some* and *any* to ask and answer questions about food.
- ask and answer about food.
- write a paragraph about my favorite meal.

Unit 7 95

Warm-up



- Draw a large circle on the board and tell students you want to make a pizza. Write the word *cheese* inside the pizza and this sentence frame: *I want to make a pizza with some..., some..., and some... on it.* Model and have students repeat: *I want to make a pizza with some cheese on it.*
- Invite students to the front of the class. Have each student add an ingredient using the sentence frame. As students add ingredients, number and list them inside

the circle. Have students repeat the previous ingredients in their sentences. The last student's sentence will include all the ingredients.

Lesson Objective

INVOLVE

- Introduce the lesson objective: Say: *Today I am reviewing the words and structures of the unit.*
- Students talk about different kinds of food using the quantifiers *some* and *any*.

- Students complete the *I Can* section, which helps them assess their own learning and think about their progress.

Practice 1



Materials: Flashcards: Unit 7, food items

- Remind students about the song they sang a few lessons before and refer them to the song on the Song lesson page.
- Play Audio Track 122 (the song with the lyrics). Have students follow along and join in.
- Once students are familiar with the song again, have them practice it using the karaoke version (Audio Track 125). You could use Flashcards to encourage students to sing about other foods that aren't in the song.

Video Dramatic U 07



- Refer to the Video Guide for pre-watching and post-watching activities.

Practice 2



24 Make up a sandwich with five items.

- Direct students' attention to the picture of the sandwich. Have them identify what they see. Model: *I see a sandwich. There's some lettuce.*
- Read the directions aloud. Have students write the ingredients for their sandwiches in the chart. Have students share their lists with the class. Say: *Ask your classmates about their sandwiches.*
- Have students interview their classmates about the contents of their sandwiches.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice 3 WB p. 89/ act. 27



27 Look. Then circle the foods.

- Read the directions aloud. Have students circle what is in each sandwich.
- As a class, complete Item 1. Have students complete the remaining items independently.

Practice 4 WB p. 89/ act. 28



28 Look at 27. Write the answers. Use *some* or *any*.

- Read the directions aloud. Direct students to look at the salad above and answer the questions.

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate

their progress. Say: *The I Can statements show what you have learned in this unit.*

- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help, and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 7 Practice Tests in the Assessment Pack.

WB Unit 7/ p. 122

- Direct students who need help with grammar in particular to the Unit 7 Extra Grammar Practice (Workbook, page 122).

- For further vocabulary work, students can access



Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 7 Test in the Assessment Pack.
- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 7 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

Homework WB p. 89/ act. 29



29 Write about your home.

- Direct students to WB Activity 29 on page 89. Read the directions aloud. Explain that students should read the questions, go and look in the refrigerator at home, and write answers.

Extra Application and Practice Activity

- Have each student write down the name of a food item. Invite a volunteer to the front of the class. Have students ask the volunteer *yes/no* questions to determine which food item it is. Model: *Is it green? Is it a vegetable?* After students have correctly guessed the food item, continue the activity until everyone has participated.



Healthy Living

Objectives

Reading

- Can follow the sequence of events in short, simple cartoon stories that use familiar key words.
- Can extract specific information in short texts on familiar topics.

Listening

- Can recognize familiar words and phrases in short, simple songs or chants.
- Can recognize familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.

Speaking

- Can ask and answer questions about habits and routines.
- Can answer questions about what they have done recently in some detail.

Writing

- Can use very basic connectors like *and*, *but*, and *or*.

Grammar

- Can refer to past events using common regular past simple forms.

Unit Projects

Family Connection

Have students tell their families that they are learning about healthy habits and are learning to be health detectives. Urge students to observe the health habits of everyone in their family. Invite students to share with their family members ideas about things they can do to be healthier. Throughout the unit, have students report to the class news about their family members' health habits. Make sure students get family members' permission before sharing information about them.

Key Language

Key Vocabulary

Healthy living

eat/have breakfast
eat/have a healthy lunch
drink water
get any exercise
get enough sleep
ride a bike

Expressions

feel funny
How was the party?
Kind of...
Live right!
Yes, I guess so.
You don't look good to me.

Content Words

active
activities
body
burn
calorie
measure
put on weight
contest
net
puck
race
regatta
team

Grammar/Structures

Did you/he/she/they **get** enough sleep yesterday?

Yes, I/he/she/they **did**./No, I/he/she/they **didn't**.

Phonics

The sounds: *all, au, aw*

That's Healthy! Bulletin Board

Create a bulletin board display entitled *That's Healthy!* You may wish to divide the board into three regions: *Healthy and Unhealthy Habits*, *Exercise*, and *Healthy Habits*. Begin the display with pictures showing healthy habits described in the unit, such as eating a good breakfast, riding a bike, and getting enough sleep. Include imperative labels that describe each picture (e.g., *Eat a good breakfast. Ride your bike. Get enough sleep.*) As students explore the unit, encourage them to add pictures and drawings of people observing other healthy habits.

Vocabulary Lesson

Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective



Homework

Lesson Objective

I will learn to name healthy and unhealthy habits.

Key Vocabulary

drink water, eat/have breakfast, eat/have a healthy lunch, get enough sleep, get any exercise, ride a bike

8

Healthy Living

Vocabulary

I will learn to name healthy and unhealthy habits.



Song Time!



1 Listen, look, and say.

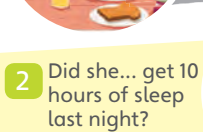
How do you feel today? Find out how healthy Sally and Zach are, then ask yourself!



1 Did she... have a big breakfast?



5 Did he... eat breakfast?



2 Did she... get 10 hours of sleep last night?



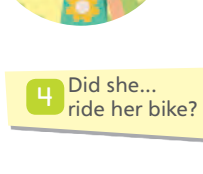
6 Did he... get any exercise?



3 Did she... drink lots of water?



7 Did he... have a healthy lunch?



4 Did she... ride her bike?



8 Did he... get enough sleep?



2 Play the acting game.

Warm-up



Materials: Flashcards: Unit 8, healthy and unhealthy habits

- Use the Flashcards to introduce and review the key phrases. Say each word as you point to its picture. Have students repeat.
- After practicing the key phrases, place all the cards in front of students. Ask them to close their eyes. Take away one card. Ask them to open their eyes and name the activity or habit that is missing. The student who guesses correctly gets to take away the next card.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name healthy and unhealthy habits.*
- Students will talk about healthy and unhealthy habits.

Song Time



Materials: Flashcards: Unit 8, healthy and unhealthy habits

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. Students will only hear the words at this point. They will not see the text of the song.

Presentation



1 Listen, look, and say.

- Read the directions aloud. Explain that the pictures show different habits that can help us stay healthy. Play Audio Track 143 and have students listen and read quietly.
- Replay the audio and have students point to the pictures and say each item with you.

MONITOR

- Name the different habits and activities in random order. For each one, have students point to the matching picture.

ASSIST

- Replay the audio as needed.

Practice

WB p. 90/ act. 1



1 Look and write. Use activities from the box. Then ✓ the healthy activities.

- Students match the correct phrases in the box with the pictures and write them. Direct students then to check the activities that are healthy.

MONITOR

- Check that students are writing the correct phrase under each box, and only checking the healthy activities.

ASSIST

- Discuss healthy and unhealthy habits with students.

Game



Materials: Flashcards: Unit 8, healthy and unhealthy habits

2 Play the acting game.

- Put the Flashcards in a pile at the front of the class. Ask a volunteer to come to the front and choose a card. Have him or her mime the habit the selected card shows. Ask the class to guess the habit. The first student to guess correctly should take the next turn.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I have learned to name healthy and unhealthy habits.*
- Encourage awareness of what students have learned by asking a few students to name a few healthy activities and habits.

Homework

WB p. 90/ act. 2



2 Read and circle for you.

- Direct students to WB Activity 2 on page 90. Have students circle answers about their own habits.

Extra Application and Practice Activity

- Tell students that you are going to name habits, and when they hear a healthy habit, they should raise their hand. Say: *Go to sleep early.* Check and see which students have raised their hands. (If any students haven't put their hand up, explain why they should have.) Ask students why they should go to sleep early and what happens if they don't. (*feel better in the morning, and can work better in school if they do; feel tired and moody if they don't*).

8

Healthy Living

Vocabulary

I will learn to name healthy and unhealthy habits.



Song Time!



1 Listen, look, and say.

How do you feel today? Find out how healthy Sally and Zach are, then ask yourself!



1 Did she... have a big breakfast?



5 Did he... eat breakfast?

2 Did she... get 10 hours of sleep last night?



6 Did he... get any exercise?



3 Did she... drink lots of water?



7 Did he... have a healthy lunch?

4 Did she... ride her bike?



8 Did he... get enough sleep?



2 Play the acting game.

Song

I will learn to ask and answer about healthy and unhealthy habits.

144 145
3

Listen and sing. What is good for Zach?

Live Right!

"Did you eat breakfast?" asks Mom, "Did you ride your bike?" asks Mom,
"You don't look good to me." "You know it's good for you."
Did you get enough sleep?" asks Mom, Did you get any exercise?
"Did you watch too much TV?" You know it's good to do!"

Enough sleep. Good food.
Be healthy. Live right!
Enough sleep. Good food.
Be healthy. Live right!

Chorus

I feel awful today.

4 Look at 1. Ask and answer.



Did he eat breakfast?

Did she ride her bike?

No, he didn't.

Yes, she did.



**THINK
BIG**

Which child in 1 are you like?
Explain why.

Song Lesson

Lesson Flow



Lesson Objective

I will learn to ask and answer about healthy and unhealthy habits.

Key Vocabulary

drink water, eat/have breakfast, eat/have a healthy lunch, get enough sleep, get any exercise, ride a bike; Live right., You don't look good to me.

Song

I will learn to ask and answer about healthy and unhealthy habits.

3 Listen and sing. What is good for Zach?

Live Right!

"Did you eat breakfast?" asks Mom, "Did you ride your bike?" asks Mom,
 "You don't look good to me." "You know it's good for you."
 Did you get enough sleep?" asks Mom, Did you get any exercise?
 "Did you watch too much TV?" You know it's good to do!"

Enough sleep. Good food.
 Be healthy. Live right!
 Enough sleep. Good food.
 Be healthy. Live right!

Chorus

I feel awful today.

4 Look at 1. Ask and answer.



Did he eat breakfast?

No, he didn't.

Did she ride her bike?

Yes, she did.



Which child in 1 are you like?
 Explain why.

Warm-up



- Review the verb *feel*. Show students objects with different textures or temperatures. Ask: *What is something that feels soft? What is something that feels cold?* Ask volunteers to answer in complete sentences: *A sweater feels soft. Ice feels cold.*
- Explain that the word *feel* changes its meaning when you are talking about your health and how your own body feels. Model with gestures and body language: *I feel great! I feel awful!*
- Have students mime different physical conditions as you give these cues: *You feel great. You feel awful. You feel tired. You feel strong.*
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to ask and answer about healthy and unhealthy habits.*
- Students sing a song and talk about healthy and unhealthy habits.

Listen and Sing



3 Listen and sing. What is good for Zach?

- Read the directions aloud and draw students' attention to the picture. Ask students to predict what they think the song is about. Play Audio Track 144. Have students listen and read along with the song quietly.
- Have them find the healthy habits from Activity 1 in the song (*eat breakfast, get enough sleep, ride your bike, get exercise*). Then ask them to find one more habit mentioned in the song (*watch too much TV*) and ask if it is a healthy or unhealthy habit (*unhealthy*).
- Replay the audio. Have students sing along. Use questions to check students' comprehension. Ask: *What does Mom ask Zach about breakfast?* (whether he ate any) *Does Zach look good?* (No, he doesn't.) *What exercise does Zach's mom mention?* (ride a bike) Then ask students to read the song silently again and find the answer to the question: *What is good for Zach?*

MONITOR

- Say the different habits in random order. For each one, have students point to its matching picture. Check answer as a class. (*Answer: Enough sleep. Good food.*)

ASSIST

- Replay the audio as needed. Pause after each verse and use simple language and gestures to explain unfamiliar words.

Practice

WB p. 91/ act. 4



4 Look, read, and write *She or He*.

- Read the directions aloud. Explain that students use the information about the boy and girl in the table to write

the answers. Say: *What did the girl have for breakfast? What did the girl do today?*

Speaking



4 Look at 1. Ask and answer.

- Read the directions aloud. Then read the speech bubbles and have students repeat after you.
- Have students work in pairs to ask and answer questions about what the boy and girl in WB Activity 4 did, using the speech bubbles as a guide.

MONITOR

- As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Think BIG



21st Century Health Literacy

- Ask students what their daily routine is like. Discuss what they have for breakfast, what time they go to sleep and wake up, how much they exercise, and how they feel generally. Discuss how playing video games for too long is an unhealthy habit and can cause health problems. Players might feel pain in the hands, wrists, back, or neck after playing – and don't play outside enough to get exercise. Ask: *What can you do to avoid these problems?* (play for less time, take breaks). Then have them answer the Think BIG question.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer about healthy and unhealthy habits.*
- Encourage awareness of what students have learned by asking for a few examples of healthy habits and activities.

Homework



WB p. 91/ act. 3



3 Listen and write.

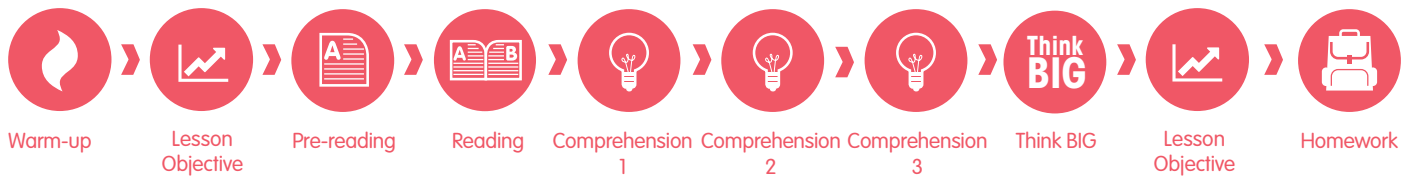
- Direct students to WB Activity 3 on page 91. Explain to students that they must listen to the audio, and write the words.

Extra Application and Practice Activity

- Have pairs of students role-play a dialog between Zach and his mom. Have one student take the role of Mom and the other take the role of Zach, who has to answer her questions. Another alternative would be to have students role-play a patient telling his or her doctor that he or she feels awful. The student who is the doctor should ask the patient what he or she did and didn't do, and then explain that the patient feels awful because he or she isn't healthy.

Story Lesson

Lesson Flow



Lesson Objective

I will read a story about healthy and unhealthy habits.

Key Vocabulary

burger, cola, fries, ketchup, onion, stomach, sugar, tomato, vegetable, water; funny, healthy, unhealthy; feel funny, How was the party?, Kind of..., Yes, I guess so.

Story

I will read a story about healthy and unhealthy habits.

5 Listen and read. Did Amy eat a healthy dinner?

An Unhealthy Dinner

1 Amy's dad wants her to be healthy.

2 Amy likes unhealthy food.

3 Amy likes fries, but fried food isn't very healthy.

4 Amy likes cola.

5 Amy knows her dinner wasn't really healthy. She didn't eat many vegetables.

6 Now Amy doesn't feel well. She needs to eat healthy food.

6 Read and circle.

- 1 Amy had dinner at a **party** / home.
- 2 Amy likes **healthy** / unhealthy food.
- 3 Fries are fried **potatoes** / onions.
- 4 Fried food is **good** / bad for you.
- 5 Cola has a lot of **fruit** / sugar in it.
- 6 Amy's dad **is** / isn't happy about Amy's dinner.

THINK BIG What do you like to eat for dinner? Why?

Warm-up



Materials: Index cards, magazines

- Have students create food cards that show healthy and unhealthy foods. They can draw pictures of food items on index cards or cut them out of magazines, tape them to index cards, and label them. Each student should create four cards: two healthy foods and two unhealthy foods.

- Divide the class into groups of four or five. Have the groups place all their cards face down and mix them up. Players should then take turns choosing a card and saying whether or not it is healthy. Model: *Carrots are healthy. Chips are unhealthy.*
- Players should keep choosing cards until there are none left. The player with the most healthy foods is the winner. Collect all the cards for later use.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will read a story about healthy and unhealthy habits.*
- Students will listen to and answer questions about a story, and then discuss ideas related to it.

Pre-reading



- Have students read the title aloud and preview the pictures in the story frames. Point to and read the name *Amy* aloud. Ask: *What do you think Amy and her dad are talking about?* (dinner)
- Explain how the narration and speech are presented in the audio. Say: *First, you will hear what Luke and Amy say. Those words are in the speech bubbles. Then you will hear the narrator describe what is happening in each picture. Those words are in the boxes under each picture.*

Reading



147



5 Listen and read. Did Amy eat a healthy dinner?

- Read the directions aloud. Play Audio Track 147 and have students listen and read silently. Model pointing to each story frame.
- Point out the thought bubbles in Frames 2, 3, 4, and 5. Say: *These bubbles show what Amy is thinking.* Have students explain what each bubble conveys about Amy's thoughts.

Comprehension 1



- Ask: *Did Amy eat a healthy dinner?* Elicit the correct answer. (no)

MONITOR

Ask questions to check understanding. Ask: *What did Amy eat for dinner?* (a burger, fries, and a cola) *How does she feel after dinner?* (Her stomach feels funny.) *Why?* (Her dinner was not healthy.)

ASSIST

- Replay the audio as necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words.
- Divide the class into three groups and give the parts of Amy, her father, and the narrator. Replay the audio, pausing after each frame for students to repeat after their given characters.

Comprehension 2



6 Read and circle.

- Have students close their books and tell you what they remember about the story.
- Read the directions aloud. Do Item 1 as a class, and then have students complete the activity independently.

MONITOR

Check answers as a class. (Answers: 1 a party, 2 unhealthy, 3 potatoes, 4 bad, 5 sugar, 6 isn't)

Comprehension 3

WB p. 92/ act. 5



5 Read and answer. Write **Yes, she did** or **No, she didn't**.

- Read the directions aloud. Have students look at the story and read the title. As a class, read each speech bubble. Now have students write the correct words from the box to complete each sentence.

Think BIG



21st Century Critical Thinking

- Ask students why Amy's stomach feels funny. Ask what kind of food is good for you and how it makes you feel. Then ask what students think they should eat for their next meal and how it would differ from the meal that Amy ate. Give students time to discuss with a partner before answering. (Possible answers: *I should eat vegetables, fruit, and meat. I should drink water, not cola. I shouldn't eat too much because, if I do, I won't feel well.*)

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I have read a story about healthy and unhealthy habits.*

- Encourage awareness of what students have learned by asking them to name some of the unhealthy foods that Amy ate.

Homework

WB p. 92/ act. 6



6 What did you eat for dinner yesterday? Draw, write, and circle.

- Direct students to WB Activity 6 on page 92. Students will draw what they ate for dinner, write it, and then circle whether it was healthy or not.

Extra Application and Practice Activity

Materials: Cards from Warm-up, Flashcards: Unit 8, healthy and unhealthy habits

- Take out the healthy/unhealthy food cards students created for the Warm-up to play a game. Have students line up in the middle of the classroom and take turns choosing a card and saying a sentence that includes the word. If the food is healthy, students should take a step forward. If the food is unhealthy, they should take a step backward. Play until one student reaches the front of the classroom.

Story

I will read a story about healthy and unhealthy habits.

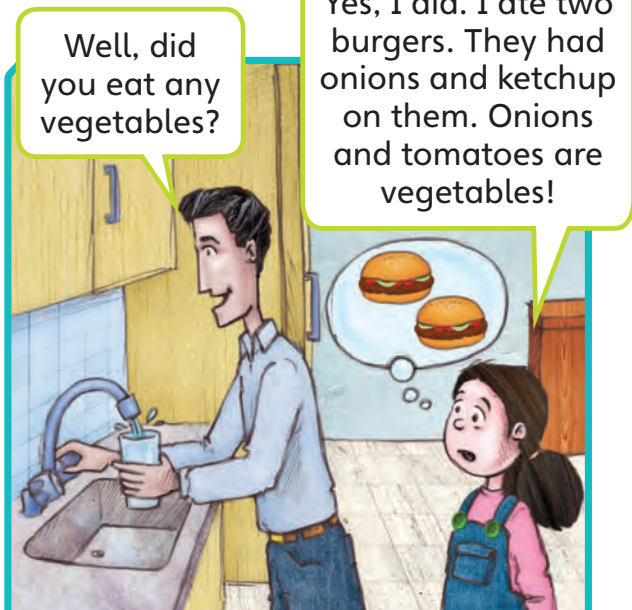
147
5

Listen and read. Did Amy eat a healthy dinner?

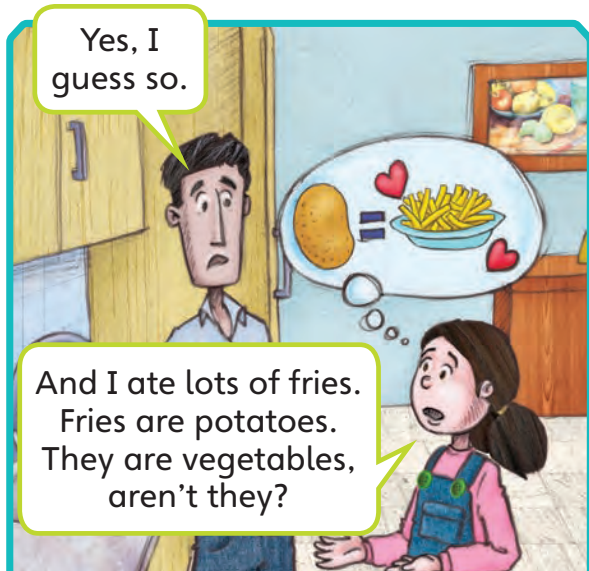
An Unhealthy Dinner



1 Amy's dad wants her to be healthy.



2 Amy likes unhealthy food.



3 Amy likes fries, but fried food isn't very healthy.



4 Amy likes cola.

What? That dinner wasn't healthy!

Well, yes, but there's a lot of sugar in cola.

But cola has water in it!

5 Amy knows her dinner wasn't really healthy. She didn't eat many vegetables.

Oh... my stomach feels funny!

6 Now Amy doesn't feel well. She needs to eat healthy food.

6 Read and circle.

- 1 Amy had dinner at **a party** / **home**.
- 2 Amy likes **healthy** / **unhealthy** food.
- 3 Fries are fried **potatoes** / **onions**.
- 4 Fried food is **good** / **bad** for you.
- 5 Cola has a lot of **fruit** / **sugar** in it.
- 6 Amy's dad **is** / **isn't** happy about Amy's dinner.

**THINK
BIG**

What do you like to eat for dinner? Why?

Language in Action Lesson

Lesson Flow



Lesson Objective

I will listen to a dialog about healthy and unhealthy habits.

Key Language

bike, breakfast, donuts, exercise, sleep, water

Language in Action

I will listen to a dialog about healthy and unhealthy habits.



7 Listen and read. Then say.

Tomas: Hi, Mariela. How are you?

Mariela: I feel great today! I got lots of sleep. I ate a good breakfast. How about you?

Tomas: I don't feel good today.

Mariela: Why? Did you eat breakfast?

Tomas: Yes, I did. I ate three donuts.

Mariela: Three donuts! That's why you feel bad!



8 Look at 7. Role-play with a partner.



9 Listen and stick.



100 Unit 8

Warm-up



- To introduce the past simple, play *Simon Says* with the class. Have students do what you say after "Simon says." Remind them to be careful not to do what you say if you don't say "Simon says." Model: *Simon says jump. Simon says touch your nose. Simon says laugh. Touch your head.*

- After you play, ask students questions about what they did. Encourage them to answer in complete sentences. Ask: *Did you jump?* (Yes, I jumped.) *Did you touch your nose?* (Yes, I touched my nose.) *Did you laugh?* (Yes, I laughed.)
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *I will listen to a dialog about healthy and unhealthy habits.*
- Students will read, listen to, and practice dialogs about healthy and unhealthy habits.

Pre-listening



- Point to the people in the picture, introduce them as Tomas and Mariela. Tell students that they will hear them talking. Have students predict what Tomas and Mariela are talking about.

Listening



7 Listen and read. Then say.

- Play Audio Track 148 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.

ASSIST

- Ask students to circle any words that they did not understand. Write them on the board and discuss their meaning with the class.

Comprehension



MONITOR

- Use questions to check for understanding. Ask: *Why does Mariela feel great?* (She got lots of sleep. She ate a good breakfast.) *Why doesn't Tomas feel good?* (He ate too many donuts for breakfast.)

Role Play



8 Look at 7. Role-play with a partner.

- Read the directions aloud. Give to pairs of students the roles of Tomas and Mariela. Have pairs read the dialog aloud. Then have students switch roles.

ASSIST

- Have students read the dialog with you. Then read Tomas's part of the dialog. Cue students to say her mother's part. Switch roles with students and repeat the activity.
- Have students continue to work in pairs to extend the dialog by talking about the activities in Activity 1.

21st Century Social Skills

Tell students that sometimes people like to give advice to their friends. Ask: *What advice might Mariela give Tomas?* (He should eat a healthier breakfast.) Model giving advice in a positive and helpful tone. Then model giving the same advice with a bossy, pushy tone. Ask: *Which way is nicer? Which way do you think Tomas will listen to her? Why?*

Practice 1



Materials: Stickers

9 Listen and stick.

- Help students find the Unit 8 stickers at the back of the Student's Book. Then read the directions aloud.
- Play Audio Track 149 and have students listen and place the stickers on the appropriate pictures.

MONITOR

- As students work, check to make sure that they are doing the activity correctly. (Answers: Peggy: Saturday – yoga, Sunday – basketball; Carlos: Saturday – bicycle riding, Sunday – soccer)

Practice 2



WB p. 93/ act. 7



7 Listen and circle.

- Read the directions aloud. Explain that students need to listen to the dialog between Olivia and her father, and then circle the correct answers.
- Play Audio Track 150. Elicit the first answer from students. Students complete the activity in pairs.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I have listened to a dialog about healthy and unhealthy habits.*
- Encourage awareness of what students have learned by quickly eliciting from them a couple of examples of the healthy habits or activities of characters in the recordings.

Homework

WB p. 93/ act. 8



8 Read and write *did* or *didn't*.

- Direct students to WB Activity 8 on page 93. Direct them to complete the sentences in the dialog with *did* or *didn't*.

Extra Application and Practice Activity

- Write the words *basketball*, *bike*, *soccer*, and *yoga* on the board. Have students read the words aloud and then write sentences about what Peggy and Carlos did this weekend. Have volunteers read their sentences aloud.

Language in Action

I will listen to a dialog about healthy and unhealthy habits.

7 Listen and read. Then say.

Tomas: Hi, Mariela. How are you?

Mariela: I feel great today! I got lots of sleep. I ate a good breakfast. How about you?

Tomas: I don't feel good today.

Mariela: Why? Did you eat breakfast?

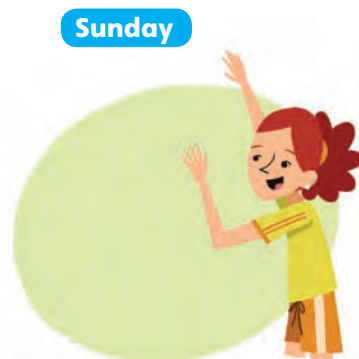
Tomas: Yes, I did. I ate three donuts.

Mariela: Three donuts! That's why you feel bad!



8 Look at 7. Role-play with a partner.

9 Listen and stick.



Grammar

I will learn to use *did* and *didn't* to ask and answer about healthy and unhealthy habits.

Did you/he/she/they **get** enough sleep yesterday?

Yes, I/he/she/they **did**.

No, I/he/she/they **didn't**.

10 Complete the dialogs. Use **did** or **didn't**.

1 **A:** Good morning, Katia. _____ you eat breakfast?

B: Yes, I _____.

2 **A:** _____ Ted take a shower this morning?

B: No, he _____.

3 **A:** _____ the lacrosse team get enough sleep before the game?

B: No, they _____.

11 Look at the chart. Write questions and answers about Becca.

Becca's Habits	Mon	Tue	Wed	Thu	Fri
1 drink lots of water	✓		✓	✓	
2 get enough exercise	✓	✓	✓		



1 (exercise/Monday) _____

Yes, _____

2 (drink water/Tuesday) _____

No, _____

12 Talk about your habits. Ask and answer with a partner.



Did you get enough exercise today?

No, I didn't.



Unit 8 101

Grammar Lesson

Lesson Flow



Lesson Objective

I will learn to use *did* and *didn't* to ask and answer about healthy and unhealthy habits.

Key Language

Did you/he/she/they **get** enough sleep yesterday?

Yes, I/he/she/they **did**./No, I/he/she/they **didn't**.

Grammar

I will learn to use *did* and *didn't* to ask and answer about healthy and unhealthy habits.

Did you/he/she/they **get** enough sleep yesterday?

Yes, I/he/she/they **did**.

No, I/he/she/they **didn't**.

10 Complete the dialogs. Use **did** or **didn't**.

1 A: Good morning, Katia. _____ you eat breakfast?

B: Yes, I _____.

2 A: _____ Ted take a shower this morning?

B: No, he _____.

3 A: _____ the lacrosse team get enough sleep before the game?

B: No, they _____.

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Becca's Habits	Mon	Tue	Wed	Thu	Fri
1 drink lots of water	✓		✓	✓	
2 get enough exercise	✓	✓	✓		



1 (exercise/Monday) _____

Yes, _____

2 (drink water/Tuesday) _____

No, _____

12 Talk about your habits. Ask and answer with a partner.



Did you get enough exercise today?

No, I didn't.



Unit 8 101

Warm-up



Materials: Index cards, magazines

- Have students play *Go Fish* to review *do* and *don't*. Students can use index cards and magazine pictures to make cards that show healthy and unhealthy habits. Have each student make four pairs of matching cards.

- Have students play with a partner. They can begin by putting their cards together and shuffling. Each player takes three cards. If either has a matched pair, he or she places it on the table. Then the players take turns asking each other for cards. Model: *Do you have a bike riding card? No, I don't. Go fish.* The player who has the most pairs at the end wins.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective: Say: *Today I will learn to use did and didn't to ask and answer about healthy and unhealthy habits.*

- Students will use *did* and *didn't* to talk about what happened in the past. Say: *The past is any time before now.*

Presentation



- Read the text in the grammar box aloud. Ask: *What two words make up the word didn't? (did not)* Explain that students should use these sentences as models. Remind them that the word *yesterday* means that it happened in the past.
- Invite two volunteers to model using the sentences to ask and answer.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

Practice 1



10 Complete the dialogs. Use *did* or *didn't*.

- Read the directions aloud and complete Item 1 as a class.

MONITOR

Check answers as a class. Have students give the “thumbs up” sign for *did* and the “thumbs down” sign for *didn't*. (Answers: 1 *Did, did*; 2 *Did, didn't*; 3 *Did, didn't*)

Practice 2



11 Look at the chart. Write questions and answers about Becca.

- Read the directions and the chart labels aloud.
- Model using the information in parentheses for Item 1 to write a question. Say: *Did Becca get enough exercise on Monday? I see a check in the box for exercise on Monday, so the answer is yes. Yes, she did.*
- Invite volunteers to read the question and answer for Item 1 aloud. Then have students complete the activity independently or in pairs.

MONITOR

Check answers as a class. (Answers: 1 *Did Becca get enough exercise on Monday? Yes, she did.* 2 *Did Becca drink lots of water on Tuesday? No, she didn't.*)

CHALLENGE

Ask: *What advice would you give Becca?* (Eat a healthy breakfast every day and drink more water.)

Practice 3

WB p. 94/ act. 9



9 Look. Answer the questions. Use *did* or *didn't*.

- Read the directions aloud. Point to the boy and say *he*. Point to the girl and say *she*. Point to them both together and say *they*.

- Read the first question and elicit the correct answer from students (*Yes, they did.*)

Practice 4

WB p. 95/ act. 10



10 Complete the questions. Then complete the answers with *did* or *didn't*.

- Read the directions aloud and draw their attention to the picture. Ask: *Why is he sleeping?*
- Do Item 1 as a class. Have students complete the activity independently.

Practice 5



12 Talk about your habits. Ask and answer with a partner.

- Read the directions aloud and invite volunteers to read the sample dialog aloud. Have students work in pairs to ask and answer questions about each other's healthy and unhealthy habits.

MONITOR

As pairs are working, listen for correct use of language.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I learned to use did and didn't to ask and answer about healthy and unhealthy habits.*

- Encourage awareness of what students have learned by asking questions about things that happened in the past using *did* and *didn't*.

Homework

WB p. 95/ act. 11



11 Look and ✓ the days about you. Then answer the questions.

- Direct students to WB Activity 11 on page 95. Direct students to record in the chart their habits the previous week. They then answer the questions.

Extra Application and Practice Activity

- Invite students to make charts about what they did last week, following the model in Activity 11. Then have partners ask and answer questions about individual days and the entire week.

Extra Grammar Practice

WB Unit 8/ p. 123

- For optional further practice, have students complete the Extra Grammar Practice activities.

Content Connection Lesson

Lesson Flow



Lesson Objective

I will learn about calories.

Key Vocabulary

active, activities, body, burn, calorie, measure, put on weight

Content Connection | Science

I will learn about calories.

13 Listen and read. What activities are good or bad for your body?

What Is a Calorie?

What are calories? Are they important?
A calorie is a measure of the energy you get from food. Some foods are high in calories, and other foods aren't. Your body needs a certain number of calories to do all the things you do every day. But if you eat more calories than your body needs, you put on too much weight. Lots of activity and exercise burns a lot of calories. Very little activity or exercise doesn't burn a lot of calories.

Why is being active good for us?
It helps our hearts stay healthy. It makes our bones strong, and it creates muscles. Being active is really important for young and old people. Activities that use lots of energy are best. Dancing is really good for your body. Riding a bike and swimming are also good for your body. But watching TV or playing video games are bad for your health if you do them too much. That's because you sit in the same place to do them.

14 Complete the chart. Use the activities from the box. Then add more activities.

dancing playing a sport playing video games
 riding my bike to school watching TV

Good for your body	Bad for your body

CONTENT WORDS
active activities body burn
calorie measure put on weight

THINK BIG How much exercise do you do? How much time do you spend in front of the TV?

102 Unit 8

Warm-up

Materials: Index cards

- Have students work together to predict scientific results. Display or have students make index cards with these seven activities written on them: *dancing, riding a bike, running, sleeping, swimming, walking, watching TV*. Have students pretend to perform each activity for ten seconds. Then ask: *Which activity used the most energy? Which activity used the least energy?*
- Invite seven students to come to the front of the class, and give each student one of the cards. Have the class

work together to arrange the activities from least energy used to most energy used and have students stand in that order.

- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about calories.*
- Students will learn about calories, talk about what activities they do, and say which activities are good and bad for the body.

Pre-reading



- Ask students to look at Activity 13. Point to the picture on the page and discuss how much energy swimmers use to swim and stay warm in the water. Ask: *What is that energy measured in?* (calories)
- Read the Content Words aloud and write them on the board. Have students work in pairs to look up the words in a dictionary, and discuss them. Provide simple definitions.
- Have students read the title: *What Is a Calorie?* Point to and read the sub-headings aloud. Explain that the text will give answers to these questions.

Reading



13 Listen and read. What activities are good or bad for your body?

- Read the directions aloud. Play Audio Track 151 and have students listen and read along silently.
- Play the track again and pause after each paragraph. Ask comprehension questions to check overall understanding: *What is a calorie?* (a measure of the energy we get from food) *What happens if you eat more calories than your body needs?* (You can put on weight.) *What activity is really good to use calories?* (dancing)

MONITOR

Ask the question in the directions, and elicit answers (*Possible answers: bad – watching TV or playing video games too much, sleeping too much or too little; good – staying active, dancing, riding a bike, swimming, sleeping 9 to 10 hours per day*)

- Have them underline the Content Words in the text and remind them of the meanings.

ASSIST

Replay the audio as necessary. Ask students to follow the text one more time and point to the new words they have learned while they listen.

Practice 1

WB p. 96/ act. 12



12 Read and write. Use the words from the box.

- Read the directions aloud. Explain that students must complete the sentences using the words in the box. Guide them to SB Activity 13 to find the answers.

Practice 2



14 Complete the chart. Use the activities from the box. Then add more activities.

- Read the directions and the phrases in the box aloud.
- Have students copy and complete the chart in their notebooks.
- Pair students, and allow them to compare charts. Then have them brainstorm additional activities and add them in the correct columns.

MONITOR

Check answers as a class. (*Answers: Good for your body: dancing, riding my bike to school, playing a sport; Bad for your body: watching TV, playing video games*)

Think BIG



21st Century Health Literacy

- Read the questions aloud and discuss the importance of exercising regularly. Encourage students to share their own experiences such as enjoying exercise or spending too much time in front of the TV.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned about calories.*
- Encourage awareness of what students have learned by asking them to explain what calories are.

Homework



WB pp. 96 & 97/ act. 13, 14 & 15



13 Read and circle. Then listen and check.

- Direct students to WB Activity 13 on page 96. Read the directions aloud. Explain to students that they must read the text and circle the correct word. Then they must listen to the audio to check their answers.

14 Read and write. Use the words in the box.

- Direct students to WB Activity 14 on page 97. Explain that students must complete the sentences using the words in the box. Guide them to Activity 13 in the SB to find the answers.

15 Look at the chart and the clues. Complete the crossword puzzle.

- Direct students to WB Activity 15 on page 97. Read the directions aloud. Explain to students that they must find the missing words in the sentences (*Across and Down*).

Extra Application and Practice Activity

- Have students draw and color a picture of themselves doing a healthy activity that burns calories.
- Ask students to write a sentence at the bottom of their picture to describe what they are doing and how often they do it.
- Display the pictures in the classroom.

I will learn about calories.



Listen and read. What activities are good or bad for your body?

CONTENT WORDS

active activities body burn
calorie measure put on weight

What Is a Calorie?



What are calories? Are they important?

A calorie is a measure of the energy you get from food. Some foods are high in calories, and other foods aren't. Your body needs a certain number of calories to do all the things you do every day. But if you eat more calories than your body needs, you put on too much weight. Lots of activity and exercise burns a lot of calories. Very little activity or exercise doesn't burn a lot of calories.

Why is being active good for us?

It helps our hearts stay healthy. It makes our bones strong, and it creates muscles. Being active is really important for young and old people. Activities that use lots of energy are best. Dancing is really good for your body. Riding a bike and swimming are also good for your body. But watching TV or playing video games are bad for your health if you do them too much. That's because you sit in the same place to do them.



Complete the chart. Use the activities from the box. Then add more activities.

dancing playing a sport playing video games
riding my bike to school watching TV

Good for your body	Bad for your body



How much exercise do you do? How much time do you spend in front of the TV?

I will learn about sports around the world.

CONTENT WORDS

contest net puck race regatta team



Listen and read. Where do these sports come from?

Strange Sports

Almost everyone knows about soccer, baseball, and basketball. But do you know anything about octopush, footvolley, or pumpkin regattas? Read about these strange sports!



Octopush

Octopush comes from England, but people now play it all over the world. Octopush is like hockey, but people play it under water. Players use a small stick. They try to push a puck into a net to score points for their team.



Footvolley

Footvolley is a sport from Brazil. Footvolley is like volleyball, but the players use a soccer ball. Players have to pass the ball to the other team over a high net. They cannot touch the ball with their hands. People play footvolley on the beach. It is very exciting but very difficult!



Pumpkin Regatta

Each fall, in parts of the United States and Canada, people join in a contest called a pumpkin regatta. It is like a boat race, but the players do not race in boats. They race in giant, hollowed out pumpkins! These pumpkins weigh more than 450 kilograms (1,000 pounds). After the race, there's a pumpkin pie-eating contest.

16

Which sport do you want to try? Talk with a partner.

**THINK
BIG**

**Why did these sports start in these places?
Can you do these sports in other countries?**

Culture Connection Lesson

Lesson Flow



Lesson Objective

I will learn about sports around the world.

Key Vocabulary

contest, net, puck, race, regatta, team

Culture Connection | Around the World

I will learn about sports around the world.

CONTENT WORDS

contest net puck race regatta team



Listen and read. Where do these sports come from?

Strange Sports

Almost everyone knows about soccer, baseball, and basketball. But do you know anything about octopush, footvolley, or pumpkin regattas? Read about these strange sports!



Octopush

Octopush comes from England, but people now play it all over the world. Octopush is like hockey, but people play it under water. Players use a small stick. They try to push a puck into a net to score points for their team.



Footvolley

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Which sport do you want to try? Talk with a partner.



**Why did these sports start in these places?
Can you do these sports in other countries?**

Warm-up



- Choose a sport. Say sentences about the sport without naming it until students guess what it is, e.g., *People play this game on a field. There are two teams of 11 players. Teams try to kick the ball to score a goal. The goalkeeper tries to stop goals from going in. Players can use their feet to move the ball.* (soccer)
- Repeat the process with other sports.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective: *Say: Today I will learn about sports around the world.*

- Students will learn read and talk about unusual sports in different countries around the world.

Pre-reading



- Read and point to the title of the article (*Strange Sports*) and the three headings of the three sections of the text. Tell students that each of these sections gives information about three unusual sports played in different areas or countries of the world. When they listen to the text, they should listen for where each sport is played.
- Write the Content Words on the board: *contest, net, puck, race, regatta, team*. As a class, look them up in the dictionary. *Say: You will hear these words in the text.*

Reading



15 Listen and read. Where do these sports come from?

- Read the directions aloud. Have students listen to Audio Track 153. Make sure students understand by using gestures to mime how the sports are played.
- Pair students, and have them underline the countries for each sport. Remind students that there may be more than one country for each sport.

MONITOR

Invite some pairs to share their answers with the class. (*Answers: Octopush comes from England. Pumpkin Regattas come from the United States and Canada. Footvolley comes from Brazil.*)

Practice 1

WB p. 98/ act. 16



16 Read and match. Then write.

- Read the directions aloud. Have students read each text and match with the correct picture. Then complete the sentences with the names of the sports.

Practice 2



16 Which sport do you want to try? Talk with a partner.

- Read the directions aloud. Have students work in pairs to discuss which of the sports in 15 they want to try.

MONITOR

- As pairs are working, listen for correct use of language.

Think BIG



21st Century Critical Thinking

- Read the questions and ask students to share their ideas in small groups.

MONITOR

- Walk around and monitor discussions while groups are working. Listen to how well they remember the information and use the language and vocabulary from this lesson.
- Write some of the more original ideas on the board for reference. Review the ideas with the whole class.

Video

Documentary U 08



- Refer to the Video Guide for pre-watching and post-watching activities.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned about sports around the world.*
- Encourage awareness of what students have learned by asking them to name where one or two of the sports mentioned in the text are played.

Homework

WB p. 98/ act. 17



17 Read and circle T for true or F for false.

- Direct students to WB Activity 17 on page 98. Explain to students that they must read the sentences and decide if they are true or false. Direct students to Student Book Activity 15 to find the information they need.

Extra Application and Practice Activity

- Have students search the internet for more unusual sports. Explain that they should find out where the sport takes place, when, how often, and how the sport is played. Encourage students to find out how the sport began. Have them present their findings to the class.

Writing Lesson

Lesson Flow



Warm-up



Lesson Objective



Presentation



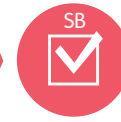
Practice 1



Practice 2



Practice 3



Practice 4



Lesson Objective



Homework

Lesson Objective

I will learn to combine sentences with *and*, *but*, or.

Writing | Combining Sentences with *and*, *but*, or

I will learn to combine sentences with *and*, *but*, or.

Use **and**, **but**, and **or** to combine two simple sentences into one compound sentence.

I went to bed at 9:00. I woke up at 7:00.

→ I went to bed at 9:00, **and** I woke up at 7:00.

Dad ate oatmeal. Mom didn't eat breakfast.

→ Dad ate oatmeal, **but** Mom didn't eat breakfast.

We can walk to the store. We can take the bus.

→ We can walk to the store, **or** we can take the bus.



17 Circle the words **and**, **but**, and **or** in the paragraph.

I don't like to play sports, but I need to get exercise. I like walking, and I walk to school every day. My dad goes hiking on the weekend, or he goes to the gym. I like to go to the gym with him. He lifts weights, and I walk on the treadmill. For a treat afterward, we go out for smoothies, or we make tacos at home. Dad makes the best tacos, but Mom's cooking is good, too.

18 Join the simple sentences to make compound sentences. Use the word in parentheses.

1 My sister plays soccer. My brother plays baseball. (and)

2 My dad works at a hospital. He isn't a doctor. (but)

3 We can eat chicken for dinner. We can try the new restaurant. (or)

4 Freddie can run two miles. He doesn't run fast. (but)

Warm-up



- Play a word game to review the meanings of *and*, *but*, and *or*. Have each student brainstorm a list of words about healthy habits. Write five or six words on the board. (Samples: *eat, food, bike, run, swim, sleep*)
- Have a volunteer think of one of the words and give clues about the letters in his or her secret word, using *and*, *but*, and *or* in the clues. Model: *My word has an e and an i. It begins with b or s. It has a p, but no k. (sleep)*

CHALLENGE

Have students add words to the list to make the game more challenging.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to combine sentences with and, but, or.*
- Students will combine sentences using *and*, *but*, and *or*.

Presentation



Materials: Sticky notes

- Have students write one word – *and*, *but*, and *or* – on each of three sticky notes.
- Read the text in the box aloud. Have students model combining sentences. Invite three students to come to the front of the class. Have two students read each of the separate sentences in the first example: *I went to bed at 9:00. I woke up at 7:00.* Then place the *and* sticky note on the third student's forehead. Have students "combine" the sentences by holding hands. Have the three students read their parts of the combined sentence aloud: *I went to bed at 9:00, and I woke up at 7:00.*
- Repeat to model combining sentences using *but* and *or*.
- Help students punctuate and capitalize compound sentences correctly. Say: *When you combine sentences, you add a comma before the words and, but, and or. You also change one letter from uppercase to lowercase. Use the examples in the box at the top of the page to model these changes.*

Practice 1



17 Circle the words *and*, *but*, and *or* in the paragraph.

- Read the directions aloud. Then read the paragraph aloud.

ASSIST

If students need a hint, tell them that each word is used twice in the paragraph.

MONITOR

Walk around the classroom and observe how well students are doing.

CHALLENGE

Have students identify the subjects and verbs in each sentence. Ask how many subjects and verbs each compound sentence has. (two subjects and two verbs).

Practice 2

WB p. 99/ act. 18



18 Read and circle.

- Read the directions aloud. Explain to students that they have to choose the best joining word (*and*, *but*, or *or*) for each sentence.
- Do Item 1 as a class. Have students do the rest of the activity independently.

Practice 3

WB p. 99/ act. 19



19 Read and write. Use the ideas from the box.

- Read the directions aloud. Explain to students that they have to choose the best phrase in the box to complete each sentence.
- Have students work with a partner to choose the best matches. They then each write their answers.

Practice 4



18 Join the simple sentences to make compound sentences. Use the word in parentheses.

- Read the directions aloud. Invite volunteers to act out combining the sentences in Item 1 using the sticky note labeled *and*. Then have students complete the activity independently.

MONITOR

Check answers as a class. (Answers: 1 *My sister plays soccer, and my brother plays baseball.* 2 *My dad works at a hospital, but he isn't a doctor.* 3 *We can eat chicken for dinner, or we can try the new restaurant.* 4 *Freddie can run two miles, but he doesn't run fast.*)

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I have learned to combine sentences with and, but, or.*

- Encourage awareness of what students have learned by giving them two sentences to combine, and asking how they will do it.

Homework

WB p. 99/ act. 20



20 Read and complete with *or*, *but*, or *and*.

- Direct students to WB Activity 20 on page 99. Ask students to complete the paragraph in the activity.

Writing | Combining Sentences with *and*, *but*, or

I will learn to combine sentences with *and*, *but*, or.

Use **and**, **but**, and **or** to combine two simple sentences into one compound sentence.

I went to bed at 9:00. I woke up at 7:00.

→ I went to bed at 9:00, **and** I woke up at 7:00.

Dad ate oatmeal. Mom didn't eat breakfast.

→ Dad ate oatmeal, **but** Mom didn't eat breakfast.

We can walk to the store. We can take the bus.

→ We can walk to the store, **or** we can take the bus.



17 Circle the words **and**, **but**, and **or** in the paragraph.

I don't like to play sports, but I need to get exercise. I like walking, and I walk to school every day. My dad goes hiking on the weekend, or he goes to the gym. I like to go to the gym with him. He lifts weights, and I walk on the treadmill. For a treat afterward, we go out for smoothies, or we make tacos at home. Dad makes the best tacos, but Mom's cooking is good, too.

18 Join the simple sentences to make compound sentences. Use the word in parentheses.

1 My sister plays soccer. My brother plays baseball. (and)

2 My dad works at a hospital. He isn't a doctor. (but)

3 We can eat chicken for dinner. We can try the new restaurant. (or)

4 Freddie can run two miles. He doesn't run fast. (but)

I will learn to use the sounds *all*, *au*, and *aw*.

¹⁵⁴
19 Listen, read, and repeat.

1 **all** 2 **au** 3 **aw**

¹⁵⁵
20 Listen and find. Then say.



ball



haul



draw

¹⁵⁶
21 Listen and blend the sounds.

1 s-m-all small

2 c-all call

3 t-all tall

4 y-aw-n yawn

5 c-l-aw claw

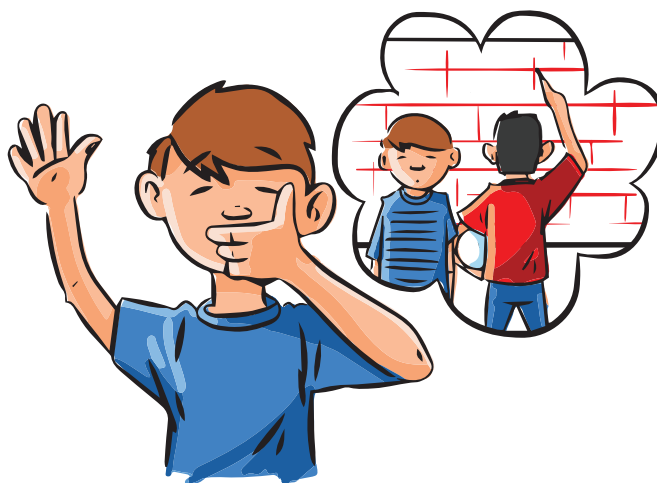
6 w-all wall

7 l-aw law

8 P-a-ul Paul

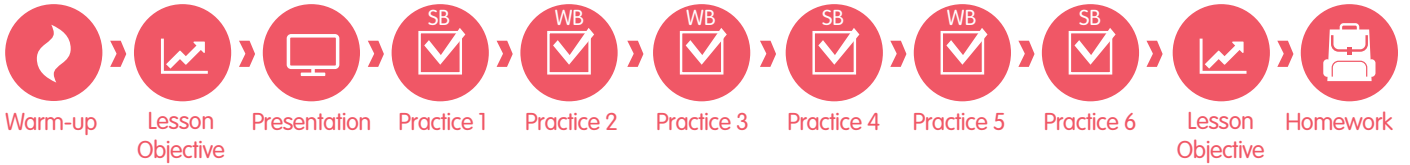
¹⁵⁷
22 Read aloud. Then listen and chant.

I'm Paul, I'm bored.
Yawn, yawn.
Let's play, let's play
With a ball,
Let's draw, let's draw
A wall.



Phonics Lesson

Lesson Flow



Lesson Objective

I will learn to use the sounds *all*, *au*, and *aw*.

Phonics | *all, au, aw*

I will learn to use the sounds *all, au, and aw*.

19 Listen, read, and repeat.
1 **all** 2 **au** 3 **aw**

20 Listen and find. Then say.



ball



haul



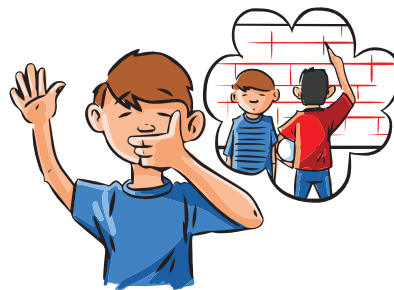
draw

21 Listen and blend the sounds.

1 s-m-all	small	2 c-all	call
3 t-all	tall	4 y-aw-n	yawn
5 c-l-aw	claw	6 w-all	wall
7 l-aw	law	8 P-au-l	Paul

22 Read aloud. Then listen and chant.

I'm Paul, I'm bored.
Yawn, yawn.
Let's play, let's play
With a ball,
Let's draw, let's draw
A wall.



Unit 8 105

Warm-up



- Write the sounds *all*, *au*, and *aw* on the board. Say the sounds aloud and have students repeat after you.
- Ask students if they know any words with these sounds, and write them on the board. Say them aloud and have students repeat after you.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds all, au, and aw.*
- Students will identify the letters and distinguish between the sounds individually, and as part of words.

Presentation 154



19 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 154 and have students listen and point to each sound as it is said. Repeat.
- Replay the audio and have students say each sound again.

MONITOR

As students listen, check that they are pointing to the correct sound, and listen for correct pronunciation.

Practice 1 P. T144

155



20 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 155 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

MONITOR

As students repeat, check that they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

ASSIST

Replay the audio as needed. Students can also work with a partner to check that they are pointing to the correct word and saying it properly.

Practice 2 WB p. 100/ act. 21



21 Read and circle *all*, *au*, and *aw*.

- Read the directions aloud. Have students work individually to find and circle the letters in the box.

MONITOR

Check that students are circling the correct letters. Have them compare their answers with a partner.

Practice 3 WB p. 100/ act. 22



22 Underline the words with *all*, *au*, and *aw*. Then read aloud.

- Read the directions aloud. Have students work individually to underline the words.

MONITOR

Check students are underlining the correct words. Check answers as a class.

Practice 4 156



21 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 156 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

As students repeat, check they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

ASSIST

- Replay the audio as needed.

Practice 5 WB p. 100/ act. 23



23 Connect the letters. Then write.

- Read the directions aloud. Then have them match one item from each column so that there are three correct words. Guide them till they identify the correct matches.
- Students now write the words in the last column.

Practice 6 157



22 Read aloud. Then listen and chant.

- Read the directions aloud. Read aloud the chant while students follow in their books.
- Play Audio Track 157 and have students listen. Replay several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and correct use of language. Check answers as a class.

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds all, au, and aw.*
- Encourage awareness of what students have learned by saying a few words from this lesson and quickly eliciting from students the sounds that they hear in those words (*all*, *au*, and *aw*).

Homework P. T144

158

WB p. 100/ act. 24



24 Listen and write.

- Direct students to WB Activity 24 on page 100. Tell students to listen to the audio again and complete the sentences.

Extra Application and Practice Activity

Materials: Index cards

21st Century Critical Thinking

- Write on the board and say: *Tall Paul hauls a small ball and a claw.* Have students repeat after you. Repeat saying it a few times, picking up speed every time. Have students write their own tongue twisters on index cards using words from this lesson and other phonics lessons. Collect the cards and practice all the tongue twisters as a class.

Values Lesson

Lesson Flow



Lesson Objective

I will learn to talk about exercise.

Key Language

Get exercise.

Values | Get exercise.

I will learn to talk about exercise.

¹⁵⁹
23 Look and listen. Point to and say the healthy activities.



24 Work with a partner. Tell your partner to do healthy things.



Project

25 Work with a group. Think of a new game you can play outside. Write down the rules. Teach the rest of the class your new game.



Warm-up



21st Century Health Literacy

- Read the title with the value at the top of the page, and ask students to say how people get exercise.
 - Ask students to say what they like about exercise. (Possible answer: *It makes you feel energetic and happy.*)
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about exercise.*
- Students will learn about the importance of exercise and healthy activities. They will also invent a new game combining different sports.

Listening



23 Look and listen. Point to and say the healthy activities.

- Read the directions aloud. Have students listen to Audio Track 159 and point to the activities as they hear them mentioned.
- Place students in pairs. Ask them to describe as much as they can in the pictures.

Speaking



24 Work with a partner. Tell your partner to do healthy things.

- Ask students to remain in their pairs from the previous activity.
- Invite two volunteers to read the speech bubbles aloud.
- Have partners take turns telling each other to do healthy things.

21st Century Social Skills

- Remind students that tone of voice and the way you say things are important. Point out that the examples do not sound bossy or mean, the advice is friendly and encouraging.

MONITOR

- Walk around and check pairs as they are working. Provide help and feedback as appropriate.

Project



Materials: Art supplies

25 Work with a group. Think of a new game you can play outside. Write down the rules. Teach the rest of the class your new game.

- Read the directions aloud and direct students' attention to the pictures in Activity 15.
- For each picture, ask: *What sports does this game combine? How do you know? What do you think the rules of the game are?*
- Explain that students are going to invent a game of their own. They could consider combining two games.
- Place students in small groups. Ask them to invent a new game and write down the rules.
- As students create their own games, encourage them to consider adding rules related to keeping players and spectators safe. Discuss respecting the rules for safety purposes.

21st Century Creative Thinking

- Ask groups to present their new games to the class. Encourage students to come up with a creative way to teach their classmates how to play it. Elicit ideas, such as “acting out” the game with their fingers on a table or drawing a diagram with symbols for players and arrows showing the direction of play.

MONITOR

- While groups are working, make sure their games and rules are clear and that they work well. Offer suggestions to make them work better if necessary.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I have learned to talk about exercise.*
- Encourage awareness of what students have learned by asking a few students to tell how they could get more exercise.

Extra Application and Practice Activity

- If possible, go outside and try out some of the games that students invented.
- If going outside is not possible, review ‘What Is a Calorie?’ on page 102 and have students estimate how many calories it would use to play each game for one hour. Then have students arrange the games from lowest to highest calorie use.

I will learn to talk about exercise.

159
23

Look and listen. Point to and say the healthy activities.

a



b



c



d



24

Work with a partner. Tell your partner to do healthy things.



Don't watch TV.
Go outside and
play soccer!

Ride your bike at
a park or in your
neighborhood. It's fun,
and it's good for you.



Project

25

Work with a group. Think of a new game you can play outside. Write down the rules. Teach the rest of the class your new game.



Review

26 Circle the correct verb.

- 1 Lenny is tired. He didn't **get** / **got** enough sleep last night.
- 2 I feel sick. I didn't **eat** / **eating** a healthy breakfast.
- 3 Did they drink lots of water today? No, they **did** / **didn't**.
- 4 Did they **ride** / **rode** their bikes yesterday? Yes, it was fun.

27 Do a survey of your classmates. Add two of your own questions. Ask and answer.

- 1 eat/healthy/food?
- 2 get/sleep/last night?
- 3 get/exercise/last week?
- 4 brush/teeth/this morning?
- 5 ride/bike/on the weekend?
- 6 drink/a lot of/water/today?
- 7 _____
- 8 _____



Did you get enough sleep last night?

Yes, I did.



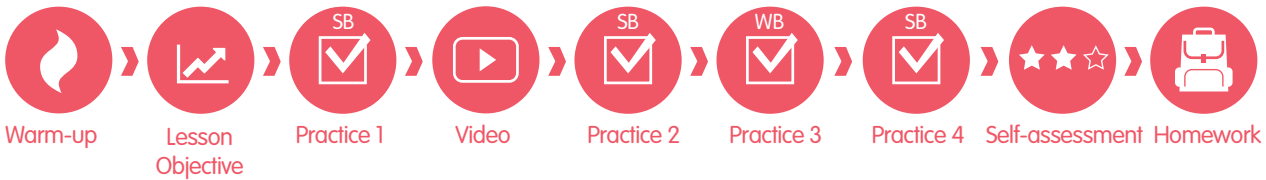
I Can

- use words for healthy and unhealthy habits.
- use *did* and *didn't* to ask questions about healthy and unhealthy habits.
- ask and answer about healthy and unhealthy habits.
- combine sentences with *and*, *but*, and *or*.



Review Lesson

Lesson Flow



Lesson Objective

To review the words and structures of the unit.


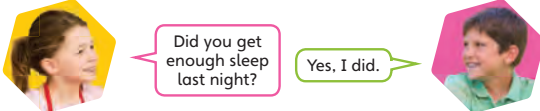
Review

26 Circle the correct verb.

- 1 Lenny is tired. He didn't **get** / **got** enough sleep last night.
- 2 I feel sick. I didn't **eat** / **eating** a healthy breakfast.
- 3 Did they drink lots of water today? No, they **did** / **didn't**.
- 4 Did they **ride** / **rode** their bikes yesterday? Yes, it was fun.

27 Do a survey of your classmates. Add two of your own questions. Ask and answer.

- 1 eat/healthy/food?
- 2 get/sleep/last night?
- 3 get/exercise/last week?
- 4 brush/teeth/this morning?
- 5 ride/bike/on the weekend?
- 6 drink/a lot of/water/today?
- 7 _____
- 8 _____

I Can

- use words for healthy and unhealthy habits.

- use *did* and *didn't* to ask questions about healthy and unhealthy habits.

- ask and answer about healthy and unhealthy habits.

- combine sentences with *and*, *but*, and *or*.

Unit 8 **107**

Warm-up



- Review *did* and *didn't* by asking students about activities you did this week. Model: *Did we read about sports? Yes, we did. Did we brush a dog in class? No, we didn't.* Have students ask their classmates similar questions.

- Students talk about healthy and unhealthy habits, and ask and answer questions about past activities using the simple past tense.
- Students complete the *I Can* section, which helps them assess their own learning and think about their progress.

Lesson Objective



INVOLVE

Introduce the lesson objective: Say: *Today I am reviewing the words and structures of the unit.*

Practice 1



Materials: Flashcards: Unit 8, healthy and unhealthy habits

- Remind students about the song they sang a few lessons before and refer them to the song on the Song lesson page.

- Play Audio Track 142 (the song with the lyrics). Have students follow along and join in.
- Once students are familiar with the song again, have them practice it using the karaoke version (Audio Track 145). You could use Flashcards to encourage students to sing about other healthy and unhealthy habits that aren't in the song.

Video Dramatic U 08



- Refer to the Video Guide for pre-watching and post-watching activities.

Practice 2



26 Circle the correct verb.

- Read the directions aloud. Complete the first item as a class. Have students complete the remaining items independently.

MONITOR

Check answers as a class. (Answers: 1 get, 2 eat, 3 didn't, 4 ride)

Practice 3 WB p. 101/ act. 25



25 Look and write. Use the words in the box.

- Read the directions aloud.
- As a class, complete Item 1. They need to consider appropriate answers for the time of day, and the correct tense. Model trying different options to find the correct answer: *John eat a healthy breakfast last night. No, people don't eat breakfast at night, and eat is the wrong tense.*

Practice 4



27 Do a survey of your classmates. Add two of your own questions. Ask and answer.

- Look at the first prompt and ask students to help you make a question with the words. Write it on the board.
- Continue with all the prompts, writing all the questions on the board.

MONITOR

Check answers as a class. (Answers: 1 Did you eat any healthy food? 2 Did you get any/enough sleep last night? 3 Did you get any/enough exercise last week? 4 Did you brush your teeth this morning? 5 Did you ride your bike on the weekend? 6 Did you drink a lot of water today?)

- Then have students come up with their own questions. Explain that they have to be connected to healthy activities/habits. Write these on the board, too.
- Put students in small groups and have them interview each other using the questions on the board and the speech bubbles as a guide.

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate

their progress. Say: *The I Can statements show what you have learned in this unit.*

- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help, and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 8 Practice Tests in the Assessment Pack.

WB Unit 8/ p. 123

- Direct students who need help with grammar in particular to the Unit 8 Extra Grammar Practice (Workbook, page 123).
- For further vocabulary work, students can access games in the Big English Student World.



Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 8 Test in the Assessment Pack.
- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 8 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

Homework WB p. 101/ act. 26



26 Read and circle.

- Students go to WB Activity 26 on page 101. Explain that students must read the sentences and circle the correct verb.

Extra Application and Practice Activity

Materials: Poster paper, art supplies

- Put students in small groups. Give each group a piece of poster paper. Tell them to make a poster about healthy habits to be displayed in the classroom. They can write about and illustrate healthy foods and activities. Encourage them to look back through the unit for ideas.



School Trips!

Objectives

Reading

- Can recognize key words and basic phrases in short, simple cartoon stories.
- Can extract specific information in short texts on familiar topics.

Listening

- Can recognize familiar words and phrases in short, simple songs or chants.
- Can identify the names of people or places in short, simple dialogs, if spoken slowly and clearly.
- Can identify specific information in short, simple dialogs, if there is some repetition and rephrasing.

Speaking

- Can ask someone simple questions about their life and experiences.
- Can express likes and dislikes in relation to familiar topics in a basic way.

Writing

- Can write about past activities using simple language, given a model.
- Can make basic statements with subject + verb + object.

Grammar

- Can refer to past events using common irregular past simple forms.

Unit Projects

Family Connection

Have students tell their families that they are learning about school trips and interesting places to visit in the community. Tell students to interview family members about places they have visited that might make fun trips. Encourage students to take notes during each interview and share their family members' ideas with the class.

Key Language

Key Vocabulary

Places

aquarium
art gallery
concert hall
dairy farm
national park
museum
theater
zoo

Verbs

heard
learned
liked
looked
saw
went

Expressions

It was OK/fantastic/fun.
really interesting
so cool

Content Words

artist

colorful

happy

impressionist

painter

sad

strange

dramatic

flamenco

open-air theater

performance

play

popular

puppet

show

stage

Grammar/Structures

Where **did** you/he/she/they **go**?

I/He/She/They **went** to an art gallery.

What **did** you/he/she/they **see**?

I/He/She/They **saw** a play.

Did you/he/she/they **like** it?

Yes, I/he/she/they **liked** it./No, I/he/she/they **didn't like** it.

Phonics

The sounds: *nt, ld, nd, st*

We Were Here! Bulletin Board

Create a bulletin board display entitled *We Were Here!* Begin by posting photos or drawings of places the class has visited. Throughout the unit, encourage students to add places to the display. Say: *You can add places that you visited on school trips this year or last year. You can also add places you went to with your family.* Have students add labels that tell the name of each place, who went, what they saw, and whether they liked it.

Vocabulary Lesson

Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective



Homework

Lesson Objective

I will learn to name places to visit.

Key Language

aquarium, art gallery, concert hall, dairy farm, museum, national park, theater, zoo



School Trips!

Vocabulary

I will learn to name places to visit.



1 Listen, look, and say.

Top 8 places to visit!



1 museum



2 dairy farm



3 art gallery



4 national park



5 theater



6 zoo



7 concert hall



8 aquarium



2 Play the description game.

108 Unit 9

Warm-up



- Elicit a list of the places students have visited on their most recent school trips. As you list each one, ask students what they can see there, when they can go, if they have to pay to enter, what their favorite thing about it is, and so forth. Once you have a list of at least ten places on the board, ask students to vote on which is their favorite place and discuss the reasons why.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name places to visit.*
- Students will talk about different places to visit on school trips.

Song Time



Materials: Flashcards : Unit 9, places to visit

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. Students will only hear the words at this point. They will not see the text of the song.

Presentation



Materials: Flashcards: Unit 9, places to visit

1 Listen, look, and say.

- Read the directions aloud. Explain that the pictures show different places that students might visit on school trips. Play Audio Track 161 and have students listen and read quietly.
- Replay the audio and have students point to the pictures and say each word with you.

MONITOR

- Check to make sure students are pointing to the correct place.
- Hold up the Flashcards of the different places in random order. For each one, have students call out its name.

ASSIST

- Replay the audio as needed.

CHALLENGE

- Say: *Number five is a...* and have students complete the sentence: *... theater.*

Practice

WB p. 102/ act. 1



1 Look and write.

- Students match the correct words in the box with the pictures and write them.

MONITOR

- Check that students are writing the correct phrase under each box.

ASSIST

- Point students to SB Activity 1.

Game



2 Play the description game.

- Place students in pairs. Tell students that they are going to say a few sentences about one of the places, and their partner will have to guess which place they are talking about. Model: *It has a lot of flowers and trees. You can walk there. It's outdoors. Which place is it? (national park)*
- Check that students are describing the places as best they can.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I have learned to name places to visit.*
- Encourage awareness of what students have learned by asking a few students to name a few places one can visit.

Homework

WB p. 102/ act. 2



2 Read and circle. Then match the pictures with the sentences.

- Direct students to WB Activity 2 on page 102. Direct student to circle the correct answers and then match the sentences with the pictures.

Extra Application and Practice Activity

- Write the following dialog on the board:
A: *Let's go to the theater. We can see a play there.*
B: *No, I don't like plays. Let's go to a dairy farm. We can see how cheese is made there.*
A: *No, it's too cold to be outdoors. Let's go to the aquarium.*
B: *Good idea. I love fish and sharks.*
- Have two volunteers read the dialog aloud. Then put students in pairs and have them write a short dialog about where they would like to go and why. Invite pairs to read their dialogs to the class.

9

School Trips!

Vocabulary

I will learn to name places to visit.



Song Time!



Listen, look, and say.

Top 8 places to visit!



1 museum



2 dairy farm



3 art gallery



4 national park



5 theater



6 zoo



7 concert hall



8 aquarium



Play the description game.

Song

I will learn to ask and answer about school trips.

162 163
3

Listen and sing. Where did she go?

Learning Out of School

I like going on school trips,
Learning out of school.
We go to lots of places.
They're interesting and cool!

Aquarium, theater, concert hall, and zoo,
We saw some great things.
There was lots to do!

School trips. School trips.
They're a lot of fun.
School trips. School trips.
Let's go on one!

Where did you go?
What did you see?
We went to the zoo, we saw a play,
We had a great time!

Chorus



4 Look at 1. Ask and answer.



It was a cloudy day.

Yes, I did.

Did you go to a national park?

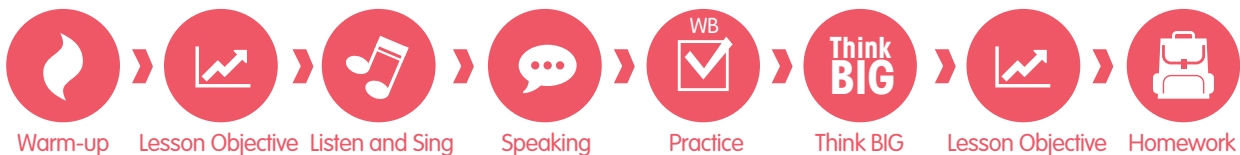


**THINK
BIG**

Why is it good to go on school trips?

Song Lesson

Lesson Flow



Lesson Objective

I will learn to ask and answer about school trips.

Key Language

aquarium, art gallery, concert hall, dairy farm, museum, national park, theater, zoo

Song

I will learn to ask and answer about school trips.

3 Listen and sing. Where did she go?

Learning Out of School

I like going on school trips,
Learning out of school.
We go to lots of places.
They're interesting and cool!

Aquarium, theater, concert hall, and zoo,
We saw some great things.
There was lots to do!

School trips. School trips.
They're a lot of fun.
School trips. School trips.
Let's go on one!

Where did you go?
What did you see?
We went to the zoo, we saw a play,
We had a great time!

Chorus

Zoo
ADMIT ONE

4 Look at 1. Ask and answer.



It was a cloudy day.

Yes, I did.

Did you go to a national park?



THINK BIG

Why is it good to go on school trips?

Warm-up



Materials: Local map, pin, thread

- Display a map of your town and the surrounding areas, and invite a student to come up and find the school. Tie some thread around a pencil and the other end around a pin. Make the length of the thread equivalent to about 20 miles on the map. Invite a volunteer to come up, place the pin on the school, and use the pencil and thread to draw a circle on the map with the school at the center.
- Say: *On a school trip, students and teachers leave school and visit an interesting place.* Have students search for and name interesting places the class might visit, within the circle on the map. Write the list on the board and ask students to give opinions about the suggestions. Ask: *Would it be fun to go here? What might we see? What might we learn about?*
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to ask and answer about school trips.*
- Students will sing a song and talk about school trips.

Listen and Sing



3 Listen and sing. Where did she go?

- Read the directions aloud and play Audio Track 162. Have students listen and read along with the song quietly.
- Replay the audio. Have students sing along. Use questions to check students' comprehension. Ask: *How does the singer feel about school trips?* (She thinks they are fun and interesting.) Then ask students to read the song silently again and find the answer to the question: *Where did she go?*

MONITOR

- Observe students to see if they are comfortable learning the new song. Check answer as a class. (Answer: *aquarium, theater, concert hall, and zoo*)

ASSIST

- Replay the audio as needed. Pause after each verse and use simple language and gestures to explain unfamiliar words. Say: *The singer uses different ways to say she likes school trips.* Have students look for these words in the song: *interesting, cool, great, fun.*

Speaking



4 Look at 1. Ask and answer.

- Have students look back at Activity 1 on page 108. Say: *It's raining outside. Can you go to the national park? Why or why not?* (No, because you'll get wet.) Then say: *It was a sunny day yesterday. Where did I go?* Accept all logical answers.

- Have two volunteers read the speech bubbles. Then put students in pairs and have them ask and answer questions about the places, using the speech bubbles as a guide.

MONITOR

- As students work, listen for correct use of language.

Practice

WB p. 103/ act. 5



5 Write about you.

- Read the directions aloud. Have students write their own answers.

MONITOR

- Allow volunteers to share their answers with the class. Check students' work, correcting grammar and vocabulary.

Think BIG



21st Century Critical Thinking

- Ask students where they like to go on school trips. Then ask where their last school trip was and what they learned. Lead the discussion into having them tell you why they like school trips.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer about school trips.*
- Encourage awareness of what students have learned by asking for a few examples of what they might see on a school trip.

Homework



P. T144

WB p. 103/ act. 3 & 4



3 Listen and number in order.

- Direct students to WB Activity 3 on page 103. Explain to students that they must listen to the audio, and number the paragraphs in order.

4 Read and write.

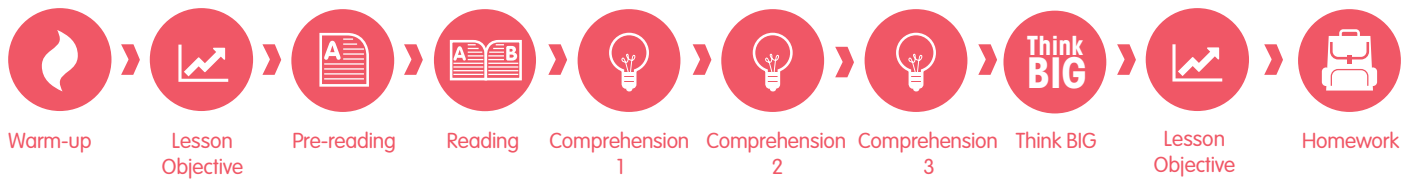
- Direct students to WB Activity 4 on page 103. Explain to students that they have to read the sentences and fill in with the correct word from the box.

Extra Application and Practice Activity

- Conduct a class survey about school trips. Ask: *Which of these eight trips would you like our class to take?* Have students write their answers on slips of paper to avoid influencing one another.
- After all students have voted, have them work together to find the first, second, and third choices for the class. Then have students create a bar graph to show the survey results. Invite the class to discuss the results of the survey.

Story Lesson

Lesson Flow



Lesson Objective

I will read a story about a school trip.

Key Language

gift shop, guide, national park; cool, fantastic, interesting; It was OK/fantastic/fun., really interesting, so cool

Story

I will read a story about a school trip.

5 Listen and read. Did Luke enjoy the trip?

A Cool Trip

1 Amy and Luke went on a trip today.

2 They went to a big park where there are very old rocks.

3 Their guide told them a lot of things about the rocks in the park.

4 Amy liked the park.

5 Luke didn't like the trip. He didn't like walking a lot.

6 Luke doesn't want to see another rock!

6 Read and answer.

- 1 Where did Luke and Amy go on their trip?
- 2 What did they learn about?
- 3 Did Amy like the trip? Why/Why not?
- 4 Did Luke enjoy the trip? Why/Why not?
- 5 What did Amy get for Luke in the gift shop?

THINK BIG What national parks are there in your country? Why do we have national parks?

110 Unit 9

Unit 9 111

Warm-up

Materials: World map or globe

- Display a world map. On it, pinpoint national parks in various countries around the world. Then show students images of different national parks and explain that these are protected areas that people can visit to take a walk in and explore nature.
- Ask students what they would expect to see in a national park. (Possible answers: plants, animals, different rocks, waterfalls, rivers, and lakes)
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will read a story about a school trip.*
- Students will listen to and answer questions about a story, and then discuss ideas related to it.

Pre-reading

- Have students read the title aloud and preview the pictures in the story frames. Point to and read the names *Amy* and *Luke* aloud. Ask: *Where do you think Amy and Luke went?*

- Explain how the narration and speech are presented in the audio. Say: *First, you will hear what Luke and Amy say. Those words are in the speech bubbles. Then you will hear the narrator describe what is happening in each picture. Those words are in the boxes under each picture.*

Reading



5 Listen and read. Did Luke enjoy the trip?

- Read the directions aloud. Play Audio Track 165 and have students listen and read silently. Model pointing to each story frame.

Comprehension 1

- Ask: *Did Luke enjoy the trip?* Elicit the correct answer. (no)

MONITOR

Ask questions to check understanding. Ask: *Where did Amy and Luke go?* (They went on a school trip/ to a national park.) *Where are they now?* (They're at home.) *What did they see on their school trip?* (rocks) *Why didn't Luke like the trip?* (because he doesn't like walking a lot) *What does Amy give Luke?* (a rock)

- Read the narration for Frame 6 aloud: *Luke doesn't want to see another rock!* Explain that this is an example of exaggeration. Say: *Exaggeration starts with a true idea and then makes it bigger than reality. Exaggeration can be used to make a statement funny.* Point out that Luke knows he will see another rock, but that the exaggeration prepares the reader for Luke's reaction to Amy's present. Give other examples of exaggeration within sentences of your own to help students understand exaggeration better.

ASSIST

- Replay the audio if necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words.
- Divide the class into three groups and give the parts of Mom, Amy, and Luke. Replay the audio, pausing after each frame for students to repeat after their given characters.

Comprehension 2

6 Read and answer.

- Have students close their books and tell you what they remember about the story.
- Read the directions aloud. Do Item 1 as a class, and then have students complete the activity independently.

MONITOR

Check answers as a class. (Answers: 1 They went to a national park. 2 They learned about rocks. 3 Yes, she did. It was very interesting. 4 No, he didn't. He didn't like walking. 5 She got him a rock.)

Comprehension 3



6 Read. Then write Luke or Amy.

- Read the directions aloud. Have students look at the story and read the title. As a class, read each speech bubble. Now have students write *Luke* or *Amy* to complete each sentence.

Think BIG

21st Century Environmental Literacy

- Have students gather information about national parks in their country from the internet or reference books, and invite students to present the information to the class. Ask them why we have national parks. (Possible answers: *National parks protect our environment and wildlife habitats. They are good places to visit.*)

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Today I have read a story about a school trip.*
- Encourage awareness of what students have learned by asking them why Amy liked the trip and why Luke didn't.

Homework



7 Imagine a school trip. Then answer.

- Direct students to WB Activity 7 on page 104. Students will write about a school trip they have been on, or would like to go on.

Extra Application and Practice Activity

Materials: National park brochure, art supplies

21st Century Environmental Literacy

- Show students a brochure from a national park, and talk about what they can do there. Then put them in small groups and have them make their own brochure about a national park of their choice, using the information gathered from the internet or from the Think BIG and Warm-up activities.

Story

I will read a story about a school trip.

165
5

Listen and read. Did Luke enjoy the trip?

A Cool Trip

Hi, Luke. Hi, Amy. How was your trip today?

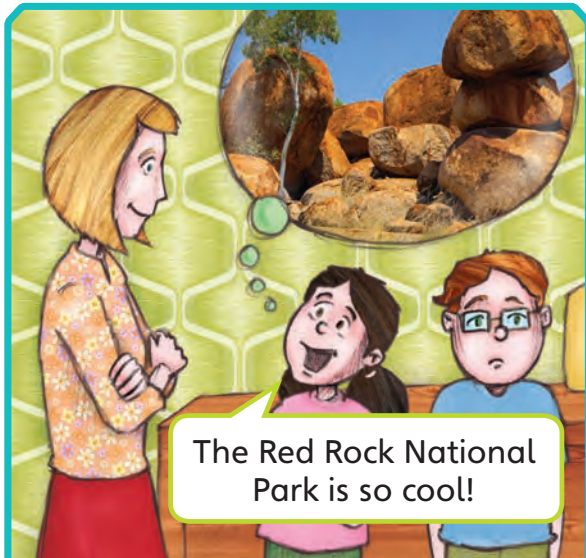
It was OK.

It was fantastic!



1 Amy and Luke went on a trip today.

The Red Rock National Park is so cool!



2 They went to a big park where there are very old rocks.

What did you do there?

We learned about rocks. There are so many kinds of rocks, Mom!



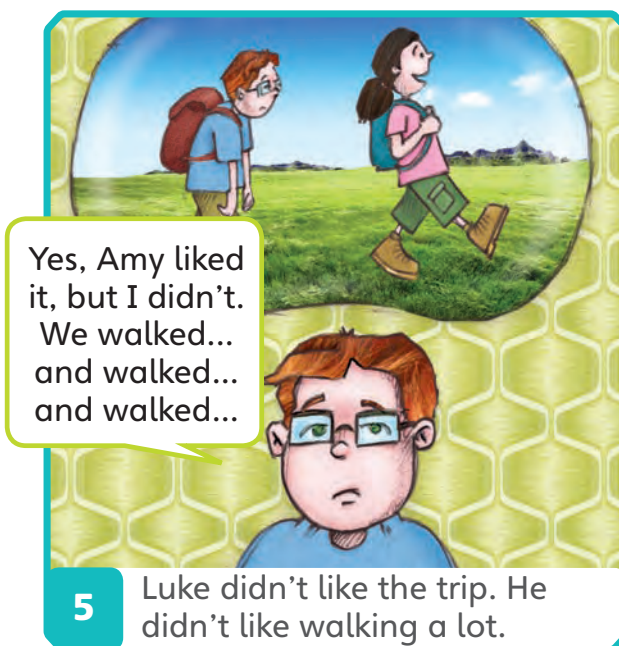
3 Their guide told them a lot of things about the rocks in the park.

So did you like it?

Yes, I did. It was really interesting.



4 Amy liked the park.



6 Read and answer.

- 1 Where did Luke and Amy go on their trip?
- 2 What did they learn about?
- 3 Did Amy like the trip? Why/Why not?
- 4 Did Luke enjoy the trip? Why/Why not?
- 5 What did Amy get for Luke in the gift shop?



What national parks are there in your country? Why do we have national parks?

Language in Action Lesson

Lesson Flow



Lesson Objective

I will listen to a dialog about school trips.

Key Language

aquarium, art museum, concert hall, dairy farm, national park, science museum, theater, zoo

Language in Action

I will listen to a dialog about school trips.

7 Listen and read. Then say.

Grandpa: What did you do at school today?

Susana: We went on a field trip.

Grandpa: Oh, that's nice. Where did you go?

Susana: We went to the aquarium.

Grandpa: What did you do there?

Susana: We got to pet baby sharks.

Grandpa: Did you like the aquarium?

Susana: Yes, I liked it a lot. It was really cool!

8 Look at 7. Role-play with a partner.

9 Listen and stick.








112 Unit 9

Warm-up



- Have students play *Where Am I?* to review the unit vocabulary. Have students take turns looking at the places named in Activity 1 and choosing one.
- Classmates then ask *yes/no* questions to try to guess the student's location. Model: *Are you inside? Do you see any animals? Do you hear any music?*

21st Century Environmental Literacy

- Point out that field trips can teach students about many subjects, including the environment. Ask students what field trips to a zoo, an aquarium, or a national park might teach them. (*Possible answer: Trips to these places would teach students about animals, plants, and the importance of caring for animals and their habitats.*)

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective: Say: *Today I will listen to a dialog about school trips.*

- Students will read, listen to, and practice dialogs about field trips.

Pre-listening



- Point to the people in the picture, introduce them as Susana and her grandfather. Tell students they will hear Susana and her grandfather talking at home. Have students predict what Susana and her grandfather are talking about.

Listening



7 Listen and read. Then say.

- Play Audio Track 166 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.

ASSIST

Ask students to circle any words that they did not understand. Write them on the board and discuss their meaning with the class.

Comprehension



MONITOR

Use questions to check for understanding. Ask: *Where did Susana go yesterday?* (to an aquarium) *What did she do there?* (She got to pet baby sharks.) *Did she have fun?* (Yes, she liked it a lot.)

ASSIST

Vary Activity 7 by using hand puppets to say the dialog. Have students repeat the dialog after you.

Role Play



8 Look at 7. Role-play with a partner.

- Read the directions aloud. Give pairs of students the roles of Grandpa and Susana. Have pairs read the dialog aloud. Then have students switch roles.
- Write these questions on the board: *Where did you go? What did you do there? Did you like it?* Tell students to use these questions when they are playing the role of Grandpa. Remind them to switch roles after each activity.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice 1



Materials: Stickers

9 Listen and stick.

- Help students find the Unit 9 stickers at the back of the Student's Book. Then read the directions aloud.
- Say: *You will hear about four field trips. Children will tell their opinions of each field trip.* Play Audio Track 167 and have students listen and place each sticker on the appropriate picture.

MONITOR

As students work, check to make sure that they are doing the activity correctly. (Answers: 1 the theater, 2 a national park, 3 a zoo, 4 a science museum)

Practice 2



WB p. 105/ act. 8



8 Listen and write. Use words from the box.

- Read the directions aloud. Explain that students will listen to a dialog between Jason and his Aunt Sally.
- Play Audio Track 168. Elicit the first answer from students. Students complete the activity in pairs.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I have listened to a dialog about school trips.*

- Encourage awareness of what students have learned by asking them to name the places Susana and Jason visited.

Homework

WB p. 105/ act. 9



9 Read and match.

- Direct students to WB Activity 9 on page 105. Have them match 1–4 with the pictures.

Extra Application and Practice Activity

- Have students act out a skit with two scenes. The first scene should show students at one of the field trips shown in Activity 9. The second scene should take place at school after the trip. Students should talk about what they saw and give their opinions about the field trip.
- Allow students to share their skits with the class.

Language in Action

I will listen to a dialog about school trips.

¹⁶⁶
7

Listen and read. Then say.

Grandpa: What did you do at school today?

Susana: We went on a field trip.

Grandpa: Oh, that's nice. Where did you go?

Susana: We went to the aquarium.

Grandpa: What did you do there?

Susana: We got to pet baby sharks.

Grandpa: Did you like the aquarium?

Susana: Yes, I liked it a lot. It was really cool!

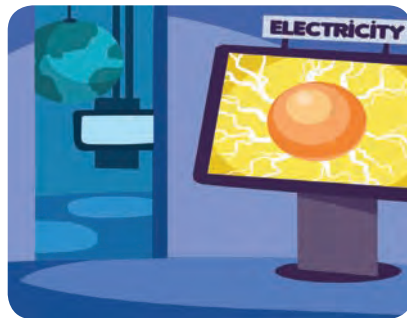


8

Look at 7. Role-play with a partner.

¹⁶⁷
9

Listen and stick.



Grammar

I will learn to use *did* to ask and answer about where people went and what they did.

Where did you/he/she/they go?	I/He/She/They went to an art gallery.
What did you/he/she/they see ?	I/He/She/They saw a play.
Did you/he/she/they like it?	Yes, I/he/she/they liked it. No, I /he/she/they didn't like it.

10 Complete the dialog.

A: Where ¹ _____ you go yesterday?

B: I ² _____ to see a movie.

A: What ³ _____ you see?

B: I ⁴ _____ that new horror movie.

A: ⁵ _____ you like it?

B: No, I ⁶ _____ it. It was too scary.



11 Read and match. Make sentences.

- | | |
|---------------------------|--------------------------------|
| 1 We went to a dairy farm | a the play. |
| 2 What did you see | b go yesterday? |
| 3 She didn't like | c like rock music. |
| 4 Where did you | d to learn about milking cows. |
| 5 I don't really | e at the National Museum? |

12 Work with a partner. Ask and answer questions. Use the words from the box.

last weekend last year yesterday



Where did you go yesterday?

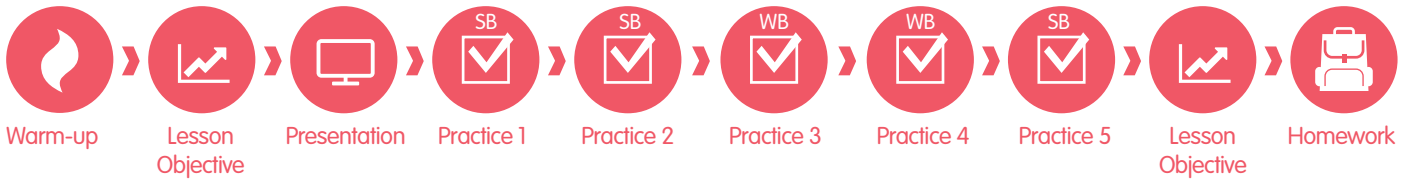
I went to an art gallery.



Unit 9 113

Grammar Lesson

Lesson Flow



Lesson Objective

I will learn to use *did* to ask and answer about where people went and what they did.

Key Language

Where **did** you/he/she/they go?
I/He/She/They **went** to a an art gallery.

What **did** you/he/she/they **see**?
I/He/She/They **saw** a play.

Did you/he/she/they **like** it?
Yes, I/he/she/they **liked** it./No, I/he/she/they **didn't like** it.


Grammar

I will learn to use *did* to ask and answer about where people went and what they did.

Where did you/he/she/they go?	I/He/She/They went to an art gallery.
What did you/he/she/they see ?	I/He/She/They saw a play.
Did you/he/she/they like it?	Yes, I/he/she/they liked it. No, I/he/she/they didn't like it.

10 Complete the dialog.

A: Where ¹ _____ you go yesterday?
B: I ² _____ to see a movie.
A: What ³ _____ you see?
B: I ⁴ _____ that new horror movie.
A: ⁵ _____ you like it?
B: No, I ⁶ _____ it. It was too scary.




11 Read and match. Make sentences.


1 We went to a dairy farm a the play.
2 What did you see b go yesterday?
3 She didn't like c like rock music.
4 Where did you d to learn about milking cows.
5 I don't really e at the National Museum?

12 Work with a partner. Ask and answer questions. Use the words from the box.

last weekend last year yesterday



Where did you go yesterday?



I went to an art gallery.

Unit 9 113

Warm-up



Materials: Ball

- Play a game. Have students sit in a circle. Give one student a ball and have him or her pass it to the left. When a student gets the ball, he or she says: *I went on a field trip*. In unison, the other players ask: *Where did you go?* The student then chooses one of the field trips presented in this unit: *I went to the zoo*. Continue in this way until all students have participated.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will learn to use did to ask and answer about where people went and what they did.*
- Students will read and talk about things that happened in the past.

Presentation



Materials: Index cards

- Invite students to read the text in the grammar box aloud. Explain that students should use these sentences as models to talk about where people went and what they did.
- Ask students to create cards that show present and past verbs: *go/went, see/saw, like/liked*. Have them write one verb form on each side of the card. Then have partners use the cards to quiz each other about places they have visited.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

Practice 1



10 Complete the dialog.

- Read the directions aloud and complete the first item as a class. Ask: *What word in this sentence tells you the question is about the past? (yesterday)*

MONITOR

Check answers by asking volunteers to read the completed sentences aloud. (Answers: *did, went, did, saw, Did, didn't like*)

Practice 2



11 Read and match. Make sentences.

- Read the directions aloud. Say: *Use clues in the sentences to make matches.*
- Look at Item 1 as a class. Ask: *What word in "We went to a dairy farm" tells you the question is about the past? (went).* Remind students that we are talking about the past.

MONITOR

Check answers by asking volunteers to read the completed sentences aloud. (Answers: *1 d, 2 e, 3 a, 4 b, 5 c*)

Practice 3

WB p. 106/ act. 10



10 Read and circle.

- Read the directions aloud. Have students circle the correct word.

Practice 4

WB p. 107/ act. 12



12 Imagine a terrible field trip. Answer the questions. Then draw the place.

- Discuss possibilities with the class. Write their ideas on the board.
- Have students write their own answers. They may use the ideas and some of the words on the board.
- Students now draw a picture.

Practice 5



12 Work with a partner. Ask and answer questions. Use the words from the box.

- Read the directions and the sample question and answer aloud. Then have students work in pairs to ask and answer questions. Remind them to ask about where their partners went and whether they liked it.

MONITOR

As pairs work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I learned to use did to ask and answer about where people went and what they did.*

- Encourage awareness of what students have learned by asking a few questions about where students have gone in the past using *did*.

Homework

WB pp. 106 & 107/ act. 11, 13 & 14



11 Read and write.

- Direct students to WB Activity 11 on page 106. Direct students to write the correct answers. Remind them to use the bold words from the grammar box.

13 Read and match.

- Direct students to WB Activity 13 on page 107. Explain to students that they must match 1–3 with a–c to make three questions.

14 Look at 13. Imagine a field trip for your friends. Answer the questions.

- Direct students to WB Activity 14 on page 107. Direct students to write their own answers to the questions they made in Activity 13.

Extra Application and Practice Activity

- Create a timeline showing places students have visited either as a class or independently. Help students organize events in the timeline in chronological order from left to right.
- Have students ask and answer questions about the events in the chart. Encourage them to ask about where students went, what they did or saw, and whether they liked it.

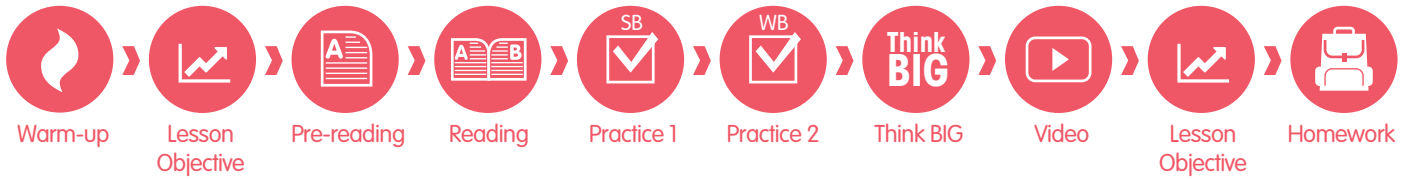
Extra Grammar Practice

WB Unit 9/ p. 124

- For optional further practice, have students complete the Extra Grammar Practice activities.

Content Connection Lesson

Lesson Flow



Lesson Objective

I will learn about paintings.

Key Language


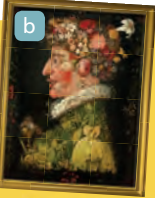
artist, colorful, happy, impressionist, painter, sad, strange

Content Connection | Art

I will learn about paintings.

13 Listen and read. Why does Amy like her favorite painting?

CONTENT WORDS
artist colorful happy
impressionist painter
sad strange

a  **b**  **c** 

The Little Giants by Francisco de Goya
Spring 1573 by Giuseppe Arcimboldo
Haystacks at Giverny by Claude Monet

At the Art Gallery

@Amylovesart Last week, I went to the National Gallery with my mom. Was it boring? No way! This was my favorite painting. An Italian artist painted it in the 16th century. It looks like a face, doesn't it? It is, but it's also lots of other things. Every part of the face and body is a different spring fruit, vegetable, or flower. I like this picture because it's pretty, colorful, and smart. It shows humans and nature.

@ConchiConchi I love this painting from the Prado Museum in Madrid. There are children in it. The young children look happy, but the older children look a little tired. Mom says the artist painted it in the 19th century just before he stopped hearing. He went deaf. That's really sad. I think the painter became an artist for the king of Spain.

@MattieMonstreParis A French impressionist painter painted the original, and it's in the Musée d'Orsay in Paris. Anyway this reminds me of summer. It's on a farm, probably. My grandmother says this is one of the painter's best paintings. He painted another twenty paintings like this with different colors. That's a little strange, isn't it?

@Amylovesart Wow! So many great paintings in museums all over the world. I'd like to see them one day!

14 Look at the passage and match the paragraphs with the pictures.

THINK BIG What do you like to see most in paintings; people, animals, or nature? Why?

114 Unit 9

Warm-up

- Make sure students have their books closed. Ask: *Can you say the names of any famous paintings or painters?* (Possible answers: *Mona Lisa – Da Vinci, Sunflowers – Van Gogh, Guernica – Picasso*)
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about paintings.*
- Students will learn about three paintings, share their opinions about them, and learn about different painters, including their nationalities.

Pre-reading



- Ask students to look at Activity 13. Point to and the title of the article: *At the Art Gallery*. Ask students to read the titles of the paintings on the page.
- Have them discuss the pictures in pairs. Provide students with vocabulary to help them talk about the paintings (*painting, interesting, pretty, ugly, etc.*) Ask them: *Which is your favorite picture? Why?*
- Read the Content Words aloud and write them on the board. Have students work in pairs to look up the words in a dictionary, and discuss them. Provide simple definitions.

Reading



13 Listen and read. Why does Amy like her favorite painting?

- Read the directions aloud. Play Audio Track 169 and have students listen and read along silently.
- Play the track again and pause after each paragraph. Ask comprehension questions about each paragraph to check overall understanding, such as: *Who did Amy go to the National Gallery with?* (her mom) *What country is the artist who painted her favorite painting from?* (Italy) After students have listened to all the paragraphs ask the question from the directions and elicit the answer (The painting is pretty, colorful and smart.)

ASSIST

- Replay the audio if necessary. Ask students to follow the text one more time and point to the new words they have learned while they listen.
- Have students underline the Content Words in the text. Discuss the meanings and provide simple definitions. Allow students time to write the definitions in their notebooks. Allow students extra time to make sure they have written the words and definitions correctly.

Practice 1



14 Look at the passage and match the paragraphs with the pictures.

- Read the directions aloud. Remind students: *The paragraphs are blog posts talking about the three paintings.* Have them match the paragraphs with the pictures.

MONITOR

- Check answers with the class. (Answers: @Amylovesart b, @ConchiConchi a, @MattieMonstreParis c)

Practice 2

WB p. 108/ act. 15



15 Look at the paintings. Match.

- Read the directions aloud. Have students match the paintings with the titles and artists.

Think BIG



21st Century Critical Thinking

- Read the questions. Have students share their ideas in small groups. Walk around and monitor group discussions, ensuring that each student gets a chance to speak.

Video

Documentary

U 09



- Refer to the Video Guide for pre-watching and post-watching activities.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned about paintings.*
- Encourage awareness of what students have learned by asking a few of them which was their favorite of the three paintings, and why.

Homework



WB pp. 108 & 109/ act. 16, 17, 18 & 19



16 Listen, read, and write.

- Direct students to WB Activity 16 on page 170. Read the directions aloud. Explain to students that they must listen to the audio to hear the correct words to write.

17 Look at 16. Circle T for true or F for false.

- Direct students to WB Activity 17 on page 109. Explain that students must decide if each sentence is true or false. Guide them to Activity 13 in the SB to find the answers.

18 Read and match.

- Direct students to WB Activity 18 on page 109. Read the directions aloud. Explain to students that they must match 1–3 with a–c to make three sentences.

19 Choose one of the painters. Find out information about one more of his paintings and write.

- Direct students to WB Activity 19 on page 109. Explain that students must research a painting and complete the sentences with information about it.

Extra Application and Practice Activity

Materials: Art magazines

- Have students create a classroom art gallery, using their own works of art as well as photographs and illustrations they find in magazines or other sources. Encourage students to construct paper frames for each picture and display them around the room. As a follow-up activity, have students write short descriptions of one artist or work of art.

I will learn about paintings.



Listen and read. Why does Amy like her favorite painting?

CONTENT WORDS

artist colorful happy
impressionist painter
sad strange



The Little Giants
by Francisco de Goya



Spring 1573
by Giuseppe Arcimboldo



Haystacks at Giverny by Claude Monet

At the Art Gallery

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@Amylovesart Wow! So many great paintings in museums all over the world. I'd like to see them one day!

14

Look at the passage and match the paragraphs with the pictures.



What do you like to see most in paintings; people, animals, or nature? Why?

I will learn about theater around the world.



Listen and read. Where did the first theater open?

CONTENT WORDS

dramatic flamenco open-air theater
performance play popular
puppet show stage

The World Stage

Today around the world, different countries have different types of stage performances that were popular in the past and are popular today.

There were theaters in Greece more than 2,000 years ago. Greek plays were funny or sad, but all of them taught important lessons about life. In those times, all the actors were men or boys, and there was a chorus with people singing. Greek plays are still popular today, and every summer people enjoy watching them in open-air theaters.

In Spain, people love watching performances of flamenco dancing and music. Flamenco comes from Southern Spain. It started hundreds of years ago when people moved to Spain from the East. Usually there's a guitar, and men and women dance. 'Palmeros' clap in a special way with the dancers. Flamenco music and dance are very dramatic.



In Vietnam, people enjoy watching an interesting kind of theater called Mua Roi Nuoc. There aren't any actors – only puppets. The puppets are on a stage filled with water. People from the Red River Delta began doing Mua Roi Nuoc puppet shows in the 11th century, but people still watch performances today. They're magical.

16

Work with a partner and guess. When did these things happen? Match the sections to make sentences.

1	The first movie theater opened	in Vienna, Austria,	in 1765. They called it an animal menagerie.
2	The first zoo opened	in New Orleans,	in 1896. All the movies were silent.
3	Families bought their first TVs	in the U.S.,	in 1945. They cost \$100.



Which do you prefer watching; dance, theater, or movies? Why?

Culture Connection Lesson

Lesson Flow



Lesson Objective

I will learn about theater around the world.

Key Language

dramatic, flamenco, open-air theater, performance, play, popular, puppet, show, stage

Culture Connection | Around the World

I will learn about theater around the world.



Listen and read. Where did the first theater open?

CONTENT WORDS

dramatic flamenco open-air theater
performance play popular
puppet show stage

The World Stage

Today around the world, different countries have different types of stage performances that were popular in the past and are popular today.

There were theaters in Greece more than 2,000 years ago. Greek plays were funny or sad, but all of them taught important lessons about life. In those times, all the actors were men or boys, and there was a chorus with people singing. Greek plays are still popular today, and every summer people enjoy watching them in open-air theaters.

In Spain, people love watching performances of flamenco dancing and music. Flamenco comes from Southern Spain. It started hundreds of years ago when people moved to Spain from the East. Usually there's a guitar, and men and women dance. 'Palmeros' clap in a special way with the dancers. Flamenco music and dance are very dramatic.



In Vietnam, people enjoy watching an interesting kind of theater called *Mua Roi Nuoc*. There aren't any actors – only puppets. The puppets are on a stage filled with water. People from the Red River Delta began doing *Mua Roi Nuoc* puppet shows in the 11th century, but people still watch performances today. They're magical.

16 Work with a partner and guess. When did these things happen? Match the sections to make sentences.

1	The first movie theater opened	in Vienna, Austria.	in 1765. They called it an animal menagerie.
2	The first zoo opened	in New Orleans.	in 1896. All the movies were silent.
3	Families bought their first TVs	in the U.S.,	in 1945. They cost \$100.



Which do you prefer watching; dance, theater, or movies? Why?

Unit 9 115

Warm-up



- Have students compare and contrast plays and movies. Ask: *How are a play and movie similar?* (People go to see both in a theater.) *How are they different?* (A play is acted live, while a movie is filmed before people see it.) Then ask students to compare and contrast dance performances with plays and movies.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about theater around the world.*
- Students will learn read and talk about theater around the world.

Pre-reading



Materials: World map or globe

- Read and point to the title of the article (*The World Stage*). Discuss with students the meaning, in this context, of *world* and *stage* (raised floor in a theater or other public place, on which entertainers, such as singers or actors, perform).
- Show students that the text is divided into four numbered sections. Tell students that the first section is an introduction to the text and that the remaining three each give information about theater in a different country of the world: Greece, Spain, and Vietnam. Find these three countries on the map.
- Write the Content Words on the board: *dramatic, flamenco, open-air painter, performance, play, popular, puppet, show, stage*. Say: *You will hear these words in the text.*

Reading



15 Listen and read. Where did the first theater open?

- Read the directions aloud. Have students listen to Audio Track 171. Have students listen and read, and then find out where the first theater opened (*Greece*).
- Place students in pairs and allow them time to discuss the meanings of the words according to the context. Then have them to use a dictionary to check the meanings. Ask students to write the words and definitions in their notebooks.

Practice 1

WB p. 110/ act. 20



20 Look and write.

- Read the directions aloud. Have students label the pictures using the words in the box.

Practice 2



16 Work with a partner and guess. When did these things happen? Match the sections to make sentences.

- Read the information in the three columns aloud for students to follow.
- Have students work in pairs to discuss which sentence parts go together.

MONITOR

Check answers as a class. (*Answers: 1 The first movie theater opened in New Orleans, in 1896. All the movies were silent. 2 The first zoo opened in Vienna, Austria, in 1765. They called it an animal menagerie. 3 Families bought their first TVs in the US, in 1945. They cost \$100.*)

ASSIST

While pairs are working, walk around and help them with any queries they may have.

Think BIG



21st Century Communication

- Ask students when was the last time they saw a play or a movie at a theater. Ask what they saw and if they enjoyed it. Ask if they've been to dance shows and, if so, where. Ask the Think BIG question, giving students time to discuss with a partner before answering.
- Point out that some words have more than one meaning. Tell students that the word *theater* can mean a place to see a play or movie. But theater can also mean dramatic works of art in general, including plays, musicals, puppet shows, and operas.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned about theater around the world.*

- Encourage awareness of what students have learned by asking them to quickly share some facts about theater around the world.

Homework

WB p. 110/ act. 21



21 Read the text in the Student's Book. Find the words. Use them to complete the sentences.

- Direct students to WB Activity 21 on page 110. Explain that students must unscramble the words and use them to fill in the blanks. Guide students to Student's Book Activity 15 to help them.

Writing Lesson

Lesson Flow



Warm-up



Lesson Objective



Presentation



Practice 1



Practice 2



Practice 3



Practice 4



Practice 5



Lesson Objective



Homework

Lesson Objective

I will learn to write sentences with a subject, verb, and object.

Writing | Sentence: Subjects, verbs, and objects

I will learn to write sentences with a subject, verb, and object.

Sentences have **subjects**, **verbs**, and **objects**.

They appear in this order:

We had fun.

They didn't see a show.

Did you see a sea lion show?



17 Find the **subjects**, **verbs**, and **objects**.

- 1 Did she visit a dairy farm?
- 2 They didn't see any scary paintings.
- 3 I learned about rocks.
- 4 Did you see a movie?

18 Circle the correct verb.

- 1 I **doesn't** / **don't** like peas.
- 2 Meg **go** / **goes** to art class.
- 3 They **is** / **are** my friends.
- 4 We **doesn't** / **don't** play soccer.
- 5 You **isn't** / **aren't** hungry.

19 Put the words in order to make detail sentences.

- 1 went We to the National Gallery.
- 2 old and new paintings. saw I
- 3 love I painting and listening to guides.
- 4 Our class famous artists. learned about

Warm-up



Materials: Children's books

- Put students in small groups. Give each group a children's book. Have each group select two to three sentences from the book and write them on the board.
- Read each of the sentences aloud, asking students to name the subject and verb in each sentence. Model: *The girls visit a museum.* (girls, visit)

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to write sentences with a subject, verb, and object.*
- Students will check the sentence and paragraph construction.

Presentation



- Read the text in the grammar box aloud. Explain that the object comes after the verb and that it can be a person, animal, place, or thing.
- Read each sentence aloud as a class, and then identify the subjects, verbs, and objects. Have them copy the sentences into their notebooks and circle the subjects in red, the verbs in blue, and the objects in green.

Practice 1



17 Find the subjects, verbs, and objects.

- Write Item 1 on the board. Read it aloud and have students repeat after you.
- Ask a student to tell you which word in the sentence is the verb. Ask another student to tell you which word is the subject, and another the object.
- Have students work independently to copy the sentences into their notebooks and underline the subjects, verbs, and objects in different colors.

MONITOR

Check answers as a class. (Answers: 1 *Did visit* – verb, *she* – subject, *dairy farm* – object; 2 *They* – subject, *didn't see* – verb, *scary paintings* – object; 3 *I* – subject, *learned* – verb, *rocks* – object; 4 *Did see* – verb, *you* – subject, *a movie* – object)

Practice 2

WB p. 111/ act. 22



22 Underline subjects in red, verbs in blue, and objects in purple.

- Read the directions aloud.
- Write Item 1 on the board. Read it aloud and have students repeat after you.
- Ask a student to tell you which word in the sentence is the verb. Ask another student to tell you which word is the subject, and another the object.
- Have students underline the subjects, verbs, and objects in the stated colors.

Practice 3



18 Circle the correct verb.

- Read the directions aloud. Complete the first item with the class. Invite volunteers to read both possibilities aloud to find the correct verb: *I doesn't like peas. I don't like peas.* Have students complete the activity independently.

MONITOR

Have volunteers read complete sentences aloud to check their answers. (Answers: 1 *don't*, 2 *goes*, 3 *are*, 4 *don't*, 5 *aren't*)

Practice 4

WB p. 111/ act. 23



23 What's missing? Write S for subject, V for verb, and O for object. Then complete.

- Read the directions aloud. Read Item 1. Discuss with students where a subject, verb, or object is missing. (object) Have students write O in the small box opposite the sentence.
- Ask: Which of the words in the box is most likely the correct object to complete the sentence? (paintings)
- Have students work in pairs to complete the activity.

Practice 5



19 Put the words in order to make detail sentences.

- Read the directions aloud and do Item 1 as a class. Unscramble the words or phrases to put the sentence in order. (Answer: 1 *We went to the National Gallery.*) Then have students complete the activity independently and check their answers with a partner.

MONITOR

Check the remaining answers as a class. (Answers: 1 *We went to the National Gallery. 2 I saw old and new paintings. 3 I love painting and listening to guides. 4 Our class learned about famous artists.*)

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I have learned to write sentences with a subject, verb, and object.*

- Encourage awareness of what students have learned by writing a simple sentence on the board, and asking them to identify the subject, verb, and object.

Homework

WB p. 111/ act. 24



24 Read and number in order. Then write your own paragraph.

- Direct students to WB Activity 24 on page 111. Students number the boxes in order, and then write the paragraph. Remind students that the order is title, topic sentence, detail sentences, and final sentence.

Writing | Sentence: Subjects, verbs, and objects

I will learn to write sentences with a subject, verb, and object.

Sentences have **subjects**, **verbs**, and **objects**.

They appear in this order:

We had fun.

They didn't see a show.

Did you see a sea lion show?



17 Find the **subjects**, **verbs**, and **objects**.

- 1 Did she visit a dairy farm?
- 2 They didn't see any scary paintings.
- 3 I learned about rocks.
- 4 Did you see a movie?

18 Circle the correct verb.

- 1 I **doesn't** / **don't** like peas.
- 2 Meg **go** / **goes** to art class.
- 3 They **is** / **are** my friends.
- 4 We **doesn't** / **don't** play soccer.
- 5 You **isn't** / **aren't** hungry.

19 Put the words in order to make detail sentences.

- 1 **went** **We** **to the National Gallery.**
- 2 **old and new paintings.** **saw** **I**
- 3 **love** **I** **painting and listening to guides.**
- 4 **Our** **class** **famous artists.** **learned about**

I will learn to use the sounds *nt, ld, nd, and st*.

172 **20** Listen, read, and repeat.

1 **nt**

2 **ld**

3 **nd**

4 **st**

173 **21** Listen and find. Then say.



tent



child



hand



nest

174 **22** Listen and blend the sounds.

1 p-l-a-n-t plant

2 o-l-d old

3 c-o-l-d cold

4 b-a-n-d band

5 s-a-n-d sand

6 a-n-t ant

7 ch-e-s-t chest

8 f-a-s-t fast

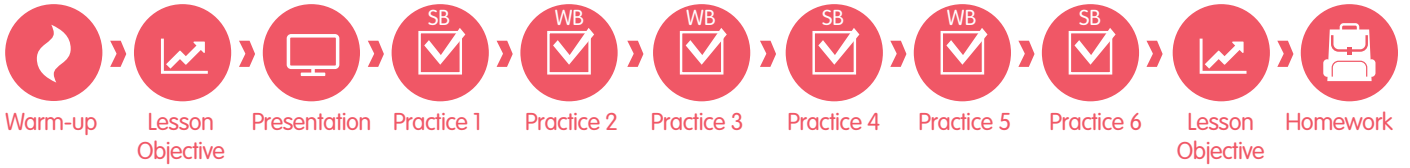
175 **23** Read aloud. Then listen and chant.

An old, cold band
Playing in the sand.
A fast ant
Playing in a tent.



Phonics Lesson

Lesson Flow



Lesson Objective

I will learn to use the sounds *nt*, *ld*, *nd*, and *st*.





Phonics | *nt, ld, nd, st*

I will learn to use the sounds *nt, ld, nd, and st*.

120 Listen, read, and repeat.

1 *nt* 2 *ld* 3 *nd* 4 *st*

121 Listen and find. Then say.


 **tent**  **child**  **hand**  **nest**

122 Listen and blend the sounds.

1 p-l-a-n-t	plant	2 o-l-d	old
3 c-o-l-d	cold	4 b-a-n-d	band
5 s-a-n-d	sand	6 a-n-t	ant
7 ch-e-s-t	chest	8 f-a-s-t	fast

123 Read aloud. Then listen and chant.

An old, cold band
Playing in the sand.
A fast ant
Playing in a tent.



Unit 9 117

Warm-up



Materials: Index cards

- Use index cards to make words cards for some of the words in this lesson (*tent, child, hand, nest*) and a few other words with the same sounds that students know (*ant, old, land, test*).
- Write the sounds *nt, ld, nd, and st* on the board. Show the cards one by one and read the words aloud. Invite volunteers to the board to point to the sounds on the board that are in the word on the card.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds nt, ld, nd, and st.*
- Students will identify the letters and distinguish between the sounds individually, and as part of words.

Presentation 172



20 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 172 and have students listen and point to each sound as it is said. Repeat.
- Replay the audio and have students say each sound again.

MONITOR

As students listen, check that they are pointing to the correct sound, and listen for correct pronunciation.

Practice 1 P. T145

173



21 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 173 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

MONITOR

As students repeat, check that they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

ASSIST

Replay the audio as needed. Students can also work with a partner to check that they are pointing to the correct word and saying it properly.

Practice 2 WB p. 112/ act. 25



25 Read and circle *nt*, *ld*, *nd*, and *st*.

- Read the directions aloud. Have students work individually to find and circle the letters in the box.

Practice 3 WB p. 112/ act. 26



26 Underline the words with *nt*, *ld*, *nd*, and *st*. Then read aloud.

- Read the directions aloud. Have students work individually to underline the words.

Practice 4 174



22 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 174 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

As students repeat, check they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

ASSIST

Replay the audio as needed.

Practice 5 WB p. 112/ act. 27



27 Connect the letters. Then write.

- Read the directions aloud. Then have them match one item from each column so that there are three correct words. Guide them till they identify the correct matches.
- Students now write the words in the last column.

Practice 6 175



23 Read aloud. Then listen and chant.

- Read the directions aloud. Read aloud the chant while students follow in their books.
- Play Audio Track 175 and have students listen. Replay several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and correct use of language. Check answers as a class.

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have learned to use the sounds nt, ld, nd, and st.*

- Encourage awareness of what students have learned by saying a few words from this lesson and quickly eliciting from students the sounds that they hear in those words (*nt*, *ld*, *nd*, and *st*).

Homework P. T145

176

WB p. 112/ act. 28



28 Listen and write.

- Direct students to WB Activity 28 on page 112. Tell students to listen to the audio again and complete the sentences.

Extra Application and Practice Activity

Materials: Index cards

- Put students in small groups, and give each group about 15 index cards. Explain that they should write words they have learned from the phonics lessons in this unit and in Unit 7. However, they should split the words, for example, *plant* should be split as *pla* on one card and *nt* on another.
- Then have students shuffle all the index cards and spread them out in front of the group. Each member should have a turn at making a word. When students have all had a turn, have the groups exchange cards and play again.

Values Lesson

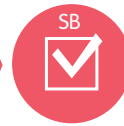
Lesson Flow



Warm-up



Lesson Objective



Practice



Speaking



Project



Lesson Objective

Lesson Objective

I will learn to talk about my talents.

Key Language

Recognize your talents.

Values | Recognize your talents.

I will learn to talk about my talents.

24 Complete the chart using the words from the box.

basketball dance drawing English math
painting science soccer swimming



Sports	Arts	School Subjects
_____	_____	_____
_____	_____	_____
_____	_____	_____

25 Work with a partner. Talk about your talents.



Do you like math?

No, I don't. But I like art! I'm good at painting.



Project

26 Have a **Talent Show**. Share your talent with the class.

Class Talent Show



Warm-up



21st Century Self Esteem

- Ask students to review some of the different types of activities they have learned about in this unit. Ask if they are good at any arts activities, such as painting, theater, or dance. Encourage them to share other things they do well.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about my talents.*

- Students will learn about the importance of recognizing their own talents. Help students define *talent* in their own words, and make sure they understand the meaning.

Practice



24 Complete the chart using the words from the box.

- Read the directions aloud. Read the words in the box, and tell students that there are different types of talents.
- Have students write each word in the correct column in the chart.

MONITOR

Copy the chart onto the board, and complete it as a class. (Answers: Sports: basketball, soccer, swimming; Arts: dance, drawing, painting; School Subjects: English, math, science)

CHALLENGE

Have students work in pairs to add one more word to each column. Have two pairs compare ideas and add more words if they wish.

Speaking



25 Work with a partner. Talk about your talents.

- Read the directions aloud. Pair students, and invite a volunteer pair to read the speech bubbles.
- Have partners take turns asking and answering about their own talents using the words from Activity 24 or their own ideas.

MONITOR

Walk around and listen to students while they work. Provide error correction if necessary.

21st Century Social Skills

- Encourage students to acknowledge and appreciate their classmates' talents. Give examples of how to praise a talent: *You're good at... I like how you...* Remind students to say thank you when someone compliments them.

Project



26 Have a Talent Show. Share your talent with the class.

- Read the directions aloud and point to the picture for students to say what kind of talent these children have (*music*).
- Have students choose their own talent, and group them by type (sports, arts, school subjects). Encourage students who have the same talent to work together if they wish.
- Have students plan what they are going to share in the talent show. If students are working in groups have them agree what each person will do.

ASSIST

Help students prepare what they will say about their talent during the show. If students are working together, make sure all students have an opportunity to talk.

- For homework, ask students to prepare any special materials and objects they may need for the talent show.
- Make a program of all the acts.
- Hold the talent show in the next class.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Today I learned to talk about my talents.*

- Encourage awareness of what students have learned by asking volunteers to tell the class one of their talents.

Extra Application and Practice Activity

- Have students write one activity from Activity 24 on a sticky note. Encourage them to choose an activity they think is one of their talents, or that they would like to have as a talent.
- Tell students that when you say "Go" they should try to find someone with the same activity. Have students race to match themselves as quickly as possible.

Values | Recognize your talents.

I will learn to talk about my talents.

24 Complete the chart using the words from the box.

basketball dance drawing English math
 painting science soccer swimming



Sports	Arts	School Subjects
_____	_____	_____
_____	_____	_____
_____	_____	_____

25 Work with a partner. Talk about your talents.



Do you like math?

No, I don't. But I like art! I'm good at painting.



Project

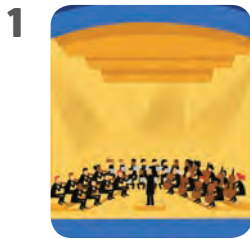
26 Have a Talent Show. Share your talent with the class.

Class Talent Show



Review

27 Look and say the places.



28 Complete the dialog. Then role-play with a partner.

A: Hey! How are you, Claudia?

B: I'm fine, Dad.

A: Where did you ¹_____ today?

B: I ²_____ on a school trip to the zoo.

A: Cool! What ³_____ you ⁴_____?

B: We saw a ⁵_____ and a giraffe.

A: That sounds fun. Did you ⁶_____ it?

B: Yes. I ⁷_____. It ⁸_____ really fun!



29 Make up your own field trip. Then talk with a partner.

1 Where did you go?

2 What did you see?

3 Did you like it?
Why or why not?

We went to a toy museum. We saw some very old toys. Some of them were a hundred years old! We liked it a lot.



I Can

- use words for places to visit on a school trip.



- ask and answer questions using the past simple.



- talk about school trips.



- write sentences with a subject, verb, and object.



Review Lesson

Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review

27 Look and say the places.

1 2 3 4

28 Complete the dialog. Then role-play with a partner.

A: Hey! How are you, Claudia?
 B: I'm fine, Dad.
 A: Where did you ¹_____ today?
 B: I ²_____ on a school trip to the zoo.
 A: Cool! What ³_____ you ⁴_____?
 B: We saw a ⁵_____ and a giraffe.
 A: That sounds fun. Did you ⁶_____ it?
 B: Yes. I ⁷_____. It ⁸_____ really fun!

29 Make up your own field trip. Then talk with a partner.

1 Where did you go?
 2 What did you see?
 3 Did you like it? Why or why not?

We went to a toy museum. We saw some very old toys. Some of them were a hundred years old! We liked it a lot.

I Can

• use words for places to visit on a school trip.	• ask and answer questions using the past simple.	• talk about school trips.	• write sentences with a subject, verb, and object.
★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★

Unit 9 119

Warm-up



- Tell students you will give them a puzzle to solve. Write these names and places on the board: *Ana, Bruno, Carlos, art museum, national park, zoo*. Say: *Each student went to one place. I will give you three clues. Can you tell me who went on each trip?*
- Read these clues aloud: *Ana did not go to the national park. Bruno did not go outside. Carlos did not go indoors at all.*
- Have students use logic to find the correct answer. (Answer: *Bruno went to the art museum. Ana went to the zoo. Carlos went to the national park.*)

- Students will name places to visit outside of school, and talk about actions in the past and a place they have visited.
- Students complete the *I Can* section, which helps them assess their own learning and think about their progress.

Lesson Objective



INVOLVE

Introduce the lesson objective: Say: *Today I am reviewing the words and structures of the unit.*

Practice 1



Materials: Flashcards: Unit 9, places to visit

- Remind students about the song they sang a few lessons before and refer them to the song on the Song lesson page.
- Play Audio Track 160 (the song with the lyrics). Have students follow along and join in.
- Once students are familiar with the song again, have them practice it using the karaoke version (Audio Track 163). You could use Flashcards to encourage students to sing about other places to visit that aren't in the song.

Video

Dramatic

U 09



- Refer to the Video Guide for pre-watching and post-watching activities.

Practice 2



27 Look and say the places.

- Read the directions aloud and have students work in pairs to identify each place.

MONITOR

Check answers as a class. (Answers: 1 concert hall, 2 national park, 3 dairy farm, 4 art gallery)

Practice 3

WB p. 113/ act. 29



29 Read and write. Use words from the box. Then match.

- Read the directions aloud. Student will use the words from the box to complete the sentences.
- Have students complete the activity independently.

Practice 4



28 Complete the dialog. Then role-play with a partner.

- Read the directions aloud and have students complete the activity independently by writing the full dialog in their notebooks.

MONITOR

Check answers as a class. (Answers: 1 go, 2 went, 3 did, 4 see, 5 bear, 6 like, 7 did, 8 was)

Practice 5



Materials: Poster paper, art supplies

29 Make up your own field trip. Then talk with a partner.

- Have students plan their school trip on a piece of poster paper, and illustrate it.
- Pair students and have them discuss and compare their planned trips.

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help, and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 9 Practice Tests in the Assessment Pack.

WB Unit 9/ p. 124

- Direct students who need help with grammar in particular to the Unit 9 Extra Grammar Practice (Workbook, page 124).
- For further vocabulary work, students can access games in the Big English Student World.



Homework

WB p. 113/ act. 30



30 Read and write. Use the past form of the verb in parentheses.

- Direct students to WB Activity 31 on page 113. Tell students to complete the sentences using the correct form of the word which is in parentheses/brackets after each sentence.

Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 9 Test in the Assessment Pack.
- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 9 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

Extra Application and Practice Activity

Materials: Index cards

- Give students six index cards each. Tell them to write a verb on two, a subject on another two, and an object on the last two.
- Have students place their cards in the three labeled boxes: *Subject, Verb, Object*.
- Invite volunteers to select one of each and write a silly sentence on the board. Model: *The lion talks about art.* Have students read the sentences aloud.

Checkpoint 7–9 Lesson 1

Lesson Flow



Warm-up Lesson Objective Self-assessment Practice

Lesson Objective

To think about how well I can use what I have learned in Units 7–9.

Checkpoint | Units 7–9

How well do I know it? Can I use it?

1 Think about it. Read and circle. Practice.



I know this.



I don't know this.



I need more practice.

1 Food: bread, mustard, onions, turkey...	p. 84
2 Healthy habits: ate breakfast, drank water, got enough sleep, rode my bike...	p. 96
3 School trip places: aquarium, museum, national park, theater...	p. 108
4 Is there any pizza? Yes, there is some pizza.	p. 89
5 Did you get enough sleep? Yes, I did .	p. 101
6 Where did they go? They went to the museum. Did they like it? Yes, they liked it.	p. 113



Warm-up



Materials: Construction paper

- Have students play *Word Toss* to review key vocabulary from Units 7–9. Ask each student to select two or three words from these units, write them on a sheet of construction paper, and cut the words out. Scatter the words on the floor and have students take turns tossing *Bingo* markers, coins, or other small objects at the words. If the marker lands on a word, the player uses the word in a sentence. Classmates decide if the sentence uses the word correctly. If so, the player takes the word from the floor and scores one point. Play until all words have been used and then compare scores.

Lesson Objective



INVOLVE

- Introduce the lesson objective: *Today I will think about how well I can use what I have learned in Units 7–9.*
- Students will review key language in Units 7–9.

Self-assessment



1 Think about it. Read and circle. Practice.

- Read the descriptions aloud as students point to the face icons at the top of the page. Have them use markers or colored pencils to complete the checklist. They will choose a different color when they review this list at the end of the Checklist.

MONITOR

Follow the suggestions below to review the key language in these units. Listen for correct use of vocabulary and grammar. Remind students that they will be asked to assess their own abilities.

ASSIST

Encourage students to turn to the page references in the checklist when they need additional support or to refresh their memories.

21st Century Self-Direction

- Remind students that they completed Checkpoints to review the skills they learned in Units 1–3 and Units 4–6. Have students review those Checkpoints to recall how they used a checklist to monitor their own progress. As students complete the checklist for Units 7–9, emphasize that there are no right or wrong answers. Students should circle face icons that show how they feel about each skill.

Food (page 84)

Write words from page 84 on the board and have partners play *Pictionary*. Players take turns drawing one of the foods and partners try to guess it.

Healthy habits (page 96)

Have volunteers take turns reading a sentence from the captions on page 96 aloud. Ask classmates to use a

“thumbs up” or “thumbs down” sign to say whether each activity is healthy or not healthy.

School trip places (page 108)

Invite students to brainstorm a list of places for school trips. Write the list on the board. Then have students look at page 108 to find additional suggestions for the list.

Is there any...? No, there isn't. There are some... (page 89)

Have students draw foods, or use their drawings from playing *Pictionary*. Have students ask and answer questions about the foods shown. Model: *Is there any mustard? No, there isn't. Are there any peppers? Yes, there are.*

Did you get enough...? (page 101)

Invite students to complete this question: *Did you get enough...?* Have pairs ask and answer. Encourage students to give additional information with their answers. Model: *Did you get enough sleep? Yes I did. I feel great. Did you eat enough breakfast? No, I didn't eat breakfast. I feel awful.*

Where did they go? What did they see? Did they like it? (page 113)

Replay Audio Track 167. Pause after each dialog and have students answer the target skill questions.

Practice

WB pp. 114 & 115/ act. 1, 2, 3, 4 & 5



1 Look at the paths for Matt's day and draw.

- Direct students to WB Activity 1 on page 114. Read the directions aloud. Have a volunteer read the text in the first circle. Ask: *Is this healthy or unhealthy?* Have students draw a smiling mouth for healthy, and an unhappy one for unhealthy, on the face. Students complete the activity independently.

2 Choose one path. Draw the path. Learn about Matt's day.

- Direct students to WB Activity 2 on page 114. Read the directions aloud. Students use a colored pen to draw a path from circle to circle to decide how Matt's day was.

3 Look at your path in 2. Answer about Matt's day.

- Direct students to WB Activity 3 on page 114. Read the directions aloud. Students answer the questions based on the path they drew for Matt's day.

4 Use your path to write a paragraph about Matt's day. Write a title.

- Direct students to WB Activity 4 on page 115. Read the directions aloud. Students use the path they drew, and the answers they wrote in Activity 3, to write a paragraph about Matt's day.

5 Work in a group and share.

- Read the directions aloud. Students share their paragraphs about Matt's day and discuss.

Checkpoint 7–9 Lesson 2

Lesson Flow



Warm-up



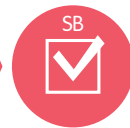
Lesson Objective



Pre-listening



Listening



Practice

Lesson Objective

To put together what I have learned in Units 7–9.

I can do it!



Get ready.

A. Complete the dialog with Kelly's answers. Then listen and check.

Kelly: Hello?

Dad: Hi, Kelly. It's Dad.

Kelly: Oh, hi, Dad!

Dad: How is New York City?

Kelly: 1 _____

Dad: What did you do yesterday?

Kelly: 2 _____

Dad: That sounds fun. Did you like it?

Kelly: 3 _____

Dad: Great. So, when is your soccer game?

Kelly: 4 _____

Dad: I see. Did you get enough sleep last night?

Kelly: 5 _____

Dad: That's good. Did you eat breakfast this morning?

Kelly: 6 _____

Dad: That sounds delicious! Well, good luck today. Call me after your game.

Kelly: OK, Dad. Talk to you later.

Dad: Bye.

Kelly's answers

a Yes, Dad. I ate a big pancake.

b Yes, it was great! We saw a lot of interesting paintings.

c Yes, I went to bed at 7:00 last night.

d We went to the Museum of Modern Art.

e It's today. It starts at 2:00.

f It's really cool. We arrived yesterday afternoon.

B. Practice the dialog in **A** with a partner. Make up your own answers.



1

2

3

4

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9

Warm-up



- Write *sounds* on the board. Say: *This word can tell about something you hear. It might be a noise or music. It might also be something that someone tells you. Model: The dog sounds loud. The music sounds pretty. That movie sounds amazing!* Have students say sentences with the word *sounds*.

Lesson Objective



INVOLVE

- Introduce the Lesson Objective: *Today I will put together what I have learned in Units 7–9.*
- Students will complete and practice a dialog. Then they will practise and revise it.

Pre-listening



- Read the directions and the names *Dad* and *Kelly* aloud. Say: *This dialog is a phone call. Kelly is visiting New York City.* Have students look at the picture and make predictions about the dialog.

Listening



2 Get ready.

A Complete the dialog with Kelly's answers. Then listen and check.

- Have students read the dialog aloud. Point out that Dad asks Kelly many questions. Then have volunteers read the answers aloud. Point out that the answers are not in the correct order. Ask questions to help students fill in the first blank. Ask: *What question does Dad ask Kelly first? (How is New York City?) Which answer makes sense? (It's really cool. We arrived yesterday afternoon.)*

- Have students complete the dialog independently. Remind them that reading aloud as they work can help them figure out the correct order.
- Play Audio Track 177 twice. First, have students focus on listening comprehension. Then have them check to see if ordered the dialog correctly.

MONITOR

- Check answers as a class. (Answers: 1f, 2d, 3b, 4e, 5c, 6a)

ASSIST

- Play Audio Track 177 and have students listen once all the way through before completing the dialog.

Practice



B Practice the dialog in A with a partner. Make up your own answers.

- Read the directions aloud and invite students to practice the dialog. Encourage students to change roles to review all of the unit language.

MONITOR

- Listen for correct pronunciation, intonation, and use of language as students practice the dialog.

CHALLENGE

- Invite students to repeat the dialog, but with their own answers for Kelly. Point out that they may need to change some of Dad's words, too. For example, if Kelly says she didn't get enough sleep, Dad won't say "That's good."

Have students research New York City to find one or two other places that Kelly might have visited. Encourage them to add interesting information about the places to their revised dialog.

- Invite partners to share their dialogs with the class.

Checkpoint 7–9 Lesson 3

Lesson Flow



Warm-up



Lesson Objective



Practice



Speaking

Lesson Objective

To put together what I have learned in Units 7–9.

Checkpoint | Units 7–9

3 Get set.



STEP 1 Cut out the cards on page 137.



STEP 2 Read Dialog 1 below. Then place the cards in order to create Dialog 2.



STEP 3 Look at the pictures below. Choose the picture that illustrates each dialog. Now you're ready to **Go!**



4 Go!

A. With a partner, practice Dialog 1. Change parts and practice again.

A: Where did you go yesterday?

B: We went to a big art gallery.

A: What did you do there?

B: We looked at some paintings.

A: Did you like it?

B: Not really. The paintings were strange.

A: What did you eat for dinner?

B: I ate a big pizza. It was delicious.

A: Did you get enough sleep last night?

B: No. I went to bed at 11:00.

A: Did you eat breakfast this morning?

B: No. I drank some water. I feel a bit sick.

Where did you go yesterday?

We went to a big art gallery.

B. Use your cards to act out Dialog 2 with a partner.

Warm-up



3 Get set.

- Read the directions and steps aloud. Point out that these dialogs are also telephone calls.
- Have students read the dialog. After reading it several times, encourage students to repeat it without using the book. Ask a third student to monitor the dialog. Prompt questions or answers, as needed.
- Have students preview the dialog cards on page 137. Say: *You will put these cards in order to act out a dialog.* Have students read the cards aloud. Explain any unfamiliar terms, as needed.
- Point out that the dialog is divided into two parts: A and B. Encourage students to give each part a name. Model: *You might choose names that begin with these letters, such as Adam, Ana, Benny, Bella.*
- Have students cut out the cards on page 137 and put the dialog in order.

MONITOR

Ask: *Which picture goes with Dialog 1? Why?* (The picture on the right. The girl does not feel good because she didn't get enough sleep and didn't eat breakfast.)
Which picture goes with Dialog 2? Why? (The picture on the left. The boy ate a good breakfast and feels ready for the big game.)

ASSIST

Point out that the dialog follows this pattern: question, answer, question, answer. Have students first match the questions and answers, and then put the matching pairs in a logical order.

Lesson Objective



INVOLVE

- Introduce the Lesson Objective: *Today I will put together what I have learned in Units 7–9.*
- Students will act out dialogs about school trips and healthy habits.

Practice



4 Go!

A With a partner, practice Dialog 1. Change parts and practice again.

- Remind students that they are acting out a telephone call between two people.

Encourage them to use props for telephones. Remind students to take turns as they ask and answer questions.

MONITOR

Check to ensure that students use correct intonation and confirm that the order of their dialogs assembled from the cutout cards on page 137 makes sense.

Speaking



B Use your cards to act out Dialog 2 with a partner.

- Students now do the same with Dialog 2.
- After allowing partners time to practice both dialogs and both parts, invite them to choose their favorite version and share it with the class.

CHALLENGE

Invite students to write a third version of the dialog, using similar questions and different answers. Remind them that the new dialog should be a telephone call, and students should talk about a field trip, healthy habits, and foods. Then partners work together to create an illustration for their new dialog, similar to the illustrations in Activity 3. Have students share their work and explain the choices they made as they worked.

- Whenever students practice a dialog, swapping roles will help them broaden their experience, as well as correct each other's work. Once a student has acted out a role, he or she becomes an expert in that role. Encourage students to share advice, such as tips for pronunciation or intonation, before they switch parts.

Checkpoint 7–9 Lesson 4

Lesson Flow



Lesson Objective

To think about how well I can use what I have learned in Units 7–9.

5 Write about yourself in your notebook.

- Where did you go last weekend?
- What did you do there?
- Did you like it?
- Did you get enough sleep last night?
- Did you eat a healthy breakfast?

All About Me

How well do I know it now?

6 Think about it.

A. Go to page 120. Look and circle again.

B. Check (✓).

I can ask my teacher for help.

I can practice.

7 Rate this Checkpoint. Color.



hard



OK



easy



not fun



OK



fun

1

2

3

4

5

6

7

8

9

Warm-up



- Ask: *What is a healthy breakfast?* (Answers will vary. Students should describe healthy foods and balanced breakfasts.) Write a list of healthy breakfast foods on the board. (Examples include: *bananas, cereal, eggs, milk, toast*)

Have students review their *All About Me* entries on pages 43 and 83. Discuss how their entries would be different if they were to write them today.

CHALLENGE

Invite students to write new journal entries for page 43 or 83. Remind them to add today's date to their new entries.

Lesson Objective



INVOLVE

Introduce the lesson objective: *Today I will think about how well I can use what I have learned in Units 7–9.*

- Students will write about themselves. Then they will look back at Units 7–9 and think about how well they can use what they have learned.

Practice



5 Write about yourself in your notebook.

- Read the directions, questions, and journal title aloud.
- Have students begin by writing today's date. Then have them write answers to the questions. Encourage students to use complete sentences. Provide students with additional journal pages as needed.
- Invite students to read aloud their *All About Me* entries and compare them with their classmates' entries.

MONITOR

Ask students to report on their classmates' habits and activities after listening to the journal entries to confirm that they have understood what they heard.

21st Century Critical Thinking

- Use questions to encourage students to make generalizations: *What activities are very popular in our class? What foods are popular? What healthy habits do most of us have?*

Self-assessment 1



6 Think about it.

A Go to page 120. Look and circle again.

- Read the directions aloud.

21st Century Self-Direction

- Have students turn to page 120 and think about each of the checklist items again. Encourage students to take their time and think about each item carefully. Suggest that they read each item aloud and look back to the pages named as they review their skills.
- Make sure that students use a different colored pencil or marker as they reassess their understanding and use of each checklist item.
- Students may want to circle the same face icon when they revisit the exercise. Model drawing the second circle outside the first so that both colors are visible, rather than covering up the first circle with the second color.

B Check (✓).

- Read the directions and items aloud. Say: *Check the box or boxes that tell how you feel about Units 7–9. Say: Think about each statement. Say: Which is true for you?*
- Students can use the “Look and circle” exercise on page 120 to help them choose a response. If they circled ten to twelve smiling faces, they can practice their English with confidence. If they circled fewer than ten smiling faces, they should probably check *I can ask my teacher for help.*

Self-assessment 2



7 Rate this Checkpoint. Color.

- Read the directions aloud. Point out that they will color only one star in each section. Say: *First, you will say if the Checkpoint was easy, OK, or hard. Then you will say if it was fun, OK, or not fun.*
- Have students complete the rating individually.

Cutouts for Checkpoints

Cutouts for Page 42, Checkpoint Units 1-3

ask a question with: What time...	ask a question with: When...	ask a question with: in the morning / afternoon / evening
ask a question with: at ____ : ____ (time)	ask a question with: before work	ask a question with: after work
answer with: I...	answer with: I always...	answer with: I usually...
answer with: I sometimes...	answer with: I never...	answer with: I have to...

Checkpoint Cutouts Units 1-3 133

Cutouts for Page 82, Checkpoint Units 4-6

All About _____
(animals)

_____ can _____
(animals) (activity)

But they can't _____
(activity)

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Checkpoint Cutouts Units 4-6 135

Cutouts for Page 82, Checkpoint Units 4-6

_____ live in _____
(animals) (habitat)

It's _____ there.
(weather word)

_____ eat _____
(animals) (food)

Checkpoint Cutouts Units 4-6 136

Cutouts for Page 122, Checkpoint Units 7-9

Dialog 2

A: Did you eat breakfast this morning?
B: Yes, it was awesome. Sharks are cool!

A: Did you like it?
B: I ate chicken, rice, and salad.

A: What did you do there?
B: Yes, I had yogurt, fruit, and toast. I'm ready for the baseball game!!

A: What did you eat for dinner?
B: We went to the aquarium.

A: Where did you go yesterday?
B: We saw a movie about sharks.

Checkpoint Cutouts Units 7-9 137

Stickers

Stickers

Unit 1, page 8



Unit 2, page 20



Unit 3, page 32

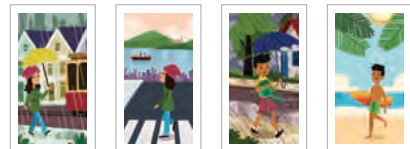


Stickers

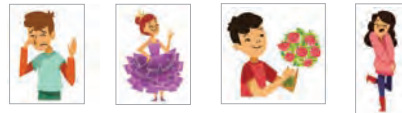
Unit 4, page 48



Unit 5, page 60



Unit 6, page 72



Stickers

Unit 7, page 88



Unit 8, page 100



Unit 9, page 112



Cambridge Young Learners English: Movers Practice Paper

Cambridge Young Learners English: Movers Practice Paper | Listening A

– 5 questions –

 Listen and the box. There is one example.

What is his job?



A



B



C

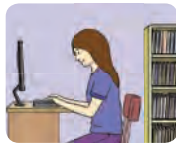
1 What is her job?



A



B



C

2 What time does she usually stop working?



A



B



C

3 What does she have to do every day?



A



B



C

4 What does she like about her job?



A



B



C

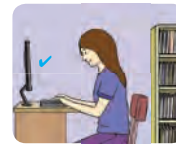
5 What job would she like to have in the future?



A



B



C

124 Listening A

Listening A 125

Listening A

In this part, students listen for information and then check the correct picture.

Do the test

- 1 Ask students to turn to pages 124–125. Read the questions aloud and make sure students understand what each question means.
- 2 Ask students to look at the pictures and to guess what each dialog will be about. Prompt students to talk about the objects, clothing, and activities shown. (*What is he wearing? What is he holding? What is she doing? etc.*)
- 3 Teach any unfamiliar words as necessary.
- 4 Read the directions aloud, then play the first part of the recording. Go through the example.
- 5 Play the rest of the recording. While they listen, students check the box below the illustration that correctly answers the question.
- 6 Let students listen to the recording again. Check answers. Call on students to describe one or two of the pictures.



Audio Script

Narrator: Listen and check the box. There is one example. What is his job?

Man: Excuse me, could I ask you a few questions?

Woman: Well, I'm a bit busy... What is this for?

Man: I'm a TV reporter. We're interviewing people about their jobs.

Woman: I guess it's OK. But I only have a minute.

Man: Thank you.

Narrator: Can you see the check? Now you listen and check the box. One. What is her job?

Man: Let's begin. Please tell me what you do.

Woman: I'm an artist.

Man: How interesting. Do you paint?

Woman: Yes, I use watercolors. But I also use pencils.

Man: What kind of paintings do you do?

Woman: I create illustrations for books.

Man: You draw and paint the pictures?

Woman: Yes, exactly.

Narrator: Two. What time does she usually stop working?

Man: Tell us about your schedule.

Woman: Well, I get started at about 8.

Man: Do you work all day?

Woman: Yes, but I usually take a break at noon.

Man: And then you go back to work?

Woman: Oh, yes.

Man: For how long?

Woman: Sometimes I stop at 4 o'clock, but on most days I work until 5.

Narrator: Three. What does she have to do every day?

Man: Being an artist sounds like fun.

Woman: I enjoy what I do, but it *is* a business.

Man: What do you mean?

Woman: I have to talk on the phone and send emails every day. Sometimes I have to go to meetings.

Narrator: Four. What does she like about her job?

Man: What's the best part of your job?

Woman: Well, it's not talking on the phone.

Man: Drawing and painting?

Woman: No, surprisingly. I love to see kids reading the finished book.

Man: That must give you a great feeling.

Woman: It does.

Narrator: Five. What job would she like to have in the future?

Man: Do you ever think about changing jobs?

Woman: Sometimes, yes, I do.

Man: What else would you like to do?

Woman: I think I'd like to be a writer.

Man: Well, I think those are all my questions. Thank you very much for talking to us.

Woman: It was my pleasure.

Narrator: Now listen again.

– 5 questions –



Listen and draw lines. There is one example.



126 Listening B

Listening B

In this part, students draw lines to match names with people in a picture.

Do the test

- 1 Ask students to turn to page 126. Read the children's names and ask the students to repeat.
- 2 Ask students to name all the animals and activities in the picture: *What kind of animal is this? (a penguin) Look at the boy with the glasses. What's he doing? (looking at a parrot)*
- 3 Play the first part of the recording. Go through the example.
- 4 Play the rest of the recording while students match the names with the people.
- 5 Let students listen to the recording again. Check answers.



Audio Script

Narrator: Listen and draw lines. There is one example.

Girl: Isn't this a great zoo?

Boy: I've never seen so many animals!

Girl: Where should we go first?

Boy: Let's go see the penguins.

Girl: Where are they?

Boy: Over there. Do you see Fred? He's standing in line to see them.

Girl: I don't know. Let's go there later.

Narrator: Can you see the line? This is an example. Now you listen and draw lines. One.

Boy: We could go see the polar bear.

Girl: That sounds like fun. Vicky is coming out of the bear exhibit right now.

Boy: But it looks like the polar bear is going to take a nap.

Girl: Let's go after he wakes up.

Boy: Good idea.

Narrator: Two.

Boy: By the way, where is Sally?

Girl: She's over there, buying tickets.

Boy: For what?

Girl: The sea lion show. It starts in five minutes.

Boy: Wow, I would love to see that.

Girl: Me, too. But not right now. Let's go later.

Narrator: Three.

Boy: What about John? Where's he?

Girl: He's standing by the parrot cage.

Boy: It looks like he's having a nice conversation with them.

Narrator: Four.

Boy: Well, where should we go?

Girl: I have an idea. Let's go see the lizards first.

Boy: You mean, over there, where Mary is standing?

Girl: Yes, after that we can go and see the penguins and polar bear.

Boy: By then we can buy tickets for the sea lion show, too.

Girl: We have a big day ahead of us. Let's get started!

Narrator: Now listen again.

– 5 questions –



Listen and write. There is one example.

Susie's School Trip

What Susie did today: went on a school trip1 Where she went: Museum of Science2 What she did in the morning: studied rocks3 What she had for lunch: sandwich and chips4 What she did in the afternoon: watched a movie5 What she learned: Earth is made up of rocks

Listening C 127

Listening C

In this part, students listen to a dialog and take notes.

Do the test

- 1 Ask students to turn to page 127. Read the prompts and make sure students understand what they mean. Encourage them to guess what type of information or word(s) might be missing and to give some examples.
- 2 Play the first part of the recording. Go through the example.
- 3 Play the rest of the recording. Students take notes, writing information on each line of the notepad while they listen.
- 4 Let students listen to the recording again. Check answers.



Audio Script

Narrator: Listen and write. There is one example.

Girl: Hi, Aunt Mary.

Woman: Hi, Susie. How was school today?

Girl: It was fun. We went on a field trip.

Woman: A field trip? How exciting!

Narrator: Can you see the answer? Now you listen and write. One.

Woman: Tell me about the trip. Where did you go?

Girl: We went to the Science Museum.

Woman: Is it like an art gallery?

Girl: Not really. An art gallery has paintings you can look at. The Science Museum has things you can do.

Narrator: Two.

Woman: Did you do experiments at the museum?

Girl: No, but we did lots of other things.

Woman: What did you do first?

Girl: In the morning, we studied rocks. We got to collect rocks and sort them into different categories. I felt like I was a scientist!

Narrator: Three.

Woman: Did you take your lunch with you?

Girl: No, we had lunch at the museum café.

Woman: Did you have pizza? I know you love pizza.

Girl: No, they didn't have pizza at the café. I just had a sandwich and chips.

Narrator: Four.

Woman: What did you do in the afternoon?

Girl: We watched a movie.

Woman: Was it about rocks?

Girl: Kind of... It was about earthquakes.

Woman: I see. How interesting!

Narrator: Five.

Woman: Well, it sounds like you learned a lot of things today.

Girl: I did.

Woman: What's the main thing you learned?

Girl: We learned mainly about rocks. Earth is made up of lots and lots of rocks. Rocks look very solid, but they change over time.

Woman: Wow... you *are* like a scientist.

Narrator: Now listen again.

– 7 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–6. There is one example.

Today starts off like any other day for Paul. He wakes up and gets out of bed. Then he goes into the bathroom and ¹ washes his face. After that, he ² eats breakfast and takes the bus to school. But something is different today. At lunch, he doesn't have to wait in line. The other kids let him go to the front. After school, Paul comes home. He usually has to ³ feed the dog and take him for a walk, but today his sister does it for him. In the evening, Paul's mom cooks his favorite dinner. He always has to ⁴ wash dishes after dinner, but today he gets a break. Instead of doing chores, he gets to ⁵ play games with his brother and sister. What's different about today? It's Paul's birthday. He almost always ⁶ goes to bed at 8 o'clock, but today his parents let him stay up late and eat ice cream. "I wish every day was like today," says Paul.

Example



My Everyday Life



My Everyday Life



My Everyday Life



My Everyday Life



My Everyday Life



My Everyday Life



My Everyday Life



My Everyday Life



My Everyday Life

⁷ Now choose the best name for the story.

✓ one box.

My Everyday Life
A Very Special Day
Time for a Break

Reading & Writing A

In this part, students choose and copy phrases to complete a story and then choose the best title for the story.

Do the test

- 1 Ask students to turn to pages 128–129. Give them a minute to read the text quickly for the gist, ignoring the blank spaces for now.
- 2 Read the directions aloud, explaining that students must use phrases from the next page to complete the sentences.
- 3 Discuss the example together, pointing out that *wakes up* is taken from the box on the next page. Go over the rest of the phrases in the box, reminding students to choose phrases from this list.
- 4 Give students some time to read the text carefully and to try to guess which phrase goes on each blank space. This will help them choose the right phrase when they do see the answer choices in the box.
- 5 Students choose the best phrase from the box on the next page for each blank space.
- 6 Ask students to compare answers in pairs.
- 7 Check answers.
- 8 Students choose the best name for the story. Check answers.

– 5 questions –

Read the text. Choose the correct words and write them on the lines.



Example Bears live in many different kinds of places around the world. Some bears live in forests and mountains. Grizzly bears, for example, live in the Rocky Mountains, in the United States. They explore when the weather is warm and they sleep during the long winter. They can climb trees and catch fish.

1 the weather is warm and they sleep during the long
 2 winter. They can climb trees and catch fish.
 3 Polar bears live in the Arctic, where it's snowy
 4 and cold all year round. They have thick fur
 to protect them from the cold and they hunt for fish
 5 under the ice. Like all other bears, they fit
 right into their environment.

Example ocean desert world

- | | | |
|------------|--------|-------|
| 1 weather | water | world |
| 2 can | should | will |
| 3 snowy | hot | rainy |
| 4 feathers | beaks | fur |
| 5 rock | ice | wood |

Reading & Writing B

In this part, students complete a text by selecting and copying words from a list of answer choices.

Do the test

- 1 Ask students to turn to pages 130–131. Ask them to predict the content of the text from the pictures and the title.
- 2 Read the directions aloud and discuss the example together.
- 3 Give students some time to read the text carefully and to try to guess which word goes in each blank space. They should do this first without looking at the answer choices on the next page. Doing this will help them identify the correct answer when they do look at the choices.
- 4 Remind students that they should choose answers from the corresponding choices on the next page. For Item 1, for example, they should choose from the words listed on line number 1.
- 5 Ask students to compare answers in pairs.
- 6 Check answers.



132 Speaking

Speaking

In this part, students identify which picture in a set is the odd-one-out and why.

Do the test

- 1 Ask students to turn to page 132. Show students the first set of pictures and say: *This one is different* (point to the picture of the boy playing basketball). *A doctor, a cook, and a waitress are different kinds of jobs. Playing basketball by yourself isn't a job. It's something you do for fun.*
- 2 Give the students time to look at the pictures. They should say which picture in each set is different and why.
- 3 Accept any reasonable answer and justification.

Possible answers

First group: All the pictures except the third one show people working at their jobs. The third one shows somebody playing basketball.

Second group: All the pictures except the first one show kids doing their chores. The first one shows kids playing video games.

Third group: All the pictures except the fourth one show kids doing daily routines. The fourth one shows a boy playing soccer.

Fourth group: All the pictures except the second one show a woman relaxing. The second one shows the woman working at her job as a cashier.

Game Bank

Games are a great way for children to practice, correct, confirm, and reinforce their vocabulary, usage, and numerical skills. Help everyone in class enjoy game time by creating an environment where the competitive aspect is challenging and motivating while remaining stress-free. Model supportive, friendly reactions when children make mistakes or don't know certain vocabulary words or just need more time than others to express the answer, such as *Nice try!* and *You're getting much quicker!*

Flashcard Games

Pictionary and Charades

Divide the class into two teams. A child from Team A picks a Flashcard from the pile, chooses one of the activities on the card, and draws a picture of the activity on the board (*Pictionary*) or acts out the activity (*Charades*) for his or her teammates to guess. If the team guesses correctly (they can make several tries, or you can set a time limit) they win a point. Then Team B takes a turn.

Concentration

Have students use two sets of Flashcards and sit with a partner. Pairs mix both sets of cards together, and place them facedown in front of them. Students take turns turning over two cards and naming them. If the cards match, the student keeps the pair. The student with the most cards at the end of the game wins.

Flashcard Challenge

Divide at least 20 Flashcards into two stacks: "easy" words and "difficult" words. Divide the class into two teams. Teams alternate turns. For each turn, one student gets to choose whether to be shown an "easy" card, worth two points, or a "difficult" card, worth five points. The points are always earned for the team. Show the card. If the student cannot say the word for the Flashcard, there is no penalty, but the team doesn't get any points for that turn. The team with the most points at the end wins.

Racing Game

Ask all students to start in a line at the back of the class. Students take turns picking Flashcards at random and using the word or phrase shown in a sentence. If their sentences are correct, students roll a die and take that many steps toward the front of the class. The student closest to the front after all students have had three or four turns is the winner. Allow students to check one another's sentences.

Vocabulary and Word Games

Ball Toss

Have students stand in a circle. Use a soft ball (or bean bag). Toss the ball to a student. The student who catches the ball must respond to a question you ask. For example, ask: *Did you get up at 7:00?* or *What did you eat for breakfast?* After the student answers, he or she tosses the ball back to you, and the game continues.

Bingo

Give each student a blank grid divided into nine squares, plus a small number of items such as beans or pennies. Have students write nine words on the card – one in each square, in no particular order. Call out words randomly. If a student has a matching word on his or her card, he or she places one of the beans (or other small item) on the square. The first person with three items in a row is the winner. This game can also be played using letters or numbers.

Go Fish

Divide the class into small groups. Have each group create vocabulary cards. Each card in the set should have a matching "pair" word, like an opposite (*hot/cold*), or another word that starts with the same letter (*swimming/singing*), etc. Mix up the cards and deal out five cards to each student. Put the rest in a pile in the center. Model how to play by asking: *Do you have (the opposite of "hot," or a word that begins with "s," etc.)?* If another player in the group has a card that matches what the student is asking for, he or she hands it to the player and that player puts his match down. If not, he or she says *Go fish!* and the player takes a card

from the pile in the center. The game is over when one player has no more cards.

I Spy (or I See, I See)

Look around the room and say: *I spy with my little eye (or I see, I see...) something beginning with the letter b*. Students ask questions to guess the person or object you are thinking of.

Memory Game (What's Different?)

To review the word *differences*, tell students you will play a detective game to test their memory. Place four objects in a row on a table in front of the class. For example: book, ruler, apple, box. After students study the objects ask them to close their eyes. Replace one of the objects with a different object. Have students open their eyes and ask: *What's different?* Repeat with larger groups of objects and more changes. Have students use Flashcards to test one another's memory. They can show a set of cards, ask partners to close their eyes, and then make one or more changes.

Musical Chairs

Have students work in one or more groups. The group should set up a circle of chairs in the center of the room – one chair less than the number of students in the group. Tell them you're going to play one of the songs from the Student's Book, but that when you pause the song (at some random point), they need to try to take a seat. One person will be left out. That person leaves the group and takes away one chair. Continue playing and pausing the song and eliminating members of the group until only one student remains. That person is the winner.

Pin the Tail on the Donkey

Have students play a variation of *Pin the Tail on the Donkey* with sticky notes and categories of words from particular vocabulary groups, such as daily activities, food/drink, or hobbies. After choosing the categories, prepare the vocabulary cards on sticky notes. Write the names of the categories on different parts of the board, separated by lines. Have students take turns, blindfolded, picking up a sticky note and trying to stick it on the board, under the right category.

Say and Point

Randomly say the name of a key vocabulary item on a particular Student's Book page. Have students point as quickly as they can to the picture, and then raise their other hand. Invite the student who raises his or her hand first to choose and say the next word.

Simon Says

In this game, students do as you command provided you begin the instruction with *Simon Says*. For example, if you say and mime: *Simon Says "I'm eating lunch,"* students say and mime, *I'm eating lunch*. If you say and mime: *I'm riding my bike*, students do not move or speak since you didn't precede the sentence with *Simon Says*. If desired, have students sit down if they mistakenly do a task when you didn't say *Simon Says*. The last student standing is the winner.

Writing and Spelling Games

Cheerleader Game

Choose words to spell out as if they were cheers and write them on cards. Start by leading the "cheer" yourself. Choose easy words to begin with (*cow, ball*) and move on to more difficult words. For example, with *cow*, you say, *Give me a C!* and the class responds, *C!* Then you call the second letter and so on. When you finish spelling, ask: *What word is it?* Students answer as a chorus. As children get used to the game, invite children to take on your role.

Spelling Relay

Divide the class into teams. Have the teams line up at the back of the classroom. Give the first student in each line some chalk or a marker to pass on to his or her teammates. Write a lexical category on the board (*animals, food, activities*) and say, *Go!* The first student in each line runs to the board and writes the name of an item in that lexical group, then runs back and passes the chalk or marker to the next student in line. Continue until a set number of items has been written or a time limit is reached. Give one point for each correctly spelled word.

AUDIO SCRIPTS

Student's Book and Workbook

Welcome Unit, Welcome to Class!

Student's Book page c. Activity 5

Listen and number in order.

- A:** When do you get up?
B: I get up at 7 o'clock.
A: When do you brush your teeth?
B: I brush my teeth at 8 o'clock.
A: When does school start?
B: It starts at 9 o'clock.
A: When do you eat lunch?
B: I eat lunch at 12 o'clock.
A: When do you do your homework?
B: I do my homework at 6 o'clock.
A: When do you watch TV?
B: I watch TV at 8 o'clock.
A: When do you go to bed?
B: I go to bed at 9 o'clock.

Student's Book page d. Activity 8

Listen and number in order. Then say.

Hi, my name is Maria, I always get up early on school days, so I usually get my backpack ready the night before school. At 7:30 I usually eat breakfast with my family. School starts at 8:00. I always get to school on time.

Unit 1, Wake Up!

Student's Book page 4. Activity 1

Listen, look, and say.

- wake up. I wake up at seven o'clock in the morning.
- wash my face. I wash my face at seven ten in the morning.
- eat breakfast. I eat breakfast at seven thirty in the morning.
- get dressed. I get dressed at seven forty-five in the morning.
- brush my teeth. I brush my teeth at seven fifty-five in the morning.
- play soccer. I play soccer at four o'clock in the afternoon.

- play video games. I play video games at four forty-five in the afternoon.
- do my homework. I do my homework at five twenty-five in the afternoon.
- feed the cat. I feed the cat at five thirty in the afternoon.
- watch TV. I watch TV at eight fifteen in the evening.

Workbook page 3. Activity 3

Listen and write. Then match.

It's Monday, 7:30.

It's 7:45.

Student's Book page 8. Activity 9

Listen and stick. Number the pictures.

- I'm really busy before school. I wake up at 7:00 in the morning. Right after I get up, I feed the dog.
- Then, at 7:45, I eat breakfast. Next, I brush my teeth and get dressed for school.
- After school, I play basketball at 5:30. I get home at around 6:30.
- My family eats dinner at 7:00. After dinner I do my homework or watch TV. At 9:00 at night, I go to bed.

Workbook page 5. Activity 7

Listen and check.

- A:** Hi, Don. Do you want to play video games after school today?
B: Sorry, I can't. I'm busy on Wednesdays. At 4:00, I do my homework. At 5:00, I go to basketball practice.
A: What do you do after that?
B: At 6:00, I have a piano lesson. Then we eat dinner at 6:30. At 7:30, I watch TV. Oh, but before that, I feed the cat. Then at 9:30, I brush my teeth and go to bed.
A: Wow, Don! You *are* busy!

Workbook page 8. Activity 14

Listen and write. Then match pictures a-c with paragraphs 1-3.

...a bath or a shower. ...warm water to wash away...
Bacteria can cause tooth decay and... Dirty hands have...
...when we cough or sneeze.

Read and complete. Then listen and check.

Time Zones

Do You Know What Time It Is? Is it the same time everywhere in the world? No, it's not. That's because the world is divided into time zones. Look at the map of the United States. It has four different time zones.

One o'clock in the afternoon: New York It's one o'clock in New York, and Manuel and his friends are finishing their lunch.

Texas In Texas, it's twelve o'clock, and Maria is just finishing math class.

Montana John, in Montana, is hungry and is thinking about lunch. He looks at the clock. It's only eleven o'clock in the morning!

California And for Kara, in California, it's only ten o'clock in the morning.

Two hours later Now it's three o'clock in New York, and school is over. Manuel is playing soccer. In Texas, it's two o'clock, and Maria is still in school. It's one o'clock in Montana, and John is finishing his lunch. Kara, in California, looks at the clock, and it's twelve o'clock. Hooray! It's lunchtime!

Five more hours later It is eight o'clock at night now in New York, and Manuel is finishing his homework. In Texas, it's seven o'clock, and Maria is eating dinner. In Montana, it's now six o'clock, and John is making dinner with his dad. In California, Kara is playing with her sister. It's five o'clock.

Workbook page 10. Activity 19 

Listen and circle.

...on a globe with different time zones. ...different time zones... ...has four different time zones. ...his lunch soon! It's already dinner time...

Student's Book page 13. Activity 21 

Listen and find. Then say.

/o_e/ /a_e/ /i_e/

/o_e/ /a_e/ /i_e/

bone face bike

Workbook page 12. Activity 28 

Listen and write.

- | | |
|-------------------------------------|-------------------------------------|
| A: What time is it? | A: What time is it? |
| B: It's time to play a game. | B: It's time to ride a bike. |
| A: What time is it? | A: What time is it? |
| B: It's time to eat cake. | B: It's time to go home. |

Student's Book page 14. Activity 24 

Look, listen, and point.

- I wash the dishes after dinner.
- I feed the dog before school.
- I clean my room after school.

Unit 2, A Lot of Jobs!

Workbook page 15. Activity 3 

Listen and number in order from 1-5. Then circle all the jobs.

There are many people

In our community.

So many jobs to do,

So many places to be.

**Working together, working hard.
Nurse, farmer, teacher, and chef.**

Where does she work?

What does she do?

She's a nurse,

And she always helps you.

Chorus

Where does he work?

What does he do?

He's a firefighter,

And he's very brave, too.

Student's Book page 20. Activity 8 

Listen and stick. Number the pictures.

- A:** What does your brother Charles do?

B: He's a waiter. He works at that new Italian restaurant on Bridge Street.
- A:** What does your mom do?

B: She's a police officer. She works at the police station downtown.
- A:** What does your aunt do?

B: She's a math teacher. She works at the high school.
- A:** What does your uncle Mark do?

B: My uncle Mark? Oh, he's a barber. He works at the barbershop.

Workbook page 17. Activity 7 

Listen and circle. Then match.

- A:** A firefighter is working at a police station.

B: Are you sure?

A: He is putting out a fire there!
- A:** An artist is working at a restaurant.

B: Really?

A: She is painting pictures on the walls.
- A:** A doctor is working at a barbershop.

B: How come?

A: She is helping someone who is sick!

Workbook page 17. Activity 8 36

Listen and check.

- A:** What does your mom do?
B: Guess.
A: Is she a teacher?
B: No. My dad is a teacher.
A: Is she a chef?
B: No. She doesn't work at a restaurant.
A: Where does your mom work?
B: She works at a police station.
A: Really? What does she do?
B: She's a police officer.
A: Wow!

Workbook page 20. Activity 14 38

Listen, read, and complete.

...a lot of time at work... choose a job we enjoy. ...always have a camera with them. ...and draw sketches of them. ...see their work in fashion shows...

Student's Book page 25. Activity 20 41

Listen and find. Then say.

/sk/ /st/ /sp/ /sm/
/sk/ /st/ /sp/ /sm/
skates stop spoon smile

Workbook page 24. Activity 25 44

Listen and write.

Stop and look. Look at the stars, The stars in space,
And smile!

Student's Book page 26. Activity 23 45

Look, listen, and point.

- 1 You can have my seat, Ma'am.
- 2 He's first.
- 3 Can I help you?

Unit 3, Working Hard

Workbook page 26. Activity 2 48

Listen. What things do they do? Match. Then write.

- 1 **A:** Hey, Tara, do you want to go to the park after school?
B: Sorry. I have to study for a big test.
A: Oh, OK. Good luck!
B: Tara studies for a test.
- 2 **A:** Hey, Dave! Do you want to play video games today?
B: I can't. I usually have to clean my room after school.
A: Oh, that's too bad.

B: We can play on the weekend.

A: Ok!

B: Dave cleans his room.

3 **A:** Do you want to ride bikes today, Christy?

B: Sorry, I can't. I have to practice the piano.

A: Do you have a piano lesson?

B: Yes. I always have a piano lesson on Thursdays.
How about tomorrow?

A: OK.

B: Christy practices the piano.

4 **A:** Do you want to play soccer on Friday after school, Matt?

B: Sure. I have to walk my dog first but I can play after that.

A: Great!

B: Matt walks his dog.

Student's Book page 32. Activity 9 54

Listen and stick.

A: Hi, Amanda.

B: Hey, Jeff!

A: Do you want to play video games at my house today?

B: Oh, I can't. I have to go to soccer practice. I always have soccer practice on Mondays.

A: That's OK. How about Tuesday?

B: Well, on Tuesday I have to take care of my neighbor's dog.

A: Oh, OK... Well, how about Wednesday?

B: Hmm... On Wednesday I have to go to my piano lesson.

A: Oh, man! How about Thursday?

B: Well, I'm usually free on Thursdays. But I have a spelling test on Friday. I have to study.

A: Oh, that's too bad.

B: But I'm free on Friday. How about Friday?

A: Friday's great!

B: OK. Good.

Workbook page 29. Activity 8 55

Listen and check the pictures on the correct day.

- 1 I have to go to soccer practice on Mondays.
- 2 I have to study on Thursday afternoon. I have a test!
- 3 I have to walk the dog on Wednesdays and Fridays.
- 4 I have to practice the piano on Tuesday after school.
- 5 I have to make my bed every day before school.

Workbook page 32. Activity 14 57

Listen, read, and write. Then check your answers in 13.

...usually buy the things... ...give us some pocket money.
...can earn cash by... You can also earn money... ...make sure you're safe. ...try to save a little...

Student's Book page 37. Activity 22

Listen and find. Then say.

/oy/ /ay/

/oy/ /ay/

toy May

Workbook page 36. Activity 26

Listen and write.

What do we say? Come on, girls!

It's May, it's May, Come on, boys!

It's a nice day. Bring your toys.

Checkpoint Units 1-3

Student's Book page 41. Activity 2

Get ready. A. Complete the interview. Use the words from the box. Then listen and check.

A: What do you do?

B: I'm a chef.

A: Oh, really? Where do you work?

B: I work at a restaurant, the Pizza Palace.

A: I see. When do you go to work?

B: I usually go to work at 2:00. I come home at 11:00 at night.

A: OK. What do you do before work?

B: I take a shower, eat breakfast, and get dressed. Then I feed my fish.

A: Do you eat dinner at home?

B: No, I always eat dinner at the restaurant.

Unit 4, Amazing Animals

Workbook page 41. Activity 3

Listen and write. Then number. Underline the places.

Some live in forests

Like owls, bears, and deer.

Some live in deserts

Like camels and some snakes.

Student's Book page 48. Activity 8

Listen and stick. Number the pictures.

1 **A:** What can a sea lion do?

B: It can swim and do tricks. It can balance a ball on its nose, but it can't fly. It lives in oceans.

2 **A:** What can a camel do?

B: It can run fast. It can carry people on its back. It can go without water for many days. It can't fly or climb trees. It lives in deserts.

3 **A:** What can an owl do?

B: It can fly, and it can hunt at night. It can catch mice. It can't talk. It lives in forests.

4 **A:** What can a parrot do?

B: It can fly, and it can talk, but it can't swim. It lives in rain forests.

Workbook page 43. Activity 7

Listen to the animal quiz. Complete the dialog.

A: OK, This animal lives in the desert. It has four legs.

B: Is it a lizard?

A: Right! Your turn!

B: Alright, This animal lives in the ocean. It can swim fast!

A: It's a shark!

B: OK, your turn.

A: This animal lives in the desert, but it can also live in the rain forest. It can't run.

B: It's a snake.

A: That's right!

Workbook page 46. Activity 14

Read and circle. Then listen and check.

...on the ice and snow... Polar bears can run fast...

...bottom of the ocean... In the forests of North... ...like to eat them...

Student's Book page 53. Activity 20

Listen and find. Then say.

/oi/ /oe/ /ea/

/oi/ /oe/ /ea/

coin toe eat

Workbook page 50. Activity 24

Listen and write.

So, Joe, boil the beans, Eat the meat,

Add the oil, Eat the peach,

Add the meat. And drink the tea.

Eat the beans,

Unit 5, Wonderful Weather!

Student's Book page 57. Activity 4

Listen and number. Then ask and answer for you.

1 On cool days, I wear my sweater and scarf.

- 2 On rainy days, I wear my raincoat and boots. I take an umbrella, too.
- 3 On hot, sunny days, I wear my shorts, sandals, and sunglasses.
- 4 On cold, snowy days, I wear my coat, hat, and gloves.

Workbook page 53. Activity 3

Listen and circle the five incorrect words. Then listen and write the correct words.

What's the weather like today?

Rainy, sunny, hot, or cold?

On Sunday, it was rainy,

It was very cold, too.

I was nice and warm in my winter coat,

Outside the sky wasn't blue!

Now it's Monday. It's sunny.

Great! I can go out and play.

Oh, no! I have to go to school.

Never mind! The weekend was cool!

Chorus (x2)

Student's Book page 60. Activity 9

Listen and stick.

- A:** How's the weather today in Puerto Rico?
B: It's hot and sunny today.
 How's the weather in San Francisco?
A: Here? You know,... it's cloudy and cool today, as usual.
 It's not hot and sunny here too often!
B: Yeah. True.
A: But it's always hot and sunny in Puerto Rico!
B: Well, not *always*. Yesterday it was rainy and windy.
A: Yeah, well, it's often rainy here. Like yesterday. It was rainy and cool.
B: Come to Puerto Rico. It's never cold here!
A: No, that's OK. I love San Francisco!

Workbook page 55. Activity 6

Listen. Complete the dialog.

- A:** Hi, Jenny. How are you?
B: Hi. I'm great! I went to see my grandparents in Florida.
A: How was the weather?
B: It was sunny and warm. There were flowers everywhere.
A: How nice! It is so cold and windy here today.
B: Yes, it is. I usually wear sweaters on cold days.
A: But today you're wearing a T-shirt!
B: Yes. I like to wear clothes for warm weather.
A: You're home now. You have to wear warm clothes.
B: Yes, I know. I wore a coat and hat today.

Workbook page 58. Activity 15

Read and write. Then listen and check.

...called the climate. ...change with the seasons... The temperature can reach... It's the opposite of... The winters there are extreme...

Student's Book page 65. Activity 20

Listen and find. Then say.

/s/ /sw/ /sc/ /sn/

/s/ /sw/ /sc/ /sn/

sleep sweet scarf snail

Workbook page 62. Activity 27

Listen and write.

A slow snail is eating a snack,

And a slim swan is swimming.

Student's Book page 66. Activity 23

Look, listen, and point.

- 1 It's cold. Wear a coat, hat, and gloves.
- 2 It's hot and sunny. Wear a hat and sunglasses. Drink plenty of water.
- 3 It's rainy. Take an umbrella with you. Wear your boots.

Unit 6, Smells Good!

Workbook page 65. Activity 3

Listen and number in order.

We love my Grandma's house.

It always smells so nice.

It smells like ginger cookies

Sweet, with a little spice!

Yummy smells and her smiling face.

We really love my Grandma's place.

Grandma likes playing old songs

From when she was very young.

The music sounds so wonderful,

We have to sing along.

We always do my favorite thing

Baking ginger cookies.

They taste so nice and yummy,

We are both very lucky!

Chorus

Student's Book page 72. Activity 9

Listen and stick. Number the pictures.

- 1 **A:** Hey, what's that?
B: It's cheese.
A: Yuck! How does it taste?
B: It tastes delicious!
A: But it smells awful!
- 2 **A:** Wow! I really like your sweater.
B: Thanks. My grandma made it for me.
A: It looks soft. The color is pretty, too.
B: Yeah, it feels really soft.
- 3 **A:** Happy birthday, Mom!
B: Oh! Thanks, Daniel. The flowers are so pretty.
A: They're roses! Do you like them?
B: Yes, I love them! They smell good, too!
- 4 **A:** Hello, Jack!
B: Hi, Janice. Is that a new dress?
A: Yes, it is. Do you like it?
B: Um... yeah. Sure. It looks really interesting.
A: Thanks!

Workbook page 70. Activity 15

Listen, read, and write.

Our senses are... We can see and hear if... ...and tastes good. We see with our eyes... ...and listen for an echo.
...smell with their tongues... ...have tiny taste buds...

Student's Book page 77. Activity 19

Listen and find. Then say.

/g/	/f/	/b/	/p/
/g/	/f/	/b/	/p/
glass	flip-flops	black	plum

Workbook page 74. Activity 27

Listen and write.

It's summer. Black shorts,
Yellow plums, It's summer.
Green plants. I'm glad!
Flip-flops,

Student's Book page 78. Activity 22

Look, listen, and point.

- 1 **A:** Do you want to go see an opera with me?
B: An opera? I don't know... Operas are really long...
A: Yes, it is long... But the story is interesting, and the music sounds beautiful!
B: Oh, OK. Sure.

- 2 **A:** What's that?
B: It's my brother's pet snake.
A: Ewww!
B: Do you want to hold it?
A: Uh... OK. Oh, it feels nice and smooth!
B: Uh-huh.
A: Yeah,... and, not cold but cool.
- 3 **A:** What are you doing?
B: I'm making a bowl out of clay.
A: The clay looks wet and squishy.
B: It is. It feels soft, too. You can mould it into different shapes.
A: Can I feel it?
B: Sure.

Checkpoint Units 4–6

Student's Book page 81. Activity 2

Get ready. A. Complete the dialog. Use the words from the box. Then listen and check.

- A:** Look at those penguins!
B: They look cool!
A: Yeah. I like penguins. Hey, look at this: "Penguins live in the snow and ice."
B: That sounds cold!
A: Yes, very cold. Listen. "They eat fish every day." Look. They're eating fish now!
B: Yuck! That looks awful to me!
A: Well, the penguins like it.
B: Hey, look. They're swimming.
A: Yes, penguins can swim. But they can't fly.
B: Wow. I'm learning a lot about penguins!

Unit 7, Fabulous Food!

Workbook page 79. Activity 3

Listen and circle five incorrect words. Then listen and write the correct words.

Hi, Mom, I'm home from school.
I'm really hungry now.
I'd like to make a sandwich,
Can you show me how?

I am home from my school day.

I'd like a sandwich. Is that OK?

Are there any olives?

Here are some on the shelf.

Is there any tomato sauce?

I see it for myself.

Chorus

There's just one problem, Mom:

There isn't any bread!

But I have a great idea:

Let's have pizza instead!

Chorus

Student's Book page 88. Activity 9 129

Listen and stick. Number the pictures.

- 1 **A:** What's for dinner tonight?
B: It's your favorite – turkey and rice.
A: Is there any salad?
B: I don't know. Is there any lettuce?
A: Yes, there is. And there is some cucumber, too.
B: Great. Let's have salad.
- 2 **A:** What are we having for dinner?
B: I'm making spaghetti with tomato sauce.
A: No meatballs?
B: Well... let's see. Is there any meat?
A: No, there isn't.
B: Is there any cheese?
A: Yes, there is. Yum! Can't wait!
- 3 **A:** I have a surprise for dessert.
B: What is it?
A: Apple pie!
B: Oooh! Is there any ice cream?
A: Yes, there is. Do you want some?
B: Yes, please!
A: Don't forget to finish your milk.
B: OK, Mom.
- 4 **A:** Hi, Dad! Mmm. What's in the big pot?
B: It's vegetable stew.
A: Are there any mushrooms in it?
B: Yes, there are mushrooms, green peppers, onions and...
A: Mmm. It tastes delicious.

Workbook page 81. Activity 7 130

Listen, read, and write. Then say.

- A:** Mom, can we have pizza for dinner?
B: Good idea. Look in the fridge. Is there any tomato sauce?
A: Yes, there is.
B: Is there any cheese?
A: Yes, there is. There are some mushrooms and some onions.
B: Great! What about olives? Are there any olives?
A: No, there aren't.

B: That's OK, Dad doesn't like olives. We can have pizza for dinner.

A: Great! Let's start now.

Workbook page 84. Activity 14 132

Listen, read, and write.

Vitamins are very important for ...stay strong and healthy. ...makes Vitamin D naturally when it's in the sun. ...keeps your blood healthy. Vitamin C is good for...

Student's Book page 91. Activity 14 133

Listen and fill in the gaps. Which of these foods would you like to try?

Dumplings: A Global Food Food can be very different from culture to culture. But there is a type of food that almost every culture shares: the dumpling. What is a dumpling? A dumpling is a piece of dough. You put fillings inside, and then boil, steam, bake, or fry them. Here are some of the most popular dumplings around the world.

Mandu This dumpling comes from South Korea. Fillings for mandu can be meat and vegetables, or often you can find kimchi mandu – a dumpling filled with kimchi, a kind of spicy, pickled cabbage.

Empanada Across Central and South America, it is easy to find these dumplings. They are filled with ground beef, chicken, or other meats. Then they are fried in hot oil. They are bigger than many other dumplings.

Pierogi This dumpling is easy to find across Eastern Europe, but many people say they are from Poland. Fillings for this type of dumpling can be potatoes, cheese, meat, or sauerkraut – a salty, pickled cabbage. You can fry them in butter and onions. Delicious!

Xiao Long Bao Shanghai, China, is known for its famous soup dumplings. These dumplings are filled with meat and served in a hot, delicious soup. The soup goes inside the dumplings and gives them a special flavor.

Ravioli Most people call this a type of pasta, but it is also a dumpling. Ravioli are well known in Italian cooking. They can be filled with many different things: meat, cheese, vegetables, or sometimes all three. You usually boil the ravioli and serve them with sauce and cheese.

Student's Book page 93. Activity 19 137

Listen and find. Then say.

/gr/	/dr/	/tr/	/cr/	/fr/	/pr/	/br/
/gr/	/dr/	/tr/	/cr/	/fr/	/pr/	/br/
grass	dream	train	cream	frog	prize	bread

Workbook page 88. Activity 26 140

Listen and write.

Every night	And a green frog!
I dream	In my dream
About a prince	They eat bread
And a troll,	With cream.

Unit 8, Healthy Living

Workbook page 91. Activity 3

Listen and write.

“You don’t look good to me.

Did you get enough sleep?” asks Mom,

“Did you watch too much TV?”

“Did you ride your bike?” asks Mom,

“You know it’s good for you.

Did you get any exercise?

Student’s Book page 100. Activity 9

Listen and stick.

A: Hi, Peggy.

B: Hey, Carlos.

A: How was your weekend?

B: It was good. I had a basketball game on Sunday. We lost, but I had fun.

A: Cool! I had a soccer game on Sunday. We won!

B: Wow, that’s great!

A: Thanks.

B: What did you do on Saturday?

A: On Saturday... ? Oh, yeah. I went biking in the park with my friends on Saturday.

B: Cool!

A: What did you do on Saturday, Peggy?

B: I went to a yoga class.

A: Well, I think we both got enough exercise this weekend!

Workbook page 93. Activity 7

Listen and circle.

A: Olivia, are you ok

B: No. I feel awful.

A: Did you get enough sleep?

B: Yes. I got eight hours of sleep last night.

A: What did you have for breakfast?

B: I drank a large glass of water.

A: That’s healthy. What did you eat?

B: I didn’t!

A: Oh no! You have to eat breakfast, Olivia!

Workbook page 96. Activity 13

Read and circle. Then listen and check.

...because they have calories in them. A calorie is a measure of this energy. ...to be healthy. ...we can put on weight and become fat. ...our bones, and our muscles. ...time to exercise and...

Student’s Book page 105. Activity 20

Listen and find. Then say.

/aw/ /au/ /all/

/aw/ /au/ /all/

draw haul ball

Workbook page 100. Activity 24

Listen and write.

I’m Paul, I’m bored. With a ball,

Yawn, yawn. Let’s draw, let’s draw

Let’s play, let’s play a wall.

Student’s Book page 106. Activity 23

Look and listen. Point to and say the healthy activities.

- 1 Don’t stay inside and watch TV. It’s not good for you.
- 2 Ride your bike or go for a walk. Get some exercise today.
- 3 Playing volleyball with friends is fun. And it’s good exercise.
- 4 Playing computer games is great on a rainy day.
- 5 But it’s sunny today. Go outside and play.

Unit 9, School Trips!

Workbook page 103. Activity 3

Listen and number in order.

I like going on school trips,

Learning out of school.

We go to lots of places.

They’re interesting and cool!

Aquarium, theater, concert hall, and zoo,

We saw some great things.

There was lots to do!

School trips. School trips.

They’re a lot of fun.

School trips. School trips.

Let’s go on one!

Where did you go?

What did you see?

We went to the zoo, we saw a play,

We had a great time!

Chorus

Student’s Book page 112. Activity 9

Listen and stick.

A: Hey, Stefan. Nice uniform. What did you do today?

B: I went to a national park with the scouts.

- A:** What did you do there?
B: We explored some awesome caves.
A: Wow. Sounds like fun!
A: What did you do at school, Walter?
B: We went on a field trip to the science museum.
A: What did you do there?
B: We saw an interesting movie about electricity.
A: Hi, Muriel.
B: Oh, hi!
A: What did you do on Saturday?
B: I went to the theater with my mother.
A: Oh, really? What did you see?
B: We saw a ballet. The dancing was so beautiful!
A: Where did you go last weekend, Carol?
B: My family and I went to the zoo.
A: Oh, that's nice.
B: Yeah... I love animals.
A: Me, too.

Workbook page 105. Activity 8

Listen and write. Use words from the box.

- A:** Hi, Aunt Sally!
B: Hi, Jason. How is school this year?
A: It's great. We went on three field trips.
B: Where did you go?
A: We went to a concert hall. We heard a beautiful concert!
B: That's so nice.
A: We also went to a science museum. We saw some bats!
B: Were they scary?
A: Yes, they were! We saw big scary sharks at an aquarium, too.

Workbook page 108. Activity 16

Listen, read, and write.

...Amy's favorite painting was... ..between people and nature. ...the Prado Museum in Madrid. ...the 19th century and shows... He was a French impressionist painter.

Student's Book page 117. Activity 21

Listen and find. Then say.

- | | | | |
|-------|------|------|------|
| /ld/ | /st/ | /nt/ | /nd/ |
| /ld/ | /st/ | /nt/ | /nd/ |
| child | nest | tent | hand |

Workbook page 112. Activity 28

Listen and write.

- | | |
|----------------------|--------------------|
| An old, cold band | A fast ant |
| playing in the sand. | playing in a tent. |

Checkpoint Units 7-9

Student's Book page 121. Activity 2

Get ready. A. Complete the dialog with Kelly's answers. Then listen and check.

- A:** Hello?
B: Hi, Kelly. It's Dad.
A: Oh, hi, Dad!
B: How is New York City?
A: It's really cool. We arrived yesterday afternoon.
B: What did you do yesterday?
A: We went to the Museum of Modern Art.
B: That sounds fun. Did you like it?
A: Yes, it was great! We saw a lot of interesting paintings.
B: Great. So, when is your soccer game?
A: It's today. It starts at 2:00.
B: I see. Did you get enough sleep last night?
A: Yes, I went to bed at 7:00 last night.
B: That's good. Did you eat breakfast this morning?
A: Yes, Dad. I ate a big pancake.
B: That sounds delicious! Well, good luck today. Call me after your game.
A: OK, Dad. Talk to you later.
B: Bye.

WORKBOOK

Answer Key

Unit 1, Wake Up

- 1** 1 b, plays soccer 2 a, eats breakfast
3 c, does her homework 4 d, brushes his teeth
- 2** 1 up 2 do 3 get 4 watch
- 3** 17:30 2 7:45
- 4** 1 a 2 b 3 b 4 a
- 5** 1 T 2 F 3 F 4 F
- 7** At 4:00, Don does his homework.
At 5:00, Don plays basketball.
At 6:00, Don has a piano lesson.
At 7:30, Don watches TV.
- 9** 1 after 2 before 3 before
4 before 5 after 6 before
- 11** 1 after dinner 2 at 3 before
4 before school 5 after 6 at 4:00
- 13** have/take a bath, shower
wash your face, hair, hands
brush your hair, teeth
brush/comb your hair
- 14** 1 shower 2 wash 3 Bacteria
4 decay 5 Dirty 6 sneeze
1 c 2 a 3 b
- 15** 1 bacteria 2 sneeze 3 decay 4 sick 5 germs
- 16** 1 We brush our teeth to stop tooth decay.
2 We use water and soap to wash away bacteria.
3 We wash out hands after we cough or sneeze.
- 17** 1 Wash your hands before you eat.
2 Brush your teeth after you eat.
3 Take a shower after you play soccer.
- 18** 1 It's ten fifteen. 2 In California.
- 19** 1 globe 2 zones 3 time
4 different 5 breakfast 6 lunch

- 20** 1 It's five o'clock. 2 It's seven o'clock.
3 It's four o'clock. 4 It's three o'clock.
- 21** 1 Jeff 2 We 3 I 4 Carol
- 22** 1 make 2 rides 3 play 4 reads
- 23** Subjects: Julie, she, She, She, She, She
Verbs: wakes up, eats, washes, brushes, gets dressed, goes
- 25** face, time, bone, cake, bike, note
- 26** 1 cake, bone 2 bike, game
- 27** 1 b, face 2 c, like 3 a, bone
- 28** 1 game 2 cake 3 bike 4 home
- 29** 1 wakes up 2 gets dressed
3 brushes his teeth, washes his face
- 30** 1 e 2 f 3 a 4 b 5 d 6 c

Unit 2, A Lot of Jobs

- 1** 1 c, nurse 2 b, scientist 3 a, waiter
- 3** 2, 5, 1, 3, 4
- 4** 1 F 2 T 3 T 4 T
- 5** 1 his mom 2 hospital 3 cashier 4 gift shop
- 7** 1 A police officer, b 2 A waiter, c 3 A barber
- 8** He's a teacher.
She works at a police station.
She's a police officer.
- 9** 1 does, do, does, works 2 does, do, does, works
- 10** 1 What 2 What 3 Where
- 12** 1 do, do, are, do, work
2 do, do, are, do, work
3 does, do, is, does, work, works
- 13** 1 c 2 a 3 b
- 14** 1 work 2 job 3 camera 4 sketches 5 fashion

- 15** creative jobs, fashion show, photo shoot
- 16** 1 sketch 2 landscapes 3 photographer
4 gallery 5 designer
- 17** Thailand, Australia, Spain
- 18** 1 Lalana and her friends – c
2 Marcus and his friends – a
3 Carla and her sister – b
- 19** Subjects: Steve and Mohammed, They, They
Verbs: are, work, play, watch
- 20** 1 Rachel, Kate 2 They 3 Rachel
4 plays the piano 5 Kate 6 farm
- 22** smile ski star space
smart storm skate spoon
- 23** 1 small, stars, space 2 skate, ski
- 24** 1 d, smile 2 a, spoon 3 b, star 4 c, ski
- 25** 1 stop 2 stars 3 space 4 smile
- 26** 1 does, b 2 do, b 3 does, do, a 4 do, do, a
- 27** 1 restaurant 2 fire station 3 police station (4 farm)

Unit 3, Working Hard

- 1** 1 clean my room 2 do the dishes
3 walk the dog 4 make my bed
5 practice the piano 6 study for a test
7 take out the trash 8 feed the fish
- 2** 1 studies for a test, c 2 cleans his room, a
3 practices the piano, b 4 walks his dog, d
- 3** clean my room, do the dishes, make my bed, walk the dog
- 5** 5, 3, 2, 1, 6, 4
- 7** 1 They have to make their beds.
2 She has to clean her room.
3 I have to feed my fish.
4 He has to take out the trash.
- 8** 1 Monday 2 Thursday 3 Wednesday and Friday
4 Tuesday 5 Monday to Friday
- 9** 1 does, has to 2 do, have to 3 do, have to
4 does, has to 5 do, have to
- 10** 1 Kate has to make her bed
2 Ted has to feed his dog
3 Jane has to practice the piano
4 Jim and Mike have to study for a test

- 11** 1 always takes out the trash
2 usually do the dishes
3 sometimes walks the dog
4 always do my homework
- 13** 1 c 2 d 3 b 4 a
- 14** 1 buy 2 pocket 3 cash 4 earn 5 safe 6 save
- 15** 1 T 2 F 3 T 4 F 5 F
- 16** 1 Becca usually walks the dog.
2 Nadia always does the dishes.
3 Alex sometimes takes the trash out.
4 Erol always makes his bed.
5 Rosa usually cleans her room.
- 17** wood, handle, lamp, stove, pump, oil
- 18** 1 c 2 a 3 e 4 d 5 b
- 19** Fire: cook, keep warm Water: drink, wash,
Light: do homework, read books
- 20** and, but, or, a, an, the
at, for, in, on, to, with
- 21** 1 c, A Big Blue Balloon 2 b, The Chef and the Waiter
- 22** 1 A Surprise for Grandma
2 Penguin Trouble at the Zoo
3 Uncle Joe's Dream
- 23** toy May say boy day joy
- 24** 1 Sundays, play, day, toys 2 boy, Roy
- 25** 1 b, day 2 a, toy
- 26** 1 say 2 May 3 day 4 boys 5 toys
- 27** 1 practice 2 clean 3 study
- 28** 1 T 2 F 3 T
- 29** 1 Josh and Adam have to 2 Josh has to
3 Adam has to

Unit 4, Amazing Animals

- 1** 3, 7, 2, 9, 6, 1, 5, 4, 10, 8
- 3** 1 owls, b 2 bears, c 3 deer, a 4 camels, d 5 snakes, e
- 4** 1 In forests and on mountains
2 In oceans, seas, and lakes
3 In rain forests and jungles
4 In deserts
- 5** 1 can 2 can't 3 can 4 can

- 7 1 lizard 2 shark 3 snake
- 8 1 can 2 can't 3 can 4 can't 5 can 6 can
- 9 1 can 2 can, can't 3 can, can't
- 10 1 can climb 2 can live in the desert, can't
3 can grow very tall, can't
- 11 1 bears 2 lizards 3 camels 4 toucans
- 12 1 Yes, it can. 2 No, they can't. 3 No, it can't.
4 Yes, they can. 5 Yes, it can.
- 13 1 gray tree frog 2 polar bear 3 stonefish
- 14 1 snow 2 fast 3 ocean 4 forests 5 eat
- 15 1 c 2 b 3 a
- 16 1 F 2 T 3 F 4 F 5 F 6 T 7 F 8 T 9 F
- 17 1 snake 2 canary 3 dog 4 lizard 5 cat
- 18 1 d 2 e 3 b 4 c 5 a
- 19 1 a 2 c 3 a 4 b
- 21 eat toe bean oil meat boil
- 22 1 Joe, boiled, beans, oil 2 eat, meat, tea
- 23 1 c, peach 2 a, boil 3 b, toe
- 24 1 beans 2 oil 3 meat 4 beans 5 peach 6 tea
- 25 1 They can live in the forest.
2 It can live in ice and snow.
3 They can live in rain forests.
4 It can live in the ocean.
- 26 1 can't 2 can 3 Yes, they can 4 Yes, it can

Unit 5, Wonderful Weather

- 1 1 f 2 c 3 b 4 a 5 d 6 e
- 3 windy, hot, cool, Tuesday, cold
1 sunny 2 cold 3 warm 4 Monday 5 cool
- 4 1 sunglasses 2 T-shirt 3 sweater 4 boots 5 gloves
- 5 1 an umbrella, a raincoat 2 a sweater, a hat, gloves
3 sunscreen, sunglasses
- 6 1 sunny 2 warm 3 cold 4 windy 5 cold 6 warm 7 warm
- 7 1 Sunny and warm 2 Cold and windy
3 Sweaters 4 Clothes for warm weather
- 9 1 It's hot and sunny. 2 It's snowy and cold.
3 It's rainy and cool.

- 10 1 it was rainy 2 it was sunny 3 it was windy
4 it was cloudy 5 it was snowy
- 11 1 T 2 F 3 T 4 F 5 T 6 F
- 12 1 sunny, windy, and cool 2 cloudy and warm
- 14 1 snowy 2 rainy 3 cloudy
- 15 1 climate 2 seasons 3 temperature
4 opposite 5 extreme
- 16 1 c 2 b 3 a
- 17 1 c 2 b 3 a
- 18 1 Oymyakon, Russia 2 Lloró, Colombia
3 Lut Desert, Iran
- 19 1 sandboarding 2 ice skating 3 swimming
- 20 1 F 2 T 3 T 4 T 5 F 6 F
- 21 1 b 2 d 3 c 4 a
- 22 a 1, b 2, c 2, d 2, e 1, f 1
- 23 1 I take care of my pet every day 2 Math is fun
- 24 snail sweet scarf swim sleep slow snow scout
- 25 1 swan, sleeping, swing 2 scarf, snowing
- 26 1 c, sleep 2 a, snail 3 d, sweet 4 b, scarf
- 27 1 slow 2 snail 3 snack 4 slim 5 swan
- 28 1 sunny, warm 2 rainy 3 windy, cold 4 snowy, cold
- 29 1 is 2 were 3 is 4 are 5 was 6 is

Unit 6, Smells Good

- 1 1 feels 2 tastes 3 sounds 4 looks 5 smell
- 3 4, 2, 1, 3, 5
- 4 1 delicious 2 tight 3 nice 4 good 5 awful
- 5 1 Luke 2 Luke 3 Amy 4 Luke 5 Amy
- 7 1 T 2 T 3 F
- 8 1 bad 2 horrible 3 taste 4 looks 5 taste
- 10 1 d 2 c 3 a 4 e 5 b
- 11 1 does 2 do 3 do 4 does 5 does 6 do
- 12 1 does, feels 2 does, looks 3 do, sound 4 do, taste
- 13 1 look, great 2 sounds, quiet 3 smell, nice
4 tastes, delicious 5 feels, soft
- 14 1 snake 2 butterfly 3 bat

15 1 senses 2 hear 3 tastes 4 eyes
5 echo 6 tongues 7 taste buds

16 Across: 1 smell 2 taste 3 senses
Down: 1 see 2 tongues

17 1 e 2 d 3 b 4 a 5 c

18 1 d, wonderful 2 a, good 3 b, stinks 4 c, awful

19 1 c 2 d 3 a 4 b

20 1 good 2 flowers 3 pastries 4 awful 5 stinks 6 trash

21 1 F 2 T 3 T

22 1 c 2 a 3 b

24 play flip-flops plum flag glass black glad block

25 1 black, flag 2 glass, plum

26 1 c, flag 2 a, plum 3 d, glass 4 b, black

27 1 plums 2 plants 3 flip-flops 4 black 5 glad

28 1 tastes 2 smell 3 feels 4 looks

29 1 does 2 does 3 does 4 do

Checkpoint, Units 4–6

1 He's wearing a raincoat and boots.
He gets wet. He feels cold.
His hair looks terrible.
He plays the piano. The music sounds amazing.
He sees a shark.
He sees an owl.
He touches a camel.
He goes home. He eats apple pie. It tastes delicious.
He's wearing shorts and sunglasses.

2 Before the zoo, the weather was rainy and cold.
After the zoo, the weather was sunny and warm.

Unit 7, Fabulous Food

1 bread – on the path, cheese – ball,
green pepper – in front of the cloud, lettuce – in the
tree, mushroom – seat of bicycle,
onions – on the tree trunk and on the path,
cucumbers – boy's shoes, pizza – wheel of bicycle,
tomatoes – in the bush

3 burger, onions, mustard, lettuce, cake
1 sandwich 2 olives 3 tomato sauce 4 bread 5 pizza

4 1 green peppers 2 pizza 3 mushrooms 4 tomato sauce

5 1 dinner 2 olives 3 food

6 1 Yes, there is. 2 No, there aren't. 3 Yes, there is.

7 1 pizza 2 tomato sauce 3 cheese
4 mushrooms 5 onions 6 olives

9 1 onion 2 egg 3 lettuce 4 tomato sauce

10 1 aren't any 2 is some 3 isn't any
4 aren't any 5 is some 6 aren't any

11 1 Yes, there is some milk.
2 No, there isn't any lettuce.
3 Yes, there is some tomato sauce.
4 Yes, there are some eggs.
5 No, there aren't any cucumbers.

12 1 Is there any cheese?
2 Is there any mustard?
3 Are there any mushrooms?
4 Are there any green peppers?
5 Is there any turkey?

13 1 A 2 A, B, D 3 E

14 1 important 2 strong 3 naturally 4 healthy 5 good

15 1 eyes 2 the water 3 bones, teeth, and our brain
4 bones 5 blood

16 1 T 2 F 3 T 4 T 5 F

18 1 fry 2 oil 3 pickled 4 salty 5 fry 6 soup 7 boil

19 1 No, there aren't. 2 Yes, there are.
3 No, there isn't. 4 Yes, there is.

21 final sentence, 4 detail sentences, 3
title, 1 topic sentence, 2

22 Sunday Morning Breakfast with Huevos Rancheros.
My mom makes huevos rancheros for breakfast on
Sunday mornings. My mom starts with a tortilla. She
toasts the tortilla in a pan and then puts the tortilla
on a plate. I help her fry some eggs in a pan. I put
salsa on the eggs, and they taste amazing! Huevos
rancheros are the best breakfast food.

23 bread cream grass frog dream prize train

24 1 frog's, green, brown, train 2 crying, prize

25 1 c, bread 2 a, cream 3 e, frog 4 b, troll
5 d, grass 6 g, prize 7 f, drive

26 1 dream 2 prince 3 troll 4 green
5 frog 6 bread 7 cream

27 1 bread, tomatoes, turkey, mustard, lettuce
2 cheese, olives, mushrooms
3 lettuce, onions, green peppers, tomatoes

28 1 Yes, there is some lettuce.

- 2 No, there isn't any cucumber.
3 No, there aren't any tomatoes.

Unit 8, Healthy Living

- 1 1 ate pie for breakfast 2 got ten hours of sleep, ✓
3 got two hours of sleep 4 ate a healthy breakfast, ✓
5 rode a bike, ✓ 6 drank lots of water, ✓
- 3 1 good 2 enough 3 too 4 Did 5 you 6 any
- 4 1 She 2 He 3 He 4 She
- 5 1 Yes, she did. 2 Yes, she did. 3 No, she didn't.
- 7 1 bad 2 got 3 drank 4 didn't eat 5 isn't
- 8 1 Did 2 didn't 3 Did 4 didn't
5 didn't 6 did 7 did 8 didn't
- 9 1 Yes, they did 2 No, they didn't 3 Yes, they did
4 No, she didn't 5 Yes, he did 6 No, she didn't
7 Yes, he did
- 10 1 Did, get, No, he didn't 2 Did, eat, Yes, he did
3 Is, feeling, No, he isn't 4 Did, eat, Yes, he did
- 12 1 measure 2 energy 3 activities
4 watching TV 5 put on weight 6 active
- 13 1 calories 2 measure 3 healthy 4 put on
5 fat 6 bones 7 muscles 8 exercise
- 14 1 calories 2 riding a bike 3 a lot of 4 watching TV
- 15 1 RUNNING 2 WALKING 3 DANCING
4 WATCHING TV 5 SLEEPING 6 SWIMMING
- 16 1 Pumpkin Regatta 2 Octopush 3 Footvolley
- 17 1 T 2 T 3 F 4 T 5 T
- 18 1 but 2 and 3 or 4 but 5 or 6 and
- 19 1 but she sounds terrible 2 but he isn't good at soccer
3 or I take the bus 4 and I help her do the dishes
- 20 1 and 2 or 3 but 4 and 5 but 6 or
- 21 ball draw claw tall yawn haul
- 22 1 Paul, ball, wall 2 Draw, claws
- 23 1 b, small 2 c, draw 3 a, haul
- 24 1 Paul 2 yawn 3 ball 4 draw 5 wall
- 25 1 get enough sleep 2 eat a healthy breakfast
3 get exercise 4 got enough sleep
5 ate a healthy breakfast
- 26 1 eat 2 drank 3 play

Unit 9, School Trips

- 1 1 dairy farm 2 art gallery 3 aquarium
4 zoo 5 national park 6 museum
- 2 1 b 2 b 3 c
- 3 4, 1, 3, 2, 5
- 4 1 zoo 2 art gallery 3 theater
- 6 1 Amy 2 Luke 3 Luke 4 Amy
- 8 1 concert hall, a concert 2 science museum, bats
3 aquarium, sharks
- 9 1 d 2 b 3 c 4 a
- 10 did, went, did, saw, Did, liked
- 11 1 did 2 went 3 did 4 like 5 didn't
- 13 1 b 2 c 3 a
- 15 1 c 2 b 3 a
- 16 1 painting 2 nature 3 Museum
4 century 5 impressionist
- 17 1 T 2 F 3 F 4 F
- 18 1 a 2 c 3 b
- 20 1 Flamenco 2 Greek play 3 Mua Roi Nuoc
- 21 1 flamenco 2 puppets 3 plays
4 dramatic 5 stage 6 theaters
- 22 Red: Sally and Craig, I, My parents, We
Blue: went to, didn't see, went out (for), visited
Purple: the zoo, a sea lion show, dinner, an art gallery
- 23 1 O, paintings 2 V, like 3 S, I 4 V, learned
- 24 b, d, a, c
- 25 plant child fast ant cold hand nest band
- 26 1 hands, cold 2 ant's, nest
- 27 1 d, plant 2 a, cold 3 b, hand 4 c, nest
- 28 1 old 2 cold 3 band 4 sand 5 fast 6 and 7 tent
- 29 1 concert hall, c 2 art gallery, d
3 science museum, b 4 zoo, a
- 30 1 went, Did, did 2 were, went

Checkpoint, Units 7–9

- 1 went to bed at 9:00, healthy
got 5 hours of sleep, unhealthy

got 10 hours of sleep, healthy
 walked the dog, healthy
 didn't eat breakfast, unhealthy
 had eggs, toast, and milk for breakfast, healthy
 had pizza for breakfast, unhealthy
 rode his bike to school, healthy
 ate chips and drank cola, unhealthy
 played soccer, healthy

- 2** Possible answer: Matt went to bed at 9:00, got 5 hours sleep, had eggs, toast and milk for breakfast, rode his bike to school, saw a movie, played soccer and went to bed at 8:30.

Unit 1, Extra Grammar Practice

- 1** 1 after 2 before 3 before 4 before 5 after 6 after

Unit 2, Extra Grammar Practice

- 1** 1 does, firefighter, does, works
 2 What does your uncle do? Where does he work? works
 3 What does your mother do? Where does she work? works

Unit 3, Extra Grammar Practice

- 1** 1 has to feed the cat twice today
 2 have to clean their rooms
 3 do, have to do, have to do the dishes
- 2** 1 always 2 never 3 usually

Unit 4, Extra Grammar Practice

- 1** 1 Can: penguins
 Can't: a camel/dogs/a duck/lizards/a snake
 2 Can: dogs/penguins
 Can't: a camel/a duck/lizards/a snake
 3 Can: a camel/lizards/a snake
 Can't : dogs/a duck/penguins
- 2** 1 can 2 Can, live, it can
 3 can't 4 can, do, It can live in the desert
 5 can, do, can, can't 6 Can, they can't

Unit 5, Extra Grammar Practice

- 1** 1 is, It's 2 was, was
 3 How is the weather, It's cold and sunny.

- 2** 1 What was the weather like yesterday in Barcelona?
 2 It is warm and windy 3 It was cold and snowy

Unit 6, Extra Grammar Practice

- 1** 1 The shirt feels tight.
 2 The cheese smells awful.
 3 The shoes look comfortable.
 4 The flowers smell nice.
- 2** 1 How does the music sound?
 2 How do the cookies taste?
 3 How does the scarf feel?
 4 How does the perfume smell?

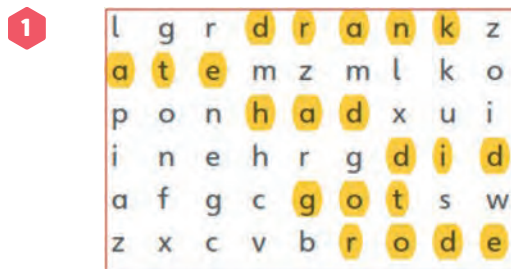
Unit 7, Extra Grammar Practice

- 1** bread, lettuce, cucumber, mustard
- 2** 1 some 2 any 3 any 4 some
- 3** 1 any, some 2 Are there any, any
 3 Is there any, there is some
 4 Is there any, there isn't any

Unit 8, Extra Grammar Practice

- 1** 1 f 2 d 3 a 4 e 5 c 6 b
- 2** 1 he didn't 2 Did Matt get, he didn't
 3 she did 4 Did Sue get, she did

Unit 9, Extra Grammar Practice



1 ate 2 did 3 drank 4 got 5 had 6 rode

- 2** 1 go, They went to the theater.
 2 see, They saw a play.
 3 did, He went to the aquarium.
 4 Did, Yes, he did.

WORDLIST

Welcome Unit

Other

brush my teeth	c
couch	b
do homework	c
eat lunch	c
get up	a
go to bed	a
go to school	d
have breakfast	a
usually	a
watch TV	a

Unit 1

Daily routines

brush (my teeth)	4
do my homework	4
eat breakfast	4
eat dinner	8
feed (the cat)	4
get dressed	4
play soccer	4
play (video games)	4
put on (his shoes)	7
take a shower	10
wake up	4
watch TV	4
wash (my face)	4
wash your hands	10

Times

(seven) o'clock	5
seven (ten)	4
seven (fifteen)	4
seven (twenty-five)	4
seven (thirty)	5
seven (forty-five)	5
seven (fifty-five)	4

Other

advice	10
bacteria	10
busy	8
cause	10
chores	14
cough	10
decay	10
different	11
germ	10

healthy	10
inside	5
outside	5
soap	10
sick	10
silly	15
sleepy head	5
sneeze	10
strong	10
subject	12
time zone	11
tiny	10
verb	12
morning	6
afternoon	8
evening	8
map	14

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Jobs

cashier	16
chef	16
farmer	16
fashion designer	16
firefighter	16
mail carrier	16
nurse	16
photographer	26
police officer	16
(newspaper) reporter	20
scientist	16
teacher	16
waiter	16

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(at a) fire station	17
(at a) hospital	17
(at a) laboratory	17
(at a) police station	17
(at a) restaurant	17
(at a) store	17
(at a) school	17

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brave	17
choose	22
collect	23

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creative	22
donate	23
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make my bed	28
practice the piano	28
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never	33
sometimes	33
usually	33

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cost	42
earn	42
extra	34
fire	35
forest	35
handle	35
housework	34
lamp	35
let (someone) know	42
oil	35
paragraph	36
pocket money	42
pump	35
save	42
spend	34
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stove	35
title	36
twins	29

wind	35
wood	35

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Animals

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bear	44
camel	44
canary	51
dingo	54
gecko	51
goldfish	51
iguana	51
kangaroo	54
koala	54
kookaburra	54
mountain lion	54
owl	44
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penguin	44
sea lion	44
shark	44
stonefish	50
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desert	45
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ice and snow	45
jungle	45
lake	45
mountain	45
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rain forest	45

Other

balance (a ball)	46
be covered in	50
bite	52
blend in	50
bottom of the ocean	50
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clap	46
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trick	46
(very) well	46

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silent	115
Spain	115
stage	115
strange	114
talent	119
Vietnam	115

INTERNATIONAL PHONETIC ALPHABET

IPA Symbols

Consonants

/b/	b aby, cl ub
/d/	d own, to day , sa d
/f/	f un, prefer, la ugh
/g/	g ood, beg in , do g
/h/	h ome, beh ind
/k/	k ey, choco late , bla ck
/l/	la te , poli ce , ma il
/m/	m ay, wo man , sw im
/n/	n o, op in ion
/ŋ/	an gry, lo ng
/p/	p aper, ma p
/r/	r ain, pare nt , doo r
/s/	s alt, medic ine , bu s
/ʃ/	s ugar, spec ial , fi sh
/t/	t ea, mat er ial, da te
/θ/	th ing, hea lth y, ba th
/ð/	th is, mo th er, ba th e
/v/	v ery, tra ve l, of
/w/	w ay, any o ne
/y/	y es, on io n
/z/	z oo, cou si n, alwa y s
/ʒ/	mea su re, gara g e
/tʃ/	ch eck, pic t ure, wa ch
/ʃ/	j ob, refr ig erator, ora n ge

Vowels

/ɑ/	o n, ho t , fa th er
/æ/	a nd, ca sh
/ɛ/	e gg, sa y s, lea th er
/ɪ/	i n, bi g
/ɔ/	o ff, da ugh ter, dra w
/e/	A pr i l, tra i n, sa y
/i/	e ven, sp e ak, tr e e
/o/	o pen, clo s e, sh o w
/u/	bo ot, do , thro ugh
/ʌ/	o f, yo un g, su n
/ʊ/	pu t, co ok, wo uld
/ə/	a bout, pen ci l, le mo n
/ə/	mo th er, Sa tu rday, do cto r
/ɜ/	e arth, bu rn , he r

Diphthongs

/aɪ/	i ce, st y le, l i e
/aʊ/	o ut, do w n, ho w
/ɔɪ/	o il, no i se, bo y

The English Alphabet

Here is the pronunciation of the letters of the English alphabet, written in International Phonetic Alphabet Symbols.

a	/e/
b	/bi/
c	/si/
d	/di/
e	/i/
f	/ɛf/
g	/ʃi/
h	/eɪ/
i	/aɪ/
j	/ʃe/
k	/ke/
l	/ɛl/
m	/ɛm/
n	/ɛn/
o	/o/
p	/pi/
q	/kyu/
r	/ar/
s	/ɛs/
t	/ti/
u	/yu/
v	/vi/
w	/dʌbəlju/
x	/ɛks/
y	/waɪ/
z	/zi/

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