

**Mario Herrera**  
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# **BIG** **ENGLISH**



**2ND EDITION**  
**TEACHER'S EDITION**



# About the Authors



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**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.

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**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](http://www.english.com/gse).

# COMPONENT Walk-through

1 PLAN > 2 TEACH > 3 PRACTICE > 4 ASSESS

## 1 PLAN: Before class

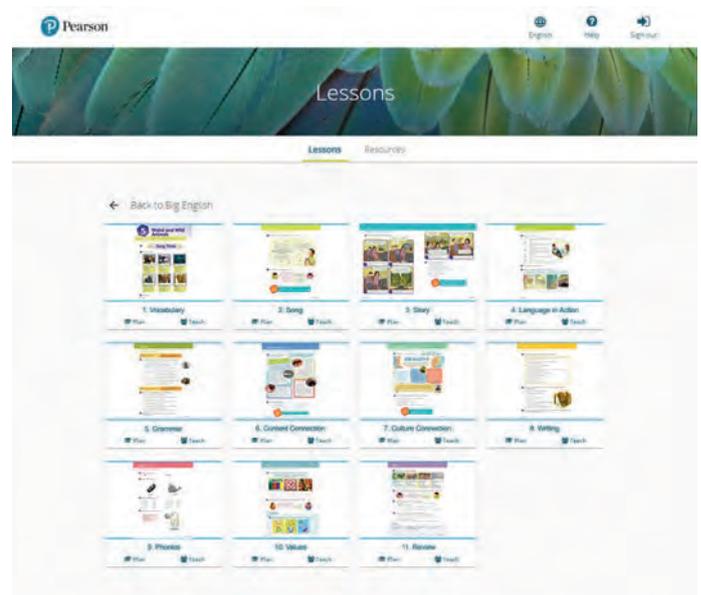
### Teacher's Edition

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, and 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 online at-a-glance to inform teaching and support students.

## 2 TEACH: In class

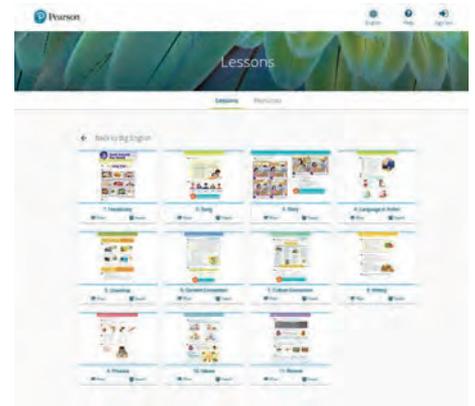
### Student's Book



### 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.

### 21<sup>st</sup> Century Skills

#### What are 21<sup>st</sup> century skills?

21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> century skills whilst teaching with Big English?

21<sup>st</sup> 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 21<sup>st</sup> 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



##### 21<sup>st</sup> Century Communication

- Read the directions aloud as students follow in their books. Discuss the directions as a class. Pair students and have them explain how they are the same and different than a friend. Allow time for each student to have a turn to explain their differences and similarities to a partner. Help students express their responses in English.



Think of a friend. How are you the same and how are you different?

# 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 | Geography

I will learn about unusual festivals.

 Listen and read. Match the titles a–c with paragraphs 1–3.

**CONTENT WORDS**  
attraction celebrate  
feast fight powder  
take place unusual

a The Color Red    b The Start of a New Season    c Strange Dinner Guests

#### Unusual Festivals

Every country has its own festivals to celebrate different things. Some festivals are more interesting than others because they're unusual – and a lot more fun! Here are just a few unusual festivals around the world.

- 1 Holi, the festival of colors, takes place every year in India, Nepal, and other parts of the world. Holi celebrates the end of winter and the arrival of spring and lasts for many days. It's also a celebration of good over evil. During the festival, people throw colored powder and water at each other. Stores and offices close, and the streets fill with excited crowds. It's one of the most colorful festivals in the world!
- 2 The only color during another famous festival is red. "La Tomatina" takes place in Buñol, Spain, in August. People come from all over the world for a big food fight. La Tomatina, you see, is the festival of throwing tomatoes! All over the city, people run through the streets throwing red tomatoes at each other. The streets get very messy, but everyone has a good time.
- 3 Finally, how about a festival with animals? On the last weekend in November, people in Lopburi, Thailand, invite some



# Assessment for Learning

## What is Assessment for Learning?

As opposed to traditional, summative assessment tools that measure what has been learned, 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?

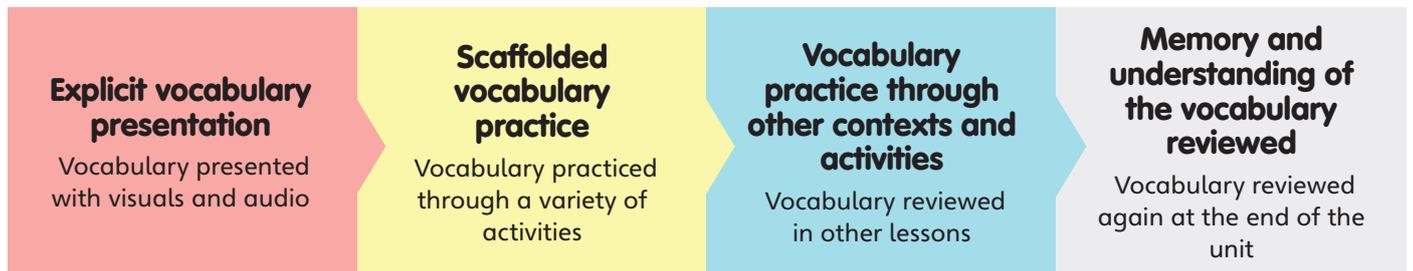
In Big English, the Vocabulary lessons always start with sharing the lesson objective with the class and reminding students what they already know about the topic.

New vocabulary items are first 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.



# 5

## Weird and Wild Animals

Warm-up

**Materials:** World map or globe, pictures of endangered animals

**21st Century Environmental Literacy**

- Display a map of the world. Point to the different continents, oceans, and seas. Ask students what they know about the animals that live there and if they know whether they are endangered or not.
- Show students the pictures of endangered animals and have volunteers point to their country of origin, e.g. giant panda – China.

**Lesson Objective**

**Materials:** Flashcards: Unit 5, animals

**Introduce**

Introduce the lesson objective. Say: *Today I will learn to name weird animals and where they live.*

- Use 2–3 Flashcards to remind students what they already know and elicit the names of any weird animals they can think of.
- Students will identify and name weird animals and where they live.

**Song Time**

**Materials:** Flashcards: Unit 5, 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.**

- Point to the pictures on page 56 and say: *These pictures*

84  **Song Time!** 

85  Listen, look, and say.

Game

**Materials:** Flashcards: Unit 5, animals

**2 Play the game.**

- Invite students to play a game. Say: *I live in Australia and there are between 10 and 25,000 of us. Which animal am I? Elicit: The Tasmanian devil.*

**Lesson Objective**

**Materials:** Flashcards: Unit 5, animals

Revisit the lesson objective: *Now I have learned to name weird animals and where they live.*

- Encourage awareness of what students have learned by quickly eliciting some words for animals.

**Homework** WB p. 52/act.3

**1 Look and write. Then match.**

- Direct students to WB Activity 1 on page 52. Read the directions. Explain to students that they must look at the pictures, read the descriptions, and write the correct word for each animal.

**Extra Application and Practice Activity**

**Materials:** Photocopies of world map, index cards

**21st Century Creativity**

- Explain to students that they are going to make an animal map. Have students work in small groups and give each group a photocopy of the world map and have them research other wild animals from different

# Grammar Instruction

## 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 in the Checkpoint sections that feature after every three units. This is crucial to mastering the target language.

### Grammar

I will learn to use *would like* to talk about foods.

<b>What would you like?</b> What <b>would</b> he/she <b>like?</b>	<b>I'd like some soup.</b> He'd/She'd <b>like</b> some yogurt.	<b>I would like → I'd like</b> He/She would like → He'd/She'd like
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**10** Look and complete.



1 What would Jessie like?  
She'd like some oatmeal.



2 What \_\_\_\_\_ Jin-Soo \_\_\_\_\_? \_\_\_\_\_ some noodle soup.



3 What \_\_\_\_\_ Ms. Ruiz \_\_\_\_\_? \_\_\_\_\_ yogurt with fruit.



4 What \_\_\_\_\_ you \_\_\_\_\_? \_\_\_\_\_?

<b>Would</b> you he/she they	<b>like to try</b> some curry?	<b>Yes,</b> we he/she they	<b>would.</b>	<b>No,</b> we he/she they	<b>wouldn't.</b>
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**11** Read and complete.

- 1 Would your dad like to try a steamed bun? Yes, \_\_\_\_\_.
- 2 Would your mom like to try some flan? No, \_\_\_\_\_.
- 3 Would you like to try a strawberry smoothie? \_\_\_\_\_.
- 4 \_\_\_\_\_? Yes, I would.

Unit 3 33

### Grammar

<b>What would you like?</b> What <b>would</b> he/she <b>like?</b>	<b>I'd like some soup.</b> He'd/She'd <b>like</b> yogurt.	<b>I'd like → I would like</b> He'd/She'd like → He/She would like
--	--	---

**9** Listen and check (✓). Then complete the sentences.







Name: _____	
<b>Drinks</b>	
lemonade	<input type="checkbox"/>
apple juice	<input type="checkbox"/>
milk	<input checked="" type="checkbox"/>
<b>Lunch</b>	
chicken curry	<input type="checkbox"/>
noodle soup	<input checked="" type="checkbox"/>
rice and beans	<input type="checkbox"/>
steamed buns	<input type="checkbox"/>

Name: _____	
<b>Drinks</b>	
lemonade	<input type="checkbox"/>
apple juice	<input type="checkbox"/>
milk	<input type="checkbox"/>
<b>Lunch</b>	
chicken curry	<input type="checkbox"/>
noodle soup	<input type="checkbox"/>
rice and beans	<input type="checkbox"/>
steamed buns	<input type="checkbox"/>

Name: _____	
<b>Drinks</b>	
lemonade	<input type="checkbox"/>
apple juice	<input type="checkbox"/>
milk	<input type="checkbox"/>
<b>Lunch</b>	
chicken curry	<input type="checkbox"/>
noodle soup	<input type="checkbox"/>
rice and beans	<input type="checkbox"/>
steamed buns	<input type="checkbox"/>

- 1 What would Linda like?  
She'd like milk and noodle soup.
- 2 What \_\_\_\_\_ Paul \_\_\_\_\_?
- 3 What \_\_\_\_\_ Maria \_\_\_\_\_?

**10** Look at 9. Write about you. What would you like?

Unit 3 33

# 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 | le, el, al, il

I will learn to use the sounds le, el, al, and il.

**120** Listen, read, and repeat.

1 le                      2 el                      3 al                      3 il

**121** Listen and find. Then say.

  
apple

  
camel

  
medal

  
pencil

**122** Listen and blend the sounds.

1 b-u-bb-le    bubble	2 u-n-c-le    uncle
3 t-r-a-v-el    travel	4 a-p-r-il    April
5 s-a-n-d-al-s    sandals	6 t-o-w-el    towel
7 p-u-p-il    pupil	8 l-o-c-al    local

**123** Read aloud. Then listen and chant.

Take your pencil.  
Draw a camel.  
Draw a medal.  
Draw some bubbles.



Unit 3 37

### Phonics Lesson

**Lesson Flow**

Warm-up

Lesson

Presentation

Practice 1

Practice 2

Practice 3

Practice 4

Practice 5

Practice 6

Lesson Objective

Homework

**Lesson Objective**

I will learn to use the sounds le, el, al, and il.

Phonics | le, el, al, il

I will learn to use the sounds le, el, al, and il.

**120** Listen, read, and repeat.

1 le                      2 el                      3 al                      3 il

**121** Listen and find. Then say.

  
apple

  
camel

  
medal

  
pencil

**122** Listen and blend the sounds.

1 b-u-bb-le    bubble	2 u-n-c-le    uncle
3 t-r-a-v-el    travel	4 a-p-r-il    April
5 s-a-n-d-al-s    sandals	6 t-o-w-el    towel
7 p-u-p-il    pupil	8 l-o-c-al    local

**123** Read aloud. Then listen and chant.

Take your pencil.  
Draw a camel.  
Draw a medal.  
Draw some bubbles.



Unit 3 37

**Warm-up**

**Materials:** Index cards

- Make Flashcards (words only) using index cards for the words in this lesson (apple, camel, medal, pencil) and a few other words with the same sounds that students know (pedal, people, wheel, snail).
- Write the sounds le, el, al, and il on the board. Show the cards one by one and read words aloud. Invite volunteers to come to the board and place the index cards under the correct spellings.

**Lesson Objective**

**Introduce** the lesson objective. Say: *Today I will learn to use the sounds le, el, al, and il.*

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

Unit 3

# 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 Kids in My Class**

**Vocabulary**

**Song Time!**

1. Listen, look, and say.

1. **Stick is tall** and has **long light brown hair**. She plays the guitar.

2. **Darren is short** and has **straight black hair** and glasses. He's shy.

3. **Sylvia has brown hair**. She carries a **bright pink backpack**.

4. **Walter has wavy blond hair**. He likes to play the guitar.

5. **Play the game.**

**Song**

I will learn to ask and answer about how people look.

1. Listen, look, and sing. Which girl is Maria?

**Who's That Girl?**

It's the first day of school. We're back in our classes. Everybody looks different. And I have new glasses!

Who's that girl? Standing over there? She looks like Maria. She has curly dark hair.

It's the first day of school. And I'm back in my class! Everybody looks different. Now I have straight hair.

Who's that girl? Oh, wait, that's Maria! Last time I saw her, she was shorter than me!

**Chorus**

In my class are the same friends I know. But we all change. We all grow up!

1. Look at the people in I and say True or False.

1. Sylvia has brown hair. 2. Natalie wears glasses. 3. Larry is shy.

4. Brian is serious. 5. Trish plays the saxophone. 6. Darren is tall.

2. Ask and answer about people in your class.

Unit 1

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 making comparisons.

1. Listen and read. Who's taller? Amanda or Christina?

**She's Just Like You!**

There's a new girl in our class.

Oh, really? What's she like?

Her name's Amanda. She has curly dark hair.

Just like you!

Christina tells her dad about the new girl at school.

Christina and the new girl have some things in common.

Yes... but my hair is curlier than hers. And her hair is longer than mine.

Is she tall?

No, she isn't. I'm taller than she is.

But Christina and Amanda are different in some ways, too.

Amanda

Christina

Christina likes her new classmate.

Christina is definitely not shy!

2. Copy the chart. Then read and check (✓) or put a ✗.

	Christina...	Amanda...
1. has curly dark hair.		
2. has long hair.		
3. is tall.		
4. is shorter than the other.		
5. is nice and smart.		
6. is shy.		

3. Think of a friend. How are you the same and how are you different?

Unit 1

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 making comparisons.

1 Listen and read. Then say.

**Lisa:** Is that your cousin?  
**Mercy:** Yes, that's Alan.  
**Lisa:** Is he older than you?  
**Mercy:** No, he's younger than me.  
**Lisa:** Oh, he's taller than you.  
**Mercy:** I know. He's taller than my brother David, too.



2 Practice the dialog in 8 with a partner.

3 Listen and stick.



8 Unit 1

### Grammar

I will learn to use -er than and mine, your..., to describe people.

Who is **bigger**, Chris or Tom? **Chris is bigger than Tom.**

11 Look at the picture. Complete the sentences.

big heavy long small

1 Juan is bigger than Mia.  
 2 Mia is lighter than Juan.  
 3 Mia's hair is longer than Juan's.  
 4 Juan's backpack is heavier than Mia's.

My sister's hair is longer than **my hair**.  
 My sister's hair is longer than **your hair**.

mine  
yours  
hers  
ours  
theirs.

My sister's hair is longer than \_\_\_\_\_.

12 Rewrite the sentences.

hers mine ours yours

1 My sister is younger than **your sister**. *My sister is younger than yours.*  
 2 His book is heavier than **her book**.  
 3 Annette's hair is shorter than **my hair**.  
 4 Their car is bigger than **our car**.



Helen's backpack is larger than John's.

Unit 1 9

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 to talk about twins, triplets, and quadruplets.

14 Listen and read. What are two types of twin?

**Twins and More!**

1 Are your brothers and sisters older than you or younger than you? Sometimes brothers and sisters are exactly the same age. This happens when a mother has more than one baby at the same time. If there are two babies at the same time, we call them twins. Triplets means three babies, and quadruplets means four babies!

2 One out of every 32 births is a pair of twins. One birth in every 625 is triplets, and quadruplets (four babies) and larger groups are quite rare. Only 1 in every 1000 births is quadruplets. This is because it is more difficult for quadruplet babies to survive.

3 Do twins always look the same? The answer is no. There are two types of twin. Identical twins look exactly alike, but other twins are called fraternal; they don't look alike. Fraternal twins are much more common than identical twins; only 20% of all twins are identical, and 70% are fraternal. In larger birth groups, identical babies are very rare. For example, only 8% of triplets are identical, and 92% are fraternal. And there is only a 1% chance of identical quadruplets, so more than 99% of them are fraternal.

4 So are identical babies completely identical? Again, the answer is no. The hair, eyes, character, and even foot size for identical babies can be the same. However, they have different fingerprints. Also, sometimes twins can be like a mirror. For example, when one twin is left-handed and the other twin is right-handed.

5 In 2010, researchers in Padua, Italy, showed images of twins growing inside their mother. These images tell us that twins really do have a special relationship. The twins touched each other more than they touched themselves. These little brothers and sisters begin to love each other even before they are born.

15 Look at 14 and say True or False. Correct the sentences that are false.

1 Twins, triplets, and quadruplets are the same age.  
 2 There are more quadruplets than triplets.  
 3 Identical twins are more common than fraternal twins.  
 4 Identical twins have the same fingerprints.

THINK BIG

6. Content Connection

Plan Teach

### Culture Connection | Around the World

I will learn about hairstyles around the world.

16 Read quickly. Match the hairstyles (a-d) with the paragraphs (1-4).

a powdered wigs b braids c dyed wigs d fan-shaped hairstyle

**What Does Your Hairstyle Mean?**

1 If you look at paintings from ancient Egypt, you can see women wearing thick wigs. Ancient Egyptians sometimes dyed the wigs different colors, like blue, green, or gold. Men in Ancient Egypt didn't usually have beards, but sometimes wealthy men wore fake beards made of metal.

2 In Japan, some women have a special hairstyle. It's an old hairstyle called chignon. Long hair is pulled up to the top of the head, and the end is made into a shape of a fan. Wearing a famous sumo wrestler's retires, this piece of hair is cut off.

3 Many cultures in Africa use braids to tell something about their age, such as whether they are married or not, or what community they belong to. This kind of braiding is popular around the world. It's easy to find a high-top mohawk or a famous athlete with braids.

4 Across Europe in the 1700s, many men and women wore powdered wigs. Some people had a special room in their house for putting powder on the wigs. Many of the hairstyles at this time tried to copy the styles of rich or famous people. Today, judges in the UK wear white wigs made of wool for some of their work in the courts.

17 Listen and read. Then choose the correct answer.

1 Part of a sumo wrestler's hair is cut off when he **becomes famous / retires**.  
 2 Wigs in Ancient Egypt were sometimes **dyed different colors / made of metal**.  
 3 For some groups in Africa, braids show if a person is **married / a good singer**.  
 4 Judges in the U.K. sometimes wear **wool / powdered wigs** in court.

of hairstyles are in where you live?

Unit 1 11

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** | Parts of a paragraph

I will learn to write a paragraph.

18 Read. Then find the title, topic sentence, detail sentences, and final sentence.

A **title** says what you are going to read about.  
A **topic sentence** gives the main idea of a paragraph.  
Detail sentences give us more information.  
A **final sentence** talks about the subject in a different way.

**My Best Friend**

My best friend's name is Anita.  
She's taller than I am, and her hair is longer than mine. Anita is smart, and she's funny, too. We like playing computer games at the weekend.  
I'm happy to have a friend like Anita.

19 Read and say title, topic sentence, detail sentence, or final sentence.

- 1 She is very nice and a lot of fun.
- 2 I'm always happy to see Aunt Elsie.
- 3 She likes making cookies with my sister and me.
- 4 My favourite aunt is Aunt Elsie.
- 5 My Aunt Elsie
- 6 She also likes playing games with us.

20 Look at 19. Order the sentences to make a paragraph.

**Writing Steps**

- 1 Think of a friend or relative.
- 2 Write a title.
- 3 Write a topic sentence.
- 4 Write three detail sentences.
- 5 Write three final sentences.

12 Unit 1

**Phonics** | ear, air

I will learn to use the sounds ear and air.

21 Listen, read, and repeat.

- 1 ear
- 2 air

22 Listen and find. Then say.

hear chair

23 Listen and blend the sounds.

1 f-ear	hear	2 y-ear	year
3 h-air	hair	4 p-air	pair
5 f-air	fair	6 d-ear	dear
7 n-ear	near	8 s-t-air-s	stairs

24 Read aloud. Then listen and chant.

A boy with big ears and fair hair  
Hears the twins on the stairs.  
A boy with big ears and fair hair

Unit 13

8. Writing

Plan Teach

9. Phonics

Plan Teach

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** | Be considerate of others.

I will learn to be considerate and helpful.

25 Listen and complete the sentences.

dropped first help turn

- 1 You can have a \_\_\_\_\_.
- 2 Can I \_\_\_\_\_ you?
- 3 You can go \_\_\_\_\_.
- 4 You \_\_\_\_\_ something.

26 Practice being considerate with a partner.

You can go first. Thank you!

**Project**

27 Make Good Manners cards for your teacher. Your teacher can give them to children who are considerate and have good manners.

14 Unit 1

**Review**

28 Make cards with the words in the box. Then play a game.

friendly  
funny  
glasses  
hair  
long  
nice  
old  
short  
tall  
young

29 Complete the dialog. Use the words from the box.

he serious older blond darker taller yours

A: Is that your brother?  
B: Yes, that's Max. We're not the same. We're very different. He's more \_\_\_\_\_ than I am. He's quite shy.  
A: Is he \_\_\_\_\_ than you?  
B: Yes, I'm 10, and he's 11. But I'm a little \_\_\_\_\_ than he is.  
A: His hair is \_\_\_\_\_ than I \_\_\_\_\_.  
B: Yes, I have \_\_\_\_\_ hair. His hair is brown.  
A: Is he friendly?  
B: Yes, \_\_\_\_\_ is very friendly. Just like me!

Unit 15

10. Values

Plan Teach

11. Review

Plan Teach

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 need more practice.  I don't know this.

Topic	Pages	Assessment
<b>Describing People:</b> tall, short, straight black hair... friendly, funny, smart, shy, serious...	4	 
<b>Activities:</b> go to the dentist, help clean, shop for food, play outside, watch a movie...	16	 
<b>Expressions of frequency:</b> every day, once a week, three times a year...	17	 
<b>Food:</b> oatmeal, noodle soup, rice and beans, steamed buns...	28	 
<b>Tastes:</b> sweet, sour, spicy, salty...	32	 
<b>Who is bigger?</b> Chris is <b>bigger than</b> Tom. My sister's hair is longer than <b>my hair</b> . My sister's hair is longer than <b>mine</b> .	4	 
<b>Where is he going after school?</b> He's going to soccer practice. <b>What are you doing tonight?</b> We're watching a movie at home. <b>How often do you go to the dentist?</b> We go to the dentist twice a year.	21	 
<b>What would you like? I'd like some oatmeal.</b> <b>Would she like to try some chicken curry?</b> Yes, she <b>would</b> ./No, she <b>wouldn't</b> .	33	

**I can do it!**

Get ready.

A. Complete the dialog. Write the numbers. Then listen and check.



- 1 Ms. Hart's hair is shorter than Ms. Roberts'
- 2 She's really nice
- 3 Ms. Hart is bringing pizza to class
- 4 Ms. Hart brought some Indian vegetable curry to class
- 5 Every Tuesday and Thursday

**Anna:** We have a new social studies teacher. Her name is Ms. Hart.  
**Dad:** What is she like?  
**Anna:** \_\_\_\_\_ And she's funny, too!  
**Dad:** Oh, I think I saw her. Does she have long, blond hair?  
**Anna:** No, that's Ms. Roberts. \_\_\_\_\_ And Ms. Hart wears glasses.  
**Dad:** Interesting. When do you have social studies?  
**Anna:** \_\_\_\_\_ Right now we're learning about India. \_\_\_\_\_  
**Dad:** Really? Was it spicy?  
**Anna:** Yeah, I loved it! Yesterday we learned about Spain, and Ms. Hart brought us hot chocolate and churros. Today we're learning about Italy. \_\_\_\_\_  
**Dad:** Mmm. You're making me hungry!

B. Complete the dialog in A with a partner.  
C. Answer the questions with a partner.  
1. Did you like to try the food in A?  
2. Which countries do you learn about in social science?

40 Checkpoint Units 1-3

**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** Create information about someone you would like to have as a pen pal. What is he/she like? Where does he/she live?

**STEP 2** Cut out the book outline on page 133. Fold it to make a book.

**STEP 3** Write about your pen pal in your book. Now you're ready to GO!

4) Go!

A. Swap books with three classmates. Write notes about their pen pals in your notebook. Ask and answer questions like the ones below.

- What are the pen pals' names?
- What are they like/What do they look like?
- What do they like to do?
- What food do they like to eat?

5) Write about yourself in your notebook.

- Who is taller, you or your best friend?
- What is your best friend like?
- What does your best friend look like?
- How often do you play with your friends?
- What are you doing after school?
- What food would you like to try?

**All About Me** Date: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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.







easy not fun OK fun

42 Checkpoint Units 1-3

**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.

# 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 learned 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 suggested homework from the Workbook either as print or interactive digital exercises. 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 learned, and to give them a sense of achievement and progress.

SB TE



SB Student's Book

WB Workbook

TE Teacher's Edition

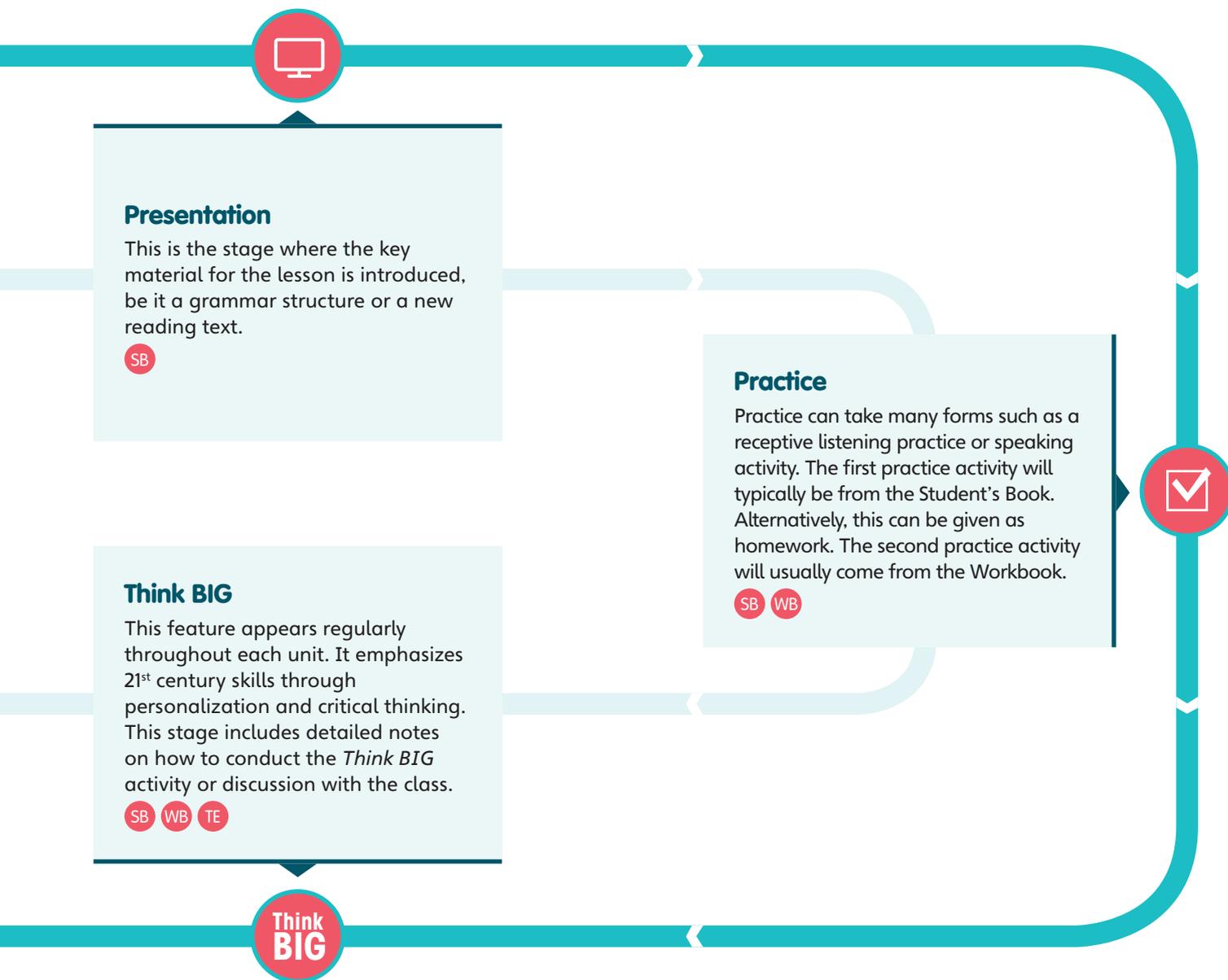
In the Teacher's Edition, the lesson flows appear at the start of each lesson and tell the teacher how many activities are included and what their purpose is, for example, presentation or practice. The teaching notes follow this sequence of activities, providing guidance every step of the way as well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



# Contents

Unit	Vocabulary	Structures
<b>Welcome to Class!</b> pp. a–d	<b>Describing people:</b> blond, brown hair, cool, funny, blue/green eyes, long, short, tall <b>Activities:</b> make cakes, go to the movie theater, play games, play the drums/ the guitar, play baseball/ basketball, sing, speak Spanish/Chinese <b>Jobs:</b> chef, music teacher, scientist	Does he have short, blond hair? Yes, he does.  He is small. He has brown eyes. Fabia plays the drums really well.
<b>1 Kids in My Class</b> pp. 4–15	<b>Describing people:</b> blond, bright, curly, dark, glasses, light, long, short, straight, tall, wavy smart, friendly, funny, serious, shy	Chris is taller than Tom. Mary's backpack is heavier than Kim's. mine/yours/his/hers/ours/theirs
<b>2 Our Schedule</b> pp. 16–27	<b>Activities:</b> eat out, go on vacation, go to a wedding, go to the dentist, help clean, play outside, shop for food, watch a movie <b>Expressions of frequency:</b> every day, once a week, three times/twice a week/year	Where is she going after school? She is going to the library. What are you doing tonight? I am going to soccer practice.  How often do you go to the dentist? I go to the dentist twice a year.
<b>3 Food Around the World</b> pp. 28–39	<b>Food:</b> cereal with milk, chicken curry, eggs in tortillas, grilled cheese sandwich, noodle soup, oatmeal, pasta with vegetables, rice and beans, steamed buns, yogurt with fruit <b>Tastes:</b> sweet, sour, spicy, salty	What would you like? I'd like noodle soup.  Would he like to try some curry? Yes, he would./No, he wouldn't.
<b>Checkpoint Units 1–3 pp. 40–43</b>		
<b>4 How Do You Feel?</b> pp. 44–55	<b>Health problems:</b> allergies, cold, cough, cut, fever, headache, sneeze, sore throat, stomachache <b>Remedies/Causes:</b> eat too much candy, get some rest, go to the nurse, take some medicine, stay in bed, stay up late	You should eat healthy foods. They shouldn't stay up late. We should take care of ourselves. myself/yourself/himself/herself/ourselves/themselves
<b>5 Weird and Wild Animals</b> pp. 56–67	<b>Animals:</b> Andean condor, angler fish, coconut crab, tarsier, Tasmanian devil, volcano rabbit destroy, endangered, kill, polluted, population	How many chimpanzees were there 100 years ago? There were more than one million. But now there are only about 200,000. Why are chimpanzees endangered? They're endangered because people are destroying their habitat.
<b>6 Life Long Ago</b> pp. 68–79	<b>Past and present activities:</b> cook in a microwave, drive cars, have a cell phone, have electric lights, listen to an MP3 player, wash clothes in a washing machine cooked on a coal stove, had a phone with an operator, had oil lamps, listened to the radio, traveled by horse and buggy, washed clothes by hand	Did people have cars in 1950? Yes, they did. Did people have cars in 1900? No, they didn't. They traveled by horse and buggy or by train. Before TV, what did people use to do for entertainment at night? They used to listen to the radio. They didn't use to listen to an MP3 player.
<b>Checkpoint Units 4–6 pp. 80–83</b>		
<b>7 Special Days</b> pp. 84–95	<b>Special Days:</b> Earth Day, Independence Day, my birthday, my parents' anniversary, New Year's Eve/Day, Valentine's Day <b>Ways to celebrate:</b> eat special foods, give/get a card, give/get presents, have a party, watch a parade, watch fireworks	When are you going to watch a parade? We're going to watch a parade on New Year's Day. Is he going to have the party on the eighth? Yes, on the eighth./No, on the eleventh.
<b>8 Hobbies</b> pp. 96–107	<b>Hobbies:</b> coin collection, doll collection, shell collection, toy car collection <b>People:</b> basketball player, chess player, dancer, painter, singer, soccer player, video game player, writer	Chris has a big toy car collection. Mark's collection is bigger than Chris's collection. Kyle has the biggest toy car collection.  Laura is a good/a better/the best dancer. My brother's drawings are bad/worse/the worst.
<b>9 Learning New Things</b> pp. 108–119	<b>Talents:</b> bake a cake, build a robot, dance like a hip-hop artist, draw comic books, make a website, play the guitar, play tennis, sing like a rock star, skateboard, speak Chinese	Do you know how to play the piano? Yes, I do./No, I don't. What would she like to learn? She'd like to learn how to sing like a rock star. What do they think of baking cakes? They think it's a lot of fun.
<b>Checkpoint Units 7–9 pp. 120–123</b>		
Cambridge Young Learners English: Movers Practice Paper pp.124–132      Cutouts pp.133–138		

CLIL: Content and Culture	Writing	Phonics	Values	I can...
<p><b>Life Science: Twins, triplets, and quadruplets</b> exactly, fingerprint, fraternal, identical, look alike, rare, relationship, survive</p> <p><b>Around the World: Hairstyles</b> beard, braids, court, dyed, judge, powdered, wealthy, wig, wool</p>	Parts of a paragraph	<b>ear, air</b> dear, fear, hear, near, year chair, fair, hair, pair, stairs	Be considerate of others.	...describe people. ...use the comparative to compare people. ...use <i>mine, yours...</i> ...write parts of a paragraph.
<p><b>Social Science: Advertising</b> advertisement, attractive, billboard, bright, catch your eye, character, jingle, product, slogan, tool, tune</p> <p><b>Around the World: Superstitions</b> action, belief, bucket, connection, fan, fingernail, groundhog, lucky, shadow, superstition</p>	Sequence words	<b>ir, ur</b> bird, girl, sir, shirt, skirt curl, fur, hurt, surf, turn	Practice good habits.	... use words for activities people often do. ...use <i>What, Where, and How often</i> to ask about activities. ...ask and answer about what people do and when/how often. ...use sequence words, <i>First, Next, Then...</i>
<p><b>Science: Healthy eating</b> balanced diet, dairy, fat, grains, protein, salty, sugary, whole-grain</p> <p><b>Around the World: School lunches</b> cafeteria, nshima, organic, risotto, sauces</p>	Conjunctions: <i>because, so</i>	<b>le, el, al, il</b> apple, bubble, uncle camel, towel, travel local, medal, sandals April, pencil, pupil	Choose healthy foods.	...use words for foods and how they taste. ...use <i>would like</i> to talk about food. ...ask and answer about what I like/would like to eat. ...write sentences with <i>so</i> and <i>because</i> .
<p><b>Science: Germs</b> bacteria, disease, fever, fungi, germ, malaria, microscope, protect, protozoa, spread, virus, vomit</p> <p><b>Around the World: Home remedies</b> cure, herbal, massage, painkiller, remedy, relax, rub, stress</p>	Using commas	<b>kn, wr</b> knee, knight, knock, knot, know wrap, wreck, wrist, write, wrong	Don't spread germs.	...use words for illnesses and health problems. ...use <i>should/shouldn't</i> and <i>myself, yourself...</i> to talk about staying healthy. ...ask for and offer advice for health problems. ...write sentences with commas.
<p><b>Science: Endangered animals</b> cave, endangered, extinct, fur, in the wild, polluted pond, predator, protect, trap</p> <p><b>Around the World: Dragons</b> creature, extinction, evil, fairy tale, habitat, monster, myth, mythical</p>	End marks	<b>ph, wh</b> dolphin, elephant, phantom, phone, photo whale, wheat, wheel, when, white	Protect endangered animals.	...use words for weird animals and where they live. ...use <i>How many, there + be</i> and <i>why/because</i> to talk about endangered animals. ...talk about endangered animals. ...write sentences with end marks.
<p><b>Math: Multiplication</b> average speed, distance traveled, multiply, number of, per hour</p> <p><b>Around the World: Traditional cultures</b> ancestors, dialect, nomadic, reindeer, surfing the Internet, technology, tundra</p>	Quotation marks	<b>ge, dge</b> age, cage, large, page, sponge badge, bridge, edge, fridge, hedge	Solve problems.	...use words to talk about life in the past and in the present. ...use <i>have</i> and <i>used to</i> to talk about the past. ...talk about life in the past and in the present. ...write sentences with quotation marks.
<p><b>Geography: World festivals</b> attraction, celebrate, feast, fight, powder, take place, unusual</p> <p><b>Around the World: Leap years</b> calendar, divided, extra, leap year</p>	Emails	<b>ue, u_e, ure</b> blue, glue, true cube, cute, duke, huge nature, picture, treasure	Celebrate traditions.	...use words for special days/dates and how we celebrate them. ...use <i>be going to</i> and <i>first, second...</i> to ask and answer about special days. ...talk about special days and plans to celebrate them. ...write an email.
<p><b>History: Hobbies from the past</b> creativity, croquet, embroidery, employers, handmade, imagination, insect, needle, net, sewing, spare time, thread</p> <p><b>Around the World: Unusual museums</b> lock of hair, marine life, potter, research, snorkeling, weird</p>	Informal letters	<b>y, igh</b> by, fly, my, sky, try fight, high, light, night, right	Be a good sport.	...use words for hobbies and collections. ...use the comparative and superlative to talk about hobbies. ...talk about and compare hobbies and collections. ...write an informal letter.
<p><b>Life Science: Body movement</b> bone, brain, contract, flexible, joint, motion, muscle, nerves, organs, precision, relax, skeleton, support</p> <p><b>Around the World: Unique talents</b> attract, championship, competition, competitor, measure, release, spit, talent</p>	Reviews	<b>ew, ay, e_e</b> dew, few, new, stew gray, hay, pray, say eve, gene, these	Learn new things.	...use words for skills and talents. ...use <i>how to</i> and <i>think of</i> to ask and answer about skills and talents. ...talk about skills and talents and about trying new activities. ...write a review of a movie or book.



# 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 understand some details in short, simple texts and dialogs, if supported by pictures.
- Can identify specific information in short, simple texts and dialogs.

### Listening

- Can understand the main information in short, simple texts and dialogs.

### Speaking

- Can describe people's physical appearance, using simple language.
- Can describe people's abilities, using simple language.

### Writing

- Can write simple sentences describing their own and other people's physical appearance.
- Can write short descriptive texts on familiar personal topics, given a model.

### Grammar

- Can ask and answer questions about appearance.
- Can describe people's appearance and ability.
- Can use the correct form of the verbs *have*, *be*, *like*, *love*, *play*, *go*.

## Key Language

### Key Vocabulary

#### Describing people

funny	
blond	long
blue eyes	short
brown hair	tall
cool	

#### Activities

go to the movie theater  
make cakes  
play baseball

play games

play the drums  
sing  
speak Spanish

#### Expressions

Oh, look at this!  
What!  
He's very cool!  
It's awesome!

### Grammar/Structures

Does he have short, blond hair?  
Yes, he does.

He is small. He has brown eyes.  
Fabia plays the drums really well.

# Lesson 1

## Lesson Flow



## Lesson Objective

I will read a text and describe people's physical appearance and abilities.

## Key Language

pink hair, short, tall, plays basketball, plays the drums, speaks Spanish

### Welcome to Class!

1 Listen and read. Who are the girls reading about?

1 Christina and Maria are looking at a music magazine.

2 Christina is telling Maria about the band.

3 I like his short, green hair. He's very cool and very tall! Who's that?! Is it Ed?

4 No, it isn't. It's my dad.

### Welcome to Class!

2 Read and say True or False.

- In the music magazine, there is a picture of Christina's favorite band. \_\_\_\_\_
- Maria doesn't know who the band is. \_\_\_\_\_
- Natalia is Christina's favorite band member. \_\_\_\_\_
- Ed is in Christina's house. \_\_\_\_\_
- Christina's Dad looks like Ed for a party. \_\_\_\_\_

3 Read and write.

- Fabia plays the \_\_\_\_\_ and is good at \_\_\_\_\_.
- Ed has short, green \_\_\_\_\_.
- Maria thinks Ed is \_\_\_\_\_.
- Natalia plays the \_\_\_\_\_ and speaks \_\_\_\_\_.

4 Read and write.

	Natalia	Fabia	Ed
height	short		
hair length	long		
hair colour			

5 Work with a partner. Talk about the band.

a Welcome Unit
Welcome Unit b

## 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.
- Once students are familiar with the song, have them practice it using the karaoke version (Audio Track 3).

## Lesson Objective

### INVOLVE

- Introduce the lesson objective. Say: *Today I will read a text and then describe what people look like and what they can do.*
- Students will listen to and read a story, answer comprehension questions, and then talk about the story with a partner.

## Pre-reading



- Have students look at the pictures in the story frames. Explain that in the story, Christina and Maria are reading a magazine.
- Ask them who they think the people on the poster are, encourage them to explain their ideas.

## Reading



### 1 Listen and read. Who are the girls reading about?

- 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. Ask students to describe the characters in each frame.
- Ask: *Who are the girls reading about?* (A band called *The Teens*.)

## Comprehension 1



### 2 Read and say True or 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 do the activity.

#### MONITOR

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

## Comprehension 2



### 3 Read and write.

- Use the story frames to review describing ability.
- Read the directions aloud, and model what students have to do. Show them how to match each gapped sentence with the relevant story frame, and to identify the missing words.
- Give students time to complete the activity.

#### MONITOR

Check answers as a class. (Answers: 1 drums, basketball; 2 hair; 3 cool; 4 guitar, Spanish and Chinese)

## Comprehension 3



### 4 Read and write.

- Use the story frames to review describing physical appearance.

- Read the directions aloud and model what students have to do. Show them how to use the information in the second story frame to complete the table.
- Give students time to complete the activity.

#### MONITOR

Check answers as a class. (Answers: Natalia – short, long, pink; Fabia – tall, short, black; Ed – tall, short, green)

## Speaking



### 5 Work with a partner. Talk about the band.

- Read the directions aloud, and explain that students are going to talk about the band members using the information from Activities 3 and 4.
- Ask a volunteer to model the activity with you. Point to one of the band members in the second frame and say: *Who's this?* Have him/her respond (e.g. *It's Ed. He has short, green hair and he sings.*)
- In pairs, students take turns to talk about each of the band members.

#### MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language. Invite a pair of volunteers to talk about the band in front of the rest of the class.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *I have read a text and described what people look like and what they can do.*

- Encourage awareness of what students have learned. Have students close their books. Ask them to describe different students in the class. For example, *Who's this? It's Maria. She has long, brown hair.*

## Extra Practice and Application Activity

**Materials:** pictures of well-known bands

- Bring to class pictures of bands that students know. Divide the class into small groups, and give a picture to each group. Tell the groups that they are going to describe the band in their picture.
- Give the groups sufficient time to do the activity. They should take turns to describe each band member's physical appearance and ability.
- When they have finished, invite each group to present their band to the rest of the class.

# Lesson 2

## Lesson Flow



## Lesson Objective

I will talk and write about people in families.

## Key Language

Does he/she have short, brown hair?

Yes, he/she does.

No, he/she doesn't.

### Welcome to Class!

6 Listen and read. Who has short, blond hair?

To: Win a Family Holiday!

Cc:

Subject Tell us about your family to win a dream holiday to Thailand!

My Family

Hi there, I'm Diana. I'm twelve. I have long, brown hair. My family is small, but it's awesome! I have one brother. His name is Marcus and he's ten. He has short, blond hair and big, blue eyes. He likes music and is always singing.

My mother's name is Julianna. She's a chef. Her hair is long and blond. She has brown eyes and a big smile. She makes amazing cakes!

My father is Ted. He's a scientist. He's tall, and he has short, brown hair and brown eyes. He's very funny. He always plays games with us and helps us with our homework.

In this photo, we're on holiday in the mountains.

Thank you!  
Diana



7 Read and write.

- Does Diana have short black hair? \_\_\_\_\_
- Does Marcus have blue eyes? \_\_\_\_\_
- Does Julianna have long blond hair? \_\_\_\_\_
- Does Ted have blue eyes? \_\_\_\_\_

8 Work with a partner. Ask and answer about Diana's family.



Does he have short, blond hair?

Yes, he does. It's Marcus!



c Welcome Unit

### Welcome to Class!

9 Read and complete. Listen and check.

- I \_\_\_\_\_ one brother. He \_\_\_\_\_ small. He \_\_\_\_\_ brown eyes. He likes baseball, but he \_\_\_\_\_ like soccer very much.
- My sister \_\_\_\_\_ tall. She \_\_\_\_\_ brown hair. She loves sport, and she \_\_\_\_\_ basketball on the weekends.
- My mom \_\_\_\_\_ green eyes. She \_\_\_\_\_ the guitar very well. She \_\_\_\_\_ a music teacher and \_\_\_\_\_ always singing.
- My dad \_\_\_\_\_ so funny. He \_\_\_\_\_ brown hair, and he loves movies. He \_\_\_\_\_ to the movie theater every Saturday.

10 Match the pictures with the people in 9. Write 1-4.



11 Write about your family.

My Family

Hi there, I'm \_\_\_\_\_

I'm \_\_\_\_\_ years old.

I have \_\_\_\_\_ hair.

My family is \_\_\_\_\_!

I have \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12 Play a guessing game.

Welcome Unit d

## Warm-up



- Play *Hangman* (see *Game Bank*, page T136, for details) with the class, using vocabulary from the previous lesson.
- Write on the board \_\_\_\_\_, and write the alphabet underneath. Invite students to call out possible letters. Cross through incorrect letters in the alphabet to help students remember which letters have already been used. (Answer: *basketball*)
- Suggested words to play with: *drums, competition, favorite, short, Spanish*.

S c/d

## Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will talk and write about people in families.*

- Students will read and talk about their family.

## Pre-reading



- Have students look at the picture in the email. Ask students to describe the appearance of each of the people in the picture.

- Explain that Diana wants to win a dream holiday to Thailand, and that to enter the competition she needs to describe her family.

## Reading 5

### 6 Listen and read. Who has short, blond hair?

- Read the directions aloud, and explain that students need to listen and read carefully to find out who in Diana's family has short, blond hair.
- Play Audio Track 5 and have students listen and follow in their books.

MONITOR

Check answer as a class. (Answer: Diana's brother Marcus has short, blond hair.)

## Comprehension

### 7 Read and write.

- Read the directions and questions aloud. For each question, students should find the relevant information in the email, and then answer either *Yes, he/she does* or *No, he/she doesn't*.
- Give students time to complete the activity.

MONITOR

Check answers as a class. (Answers: 1 No, she doesn't. 2 Yes, he does. 3 Yes, she does. 4 No, he doesn't.)

## Speaking 1

### 8 Work with a partner. Ask and answer about Diana's family.

- Read the directions aloud, and ask two volunteers to read aloud the speech bubbles. Put students into pairs.
- Tell the pairs to take turns to ask and answer about Diana's family, using information given in the email. Give them time to complete the activity.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language. Invite pairs of students to report back to the class about their discussion.

## Practice 1 P. T137 6

### 9 Read and complete. Listen and check.

- Read the directions aloud, and make sure students understand that they have to complete the sentences using a suitable verb in the correct form.
- Have students complete Item 1 and check the answer. Then tell them to complete the rest of the activity.
- Play Audio Track 5 and have students check their answers independently.

MONITOR

Check answers as a class. (Answers: 1 have, is, has, doesn't; 2 is, has, plays; 3 has, plays, is, is; 4 is, has, goes)

## Practice 2

### 10 Match the pictures with the people in 9. Write 1-4.

- Read the directions aloud, and make sure students understand that they have to match the descriptions in Activity 9 to the pictures.
- Give students time to complete the activity.

MONITOR

Check answers as a class. (Answers: a 4, b 1, c 2, d 3)

## Practice 3

### 11 Write about your family.

- Read the directions aloud, and model how to complete the text, using information from your own (or an imaginary) family.
- Give students sufficient time to write their descriptions.

MONITOR

Invite students to read their texts to the class.

## Speaking 2

**Materials:** Pictures of well-known people and teachers from the school

### 12 Play a guessing game.

- Bring to class some pictures of well-known people or other teachers in the school. Stick the pictures on the board so that students can see them.
- Describe one of the pictures and tell students to guess which person you have described.
- When the class have guessed correctly, invite a volunteer to the front of the class to describe another picture. The other students should guess which person they are describing.
- Repeat with the rest of the pictures and different volunteers.

## Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I can talk and write about people in families.*

- Encourage awareness of what students have learned by asking different students to describe one of their family members.

## Extra Practice and Application Activity

- Put students into pairs. They should take turns to make a sentence describing a classmate and to guess which student in the class the sentence describes.
- Give the pairs sufficient time to do the activity. When they have finished, invite pairs to read aloud one of their sentences while the rest of the class guesses.



# Kids in my Class

## Objectives

### Reading

- Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.
- Can get the gist of short, factual school texts.
- Can extract specific information in short texts on familiar topics.

### Listening

- Can recognize familiar words and phrases in short, simple songs or chants.
- Can follow the sequence of events in a simple story or narrative, if told slowly and clearly.
- Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.

### Speaking

- Can describe someone's physical appearance in a basic way, if supported by prompts or questions.
- Can describe basic differences between common objects or animals (e.g. color, size), given a model.
- Can briefly say what they think will happen next in a simple story or play.

### Writing

- Can write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model.

### Grammar

- Can make comparisons with regular shorter adjectives + *-er*.
- Can use possessive pronouns as objects and complements.

## Unit Projects

### Family Connection

Have students tell their families that they are learning about their classmates and how to describe them. Encourage students to draw or make a family portrait at home. Suggest that students label each family member with words describing appearance or personality. Throughout the unit, allow students to add descriptive words to their portraits and report back to the class about it.

# Key Language

## Key Vocabulary

### Describing people

blond	long
bright	serious
curly	short
dark	shy
friendly	smart
funny	straight
glasses	tall
light	wavy

### Expressions

You can have a turn.
Can I help you?
You can go first.
You dropped something.
What's she like?
Just like yours.

## Content Words

exactly	beard
fingerprint	braids
fraternal	court
identical	dyed
look alike	fake
rare	judge
relationship	powdered
survive	wealthy
	wig
	wool

## Grammar

Who is **bigger**, Chris or Tom?

Chris is **bigger than** Tom.

My sister's hair is longer than **my/your/his/her/our/their** hair.

My sister's hair is longer than **mine/yours/his/hers/ours/theirs**.

## Phonics

**The sounds:** ear, air

## My classroom Bulletin Board

Make a bulletin board entitled *Kids in My Class*. Ask students to bring in photographs of themselves to post on the bulletin board. Create descriptive headings such as *Short, Tall, Short Hair, Long Hair, Friendly, and Serious*. Students post their pictures under the heading they choose. As students learn more vocabulary, invite them to create new labels and change the placement of their pictures.

# Vocabulary Lesson

## Lesson Flow



## Lesson Objective

I will learn to describe people.

## Key Language

blond, bright, dark, friendly, funny, glasses, light, long, serious, short, shy, smart, straight, tall, wavy

# 1 Kids in My Class

## Vocabulary

I will learn to describe people.

### Song Time!

1 Listen, look, and say.

<p>1 Trish is <b>tall</b> and has <b>long light</b> brown hair. She plays the guitar.</p>	<p>2 Darren is <b>short</b>. He has <b>straight</b> black hair and glasses. He's <b>shy</b>.</p>	<p>3 Sylvia has brown hair. She carries a <b>bright</b> pink backpack.</p>
<p>4 Natalie has <b>wavy blond</b> hair. She's <b>smart</b> and likes to read.</p>	<p>5 Brian has <b>dark</b> brown hair and glasses. He's <b>serious</b>.</p>	<p>6 Larry has <b>light</b> brown hair. He's <b>friendly</b> and very <b>funny</b>.</p>

2 Play the game.

4 Unit 1

## Warm-up



**Materials:** Index cards

- Write descriptive words and phrases on index cards, such as *boy, girl, tall, short, straight hair, long hair, red*

*shirt, blue pants*. Explain that when you hold up a word or phrase that describes them, they should stand up.

- Hold up a simple description, such as *boy*. Encourage all the students to say the word aloud and have all the boys in the class stand up. Do the same with *girl*. Continue with the other cards.

## Lesson Objective



**Materials:** Flashcards: Unit 1, describing people

### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to describe people.*
- Use 2–3 Flashcards to remind students what they already know and elicit a few adjectives for describing people.
  - Students will identify and describe features and attributes of people.

## Song Time



**Materials:** Flashcards: Unit 1, describing people

### 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. The students will only hear the words at this point. They will not see the text of the song.

## Presentation



**Materials:** Flashcards: Unit 1, describing people

### 1 Listen, look, and say.

- Point to one of the children on page 4 and ask questions about him/her. Ask: *What color is her hair? What's he wearing?*
- Read the directions aloud. Play Audio Track 8. Have students listen, point to each object, and then say the word.

### MONITOR

Replay the audio and pause after each description while students repeat it several times. Listen for proper pronunciation and appropriate intonation. Ask students to repeat each description aloud after you, if necessary.

### ASSIST

- Replay the audio as needed.

## Practice

WB p. 2/ act. 1



### 1 Read and look. Write the names.

- Read the directions aloud. Explain to students that they have to read the text and write the names under the correct pictures.
- Have students work independently, and then compare answers with a partner. Ask students to say the names aloud.

### MONITOR

- Check answers as a class.

## Game



**Materials:** Flashcards: Unit 1, describing people

### 2 Play the game.

- Play *I Spy* (see *Game Bank*, page T136, for details) with the class. Say: *I spy with my little eye, someone with dark, wavy hair.* Have students look at one another and guess who you are describing. The student who guesses correctly then has a turn to describe someone else using adjectives learned in this lesson. (Note: you may use Flashcards for this game if it's easier: describe children on the cards rather than students in your class.)

### MONITOR

Check to make sure students can match each description with the correct person. Listen for proper pronunciation, appropriate intonation, and correct language use. Students can also play the game again in small groups or pairs.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to describe people.*

- Encourage awareness of what students have learned by quickly eliciting some adjectives for describing people.

## Homework

WB p. 2/ act. 2



### 2 Look at 1 and write T for true and F for false.

- Direct students to WB Activity 2 on page 2. Read the directions. Explain to the students that they must look at the pictures in Activity 1. They should then read the sentences in Activity 2, and write T for true and F for false.

## Extra Application and Practice Activity

### 21st Century Collaboration

- Have students work in small groups to create a series of statements that describe one person in the group. *I'm tall. I have straight hair. I like pizza.*
- Have each group present their *Who Am I?* riddles to the class. Without giving the names, the group members should take turns making statements about the person they have chosen to describe. Then the class should try to guess who that person is.

# 1

# Kids in My Class

## Vocabulary

I will learn to describe people.



## Song Time!



Listen, look, and say.



1 Trish is **tall** and has **long light** brown hair. She plays the guitar.



2 Darren is **short**. He has **straight** black hair and glasses. He's **shy**.



3 Sylvia has brown hair. She carries a **bright** pink backpack.



4 Natalie has **wavy blond** hair. She's **smart** and likes to read.



5 Brian has **dark** brown hair and glasses. He's **serious**.



6 Larry has **light** brown hair. He's **friendly** and very **funny**.



Play the game.

# Song

I will learn to ask and answer about how people look.

 **3** Listen, look, and sing. Which girl is Marie?



## Who's That Girl?

It's the first day of school.  
We're back in our classes.  
Everybody looks different,  
And I have new glasses!

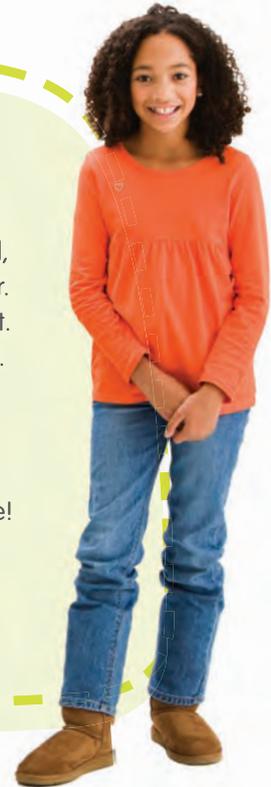
Who's that girl  
Standing over there?  
She's taller than me.  
She has curly dark hair.

In my class are the same friends I know.  
But we all change. We all grow. (x2)

It's the first day of school,  
And I'm back in my chair.  
Everybody looks different.  
Now I have straight hair.

Who's that girl?  
Oh, wait, that's Marie!  
Last time I saw her,  
She was shorter than me!

Chorus



**4** Look at the people in 1 and say **True** or **False**.

- |                          |                              |                   |
|--------------------------|------------------------------|-------------------|
| 1 Sylvia has brown hair. | 2 Natalie wears glasses.     | 3 Larry is shy.   |
| 4 Brian is serious.      | 5 Trish plays the saxophone. | 6 Darren is tall. |

**5** Ask and answer about people in your class.



She's tall and has long black hair. Who is she?

It's Sarah.



**THINK BIG**

Do people in the same family always look the same?  
Do they sometimes look different?

# Song Lesson

## Lesson Flow



## Lesson Objective

I will learn to ask and answer about how people look.

## Key Language

blond, bright, dark, friendly, funny, glasses, light, long, serious, short, shy, smart, straight, tall, wavy

## Song

I will learn to ask and answer about how people look.

**3** Listen, look, and sing. Which girl is Marie?



**Who's That Girl?**

<p>It's the first day of school. We're back in our classes. Everybody looks different, And I have new glasses!</p> <p>Who's that girl Standing over there? She's taller than me. She has curly dark hair.</p>	<p>It's the first day of school, And I'm back in my chair. Everybody looks different. Now I have straight hair.</p> <p>Who's that girl? Oh, wait, that's Marie! Last time I saw her, She was shorter than me!</p>
---	---

**In my class are the same friends I know.  
But we all change. We all grow. (x2)**

**Chorus**



**4** Look at the people in 1 and say **True** or **False**.

- |                          |                              |                   |
|--------------------------|------------------------------|-------------------|
| 1 Sylvia has brown hair. | 2 Natalie wears glasses.     | 3 Larry is shy.   |
| 4 Brian is serious.      | 5 Trish plays the saxophone. | 6 Darren is tall. |

**5** Ask and answer about people in your class.



She's tall and has long black hair. Who is she?

It's Sarah.



Do people in the same family always look the same?  
Do they sometimes look different?

## Warm-up



- Help students remember the key vocabulary they learned in the first lesson by saying each adjective aloud and asking them to point to someone in the class with that attribute or feature.
- 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 how people look.*
- Students will sing a song and ask and answer about how people look.

## Listen and Sing



### 3 Listen, look, and sing. Which girl is Marie?

- Read the directions aloud. Play Audio Track 9. Have students read along silently.
- Replay the audio and have students sing along. Do this several times. Then ask students to read the song silently, look at the images in Activity 4, and identify which girl is Marie.

### MONITOR

- Check students' comprehension. Ask students to point to the girl who is Marie. Point to the girl on the left and ask: *How did she change?* (She has new glasses and straight hair.) Point to the girl on the right and ask: *How did she change?* (She's taller and she has curly hair). (Answer: *The girl on the right.*)

### ASSIST

- Replay the audio as needed. Use gestures and simple language to explain unfamiliar words.

## Practice 1



### 4 Look at the people in 1 and say True or False.

- Read the directions aloud. Then read the first statement aloud. Have students look at the matching images and descriptions in Activity 1 and determine if the statement is true or not.
- Have students complete the activity independently by reading each statement and deciding whether it is true or false.

### MONITOR

- Check answers as a class. (Answers: *1 True, 2 False, 3 False, 4 True, 5 False, 6 False*)

### ASSIST

- Replay the audio as needed and use Flashcards for support.

## Practice 2

WB p. 3/ act. 4



### 4 What are you like? Write.

- Read the directions. Have students think and write a short description of what they look like.

### MONITOR

- Invite students to read their descriptions to the class.

## Speaking



### 5 Ask and answer about people in your class.

- Read the directions aloud. Read the speech bubbles aloud while students follow in their books. Have the students repeat the dialog aloud after you.
- Choose volunteers to model the dialog. Have students reverse roles and repeat.
- Have students work in pairs to ask and answer questions about people in the class, following the model given.

### MONITOR

- Listen for proper pronunciation, appropriate intonation, and correct use of vocabulary.

## Think BIG



### 21st Century Critical Thinking

- Read the questions aloud as students follow in their books. Discuss the questions as a class. Help students express their answers in English. (Possible answers: *People in the same family don't always look the same. Sometimes they look similar and sometimes they look different.*)

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer about how people look.*
- Encourage awareness of what students have learned by quickly eliciting a few words for describing people.

## Homework



P. T137  
WB p. 3/ act. 3



### 3 Listen and write.

- Direct students to WB Activity 3 on page 3. Read the directions aloud. Explain that students should listen and fill in the gaps.

## Extra Application and Practice Activity

- Have students work in small groups to make questions for a guessing game. Students in each group can work together to create a series of statements that describe one person in the group. *I am tall. I have curly hair. I am serious.*
- Have each group present their *Who Am I?* riddles to the class. Without giving the names, the group members should take turns making statements about the person they have chosen to describe. Then the class should try to guess who that person is.

### MONITOR

- As students work, check to make sure they are using a wide range of vocabulary.

# Story Lesson

## Lesson Flow



## Lesson Objective

I will read a story about making comparisons.

## Key Language

curly, dark, long, shy, smart, tall

### Story

I will read a story about making comparisons.

**6** Listen and read. Who's taller? Amanda or Christina?

#### She's Just Like You!

1 Christina tells her dad about the new girl at school.

2 Christina and the new girl have some things in common.

3 But Christina and Amanda are different in some ways, too.

4 Amanda is shorter than Christina.

5 Christina likes her new classmate.

6 Christina is definitely not shy!

**7** Copy the chart. Then read and check (✓) or put a X.

	Christina...	Amanda...
1	has curly dark hair.	
2	has long hair.	
3	is tall.	
4	is shorter than the other.	
5	is nice and smart.	
6	is shy.	

**THINK BIG** Think of a friend. How are you the same and how are you different?

6 Unit 1 Unit 1 7

## Warm-up

**Materials:** Comic book or comic strip, art supplies

- Invite students to play a game called *Just Like Me*. Model how to play. One person will give clues about someone in the class who is similar to them in different ways. The other students will try to guess who that person is. Say: *I know someone who is just like me. We are both (funny)*. Encourage the class to guess who you are describing.
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

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

## Pre-reading

- Point to and read the story title aloud. Have students repeat after you. Explain that this story is about a girl called Christina and her new classmate.
- **Guided Prediction:** Have students look at the pictures in the story frames. Point to the people in the story and get students to describe what they look like.

## Reading 12

### 6 Listen and read. Who's taller? Amanda or Christina?

- Read the directions aloud. Draw attention to the question: *Who's taller? Amanda or Christina?* Play Audio Track 12. Model pointing to each story frame. Have students listen and read silently.
- Ask: *Who's taller? Amanda or Christina?* (Christina)

## Comprehension 1



### MONITOR

Point to each frame as you ask questions to check for understanding. Ask: *Who's Amanda?* (She's a new girl in Christina's class.) *Who has dark, curly hair?* (both Christina and Amanda) *Is Amanda taller?* (No, she isn't.)

### ASSIST

Replay Audio Track 12. Pause after each frame and explain the meaning of comparative adjectives such as *taller, longer, curlier, and shorter*, as well as phrases such as *have in common*.

- Have students work in pairs to read the speech bubbles aloud to each other and role-play the dialog in the story.

### CHALLENGE

Have students work in pairs to look at the story and describe Christina's dad. Ask: *Is Christina's dad just like your dad?* Have students write a paragraph saying how Christina's dad is similar to and different than their dad or another man in their family, such as an uncle or grandfather.

## Comprehension 2



### 7 Copy the chart. Then read and ✓ or X.

- Read the directions aloud. Have students copy the chart into their notebooks.
- Do Item 1 with the whole class and then have students complete the activity independently.

### MONITOR

Check answers as a class. (Answers: 1 ✓ ✓, 2 X ✓, 3 ✓ X, 4 X ✓, 5 ✓ ✓, 6 X ✓)

### ASSIST

Have students look at the story frames again. Ask questions such as: *Who has curly, dark hair?* Help students find the correct girl (or girls) in the story and make a ✓ or X in the correct column on their chart.

### CHALLENGE

Talk about Christina's dad's statement in Frame 6. Ask: *How do we know he is joking with her?* Make sure students understand the meaning of "Just like you!" Explain that sometimes we say the opposite of what we really think and this is meant to be funny.

## Comprehension 3

WB p. 4/ act. 5



### 5 Read. Then choose the correct answer.

- Read the directions aloud. Have students read the story and circle the correct answers.

### MONITOR

Check answers as a class.

## Think BIG



### 21st Century Communication

- Read the directions aloud as students follow in their books. Discuss the directions as a class. Pair students and have them explain how they are the same and different than a friend. Allow time for each student to have a turn to explain their differences and similarities to a partner. Help students express their responses in English.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have read a story about making comparisons.*

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

## Homework

WB p. 4/ act. 6



### 6 Think about a classmate. Answer the questions.

- Direct students to WB Activity 6 on page 4. Explain that students should think about one of their classmates and write answers to the questions.

### Think BIG

- Direct students to WB Think BIG on page 4. Explain that students should write sentences describing a family member.

## Extra Application and Practice Activity

- Write *Same* and *Different* in two columns on the board. Call to the front the student that you said was "Just like me" in the Warm-up activity. Ask if anyone remembers the ways you and the student are the same. Then ask if anyone can describe the ways that you are different. Write their suggestions underneath each heading.
- Have students fold a sheet of paper into four parts to make a booklet. Ask students to write sentences in the booklet saying how a friend, classmate, or relative is similar to and different than themselves.
- Allow students to share their booklets with the class.

### ASSIST

Offer suggestions to students who need help. You can refer to the examples you have written on the board.

For students who are struggling with this task, suggest that they write their booklet about you and the student you compared yourself with in the Warm-up activity, using the language written on the board.

# Story

I will read a story about making comparisons.

**6** Listen and read. Who's taller? Amanda or Christina?

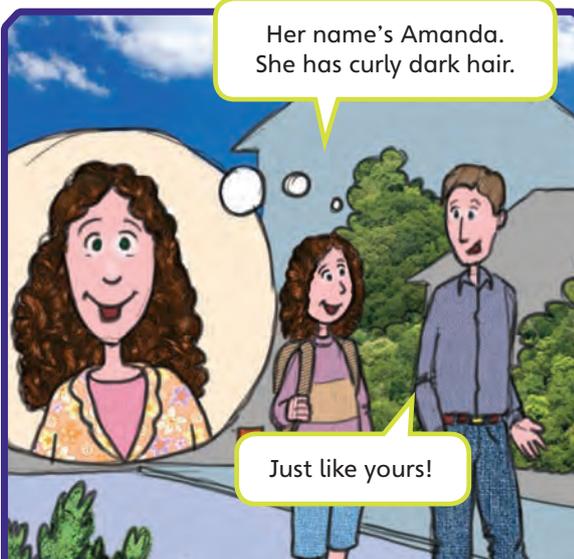
## She's Just Like You!



There's a new girl in our class.

Oh, really? What's she like?

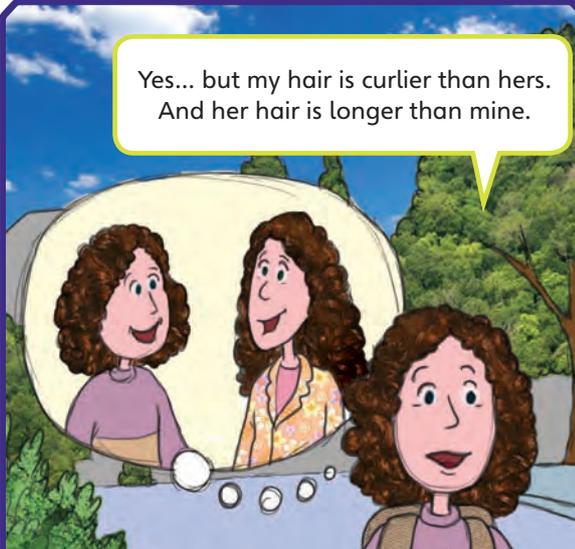
**1** Christina tells her dad about the new girl at school.



Her name's Amanda. She has curly dark hair.

Just like yours!

**2** Christina and the new girl have some things in common.



Yes... but my hair is curlier than hers. And her hair is longer than mine.

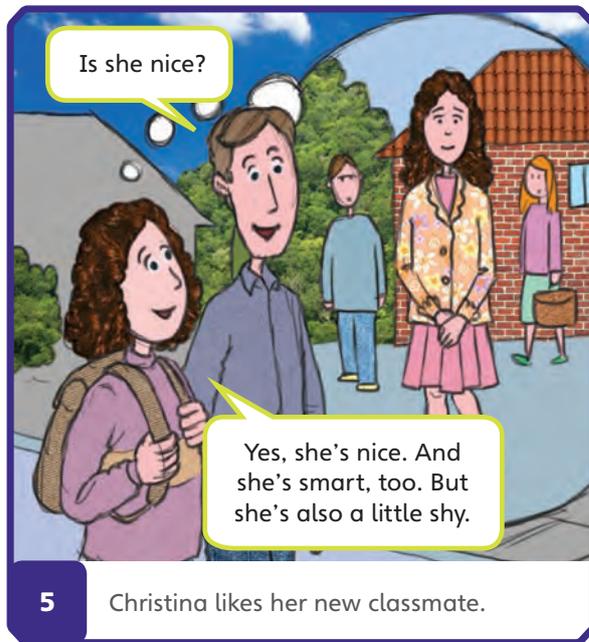
**3** But Christina and Amanda are different in some ways, too.



Is she tall?

No, she isn't. I'm taller than she is.

**4** Amanda is shorter than Christina.



**7** Copy the chart. Then read and check (✓) or put a **x**.

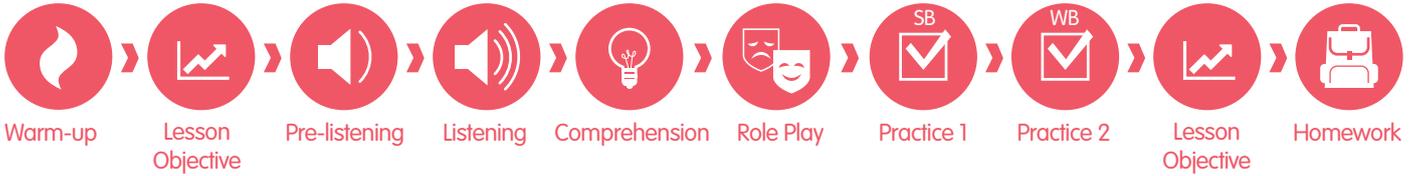
	Christina...	Amanda...
<b>1</b> has curly dark hair.		
<b>2</b> has long hair.		
<b>3</b> is tall.		
<b>4</b> is shorter than the other.		
<b>5</b> is nice and smart.		
<b>6</b> is shy.		



Think of a friend. How are you the same and how are you different?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about making comparisons.

## Key Language

older, taller, younger; blond, brown, curly, dark, short, tall; cousins, glasses, sunglasses

### Language in Action

I will listen to a dialog about making comparisons.

**8** Listen and read. Then say.

- Lisa:** Is that your cousin?  
**Marcy:** Yes, that's Alan.  
**Lisa:** Is he older than you?  
**Marcy:** No, he's younger than me.  
**Lisa:** Oh. He's taller than you.  
**Marcy:** I know. He's taller than my brother David, too.



**9** Practice the dialog in 8 with a partner.

**10** Listen and stick.



8 Unit 1

## Warm-up



- Ask a tall (but not the tallest) student to stand next to you. Hold your hand over the student's head and say: *(Maria) is tall*. Then invite a taller student to stand next to the first one. Say: *(Henry) is taller than (Maria)*. Ask: *Who is taller than (Henry)?*
- Play a game. The first volunteer asks: *Who is taller than (name)?* Another volunteer answers *(Name) is taller than (name)*. The next volunteer then asks who is taller than the last student named. Continue in this way, lining up the rest of the class in order.
- 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 making comparisons.*

## Pre-listening

- Point to the girls in the picture. Introduce them as *Lisa* and *Marcy* and tell students that they will hear Lisa and Marcy talking. Have students predict what Lisa and Marcy are talking about.

## Listening



### 8 Listen and read. Then say.

- Play Audio Track 13 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.

## Comprehension

### MONITOR

Ask questions to check for understanding. Ask: *Who is taller, Marcy or her cousin? (Marcy's cousin) Who is taller, Marcy's older brother or her cousin? (Marcy's cousin)*

### ASSIST

Replay Audio Track 13. Use gestures and simple language to explain unfamiliar words.

## Role Play

### 9 Practice the dialog in 8 with a partner.

- Have volunteers read the dialog aloud. Then have pairs switch roles, reading the dialog again and focusing on correct pronunciation.

### MONITOR

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

### ASSIST

Replay Audio Track 13. Use gestures and simple language to explain unfamiliar words.

## Practice 1



**Materials:** Stickers

### 10 Listen and stick.

- Have students find the Unit 1 stickers at the back of the Student's Book. Tell students they will listen to a boy and a girl having a conversation. Then read the directions aloud. Say: *There is a sticker for each person except Kevin, the boy who is speaking. The drawing on page 8 includes labels of each person's name.*
- Read the directions aloud. Play Audio Track 14 and have students listen and place the sticker for each person above his or her name.

### MONITOR

As students work, make sure that they place the stickers above the correct names. Check answers as a class. (Answers: *Maddie is tall with straight, blond hair. Donna has curly, blond hair. Sandra has brown hair in a ponytail. Henry is short and is wearing sunglasses. Joseph is tall with dark, brown hair.*)

### ASSIST

Have pairs of students repeat the activity to confirm their answers.

### CHALLENGE

Invite students to explain their answers to the class.

## Practice 2

WB p. 5/ act. 7



P. T137



### 7 Listen and ✓.

- Read the directions aloud, and explain that students need to listen and check the correct description.
- Play Audio Track 15 and pause at the end of each description. Have students check the correct sentence ending. Replay the audio as needed.

### MONITOR

Check answers as a class.

## Lesson Objective

### INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about making comparisons.*

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

## Homework

WB p. 5/ act. 8



### 8 Write about your family or friends.

- Direct students to WB Activity 8 on page 5. Explain that students should complete the sentences about their family or friends.

## Extra Application and Practice Activity

**Materials:** Index cards

- Have volunteers write these words on index cards: *black, blond, bright, brown, curly, dark, friendly, funny, light, long, pink, serious, short, shy, smart, straight, tall, wavy.* Then shuffle the cards and have each student choose one. Students can work in pairs to create sentences using both of their words. Here are examples for the words *tall* and *wavy*: *I am not very tall. Gary's hair is wavy.*

# Language in Action

I will listen to a dialog about making comparisons.

13  
8

Listen and read. Then say.

**Lisa:** Is that your cousin?

**Marcy:** Yes, that's Alan.

**Lisa:** Is he older than you?

**Marcy:** No, he's younger than me.

**Lisa:** Oh. He's taller than you.

**Marcy:** I know. He's taller than my brother David, too.



9

Practice the dialog in 8 with a partner.

14  
10

Listen and stick.



# Grammar

I will learn to use *-er than* and *mine, yours...* to describe people.

Who is **bigger**, Chris or Tom?

Chris is **bigger than** Tom.

old → older

big → bigger

heavy → heavier

**11** Look at the picture. Complete the sentences.

big heavy long small

- Juan is bigger than Mia.
- Mia is \_\_\_\_\_ than Juan.
- Mia's hair is \_\_\_\_\_ than Juan's.
- Juan's backpack is \_\_\_\_\_ than Mia's.



My sister's hair is longer than **my hair**.

My sister's hair is longer than **mine**.

My sister's hair is longer than **your hair**.

My sister's hair is longer than **yours**.

My sister's hair is longer than

**mine.**

**yours.**

**his/hers.**

**ours.**

**theirs.**

**12** Rewrite the sentences.

hers mine ours yours

- My sister is younger than **your sister**. My sister is younger than yours.
- His book is heavier than **her book**. \_\_\_\_\_
- Annette's hair is shorter than **my hair**. \_\_\_\_\_
- Their car is bigger than **our car**. \_\_\_\_\_

**13** Describe things in your class with a partner.



Lisa's glasses are darker than Kim's.

Hakan's backpack is brighter than John's.



# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use *-er than* and *mine, yours...* to describe people.

## Key Language

Who is **bigger**, Chris or Tom?

Chris is **bigger than** Tom.

My sister's hair is longer than **my/your/his/her/our/their** hair.

My sister's hair is longer than **mine/yours/his/hers/ours/theirs**.

### Grammar

I will learn to use *-er than* and *mine, yours...* to describe people.

Who is **bigger**, Chris or Tom? Chris is **bigger than** Tom.

**11** Look at the picture. Complete the sentences.

big heavy long small

old → older

big → bigger

heavy → heavier

1 Juan is bigger than Mia.

2 Mia is \_\_\_\_\_ than Juan.

3 Mia's hair is \_\_\_\_\_ than Juan's.

4 Juan's backpack is \_\_\_\_\_ than Mia's.

My sister's hair is longer than **my hair**.

My sister's hair is longer than **your hair**.

My sister's hair is longer than **mine**.

My sister's hair is longer than **yours**.

My sister's hair is longer than \_\_\_\_\_

**mine.**  
**yours.**  
**his/hers.**  
**ours.**  
**theirs.**

**12** Rewrite the sentences.

hers mine ours yours

1 My sister is younger than **your sister**. My sister is younger than yours.

2 His book is heavier than **her book**. \_\_\_\_\_

3 Annette's hair is shorter than **my hair**. \_\_\_\_\_

4 Their car is bigger than **our car**. \_\_\_\_\_

**13** Describe things in your class with a partner.

Lisa's glasses are darker than Kim's.

Hakan's backpack is brighter than John's.

Unit 1 9

## Warm-up



- Use objects in the classroom to demonstrate the meaning of the words *bigger*, *smaller*, and *heavier*. Then hold up a pencil and say: *Put up your hand if you can name something that is bigger than this pencil*. To convey the meaning of the word *younger*, ask volunteers to tell you their birthdays and make up

sentences about them. For example: *Liam is younger than Eva because his birthday is after hers*.

- Play a short *Mad Lib* game. Ask students to name some comparative adjectives and write them on the board. Then write this sentence on the board: *A mouse is... than an elephant*. Have volunteers read the sentence, substituting each comparative adjective in the blank space.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use -er than and mine, yours... to describe people.*

## Presentation 1



- Have students read the text in the two grammar boxes at the top of the page aloud with you. Point out how the adjectives change when the -er ending is added.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

## Practice 1



### 11 Look at the picture. Complete the sentences.

- Have students complete the sentences with the correct comparative adjectives.

### MONITOR

Check answers as a class. (Answers: 1 bigger, 2 smaller, 3 longer, 4 heavier)

## Practice 2

WB p. 6/ act. 9



### 9 Complete the sentences.

- Read the directions aloud. Have students complete the sentences using the comparative form of the given adjective.

### MONITOR

Check answers as a class.

## Presentation 2



- Have students read the text in the two grammar boxes in the middle of the page aloud with you. Point out how the adjectives change when the -er ending is added.

## Practice 3



**Materials:** Index cards

### 12 Rewrite the sentences.

- Write the possessive pronouns *mine, yours, his, ours, theirs* on index cards. Place each card on an object in the room, making a statement using the adjective. For example, place the *mine* card on your chair and say: *This chair is mine.* Invite students to place the cards and make statements, too.
- Tell students they will be using possessive pronouns to make comparisons. Then have them rewrite the sentences with the correct possessive pronouns.

### MONITOR

Check answers as a class. (Answers: 1 yours, 2 hers, 3 mine, 4 ours)

### CHALLENGE

Have students write three sentences comparing themselves to a friend or family member. They should use possessive pronouns in each sentence.

## Practice 4



### 13 Describe things in your class with a partner.

- Read the directions aloud and have two volunteers read the speech bubbles aloud. Elicit or give other possible sentences that make comparisons between pairs of things in the classroom.
- Have students continue the activity in pairs. Ask volunteers to read their sentences aloud.

### MONITOR

While students are working, listen for proper pronunciation, appropriate intonation, and correct use of language.

### ASSIST

Refer students to their answers from Activity 11 and Activity 12 for sentence frames and ideas for topics to talk about.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to use -er than and mine, yours... to describe people.*

- Encourage awareness of what students have learned by quickly asking a few students to make sentences using comparative adjectives.

## Homework

WB pp. 6 & 7/ act. 10, 11 & 12



### 10 Look at 9. Copy the sentences. Then complete the new sentences.

- Direct students to WB Activity 10 on page 6. Read the directions aloud, and walk students through Item 1.

### 11 Match the meanings.

- Direct students to WB Activity 11 on page 7. Read the directions aloud, and walk students through Item 1.

### 12 Complete the sentences.

- Direct students to WB Activity 12 on page 7. Read the directions aloud, and walk students through Item 1.

## Extra Application and Practice Activity

- Have students write sentences that make comparisons between pairs of things in the classroom. Invite volunteers to read their sentences aloud.

### MONITOR

Check students' sentences for correct structures and use of unit vocabulary.

## 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 to talk about twins, triplets, and quadruplets.

## Key Language

exactly, fingerprint, fraternal, identical, look alike, rare, relationship, survive

Content Connection
Life Science

I will learn to talk about twins, triplets, and quadruplets.

**14** Listen and read. What are two types of twin?

CONTENT WORDS

exactly fingerprint fraternal  
identical look alike rare  
relationship survive

**1** Are your brothers and sisters older than you or younger than you? Sometimes brothers and sisters are exactly the same age. This happens when a mother has more than one baby at the same time. If there are two babies at the same time, we call them twins. Triplets means three babies, and quadruplets means four babies!

**2** One out of every 32 births is a pair of twins. One birth in every 625 is triplets, and quadruplets (four babies) and larger groups are quite rare. Only 1 in every 9,000 births is quadruplets. This is because it is more difficult for quadruplet babies to survive.

**3** Do twins always look the same? The answer is no. There are two types of twin. Identical twins look exactly alike, but other twins are called fraternal: they don't look alike. Fraternal twins are much more common than identical twins: only 30% of all twins are identical, and 70% are fraternal. In larger birth groups, identical babies are very rare. For example, only 8% of triplets are identical, and 92% are fraternal. And there is only a 1% chance of identical quadruplets, so more than 99% of them are fraternal.

**4** So are identical babies completely identical? Again, the answer is no. The hair, eyes, character, and even foot size for identical babies can be the same. However, they have different fingerprints. Also, sometimes twins can be like a mirror, for example, when one twin is left-handed and the other twin is right-handed.

**5** In 2010, researchers in Padova, Italy, showed images of twins growing inside their mother. These images tell us that twins really do have a special relationship. The twins touched each other more than they touched themselves. These little brothers and sisters begin to love each other even before they are born.




**15** Look at 14 and say True or False. Correct the sentences that are false.

- 1 Twins, triplets, and quadruplets are the same age.
- 2 There are more quadruplets than triplets.
- 3 Identical twins are more common than fraternal twins.
- 4 Identical twins have the same fingerprints.

THINK BIG

What are some good and bad things about having an identical twin?

10 Unit 1

## Warm-up

- Write the words *brother* and *sister* on the board. Ask if any students in the class have a brother or a sister, and let them talk about whether their siblings are older or younger to review key vocabulary. Ask if anyone has a *twin* (if not a larger multiple birth).
- If there are any twins in the class, invite them to share some of their experiences as a twin with their classmates.
- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about twins, triplets, and quadruplets.*

## Pre-reading

- Read the Content Words in the box aloud. Tell students that they will learn the meaning of these words in the context of the article. Or, if desired, have pairs of students look up the words in a dictionary before reading the text.

- Direct students to Activity 13. Explain that they are going to listen to and read the text. Point to the title and say: *Twins and More!* Ask students what the title might mean.
- Read the directions. Ask students their ideas of what two types of twin might be. Write their ideas on the board.

## Reading



### 14 Listen and read. What are two types of twin?

- Read the directions aloud. Play Audio Track 16 and have students listen and read. Tell students to circle any words they do not understand.

#### MONITOR

Ask questions to check for understanding. Have students look at the words in the box and find them in the text. Elicit their meanings from the context, or check the dictionary definitions, or explain as necessary. Ask the question in the directions: *What are two types of twin?* (Identical twins look the same; fraternal twins don't.)

#### ASSIST

Replay the audio as needed. Have students note down any words they don't understand and help them to work out their meanings from context.

#### CHALLENGE

Have students draw or write down one positive thing and one negative thing about having a twin.

## Practice 1 WB p. 8/ act. 13



### 13 Complete the sentences.

- Read the directions aloud. Have students complete the sentences using words from the box.

#### MONITOR

Check answers as a class.

## Practice 2



### 15 Look at 14 and say *True* or *False*. Correct the sentences that are false.

- Read the directions aloud. Then read the first statement aloud. Have students look at the text and determine if the statement is true or not.
- Have students complete the activity independently by reading each statement and deciding whether it is true or false.

#### MONITOR

Check answers as a class. (Answers: 1 True. 2 False: *Triplets are more common than quadruplets.* 3 False: *Fraternal twins are more common than identical twins.* 4 False: *Identical twins don't have the same fingerprints.*)

## Think BIG



### 21st Century Think Creatively

- Read the question aloud as students follow in their books. Discuss the question as a class. Ask students to note down the names of any identical or fraternal

twins they know and how they are the same or different. Then ask them to imagine they were one of a pair of twins and note what things would be good and what would be bad. Help students express their responses in English.

## 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 to talk about twins, triplets, and quadruplets.*

- Encourage awareness of what students have learned by quickly asking them questions about different types of twins.

## Homework P T138 WB pp. 8 & 9/ act. 14, 15 & 16



### 14 Listen, read, and circle. Which animal can have the most babies at one time?

- Direct students to WB Activity 14 on page 8. Read the directions aloud. Explain that students should read and circle the correct words.

### 15 Look at 14 and choose the correct answers.

- Direct students to WB Activity 15 on page 9. Read the directions aloud. Explain that students should read and choose the correct answers.

### 16 Complete the sentences.

- Direct students to WB Activity 16 on page 9. Read the directions aloud. Explain that students must complete the sentences with the words in the box.

## Extra Application and Practice Activity

**Materials:** Index cards, pictures of twins, triplets, quadruplets, etc

- Paste pictures of identical twins, identical triplets, identical quadruplets, fraternal twins, fraternal triplets, and fraternal quadruplets onto index cards.
- On other index cards, write *identical twins*, *identical quadruplets*, *fraternal twins*, *fraternal triplets*, and *fraternal quadruplets*.
- Have students play *Concentration*. Place the cards facedown. Invite teams to play. The first player turns over two cards. If the cards match (picture card and phrase card), the player keeps the cards and reads the phrase aloud. If the cards don't match, the player turns the cards back over. The team with the most cards wins.

I will learn to talk about twins, triplets, and quadruplets.

**CONTENT WORDS**  
 exactly fingerprint fraternal  
 identical look alike rare  
 relationship survive



Listen and read. What are two types of twin?

## Twins and More!

1 Are your brothers and sisters older than you or younger than you? Sometimes brothers and sisters are exactly the same age. This happens when a mother has more than one baby at the same time. If there are two babies at the same time, we call them twins. Triplets means three babies, and quadruplets means four babies!



2 One out of every 32 births is a pair of twins. One birth in every 625 is triplets, and quadruplets (four babies) and larger groups are quite rare. Only 1 in every 9,000 births is quadruplets. This is because it is more difficult for quadruplet babies to survive.



3 Do twins always look the same? The answer is no. There are two types of twin. Identical twins look exactly alike, but other twins are called fraternal: they don't look alike. Fraternal twins are much more common than identical twins: only 30% of all twins are identical, and 70% are fraternal. In larger birth groups, identical babies are very rare. For example, only 8% of triplets are identical, and 92% are fraternal. And there is only a 1% chance of identical quadruplets, so more than 99% of them are fraternal.

4 So are identical babies completely identical? Again, the answer is no. The hair, eyes, character, and even foot size for identical babies can be the same. However, they have different fingerprints. Also, sometimes twins can be like a mirror, for example, when one twin is left-handed and the other twin is right-handed.



5 In 2010, researchers in Padova, Italy, showed images of twins growing inside their mother. These images tell us that twins really do have a special relationship. The twins touched each other more than they touched themselves. These little brothers and sisters begin to love each other even before they are born.

**15** Look at 14 and say **True** or **False**. Correct the sentences that are false.

- 1 Twins, triplets, and quadruplets are the same age.
- 2 There are more quadruplets than triplets.
- 3 Identical twins are more common than fraternal twins.
- 4 Identical twins have the same fingerprints.



What are some good and bad things about having an identical twin?

# Culture Connection | Around the World

I will learn about hairstyles around the world.

**16** Read quickly. Match the hairstyles (a–d) with the paragraphs (1–4).

- a powdered wigs      b braids      c dyed wigs      d fan-shaped hairstyle

## CONTENT WORDS

beard braids court dyed fake  
judge powdered wealthy wig wool

## What Does Your Hairstyle Mean?

There are many different hairstyles around the world. Some of the hairstyles are simple, and others are not simple at all! Today, most people choose a hairstyle just because they like the way it looks, or because it is easy to take care of. But in some cultures, hairstyles have a special meaning.

1 If you look at paintings from ancient Egypt, you can see women wearing thick wigs. Ancient Egyptians sometimes dyed the wigs different colors, like blue, green, or gold. Men in Ancient Egypt didn't usually have beards, but sometimes wealthy men wore fake beards made of metal.



2 In Japan, sumo wrestlers have a special hairstyle. It's an old hairstyle called *chonmage*. Long hair is pulled up to the top of the head, and the end is made into a shape of a fan. When a famous sumo wrestler retires, this piece of hair is cut off.

3 Many cultures in Africa use braids to tell something about their age, such as whether they are married or not, or what community they belong to. This kind of hairstyle is popular around the world. It's easy to find a hip-hop musician or a famous athlete with braids.



4 Across Europe in the 1700s, many men and women wore powdered wigs. Some people had a special room in their house for putting powder on the wigs. Many of the hairstyles at this time tried to copy the styles of rich or famous people. Today, judges in the U.K. wear white wigs made of wool for some of their work in the courts.

**17** Listen and read. Then choose the correct answer.

- 1 Part of a sumo wrestler's hair is cut off when he **becomes famous** / **retires**.
- 2 Wigs in Ancient Egypt were sometimes **dyed different colors** / **made of metal**.
- 3 For some groups in Africa, braids show if a person is **married** / **a good singer**.
- 4 Judges in the U.K. sometimes wear **wool** / **powdered** wigs in court.

**THINK BIG**

What kind of hairstyles are popular now where you live?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about hairstyles around the world.

## Key Language

beard, braids, court, dyed, fake, judge, powdered, wealthy, wig, wool

### Culture Connection | Around the World

I will learn about hairstyles around the world.

**16** Read quickly. Match the hairstyles (a–d) with the paragraphs (1–4).

a powdered wigs    b braids    c dyed wigs    d fan-shaped hairstyle

CONTENT WORDS

beard braids court dyed fake judge powdered wealthy wig wool

### What Does Your Hairstyle Mean?

There are many different hairstyles around the world. Some of the hairstyles are simple, and others are not simple at all! Today, most people choose a hairstyle just because they like the way it looks, or because it is easy to take care of. But in some cultures, hairstyles have a special meaning.

**1** If you look at paintings from ancient Egypt, you can see women wearing thick wigs. Ancient Egyptians sometimes dyed the wigs different colors, like blue, green, or gold. Men in Ancient Egypt didn't usually have beards, but sometimes wealthy men wore fake beards made of metal.



**2** In Japan, sumo wrestlers have a special hairstyle. It's an old hairstyle called *chonmage*. Long hair is pulled up to the top of the head, and the end is made into a shape of a fan. When a famous sumo wrestler retires, this piece of hair is cut off.



**3** Many cultures in Africa use braids to tell something about their age, such as whether they are married or not, or what community they belong to. This kind of hairstyle is popular around the world. It's easy to find a hip-hop musician or a famous athlete with braids.



**4** Across Europe in the 1700s, many men and women wore powdered wigs. Some people had a special room in their house for putting powder on the wigs. Many of the hairstyles at this time tried to copy the styles of rich or famous people. Today, judges in the U.K. wear white wigs made of wool for some of their work in the courts.



**17** Listen and read. Then choose the correct answer.

- 1 Part of a sumo wrestler's hair is cut off when he **becomes famous** / retires.
- 2 Wigs in Ancient Egypt were sometimes **dyed different colors** / made of metal.
- 3 For some groups in Africa, braids show if a person is **married** / a good singer.
- 4 Judges in the U.K. sometimes wear **wool** / powdered wigs in court.

**THINK BIG** What kind of hairstyles are popular now where you live?

Unit 1 11

## Warm-up

**Materials:** Pictures of current and previously popular hairstyles from around the world.

- Create a word web to brainstorm words about hair. Write the word *hair* in a circle on the board. Have students suggest related words. (Possible answers: dark, blond, short, long, curly, straight, bob, bangs, braid, permanent wave, ponytail)
- Show students the pictures of the hairstyles. Have students describe the hairstyles.

- Ask: Are these hairstyles popular today? Do you think they have a meaning? Discuss as a class.
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about hairstyles around the world.*
- Students will talk about hairstyles from different countries.

## Pre-reading



- Have students read the Content Words in the box. Tell students that they will learn the meaning of the words in the context of the article. Or, if you wish, have pairs of students look up the words in a dictionary before reading the text.
- Ask students to read the title and look at the pictures. Ask them to predict what the hairstyles in the pictures mean.

## Reading



### 16 Read quickly. Match the hairstyles (a–d) with the paragraphs (1–4).

- Read the directions aloud. Read the introduction as a class. Tell students to read the next section quickly and raise their hands as soon as they find the hairstyle.
- As soon as the majority of the class has raised their hands, check the first answer (*dyed wigs*).
- Repeat for the remaining sections. (Answers: 1 c, 2 d, 3 b, 4 a)

## Practice 1



### 17 Listen and read. Then choose the correct answer.

- Read the directions aloud. Have a volunteer read the sentences aloud and check comprehension. Tell students to think about which option is correct.
- Play Audio Track 18 and have students listen and follow in their books. Ask students to circle the correct option.

#### MONITOR

Pause after each section and ask questions to check for understanding. Ask: *What color were the wigs in ancient Egypt?* (blue, green, or gold) *What shape is a sumo wrestler's hair?* (a fan) *In Africa what do cornrow braids tell you?* (whether a person is married or not) *Who wears powdered wigs in the U.K.?* (judges) Check answers as a class. (1 retires, 2 dyed different colors, 3 married, 4 powdered)

#### ASSIST

- Play the audio as necessary.

## Practice 2

WB p. 10/ act. 17



### 17 Read the text in the Student's Book and complete the sentences.

- Read the directions aloud. Have a volunteer read the sentences and words aloud. Tell students to think about which word completes each sentence.
- Have students read the Student's Book and check their answers.

#### MONITOR

- Check answers as a class.

## Practice 3

WB p. 10/ act. 18



### 18 Look at 17. Number the pictures.

- Read the directions aloud. Have students read the sentences in Activity 17 and number the pictures.

#### MONITOR

- Check answers as a class.

## Think BIG



### 21st Century Critical Thinking

- Read the question aloud as students follow in their books. Have students discuss the question in small groups of three or four. Walk around and help students express their responses in English by modeling words and phrases and having them repeat.
- Invite students to share their responses with the class.

## Lesson Objective



#### INVOLVE

- Revisit the lesson objective: *Now I have learned about hairstyles around the world.*
- Encourage awareness of what students have learned by quickly eliciting a few facts that they can remember from the article they have read.

## Homework

WB p. 10/ act. 19 & 20



### 19 Look at 18 and write T for true and F for false.

- Direct students to WB Activity 19 on page 10. Explain to students that they must look at the pictures in Activity 18 and then write T for true or F for false.

### 20 Look at 18 and 19. Compare your hair with one of the pictures. Write sentences with *than mine*.

- Direct students to WB Activity 20 on page 10. Explain to students they must choose a picture in Activity 18 and compare their own hair with the hair in the picture. They can use the sentences in Activity 19 and the words in the box to help them.

## Extra Application and Practice Activity

Materials: Index cards

- To check vocabulary, play a game. Write some of the words from the reading onto index cards. Have students take turns to pick a card and give a clue about the meaning of the word. The others should try and guess the word.

# Writing Lesson

## Lesson Flow



Warm-up



Lesson Objective



Practice 1



Practice 2



Practice 3



Practice 4



Practice 5



Lesson Objective



Homework

## Lesson Objective

I will learn to write a paragraph.

### Writing | Parts of a paragraph

I will learn to write a paragraph.

**18** Read. Then find the **title**, **topic sentence**, **detail sentences**, and **final sentence**.

A **title** says what you are going to read about.  
A **topic sentence** gives the main idea of a paragraph.  
**Detail sentences** give us more information.  
A **final sentence** talks about the subject in a different way.

**My Best Friend**

My best friend's name is Anita.  
She's taller than I am, and her hair is longer than mine. Anita is smart, and she's funny, too. We like playing computer games at the weekend.  
I'm happy to have a friend like Anita.

**19** Read and say **title**, **topic sentence**, **detail sentence**, or **final sentence**.

- 1 She is very nice and a lot of fun.
- 2 I'm always happy to see Aunt Elsie.
- 3 She likes making cookies with my sister and me.
- 4 My favorite aunt is Aunt Elsie.
- 5 My Aunt Elsie
- 6 She also likes playing games with us.

**20** Look at **19**. Order the sentences to make a paragraph.

#### Writing Steps

**21** Write about a friend or relative.

- 1 Think of a friend or relative.
- 2 Make a list of what they are like and why you like him/her.
- 3 Write a title.
- 4 Write a topic sentence.
- 5 Write three detail sentences.
- 6 Write a final sentence.

12 Unit 1

## Warm-up



- Ask students to bring in a photograph of someone they like. Have students label their picture with the person's name.
- Have volunteers present their pictures to the group and use adjectives to describe the person. Ask students to name traits that they have in common with this person, such as *We both have long, curly hair*.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to write a paragraph.*

## Practice 1



**18** Read. Then find the **title**, **topic sentence**, **detail sentences**, and **final sentence**.

- Read aloud the descriptions of each part of a paragraph with students. Help them to identify each part of the paragraph as a class.

MONITOR

Check answers as a class. (Answers: title – My Best Friend, topic sentence – My best friend’s name is Anita., detail sentences – She’s taller than I am, and her hair is longer than mine. Anita is smart, and she is funny, too. We like playing computer games at the weekend., final sentence – I’m happy to have a friend like Anita.)

- Point out the similarities between the topic sentence and the final sentence.

ASSIST

To check students’ understanding of the different parts of a paragraph, show students a paragraph from a magazine article and have pairs identify the title, topic sentence, detail sentences, and final sentence.

## Practice 2



### 19 Read and say title, topic sentence, detail sentence, or final sentence.

- Read the directions aloud. Review the parts of a paragraph and then have students complete the activity independently or in pairs.

MONITOR

Check answers as a class. (Answers: 1 detail sentence, 2 final sentence, 3 detail sentence, 4 topic sentence, 5 title, 6 detail sentence)

## Practice 3 WB p. 11/ act. 21



### 21 Read and number the parts of the paragraph.

- Read the directions aloud. Have students work individually to find and circle the words.

## Practice 4



### 20 Look at 19. Order the sentences to make a paragraph.

- Read the directions aloud. Have students put the sentences in the correct order to make a paragraph.

MONITOR

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

## Practice 5



### 21 Write about a friend or relative.

- Read the writing steps aloud.
- To help clarify the Writing Steps, explain to students that they don’t have to follow the order of the steps rigidly. For example, they may wish to give their paragraph a title after they have written it.
- Remind students that the topic sentence should be a general statement about the person. Their detail sentences will give some information about that person. The final sentence will end the paragraph by conveying the same idea as the topic sentence, but expressing it in a different way.

- Have students write a paragraph about a friend or favorite relative.

MONITOR

Check to see that students are applying the Writing Steps correctly.

ASSIST

To help students stay focused, suggest that they check off each Writing Step as they complete it.

## Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to write a paragraph.*

- Encourage awareness of what students have learned by getting them to read out examples of topic sentences, detail sentences, and final sentences from their writing.

## Homework WB p. 11/ act. 22 & 23



### 22 Read the paragraph. Circle the detail sentences. Copy the topic and final sentences.

- Direct students to WB Activity 22 on page 11. Explain that students should circle the detail sentences, then copy the topic and final sentences.

### 23 Look at 22. Write about a favorite teacher.

- Direct students to WB Activity 23 on page 11. Explain that students will write about a favorite teacher. Encourage them to make notes about the different parts of their paragraph before they start writing.

## Extra Application and Practice Activity

### Materials: Magazines

- Have students select a paragraph in a magazine and circle the topic sentence with a red marker, circle the final sentence with a blue marker, and use a pencil to underline detail sentences.
- Have students notice whether the topic sentence is the first sentence and whether the final sentence seems to be a conclusion to the paragraph.

MONITOR

Check to see that students have circled and underlined the sentences correctly.

CHALLENGE

Have small groups of students compare the paragraphs in their magazines. Which magazine do they think has the best-written paragraphs? Why? Have students talk about why the writer’s style would have to change because of the magazine’s audience.

# Writing | Parts of a paragraph

I will learn to write a paragraph.

**18** Read. Then find the **title**, **topic sentence**, **detail sentences**, and **final sentence**.

A **title** says what you are going to read about.

A **topic sentence** gives the main idea of a paragraph.

**Detail sentences** give us more information.

A **final sentence** talks about the subject in a different way.



## My Best Friend

My best friend's name is Anita.

She's taller than I am, and her hair is longer than mine. Anita is smart,

and she's funny, too. We like playing computer games at the weekend.

I'm happy to have a friend like Anita.

**19** Read and say **title**, **topic sentence**, **detail sentence**, or **final sentence**.

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- 3 She likes making cookies with my sister and me.
- 4 My favorite aunt is Aunt Elsie.
- 5 My Aunt Elsie
- 6 She also likes playing games with us.

**20** Look at 19. Order the sentences to make a paragraph.

## Writing Steps

**21** Write about a friend or relative.

- 1 Think of a friend or relative.
- 2 Make a list of what they are like and why you like him/her.
- 3 Write a title.
- 4 Write a topic sentence.
- 5 Write three detail sentences.
- 6 Write a final sentence.

I will learn to use the sounds *ear* and *air*.

 Listen, read, and repeat.

1 ear

2 air

 Listen and find. Then say.



hear



chair

 Listen and blend the sounds.

1 f-ear          fear

3 h-air          hair

5 f-air          fair

7 n-ear          near

2 y-ear          year

4 p-air          pair

6 d-ear          dear

8 s-t-air-s      stairs

 Read aloud. Then listen and chant.

A boy with big ears and fair hair  
Hears the twins on the stairs.  
A boy with big ears and fair hair  
Hears the twins sit on their chairs.





## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds ear and air.*
- Students will identify the letters and distinguish between the sounds individually and as part of words.

## Presentation



### 22 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 19 and have students listen and read each sound as it is said. Have students repeat.

### MONITOR

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

## Practice 1



### 23 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 20 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

### ASSIST

- Replay the audio as needed. Students can also check that they are pointing to the correct word and saying it properly with a partner.

## Practice 2



### 24 Read and circle ear and air.

- Read the directions aloud. Have students work individually to find and circle the words.

### MONITOR

- Check students are circling the correct words. Have them compare their answers in pairs.

## Practice 3



### 25 Underline the words with ear and air. Then read aloud.

- Read the directions aloud. Have the students work individually to underline the words with the ear and air sounds.

### MONITOR

- Check students are underlining the correct words. Check answers as a class.

## Practice 4



### 24 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 21 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.

## Practice 5



### 26 Connect the letters. Then write.

- Read the directions aloud. Have students connect the letters and write words.
- Have students match the words individually.

### MONITOR

- Check answers as a class.

## Practice 6



### 25 Read aloud. Then listen and chant.

- Read the directions aloud. Read the chant while students follow in their books. Have them choral-read the chant as a class.
- Play Audio Track 22 and have students listen. Replay several times and encourage them to join in.

### MONITOR

- As students repeat the chant, listen for proper pronunciation and appropriate intonation.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds ear and air.*
- 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, *fear, chair, dear*).

## Homework



### 27 Listen and write.

- Direct students to WB Activity 27 on page 12. Read the directions aloud. Explain to students that they must listen and write the missing words.

## Extra Application and Practice Activity

**Materials:** Index cards

- Have students make word cards and use them to play *Snap!*
- Divide the class into pairs and have each pair of students create five pairs of cards by writing a word ending with *-ear* or *-air* on one index card and the same word on another.
- Have each pair play the game by shuffling the cards and then dealing out five each. Students should take turns to place down one of their cards and say the word aloud. If the word matches the previous one, the first student to say *Snap!* keeps the pair. The student who has the most matches wins.

# Values Lesson

## Lesson Flow



## Lesson Objective

I will learn to be considerate and helpful.

## Key Language

Be considerate of others.

### Values | Be considerate of others.

I will learn to be considerate and helpful.

**26** Listen and complete the sentences.

dropped first help turn



1 You can have a \_\_\_\_\_.



2 Can I \_\_\_\_\_ you?



3 You can go \_\_\_\_\_.



4 You \_\_\_\_\_ something.

**27** Practice being considerate with a partner.



You can go first.

Thank you!



## Project

**28** Make **Good Manners** award ribbons. Your teacher can give them to students who are considerate and have good manners.



## Warm-up



### 21st Century Social Skills

- Ask students to think of a time when they received help from another student. Encourage students to share their experiences. If students are reluctant, ask: *Did a classmate lend you a pencil or other school supply? Did a classmate help you with a question you didn't understand very well?*
- Encourage students to share how they feel when someone helps them. Praise students who participate and thank them for sharing.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to be considerate and helpful.*

## Listening



### 26 Listen and complete the sentences.

- Focus attention on the pictures and encourage students to describe them: *Who can you see? Where are they? What are they doing? How do you think they are feeling?*
- Read the directions aloud. Ask a volunteer to read out the words in the box. Have students look at the sentences and guess which word completes them. Play Audio Track 24, and have students complete the sentences. Pause the audio after each sentence and give students time to write the word.
- Play the audio again, pausing after each sentence for students to repeat.

### MONITOR

Invite students to read out the completed sentences. (Answers: 1 turn, 2 help, 3 first, 4 dropped)

### ASSIST

- Replay the audio as needed.

## Speaking



### 27 Practice being considerate with a partner.

- Read the directions aloud. Ask two volunteers to read out the speech bubbles.
- Invite a student to come to the front of the class and role-play the dialog. Make an appropriate hand gesture as you say: *You can go first.* Encourage the student to pass in front of you as he or she says: *Thank you!* Invite other students to come up and role-play the other expressions from Activity 26.
- Have students work in pairs and act out role plays using expressions from Activity 26.

### MONITOR

Walk around praising or encouraging students as appropriate. Make a note of common errors in pronunciation or intonation, and comment on them with the class at the end of the lesson.

### ASSIST

Model expressions if necessary and have students repeat.

## Project



**Materials:** Poster paper, ribbons

### 28 Make *Good Manners* award ribbons. Your teacher can give them to students who are considerate and have good manners.

- Read the directions aloud and have students look at the picture. Hand out the materials and have students make an award ribbon each.

### MONITOR

Walk around and encourage students to be creative. Praise them and help out if necessary.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to be considerate and helpful.*

- Encourage awareness of what students have learned by quickly eliciting from a few students ways that they can be considerate.

## Extra Application and Practice Activity

- Discuss with the class actions and circumstances that would merit a *Good Manners* award. Encourage students to participate and brainstorm a list on the board. Have students copy the list into their notebooks.

# Values | Be considerate of others.

I will learn to be considerate and helpful.

24  
26

Listen and complete the sentences.

dropped first help turn



1 You can have a \_\_\_\_\_.



2 Can I \_\_\_\_\_ you?



3 You can go \_\_\_\_\_.



4 You \_\_\_\_\_ something.

27 Practice being considerate with a partner.



You can go first.

Thank you!



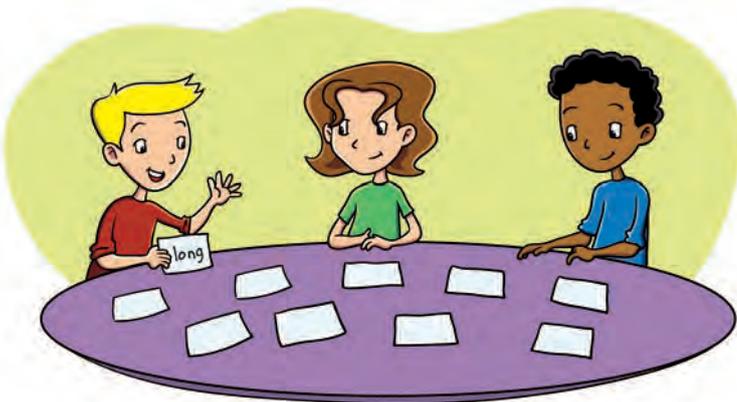
## Project

28 Make **Good Manners** award ribbons. Your teacher can give them to students who are considerate and have good manners.



# Review

**29** Make cards with the words in the box. Then play a game.



friendly  
funny  
glasses  
hair  
long  
nice  
old  
short  
tall  
young

**30** Complete the dialog. Use the words from the box.

he serious older blond darker taller yours

**A:** Is that your brother?

**B:** Yes, that's Max. We're not the same. We're very different.  
He's more <sup>1</sup> \_\_\_\_\_ than I am. He's quite shy.

**A:** Is he <sup>2</sup> \_\_\_\_\_ than you?

**B:** Yes. I'm 10, and he's 11. But I'm a little <sup>3</sup> \_\_\_\_\_ than he is.

**A:** His hair is <sup>4</sup> \_\_\_\_\_ than <sup>5</sup> \_\_\_\_\_.

**B:** Yes. I have <sup>6</sup> \_\_\_\_\_ hair. His hair is brown.

**A:** Is he friendly?

**B:** Yes, <sup>7</sup> \_\_\_\_\_ is very friendly. Just like me!

## I Can

• describe people.

• use the comparative to compare people.

• use *mine, yours...*

• write parts of a paragraph.



# Review Lesson

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

**Review**

29 Make cards with the words in the box. Then play a game.

friendly  
funny  
glasses  
hair  
long  
nice  
old  
short  
tall  
young

30 Complete the dialog. Use the words from the box.

he serious older blond darker taller yours

A: Is that your brother?  
B: Yes, that's Max. We're not the same. We're very different. He's more <sup>1</sup> \_\_\_\_\_ than I am. He's quite shy.  
A: Is he <sup>2</sup> \_\_\_\_\_ than you?  
B: Yes. I'm 10, and he's 11. But I'm a little <sup>3</sup> \_\_\_\_\_ than he is.  
A: His hair is <sup>4</sup> \_\_\_\_\_ than <sup>5</sup> \_\_\_\_\_.  
B: Yes. I have <sup>6</sup> \_\_\_\_\_ hair. His hair is brown.  
A: Is he friendly?  
B: Yes. <sup>7</sup> \_\_\_\_\_ is very friendly. Just like me!

**I Can**

- describe people.
- use the comparative to compare people.
- use mine, yours...
- write parts of a paragraph.

Unit 1 15

## Warm-up



- Remind students that adjectives are words that describe people, places, or things.
- Play a game in which you try to fill the board with as many adjectives as you can. Write adjectives as fast as students can say them, adding your own as well.
- Play *Charades* (See *Game Bank*, page T135, for details). Volunteers mime some of the adjectives and students have to guess which ones they are.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*
- Students will review the words and structures of the unit through a variety of activities. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

## Practice 1



**Materials:** Flashcards: Unit 1, describing people

- 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 9 (the song with the lyrics). Have students follow along and join in the chant.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 10). You could use Flashcards to encourage students to sing about other classroom objects that aren't in the song.

## Video

Drama U 01



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

## Practice 2



**Materials:** Index cards

### 29 Make cards with the words in the box. Then play a game.

- Arrange students in groups. Give each group a set of ten index cards.
- Read the directions aloud and ask students to write each vocabulary word on a card.
- Model how to play the game. Show students how to place the cards facedown. Turn over a card and use the word in a sentence to describe one of the students in the group: *Max is shorter than me.* Remind students how to form the comparative.

## Practice 3

WB p. 13/ act. 28



### 28 Read and match.

- Read the directions aloud. Explain that students match the beginnings and endings of the sentences.

MONITOR

- Check answers as a class.

## Practice 4

WB p. 13/ act. 29



### 29 Look and complete the sentences.

- Read the directions aloud. Have students complete the sentences using the words in the box.

MONITOR

- Check answers as a class.

## Practice 5



### 30 Complete the dialog. Use the words from the box.

- Read the directions aloud. Explain that the dialog shows the words that people are saying to each other.

MONITOR

- Check answers as a class. (Answers: 1 serious, 2 older, 3 taller, 4 darker/yours, 5 blond, 6 he)

## 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 Complete the sentences.

- Direct students to WB Activity 30 on page 13. Read the directions aloud. Explain to students that they must complete the second sentence so that the meaning is the same as the first.

## Extra Application and Practice Activity

- Have students sit in a circle. Explain that you will be telling a story together and that each person in the circle will add a new part to the story to describe an imaginary friend.
- Begin the story by saying *I am going to the park with my friend. She is tall and smart.* Have students take turns around the circle, repeating the previous statement and adding their own description of the imaginary friend. *I am going to the park with my friend. She is tall and smart. She has long, wavy hair.*
- If students have trouble waiting for their turn to add to the story, remind them that you will be giving a ribbon, sticker, or another small “prize” to anyone who shows good manners and is considerate of others.

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 1 Unit 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.



# Our Schedule

## Objectives

### Reading

- Can recognize key words and phrases in the printed lyrics of short, simple songs or chants.
- Can follow the sequence of events in short, simple cartoon stories that use familiar key words.
- Can identify key information in short, simple factual texts from the headings and illustrations.
- Can understand the main points in simple descriptive texts on familiar topics.

### Listening

- Can recognize familiar words and phrases in short, simple songs or chants.
- Can understand the main information in short, simple dialogs about someone's daily routines, if spoken slowly and clearly and supported by pictures.

### Speaking

- Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. *every Monday, twice a month*).
- Can express their opinions on familiar topics, using simple language.

### Writing

- Can write simple sentences about daily routines and activities.
- Can write a simple paragraph presenting information in a coherent sequence, if guided by prompts or a model.

### Grammar

- Can use the present progressive with future reference.

## Unit Projects

### Family Connection

Have students work with their families to make a collage that shows activities they do frequently at home. Students can cut out pictures from magazines, print them from the Internet, or draw them. Encourage students to add labels for the pictures on strips of colored paper and glue those labels to the collage.

# Key Language

## Key Vocabulary

### Activities

eat out  
go on a vacation  
go to a wedding  
go to the dentist  
help clean  
play outside  
shop for food  
watch a movie

### Expressions of frequency

every day  
once a week  
three times/twice a week/year

### Expressions

And a lot of dresses for me.  
How about you?  
That's a lot of (weddings)!  
Wow!

## Content Words

advertisement	action
attractive	belief
billboard	bucket
bright	connection
catch your eye	fan
character	fingernail
jingle	groundhog
product	lucky
slogan	shadow
tool	superstition
tune	

## Grammar

**Where** is he/she going after school?

**What** are you/they doing tonight?

**How often** does he/she have a guitar lesson?

**How often** do you/they go to the dentist?

Once a week./Twice a year./Every Friday./On Sundays./Once a month./  
Every summer.

## Phonics

**The sounds:** *ir, ur*

## Unusual Habits Bulletin Board

Make a bulletin board entitled *Unusual Habits*. Have students brainstorm to list unusual habits, such as eating a particular food, wearing particular clothes, or doing particular activities. Invite students to draw a picture of an unusual habit. Post students' pictures on the bulletin board, grouped and labeled according to the habit.

# Vocabulary Lesson

## Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective



Homework

## Lesson Objective

I will learn to name activities people do.

## Key Language

eat out, go on vacation, go to a wedding, go to the dentist, help clean, play outside, shop for food, watch a movie

# 2 Our Schedule

## Vocabulary

I will learn to name activities people do.



## Song Time!



1 Listen, look, and say.



1 go to the dentist



2 go on vacation



3 help clean



4 shop for food



5 go to a wedding



6 eat out



7 play outside



8 watch a movie



2 Play the game.

## Warm-up



**Materials:** Flashcards: Unit 2, activities

- Show the Flashcards one at a time. Elicit from students what activity is depicted on each card. Ask: *What's she doing?* (She's eating) *Where is he?* (at the dentist) Help students with new vocabulary, such as *dentist*, *wedding*, and *guitar*.

## Lesson Objective



**Materials:** Flashcards: Unit 2, activities

### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to name activities people do.*

- Use 2–3 Flashcards to remind students what they already know and elicit a few adjectives for activities people do.
- Students will identify and name activities.

## Song Time



**Materials:** Flashcards: Unit 2, activities

### 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. Play Audio Track 26. Have students listen, look at the picture for each matching activity, and then repeat the phrases.

### MONITOR

Replay the audio and pause after each description while students repeat it several times. Listen for proper pronunciation and appropriate intonation. Ask students to repeat each phrase aloud after you, if necessary.

### ASSIST

- Replay the audio as needed.

## Practice

WB p. 14/ act. 1



### 1 Look and write.

- Read the directions aloud. Explain to students that they have to write the verb phrases under the correct pictures.
- Have students work independently, and then compare answers with a partner.

### MONITOR

- Check answers as a class.

## Game



### 2 Play the game.

- Play *Charades* (see *Game Bank*, page T135, for details) with the class. Mime one of the activities in Activity 1 and have students guess what you are miming. The student who guesses correctly has a turn to mime another activity. Repeat until all students have had a turn.

### MONITOR

Listen for proper pronunciation, appropriate intonation, and correct language use. Students can also play the game again in small groups or pairs.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to name activities people do.*

- Encourage awareness of what students have learned by quickly eliciting some verb phrases for activities from a few students.

## Homework

WB p. 14/ act. 2



### 2 Read and circle the correct words.

- Direct students to WB Activity 2 on page 14. Read the directions. Explain to students that they must read the sentences and circle the correct words.

## Extra Application and Practice Activity

**Materials:** Index cards

### 21st Century Collaboration

- Have students work in pairs to make cards for a game of *Snap!* Find 3 different activities for each student in the pair and ask them to draw a picture of the activity on one index card and to write the verb phrase on another index card. (So, each student makes 6 cards in total.)
- Have each student put their six cards into a pile, shuffle the cards and then deal out six cards each.
- Students play the game by taking turns to put a card face up on a pile. If a card matches the preceding one (e.g., the verb phrase matches the picture), then the first person to say *Snap!* keeps the pair. The winner is the person with the most cards at the end of the game.

### MONITOR

While students are playing, check that they are able to read and match verb phrases with the correct pictures.

### ASSIST

- Write up key vocabulary on the board for students to use on their cards.

# 2

# Our Schedule

## Vocabulary

I will learn to name activities people do.



## Song Time!



Listen, look, and say.



1 go to the dentist



2 go on vacation



3 help clean



4 shop for food



5 go to a wedding



6 eat out



7 play outside



8 watch a movie

2 Play the game.

# Song

I will learn to ask and answer about what people do and when.

**3** Listen and sing. Find the nine activities Sam does.

## Things We Do!

There are a lot of things  
That I do every day,  
Like go to school, watch a movie,  
Stay up late, and play!

But there are a lot of other things  
I don't want to do so much,  
Like go to the dentist, do the dishes,  
Make my bed, and such.

**How often do you do these things?**  
**Every day? Once a week? Once a year?**

I take out the trash  
On Tuesdays before school.  
And I feed our funny cat,  
But I don't mind – she's cool.

### Chorus



**4** Listen and complete.

- 1 I usually \_\_\_\_\_ to the dentist twice a year.    2 They \_\_\_\_\_ every winter.  
3 She \_\_\_\_\_ with her parents every Friday.    4 We \_\_\_\_\_ four times a month.

**5** Look at 1. Tell your partner what activities you do. Use the words in the box.

once    twice    three times    every day/week/month/year/summer



I go to the dentist  
three times a year.

I help clean  
once a week.



**THINK  
BIG**

What activities should you  
do once a day? Explain.

# Song Lesson

## Lesson Flow



## Lesson Objective

I will learn to ask and answer about what people do and when.

## Key Language

once/twice/three times, every day/week/month/year/summer; eat out, go on a vacation, go to a wedding, go to the dentist, watch a movie

## Song

I will learn to ask and answer about what people do and when.

**3** Listen and sing. Find the nine activities Sam does.

### Things We Do!

There are a lot of things  
That I do every day,  
Like go to school, watch a movie,  
Stay up late, and play!

But there are a lot of other things  
I don't want to do so much,  
Like go to the dentist, do the dishes,  
Make my bed, and such.

**How often do you do these things?**  
Every day? Once a week? Once a year?

I take out the trash  
On Tuesdays before school.  
And I feed our funny cat,  
But I don't mind – she's cool.

**Chorus**



**4** Listen and complete.

- 1 I usually \_\_\_\_\_ to the dentist twice a year.    2 They \_\_\_\_\_ every winter.  
3 She \_\_\_\_\_ with her parents every Friday.    4 We \_\_\_\_\_ four times a month.

**5** Look at 1. Tell your partner what activities you do. Use the words in the box.

once    twice    three times    every day/week/month/year/summer



I go to the dentist  
three times a year.



I help clean  
once a week.

**THINK BIG**

What activities should you  
do once a day? Explain.

Unit 2 17

## Warm-up



**Materials:** Calendar, hairbrush/toothbrush, Flashcards: Unit 2, activities

- Display a calendar. Point to your birthday date and say: *I have a birthday once a year. I don't have a birthday*

*every day.* Mark your birthday on the calendar and have volunteers come up and mark their birthdays. (If birthdays are not appropriate, mark your name day or another personal celebration.)

- Hold up a toothbrush or a hairbrush. Say: *I brush my teeth/hair every day. I brush my teeth/hair three times a day.* Ask: *How many times do you brush your teeth a day?*

- Play a guessing game. In small groups, students take turns choosing a Flashcard and showing it to their group, while the others try to guess how often he/she does it.
- 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 what people do and when.*

- Students will sing a song and ask and answer about what people do and when.

## Listen and Sing

### 3 Listen and sing. Find the nine activities Sam does.

- Read the directions aloud. Play Audio Track 27. Have students read along silently.
- Replay the audio and have students sing along. Do this several times. Then ask students to read the song silently, look at the images in Activity 4, and find the nine activities Sam does.

### MONITOR

Check answers as a class. (Answers: go to school, watch a movie, stay up late, play, go to the dentist, do the dishes, make my bed, take out the trash, feed the cat)

### ASSIST

Replay the audio as needed. Use gestures and simple language to explain unfamiliar words.

## Practice 1

### 4 Listen and complete.

- Read the directions aloud. Play Audio Track 29. Have students read and listen for the words to complete the sentences.

### MONITOR

Check answers as a class. (Answers: 1 go, 2 go on vacation, 3 eats out, 4 have guitar lessons)

### ASSIST

Replay the audio as needed. For additional support, use the Flashcards.

## Practice 2

### 4 What about you? Complete the chart.

- Read the directions aloud. Have students complete the chart with sentences about what they do, using the frequency expressions.

### MONITOR

Check answers as a class.

## Speaking

### 5 Look at 1. Tell your partner what activities you do. Use the words in the box.

- Read the directions aloud. Read the speech bubbles aloud while students follow in their books. Have students repeat the dialog aloud after you.
- Choose volunteers to model the dialog. Have students reverse roles and repeat.
- Have students work in pairs to ask and answer questions about activities they do, following the model given.

### MONITOR

Listen for proper pronunciation, appropriate intonation, and correct use of vocabulary.

## Think BIG

### 21st Century Critical Thinking

- Students can discuss the questions in pairs or small groups. Ask volunteers to share their responses with the rest of the class. (Possible answers: brush your teeth, make your bed, have a shower, do your homework)

## Lesson Objective

### INVOLVE

Revisit the lesson objective: *Now I have learned to ask and answer about what people do and when.*

- Encourage awareness of what students have learned by quickly eliciting a few activities.

## Homework

### 3 Listen and circle.

- Direct students to WB Activity 3 on page 15. Read the directions aloud. Explain that students should listen to the song again and circle the correct words.

## Extra Application and Practice Activity

**Materials:** Strips of paper

- Have students make morning schedules. Model how to do this by writing the activities you do every morning on strips of paper, such as *eat breakfast, make my bed, get dressed*. Put the strips in the order in which you might do them.
- Have students make their own schedules following your model. Then have them talk with a partner about their schedules using language learned in the lesson.

# Story Lesson

## Lesson Flow



## Lesson Objective

I will read a story about weekend plans.

## Key Language

every Saturday, three times a year; go to a wedding

**Story**  
I will read a story about weekend plans.

**6** Listen and read. Where is Christina going this weekend?

**A Lot of Weddings!**

**1** Christina and Amanda are talking about their weekend plans.

What are you doing this weekend, Amanda?  
I'm going to my grandma's house.

**2** Amanda sees her grandma once a week.

How often do you see your grandma?  
Every Saturday.

**3** Christina isn't happy about her weekend plans.

How about you? What are you doing this weekend?  
I'm going to my cousin's wedding.

**4** Christina doesn't like wearing dresses.

Oh! Do you like going to weddings?  
No, I don't because I have to wear a dress.

**5** Christina has to go to a lot of weddings.

How often do you go to weddings?  
About three times a year. I have a lot of cousins!

**6** Christina is thinking about all the dresses she has to wear to her cousins' weddings.

Wow! That's a lot of weddings!  
And a lot of dresses for me!

**7** Find the mistakes and correct the sentences.

- Amanda is going to her friend's house this weekend.
- Amanda visits her grandma every Sunday.
- Christina is going to her uncle's wedding.
- Christina is happy about her weekend.
- Christina goes to weddings three times a week.
- Christina likes wearing dresses.

THINK BIG

Do you like wearing different clothes for special occasions?  
How often do you see your cousins?

18 Unit 2 Unit 2 19

## Warm-up

- Review family words: *grandma, grandpa, mother, father, sister, brother, aunt, uncle, cousin*. Draw a family tree on the board, using *Grandma* and *Grandpa* labels at the top of the tree and then branching down to show other family members, including cousins.
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

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

## Pre-reading

- Point to and read the story title aloud. Have students repeat after you. Ask: *What are Christina and Amanda talking about?* (They are talking about their plans for the weekend.)

## Reading



### 6 Listen and read. Where is Christina going this weekend?

- Read the directions aloud. Draw attention to the question: *Where is Christina going this weekend?* Play Audio Track 31. Model pointing to each story frame. Have students listen and read silently.

- Ask: *Where is Christina going this weekend?* (She's going to her cousin's wedding.)

## Comprehension 1



### MONITOR

Ask comprehension questions about the story. Encourage students to answer using complete sentences. Ask: *Look at Frame 4. How can you tell Christina doesn't like wearing dresses?* (She says she doesn't. She doesn't look happy.)

### ASSIST

Replay the audio as needed. Pause after each frame and explain unfamiliar words. Draw attention to everyday language, such as: *That's a lot of (weddings)!*

- Divide the class into two groups and have one group read Christina's lines and the other group read Amanda's lines.

### CHALLENGE

Have students use the illustrations to tell the story in their own words. Remind them that, just as speech bubbles tell you what the characters are saying, the thought bubbles use pictures to show what the characters are thinking.

## Comprehension 2

WB p. 16/ act. 5



### 5 Read. Then circle.

- Read the directions aloud. Have students read the story and circle the correct words.

## Comprehension 3



### 7 Find the mistakes and correct the sentences.

- Read the directions aloud. Read the first item aloud and ask a volunteer to find the mistake and correct the sentence. Then have students complete the activity independently.

### MONITOR

Check answers as a class. (Answers: 1 Amanda is going to her grandma's house this weekend. 2 Amanda visits her grandma every Saturday. 3 Christina is going to her cousin's wedding. 4 Christina isn't happy about her weekend. 5 Christina goes to weddings three times a year. 6 Christina doesn't like wearing dresses.)

### ASSIST

Have students look at the story frames again to check details and find the answers.

### CHALLENGE

To extend the activity, have students work in pairs to make up their own correct and incorrect sentences based on the story and then exchange sentences with another pair of students.

## Think BIG

Think BIG

### 21st Century Critical Thinking

- Read the question aloud as students follow in their books. Have students talk about the question in pairs. Allow time for each student to have a turn to express their opinions to a partner. At the end of the discussion, have volunteers share their responses with the whole class.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have read a story about weekend plans.*

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

## Homework

WB p. 16/ act. 6



### 6 Now answer the questions about you.

- Direct students to WB Activity 6 on page 16. Explain that students should write answers to the questions about themselves.

### Think BIG

- Direct students to WB Think BIG on page 16. Explain that students need to write the frequency expressions in order.

## Extra Application and Practice Activity

Materials: Flashcards: Unit 2, activities

- Use the Flashcards to do a class survey. Make a chart on the board with the column headings *Like/Likes* and *Don't Like/Doesn't Like*. Have volunteers come up, one at a time and choose a Flashcard. Then they should ask: *Do you like to (activity shown on card)?* The student should record the class's answers by making tally marks in each column of the chart. Then have students talk about the information shown on the chart. Model: *Most people like to eat out.*

# Story

I will read a story about weekend plans.

**6** Listen and read. Where is Christina going this weekend?

## A Lot of Weddings!



What are you doing this weekend, Amanda?

I'm going to my grandma's house.

**1** Christina and Amanda are talking about their weekend plans.



How often do you see your grandma?

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

Every Saturday.

**2** Amanda sees her grandma once a week.



How about you? What are you doing this weekend?

I'm going to my cousin's wedding.

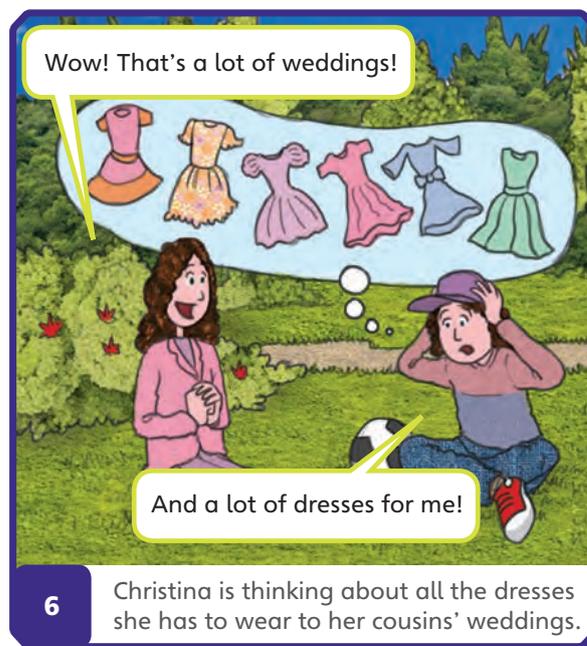
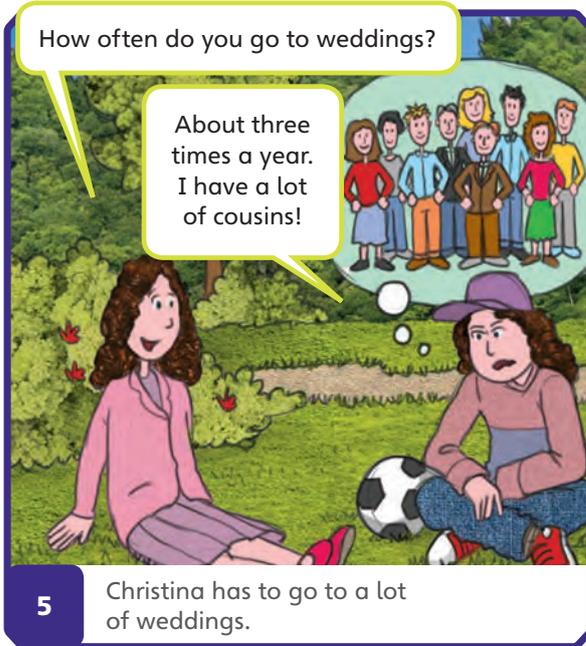
**3** Christina isn't happy about her weekend plans.



Oh! Do you like going to weddings?

No, I don't because I have to wear a dress.

**4** Christina doesn't like wearing dresses.



**7 Find the mistakes and correct the sentences.**

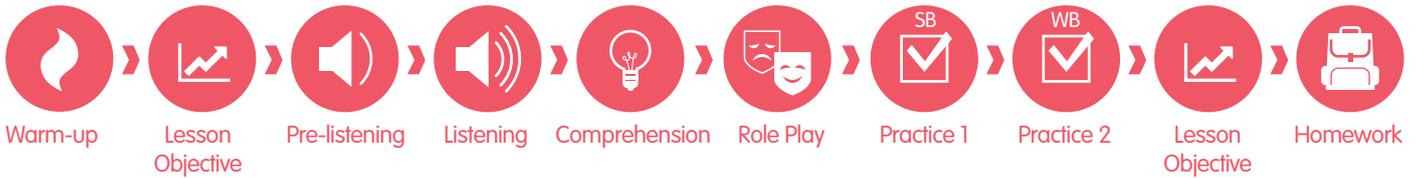
- 1 Amanda is going to her friend's house this weekend.
- 2 Amanda visits her grandma every Sunday.
- 3 Christina is going to her uncle's wedding.
- 4 Christina is happy about her weekend.
- 5 Christina goes to weddings three times a week.
- 6 Christina likes wearing dresses.



Do you like wearing different clothes for special occasions?  
How often do you see your cousins?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about how often people do things.

## Key Language

every Tuesday, once/twice/three times a week/month;  
allowance, dentist, guitar lesson, order a pizza, walk the dog, wash the clothes

### Language in Action

I will listen to a dialog about how often people do things.

**8** Listen and read. Then say.

**Logan:** Oh, no! It's Tuesday.

**Brian:** What's the matter?

**Logan:** I have a guitar lesson today.  
I don't really like guitar lessons.

**Brian:** How often do you have them?

**Logan:** Twice a week, on Tuesdays and Thursdays.

**Brian:** Hey, I have an idea. Let's trade schedules.

**Logan:** Why? What are you doing today?

**Brian:** I'm going to the dentist.

**Logan:** Uh, no thanks!



**9** Practice the dialog in 8 with a partner.

**10** Listen and stick. Number the pictures.



20 Unit 2

## Warm-up



**Materials:** Index cards, Flashcards: Unit 2, activities

- Have seven pairs of students stand in front of the class. Give one student in each pair an index card with a day of the week. Give the other student in the pair a Flashcard. Say: *They are showing my schedule for*

*the week. What do I have to do on Monday? Have the Monday pair work together to make a statement. Model: It's Monday. I have to clean the house. Continue with the rest of the week. Explain the phrase "Let's trade," then encourage them to trade cards and restate their sentences.*

- 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 how often people do things.*

## Pre-listening



- Point to the boys in the picture. Introduce them as *Logan* and *Brian* and tell students they will listen to Logan and Brian talk about their plans for the day.

## Listening



### 8 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 32 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.

## Comprehension



### MONITOR

Ask questions to check for understanding. Ask: *What does Logan have to do on Tuesdays?* (He has a guitar lesson.) *Does Logan want to have a guitar lesson?* (No, he doesn't really like guitar lessons.) *Does Logan want to trade with Brian?* (No, he doesn't.) *Why?* (Because he doesn't want to go to the dentist.)

### ASSIST

Replay Audio Track 32. Use gestures and simple language to explain unfamiliar words.

## Role Play



### 9 Practice the dialog in 8 with a partner.

- Give pairs the roles of *Logan* and *Brian* and ask them to read the dialog aloud. Then have partners switch roles and read the dialog again.

### MONITOR

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

### ASSIST

Invite students to change the dialog to include activities shown on page 16.

## Practice 1



**Materials:** Stickers

### 10 Listen and stick. Number the pictures.

- Have students find the Unit 2 stickers at the back of the Student's Book. Tell students they will listen to friends who are talking about their plans. Say: *One of these friends is getting an allowance. That's money that your parents give you for doing your chores.* Point out that each sticker is a calendar with particular days circled on it. Tell students that the dialog they hear will include

clues such as "every Tuesday" to let them know which calendar sticker to choose.

- Read the directions aloud. Play Audio Track 33 and have students listen, stick the stickers, and number the pictures.

### MONITOR

As students are working, check to see that they place the stickers correctly. (Answers: *ordering pizza/once a week, 1; allowance/twice a month, 2; wash the clothes/once a week, 4; walk the dog/three times a week, 3*)

## 21st Century Collaboration

Write different chores on the board: *wash the clothes, take out the trash, clean the house.* Ask students to think about how much each chore is worth. Ask: *How much allowance should you get for taking out the trash every night?* Have students work together to make a job chart that shows the allowance rate for each chore. Encourage students to work through disagreements by stating the reasons for their thinking and working together to find a compromise.

## Practice 2



WB p. 17/ act. 7



### 7 Listen and complete the sentences.

- Read the directions aloud and explain that students need to listen and complete the sentences.
- Play Audio Track 34. Have students complete the sentences. Replay the audio as needed.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about how often people do things.*

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

## Homework

WB p. 17/ act. 8



### 8 Read and match.

- Direct students to WB Activity 8 on page 17. Explain that students need to match the questions and answers.

## Extra Application and Practice Activity

**Materials:** Photocopies of calendar months

- Have students work in pairs. Give each pair a photocopy of a calendar month on which you have circled days to represent *every*, *once*, and *twice*. Have partners work together to write a sentence about something they do using that expression of frequency. Model: *My family eats out once a month.*

# Language in Action

I will listen to a dialog about how often people do things.

32  
8

Listen and read. Then say.

**Logan:** Oh, no! It's Tuesday.

**Brian:** What's the matter?

**Logan:** I have a guitar lesson today.  
I don't really like guitar lessons.

**Brian:** How often do you have them?

**Logan:** Twice a week, on Tuesdays and Thursdays.

**Brian:** Hey, I have an idea. Let's trade schedules.

**Logan:** Why? What are you doing today?

**Brian:** I'm going to the dentist.

**Logan:** Uh, no thanks!



9

Practice the dialog in 8 with a partner.

33  
10

Listen and stick. Number the pictures.



# Grammar

I will learn to use *Where...?*, *What...?*, and *How often...?* to ask about activities.

<b>Where</b> is	he/she	going after school?	He/She	is going to soccer practice.
<b>What</b> are	you	doing tonight?	I	am watching a movie at home.
	they		We They	are watching a movie at home.

**11** Complete the questions. Then match questions and answers.

- b   1   What   are they doing after school?
- \_\_\_ 2 \_\_\_\_\_ is your sister going?
- \_\_\_ 3 \_\_\_\_\_ are we going after dinner?
- \_\_\_ 4 \_\_\_\_\_ is Mr. Lee doing after class?
- a She's going to the bookstore.
- b They're going shopping.
- c He's helping in the school garden.
- d We're going to Grandma's house.

<b>How often</b> does	he/she	have guitar lessons?	Once a week. Twice a year. Every Friday. On Sundays. Once a month. Every summer.
<b>How often</b> do	you	go to the dentist?	
	they		

**12** Answer the questions.

- 1 How often do you go to the dentist?

\_\_\_\_\_

- 2 How often do you play sports?

\_\_\_\_\_

- 3 How often does your English teacher give tests?

\_\_\_\_\_

**13** Work with a partner. Ask and answer questions about the activities on pages 16–17.



How often do you clean your room?



I clean my room every weekend.

# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use *Where...?*, *What...?*, and *How often...?* to ask about activities.

## Key Language

**Where** is he/she going after school? He/She is going to soccer practice.

**What** are you/they doing tonight? I am/We are/They are watching a movie at home.

**How often** does he/she have a guitar lesson?

**How often** do you/they go to the dentist?

Once a week./Twice a year./Every Friday./On Sundays./Once a month./Every summer.

### Grammar

I will learn to use *Where...?*, *What...?*, and *How often...?* to ask about activities.

<b>Where is</b>	he/she	going after school?	He/She	is going to soccer practice.
<b>What are</b>	you	doing tonight?	I	am watching a movie at home.
	they		We	are watching a movie at home.
			They	

**11** Complete the questions. Then match questions and answers.

  b   1   What   are they doing after school?      a She's going to the bookstore.

      2 \_\_\_\_\_ is your sister going?                      b They're going shopping.

      3 \_\_\_\_\_ are we going after dinner?                      c He's helping in the school garden.

      4 \_\_\_\_\_ is Mr. Lee doing after class?                      d We're going to Grandma's house.

<b>How often does</b>	he/she	have guitar lessons?	Once a week. Twice a year. Every Friday. On Sundays. Once a month. Every summer.
<b>How often do</b>	you	go to the dentist?	
	they		

**12** Answer the questions.

1 How often do you go to the dentist?  
\_\_\_\_\_

2 How often do you play sports?  
\_\_\_\_\_

3 How often does your English teacher give tests?  
\_\_\_\_\_

**13** Work with a partner. Ask and answer questions about the activities on pages 16–17.

How often do you clean your room?

I clean my room every weekend.

Unit 2 21

## Warm-up



**Materials:** Flashcards: Unit 2, activities

- Play a combination of *Hide-and-Seek* and *Charades* with the class (see *Game Bank*, page T135, for details). Explain that one student will hide while the other students cover their eyes and count.
- Ask: *Where is (student's name)?* Have students look around and find the hidden student. Have the student

act out one of the chores or activities. Ask: *What is he doing?* Have students guess. 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 Where...?, What...?, and How often...? to ask about activities.*

## Presentation 1



- Have a volunteer read the questions and answers in the grammar box at the top of the page.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

## Practice 1



### 11 Complete the questions. Then match questions and answers.

- Read the directions aloud. Explain that students will use the bold words in the grammar box to complete the questions. When students have completed the questions, have them match them with the answers.

MONITOR

Check answers as a class. (Answers: 1 What, b, 2 Where, a, 3 Where, d, 4 What, c)

## Practice 2

WB p. 18/ act. 9



### 9 Circle the correct words.

- Read the directions aloud. Have students read the sentences and circle the correct words.

## Presentation 2



- Have a volunteer read the questions and answers in the grammar box in the middle of the page.
- Invite other students to answer the questions using different expressions of time.

## Practice 3



### 12 Answer the questions.

- Read the directions aloud. Check to make sure that students understand the meaning of the phrase *How often?* by revisiting the calendar you used in the Warm-up activity for page 17. Ask: *How often do I have a birthday?*
- Discuss the first question. Ask: *What does a dentist do? (A dentist takes care of your teeth.) How often do you go to the dentist? (Answers will vary.)*
- Have students write complete sentences to answer each question.

MONITOR

Check answers as a class.

## Practice 4



### 13 Work with a partner. Ask and answer questions about the activities on pages 16–17.

#### 21st Century Communication

- Read the directions aloud. Ask volunteers to read the sample dialog at the bottom of the page aloud. Then have partners work together to talk about the activities they do and how often they do them.

- Invite students to share what they learned about each other.

MONITOR

Check to see that students listen closely while their partners are speaking.

## Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to use Where...?, What...?, and How often...? to ask about activities.*

- Encourage awareness of what students have learned by getting them to say some questions.

## Homework

WB pp. 18 & 19/ act. 10, 11, 12 & 13



### 10 Look at the questions in 9. Write the answers.

- Direct students to WB Activity 11 on page 18. Read the directions aloud. Explain that students should read the questions in 9. They should then answer the questions using verbs from the box.

### 11 Answer about you.

- Direct students to WB Activity 11 on page 18. Read the directions aloud. Explain that students should answer the questions about themselves.

### 12 Look at Laura's schedule. Answer the questions.

- Direct students to WB Activity 12 on page 19. Read the directions aloud. Explain that students should look carefully at the schedule, then answer the questions using complete sentences.

### 13 Write questions beginning with *How often*.

- Direct students to WB Activity 13 on page 19. Read the directions aloud. Explain that students should look at the question endings and complete them.

## Extra Application and Practice Activity

Materials: Magazines and books

- Arrange students in small groups and give each group a magazine or book. Have students browse through the pictures and make statements about what the people in the pictures are doing. Model: *They're going shopping.*

## 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 ads and how they work.

## Key Language

advertisement, attractive, billboard, bright, catch your eye, character, jingle, product, slogan, tool, tune

**Content Connection** | Social Science

I will learn about ads and how they work.

**CONTENT WORDS**  
advertisement attractive billboard  
bright catch your eye character jingle  
product slogan tool tune

**14** Listen and read. Which four tools do advertisers use?

**Advertising**

Washes whiter and faster

CHRISTIANO RONALDO'S FAVORITE CEREAL

Buy it now! ONLY \$2.99

For a healthy and happy life

**1** Companies put advertisements everywhere. They're all around you – on TV and websites, in newspapers, in magazines, and on the radio. They're even on billboards along the side of the road. Why are they there? That's simple! Companies want you to buy things, and advertising makes you want to buy those things. How? Advertisements tell you that a product is going to make you happier or more popular. They even tell you the product is going to make you look more attractive, older, or younger. Usually these messages aren't true. The company just wants your money!

**2** When companies are making an advertisement, they think: "Who's going to buy this product? What do they like? What do they want to see or hear?" They use the answers to make the advertisement. There are four special tools that advertisers often use. Watch out for them!

**3**

**a** A character or cartoon can help to sell food. Advertisers put them on boxes of cereal and children's food. Children see the characters, and they want to buy that cereal or food.

**b** Famous people can also help to sell a product. When a famous person uses a product, we want to use it, too. For example, famous athletes can sell sneakers, and famous actors can sell coffee, perfume, and beauty products.

**c** Slogans and jingles are a great way to sell. These are words or tunes that you remember all day. In fact, you can't forget them! When you see a product, you think of that tune or slogan.

**d** Bright colors and interesting images catch your eye and sell things, too.

**Of course, advertisements are fun, but the next time you see a great advertisement, just ask yourself: "What's it trying to sell? Do I really want or need this product?" That way, you're deciding, not the advertiser.**

**15** Look at 14. Read and match.

<b>1</b> Companies make advertisements	<b>a</b> you'll be happier if you buy something.
<b>2</b> Advertisements tell you that	<b>b</b> because they want to sell things.
<b>3</b> Advertisers use	<b>c</b> because you can't forget them.
<b>4</b> Jingles or slogans are a clever tool	<b>d</b> four tools when making an advertisement.

**THINK BIG** Where do advertisements sell more things? Why?  
on TV on websites in magazines and newspapers on the radio

22 Unit 2

## Warm-up

- Hold up a pencil. Tell students that this pencil is the best pencil in the world. If they use this pencil, their answers on tests will always be correct. Ask students how much they might pay for such a pencil. Then hold up another pencil. Tell students that this pencil is just an ordinary pencil. Ask how much they might pay for it. Have a volunteer write with both pencils. Ask if they notice any difference between them. Then talk about how persuasive words can be.
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

- Introduce the lesson objective: *Today I will learn about ads and how they work.*
- Students will read and talk about advertisements.

## Pre-reading

- Read the Content Words in the box aloud. Tell students that they will learn the meaning of these words in the context of the article. Or, if desired, have pairs of students look up the words in a dictionary.

- Direct students to Activity 14. Explain that they are going to listen to and read the text about advertising.
- Read the directions aloud and have students read the slogans on the billboard and the words in the box. Elicit possible answers to the question before students listen and read the text.

## Reading 35



### 14 Listen and read. Which four tools do advertisers use?

- Read the directions aloud. Play Audio Track 35 and have students listen and read. Tell students to circle any words they do not understand.

#### MONITOR

Ask questions to check for understanding. Ask: *What is the job of advertising?* (to get people to buy things) *What do companies want you to do?* (They want you to buy their products.) *What do they try to make you think?* (that their product can make you happier/more popular/ more attractive/younger).

- Direct students to the question in the directions. Ask: *Which four tools do advertisers use?* (characters or cartoons, famous people, slogans and jingles, bright colors, and interesting images)

## Practice 1



### 15 Look at 14. Read and match.

- Read the directions aloud and have students match according to the text.

#### MONITOR

Check answers as a class. (Answers: 1 b, 2 a, 3 d, 4 c)

## Practice 2 WB p. 20/ act. 14



### 14 Read and match.

- Read the directions aloud. Have students read the sentences and match 1–4 with a–d.

## Practice 3 P T139 WB p. 20/ act. 15



### 15 Listen, read, and circle. What do children love?

- Read the directions aloud. Have students read the text through once quietly.
- Play Audio Track 36 and have students listen carefully and circle the correct words in the text.

## Think BIG



### 21st Century Media Literacy

- Draw four columns on the board with the four different media as headings.
- As a class, brainstorm different ads and write them under the appropriate headings on the board (a volunteer can help you write on the board).

- Ask: *In which column(s) are there more ads?* Discuss reasons why this may be, for example: numbers of viewers/users/readers/listeners, advantages/ disadvantages of each media type.

## 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 ads and how they work.*

- Encourage awareness of what students have learned by quickly asking them questions about the things companies use to make us buy.

## Homework WB pp. 20 & 21/ act. 16, 17 & 18



### 16 Look at 15. Read and write.

- Direct students to WB Activity 16 on page 20. Read the directions aloud. Explain that students should read the sentences and complete them with the words in the box.

### 17 Look at the ad. Read and circle T for true and F for false.

- Direct students to WB Activity 17 on page 21. Read the directions aloud. Explain that students should read the text and then circle T for true or F for false next to statements 1–3.

### 18 Complete the sentences. Use the words from the box.

- Direct students to WB Activity 18 on page 21. Read the directions aloud. Explain that students should read the sentences and complete them with the words in the box.

## Extra Application and Practice Activity

**Materials:** Magazines and newspapers

- Working in pairs or small groups, have students find an ad they like in a magazine/newspaper. Write on the board: *What is the ad for? Who is it for? What tools does the advertiser use?* Invite each team to hold up their ad and share their responses.

#### MONITOR

Check to make sure that students think critically about each ad. Point out features that might signal that the ad is designed for children, such as a cartoon character or a celebrity popular with young people.

I will learn about ads and how they work.



Listen and read. Which four tools do advertisers use?

## CONTENT WORDS

advertisement attractive billboard  
bright catch your eye character jingle  
product slogan tool tune

## Advertising

Washes  
whiter  
and faster

CHRISTIANO  
RONALDO'S  
FAVORITE  
CEREAL

Buy it now!  
ONLY \$2.99

For a  
healthy  
and  
happy  
life

1 Companies put advertisements everywhere. They're all around you – on TV and websites, in newspapers, in magazines, and on the radio. They're even on billboards along the side of the road. Why are they there? That's simple! Companies want you to buy things, and advertising makes you want to buy those things. How? Advertisements tell you that a product is going to make you happier or more popular. They even tell you the product is going to make you look more attractive, older, or younger. Usually these messages aren't true. The company just wants your money!

2 When companies are making an advertisement, they think: "Who's going to buy this product? What do they like? What do they want to see or hear?" They use the answers to make the advertisement. There are four special tools that advertisers often use. Watch out for them!

- 3
- a A character or cartoon can help to sell food. Advertisers put them on boxes of cereal and children's food. Children see the characters, and they want to buy that cereal or food.
  - b Famous people can also help to sell a product. When a famous person uses a product, we want to use it, too. For example, famous athletes can sell sneakers, and famous actors can sell coffee, perfume, and beauty products.
  - c Slogans and jingles are a great way to sell. These are words or tunes that you remember all day. In fact, you can't forget them! When you see a product, you think of that tune or slogan.
  - d Bright colors and interesting images catch your eye and sell things, too.

**Of course, advertisements are fun, but the next time you see a great advertisement, just ask yourself: "What's it trying to sell? Do I really want or need this product?" That way, you're deciding, not the advertiser.**

15 Look at 14. Read and match.

- |  |  |
|--|--|
| 1 Companies make advertisements        | a you'll be happier if you buy something.  |
| 2 Advertisements tell you that         | b because they want to sell things.        |
| 3 Advertisers use                      | c because you can't forget them.           |
| 4 Jingles or slogans are a clever tool | d four tools when making an advertisement. |

**THINK  
BIG**

Where do advertisements sell more things? Why?

on TV on websites in magazines and newspapers on the radio

# Culture Connection | Around the World

I will learn about superstitions around the world.

- 16** Read quickly.  
What are superstitions?

## CONTENT WORDS

action belief bucket connection fan fingernail  
groundhog lucky shadow superstition

### Do You Really Believe It?

You can easily find superstitions in cultures around the world. For example:

- 1 In India, cutting your hair on Tuesday, or cutting your fingernails in the dark could bring bad luck.
- 2 In Chinese, the number four sounds similar to the word for death, so many buildings in China don't have a fourth floor. Many people believe it is unlucky.
- 3 In South Korea, sleeping in a closed room with a fan running could kill you.
- 4 In Russia, if you see a person carrying an empty bucket, you might have bad luck.
- 5 In Spain, many people eat 12 grapes at midnight on New Year's Eve, because it's supposed to bring them good luck.
- 6 In the United States, every year on February 2, people wait for a famous groundhog to come out of its home. If the groundhog sees its shadow, there might be six more weeks of cold winter weather.

Do you believe in superstitions? Superstitions are beliefs that there's a connection between two actions, even though the two actions are not connected at all. For example, some people might believe that if they wear a "lucky" hat, their favorite sports team will win. Or if they listen to a "lucky" song, it will help them pass a test.

- 17** Listen and read. Match the photos with the correct superstitions.



**THINK BIG**

Do you know any superstitions?  
Do you believe them? Why/Why not?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about superstitions around the world.

## Key Language

action, belief, bucket, connection, fan, fingernail, groundhog, lucky, shadow, superstition

## Culture Connection | Around the World

I will learn about superstitions around the world.

- 16 Read quickly.  
What are superstitions?

### CONTENT WORDS

action belief bucket connection fan fingernail  
groundhog lucky shadow superstition

### Do You Really Believe It?

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- 6 In the United States, every year on February 2, people wait for a famous groundhog to come out of its home. If the groundhog sees its shadow, there might be six more weeks of cold winter weather.

Do you believe in superstitions? Superstitions are beliefs that there's a connection between two actions, even though the two actions are not connected at all. For example, some people might believe that if they wear a "lucky" hat, their favorite sports team will win. Or if they listen to a "lucky" song, it will help them pass a test.

- 17 Listen and read. Match the photos with the correct superstitions.



### THINK BIG

Do you know any superstitions?  
Do you believe them? Why/Why not?

## Warm-up



- Tell students some superstitions from your country. Elicit in L1 that they are superstitions.
- Ask: *Why do people believe in superstitions?* Elicit that they think doing an action will bring them luck or not doing an action will guard them against bad luck.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective: *Say: Today I will learn about superstitions around the world.*

- Students will talk about superstitions around the world.

## Pre-reading



- Have students read the Content Words in the box. Tell students that they will learn the meaning of the words in the context of the article. Or, if you wish, have pairs of students look up the words in a dictionary before reading the text.
- Ask students to read the title. Ask: *Do you know any superstitions from around the world?* Have students tell you the superstitions they know from other countries and write them on the board.

## Reading



### 16 Read quickly. What are superstitions?

- Read the directions aloud. Read the title as a class. Tell students to read the text quickly and raise their hands as soon as they find the definition of superstitions.

### MONITOR

As soon as the majority of the class has raised their hands, check the answer (*Superstitions are beliefs that there's a connection between two actions, even though the two actions are not connected at all.*)

## Practice 1



### 17 Listen and read. Match the photos with the correct superstitions.

- Read the directions aloud.
- Play Audio Track 37 and have students listen and follow in their books. Ask students to match the photos to the correct superstitions.

### MONITOR

Pause after each section and ask questions to check for understanding. Ask: *Doing what in the dark brings bad luck in India?* (cutting your fingernails) *In Spain what do people eat on New Year's Eve?* (12 grapes)

- Check answers as a class. (a 4, b 6, c 1, d 5)

### ASSIST

- Play the audio as necessary.

## Practice 2

WB p. 22/ act. 19



### 19 Read the text in the Student's Book and complete the sentences. Write your answer.

- Read the directions aloud. Have a volunteer read the sentences and words aloud. Tell students to think about which word completes each sentence.
- Have students read the Student's Book and check their answers.

## Practice 3

WB p. 22/ act. 20



### 20 Look at page 23 of the Student's Book. Write *GL* for good luck and *BL* for bad luck.

- Read the directions aloud. Have students read the sentences and write *GL* or *BL*.
- Have students read the Student's Book and check their answers.

## Think BIG



### 21st Century Critical Thinking

- Read the questions aloud as students follow in their books. Have students discuss the question in small groups of three or four. Walk around and help students express their responses in English by modeling words and phrases and have them repeat.
- Invite students to share their responses with the class.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned about superstitions around the world.*

- Encourage awareness of what students have learned by quickly eliciting a few facts that they can remember from the article they have read.

## Homework

WB p. 22/ act. 21



### 21 Draw and write about a superstition in your country.

- Direct students to WB Activity 21 on page 22. Explain to students that they must write a superstition using the sentence starters and do a drawing to illustrate it. Remind students of the superstitions the class talked about in the Warm-up.

## Extra Application and Practice Activity

**Materials:** Index cards

- To check vocabulary, play a game. Write some of the words from the reading onto index cards. Have students take turns to pick a card and give a clue about the meaning of the word. The others should try and guess the word.

# Writing Lesson

## Lesson Flow



## Lesson Objective

I will learn to write a paragraph using sequence words.

### Writing | Sequence words

I will learn to write a paragraph using sequence words.

18 Read. Then find the sequence words.

Sequence words tell the order in which things happen. Here are some examples:

#### My Day at School

First, we have a math class.  
Next, we have a spelling test.  
Then we have lunch.  
After that, we have English class.  
Finally, we have P.E.

Use **first** for the first activity. Use **finally** for the last activity. For the activities in between, you can use the sequence words in any order.



Every weekend, I go to visit my grandparents. First, we go to the park to fly kites. Next, we go to the zoo to feed the animals. Then we go home for lunch. After that, we play basketball outside. Finally, we go to watch a movie and eat pizza!

19 Complete with sequence words.

My family and I always go to the beach on Saturdays in the summer. <sup>1</sup> \_\_\_\_\_, we go swimming in the ocean. <sup>2</sup> \_\_\_\_\_, we have a picnic under our big yellow umbrella. <sup>3</sup> \_\_\_\_\_ my mom and dad read magazines, and my brothers and I go swimming again all afternoon. <sup>4</sup> \_\_\_\_\_, we all get in the car to go home. <sup>5</sup> \_\_\_\_\_, we stop for ice cream!

20 Write a list of things you do on Saturdays. Then number them in the correct order.

21 In your notebook, write a paragraph about what you do on Saturdays. Use sequence words. Share your paragraph with the class.

24 Unit 2

## Warm-up



Materials: Index cards

- Have pairs of students use index cards with sequence words written on them to mime their morning routine. One student should hold up a card while the other mimes one of his or her morning activities. Model: *First, I get out of bed. Then I eat breakfast. After that, I brush my teeth. Finally, I get dressed.*
- Have volunteers use complete sentences to say what the pair is doing.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to write a paragraph using sequence words.*

## Practice 1



### 18 Read. Then find the sequence words.

- Read the examples aloud. Ask students to point to and name the sequence words in each sentence. Read the usage notes below and make sure students understand.
- Then have students read the paragraph and find the sequence words. Have students point to and name each sequence word. Do the first item as a class. Then have students complete the activity independently or in pairs.

### MONITOR

- Check answers as a class. (Answers: *First, Next, Then, After That, Finally*)
- Point out the similarities between the topic sentence and the final sentence.

### CHALLENGE

Have students review the sequence of activities in the examples box and compare and contrast the schedule to their own school day.

## Practice 2

WB p. 23/ act. 22



### 22 Read and circle the sequence words.

- Read the directions aloud. Have students work individually to find and circle the words.

### MONITOR

- Check answers as a class.

## Practice 3



### 19 Complete with sequence words.

- Read the directions aloud. Model the first item. Ask: *What sequence word tells you what happens as soon as the family gets to the beach?* (First)
- Have students complete the activity independently.

### MONITOR

Check answers as a class. (Answers: *1 First, 2 Next, 3 After that/Then, 4 Then/After That, 5 Finally*)

## Practice 4



### 20 Write a list of things you do on Saturdays. Then number them in the correct order.

- Read the directions aloud. Model making the list of Saturday activities on the board: *Every Saturday, I have pancakes for breakfast. I go to the gym. I visit my sister.* Have students complete the activity independently.

### MONITOR

Check students' lists, pointing out uses of new vocabulary.

### ASSIST

If students are having difficulty thinking of activities they do on Saturdays, have them refer to the Flashcards for ideas, or work with a partner.

## Practice 5



### 21 In your notebook, write a paragraph about what you do on Saturdays. Use sequence words. Share your paragraph with the class.

- Read the directions aloud. Model creating a topic sentence for the paragraph: *My Saturdays are very busy.* Then model the next sentence: *First, I make pancakes for breakfast.*
- Have students complete the activity independently.

### MONITOR

Check to make sure that students are using the sequence words and vocabulary correctly.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to write a paragraph using sequence words.*

- Encourage awareness of what students have learned by getting them to read out examples of sequence words from their writing.

## Homework

WB p. 23/ act. 23 & 24



### 23 Read the paragraph. Look at 22. Write the sequence words.

- Direct students to WB Activity 23 on page 23. Explain that students should read the paragraph and write sequence words in the blanks.

### 24 What do you do after school? Add two more activities. Then number the six activities in order. Write a paragraph.

- Direct students to WB Activity 24 on page 23. Explain that students should add two free-time activities, order the activities, then write a paragraph about what they do after school.

## Extra Application and Practice Activity

- Have students make a comic strip that shows the steps in a process they do frequently e.g., making a sandwich or riding bikes.
- To begin, students should list the steps of the process. Then they should draw a blank storyboard with a panel for each step.
- Then students should draw a picture of each step in each panel. Have students complete their comic strips by writing captions that begin with sequence words.

# Writing | Sequence words

I will learn to write a paragraph using sequence words.

**18** Read. Then find the sequence words.

Sequence words tell the order in which things happen. Here are some examples:

### My Day at School

- First**, we have a math class.
- Next**, we have a spelling test.
- Then** we have lunch.
- After that**, we have English class.
- Finally**, we have P.E.

Use **first** for the first activity. Use **finally** for the last activity. For the activities in between, you can use the sequence words in any order.



Every weekend, I go to visit my grandparents. First, we go to the park to fly kites. Next, we go to the zoo to feed the animals. Then we go home for lunch. After that, we play basketball outside. Finally, we go to watch a movie and eat pizza!

**19** Complete with sequence words.

My family and I always go to the beach on Saturdays in the summer. <sup>1</sup> \_\_\_\_\_, we go swimming in the ocean. <sup>2</sup> \_\_\_\_\_, we have a picnic under our big yellow umbrella. <sup>3</sup> \_\_\_\_\_ my mom and dad read magazines, and my brothers and I go swimming again all afternoon. <sup>4</sup> \_\_\_\_\_, we all get in the car to go home. <sup>5</sup> \_\_\_\_\_, we stop for ice cream!

**20** Write a list of things you do on Saturdays. Then number them in the correct order.

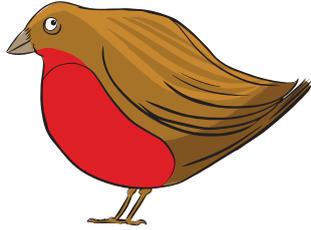
**21** In your notebook, write a paragraph about what you do on Saturdays. Use sequence words. Share your paragraph with the class.

I will learn to use the sounds *ir* and *ur*.

 Listen, read, and repeat.

1 **ir**

 Listen and find. Then say.



bird

2 **ur**



surf

 Listen and blend the sounds.

1 g-ir-l          girl

3 f-ur            fur

5 s-k-ir-t        skirt

7 c-ur-l          curl

2 sh-ir-t         shirt

4 h-ur-t          hurt

6 s-ir             sir

8 t-ur-n          turn

 Read aloud. Then listen and chant.

Two girls with red curls,  
Two cats with black fur,  
Two boys with white shirts  
Are watching birds!



# Phonics Lesson

## Lesson Flow



Warm-up



Lesson Objective



Presentation



Practice 1



Practice 2



Practice 3



Practice 4



Practice 5



Practice 6



Lesson Objective



Homework

## Lesson Objective

I will learn to use the sounds *ir* and *ur*.

### Phonics | *ir, ur*

I will learn to use the sounds *ir* and *ur*.

38  
22

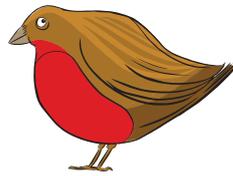
Listen, read, and repeat.

1 *ir*

2 *ur*

39  
23

Listen and find. Then say.



bird



surf

40  
24

Listen and blend the sounds.

1 g-ir-l girl

2 sh-ir-t shirt

3 f-ur fur

4 h-ur-t hurt

5 s-k-ir-t skirt

6 s-ir sir

7 c-ur-l curl

8 t-ur-n turn

41  
25

Read aloud. Then listen and chant.

Two girls with red curls,  
Two cats with black fur,  
Two boys with white shirts  
Are watching birds!



## Warm-up



- Say aloud the word *girl* and have students point to a girl in the class. Tell students to listen carefully as you say some words. Have them point to a girl if the word has the same sound as *girl*. For example, say: *bat, skirt, pencil, shirt, blue, short, bird, cat, sir*.
- Then say the word *curl* and have students point to someone with curly hair. Tell students to listen carefully as you say some words and have them point to someone with curly hair if the word has the same sound as *curl*. For example, say: *blue, turn, man, doll, fur, hurt, cup, surf*.
- 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 ir and ur.*
- Students will identify the letters and distinguish between the sounds individually and as part of words.

## Presentation



### 22 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 38 and have students listen and read each sound as it is said. Have students repeat.

### MONITOR

- As students repeat, listen for correct pronunciation.

## Practice 1



39

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### 23 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 39 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

### ASSIST

- Replay the audio as needed. Students can also check that they are pointing to the correct word and saying it properly with a partner.

## Practice 2

WB p. 24/ act. 25



### 25 Read and circle *ir* and *ur*.

- Read the directions aloud. Have the students work individually to find and circle the words.

## Practice 3

WB p. 24/ act. 26



### 26 Underline the words with *ir* and *ur*. Then read aloud.

- Read the directions aloud. Have the students work individually to underline the words with the *ir* and *ur* sounds.

## Practice 4



40



### 24 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 40 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.

## Practice 5

WB p. 24/ act. 27



### 27 Connect the letters. Then write.

- Read the directions aloud. Have the students connect the letters then write the words.

## Practice 6



41



### 25 Read aloud. Then listen and chant.

- Read the directions aloud. Read the chant while students follow in their books. Have them choral-read the chant as a class.
- Play Audio Track 41 and have students listen. Replay several times and encourage them to join in.

### MONITOR

- As students repeat the chant, listen for proper pronunciation and appropriate intonation.

## Lesson Objective

### INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds ir and ur.*
- 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, *girl, curl, shirt, hurt*).

## Homework



42

P. T139

WB p. 24/ act. 28



### 28 Listen and write.

- Direct students to WB Activity 28 on page 24. Read the directions aloud. Have the students listen and write the missing words.

## Extra Application and Practice Activity

**Materials:** Index cards

- Have students play *Concentration* (see *Game Bank*, page T135, for details). Divide the class into pairs and have each pair make enough word cards to create a set of 12–16 cards. Have students write a word with *ir* or *ur* on one index card and the same word on another. Have students repeat, with different pairs of words, for the rest of their cards.

# Values Lesson

## Lesson Flow



Warm-up



Lesson Objective



Listening



Speaking



Project



Lesson Objective

## Lesson Objective

I will learn to talk about good and bad habits.

## Key Language

Practice good habits.

### Values | Practice good habits.

I will learn to talk about good and bad habits.

**26** Listen and read. Choose the happy face for good habits or the sad face for bad habits.



1 I make my bed every day. 😊 😞



2 I eat vegetables only once a week. 😊 😞



3 I do my homework and watch movies at the same time. 😊 😞



4 I help do the dishes every day. 😊 😞

**27** Talk about your habits with a partner.



I exercise three times a week.

That's a good habit!



## Project

**28** Work with your classmates to make a **Good Habits** mural. Hang it on a wall in your school.

### GOOD HABITS



## Warm-up



- Play the *Memory Game* (see *Game Bank*, page T136, for details) to review habits and routines. Sit with the whole class in a circle. You start by saying an action you do most days: *I clean my teeth*. The student on your right repeats your information and adds his/her own. *I clean my teeth and wash my face*.
- Continue with the next student in order, until a student can't remember the whole list. Start the game again with the following student.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about good and bad habits.*

## Listening



### 26 Listen and read. Choose the happy face for good habits or the sad face for bad habits.

- Encourage students to tell you some good habits. Write them on the board under the heading *Good Habits*. Follow the same procedure for bad habits. Ask students what the difference is between a good habit and a bad habit (good habits have good consequences and bad habits have bad consequences).
- Read the directions aloud. Play Audio Track 43 and have students circle the matching face.

### MONITOR

Invite students to first read out the good habits and then the bad habits. (Answers: 1 good, 2 bad, 3 bad, 4 good)

### ASSIST

- Replay the audio as needed.

## Speaking



### 27 Talk about your habits with a partner.

- Read the directions aloud. Ask two volunteers to read out the speech bubbles.
- Have students work in pairs and discuss their habits.

### MONITOR

Walk around praising or encouraging students as appropriate. Make a note of common errors in pronunciation or intonation, and comment on them with the class at the end of the lesson.

### ASSIST

- Model expressions if necessary and have students repeat.

### CHALLENGE

Invite students to share their partner's habits with the class, and as a class classify them as good or bad habits. Ask two volunteers to write them on the board, one under the *Good Habits* heading, the other under *Bad Habits*.

## Project



**Materials:** Poster paper, art supplies, index cards

### 28 Work with your classmates to make a *Good Habits* mural. Hang it on a wall in your school.

#### 21st Century Collaboration

- Read the directions aloud. Brainstorm good habits and make a list on the board. Hand out the paper and have students choose a good habit to illustrate.
- Hand out the index cards and have students write the good habit they illustrated.

### MONITOR

Walk around and encourage students to be creative. Praise them or help out if necessary. Attach the illustrations to the poster paper.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to talk about good and bad habits.*

- Encourage awareness of what students have learned by quickly eliciting some good and bad habits.

## Extra Application and Practice Activity

**Materials:** Index cards from Activity 28

- Mix up the index cards students wrote for Activity 28. Invite individual students to come up and choose an index card, read out the habit, and attach it to the correct illustration on the mural.
- Display the mural in a prominent place in the school.

# Values | Practice good habits.

I will learn to talk about good and bad habits.

**26** Listen and read. Choose the happy face for good habits or the sad face for bad habits.



1 I make my bed every day. 😊 😞



2 I eat vegetables only once a week. 😊 😞



3 I do my homework and watch movies at the same time. 😊 😞



4 I help do the dishes every day. 😊 😞

**27** Talk about your habits with a partner.



I exercise three times a week.

That's a good habit!



## Project

**28** Work with your classmates to make a **Good Habits** mural. Hang it on a wall in your school.

## GOOD HABITS



# Review

**29** Play the Silly Sentences game.



**30** Complete the dialogs. Write answers using the pictures.



**A:** What do you do before school?

**B:** I help...



**A:** What do you do after school?

**B:** \_\_\_\_\_



**A:** What do you do on weekends?

**B:** \_\_\_\_\_



**A:** What are you doing this summer?

**B:** \_\_\_\_\_

**31** Circle the correct words.

**A:** How **often** / **many** do you visit your grandparents?

**B:** We see them **once** / **times** a week. We go **on** / **every** weekend.

**A:** That's nice. My grandma **always** / **twice** makes a big pie. It's delicious!

**B:** Cool. I see my grandparents only **once** / **sometimes** a year.

## I Can

- use words for activities people often do.



- use *What*, *Where*, and *How often* to ask about activities.



- ask and answer about what people do and when/how often.



- use sequence words, *First*, *Next*, *Then*...



# Review Lesson

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

### Review

**29** Play the Silly Sentences game.

**30** Complete the dialogs. Write answers using the pictures.

1 	2 	3 	4 
A: What do you do before school? B: <u>I help...</u>	A: What do you do after school? B: _____	A: What do you do on weekends? B: _____	A: What are you doing this summer? B: _____

**31** Circle the correct words.

A: How **often** / **many** do you visit your grandparents?  
B: We see them **once** / **times** a week. We go **on** / **every** weekend.  
A: That's nice. My grandma **always** / **twice** makes a big pie. It's delicious!  
B: Cool. I see my grandparents only **once** / **sometimes** a year.

**I Can**

• use words for activities people often do.	• use <i>What, Where, and How often</i> to ask about activities.	• ask and answer about what people do and when/how often.	• use sequence words, <i>First, Next, Then...</i>
★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★

Unit 2 27

## Warm-up



- Have students play a game to identify silly statements. Make a statement such as: *I eat lunch every day.* Ask: *Is that silly?* Then change the statement slightly: *I eat lunch once a year.* Ask: *Is that silly?*
- Divide students into two teams: *Team Serious* and *Team Silly*. Students on Team Serious will have to work together to make a statement, Students on Team Silly will have to work together to turn that statement into a silly one. Then have the teams switch roles.

- Students will review the words and structures of the unit through a variety of activities. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

## Practice 1



**Materials:** Flashcards: Unit 2, activities

- 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 the chant.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 28). You could use Flashcards to encourage students to sing other classroom objects 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.*



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

## Practice 2



Materials: Index cards

### 19 Play the *Silly Sentences* game.

- Read the directions. Explain that students will make two sets of cards: one set with activities written on them and another set with expressions of frequency written on them. Then students will take turns choosing a card from each set and making silly sentences.
- Model how to play the game. Show students how to choose a card from each deck and put them together to make a sentence.

MONITOR

Walk around the groups, playing along with students and helping those who are having difficulty producing language. Listen for correct pronunciation and appropriate intonation.

## Practice 3

WB p. 25/ act. 29



### 29 Complete the dialog.

- Read the directions aloud. Explain that students must complete the dialog using words from the box.

## Practice 4



### 30 Complete the dialogs. Write answers using the pictures.

- Read the directions aloud. Then read the first question aloud. Complete the first item as a class.

MONITOR

Check answers as a class. (Answers: 1 I help clean the house/with chores. 2 I do my homework. 3 I play soccer. 4 I'm going on vacation.)

## Practice 5



### 31 Circle the correct words.

- Read the directions aloud. Point out that only one of the words correctly completes the sentences. Have students read the sentences twice using each word before deciding on their answers.

MONITOR

Check answers as a class. (Answers: A: often, B: once, every, A: always, B: once)

## 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 the stars. They should color three stars if they feel the unit was easy, two stars if they need a little help, and one star if the unit was hard and they need a lot of 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 2/ 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.



## Homework

WB p. 25/ act. 30



### 30 Complete the questions. Then write answers. Use words from the box.

- Direct students to WB Activity 30 on page 25. Read the directions aloud. Explain to students that they must complete the questions and then write answers using the words from the box.

## Extra Application and Practice Activity

- Have students interview each other. Have each student write three questions that he or she would like to ask others about their activities. Then have them work in small groups to ask the questions and record their friends' answers.
- When students are finished interviewing, have them share a profile of their friend using the answers to their questions. Model: *Marta likes soccer a lot. She plays soccer every day. She goes to soccer camp in the summer.*

## 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.

# 3

# Food Around the World

## Objectives

### Reading

- Can follow the sequence of events in short, simple cartoon stories that use familiar key words.
- Can follow simple stories with basic dialog and simple narrative.
- Can understand the main information in basic diagrams related to familiar topics.
- Can understand the main points in simple descriptive texts on familiar topics.
- Can identify the connections between short phrases by recognizing common linking words.

### Listening

- Can recognize familiar words and phrases in short, simple songs or chants.
- Can understand simple expressions about likes and dislikes in short, simple stories or dialogs, if spoken slowly and clearly.

### Speaking

- Can express likes and dislikes in relation to familiar topics in a basic way.
- Can order food and drink in a café or restaurant, using simple language.

### Writing

- Can link two simple sentences using *but* to express basic contrast, given prompts or a model.
- Can link groups of words in a sentence with *and*.
- Can write basic sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model.

### Grammar

- Can make requests and offers with *would like* + nouns and noun phrases.

## Unit Projects

### Family Connection

Have students record what their families eat at each meal for a week. Invite them to make a chart with the headings *Breakfast*, *Lunch*, and *Dinner*. They can label the rows with the days of the week. Students can write notes about family meals in each cell of the chart and share the information with the class.

# Key Language

## Key Vocabulary

### Food

cereal with milk  
chicken curry  
eggs in tortillas  
grilled cheese sandwich  
noodle soup  
oatmeal  
pasta with vegetables  
rice and beans  
steamed buns  
yogurt with fruit

### Tastes

salty  
sour  
spicy  
sweet

### Expressions

I'd like some... please.  
How is it?  
Ugh! Yuck!  
Um! It's... OK.  
Would you like to try?

## Content Words

balanced diet  
dairy  
fat  
grains  
protein  
salty  
sugary  
whole-grain  
cafeteria  
nshima  
organic  
risotto  
sauces

## Grammar

What **would** you **like**?

I'd **like** some soup.

What **would** he/she **like**?

He'd/She'd **like** some yogurt.

**Would** you/he/she/they **like to try** some curry?

**Yes**, I/we/he/she/they **would**.

**No**, I/we/he/she/they **wouldn't**.

## Phonics

**The sounds:** *le, el, al, il*

## We're Healthy Eaters Bulletin Board

Display a photograph or name tag for each student in the class on the bulletin board. Have each student name a healthy food that he or she enjoys eating. If using photographs, put a speech bubble next to the student's photograph and write in it: *(Student name) likes (food name)*. If using name tags, write the statement underneath each name.

# 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

cereal with milk, chicken curry, eggs in tortillas, grilled cheese sandwich, noodle soup, oatmeal, pasta with vegetables, rice and beans, steamed buns, yogurt with fruit

# 3

## Food Around the World

### Vocabulary

I will learn to name foods.



## Song Time!



1 Listen, look, and say.



1 steamed buns



2 chicken curry



3 oatmeal



4 eggs in tortillas



5 cereal with milk



6 yogurt with fruit



7 rice and beans



8 noodle soup



9 pasta with vegetables



10 grilled cheese sandwich



2 Play the game.

## Warm-up



**Materials:** Large sheet of cardboard, magazines

### 21st Century

- Have students help you make a “fridge” and fill it with food. Fold a sheet of cardboard in half vertically. Cut the top side in half horizontally to create a freezer door on top and a fridge door below.
- A pair of students can use markers to decorate the refrigerator while other students look through magazines and cut out pictures of their favorite foods.
- Have students stick their favorite foods into the fridge. Ask them to name the food if they can. If they are not able to name the food, tell them the name and write it on the board. Have them repeat it after you.
- Continue taking turns putting food items in the refrigerator until everyone has had a turn.

## Lesson Objective



**Materials:** Flashcards: Unit 3, food

### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name foods.*
- Use 2–3 Flashcards to remind students what they already know and elicit some foods.
- Students will identify and name foods.

## Song Time



**Materials:** Flashcards: Unit 3, food

### 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. Play Audio Track 45. Have students listen, look at the photo for each matching food item, and then repeat the phrases.

### MONITOR

- Replay the audio and pause after each description while students repeat it several times. Listen for proper pronunciation and appropriate intonation. Ask students to repeat each phrase aloud after you, if necessary.

### ASSIST

- Replay the audio as needed.

### CHALLENGE

- Ask students to describe the different types of food they would like to try by writing their descriptions in their notebooks. Have volunteers read aloud their descriptions to the class.

## Practice

WB p. 26/ act. 1



### 1 Look and match. Write the letter.

- Read the directions aloud. Explain to the students that they have to write the correct picture letter next to a word for food.
- Have students work independently, and then compare answers with a partner.

### MONITOR

- Check answers as a class.

## Game



**Materials:** Flashcards: Unit 3, food

### 2 Play the game.

- Play *Bingo* (see *Game Bank*: page T135 for details) with the class. Have students fill in Bingo cards with food from Activity 1, in random order.

### MONITOR

- Listen for proper pronunciation, appropriate intonation, and correct language use. Students can also play the game again in small groups or pairs.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to name foods.*
- Encourage awareness of what students have learned by quickly eliciting some words for food from a few students.

## Homework

WB p. 26/ act. 2



### 2 What foods do you like?

- Direct students to WB Activity 2 on page 26. Read the directions. Explain to the students that they must write what foods they like for breakfast, lunch, and dinner.

## Extra Application and Practice Activity

### 21st Century Collaboration

- Write the headings *breakfast*, *lunch*, and *dinner* on the board. Have students return to the fridge from the Warm-up activity and look at the food pictures. Have them work in pairs to sort the foods under each heading according to whether they would eat the food for breakfast, lunch, or dinner.
- Have students present their menus to the class.

# 3

# Food Around the World

## Vocabulary

I will learn to name foods.



## Song Time!



1 Listen, look, and say.



1 steamed buns



2 chicken curry



3 oatmeal



4 eggs in tortillas



5 cereal with milk



6 yogurt with fruit



7 rice and beans



8 noodle soup



9 pasta with vegetables



10 grilled cheese sandwich

2

Play the game.

# Song

I will learn to ask and answer about what people would like to eat.

 Listen and sing. Find the food.

## Would You Like Some?



"Would you like some noodle soup?  
Tonight it tastes really nice!"  
Sam says, "No, Dad, not right now.  
But thanks so much – thanks, anyhow."

**Come on, Sam, please have a little taste!**  
**Come on, Sam, don't make a funny face!**

"How about a sweet steamed bun?  
It's really yummy. Come on, try one!"  
Sam says, "No, Dad, not right now.  
But thanks so much – thanks, anyhow."

"Would you like some chicken curry?"  
"No, thanks, Dad. I'm in a hurry!"  
Sam says, "No, Dad, not right now.  
But thanks so much – thanks, anyhow."

### Chorus

"Come on, Sam. Just one little bite!"  
"Oh, really, Dad. Oh, all right!  
Mmm. Hey, you're right. It's great!  
Please put some more on my plate!"



 Listen and say the foods from 1.

1



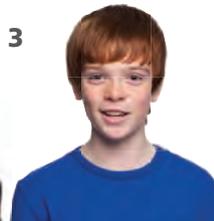
Isabella  
**Italy**

2



Mei Lin  
**China**

3



Oliver  
**Scotland**

4



Angela  
**Mexico**

5



Alan  
**United States**



Which child's meals in 4 do you like? Which do you not like?  
What do you like eating for breakfast and for lunch?

# Song Lesson

## Lesson Flow



## Lesson Objective

I will learn to ask and answer about what people would like to eat.

## Key Language

cereal with milk, chicken curry, eggs in tortillas, grilled cheese sandwich, noodle soup, oatmeal, pasta with vegetables, rice and beans, steamed buns, yogurt with fruit; China, Mexico, Italy, Scotland, United States

## Song

I will learn to ask and answer about what people would like to eat.

**3** Listen and sing. Find the food.

### Would You Like Some?

"Would you like some noodle soup?  
Tonight it tastes really nice!"  
Sam says, "No, Dad, not right now.  
But thanks so much – thanks, anyhow."

**Come on, Sam, please have a little taste!  
Come on, Sam, don't make a funny face!**

"How about a sweet steamed bun?  
It's really yummy. Come on, try one!"  
Sam says, "No, Dad, not right now.  
But thanks so much – thanks, anyhow."

"Would you like some chicken curry?"  
"No, thanks, Dad. I'm in a hurry!"  
Sam says, "No, Dad, not right now.  
But thanks so much – thanks, anyhow."

### Chorus

"Come on, Sam. Just one little bite!"  
"Oh, really, Dad. Oh, all right!"  
Mmm. Hey, you're right. It's great!  
Please put some more on my plate!"



**4** Listen and say the foods from 1.

1	2	3	4	5
Isabella Italy	Mei Lin China	Oliver Scotland	Angela Mexico	Alan United States



Which child's meals in 4 do you like? Which do you not like?  
What do you like eating for breakfast and for lunch?

## Warm-up



**Materials:** World map or globe

- Use a world map or globe. Point to different countries e.g. Italy, China, Scotland, Mexico, and the United States. Ask students if they know what foods are associated with them. Write their answers on the board.
- Ask students to tell you what foods they eat in their countries.
- 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 what people would like to eat.*
- Students will sing a song and ask and answer about what people would like to eat.

## Listen and Sing



### 3 Listen and sing. Find the food.

- Read the directions aloud. Play Audio Track 46. Have students read along silently.
- Replay the audio and have students sing along. Do this several times. Then ask students to read the song silently, look at the images in Activity 1, and find which food items are mentioned in the song.

MONITOR

- Check answers as a class. (Answers: *noodle soup, steamed bun, chicken curry*)

ASSIST

- Replay the audio as needed. Use gestures and simple language to explain unfamiliar words.

## Practice 1



### 4 Listen and say the foods from 1.

- Read the directions aloud. Play Audio Track 48. Have students point to the matching food item in Activity 1 for each child.
- Do the first item as a class and then have students continue the activity in pairs.

MONITOR

- Check answers as a class. (Answers: *Isabella: yogurt with fruit, pasta with vegetables; Mei Lin: steamed buns, noodle soup; Oliver: oatmeal, chicken curry; Angela: eggs in tortillas, rice and beans; Alan: cereal with milk, grilled cheese sandwich*)

## Practice 2

WB p. 27/ act. 4



### 4 Correct the strange food and write.

- Read the directions. Explain to students that they must write the correct words for the strange foods.

MONITOR

- Check answers as a class.

## Speaking



- On the board, write the model conversation: *Would you like oatmeal or cereal with milk? I'd like oatmeal.*
- Model the conversation with a confident student. Draw a simple table on the board and record their answer. Continue with other students to discover which food the class prefers.
- Have students choose two foods and create a table to record the answers. Have students interview each other and record their answers.

MONITOR

- Invite students to report their results to the class.

## Think BIG



### 21st Century Think Creatively

- Have students make a note of three foods they like and three they dislike in their notebooks. Ask them to read their notes aloud for the class and tell you which foods they like to eat for breakfast, lunch, or dinner.

## Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer about what people would like to eat.*
- Encourage awareness of what the students have learned by quickly eliciting a few types of food.

## Homework



WB p. 27/ act. 3



### 3 Listen and number in order. Which food is in the song? Put a check (✓) or a X.

- Direct students to WB Activity 3 on page 27. Replay song for students to listen. Have them put a ✓ next to food which is in the song or a X next to food which is not in the song.

MONITOR

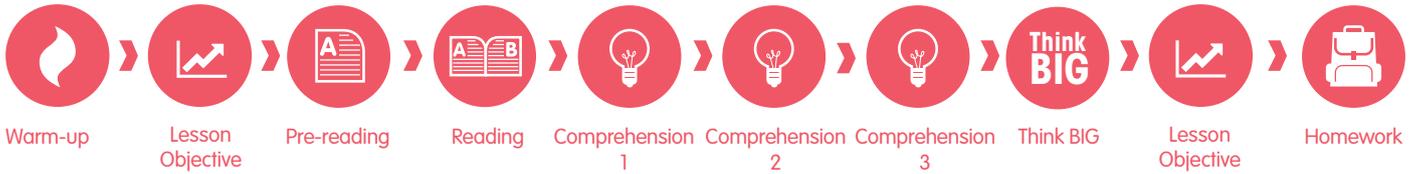
- Check answers as a class.

## Extra Application and Practice Activity

- Have students put together a few pictures to show a meal that they would make to share with a friend. Have them talk about why they chose the foods for that meal.

# Story Lesson

## Lesson Flow



## Lesson Objective

I will read a story about what someone would like to eat.

## Key Language

lemonade; fresh, homemade, sour, sweet

**Story**  
I will read a story about what someone would like to eat.

Listen and read. Does Christina like Sam's cake?

**Homemade Lemonade**

1 Sam makes some lemonade and cake.  
2 Christina would like some cake.  
3 Christina doesn't like the cake.  
4 Christina would like some lemonade.

5 Christina can't drink the lemonade. It's too sour.  
6 Sam realizes why Christina doesn't like the lemonade and the cake.

6 Read and choose. Make correct sentences.

- Sam makes some **lemons / lemonade** and cake.
- Christina **wants / doesn't want** to try some.
- First, she has **some cake / a lemon**, but she doesn't like it.
- Then she has some lemonade, but she **can / can't** drink it.
- In the lemonade, there's **oranges / lemons**, water, and ice.
- Sam forgot to put in the **salt / sugar**.

**THINK BIG**  
Lemons are sour. Can you think of any other sour foods?  
Cake is sweet. Can you think of any more sweet foods?  
Which do you prefer? Sour food or sweet food?

30 Unit 3 Unit 3 31

## Warm-up

**Materials:** Half a lemon, half an orange, a glass of water, sugar, a spoon, two cups

- Show students the lemon and the orange. Taste the orange and say: *Sweet*. Taste the lemon, scrunch up your face, and say: *Sour*.
- Squeeze the orange half into one of the cups and the lemon into another. Hold up the orange juice and have students repeat *sweet* after you. Hold up the lemon juice and have students repeat *sour* after you.
- Pour the lemon juice into the glass of water. Add some sugar and stir. Hold up the glass and say: *Lemonade*. Ask: *Is the lemonade sweet or sour?* Have students share their opinions.
- Write the word *homemade* on the board. Explain that the lemonade is homemade because you made it yourself: you didn't buy it in a store.

## Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will read a story about what someone would like to eat.*

## Pre-reading

- Point to and read the story title aloud. Have students repeat after you. Ask: *Who is the story about?* (Sam and Christina)

## Reading

### 5 Listen and read. Does Christina like Sam's cake?

- Read the directions aloud. Draw attention to the question: *Does Christina like Sam's cake?* Play Audio Track 50. Have students listen and read along silently.
- Ask: *Does Christina like Sam's cake?* (No, she doesn't.)

## Comprehension 1



### MONITOR

Ask comprehension questions about the story. Say: *Look at Frame 2. What does Christina ask for first?* (some cake) *Look at Frame 4. What is Christina going to have?* (some lemonade) *Look at frame 5. Why can't Christina drink the lemonade?* (It's too sour.)

### ASSIST

Replay the audio as needed. Pause after each frame point out what is going on in each picture. Use simple language and gestures to explain unfamiliar words.

- Have students work in pairs to read the speech bubbles aloud to each other and role-play the dialog in the story.

### CHALLENGE

Have students think of polite ways that Christina could tell Sam that his lemonade didn't taste good. Have pairs of students take on the roles of Christina and Sam and role-play the story up to Frame 4. Then have them change the ending of the story by having the student that plays Christina say something like this: *I'm sorry, Sam. This lemonade is too sour for me.*

## Comprehension 2



### 6 Read and choose. Make correct sentences.

- Read the directions aloud. Read the first item aloud and have students repeat after you. Ask them to look back to the story and find the correct answer.
- Have students complete the activity independently.

### MONITOR

Check answers as a class. (Answers: 1 lemonade, 2 wants, 3 some cake, 4 can't, 5 lemons, 6 sugar)

### ASSIST

Have students look at the story frames again. Ask questions such as: *What is Sam making? What does Christina want to try first?* Have students find the correct answers in the story.

### CHALLENGE

Intentionally say incorrect sentences and have students correct you, e.g.: *Christina loves Sam's cake.*, *The lemonade has a lot of sugar in it.*, *Christina is very angry.*, *Sam made sweet lemonade.*

## Comprehension 3

WB p. 28/ act. 5



### 5 Read. Then circle T for true and F for false.

- Read the directions aloud. Have students read the frames from the story and the sentences. Have them write T next to the true sentences and F next to the false sentences.

### MONITOR

Check answers as a class.

## Think BIG



### 21st Century Critical Thinking

- On the board, write the words *sweet* and *sour*. Under *sour*, write *lemon* and under *sweet*, write *cake*. Then ask students to tell you what other foods are sweet and sour. Write their answers on the board. Ask them if they prefer sweet or sour foods.

### CHALLENGE

Have students substitute cake and lemonade in the story with other sweet and sour foods and read to each other.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have read a story about what someone would like to eat.*

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

## Homework

WB p. 28/ act. 6



### 6 Write about you. Answer Yes, I would or No, I wouldn't.

- Direct students to WB Activity 6 on page 28. Tell students to answer the questions with *Yes, I would* or *No, I wouldn't*.

### Think BIG

- Direct students to WB Think BIG on page 28. Have students write a few sentences about what they think happens next in the story.

## Extra Application and Practice Activity

Materials: Flashcards: Unit 3, food

- Talk about the different ways that you can tell someone that you don't like or want something. Write the headings *Polite* and *Impolite* and have students choose in which column to put different phrases you say aloud. *No way! That's disgusting, No, thank you, I already ate, Yuck, I hate that, Oh, I'm sorry, I'm not hungry right now.* If students offer their own suggestions, add them to the chart.
- Pretend that you are serving food to the class. Offer each student a Flashcard "meal." Have students accept or decline the food politely. Model: *Thank you. I love chicken curry* or *No, thank you. I'd like...*

### MONITOR

As students respond, listen for correct pronunciation and appropriate intonation.

# Story

I will read a story about what someone would like to eat.

**5** Listen and read. Does Christina like Sam's cake?

## Homemade Lemonade

Oh! Lemonade and cake! Mmm!

Would you like to try some?

**1** Sam makes some lemonade and cake.

Mmm. Yes, I would.

What would you like first?

I'd like some cake, please.

**2** Christina would like some cake.

How is it?

Um! It's... OK.

**3** Christina doesn't like the cake.

Would you like some lemonade?

Yes, I would. Thanks!

**4** Christina would like some lemonade.



6 Read and choose. Make correct sentences.

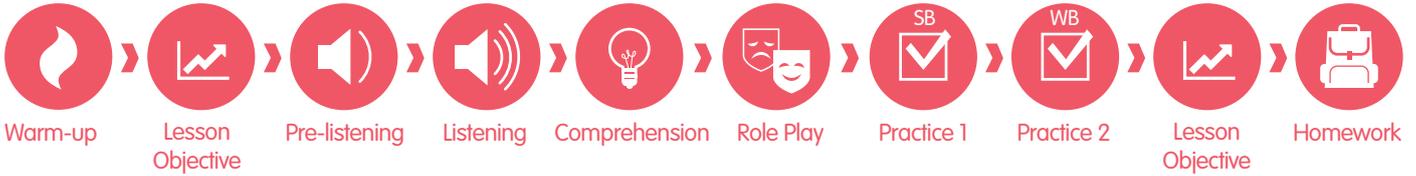
- 1 Sam makes some **lemons** / **lemonade** and cake.
- 2 Christina **wants** / **doesn't want** to try some.
- 3 First, she has **some cake** / **a lemon**, but she doesn't like it.
- 4 Then she has some lemonade, but she **can** / **can't** drink it.
- 5 In the lemonade, there's **oranges** / **lemons**, water, and ice.
- 6 Sam forgot to put in the **salt** / **sugar**.



Lemons are sour. Can you think of any other sour foods?  
 Cake is sweet. Can you think of any more sweet foods?  
 Which do you prefer? Sour food or sweet food?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about what someone would like to eat.

## Key Language

BLT sandwich, blue corn tortilla chips, chili, flan, green mango smoothie; salty, sour, spicy, sweet

## Language in Action

I will listen to a dialog about what someone would like to eat.

**7** Listen and read. Then say.

- Grandpa:** What would you like for lunch, Aiden?  
**Aiden:** I'd like a sandwich, please.  
**Grandpa:** I'm making a BLT. Would you like one?  
**Aiden:** What's a BLT?  
**Grandpa:** Bacon, lettuce, and tomato – on toast.  
**Aiden:** That sounds great! May I have two?  
**Grandpa:** Two sandwiches? You must be hungry! Would you like some milk, too?  
**Aiden:** Yes, I would. Thanks, Grandpa.



**8** Practice the dialog in 7 with a partner.

**9** Listen and stick. Write a word from the box next to each picture.

salty    sour    spicy    sweet



green mango smoothie \_\_\_\_\_



blue corn tortilla chips \_\_\_\_\_



chili \_\_\_\_\_



flan \_\_\_\_\_

## Warm-up



- Have students play a variation of *Question Chain* (see *Game Bank*, page T136). Explain that one student will decide what's for lunch. The other students try to guess it by asking questions. Model: *Is the food sweet?*
- Keep track of students' questions. If they get to 20 questions and still aren't able to guess the food, the student who chose the food wins. If a student guesses the food, he or she gets to go next.
- 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 what someone would like to eat.*

## Pre-listening



- Tell students they will listen to Aiden and his grandfather talking. Have students predict what Aiden and his grandfather are talking about.

## Listening



### 7 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 51 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.

## Comprehension



### MONITOR

Ask questions to check for understanding. Ask: *What is a BLT? (a bacon, lettuce, and tomato sandwich) How do you know Aiden is very hungry? (He asks for two sandwiches.)*

### ASSIST

Replay Audio Track 51 as necessary. Use simple language and gestures to explain unfamiliar words.

## Role Play



**Materials:** Flashcards: Unit 3, food

### 8 Practice the dialog in 7 with a partner.

- Give pairs the roles of Aiden and Grandpa and have them read the dialog aloud. Then have partners switch roles.

### MONITOR

Walk around the room and listen for correct pronunciation and intonation.

### ASSIST

Write *Count* and *Non-Count* on the board. Explain that when talking about food that you can count, you say *a (sandwich) or two (tomatoes)*. When talking about food that you can't count, you say *some (rice) or some (milk)*. Have students sort the Flashcards into count and non-count, and then use the sentence frames *I would like a/ some (food name)* to ask for one of the foods.

## Practice 1



52

P. T140



**Materials:** Stickers

### 9 Listen and stick. Write a word from the box next to each picture.

- Have students find the Unit 3 stickers at the back of the Student's Book.

### MONITOR

Read the directions aloud. Play Audio Track 52 and have students listen and place the stickers in the appropriate places. Then have them write a word from the box that describes the item on the sticker. (*Answers: 1 sour, 2 salty, 3 spicy, 4 sweet*)

### CHALLENGE

Take a survey to see which food in the activity students would most like to try. Group students according to their preference and have each group work together to find a recipe for that food.

## Practice 2



53

P. T140

WB p. 29/ act. 7



### 7 Listen and check (✓) the answers.

- Read the directions aloud and explain that the students need to listen and complete the sentences by checking the correct answers.
- Play Audio Track 53. Have students check the answers. Replay the audio as needed.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about what someone would like to eat.*

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

## Homework

WB p. 29/ act. 8



### 8 Answer about you.

- Direct students to WB Activity 8 on page 29. Ask them to complete the sentences about themselves.

## Extra Application and Practice Activity

**Materials:** Index cards

- Arrange students in teams. Give each team a set of index cards with the adjectives *salty, sour, spicy, and sweet* on them. Call out the name of a food and have students hold up the adjective that best describes the food. If teams hold up different cards, have them talk about which best matches the food's taste and why.

# Language in Action

I will listen to a dialog about what someone would like to eat.

51  
7

Listen and read. Then say.

**Grandpa:** What would you like for lunch, Aiden?

**Aiden:** I'd like a sandwich, please.

**Grandpa:** I'm making a BLT. Would you like one?

**Aiden:** What's a BLT?

**Grandpa:** Bacon, lettuce, and tomato – on toast.

**Aiden:** That sounds great! May I have two?

**Grandpa:** Two sandwiches? You must be hungry!  
Would you like some milk, too?

**Aiden:** Yes, I would. Thanks, Grandpa.



8

Practice the dialog in 7 with a partner.

52  
9

Listen and stick. Write a word from the box next to each picture.

salty    sour    spicy    sweet

1



green mango smoothie \_\_\_\_\_

2



blue corn tortilla chips \_\_\_\_\_

3



chili \_\_\_\_\_

4



flan \_\_\_\_\_

# Grammar

I will learn to use *would like* to talk about foods.

What <b>would</b> you <b>like</b> ?			I'd <b>like</b> some soup.		I would like → I'd like
What <b>would</b>	he/she	<b>like</b> ?	He'd/She'd	<b>like</b> some yogurt.	He/She would like → He'd/She'd like

## 10 Look and complete.



- 1 What \_\_\_\_\_ *would* \_\_\_\_\_  
 Jessie \_\_\_\_\_ *like* \_\_\_\_\_?  
 \_\_\_\_\_ *She'd like* \_\_\_\_\_ some oatmeal.



- 2 What \_\_\_\_\_  
 Jin-Soo \_\_\_\_\_?  
 \_\_\_\_\_ some noodle soup.



- 3 What \_\_\_\_\_  
 Ms. Ruiz \_\_\_\_\_?  
 \_\_\_\_\_ yogurt with fruit.



- 4 What \_\_\_\_\_ you  
 \_\_\_\_\_?  
 \_\_\_\_\_.

<b>Would</b>	you	<b>like to try</b> some curry?	<b>Yes,</b>	I	<b>would.</b>	<b>No,</b>	I	<b>wouldn't.</b>
	he/she			we			we	
	they			he/she			he/she	
				they			they	

## 11 Read and complete.

- Would your dad like to try a steamed bun? Yes, \_\_\_\_\_.
- Would your mom like to try some flan? No, \_\_\_\_\_.
- Would you like to try a strawberry smoothie? \_\_\_\_\_.
- \_\_\_\_\_? Yes, I would.

# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use *would like* to talk about foods.

## Key Language

What **would** you **like**? I'd **like** some soup.

What **would** he/she **like**? He'd/She'd **like** some yogurt.

**Would** you/he/she/they **like to try** some curry?

**Yes**, I/we/he/she/they **would**.

**No**, I/we/he/she/they **wouldn't**.

### Grammar

I will learn to use *would like* to talk about foods.

What <b>would</b> you <b>like</b> ?	I'd <b>like</b> some soup.	I would like → I'd like
What <b>would</b> he/she <b>like</b> ?	He'd/She'd <b>like</b> some yogurt.	He/She would like → He'd/She'd like

**10** Look and complete.



**1** What would Jessie like?  
She'd like some oatmeal.



**2** What \_\_\_\_\_ Jin-Soo \_\_\_\_\_?  
\_\_\_\_\_ some noodle soup.



**3** What \_\_\_\_\_ Ms. Ruiz \_\_\_\_\_?  
\_\_\_\_\_ yogurt with fruit.



**4** What \_\_\_\_\_ you \_\_\_\_\_?

<b>Would</b>	you	<b>like to try</b> some curry?	<b>Yes,</b>	I we he/she they	<b>would.</b>	<b>No,</b>	I we he/she they	<b>wouldn't.</b>
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**11** Read and complete.

- 1 Would your dad like to try a steamed bun? Yes, \_\_\_\_\_.
- 2 Would your mom like to try some flan? No, \_\_\_\_\_.
- 3 Would you like to try a strawberry smoothie? \_\_\_\_\_.
- 4 \_\_\_\_\_? Yes, I would.

Unit 3 33

## Warm-up



- Write *who* and *is* on the board. Have students close their eyes. While students' eyes are closed, change *who* to *who's*.
- Write *he* and *is* on the board. Have a volunteer change it to its contracted form while the other students' eyes are closed. Continue with other contractions.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use would like to talk about foods.*

## Presentation 1



- Have a volunteer read the questions and answers in the grammar box at the top of the page.
- On the board, write *I*, *he*, *she*, and *would like*. Then change them to *I'd*, *he'd*, and *she'd*. Have volunteers repeat the activity.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

## Practice 1



### 10 Look and complete.

- Read the directions aloud. Explain that the students will use words from the grammar box to complete the questions and answers. Explain that the food shown in the thought bubble is what the person in the item “would like.”

#### MONITOR

Check answers as a class. (*Answers: 1 What would Jessie like? She'd like some oatmeal. 2 What would Jin-Soo like? He'd like some noodle soup. 3 What would Ms. Ruiz like? She'd like some yogurt and fruit. 4 What would you like? Answers will vary.*)

#### ASSIST

Discuss and review any errors. Use the grammar box to point out that the modal *would* and verb *like* are separated by a pronoun in each question, but next to each other (in contracted form) in each statement.

## Practice 2



WB p. 30/ act. 9



### 9 Listen and check (✓). Then complete the sentences.

- Read the directions aloud. Have students listen and check (✓) the correct information. They should then complete the sentences.

#### MONITOR

Check answers as a class.

## Presentation 2



- Have a volunteer read the questions and answers in the grammar box in the middle of the page.

## Practice 3



### 11 Read and complete.

- Read the directions aloud. Discuss the first question. Ask: *Would your dad like to try a steamed bun?* (Yes, he would.)
- Have students complete the activity independently.

#### MONITOR

Check answers as a class. (*1 Yes, he would. 2 No, she wouldn't. 3 Answers will vary. 4 Answers will vary.*)

## Practice 4

WB p. 31/ act. 11



### 11 Look at the pictures. Complete the sentences.

- Read the directions aloud. Have students complete the sentences.

#### MONITOR

Check answers as a class.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned to use would like to talk about foods.*

- Encourage awareness of what students have learned by getting them to say some sentences and questions using *would like*.

## Homework

WB pp. 30 & 31/ act. 10 & 12



### 10 Look at 9. Write about you. What would you like?

- Direct students to WB Activity 10 on page 30. Read the directions aloud. Have students write what they would like to eat.

### 12 Write about you.

- Direct students to WB Activity 12 on page 31. Read the directions aloud. Have students complete the questions and answers.

## Extra Application and Practice Activity

**Materials:** 2 sets of Flashcards: Unit 3, food, strips of colored paper

- Give one half of the students a strip of colored paper and a Flashcard. Have students write a question using *would like* and the food on the card. Model: *Would you like (some) (chicken curry)?*
- Give the other half of students a strip of a different colored paper and the other set of Flashcards. Have students write a statement to say whether they would or wouldn't like to try the food on the card.
- Have students ask their questions aloud to one another to find the students with the matching Flashcard and answer to their question.

#### MONITOR

Listen to students' questions and answers to make sure they are using language correctly and pronouncing words properly.

## 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 balancing my diet.

## Key Language

balanced diet, dairy, fat, grains, protein, salty, sugary, whole-grain

Content Connection
Science

I will learn about balancing my diet.

**12** Listen and read. What does the plate show?

**A Healthy Diet**

It's breakfast time. You're hungry, and you say, "Mom, can I have a chocolate muffin?" But your mom says, "How about something healthy? Let's eat some cereal or fruit for breakfast instead." Why does your mom say this? Because your diet is important for your good health. A balanced diet is the best way to stay healthy. You should eat the right amount of grains, vegetables, fruit, protein (such as chicken), and dairy every day.

The chart below is called My Plate. It shows the right balance of different food groups that your diet should have. The Vegetables section is bigger than the Protein section, so you should eat more vegetables than protein, such as meat. The Grains section is bigger than the Fruit section, so eat more grains, like corn, than fruit. The Dairy section is smaller than the others, so eat fewer dairy foods, such as cheese and yogurt, than any other.

For a healthy body and mind, use the My Plate chart as a guide when you eat, and follow these simple rules:

- Eat food you like, but don't eat too much.
- Eat a lot of fruit and vegetables – about half of what you eat should be fruit and vegetables, such as apples, carrots, and greens.
- Eat whole grains – half of your grains should be whole grains, such as whole-grain bread and pasta.
- Try to choose fat-free or low-fat milk, not whole milk, as too much fat is bad for you.
- Stay away from food that is too salty.
- Drink a lot of water – don't choose sugary drinks.

Can you sometimes eat "bad" foods? Yes, of course, but don't eat too much. If you fill half of your plate with vegetables and stay away from too much fat, sugar, and salt, you'll stay in good health.

**My Plate**

**CONTENT WORDS**  
balanced diet dairy fat grains  
protein salty sugary whole-grain

**13** Look at 12. Copy the chart and complete.

Food group	Examples	Recommendations
Fruit and vegetables	1 _____	Eat a lot of these
2 _____	3 _____	Choose fat-free or low-fat milk
Grains	Bread, pasta	4 _____
Protein	5 _____	6 _____

THINK BIG

What can happen when you don't eat a healthy diet?

34 Unit 3

## Warm-up

- Draw a big plate on the board and say: *I'd like to eat something healthy. Who can put healthy food on my plate?* Have a volunteer write or draw a type of food on the plate. Ask students if they think the food is healthy. Ensure all students contribute a healthy type of food or their opinion.

- Talk about the importance of eating a wide variety of foods. Say: *This food is healthy but is it healthy to eat only one type of healthy food for every meal?*
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

Introduce the lesson objective: Say: *Today I will learn about balancing my diet.*

S34 Unit 3

## Pre-reading



- Read the Content Words in the box aloud. Tell students that they will learn the meaning of these words in the context of the article. Or, if desired, have pairs of students look up the words in a dictionary before reading the text.
- Direct children to Activity 12. Explain that they are going to listen to and read the text about a healthy diet.
- Read the directions aloud. Elicit possible answers to the question before students listen and read the text.

## Reading



### 12 Listen and read. What does the plate show?

- Play Audio Track 55 and have students listen and read along silently.

#### MONITOR

Ask questions to check for understanding. Have volunteers answer each question and point out where in the text they found the answer. For example, ask: *How much fruit and vegetables should you eat?* (about half of what you eat) *What should you eat more of grains or protein?* (grains) *What's the healthiest drink?* (water) *What food should you stay away from?* (salty food) *What are the five food groups?* (fruit, grains, vegetables, protein, and dairy).

- Direct students to the question in the directions. Ask: *What does the plate show?* (The right balance of different food groups your diet should have.)

#### ASSIST

Replay the audio as needed. Have students note down any words they don't understand and help them work out their meanings from the context.

#### CHALLENGE

Write the headings *Vegetables*, *Fruit*, *Protein*, *Grains*, and *Dairy* on the board and have students name as many food items as they can in each food group.

## Practice 1



### 13 Look at 12. Copy the chart and complete.

- Read the directions aloud and complete Item 1 as a class.
- Have students copy the chart into their notebooks and work in pairs to find the answers in the reading text and complete the chart.

#### MONITOR

Check answers as a class. (Answers: 1 Apples, carrots, greens, 2 Dairy, 3 Cheese, yogurt, milk, 4 Half of your grains should be whole grains, 5 Chicken, 6 meat)

## Practice 2

WB p. 32/ act. 13



### 13 Circle the correct words.

Read the directions aloud. Have the students circle the correct words.

#### MONITOR

Check answers as a class.

## Think BIG



### 21st Century Critical Thinking

- Read the question aloud as students follow in their books. Ask students to look back at the text and “My Plate” image. Then ask why it's important to eat a balanced and healthy diet. (Answer: *It helps us stay healthy and fit.*)
- Ask: *What can happen when you don't eat a healthy diet?* (You can have problems with your health.) As a class, brainstorm possible consequences on the board: e.g., you can get sick (acne, tooth/gum diseases, diabetes, etc); have problems with weight; feel tired or weak.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned about balancing my diet.*

- Encourage awareness of what students have learned by quickly eliciting a few facts that they can remember from the article they have read.

## Homework



P. T141 WB pp. 32 & 33/ act. 14, 15, 16 & 17



### 14 Listen, read, and complete. Which food can be both low fat and full fat?

- Direct students to WB Activity 14 on page 32. Read the directions aloud. Have students read the text and complete with the words in the box.

### 15 Look at 14. Circle T for true and F for false.

- Direct students to WB Activity 15 on page 33. Read the directions aloud. Have students read the sentences and circle T for true and F for false.

### 16 Match the words and definitions.

- Direct students to WB Activity 16 on page 33. Read the directions aloud. Have students match the words and definitions.

### 17 Write the food on the plate.

- Direct students to WB Activity 17 on page 33. Read the directions aloud. Have students write the food in the correct categories on the plate.

## Extra Application and Practice Activity

- Tell students they are in a health food restaurant and they have to order their dinner. Place students in small groups to role-play using the vocabulary items from Activity 13. Students may write down the dialog or make it up as they go along, according to their preferences. Have students perform their role plays for the class. Ask listeners to raise their hands each time they hear one of the words.

I will learn about balancing my diet.

**CONTENT WORDS**  
 balanced diet dairy fat grains  
 protein salty sugary whole-grain

**12** Listen and read. What does the plate show?



It's breakfast time. You're hungry, and you say, "Mom, can I have a chocolate muffin?" But your mom says, "How about something healthy? Let's eat some cereal or fruit for breakfast instead." Why does your mom say this? Because your diet is important for your good health. A balanced diet is the best way to stay healthy. You should eat the right amount of grains, vegetables, fruit, protein (such as chicken), and dairy every day.

The chart below is called My Plate. It shows the right balance of different food groups that your diet should have. The Vegetables section is bigger than the Protein section, so you should eat more vegetables than protein, such as meat. The Grains section is bigger than the Fruit section, so eat more grains, like corn, than fruit. The Dairy section is smaller than the others, so eat fewer dairy foods, such as cheese and yogurt, than any other.

For a healthy body and mind, use the My Plate chart as a guide when you eat, and follow these simple rules:

- Eat food you like, but don't eat too much.
- Eat a lot of fruit and vegetables – about half of what you eat should be fruit and vegetables, such as apples, carrots, and greens.
- Eat whole grains – half of your grains should be whole grains, such as whole-grain bread and pasta.
- Try to choose fat-free or low-fat milk, not whole milk, as too much fat is bad for you.
- Stay away from food that is too salty.
- Drink a lot of water – don't choose sugary drinks.

Can you sometimes eat "bad" foods? Yes, of course, but don't eat too much. If you fill half of your plate with vegetables and stay away from too much fat, sugar, and salt, you'll stay in good health.



**13** Look at 12. Copy the chart and complete.

Food group	Examples	Recommendations
Fruit and vegetables	1 _____	Eat a lot of these
2 _____	3 _____	Choose fat-free or low-fat milk
Grains	Bread, pasta	4 _____
Protein	5 _____	6 _____



What can happen when you don't eat a healthy diet?

I will learn about school lunches around the world.

**CONTENT WORDS**  
cafeteria nshima  
organic risotto sauces

- 14** Read quickly. Circle the correct answer:  
School lunches can be hot or cold in **Zambia and Italy** / **England and Japan**.

## School Lunches

Every day, kids all over the world eat lunch at school. Some kids bring food from home, but many get their lunch from the school cafeteria. Let's take a look at what kids in different countries around the world might be eating for lunch today.



In Japan, kids eat lunch in their classroom. Students clear their desks, then four or five pupils take turns serving the food each day. Rice and soup are often part of school lunches in Japan. Some kids bring boxes of cold rice, fish cakes, and vegetables for lunch. They're carefully and beautifully prepared because in Japan the way food looks is very important.

In England, some schools provide hot lunches, but most kids bring lunch from home. Sandwiches with fillings such as cheese, ham, tomatoes, or tuna are popular, and there is often a piece of fruit, a bag of chips, a juice box, and a cookie. Lunch is usually a small meal because dinner is the main meal of the day in England.



In Zambia, many kids eat a dish called nshima for lunch. In fact, people in Zambia often eat nshima for both lunch and dinner. Nshima is a sticky dough made from white ground maize. People eat nshima with their hands. They dip it into tasty sauces and usually eat it with some hot meat or fish.

In Italy, the food in school lunches is often organic, or grown naturally, without chemicals so as to be healthier. The food also comes from farms near the schools. These hot lunches usually include pasta, or a rice dish called risotto. Most schools in Italy serve meat only once or twice each week.



Hot, cold, big, or small: School lunches are very different around the world. What's in yours today?

- 15** Listen and read. Say the country or countries.

- 1 Kids eat in their classroom.
- 2 Food is from a farm.
- 3 Kids eat with their hands.
- 4 Kids eat rice.
- 5 There is something sweet with the meal.
- 6 Lunch and dinner are often the same.



Which lunchtime meal from the text is similar to yours?  
Why is it important to eat regularly?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about school lunches around the world.

## Key Language

cafeteria, nshima, organic, risotto, sauces

Culture Connection
Around the World

I will learn about school lunches around the world.

**CONTENT WORDS**  
 cafeteria nshima  
 organic risotto sauces

**14** Read quickly. Circle the correct answer:  
 School lunches can be hot or cold in **Zambia and Italy / England and Japan**.

School Lunches

Every day, kids all over the world eat lunch at school. Some kids bring food from home, but many get their lunch from the school cafeteria. Let's take a look at what kids in different countries around the world might be eating for lunch today.



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- 2 Food is from a farm.
- 3 Kids eat with their hands.
- 4 Kids eat rice.
- 5 There is something sweet with the meal.
- 6 Lunch and dinner are often the same.

THINK BIG

Which lunchtime meal from the text is similar to yours? Why is it important to eat regularly?

Unit 3 35

## Warm-up

**Materials:** World map or globe

### 21st Century Global Awareness

- Write the names of the countries *Japan*, *England*, *Italy*, and *Zambia* on the board. Display a world map or a globe and invite students to play a game.
- Have a volunteer close her or his eyes and point to a place on the map or globe. Write the name

of the country he or she pointed to on the board and have students repeat it after you. Ask: *Do you think (country) is closer to Italy, England, Japan, or Zambia?*

- Have students guess. Then have the volunteer find the correct answer by looking at the map or globe and measuring the distances. Invite the first student who answered correctly to take the next turn.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn about school lunches around the world.*

## Pre-reading



- Ask students what they usually eat for lunch. Write their answers on the board. Tell students that they are going to read an article about school lunches around the world.

## Reading



### 14 Read quickly. Circle the correct answer: School lunches can be hot or cold in **Zambia and Italy/England and Japan.**

- Read the directions aloud. Read the introduction as a class. Tell students to read the next section quickly and raise their hands as soon as they learn if the lunch is hot, cold, or both.
- As soon as the majority of the class has raised their hands, check the first answer (*Japanese lunches can be hot or cold*).
- Repeat for the remaining sections. (*Answers: Japanese lunches can be hot or cold. English lunches can be hot or cold. Zambian lunches lunches are hot. Italian lunches are hot.*)

### MONITOR

Read the question from the directions again and have students circle the correct answer (*England and Japan*).

## Practice 1



### 15 Listen and read. Say the country or countries.

- Play Audio Track 57 and have students listen and read.
- Read the directions aloud. Ask volunteers to read the sentences aloud and encourage students to say the name of the matching country.

### MONITOR

Check answers as a class. (*Answers: 1 Japan, 2 Italy, 3 Zambia and England, 4 Japan and Italy, 5 England, 6 Zambia*)

### ASSIST

Replay the audio as needed.

### CHALLENGE

- Write the vocabulary words *dough*, *fillings*, *maize*, *meal*, *organic*, and *risotto* on the board. Have students find them in the text and guess the meanings from the context.
- Have students discuss the different school lunches and decide which one they would prefer.

## Think BIG



### 21st Century Communication

- Read the first question aloud. Have students discuss the question in small groups. Ask them to consider each of the lunches in the text, note down similarities

and differences, and decide which lunch is most similar to theirs. Have groups share their opinions with the class and encourage the other students to comment.

- Read out the second question and discuss it as a class. Encourage students to think about how they feel when they're hungry: ask whether it is easy to concentrate on their classes or not, and if they have a lot of energy. Ask them how they feel after a big meal.
- Encourage students to participate, and praise and thank them when they do.

### MONITOR

Ask students about the sources that they are using to do their research.

## 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 school lunches around the world.*

- Encourage awareness of what students have learned by quickly asking them what they can remember about the article.

## Homework



WB p. 34/ act. 18



### 18 Read about school lunches on page 35 of your Student's Book. Then write about *your* school lunches. What's the same/different?

- Direct students to WB Activity 18 on page 34. Explain that they need to complete the table with information about school lunches in their country, and if it is the same or different as other countries.

## Extra Application and Practice Activity

**Materials:** Poster paper, magazines

- Have students plan school lunches for a week. Divide the class into five groups and give a day of the week to each group.
- Give each group some poster paper, drawing and writing materials, as well as pictures of food from magazines or the Internet. Have groups write the day of the week at the top of the paper. Then have them talk about which food they want to include in their lunch. Remind them of the "My Plate" chart and what types of food make a balanced meal.
- Have students draw or cut and paste pictures to show the lunch meal for their day. Ask them to label each picture.
- Have each group present its menu to the class. Display the menus around the classroom.

# Writing Lesson

## Lesson Flow



Warm-up



Lesson Objective



Practice 1



Practice 2



Practice 3



Practice 4



Practice 5



Lesson Objective



Homework

## Lesson Objective

I will learn to write sentences with *so* and *because*.

### Writing | Conjunctions: *because*, *so*

I will learn to write sentences with *so* and *because*.

**16** Complete the sentences. Use *so* or *because*. Then listen and check.

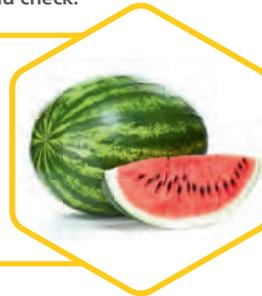
We use *so* and *because* to connect sentences.

I like being healthy. I eat yogurt and fruit for breakfast.

I like being healthy, *so* I eat yogurt and fruit for breakfast.

I love eating watermelon. It's delicious.

I love eating watermelon *because* it's delicious.



- 1 I like eating meat, \_\_\_\_\_ I often have chili.
- 2 I like eating oatmeal for breakfast \_\_\_\_\_ it's warm and yummy.

**17** Join the sentences. Use the conjunction.

- 1 My sister likes chicken curry. She eats it twice a week. (*so*)
- 2 I usually eat fruit in the morning. It's tasty. (*because*)
- 3 We can have Mexican food tonight. There's a new restaurant in town. (*because*)
- 4 I like Chinese food. I'd like to try some steamed buns. (*so*)

**18** Find the conjunctions.

I like eating vegetables, *so* I eat them every day. I eat them *because* they make me feel healthy and are good for my body. I also like drinking fruit juice, *but* I don't really like fruit, *so* I don't eat a lot of fruit. *But* I love watermelon! *Because* I really love it, I sometimes eat it at lunch or dinner!



**19** In your notebook, write three sentences about food that you like or don't like. Use *because* and *so*.

## Warm-up



- On the board, write the words *so* and *because* in two different columns. Under them write the sentences: *I like chocolate because it's sweet. I don't feel well so I'm going to the doctor.* Read them aloud and have students repeat after you.
- Then write on the board: *I like going to the museum... it's interesting. It's my birthday tomorrow... Mom's making me a cake.*
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

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

## Practice 1



### 16 Complete the sentences. Use *so* or *because*. Then listen and check.

- Read the directions aloud and then read the text in the box.
- Have students complete the activity independently, then play Audio Track 58 and have students listen and check their answers.

### MONITOR

Check answers as a class. (Answers: 1 *so*, 2 *because*)

## Practice 2

WB p. 35/ act. 19



### 19 Read and write *so* or *because*.

- Read the directions aloud. Have students complete the sentences with *so* or *because*.

### MONITOR

Check answers as a class.

## Practice 3



### 17 Join the sentences. Use the conjunction.

- Read the directions aloud. Read the sentences aloud and have students repeat them.
- Do Item 1 as a class. Write the answer on the board. Then have students complete the activity independently.

### MONITOR

Check answers as a class. (Answers: 1 *My sister likes chicken curry, so she eats it twice a week.* 2 *I usually eat fruit in the morning because it's tasty.* 3 *We can have Mexican food tonight because there's a new restaurant in town.* 4 *I like Chinese food, so I'd like to try some steamed beans.*)

## Practice 4



### 18 Find the conjunctions.

- Read the directions aloud. Ask students to read the paragraph silently.

- On the board write *and*, *but*, and *or*. Remind students that these words also join sentences. Have students complete the activity in pairs, circling or underlining the conjunctions.

### MONITOR

Check answers as a class. (Answers: *so*, *because*, *and*, *but*, *so*, *But*, *Because*, *or*)

## Practice 5



### 19 In your notebook, write three sentences about food that you like or don't like. Use *because* and *so*.

- On the board, write the names of food students have learned in this unit. Ask students to give you some more foods. Write these on the board as well.
- Point to each food word and ask students if they like it, and why or why not. Write a few of their answers on the board, and as a class check the use of *because* and *so*.
- Have students complete the activity independently.

### MONITOR

Have students read their sentences aloud for the class. Listen for correct pronunciation, appropriate intonation, and correct use of language.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to write sentences with so and because.*

- Encourage awareness of what students have learned by getting them to read out examples of sentences with *so* and *because*.

## Homework

WB p. 35/ act. 20 & 21



### 20 Read and match. Then and circle the conjunctions.

- Direct students to WB Activity 20 on page 35. Have students match the beginnings and endings of sentences. Then they must circle the conjunctions.

### 21 Join the sentences and write. Use *so* and *because*.

- Direct students to WB Activity 21 on page 35. Have students join the sentences using *so* and *because*.

## Extra Application and Practice Activity

Materials: Strips of paper

- Give students three strips of paper each. Have them write a sentence on each one using a conjunction. Place them in two bundles – one bundle with the first phrase of the sentence, the second bundle with the conjunction phrase. Mix each bundle up well.
- Place students in small groups and hand them strips from the two separate bundles. Have students make sentences using the strips.

# Writing | Conjunctions: *because, so*

I will learn to write sentences with *so* and *because*.

**58** **16** Complete the sentences. Use **so** or **because**. Then listen and check.

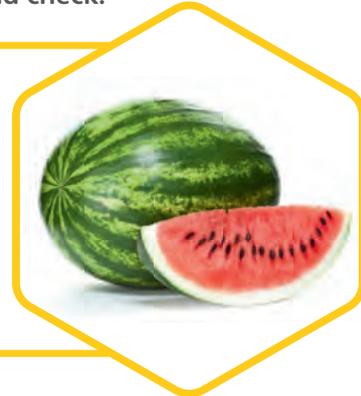
We use **so** and **because** to connect sentences.

I like being healthy. I eat yogurt and fruit for breakfast.

I like being healthy, **so** I eat yogurt and fruit for breakfast.

I love eating watermelon. It's delicious.

I love eating watermelon **because** it's delicious.



- 1 I like eating meat, \_\_\_\_\_ I often have chili.
- 2 I like eating oatmeal for breakfast \_\_\_\_\_ it's warm and yummy.

**17** Join the sentences. Use the conjunction.

- 1 My sister likes chicken curry. She eats it twice a week. (so)
- 2 I usually eat fruit in the morning. It's tasty. (because)
- 3 We can have Mexican food tonight. There's a new restaurant in town. (because)
- 4 I like Chinese food. I'd like to try some steamed buns. (so)

**18** Find the conjunctions.

I like eating vegetables, so I eat them every day. I eat them because they make me feel healthy and are good for my body. I also like drinking fruit juice, but I don't really like fruit, so I don't eat a lot of fruit. But I love watermelon! Because I really love it, I sometimes eat it at lunch or dinner!



**19** In your notebook, write three sentences about food that you like or don't like. Use **because** and **so**.

# Phonics | *le, el, al, il*

I will learn to use the sounds *le, el, al, and il*.

**20** Listen, read, and repeat.

1 le

2 el

3 al

3 il

**21** Listen and find. Then say.



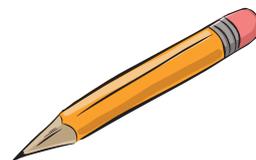
apple



camel



medal



pencil

**22** Listen and blend the sounds.

1 b-u-bb-le bubble

2 u-n-c-le uncle

3 t-r-a-v-el travel

4 a-p-r-il April

5 s-a-n-d-al-s sandals

6 t-o-w-el towel

7 p-u-p-il pupil

8 l-o-c-al local

**23** Read aloud. Then listen and chant.

Take your pencil.  
Draw a camel.  
Draw a medal.  
Draw some bubbles.



# Phonics Lesson

## Lesson Flow



## Lesson Objective

I will learn to use the sounds *le*, *el*, *al*, and *il*.

**Phonics** | *le, el, al, il*

I will learn to use the sounds *le, el, al, and il*.

**120** Listen, read, and repeat.

1 *le*                      2 *el*                      3 *al*                      3 *il*

**121** Listen and find. Then say.

apple                      camel                      medal                      pencil

**122** Listen and blend the sounds.

1 b-u-bb-le      bubble                      2 u-n-c-le      uncle

3 t-r-a-v-el      travel                      4 a-p-r-il      April

5 s-a-n-d-al-s      sandals                      6 t-o-w-el      towel

7 p-u-p-il      pupil                      8 l-o-c-al      local

**123** Read aloud. Then listen and chant.

Take your pencil.  
Draw a camel.  
Draw a medal.  
Draw some bubbles.



Unit 3 37

## Warm-up



**Materials:** Index cards

- Make Flashcards (words only) using index cards for the words in this lesson (*apple, camel, medal, pencil*) and a few other words with the same sounds that students know (*pedal, people, wheel, snail*)
- Write the sounds *le, el, al, and il* on the board. Show the cards one by one and read words aloud. Invite volunteers to come to the board and place the index cards under the correct spellings.

- 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 le, el, al, and il.*
- Students will identify the letters and distinguish between the sounds individually and as part of words.

## Presentation 59



### 20 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. Have students repeat.

#### MONITOR

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

## Practice 1 P. T141

60



### 21 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.

#### ASSIST

Replay the audio as needed. Students can also check that they are pointing to the correct word and saying it properly with a partner.

## Practice 2 WB p. 36/ act. 22



### 22 Read and circle *le*, *el*, *al*, and *il*.

- Read the directions aloud. Have students work individually to find and circle the words.

#### MONITOR

Check students are circling the correct words. Have them compare their answers in pairs.

## Practice 3 WB p. 36/ act. 23



### 23 Underline the words with *le*, *el*, *al*, and *il*. Then read aloud.

- Read the directions aloud. Have students work individually to underline the words with the *le*, *el*, *al*, and *il* sounds.

#### MONITOR

Check students are underlining the correct words. Check answers as a class.

## Practice 4 61



### 22 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.

## Practice 5 WB p. 36/ act. 24



### 24 Connect the letters. Then write.

- Read the directions aloud. Have the students connect the letters and write words.
- Have students match the words individually.

#### MONITOR

Check answers as a class.

## Practice 6 62



### 23 Read aloud. Then listen and chant.

- Read the directions aloud. Read the chant while students follow in their books. Have them choral-read the chant as a class.
- 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 and appropriate intonation.

## Lesson Objective

#### INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds le, el, al, and il.*
- 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, *apple, travel, local, April*).

## Homework P. T141

63

WB p. 36/ act. 25



### 25 Listen and write.

- Direct students to WB Activity 25 on page 36. Read the directions aloud. Explain to students that they must listen and write in the missing words.

## Extra Application and Practice Activity

- Write a list of at least twelve *le*, *el*, *al*, and *il* words on the board. Then have students turn a piece of letter-sized paper on its side (landscape) and divide it into four columns. Have them write the headings *le*, *el*, *al*, and *il* 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

Over a set period of time (e.g. 2 days, a week), have students add as many words as they can to the four columns. Then write up all the different suggestions on the board and correct them as a class if necessary. Award a small “prize” to the student who had the most words in the correct columns.

# Values Lesson

## Lesson Flow



Warm-up



Lesson Objective



Listening



Speaking



Project



Lesson Objective

## Lesson Objective

I will learn to talk about what food is healthy and what is not healthy.

## Key Language

Choose healthy food.

### Values | Choose healthy foods.

I will learn to talk about what food is healthy and what is not healthy.

Listen and complete. Use words from the box.

apple cake carrots chips cookies donuts popcorn yogurt



1 I like \_\_\_\_\_, but \_\_\_\_\_ is healthier.



2 \_\_\_\_\_ are delicious, but they have a lot of sugar. I'll have an \_\_\_\_\_.



3 I love \_\_\_\_\_, but they're not really good for me. \_\_\_\_\_ is better.



4 I had some \_\_\_\_\_ last night. Today, I want to have some \_\_\_\_\_ for a snack.

Talk about choosing healthy foods with a partner.



I like candy, but a banana is healthier.

I like ice cream, but an orange is better.



## Project

Make a Healthy Foods collage. Then present it to the class.



## Warm-up



- Have students create a crossword or word search puzzle using different food items they have learned in the unit. Ask them to exchange puzzles and solve them. Write two headings on the board: *Healthy* and *Other*. Invite students to read out the names of the food items in their puzzles and write them under the matching heading. Leave the lists on the board.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about what food is healthy and what is not healthy.*

## Listening



P. T141  
64



### 24 Listen and complete. Use words from the box.

- Read the directions aloud. Ask a volunteer to read out the words in the box. Have students look at the sentences and guess which words complete them. Play Audio Track 64, and have students complete the sentences. Pause the audio after each sentence to give students time to write the word.
- Play the audio again, pausing after each sentence, and have students repeat.

### MONITOR

Invite students to read out the completed sentences. (Answers: 1 chips, popcorn, 2 cookies, apple, 3 donuts, yogurt, 4 cake, carrots)

### ASSIST

Repeat the audio as needed.

## Speaking



### 25 Talk about choosing healthy foods with a partner.

- Read the directions aloud. Ask two volunteers to read out the speech bubbles. Invite two different volunteers to come to the front of the class and practice the dialog. Substitute other foods from the lists on the board.
- Have students work in pairs and talk about choosing healthy options using the models on the page.

### MONITOR

Walk around praising and encouraging students as appropriate. Make a note of common errors in pronunciation or intonation, and comment on them to the class at the end of the lesson.

## Project



**Materials:** Poster paper, art and craft supplies

### 26 Make a *Healthy Foods* collage. Then present it to the class.

#### 21st Century Media Literacy

- Read the directions aloud. Have students work in teams. Explain that the collages should promote healthy food and contain pictures of healthy, happy people, as well as healthy food. Tell them to invent a slogan and write it on the top of their collage.

### MONITOR

Walk around and encourage students to be creative. Praise them and help out if necessary. Ask teams to present their collages to the class and describe the food on them. Display the collages around the school.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to talk about what food is healthy and what is not healthy.*

- Encourage awareness of what students have learned by quickly eliciting some words for healthy and unhealthy food.

## Extra Application and Practice Activity

- Play *Bingo* (see *Game Bank*, page T135, for details). Hand out the blank grids and counters. Encourage students to call out the names of the healthy foods on the collages they made in the Project activity and make a list on the board. Tell students to complete their grids with the names of the healthy foods on the list.
- Call out the names of the foods randomly. If students have the items on their cards, they place a counter on them. The first student to have three counters in a row and shout *Bingo!* is the winner.

# Values | Choose healthy foods.

I will learn to talk about what food is healthy and what is not healthy.

**24** Listen and complete. Use words from the box.

apple    cake    carrots    chips    cookies    donuts    popcorn    yogurt



1 I like \_\_\_\_\_, but \_\_\_\_\_ is healthier.



2 \_\_\_\_\_ are delicious, but they have a lot of sugar. I'll have an \_\_\_\_\_.



3 I love \_\_\_\_\_, but they're not really good for me. \_\_\_\_\_ is better.



4 I had some \_\_\_\_\_ last night. Today, I want to have some \_\_\_\_\_ for a snack.

**25** Talk about choosing healthy foods with a partner.



I like candy, but a banana is healthier.

I like ice cream, but an orange is better.



## Project

**26** Make a Healthy Foods collage. Then present it to the class.



# Review

**27** Make your own restaurant. First, make a menu for breakfast and lunch.

Rosie's Restaurant	
Breakfast	Lunch
yogurt with fruit ..... \$3.50	chicken curry ..... \$5.25
cereal with milk ..... \$2.75	pasta with vegetables ..... \$4.95
oatmeal ..... \$2.75	grilled cheese sandwich ..... \$4.50
milk ..... \$1.75	lemonade ..... \$2.00

Next, take food orders from your classmates. Write the orders.



What would you like for breakfast?

I'd like some oatmeal, please.



Name: .....	Name: .....	Name: .....
Breakfast: .....	Breakfast: .....	Breakfast: .....
Lunch: .....	Lunch: .....	Lunch: .....

Finally, tell the class what your classmates would like to have.

**28** Write the names.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

## I Can

- use words for foods and how they taste.



- use *would like* to talk about food.



- ask and answer about what I like/would like to eat.



- write sentences with *so* and *because*.



# Review Lesson

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

### Review

**27** Make your own restaurant. First, make a menu for breakfast and lunch.

#### Rosie's Restaurant

Breakfast	Lunch
yogurt with fruit \$3.50	chicken curry \$5.25
cereal with milk \$2.75	pasta with vegetables \$4.95
oatmeal \$2.75	grilled cheese sandwich \$4.50
milk \$1.75	lemonade \$2.00

Next, take food orders from your classmates. Write the orders.

What would you like for breakfast?

I'd like some oatmeal, please.

Name: _____	Name: _____	Name: _____
Breakfast: _____	Breakfast: _____	Breakfast: _____
Lunch: _____	Lunch: _____	Lunch: _____

Finally, tell the class what your classmates would like to have.

**28** Write the names.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

**I Can**

<ul style="list-style-type: none"> <li>use words for foods and how they taste.</li> </ul>	<ul style="list-style-type: none"> <li>use <i>would like</i> to talk about food.</li> </ul>	<ul style="list-style-type: none"> <li>ask and answer about what I like/would like to eat.</li> </ul>	<ul style="list-style-type: none"> <li>write sentences with <i>so</i> and <i>because</i>.</li> </ul>
☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆

Unit 3 39

## Warm-up



**Materials:** Flashcards: Unit 3, food

- Review the unit vocabulary by playing a quick game of *Simon Says* (see *Game Bank*, page T135, for details). Scatter several Flashcards around the room. Give directions such as *Simon says make a circle around the oatmeal. Simon says line up behind the chicken curry. Pick up the yogurt.*
- Keep playing until a student has won the game.

## Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

## Practice 1



**Materials:** Flashcards: Unit 3, food

- 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 the chant.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 47). You could use Flashcards to encourage students to sing other classroom objects that aren't in the song.

## Video

Drama U 03



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

## Practice 2



### 27 Make your own restaurant. First, make a menu for breakfast and lunch.

- Explain that students will use the foods they have learned about to make a restaurant menu.
- Draw students' attention to the directions and the sample menu. Point out that menus have both the name of the food and a price. Ask students to think about how much they will charge for each item on their menu. Have groups of students work together.

### Next, take food orders from your classmates. Write the orders.

- Have students share their menus with the class. Tell students to write each classmate's name, listen closely to his or her answers, and write down their orders.

#### ASSIST

Have students use the dialog in the speech bubbles as a model for taking and giving their orders.

### Finally, tell the class what your classmates would like to have.

- Have students refer to the classmates' orders that they have written down as they read them aloud to the class.

## Practice 3

WB p. 37/ act. 26



### 26 Write questions or answers.

- Read the directions aloud. Explain that students must write questions or answers that fit those given.

## Practice 4

WB p. 37/ act. 27



### 27 Read and circle the correct words.

- Read the directions aloud. Explain that students must circle the correct words in the sentences.

## Practice 5



### 28 Write the names.

- Read the directions aloud. Point to the first picture and complete the first item as a class. Have students work independently to write their answers.

#### MONITOR

Check answers as a class. (Answers: 1 noodle soup, 2 grilled cheese sandwich, 3 pasta with vegetables, 4 rice and beans)

#### ASSIST

If students are having difficulty with vocabulary, provide two answer choices and have students pick one.

## 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



## Homework

WB p. 37/ act. 28



### 28 Read and match.

- Direct students to WB Activity 28 on page 37. Read the directions aloud. Explain to students that they must match the beginnings and endings of the sentences.

## Extra Application and Practice Activity

**Materials:** Refrigerator that students made in the Vocabulary Lesson

### 21st Century Health Literacy

- Display the refrigerator that students created. Say: *We are going to keep only healthy foods in the refrigerator. Let's look and see what's healthy.*
- Have volunteers come up, one at a time, and take a food picture from the fridge. The volunteer should hold up the picture, name it, and ask: *Is [food name] healthy?* If the class agrees that it is, it should go into the keep pile. If it isn't healthy, the volunteer can put the picture into the garbage can.

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 3 Unit 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.

# 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 need more practice.



I don't know this.

<b>Describing People:</b> tall, short, straight black hair... friendly, funny, smart, shy, serious...	Pages 4	
<b>Activities:</b> go to the dentist, help clean, shop for food, play outside, watch a movie...	16	
<b>Expressions of frequency:</b> every day, once a week, three times a year...	17	
<b>Food:</b> oatmeal, noodle soup, rice and beans, steamed buns...	28	
<b>Tastes:</b> sweet, sour, spicy, salty...	32	
Who is <b>bigger</b> ? Chris is <b>bigger than</b> Tom. My sister's hair is longer than <b>my hair</b> . My sister's hair is longer than <b>mine</b> .	9	
<b>Where</b> is he going after school? He's going to soccer practice. <b>What</b> are you doing tonight? We're watching a movie at home. <b>How often</b> do you go to the dentist? We go to the dentist twice a year.	21	
What would you <b>like</b> ? I'd <b>like</b> some oatmeal. <b>Would</b> she <b>like to try</b> some chicken curry? Yes, she <b>would</b> ./No, she <b>wouldn't</b> .	33	



## Warm-up



**Materials:** Flashcards: Units 1–3

- Have students create sentence puzzles to review key vocabulary from Units 1–3. Invite students to write sentences using vocabulary words from these units and then rewrite the sentences, leaving a blank in place of each vocabulary word. Challenge classmates to guess the missing words. Encourage them to keep guessing until they find the correct word. Model: *Monica has... black hair.* (straight/curly)

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *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 the unit. Check to see how well students are able to use the language. 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.*

### Describing people (page 4)

Have students play *Who Am I?* Invite them to pretend to be one of the students on page 4 and give clues to help classmates guess which student they are. Model: *I am serious. I wear glasses and have dark, brown hair.* (Bryan)

### Activities (page 16)

Have students use puppets or action figures to act out skits about the activities on page 16. Encourage them to summarize what happens in each skit.

### Expressions of frequency (page 17)

Have students place sticky notes on days on a calendar to represent the expressions of frequency on page 17. Then have students look through each other's calendars and name the expressions.

### Foods (page 28)

Invite students to pretend to cook, serve, or eat one of the foods shown on pages 28 and ask classmates to guess the food.

### Tastes (page 32)

Create a four-column chart on the board with these labels: *sweet, sour, spicy, salty.* Have students name foods for each column.

### bigger/my hair/mine (page 9)

Have students choose an action figure or picture of a person in a magazine. Then have them compare and contrast their selections. Model: *The hero in red is taller than the bad guy in black. My hero is stronger than yours.*

### Where/What/How often (page 21)

Have students talk about what action figures do every day. Tell them to ask and answer questions about what the action figures are doing or where they are going. Encourage students to use the words *what, where, or how often.* Model: *What is the hero doing today? How often does he go to the doctor?*

### would like (to try) (page 33)

Have students say if they would like to try the foods on page 33. Then have classmates ask and answer questions about these statements. Model: *I'd like to try noodle soup.*

## Practice

WB pp. 38 & 39/ act. 1, 2, 3 & 4



### 1 Choose and draw one path. Design a robot.

- Read the directions aloud. Explain that students must choose a way through the maze.

### 2 Look at your path in 1. Answer the questions with words from your path.

- Read the directions aloud. Explain that students must answer the questions with words according to the path their robot has taken.

### 3 Look at your path in 1 and check (✓) the correct word or words.

- Read the directions aloud. Explain that students must check the words that their robot likes according to the path that it has taken.

### 4 Look at the information about your robot. Give it a name. Write a paragraph about it.

- Read the directions aloud. Explain that students must write a paragraph about their robot.

# 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 dialog. Write the numbers. Then listen and check.



1 Ms. Hart's hair is shorter than Ms. Roberts'

2 She's really nice

3 Ms. Hart is bringing pizza to class

4 Ms. Hart brought some Indian vegetable curry to class

5 Every Tuesday and Thursday

**Anna:** We have a new social studies teacher. Her name is Ms. Hart.

**Dad:** What is she like?

**Anna:** \_\_\_\_\_. And she's funny, too!

**Dad:** Oh, I think I saw her. Does she have long, blond hair?

**Anna:** No, that's Ms. Roberts. \_\_\_\_\_. And Ms. Hart wears glasses.

**Dad:** Interesting. When do you have social studies?

**Anna:** \_\_\_\_\_. Right now we're learning about India. \_\_\_\_\_.

**Dad:** Really? Was it spicy?

**Anna:** Yeah. I loved it! Yesterday we learned about Spain, and Ms. Hart brought us hot chocolate and churros. Today we're learning about Italy. \_\_\_\_\_.

**Dad:** Stop. You're making me hungry!

B. Practice the dialog in A with a partner.

C. Ask and answer the questions with a partner.

1 Would you like to try the food in A?

2 What countries do you learn about in social science?

1

2

3

4

5

6

7

8

9

## Warm-up



- Have volunteers identify India, Italy, and Spain on a world map. Invite them to share any information they know about these countries.
- Ask: *How can you find out more about a country?* (Answers include: read information, talk to people from the country, try food from the country)

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will put together what I have learned in Units 1–3.*
- Students will complete and practice a dialog. Then they will ask and answer questions.

## Pre-listening



- Read the directions aloud. Say: *A dialog is a conversation between two or more people.*
- Have students look at the picture and make predictions about the dialog.

## Listening



### 2 Get ready.

#### A Complete the dialog. Write the numbers. Then listen and check.

- Have volunteers read the numbered statements aloud. Point out that they will use clues in the dialog to decide in which blank each statement makes sense. Point out that Dad asks Anna many questions in this dialog. The numbered statements often give her answers. Ask: *What is Dad's first question?* (What is she like?) *Who is he asking about?* (Ms. Hart, the new social studies teacher)
- Have students complete the dialog independently. Remind them that reading aloud as they work can help them find the correct order.

### MONITOR

- Play Audio Track 65 twice. First, have students focus on listening comprehension. Then have them check to see if they wrote the statements in the correct order. (Answers: 2, 1, 5, 4, 3)

### ASSIST

- Suggest that students write the numbered statements on separate sticky notes. They can then test each statement in the dialog to find where it makes sense.

### 21st Century Critical Thinking

- Have students name the clues in the dialog that helped them fill in the missing statements. Model: *When Anna says, "No, that's Ms. Roberts.", I know that Anna's dad is getting Ms. Hart and Ms. Roberts mixed up. So Anna gives information to help. She says, "Ms. Hart's hair is shorter than Ms. Robert's."*

## Practice 1



### B Practice the dialog in A with a partner.

- Read the directions aloud and invite students to practice the dialog. Encourage students to switch roles.

### MONITOR

- Listen for correct pronunciation and intonation as students practice.

## Practice 2



### C Ask and answer the questions with a partner.

- Read the directions and questions aloud. Have partners talk about their answers together.

### MONITOR

- Listen for correct vocabulary and grammar as students talk.

### CHALLENGE

- Have students use the world map to name countries they have studied and describe their locations. Then invite students to create country trading cards. Each card should list a country's name and give one interesting fact about the country. Encourage students to create four or five cards for each country they have studied.

# Checkpoint 1–3 Lesson 3

## Lesson Flow



Warm-up



Lesson Objective



Practice



Speaking

## Lesson Objective

To put together what I have learned in Units 1–3.

### Checkpoint | Units 1–3

#### 3 Get set.



**STEP 1** Create information about someone you would like to have as a pen pal. What is he/she like? Where does he/she live?



**STEP 2** Cut out the book outline on page 133. Fold it to make a book.



**STEP 3** Write about your pen pal in your book. Now you're ready to **GO!**

#### 4 Go!

**A.** Swap books with three classmates. Write notes about their pen pals in your notebook. Ask and answer questions like the ones below.

- What are the pen pals' names?
- What are they like?/What do they look like?
- What do they like to do?
- What food do they like to eat?



**B.** Tell your class about some of your group's pen pals.

\_\_\_\_\_ 's Pen Pal

Name:

Is like/Looks like:

Likes to do:

Likes to eat:

Maria's pen pal lives in China. She likes to watch movies. She likes to eat steamed buns.

## Warm-up



### 3 Get set.

- Have students preview the book outline on page 133 of their Student's Book. Say: *You will use these pages to create a book about a pen pal.* Have volunteers read each page aloud. Say: *The words in parentheses will help you write your book.* Point to the blanks labeled *His/Her* and *He/She*. Say: *You will write one of these words to complete the sentence.* Then point to other words or phrases in parentheses, such as *Name* or *City, Country*. Say: *These words tell what information you will include.*
- Say: *A pen pal is someone you write to. Many students have pen pals in other countries. You may write to a friend who moved to another country. Or you might write to someone you have not met in person.*
- Have students work independently to create and write about pen pals. Encourage them to cut out and fold their books before they begin to fill in the blanks.
- Allow students to use reference materials, including books and the Internet, to help them complete their books.

#### MONITOR

Check to see that students' answers match the requested information.

#### ASSIST

Allow students to review Flashcards from Units 1–3 for support as they complete their notes. List adjectives to help students fill in the blanks. For page 2: *sweet, sour, spicy, salty*. For page 3: *long, short, black, brown, blond, straight, curly; friendly, funny, serious, smart*. Provide them with additional vocabulary as needed.

#### CHALLENGE

Invite students to add one additional sentence to each page of their *My Pen Pal* books.

## Lesson Objective



#### INVOLVE

Introduce the lesson objective. Say: *Today I will put together what I have learned in Units 1–3.*

- Students will write a book about a pen pal, and talk about them with friends.

## Practice



### 4 Go!

**A Swap books with three classmates. Write notes about their pen pals in your notebook. Ask and answer questions like the ones below.**

- Read the directions aloud. Have each student place his or her book on a desk. Then invite students to go to a desk to read the book they find there to learn about a classmate's pen pal. Remind them to take notes as they read. Then have them go to another desk to read about another pen pal. Have students read about three pen pals.

## Speaking



**B Tell your class about some of your group's pen pals.**

- Read the directions aloud. Ask a volunteer to read the example speech bubble aloud. Then have students share information about pen pals with the class.

#### MONITOR

Check to make sure that students use unit vocabulary and grammar correctly. Encourage students to verify that others report information from their own books correctly.

### 21st Century Collaboration

- Invite students to create a classroom display labeled *Pen Pals Around the World*. Have them work together to arrange pen pals geographically by continent and then by country. Suggest that students collect data about the complete set. For example, students can create a bar graph or pictograph showing the class pen pals by continent.

### 21st Century Technology Literacy

- Have students explore the Internet to find ways to connect with pen pals around the world. Invite them to share their findings with the class.

# Checkpoint 1–3 Lesson 4

## Lesson Flow



Warm-up   Lesson Objective   Practice   Self-assessment 1   Self-assessment 2

## 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.

- Who is taller, you or your best friend?
- How often do you play with your friends?
- What is your best friend like?
- What are you doing after school?
- What does your best friend look like?
- What food would you like to try?

All About Me Date: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 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.



## Warm-up



- Write the word *journal* on the board. Say: *A journal is a record you write. You can write about yourself, your friends, or your ideas.*
- Explain that writing a journal can be helpful now and in the future. Say: *When you write a journal today, it can help you put your ideas in writing. When you read a journal later, it can help you remember what you were thinking.*
- Ask: *What might a journal from last year say about you?* Discuss students' responses.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will think about how well I can use what I have learned in Units 1–3.*

- Students will write a journal entry. 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. Then have them write answers to the questions.
- Invite students to read their *All About Me* journal entries aloud and compare their answers.

### MONITOR

- Check students' writing for correct use of language.

### ASSIST

Provide students with sentence frames to complete. Model: *I am... than my best friend. My best friend is... than I am. My best friend is... and... . After school, I like to... . I would like to try... .*

## 21st Century Communication

- Explain that writing letters or emails is a good way to share information with friends and relatives in other places. Ask: *How could you use the information in All About Me to write to someone in another city? What information from All About Me might you leave out? What other information might you add to the letter?* Invite students to write a letter or email to a friend or relative.

## 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 “Read and circle” exercise on page 40 to help them choose a response. If they circled eight to ten smiling faces, they can start the next unit with confidence. If they circled fewer than eight smiling faces, they should probably check one of the other choices.

## Self-assessment 2



### 7 Rate this Checkpoint.

- 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.



# How Do You Feel?

## Objectives

### Reading

- Can recognize the use of *because* to signal the relationship between an action and a reason or explanation.
- Can understand the main events in simple stories and texts on familiar topics, if supported by pictures and questions.
- Can link characters to their actions in a story, if guided by questions or prompts.
- Can get the gist of short, factual school texts.

### Listening

- Can recognize familiar words and phrases in short, simple songs or chants.
- Can recognize familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly.

### Speaking

- Can give informal advice on everyday matters, using a range of fixed expressions.
- Can express their opinions on familiar topics, using simple language.

### Writing

- Can use basic punctuation (e.g. commas, full stops, question marks).
- Can write basic sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model.

### Grammar

- Can use *should(n't)* to offer or ask for advice or suggestions.
- Can use reflexive pronouns as objects or complements.

## Unit Projects

### Family Connection

Have students interview their family members about times when they were sick or injured. Ask students to make a chart that has each family member's name, a description of the sickness or injury, and what helped that person get better. Encourage students to report back to the class any interesting information they learn.

# Key Language

## Key Vocabulary

### Health problems

allergies  
cold  
cough  
cut  
fever  
headache  
sneeze  
sore throat  
stomachache

### Remedies/Causes

eat too much candy  
get some rest  
go to the nurse  
take some medicine  
stay in bed  
stay up late

### Expressions

Oh, no!

## Content Words

bacteria  
disease  
fever  
fungi  
germ  
malaria  
microscope  
protect  
protozoa  
spread  
virus  
vomit  
cure  
herbal  
massage  
painkiller  
rub  
stress  
remedy  
relax

## Grammar

I/You/He/She/We/They **should** eat healthy foods.

I/You/He/She/We/They **shouldn't** stay up late.

I/You/He/She/We/They **should** take care of **myself/yourself/himself/herself/ourselves/themselves**.

## Phonics

**The sounds:** *kn, wr*

## Parts of the Body Bulletin Board

Draw a large body shape on poster paper, cut it out, and pin it to a bulletin board. Have students work together to label the parts of the body. As students work through the unit, have them write the names of sicknesses (*sore throat, headache, stomachache, toothache*, etc) on card, and add them to the appropriate part of the display.

# Vocabulary Lesson

## Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective



Homework

## Lesson Objective

I will learn to name illnesses and health problems.

## Key Language

allergies, cold, cough, cut, fever, headache, sneeze, sore throat, stomachache



## How Do You Feel?

### Vocabulary

I will learn to name illnesses and health problems.



1 Listen, look, and say.



2 Play the game.

44 Unit 4

## Warm-up



**Materials:** Picture of a doctor's office with a patient

- Show the class a picture of a doctor's office with a patient. Ask students why people go to doctors and what a doctor can do to help them (give them medicine, a check-up). Ask if they have recently been to a doctor.
- Ask how they feel when they are sick and what they do to get better.

## Lesson Objective



**Materials:** Flashcards: Unit 4, health problems

### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name illnesses and health problems.*
- Use 2–3 Flashcards to remind students what they already know and elicit some illnesses and health problems.
- Students will identify and name some illnesses and health problems.

## Song Time



**Materials:** Flashcards: Unit 4, health problems

### 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.

- Point to the pictures on page 44 and say: *These pictures show different types of sicknesses and injuries. Ask: Which one is an injury? Why do we get stomachaches?*
- Read the directions aloud. Play Audio Track 67. Have students listen, look at the photo for each matching picture, and then repeat the phrases.

### MONITOR

Replay the audio and pause after each description while students repeat it several times. Listen for proper pronunciation and appropriate intonation. Ask students to repeat each phrase aloud after you, if necessary.

### ASSIST

Replay the audio as needed.

### CHALLENGE

Randomly describe a sickness and have students point to the picture you have described.

## Practice

WB p. 40/ act. 1



### 1 Complete the sentences.

- Read the directions aloud. Explain to students that they have to read the sentences and complete the gaps using words from the box.
- Have students work independently, and then compare answers with a partner.

### MONITOR

Check answers as a class.

## Game



### 2 Play the game.

- Have students look at Activity 1. Explain that you are going to say a sickness and that they have to mime it. Mime having a headache and elicit *headache* from students. Do this for two more sicknesses. Have students play the game in pairs.

### MONITOR

Listen for proper pronunciation, appropriate intonation, and correct language use. Students can also play the game again in small groups or pairs.

### ASSIST

Mix students into groups or pairs of different abilities while they play the game again so that stronger students can assist weaker ones.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to name illnesses and health problems.*
- Encourage awareness of what students have learned by quickly eliciting some words for illnesses and health problems.

## Homework

WB p. 40/ act. 2



### 2 Write the letters from the circles in 1. Use the letters to complete the joke.

- Direct students to WB Activity 2 on page 40. Read the directions. Explain to students that they must write letters to complete the joke.

## Extra Application and Practice Activity

- Ask students what they do if they have a headache, a cold, an allergy, etc. Write their answers on the board (*take an aspirin, stay in bed, take special pills, etc.*).
- Then arrange students in small groups to role-play being sick. Have one member of the group be patient and say what is wrong with them. Then have the others in the group discuss and make suggestions for what they need to do to feel better.

# 4

# How Do You Feel?

## Vocabulary

I will learn to name illnesses and health problems.



## Song Time!



1 Listen, look, and say.



2 Play the game.

# Song

I will learn to talk about someone's health.

 **3** Listen and sing. Who's speaking?

## Stay in Bed and Rest!

 You're coughing and  
You're sneezing.  
You need to stay in bed.  
I think you have a fever.  
Here, let me feel your head.

 You shouldn't go to  
School today.  
You should stay  
Home instead.

**When you're sick or feeling blue,  
Your family takes good care  
Of you.**

 You have a fever and  
A cold.  
Here's what I suggest:  
You should drink some tea  
And juice.

Stay in bed and rest!  
Listen to your dad, now.  
Taking care of yourself  
Is best.

 **Chorus** 



 **4** Read and choose.

- 1 Ben has a **stomachache** / **headache**. He ate something bad last night.
- 2 Philip fell and hurt himself on the playground. He has a big **fever** / **cut** on his knee.
- 3 It's spring, and Pablo has terrible **allergies** / **cuts**. He's **coughing** / **sneezing**.
- 4 Karen's body feels sore, and she can't move. She has a terrible **headache** / **fever**.
- 5 Sandra has a bad cold. She's **allergic** / **coughing**, and she has a **sore throat** / **cut**. She has to stay home from school.
- 6 Meral has a terrible **headache** / **cut**. She's very hot, and her head is sore.

**THINK  
BIG**

Read. What health problem do you have?

- 1 The trees are making you sneeze.
- 2 You have a sore throat, a fever, and a cough.

# Song Lesson

## Lesson Flow



Warm-up



Lesson Objective



Listen and Sing



Practice 1



Practice 2



Speaking



Think BIG



Lesson Objective



Homework

## Lesson Objective

I will learn to talk about someone's health.

## Key Language

allergies, cold, cough, cut, fever, headache, sneeze, sore throat, stomachache

## Song

I will learn to talk about someone's health.



3 Listen and sing. Who's speaking?

### Stay in Bed and Rest!



You're coughing and  
You're sneezing.  
You need to stay in bed.  
I think you have a fever.  
Here, let me feel your head.  
You shouldn't go to  
School today.  
You should stay  
Home instead.



When you're sick or feeling blue,  
Your family takes good care  
Of you.



You have a fever and  
A cold.  
Here's what I suggest:  
You should drink some tea  
And juice.  
Stay in bed and rest!  
Listen to your dad, now.  
Taking care of yourself  
Is best.



Chorus



4 Read and choose.

- 1 Ben has a **stomachache** / **headache**. He ate something bad last night.
- 2 Philip fell and hurt himself on the playground. He has a big **fever** / **cut** on his knee.
- 3 It's spring, and Pablo has terrible **allergies** / **cuts**. He's **coughing** / **sneezing**.
- 4 Karen's body feels sore, and she can't move. She has a terrible **headache** / **fever**.
- 5 Sandra has a bad cold. She's **allergic** / **coughing**, and she has a **sore throat** / **cut**. She has to stay home from school.
- 6 Meral has a terrible **headache** / **cut**. She's very hot, and her head is sore.



Read. What health problem do you have?

- 1 The trees are making you sneeze.
- 2 You have a sore throat, a fever, and a cough.

## Warm-up



**Materials:** World map or globe

- Invite students to play a game. Say: *I ate a pizza, drank two glasses of lemonade and then had a piece of cake. I have a...* Elicit *stomachache*. Then say: *I ate too many chocolates. I didn't brush my teeth. I have a...* Elicit *toothache*.
- Have a few volunteers come to the front and continue the activity, until you have covered the key vocabulary items.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about someone's health.*
- Students will sing a song and ask and answer about someone's health.

## Listen and Sing



### 3 Listen and sing. Who's speaking?

- Read the directions aloud. Play Audio Track 68. Have students read along silently.
- Replay the audio and have students sing along. Do this several times. Then ask students to read the song silently, look at the images in Activity 1, and find which food items are mentioned in the song.

### MONITOR

- Check answers as a class. (Answers: *Dad's speaking*)

### ASSIST

- Replay the audio as needed. Use gestures and simple language to explain unfamiliar words.

## Practice 1



### 4 Read and choose.

- Have students look at Activity 1 on page 44. Ask: *Why does the boy in 1 have allergies?* (It's spring.) *Why does the girl in 3 have a fever?* (Maybe she has a cold.)
- Read the directions aloud and have students complete the activity independently.

### MONITOR

- Check answers as a class. (Answers: *1 stomachache, 2 cut, 3 allergies/sneezing, 4 fever, 5 coughing/sore throat, 6 headache*)

### ASSIST

- Have students complete the activity in pairs. For additional support, use the Flashcards.

## Practice 2

WB p. 41/ act. 4



### 4 Read and choose the correct answers.

- Read the directions aloud. Explain to students that they must choose the correct answers to complete the sentences.

## Speaking



- As a class, review the illnesses students know.
- Mime an illness and have students guess. Write model questions on the board for support *Do you have a cough? Yes, I do./No, I don't. Are you sneezing? Yes, I am./No, I'm not.*
- When the students correctly guess, have them play in groups, taking turns miming and guessing the illness.

## Think BIG



### 21st Century Critical Thinking

- Read the directions aloud. Have volunteers read the statements aloud. Put students in pairs and have them complete the activity.

### MONITOR

- Check answers as a class. (Answer: *I have allergies.*)

### CHALLENGE

- Have students write two more symptoms in their notebooks and read them to the class. The first student to get both sicknesses correct is the next student to read out his symptoms. Continue until all students have had a turn.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about someone's health.*
- Encourage awareness of what students have learned by quickly eliciting a few types of illnesses.

## Homework



WB p. 41/ act. 3



### 3 Listen and write. Use the words from the box.

- Direct students to WB Activity 3 on page 41. Replay song for students to listen. Have them complete the gaps using the words from the box.

## Extra Application and Practice Activity

- Put students in small groups. Have them rewrite the song using different sicknesses. Then have them sing and mime their new song to the class.

# Story Lesson

## Lesson Flow



## Lesson Objective

I will read a story about someone's health.

## Key Language

bandage, Band-Aid, school nurse; go, put on, see; right away; upset

### Story

I will read a story about someone's health.

**71** Listen and read. Does Christina need a nurse?

#### You're Hurt!

**1** Sam and Christina are eating lunch together in school. Christina has a problem.

**2** Sam gets upset when he sees Christina's arm. He thinks she cut herself.

**3** Sam wants to help Christina.

**4** Christina doesn't need to go to the nurse. She's OK.

**5** Christina cleans her arm.

**6** Now Sam doesn't feel very well.

**6** Who says it? Say **Sam** or **Christina**.

- 1 "You have a cut."
- 2 "You should see the school nurse!"
- 3 "I don't need a nurse."
- 4 "You should put a bandage on that."
- 5 "I just need a napkin!"
- 6 "You shouldn't worry so much!"

**THINK BIG** Why did Sam get upset? Why didn't Christina get upset? What should you do if you cut yourself?

46 Unit 4
Unit 4 47

## Warm-up

**Materials:** A Band-Aid, an old doll or puppet, a red marker, a picture of a nurse

- Use a red marker to make a small "cut" on the arm or leg of an old doll or puppet. Point to the red mark and say: *The doll (or puppet) has a cut.* Show students a Band-Aid. Say: *We have to put a bandage on it.* Have a volunteer come up to put the bandage on the doll or puppet's cut.

- Review the word *nurse* with students. Display a photo of a nurse. Say: *This is a nurse. Nurses work at hospitals. They work at doctor's offices. They work at schools. They help people.*

## Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will read a story about someone's health.*

## Pre-reading



- Point to and read the story title aloud. Have students repeat after you. Ask: *Who is the story about?* (Sam and Christina.) *Where are the children?* (At the school cafeteria.)

## Reading



### 5 Listen and read. Does Christina need a nurse?

- Read the directions aloud. Draw attention to the question: *Does Christina need a nurse?* Play Audio Track 71. Have students listen and read along silently.
- Ask: *Does Christina need a nurse?* (No, she doesn't.)

## Comprehension 1



### MONITOR

Ask comprehension questions about the story. Say: *Look at Frame 2. Why's Sam upset?* (He thinks Christina has a cut.) *Look at Frame 5. Why does Sam calm down?* (Because Christina has ketchup on her arm and not a cut.)

### ASSIST

Replay the audio as needed. Pause after each frame point out what is going on in each picture. Use simple language and gestures to explain unfamiliar words.

- Have students work in pairs to read the speech bubbles aloud to each other and role-play the dialog in the story.

### CHALLENGE

Have students review the meanings of the words *surprised*, *upset*, and *all right*. Model what you would look like when feeling each way. Then have students show you what they look like when they are surprised, upset, and all right.

## Comprehension 2



### 6 Who says it? Say Sam or Christina.

- Read the directions and the first sentence aloud. Model searching back through the story to find the speech bubble that contains that sentence. Have students say, "Sam said, 'You have a cut.'" Have students complete the activity in pairs.

### MONITOR

Check answers as a class. (Answers: 1 Sam, 2 Sam, 3 Christina, 4 Sam, 5 Christina, 6 Christina)

## Comprehension 3

WB p. 42/ act. 5



### 5 Read. Then answer the questions.

- Read the directions aloud. Have students read the frames from the story and write answers to the questions.

### MONITOR

Check answers as a class.

## Think BIG



### 21st Century Communication

- Have students work in pairs to answer the questions. Encourage them to listen closely to each other and to stop and think about what they want to say before speaking.

### MONITOR

Invite students to share their answers. Listen for proper pronunciation, appropriate intonation, and correct use of language. (Answers: *Sam got upset because he thought that Christina had a cut, Christina didn't get upset because it was just ketchup, Student's own answer.*)

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have read a story about someone's health.*

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

## Homework

WB p. 42/ act. 6



### 6 Read and complete the sentences.

- Direct students to WB Activity 6 on page 42. Tell students to read and complete the sentences.

### Think BIG

- Direct students to WB Think BIG on page 42. Have students write a few sentences about what they think happens next in the story.

## Extra Application and Practice Activity

**Materials:** Old doll or puppet, basic medical supplies (Band-Aids, bandages, thermometer), Flashcards : Unit 4, Health problems

- Set up a school nurse station in the classroom. Have one or two volunteers act as the school nurses. Give students basic medical supplies such as Band-Aids, bandages, and a thermometer.
- Have students bring the old doll or puppet from the Warm-up activity to the school nurse. Offer each student a Flashcard to help them explain what is wrong with the puppet. Have the nurses check the patient and then say what is wrong.

### MONITOR

Listen and identify students who are having difficulty producing the target language.

### ASSIST

Provide models for students who need help.

# Story

I will read a story about someone's health.

**5** Listen and read. Does Christina need a nurse?

## You're Hurt!



**1** Sam and Christina are eating lunch together in school. Christina has a problem.



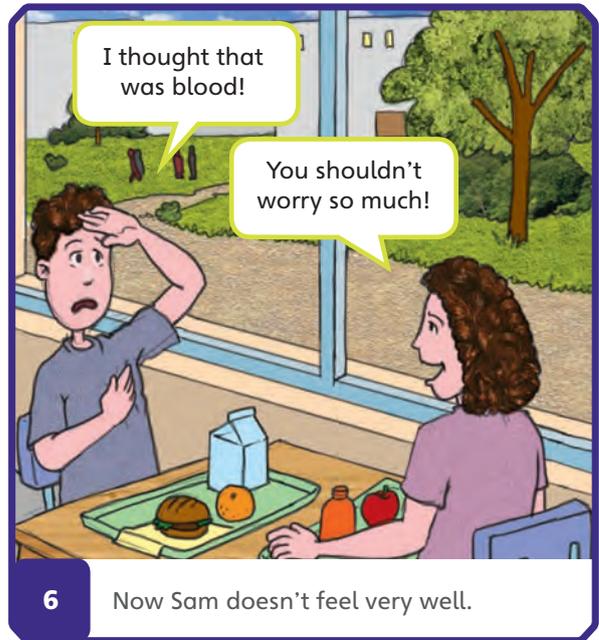
**2** Sam gets upset when he sees Christina's arm. He thinks she cut herself.



**3** Sam wants to help Christina.



**4** Christina doesn't need to go to the nurse. She's OK.



**6** Who says it? Say **Sam** or **Christina**.

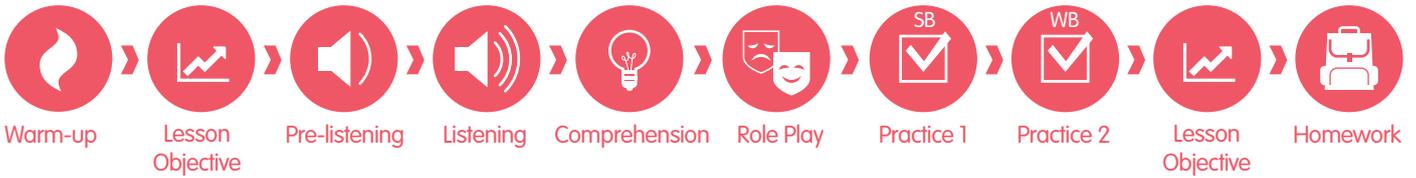
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- 2 "You should see the school nurse!"
- 3 "I don't need a nurse."
- 4 "You should put a bandage on that."
- 5 "I just need a napkin!"
- 6 "You shouldn't worry so much!"



Why did Sam get upset? Why didn't Christina get upset?  
 What should you do if you cut yourself?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about how to take care of a health problem.

## Key Language

cold, dentist, fever, headache, medicine, rest, sore throat, soup, toothache, X-ray, eat, get, see, take

### Language in Action

I will listen to a dialog about how to take care of a health problem.

**7** Listen and read. Then say.

**Mom:** What's the matter?  
**Jacob:** I don't know. I feel kind of sick.  
**Mom:** Let me see. Wow. Your forehead is warm. You have a fever.  
**Jacob:** Really?  
**Mom:** Yes. You should take some medicine and get some rest.  
**Jacob:** But... what about my soccer game today?  
**Mom:** You can watch a soccer game on TV.



**8** Practice the dialog in 7 with a partner.

**9** Listen and stick. Write the number.



\_\_\_\_\_ He should get an X-ray.



\_\_\_\_\_ She should take some medicine.



\_\_\_\_\_ He should eat soup and go to bed.

48 Unit 4

## Warm-up



**Materials:** Flashcards: Unit 4, health problems

- Have students talk about the things they like to do in and out of school. Write some of their responses on the board.
- Hold up the first Flashcard and ask: *Can you [play outside with your friends] if you are coughing? Can you [watch television]?*
- Keep track of students' responses. Have students sort the Flashcards into two groups: "Sick" and "Well," based on the types of activities they can and can't do.
- 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 how to take care of a health problem.*

## Pre-listening



- Tell students they will listen to Jacob and his mom talking. Have students predict what Jacob and his mom are talking about.

## Listening



### 7 Listen and read. Then say.

- Read the directions aloud. 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.

## Comprehension



### MONITOR

Ask questions to check for understanding. Ask: *What should Jacob do to feel better?* (He should rest.) *How does Mom know he has a fever?* (His forehead is warm.)

### ASSIST

Replay Audio Track 72 as necessary. Use simple language and gestures to explain unfamiliar words.

## Role Play



### 8 Practice the dialog in 7 with a partner.

- Give pairs the roles of *Jacob* and *Mom*. Have them read the dialog aloud. Then have partners switch roles.

### MONITOR

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

### ASSIST

Students may have difficulty understanding colloquialisms such as *kind of*. Write the word *kind* on the board. Ask: *What does kind mean?* Help students define the word. (*An adjective describing someone who's loving and nice, a noun describing a group of things that have similar qualities.*) Explain: *Kind of has a totally different meaning. If I say I'm kind of tired, it means I'm a little tired.*

### CHALLENGE

Invite pairs of students to revise the dialog to include different illnesses or injuries that are shown on the Flashcards and perform them for the class.

## Practice 1



**Materials:** Stickers

### 9 Listen and stick. Write the number.

- Have students find the Unit 4 stickers at the back of the Student's Book. Say: *What do these stickers show?* (The stickers show what the person in each picture does to feel better.)

- Tell students they will listen to people talking about how they feel. Read the directions aloud. Play Audio Track 73 and have students listen, place the stickers, and number the pictures.

### MONITOR

Check to see that students are placing the stickers on the correct pictures. (*Answers: 3 He should get an x-ray., 1 She should take some medicine., 2 He should eat soup and go to bed.*)

## Practice 2



WB p. 43/ act. 7



### 7 Listen and match.

- Read the directions aloud. Explain that students need to listen and match the beginnings and endings of sentences.
- Play Audio Track 74. Have students check the answers. Replay the audio as needed.

### MONITOR

Check answers as a class.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about how to take care of a healthcare problem.*

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

## Homework

WB p. 43/ act. 8



### 8 Read the dialog. Circle T for true or F for false.

- Direct students to WB Activity 8 on page 43. Ask them to read the dialog, then circle T for true or F for false.

## Extra Application and Practice Activity

- Invite students to play a game. Have two players sit in chairs placed back to back. One player pretends to have an illness or an injury, while the other pretends to be a nurse answering a helpline. The sick or injured student calls up the nurse and describes his or her symptoms. The nurse listens and gives advice about what the student should do to get better. Continue until all students have had a chance to play.

### 21st Century Health Literacy

- Explain that medicines such as pain relievers can be helpful when someone is sick, but they can also be harmful. Remind students that they should never give themselves medicine if they are not feeling well. They should always wait for an adult (such as a parent, doctor, or nurse) to give it to them.

# Language in Action

I will listen to a dialog about how to take care of a health problem.

72  
7

Listen and read. Then say.

**Mom:** What's the matter?

**Jacob:** I don't know. I feel kind of sick.

**Mom:** Let me see. Wow. Your forehead is warm. You have a fever.

**Jacob:** Really?

**Mom:** Yes. You should take some medicine and get some rest.

**Jacob:** But... what about my soccer game today?

**Mom:** You can watch a soccer game on TV.



8

Practice the dialog in 7 with a partner.

73  
9

Listen and stick. Write the number.



\_\_\_\_\_

He should get an X-ray.



\_\_\_\_\_

She should take some medicine.



\_\_\_\_\_

He should eat soup and go to bed.

# Grammar

I will learn to use *should/shouldn't* and *myself, yourself...* to stay healthy.

I	<b>should</b> eat healthy foods.	I	<b>shouldn't</b> stay up late.
You		You	
He/She		He/She	
We		We	
They		They	

**10** Complete the sentences with **should** or **shouldn't**.

- You \_\_\_\_\_ get some exercise every day.
- Sue \_\_\_\_\_ eat so much candy.
- Children \_\_\_\_\_ watch too much TV.
- People \_\_\_\_\_ drink lots of water and get plenty of rest.

I	should take care of	<b>myself.</b>
You		<b>yourself.</b>
He/She		<b>himself/herself.</b>
We		<b>ourselves.</b>
They		<b>themselves.</b>

**11** Read and complete.

- I eat too much candy. I should take better care of \_\_\_\_\_.
- My sister often goes to bed late. She should take care of \_\_\_\_\_.
- My brother exercises every day. He takes good care of \_\_\_\_\_.
- My family grows vegetables in the garden. We eat good food and take care of \_\_\_\_\_.
- You should take care of \_\_\_\_\_, too.
- My grandparents are 80. They take good care of \_\_\_\_\_.

**12** Work with a partner. Talk about the people on pages 44–45.



He has a cut.

He should go to the nurse.



# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use *should/shouldn't* and *myself, yourself...* to stay healthy.

## Key Language

I/You/He/She/We/They **should** eat healthy foods.

I/You/He/She/We/They **shouldn't** stay up late.

I/You/He/She/We/They should take care of **myself/yourself/himself/herself/ourselves/themselves**.

### Grammar

I will learn to use *should/shouldn't* and *myself, yourself...* to stay healthy.

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">I</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">You</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">He/She</td><td style="padding: 2px;"><b>should</b> eat healthy foods.</td></tr> <tr><td style="padding: 2px;">We</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">They</td><td style="padding: 2px;"></td></tr> </table>	I		You		He/She	<b>should</b> eat healthy foods.	We		They		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">I</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">You</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">He/She</td><td style="padding: 2px;"><b>shouldn't</b> stay up late.</td></tr> <tr><td style="padding: 2px;">We</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">They</td><td style="padding: 2px;"></td></tr> </table>	I		You		He/She	<b>shouldn't</b> stay up late.	We		They	
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You																					
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We																					
They																					

**10** Complete the sentences with **should** or **shouldn't**.

- 1 You \_\_\_\_\_ get some exercise every day.
- 2 Sue \_\_\_\_\_ eat so much candy.
- 3 Children \_\_\_\_\_ watch too much TV.
- 4 People \_\_\_\_\_ drink lots of water and get plenty of rest.

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**11** Read and complete.

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- 4 My family grows vegetables in the garden. We eat good food and take care of \_\_\_\_\_.
- 5 You should take care of \_\_\_\_\_, too.
- 6 My grandparents are 80. They take good care of \_\_\_\_\_.

**12** Work with a partner. Talk about the people on pages 44–45.

He has a cut.

He should go to the nurse.

Unit 4 49

## Warm-up

**Materials:** Index cards

- Write *should* on the board. Explain that *should* gives a special meaning to verbs. It tells you that something is a good thing to do. *You should do your homework.*
- Write *should* and *not* on the board. Show students how to combine them to form *shouldn't*. Explain that when *shouldn't* is used with a verb, it tells you that something is not the right thing to do.

- Give half of the class index cards with the word *should* written on them and the other half cards with the word *shouldn't*. Then give a direction such as: *Touch your toes*. Only students with *should* cards do the activity. Have students swap cards at random and repeat the activity.
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use *should* and *shouldn't* and *myself, yourself...* to stay healthy.*

## Presentation 1



- Have a volunteer read the grammar box at the top of the page aloud.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

## Practice 1



### 10 Complete the sentences with *should* or *shouldn't*.

- Read the directions aloud. Explain that students will use words from the grammar box to complete the sentences. You may wish to complete the first sentence as a class.

#### MONITOR

Check answers as a class. (Answers: 1 *should*, 2 *shouldn't*, 3 *shouldn't*, 4 *should*)

### 21st Century Health Literacy

Have students work in groups to create books called *What to Do when You're Sick*. Students can bind sheets of paper together to form booklets. At the top of each page, they can write a question using a unit word: *Are you sneezing?* Underneath the question, they can write a statement using *should* or *shouldn't*: *You should use a tissue.* Remind students to listen to each other's ideas and decide together what to include in the book.

## Practice 2

WB p. 44/ act. 9



### 9 Circle the correct words.

- Read the directions aloud. Have students read the sentences and circle *should* or *shouldn't*.

#### MONITOR

Check answers as a class.

## Presentation 2



- Read the text in the grammar box in the middle of the page aloud.
- Remind students that we use reflexive pronouns like *myself* when the subject and object of the sentence are the same. On the board, write: *I looked at myself in the mirror.* Circle *I* and *myself* and draw an arrow from one to the other.

## Practice 3



### 11 Read and complete.

- Read the directions aloud. Have students complete the activity independently.

#### MONITOR

Check answers as a class. (Answers: 1 *myself*, 2 *herself*, 3 *himself*, 4 *ourselves*, 5 *yourself*, 6 *themselves*)

#### CHALLENGE

Have students work in groups to list things they should and shouldn't do to take good care of themselves. Compile the lists onto a poster for the classroom.

## Practice 4



### 12 Work with a partner. Talk about the people on pages 44–45.

- Read the directions aloud. Have students work together to talk about how the people in the pictures feel and what they should do.

#### MONITOR

Listen for correct pronunciation, intonation, and vocabulary.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned to use should and shouldn't and myself, yourself... to stay healthy.*

- Encourage awareness of what students have learned by getting them to say some sentences and questions using *should* or *shouldn't*.

## Homework

WB pp. 44 & 45/ act. 10, 11 & 12



### 10 Read and check (✓) the correct word.

- Direct students to WB Activity 10 on page 44. Read the directions aloud. Have students read the sentences and check the correct words.

### 11 Write *should* or *shouldn't*.

- Direct students to WB Activity 11 on page 45. Read the directions aloud. Have students read the sentences and complete them using *should* or *shouldn't*.

### 12 Read the problems and write advice. Use *should* or *shouldn't*.

- Direct students to WB Activity 12 on page 45. Read the directions aloud. Have students read the problems and write advice. Tell them to use *should* or *shouldn't* in their sentences.

## Extra Application and Practice Activity

Materials: Mirror

- Hold up a mirror and look into it. Say: *I see myself.* Have students pass the mirror around and repeat the statement. Have students make statements about their classmates: *Luis sees himself.* Look into the mirror with more than one student. Say: *Look. We see ourselves.* Have other groups of students look into the mirror and repeat the statement.

## 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 different kinds of germs.

## Key Language

bacteria, disease, fever, fungi, germ, malaria, microscope, protect, protozoa, spread, virus, vomit

**Content Connection | Science**

I will learn about different kinds of germs.

**13** Listen and read. What are the four main kinds of germs?

**Germs**

Our bodies work hard to stay healthy, but there are many tiny enemies around us that can make us sick. They're called germs. We can't see germs with our eyes – we can only see them through a microscope. When they're inside us, they use our body's resources and take away our energy. Germs can cause fever, coughing, and other problems, so it's important to stay away from them.

There are four main kinds of germs: bacteria, viruses, fungi, and protozoa. They live in different places, but they can all make us sick. Viruses are in the air. When we get sick with a cough or a cold, it comes from a virus. The virus spreads through our bodies and then spreads to other people through the air. If you sneeze, and you don't use a tissue, the virus goes into the air. This is why we shouldn't go to school with a bad cough or cold.

Bacteria and fungi live in the air, too, but they also grow on things, such as old food. This is why we should keep food in the refrigerator. When we eat bad bacteria or fungi, we get a stomachache, and sometimes we vomit. However, bacteria aren't all bad. There are important bacteria in our stomachs. We use them to digest our food.

Protozoa can also give you a stomachache. Protozoa like wet places and can live in dirty water. This is why you should never drink water from a river or a lake. The disease malaria comes from protozoa. It lives in mosquitos.

How can we stay away from germs? Unfortunately, our homes are perfect places for them because there are a lot of places to hide. How should we protect ourselves? We could try to be cleaner, and because we can't clean everything, we should wash our hands regularly and before we eat.

**14** Look at 13. Read and choose.

1 We can see germs...	a with our eyes.	b with a microscope.
2 Bacteria, fungi, viruses, and protozoa are all...	a germs.	b poisons.
3 Some bacteria...	a help our bodies.	b live in wet places.
4 We should always...	a try to be clean.	b protect our hands.

**THINK BIG** Which germs in the text are most dangerous for us? Why?

50 Unit 4

## Warm-up

**Materials:** Small bowl, glitter

- Place a small bowl of water in the front of the classroom. Hold a container of glitter up and pour it into the water. Say: *I'm putting this glitter into the water. What do you think will happen when you put your hands in here?*
- Invite small groups to come up to the bowl. One at a time, students should place their hands in the water.

Then they should press their hands onto a sheet of paper. Ask: *What happened to the glitter? What do you think would happen if your touched someone else?*

- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will learn about different kinds of germs.*

## Pre-reading



- Have students look at the pictures and ask if they have seen anything like this before. Ask if they know anything about germs and write any information you gather on the board.
- Read the Content Words in the box aloud. Tell students that they will learn the meaning of these words in the context of the article. Or, if desired, have pairs of students look up the words in a dictionary before reading the text.
- Direct students to Activity 13. Explain that they are going to listen to and read the text about germs.

## Reading



### 13 Listen and read. What are the four main kinds of germs?

- Read the directions aloud. Play Audio Track 75 and have students listen and read along silently.

#### MONITOR

Ask questions to check for understanding. Have volunteers answer each question and point out where in the text they found the answer. Ask: *What are the tiny enemies? (germs) What do germs do? (They make us sick.) Can we see germs? (No, only with a microscope.) Are all germs bad? (No, they aren't.)*

- Direct students to the question in the directions. Ask: *What are the four main kinds of germs? (The four main kinds of germs are bacteria, viruses, fungi, and protozoa.)*

#### ASSIST

Replay the audio as needed. Have students note down any words they don't understand and help them work out their meanings from the context.

## Practice 1



### 14 Look at 13. Read and choose.

- Read the directions aloud. Do Item 1 as a class. Then have students complete the activity independently, looking back at the text in Activity 13 to confirm their answers.

#### MONITOR

- Check answers as a class. (Answers: 1 b, 2 a, 3 a, 4 a)

## Practice 2



WB p. 46/ act. 13



### 13 Listen, read, and complete. When should we use tissues?

- Read the directions aloud. Have students complete the sentences using words from the box.

#### MONITOR

- Check answers as a class.

## Think BIG



### 21st Century ICT Literacy

- Read the questions aloud as students follow in their books. Have students work in pairs or small groups.

Explain that students should use a variety of sources to find the answers to the questions, such as library books and the Internet. Suggest questions that might help direct their research, for example: *Which germs are dangerous for humans/people?* Explain that when doing an Internet search, they can often get better results by putting words in quotation marks, such as “*dangerous germs*”.

#### MONITOR

- Have pairs/groups present their answers to the class.

## Video

Documentary U 04



- 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 kinds of germs.*
- Encourage awareness of what students have learned by quickly asking them questions about different types of germs.

## Homework

WB pp. 46 & 47/ act. 14, 15 & 16



### 14 Look at 13. Answer the questions.

- Direct students to WB Activity 14 on page 46. Read the directions aloud. Have students read and write answers to the questions.

### 15 Match. Look at page 50 of your Student's Book.

- Direct students to WB Activity 15 on page 47. Read the directions aloud. Have students match the words with the pictures.

### 16 Write germs 1–4 from 15 next to the information. Use the text on page 50 of your Student's Book.

- Direct students to WB Activity 16 on page 47. Read the directions aloud. Have students write the words for the germs next to the information.

## Extra Application and Practice Activity

- Have students think of ways that they could share with their friends, families, and neighbors what they learned about protecting themselves from germs.
- As a class, list ways that students can learn important health information, such as from public service ads, through school, or from health professionals.
- Have students work in groups to present a health or safety message. They might record an audio or video message, make a poster, or write a speech.

I will learn about different kinds of germs.

**CONTENT WORDS**  
 bacteria disease  
 fever fungi germ  
 malaria microscope  
 protect protozoa  
 spread virus vomit

**75** **13** Listen and read. What are the four main kinds of germs?

## Germs



Our bodies work hard to stay healthy, but there are many tiny enemies around us that can make us sick. They're called germs. We can't see germs with our eyes – we can only see them through a microscope. When they're inside us, they use our body's resources and take away our energy. Germs can cause fever, coughing, and other problems, so it's important to stay away from them.

There are four main kinds of germs: bacteria, viruses, fungi, and protozoa. They live in different places, but they can all make us sick. Viruses are in the air. When we get sick with a cough or a cold, it comes from a virus. The virus spreads through our bodies and then spreads to other people through the air. If you sneeze, and you don't use a tissue, the virus goes into the air. This is why we shouldn't go to school with a bad cough or cold.

Bacteria and fungi live in the air, too, but they also grow on things, such as old food. This is why we should keep food in the refrigerator. When we eat bad bacteria or fungi, we get a stomachache, and sometimes we vomit. However, bacteria aren't all bad. There are important bacteria in our stomachs. We use them to digest our food.

Protozoa can also give you a stomachache. Protozoa like wet places and can live in dirty water. This is why you should never drink water from a river or a lake. The disease malaria comes from protozoa. It lives in mosquitos.

How can we stay away from germs? Unfortunately, our homes are perfect places for them because there are a lot of places to hide. How should we protect ourselves? We could try to be cleaner, and because we can't clean everything, we should wash our hands regularly and before we eat.

**14** Look at 13. Read and choose.

- |   |                    |                       |
|---|--------------------|-----------------------|
| 1 We can see germs...                               | a with our eyes.   | b with a microscope.  |
| 2 Bacteria, fungi, viruses, and protozoa are all... | a germs.           | b poisons.            |
| 3 Some bacteria...                                  | a help our bodies. | b live in wet places. |
| 4 We should always...                               | a try to be clean. | b protect our hands.  |



Which germs in the text are most dangerous for us? Why?

I will learn about home remedies around the world.

**CONTENT WORDS**  
 cure herbal massage painkiller  
 relax remedy rub stress

**15** Read quickly. Which illnesses are mentioned?

## Home Remedies

Should you see a doctor every time you're sick? Of course not! Doctors don't have a cure for everything. In fact, there are many simple illnesses that are difficult for doctors to cure. Sometimes people use different "home remedies" for them.

The cold virus is one example. People in many countries don't take medicine for a cold. They make a big pot of hot chicken soup instead. They eat the soup and rest. Many people believe that chicken soup is a natural and healthy cure for a cold. And in fact it really helps: drinking a lot of water is good when you have a cold. Also, the hot soup helps you breathe better and helps your throat.



If you have a headache, your doctor may give you painkillers. However, in China, it's common to cure a headache with an egg! You boil the egg, take off the shell, and rub the egg on your face, head, and neck until the egg becomes cool. Some people think this helps you sleep better, too. Rubbing with the egg relaxes you, like a massage. Often headaches are because of stress, so relaxing is a great idea.



What about a fever? There are a lot of different home remedies, but an interesting home remedy uses vinegar. In Russia, people rub it into the skin. Vinegar makes your skin feel cooler, and it can help lower your body temperature a little.



One of the world's oldest home remedies is tea. You can use herbal teas for all sorts of simple illnesses, including stomachaches and sore throats. Some popular ingredients in home remedy teas are mint, ginger, garlic, honey, and lemon. All of these ingredients make a sore throat feel better and help you relax.



**16** Listen and read. Complete the sentences.

- 1 Doctors don't have a \_\_\_\_\_ for all illnesses.
- 2 When people have a cold, they often eat chicken soup and \_\_\_\_\_.
- 3 Doctors give \_\_\_\_\_ for headaches.
- 4 Often headaches are because of \_\_\_\_\_.
- 5 People around the world use \_\_\_\_\_ teas for many illnesses.



Are home remedies better than doctors and medicine? Why/Why not?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about home remedies around the world.

## Key Language

cure, herbal, massage, painkiller, rub, stress, remedy, relax

### Culture Connection | Around the World

I will learn about home remedies around the world.

**CONTENT WORDS**  
cure herbal massage painkiller  
relax remedy rub stress

**15** Read quickly. Which illnesses are mentioned?

## Home Remedies

Should you see a doctor every time you're sick? Of course not! Doctors don't have a cure for everything. In fact, there are many simple illnesses that are difficult for doctors to cure. Sometimes people use different "home remedies" for them.

The cold virus is one example. People in many countries don't take medicine for a cold. They make a big pot of hot chicken soup instead. They eat the soup and rest. Many people believe that chicken soup is a natural and healthy cure for a cold. And in fact it really helps: drinking a lot of water is good when you have a cold. Also, the hot soup helps you breathe better and helps your throat.



If you have a headache, your doctor may give you painkillers. However, in China, it's common to cure a headache with an egg! You boil the egg, take off the shell, and rub the egg on your face, head, and neck until the egg becomes cool. Some people think this helps you sleep better, too. Rubbing with the egg relaxes you, like a massage. Often headaches are because of stress, so relaxing is a great idea.



What about a fever? There are a lot of different home remedies, but an interesting home remedy uses vinegar. In Russia, people rub it into the skin. Vinegar makes your skin feel cooler, and it can help lower your body temperature a little.



One of the world's oldest home remedies is tea. You can use herbal teas for all sorts of simple illnesses, including stomachaches and sore throats. Some popular ingredients in home remedy teas are mint, ginger, garlic, honey, and lemon. All of these ingredients make a sore throat feel better and help you relax.



**16** Listen and read. Complete the sentences.

- 1 Doctors don't have a \_\_\_\_\_ for all illnesses.
- 2 When people have a cold, they often eat chicken soup and \_\_\_\_\_.
- 3 Doctors give \_\_\_\_\_ for headaches.
- 4 Often headaches are because of \_\_\_\_\_.
- 5 People around the world use \_\_\_\_\_ teas for many illnesses.



Are home remedies better than doctors and medicine? Why/Why not?

Unit 4 51

## Warm-up



- Draw a picture of a house on the board. Write the title *Home Remedies* on the roof. Explain that a home remedy is something families do to take care of someone who is sick.
- Home remedies are often traditions that are passed down through generations. Write the name of a home remedy that your family uses and tell students about it.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective: *Say: Today I will learn about home remedies around the world.*

## Pre-reading



- Read the Content Words in the box aloud. Tell students that they will learn the meaning of these words in the context of the article. Or, if desired, have pairs of students look up the words in a dictionary before reading the text.
- Tell students that they are going to read an article about home remedies used around the world.

## Reading



### 15 Read quickly. Which illnesses are mentioned?

- Read the directions aloud. Tell students to read the text quickly and raise their hands and stop reading as soon as they find an illness.
- As soon as the majority of the class has raised their hands, check the first answer (cold).
- Repeat for the remaining illnesses. (Answers: cold, headache, fever, stomachaches, and sore throats)

## Practice 1



### 16 Listen and read. Complete the sentences.

- Read the directions aloud. Ask a volunteer to read the words in the box aloud and check comprehension. Have students read the sentences quietly and think about which words could fit there.
- Play Audio Track 77 and have students listen and follow in their books. Have students complete the sentences.

### MONITOR

Ask students to check their answers with a partner's. Invite students to read out the complete sentences. (Answers: 1 cure, 2 rest, 3 painkillers, 4 stress, 6 herbal)

### ASSIST

- Replay the audio as needed.

### CHALLENGE

Have students discuss the different remedies and say which ones they might use.

## Practice 2

WB p. 48/ act. 17



### 17 Read and check (✓).

- Read the directions. Ask students to read the text carefully and then put checkmarks in the chart below.
- Have students work independently, then check their answers with a partner.

## Think BIG



### 21st Century Communication

- Read the question aloud. Have students discuss the questions in small groups. Encourage students to share the home remedies they use in their family and say whether they work or not. Have groups share their experiences with the class and encourage the other students to comment.
- Tell students to think about a time when they felt sick and took medicine or simply had a home remedy. Create a chart on the board with the headings *Doctors and Medicine* on one side and *Home Remedies* on the other. Encourage students to share their opinions and write them on the chart. Show respect for all opinions and thank students for sharing.
- Try and lead students to the conclusion that both doctors and medicine, and home remedies, have their place.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned about home remedies around the world.*

- Encourage awareness of what students have learned by quickly eliciting a few facts that they can remember from the article they have read.

## Homework

WB p. 48/ act. 18



### 18 Read and match.

- Direct students to WB Activity 18 on page 48. Explain that students should match the descriptions to the words.

## Extra Application and Practice Activity

**Materials:** Strips of paper, poster paper, art supplies

### 21st Century Collaboration

- Write each Content Word onto a slip of paper. Divide the class into groups and give each group a word.
- Have groups make a collage on poster paper to show the meaning of the word. Explain that they can write words, draw, or cut and paste pictures.
- Have each group present their word collages to the class and explain the meaning of the word. Display the collages around the classroom.

# Writing Lesson

## Lesson Flow



Warm-up



Lesson Objective



Practice 1



Practice 2



Practice 3



Practice 4



Practice 5



Lesson Objective



Homework

## Lesson Objective

I will learn to write sentences with commas.

### Writing | Using commas

I will learn to write sentences with commas.

**17** Read and choose the sentences where commas are used correctly.

We use a comma (,) between items in a list.

- 1 I should rest take medicine and drink tea.
- 2 I should rest, take medicine, and drink tea.

We use a comma after most **sequence words**. We don't use a comma after **Then**.

- 1 First I brush my teeth. Then, I wash my hands.
- 2 First, I brush my teeth. Then I wash my hands.

**18** Copy the paragraph in your notebook. Put commas in the correct places.

Here's how I take care of myself and stay healthy. First I exercise every day. I run play soccer ride my bike and do gymnastics. I like skateboarding too. Next I always eat a good breakfast. I only eat healthy food every day. I eat fruit vegetables and yogurt. I also drink lots of water. I don't eat unhealthy foods like chips donuts or fries. I try to protect myself from germs too. I wash my hands take showers and brush my teeth. Finally I get enough rest and I go to bed early every night.



**19** How do you take care of yourself? Write a paragraph in your notebook.

52 Unit 4

## Warm-up



**Materials:** Magnifying glasses, magazines or books

- Invite students to take turns being “Comma Hunters”. Give pairs of students a magnifying glass and a magazine or book. Tell them to work together to find sentences that have a comma before conjunctions.

- Have students share the sentences with the class. Write them on the board.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

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

## Practice 1



### 17 Read and choose the sentences where commas are used correctly.

- Read the directions aloud and then read the text in the box. Pause after each rule and have students choose the correct answer.
- Have students read the grammar box again silently to check their answers.

#### MONITOR

- Check answers as a class. (Answers: 2, 2)

## Practice 2

WB p. 49/ act. 19



### 19 Are commas used correctly? Read and check (✓) or put a ✗.

- Read the directions aloud. Have students work individually to read the sentences and decide if the commas are used correctly. They should put a ✓ if the commas are used correctly or a ✗ if they are used incorrectly.

#### MONITOR

- Check answers as a class.

## Practice 3



### 18 Copy the paragraph in your notebook. Put commas in the correct places.

- Read the directions aloud. Write the first three sentences of the text on the board. Then ask a student to read them and tell you what problem they see. (*There are no commas.*)
- Have students tell you where the commas should go and add them on the board.
- Explain that there are more commas missing in the rest of the text and they have to find where they should go. Have students complete the activity independently.

#### MONITOR

- Check answers as a class. If necessary, write the sentences on the board with the answers. (Answers: *Here's how I take care of myself and stay healthy. First, I exercise every day. I run, play soccer, ride my bike, and do gymnastics. I like skateboarding, too. Next, I always eat a good breakfast. I only eat healthy food every day. I eat fruit, vegetables, and yogurt. I also drink lots of water. I don't eat unhealthy foods like chips, donuts, or fries. I try to protect myself from germs, too. I wash my hands, take showers, and brush my teeth. Finally, I get enough rest and I go to bed early every night.*)

## Practice 4

WB p. 49/ act. 20



### 20 Add commas in the correct places.

- Read the directions aloud. Have students add commas in the correct places.

#### MONITOR

- Check answers as a class.

## Practice 5



### 19 How do you take care of yourself? Write a paragraph in your notebook.

- Read the directions aloud. Model creating sentences of how you take care of yourself. Write on the board *I like to exercise, eat fresh fruit and vegetables, sleep early, and brush my teeth every day. I don't eat too much candy or junk food.*

#### MONITOR

- Check to see that students are using the conjunctions and punctuation correctly.

#### ASSIST

- If students are having trouble constructing sentences, have them first create lists of things that they like and don't like doing. Model how to take the items from the list, separate them with commas, and use a conjunction before the last item.

## Lesson Objective



#### INVOLVE

- Revisit the lesson objective: *Now I have learned to write sentences with commas.*

- Encourage awareness of what students have learned by asking them when they should use commas.

## Homework

WB p. 49/ act. 21



### 21 Write advice. Remember to use commas.

- Direct students to WB Activity 21 on page 49. Have students write answers to the questions. Remind them to use commas.

## Extra Application and Practice Activity

- Give each student a sheet of letter-sized paper. Have them write a paragraph about things they like and don't like doing but tell them not to use commas. Ask them to write their name at the top. Collect all the sheets and shuffle them. Hand them back to students but make sure they aren't handed to the owner.
- Have students fill in the commas and hand it back to the owner.

#### MONITOR

- Check that students are correcting the paragraphs accurately.

# Writing | Using commas

I will learn to write sentences with commas.

**17** Read and choose the sentences where commas are used correctly.

We use a comma (,) between items in a list.

- 1 I should rest take medicine and drink tea.
- 2 I should rest, take medicine, and drink tea.

We use a comma after most **sequence words**. We don't use a comma after **Then**.

- 1 First I brush my teeth. Then, I wash my hands.
- 2 First, I brush my teeth. Then I wash my hands.

**18** Copy the paragraph in your notebook. Put commas in the correct places.

Here's how I take care of myself and stay healthy. First I exercise every day. I run play soccer ride my bike and do gymnastics. I like skateboarding too. Next I always eat a good breakfast. I only eat healthy food every day. I eat fruit vegetables and yogurt. I also drink lots of water. I don't eat unhealthy foods like chips donuts or fries. I try to protect myself from germs too. I wash my hands take showers and brush my teeth. Finally I get enough rest and I go to bed early every night.



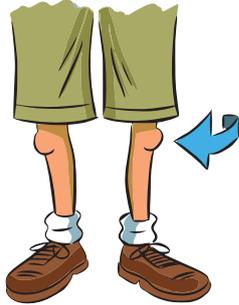
**19** How do you take care of yourself? Write a paragraph in your notebook.

I will learn to use the sounds *kn* and *wr*.

**78**  
**20** Listen, read, and repeat.

1 **kn**

**79**  
**21** Listen and find. Then say.



knee

2 **wr**



write

**80**  
**22** Listen and blend the sounds.

1 kn-ow      know

3 wr-a-p      wrap

5 kn-igh-t      knight

7 kn-o-t      knot

2 wr-o-ng      wrong

4 kn-o-ck      knock

6 wr-i-s-t      wrist

8 wr-e-ck      wreck

**81**  
**23** Read aloud. Then listen and chant.

What's wrong, wrong, wrong?  
The knight knocked his  
Knee, knee, knee,  
And his wrist, wrist, wrist.  
I know! Wrap his knee  
And wrap his wrist!





## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use the sounds kn and wr.*

- 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 78 and have students listen and point to each sound as it is said. Have students repeat.

### MONITOR

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

## Practice 1



79

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### 21 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 79 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

### ASSIST

Replay the audio as needed. Students can also check that they are pointing to the correct word and saying it properly with a partner.

## Practice 2

WB p. 50/ act. 22



### 22 Read and circle *kn* and *wr*.

- Read the directions aloud. Have students work individually to find and circle the words.

### MONITOR

Check students are circling the correct words. Have them compare their answers in pairs.

## Practice 3

WB p. 50/ act. 23



### 23 Underline the words with *kn* and *wr*. Then read aloud.

- Read the directions aloud. Have students work individually to underline the words with the *kn* and *wr* sounds.

### MONITOR

Check students are underlining the correct words. Check answers as a class.

## Practice 4



80



### 22 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 80 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.

## Practice 5

WB p. 50/ act. 24



### 24 Connect the letters. Then write.

- Read the directions aloud. Have students connect the letters and write words.
- Have students match the words individually.

### MONITOR

Check answers as a class.

## Practice 6



81



### 23 Read aloud. Then listen and chant.

- Read the directions aloud. Read the chant while students follow in their books. Have them choral-read the chant as a class.
- Play Audio Track 81 and have students listen. Replay several times and encourage them to join in.

### MONITOR

As students repeat the chant, listen for proper pronunciation and appropriate intonation.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to use the sounds kn and wr.*

- 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, *knee, knock, wrap, wrong*).

## Homework



82

P. T143

WB p. 50/ act. 25



### 25 Listen and write.

- Direct students to WB Activity 25 on page 50. Read the directions aloud. Explain to students that they must listen and fill in the missing words.

## Extra Application and Practice Activity

- Write on the board: *A writing wrestler knocking my knee.* Have students say the tongue twister slowly at first and then pick up speed.
- Have students write their own tongue twister to say in class. They can use words from this and previous phonics lessons.

# Values Lesson

## Lesson Flow



Warm-up



Lesson Objective



Listening



Speaking



Project



Lesson Objective

## Lesson Objective

I will learn about good hygiene habits.

## Key Language

Don't spread germs.

### Values | Don't spread germs.

I will learn about good hygiene habits.



24 Listen and number in order.



You should cough or sneeze into a tissue or into the inside of your arm.



You should wash your hands often.



You shouldn't share food, cups, forks, or spoons.



25 Tell a partner how you can stop spreading germs.



I wash my hands several times a day.



## Project



26 Make a **Good Hygiene Habits** checklist. Compare your checklist with a partner's.

Name \_\_\_\_\_

### Good Hygiene Habits



Wash your hands.



Cough or sneeze into a tissue or into your arm.



Don't share food, cups, forks, or spoons.

## Warm-up



**Materials:** Magnifying glasses

- Arrange students in pairs. Have students use magnifying glasses to examine each other's hands. Ask: *What do you think would happen if you sneezed or coughed into your hands? Can you see all the places where tiny germs could hide?* Give students papers and drawing materials and have them work together to make maps of each other's hands to show the germ hiding places there.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn about good hygiene habits.*

## Listening



### 24 Listen and number in order.

- Read the directions aloud. Play Audio Track 83. Have students listen number the items in the order that they hear them.
- Check for understanding. Ask: *Which picture shows someone drinking from a cup? (the third one) Should you sneeze into your hands? (No, you should sneeze into the inside of your arm.)*

MONITOR

Check answers as a class. (Answers: *Item 1 is about not sharing food, cups, forks, or spoons. Item 2 is about coughing and sneezing into a tissue or into the inside of your arm. Item 3 is about washing your hands.*)

ASSIST

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

## Speaking



### 25 Tell a partner how you can stop spreading germs.

- Have partners discuss some of the things they can do to avoid spreading germs.

ASSIST

Write sentence starters on strips of paper and have students finish them with their own words. For example: *When I sneeze, I... . When I use the bathroom, I... .*

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

## Project



### 26 Make a Good Hygiene Habits checklist. Compare your checklist with a partner's.

- Have students make a checklist of all the good hygiene habits they have learned about.
- Have pairs review each other's checklists. Allow students to revise their checklists after they review each other's work.

MONITOR

Check students' work for correct spelling, punctuation, and use of vocabulary.

CHALLENGE

As a class, discuss the habits and choose the most important ones. Create a class *Good Hygiene Habits* poster listing these habits. Display the poster in the classroom.

## Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned about good hygiene habits.*

- Encourage awareness of what students have learned by quickly recommending some ways you can be careful about spreading germs.

## Extra Application and Practice Activity

- Write a shared story about two characters: *Unhealthy Umberto* and *Healthy Hermosa*. You and your students can take turns writing sentences. You can write about *Unhealthy Umberto*, and students can write about *Healthy Hermosa*.
- Begin by writing the first sentence on the board of chart paper: *Once upon a time, there was a boy named Unhealthy Umberto. Umberto never covered his mouth when he coughed.*
- Then have students tell you what the next sentence about *Healthy Hermosa* should be. Keep taking turns until the story is complete.

# Values | Don't spread germs.

I will learn about good hygiene habits.

**83**  
**24** Listen and number in order.



\_\_\_\_\_

You should cough or sneeze into a tissue or into the inside of your arm.



\_\_\_\_\_

You should wash your hands often.



\_\_\_\_\_

You shouldn't share food, cups, forks, or spoons.

**25** Tell a partner how you can stop spreading germs.



I wash my hands several times a day.



## Project

**26** Make a **Good Hygiene Habits** checklist. Compare your checklist with a partner's.

Name \_\_\_\_\_

## Good Hygiene Habits



Wash your hands.



Cough or sneeze into a tissue or into your arm.

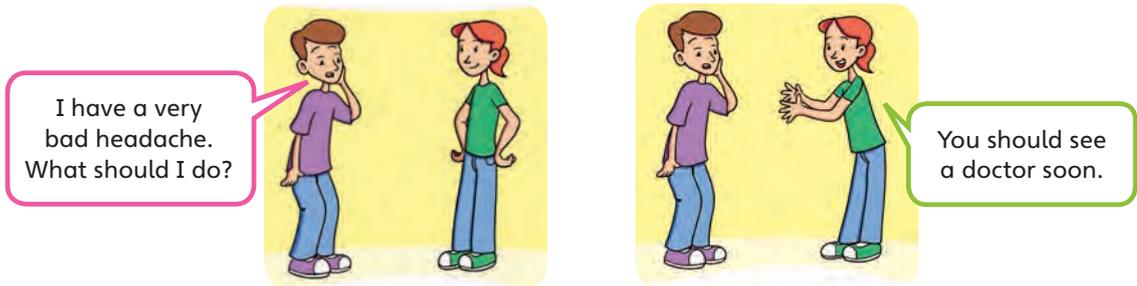


Don't share food, cups, forks, or spoons.

# Review

**27** Make cards with the names of different health problems. Role-play giving advice with a partner.

- allergies      cough      stomachache      fever      cut



**28** Complete the dialogs with **should** or **shouldn't**.

- A: Oh, no. I cut myself.  
B: You \_\_\_\_\_ clean the cut and put a bandage on it.
- A: I'm so sleepy today.  
B: You \_\_\_\_\_ stay up so late at night.
- A: I have a stomachache.  
B: You \_\_\_\_\_ eat so much candy.

**29** Write the name of the health problem each person has.

- fever      cut      stomachache      allergy



1 stomachache



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

## I Can

- use words for illnesses and health problems.
- use *should/shouldn't* and *myself, yourself...* to talk about staying healthy.
- ask for and offer advice for health problems.
- write sentences with commas.



# Review Lesson

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

### Review

**27** Make cards with the names of different health problems. Role-play giving advice with a partner.

allergies   cough   stomachache   fever   cut

I have a very bad headache. What should I do?



You should see a doctor soon.

**28** Complete the dialogs with **should** or **shouldn't**.

- A: Oh, no. I cut myself.  
B: You \_\_\_\_\_ clean the cut and put a bandage on it.
- A: I'm so sleepy today.  
B: You \_\_\_\_\_ stay up so late at night.
- A: I have a stomachache.  
B: You \_\_\_\_\_ eat so much candy.

**29** Write the name of the health problem each person has.

fever   cut   stomachache   allergy

  
 1 stomachache

  
 2 \_\_\_\_\_

  
 3 \_\_\_\_\_

  
 4 \_\_\_\_\_

**I Can**

• use words for illnesses and health problems.	• use <i>should/shouldn't</i> and <i>myself, yourself...</i> to talk about staying healthy.	• ask for and offer advice for health problems.	• write sentences with commas.
☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆

Unit 4 55

## Warm-up

**Materials:** Flashcards: Unit 4, health problems

- Review the unit vocabulary by playing a quick game of *Charades* (see *Game Bank*, page T135, for details). Have students choose a Flashcard and act it out. Encourage students to guess the answer by saying complete sentences or questions. For example: *You are sneezing. Do you have a cold?*

## Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

## Practice 1

- Remind students about the song they sang a few lessons before. Play Audio Track 68 (the song with the lyrics). Have students follow along and join in the chant.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 69).

## Video

Drama U 04

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

## Practice 2



### 27 Make cards with the names of different health problems. Role-play giving advice with a partner.

**Materials:** Index cards

- Tell students that they should work together to write the names of the different health problem that they have learned on index cards.
- Have students shuffle the cards and place them facedown on a desk. One student should choose a card and then use the word to talk about their problem. Have students refer to the speech bubble on page 55 as a model.
- Have students tell their partners what they should do to feel better.
- Have partners take turns choosing cards and continue role-playing.

**ASSIST**

- Provide sentence models for students who need help.

## Practice 3

WB p. 51/ act. 26



### 26 Read and match.

- Read the directions aloud. Explain that students match the beginnings and endings of the sentences.

**MONITOR**

- Check answers as a class.

## Practice 4



### 28 Complete the dialogs with *should* or *shouldn't*.

- Read the directions aloud. Complain the first item as a class. Then have students do the activity on their own.

**MONITOR**

- Check answers as a class. (Answers: 1 B: *should*, 2 B: *shouldn't*, 3 B: *shouldn't*)

## Practice 5



### 29 Write the name of the health problem each person has.

- Read the directions aloud. Explain that the girl holding her stomach in Item 1 has a stomachache. Have students complete the activity independently.

**MONITOR**

- Check answers as a class. (Answers: 1 stomachache, 2 cut, 3 allergy, 4 fever)

**ASSIST**

- If students have difficulty selecting the correct health problem, have them look on page 55 for clues.

## 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



## Homework

WB p. 51/ act. 27 & 28



### 27 Read and circle the correct words.

- Direct students to WB Activity 27 on page 51. Read the directions aloud. Explain to students that they must read the sentences and circle the correct words.

### 28 Look and complete the sentences. Use words from the box and *should* or *shouldn't*.

- Direct students to WB Activity 28 on page 51. Read the directions aloud. Explain to students that they must complete the sentences with the word for health problem and *should* or *shouldn't*.

## Extra Application and Practice Activity

**Materials:** Old doll or puppet

- Tell students that the puppet is now feeling much better. Use the puppet and say: *Thank you for taking care of me when I was sick. Thank you for putting a bandage on my cut.* Have students come up to give the puppet advice for staying healthy.

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 4 Unit 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.

# 5

# Weird and Wild Animals

## Objectives

### Reading

- Can follow simple stories with basic dialog and simple narrative.
- Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions.
- Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets).

### Listening

- Can identify everyday objects, people, or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. color, size), if spoken slowly and clearly.
- Can identify numbers relating to height, weight, length, etc. in simple descriptions of objects, animals, or buildings, if guided by questions.

### Speaking

- Can express their opinions on familiar topics, using simple language.
- Can describe basic differences between common objects or animals (e.g. color, size), given a model.

### Writing

- Can use basic punctuation (e.g. commas, periods, question marks).
- Can write basic factual descriptions of animals (e.g. habitat, abilities), given prompts or a model.

### Grammar

- Can ask for information about time, measurement, size and quantity using *how* + adjective/quantifier.
- Can use *there + be* to express presence/absence.

## Unit Projects

### Family Connection

Have students talk to family members about wild animals they may have seen at a zoo or wildlife sanctuary or they have seen on TV or read about in a book. Have them discuss what makes these animals special. Then have them look for pictures of wild animals in magazines and select a picture of their favorite wild animal to share with the class.

# Key Language

## Key Vocabulary

### Animals

	destroy
Andean condor	endangered
angler fish	kill
coconut crab	polluted
tarsier	
Tasmanian devil	
volcano rabbit	

### Expressions

Cheeky monkey.  
Really?  
That's terrible!  
Wow!

## Content Words

cave	creature
endangered	extinction
extinct	evil
fur	fairy tail
in the wild	habitat
polluted	monster
pond	myth
predator	mythical
protect	
trap	

## Grammar

**How many** chimpanzees were there 100 years ago?

There **were** more than one million.

But now there **are** only about 200.000.

**Why** are chimpanzees endangered?

They're endangered **because** people are moving into their habitat.

## Phonics

**The sounds:** ph, wh

## Our Animal Bulletin Board

Display the Flashcards and have students vote for a "class animal" to adopt. Decorate the bulletin board with images of the animal. Have students work together to research facts about the animal that they can write on index cards or paper strips and pin up as captions for the images.

# Vocabulary Lesson

## Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Game



Lesson Objective



Homework

## Lesson Objective

I will learn to name weird animals and where they live.

## Key Language

Andean condor, angler fish, coconut crab, population, tarsier, Tasmanian devil, volcano rabbit

# 5

## Weird and Wild Animals

### Vocabulary

I will learn to name weird animals and where they live.



## Song Time!



1 Listen, look, and say.



1 Tasmanian devil

**Lives in:** Australia  
**Population:** between 10,000 and 25,000



2 Andean condor

**Lives in:** South America  
**Population:** about 10,000



3 angler fish

**Lives in:** oceans all over the world  
**Population:** we don't know



4 volcano rabbit

**Lives on:** volcanoes in Mexico  
**Population:** between 2,000 and 12,000



5 coconut crab

**Lives on:** islands in the Pacific Ocean  
**Population:** more than 100,000



6 tarsier

**Lives in:** Southeast Asia  
**Population:** we don't know



2 Play the game.

56 Unit 5

## Warm-up



**Materials:** World map or globe, pictures of endangered animals

### 21st Century Environmental Literacy

- Display a map of the world. Point to the different continents, oceans, and seas. Ask students what they know about the animals that live there and if they know whether they are endangered or not.
- Show students the pictures of endangered animals and have volunteers point to their country of origin, e.g. giant panda – China.

## Lesson Objective



**Materials:** Flashcards: Unit 5, animals

### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name weird animals and where they live.*
- Use 2–3 Flashcards to remind students what they already know and elicit the names of any weird animals they can think of.
  - Students will identify and name weird animals and where they live.

## Song Time



**Materials:** Flashcards: Unit 5, 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.

- Point to the pictures on page 56 and say: *These pictures show different types of wild animals, where they live and how many there are.* If necessary, explain the word *population*.
- Read the directions aloud. Play Audio Track 85. Have students listen, look at the photo for each matching phrase, and then repeat the phrases.

### MONITOR

- Replay the audio and pause after each description while students repeat it several times. Listen for proper pronunciation and appropriate intonation. Ask students to repeat each phrase aloud after you, if necessary.

### ASSIST

- Replay the audio as needed.

### CHALLENGE

- Have volunteers come to the front to show the class where these animals come from on the map.

## Game



**Materials:** Flashcards : Unit 5, animals

### 2 Play the game.

- Invite students to play a game. Say: *I live in Australia and there are between 10 and 25,000 of us. Which animal am I?* Elicit: *The Tasmanian devil.*

### MONITOR

- Listen for proper pronunciation, appropriate intonation, and correct use of language.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to name weird animals and where they live.*
- Encourage awareness of what students have learned by quickly eliciting some words for animals.

## Homework

WB p. 52/ act. 1



### 1 Look and write. Then match.

- Direct students to WB Activity 1 on page 52. Read the directions. Explain to students that they must look at the pictures, read the descriptions, and write the correct word for each animal.

## Extra Application and Practice Activity

**Materials:** Photocopies of world map, index cards

### 21st Century Creativity

- Explain to students that they are going to make an animal map. Have students work in small groups and give each group a photocopy of the world map and have them research other wild animals from different parts of the world. Ask them to write their names on the country where they come from and write a few sentences about them on an index card. If they like, they can draw them. Explain that they can use the Internet or resource books to gather information.
- Have them present their animal maps to the class and then place the maps on display.

# 5

# Weird and Wild Animals

## Vocabulary

I will learn to name weird animals and where they live.



## Song Time!



1 Listen, look, and say.



1 Tasmanian devil

**Lives in:** Australia  
**Population:** between 10,000 and 25,000



2 Andean condor

**Lives in:** South America  
**Population:** about 10,000



3 angler fish

**Lives in:** oceans all over the world  
**Population:** we don't know



4 volcano rabbit

**Lives on:** volcanoes in Mexico  
**Population:** between 2,000 and 12,000



5 coconut crab

**Lives on:** islands in the Pacific Ocean  
**Population:** more than 100,000



6 tarsier

**Lives in:** Southeast Asia  
**Population:** we don't know



2 Play the game.

# Song

I will learn to ask and answer about weird animals.



Listen and sing. Why is it important to learn about animals?

## Understanding Animals

Do you know a lot about animals?  
How many different kinds there are.  
Some are big, and some are small,  
And some are just bizarre!

**Understanding animals is good for us to do  
Because learning about animals helps us  
And helps them, too!**

Some live in trees, or in the ocean,  
And some live where it's hot.  
Some are beautiful, and some are cute,  
And some are... well, they're not!

**Chorus**

It's important to learn about animals,  
Though many seem strange, it's true.  
Because when we learn about animals,  
We learn about ourselves, too.

**Chorus**



Ask and answer about the animals in 1.



Where do coconut crabs live?

How many are there?

They live on islands in the Pacific Ocean.

There are more than 100,000.



**THINK BIG**

Find a picture of another weird animal.  
What is its population? Where does it live? Tell the class.

# Song Lesson

## Lesson Flow



## Lesson Objective

I will learn to ask and answer about weird animals.

## Key Language

Andean condor, angler fish, coconut crab, population, tarsier, Tasmanian devil, volcano rabbit

## Song

I will learn to ask and answer about weird animals.

3 Listen and sing. Why is it important to learn about animals?

### Understanding Animals

Do you know a lot about animals?  
How many different kinds there are.  
Some are big, and some are small,  
And some are just bizarre!

**Understanding animals is good for us to do  
Because learning about animals helps us  
And helps them, too!**

Some live in trees, or in the ocean,  
And some live where it's hot.  
Some are beautiful, and some are cute,  
And some are... well, they're not!

**Chorus**

It's important to learn about animals,  
Though many seem strange, it's true.  
Because when we learn about animals,  
We learn about ourselves, too.

**Chorus**



4 Ask and answer about the animals in 1.



Where do coconut crabs live?

How many are there?

They live on islands in the Pacific Ocean.

There are more than 100,000.



Find a picture of another weird animal. What is its population? Where does it live? Tell the class.

## Warm-up



**Materials:** World map or globe

- On the board, write the names of the animals from the lesson. Ask students to name other animals they know and write them on the board. Ask them what they know about these animals, e.g., where they live, what they can do, if they can be kept in zoos, and so forth.
- Ask students to choose one animal from the board and say one or two things about it, e.g. *The giant panda lives in China. It eats bamboo shoots.*
- 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 weird animals.*
- Students will sing a song and ask and answer about weird animals.

## Listen and Sing



### 3 Listen and sing. Why is it important to learn about animals?

- Read the directions aloud. Play Audio Track 86. Have students read along silently.
- Replay the audio and have students sing along. Do this several times. Then ask students to read the song silently and to make a note of why it is important to learn about animals.

MONITOR

Check answers as a class. (*Answers: Because when we learn about animals, we learn about ourselves, too.*)

ASSIST

Replay the audio as needed. Use gestures and simple language to explain unfamiliar words.

## Practice

WB p. 53/ act. 3



### 3 Complete the chart. Use the names of animals you know.

- Have students look at Activity 3 on page 53. Read the directions aloud. Have students put the animals they have learned about into categories. Have them write the words for the animals in the different columns.

MONITOR

Check answers as a class.

## Speaking



### 4 Ask and answer about the animals in 1.

- Read the directions aloud. Read the speech bubbles aloud while students follow in their books. Have students repeat the dialog aloud after you.

- Divide the class into two groups. Have one group read the green speech bubbles and the other group read the purple ones.
- Have students work in pairs to ask and answer questions about the animals in Activity 1, using the speech bubbles as a guide.

MONITOR

Listen for proper pronunciation, appropriate intonation, and correct use of vocabulary.

CHALLENGE

Reverse the activity by having one student give a fact about an animal and the other student guess which animal he is talking about, e.g. *It lives in Southeast Asia but we don't know its population.* (tarsier)

## Think BIG



### 21st Century Environmental Literacy

- Have students complete this activity at home. Explain that they can use pictures from the Internet or draw the animal that they have found information about, then write a few sentences about it.

## Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer about weird animals.*
- Encourage awareness of what the students have learned by quickly eliciting a few facts about the animals they have learned about

## Homework



WB p. 53/ act. 2



### 2 Listen and write. Then draw.

- Direct students to WB Activity 2 on page 53. Explain to students that they must listen to the song and write the words in the gaps.

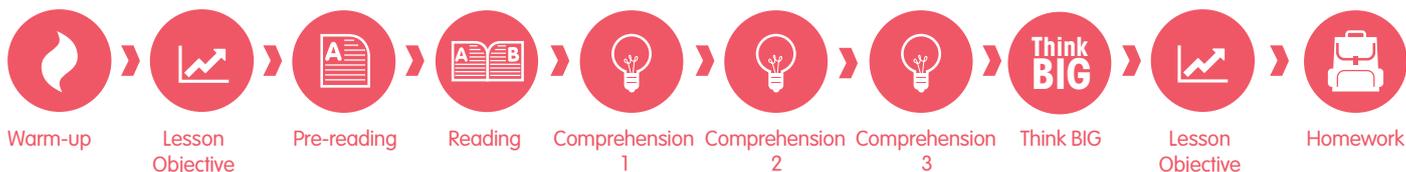
## Extra Application and Practice Activity

**Materials:** Index cards

- Have pairs of students play *Concentration* (see *Game Bank*, page T135, for details). Ask students to write the names of eight animals on index cards (either from the unit or ones they have researched). Then write the names of the places they live in on eight other cards. Turn all of the cards facedown and have partners take turns turning over two cards. If the cards show an animal and a matching habitat, the player says a sentence and takes the cards. Model: *The Tasmanian devil lives in Australia.* The player with the most cards at the end wins.

# Story Lesson

## Lesson Flow



## Lesson Objective

I will read a story about endangered chimpanzees.

## Key Language

chimpanzees, habitats, tools; endangered

### Story

I will read a story about endangered chimpanzees.

**5** Listen and read. What is the program about?

#### Chimps Are Smart!

Wow! Chimpanzees are amazing animals. They can talk to each other!

**1** Christina is watching a TV program about chimpanzees, or chimps. She's telling Sam about them.

They can climb trees, and they know how to use tools, too!

Really?

**2** Christina explains that chimps make tools to get food.

Oh, no! That's sad. Chimps are endangered.

**3** Christina finds out that chimps are endangered.

A hundred years ago there were more than one million chimps. But now there are only 200,000.

**4** The program says that there are not many chimps left.

That's terrible! Why are they endangered?

**5** Christina explains that people move in and destroy the jungle, and the chimps have nowhere to live.

Christina... I can talk and climb trees. And I can use tools, just like chimps. I hope I'm not endangered!

**6** Sam laughs at Christina's joke.

**6** Look at the story. Ask and answer.

- 1 What things can chimps do?
- 2 Why do chimpanzees make tools?
- 3 How many chimps were there 100 years ago?
- 4 How many are there now?
- 5 Why are chimps endangered?
- 6 Is Sam endangered?

**THINK BIG**

What other animals are endangered and why? What can we do to help them?

58 Unit 5Unit 5 59

## Warm-up

**Materials:** Picture of a chimpanzee, photo of a monkey

- Show students the picture of a chimpanzee. Write the words *chimpanzee* and *ape* on the board. Explain that chimpanzees are a type of ape. Then show students the photo of a monkey. Explain that an easy way to tell the difference between an ape and a monkey is to look for a tail. Apes don't have tails.
- Ask: *Have you ever talked to an animal? Did the animal answer you?* Have students give examples of times they have communicated with animals in their lives.

## Lesson Objective

INVOLVE

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

## Pre-reading

- Point to and read the story title aloud. Have students repeat after you. Ask: *What are Christina and Sam doing? How do you know?* Check to make sure that students understand that *smart* is a synonym for *intelligent*.
- Ask if anyone knows what the term *cheeky monkey* means and explain it to the class.

**5 Listen and read. What is the program about?**

- Read the directions aloud. Draw attention to the question: *What is the program about?* Play Audio Track 89. Have students listen and read along silently.
- Ask: *What is the program about?* (The program is about chimps and why they are endangered.)

**Comprehension 1**

## MONITOR

Ask comprehension questions about the story. Say: *Look at Frame 1. Where are Christina and Sam?* (In the living room.) *What is Sam doing in Frame 3?* (He's trying to get food out of a can/He's trying a tool to get to the food.) *What does Frame 5 show?* (reasons why the chimpanzees are in danger of extinction)

## ASSIST

- Replay the audio as needed. Pause after each frame point out what is going on in each picture. Use simple language and gestures to explain unfamiliar words.
- Have students work in pairs to read the speech bubbles aloud to each other and role-play the dialog in the story.

## CHALLENGE

- Invite volunteers to come to the front and mime the story for the class.
- Have students research chimpanzees. Ask them to find examples of the way that they use tools and to find out more about how they live. Have students present what they learned to the class by making a book or a poster about chimps.

**Comprehension 2****6 Look at the story. Ask and answer.**

- Read the directions and the first sentences aloud. Have students read the story again silently. Then ask them to close their books. Ask: *What things can chimps do?* (climb trees, use tools, talk to each other) *What's happening to them now?* (They are endangered.) *How many were there a hundred years ago?* (more than a million) *Why are they endangered?* (People are moving into their habitat.) *Why's Sam a cheeky monkey?* (Because he said he can do all the things a chimp can do but hopes he doesn't become endangered.)
- Have students open their books and complete the activity in pairs. Explain that they should write the answers in complete sentences in their notebooks.

## MONITOR

Check answers as a class. (Answers: 1 They can talk to each other, climb trees, and use tools to get food. 2 They make tools to get food. 3 There were more than one million chimps 100 years ago. 4 There are only 200,000 chimps now. 5 They're endangered because people are moving into their habitat and destroying it. 6 No, he isn't.)

**4 Read. Then complete the sentences.**

- Read the directions aloud. Have students read the frames from the story and complete the sentences.

## MONITOR

- Check answers as a class.

**Think BIG****21st Century Environmental Literacy**

- Read the questions aloud. Ask students if they know of any other endangered species and write them on the board. Then have students research endangered species in pairs and present them to the class. Explain that they can use the Internet or resource books.

## MONITOR

As students are talking, listen for correct pronunciation. (Sample answer: *Another endangered animal is the loggerhead sea turtle, or caretta caretta. Some reasons why they are endangered are sea pollution and illegal fishing.*)

**Lesson Objective**

## INVOLVE

- Revisit the lesson objective: *Now I have read a story about endangered chimpanzees.*
- Encourage awareness of what students have learned by quickly eliciting something they remember about the story.

**Homework** WB p. 54/ act. 5**5 Answer about you.**

- Direct students to WB Activity 5 on page 54. Tell students to write answers to the questions.

**Think BIG**

- Direct students to WB Think BIG on page 54. Have students write the words for tools they use for the different tasks mentioned.

**Extra Application and Practice Activity**

- Have students use the information they have learned about chimpanzees to write a script for a TV show about them. Divide the class into small groups and have each group write one paragraph of narration that says why chimpanzees are amazing.
- Have groups present their paragraphs. Then work with the whole class to edit all the groups' narratives into one script.

# Story

I will read a story about endangered chimpanzees.

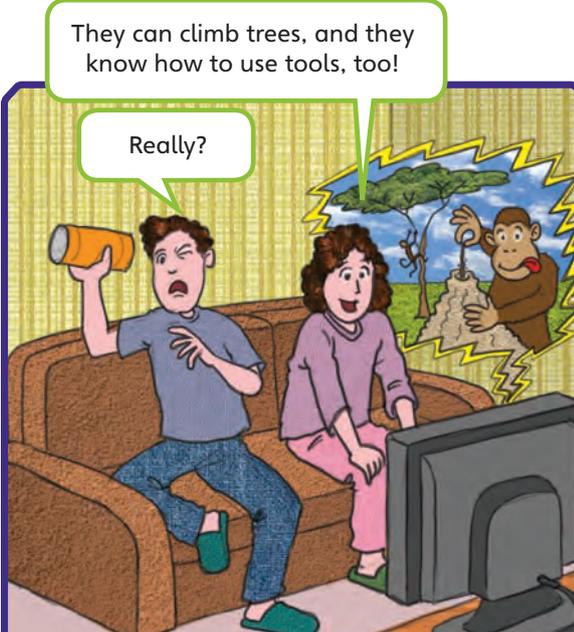
**5** Listen and read. What is the program about?

## Chimps Are Smart!



Wow! Chimpanzees are amazing animals. They can talk to each other!

**1** Christina is watching a TV program about chimpanzees, or chimps. She's telling Sam about them.



Really?

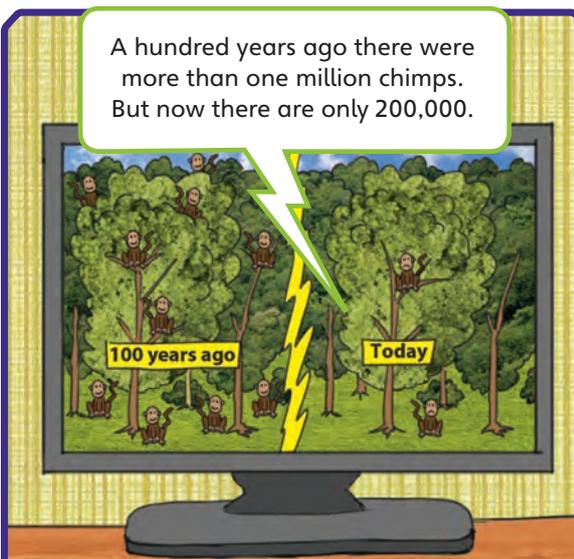
They can climb trees, and they know how to use tools, too!

**2** Christina explains that chimps make tools to get food.



Oh, no! That's sad. Chimps are endangered.

**3** Christina finds out that chimps are endangered.



A hundred years ago there were more than one million chimps. But now there are only 200,000.

**4** The program says that there are not many chimps left.

That's terrible! Why are they endangered?

They're endangered because people are moving into their habitat.

5 Christina explains that people move in and destroy the jungle, and the chimps have nowhere to live.

Christina... I can talk and climb trees. And I can use tools, just like chimps. I hope I'm not endangered!

I don't think so! But you are a cheeky monkey!

6 Sam laughs at Christina's joke.

**6** Look at the story. Ask and answer.

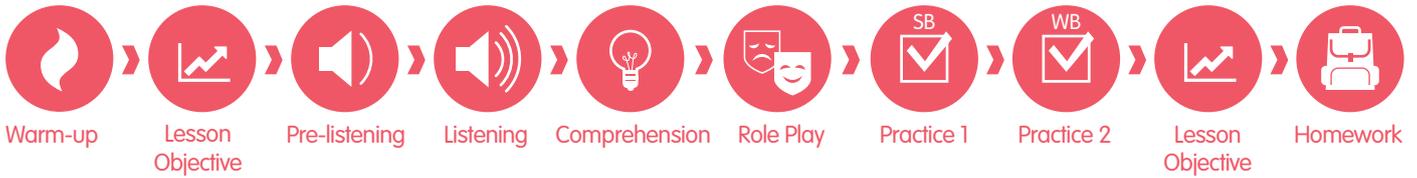
- 1 What things can chimps do?
- 2 Why do chimpanzees make tools?
- 3 How many chimps were there 100 years ago?
- 4 How many are there now?
- 5 Why are chimps endangered?
- 6 Is Sam endangered?



What other animals are endangered and why?  
What can we do to help them?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about endangered animals.

## Key Language

panda, tiger; endangered

### Language in Action

I will listen to a dialog about endangered animals.

**7** Listen and read. Then say.

**Jane:** Wow, listen to this. Tigers are endangered. There are only 3,200 of them left in the world today.

**Ted:** Really?

**Jane:** Yes. In the 1900s, there were more than 100,000 tigers.

**Ted:** Wow! Why are there only 3,200 now?

**Jane:** Because some people kill tigers. They sell them for their fur or to make medicine.

**Ted:** That's terrible!

**Jane:** I know. But some people are trying to help them.

**Ted:** Maybe we can help them, too.

**Jane:** We can. Learning about tigers is the best way to start.



**8** Practice the dialog in 7 with a partner.

**9** Listen and stick. Label each picture with the animal's name.

bumblebee bat Egyptian tortoise Mexican walking fish red panda



1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

60 Unit 5

## Warm-up



- Write the alphabet on the board. Work together to think of as many animals or insects as they can which begin with the different letters in the alphabet. (Possible answers: angler fish, bat, crab, dog, elephant, frog, giraffe, hippo, iguana, jaguar, koala, lion, monkey, newt, owl, peacock, queen bee, rabbit, snake, tarsier, umbrella fish, volcano rabbits, whistling spider, x-ray fish, yak, zebra)

## Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will listen to a dialog about endangered animals.*
- Students will sing a song and ask and answer about endangered animals.

## Pre-listening



- Write *endangered* on the board, with the prefix *en-* and the suffix *-ed* in different colors so that *danger* stands out. Explain that *endangered* means “in danger of disappearing from the planet, or going extinct.”
- Have students stand together in a group. Say: *You are tigers. If there a lot of you, you are not endangered.* Then have most of the students sit down. Say: *If there are only a few of you left, you are endangered. You are in danger of going extinct.*
- Tell students they will listen to a dialog about tigers.

## Listening



### 7 Listen and read. Then say.

Read the directions aloud. Play Audio Track 90 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.

## Comprehension



### MONITOR

Ask questions to check for understanding. Ask: *How many tigers were there in the 1900s?* (more than 100,000) *How many tigers are there now?* (only 3,200)

### ASSIST

Replay Audio Track 90 as necessary. Use simple language and gestures to explain unfamiliar words.

## Role Play



### 8 Practice the dialog in 7 with a partner.

- Have pairs read the dialog aloud. Then have partners switch roles.

### MONITOR

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

### CHALLENGE

Invite students to think about how they could help people learn more about tigers. Have them work together to create an ad that tells important tiger facts and why it is important to protect them.

## Practice 1



**Materials:** Stickers

### 9 Listen and stick. Label each picture with the animal's name.

- Have students find the Unit 5 stickers at the back of the Student's Book. Read the directions aloud. Play Audio Track 91 and have students listen, place the stickers, and label the pictures.

### MONITOR

As students work, check that they place the stickers on the correct pictures and label the pictures correctly. (Answers: 1 Egyptian tortoise, 2 Mexican walking fish, 3 red panda, 4 bumblebee bat)

## Practice 2



WB p. 55/ act. 6



### 6 Listen and complete the sentences.

- Read the directions aloud and explain that students need to listen and complete the sentences. They must use the words and numbers in the box.
- Play Audio Track 92. Have students check the answers. Replay the audio as needed.

### MONITOR

Check answers as a class.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about endangered animals.*

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

## Homework

WB p. 55/ act. 7



### 7 Write the animal's name. Why is each animal endangered? Match.

- Direct students to WB Activity 7 on page 55. They must write the animal's name and then match it with a picture showing why it is endangered.

## Extra Application and Practice Activity

### 21st Century Environmental Literacy

- Point out that students may live far from some endangered animals, but there are still things they can do to protect them. Explain that anything they do to conserve energy or resources or to keep the environment clean helps animals all over the world. Brainstorm a list of things students can do, such as turning off the faucet while brushing their teeth, and recycling paper, glass, and metal. Invite students to share their answers.
- Have students play a game. One student chooses an animal. He or she gives clues such as the following: *I live in streams and ponds. I look like a fish, but I have legs.* The student who guesses correctly gets to go next.

# Language in Action

I will listen to a dialog about endangered animals.



Listen and read. Then say.

**Jane:** Wow, listen to this. Tigers are endangered. There are only 3,200 of them left in the world today.

**Ted:** Really?

**Jane:** Yes. In the 1900s, there were more than 100,000 tigers.

**Ted:** Wow! Why are there only 3,200 now?

**Jane:** Because some people kill tigers. They sell them for their fur or to make medicine.

**Ted:** That's terrible!

**Jane:** I know. But some people are trying to help them.

**Ted:** Maybe we can help them, too.

**Jane:** We can. Learning about tigers is the best way to start.



Practice the dialog in 7 with a partner.



Listen and stick. Label each picture with the animal's name.

bumblebee bat

Egyptian tortoise

Mexican walking fish

red panda



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

# Grammar

I will learn to use *How many...?*, *there were/there are*, *Why...?*, and *because* to ask about animals.

**How many** chimpanzees were there 100 years ago?

There **were** more than one million. But now there **are** only about 200,000.

**10** Complete the sentences with **how many**, **there were**, and **there are**.

- 1 How many Komodo dragons were there fifty years ago?  
There were more than 20,000. But now there are probably fewer than 5,000 in the Komodo Islands.
- 2 \_\_\_\_\_ Andean condors were there in the past?  
\_\_\_\_\_ many Andean condors in the mountains of South America. But now \_\_\_\_\_ only a few thousand left.
- 3 \_\_\_\_\_ volcano rabbits were there fifty years ago?  
\_\_\_\_\_ only about 1,000. We don't know how many \_\_\_\_\_ now, but probably only a few hundred.
- 4 \_\_\_\_\_ Tasmanian devils were there twenty-five years ago?  
\_\_\_\_\_ more than 100,000 Tasmanian devils.  
But now \_\_\_\_\_ only about 20,000.



**Why** are chimpanzees endangered?

They're endangered **because** people are moving into their habitat.

**11** Read and talk about why these animals are endangered.

- 1 Why are Komodo dragons endangered?  
People are killing them. / People are moving into their habitat.
- 2 Why are Andean condors endangered?  
Other animals are killing them. / They are getting sick and dying.
- 3 Why are volcano rabbits endangered?  
People are destroying their habitat. / There is too much pollution.
- 4 Why are Tasmanian devils endangered?  
People are killing them. / People are moving into their habitat.

**12** Work with a partner and find out more about each of the animals in 10 and 11. Discuss.

# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use *How many...?*, *there were/there are*, *Why...?*, and *because* to ask about animals.

## Key Language

**How many** chimpanzees were there 100 years ago?

There **were** more than one million.

But now there **are** only about 200,000.

**Why** are chimpanzees endangered?

They're endangered **because** people are moving into their habitat.

## Grammar

I will learn to use *How many...?*, *there were/there are*, *Why...?*, and *because* to ask about animals.

**How many** chimpanzees were there 100 years ago? There **were** more than one million. But now there **are** only about 200,000.

**10** Complete the sentences with **how many**, **there were**, and **there are**.

- How many Komodo dragons were there fifty years ago? There were more than 20,000. But now there are probably fewer than 5,000 in the Komodo Islands.
- Andean condors were there in the past?                      many Andean condors in the mountains of South America. But now                      only a few thousand left.
- volcano rabbits were there fifty years ago?                      only about 1,000. We don't know how many                      now, but probably only a few hundred.
- Tasmanian devils were there twenty-five years ago?                      more than 100,000 Tasmanian devils. But now                      only about 20,000.



**Why** are chimpanzees endangered? They're endangered **because** people are moving into their habitat.

**11** Read and talk about why these animals are endangered.

- Why are Komodo dragons endangered?  
People are killing them. / People are moving into their habitat.
- Why are Andean condors endangered?  
Other animals are killing them. / They are getting sick and dying.
- Why are volcano rabbits endangered?  
People are destroying their habitat. / There is too much pollution.
- Why are Tasmanian devils endangered?  
People are killing them. / People are moving into their habitat.

**12** Work with a partner and find out more about each of the animals in **10** and **11**. Discuss.

Unit 5 61

## Warm-up



**Materials:** Set of countable items, e.g. coins, buttons

- Play a game with students. Have a volunteer come up to the front and place a set of countable items on a desk.

Count them aloud. Have the volunteer close his or her eyes while you remove some of the items. The volunteer has to count the items and answer the questions: *How many items are there now? How many items were there before?* Have students take turns playing the game.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use How many...?, there were/there are, Why...?, and because to ask about animals.*

## Presentation 1



- Have a volunteer read the question and answer in the grammar box at the top of the page aloud.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

## Practice 1



### 10 Complete the sentences with *how many*, *there were*, and *there are*.

- Read the directions aloud and have students complete the activity on their own.

### MONITOR

Check answers as a class. (Answers: 1 *How many/There were/there are*, 2 *How many/There were/there are*, 3 *How many/There were/there are*, 4 *How many/There were/there are*)

### CHALLENGE

Have pairs of students ask and answer questions about their classmates using *How many* and *There were* and *There are*. For example, ask: *How many students are wearing red shirts?* (There are three students wearing red shirts.)

## Practice 2

WB p. 56/ act. 8



### 8 Read the chart. Then complete the dialogs.

- Read the directions aloud. Have students read the chart and then complete the dialogs.

### MONITOR

Check answers as a class.

## Presentation 2



- Have a volunteer read the question and answer in the grammar box in the middle of the page aloud.
- Remind students that we use the word *Why* to ask what caused something to happen. Say: *Why did you come to class today? You came to class because you wanted to learn English.*

## Practice 3



### 11 Read and talk about why these animals are endangered.

- Read the directions aloud. Discuss the first question and the statements below it. Model how to form the statement into an answer by using the conjunction *because*. For example: *Komodo dragons are endangered because people are killing them.*

- Have partners take turns asking each question and responding by using the conjunction *because* with one of the statements listed underneath it.

### MONITOR

Listen for proper pronunciation and correct use of the word *because*.

## 21st Century Information Literacy

Explain that because things in the world change, information changes, too. Ask: *What would be a good source of information to find out about what is happening to Komodo dragons now?* Invite students to share their findings with the class.

## Practice 4



### 12 Work with a partner and find out more about each of the animals in 10 and 11. Discuss.

- Read the directions aloud. Then have partners work together to research information about the animals. Invite students to share their findings with the class.

### MONITOR

Listen for correct pronunciation, intonation, and vocabulary.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to use How many...?, there were/there are, Why...?, and because to ask about animals.*

- Encourage awareness of what students have learned by getting them to ask and answer questions using *How many* and *There were* and *There are*.

## Homework

WB p. 57/ act. 9



### 9 Why are they endangered? Follow each maze. Then complete the dialogs.

- Direct students to WB Activity 9 on page 57. Read the directions aloud. Have students follow each maze then complete the sentences using the word *because* and a reason.

## Extra Application and Practice Activity

**Materials:** Flashcards: Unit 5, animals

- Have students use the Flashcards to ask questions or make statements about an animal using the target language. Model: *How many tarsiers are there today?* or *There aren't many tarsiers left today.*

## 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 animals and why some are endangered.

## Key Language

cave, endangered, extinct, fur, in the wild, polluted, pond, predator, protect, trap

**Content Connection** | Science

I will learn about animals and why some are endangered.

**13** Listen and read. Do any of these animals live in your country?

**CONTENT WORDS**  
cave endangered extinct fur in the wild polluted pond predator protect trap

**Strange and Endangered**

Our world is beautiful, but it's changing. For some wild animals, nowhere is safe in nature: hunting and disease mean they have no home. Let's meet some cute and unusual animals and find out why they're endangered.

**1** The smallest bat in the world is called the bumblebee bat because it's the same size as a bumblebee! Bumblebee bats live in caves in the forests of Thailand and Myanmar. They're endangered because each year farmers burn the forests where they live. Most scientists agree that there are only about 6,000 bumblebee bats left in the wild.

**2** This funny-looking fish is called the Mexican walking fish. It's not really a fish – it's a kind of salamander. It has legs, so it can move around on land. It lives in the streams and ponds near Mexico City, but most of these ponds are now polluted, and the fish is nearly extinct.

**3** The cute animal is the red panda. Most red pandas live in mountains in China, Myanmar, and Nepal. They live in trees with red moss on their branches, so they can hide from their predators. People hunt them for their fur, but they also fall into traps from hunters. Scientists say that there are fewer than 10,000 red pandas left in the wild.

**4** The Egyptian tortoise is the smallest tortoise in the world. When they're fully grown, Egyptian tortoises are only 10 centimeters long. They live in the desert. They're so unusual that everyone wants one as a pet. As a result, there are fewer than 7,500 left in the wild now.

**14** Look at 13. Say the animal.

- It's a very popular pet.
- It lives in caves in the forest.
- Its color helps it hide from predators.
- It's almost extinct.

**THINK BIG** How can people protect endangered animals?

62 Unit 5

## Warm-up

- Ask students to tell you the names of endangered species they already know. Encourage a discussion on where the species come from, why they are endangered, and how students feel about it. Ask students what they could do to help and why it is important to protect them.
- Write key words and sentences on the board. Have students write two or three sentences about endangered species to read to the class.
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will learn about animals and why some are endangered.*

## Pre-reading

- Have students look at the pictures on the page and tell you what they see. Ask if they have ever seen these animals before or if they know anything about them. Write any information you gather on the board.

- Read the Content Words in the box aloud. Tell students that they will learn the meaning of these words in the context of the article. Or, if desired, have pairs of students look up the words in a dictionary before reading the text.
- Direct children to Activity 14. Explain that they are going to listen to and read the text about endangered animals.

## Reading



### 13 Listen and read. Do any of these animals live in your country?

- Read the directions aloud. Play Audio Track 93 and have students listen and read along silently.

#### MONITOR

Ask questions to check for understanding. Ask: *What's a bumble bat? (a tiny bat) Why do these pandas have red fur? (to hide in the moss) How big is the Egyptian tortoise? (only ten centimeters long) Is the Mexican walking fish really a fish? (No, it's a salamander.) Where do most red pandas live? (Most red pandas live in the mountains in China, Myanmar, and Nepal.)*

- Direct students to the question in the directions, and share answers as a class.

#### ASSIST

Replay the audio as needed. Have students note down any words they do not understand and help them work out their meanings from context.

## Practice 1



### 14 Look at 13. Say the animal.

- Read the directions aloud. Have volunteers read aloud the text in Activity 14 while the rest of the class follows along in their books.
- Have students close their books and read the statements in pairs, one reading the statements and the other saying the animal. Have them swap roles.

#### MONITOR

Walk around and help with pronunciation. Check answers as a class. (*Answers: 1 Egyptian tortoise, 2 bumblebee bat, 3 red panda, 4 Mexican walking fish*)

## Practice 2 WB p. 58/ act. 10



### 10 Read and choose the correct answers.

- Read the directions aloud. Have students read the sentences and choose the correct words to complete the sentences.

#### MONITOR

Check answers as a class.

## Think BIG



### 21st Century Environmental Literacy

- Have students research one other endangered animal at home, looking for information on the Internet, in resource books, or in documentaries. Investigate why they are endangered, and have them present their findings.

- Divide the board into two halves. On one side, write: *Why are different animals endangered?* and on the other: *What can we do to protect them?* As a class, discuss the reasons why animals are endangered and write them on the board.
- Then, on the other side of the board, brainstorm different ways we can try to protect animals and their habitats. Look at each reason one by one and try to think of different solutions or ways of helping for every different reason.

## 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 animals and why some are endangered.*

## Homework



WB pp. 58 & 59/ act. 11, 12, 13 & 14



### 11 Listen, read, and complete. Which animals do people keep as pets?

- Direct students to WB Activity 11 on page 58. Read the directions aloud. Have students read and complete using words from the box.

### 12 Look at 11. Then circle T for true or F for false.

- Direct students to WB Activity 12 on page 59. Read the directions aloud. Students circle T for true or F for false.

### 13 Complete the sentences.

- Direct students to WB Activity 13 on page 59. Read the directions aloud. Have students complete the sentences using words from the box.

### 14 Which animal would you like as a pet? Explain.

- Direct students to WB Activity 14 on page 59. Read the directions aloud. Have students write some sentences saying which animal they would like as a pet.

## Extra Application and Practice Activity

**Materials:** Poster paper

### 21st Century Creativity

- Put students in small groups and give them a sheet of poster paper. Ask them to use the information they brainstormed as a class in the Think BIG activity, to make posters about protecting endangered species. Their posters should include a checklist of different things we can do to protect animals and their habitats.
- Explain that they should use *should*, *shouldn't*, and *could* from Unit 4, for advice and suggestions in their checklists. Have them write in their notebooks first.
- Have them present their work to the class and then place it on display.

I will learn about animals and why some are endangered.

93  
13

Listen and read. Do any of these animals live in your country?

## CONTENT WORDS

cave endangered extinct fur in the wild  
polluted pond predator protect trap

## Strange and Endangered

Our world is beautiful, but it's changing. For some wild animals, nowhere is safe in nature: hunting and disease mean they have no home. Let's meet some cute and unusual animals and find out why they're endangered.



1 The smallest bat in the world is called the bumblebee bat because it's the same size as a bumblebee!

Bumblebee bats live in caves in the forests of Thailand and Myanmar. They're endangered because each year farmers burn the forests where they live. Most scientists agree that there are only about 6,000 bumblebee bats left in the wild.

2 This funny-looking fish is called the Mexican walking fish. It's not really a fish – it's a kind of salamander. It has legs, so it can move around on land. It lives in the streams and ponds near Mexico City, but most of these ponds are now polluted, and the fish is nearly extinct.



3 The cute animal is the red panda. Most red pandas live in mountains in China, Myanmar, and Nepal.

They live in trees with red moss on their branches, so they can hide from their predators. People hunt them for their fur, but they also fall into traps from hunters. Scientists say that there are fewer than 10,000 red pandas left in the wild.



4 The Egyptian tortoise is the smallest tortoise in the world. When they're fully grown, Egyptian tortoises are only 10 centimeters long. They live in the desert. They're so unusual that everyone wants one as a pet. As a result, there are fewer than 7,500 left in the wild now.



14 Look at 13. Say the animal.

- |   |                                    |
|---|------------------------------------|
| 1 It's a very popular pet.                | 2 It lives in caves in the forest. |
| 3 Its color helps it hide from predators. | 4 It's almost extinct.             |

**THINK BIG**

How can people protect endangered animals?

I will learn about dragon myths from around the world.

**15** Read quickly. Are all dragons scary?

### CONTENT WORDS

creature extinction evil fairy tale  
habitat monster myth mythical

# DRAGONS

Dragons are mythical creatures. That means they aren't real. They're important in many cultures around the world. People from North America, South America, Europe, Africa, Oceania, and Asia talk about them in myths and fairy tales, but different cultures see dragons differently.

In Asia, dragons are beautiful and magical creatures, and some stories about them are more than 4,000 years old. Asian dragons don't have wings. They look like giant lizards, but they aren't scary. They help people, and they can bring someone good luck. One example is Fuku Riu, the Japanese lucky dragon.

In Europe, North America, and South America, however, stories about dragons usually show them as evil. Western fairy-tale dragons live in caves. They have giant wings and breathe fire, so they're usually scary! However, there are some stories about good dragons in Western culture.

Dragons also have a very long history in Australia and Oceania. Some of the dragon myths there are more than 50,000 years old. There are many different types of dragon, but the most famous is the bunyip. This scary mythical monster is made from parts of different animals. It lives in the water and eats animals and sometimes people.

The only real dragon alive today is the Komodo dragon, a very large lizard that lives on an island in Indonesia. It can be scary because it hunts and eats almost anything: deer, pigs, other smaller dragons, and even big animals and humans! The Komodo dragon is now an endangered species because of predators and changes in its habitat, so people are trying to help save it from extinction.

**16** Listen and read. Say **True** or **False**. Correct the false sentences.

- 1 Asian dragons look like giant lizards with wings.
- 2 In Asia, dragons are lucky creatures.
- 3 All European dragons are bad.
- 4 The bunyip looks very different from Asian dragons.



Do you know any myths or fairy tales about dragons? What are they?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about dragon myths from around the world.

## Key Language

creature, extinction, evil, fairy tale, habitat, monster, myth, mythical

### Culture Connection | Around the World

I will learn about dragon myths from around the world.

**15** Read quickly. Are all dragons scary?

**CONTENT WORDS**  
creature extinction evil fairy tale  
habitat monster myth mythical

## DRAGONS

Dragons are mythical creatures. That means they aren't real. They're important in many cultures around the world. People from North America, South America, Europe, Africa, Oceania, and Asia talk about them in myths and fairy tales, but different cultures see dragons differently.

In Asia, dragons are beautiful and magical creatures, and some stories about them are more than 4,000 years old. Asian dragons don't have wings. They look like giant lizards, but they aren't scary. They help people, and they can bring someone good luck. One example is Fuku Riu, the Japanese lucky dragon.

In Europe, North America, and South America, however, stories about dragons usually show them as evil. Western fairy-tale dragons live in caves. They have giant wings and breathe fire, so they're usually scary! However, there are some stories about good dragons in Western culture.

Dragons also have a very long history in Australia and Oceania. Some of the dragon myths there are more than 50,000 years old. There are many different types of dragon, but the most famous is the bunyip. This scary mythical monster is made from parts of different animals. It lives in the water and eats animals and sometimes people.

The only real dragon alive today is the Komodo dragon, a very large lizard that lives on an island in Indonesia. It can be scary because it hunts and eats almost anything: deer, pigs, other smaller dragons, and even big animals and humans! The Komodo dragon is now an endangered species because of predators and changes in its habitat, so people are trying to help save it from extinction.

**16** Listen and read. Say **True** or **False**. Correct the false sentences.

- Asian dragons look like giant lizards with wings.
- In Asia, dragons are lucky creatures.
- All European dragons are bad.
- The bunyip looks very different from Asian dragons.

**THINK BIG** Do you know any myths or fairy tales about dragons? What are they?

Unit 5 63

## Warm-up

- Write the words *good* and *evil* on board. Explain that when people or things are *evil*, they are opposite of *good*.
- Ask students to think about characters in fictional stories they have heard, read about, or watched in movies or on television. Ask: *Who was good? Who was evil? How did they know? If they had to choose a*

*character to play in a movie, would it be a good one or an evil one? Why?*

- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

Introduce the lesson objective: Say: *Today I will learn about dragon myths from around the world.*

## Pre-reading



- Make a mind map on the board. In the middle, write: *Dragons*. Draw four circles for sub-categories: *appearance, stories, characteristics, homes*.
- Focus attention on the words in the box, and encourage students to share what they know about dragons. Write, or have a volunteer write, the information into the mind map.
- Leave the mind map on the board and ask students to add to it as they learn more about dragons during the lesson.

## Reading



### 15 Read quickly. Are all dragons scary?

- Read the directions aloud. Read the introduction as a class. Tell students to read the next section quickly and raise their hands as soon as they learn if the dragon is scary.
- As soon as the majority of the class has raised their hands, check the first answer (*Asian dragons aren't scary*).
- Repeat for the remaining sections. (*Answers: Asian dragons aren't scary. European, North American and South American dragons are usually scary. Australian and Oceanic dragons are scary. Komodo dragons can be scary.*)
- Read the question from the directions again. Have students answer as a class. (*Answer: No, Asian dragons aren't scary.*)

## Practice 1



### 16 Listen and read. Say True or False. Correct the false sentences.

- Read the directions aloud. Ask volunteers to read the sentences. Play Audio Track 95 and have students listen and follow in their books.
- Read the sentences aloud again and have students say if they are true or false.

#### MONITOR

Check answers as a class. (*Answers may vary: 1 False: Asian dragons look like giant lizards but they don't have wings. 2 True. 3 False: European dragons are usually bad. 4 True*)

#### ASSIST

- Replay the audio as needed.

#### CHALLENGE

Write the content words *creature, extinction, evil, fairy tale, habitat, monster, myth, and mythical* on the board. Have students find them in the text and guess the meanings from the context. Have students discuss the different dragons and decide which one they would like to find out more about. Ask them to find more information about their chosen dragon on the Internet and share the information with the class.

## Practice 2

WB p. 60/ act. 15



### 15 Read and complete.

- Read the directions aloud. Have students read the text carefully, then complete it using the words in the box.

## Think BIG



### 21st Century Communication

- Read the question aloud. Have students discuss the questions in small groups. Ask them to think about movies and TV shows they have seen, as well as books they have read. Have groups share the myths and fairy tales with the class. Encourage students to elaborate and describe the dragons in the stories.
- Encourage students to participate, and praise and thank them when they do.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned about dragon myths from around the world.*

- Encourage awareness of what students have learned by quickly eliciting a few facts that they can remember from the article they have read.

## Homework

WB p. 60/ act. 16



### 16 Find and write four pairs of synonyms and three pairs of antonyms.

- Direct students to WB Activity 16 on page 60. Students should match the words to their synonym or antonym.

## Extra Application and Practice Activity

**Materials:** Colored paper cups, string, streamers or strips of colored paper, adhesive tape, construction paper

- Make a class dragon. Punch holes in the bottom of different colored paper cups.
- Stack the cups include one another and have students work in groups to string them together, separating them so that each cup makes up a segment of the dragon's body. Once students have determined that the string is the right length, have them tie a big knot in the end.
- Students can stick streamers to the bottom of the dragon using tape. Have students use construction paper to create the dragon's head and tail.
- Have the class name the dragon.

#### CHALLENGE

Have students work in small groups. Tell them to make up their own dragon myth. Tell them to think about its features, whether it will be good or evil and so on. Have them tell the story to the class.

# Writing Lesson

## Lesson Flow



Warm-up



Lesson Objective



Practice 1



Practice 2



Practice 3



Practice 4



Practice 5



Lesson Objective



Homework

## Lesson Objective

I will learn to write sentences with end marks.

### Writing | End marks

I will learn to write sentences with end marks.

**17** Read and choose the correct end marks for each sentence.

A sentence may end with a period (.), a question mark (?), or an exclamation point (!). These are called end marks.

Use a period at the end of a sentence that makes a statement.

I like stories about dragons.

Use a question mark at the end of a question.

Why are tigers endangered?

Use an exclamation point at the end of a statement that shows a strong feeling.

The Komodo dragon is very scary!

- |   |  |           |
|---|--|-----------|
| 1 | How many Tasmanian devils were there in 1920 | . / ? / ! |
| 2 | People are moving into the forest            | . / ? / ! |
| 3 | Angler fish are very strange                 | . / ? / ! |
| 4 | Do you like elephants                        | . / ? / ! |
| 5 | Mexican walking fish lived in ponds          | . / ? / ! |

**18** Rewrite each sentence in your notebook. Use a period, a question mark, or an exclamation point.

- 1 Many people help endangered animals
- 2 Look at those fantastic dragons
- 3 Can frogs swim
- 4 Where do Komodo dragons live
- 5 Tarsiers are so cute
- 6 There were more than 100,000 tigers in the 1900s
- 7 What color are Andean condors
- 8 We can do a lot to help endangered animals



**19** Write sentences in your notebook. Write one with a period, one with a question mark, and one with an exclamation point.

## Warm-up



- Give three volunteers a sheet of paper each with a large period, question mark, and exclamation point drawn one on each sheet. Say: *Komodo dragons live in Indonesia.* Have students decide which volunteer has the correct end mark. Then say: *Are Komodo dragons endangered?* and *Komodo dragons are scary!* Have students choose the correct end marks in each case.
- Invite students to take turns to say statements, questions, or exclamations, and choose the correct mark.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective: Say: *Today I will learn to write sentences with end marks.*

## Practice 1



### 17 Read and choose the correct end marks for each sentence.

- Read the directions aloud. Read the statements for each mark aloud with students. Ask students if they have understood where each end mark is used and explain if necessary.
- Have students complete the activity independently by writing the sentences in their notebooks.

### MONITOR

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

## Practice 2

WB p. 61/ act. 17



### 17 Look and match.

- Read the directions aloud. Have students match the words with the correct symbol.

### MONITOR

Check answers as a class.

## Practice 3



### 18 Rewrite each sentence in your notebook. Use a period, a question mark, or an exclamation point.

- Read the directions aloud and do Item 1 as a class. Write the answers on the board (Answer: *Many people help endangered animals.*)
- Have students complete the activity independently by writing the sentences in their notebooks.

### MONITOR

Check answers as a class. (Answers 1 ., 2!, 3 ?, 4 ?, 5 !, 6 ., 7 ?, 8 .)

## Practice 4

WB p. 61/ act. 18



### 18 Put a period, a question mark, or an exclamation point.

- Read the directions aloud. Have students complete the gaps with the correct punctuation.

### MONITOR

Check answers as a class.

## Practice 5



### 19 Write sentences in your notebook. Write one with a period, one with a question mark, and one with an exclamation point.

- Read the directions aloud. Model: *I have a dog named Louie. Do you have a pet? Louie, get down, now!*
- Have students complete the activity independently.

### MONITOR

Check to see that students punctuate their sentences correctly.

### ASSIST

As students work, read their sentences aloud with appropriate but slightly exaggerated intonation. Then ask whether they heard a question, statement, or exclamation. Have students change their punctuation accordingly.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to write sentences with end marks.*

- Encourage awareness of what students have learned by asking them when they should use periods, question marks, or exclamation points.

## Homework

WB p. 61/ act. 19



### 19 Write sentences. Use a period, a question mark, or an exclamation point.

- Direct students to WB Activity 61 on page 19. Have students write sentences using a period, a question mark, or an exclamation point.

## Extra Application and Practice Activity

Materials: Flashcards: Unit 5, animals

- Tell students that they're going to be zoologists – scientists who work with and study animals. Zoologists ask questions about the animals they work with and then they make observations to try to find the answers.
- Give small groups of students letter-sized paper and a Flashcard and explain that they're going to make a field journal entry in their notebooks. At the top of the page, they should write a question they have about the animal on the card. Then they should work together to do research to try to find the answer.
- Remind students to proofread their journal entries and make sure they have used the correct end mark for each sentence.

# Writing | End marks

I will learn to write sentences with end marks.

**17** Read and choose the correct end marks for each sentence.

A sentence may end with a period (.), a question mark (?), or an exclamation point (!). These are called end marks.

Use a period at the end of a sentence that makes a statement.

I like stories about dragons.

Use a question mark at the end of a question.

Why are tigers endangered?

Use an exclamation point at the end of a statement that shows a strong feeling.

The Komodo dragon is very scary!

- |   |  |           |
|---|--|-----------|
| 1 | How many Tasmanian devils were there in 1920 | . / ? / ! |
| 2 | People are moving into the forest            | . / ? / ! |
| 3 | Angler fish are very strange                 | . / ? / ! |
| 4 | Do you like elephants                        | . / ? / ! |
| 5 | Mexican walking fish lived in ponds          | . / ? / ! |

**18** Rewrite each sentence in your notebook. Use a period, a question mark, or an exclamation point.

- 1 Many people help endangered animals
- 2 Look at those fantastic dragons
- 3 Can frogs swim
- 4 Where do Komodo dragons live
- 5 Tarsiers are so cute
- 6 There were more than 100,000 tigers in the 1900s
- 7 What color are Andean condors
- 8 We can do a lot to help endangered animals



**19** Write sentences in your notebook. Write one with a period, one with a question mark, and one with an exclamation point.

I will learn to use the sounds *ph* and *wh*.

**20** Listen, read, and repeat.

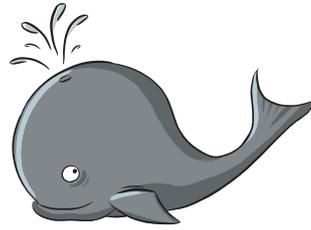
1 **ph**

**21** Listen and find. Then say.



phone

2 **wh**



whale

**22** Listen and blend the sounds.

1 ph-o-t-o photo

3 wh-ea-t wheat

5 wh-i-te white

7 wh-ee-l wheel

2 ph-a-n-t-o-m phantom

4 d-o-l-ph-i-n dolphin

6 e-l-e-ph-a-n-t elephant

8 wh-e-n when

**23** Read aloud. Then listen and chant.

The phantom has a photo  
On his phone  
Of a white wheel  
And some wheat.



# Phonics Lesson

## Lesson Flow



## Lesson Objective

I will learn to use the sounds *ph* and *wh*.

**Phonics** | *ph, wh*

I will learn to use the sounds *ph* and *wh*.

**1 ph**

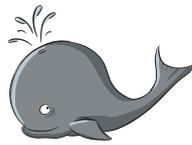
96 Listen, read, and repeat.

97 Listen and find. Then say.



phone

**2 wh**



whale

98 Listen and blend the sounds.

1	ph-o-t-o	photo
3	wh-ea-t	wheat
5	wh-i-te	white
7	wh-ee-l	wheel

99 Read aloud. Then listen and chant.

The phantom has a photo  
On his phone  
Of a white wheel  
And some wheat.



Unit 5 65

## Warm-up



- Write the sounds *ph* and *wh* on the board. Read them aloud and have students repeat after you.
- Ask students to tell you words that they know which begin with these sounds or contain them. Write them on the board.

- Have students write a few sentences containing words of their choice from the board and read them to the class.
- Check answers from HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds ph and wh.*
- 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 96 and have students listen and point to each sound as it is said. Have students repeat.

### MONITOR

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

## Practice 1



97

P. T145



### 21 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 97 and have students listen, find, and point to each sound as it is said. Have students repeat each word.

### ASSIST

- Replay the audio as needed. Students can also check that they are pointing to the correct word and saying it properly with a partner.

## Practice 2

WB p. 62/ act. 20



### 20 Read and circle *ph* and *wh*.

- Read the directions aloud. Have students work individually to find and circle the sounds *ph* and *wh* in the words.

### MONITOR

- Check students are circling the correct words. Have them compare their answers in pairs.

## Practice 3

WB p. 62/ act. 21



### 21 Underline the words with *ph* and *wh*. Then read aloud.

- Read the directions aloud. Have students work individually to underline the words with the *ph* and *wh* sounds.

### MONITOR

- Check students are underlining the correct words. Check answers as a class.

## Practice 4



98



### 22 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 98 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.

## Practice 5

WB p. 62/ act. 22



### 22 Connect the letters. Then write.

- Read the directions aloud. Have students connect the letters and write words.
- Have students match the words individually.

### MONITOR

- Check answers as a class.

## Practice 6



99



### 23 Read aloud. Then listen and chant.

- Read the directions aloud. Read the chant while students follow in their books. Have them choral-read the chant as a class.
- Play Audio Track 99 and have students listen. Replay several times and encourage them to join in.

### MONITOR

- As students repeat the chant, listen for proper pronunciation and appropriate intonation.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds ph and wh.*
- 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, *phone, phantom, wheel, whale*).

## Homework



100

P. T149

WB p. 62/ act. 23



### 23 Listen and write.

- Direct students to WB Activity 23 on page 62. Read the directions aloud. Explain to students that they must listen and write in the missing words.

## Extra Application and Practice Activity

- On the board, write five sounds from this and previous lessons. Put students in small groups.
- Explain to students that you are going to say a sound. Give students ample time to write the words they know.
- Then have students write a sentence for each sound using a word from their list. Ask them to read their sentences aloud for the class.

# Values Lesson

## Lesson Flow



## Lesson Objective

I will learn to protect endangered animals and the environment.

## Key Language

Protect endangered animals.

### Values | Protect endangered animals.

I will learn to protect endangered animals and the environment.

**107** **24** Listen and write the number. Write the sentence under the correct picture.

Don't pollute animal habitats.      Make space for wildlife.  
Reduce, reuse, recycle.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**25** Discuss what you can do to help take care of animals and their habitats.



What can we do to protect endangered species?

We can protect their habitats.



## Project

**26** Make Conservation signs. Display your signs in the hallways of your school.



## Warm-up



- Divide the class into two groups. Tell one group they are in the *At School* group and the other they are in the *At Home* group. Have the two groups race to write lists of things they can do to help take care of the Earth and the animals that live on it.
- Give the groups two minutes. Then have the groups present their lists and see which list has the most items on it.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to protect endangered animals and the environment.*

## Listening



### 24 Listen and write the number. Write the sentence under the correct picture.

- Review the meaning of *pollute* and *habitats*. Read the directions aloud. Play Audio Track 101 and have students listen, write the number of the item, and write the sentence from the box under the picture.

### MONITOR

Check answers as a class. (Answers: 1 Make space for wildlife. 2 Reduce, reuse, recycle. 3 Don't pollute animal habitats.)

### ASSIST

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

## Speaking



### 25 Discuss what you can do to help take care of animals and their habitats.

#### 21st Century Environmental Literacy

- Have pairs discuss some of the ways they can help protect endangered animals and the habitats in which they live. Encourage students to think of what they learned through researching the animals in the unit and what can be done to help them.

### MONITOR

As students discuss the issue, listen for comprehension and correct use of language.

### ASSIST

Pair beginner students with more advanced students. Have the beginner student choose the endangered animal and make a simple statement about it. Have the advanced student describe the habitat and what they could do to take care of it.

## Project



**Materials:** Signs or photos of signs

### 26 Make *Conservation* signs. Display your signs in the hallways of your school.

- Have students write a list of all the things they can do to help endangered animals and their habitats.
- Have each student choose one item from the list to turn into a sign. Give students the opportunity to look at signs or photos of signs. Talk about the elements of a good sign, for example, simple design, short catchy message, and bright colors. Have students work independently to create their signs. Then have them choose places to hang their signs around your school.

### MONITOR

Check students' signs for correct spelling and vocabulary.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to protect endangered animals and the environment.*

- Encourage awareness of what students have learned by quickly eliciting a few ways that they can protect endangered animals.

## Extra Application and Practice Activity

**Materials:** Index cards, magazines

- Have students work together to create pairs of matching animal cards for a card game. They should tape pictures of animals to index cards. Students should research whether each animal is endangered or not. If the animal is *endangered* they should write *endangered* as a caption underneath the picture.
- Students can use the cards to play a game of *Concentration* (see *Game Bank*, page T135, for details).

# Values | Protect endangered animals.

I will learn to protect endangered animals and the environment.

107  
24

Listen and write the number. Write the sentence under the correct picture.

Don't pollute animal habitats.      Make space for wildlife.  
Reduce, reuse, recycle.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

25

Discuss what you can do to help take care of animals and their habitats.



What can we do to protect endangered species?

We can protect their habitats.



## Project

26

Make Conservation signs. Display your signs in the hallways of your school.



# Review

**27** Read about these endangered animals.



**Name:** Asian elephant  
**100 years ago:** 90,000  
**Now:** 45,000  
**Why endangered:**  
 People are killing them.



**Name:** Black rhinoceros  
**100 years ago:** 300,000  
**Now:** 2,000  
**Why endangered:**  
 People are killing them.



**Name:** Cheetah  
**100 years ago:** more than 100,000  
**Now:** 12,000  
**Why endangered:** Their habitat is disappearing.



**Name:** Polar bear  
**100 years ago:** No one knows  
**Now:** 20,000  
**Why endangered:** The climate is changing.

**28** Work in pairs. Ask and answer questions about the endangered animals on this page.



How many cheetahs were there 100 years ago?

There were more than 100,000.



**29** Complete the dialogs with **there are** or **there were**.

- 1 Yesterday, \_\_\_\_\_ three kids at the animal rescue meeting. Today, \_\_\_\_\_ eight kids at the meeting.
- 2 \_\_\_\_\_ five horses on the farm last year. Now, \_\_\_\_\_ six.
- 3 \_\_\_\_\_ twelve boys on the team last week, but \_\_\_\_\_ only ten this week.

**30** Find out more. Research answers to the questions below.

- 1 Are there any endangered animals in the area where you live? Explain.

\_\_\_\_\_

- 2 What can you do to help them?

\_\_\_\_\_

## I Can

- use words for weird animals and where they live.



- use *How many*, *there + be* and *why/because* to talk about endangered animals.



- talk about endangered animals.



- write sentences with end marks.



# Review Lesson

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

### Review

**27** Read about these endangered animals.

			
<b>Name:</b> Asian elephant <b>100 years ago:</b> 90,000 <b>Now:</b> 45,000 <b>Why endangered:</b> People are killing them.	<b>Name:</b> Black rhinoceros <b>100 years ago:</b> 300,000 <b>Now:</b> 2,000 <b>Why endangered:</b> People are killing them.	<b>Name:</b> Cheetah <b>100 years ago:</b> more than 100,000 <b>Now:</b> 12,000 <b>Why endangered:</b> Their habitat is disappearing.	<b>Name:</b> Polar bear <b>100 years ago:</b> No one knows <b>Now:</b> 20,000 <b>Why endangered:</b> The climate is changing.

**28** Work in pairs. Ask and answer questions about the endangered animals on this page.



How many cheetahs were there 100 years ago?



There were more than 100,000.

**29** Complete the dialogs with **there are** or **there were**.

- Yesterday, \_\_\_\_\_ three kids at the animal rescue meeting. Today, \_\_\_\_\_ eight kids at the meeting.
- \_\_\_\_\_ five horses on the farm last year. Now, \_\_\_\_\_ six.
- \_\_\_\_\_ twelve boys on the team last week, but \_\_\_\_\_ only ten this week.

**30** Find out more. Research answers to the questions below.

- Are there any endangered animals in the area where you live? Explain.  
\_\_\_\_\_
- What can you do to help them?  
\_\_\_\_\_

**I Can**

<ul style="list-style-type: none"> <li>• use words for weird animals and where they live.</li> </ul>	<ul style="list-style-type: none"> <li>• use <i>How many, there + be</i> and <i>why/because</i> to talk about endangered animals.</li> </ul>	<ul style="list-style-type: none"> <li>• talk about endangered animals.</li> </ul>	<ul style="list-style-type: none"> <li>• write sentences with end marks.</li> </ul>
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Unit 5 67

## Warm-up



**Materials:** Flashcards : Unit 5, animals

- Review what students learned about endangered animals on page 58. If the animal on the class bulletin board is endangered, talk about it and why its numbers may have decreased.
- Have students use the Flashcards to review unit language. Ask students to say whether they think the animal on each card is endangered or not.

## Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

## Practice 1



**Materials:** Flashcards: Unit 5, 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 86 (the song with the lyrics). Have students follow along and join in the chant.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 87). You could use Flashcards to encourage students to sing other classroom objects that aren't in the song.

## Video

Drama U 05



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

## Practice 2



### 27 Read about these endangered animals.

- Write the word *climate* on the board. Explain that the climate of an area is what the weather is usually like at different times of the year.
- Read the information about each animal aloud and have students repeat it after you.
- Tell students that they take turns reading the information in the boxes aloud to each other.

#### ASSIST

Provide models, as needed, with proper pronunciation and appropriate intonation, and have students repeat.

## Practice 3



### 28 Work in pairs. Ask and answer questions about the endangered animals on this page.

- Have students ask their partners questions using the question phrases *How many* and *Why*, and have their partner answer with facts that they have read about each animal.

#### CHALLENGE

Have students play a guessing game with animals. Give a clue about the animal, such as *They are endangered because the climate is changing*. When a student guesses correctly, have him or her give the clues. Play until all students have had a chance to give clues.

## Practice 4



### 29 Complete the dialogs with *there are* or *there were*.

- Read the directions aloud. Then read the first sentence aloud. Complete Item 1 as a class.

#### MONITOR

Check answers as a class. (Answers: 1 *there were/there are*, 2 *There were/there are*, 3 *There were/there are*)

#### CHALLENGE

Have students write their own *there were* and *there are* sentences and share them with the class.

## Practice 5



### 30 Find out more. Research answers to the questions below.

- Read the directions and the first question aloud. Talk about students' responses. Then have them write their answer to the first question.
- Have students work independently to write their answers.

#### MONITOR

Check students' answers for correct vocabulary and use of language.

## 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 vocabulary work, students can access games in the Big English Student World.



## Homework

WB p. 63/ act. 24, 25 & 26



### 24 Unscramble and complete the sentences.

- Direct students to WB Activity 24 on page 63. Read the directions aloud. Explain to students that they must unscramble the word and write it in the sentence.

### 25 Complete the dialogs with words from the box.

- Direct students to WB Activity 25 on page 63. Read the directions aloud. Explain to students that they must complete the dialogs using words from the box.

### 26 Answer about you.

- Direct students to WB Activity 26 on page 63. Read the directions aloud. Explain to students that they must write about why it is important to help endangered animals.

## Extra Application and Practice Activity

- Have students choose research additional facts about an endangered animal they are interested in. Have students make a fact card about their chosen animal and what we can do to protect it.

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 5 Unit 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.



# Life Long Ago

## Objectives

### Reading

- Can link characters to their actions in a story, if guided by questions or prompts.
- Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets).
- Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions.

### Listening

- Can identify activities in the recent past in short, simple dialogs and stories, if spoken slowly and clearly.
- Can identify the main points in short talks on familiar topics, if delivered slowly and clearly.

### Speaking

- Can talk about past events or experiences, using simple language.
- Can express their opinions on familiar topics, using simple language.

### Writing

- Can write about past activities using simple language, given a model.
- Can signal direct speech in connected text using speech marks, given a model.

### Grammar

- Can refer to past events using common irregular past simple forms.
- Can use *would* and *used to* to refer to past habits and routines.

## Unit Projects

### Family Connection

Have students tell their families that they are learning about differences between past and present times. Have them ask adult family members: *What was your favorite game as a child?* Have students record the answers and share them with the class. Throughout the unit, have students ask their adult family members similar questions.

# Key Language

## Key Vocabulary

<b>Past and present activities</b>	cooked on a coal stove
cook in a microwave	had a phone with an operator
drive cars	had oil lamps
have a cell phone	listened to the radio
have electric lights	traveled by horse and buggy
listen to an MP3 player	washed clothes by hand
wash clothes in a washing machine	

## Expressions

But...  
Come on,...  
Listen,...  
Oh,...  
Well, no...

## Content Words

average speed	ancestors
distance traveled	dialect
multiply	nomadic
number of	reindeer
per hour	surfing the Internet
	technology
	tundra

## Grammar

**Did** people **have** cars in 1950?

Yes, they **did**.

**Did** people **have** cars in 1900?

No, they **didn't**. They traveled by horse and buggy or by train.

Before TV, what **did** people **use to do** for entertainment at night?

They **used to listen** to the radio.

They **didn't use to listen** to an MP3 player.

## Phonics

**The sounds:** *ge, dge*

## Past and Present Bulletin Board

Make a bulletin board that shows ways people lived long ago and matching ways we live now. Label two columns *Long Ago* and *Now* and have students draw or print out pictures from the Internet to post in each column. Continue to add to the bulletin board as students learn more about the differences between ways of life then and now.

# Vocabulary Lesson

## Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective



Homework

## Lesson Objective

I will learn to name things about the past and the present.

## Key Language

car, cell phone, coal stove, electric lights, horse and buggy, microwave, MP3 player, oil lamp, operator, TV, washing machine; travel, wash

# 6

## Life Long Ago

### Vocabulary

I will learn to name things about the past and the present.



## Song Time!



1 Listen, look, and say.



1 drive cars



2 wash clothes in a washing machine



3 have a cell phone

NOW



4 have electric lights



5 cook in a microwave



6 listen to an MP3 player

LONG AGO



7 cooked on a coal stove



8 had a phone with an operator



9 traveled by horse and buggy



10 washed clothes by hand



11 had oil lamps



12 listened to the radio



2 Play the game.

## Warm-up



**Materials:** Old photograph

- Bring in an old photograph. Ask: *How old do you think this picture is?* Have students raise their hands and say, e.g. *I think it's 20 years old.* Say: *No, it's older.* Or *No, it's not that old,* depending on the age of the picture. Continue until a student guesses the correct age.
- Point out a detail in the picture that reflects the earlier time period, such as an old car or old style of clothing, and compare it with its equivalent today.

## Lesson Objective



**Materials:** Flashcards: Unit 6, past and present activities

### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name things about the past and present.*
- Use 2–3 Flashcards to remind students what they already know and elicit some words for things from the past.
- Students will identify and name things about the past and present.

## Song Time



**Materials:** Flashcards: Unit 6, past and present activities

### 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. Play Audio Track 103. Have students listen, look at the picture for each matching item, and then repeat the sentences.

### MONITOR

- Replay the audio and pause after each activity while students repeat it several times. Listen for proper pronunciation and appropriate intonation. Ask students to repeat each phrase aloud after you, if necessary.

### ASSIST

- Replay the audio as needed.

## Practice

WB p. 64/ act. 1



### 1 Read and write the letters. Then trace the path.

- Read the directions aloud. Have students write the letters next to the pictures then trace a path.

### MONITOR

- Check answers as a class.

## Game



**Materials:** Index cards

### 2 Play the game.

- Put students in small groups and give them twelve index cards. Have them write the activities from Activity 1 on them.
- Have students place the *now* cards in a pile facedown. One member pulls a card from it and another member has to find the matching *long ago* card.

### MONITOR

- Check that students are matching the correct cards. Listen for proper pronunciation, appropriate intonation, and correct language use.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to name things about the past and present.*
- Encourage awareness of what students have learned by quickly eliciting some words for things from the past and present.

## Homework

WB p. 64/ act. 2



### 2 Look at the letters in 1. Follow the path and write the letters. What do they spell?

- Direct students to WB Activity 2 on page 64. Explain to students that they must look at the letters and say what word they spell.

## Extra Application and Practice Activity

- Put students in pairs. Have them write three small dialogs about the past and present. Write this on the board:  
*A: Long ago they cooked on a coal stove.*  
*B: Now we cook in a microwave.*
- Have students role-play their dialogs to the front of the class. Encourage them to mime as they do so.

# 6

# Life Long Ago

## Vocabulary

I will learn to name things about the past and the present.



## Song Time!



1 Listen, look, and say.



1 drive cars



2 wash clothes in a washing machine



3 have a cell phone

NOW



4 have electric lights



5 cook in a microwave



6 listen to an MP3 player



7 cooked on a coal stove



8 had a phone with an operator



9 traveled by horse and buggy

LONG AGO



10 washed clothes by hand



11 had oil lamps



12 listened to the radio

2 Play the game.

# Song

I will learn to talk about how life was in the past.

104 105  
3

Listen and sing. How did people get water one hundred years ago?

## In the Old Days



Life one hundred years ago  
Was different, you see.

There were no computers,  
And there was no TV.

**Life was different in the old days.  
Life was different in so many ways.**

Children used to get water  
From pumps or wells outdoors.  
Now we just turn on the tap,  
And out fresh water pours!

**Chorus**

Life was so much slower!  
Few people had a car.  
Children used to walk to school,  
And they walked very far!

**Chorus**



4

Choose. Then match the activities of today with activities from the past.

cook    have    listen    travel    wash clothes

- |                              |                               |
|------------------------------|-------------------------------|
| 1 _____ by car               | a cooked on a coal stove      |
| 2 _____ in a washing machine | b had oil lamps               |
| 3 _____ electric lights      | c listened to the radio       |
| 4 _____ in a microwave       | d traveled by horse and buggy |
| 5 _____ to an MP3 player     | e washed clothes by hand      |



What else is different now? Tell a partner.

# Song Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about how life was in the past.

## Key Language

car, cell phone, coal stove, electric lights, horse and carriage, microwave, MP3 player, oil lamp, operator, TV, washing machine; travel, use, wash

**Song**

I will learn to talk about how life was in the past.

**3** Listen and sing. How did people get water one hundred years ago?

**In the Old Days**

Life one hundred years ago  
Was different, you see.  
There were no computers,  
And there was no TV.

**Life was different in the old days.  
Life was different in so many ways.**

Children used to get water  
From pumps or wells outdoors.  
Now we just turn on the tap,  
And out fresh water pours!

**Chorus**

Life was so much slower!  
Few people had a car.  
Children used to walk to school,  
And they walked very far!

**Chorus**



**4** Choose. Then match the activities of today with activities from the past.

cook	have	listen	travel	wash clothes
------	------	--------	--------	--------------

1 _____ by car	a cooked on a coal stove
2 _____ in a washing machine	b had oil lamps
3 _____ electric lights	c listened to the radio
4 _____ in a microwave	d traveled by horse and buggy
5 _____ to an MP3 player	e washed clothes by hand

THINK BIG

What else is different now? Tell a partner.

Unit 6 69

## Warm-up



### 21st Century Critical Thinking

- Hold up a cell phone and talk about the different ways people use it, for example, to make calls, to send text messages, to take pictures, to look up information. Explain that in the past, phones only had

one use: to connect the voices of people who were in different places so they could have a conversation. Ask students to think about how phones might change in the future, and how they might be able to use them to get information. Ask: *If you could add one button to this phone, what would it be? What would happen if you pressed that button?*

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about how life was in the past.*

- Students will sing a song and talk about how life was in the past.

## Listen and Sing



### 3 Listen and sing. How did people get water one hundred years ago?

- Read the directions aloud. Play Audio Track 104. Have students read along silently.
- Replay the audio and have students sing along. Do this several times. Then ask students to read the song silently and to make a note of how people got water one hundred years ago.

### MONITOR

Check comprehension. Ask: *Were there any computers one hundred years ago?* (No, there weren't.) *Did children use to walk to school in the past?* (Yes, they did.) *How did people get water one hundred years ago?* (People got their water from pumps or wells outdoors.)

### ASSIST

Replay the audio as needed. Use gestures and simple language to explain unfamiliar words.

## Practice 1



### 4 Choose. Then match the activities of today with activities from the past.

- Read the directions aloud. Ask volunteers to read the words in the box and check understanding by asking students to make sentences with them.
- Do Item 1 as a class. Write the answer on the board and have students work independently. Have volunteers read the completed sentences aloud.

### MONITOR

Check answers as a class. (Answers: 1 travel, d, 2 wash clothes, e, 3 have, b, 4 cook, a, 5 listen c)

## Practice 2

WB p. 65/ act. 4



### 4 Write about now and long ago.

- Have students look at WB Activity 4 on page 65. Read the directions aloud. Have students write about now and long ago.

### MONITOR

Check answers as a class.

## Speaking



- On the board, write a sentence using one of the items from Activity 4. (Possible sentences: *I traveled to school by horse and buggy. My mom and dad didn't have a microwave.*)

- Have the students guess if the sentence is true or false. If the sentence is false, ask them to suggest how to make the sentence true. (Possible sentences: *I traveled to school by car. My grandmother and grandfather didn't have a microwave.*)
- In pairs, have students take turns making a sentence using the model sentences on the board and the items in Activity 4. Their partner guesses if the sentence is true or false and suggests how to make the sentence true.

## Think BIG



### 21st Century Critical Thinking

- Discuss as a class how life today is different from the past. Refer to cell phones, computers, the Internet, entertainment, etc. Write the students' responses on the board. Have students discuss the questions in pairs.

### MONITOR

Listen for proper pronunciation, appropriate intonation, and correct language use. (Possible answers: *In the old days people went to the theater, now they watch TV or go to the movies. People used to write everything in books or journals, now they use computers., etc*)

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to talk about how life was in the past.*

- Encourage awareness of what students have learned by quickly eliciting a few facts about how life was different in the past.

## Homework



WB p. 65/ act. 3



### 3 Listen and match.

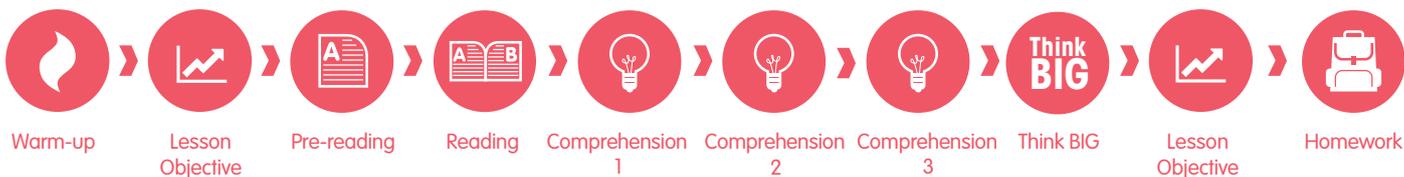
- Direct students to WB Activity 3 on page 65. Explain to students that they must listen to the song and match the song words with the sentences and pictures.

## Extra Application and Practice Activity

- Have students play *Charades* (see *Game Bank*, page T135, for details). Have students work in pairs to mime an activity. One student should mime how the activity was done in the past. The other should mime how it is done now. Classmates should try to guess what the activities are and when they take place.

# Story Lesson

## Lesson Flow



## Lesson Objective

I will read a story about life in the past.

## Key Language

microwave, remote control, TV; use, watch

### Story

I will read a story about life in the past.

1 Listen and read. Did Grandma have a microwave when she was a child?

#### Life Was Nicer Then

Grandma, can you pass me the remote control?

Come on, Sam! You can get it yourself.

1 Sam is watching TV and doesn't want to get off the sofa.

But Grandma...

Listen, Sam. When I was a child, we didn't have remote controls.

2 Grandma doesn't want Sam to be lazy.

What did you use to do?

We used to get up, walk to the TV, and change the channel.

3 Most TVs didn't have remote controls when Sam's grandma was a child.

Did you have a lot of channels?

No, we didn't. We had only three channels. Oh, life was so simple, so quiet back then...

4 Sam's grandma thinks life was a lot nicer when she was young.

Oh, dinner's ready!

BEEP! BEEP! BEEP!

5 But now Sam's grandma sometimes uses a microwave to make dinner.

Did you use to cook everything in the microwave when you were a child?

Well, no, we didn't have...

6 Maybe some things about modern life are nicer!

6 Read and choose.

When Sam's grandma was a child...

- 1 people **watched** / **didn't watch** TV.
- 2 people **had** / **didn't have** remote controls to change channels.
- 3 people **used** / **didn't use** to get up to change the channels.
- 4 life **was** / **wasn't** simpler and quieter.
- 5 people **used** / **didn't use** to cook in a microwave.



Does your family have a lot of remote controls? What are they for? What other modern technology makes life easier?

## Warm-up



**Materials:** Flashcards: Unit 6, past and present activities, TV remote control

- Show students a TV remote control. Talk about what they use remote controls to do, such as turn the TV on and off and change the channels.

- Play a game with the remote control and Flashcards. Give twelve students each a Flashcard. Have a volunteer point the remote control at a student to "turn" him or her "on." The student then has to say what's on their card and mime it.
- Have students take turns being the one who holds the remote control. Repeat until all students have had a chance to participate.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will read a story about life in the past.*

## Pre-reading



- Point to and read the story title aloud. Have students repeat after you. Ask: *Who are the characters in this story?* (Sam and his grandma)

## Reading



### 5 Listen and read. Did Grandma have a microwave when she was a child?

- Read the directions aloud. Draw attention to the question: *Did Grandma have a microwave when she was a child?* Play Audio Track 107. Model pointing to each story frame. Have students listen and read along silently.
- Ask: *Did Grandma have a microwave when she was a child?* (No, she didn't.)

## Comprehension 1



### MONITOR

Ask comprehension questions about the story. Encourage students to answer using complete sentences. Ask: *Why does Sam's grandma want him to get the remote control himself?* (She doesn't want him to be lazy.) *How did Sam's grandma change the channel when she was a child?* (She had to get up and walk to the TV.) *Why does Sam's grandma change her mind about modern life?* (Because she likes cooking dinner in the microwave.)

### ASSIST

- Replay the audio as needed. Pause after each frame point out what is going on in each picture. Use simple language and gestures to explain unfamiliar words.
- Have students work in pairs to read the speech bubbles aloud to each other and role-play the dialog in the story.

### CHALLENGE

- Have pairs role-play the story, using their own words.

## Comprehension 2



### 6 Read and choose.

- Read the directions aloud. Do Item 1 as a class. Then ask: *How do you know they watched TV?* (Sam's grandma said she had to get up and change the channel on the TV when she was a child.) Have students complete the activity independently.

### MONITOR

Check answers as a class. (Answers: 1 watched, 2 didn't have, 3 used, 4 was, 5 didn't use)

### ASSIST

- Ask students to refer back to the story to find the correct answers.

### CHALLENGE

Have students rewrite the sentences with the word *Today...* instead of *When Sam's grandma was a child...*

## Comprehension 3

WB p. 66/ act. 5



### 5 Read. Then circle T for true and F for false.

- Read the directions aloud. Have students read the frames from the story. They must then read the sentences and circle T for true or F for false.

### MONITOR

- Check answers as a class.

## Think BIG



### 21st Century Social Skills

- Read the questions aloud. Point out that good listeners make eye contact with the person that they are listening to and wait for him or her to finish before they begin speaking. Encourage students to practice these skills with their partners.
- Have students work in pairs to ask and answer the questions.

### MONITOR

Walk around and listen for proper pronunciation, appropriate intonation, and correct use of language.

### ASSIST

Provide models for students who are having difficulty producing language.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have read a story about life in the past.*
- Encourage awareness of what students have learned by quickly eliciting something they remember about the story.

## Homework

WB p. 66



### Think BIG

- Direct students to WB Think BIG on page 66. Explain that students need to check the things that their grandma had when they were a child, and complete the sentences.

## Extra Application and Practice Activity

### 21st Century Creative Thinking

- Put students in groups of three and have them rewrite the story using other things that were different in the past, and modern things that would make an older person happy about today.
- When they have completed their stories, have volunteers read aloud their stories for the class.

# Story

I will read a story about life in the past.

107  
5

Listen and read. Did Grandma have a microwave when she was a child?

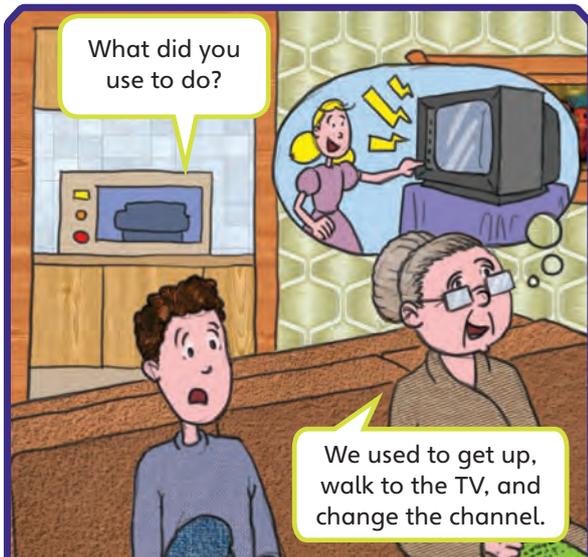
## Life Was Nicer Then



1 Sam is watching TV and doesn't want to get off the sofa.



2 Grandma doesn't want Sam to be lazy.



3 Most TVs didn't have remote controls when Sam's grandma was a child.



4 Sam's grandma thinks life was a lot nicer when she was young.



5

But now Sam's grandma sometimes uses a microwave to make dinner.



6

Maybe some things about modern life are nicer!

6

Read and choose.

When Sam's grandma was a child...

- 1 people **watched** / **didn't watch** TV.
- 2 people **had** / **didn't have** remote controls to change channels.
- 3 people **used** / **didn't use** to get up to change the channels.
- 4 life **was** / **wasn't** simpler and quieter.
- 5 people **used** / **didn't use** to cook in a microwave.



Does your family have a lot of remote controls?  
What are they for?  
What other modern technology makes life easier?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about what people used to do.

## Key Language

car, computer, electric lights, electricity, horse and buggy, lamp, TV; send, wash, watch

## Language in Action

I will listen to a dialog about what people used to do.



Listen and read. Then say.

- Millie:** Who's that?  
**Mom:** That's a picture of your great-great-grandparents.  
**Millie:** But they're so young!  
**Mom:** Oh, well, this picture is from 1905. That was a long time ago.  
**Millie:** How did people go places in 1905?  
**Mom:** They used to ride a horse and buggy, or they walked.  
**Millie:** Did you use to ride a horse and buggy, Mom?  
**Mom:** I'm not *that* old!



Practice the dialog in 7 with a partner.



Listen and stick. Write the number.



## Warm-up



- Have students draw a picture of a person from the past or the present doing one of the activities taught in the unit; for example, a person talking on an old-fashioned phone, using a modern washing machine, or riding in a horse and buggy. Invite students to present their pictures to the class and practice the language by telling classmates what their picture shows.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will listen to a dialog about what people used to do.*

## Pre-listening



- Ask students for different types of transport. Ask what their favorite is.
- Ask students how they think people got around in the past.
- Tell the students they will listen to Millie and her mom talking. Have students look at the picture and predict what Millie and her mom are doing.

## Listening



### 7 Listen and read. Then say.

- Tell students they will listen to a dialog. Play Audio Track 108 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.

## Comprehension



### MONITOR

Ask questions to check for understanding. Ask: *How did Millie's great-great grandparents go places? (by horse and buggy or on foot) When was the picture taken? (1905)*

### ASSIST

Use simple language and gestures to explain unfamiliar words.

## Role Play



### 8 Practice the dialog in 7 with a partner.

- Have pairs read the dialog aloud. Then have partners switch roles.

### MONITOR

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

## Practice 1



Materials: Stickers

### 9 Listen and stick. Write the number.

- Have students find the Unit 6 stickers at the back of the Student's Book. Read the directions aloud.
- Play Audio Track 109 and have students listen, place the stickers, and label the pictures.

### MONITOR

Check answers as a class. (Answers: 4 oil lamp, 3 writing an email, 1 washing machine, 2 watching TV)

### CHALLENGE

Play the audio again and ask students to write notes about each scene, such as something about the past and something about the present.

## Practice 2

WB p. 67/ act. 6



### 6 Write the now and long ago activities.

- Read the directions aloud and explain that students need to write the activities under each picture

### MONITOR

Check answers as a class.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about what people used to do.*

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

## Homework



WB p. 67/ act. 7



### 7 Look at 6. Listen and number the pictures in the order you hear them.

- Direct students to WB Activity 7 on page 67. Explain to students that they must listen and number the pictures.

## Extra Application and Practice Activity

- Collect students' drawings from the Warm-up and distribute them randomly. Invite students to present the picture they received to the class. Extend the activity by having students tell how the activity shown in the picture is done in the present and how it was done in the past; for example: *He is talking on a cell phone. Long ago, people used a phone with an operator.*

# Language in Action

I will listen to a dialog about what people used to do.

108  
7

Listen and read. Then say.

**Millie:** Who's that?

**Mom:** That's a picture of your great-great-grandparents.

**Millie:** But they're so young!

**Mom:** Oh, well, this picture is from 1905. That was a long time ago.

**Millie:** How did people go places in 1905?

**Mom:** They used to ride a horse and buggy, or they walked.

**Millie:** Did you use to ride a horse and buggy, Mom?

**Mom:** I'm not *that* old!



8

Practice the dialog in 7 with a partner.

109  
9

Listen and stick. Write the number.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# Grammar

I will learn to use *Did... have...?* and *used to* to ask and answer about the past.

**Did** people **have** cars in 1950?

Yes, they **did**.

**Did** people **have** cars in 1900?

No, they **didn't**. They traveled by horse and buggy or by train.

**10** Read the questions. Complete the answers.

1 Did your father have a car in high school?

No, he didn't. He used to ride a bicycle.

2 Did people play video games twenty years ago?

\_\_\_\_\_ There were some very popular video games back then.

3 Did your grandmother have a computer?

\_\_\_\_\_ She never used a computer.

4 Did people have running water in their homes 200 years ago?

\_\_\_\_\_ They used to get water from a pump outside.

5 Did people write letters in the past?

\_\_\_\_\_ Now we write letters and send emails.

Before TV, what **did** people **use to do** for entertainment at night?

They **used to listen** to the radio.

They **didn't use to listen** to an MP3 player.

**11** Read the questions and answer them with your own ideas. Use *used to* in your answers.

1 Before computers, what did people use to do to keep in touch?

Before computers, people \_\_\_\_\_.

2 Before cell phones, what did people use to do to call each other?

Before cell phones, people \_\_\_\_\_.

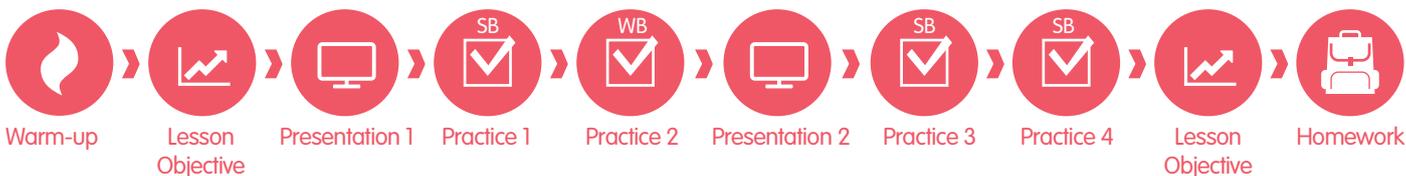
3 Before microwaves, what did people use to do to cook their food?

Before microwaves, people \_\_\_\_\_.

**12** Work with a partner. Ask and answer questions like the ones in 11. Look at pages 68–69 for ideas.

# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use *Did... have...?* and *used to* to ask and answer about the past.

## Key Language

**Did** people **have** cars in 1950? Yes, they **did**.

**Did** people **have** cars in 1900? No, they **didn't**. They traveled by horse and buggy or by train.

Before TV, what **did** people **use to do** for entertainment at night? They **used to listen** to the radio. They **didn't use to listen** to an MP3 player.

**Grammar**

I will learn to use *Did... have...?* and *used to* to ask and answer about the past.

**Did** people **have** cars in 1950? Yes, they **did**.  
**Did** people **have** cars in 1900? No, they **didn't**. They traveled by horse and buggy or by train.

**10** Read the questions. Complete the answers.

- Did your father have a car in high school?  
\_\_\_\_\_ *No, he didn't.* He used to ride a bicycle.
- Did people play video games twenty years ago?  
\_\_\_\_\_ There were some very popular video games back then.
- Did your grandmother have a computer?  
\_\_\_\_\_ She never used a computer.
- Did people have running water in their homes 200 years ago?  
\_\_\_\_\_ They used to get water from a pump outside.
- Did people write letters in the past?  
\_\_\_\_\_ Now we write letters and send emails.

Before TV, what **did** people **use to do** for entertainment at night? They **used to listen** to the radio. They **didn't use to listen** to an MP3 player.

**11** Read the questions and answer them with your own ideas. Use *used to* in your answers.

- Before computers, what did people use to do to keep in touch?  
Before computers, people \_\_\_\_\_
- Before cell phones, what did people use to do to call each other?  
Before cell phones, people \_\_\_\_\_
- Before microwaves, what did people use to do to cook their food?  
Before microwaves, people \_\_\_\_\_

**12** Work with a partner. Ask and answer questions like the ones in 11. Look at pages 68–69 for ideas.

Unit 6 73

## Warm-up



**Materials:** Index cards, Flashcards: Unit 6, past and present activities

- Have students write questions on index cards using *did* and the Flashcards. Model: *Did you watch TV yesterday? Did you talk on a cell phone this morning? Did you listen to the radio today?*
- Have one half of the class stand in a large circle facing in. Have the other students make a smaller circle inside the larger circle and face outward. Students should take turns asking and answering one of the questions on

their cards to the person they are facing. When they're finished, the students in the inner circle should take a step to the right so that they're facing a new partner. Then they can ask and answer a new set of questions. Have students continue in this way until they have asked a question to every person in the circle.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use Did... have...? and used to to ask and answer about the past.*

## Presentation 1



- Have students read the questions and answers in the grammar box at the top of the page aloud with you.
- Review the contraction *didn't* with students. Point out that the word *didn't* can be spelled out (*did not*). The apostrophe in *didn't* takes the place of the letter o.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

## Practice 1



### 10 Read the questions. Complete the answers.

- Read the directions aloud. Explain that students will use the example sentences from the grammar box to complete the conversations. Review the first item with the class. Then have students complete the activity independently.

MONITOR

Check answers as a class. (Answers: 1 No, he didn't. 2 Yes, they did. 3 No, she didn't. 4 No, they didn't. 5 Yes, they did.)

ASSIST

Discuss and correct any errors in structure or understanding.

## Practice 2

WB p. 68/ act. 8



### 8 Read and complete the answers. Use *did* or *didn't*.

- Read the directions aloud. Have students complete the answers to the questions using *did* or *didn't*.

MONITOR

Check answers as a class.

## Presentation 2



- Have students read the question and answer in the grammar box in the middle of the page aloud with you. Point out how *use to* in the question changes to *used to* in the answer.

## Practice 3



Materials: Flashcards: Unit 6, past and present activities

### 11 Read the questions and answer them with your own ideas. Use *used to* in your answers.

- Read the directions aloud. Then have a volunteer read the first question aloud. Let students know that they can look at the Flashcards if they are having trouble thinking of ideas.
- Have students complete the activity independently.

MONITOR

Check students' work for errors in vocabulary and language usage.

ASSIST

Rewrite and correct any errors on the board so that students can correct their own work.

## Practice 4



Materials: Mocked-up microphones

### 12 Work with a partner. Ask and answer questions like the ones in 11. Look at pages 68–69 for ideas.

- Read the directions aloud. Invite students to pretend to be reporters working on a story about the differences between life in the past and in the present.
- Have partners use a mocked-up microphone to interview each other.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST

Provide models for students who need help.

## Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to use Did... have...? and used to to ask and answer about the past.*

## Homework

WB pp. 68 & 69/ act. 9, 10, 11 & 12



### 9 Complete the questions and answers.

- Direct students to WB Activity 9 on page 68. Read the directions aloud. Explain that students have to complete the questions and answers.

### 10 Complete the sentences.

- Direct students to WB Activity 10 on page 69. Read the directions aloud. Explain that students should complete the questions and answers.

### 11 Answer about you.

- Direct students to WB Activity 11 on page 69. Read the directions aloud. Explain that students should answer the questions with information about themselves.

### 12 Look in your house. What used to be different?

- Direct students to WB Activity 12 on page 69. Read the directions aloud. Explain that students should write about what used to be different in their houses.

## Extra Application and Practice Activity

- Have students share the information they learned by talking to each other. Model: *It used to take Marta's grandmother an hour to walk to school. Marta rides to school in her mom's car. It takes only ten minutes.*

## 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



## Lesson Objective

I will learn about how people used to travel.

## Key Language

average speed, distance traveled, multiply, number of, per hour

**Content Connection | Math**

I will learn about how people used to travel.

**13** Listen and read. How has the average speed of vehicles changed since the early 1900s?

CONTENT WORDS

average speed distance traveled  
multiply number of per hour

*And Then  
There Were  
Cars*

1 Until the early 1900s, many people traveled by horse and buggy. They didn't use to travel very far or very fast. Historians believe that the furthest a family could travel in one day used to be about 24 kilometers. Since a horse and buggy had an average speed of 8 km per hour, a simple equation shows us that people used to travel no more than three hours a day – 3 hours multiplied by 8 km per hour equals 24 km ( $3 \times 8 = 24$ ).



2 The distances people traveled changed in 1886 when Mr. Karl Benz from Germany put an engine on a buggy. It was the first gas-powered vehicle. Then in 1901, the German company Daimler Motors (DMG) created a beautiful motor car for racing. It was called the Mercedes.



Its engine was lighter, so it could travel faster than any other car. The Mercedes also looked very different from the horse-drawn buggy. It was more attractive, and it was safer because it was lower and closer to the road. Six Mercedes raced in Nice in 1901, and they reached an average speed of 51 km per hour.

3 Unfortunately, the Mercedes was expensive. It was and still is a luxury. The average working man in America in the 1900s could not buy one. Henry Ford changed this when he built the Model T, or "Tin Lizzie" in 1908. It was one of the first popular cars – people could buy it for about 850 dollars. All of a sudden, the number of cars on the road multiplied! Its average speed was about 40 km per hour.

4 Modern cars today are much faster than they used to be. The average speed of the modern car is about 90 km per hour. However, in big cities, because of all the traffic, we still don't travel much faster than we used to with the horse and buggy.



**14** Look at 13. Say **True** or **False**. Correct the sentences that are false.

- 1 In the early 1900s, people could travel about 48 km in one day.
- 2 The first gas-powered vehicle was invented in 1901.
- 3 Karl Benz built the first Mercedes.
- 4 The Mercedes looked really good.
- 5 People bought the Model T because it was cheaper.

**THINK BIG**

Which ways of traveling are faster than a modern car? What are the good and bad things about traveling fast?

74 Unit 6

## Warm-up



**Materials:** Egg cartons, counters (or small countable objects, such as paper clips), index cards

- Divide the class into nine groups. Give each group an index card with a number from 1–9 written on it, an egg carton, and counters. Explain that students will be using the counters and the egg carton to review multiplication and create multiplication tables.
- Each group should look at the number on their card and place that many counters into each cup of the egg carton.

- When students have filled the egg carton, they should work together to create a multiplication table for their number. For example:  $1 \times 4 = 4$ ;  $2 \times 4 = 8$  and so on, up to  $12 \times 4 = 48$ .
- Have students present their multiplication tables to the class.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn about how people used to travel.*

## Pre-reading



- Read the Content Words in the box aloud. Tell students that they will learn the meaning of these words in the context of the article. Or, if desired, have pairs of students look up the words in a dictionary before reading the text.
- Direct children to Activity 14. Explain that they are going to listen to and read the text. Point to the title and say: *And Then There Were Cars*. Ask students what the title might mean.

## Reading



### 13 Listen and read. How has the average speed of vehicles changed since the early 1900s?

- Read the directions aloud and have students look at the pictures and name the form of transport they see. Write *average speed*, *number of hours*, and *distance traveled* on the board. Explain that speed is measured in kilometers per hour and that kilometers per hour, times the hours, will always give you the number of kilometers traveled.
- Play Audio Track 111 and have students listen and read along silently.

#### MONITOR

Ask questions to check for understanding. Ask: *What was the average speed of a horse and buggy?* (8km/h) *How fast did the Model T travel per hour?* (about 40 km) *What's the average speed of a modern car?* (about 90 km/h).

- Direct students to the question in the directions, and share answers as a class.

#### ASSIST

Replay the audio as needed. Have students note down any words they do not understand and help them work out their meanings from context.

## Practice 1



### 14 Look at 13. Say *True* or *False*. Correct the sentences that are false.

- Read the directions aloud and have volunteers read sentences 1–5 aloud.
- In pairs, have students decide whether each sentence is true or false, then write correct sentences for those that are false.

#### MONITOR

Check answers as a class. (*Answers: 1 F: The furthest people could travel in one day used to be about 24 kilometers. 2 F: The first gas-powered vehicle appeared in 1886. 3 F: Daimler Motors (DMG) built the first Mercedes. 4 T 5 T*)

## Practice 2

WB p. 70/ act. 13



### 13 Complete the sentences.

- Read the directions aloud. Have students complete the sentences with the words in the box.

## Think BIG



### 21st Century Think Creatively

- Read aloud the questions as students follow in their books. Ask students to note down their answers. Elicit and discuss as a class. (*Possible answers: Planes travel faster than the modern car. One good thing about traveling fast is that you save time. One bad thing about traveling fast is that more accidents can happen.*)

## Lesson Objective



#### INVOLVE

- Revisit the lesson objective: *Now I have learned about how people used to travel.*
- Encourage awareness of what students have learned by asking them what they can remember about the article.

## Homework



WB pp. 70 & 71/ act. 14, 15 & 16



### 14 Listen, read, and circle. How did people travel before cars?

- Direct students to WB Activity 14 on page 71. Read the directions aloud. Explain that students should circle the correct words.

### 15 Look at 14. Read and answer.

- Direct students to WB Activity 15 on page 71. Read the directions aloud. Explain that students should write answers to the questions.

### 16 Look at the average speeds in 14 and solve the equations.

- Direct students to WB Activity 16 on page 71. Read the directions aloud. Explain that students need to find the average speeds and complete the calculations.

## Extra Application and Practice Activity

### 21st Century Collaboration

- Invite students to compare how far each method of transport in Activity 14 could travel in four hours. Talk about why people thought they needed something that would allow them to travel longer distances in less time, and how that ability changed people's lives.
- Distribute paper and markers and have small groups of students work together to design a vehicle for the future. Have them think about how fast the vehicle will travel and how it will change people's lives. Then have students write equations about the distances their vehicle can travel.

I will learn about how people used to travel.



Listen and read. How has the average speed of vehicles changed since the early 1900s?

### CONTENT WORDS

average speed distance traveled multiply number of per hour

## And Then There Were Cars

1 Until the early 1900s, many people traveled by horse and buggy. They didn't use to travel very far or very fast. Historians believe that the furthest a family could travel in one day used to be about 24 kilometers. Since a horse and buggy had an average speed of 8 km per hour, a simple equation shows us that people used to travel no more than three hours a day – 3 hours multiplied by 8 km per hour equals 24 km ( $3 \times 8 = 24$ ).



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- 4 The Mercedes looked really good.
- 5 People bought the Model T because it was cheaper.



Which ways of traveling are faster than a modern car?  
What are the good and bad things about traveling fast?

I will learn about people who live without technology.

**CONTENT WORDS**  
 ancestors dialect nomadic  
 reindeer surfing the Internet  
 technology tundra

**15** Read quickly. Is technology important for the three tribes?

## Living Traditionally in a Modern World

Could you live without a computer or a cell phone? It might be hard for you to imagine a life without technology. But even today, many people all over the world live happily without it. There are many tribes with much more important things to worry about than technology.



**1** One of the most famous tribes on the planet is the Maasai people of Kenya, in Africa. The Maasai are nomadic. This means they don't live in one place all the time. They move from place to place and make new homes each time they move. They build their homes in the forests from things they can find in nature – mud, sticks, grass, and rocks. Their villages don't have running water or electricity, so computers and cell phones aren't an option.

**2** Another tribe in South East Asia is the Hmong. These are hill people – they live in the mountains in parts of Thailand, Laos, and Vietnam. They have a very traditional way of life. In fact, they live the same way now that their ancestors used to live, more than 2,000 years ago. They also have their own ancient language with two different dialects: Hmong Djuu and Hmong Daw. The language comes from Southern China, and it's quite different from the other languages of South East Asia. You won't find much technology in a Hmong hill village.



**3** The Koryak people, a tribe in Russia, live on the northern part of the Pacific Coast. The land in that area is Arctic tundra, which is very cold. For food, these people catch fish or herd reindeer. Instead of playing computer games or surfing the Internet, Koryak children help hunt and cook food for their family. They also sometimes make their own clothes out of reindeer skin.

Life for these people is much harder than it is for you or me. Could you live comfortably without basic necessities like food, water, and electricity?

**113** **16** Listen and read. Match the tribes (1–3) with the sentences (a–d).

- a You can't have a cell phone or a computer without electricity!
- b I speak some Chinese. I'd like to learn an unusual language.
- c I'm happy I don't have to hunt for my food!
- d In my opinion, it's important to look after your traditions.



Do you know of any other groups of people who live without using technology?  
 Would you like to live without technology? Why/Why not?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about people who live without technology.

## Key Language

ancestors, dialect, nomadic, reindeer, surfing the Internet, technology, tundra

Culture Connection
Around the World

I will learn about people who live without technology.

**15** Read quickly. Is technology important for the three tribes?

### Living Traditionally in a Modern World

Could you live without a computer or a cell phone? It might be hard for you to imagine a life without technology. But even today, many people all over the world live happily without it. There are many tribes with much more important things to worry about than technology.

**1** One of the most famous tribes on the planet is the Maasai people of Kenya, in Africa. The Maasai are nomadic. This means they don't live in one place all the time. They move from place to place and make new homes each time they move. They build their homes in the forests from things they can find in nature – mud, sticks, grass, and rocks. Their villages don't have running water or electricity, so computers and cell phones aren't an option.



**2** Another tribe in South East Asia is the Hmong. These are hill people – they live in the mountains in parts of Thailand, Laos, and Vietnam. They have a very traditional way of life. In fact, they live the same way now that their ancestors used to live, more than 2,000 years ago. They also have their own ancient language with two different dialects: Hmong Dja and Hmong Daw. The language comes from Southern China, and it's quite different from the other languages of South East Asia. You won't find much technology in a Hmong hill village.



**3** The Koryak people, a tribe in Russia, live on the northern part of the Pacific Coast. The land in that area is Arctic tundra, which is very cold. For food, these people catch fish or herd reindeer. Instead of playing computer games or surfing the Internet, Koryak children help hunt and cook food for their family. They also sometimes make their own clothes out of reindeer skin.



Life for these people is much harder than it is for you or me. Could you live comfortably without basic necessities like food, water, and electricity?

CONTENT WORDS

ancestors dialect nomadic  
reindeer surfing the Internet  
technology tundra

**16** Listen and read. Match the tribes (1–3) with the sentences (a–d).

- a You can't have a cell phone or a computer without electricity!
- b I speak some Chinese. I'd like to learn an unusual language.
- c I'm happy I don't have to hunt for my food!
- d In my opinion, it's important to look after your traditions.

THINK BIG

Do you know of any other groups of people who live without using technology?  
Would you like to live without technology? Why/Why not?

Unit 6 75

## Warm-up

**Materials:** Index cards

- Have students think about what life would be like without technology. Say: *Imagine life without computers, phones, TV, cars, or electricity. How would you contact people? How would you get to school? How would you cook food and wash clothes? How would you warm and light your home?*

- Distribute index cards. Ask students to write down an activity that people can do without technology. Model: *I can wash my clothes in the sink and dry them outside in the sun. I can use candles to light my home.* Invite volunteers to read their cards aloud and encourage the class to comment.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective: Say: *Today I will learn about people who live without technology.*

## Pre-reading



- Read out the words: *cell phone, laptop, Internet, oven, TV, washing machine.*
- Ask students to work with a partner and number the items in order of importance. Ask pairs to discuss the items and say why they think they are important.

### MONITOR

Walk around and help out with ideas or language where needed. Ask students to share their answers with the class. Have a class vote to decide which item the class thinks is the most important. (Answers will vary.)

## Reading



### 15 Read quickly. Is technology important for the three tribes?

- Read the directions aloud. Tell students to read the first section quickly and raise their hands and stop reading as soon as they learn if technology is important to the tribe.
- As soon as the majority of the class has raised their hands, check the first answer (*Technology isn't important.*)
- Repeat for the remaining sections. Read the question from the directions again and answer as a class. (*Answer: Technology isn't important to any of the three tribes.*)

## Practice 1



### 16 Listen and read. Match the tribes (1–3) with the sentences (a–d).

- Read the directions aloud. Ask volunteers to read the sentences aloud and check comprehension.
- Play Audio Track 113 and have students listen and follow in their books. Have students match the sentences with the tribes individually.

### MONITOR

Ask students to compare their answers with a partner. Check answers as a class. (*Answers: a 1, b 2, c 3, d 2*)

### ASSIST

Replay the audio as needed.

## Practice 2

WB p. 72/ act. 17



### 17 Read. Then check (✓).

- Read the directions aloud. Ask students to read the text once through quietly.
- Direct students to the chart under the text. Explain that they need to read the text again and check the boxes.

### MONITOR

Ask students to compare their answers with a partner, then check answers as a class.

## Think BIG



### 21st Century Global Awareness

- Read the first question aloud. Brainstorm other groups of people who live without technology. Encourage students to participate, no matter how vague the information. Ask students to use the Internet or resource books to gather information about other traditional cultures, then report to the class.
- Read out the other questions. Have students discuss the questions in small groups. Encourage students to reflect on how their lives would be different without technology. Ask them what their grandparents used to do when they were at school and if their lives were really so different.
- Encourage students to express their views. Invite groups and individual students to share their ideas and opinions with the class.

## 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 people who live without technology.*

- Encourage awareness of what students have learned by quickly eliciting a few facts that they can remember from the article they have read.

## Homework

WB p. 72/ act. 18



### 18 Look at 17. Choose words from the box to match the definitions.

- Direct students to WB Activity 18 on page 72. Explain that students should read the sentences and write the correct words from the box.

## Extra Application and Practice Activity

**Materials:** Poster paper, art supplies

### 21st Century Collaboration

- Have students make a class poster about the advantages and disadvantages of living without technology.
- Invite students to use the poster to agree on a collaborative statement about whether they think technology has had a positive or negative effect on the world. Discuss as a class.

# Writing Lesson

## Lesson Flow



Warm-up



Lesson Objective



Practice 1



Practice 2



Practice 3



Practice 4



Practice 5



Lesson Objective



Homework

## Lesson Objective

I will learn to write sentences with quotation marks.

### Writing | Quotation marks

I will learn to write sentences with quotation marks.

**17** Read. Then choose the sentences where quotation marks are used correctly.

Quotation marks (" ") come in pairs. You put them around the words that people say.

"I had a great time at my grandpa's house," said Jaime.

Commas, periods, question marks, and exclamation points usually go inside quotation marks at the end of what a person says. Commas go outside quotation marks if they come before what somebody says.

- 1 "I used to ride my bike to school, said Maria."
- 2 "Did they watch TV in the 1930s?" he asked.
- 3 Miguel yelled, "I got a new cell phone!"
- 4 Karen said, "I listened to the radio last night."

**18** Read and match. Make sentences.

- |   |   |
|---|---|
| 1 Tim asked,                                | a "I used to get water from a pump when I was young." |
| 2 "My dad used to travel by bus to school," | b "How did people use to cook food?"                  |
| 3 Claire shouted,                           | c Bahar said.   |
| 4 Grandpa said,                             | d "I got a new MP3 player yesterday!"                 |

**19** In your notebook, rewrite the sentences using quotation marks.

- 1 I just saw a movie about Henry Ford and the Model T, he said.
- 2 What should we do this weekend? she asked.
- 3 Do your homework before watching TV! his mother told him.
- 4 Taylor said, I got a new computer.
- 5 You need to finish your book report by Friday, said Mr. Clark.
- 6 Happy birthday, Grandma Rose! everyone shouted.

**20** In your notebook, write sentences using quotation marks.



76 Unit 6

## Warm-up



**Materials:** Teacher-made speech bubbles on colored card

- Before class, cut large speech-bubble shapes out of colored card, one for each student. Students will write in the speech bubbles and use them to help identify spoken language.

- Give pairs of students two speech bubbles. Explain that one student will ask a question about life in the past and his or her partner will write the question in the speech bubble. Then the partner will answer the question and the first partner will write his or her answer in the other speech bubble.

- Have pairs of students come up to the front of the class and hold the bubbles over their heads. Invite the class to read the words in the bubbles aloud.
- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

Introduce the lesson objective: Say: *Today I will learn to write sentences with quotation marks.*

## Practice 1

### 17 Read. Then choose the sentences where quotation marks are used correctly.

- Read the directions aloud and then read the text in the box aloud as students follow along silently.
- Do Item 1 as a class. Have students complete the activity independently.

### MONITOR

Check answers as a class. (Answers: 2 and 3)

### ASSIST

Check for understanding by asking why item numbers 1 and 4 are incorrect.

## Practice 2 WB p. 73/ act. 19

### 19 Put quotation marks in the correct places.

- Read the directions aloud. Have students put quotation marks in the correct places.

### MONITOR

Check answers as a class.

## Practice 3

### 18 Read and match. Make sentences.

- Read the directions aloud. Have students look at the first column and then the second column. Do Item 1 as a class.
- Have students complete the activity independently or in pairs.

### MONITOR

Check answers as a class. (Answers 1 b, 2 c, 3 d, 4 a)

### CHALLENGE

Have students write three sentences with incorrect use of quotation marks for their partners to correct.

## Practice 4

### 19 In your notebook, rewrite the sentences using quotation marks.

- Read the directions aloud. Do the first item as a class. Ask: *What did he say?* (I just saw a movie about Henry Ford and the Model T.)
- Have students complete the activity independently.

### MONITOR

Check answers as a class. (Answers: 1 “I just saw a movie about Henry Ford and the Model T,” he said., 2 “What should we do this weekend?” she asked., 3 “Do your homework before watching TV!” his mother told him., 4 Taylor said, “I got a new computer.”, 5 “You need to finish your book report by Friday,” said Mr. Clark., 6 “Happy birthday, Grandma Rose!” everyone yelled.)

## Practice 5

### 20 In your notebook, write sentences using quotation marks.

- Read the directions aloud. Explain that students will write sentences telling what someone said. Model: *Julia asked, “When will we have a snack?”*
- Have students write their sentences independently. Encourage them to think about some of the things that their classmates said while they were working on Unit 6.

### MONITOR

Have students share their sentences with the class. Have listeners raise their hands when the quote begins and put their hands down when it ends.

## Lesson Objective

### INVOLVE

Revisit the lesson objective: *Now I have learned to write sentences with quotation marks.*

## Homework WB p. 73/ act. 20 & 21

### 20 Rewrite the sentences. Use *said* or *asked* and quotation marks.

- Direct students to WB Activity 20 on page 73. Explain that students must rewrite the sentences with the correct punctuation.

### 21 Look and write what they are saying. Use *asked* or *yelled* and quotation marks.

- Direct students to WB Activity 21 on page 73. Explain that students should write sentences in the speech bubbles using quotation marks.

## Extra Application and Practice Activity

- Have partners use the speech bubbles they created in the Warm-up as the basis for a short narrative dialog. Ask each student in each pair to add a sentence to the conversation. Write this model on the board: *“Did people drive cars long ago?” asked Lawrence. “No, they traveled by horse and buggy,” said Maya. “That sounds like fun!” said Lawrence. “I know, but it wasn’t very fast,” Maya replied.*

# Writing | Quotation marks

I will learn to write sentences with quotation marks.

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Quotation marks (“ ”) come in pairs. You put them around the words that people say.

“I had a great time at my grandpa’s house,” said Jaime.

Commas, periods, question marks, and exclamation points usually go inside quotation marks at the end of what a person says. Commas go outside quotation marks if they come before what somebody says.

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- |   |   |
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| 1 Tim asked,                                | a “I used to get water from a pump when I was young.” |
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- 5 You need to finish your book report by Friday, said Mr. Clark.
- 6 Happy birthday, Grandma Rose! everyone shouted.



**20** In your notebook, write sentences using quotation marks.

I will learn to use the sounds ge and dge.

**114** **21** Listen, read, and repeat.

1 ge

2 dge

**115** **22** Listen and find. Then say.



page



fridge

**116** **23** Listen and blend the sounds.

1 b-a-dge badge

2 e-dge edge

3 a-ge age

4 s-p-o-n-ge sponge

5 b-r-i-dge bridge

6 h-e-dge hedge

7 c-a-ge cage

8 l-ar-ge large

**117** **24** Read aloud. Then listen and chant.

There's a large fridge  
On the bridge.  
There's a large page  
In the cage.





## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds ge and dge.*
- 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 114 and have students listen and point to each sound as it is said. Have students repeat.

### MONITOR

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

## Practice 1



### 22 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 115 and have students listen, find, and point to each sound as it is said. Have students repeat each word.

### ASSIST

- Replay the audio as needed. Students can also check that they are pointing to the correct word and saying it properly with a partner.

## Practice 2



### 22 Read and circle ge and dge.

- Read the directions aloud. Have students work individually to find and circle the sounds ge and dge in the words.

### MONITOR

- Check students are circling the correct words. Have them compare their answers in pairs.

## Practice 3



### 23 Underline the words with ge and dge. Then read aloud.

- Read the directions aloud. Have students work individually to underline the words with the ph and wh sounds.

### MONITOR

- Check students are underlining the correct words. Check answers as a class.

## Practice 4



### 23 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 116 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.

## Practice 5



### 24 Connect the letters. Then write.

- Read the directions aloud. Have students connect the letters and write words.
- Have students match the words individually.

### MONITOR

- Check answers as a class.

## Practice 6



### 24 Read aloud. Then listen and chant.

- Read the directions aloud. Read the chant while students follow in their books. Have them choral-read the chant as a class.
- Play Audio Track 117 and have students listen. Replay several times and encourage them to join in.

### MONITOR

- As students repeat the chant, listen for proper pronunciation and appropriate intonation.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds ge and dge.*
- 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, cage, fridge, badge, large).

## Homework



### 25 Listen and write.

- Direct students to WB Activity 25 on page 74. Read the directions aloud. Explain to students that they must listen and write in the missing words.

## Extra Application and Practice Activity

- On the board, write dge and ge. Put students in small groups. Explain that when you say Go, they have to write down as many words as they can for these two sounds in the correct column. The group with the most words and in the correct column wins.
- Then have students write a sentence for each sound using a word from their list. Ask them to read their sentences aloud for the class.

# Values Lesson

## Lesson Flow



## Lesson Objective

I will learn to solve problems.

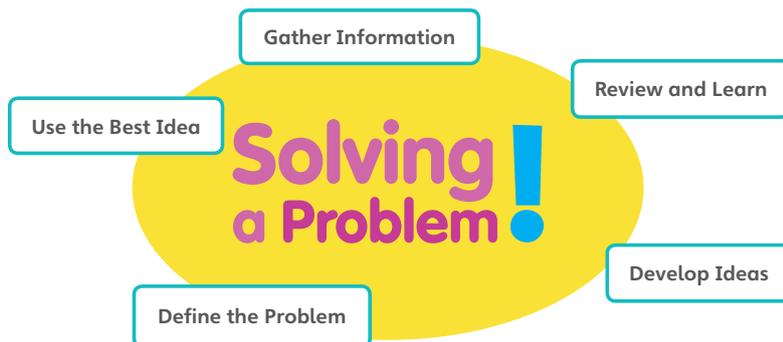
## Key Language

Solve problems.

### Values | Solve problems.

I will learn to solve problems.

25 Listen and read. In your notebook, write the steps in order.



26 Talk about what you can do to solve problems in your classroom.



Our class needs a new computer.

I agree. How can we raise enough money to buy one?



## Project

27 Make a **Problem Solving** worksheet. Work as a group and use the worksheet to solve this problem.

Steps	Details
1 Define the problem.	Our class needs to raise money for a new computer.
2 Gather information.	
3 Develop ideas.	
4 Use the best idea.	
5 Review and learn.	

## Warm-up



### 21st Century Critical Thinking

- Draw a large circle on the board. Tell students that the circle represents their comfort zone and everything they can do easily is in the comfort zone. Encourage students to give examples of things they can do easily: *multiplication, ride a bicycle, take care of their pet*, etc. and write them inside the circle.
- Explain that problems are problems because they occur outside our comfort zone. Draw a cross just outside the circle on the board. Explain that once we solve the problem then our comfort zone increases. To demonstrate, erase the circle on the board and draw a larger one that encompasses the cross.
- Encourage students to tell you things that are outside their comfort zone now, but will be inside it in ten years' time.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to solve problems.*

## Listening



P T146  
119



### 25 Listen and read. In your notebook, write the steps in order.

- Focus attention on the steps and ask a volunteer to read them out. Have students guess the order. Play Audio Track 119, and have students check their guesses.
- Play the audio again, pausing after each sentence to give students time to copy it into their notebooks.

### MONITOR

Invite students to read out the steps in order. (*Answers: 1 Define the Problem, 2 Gather Information, 3 Develop Ideas, 4 Use the Best Ideas, 5 Review and Learn*)

### ASSIST

- Replay the audio as necessary.

## Speaking



### 26 Talk about what you can do to solve problems in your classroom.

- Read the directions aloud. Ask two volunteers to read out speech bubbles. Tell students to work in pairs and make a list of problems in the classroom.
- Ask pairs to form groups of four. Have them discuss the problems and suggest solutions.
- Invite groups to share the problems and possible solutions with the class and encourage the class to comment.

### MONITOR

Walk around helping with ideas and language as required. Make a note of common errors in pronunciation or intonation and comment on them to the class at the end of the lesson.

### ASSIST

Model expressions if necessary and have students repeat.

## Project



### 27 Make a *Problem Solving* worksheet. Work as a group and use the worksheet to solve this problem.

### 21st Century Collaboration

- Read the directions aloud and have students look at the worksheet. Ask students to copy it into their notebooks and work in groups of four.
- Go through the worksheet and elicit what kind of action is required for each step, and whether it should be done by individual group members or the group as a whole.
- Have groups complete the worksheet and solve the problem.

### MONITOR

Walk around and encourage students to be creative. Help out with ideas and language as necessary. Invite students to share their solutions with the class.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to solve problems.*

- Encourage awareness of what students have learned by quickly eliciting from a few students the stages of solving a problem.

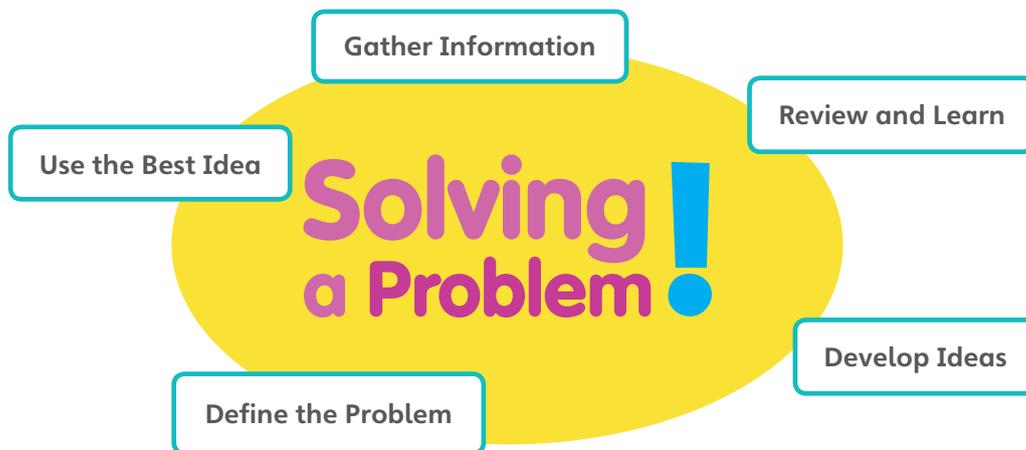
## Extra Application and Practice Activity

- Have students work in the same groups as for Activity 26. Ask them to use the worksheet in Activity 27 to solve one of the problems they discussed in 26.
- Invite groups to share their worksheets and solutions with the class.

I will learn to solve problems.



Listen and read. In your notebook, write the steps in order.



**26** Talk about what you can do to solve problems in your classroom.



Our class needs a new computer.

I agree. How can we raise enough money to buy one?



## Project

**27** Make a **Problem Solving** worksheet. Work as a group and use the worksheet to solve this problem.

Steps	Details
1 Define the problem.	Our class needs to raise money for a new computer.
2 Gather information.	
3 Develop ideas.	
4 Use the best idea.	
5 Review and learn.	

# Review

- 28** Work with a partner. Find the differences between the two pictures. Make a list. Tell a partner.



LONG AGO

A long time ago, people used to wash their clothes by hand.



Now many people use washing machines to wash clothes.

NOW



- 29** Complete the dialog.

did didn't have use used

**A:** Life in the old days was hard. They didn't <sup>1</sup> \_\_\_\_\_ to have electricity.

**B:** Really? No electric lights? What <sup>2</sup> \_\_\_\_\_ they use to light their homes?

**A:** People <sup>3</sup> \_\_\_\_\_ to use candles and oil lamps for light.

**B:** Wow. Did they <sup>4</sup> \_\_\_\_\_ washing machines back then?

**A:** No, they <sup>5</sup> \_\_\_\_\_. People used to wash their clothes by hand.

- 30** Complete the sentences about each photo.

watch make write



**1** It is easy to \_\_\_\_\_ emails.



**2** It's fun to \_\_\_\_\_ TV.



**3** I \_\_\_\_\_ calls on my cell phone.

## I Can

- use words to talk about life in the past and in the present.



- use *have* and *used to* to talk about the past.



- talk about life in the past and in the present.



- write sentences with quotation marks.



# Review Lesson

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

### Review

**28** Work with a partner. Find the differences between the two pictures. Make a list. Tell a partner.

A long time ago, people used to wash their clothes by hand.

LONG AGO

Now many people use washing machines to wash clothes.

NOW

**29** Complete the dialog.

did   didn't   have   use   used

A: Life in the old days was hard. They didn't <sup>1</sup> \_\_\_\_\_ to have electricity.  
 B: Really? No electric lights? What <sup>2</sup> \_\_\_\_\_ they use to light their homes?  
 A: People <sup>3</sup> \_\_\_\_\_ to use candles and oil lamps for light.  
 B: Wow. Did they <sup>4</sup> \_\_\_\_\_ washing machines back then?  
 A: No, they <sup>5</sup> \_\_\_\_\_. People used to wash their clothes by hand.

**30** Complete the sentences about each photo.

watch   make   write

1 It is easy to \_\_\_\_\_ emails.      2 It's fun to \_\_\_\_\_ TV.      3 I \_\_\_\_\_ calls on my cell phone.

**I Can**

• use words to talk about life in the past and in the present.	• use <i>have and used to</i> to talk about the past.	• talk about life in the past and in the present.	• write sentences with quotation marks.
★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★

Unit 6 79

## Warm-up



**Materials:** Flashcards: Unit 6, past and present activities

- Arrange students in teams. Distribute Flashcards for different activities shown in the pictures. Give one card to each team. Tell students that their team will work to give clues about the picture on the card, and the other teams will try to guess what their picture shows. Model: *People used this a long time ago. It lights up a room.*
- Have teams take turns giving clues and guessing the answers. The team that guesses the most Flashcards correctly wins.

## Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

## Practice 1



**Materials:** Flashcards: Unit 6, past and present activities

- 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 104 (the song with the lyrics). Have students follow along and join in the chant.
- Once students are familiar with the song, have them practice it using the karaoke version (Audio Track 105).

## Video

Drama U 06



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

## Practice 2



### 28 Work with a partner. Find the differences between the two pictures. Make a list. Tell a partner.

- Read the directions aloud. Tell students that the picture on the left shows activity in a house from long ago, and the picture on the right shows activity in a house from the present day.
- Have pairs of students compare the pictures to find and list the differences they see.

#### MONITOR

Check answers as a class. (Answers: [left to right and top to bottom] 1 letters, email; 2 oil lamp, electric lamp; 3 phone with an operator, cell phone; 4 listening to the radio, watching TV; 5 pumping water, running tap water; 6 washing laundry by hand, using a washing machine)

## Practice 3

WB p. 75/ act. 26



### 26 Read and solve the equations.

- Read the directions aloud. Have students solve the equations.

## Practice 4



### 29 Complete the dialog.

- Read the directions. Then have a volunteer read the first line aloud. Ask: *What word makes sense?* (the word *use*) Have volunteers repeat the sentence using the correct word.
- Have students complete the remaining questions and answers either with a partner or independently.

#### MONITOR

Check answers as a class. (Answers: A: *use*, B: *did*, A: *used*, B: *have*, A: *didn't*)

## Practice 5



### 30 Complete the sentences about each photo.

- Read the directions and the words in the box aloud. Explain that each word in the box will be used only once.

#### MONITOR

Have students work independently, then check answers as a class. (Answers: 1 *write*, 2 *watch*, 3 *make*)

## 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.



## Homework

WB p. 75/ act. 27, 28 & 29



### 27 Circle the correct words. Then answer the questions.

- Direct students to WB Activity 27 on page 75. Read the directions aloud. Explain to students that they must circle the correct words and then write the answers.

### 28 Circle four things that didn't exist long ago. Write sentences with *didn't use to* in your notebook.

- Direct students to WB Activity 28 on page 75. Read the directions aloud. Explain to students that they must circle four things that didn't exist long ago and write sentences about them using *didn't use to*.

### 29 What were you and your family doing at these times yesterday?

- Direct students to WB Activity 29 on page 75. Read the directions aloud. Explain to students that they must write about what they were doing at the times shown.

## Extra Application and Practice Activity

- Have students choose one of the pictures in Activity 30 and act out how they might have done the same task or activity if they lived a long time ago. Ask them to talk about whether it would be easier or harder, and more or less fun, to do it then or now.

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 6 Unit 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.

# Checkpoint 4–6 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 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.

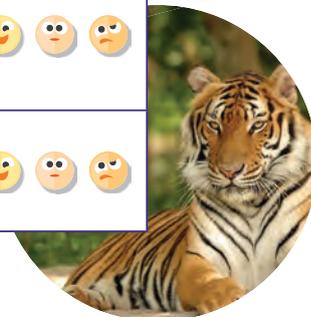


I need more practice.



I don't know this.

<b>Health problems:</b> allergies, cough, cut, headache...	Pages 44	
<b>Remedies:</b> drink some juice, get some rest, take some medicine...	45, 48–49	
<b>Endangered animals:</b> angler fish, chimpanzee, Komodo dragon, tarsier...	56	
<b>Activities:</b> cook in a microwave, cooked on a coal stove, have electric lights/had oil lamps...	68–69	
You <b>should</b> eat healthy foods. She <b>shouldn't</b> stay up late. They should take care of <b>themselves</b> .	49	
<b>How many</b> chimpanzees were there 100 years ago? There <b>were</b> more than one million. But now there <b>are</b> only about 200,000.	61	
<b>Did</b> people <b>have</b> coal stoves 100 years ago? Yes, they <b>did</b> . <b>Did</b> people <b>have</b> computers 100 years ago? No, they <b>didn't</b> .	73	
Before TV, what <b>did</b> people <b>use to do</b> for entertainment? They <b>used to listen</b> to the radio.	73	



## Warm-up



**Materials:** Flashcards: Units 4–6, Health Problems

- Have students write sentences to review key vocabulary from Units 4–6. Invite students to write sentences including vocabulary words from these units, leaving a blank in place of the vocabulary word. Challenge classmates to guess the missing words. Encourage them to keep guessing until they find the correct word. Model: *Monica is very hot. She has a... . (fever)*

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *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 Checkpoint.

### MONITOR

Follow the suggestions below to review the key language in the unit. Check to see how well students are able to use the language. 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.*

### Health problems (page 44)

Have students take turn acting out one of the health problems in Activity 1 on page 44. Classmates can guess which problem is being acted out.

### Remedies (pages 45, 48–49)

Replay Audio Tracks 72 and 73. Ask students to list the remedies they hear. Then encourage students to add other remedies to the list.

### Endangered animals (page 56)

Have students write the names of endangered animals on index cards or construction paper. Assign one animal to

each student and have students work together to arrange themselves in order, from smallest to largest animals. Allow students to estimate if they do not know an animal's exact size.

### Activities, present and past (pages 68–69)

Have students take turns naming an activity from page 68. Ask classmates to say “now” or “long ago” to tell the time of the activity. Model: *People watch TV. (now) People listened to the radio. (long ago)*

### He should/shouldn't... /themselves (page 49)

Have volunteers act out the health problems on page 44 again. This time, have students give advice about what the person should or shouldn't do. Model: *She has a fever. She should take care of herself. She should take some aspirin.*

### How many... ? There were... . But now there are... . (page 61)

Write statistics from page 61 on the board and have students ask and answer questions to summarize the information. Model: *Komodo dragons: more than 20,000 fifty years ago; fewer than 5,000 now. (There were more than 20,000 komodo dragons fifty years ago. How many are there today? There are fewer than 5,000 now.)*

### Did people have... ? (page 73)

Have students ask and answer questions about the activities on page 68. Model: *Did people watch TV 100 years ago? No, they didn't. Did they travel by horse and buggy? Yes, they did.*

### What did people use to do... ? They used to... . (page 73)

Write these words on the board and explain their meanings: *cleaning, communication, cooking, entertainment, lighting, transportation.* Have partners use these words to complete this question: *What did people use to do for... ?* Have other students answer.

## Practice

WB pp. 76 & 77/ act. 1, 2 & 3



### 1 Look at Units 4, 5, and 6. Choose words from the units. Write them in the charts.

- Read the directions aloud. Explain that students must choose words connected with the topics of health problems, endangered animals, and technology now from the units they have studied, and write them in the charts.

### 2 Draw one path. Gather information and add your own.

- Read the directions aloud. Explain that students must draw one path through the maze. They should add information of their own.

### 3 Look at 1 and 2. Gather information and answer the questions. Write a paragraph and explain your answer.

- Read the directions aloud. Explain that students must choose one of the paths and write a paragraph.

# 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 dialogue. Use the words from the box. Then listen and check.



didn't use to watch  
should go outside  
should watch  
shouldn't watch  
used to go outside

**Mom:** What's the matter, Kevin?

**Kevin:** My eyes are sore.

**Mom:** I know why. You watch too much TV! You \_\_\_\_\_ and get some exercise.

**Kevin:** Oh, Mom!

**Mom:** Listen, I think you \_\_\_\_\_ so much TV. You spend too much time using technology – the TV, the computer, and your cell phone.

**Kevin:** So...?

**Mom:** That's why your eyes are sore. You \_\_\_\_\_ TV for no more than one hour a day.

**Kevin:** Only one hour? How can I do that?

**Mom:** It's easy. A long time ago, people \_\_\_\_\_ TV all the time.

**Kevin:** What did they do?

**Mom:** Well, they \_\_\_\_\_ and play. So go!

**Kevin:** Oh, OK, Mom. Maybe you're right.

B. Practice the dialog in **A** with a partner.

C. Ask and answer the questions with a partner.

1 What do you think of Kevin's mom's advice?

2 Do you think you should watch less TV? Why/Why not?

3 What should people do to stay healthy?

1

2

3

4

5

6

7

8

9

## Warm-up



- Ask: *How much TV is too much?* Have students share their opinions about how much TV students should watch each day or each week. Take a class survey and record the results in a tally chart.
- Ask: *What should students do instead of watching TV?* (Possible answers include: play sports, get exercise, read, play games with friends.)

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will put together what I have learned in Units 4–6.*
- Students will complete and practice a dialog. Then they will practice it and ask and answer questions.

## Pre-listening



- Read the directions and names: *Kevin* and *Mom* aloud. Say: *In a dialog, two or more people talk. People often give advice in a dialog. Advice is an opinion about what someone should or shouldn't do.*
- Have students look at the picture and make predictions about the dialog.

## Listening



### 2 Get ready.

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

- Have volunteers read the phrases in the box aloud. Tell them that they will use clues in the dialog to fill in the missing phrases. Point to the first blank and have students try each of the five phrases in the blank. Ask: *Which phrase makes sense?* (should go outside)
- Have students complete the dialog independently. Remind them that reading aloud as they work can help them find the correct order.

### ASSIST

- Play Audio Track 120 twice 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: *should go outside, shouldn't watch, should watch, didn't use to watch, used to go outside*)

## Practice 1



### B Practice the dialog in A with a partner.

- Read the directions aloud and invite students to practice the dialog. Encourage students to switch roles.

### MONITOR

- Listen for correct pronunciation and intonation as students practice.

### CHALLENGE

- Invite students to write a new dialog for Mom and Kevin after Kevin and Spike return from playing outside. Allow partners time to practice their dialog and then share it with the class.

## Practice 2



### C Ask and answer the questions with a partner.

- Read the directions aloud and questions aloud. Have partners talk about their answers together.

### MONITOR

- Listen for correct vocabulary and grammar as students talk.

### 21st Century Technology Literacy

- Have students compare their own habits with Kevin's. Ask: *How many hours a day do you look at monitors? Do you think you should change your habits?* Explain that advantages are good things about a topic and disadvantages are bad things. Ask students to name advantages and disadvantages of technology, such as TV, computers, and cell phones.

# 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** Cut out the cards on page 135 of your Student's Book.



**STEP 2** Put the cards face down in two piles: green cards and orange cards. Now you're ready to **GO!**

#### 4 Go!

A. Read the dialogs.

Dialog A	Dialog B
<b>A:</b> What's wrong?	<b>A:</b> What's wrong?
<b>B:</b> I have a stomachache.	<b>B:</b> I have a stomachache.
<b>A:</b> Why?	<b>A:</b> Why?
<b>B:</b> I watched too much TV.	<b>B:</b> I ate too much candy.
<b>A:</b> That doesn't make sense.	<b>A:</b> You should go to the school nurse.

**B.** Now play the game. Pick one green card and one orange card. Use them to make a dialog with a partner. Does the dialog make sense? If not, pick another orange card. Keep picking orange cards until your dialog makes sense. Use the card to give advice to your partner. Then change roles and play again.



You should go to the school nurse.

**C.** Act out one of the dialogs for your class.



## Warm-up



### 3 Get set.

- Have students preview the cutouts on page 135 of their Student's Book. Say: *The large green cards are the health problems. The smaller orange cards are causes.* Invite volunteers to read the cards aloud. Explain any unfamiliar vocabulary.
- Help students recognize that the health problem cards name things in the present and many of the cause cards name things in the past. Ask students to identify past tense verbs in the cause cards (*ate, used, played, drank, watched*).
- Have students cut out and stack the cards face down in two piles: green cards and orange cards.

#### MONITOR

Ask questions to make sure that students understand the phrases on each card. Model: *Where's your throat? What's sneezing?*

## Lesson Objective



#### INVOLVE

- Introduce the lesson objective. Say: *Today I will put together what I have learned in Units 4–6.*
- Students will make a dialog about health problems.

## Practice



### 4 Go!

#### A Read the dialogs.

Invite volunteers to read the two dialogs aloud. Ask: *Why does Dialog A make sense?* (Watching too much TV won't give you a stomachache.)

## Speaking



**B Now play the game. Pick one green card and one orange card. Use them to make a dialog with a partner. Does the dialog make sense? If not, pick another orange card. Keep picking orange cards until your dialog makes sense. Use the card to give advice to your partner. Then change roles and play again.**

Read the directions aloud and have partners play the dialog game. Explain that the first person to speak in each dialog begins by asking the same questions: *What's wrong? Why?* If the answer makes sense, the person then gives advice using *You should...*

#### MONITOR

Check for proper pronunciation, appropriate intonation, and correct use of language.

### 21st Century Critical Thinking

- When card combinations create dialogs that don't make sense, encourage students to explain the problem. Model: *If someone's eyes are sore, it isn't because she drank too much cola. Drinking too much cola won't make your eyes sore but it might give you a stomachache.*

#### C Act out one of the dialogs for your class.

- Read the directions aloud. Invite partners to share their favorite dialog with the class.

#### CHALLENGE

Students can create longer dialogs by choosing two health problem cards. Model: *I have a sore throat and sore eyes.* They can then choose cause cards to find the cause of each problem.

# 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.

- Do you take care of yourself? Explain.
- What kind of technology do you have? Did people have this technology 100 years ago? What did they use to have?
- What endangered animals do you know about?
- Why are these animals endangered?
- What can people do to help them?

All About Me Date: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 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.



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

## Warm-up



- Write *lifestyle* on the board. Say: *Your lifestyle includes the things you do most of the time.*
- Ask students to describe their lifestyles. Model: *I get enough sleep and exercise most of the time. I like to find out about animals and help them. I spend time with my family and friends at weekends. We always eat dinner together on Sunday night.* Have students compare and contrast their lifestyles.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will think about how well I can use what I have learned in Units 4–6.*

- Students will write a journal entry. Then they will look back at Units 4–6 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. Then have them write answers to the questions.
- Invite students to read their *All About Me* journal entries aloud and compare their answers.

### MONITOR

Check students' writing for correct use of language.

### ASSIST

Provide students with sentence frames to complete. Model: *I have a healthy lifestyle because I... ; People today are healthier/less healthy than 100 years ago because... ; ... are endangered because...*

## 21st Century Technology Literacy

- Have students use video cameras or an audio recording device to create multimedia journals based on their *All About Me* entries. Students can read their journals aloud, show pictures, play music, and use other techniques to make their journal recordings interesting. Encourage students to rehearse before they record. Have them share their finished recordings with classmates and, if possible, share them with parents.

## 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 “Read and circle” exercise on page 80 to help them choose a response. If they circled eight to ten smiling faces, they can start the next unit with confidence. If they circled fewer than eight smiling faces, they should probably check one of the other choices.

## Self-assessment 2



### 7 Rate this Checkpoint.

- 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.



# Special Days

## Objectives

### Reading

- Can briefly say what they think will happen next in a simple story or play.
- Can extract specific information in short texts on familiar topics.
- Can identify basic similarities and differences in the facts between two short, simple texts on the same familiar topic, if supported by pictures and questions.
- Can identify key information in short, simple factual texts from the headings and illustrations.

### Listening

- Can recognize simple phrases related to familiar topics in slow, clear speech.

### Speaking

- Can talk about basic personal experiences, using simple linking words.
- Can give simple reasons to explain preferences, given a model.
- Can talk about plans for the near future in a basic way.

### Writing

- Can write short, simple personal emails/letters about familiar topics, given prompts or a model.
- Can write short, basic descriptions of everyday activities, given prompts or a model.

### Grammar

- Can express personal intentions using *going to*.

## Unit Projects

### Family Connection

Have students make a yearly planner showing important occasions their family celebrates. Have them begin by writing the name of each month and listing the days underneath the month. Have students identify the events with family members and write them on the planner. Throughout the unit, allow students to revisit their planners and report what events they have celebrated with their families.

# Key Language

## Key Vocabulary

Special Days	Ways to celebrate	Expressions
Earth Day	eat special foods	But...
Independence Day	give/get a card	Don't worry.
my birthday	give/get presents	I can't believe it!
parent's anniversary	have a party	That's very kind of you!
New Year's Eve/ Day	watch a parade	Yes, very nice.
Valentine's Day	watch fireworks	

## Content Words

attention	calendar
celebrate	divided
feast	extra
fight	leap year
powder	
take place	
unusual	

## Grammar

When **are** you/they **going to have** the party?  
I **am**/We **are**/They **are going to have** it on Monday.  
When **is** he/she **going to visit** Grandma?  
He/She **is going to visit** her next month.  
Are you/they going to visit Grandma **on the ninth**?  
Yes, **on the ninth**.  
Is he/she going to visit Grandma **on the fifth**?  
No, **on the ninth**.

## Phonics

**The sounds:** *ue, u\_e, ure*

## Let's Celebrate! Bulletin Board

Ask students which holiday is their favorite. List each holiday they mention and have them take a vote to see which is the class's favorite. Divide the bulletin board into four sections. Label each section with one of the class's top four favorite holidays. Encourage students to add words and drawings as they move through the unit to show things they do to celebrate those holidays.

# Vocabulary Lesson

## Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective



Homework

## Lesson Objective

I will learn to name special days and dates.

## Key Language

Earth Day, Independence Day, my birthday, New Year's Eve/Day, parents' anniversary, Valentine's Day



# Special Days

## Vocabulary

I will learn to name special days and dates.



## Song Time!



1 Listen, look, and say.



1 my birthday



2 my parents' anniversary



3 New Year's Eve/Day



4 Independence Day



5 Valentine's Day



6 Earth Day

2 Play the game.

## Warm-up



**Materials:** Special occasion items that relate to one special event, such as streamers and party hats

- Write the word *special* on the board. Ask if anyone knows what the word means. Explain that when people or things are special, they mean a lot to you, or are different or better than what is usual. Have students name people or things that are special to them.
- Display the party items you have brought into class. Tell students that they are used to celebrating a special day. Ask students if they can guess what special day that is.
- Have students share the ways that they celebrate that special day with their families.
- Check answers from the HW in the last lesson.

## Lesson Objective



**Materials:** Flashcards: Unit 7, special days

### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name special days and dates.*
- Use 2–3 Flashcards to remind students what they already know and elicit some special days and dates in the calendar.
- Students will identify and name some special days and dates.

## Song Time



**Materials:** Flashcards: Unit 7, special days

### 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 with students. Say: *These pictures show special days that people celebrate.* Play Audio Track 122 and pause after each item so that students can repeat the phrase.
- Write the words *anniversary* and *independence* on the board. Ask students if the words remind them of any words in their home language. Have volunteers make a guess about the meaning of each word. Explain that an anniversary is a reminder of a special event that happened in the past, such as a wedding, and is celebrated on that same date every year. In the United States, Independence Day is celebrated on July 4. It's the anniversary of the day people declared their independence from Great Britain.
- Replay the audio and have students point to the pictures and name each special day with you.

### MONITOR

- Read the special day names in random order. Have students point to the matching picture as you say it.

### ASSIST

- Replay the audio as needed.

## Practice

WB p. 78/ act. 1



### 1 Look and write the special days.

- Have students look at Activity 1 on page 78. Read the directions aloud. Have students write the special days under each picture.

### MONITOR

- Check answers as a class.

## Game



### 2 Play the game.

- Tell students that you are going to describe a special day and they have to tell you which one it is. Model: *It's a day at the start of the year.* Elicit: *New Year's Day.* Continue until all special days have been guessed and then turn the game over to students to play in groups.

### MONITOR

- Listen for proper pronunciation, appropriate intonation, and correct use of language.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to name special days and dates.*
- Encourage awareness of what students have learned by quickly eliciting some special days and dates.

## Homework

WB p. 78/ act. 2



### 2 Read and circle T for true and F for false.

- Direct students to WB Activity 2 on page 78. Read the directions. Explain to students that they must read the sentences. They must then circle T for true and F for false.

## Extra Application and Practice Activity

- Give each student a sheet of letter-sized paper. Have them write a few sentences about their favorite special days and when they are celebrated. Write on the board: *My favorite special day is my birthday. It's in June. It's my favorite day because...* Explain that they can illustrate their work. Have them present their work to the class.

### MONITOR

- Encourage students to choose and present celebrations not covered in this lesson, e.g. local or ethnic celebrations.

### ASSIST

- Write key vocabulary on the board for students to use in their sentences.

# 7

# Special Days

## Vocabulary

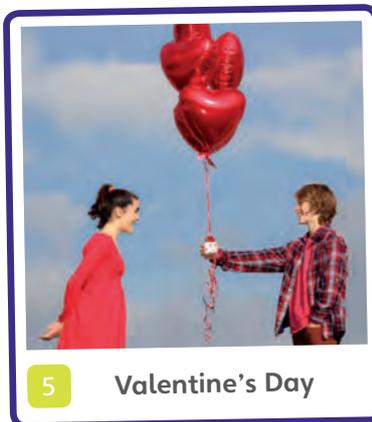
I will learn to name special days and dates.



## Song Time!



Listen, look, and say.



Play the game.

# Song

I will learn to talk about special days.

123124  
3

Listen and sing. What special day is this Friday?

## What Do We Do on Special Days?

This Friday is a special day –  
The last day of the year.  
We're going to stay up very late.  
At midnight, we're going to cheer!

**Special days are cool. Special days are fun.  
Special days bring special treats for  
everyone!**

On the first of January,  
We are going to say,  
"Happy New Year!" to everyone  
Because it's New Year's Day.

Chorus

There are a lot of special days,  
And this one is a treat.  
We're going to have parades and  
fireworks,  
And delicious food to eat!

Chorus



125  
4

Listen and match the special days with the actions.

a



give/get a card

b



watch a parade

c



watch fireworks

d



eat special foods

- 1 birthday
- 2 New Year's Eve/Day
- 3 Earth Day
- 4 Independence Day

**THINK  
BIG**

What other special days can you name?  
What other things do you do on special days?

# Song Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about special days.

## Key Language

birthday, Earth Day, eat special foods, give/get a card, Independence Day, New Year's Eve/Day, watch a parade, watch fireworks

### Song

I will learn to talk about special days.

**3** Listen and sing. What special day is this Friday?

#### What Do We Do on Special Days?

This Friday is a special day –  
The last day of the year.  
We're going to stay up very late.  
At midnight, we're going to cheer!

**Special days are cool. Special days are fun.  
Special days bring special treats for everyone!**

On the first of January,  
We are going to say,  
"Happy New Year!" to everyone  
Because it's New Year's Day.

**Chorus**

There are a lot of special days,  
And this one is a treat.  
We're going to have parades and  
fireworks,  
And delicious food to eat!

**Chorus**



**4** Listen and match the special days with the actions.



- 1 birthday
- 2 New Year's Eve/Day
- 3 Earth Day
- 4 Independence Day

**THINK BIG**

What other special days can you name?  
What other things do you do on special days?

Unit 7 85

## Warm-up



- On the board, write the words *Easter* and *Mother's Day*. Ask students what they do on these days, what items are

associated with each one, e.g. *eggs, cards, presents/gifts* and write their ideas on the board under the suitable heading.

- Have students work in pairs to brainstorm ideas about these two special occasions in their notebooks.
- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about special days.*

- Students will sing a song and talk about special days.

## Listen and Sing

### 3 Listen and sing. What special day is this Friday?

- Read the directions aloud. Play Audio Track 123. Have students read along silently.
- Replay the audio and have students sing along. Do this several times. Then ask students to read the song silently and to make a note of what special day is this Friday.

### MONITOR

Check comprehension. Ask: *What are people going to do this Friday? (stay up late, cheer at midnight) What are they going to do on the first of January? (say “Happy New Year” to everyone) What special day is this Friday? (It’s the last day of the year.)*

### ASSIST

Replay the audio as needed. Use gestures and simple language to explain unfamiliar words.

## Practice 1

### 4 Listen and match the special days with the actions.

- Read the directions aloud. Point to each picture and read the sentences. Have students point and repeat after you. Ask students what special day each action is associated with.
- Play Audio Track 125. Have students listen and match the special days with the actions independently. Then have students check their answers in pairs.

### MONITOR

Check answers as a class. (*Answers: 1a, 2c, 3b, 4d*)

## Practice 2 WB p. 79/ act. 3

### 3 Listen and write. Use the words from the box.

- Have students look at Activity 3 on page 79. Read the directions aloud. Play Audio Track 126. Have students listen to the song and write the words from the box into the spaces.

### MONITOR

Check answers as a class.

## Speaking

- Ask the class what special days they know and what they do on these days. Add their ideas to the notes on the board. Encourage students to include special days from their country or region.

- Write a model question on the board: *Do you watch a parade?* Play a guessing game, choose one special day and help students to ask questions to guess.
- In groups, have students play the guessing game, taking turns to ask questions and guess from the ideas on the board.

## Think BIG

### 21st Century Critical Thinking

- Ask students what other special days they can name and what other things they do on them. Write their answers on the board.

### MONITOR

Listen for proper pronunciation, appropriate intonation, and correct use of vocabulary.

### CHALLENGE

Put students in pairs and have them write a few sentences together about a special celebration and what they do on that day to present to the class.

## Lesson Objective

### INVOLVE

Revisit the lesson objective: *Now I have learned to talk about special days.*

- Encourage awareness of what students have learned by getting students to name some special days.

## Homework WB p. 79/ act. 4

### 4 Look at 3 and check (✓) the correct answers.

- Direct students to WB Activity 4 on page 79. Explain to students that they should read the words of the song and choose the correct endings to the sentences.

## Extra Application and Practice Activity

**Materials:** Stapler

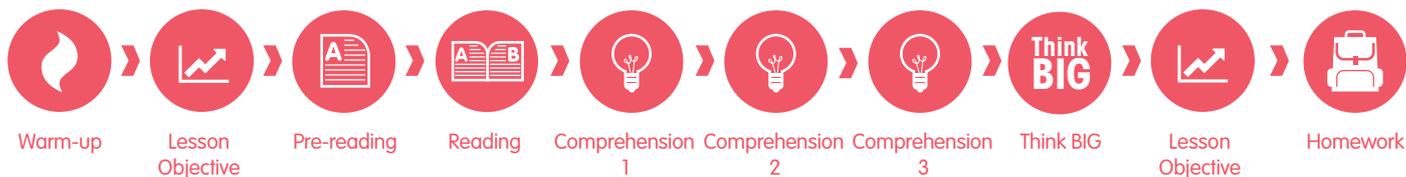
- Explain to students that people keep special dates in their diaries to remember them. Give students two sheets of letter-sized paper. Have them fold both in half, cut where the crease is and then fold again and staple along the crease to form a book. Inside, on each side, write a month of the year. Then have them ask their fellow students when their birthdays are, and note them on the matching pages.
- Then have them write down any other birthdays that they know of. Ask students to tell you when these birthdays are.

### CHALLENGE

If students happen to have their birthday on that day or in that week, have students make them a card.

# Story Lesson

## Lesson Flow



## Lesson Objective

I will read a story about plans for an anniversary party.

## Key Language

tenth; celebrate

### Story

I will read a story about plans for an anniversary party.

**5** Listen and read. Why is Sam making a cake?

#### The Anniversary Party

1 What are you doing, Sam?  
Well, tomorrow is June 10th. I'm making a cake for your anniversary!

1 Sam's parents' anniversary is on the 10th.

2 Oh! That's nice!  
Don't worry, I'm going to take care of everything.

2 Sam wants to help his parents celebrate their wedding anniversary.

3 We're going to have dinner at Antonio's, your favorite restaurant.  
Oh... yes, right!

3 Sam and his family are going to eat out.

4 Sam, when are we going to have dinner at Antonio's?  
Tomorrow night! And then we're all going to come back here to have cake.

4 Sam is planning a little party after the dinner. He's going to give them a card!

5 That's very kind of you!  
Yes, very nice, but...

5 Sam's parents like the plans, but there's a little problem.

6 But... but what?  
Our anniversary is on July 10th, not June 10th!

6 Sam got the date right, but the month wrong!

**6** Read and say **True or False**.

- In the story, the next day is June 10th.
- Sam is making a cake for his parents' birthday.
- They are all going to have dinner at a restaurant.
- After dinner, he's going to give them a present.
- Sam is right about the day, but wrong about the month.
- Sam's parents' anniversary is on June 10th.

**THINK BIG** How do you think Sam feels at the end of the story? Have you ever made a mistake about a date? When? What happened?

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## Warm-up

- Write *Special Days* on the board. Draw a circle around it. This will be the center of a word map you will create with the class. Have students call out special days (*birthdays, anniversaries, New Year's Day, etc*) and write them around the edges of the map. Draw a circle around each idea and draw a line connecting it to *Special Days*. Be sure that anniversary is part of that word web.
- Point to *anniversary*. Have students call out words associated with celebrating an anniversary and add them to the word web (*get presents, have a party, etc*)

in bubbles around that special day. Leave the partly completed word map on the board 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 plans for an anniversary party.*

## Pre-reading

- Point to and read the story title aloud. Have students repeat after you. Ask: *Where's Sam?* (in the kitchen) *What's he doing?* (He's making a cake.)

**5 Listen and read. Why is Sam making a cake?**

- Read the directions aloud. Draw attention to the question: *Why is Sam making a cake?* Play Audio Track 127. Have students listen and read along silently.
- Ask: *Why is Sam making a cake?* (He's making a cake for his parent's anniversary.)

**Comprehension 1**

## MONITOR

Ask comprehension questions about the story. Say: *Look at Frame 1. Who's Sam talking to?* (his parents) *Look at Frame 2. What does Sam want to do?* (He wants to help his parents celebrate their anniversary.) *Look at Frame 4. What's Sam planning?* (a little party after dinner) *Look at Frame 6. What's the little problem?* (Sam got the month wrong.)

## ASSIST

- Replay the audio as needed. Pause after each frame point out what is going on in each picture. Use simple language and gestures to explain unfamiliar words.
- Have students work in pairs to read the speech bubbles aloud to each other and role-play the dialog in the story.

## CHALLENGE

Have volunteers come to the front and role-play and mime the story for the class.

**Comprehension 2****6 Read and say True or False.**

- Read the directions aloud. Then read Item 1. Have students look back at the story and decide if the statement is true or not.
- Have students complete the activity independently in their notebooks.

## MONITOR

Check answers as a class. (Answers: 1 True, 2 False, 3 True, 4 True, 5 True, 6 False)

## CHALLENGE

Have students correct the false statements.

**Comprehension 3** WB p. 80/ act. 5**5 Read. Then answer the questions.**

- Read the directions aloud. Have students read the frames from the story. They must then answer the questions.

## MONITOR

Check answers as a class.

**21st Century Communication**

- Read the questions aloud. Have students work in pairs to ask and answer the questions. Remind them to make eye contact and to speak clearly as they talk to their partners.

## MONITOR

While students are working, listen for proper pronunciation, appropriate intonation, and correct use of target language and vocabulary. Have volunteers say their answers aloud for the class and discuss.

## ASSIST

- Provide sentence frames for students who need help.

**Lesson Objective**

## INVOLVE

- Revisit the lesson objective: *Now I have read a story about plans for an anniversary party.*
- Encourage awareness of what students have learned by quickly eliciting something they remember about the story.

**Homework** WB p. 80/ act. 6**6 Write about you and your family.**

- Direct students to WB Think BIG on page 80. Have students complete the sentences about themselves and their family.

**Think BIG**

- Direct students to WB Think BIG on page 80. Have students write an answer to the question.

**Extra Application and Practice Activity**

- Return to the word map you created in the Warm-up activity and complete it. Have students work in pairs to think of words associated with each special day listed there.
- Have pairs share their ideas with the whole class. As students call out their words, add them to the word web on the board.
- Have students copy the word map into their notebooks.

# Story

I will read a story about plans for an anniversary party.

<sup>127</sup>  
**5** Listen and read. Why is Sam making a cake?

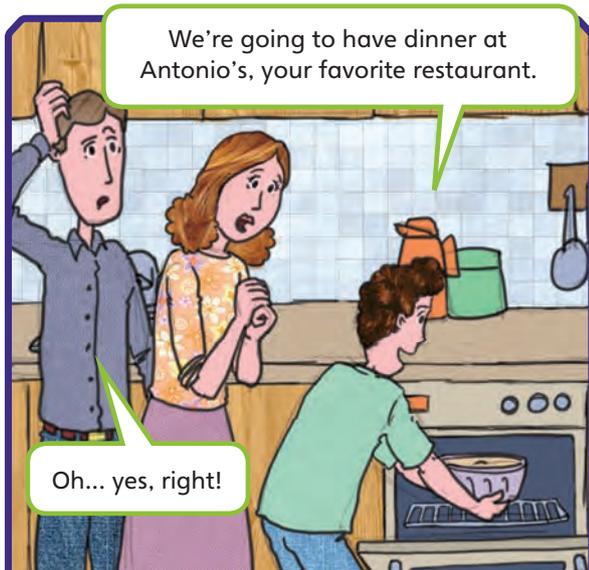
## The Anniversary Party



**1** Sam's parents' anniversary is on the 10th.



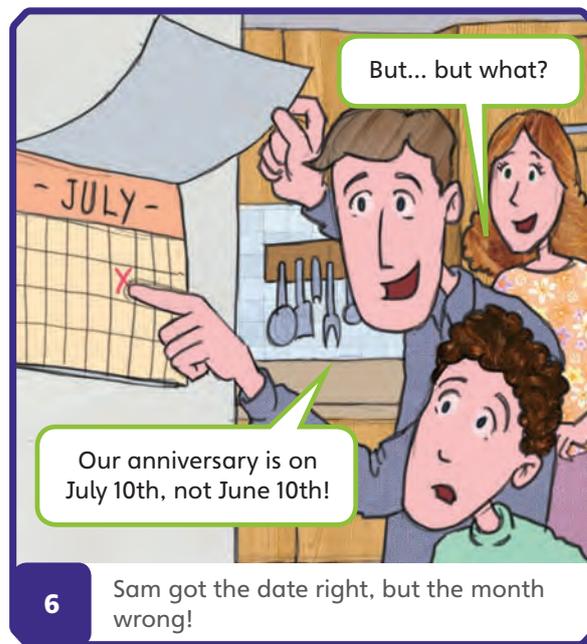
**2** Sam wants to help his parents celebrate their wedding anniversary.



**3** Sam and his family are going to eat out.



**4** Sam is planning a little party after the dinner. He's going to give them a card!



**6** Read and say **True** or **False**.

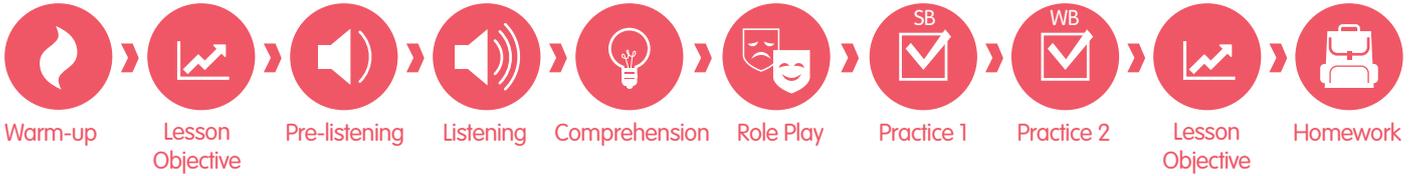
- 1 In the story, the next day is June 10th.
- 2 Sam is making a cake for his parents' birthday.
- 3 They are all going to have dinner at a restaurant.
- 4 After dinner, he's going to give them a present.
- 5 Sam is right about the day, but wrong about the month.
- 6 Sam's parents' anniversary is on June 10th.



How do you think Sam feels at the end of the story?  
 Have you ever made a mistake about a date?  
 When? What happened?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about a special date.

## Key Language

birthday, Earth Day, New Year's Eve, Valentine's Day; thirteenth

## Language in Action

I will listen to a dialog about a special date.

**7** Listen and read. Then say.

- Calvin:** When are we going to go to Grandma and Grandpa's house?
- Mom:** On the thirteenth.
- Calvin:** This Saturday? Are we going to have a big party for Grandma's birthday?
- Mom:** Yes, on Sunday. I can't believe it. She's going to be 70 years old! Don't forget to get a card for her.
- Calvin:** Don't worry. I'm making one for her now.



**8** Practice the dialog in 7 with a partner.

**9** Listen and stick. Label the pictures with the name of the special day.

anniversary   Earth Day   New Year's Eve   Valentine's Day

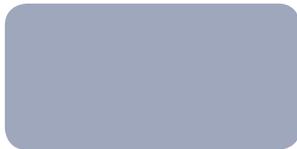
1



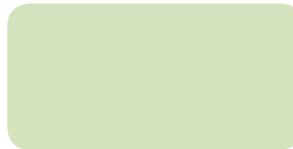
2



3



4



## Warm-up



**Materials:** Teacher-made ordinal number cards (1st – 31st)

- Prepare number cards for 1st – 31st. Invite twelve volunteers to the front of the class and give each one a card (1st – 12th). Say: *July 10th*. The student holding the card for 10th raises it up in the air and then returns to his or her seat. Continue until all students are seated.
- Pass out the remaining number cards and have all students holding a card stand. Repeat the activity. Continue until students are seated.
- 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 a special date.*

## Pre-listening



- Tell students they will listen to Calvin and his mom, talking about Grandma's birthday.

CHALLENGE

Have students find the ordinal number in the dialog. (*thirteenth*) Ask a volunteer to point out the difference between the number *thirteen* and the ordinal. (*th added to the end*) Write *seventy* on the board and ask students to guess how they would turn it into an ordinal number. Explain the *-y* at the end of *seventy* has to change to form the ordinal number *seventieth*.

## Listening



### 7 Listen and read. Then say.

- Read the directions aloud. 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.

## Comprehension



MONITOR

Ask questions to check for understanding. Ask: *When are Calvin and his mother going to Grandma and Grandpa's house? (on the thirteenth). Why are they going? (There is a big party for Grandma's birthday.)*

## Role Play



### 8 Practice the dialog in 7 with a partner.

- Read the directions aloud. Have partners work together to read the dialog. Encourage them to switch roles and try both parts.

MONITOR

Invite pairs to act out the dialog for the class. Listen for proper pronunciation, appropriate intonation, and correct use of grammar.

## Practice 1



**Materials:** Stickers

### 9 Listen and stick. Label the pictures with the name of the special day.

- Have students find the Unit 7 stickers at the back of the Student's Book.
- Read the directions aloud. Play Audio Track 129 and have students listen, place the stickers, and label the pictures.

MONITOR

Check to see that students are placing the stickers correctly. (Answers: 1 Earth Day, 2 New Year's Eve, 3 Valentine's Day, 4 anniversary)

## Practice 2



WB p. 81/ act. 7



### 7 Listen and match.

- Read the directions aloud and explain that students need to listen and match the special days on the dates of the calendar.

MONITOR

Check answers as a class.

## Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about a special date.*

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

## Homework

WB p. 81/ act. 8



### 8 Look at the calendar in 7. Write the dates and special days.

- Direct students to WB Activity 8 on page 81. They must write the names of the special days and the dates under the pictures.

## Extra Application and Practice Activity

**Materials:** Index cards

- Write a list of the special days from the lesson on the board and have students choose one to copy onto an index card. Then have pairs ask each other questions to guess which special day they chose. Model: *Do you send a card to celebrate this day? Is the special day on February 14?*

# Language in Action

I will listen to a dialog about a special date.

128  
7

Listen and read. Then say.

**Calvin:** When are we going to go to Grandma and Grandpa's house?

**Mom:** On the thirteenth.

**Calvin:** This Saturday? Are we going to have a big party for Grandma's birthday?

**Mom:** Yes, on Sunday. I can't believe it. She's going to be 70 years old! Don't forget to get a card for her.

**Calvin:** Don't worry. I'm making one for her now.



8

Practice the dialog in 7 with a partner.

129  
9

Listen and stick. Label the pictures with the name of the special day.

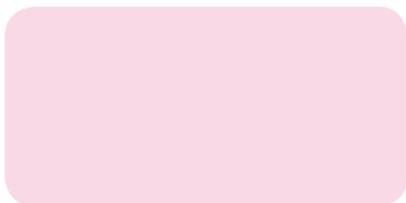
anniversary

Earth Day

New Year's Eve

Valentine's Day

1



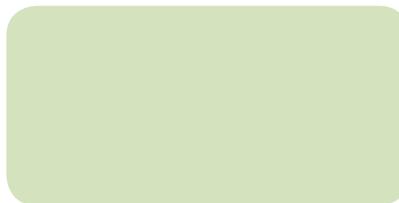
2



3



4



# Grammar

I will learn to use *be going to* and *first, second...* to ask and answer about special days.

When <b>are</b>	you	<b>going to have</b> the party?	I	<b>am going to have</b> it on Monday.
	they		We	<b>are going to have</b> it on Sunday.
			They	
When <b>is</b>	he / she	<b>going to visit</b> Grandma?	He / She	<b>is going to visit</b> her next month.

**10** Write the responses using the words in parentheses.

1 When are we going to have our test? (*Tuesday*)

\_\_\_\_\_

2 When is she going to visit her cousins? (*next week*)

\_\_\_\_\_

3 When are they going to have a concert? (*this Friday*)

\_\_\_\_\_

Are you/they going to visit Grandma **on the ninth**? Yes, **on the ninth**.

Is he/she going to visit Grandma **on the fifth**? No, **on the ninth**.



**11** Listen and read. Say the ordinal numbers.

1st first	2nd second	3rd third	4th fourth		
5th fifth	6th sixth	7th seventh	8th eighth	9th ninth	10th tenth
11th eleventh	12th twelfth	13th thirteenth	14th fourteenth	15th fifteenth	16th sixteenth
17th seventeenth	18th eighteenth	19th nineteenth	20th twentieth	21st twenty-first	30th thirtieth

**12** Complete the sentences with true answers.

1 Today is the \_\_\_\_\_.

2 Tomorrow is the \_\_\_\_\_.

3 Yesterday was the \_\_\_\_\_.

4 Next Monday is the \_\_\_\_\_.

**13** Work with a partner and talk about people you are going to visit.

Are you going to visit your grandma on the ninth?

No, I'm going to visit my grandma on the tenth.

# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use *be going to* and *first, second...* to ask and answer about special days.

## Key Language

When **are** you/they **going to have** the party? I **am**/We **are**/They **are going to have** it on Monday.

When **is** he/she **going to visit** Grandma? He/She **is going to visit** her next month.

Are you/they going to visit Grandma **on the ninth**? Yes, **on the ninth**.

Is he/she going to visit Grandma **on the fifth**? No, **on the ninth**.

### Grammar

I will learn to use *be going to* and *first, second...* to ask and answer about special days.

When <b>are</b>	you they	<b>going to have</b> the party?	I We They	<b>am going to have</b> it on Monday. <b>are going to have</b> it on Sunday.
When <b>is</b>	he / she	<b>going to visit</b> Grandma?	He / She	<b>is going to visit</b> her next month.

**10** Write the responses using the words in parentheses.

- When are we going to have our test? (*Tuesday*)  
\_\_\_\_\_
- When is she going to visit her cousins? (*next week*)  
\_\_\_\_\_
- When are they going to have a concert? (*this Friday*)  
\_\_\_\_\_

Are you/they going to visit Grandma **on the ninth**?

Yes, **on the ninth**.

Is he/she going to visit Grandma **on the fifth**?

No, **on the ninth**.

**11** Listen and read. Say the ordinal numbers.

1st first	2nd second	3rd third	4th fourth	5th fifth	6th sixth	7th seventh	8th eighth	9th ninth	10th tenth
11th eleventh	12th twelfth	13th thirteenth	14th fourteenth	15th fifteenth	16th sixteenth	17th seventeenth	18th eighteenth	19th nineteenth	20th twentieth
				21st twenty-first	22nd twenty-second	23rd twenty-third	24th twenty-fourth	25th twenty-fifth	30th thirtieth

**12** Complete the sentences with true answers.

- Today is the \_\_\_\_\_.
- Tomorrow is the \_\_\_\_\_.
- Yesterday was the \_\_\_\_\_.
- Next Monday is the \_\_\_\_\_.

**13** Work with a partner and talk about people you are going to visit.

Are you going to visit your grandma on the ninth?

No, I'm going to visit my grandma on the tenth.

Unit 7 89

## Warm-up

- Talk with students about their plans for the following weekend. Ask: *How many of you are going to read a book? Go to the movies? Play video games? etc.* Then summarize the students' responses: *It looks like (almost) everyone in the class is going to... this weekend, some people are going to... , and no one is going to...*

- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use be going to and first, second... to ask and answer about special days.*

## Presentation 1



- Ask a volunteer to read the questions and answers in the grammar box at the top of the page aloud. Remind students that *am*, *is*, and *are* are forms of the verb *be*. Explain that the forms of the verb change depending on the subject of the sentence.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

## Practice 1



### 10 Write the responses using the words in parentheses.

- Read the directions aloud. Have students answer the questions independently.

#### MONITOR

Check answers as a class. (Answers: 1 We are going to have it on Tuesday. 2 She is going to visit them next week. 3 They are going to have it this Friday.)

#### CHALLENGE

Have students write about the things they are planning to do in the next few days. Model: *I am going to visit my cousin this Friday.*

## Practice 2

WB p. 82/ act. 9



### 9 Answer the questions about Sarah's calendar.

- Read the directions aloud. Have students look at the calendar and write answers to the questions.

#### MONITOR

Check answers as a class.

## Presentation 2



- Ask a volunteer to read the questions and answers in the grammar box in the middle of the page aloud.

## Practice 3

131



### 11 Listen and read. Say the ordinal numbers.

- Read the directions aloud. Have students listen to the way each ordinal number is pronounced. Tell them to pay close attention to the sound of *th* at the end of each word.
- Read each ordinal number aloud together. Then have partners take turns pointing to numbers and reading them aloud.

#### MONITOR

As pairs work, listen for correct pronunciation. To check comprehension, say the ordinal numbers randomly and have students point to them in the chart.

## Practice 4



### 12 Complete the sentences with true answers.

- Read the directions aloud. Ask a volunteer to write today's date on the board. Have students work independently to complete the activity.

#### ASSIST

Have students refer to the calendar and the chart of ordinal numbers above as needed.

## Practice 5



### 13 Work with a partner and talk about people you are going to visit.

- Read the directions aloud. Ask: *Who is someone you might visit soon? When are you going to see that person? If students don't have plans to visit anyone, suggest they make up an answer using the name of a celebrity or someone else they wish they could meet.*

#### MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned to use be going to and first, second... to ask and answer about special days.*

- Encourage awareness of what students have learned by getting them to say some sentences using *going to* and *first, second*.

## Homework

WB p. 83/ act. 10 & 11



### 10 Read and cross out the letters. Use the remaining letters to write the special days.

- Direct students to WB Activity 10 on page 83. Read the directions aloud. Have students cross out the letters in the instructions. They must then write the remaining letters to spell out a word.

### 11 Read and write the answers.

- Direct students to WB Activity 11 on page 83. Read the directions aloud. Have students read the text and answer the questions.

## Extra Application and Practice Activity

- Have students make a weekly plan that shows at least one thing they will do on each day of the upcoming week. Write the dates of the next week on the board. Have students make seven columns on a sheet of paper and label each column with the date. Students should write at least one activity in each column, using the complete sentence: *I am going to... on Monday.*

## 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 unusual festivals.

## Key Language

attention, celebrate, feast, fight, powder, take place, unusual

**Content Connection** | Geography

I will learn about unusual festivals.

**14** Listen and read. Match the titles a–c with paragraphs 1–3.

**CONTENT WORDS**  
attraction celebrate  
feast fight powder  
take place unusual

a The Color Red    b The Start of a New Season    c Strange Dinner Guests

**Unusual Festivals**

Every country has its own festivals to celebrate different things. Some festivals are more interesting than others because they're unusual – and a lot more fun! Here are just a few unusual festivals around the world.

1 Holi, the festival of colors, takes place every year in India, Nepal, and other parts of the world. Holi celebrates the end of winter and the arrival of spring and lasts for many days. It's also a celebration of good over evil. During the festival, people throw colored powder and water at each other. Stores and offices close, and the streets fill with excited crowds. It's one of the most colorful festivals in the world!

2 The only color during another famous festival is red. "La Tomatina" takes place in Buñol, Spain, in August. People come from all over the world for a big food fight. La Tomatina, you see, is the festival of throwing tomatoes! All over the city, people run through the streets throwing red tomatoes at each other. The streets get very messy, but everyone has a good time.

3 Finally, how about a festival with animals? On the last weekend in November, people in Lopburi, Thailand, invite some unusual guests to dinner at the Monkey Buffet Festival. Hundreds of monkeys come to the buffet, where they feast on fruit, nuts, and vegetables. It is a great tourist attraction, as people from all over the world come to watch it.

Unusual or not, festivals have one thing in common all over the world. They bring people together, and they give them a reason to celebrate and have fun.

**15** Look at 14. Read and choose.

- 1 Holi is a **short / long** festival.
- 2 La Tomatina takes place in **many towns / a town** in Spain.
- 3 **The food / The guests** are important at the Monkey Buffet.

THINK BIG

Which of the festivals on this page would you like to go to? Why?

90 Unit 7

## Warm-up

**Materials:** Index cards, world map or globe

### 21st Century Global Awareness

- Divide the class into five groups. Give each group an index card labeled with a country's name. Tell them not to show their cards to the other groups.
- Ask each group to write four facts about the country on the card. Model: *(Greece) It is in Southern Europe. They may also use other units in their Student's Book, or the Internet, to find more facts.*

- When students have finished, play the game. Each group should read their facts to the class and have the class guess which country is on their card. If they still have not guessed after hearing all the facts, they can play a game of *Hot and Cold* with the world map to help their classmates find their country.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn about unusual festivals.*

## Pre-reading



- Have students read the Content Words in the box. Tell students that they will learn the meaning of the words in the context of the article. Or, if you wish, have pairs of students look up the words in a dictionary before reading the text.
- Direct students to Activity 15. Explain that they are going to listen to and read the text about unusual festivals. Have students look at the pictures and predict what might happen at the festivals.

## Reading



### 14 Listen and read. Match the titles (a–c) with paragraphs (1–3).

- Have students read the titles a–c. Ask what type of festivals they think are represented here. Have them think about their predictions and elicit possible matches before students listen and read the text.
- Play Audio Track 132 and have students listen and read along silently.

### MONITOR

Ask questions to check for understanding. Ask: *Where's the festival of colors? (India and Nepal) When does the Tomatino festival take place? (in August) Which festival takes place in Thailand? (the Monkey Buffet)*

- Point to the question in the book again, and have students complete the activity individually.

### MONITOR

Check answers as a class. (Answers: a 2, b 1, c 3)

### ASSIST

Replay the audio as needed. Have students note down any words they do not understand and help them work out their meanings from context.

## Practice 1



### 15 Look at 14. Read and choose.

- Read the directions aloud. Have students read the statements aloud. Do Item 1 as a class.
- Have students work independently to complete the activity in their notebooks.

### MONITOR

Check answers as a class. (Answers: 1 long, 2 a town, 3 The guests)

## Practice 2



WB p. 84/ act. 12



### 12 Listen, read, and circle.

- Read the directions aloud. Have students complete the sentences with the words in the box.

### MONITOR

Check answers as a class.

## Think BIG



### 21st Century Communication

- Read the questions aloud. Ask each student to tell you which of the festivals in Activity 15 they would like to go to, and record the results on the board. Have students work in pairs to talk about why they would like to see this festival. Encourage students to face their partners as they talk to one another.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned about unusual festivals.*

- Encourage awareness of what students have learned by quickly asking them what they can remember about the article.

## Homework

WB pp. 84 & 85/ act. 13, 14 & 15



### 13 Look at 12. Complete the sentences and check (✓) or put a X.

- Direct students to WB Activity 13 on page 84. Read the directions aloud. Have students read the text and decide if the sentences in 13 are correct.

### 14 Look at 12. Circle T for true and F for false.

- Direct students to WB Activity 14 on page 85. Read the directions aloud. Have students read the text in 12 again. They must circle T for true and F for false for each of the sentences.

### 15 Answer the questions according to 12.

- Direct students to WB Activity 15 on page 85. Read the directions aloud. Have students answer the questions.

## Extra Application and Practice Activity

Materials: Index cards

- Write these words on the board: *calendar, celebrate, feast, festival, messy, powder, take place*. Have students write a sentence for each word/phrase in their notebooks.
- Then have students rewrite their sentences on index cards, replacing the Content Words with a blank. Partners can then exchange cards and guess what words complete the blank. Model: *My mom buys milk in... for my baby sister.* (powder)

I will learn about unusual festivals.

## CONTENT WORDS

attraction celebrate  
feast fight powder  
take place unusual



Listen and read. Match the titles a–c with paragraphs 1–3.

- a The Color Red      b The Start of a New Season      c Strange Dinner Guests

## Unusual Festivals

Every country has its own festivals to celebrate different things. Some festivals are more interesting than others because they're unusual – and a lot more fun! Here are just a few unusual festivals around the world.

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Unusual or not, festivals have one thing in common all over the world. They bring people together, and they give them a reason to celebrate and have fun.

15

Look at 14. Read and choose.

- 1 Holi is a **short** / **long** festival.
- 2 La Tomatina takes place in **many towns** / **a town** in Spain.
- 3 **The food** / **The guests** are important at the Monkey Buffet.



Which of the festivals on this page would you like to go to? Why?

I will learn to talk about leap years.

**CONTENT WORDS**  
calendar divided  
extra leap year

**16** Read quickly to find these numbers. What do they mean in the text?

365 29th four 366

## Leap Years

How long is a year? Most people say it is 365 days, since it takes about 365 days for Earth to travel around the Sun. Well, not exactly – it actually takes 365 days, 5 hours, 49 minutes, and 12 seconds. If a calendar has only 365 days, what happens to the extra time? To solve this problem, every four years, we add one day to the calendar. February 29th is called a leap day, and the year is called a leap year. Other years are common years. There are 366 days in a leap year.

Julius Caesar was a Roman emperor in the 1st century BC. He created leap years to solve the problem of the extra time in the calendar. However, people didn't like the change. Greeks and Romans had a lot of superstitions about unlucky things in leap years. They believed it was unlucky to start a new job, start a journey, marry, or buy or sell something in a leap year. Some people in Greece still consider it very unlucky to marry in a leap year.

This special day, however, isn't connected only with bad things. In some parts of the world, such as Ireland, Scotland, Finland, and Denmark, the tradition is that women can propose marriage to a man on a leap day. If the man says no, he has to buy the woman a gift.

How do we know which years are leap years? The main rule is that years that can be divided evenly by four are leap years. 2016, which divides by four, was a leap year, so 2020, 2024, and 2028 are also leap years.



People born on a leap day are called leapers. If you know a leaper, make sure you say "Happy Birthday," because their actual birthday happens only once every four years! Does this mean that they only grow a year older every four years? What do you think?

**134** **17** Listen and read. Complete the sentences. Use words from the text.

- 1 The first leap year was in the \_\_\_\_\_ century BC.
- 2 There were a lot of \_\_\_\_\_ about leap years in ancient Rome and Greece.
- 3 Some Greek people think it's unlucky to \_\_\_\_\_ in a leap year.
- 4 To find if a year is a leap year, you should \_\_\_\_\_ it by four.



When is the next leap year?  
Are there lucky or unlucky days in your country?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about leap years.

## Key Language

calendar, divided, extra, leap year

Culture Connection
Around the World

I will learn to talk about leap years.

**16** Read quickly to find these numbers. What do they mean in the text?  
365 29th four 366

### Leap Years

How long is a year? Most people say it is 365 days, since it takes about 365 days for Earth to travel around the Sun. Well, not exactly – it actually takes 365 days, 5 hours, 49 minutes, and 12 seconds. If a calendar has only 365 days, what happens to the extra time? To solve this problem, every four years, we add one day to the calendar. February 29th is called a leap day, and the year is called a leap year. Other years are common years. There are 366 days in a leap year.

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People born on a leap day are called leapers. If you know a leaper, make sure you say "Happy Birthday," because their actual birthday happens only once every four years! Does this mean that they only grow a year older every four years? What do you think?

**17** Listen and read. Complete the sentences. Use words from the text.

- 1 The first leap year was in the \_\_\_\_\_ century BC.
- 2 There were a lot of \_\_\_\_\_ about leap years in ancient Rome and Greece.
- 3 Some Greek people think it's unlucky to \_\_\_\_\_ in a leap year.
- 4 To find if a year is a leap year, you should \_\_\_\_\_ it by four.

THINK BIG

When is the next leap year?  
Are there lucky or unlucky days in your country?

Unit 7 91

## Warm-up

**Materials:** Index cards

- Review numbers and ordinals by playing *Go Fish* (see *Game Bank*, page T135, for details). Create cards with

ordinal numbers written as digits (13th) and words (thirteenth). Give each student a card and have students find their matching pair by saying the number aloud.

- Check answers from the HW in the last lesson.

91 Unit 7

## Lesson Objective



### INVOLVE

Introduce the lesson objective: Say: *Today I will learn to talk about leap years.*

## Pre-reading



- Write 1996, 2012, on the board. Ask students if they know what these years have in common. Tell them that they are *leap years*. Ask students if they know what leap years are. Tell them that they will find out in the article.

## Reading



### 16 Read quickly to find these numbers. What do they mean in the text?

- Read the directions aloud. Tell students to read the text quickly and raise their hands and stop reading as soon as they find one of the numbers.
- As soon as the majority of the class has raised their hands, check the first answer (*365 is the number of days in a non-leap year*).
- Repeat for the remaining numbers. (*Answers: There are 365 days in a non-leap year. 29th of February is a leap day. Every four years we have a leap year. There are 366 days in a leap year.*)

## Practice 1



### 17 Listen and read. Complete the sentences. Use words from the text.

- Read the directions aloud. Ask volunteers to read the sentences aloud and check comprehension.
- Play Audio Track 134 and have students listen and follow in their books. Have students match the sentences with the tribes individually.

### MONITOR

Check answers as a class. (*Answers: 1 1st, 2 superstitions, 3 marry, 4 divide*)

### ASSIST

- Replay the audio as needed.

## Practice 2

WB p. 86/ act. 16



### 16 Read about leap years.

- Read the directions aloud. Tell students to read the text about leap years carefully.

### MONITOR

- Check answers as a class.

## Think BIG



### 21st Century Communication

- Read the first question aloud. Have students raise their hands as soon as they know the answer. When most of the students have their hand raised, ask the first student who raised his or her hand.

- Read the second question aloud. Have students discuss it in small groups. Tell them to consider superstitions for special days. For example, it's considered lucky to eat twelve grapes at midnight on New Year's Eve.

### MONITOR

Walk around and encourage students to express their views. Invite groups to share their opinions with the class.

## 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 to talk about leap years.*

- Encourage awareness of what students have learned by quickly eliciting a few facts that they can remember from the article they have read.

## Homework

WB p. 86/ act. 17 & 18



### 17 Answer the questions.

- Direct students to WB Activity 17 on page 86. Explain that students should read the questions and write the numbers.

### 18 Solve these problems.

- Direct students to WB Activity 18 on page 86. Explain that students should read the questions and write the years.

## Extra Application and Practice Activity

Materials: Poster paper

### 21st Century Collaboration

- Put students in small groups of four or five. Hand each group a large piece of poster paper. Tell them that they are going to research different superstitions from around the world and present them to the class. Explain that they can use the Internet and resource books to research the topic. Encourage them to illustrate their work.
- Have groups present their posters to the class. Display the posters around the classroom and encourage students to look at them in their free time.

# Writing Lesson

## Lesson Flow



Warm-up



Lesson Objective



Practice 1



Practice 2



Practice 3



Lesson Objective



Homework

## Lesson Objective

I will learn to write an email.

### Writing | Emails

I will learn to write an email.

**18** Read. Then match the parts of the email.

closing and signature    friend's email address    greeting  
main body of the email    what your email is about    your email address

The screenshot shows an email window with the following content:

- From:** elena@bigenglish.com (arrow 1)
- To:** diego@bigenglish.com (arrow 2)
- Subject:** Our new computer (arrow 3)
- Dear Diego, (arrow 4)
- Guess what! We have a new computer in my house. I'm so happy! Now I can play computer games at home. I can use the computer for homework, too. (arrow 5)
- This is my first email on the new computer. Send me a message soon! I'm going to write some more emails now.
- Your friend, Elena (arrow 6)

### Writing Steps

**19** Write an email.

- 1 Think who you're going to write to.
- 2 Write the two email addresses.
- 3 Think about what you're going to write about.
- 4 Write a subject for your email and your greeting.
- 5 Think of what you want to write in the email.
- 6 Write two paragraphs for the body of the email.
- 7 Write the closing and signature.
- 8 Read your email and check for mistakes.
- 9 Now send!



## Warm-up



**Materials:** Teacher-created email puzzles

### 21st Century Problem Solving

- Create email puzzles for students by writing a few simple emails but leaving out the name of the receiver. Give clues in the body of the email that would help students work out the identity of the receiver. For example, you might write an email to a student that contains information that other students know: *Dear..., You left your red backpack at school. You know the one with the keyring on the side. I will keep it here until your dad brings you to school tomorrow.* You could also write to a well-known celebrity or other adult in the community.
- Divide students into groups and give an email puzzle to each group. Students work together to work out who is the receiver of the email. Then have them share the emails and their answers with the class.

- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

Introduce the lesson objective: Say: *Today I will learn to write an email.*

## Practice 1



### 18 Read. Then match the parts of the email.

- Read the phrases in the box aloud with students. Help them identify each part of the email as a class. Have a volunteer read the content of the email.
- Do Item 1 as a class. Have students complete the activity independently.

MONITOR

Check for understanding. Ask: *Who's the email from? (Elena) What's it about? (her new computer) Who's the email to? (Diego) How does Elena finish the email? (your friend) (Answers: 1 your email address, 2 friend's email address, 3 what your email is about, 4 greeting, 5 main body of the email, 6 closing and signature)*

## Practice 2

WB p. 87/ act. 19



### 19 Read and complete the email. Use the words from the box.

- Read the directions aloud. Have students label the parts of the email, then ask volunteers to say which parts of the email are missing.

- Have students complete the email using the phrases in the box individually.

MONITOR

- Check answers as a class.

## Practice 3



### 19 Write an email.

- Read the Writing Steps aloud. Ask students what types of emails they write or would like to write. Ask who they would write to. Review the parts of an email and have students complete the activity independently by writing the email in their notebooks.

MONITOR

- Check to see that students are applying the Writing Steps correctly.

ASSIST

- To help students stay focused, suggest that they tick each Writing Step as they complete it.

## Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to write an email.*

- Encourage awareness of what students have learned by eliciting the different parts of an email.

## Homework

WB p. 87/ act. 20



### 20 Write an email to a friend. Invite your friend to a celebration.

- Direct students to WB Activity 20 on page 87. Have students write an email to a friend, inviting them to a celebration.

## Extra Application and Practice Activity

- On the board, write the heading: *Reasons for Writing an Email.* Explain to students that people write emails for many reasons, such as applying for a job. Have students give you more reasons and write them on the board.
- Give each student a sheet of letter-sized paper. Explain to them that they have to write a short email to their partners using one of the reasons from the board. Once they have written it, have them give the email to their partners. Explain that their partner has to write a reply.

# Writing | Emails

I will learn to write an email.

**18** Read. Then match the parts of the email.

closing and signature    friend's email address    greeting  
main body of the email    what your email is about    your email address

The image shows an email window with the following content and numbered arrows pointing to it:

- From:** elena@bigenglish.com (Arrow 1)
- To:** diego@bigenglish.com (Arrow 2)
- Subject:** Our new computer (Arrow 3)
- Dear Diego, (Arrow 4)
- Guess what! We have a new computer in my house. I'm so happy! Now I can play computer games at home. I can use the computer for homework, too. (Arrow 5)
- This is my first email on the new computer. Send me a message soon! I'm going to write some more emails now.
- Your friend, Elena (Arrow 6)

## Writing Steps

**19** Write an email.

- 1 Think who you're going to write to.
- 2 Write the two email addresses.
- 3 Think about what you're going to write about.
- 4 Write a subject for your email and your greeting.
- 5 Think of what you want to write in the email.
- 6 Write two paragraphs for the body of the email.
- 7 Write the closing and signature.
- 8 Read your email and check for mistakes.
- 9 Now send!



I will learn to use the sounds ue, u\_e, and ure.

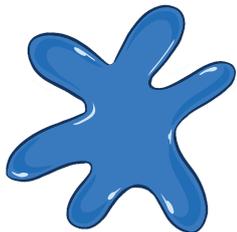
**135**  
**20** Listen, read, and repeat.

1 ue

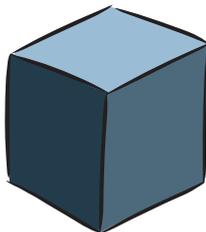
2 u\_e

3 ure

**136**  
**21** Listen and find. Then say.



blue



cube



treasure

**137**  
**22** Listen and blend the sounds.

1 g-l-ue glue

2 t-r-ue true

3 c-u-te cute

4 p-i-c-t-ure picture

5 n-a-t-ure nature

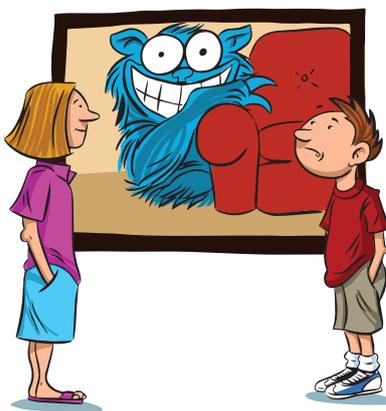
6 d-u-ke duke

7 h-u-ge huge

8 S-ue Sue

**138**  
**23** Read aloud. Then listen and chant.

Hi, Sue.  
Is it true?  
It's so cute. It's so blue.  
It's really huge!  
Is that a monster  
In the picture?



# Phonics Lesson

## Lesson Flow



## Lesson Objective

I will learn to use the sounds *ue*, *u\_e*, and *ure*.

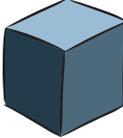
**Phonics** | *ue, u\_e, ure*

I will learn to use the sounds *ue, u\_e, and ure*.

**135** Listen, read, and repeat.

1 *ue*                      2 *u\_e*                      3 *ure*

**136** Listen and find. Then say.

blue                                      cube                                      treasure

**137** Listen and blend the sounds.

1 g-l-ue	glue	2 t-r-ue	true
3 c-u-te	cute	4 p-i-c-t-ure	picture
5 n-a-t-ure	nature	6 d-u-ke	duke
7 h-u-ge	huge	8 S-ue	Sue

**138** Read aloud. Then listen and chant.

Hi, Sue.  
Is it true?  
It's so cute. It's so blue.  
It's really huge!  
Is that a monster  
In the picture?



Unit 7 93

## Warm-up



**Materials:** Index cards

- Make Flashcards (words only) using index cards for words in this lesson (*blue, cube, treasure*) and a few other words with the same sounds that students know (*clue, value, picture, nature, etc*).

- Write the letters *ue, u\_e, and ure* on the board. Show the cards one by one and read the words aloud. Invite volunteers to the front 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 ue, u\_e, and ure.*
- Students will identify the letters and distinguish between the sounds individually and as part of words.

## Presentation 1

### 20 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 135 and have students listen and point to each sound as it is said. Have students repeat.

### MONITOR

- As students repeat, check 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 136 and have students listen, find, and point to each sound as it is said. Have students repeat each word.

### ASSIST

- Replay the audio as needed. Students can also check that they are pointing to the correct word and saying it properly with a partner.

## Practice 2

### 21 Read and circle ue, u\_e, and ure.

- Read the directions aloud. Have students work individually to find and circle the sounds *ue*, *u\_e*, and *ure* in the words.

### MONITOR

- Check students are circling the correct words. Have them compare their answers in pairs.

## Practice 3

### 22 Underline the words with ue, u\_e, and ure. Then read aloud.

- Read the directions aloud. Have students work individually to underline the words with the *ue*, *u\_e*, and *ure* sounds.

### MONITOR

- Check students are underlining the correct words. Check answers as a class.

## Practice 4

### 22 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 137 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.

## Practice 5

### 23 Connect the letters. Then write.

- Read the directions aloud. Have students connect the letters and write words.
- Have students match the words individually.

### MONITOR

- Check answers as a class.

## Practice 6

### 23 Read aloud. Then listen and chant.

- Read the directions aloud. Read the chant while students follow in their books. Have them choral-read the chant as a class.
- Play Audio Track 138 and have students listen. Replay several times and encourage them to join in.

### MONITOR

- As students repeat the chant, listen for proper pronunciation and appropriate intonation.

## Lesson Objective

### INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds ue, u\_e, and ure.*
- 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, *glue, cute, picture*).

## Homework

### 24 Listen and write.

- Direct students to WB Activity 24 on page 88. Read the directions aloud. Explain to students that they must listen and write in the missing words.

## Extra Application and Practice Activity

- Write on the board: *Sue ate true blue glue and huge cute cube.* Explain that this is a silly sentence and a tongue twister. Have students read it slowly at first and then pick up speed as they say it. The person who says it the fastest with no mistakes wins.
- Have students make their own silly tongue twisters to share with the class. Tell them that they can use sounds from previous lessons.

# Values Lesson

## Lesson Flow



## Lesson Objective

I will learn about celebrating traditions.

## Key Language

Celebrate traditions.

### Values | Celebrate traditions.

I will learn about celebrating traditions.

**24** Write a definition for the word **tradition**.

**25** Listen and look. Number the traditions in order.



**26** Talk about some of your family traditions.



Does your family have a special tradition for New Year's Eve?

Yes. We always eat noodles on New Year's Eve.



## Project

**27** Make a Traditions Around the World poster. Display your posters in the hallways of your school.



## Warm-up



### 21st Century Think Creatively

- Ask students to work in pairs. Tell them that one student is going to role-play an alien, and the other student has to explain why we celebrate one of the holidays on the board, and what traditions people follow to celebrate it.
- Walk around and encourage the aliens to ask questions. Help out with ideas and language if needed. Then have students swap roles.
- Invite pairs to act out their role plays for the class. Leave the list on the board.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn about celebrating traditions.*

## Pre-listening



### 24 Write a definition for the word *tradition*.

- Have students work in pairs and think of a definition for *tradition*. Invite pairs to share their definitions and write them on the board. Discuss the various definitions as a class and write a class definition. Ask if there is a similar word in students' mother tongue and, if so, if it has the same meaning. (*Answers may vary: A custom that is passed on from generation to generation.*)

## Listening



### 25 Listen and look. Number the traditions in order.

- Focus attention on the pictures and encourage students to describe them. Ask: *What can you see? Where are they? What are they doing?*
- Read the directions aloud. Play Audio Track 140 and have students number the pictures. Pause the audio after each sentence to give students time to write.
- Play the audio again, pausing after each sentence, and have students repeat.

### MONITOR

- Check answers as a class. (*Answers: 2, 4, 1, 3*)

### ASSIST

- Replay the audio as necessary.

## Speaking



### 26 Talk about some of your family traditions.

- Read the directions aloud. Ask two volunteers to read out the speech bubbles. Ask different students the same question. Help out with vocabulary if needed.
- Ask students to ask and answer in pairs about the different festivals you wrote on the board in the Warm-up activity.

### MONITOR

Walk around praising or encouraging students as appropriate. Make a note of common errors in pronunciation or intonation, and comment on them at the end of the lesson. Invite students to share their family traditions with the class.

### ASSIST

- Model expressions if necessary and have students repeat.

## Project



**Materials:** Poster paper, art supplies

### 27 Make a *Traditions Around the World* poster. Display your posters in the hallways of your school.

### 21st Century Cultural Awareness

- Read the directions aloud and encourage students to discuss the pictures. Have students work in teams of four or five. Tell them they can use a tradition from the unit, or research a new one on the Internet.
- Hand out the materials. Explain that the poster should have a main heading and information about the tradition, including the country and when it is celebrated. Have teams use illustrations and a written description of each one.

### MONITOR

- Walk around and encourage students to be creative. Help out with ideas and language where needed.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned about celebrating traditions.*

- Encourage awareness of what students have learned by quickly eliciting some traditions for special days.

## Extra Application and Practice Activity

- Have teams present their *Traditions Around the World* posters to the class. Encourage the class to comment and ask questions about the traditions. Have the class vote for the tradition they would most like to witness firsthand.

# Values | Celebrate traditions.

I will learn about celebrating traditions.

**24** Write a definition for the word **tradition**.

**25** Listen and look. Number the traditions in order.



**26** Talk about some of your family traditions.



Does your family have a special tradition for New Year's Eve?

Yes. We always eat noodles on New Year's Eve.



## Project

**27** Make a **Traditions Around the World** poster. Display your posters in the hallways of your school.



# Review

**28** Complete the dialog.

are going to    cooked    is going to    are going to    made    to be

**Mom:** Hi, Mike. Why do you look so tired?

**Mike:** We <sup>1</sup>\_\_\_\_\_ have a party because tomorrow is Father's Day.

**Mom:** Oh, right. Did you clean the house?

**Mike:** No, but we <sup>2</sup>\_\_\_\_\_ all the food because tomorrow we  
<sup>3</sup>\_\_\_\_\_ buy the presents.

**Mom:** Is everything ready now?

**Mike:** Yes! We <sup>4</sup>\_\_\_\_\_ decorations for the garden because the weather  
<sup>5</sup>\_\_\_\_\_ be sunny, so the party is going <sup>6</sup>\_\_\_\_\_ outside.

**Mom:** That sounds great!

**29** Research and answer the questions about a festival in another country.

- 1 When do people celebrate this day?
- 2 What do people do on this day?

**30** Play the **Holiday Plans** game.

On New Year's Day, I'm going to watch a parade.



On New Year's Day, Alicia is going to watch a parade, and I'm going to sleep until noon.



On New Year's Day, Alicia is going to watch a parade, Robert is going to sleep late, and I'm going to visit my grandparents.

## I Can

- use words for special days/dates and how we celebrate them.
- use *be going to* and *first, second...* to ask and answer about special days.
- talk about special days and plans to celebrate them.
- write an email.



# Review Lesson

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

### Review

**28** Complete the dialog.

are going to    cooked    is going to    are going to    made    to be

**Mom:** Hi, Mike. Why do you look so tired?

**Mike:** We <sup>1</sup> \_\_\_\_\_ have a party because tomorrow is Father's Day.

**Mom:** Oh, right. Did you clean the house?

**Mike:** No, but we <sup>2</sup> \_\_\_\_\_ all the food because tomorrow we <sup>3</sup> \_\_\_\_\_ buy the presents.

**Mom:** Is everything ready now?

**Mike:** Yes! We <sup>4</sup> \_\_\_\_\_ decorations for the garden because the weather <sup>5</sup> \_\_\_\_\_ be sunny, so the party is going <sup>6</sup> \_\_\_\_\_ outside.

**Mom:** That sounds great!

**29** Research and answer the questions about a festival in another country.

- When do people celebrate this day?
- What do people do on this day?

**30** Play the **Holiday Plans** game.

**I Can**

- use words for special days/dates and how we celebrate them.
- use *be going to* and *first, second...* to ask and answer about special days.
- talk about special days and plans to celebrate them.
- write an email.

Unit 7 95

## Warm-up



- Review special days by pointing a few of them out on the class calendar.
- Point out the difference between national holidays and other special days: *National holidays are days that many people celebrate. Most people in the United States celebrate Thanksgiving. Your birthday is a very special day, but it is not a national holiday. Only you and the people who know you celebrate your birthday.*
- Go through the dates on the class calendar and have students say whether each is a national holiday or a special day.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

## Practice 1



**Materials:** Flashcards: Unit 7, special days

- 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 124 (the song with the lyrics). Have students follow along and join in the chant.
- Once students are familiar with the song, have them practice it using the karaoke version (Audio Track 125).

## Video Drama U 07



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

## Practice 2



### 28 Complete the dialog.

- Read the directions aloud and have students read the words in the box aloud. Have students complete the activity independently.

#### MONITOR

Check answers as a class by asking volunteers to read it aloud. (Answers: 1 are going to, 2 cooked, 3 are going to, 4 made, 5 is going to, 6 to be)

#### CHALLENGE

Put students in pairs and have them write a similar dialog to role-play in class.

## Practice 3 WB p. 89/ act. 25



### 25 Match. Then write sentences. Use *going to*.

- Read the directions aloud. Have students match the words and then write sentences using *going to*.

#### MONITOR

Check answers as a class.

## Practice 4



### 29 Research and answer the questions about a festival in another country.

- Read the directions aloud. Tell students that they can use the Internet to find information. Explain that they should write the name of the festival they have researched, and that both questions must be answered. Have them present their completed works to the class.

## Practice 5



### 30 Play the *Holiday Plans* game.

- Read the directions and have three volunteers read the speech bubbles. Have students sit in a circle. As a class, choose one of the special days you have learned about. Ask them to think about what they normally do on that day. A volunteer starts the game by making a statement, e.g. *On Earth Day, I'm going to clean the park.* Ask the next student to repeat the statement and to add his/her own sentences.

#### ASSIST

As they play, suggest that students repeat what others will do to celebrate in a whisper, to help them remember.

## 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



## Homework WB p. 89/ act. 26



### 26 Look at the pictures. Answer the questions.

- Direct students to WB Activity 26 on page 89. Read the directions aloud. Explain to students that they must look at the pictures and then answer the questions.

## Extra Application and Practice Activity

**Materials:** Art and craft supplies

- Have students design greetings cards that can be given to others on the special days they have learned about. They can use drawing and/or collage materials to decorate the card. Suggest that they write a message that uses some of the key vocabulary words. Model: *Happy New Year's Day! Enjoy your day off school!*

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 7 Unit 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.



# Hobbies

## Objectives

### Reading

- Can follow simple stories with basic dialog and simple narrative.
- Can get the gist of short, factual school texts.
- Can extract specific information in short texts on familiar topics.
- Can follow a simple series of written instructions to carry out a task.

### Listening

- Can understand the main information in short, simple dialogs about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures.
- Can understand simple expressions about likes and dislikes in short, simple stories or dialogs, if spoken slowly and clearly.

### Speaking

- Can give simple reasons to explain preferences, given a model.
- Can ask someone simple questions about their life and experiences.

### Writing

- Can write short, simple personal emails/letters about familiar topics, given prompts or a model.

### Grammar

- Can make comparisons with regular shorter adjectives + *-er*.
- Can form the superlative of regular adjectives with *-est*.
- Can form irregular superlatives of adjectives and adverbs such as *best*, *worst*.

## Unit Projects

### Family Connection

Have students tell their families that they are learning about hobbies. Have them ask family members what hobbies they enjoy and why. Make a list on the board of the different hobbies students' family members enjoy. As students work on Unit 8, encourage them to talk to their families about the hobbies they are learning about.

# Key Language

## Key Vocabulary

### Hobbies

coin collection  
doll collection  
shell collection  
toy car collection

### People

basketball player  
chess player  
dancer  
painter  
singer  
soccer player  
video game player  
writer

### Expressions

Uh, yes...  
Wonderful!  
Well...

## Content Words

creativity  
croquet  
embroidery  
employers  
handmade  
imagination  
insect  
needle  
net  
sewing  
spare time  
thread  
lock of hair  
marine life  
potter  
research  
snorkeling  
weird

## Grammar

Chris has a **big** coin collection. Katie's collection is **bigger** than Chris's collection. Kyle has **the biggest** toy car.

Laura is a **good** soccer player. Steve is a **better** player **than** Laura. Yoko is **the best** soccer player in the class.

My brother's pictures are **bad**. My sister's pictures are **worse than** his. My pictures are **the worst** of all.

## Phonics

**The sounds:** *y, igh*

## Our Collections Bulletin Board

Create a bulletin board display that shows some things students would like to collect. Have students use pictures from magazines or the Internet to decorate the board. Encourage students to add both words and drawings to the bulletin board as they learn to name more collections and hobbies.

# Vocabulary Lesson

## Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Game



Lesson Objective



Homework

## Lesson Objective

I will learn to name hobbies.

## Key Language

coin collection, doll collection, shell collection, toy car collection; basketball player, chess player, dancer, painter, singer, soccer player

video game player, writer

# 8

## Hobbies

### Vocabulary

I will learn to name hobbies.



## Song Time!



1 Listen, look, and say.



1 coin collection



2 doll collection



3 shell collection



4 toy car collection



5 basketball player



6 chess player



7 soccer player



8 video game player



9 dancer



10 painter



11 singer



12 writer



2 Play the game.

## Warm-up



**Materials:** An item related to a hobby

- Share one of your hobbies with students by showing an item or picture related to the hobby. Say: *When I am not teaching, I like to [name hobby].* Tell students what you like about your hobby. Ask students to say if they think it would be a fun thing to do.
- In an open space, have students act out their hobbies. Together with the rest of the class, try to guess each student's hobby. Name each hobby and have students repeat the name after you.
- Check answers from the HW in the last lesson.

## Lesson Objective



**Materials:** Flashcards: Unit 8, hobbies

### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name hobbies.*
- Use 2–3 Flashcards to remind students what they already know and elicit some hobbies.
  - Students will identify and name some hobbies.

## Song Time



**Materials:** Flashcards: Unit 8, hobbies

### 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 with students. Say: *These pictures show different hobbies and different kids who have hobbies.* Play Audio Track 142 and have students listen and read silently. Then replay the audio track and have students repeat the captions.

### MONITOR

Read the captions in random order. Have students point to the matching picture. Circulate around the room to confirm their answers as you read.

### ASSIST

Replay audio or reread captions as needed. Remind students that in English, some groups of letters work together to make a single sound. Review the diphthongs and digraphs in the words *coin*, *collection*, *toy*, *player*, and *painter*.

## Game



**Materials:** Index cards

### 2 Play the game.

- Have students play *Concentration* (see *Game Bank*, page T135, for details). Have teams copy the captions of photos 5–12 on page 96 onto index cards. Then have them write a sentence about each photo on eight other cards, using the sentence frame: *I...* (For example: *I play basketball. I dance.*)
- Place all the cards facedown and take turns turning over two cards. If the cards match, the player says a sentence combining the words on the cards and takes the cards. (For example: *A basketball player plays basketball.*) The player with the most cards at the end is the winner.

### MONITOR

As students play the game, listen for correct sentence structure and use of language.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to name hobbies.*
- Encourage awareness of what students have learned by quickly eliciting some hobbies.

## Homework

WB p. 90/ act. 1



### 1 Draw the path. Connect the pictures. Then complete the question and answer.

- Direct students to WB Activity 1 on page 90. Read the directions. Explain to students that they must draw a path to connect the pictures. They must then complete the question and write an answer.

## Extra Application and Practice Activity

- Give each student a sheet of letter-sized paper. Have them write a few sentences about a hobby they have. Explain that they can illustrate their work. Have them present their work to the class. For students' reference, write on the board: *I have a big stamp collection. I have stamps from all over the world. Some stamps are big, others are small. I started collecting stamps two years ago. I like it because they show pictures from all over the world.*

### MONITOR

Encourage students to use hobbies not covered in this unit, e.g. stamp collecting, stickers, comics, swimming, tennis, etc.

### ASSIST

Write key vocabulary on the board for students to use in their sentences.

# 8

# Hobbies

## Vocabulary

I will learn to name hobbies.



## Song Time!



1 Listen, look, and say.



1 coin collection



2 doll collection



3 shell collection



4 toy car collection



5 basketball player



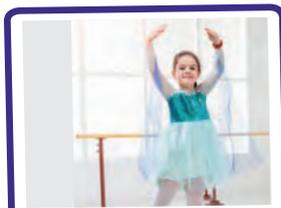
6 chess player



7 soccer player



8 video game player



9 dancer



10 painter



11 singer



12 writer

2 Play the game.

# Song

I will learn to ask and answer about hobbies and collections.



Listen and sing. Who is a terrible singer?

## The Best and the Worst



Matthew collects toy cars.  
He has one hundred seven.  
But Pam's car collection is bigger.  
She has three hundred eleven!

Kay is good at games.  
She's really good at chess.  
But Paul is even better than Kay.  
And Liz, well, she's the best!

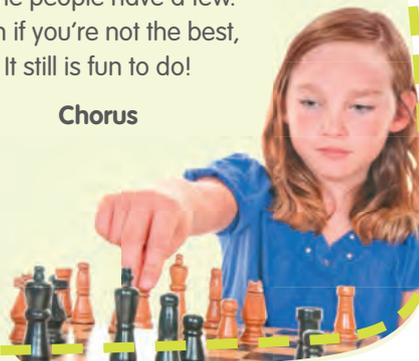
**What's your hobby, Bobby?**  
**What do you like doing?**  
**What's your hobby, Bobby?**  
**What is fun for you?**



Steve's a terrible singer.  
Emma's worse than Steve.  
But David's singing is the worst.  
When he sings, people leave!

It's good to have a hobby.  
Some people have a few.  
Even if you're not the best,  
It still is fun to do!

**Chorus**



Listen and answer. What hobbies do they enjoy?

1



Freddie

2



Sylvia

3



Philip

4



Kayla

Freddie has a big toy car collection.



**THINK  
BIG**

Which child in 4 is the most like you? Why?  
What other things can you collect?

# Song Lesson

## Lesson Flow



## Lesson Objective

I will learn to ask and answer about hobbies and collections.

## Key Language

basketball, chess, coin collection, doll collection, music, shell collection, toy car collection, video games

## Song

I will learn to ask and answer about hobbies and collections.

**3** Listen and sing. Who is a terrible singer?

### The Best and the Worst

Matthew collects toy cars.  
He has one hundred seven.  
But Pam's car collection is bigger.  
She has three hundred eleven!

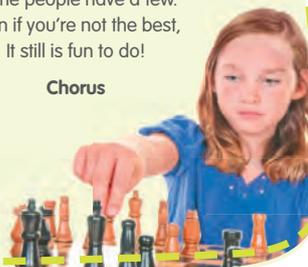
Kay is good at games.  
She's really good at chess.  
But Paul is even better than Kay.  
And Liz, well, she's the best!

What's your hobby, Bobby?  
What do you like doing?  
What's your hobby, Bobby?  
What is fun for you?

Steve's a terrible singer.  
Emma's worse than Steve.  
But David's singing is the worst.  
When he sings, people leave!

It's good to have a hobby.  
Some people have a few.  
Even if you're not the best,  
It still is fun to do!

#### Chorus



**4** Listen and answer. What hobbies do they enjoy?



Freddie has a big toy car collection.



**THINK BIG**

Which child in 4 is the most like you? Why?  
What other things can you collect?

## Warm-up



- Give each student a sheet of letter-sized paper. Explain that you are going to say a hobby or collection and they have to draw it. Say: *basketball* and have students draw it. When all the hobbies and collections have been covered, collect the drawings. Show them to the class in random order and have them guess what hobby is shown.

### CHALLENGE

- Have students draw hobbies or collections not covered in the lesson, e.g. swimming, stamp collections, etc.
- 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 hobbies and collections.*
- Students will sing a song and ask and answer about hobbies and collections.

## Listen and Sing



### 3 Listen and sing. Who is a terrible singer?

- Read the directions aloud. Play Audio Track 143. Have students read along silently.
- Replay the audio and have students sing along. Do this several times. Then ask students to read the song silently and to make a note of who is a terrible singer.

### MONITOR

- Check comprehension. Ask: *What do Matthew and Pam collect? (toy cars) What's Kay's hobby? (chess) Who is a terrible singer? (Steve, Emma, and David are all terrible singers! David is the worst.)*

### ASSIST

- Replay the audio as needed. Use gestures and simple language to explain unfamiliar words.

## Speaking



### 4 Listen and answer. What hobbies do they enjoy?

- Read the directions aloud. Read the speech bubble aloud and have students repeat after you.
- Play Audio Track 145. Pause after each item and have students tell you what hobbies each child enjoys, using the speech bubble as a guide.

### MONITOR

Check answers as a class. (*Answers: 1 Freddie has a big toy car collection. He's good at basketball, too. 2 Sylvia has a big coin collection. She's good at music, too. 3 Philip has a big shell collection. He's good at chess, too. 4 Kaylas has a big doll collection. She's good at video games, too.*)

### CHALLENGE

- Put students in pairs and have them write what they remember about each child from memory.

## Think BIG



### 21st Century Critical Thinking

- Read the questions aloud. Ask students which child in Activity 4 is the most like them and why. Encourage them to talk about why they also like that child's hobby. Then ask what other things you can collect.

### CHALLENGE

- Ask students what hobby they would take up if they were to start tomorrow.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer about hobbies and collections.*
- Encourage awareness of what students have learned by getting students to name some hobbies.

## Homework



WB p. 91/ act. 2



### 2 Listen and circle. Then answer the questions.

- Direct students to WB Activity 2 on page 91. Explain to students that they must listen to the song and circle the correct words. They must then answer the questions.

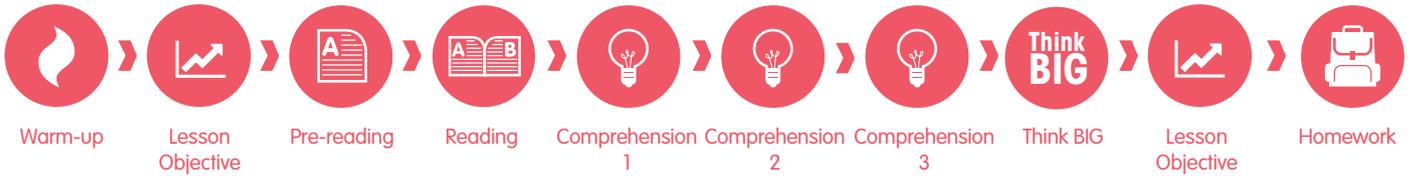
## Extra Application and Practice Activity

**Materials:** Poster paper

- Put students in small groups. Have them make a poster showing three hobbies/collections to present to the class. Tell them to write a few sentences about their chosen hobbies/collections and to illustrate it.

# Story Lesson

## Lesson Flow



## Lesson Objective

I will read a story about a school play.

## Key Language

dancer, singer; best

### Story

I will read a story about a school play.

5 Listen and read. What part is Christina going to have?

#### The School Play



6 Read and say the name: Ruth, Lizzie, Christina, or Snow White.

- 1 She's the most important character in the play.
- 2 She's the tallest girl in the class.
- 3 She's the best actor in the class.
- 4 She's a better singer than Christina.
- 5 She's going to be the best tree in the class.



Why is Christina's dad proud of her at the end of the story? Have you ever acted in a school play? Did you enjoy it? Why/Why not?

## Warm-up



Materials: Flashcards: Unit 8, hobbies and people

- Have students put on a short class play. Tell students the story should be based on three people talking about their hobbies. As a class, write a few lines of dialog on the board. Have students use the Flashcards for support. First, have students choose a name and a hobby for each character. Then have them think about what the characters might say to each other. Finally, help them to write stage directions for the actors.

- After the dialog is written, have volunteers act the play for the class. Let students take turns if more students are interested in acting roles.
- 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 play.*

## Pre-reading



- Read the story title aloud. Have students repeat it. Ask: *Who are the main characters in this story?* (Christina and her dad)

## Reading



147



### 5 Listen and read. What part is Christina going to have?

- Read the directions aloud. Draw attention to the question: *What part is Christina going to have?* Play Audio Track 147. Have students listen and read along silently.
- Ask: *What part is Christina going to have?* (She's going to play a tree.)

## Comprehension 1



### MONITOR

Ask comprehension questions about the story. Ask: *What's the name of Christina's school play?* (Snow White) *Why is Lizzie going to be Snow White?* (She's a better singer than Christina.) *Who's going to be the evil queen?* (Ruth)

### ASSIST

Replay the audio as needed. Pause after each frame point out what is going on in each picture. Use simple language and gestures to explain unfamiliar words.

- Have students work in pairs to read the speech bubbles aloud to each other and role-play the dialog in the story.

### CHALLENGE

Invite volunteers to come to the front and role-play the story for the class. Have students say which role they would want in the school play. Ask them to share how they would feel if they were given the role of the tree.

## Comprehension 2



### 6 Read and say the name: *Ruth, Lizzie, Christina, or Snow White.*

- Read the directions aloud. Do Item 1 as a class.
- Have students silently read the story again and complete the activity independently.

### MONITOR

Check answers as a class. (Answers: 1 Snow White, 2 Christina, 3 Ruth, 4 Lizzie, 5 Christina)

### CHALLENGE

Have students write four questions about the story in their notebooks. Then have them swap notebooks with their partners who must answer the questions.

## Comprehension 3

WB p. 92/ act. 3



### 3 Read. Then circle T for true and F for false.

- Read the directions aloud. Have students read the frames from the story. They must then circle T for true and F for false.

### MONITOR

- Check answers as a class.

## Think BIG



### 21st Century Communication

- Ask students if they have ever acted in a school play and whether they enjoyed it or not. Encourage them to explain why or why not. Then ask why Christina's dad is proud of her at the end of the story.

### ASSIST

Provide sentence models and offer suggestions for students who need help.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have read a story about a school play.*

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

## Homework

WB p. 92/ act. 4



### 4 Write about you.

- Direct students to WB Activity 4 on page 92. Have students read the questions and answer for themselves.

### Think BIG

- Direct students to WB Think BIG on page 92. Have students write an answer to the question.

## Extra Application and Practice Activity

- Have partners create a new version of the story, in which Christina gets one of the lead roles in the play. Have them write a short script for the characters of Christina and her dad.
- Allow partners to act their script for the class. Remind them to speak slowly and clearly so that all students can hear what they are saying.

### MONITOR

Listen for proper pronunciation, appropriate intonation, and correct use of language.

# Story

I will read a story about a school play.

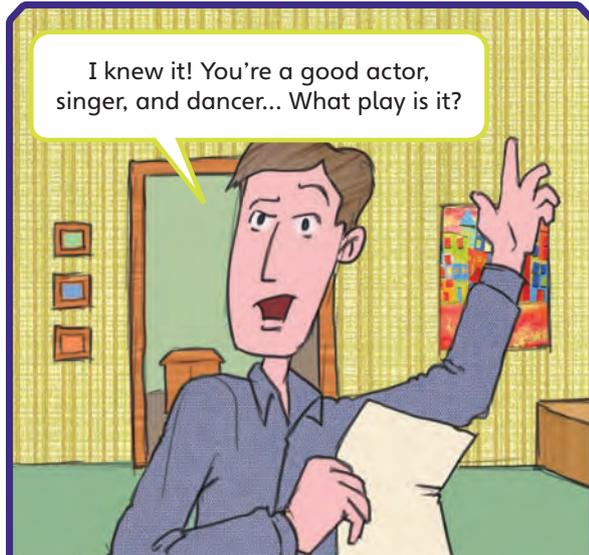
147  
5

Listen and read. What part is Christina going to have?

## The School Play



1 Christina's dad is excited about this year's school play.



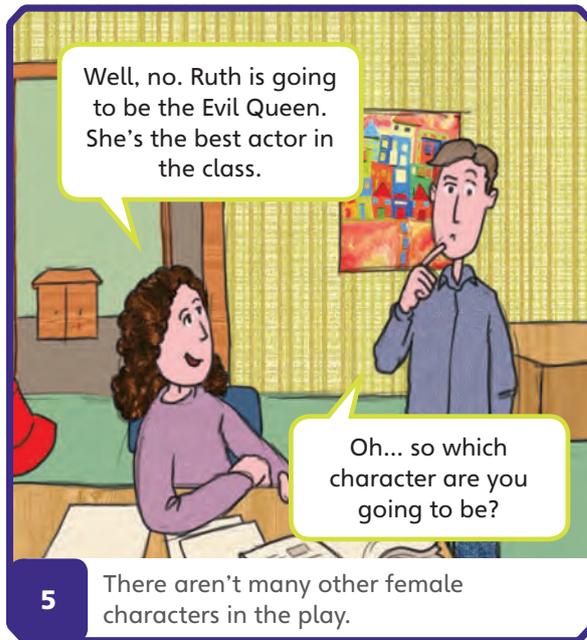
2 He wants Christina to be a star.



3 Snow White is the most important character in the play.



4 The Evil Queen is another important character in the play.



**6** Read and say the name: **Ruth, Lizzie, Christina, or Snow White.**

- 1 She's the most important character in the play.
- 2 She's the tallest girl in the class.
- 3 She's the best actor in the class.
- 4 She's a better singer than Christina.
- 5 She's going to be the best tree in the class.



Why is Christina's dad proud of her at the end of the story?  
Have you ever acted in a school play? Did you enjoy it?  
Why/Why not?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about collections.

## Key Language

coin collection, dancer, doll collection, geologist, rock collection, samples, soccer player, toy car collection; interesting, rare, terrible; best, coolest, worst

## Language in Action

I will listen to a dialog about collections.

**7** Listen and read. Then say.

- Elliot:** Paul has a big rock collection.
- Matt:** Yes, it is big. But Andrea's rock collection is bigger than Paul's.
- Elliot:** Hmm. Andrea's collection is very big!
- Matt:** But Taylor has the biggest rock collection of all.
- Elliot:** Wow! How did Taylor get so many cool rocks?
- Matt:** His grandfather is a geologist. He studies rocks and sends Taylor new samples every month.



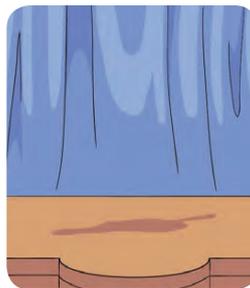
**8** Practice the dialog in 7 with a partner.

**9** Listen and stick. Label each picture with a word from the box.

best    coolest    worst



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_

## Warm-up



**Materials:** A collection of small items, such as rocks or buttons

- Show students a collection of small objects. Then give each student one of the items from the collection. Explain that collectors often look for things that are special in some way: for example, a rock of an unusual color or a stamp from a small country. Have students examine their objects and think of some qualities that make it special, such as its size, shape, or color.
- Have students walk around the room and present their objects to each other. Tell them that the purpose of their presentation is to find someone who will make a trade with them. Encourage them to tell all about the special qualities of their object so that someone else will want it.
- 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 collections.*

## Pre-listening



- Tell students they will listen to two boys, Elliot and Matt, talking. Have students look at the picture and predict what Elliot and Matt are talking about.

## Listening



### 7 Listen and read. Then say.

- Read the directions aloud. 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.

## Comprehension



MONITOR

Ask questions to check for understanding. Ask: *How did Taylor get so many rocks?* (His grandfather is a geologist and he sends rocks to Taylor.) *What is a geologist?* (someone who studies rocks)

## Role Play



### 8 Practice the dialog in 7 with a partner.

- Read the directions aloud. Have partners work together to read the dialog. Encourage them to switch roles and try both parts.

MONITOR

Invite pairs to act out the dialog for the class. Listen for proper pronunciation, appropriate intonation, and correct use of grammar.

CHALLENGE

Invite pairs to act out the dialog for the class using their own words.

## Practice



**Materials:** Stickers

### 9 Listen and stick. Label each picture with a word from the box.

- Have students find the Unit 8 stickers at the back of the Student's Book.
- Read the directions aloud. Play Audio Track 149 and have students listen, place the stickers, and label the pictures.

MONITOR

Check to see that students are placing the stickers correctly. (Answers: 1 coolest, 2 best, 3 worst)

## Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about collections.*

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

## Homework



WB p. 93/ act. 5



### 5 Listen and match.

- Direct students to WB Activity 5 on page 93. Explain that students must listen and match the beginnings and endings of the sentences.

## Extra Application and Practice Activity

- Have pairs of students write speech bubbles for one of the scenes in the sticker activity. Suggest that students use the dialog at the top of the page as a reference. Invite pairs to share their work with the class. Ask classmates to write down vocabulary words they hear.

# Language in Action

I will listen to a dialog about collections.

148  
7

Listen and read. Then say.

**Elliot:** Paul has a big rock collection.

**Matt:** Yes, it is big. But Andrea's rock collection is bigger than Paul's.

**Elliot:** Hmm. Andrea's collection is very big!

**Matt:** But Taylor has the biggest rock collection of all.

**Elliot:** Wow! How did Taylor get so many cool rocks?

**Matt:** His grandfather is a geologist. He studies rocks and sends Taylor new samples every month.



8

Practice the dialog in 7 with a partner.

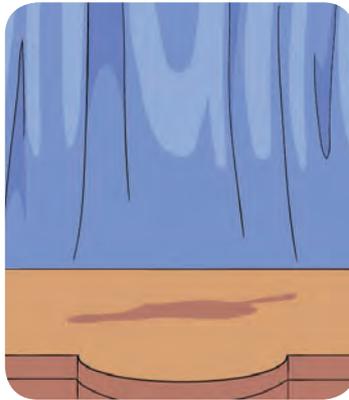
149  
9

Listen and stick. Label each picture with a word from the box.

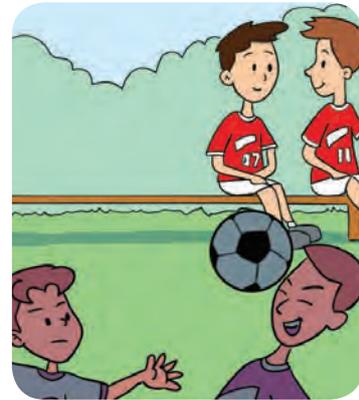
best    coolest    worst



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_

# Grammar

I will learn to use *bigger* and *biggest* to talk about hobbies.

Chris has a **big** coin collection.

Katie's collection is **bigger** than Chris's collection.

Kyle has **the biggest** toy car collection.

**10** Look at the pictures and complete the dialogs.



**A:** Look at that red car. It's really old!

**B:** Yes. But the blue car is \_\_\_\_\_ than the red car.

**A:** And the black car is the \_\_\_\_\_ car of them all.

Laura is a **good** soccer player.

My brother's pictures are **bad**.

Steve is a **better** player **than** Laura.

My sister's pictures are **worse than** his.

Yoko is **the best** soccer player in the class.

My pictures are **the worst** of all.

**11** Look at the pictures. Complete the dialogs.

1



**A:** Sam is a bad singer.

**B:** Yes. But Mike is \_\_\_\_\_ Sam.

**A:** Yes. But Terry is the \_\_\_\_\_ singer of all. He really can't sing!

2



**A:** Vincent is a good student.

**B:** Yes. But Tim is \_\_\_\_\_ than Vincent.

**A:** True! But Louisa is the \_\_\_\_\_ student in our class.

**12** Work with a partner and find out more about people in your class.  
Report your findings to the class.

# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use *bigger* and *biggest* to talk about hobbies.

## Key Language

Chris has a **big** coin collection. Katie's collection is **bigger** than Chris's collection. Kyle has **the biggest** toy car.

Laura is a **good** soccer player. Steve is a **better** player **than** Laura. Yoko is **the best** soccer player in the class.

My brother's pictures are **bad**. My sister's pictures are **worse than** his. My pictures are **the worst** of all.

**Grammar**

I will learn to use *bigger* and *biggest* to talk about hobbies.

Chris has a **big** coin collection.  
Katie's collection is **bigger** than Chris's collection.  
Kyle has **the biggest** toy car collection.

10 Look at the pictures and complete the dialogs.



A: Look at that red car. It's really old!  
B: Yes. But the blue car is \_\_\_\_\_ than the red car.  
A: And the black car is the \_\_\_\_\_ car of them all.

Laura is a **good** soccer player. My brother's pictures are **bad**.  
Steve is a **better** player **than** Laura. My sister's pictures are **worse than** his.  
Yoko is **the best** soccer player in the class. My pictures are **the worst** of all.

11 Look at the pictures. Complete the dialogs.

1  A: Sam is a bad singer.  
B: Yes. But Mike is \_\_\_\_\_ Sam.  
A: Yes. But Terry is the \_\_\_\_\_ singer of all. He really can't sing!

2  A: Vincent is a good student.  
B: Yes. But Tim is \_\_\_\_\_ than Vincent.  
A: True! But Louisa is the \_\_\_\_\_ student in our class.

12 Work with a partner and find out more about people in your class. Report your findings to the class.

Unit 8 101

## Warm-up



**Materials:** Index cards

- Invite three tall students to the front of the room. Have them stand in order of size. Give the tallest student an index card labeled *tallest*. Give the one in the middle an index card labeled *taller*. Give the third student an index card labeled *tall*.
- Model how to form the comparative and superlative forms of tall: *[Max] is tall*. *[Monica] is taller than [Max]*. *[Enrique] is the tallest*.

## 21st Century Collaboration

- Have teams of three students each choose an index card with an adjective written on it. Have each team find three items in the classroom that they can compare using the adjective on the card.
- Once they have found the items, they should present them to the class.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use bigger and biggest to talk about hobbies.*

## Presentation 1



- Ask a volunteer to read the text in the grammar box at the top of the page aloud.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

## Practice 1



### 10 Look at the pictures and complete the dialogs.

- Read the directions aloud. Have students answer the questions independently.

### MONITOR

Check answers as a class. (Answers: B older, A oldest.)

### ASSIST

Discuss and correct any errors in understanding, using index cards with the *-er* and *-est* endings written on them, to remind students how to change the adjective *old* to its comparative and superlative forms.

## Practice 2

WB p. 94/ act. 6



### 6 Read. Then use a form of *big*, *small*, *old*, or *young* to complete each sentence.

- Read the directions aloud. Have students read the text, then complete the sentences using comparative or superlative forms.

### MONITOR

Check answers as a class.

## Presentation 2



- Have a volunteer read the text in the grammar box in the middle of the page aloud. Explain that some adjectives do not follow the *-er* and *-est* ending rule. The comparative and superlative forms of these adjectives are completely different words. Point out the comparative and superlative forms of *good* and *bad*.

## Practice 3



### 11 Look at the pictures. Complete the dialogs.

- Read the directions aloud. Then have students read the first dialog.

### MONITOR

Have students work independently, then check answers as a class. (Answers: B worse than, A worst, B better student than, A best)

### ASSIST

Have students write the words *worse*, *worst*, *better*, *best* on strips of paper and have them try out each word to fill in the blank and choose the best one to match the meaning of each sentence.

## Practice 4



### 12 Work with a partner and find out more about people in your class. Report your findings to the class.

#### 21st Century Social Skills

- Read the directions aloud.
- Suggest that students ask and answer questions about hobbies, collections, and the activities they are good and not so good at doing.

#### CHALLENGE

Working in small groups, students can use the comparative and superlative to describe their abilities to do different activities.

- Talk about polite language and the tone students might use if they want someone to answer their questions. Point out that sometimes, answering questions can make people feel uncomfortable, and talk about which types of questions would be appropriate to ask and which would not.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to use bigger and biggest to talk about hobbies.*

- Encourage awareness of what students have learned by getting them to say some sentences using comparatives and superlatives.

## Homework



WB pp. 94 & 95/ act. 7 & 8



### 7 Look at the pictures. Write sentences using the words.

- Direct students to WB Activity 7 on page 94. Read the directions aloud. Have students look at the pictures, then write sentences using the comparative and superlative.

### 8 Listen. Write and add the scores. Compare the scores and complete the sentences.

- Direct students to WB Activity 8 on page 95. Read the directions aloud. Have students read, listen, write, and add the scores.

## Extra Application and Practice Activity

- Have students share the information they learned by making a comic strip with two or three panels that show comparisons between their classmates.

## 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 hobbies in the past.

## Key Language

creativity, croquet, embroidery, employers, handmade, imagination, insect, needle, net, sewing, spare time, thread

Content Connection
History

I will learn about hobbies in the past.

**13** Listen and read. How have hobbies changed with the times?

**CONTENT WORDS**  
 creativity croquet embroidery employers  
 handmade imagination insect needle  
 net sewing spare time thread

### Hobbies in the Past

Like fashion, hobbies change with the times. In our days, a lot of hobbies use technology: we take digital photographs and post them online, and kids play computer games. But what did people use to do before this technology? Let's take a look at some hobbies that were popular more than 100 years ago.

Many of the sports that we play today were popular in the past, too. Soccer became popular and had rules for the first time in the 19th century. Many soccer clubs were started by employers so that workers could play and stay fit. Soccer was a man's sport, but both men and women played tennis and croquet. Unfortunately, long skirts at that time did not help women with their game at all.



Many women and girls spent their spare time doing sewing and embroidery. They used a needle and thread to make tiny stitches on a piece of fabric. They made clothes and accessories such as scarves and gloves. They also made home decorations. They created beautiful pictures of flowers, birds, and other patterns, and they used to embroider cushions, tablecloths, and rugs.

Girls in the 19th century used to play with dolls and dollhouses. At that time, toys were handmade. The dolls' heads were often made of china, and the bodies were made of wood or calico. Rocking horses were also very popular. They were made of wood, and their tails were made of real horsehair. Boys used to play with toy trains and railways.



Finally, people in the 19th century loved nature, so one popular hobby was collecting and drawing butterflies. People used to catch butterflies in nets and fix them on special boards with pins. They used to draw pictures that showed all the details and colors of the beautiful insects.



Past or present, hobbies are a great way to pass the time. Also, the most important thing is they help us show our creativity and use our imagination.

**14** Look at 13. Correct and make true sentences.

In the 19th century,

1 children used to play computer games.	2 soccer didn't have rules.
3 only men played tennis.	4 women and girls used to make toys.

THINK BIG

Which hobby would you like to try? Were the hobbies in the article ever popular in your country? Are they popular now?

102 Unit 8

## Warm-up

**Materials:** Pictures of old toys



### 21st Century Global Awareness

- Show students pictures of old toys. Ask them to describe what type of toys they can see and if they resemble the toys of today. Ask them if they know what toys their grandparents had as children.

- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about hobbies in the past.*

## Pre-reading



- Have students read the Content Words in the box. Tell students that they will learn the meaning of the words in the context of the article. Or, if you wish, have pairs of students look up the words in a dictionary before reading the text.
- Direct students to Activity 13. Explain that they are going to listen to and read the text about hobbies in the past.

## Reading



### 13 Listen and read. How have hobbies changed with the times?

- Read the directions aloud and have students look at the pictures and tell you what they say. Ask if they do any of these hobbies or have tried them.
- Play Audio Track 152 and have students listen and read along silently.

#### MONITOR

Ask questions to check for understanding. Ask: *Why were soccer clubs started?* (so employees could keep fit) *What did many women and girls do on pieces of fabric?* (They used a needle and thread to make tiny stitches on them.) *What were dolls made of?* (china and wood or calico) *What was a popular nature hobby?* (collecting and drawing butterflies) *What hobbies did children have in the 19th century?* (They played with dolls and doll's houses, rocking horses, toy trains, and railways.)

- Direct students to the question in the directions, and share answers as a class.

#### ASSIST

Replay the audio as needed. Have students note down any words they do not understand and help them work out their meanings from context.

## Practice 1



### 14 Look at 13. Correct and make true sentences.

- Read the directions aloud. Have volunteers read the statements aloud.
- Do Item 1 as a class. Have a volunteer tell you if the statement is true or false and correct it as a class.
- Have students complete the activity independently.

#### MONITOR

Check answers as a class. (Answers: 1 False: Children used to play with horses, etc. 2 True. 3 False: Both men and women played tennis. 4 False: Women and girls used to make clothes, accessories, and rugs, etc.)

## Practice 2

WB p. 96/ act. 9



### 9 Match the words to the pictures.

- Read the directions aloud. Have students read the words, and write the number for each word next to the matching picture.

## Think BIG



### 21st Century Communication

- Read the questions aloud. Explain any vocabulary that students don't understand. Have students work in pairs to answer the questions. Encourage students to face their partners as they talk to one another and listen carefully to their partners, asking further questions where appropriate.

#### MONITOR

Listen for proper pronunciation and correct use of language.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned about hobbies in the past.*

- Encourage awareness of what students have learned by quickly asking them what they can remember about the article.

## Homework



P T150  
WB pp. 96 & 97/ act. 10, 11 & 12



### 10 Listen, read, and circle six mistakes. Then write the correct words.

- Direct students to WB Activity 10 on page 96. Read the directions aloud. Have students listen and read the text. They must circle the words which are different to those they hear, then write the correct words from the box.

### 11 Look at 10. Read and circle.

- Direct students to WB Activity 11 on page 97. Read the directions aloud. Have students read the text in Activity 10 again. They must then read the sentences and circle the correct words.

### 12 Complete the sentences.

- Direct students to WB Activity 12 on page 97. Read the directions aloud. Have students complete the sentences with words from the box.

## Extra Application and Practice Activity

**Materials:** 2 or 3 large pieces of cardboard, pictures of different hobbies, toys, collections

- Have students make a class mural. Ask them to bring in pictures of toys, collections, and sports that people use for hobbies. Then have students paste all the pictures on two or three large pieces of cardboard, grouped according to category. Place the mural on display in the classroom.

I will learn about hobbies in the past.

152  
13

Listen and read. How have hobbies changed with the times?

### CONTENT WORDS

creativity croquet embroidery employers  
handmade imagination insect needle  
net sewing spare time thread

## Hobbies in the Past

Like fashion, hobbies change with the times. In our days, a lot of hobbies use technology: we take digital photographs and post them online, and kids play computer games. But what did people use to do before this technology? Let's take a look at some hobbies that were popular more than 100 years ago.

Many of the sports that we play today were popular in the past, too. Soccer became popular and had rules for the first time in the 19th century. Many soccer clubs were started by employers so that workers could play and stay fit. Soccer was a man's sport, but both men and women played tennis and croquet. Unfortunately, long skirts at that time did not help women with their game at all.



Many women and girls spent their spare time doing sewing and embroidery. They used a needle and thread to make tiny stitches on a piece of fabric. They made clothes and accessories such as scarves and gloves. They also made home decorations. They created beautiful pictures of flowers, birds, and other patterns, and they used to embroider cushions, tablecloths, and rugs.

Girls in the 19th century used to play with dolls and dollhouses. At that time, toys were handmade. The dolls' heads were often made of china, and the bodies were made of wood or calico. Rocking horses were also very popular. They were made of wood, and their tails were made of real horsehair. Boys used to play with toy trains and railways.



Finally, people in the 19th century loved nature, so one popular hobby was collecting and drawing butterflies. People used to catch butterflies in nets and fix them on special boards with pins. They used to draw pictures that showed all the details and colors of the beautiful insects.



Past or present, hobbies are a great way to pass the time. Also, the most important thing is they help us show our creativity and use our imagination.

14 Look at 13. Correct and make true sentences.

In the 19th century,

- 1 children used to play computer games.
- 2 soccer didn't have rules.
- 3 only men played tennis.
- 4 women and girls used to make toys.

**THINK  
BIG**

Which hobby would you like to try?  
Were the hobbies in the article ever popular in your country? Are they popular now?

# Culture Connection | Around the World

I will learn about weird collections around the world.

**15** Read quickly. Match the collections (a–c) with the paragraphs (1–3).

a sculptures    b information about UFOs    c hair

## CONTENT WORDS

lock of hair    marine life    potter  
research    snorkeling    weird

## The World's Weirdest COLLECTIONS

Think of museums and you might think of history, dust, and very old things. However, some museums are famous not for old things, but for their unusual collections. Read on to find out about three weird museums around the world.

1 In Avanos, Turkey, you can find a hair museum! It all started when a potter from the town was saying goodbye to a friend who was leaving the town. This friend gave the potter a lock of her hair, and he put it in his shop. Many people wanted to leave a lock of their own hair behind, too, so the museum was born! Now there are thousands of different locks of hair in the museum. Twice a year, the potter invited people with the most beautiful hair to come back and have pottery lessons for free!



2 The only way you can reach another interesting museum is underwater, so visitors have to be good at snorkeling! The Museum of Underwater Art, inside the National Marine Park of the Yucatán Peninsula of Mexico, displays a large number of sculptures. Some of the sculptures were made by the British artist Jason deCaires Taylor. He wanted his art to be part of underwater life in the ocean. Plants, corals, and other marine life make his sculptures their home, and so they become part of the artwork.

3 Many people believe that a UFO landed in Roswell, New Mexico, USA, in 1947. If you want to know more about UFOs, you can visit the International UFO Museum and Research Center there. Although there aren't any real UFOs on display, there's a big collection of information about UFO sightings. The center also holds a UFO Festival every year at the museum. Experts from around the world come to talk about the latest news in UFO research.



**154**  
**16** Listen and read. Then choose the correct answers.

- 1 The Hair Museum displays hair from **the potter** / **different people**.
- 2 People must **walk a long way** / **swim** to visit the Museum of Underwater Art.
- 3 Plants, corals, and other marine life **live in the sculptures** / **make sculptures** in the ocean.
- 4 At the UFO Museum, you can **see a real UFO** / **learn a lot about UFOs**.

**THINK  
BIG**

Which museum would you like to visit?  
Why?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about weird collections around the world.

## Key Language

lock of hair, marine life, potter, research, snorkeling, weird

## Culture Connection | Around the World

I will learn about weird collections around the world.

- 15 Read quickly. Match the collections (a–c) with the paragraphs (1–3).

a sculptures    b information about UFOs    c hair

### CONTENT WORDS

lock of hair    marine life    potter  
research    snorkeling    weird

## The World's Weirdest Collections

Think of museums and you might think of history, dust, and very old things. However, some museums are famous not for old things, but for their unusual collections. Read on to find out about three weird museums around the world.

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- 16 Listen and read. Then choose the correct answers.

- 1 The Hair Museum displays hair from **the potter** / **different people**.
- 2 People must **walk a long way** / **swim** to visit the Museum of Underwater Art.
- 3 Plants, corals, and other marine life **live in the sculptures** / **make sculptures** in the ocean.
- 4 At the UFO Museum, you can **see a real UFO** / **learn a lot about UFOs**.



Which museum would you like to visit?  
Why?

## Warm-up



- Review the meaning of the word *weird*. Have students play a game that changes ordinary situations into weird ones. Have students work with a classmate and tell them that one student should say something that happens every day. For example: *I wear tennis shoes to school*. The classmate should then turn the statement into something weird: *I wear tennis shoes on my ears to school*.
- Have pairs present their weird statements to the class. Write the statements on the board and have a vote to decide which one is the weirdest.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective: *Say: Today I will learn about weird collections around the world.*

## Pre-reading



- Ask students if they have been to any museums. Ask them what kind of things they can usually see in museums. Ask them to predict what kind of weird things they think they will read about in the article.

## Reading



### 15 Read quickly. Match the collections (a–c) with the paragraphs (1–3).

- Read the directions and the three collections aloud. Read the introduction as a class. Tell students to read the next section quickly and raise their hands as soon as they can match the text with a collection.
- As soon as the majority of the class has raised their hands, check the first answer (*1 c, hair*)
- Repeat for the remaining sections. (*Answers: 1 c, 2 a, 3 b*)

## Practice 1



### 16 Listen and read. Then choose the correct answers.

- Read the directions aloud. Ask volunteers to read the sentences aloud and check comprehension. Tell students to think about the best options to finish the sentences.
- Play Audio Track 154 and have students listen and follow in their books. Ask students to choose the correct answers.

### MONITOR

Check answers as a class. (*Answers: 1 different people, 2 swim, 3 live in the sculptures, 4 learn a lot about UFOs*)

## Practice 2

WB p. 98/ act. 13



### 13 Match to make phrases. Then complete the museum information.

- Read the directions aloud. Ask students to look at the reading text on page 103 of the Student's Book, and match to make phrases. Then ask them to complete the information about the museums.

## Think BIG



### 21st Century Critical Thinking

- Read the first question aloud. Have students discuss the questions in small groups.

### MONITOR

Walk around and encourage students to express their opinions and give reasons for them. Tell students to listen to their classmates and comment on what they have to say. Invite groups to share their views with the 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 weird collections around the world.*

- Encourage awareness of what students have learned by quickly eliciting a few facts that they can remember from the article they have read.

## Homework

WB p. 98/ act. 14



### 14 Read and match.

- Direct students to WB Activity 14 on page 98. Read the directions aloud. Explain that students should read and match.

## Extra Application and Practice Activity

**Materials:** Museum brochures, art supplies

### 21st Century Media Literacy

- Have students work in pairs to make a brochure for a new museum that has a weird collection. Encourage students to use their fact files and the key vocabulary items in their descriptions of the museums.
- Display examples of museum brochures, and point out that brochures often use big catchy headlines and interesting pictures with short captions to capture the reader's attention and get them excited about visiting the museum.
- Have students first make a rough draft of their brochure and check it carefully before completing a final version with illustrations.
- Invite students to present their brochures to the class.
- Display the brochures around the classroom and encourage students to read them in their free time.

# Writing Lesson

## Lesson Flow



Warm-up



Lesson Objective



Practice 1



Practice 2



Practice 3



Lesson Objective



Homework

## Lesson Objectives

I will learn to write an informal letter.

### Writing | Informal letters

I will learn to write an informal letter.

**17** Read. Then match the parts of the informal letter.

address    body of informal letter    closing and signature    date    greeting

Rose Cottage,  
London Road,  
York,  
YO1 TE6

September 15, 2013

Dear Grandma and Grandpa,

How are you? I'm fine. School started last week. I'm in the fifth grade now. I'm having a lot of fun in my classes.

I have a new hobby! Uncle Cary taught me how to play chess. It's a little hard, but it's fun, too. I'm learning more about it online. Sometimes I play it with friends from school.

Dad promised to teach me how to fly a kite next week. I'm very excited about it!

We're going to visit you next month. I can't wait to see you!

Love,  
Noah

← 1

← 2

← 3

← 4

← 5

### Writing Steps

**18** Write an informal letter to a friend or family member.

- 1 Write your address.
- 2 Write the date.
- 3 Think of a person to write to.
- 4 Choose a hobby to write about.
- 5 Think of what you want to tell him/her.
- 6 Start with a greeting.
- 7 Write the body of your letter.
- 8 Finish with the closing and signature.



## Warm-up



**Materials:** Magnifying glasses, letters

- Give small groups of students a magnifying glass and two sample letters to compare. Explain that they are going to be “Letter Detectives” and work together to find the words and parts that the two letters have in common.
- Have one student in each group record the shared features in a bulleted list. Then have each group present their detective work to the class. Ask: *What do all of the letters have in common? How are they different?*
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

Introduce the lesson objective: Say: *Today I will learn to write an informal letter.*

## Practice 1



### 17 Read. Then match the parts of the informal letter.

- Read the phrases in the box aloud and have students repeat. Have a volunteer read the content of the letter.
- Do Item 1 as a class. Have students complete the activity independently.

MONITOR

Check for understanding. Ask: *Who’s the letter from? (Noah) What’s it about? (his new hobby) Who’s the letter to? (Grandma and Grandpa) How does Noah finish the email? (Love.) (Answers: 1 address, 2 date, 3 greeting, 4 body of informal letter, 5 closing and signature)*

## Practice 2

WB p. 99/ act. 15



### 15 Read and complete the informal letter. Use the words from the box.

- Read the directions aloud. Have students label the parts of the letter, then ask volunteers to say which parts of the letter are missing.
- Have students complete the letter using the phrases in the box individually.

MONITOR

Check answers as a class.

## Practice 3



### 18 Write an informal letter to a friend or family member.

- Read the Writing Steps aloud. Ask students what types of letters they write or would like to write. Ask who they would write to. Review the parts of a letter and have students complete the activity independently by writing the letter in their notebooks.

MONITOR

Check to see that students are applying the Writing Steps correctly.

ASSIST

To help students stay focused, suggest that they check each Writing Step as they complete it.

## Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to write an informal letter.*

- Encourage awareness of what students have learned by eliciting the different parts of a letter.

## Homework

WB p. 99/ act. 16



### 16 Write an informal letter to a friend. Tell your friend about a hobby. Here are some ideas:

- Direct students to WB Activity 16 on page 99. Have students write a letter to a friend, telling them about a hobby.

## Extra Application and Practice Activity

**Materials:** Envelopes

### 21st Century Information Literacy

- Show students how to address an envelope by creating a model on the board. Give students envelopes and have them label their envelopes with information that they know (such as their home addresses) and leaving blank any section they do not know (such as the receiver’s address or zip code).
- Ask students to think of ways to find out the missing information. They might take the letter home to ask a family member, look up a zip code on the computer, and so on.

# Writing | Informal letters

I will learn to write an informal letter.

**17** Read. Then match the parts of the informal letter.

address    body of informal letter    closing and signature    date    greeting

Rose Cottage,  
London Road,  
York,  
Y01 TE6

September 15, 2013

Dear Grandma and Grandpa,

How are you? I'm fine. School started last week. I'm in the fifth grade now. I'm having a lot of fun in my classes.  
I have a new hobby! Uncle Cary taught me how to play chess. It's a little hard, but it's fun, too. I'm learning more about it online. Sometimes I play it with friends from school.  
Dad promised to teach me how to fly a kite next week. I'm very excited about it!  
We're going to visit you next month. I can't wait to see you!

Love,  
Noah

1

2

3

4

5

## Writing Steps

**18** Write an informal letter to a friend or family member.

- 1 Write your address.
- 2 Write the date.
- 3 Think of a person to write to.
- 4 Choose a hobby to write about.
- 5 Think of what you want to tell him/her.
- 6 Start with a greeting.
- 7 Write the body of your letter.
- 8 Finish with the closing and signature.



I will learn to use the sounds y and igh.

**19** Listen, read, and repeat.

1 y

2 igh

**20** Listen and find. Then say.



fly



high

**21** Listen and blend the sounds.

1 s-k-y sky

2 t-r-y try

3 m-y my

4 l-igh-t light

5 f-igh-t fight

6 b-y by

7 n-igh-t night

8 r-igh-t right

**22** Read aloud. Then listen and chant.

Let's fly, let's fight.  
Let's try  
And light the sky  
At night!





## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds y and igh.*
- 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 155 and have students listen and point to each sound as it is said. Have students repeat.

### MONITOR

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

## Practice 1



P. T151  
156



### 20 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 156 and have students listen, find, and point to each sound as it is said. Have students repeat each word.

### ASSIST

- Replay the audio as needed. Students can also check that they are pointing to the correct word and saying it properly with a partner.

## Practice 2

WB p. 100/ act. 17



### 17 Read and circle y and igh.

- Read the directions aloud. Have students work individually to find and circle the sounds y and igh in the words.

### MONITOR

- Check students are circling the correct words. Have them compare their answers in pairs.

## Practice 3

WB p. 100/ act. 18



### 18 Underline the words with y and igh. Then read aloud.

- Read the directions aloud. Have students work individually to underline the words with the y and igh sounds.

### MONITOR

- Check students are underlining the correct words. Check answers as a class.

## Practice 4



157



### 21 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 157 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.

## Practice 5

WB p. 100/ act. 19



### 19 Connect the letters. Then write.

- Read the directions aloud. Have students connect the letters and write words.
- Have students match the words individually.

### MONITOR

- Check answers as a class.

## Practice 6



158



### 22 Read aloud. Then listen and chant.

- Read the directions aloud. Read the chant while students follow in their books. Have them choral-read the chant as a class.
- Play Audio Track 158 and have students listen. Replay several times and encourage them to join in.

### MONITOR

- As students repeat the chant, listen for proper pronunciation and appropriate intonation.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds y and igh.*
- 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, *sky, try, right*).

## Homework



P. T151  
159

WB p. 100/ act. 20



### 20 Listen and write.

- Direct students to WB Activity 20 on page 100. Read the directions aloud. Explain to students that they must listen and write in the missing words.

## Extra Application and Practice Activity

**Materials:** Index cards from Warm-up activity

- Put students in groups. Use the index cards from the Warm-up activity to play *Bingo* (see *Game Bank*, page T135, for details).

# Values Lesson

## Lesson Flow



Warm-up



Lesson Objective



Listening



Speaking



Project



Lesson Objective

## Lesson Objective

I will learn to be a good sport.

## Key Language

Be a good sport.

### Values | Be a good sport.

I will learn to be a good sport.

160  
23

Listen and look. Decide which kids are good sports and which are bad sports.

1



2



3



4

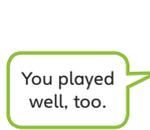


24

Role-play with a partner.



You won! It was a good game.



You played well, too.



## Project

25

Make a paper bag puppet. Use the puppets to role-play scenes in which they're good sports.



## Warm-up



### 21st Century Social Interaction

- Write on the board: *A good game is...* Elicit possible ways to finish the sentence and write them on the board. For example, *exciting, fun, hard work, relaxing, stressful, easy, enjoyable, difficult*, etc. Ask students what the best way to finish the sentence is.
- Ask students if they want to play a game that isn't fun or makes them feel bad. Explain that we play games so everyone can feel good, not just the winners. If someone is feeling bad at the end of a game then we changed a game into something else, something that isn't fun.
- Tell students that a good sport helps keep games fun and enjoyable for everyone.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to be a good sport.*

## Listening



### 23 Listen and look. Decide which kids are good sports and which are bad sports.

- Read the directions aloud. Ask: *What is a good sport?* (Someone who makes a game fun and enjoyable for everyone.) Encourage students to describe the pictures. Ask: *Who can you see? What are they doing? Is everyone having fun?* Play Audio Track 160, and have students decide which children are good sports.
- Play the audio again, pausing after each sentence, and have students repeat.

### MONITOR

Invite students to say which pictures show children who are good sports. (Answers: good sports: 2, 3; bad sports: 1, 4)

### ASSIST

- Replay the audio as necessary.

## Speaking



### 24 Role-play with a partner.

- Read the directions aloud. Ask two volunteers to read out the speech bubbles. Encourage students to say what good sports say when they win and write it on the left-hand side of the board. Encourage the class to tell you what good sports say when they lose and write it on the right-hand side of the board. Help out with vocabulary and expressions if needed.

- Have students work in pairs and role-play good sports. Tell one student to role-play the winner and the other the loser. Have students change roles.

### MONITOR

Walk around praising or encouraging students as appropriate. Make a note of common errors in pronunciation or intonation, and comment on them at the end of the lesson. Invite students to share their family traditions with the class.

### ASSIST

Model expressions if necessary and have students repeat.

## Project



### 25 Make a paper bag puppet. Use the puppets to role-play scenes in which they're good sports.

**Materials:** Paper bags, art supplies

- Read the directions aloud and hand out the materials. Have students look at the picture and make a paper bag puppet. Walk around and help where needed.
- Ask students to work in groups of three or four and plan a role play. Tell them that all group members should be involved. Ask groups to act out their role plays.

### MONITOR

Walk around and encourage students to be creative. Help out with ideas and language where needed.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to be a good sport.*
- Encourage awareness of what students have learned by quickly eliciting some ways you can be a good sport.

## Extra Application and Practice Activity

**Materials:** Slips of paper, paper bag puppets from Activity 22

- Write situations on slips of paper: *You are playing soccer and someone hurts their leg. You beat your friend at checkers ten times in a row. A classmate wants to play basketball with you but he isn't very good*, etc. Invite pairs of students to come up with their paper bag puppets. Give them a slip of paper and check they understand the scenario. Tell them to role-play it as either good sports or bad sports. Ask the class to guess if the students are good or bad sports. Repeat with other pairs.

# Values | Be a good sport.

I will learn to be a good sport.

160  
23

Listen and look. Decide which kids are good sports and which are bad sports.

1



2



3



4



24

Role-play with a partner.



You won! It was a good game.

You played well, too.



## Project

25

Make a paper bag puppet. Use the puppets to role-play scenes in which they're good sports.



# Review

**26** Look and complete the sentences.



- 1 Mark is a \_\_\_\_\_ dancer than Kelly.
- 2 Sharon is a \_\_\_\_\_ dancer than Mark.
- 3 Sharon is the \_\_\_\_\_ dancer in the group.
- 4 Mark is the \_\_\_\_\_ dancer of the three students.

**27** Complete the sentences.

- 1 Terrence's shell collection is \_\_\_\_\_ than Phoebe's. (big)
- 2 Look at this. This is the \_\_\_\_\_ coin in my coin collection. (old)
- 3 The dolls in Sandy's collection are \_\_\_\_\_ than my dolls. (new)
- 4 I have a lot of small cars in my collection, but this one is \_\_\_\_\_. (small)

**28** Complete with information about yourself. Find out about your partner. Then report to the class.

- 1 I am a good \_\_\_\_\_. \_\_\_\_\_ is a better \_\_\_\_\_ than I am.
- 2 I am not a good \_\_\_\_\_. \_\_\_\_\_ is a worse \_\_\_\_\_ than I am.

## I Can

• use words for hobbies and collections.

• use the comparative and superlative to talk about hobbies.

• talk about and compare hobbies and collections.

• write an informal letter.



# Review Lesson

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

**Review**

26 Look and complete the sentences.

1 Mark is a \_\_\_\_\_ dancer than Kelly.  
2 Sharon is a \_\_\_\_\_ dancer than Mark.  
3 Sharon is the \_\_\_\_\_ dancer in the group.  
4 Mark is the \_\_\_\_\_ dancer of the three students.

27 Complete the sentences.

1 Terrence's shell collection is \_\_\_\_\_ than Phoebe's. (big)  
2 Look at this. This is the \_\_\_\_\_ coin in my coin collection. (old)  
3 The dolls in Sandy's collection are \_\_\_\_\_ than my dolls. (new)  
4 I have a lot of small cars in my collection, but this one is \_\_\_\_\_ (small)

28 Complete with information about yourself. Find out about your partner. Then report to the class.

1 I am a good \_\_\_\_\_ is a better \_\_\_\_\_ than I am.  
2 I am not a good \_\_\_\_\_ is a worse \_\_\_\_\_ than I am.

**I Can**

- use words for hobbies and collections.
- use the comparative and superlative to talk about hobbies.
- talk about and compare hobbies and collections.
- write an informal letter.

☆☆☆☆   ☆☆☆☆   ☆☆☆☆   ☆☆☆☆

Unit 8 107

## Warm-up



**Materials:** Index cards

- Have students write a sentence about hobbies. Then have them copy each word from their sentence onto a separate index card. Students should shuffle their cards, remove one, and swap sets with a partner. Their partners arrange the cards to make a sentence and guess the missing words.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

## Practice 1



**Materials:** Flashcards: Unit 8, hobbies and people

- 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 143 (the song with the lyrics). Have students follow along and join in the chant.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 144). You could use Flashcards to encourage students to sing other classroom objects that aren't in the song.



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

## Practice 2



### 26 Look and complete the sentences.

- Read the directions aloud. Point out the numbers on the ribbons of each dancer. Explain that the numbers say what place the dancer was awarded in a dance competition.
- Have students work independently to complete the sentences.

**MONITOR**

Check answers as a class by asking volunteers to read it aloud. (Answers: 1 better, 2 worse, 3 the worst, 4 the best)

**CHALLENGE**

Have students draw and label their own competition picture like the one in Activity 27. Then have them trade with a partner and make statements comparing the people in the picture.

## Practice 3

WB p. 101/ act. 21



### 21 Complete the dialog with forms of *bad, good, old and new*.

- Read the directions aloud. Have students complete the dialogs with comparative and superlative forms of *bad, good, old and new*.

**MONITOR**

Check answers as a class.

## Practice 4



### 27 Complete the sentences.

- Read the directions aloud. Do Item 1 as a class. Have students complete the activity independently.

**MONITOR**

Check answers as a class. (Answers: 1 bigger, 2 oldest, 3 newer, 4 the smallest)

## Practice 5



### 28 Complete with information about yourself. Find out about your partner. Then report to the class.

- Put students in pairs. Read the directions aloud. Explain that they can talk about sports, subjects, games or other activities to complete the sentences.
- Have students complete the activity and then report to the class.

## 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.



## Homework

WB p. 101/ act. 22



### 22 Answer about your family. Write complete sentences.

- Direct students to WB Activity 22 on page 101. Read the directions aloud. Explain to students that they must answer questions about their family.

## Extra Application and Practice Activity

**Materials:** 2 or 3 large pieces of cardboard, pictures of hobbies or sports

- Have students work in groups to make a mural showing hobbies or activities that they enjoy and are good at doing. Encourage students to label each picture. For example: *I'm a good soccer player. I think my shell collection is the best.*

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 8 Unit 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.



# Learning New Things

## Objectives

### Reading

- Can follow simple stories with basic dialog and simple narrative.
- Can understand basic opinions related to familiar topics, expressed in simple language.
- Can get the gist of short, factual school texts.
- Can understand the main points in simple descriptive texts on familiar topics.
- Can recognize a limited range of common text types with standard formats (e.g. notices, emails, menus).

### Listening

- Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

### Speaking

- Can express ability or lack of ability in relation to basic everyday actions.
- Can express their opinions on familiar topics, using simple language.
- Can give simple reasons to explain preferences, given a model.

### Writing

- Can write a simple review of a movie or book with appropriate paragraph breaks, given a model.

### Grammar

- Can construct phrases with *wh*-question words followed by verbs in the infinitive.
- Can refer to practical knowledge using *know how to + verb* phrase.

## Unit Projects

### Family Connection

Have students begin a checklist of things that people in their family are learning to do. Students can begin the list by drawing pictures or looking at the activities shown on the Flashcards. Students can add to the list as they complete the unit. Encourage students to report back to the class about the things their families are learning.

# Key Language

## Key Vocabulary

### Talents

	play the guitar
bake a cake	play tennis
build a robot	sing like a rock star
dance like a hip-hop artist	skateboard
draw comic books	speak Chinese
make a website	

### Expressions

I think it's...  
I'd like that!  
Just a little.  
Not really.  
Oh, yes!

## Content Words

bone	organs	attract
brain	precision	championship
contract	relax	competition
flexible	skeleton	competitor
joint	support	measure
motion		release
muscle		spit
nerves		talent

## Grammar

Do you **know how to play** the piano? Yes, I do./No, I don't.

What **would** you/he/she/they **like to learn**?

I'd/He'd/She'd/They'd **like to learn how to play** the piano.

What **do** you/they **think** of tennis?

I/We/They **think** it's a lot of fun.

What **does** he/she **think** of ballet?

He/She **thinks** it's boring.

## Phonics

**The sounds:** ew, ay, e\_e

## Watch Us Learn Bulletin Board

Create a bulletin board entitled *Watch Us Learn*. Students can post drawings or pictures showing the things they are learning at home and at school. Encourage them to write labels and captions that talk about the different steps they had to take to learn each new thing. Students can add to the display 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 new skills and talents.

## Key Language

bake a cake, build a robot, dance like a hip-hop artist, draw comic books, make a website, play the guitar, play tennis, sing like a rock star, skateboard, speak Chinese



## Learning New Things

### Vocabulary

I will learn to name new skills and talents.



1 Listen, look, and say.



2 Play the game.

108 Unit 9

## Warm-up



**Materials:** Flashcards: Unit 9, talents

- Show students the Flashcards. Say: *These pictures show different things that you can learn to do.*
- Act out one of the activities. Ask: *What am I doing?* Students can answer by pointing to the Flashcard or reading the sentences aloud.
- Check answers from the HW in the last lesson.

## Lesson Objective



**Materials:** Flashcards: Unit 9, talents

### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name new skills and talents.*
- Use 2–3 Flashcards to remind students what they already know and elicit some skills and talents.
- Students will identify and name some skills and talents.

## Song Time



**Materials:** Flashcards: Unit 9, talents

### 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 ten activities people can learn how to do.
- Play Audio Track 162 and have students listen and read silently.
- Replay the audio track and pause it after each item so that students can repeat.

### MONITOR

- Read the ten labels in random order. Have students point to each activity as you name it.

## Practice

WB p. 102/ act. 1



### 1 Do the crossword puzzle. Write the words below and in the boxes.

- Read the directions aloud. Have students write the words for the activities in the crossword puzzle.

### MONITOR

- Check answers as a class.

## Game



### 2 Play the game.

- Mime one of the activities shown in Activity 1. Ask: *What am I doing?* Students can answer by pointing to pictures or by saying, for example: *You're playing badminton.*
- Have students play *Charades* (see *Game Bank*, page T135, for details). In pairs, students take turns miming the activities shown in Activity 1. Partners guess the activity being mimed.

### MONITOR

- Listen for proper pronunciation, appropriate intonation, and correct language use. Students can also play the game again in small groups or pairs.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to name new skills and talents.*
- Encourage awareness of what students have learned by quickly eliciting some activities people know how to do.

## Homework

WB p. 102/ act. 2



### 2 What things can you do? Write.

- Direct students to WB Activity 2 on page 102. Read the directions. Explain to students that they must write what things they can do.

## Extra Application and Practice Activity

- Have students write a few sentences about which two activities they would like to try and why. Ask them to read the sentences to the class.

# 9

# Learning New Things

## Vocabulary

I will learn to name new skills and talents.



## Song Time!



1 Listen, look, and say.



1 dance like a hip-hop artist



2 sing like a rock star



3 bake a cake



4 skateboard



5 play the guitar



6 play tennis



7 speak Chinese



8 draw comic books



9 build a robot



10 make a website

2 Play the game.

# Song

I will learn to talk about skills and talents.



Listen and sing. What's brilliant and cool?

## Learning Is Fun!

Do you know how to skateboard?  
It's so great. It's so cool!  
I can show you how to do it  
On Friday after school.

It's fun to learn new things,  
Like how to draw or bake or sing!  
I wish I had a lot more free time.  
I would try to learn everything!

I'd like to learn to speak English.  
"It's hard!" my friends all say.  
But I think it's really interesting.  
I'd like to speak it well one day.

**Chorus**



Listen and write the activities in your notebook. Then match.

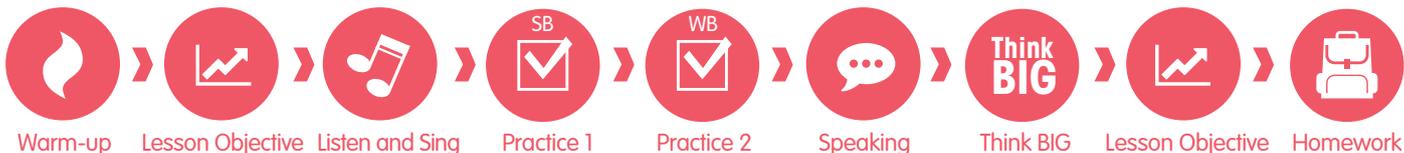
- |                    |                    |                      |
|--------------------|--------------------|----------------------|
| <b>a</b> amazing   | <b>b</b> boring    | <b>c</b> cool        |
| <b>d</b> dangerous | <b>e</b> difficult | <b>f</b> interesting |



Which things in **1** can you do?  
What do you think of the talents in **1**?  
Use the words from **4** in your answers.  
What skills would you like to learn? Why?

# Song Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about skills and talents.

## Key Language

bake a cake, build a robot, dance like a hip-hop artist, draw comic books, make a website, play the guitar, sing like a rock star, skateboard, snowboard, speak Chinese; amazing, boring, brilliant, cool, dangerous, difficult, interesting

## Song

I will learn to talk about skills and talents.



Listen and sing. What's brilliant and cool?

### Learning Is Fun!

Do you know how to skateboard?  
It's so great. It's so cool!  
I can show you how to do it  
On Friday after school.

It's fun to learn new things,  
Like how to draw or bake or sing!  
I wish I had a lot more free time.  
I would try to learn everything!

I'd like to learn to speak English.  
"It's hard!" my friends all say.  
But I think it's really interesting.  
I'd like to speak it well one day.

Chorus



Listen and write the activities in your notebook. Then match.

- |             |             |               |
|-------------|-------------|---------------|
| a amazing   | b boring    | c cool        |
| d dangerous | e difficult | f interesting |



Which things in 1 can you do?  
What do you think of the talents in 1?  
Use the words from 4 in your answers.  
What skills would you like to learn? Why?

## Warm-up



**Materials:** Flashcards: Unit 9, talents

- Draw a chart with two columns on the board. Ask students to come to the board and complete the chart by putting their name in the first column and an activity they would like to learn in the second column. You can display the Flashcards for help. Then have students make sentences about their classmates and themselves. e.g. *Maria wants to learn how to bake a cake. I want to learn how to skateboard.*
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

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

## Listen and Sing



### 3 Listen and sing. What's brilliant and cool?

- Explain the terms *brilliant* and *cool*. Explain that we can use *cool* to not only talk about the weather but also about something we enjoy doing.
- Read the directions aloud. Play Audio Track 163. Have students read along silently.
- Replay the audio and have students sing along. Do this several times. Then ask students to make a note of what's brilliant and cool.

MONITOR

- Check comprehension. Ask: *What would the boy like to learn? (how to speak English) What's brilliant and cool? (Skateboarding is brilliant and cool.)*

ASSIST

- Replay the audio as needed. Use gestures and simple language to explain unfamiliar words.

## Practice 1



### 4 Listen and write the activities in your notebook. Then match.

- Explain that students will hear children talking about different activities and what they think about them.
- Have volunteers read the adjectives aloud. Explain unfamiliar words if needed.
- Read the directions aloud. Play Audio Track 165 and pause after each activity so students can write it in their notebooks.
- Replay the audio for students to match the adjectives with the activities.

MONITOR

- Check answers as a class. (*Answers: 1 play the guitar – e, 2 speak Chinese – a, 3 skateboard – d, 4 build a report – c, 5 sing like a rock star – f, 6 make a website – b*)

ASSIST

- Pause the audio after each section to give students a chance to find the activities and copy them correctly in their notebooks.

## Practice 2

WB p. 103/ act. 4



### 4 What activities are *amazing*, *dangerous*, and *difficult*? Write.

- Read the directions aloud. Have students complete the sentences with their own ideas.

## Speaking



- Draw student's attention to the lines in the song *I'd like to speak English*. "*It's hard!*" *my friends all say*. Ask students to share some of the difficulties they've had learning English.
- Ask: *If a friend wasn't sure whether to learn English or not, what would you tell him/her? Why?*

## Think BIG



### 21st Century Critical Thinking

- Read the questions aloud. Discuss the questions as a class. Help students express their answers in English. Then ask: *If you learned to speak Chinese, what could that help you do? Why would someone who drew comic books want to know how to make a website?*

## Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about skills and talents.*
- Encourage awareness of what students have learned by getting students to name some skills and talents.

## Homework



P. T151  
WB p. 103/ act. 3



### 3 Listen and write. Use the words from the box.

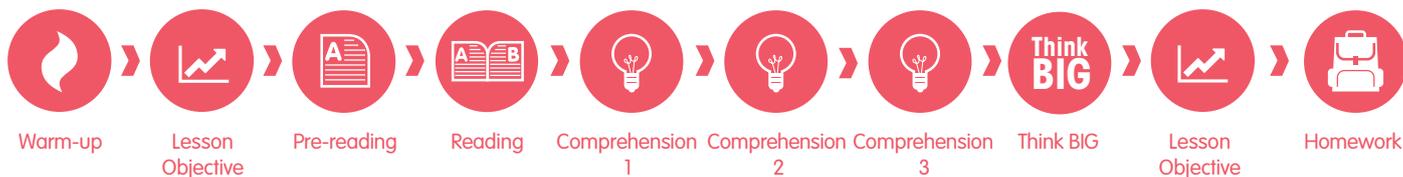
- Direct students to WB Activity 3 on page 103. Explain to students that they must listen to the song and write the words from the box in the spaces.

## Extra Application and Practice Activity

- Have students set up "classes" in different areas of the classroom. Ask which students know how to do the things shown in Activity 1 or any other activities. They will be the teachers. Other students will visit the teachers to get a quick lesson. Encourage students to ask and answer questions about what they need to do to learn how to do the activity.
- Have students walk around the room, visiting different teachers who are teaching things that are interesting to them.

# Story Lesson

## Lesson Flow



## Lesson Objective

I will read a story about learning to play an instrument.

## Key Language

best, interesting, really good at, terrible

### Story

I will read a story about learning to play an instrument.

**5** Listen and read. Does Sam know how to play the guitar?

#### The Best in the Class

1 Isn't that boy in your class, Sam?  
Oh, yes! That's Jake.  
3 Sam and Christina are walking home from school. They see a boy from Sam's class.

2 Hi, Jake! You're really good at playing the guitar.  
Thanks!  
2 Sam thinks that Jake can play the guitar very well.

3 Do you know how to play the guitar?  
No, I don't.  
3 Sam doesn't know how to play the guitar.

4 Would you like to learn? I can teach you!  
Yes, I'd like to. Thanks!  
4 Jake wants to teach Sam how to play the guitar.

5 What do you think of my playing?  
5 Sam tries to play the guitar. But he's not very good!

6 I think it's... um... interesting!  
Sam! I think it's terrible!  
6 Christina thinks Sam's guitar playing is awful.

**6** Correct the sentences. Write the correct sentences in your notebook.

- 1 Jake is really good at playing the piano.
- 2 Sam knows how to play the guitar.
- 3 Sam wants to teach Jake to play the guitar.
- 4 Sam is good at playing the guitar.
- 5 Christina thinks Sam's playing is great.

**THINK BIG**

What are you good at doing? What can you do to learn how to do a new thing well?

110 Unit 9Unit 9 111

## Warm-up

**Materials:** Index cards, bag

- Give each student an index card. Have students write one sentence about something they are good at or something they are learning how to do. Then collect the cards, mix them up, and put them into a bag. Have students take turns choosing one of the cards from the bag and read the sentence on the card aloud. Then a student should try to guess who wrote the card.

- If the student doesn't guess correctly, the rest of the class can try to guess. The first student who guesses correctly will be the next one to choose a card. If no one guesses correctly, the student who wrote the card will choose.
- Keep playing until all of the cards have been matched with the students who wrote them.
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will read a story about learning to play an instrument.*

## Pre-reading



- Read the story title aloud. Have students repeat it. Have them look at Frame 1. Ask: *What are Sam and Christina doing?* (They're walking home.) Then have them look at the title. Ask: *Who do you think is the best in the class and at what?* (The boy in the picture is the best in the class at playing the guitar.)

## Reading



### 5 Listen and read. Does Sam know how to play the guitar?

- Read the directions aloud. Draw attention to the question: *Does Sam know how to play the guitar?* Play Audio Track 167. Have students listen and read along silently.
- Ask: *Does Sam know how to play the guitar?* (No, he doesn't.)

## Comprehension 1



### MONITOR

Ask comprehension questions about the story. Ask: *Look at Frame 2. What's the boy's name?* (Jake) *What does Sam think about Jake's guitar playing?* (He thinks that Jake can play the guitar very well.)

### ASSIST

Replay the audio as needed. Pause after each frame point out what is going on in each picture. Use simple language and gestures to explain unfamiliar words.

- Have students work in pairs to read the speech bubbles aloud to each other and role-play the dialog in the story.

### CHALLENGE

Have the groups role-play the story again, using their own words and substituting their own names and the activity, e.g., *play chess* instead of *play the guitar*.

## Comprehension 2

WB p. 104/ act. 5



### 5 Read. Then circle.

- Read the directions aloud. Have students read the frames from the story. They must then circle the correct words.

### MONITOR

Check answers as a class.

## Comprehension 3



### 6 Correct the sentences. Write the correct sentences in your notebook.

- Read the directions aloud. Do Item 1 as a class.
- Have students silently read the story again and complete the activity independently. Have students read the story quietly and find the answers.

### MONITOR

Check answers as a class. (Answers: 1 Jake is really good at playing the guitar. 2 Sam doesn't know how to play the guitar. 3 Jake wants to teach Sam to play the guitar. 4 Sam is bad at/isn't good at playing the guitar. 5 Christina thinks Sam's playing is awful/terrible.)

### CHALLENGE

Have students write three more incorrect sentences about the story for a partner to correct.

## Think BIG



### 21st Century Critical Thinking

- Ask a volunteer to read the questions. Have students write the answer to the first question in their notebooks and then have a class discussion about the second question, writing the main points on the board as students talk.

### MONITOR

Listen for proper pronunciation, appropriate intonation, and correct use of vocabulary.

### ASSIST

- Offer suggestions if the discussion is slow or stops.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have read a story about learning to play an instrument.*

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

## Homework

WB p. 104/ act. 6



### 6 Write about you

- Direct students to WB Activity 6 on page 104. Have students complete the sentences about themselves.

### Think BIG

- Direct students to WB Think BIG on page 104. Have students imagine what happens next in the story, using the ideas given or their own. They must write a few sentences.

## Extra Application and Practice Activity

- Have partners interview one another about the things they do well and the things they don't do well. Have them decide in advance three questions they will ask. Model: *Are you good at playing the guitar? Do you like to draw? Can you make a website?* Encourage students to write their partner's answers in their notebooks.
- Have students tell the class what their partners do and don't do well. Model: *Sophie can make a website. She's good at drawing. She's the best guitar player in her class.*

### MONITOR

Have students make sure that their partners have reported their answers correctly.

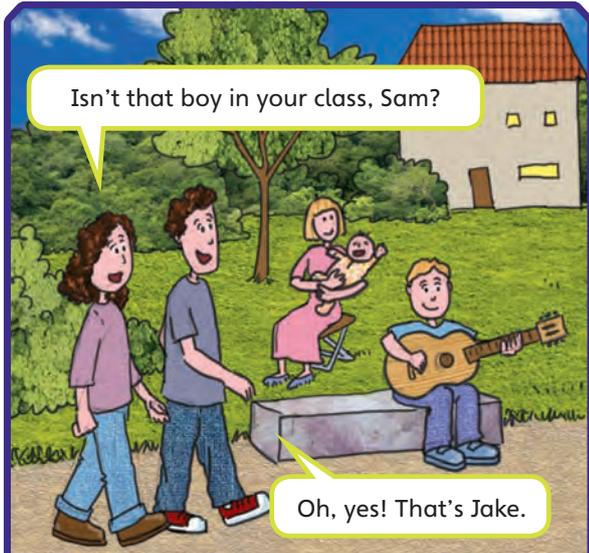
# Story

I will read a story about learning to play an instrument.

167  
5

Listen and read. Does Sam know how to play the guitar?

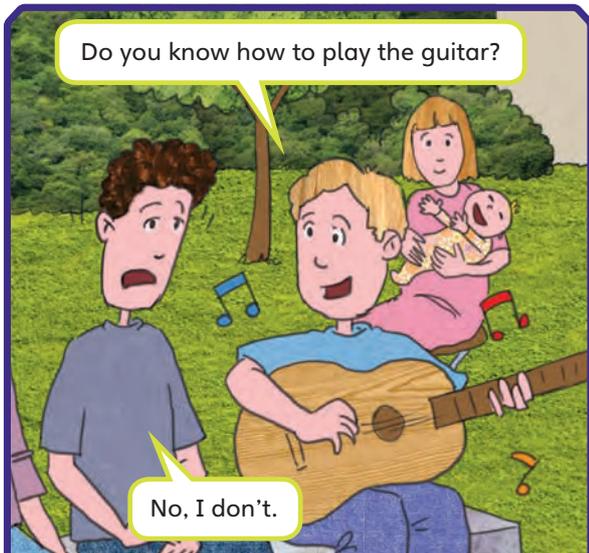
## The Best in the Class



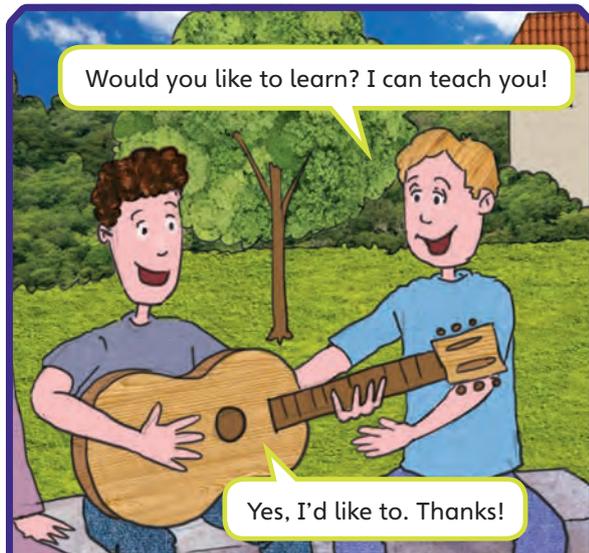
1 Sam and Christina are walking home from school. They see a boy from Sam's class.



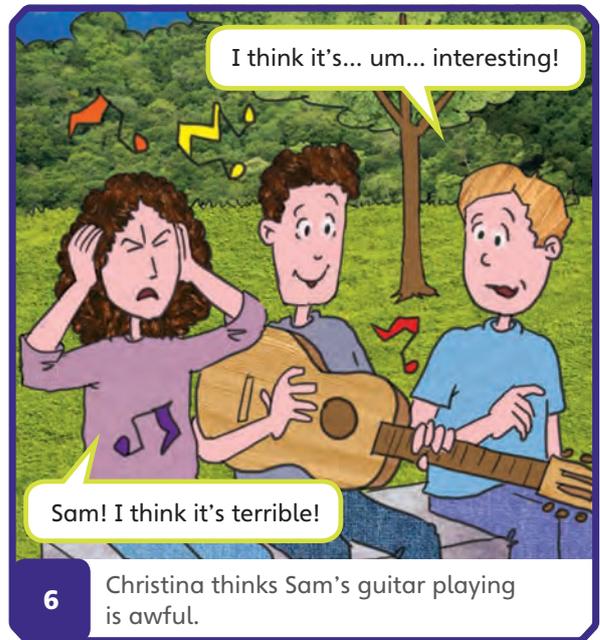
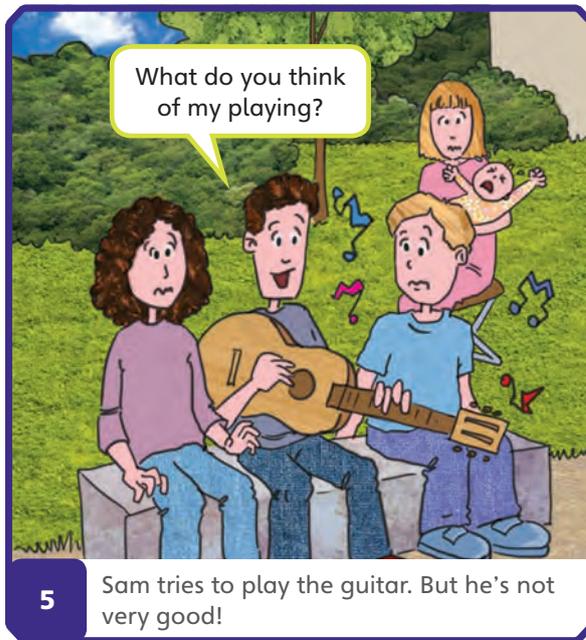
2 Sam thinks that Jake can play the guitar very well.



3 Sam doesn't know how to play the guitar.



4 Jake wants to teach Sam how to play the guitar.



**6** Correct the sentences. Write the correct sentences in your notebook.

- 1 Jake is really good at playing the piano.
- 2 Sam knows how to play the guitar.
- 3 Sam wants to teach Jake to play the guitar.
- 4 Sam is good at playing the guitar.
- 5 Christina thinks Sam's playing is great.



What are you good at doing? What can you do to learn how to do a new thing well?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about learning a new skill.

## Key Language

guitar, hip-hop artist, tennis; dance, play, skateboard

## Language in Action

I will listen to a dialog about learning a new skill.

**7** Listen and read. Then say.

**James:** Do you know how to play the guitar?

**Curt:** Just a little. Do you know how to play it?

**James:** No, I don't. But I'd like to learn.

**Curt:** Me, too. I think it's difficult.

**James:** Not really. My brother knows how to play. Maybe he can teach us.

**Curt:** I'd like that!



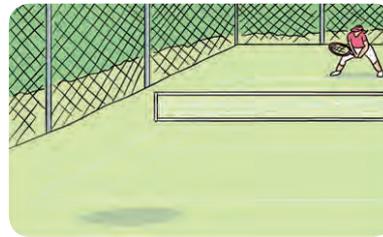
**8** Practice the dialog in 7 with a partner.

**9** Listen and stick. Label the pictures with the phrases from the box.

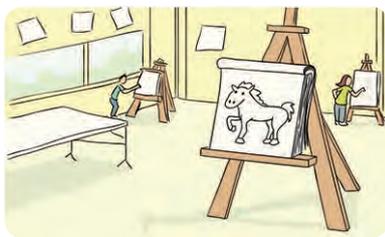
learn to dance    learn to draw    learn to play tennis    learn to skateboard



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

## Warm-up



**Materials:** Index cards

- Give each student an index card labeled with one of the activities presented on page 108. Say: *Pretend you are learning the activity on the card.* Have students take turns telling what they are learning to do. Model: *I am learning how to sing like a rock star.*
- Then play a memory game. Ask students if they can remember which activities the other students are learning to do. Say: *Who is learning how to speak Chinese?* Have students confirm each other's answers.
- 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 learning a new skill.*

## Pre-listening



- Tell students they will listen to James and Curtis talking. Have students look at the picture and predict what James and Curtis are talking about.

## Listening



### 7 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 168 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.

## Comprehension



MONITOR

Ask questions to check for understanding. Ask: *Who wants to learn to play the guitar?* (James and Curt)  
*Who can teach them?* (James's brother)

## Role Play



### 8 Practice the dialog in 7 with a partner.

- Read the directions aloud. Have partners work together to read the dialog. Encourage them to switch roles and try both parts.

MONITOR

Invite pairs to act out the dialog for the class. Listen for proper pronunciation, appropriate intonation, and correct use of grammar.

CHALLENGE

Have pairs of students write their own dialog about something they know how to do and perform it for the class.

## Practice



**Materials:** Stickers

### 9 Listen and stick. Label the pictures with the phrases from the box.

- Have students find the Unit 9 stickers at the back of the Student's Book.
- Read the directions aloud. Play Audio Track 169 and have students listen, place the stickers, and label each picture with a phrase from the box.

MONITOR

Check to see that students are placing the stickers correctly. (Answers: 1 learn to dance, 2 learn to play tennis, 3 learn to draw, 4 learn to skateboard)

### 21st Century Critical Thinking

Have students think about whether they prefer to have someone teach them a new skill, or whether they like to learn it on their own. Ask: *What could you do if you wanted to learn to do something but you didn't know someone who could teach it to you? How could you find help?*

## Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about learning a new skill.*

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

## Homework



WB p. 105/ act. 7



### 7 Listen. Then answer in complete sentences.

- Direct students to WB Activity 7 on page 105. They must read the question, then listen and write answers in full sentences.

## Extra Application and Practice Activity

- Have pairs write a short story based on one of the pictures in Activity 9. Model: *What do you think happens in the beginning of the story? Does the student learn the activity quickly, or does he or she make mistakes? What do you think happens at the end of the story?*
- Have students present their stories to the class.

# Language in Action

I will listen to a dialog about learning a new skill.

168  
7

Listen and read. Then say.

**James:** Do you know how to play the guitar?

**Curt:** Just a little. Do you know how to play it?

**James:** No, I don't. But I'd like to learn.

**Curt:** Me, too. I think it's difficult.

**James:** Not really. My brother knows how to play. Maybe he can teach us.

**Curt:** I'd like that!



8

Practice the dialog in 7 with a partner.

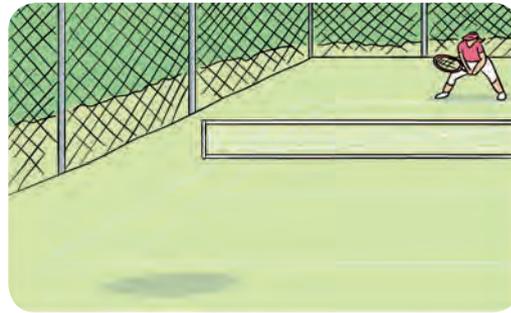
169  
9

Listen and stick. Label the pictures with the phrases from the box.

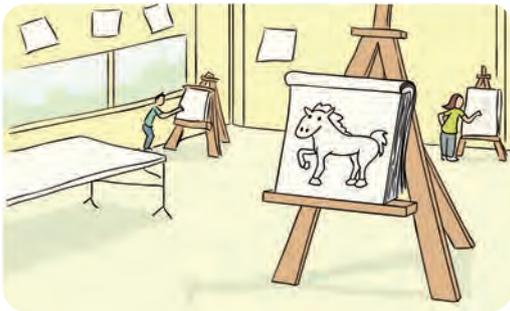
learn to dance    learn to draw    learn to play tennis    learn to skateboard



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

# Grammar

I will learn to use *how to* to ask and answer about skills and talents.

Do you <b>know how to play</b> the piano?		Yes, I do./No, I don't.		
What <b>would</b>	you	<b>like to learn?</b>	I'd	<b>like to learn how to play</b> the piano.
	he/she		He'd/She'd	
	they		They'd	

## 10 Complete the questions and answers.

- Do you \_\_\_\_\_ the guitar?  
\_\_\_\_\_. But I can play the piano.
- Do you \_\_\_\_\_ tennis?  
\_\_\_\_\_. I play tennis every weekend.

## 11 Look at the pictures. Read the questions and write answers.



- 1 What would they like to learn?

*They'd like to learn  
how to build a robot.*



- 2 What would she like to learn?

\_\_\_\_\_



- 3 What would he like to learn?

\_\_\_\_\_

What <b>do</b>	you	<b>think of</b> tennis?	I	<b>think</b> it's a lot of fun.
	they		We	
			They	
What <b>does</b>	he/she	<b>think of</b> ballet?	He/She	<b>thinks</b> it's boring.

## 12 Ask and answer with a partner.



What do you think of hip-hop dancing?

I think it's amazing.



# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use *how to* to ask and answer about skills and talents.

## Key Language

Do you **know how to play** the piano? Yes, I do./No, I don't.

What **would** you/he/she/they **like to learn**?

I'd/He'd/She'd/They'd **like to learn how to play** the piano.

What **do** you/they **think** of tennis?

I/We/They **think** it's a lot of fun.

What **does** he/she **think** of ballet?

He/She **thinks** it's boring.

### Grammar

I will learn to use *how to* to ask and answer about skills and talents.

Do you <b>know how to play</b> the piano?		Yes, I do./No, I don't.	
	you	I'd	I <b>like to learn how to play</b> the piano.
What <b>would</b>	he/she	He'd/She'd	
	they	They'd	

**10** Complete the questions and answers.

- Do you \_\_\_\_\_ the guitar?  
\_\_\_\_\_. But I can play the piano.
- Do you \_\_\_\_\_ tennis?  
\_\_\_\_\_. I play tennis every weekend.

**11** Look at the pictures. Read the questions and write answers.



**1** What would they like to learn?  
They'd like to learn how to build a robot.



**2** What would she like to learn?  
\_\_\_\_\_



**3** What would he like to learn?  
\_\_\_\_\_

	you	I <b>think</b> of tennis?	I	I <b>think</b> it's a lot of fun.
What <b>do</b>	they		We	
	they	They		
What <b>does</b>	he/she	I <b>think</b> of ballet?	He/She	I <b>think</b> it's boring.

**12** Ask and answer with a partner.



What do you think of hip-hop dancing?



I think it's amazing.

Unit 9 113

## Warm-up



- Hold out a book to a student and ask: *Do you know how to put the book on the bookshelf?* Have the student respond to your question by placing the book on the bookshelf and saying: *Yes, I do.*

- Invite a volunteer to ask another student a question using the sentence frame *Do you know how to \_\_\_\_\_?*
- Have pairs of students take turns asking questions using the sentence frame with other classroom props and responding to the questions.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use how to to ask and answer about skills and talents.*

## Presentation 1



- Ask a volunteer to read the questions and answers in the grammar box at the top of the page aloud.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

## Practice 1



### 10 Complete the questions and answers.

- Read the directions aloud. Explain that students will use the bold words from the grammar box to complete the questions and answers.

### MONITOR

Check answers as a class. (*Answers: 1 know how to play, No, I don't. 2 know how to play, Yes, I do.*)

### ASSIST

Discuss and correct any errors in understanding.

### CHALLENGE

Invite students to have a conversation with a partner about things they know how to play, using the dialog in Activity 10 as a model.

## Practice 2

WB p. 106/ act. 8



### 8 Answer the questions in complete sentences.

- Read the directions aloud. Have students look at the pictures and answer the questions using complete sentences.

### MONITOR

Check answers as a class.

## Presentation 2



- Have a volunteer read the questions and answers in the grammar box in the middle of the page aloud. Explain that when you ask people what they think of something, you want to find out their opinion.

## Practice 3



### 11 Look at the pictures. Read the questions and write answers.

- Read the directions aloud. Make sure that students understand the activity being shown in each picture.
- Discuss the first picture, question, and sample response.
- Have students complete the activity by writing an answer to each question.

### MONITOR

Check answers as a class. (*Answers: 1 They'd like to learn how to build a robot. 2 She'd like to learn how to make a pizza. 3 He'd like to learn how to sing like a rock star.*)

## Practice 4



**Materials:** Flashcards: Unit 9, talents

### 12 Ask and answer with a partner.

- Read the directions aloud. Then have students read the sample dialog. Ask: *What is the girl's opinion of hip-hop music.* (She thinks it's amazing.)
- Have students ask and answer questions about the activities shown on the Flashcards.

### MONITOR

Check to see that pairs are able to ask questions and express their opinions about a variety of activities.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to use how to to ask and answer about skills and talents.*

- Encourage awareness of what students have learned by getting them to ask and answer questions using *how to*.

## Homework

WB p. 107/ act. 9 & 10



### 9 Look and answer the questions.

- Direct students to WB Activity 9 on page 107. Read the directions aloud. Have students look at the pictures and then write answers to the questions.

### 10 Look at the school notice. Answer the questions in complete sentences.

- Direct students to WB Activity 10 on page 107. Read the directions aloud. Have students look at the school notice and then write answers to the questions in full sentences.

## Extra Application and Practice Activity

- Make a four-columned chart on the board. Label each column: *amazing, fun, boring, difficult*. Review the activities presented in the unit. For each activity, ask students to vote to show their opinion of the activity. Write the activity as a row name, then tally the votes. For example, ask: *Who thinks it is amazing to make a website? Who thinks it is fun?*
- Have volunteers take turns choosing an activity to ask about and tallying the class vote. When all the votes are tallied, encourage students to use the chart to make comparisons between the activities: *Our class thinks it is more fun to build a robot than to bake a cake.*

## 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 how my body works.

## Key Language

bone, brain, contract, flexible, joint, motion, muscle, nerves, organs, precision, relax, skeleton, support

**Content Connection** | Life Science

I will learn about how my body works.

**13** Listen and read. Which three main body parts are mentioned?

CONTENT WORDS

bone brain contract flexible joint  
motion muscle nerves organs precision  
relax skeleton support

**Our Amazing Bodies**

There are many things that we enjoy doing. We use our body for all these things, but we hardly ever think about how it works.

Our bodies are like an amazing machine. Different parts work together to make everything move with precision. The most important body parts that help us move are our bones, muscles, and joints. These three parts make up our musculoskeletal system. Without this system, we would not be able to stand, walk, or move in any way.

Our bones are our body's frame. They make up our skeleton. Our bones protect and support the organs within our body and give it shape. Without bones, our body would look like an octopus!

We have more bones in the body parts that need to do finer movements. That's why there are twenty-seven different bones in each hand.

Our joints connect two or more bones to each other. Our knees, elbows, and shoulders are all joints. Joints are important because they allow us to be flexible. Without working joints, our body would not be able to move.

Our muscles are also important for motion. Muscles are strong and flexible. They pull the bones in different directions. By doing so, they help our body to move. They contract (become shorter) or relax (become longer) according to the movement we need.

Of course, our muscles, bones, and joints don't move by themselves. Our brain and nerves help out. For example, if we want to kick a soccer ball, our brain needs to tell our nerves that we want to move our foot. Our nerves send a message to our muscles. Our muscles get shorter and, by doing that, they lift our leg. As a result, we can kick the ball.

So next time you are rushing to get to class, remember how amazing it is that your body gets you there at all!



**14** Look at 13. Read and choose.

- 1 Bones, muscles, and joints make up our **skeleton / musculoskeletal system**.
- 2 Our joints connect two or more **bones / muscles** together.
- 3 We have twenty-seven bones in our **body / hand**.
- 4 When we want to move, our muscles take messages from our **nerves / joints**.

**THINK BIG** What kinds of things can you do to keep your muscles and your bones strong?

114 Unit 9

## Warm-up



**Materials:** A soft ball

- Place a ball in the center of an open area. Have students stand in a circle around it.
- Name a student to go into the circle to get the ball. Give a direction that requires the student to bend, stretch, twist, or turn his/her body. For example: *Bend down and roll the ball to Luisa.*

- Before leaving the circle, ask the student to name and describe the body parts he/she used to do the activity. Model: *You used your knees to bend down. What did you use to roll the ball?*
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will learn about how my body works.*

## Pre-reading



- Have a volunteer stand at the front of the class, and point to the different parts of his/her body.
- Go into as much detail as students/you want, for example *head* could also be broken down into *hair, face, eyes, nose, mouth*, while *leg* could include *thigh, knee, calf, ankle*, and so on.
- Have students read the Content Words in the box. Tell students that they will learn the meaning of the words in the context of the article. Or, if you wish, have pairs of students look up the words in a dictionary before reading the text.
- Direct students to Activity 13. Explain that they are going to listen to and read the text about our bodies.

## Reading



### 13 Listen and read. Which three main body parts are mentioned?

- Read the directions aloud. Draw attention to the question: *Which three body parts are mentioned?*
- Play Audio Track 171 and have students listen and read along silently.

#### MONITOR

Ask questions to check for understanding. Ask: *What helps us stand, move, and walk?* (our musculoskeletal system/our bones, muscles, and joints) *What do our bones do?* (They protect the organs and give the body shape.) *Why are joints important?* (They allow us to be flexible.)

- Point to the question in the directions and have students underline the three main body parts individually. (Answers: *bones, muscles, and joints*)

#### ASSIST

Replay the audio as needed. Have students note down any words they do not understand and help them work out their meanings from context.

## Practice 1



### 14 Look at 13. Read and choose.

- Read the directions aloud. Have volunteers read the statements aloud.
- Do Item 1 as a class. Then have students complete the activity independently.

#### MONITOR

Check answers as a class. (Answers: *1 musculoskeletal system, 2 bones, 3 hand, 4 nerves*)

## Practice 2

WB p. 108/ act. 11



### 11 Read and complete.

- Read the directions aloud. Have students read the text carefully, then complete it using words from the box.

#### MONITOR

Check answers as a class.

## Think BIG



### 21st Century Communication

- Read the question aloud. Have students work in pairs to brainstorm answers. Encourage students to face their partners as they talk to one another and listen carefully to their partners, asking further questions where appropriate.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned about how my body works.*

## Homework



WB pp. 108 & 109/ act. 12, 13, 14 & 15



### 12 Read and number the paragraphs in order. Then listen and check.

- Direct students to WB Activity 12 on page 108. Have students read the text and number the paragraphs. They must then listen and check.

### 13 Look at 12. Correct the sentences.

- Direct students to WB Activity 13 on page 109. Read the directions aloud. Have students rewrite the sentences correctly.

### 14 Look at 12. Match the three underlined words with a definition.

- Direct students to WB Activity 14 on page 109. Read the directions aloud. Have students look back at the text in Activity 12, find the underlined words, and write a definition for each one.

### 15 Complete the sentences. Circle the correct words.

- Direct students to WB Activity 15 on page 109. Read the directions aloud. Have students read the sentences and choose the correct words to complete them.

## Extra Application and Practice Activity

Materials: Flashcards: Unit 9, Talents

### 21st Century Health Literacy

- Have students look at the activities on the Flashcards and think about the ways in which their bodies would have to move to do each activity.
- Invite pairs to choose one of the activities. Have them use markers or colored pencils to make a rough diagram of a human body on a sheet of paper. Then have them label the body parts that would need to be strong in order to do the activity they chose. Have them write a paragraph that gives a health plan to someone who wants to be good at that activity. Encourage them to use at least two vocabulary items in their paragraph.
- Have students share their diagrams and health plans with the class.

I will learn about how my body works.



Listen and read. Which three main body parts are mentioned?

## CONTENT WORDS

bone brain contract flexible joint  
motion muscle nerves organs precision  
relax skeleton support

## Our Amazing Bodies

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Our muscles are also important for motion. Muscles are strong and flexible. They pull the bones in different directions. By doing so, they help our body to move. They contract (become shorter) or relax (become longer) according to the movement we need.

Of course, our muscles, bones, and joints don't move by themselves. Our brain and nerves help out. For example, if we want to kick a soccer ball, our brain needs to tell our nerves that we want to move our foot. Our nerves send a message to our muscles. Our muscles get shorter and, by doing that, they lift our leg. As a result, we can kick the ball.

So next time you are rushing to get to class, remember how amazing it is that your body gets you there at all!



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- 3 We have twenty-seven bones in our **body** / **hand**.
- 4 When we want to move, our muscles take messages from our **nerves** / **joints**.



What kinds of things can you do to keep your muscles and your bones strong?

# Culture Connection | Around the World

I will learn about strange competitions around the world.

**CONTENT WORDS**  
attract championship  
competition competitor  
measure release spit talent

**15** Read quickly. Match the talents (a–c) with the paragraphs (1–3).

**a** bee attracting

**b** cherry pit spitting

**c** air guitar

## The World's Greatest...

Do you have a special talent? Some people know how to play the piano very well, or draw beautiful pictures. Some people are wonderful writers. How do we know if someone is “the world’s greatest” in their talent? There are competitions around the world that choose the best actors, or judge the best dancers. There are some competitions, however, that measure other types of talent. Read about some of these strange competitions around the world.

1 Even if you can’t play the guitar, you might want to enter the Air Guitar World Championship. It happens every year in Finland. Many countries hold their own air guitar championships, but this one is for the best of the best. So turn up the music, find a good mirror to practice with, and release the rock star inside you!



2 Do you like bees? Can you stand still for a long time? Maybe you could enter the bee-attracting competition in Hunan province, China. Every year competitors try to attract bees to cover their body. Competitors may only wear short pants, a short-sleeved shirt, swimming goggles, and nose plugs. One of the winners had more than 25 kilograms of bees covering his body!



3 Here’s another unique talent: have you ever tried to spit a cherry pit? A cherry pit is the seed inside the cherry. Some people practice spitting the pit to see how far it can go. In a town in Michigan, in the United States, there is the International Cherry Pit-Spitting Competition. Competitors put a cherry in their mouth, and they have 60 seconds to eat the fruit, and then spit the pit as far as they can. One man spit the pit over 28 meters!



**173** **16** Listen and read. Say **True** or **False**. Correct the false sentences.

- 1 Competitors must be able to play the guitar.
- 2 Competitors must be able to stand still while the bees cover their body.
- 3 Competitors must wear a jacket and hat to keep the bees off their body.
- 4 Competitors must keep the fruit in their mouth when they spit the pit.



Which one of these competitions would you like to try? Which would you not like to try? Why?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about strange competitions around the world.

## Key Language

attract, championship, competition, competitor, measure, release, spit, talent

## Culture Connection | Around the World

I will learn about strange competitions around the world.

**15** Read quickly. Match the talents (a–c) with the paragraphs (1–3).

- a bee attracting      b cherry pit spitting      c air guitar

**CONTENT WORDS**  
attract championship  
competition competitor  
measure release spit talent

### The World's Greatest...

Do you have a special talent? Some people know how to play the piano very well, or draw beautiful pictures. Some people are wonderful writers. How do we know if someone is "the world's greatest" in their talent? There are competitions around the world that choose the best actors, or judge the best dancers. There are some competitions, however, that measure other types of talent. Read about some of these strange competitions around the world.

1 Even if you can't play the guitar, you might want to enter the Air Guitar World Championship. It happens every year in Finland. Many countries hold their own air guitar championships, but this one is for the best of the best. So turn up the music, find a good mirror to practice with, and release the rock star inside you!



2 Do you like bees? Can you stand still for a long time? Maybe you could enter the bee-attracting competition in Hunan province, China. Every year competitors try to attract bees to cover their body. Competitors may only wear short pants, a short-sleeved shirt, swimming goggles, and nose plugs. One of the winners had more than 25 kilograms of bees covering his body!



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**173** **16** Listen and read. Say **True** or **False**. Correct the false sentences.

- 1 Competitors must be able to play the guitar.
- 2 Competitors must be able to stand still while the bees cover their body.
- 3 Competitors must wear a jacket and hat to keep the bees off their body.
- 4 Competitors must keep the fruit in their mouth when they spit the pit.

**THINK BIG**

Which one of these competitions would you like to try? Which would you not like to try? Why?

## Warm-up



- Have a competition for a strange talent, for example, a competition to see who can stand on one leg the longest, or who can hum the loudest.
- Ask: *Why do we have competitions?* Discuss as a class.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn about strange competitions around the world.*

## Pre-reading



- Have students read the Content Words in the box. Tell students that they will learn the meaning of the words in the context of the article. Or, if you wish, have pairs of students look up the words in a dictionary before reading the text.
- Ask students if they have a special or strange talent. Ask them what kind of talents they think they will read about in the article.

## Reading



### 15 Read quickly. Match the talents (a–c) with the paragraphs (1–3).

- Read the directions and the three talents aloud. Read the introduction as a class. Tell students to read the next paragraph quickly and raise their hands as soon as they can match the text to a talent.
- As soon as the majority of the class has raised their hands, check the first answer (1 c, air guitar.)
- Repeat for the remaining paragraphs. (Answers: 1 c, 2 a, 3 b.)

## Practice 1



### 16 Listen and read. Say True or False. Correct the false sentences.

- Read the directions aloud. Ask volunteers to read the sentences aloud and think about whether they are true or false.
- Play Audio Track 173 and have students listen and follow in their books.

### MONITOR

- Pause after each section and ask questions to check for understanding. Ask: *What happens in Finland every year?* (the Air Guitar World Championship) *What do competitors have on their body in the competition in China?* (a beard) *What do competitors spit in the competition in the United States?* (cherries)
- In pairs, have students read the sentences again, say true or false, and correct the false sentences.

## Practice 2

WB p. 110/ act. 16



### 16 Read and match.

- Read the directions aloud. Have a volunteer read the sentences and words aloud. Tell students to think about which definition matches with each word or phrase.

### MONITOR

- Check answers as a class.

## Think BIG



### 21st Century Critical Thinking

- Read the questions aloud as students follow in their books. Have students discuss the question in small groups of three or four. Walk around and help students express their responses in English by modeling words and phrases and have them repeat.
- Invite students to share their responses with the class.

## 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 strange competitions around the world.*

- Encourage awareness of what students have learned by quickly eliciting a few facts that they can remember from the article they have read.

## Homework

WB p. 110/ act. 17 & 18



### 17 Read and choose.

- Direct students to WB Activity 17 on page 110. Explain that students should read the sentences and circle the correct words.

### 18 Look at 17. Number the photos.

- Direct students to WB Activity 18 on page 110. Explain to students that they must read the speech bubbles in Activity 17 and match them with the photos.

## Extra Application and Practice Activity

Materials: Index cards

- To check vocabulary, play a game. Write some of the words from the reading onto index cards. Have students take turns to pick a card and give a clue about the meaning of the word. The others should try and guess the word.

# Writing Lesson

## Lesson Flow



Warm-up



Lesson Objective



Practice 1



Practice 2



Practice 3



Lesson Objective



Homework

## Lesson Objective

I will learn to write a review.

### Writing | Reviews

I will learn to write a review.

**17** Read. Then match the parts of the review.

body of review    final sentence    online name and date  
rating    title    topic sentence

Reviewed by **toby23** on March 15th ← 1  
**An Interesting Book for Everyone** ← 2  
★★★★★ ← 3  
*Ali and His Camera* is an interesting book. ← 4  
I read the book last week, and I really liked it. It's not a long book. It has fifteen pages. There are a lot of great pictures in it. ← 5  
It's about a boy. His name is Ali. He wants a camera. A woman gives him a camera, and he takes pictures. Ali meets a man. The man works at a newspaper. I don't want to tell you too much. You should read it for yourself. ← 5  
*Ali and His Camera* is a great book, and I recommend it to everyone! ← 6

### Writing Steps

**18** Write a review of a book or movie you liked. Use the text in 17 to help you.

- 1 Think of a book or movie.
- 2 Make a list of what you liked about it.
- 3 Think of an online name and write today's date.
- 4 Write a title for your review.
- 5 Think of how many stars to give the book or movie.
- 6 Write a topic sentence.
- 7 Write two paragraphs for the body of the review.
- 8 Write a final sentence.



## Warm-up



- Have students talk about the best and worst books and movies they have read and seen. Model: “*The Secret Garden*” is the best book I’ve read. I love the way Mary changes and blossoms just like the garden. I think the movie “*Land of the Lost*” is terrible. It’s the worst movie I’ve ever seen!
- Write the headings *Best Book*, *Worst Book*, *Best Movie*, and *Worst Movie* on the board. List the books and movies students talk about under each heading. Point out that most words in English titles begin with a capital letter.

## Lesson Objective



### INVOLVE

Introduce the lesson objective: Say: *Today I will learn to write a review.*

## Practice 1



### 17 Read. Then match the parts of the review.

- Read the words in the box aloud and have students repeat. Have a volunteer read the content of the review. Explain any unknown words.
- Do Item 1 as a class. Have students complete the activity independently.

### MONITOR

Check for understanding. Ask: *What does the rating tell you about the book?* (The reviewer liked it a lot.) *What book is being reviewed?* (Ali and His Camera) *What does the reviewer think about the book?* (The reviewer thinks it’s great.) (Answers: 1 online name and date, 2 title, 3 rating, 4 topic sentence, 5 body of review, 6 final sentence)

### ASSIST

To reinforce students’ understanding of the different parts of a review, distribute reviews from a magazine or a newspaper, and have pairs identify the parts.

## Practice 2

WB p. 111/ act. 19



### 19 Read and complete the review. Use the words from the box.

- Read the directions aloud. Have students label the parts of the review, then check answers with a partner.
- Have students complete the review using the phrases in the box individually.

### MONITOR

Check answers as a class.

## Practice 3



### 18 Write a review of a book or movie you liked. Use the text in 17 to help you.

- Read the Writing Steps aloud. Ask students what book or movie they would like to write about.

- Remind students that the topic sentence should be a general statement about the book or movie. The body of the review will give a bit of information about that book or movie. The final sentence will end the review by conveying the same idea as the topic sentence but expressing it in a different way.
- Have students write a review about a movie or a book in their notebooks.

### MONITOR

Check to see that students are applying the Writing Steps correctly.

## 21st Century ICT Literacy

- Point out the format bar in a word processing program and show students how to change the type size, color, and font. Have students look at the sample review to get an idea of how a variety of typography is used in a review. Encourage them to type the review first and then style it.
- Have students print and share their reviews with the class. Ask them to explain why they chose the color, size, and font they used for different parts of the review.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to write a review.*

- Encourage awareness of what students have learned by eliciting the different parts of a review.

## Homework

WB p. 111/ act. 20



### 20 Write a review of a movie, book, or TV show you like.

- Direct students to WB Activity 20 on page 111. Have students write a review of a movie, book, or TV show.

## Extra Application and Practice Activity

**Materials:** Book and Movie reviews

- Distribute book and movie reviews to small groups of students.
- Give them markers or colored pencils and have them work in small groups to highlight and label the different parts of the reviews that were outlined in the sample review on page 116 of the Student’s Book.
- Have groups highlight and label the different parts of at least one review.

# Writing | Reviews

I will learn to write a review.

17 Read. Then match the parts of the review.

body of review    final sentence    online name and date  
rating    title    topic sentence

Reviewed by **toby23** on March 15th ← 1

**An Interesting Book for Everyone** ← 2

★★★★★ ← 3

*Ali and His Camera* is an interesting book. ← 4

I read the book last week, and I really liked it. It's not a long book. It has fifteen pages. There are a lot of great pictures in it. ← 5

It's about a boy. His name is Ali. He wants a camera. A woman gives him a camera, and he takes pictures. Ali meets a man. The man works at a newspaper. I don't want to tell you too much. You should read it for yourself. ← 5

*Ali and His Camera* is a great book, and I recommend it to everyone! ← 6

## Writing Steps

18 Write a review of a book or movie you liked. Use the text in 17 to help you.

- 1 Think of a book or movie.
- 2 Make a list of what you liked about it.
- 3 Think of an online name and write today's date.
- 4 Write a title for your review.
- 5 Think of how many stars to give the book or movie.
- 6 Write a topic sentence.
- 7 Write two paragraphs for the body of the review.
- 8 Write a final sentence.



# Phonics | ew, ay, e\_e

I will learn to use the sounds ew, ay, and e\_e.



Listen, read, and repeat.

1 ew

2 ay

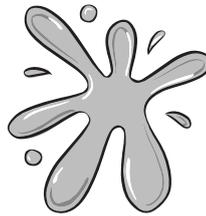
3 e\_e



Listen and find. Then say.



stew



gray



these



Listen and blend the sounds.

1 f-ew few

2 h-ay hay

3 e-ve eve

4 n-ew new

5 p-r-ay pray

6 g-e-ne gene

7 s-ay say

8 d-ew dew



Read aloud. Then listen and chant.

These three are new!  
They eat stew  
And wear gray, too!



# Phonics Lesson

## Lesson Flow



## Lesson Objective

I will learn to use the sounds *ew*, *ay*, and *e\_e*.

**Phonics | ew, ay, e\_e**

I will learn to use the sounds *ew*, *ay*, and *e\_e*.

**19** Listen, read, and repeat.

1 **ew**                      2 **ay**                      3 **e\_e**

**20** Listen and find. Then say.

**stew**                      **gray**                      **these**

**21** Listen and blend the sounds.

1	f-ew	few	2	h-ay	hay
3	e-ve	eve	4	n-ew	new
5	p-r-ay	pray	6	g-e-ne	gene
7	s-ay	say	8	d-ew	dew

**22** Read aloud. Then listen and chant.

These three are new!  
They eat stew  
And wear gray, too!



Unit 9 117

## Warm-up



**Materials:** Index cards

- Make Flashcards (words only) using index cards for words in this lesson (*stew*, *gray*, *these*, etc) and a few other words with the same sounds that students know (*play*, *few*, *blew*, etc).

- Write the sounds *ew*, *ay*, and *e\_e* on the board. Show the cards one by one and read the words aloud. Invite volunteers to the front 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 ew, ay, and e\_e.*
- 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 174 and have students listen and point to each sound as it is said. Have students repeat.

### MONITOR

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

## Practice 1



P. T152  
175



### 20 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 175 and have students listen, find, and point to each sound as it is said. Have students repeat each word.

### ASSIST

- Replay the audio as needed. Students can also check that they are pointing to the correct word and saying it properly with a partner.

## Practice 2

WB p. 112/ act. 21



### 21 Read and circle ew, ay, and e\_e.

- Read the directions aloud. Have students work individually to find and ew, ay, and e\_e in the words.

### MONITOR

- Check students are circling the correct words. Have them compare their answers in pairs.

## Practice 3

WB p. 112/ act. 22



### 22 Underline the words with ew, ay, and e\_e. Then read aloud.

- Read the directions aloud. Have students work individually to underline the words with the ew, ay, and e\_e sounds.

### MONITOR

- Check students are underlining the correct words. Check answers as a class.

## Practice 4



176



### 21 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 176 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.

## Practice 5

WB p. 112/ act. 23



### 23 Connect the letters. Then write.

- Read the directions aloud. Have students connect the letters and write words.
- Have students match the words individually.

### MONITOR

- Check answers as a class.

## Practice 6



177



### 22 Read aloud. Then listen and chant.

- Read the directions aloud. Read the chant while students follow in their books. Have them choral-read the chant as a class.
- Play Audio Track 177 and have students listen. Replay several times and encourage them to join in.

### MONITOR

- As students repeat the chant, listen for proper pronunciation and appropriate intonation.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds ew, ay, and e\_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, *new, hay, these*).

## Homework



P. T152  
178

WB p. 112/ act. 24



### 24 Listen and write.

- Direct students to WB Activity 24 on page 112. Read the directions aloud. Explain to students that they must listen and write in the missing words.

## Extra Application and Practice Activity

**Materials:** Index cards

- Have students go through previous phonics lessons and choose their favorite sound. Ask them to make a tongue twister with the words in that lesson. Have them write it on an index card. Collect the cards, shuffle them well, and give one to each student. Have students read their index card as fast as they can.

# Values Lesson

## Lesson Flow



Warm-up



Lesson Objective



Listening



Speaking



Project



Lesson Objective

## Lesson Objective

I will learn about trying new activities.

## Key Language

Learn new things

### Values | Learn new things.

I will learn about trying new activities.

**23** Listen and look. Find out which activities the people want to try, and which they don't.



**24** Look at 23. Role-play with a partner.



Do you know how to build a robot?



No, I don't. But I'd like to learn!



## Project

**25** Make a Try New Things Lottery box.

- Write activities on cards.
- Cut a hole in a box.
- Put the cards in the box.
- Choose three activities. Pick one to try!



## Warm-up



- Play *Memory Game* (see *Game Bank*, page T136, for details) to review new things to learn. Sit with the whole class in a circle. You start by saying something you would like to learn: *I'd like to learn how to speak Italian*. The student on your right repeats your information and adds his/her own: *I'd like to learn how to speak Italian and play badminton*. Continue with the next student in order, until a student can't remember the whole list. Start the game again with the next student.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn about trying new activities.*

## Listening



### 23 Listen and look. Find out which activities the people want to try, and which they don't.

- Read the directions. Encourage students to describe the pictures: *Who can you see? Where are they? What are they doing?*
- Play Audio Track 179, and have students decide which activities the people want to try, and which they don't.
- Play the audio again, pausing after each sentence, and have students repeat.

MONITOR

Invite students to say what activities the people want and don't want to try. Ask the class if they want to try the activities. Encourage them to say why or why not. (*Answers: 1 doesn't want to try making a website, 2 wants to try roller skating, 3 wants to try cooking spaghetti, 4 doesn't want to try line dancing*)

ASSIST

- Replay the audio as necessary.

## Speaking



**Materials:** Flashcards: Unit 9, talents

### 24 Look at 23. Role-play with a partner.

- Read the directions aloud. Ask two volunteers to read out the speech bubbles.
- Give the couple a Flashcard and have them role-play, substituting the activity. Ask the class what other replies the second student could say, and write them on the board, e.g. *Yes, I do. Do you?* or *No, I don't and I don't want to learn.*
- Have students work in pairs. Hand out the Flashcards and have them ask and answer using the activities. Ask them to exchange Flashcards once they have used them.

MONITOR

Walk around praising or encouraging students as appropriate. Encourage students to respond in different ways.

## Project



**Materials:** Shoe box or similar, index cards

### 25 Make a Try New Things Lottery box.

- Read the directions aloud. Hand out an index card to each student and have them write an activity on it. Prepare the box and ask students to come up one at a time, read out the activity, and place it in the box.
- Walk around the classroom with the box. Offer it to each student, and have him/her take three cards out. Tell them to choose one of the three activities to try. Have the student return the cards to the box and move on to the next student.

MONITOR

Make a note of each student's activity and tell them they have a week to try it. After a week, invite students to report to the class.

## Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned about trying new activities.*

- Encourage awareness of what students have learned by quickly eliciting some new activities students would like to learn.

## Extra Application and Practice Activity

**Materials:** The *Try New Things Lottery* box from Activity 21

- Play *Charades* (see *Game Bank*, page T135, for details). Invite a student to come up and choose an activity card from the box. Ask them to mime doing the activity. Tell the class to hold up their hands if they think they know the activity. Ask the first student who holds up his or her hand. If he or she is correct, invite him or her to take the next turn.

# Values | Learn new things.

I will learn about trying new activities.



Listen and look. Find out which activities the people want to try, and which they don't.

1



2



3



4



Look at 23. Role-play with a partner.



Do you know how to build a robot?



No, I don't. But I'd like to learn!



## Project



Make a Try New Things Lottery box.

- Write activities on cards.
- Cut a hole in a box.
- Put the cards in the box.
- Choose three activities.  
Pick one to try!



# Review

## 26 Complete the sentences with your own information.

- 1 My birthday is on \_\_\_\_\_.
- 2 My favorite kind of music is \_\_\_\_\_.
- 3 I think riding a bicycle is \_\_\_\_\_.
- 4 I don't know how to \_\_\_\_\_.
- 5 I'd like to learn how to \_\_\_\_\_.

## 27 Read the questions. Write answers.

- 1 What does she think of rock music? (amazing)  
\_\_\_\_\_
- 2 What do they think of speaking Chinese? (difficult)  
\_\_\_\_\_
- 3 What does he think of watching movies? (interesting)  
\_\_\_\_\_



## 28 Complete for you. Then ask and answer.

<input type="radio"/>	<i>Know how to:</i>	<i>Don't know how to:</i>
<input type="radio"/>	<i>Would like to learn:</i>	<i>What I think about...:</i>
<input type="radio"/>		

Do you know how to...?

What would you like to learn how to do?

What do you think of...?

## I Can

- use words for skills and talents.
- use *how to* and *think of* to ask and answer about skills and talents.
- talk about skills and talents and about trying new activities.
- write a review of a movie or book.



# Review Lesson

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

### Review

**26** Complete the sentences with your own information.

- 1 My birthday is on \_\_\_\_\_
- 2 My favorite kind of music is \_\_\_\_\_
- 3 I think riding a bicycle is \_\_\_\_\_
- 4 I don't know how to \_\_\_\_\_
- 5 I'd like to learn how to \_\_\_\_\_

**27** Read the questions. Write answers.

- 1 What does she think of rock music? (amazing)  
\_\_\_\_\_
- 2 What do they think of speaking Chinese? (difficult)  
\_\_\_\_\_
- 3 What does he think of watching movies? (interesting)  
\_\_\_\_\_



**28** Complete for you. Then ask and answer.

Know how to:	Don't know how to:
Would like to learn:	What I think about...:

Do you know how to...?

What would you like to learn how to do?

What do you think of...?

**I Can**

• use words for skills and talents.	• use how to and think of to ask and answer about skills and talents.	• talk about skills and talents and about trying new activities.	• write a review of a movie or book.
★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★

Unit 9 119

## Warm-up



**Materials:** Sheets of construction paper

- Have students draw around their hands on sheets of construction paper and cut them out. Have students write their names in tiny letters on the back of their paper hands. In the center, they should write something that they do very well. On each finger, they should write something they are learning to do or would like to try.
- Play a game with the hands. Make a pile of them on the floor and set a timer. Have pairs of students take turns trying to match a hand to the student who created it without looking at the name on the back. The pair of students trying to match a hand when the timer rings is out. Repeat until only one pair is left, they are the winners.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of unit.*

## Practice 1



**Materials:** Flashcards: Unit 9, talents

- 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 163 (the song with the lyrics). Have students follow along and join in the chant.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 164). You could use Flashcards to encourage students to sing other classroom objects that aren't in the song.



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

## Practice 2



### 26 Complete the sentences with your own information.

- Read the directions aloud. Have students complete the activity independently.

**MONITOR**

Walk around to check students' work for correct spelling and vocabulary.

**CHALLENGE**

Have students turn the sentences in Activity 26 into questions and interview a classmate. Then compare and contrast the answers. Tell the class how you are alike and different.

## Practice 3 WB p. 113/ act. 25



### 25 Look at the chart. Write questions and answers.

- Read the directions aloud. Have students write questions and answers using the information in the chart.

**MONITOR**

Check answers as a class.

## Practice 4



### 27 Read the questions. Write answers.

- Read the directions aloud. Complete Item 1 as a class. Model: *What does she think of rock music? She thinks it's amazing.*

**MONITOR**

Check answers as a class. (Answers: 1 She thinks it's amazing. 2 They think it's difficult. 3 He thinks it's interesting.)

## Practice 5



### 28 Complete for you. Then ask and answer.

- Read the directions aloud. Ask students to complete the sentences about themselves. Model: *I don't know how to sew. But I'd like to learn. I'd like to learn how to dance the tango. I think it's beautiful.*

**MONITOR**

Invite volunteers to read their sentences to the class.

**ASSIST**

Refer students to the grammar boxes on page 113 if they are having difficulty.

## 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



## Homework WB p. 113/ act. 26



### 26 Answer the questions in complete sentences.

- Direct students to WB Activity 26 on page 113. Read the directions aloud. Explain to students that they must answer the questions in complete sentences, using the words in parentheses.

## Extra Application and Practice Activity

**Materials:** Craft supplies

### 21st Century Creativity

- Encourage students to figure out a way to leave their prints in the room. Have them arrange the hands they made in the Warm-up activity in a creative way. They might string them together with ribbon to make a garland to hang across the bulletin board, or glue them onto fabric to make a class flag. Record each student's creative idea and have students debate and compromise to choose the best one.

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 9 Unit 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.

# 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 need more practice.



I don't know this.

<b>Special days:</b> anniversary, birthday, New Year's Day, Valentine's Day...	Pages 84	
<b>Ways to celebrate:</b> give/get presents, have a party, watch fireworks...	85	
<b>Hobbies:</b> basketball, chess, coin collection, doll collection, shell collection...	96	
<b>People:</b> basketball player, chess player, dancer, painter...	96	
<b>Talents:</b> bake a cake, build a robot, draw comic books, make a website...	108	
When is she <b>going to have</b> the party? She is going to have it on <b>Monday</b> . Are you going to visit Grandma <b>on the seventh</b> ? Yes, <b>on the seventh</b> ./No, <b>on the twentieth</b> .	89	
Chris has a <b>big</b> coin collection. Katie's collection is <b>bigger than</b> Chris's collection. Kyle has the <b>biggest</b> shell collection. Laura is <b>a good/a better/the best</b> dancer. My brother's drawings are <b>bad/worse/the worst</b> .	101	
Do you <b>know how to play</b> the piano? Yes, I do./No, I don't. What <b>would</b> you <b>like to learn</b> ? I'd <b>like to learn how to play</b> the piano. What <b>does</b> she <b>think of</b> tennis? She <b>thinks</b> it's a lot of fun.	113	



## Warm-up



**Materials:** Slips of paper, box

- Have students play *Pictionary* (see Game Bank, page T135 for details) to review key vocabulary from Units 7–9. Ask each student to write words or phrases from these units on slips of paper. Place the papers in a box and have students take turns choosing one and drawing it while others try to guess.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *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 the unit. Check to see how well students are able to use the language. 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.*

### Special days (page 84)

Show these days on a calendar and have students name them: 1st January (New Year's Day), 14th February (Valentine's Day), 22nd April (Earth Day), 21st June (Midsummer's Day) and 31st December (New Year's Eve). Then have students say the dates of their birthdays.

### Ways to celebrate (page 85)

In groups, have students mime ways of celebrating for classmates to guess.

### Hobbies (page 96)

Have students look at page 96 and make up a sentence about a student who likes to do each hobby. Model: *Marisa has a doll collection. Naomi is a painter.*

### Talents (page 108)

Have students use only their hands to mime the talents for classmates to guess. They might make hand puppets using their fingers as legs or mouths.

### When is she going to...? On Monday/the seventh. (page 89)

Write on the board: *Hannah, Birthday party, 13th* and elicit: *Hannah/She is going to have her birthday party on the thirteenth.* Repeat with other prompts for special days from page 84.

### Good/better/best; good at/bad at (page 101)

Write *good, better, best* on the board. Then have students compare and contrast things they can do. Model: *I'm good at cooking but I'm better at drawing.*

### Do you know how to...?/Would you like to learn... / What do you think of...? (page 113)

Have students look at the talents on page 108 and conduct conversations in pairs. Model: *I'd like to learn how to play the piano. What do you think of...?*

## Practice

WB pp. 114 & 115/ act. 1, 2, 3 & 4



### 1 Make guesses about Ben and check (✓) the answers.

- Read the directions aloud. Explain that students must look at the happy and sad faces on Ben's calendar so that they can say what kind of person he is. They must check the answers to the questions.

### 2 Write on Ben's calendar. Write a hobby or things for Ben to learn on the tenth and the thirteenth. Make a guess about these two days.

- Read the directions aloud. Explain that students write down an activity for Ben to do.

### 3 Look at the calendar. Make guesses and write answers.

- Read the directions aloud. Explain that students must look at the calendar and write answers to the questions.

### 4 What do you think of Ben? Would you like to be Ben's friend? Write a letter about Ben to your parents. Begin:

- Read the directions aloud. Explain that students must look at the information in the calendar and write a letter to their parents about him.

# Checkpoint 7–9 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 7–9.

### I can do it!



Get ready.

- A. Complete the dialog. Use the correct form of the words in the box and a form of **be going to**. Then listen and check.

be (2) dance do (2)  
play sing skateboard



**Samuel:** Hey, \_\_\_\_\_ you \_\_\_\_\_ something for the school talent show on May 9th?

**Melissa:** I don't know. Maybe. Who \_\_\_\_\_ in it?

**Samuel:** Well, Caitlyn and Julia \_\_\_\_\_.

**Melissa:** Oh, wow. They're better dancers than I am.

**Samuel:** And Lucas \_\_\_\_\_.

**Melissa:** He's the best singer in the class! I need to find something else I can do.

**Samuel:** Let's see... Ricardo \_\_\_\_\_. He can do some great skateboarding tricks. And Jen \_\_\_\_\_ the guitar.

**Melissa:** Hey, I know what I can do!

**Samuel:** Great. What?

**Melissa:** I can catch food. Watch! *[Melissa throws up a piece of popcorn and catches it in her mouth.]*

**Melissa:** \_\_\_\_\_ anyone else \_\_\_\_\_ that at the talent show?

**Samuel:** No, I don't think so.

**Melissa:** Excellent! I \_\_\_\_\_ the best food catcher at the show!

- B. Practice the dialog in **A** with a partner. Then practice again. Make up your own answers.

- C. Ask and answer the questions with a partner.

- 1 Why doesn't Melissa want to sing or dance in the talent show?
- 2 What special talents do you have? Explain.

1

2

3

4

5

6

7

8

9

## Warm-up



- Write this sentence on the board: *I am going to... this Saturday.* Say: *You can use this sentence to say what you are going to do.* Have students take turns completing the sentence.
- Then have students see how well they listened to their classmates' answers. Ask: *What is [student's name] going to do on Saturday?*

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will put together what I have learned in Units 7–9.*
- Students will complete and practice a dialog. Then they will practice it, revise it, and then ask and answer questions.

## Pre-listening



- Read the directions and names *Samuel* and *Melissa* aloud. Say: *A dialog is a conversation between two people. In this dialog, two students talk about a talent show.*
- Have students look at the picture and make predictions about the dialog.

## Listening



### 2 Get ready.

#### **A Complete the dialog. Use the correct form of the words in the box and a form of *be going to*. Then listen and check.**

- Have students read the words in the box aloud. Ask: *How can you use these words with forms of *be going to*?* (Possible answers: *am going to be, is going to be, are going to be*, and so on)
- Ask students to complete the dialog independently. Remind them that reading aloud as they work can help them find the correct order.

### ASSIST

- Play Audio Track 180 twice and have students listen once all the way through before completing the dialog.

### MONITOR

- Play Audio Track 180 twice. First, have students focus on listening comprehension. Then have them check to see if they wrote the words in the correct order. (Answers: *are... going to do, is going to be, are going to dance, is going to sing, is going to skateboard, is going to play, is... going to do, am going to be*)

### ASSIST

- On the board, write the words and phrases that students need to complete the dialog: *am going to be, are, are going to dance, going to do (2), is, is going to be, is going to do, is going to play, is going to sing.*

## Practice 1



### **B Practice the dialog in A with a partner. Then practice again. Make up your own answers.**

- Read the directions aloud and invite students to practice the dialog. Encourage students to switch roles.

### MONITOR

- Listen for correct pronunciation and intonation as students practice.
- Invite students to repeat the dialog, but change the answers. Explain that they can change some of both Samuel's and Melissa's lines. Remind them that they are playing characters, so they do not have to use real names or describe their own talents.

### CHALLENGE

- Have students repeat the original dialog, but change the ending so that Melissa thinks of another talent that she can share at the talent show.
- Invite partners to share their new dialogs with the class.

## Practice 2



### **C Ask and answer the questions with a partner.**

- Read the directions aloud and questions aloud. Have partners talk about their answers together.

### MONITOR

- Listen for correct vocabulary and grammar as students talk.

### 21st Century Problem Solving

- Point out that a talent show is a great way to share talents with a class, parents, or a community. Say: *Everyone can join in when you plan a talent show. Melissa found a way to be part of the show even though she didn't dance, sing, or play an instrument.* Have students brainstorm other ways that students who do not have these skills might join in.

# Checkpoint 7–9 Lesson 3

## Lesson Flow



## Lesson Objective

To put together what I have learned in Units 7–9.

### Checkpoint | Units 7–9

#### 3 Get set.



**STEP 1** Make a poster for a school talent show. First, cut out the strips on page 137 of your Student's Book.



**STEP 2** Glue the strips onto a sheet of paper or poster board.



**STEP 3** Design your poster. Add your own pictures and text. Now you're ready to **GO!**



I think Leia's poster is the best one. It has the coolest design!

#### 4 Go!

- A.** Display your posters around the classroom. Look at all the posters and vote on the best one.
- B.** Make a sign-up sheet for your poster and hang it on the wall. Go around the class and sign up for five other talent shows. Choose a different talent for each one.

NAME	TALENT
Luisa	sing my favorite song
Celia	dance
Ricky	play the piano



- C.** Compare sign-up sheets with your classmates. Work in a group. Tell the group what people are going to do in your talent show.

Ricky is going to play the piano at the talent show!

## Warm-up



**Materials:** Cardboard, examples of effective posters, art supplies

### 3 Get set.

- Have students preview the cutouts on page 137 of their Student's Book. Say: *You'll use these labels to design a talent show poster.* Invite volunteers to read the cards aloud. Explain any unfamiliar vocabulary.
- Use questions to check for understanding. Ask: *What's a talent show?* (a show in which people share different things they are good at) *What's an auditorium?* (a theater) *What does "perform" mean?* (to do something in front of an audience)
- Have students cut out the labels and work independently to create their posters. Give them access to a variety of art supplies.
- Encourage students to add at least three words or phrases to their posters. They might give hints about the types of talents that people will perform at the show.

#### MONITOR

Check for proper pronunciation, appropriate intonation, and correct use of language.

#### ASSIST

Allow students to use the Flashcards from Units 7–9 to help them add additional text to their posters. Provide them with additional vocabulary as needed.

## Lesson Objective



#### INVOLVE

Introduce the lesson objective. Say: *Today I will put together what I have learned in Units 7–9.*

- Students will compare talent show posters and sign up for talent shows.

## Practice 1



### 4 Go!

**A Display your posters around the classroom. Look at all the posters and vote on the best one.**

Read the directions aloud. Display the posters and then take a vote to find the class favorite. Students can create a living pictograph of their votes by standing in front of the poster they like best.

## Practice 2



**B Make a sign-up sheet for your poster and hang it on the wall. Go around the class and sign up for five other talent shows. Choose a different talent for each one.**

Read the directions aloud. Demonstrate how to create the two-column chart for the sign-up sheet. Then have students hang their sign-up sheets next to or below their posters.

- Invite students to sign up for five different talent shows. Remind them to choose a different talent to perform for each show.

## Speaking



**C Compare sign-up sheets with your classmates. Work in a group. Tell the group what people are going to do in your talent show.**

Read the directions aloud. Have students collect the sign-up sheets for their talent show and talk about what people are going to do in each show. Ask students to decide which talent show in their group they think is going to be the best and say why.

### 21st Century Innovation

- Invite students to plan an unusual talent show. Say: *Singing, dancing, and playing instruments are great talents but they aren't very unusual. Many people do these things. What types of talents might you include in an unusual talent show?* Have students share their ideas with the class by explaining what each student is going to do at the unusual talent show.

# Checkpoint 7–9 Lesson 4

## Lesson Flow



Warm-up   Lesson Objective   Practice   Self-assessment 1   Self-assessment 2

## 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.

- What do you usually do on your birthday?
- What do you do on vacation?
- What are you going to do this weekend?
- What hobbies or talents do you have?
- Who's the oldest person in your family? Who's younger than you? Who's the tallest, and who's the shortest?

All About Me Date: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 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.



1

2

3

4

5

6

7

8

9

## Warm-up



- Write the word *journal* on the board. Say: *Looking back at a journal can help you remember what you were thinking in the past.* Have students review their *All About Me* entries on pages 43 or 83. Discuss how their entries would be different if they were to write them again today.

### CHALLENGE

Invite students to write new journal entries for pages 43 or 83. Remind them to add today's date to their new entries.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will think about how well I can use what I have learned in Units 7–9.*

- Students will write a journal entry. Then they will look back at Units 7–9 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. Then have them write answers to the questions.
- Invite students to read their *All About Me* journal entries aloud and compare their answers.

### MONITOR

Check students' writing for correct use of language.

### ASSIST

Provide students with sentence frames to complete. Model: *On my birthday, I usually... . On vacation, I like to... . This weekend, I'm going to... . My favorite hobby is... . I do/don't like being in talent shows because... .*

## 21st Century Critical Thinking

- Use questions to encourage students to make generalizations: *How do most students in our class celebrate their birthday? What will a lot of students be doing this weekend? What are the most popular hobbies in our class?*

### ASSIST

Have students focus on one or two of the listed questions to answer in their journals.

## 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 “Read and circle” exercise on page 120 to help them choose a response. If they circled eight to ten smiling faces, they can practice their English with confidence. If they circled fewer than eight smiling faces, they should probably check *I can ask my teacher for help.*

## Self-assessment 2



### 7 Rate this Checkpoint.

- 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 7–9. Consider whether students require additional assistance, deeper challenges, or more inspiring activities.

# CUTOUTS for Checkpoints

**✂ Cutouts for Student's Book Page 42, Checkpoint Units 1-3**

**My Pen Pal**

I'd like to tell you about my pen pal. \_\_\_\_\_ name is \_\_\_\_\_ (His/Her) \_\_\_\_\_ (Name) lives in \_\_\_\_\_ (He/She) \_\_\_\_\_ (City, Country)

1

---

He/She likes \_\_\_\_\_ (activity) and \_\_\_\_\_ (activity) \_\_\_\_\_ wants to visit me here (He/She) \_\_\_\_\_, too! \_\_\_\_\_ in \_\_\_\_\_ (where I live)

4

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Checkpoint Cutouts Units 1-3 133

**✂ Cutouts for Student's Book Page 42, Checkpoint Units 1-3**

\_\_\_\_\_ (Name) loves eating \_\_\_\_\_ (adjective) \_\_\_\_\_ food. \_\_\_\_\_ (His/Her) favorite dish is \_\_\_\_\_ (food). \_\_\_\_\_ (He/She) eats it \_\_\_\_\_ (how often). I'd like to try it, too!

2

---

\_\_\_\_\_ (Name) \_\_\_\_\_ has \_\_\_\_\_ (adjective) \_\_\_\_\_ hair. \_\_\_\_\_ (His/Her) hair is \_\_\_\_\_ (adjective). \_\_\_\_\_ (He/She) is really \_\_\_\_\_ (adjective).

3

134 Checkpoint Cutouts Units 1-3

**✂ Cutouts for Student's Book Page 82, Checkpoint Units 4-6**

sore eyes	ate too much candy
sore throat	have a cold
stomachache	have a cough
sneezing	used the computer too much
	played too many video games
	allergies while playing outside
	drank too much lemonade
	watched too much TV

Checkpoint Cutouts Units 4-6 135

**✂ Cutouts for Student's Book Page 122, Checkpoint Units 7-9**

**SCHOOL TALENT SHOW**

**Wednesday, May 9th**

**6:00 P.M. - 7:30 P.M.**

**School Auditorium**

**Vote for the best talent!**

**Sign up to perform by Friday, May 4th.**

Checkpoint Cutouts Units 7-9 137

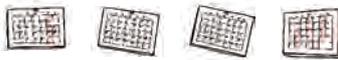
# STICKERS

## 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 look. There is one example.



**Getting Ready for School**

Time Susan woke up: 7:30

1 What she's having for breakfast: fruit and yogurt

2 How she's getting to school: riding her bike

3 What homework she did for today: math

4 What she's doing after school: soccer practice

5 Her chore for today: clean her bedroom

124 Listening A

## Listening A

In this part, students listen to a dialog and take notes.

### Do the test

- 1 Ask students to turn to page 124. 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 look. There is one example.

**Woman:** What time did you wake up, Susan?

**Girl:** The same time I always wake up.

**Woman:** At seven o'clock?

**Girl:** I overslept a bit. I woke up at seven thirty.

**Narrator:** Can you see the answer? This is an example. Now you listen and write. One.

**Woman:** Would you like something for breakfast?

**Girl:** Some fruit and yogurt – that's all.

**Woman:** How about some cereal, too?

**Girl:** No, thanks, Mom. I'm not that hungry.

**Narrator:** Two.

**Woman:** Susan, I think you missed the bus.

**Girl:** It's OK. I can ride my bike.

**Woman:** You'd better hurry. It's getting late.

**Girl:** OK. I'm almost ready.

**Narrator:** Three.

**Woman:** Did you do your homework for today?

**Girl:** Yes. Just math. I didn't have any homework for any of my other subjects.

**Woman:** Well, don't forget to put it in your backpack. You forgot your reading homework yesterday.

**Girl:** Don't worry – I won't forget!

**Narrator:** Four.

**Woman:** What are you doing after school today?

**Girl:** I have soccer practice.

**Woman:** What about your guitar lesson?

**Girl:** Mom, today's Tuesday. My guitar lessons are on Wednesday.

**Woman:** Oh, that's right.

**Narrator:** Five.

**Girl:** Can I visit Cheryl tonight?

**Woman:** As long as you do your chores first.

**Girl:** I have to clean the living room, right?

**Woman:** No, I'm going to do that. Just clean your bedroom.

**Girl:** OK. I'd better go now.

**Woman:** Have a nice day, honey!

**Girl:** Bye, Mom. See you when I get home!

**Narrator:** Now listen again.

– 5 questions –

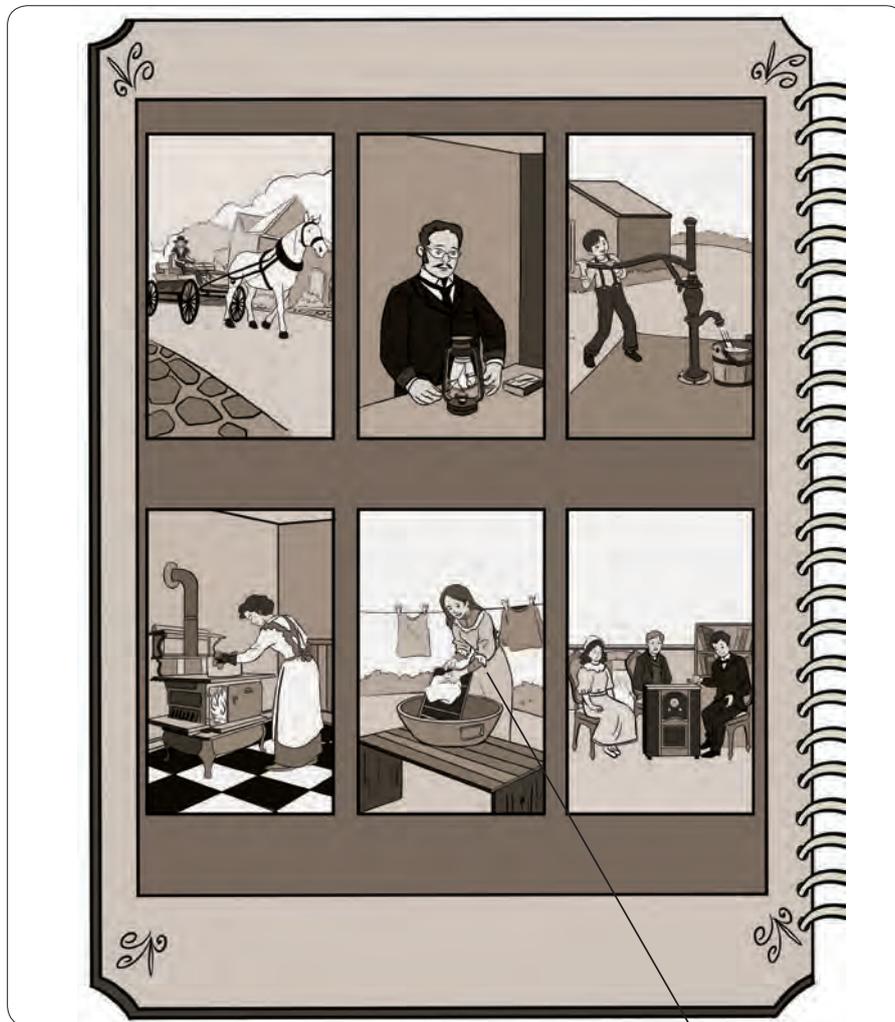


Listen and look at the pictures. There is one example.

Tim

Emma

Frank



Jack

Jane

Mary

Listening B 125

## 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 125. Read the names aloud and ask students to repeat after you.
- 2 Ask students to describe the pictures: *What kind of animal is this?* (a horse) *What is the horse pulling?* (a buggy)
- 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.

**Narrator:** Listen and look at the pictures. There is one example.

**Man:** Look, here are some old family photos.

**Girl:** How old are the pictures?

**Man:** Oh, they're old. Some of them are older than me!

**Girl:** Wow! Tell me about them, Great Granddad.

**Man:** Here's a picture of my sister when she was your age.

**Girl:** Aunt Mary?

**Man:** Yes, that's right.

**Girl:** What's she doing?

**Man:** She's doing laundry. We didn't use washing machines back then. We used to wash clothes by hand.

**Narrator:** Can you see the line? This is an example. Now you listen and draw lines. One.

**Girl:** Who is this?

**Man:** We called him Uncle Frank. He was a friend of my father's.

**Girl:** What is he doing with that candle?

**Man:** Actually, it's not a candle. It's an oil lamp. That's what we used for light when I was a little boy.

**Girl:** You didn't have electricity in those days?

**Man:** We did have electricity, but only for a few hours each day.

**Narrator:** Two.

**Girl:** Wow. This is an old one! A horse and buggy! Didn't you have cars?

**Man:** There were a few. But they were rare.

**Girl:** Who is the person in the buggy?

**Man:** That was our neighbor, Emma. She lived next door.

**Narrator:** Three.

**Girl:** It's hard to imagine a life without TVs and computers. What did you do in your free time?

**Man:** Well, it wasn't boring, I can tell you that. We spent lots of time outdoors playing games. We read books, wrote letters, and listened to the radio.

**Girl:** Like in this picture?

**Man:** Yes, we would gather in the living room and listen to our favorite programs.

**Girl:** Who's that man in the middle?

**Man:** That was my uncle Jack. He was my mother's brother.

**Narrator:** Four.

**Girl:** It must have been hard not to have electricity and other modern conveniences.

**Man:** Well, life was different... a little slower, and sometimes a little harder. Here's a picture of my aunt Jane baking bread in a coal stove.

**Girl:** Wow. The oven is so big. It looks like it was really hot.

**Man:** It was. We had to be careful not to burn ourselves.

**Narrator:** Five.

**Girl:** Who is the small boy?

**Man:** That's my cousin, Tim.

**Girl:** Why is he pumping water?

**Man:** Because we didn't have running water in those days.

**Girl:** Wow. Thanks for showing me these pictures, Great Granddad. That was fun!

**Narrator:** Now listen again.

127 Listen and look. There is one example.

– 5 questions –

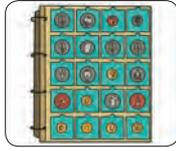
What is Martin's hobby?



A



B



C

1 What does Jane like to do?



A



B



C

2 Which instrument does Anthony know how to play?



A



B



C

3 What is the boy's favorite sport?



A



B



C

4 What is the class going to do?



A



B



C

5 What are they going to do later on?



A



B



C

## Listening C

In this part, students listen for information and then check the correct picture.

### Do the test

- 1 Ask students to turn to pages 126–127. 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 and activities shown. (*What is the girl in this picture doing? What kind of instrument is the boy playing? 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:** Look at the pictures. Listen and look. There is one example. What is Martin's hobby?

**Woman:** Welcome to class. Since this is our first day, let's introduce ourselves. My name is Mrs. Wilson. What's your name?

**Boy:** Martin.

**Woman:** How old are you, Martin?

**Boy:** I'm ten years old.

**Woman:** Do you have any hobbies?

**Boy:** Yes, I like to collect coins.

**Woman:** That's an interesting hobby. I'm a collector, too. I collect seashells.

**Narrator:** Can you see the checkmark? Now you listen and check the box. One. What does Jane like to do?

**Woman:** Hello! What's your name?

**Girl:** My name is Jane, and I'm eleven years old.

**Woman:** And what do you like to do?

**Girl:** I like to dance.

**Woman:** I'll bet you like to sing, too.

**Girl:** I wish I could sing, but I have a terrible voice.

**Narrator:** Two. Which instrument does Anthony know how to play?

**Woman:** And what about you, Anthony? Do you like to dance and sing?

**Boy:** Not too much. But I do like music.

**Woman:** Do you know how to play any instruments?

**Boy:** Yes, I can play the guitar.

**Woman:** The guitar! What a beautiful instrument.

**Narrator:** Three. What is the boy's favorite sport?

**Woman:** Do we have any sports fans in our class?

**Boy:** Yes! I live for sports.

**Woman:** Which one is your favorite?

**Boy:** Baseball, of course.

**Woman:** I'm a soccer fan, myself.

**Narrator:** Four. What is the class going to do?

**Woman:** I have an idea. Let's write about ourselves.

**Boy:** Do you mean a story?

**Woman:** It can be a story. Or it can be a paragraph about your hobbies.

**Boy:** Can I write about my stamp collection?

**Woman:** Of course. Write about anything you want.

**Narrator:** Five. What are they going to do later on?

**Woman:** After we finish writing, we can do something fun.

**Girl:** Can we play checkers?

**Woman:** I'm sorry, but we don't have checkers. But we do have a chess set.

**Girl:** I don't know how to play chess.

**Woman:** It's really not that hard. I'll teach you how.

**Narrator:** Now listen again.

- 5 questions -

Look and read. Choose the correct words and write them on the lines.



a slide



chess



a guitar



a birthday cake



actors



a comic book



a video game



a robot

Example

This is a game you play on a computer or TV screen.

a video game

Questions

1 This is a musical instrument with strings.

a guitar

2 These are the people in a play or movie.

actors

3 This is a game you play on a board by moving pieces.

chess

4 This is a book that tells a story with pictures and speech balloons.

a comic book

5 This is a machine that does work for people.

a robot

# Reading & Writing A

In this part, students match words with their correct definition.

## Do the test

- 1 Ask students to turn to pages 128–129. Read the directions aloud.
- 2 Write the example definition on the board. Elicit and underline the key words that help you find the answer, e.g. *on a computer, TV screen*.
- 3 Ask students to underline the key words in the rest of the definitions (i.e. the words that help them decide on the answer).
- 4 Give them some time to do the task on their own.
- 5 Ask students to compare answers in pairs.
- 6 Check answers. Make sure students' handwriting is legible and that they have spelled the words correctly and included the article *a*.

– 6 questions –

Read the text and choose the best answer.

Paul is talking to his friend Vicky.



## Example

Vicky: Hi, Paul. What are you doing?

- Paul: **A** I'm fine, thank you.  
**B** I had a party.  
**C** I'm making a cake.

## Questions

1 Vicky: What is it for?

- Paul: **A** It's for my parents' anniversary.  
**B** On the last day of the year.  
**C** It's two days until Mother's Day.

2 Vicky: Would you like some help?

- Paul: **A** OK. What time?  
**B** Sure, I would love to.  
**C** That would be great.

3 Vicky: What would you like me to do?

- Paul: **A** You can beat the eggs.  
**B** No thanks, I don't like eggs.  
**C** Two eggs are better than one.

4 Vicky: Should I use this bowl?

- Paul: **A** It's not as big as the other one.  
**B** No, use the bigger one.  
**C** Because I like to do it.

5 Vicky: And then what are we going to do?

- Paul: **A** Mix everything and put it in the oven.  
**B** Flour, eggs, and milk.  
**C** The oven is hot now.

6 Vicky: When will it be finished?

- Paul: **A** Every once in a while.  
**B** In about an hour.  
**C** It lasts a long time.

## Reading & Writing B

In this part, students read a dialog and choose the correct response.

### Do the test

- 1 Ask students to turn to pages 130–131. Read the directions aloud.
- 2 Discuss the example together. Ask students to find evidence in the picture to justify the answers.
- 3 Read the first part of each conversation extract to the class (e.g. *What is it for?*), and ask students to respond without looking at the answer choices.
- 4 Give students some time to read the conversation and to choose the best answer from the choices.
- 5 Ask students to compare answers in pairs.
- 6 Check answers. Explain why the other answer choices are wrong.



132 Speaking

## Speaking

In this part, students continue a story by describing a series of pictures.

### Do the test

- 1 Ask students to turn to page 132. Make sure that they know the vocabulary necessary to describe what's happening in each picture.
- 2 Read the first part of the story to students: *These pictures tell a story. It's called "Collecting Seashells." Lisa is on the beach. She has a bag, and she is looking for seashells.*
- 3 Give students time to look at the pictures before they continue with the narration. When they are ready, invite a student to tell the rest of the story to you. Alternatively, you could have students work in pairs. Invite partners to take turns telling the story to each other.
- 4 Ask students to tell their version of the story to the class.

### Possible answer

Lisa is on the beach. She has a bag, and she is looking for seashells. She finds a lot of shells and puts them in the bag. When she gets home, she sorts them out. Later, she picks the best ones and puts them in a picture frame.

# GAME BANK

Games are a great way for students 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/her teammates to guess. If the team guesses correctly, they win a point. Then Team B takes a turn.

### Concentration

Have pairs use a set of Flashcards and phrase cards. 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, they keep the pair. The student with the most cards at the end of the game wins.

### Simon Says

Review the unit vocabulary by playing a quick game of *Simon Says*. Scatter several Flashcards around the room. Give directions such as *Simon says make a circle around (the oatmeal)*. *Simon says line up behind (the chicken curry)*. *Pick up (the yogurt)*. 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.

### Yes or No

With the whole class, review a related set of Flashcards. Encourage everyone to say the words aloud with you. Then mix up the cards (without looking) so they are in a different order. Pick a card without looking at it and hold it over your head with

the picture facing the class. You try to guess which card you are holding. If you guess right, children shout *Yes!* If you guess wrong, they shout *No!* and you keep guessing words from the same set.

## Vocabulary and Word Games

### Bingo

Give each student a blank grid divided into nine squares, plus a small number of items such as beans or pennies. Write a list of 15–20 vocabulary items on the board. Have students write the names of any nine of these items on the card – one in each square, in no particular order. Call out the names of the items randomly. If a student has the item on his or her card, he or she places one of the beans on the square. The first person with three items in a row is the winner.

### 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.

### Hide-and-Seek

Play a version of *Hide-and-Seek* with the class. Prepare a number of index cards with names of key vocabulary items on them. Tell students to close their eyes and count in unison to 10, while you secretly give one card to a student in the class. After they count to 10, students open their eyes, look around at their classmates' faces, and try to guess who has the card. Choose only a set number of students to try to guess, like three or four. If students guess who has the card, the card holder has to make a sentence with the word. If they don't guess, the person can give the card to

another student, and he/she has to make a sentence using the word. Repeat with the rest of the 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 (b).* Students ask questions to guess the person or object you are thinking of.

### **Mad Lib**

Ask students to name some comparative adjectives and write them on the board. Then write this sentence on the board: *A mouse is \_\_\_\_ than an elephant.* Have volunteers read the sentence substituting each comparative adjective in the blank space. The key is to get lists of words that, when inserted into the sentence, make some silly combinations.

### **Odd Word Out**

Working in pairs or small groups, children create groups of four words: three words are related thematically (you may want to set the categories, such as *hobbies* or *parts of the body*) and a fourth word is not. Model some examples of these types of groups on the board if needed. Other pairs or teams compete to be first to find the word that doesn't belong.

### **Question Chain**

Divide students into groups. Have each group sit in a circle. Select one of the groups to model the game. Start the game by asking the first student a question that reviews a vocabulary group – for example, *What's your favorite (hobby)?* The first student answers: *I like (collecting coins).* The first student then turns and asks the question to the next student. Continue around the group until all students have answered the question. You may want to write a list of questions on the board so that students can continue the game by doing a round with each question.

## **Writing and Spelling Games**

### **Hangman**

Choose a word or phrase (e.g., *Taos, New Mexico*) and write a line for each letter, any punctuation such as commas, and any spaces between the words, on the board. Elicit a letter from an individual. If the letter is in the word or phrase, write it on the correct line. If not, then start to draw a person, one part at a time. Explain that the word needs to be guessed before the person is fully drawn. Once students are comfortable with the game, you can invite an individual to choose a word and lead the game.

### **Spelling Relay**

Divide the class into teams. Have the teams line up at the back of the classroom. If you have a whiteboard or chalkboard, give the first child in each line some

chalk or a marker. You write a lexical category on the board (e.g., *animals, food, activities*) and say, *Go!* The first child 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/marker to the next in line. Continue until a set number of items has been written or a time limit is reached. Give a point for each correctly spelled word.

### **Inspirations!**

On small blank cards, paste photos or illustrations from magazines or write words or phrases you want the class to review or practice using. Each set of such cards may have something in common, such as a subject or a progression of events through time. Divide the class into small groups and give each group a set of cards. Children then write a story choosing one card for every sentence, using the pictures for inspirations for their stories.

### **Memory Game**

Use this game to review verb tenses or vocabulary sets. You can easily vary the format of this game to review verb tenses or any vocabulary set. Sit with the whole class in a circle. You start by saying a sentence like *I went to Mars and I took my camera.* The student on your right repeats your information and adds his/her own: *She went to Mars and she took her camera. I took my backpack.* Continue with the next student, in order, until a student can't remember the whole list. Start the game again with the next student.

# AUDIO SCRIPTS

## Student's Book and Workbook

### Welcome Unit, Welcome to Class!

#### Student's Book page d. Activity 9 6

##### Read and complete. Listen and check.

- 1 I have one brother. He is small. He has brown eyes. He likes baseball but he doesn't like soccer very much.
- 2 My sister is tall. She has brown hair. She loves sport and she plays basketball on the weekends.
- 3 My Mom has green eyes. She plays the guitar very well. She is a music teacher and is always singing.
- 4 My Dad is so funny. He has brown hair and he loves movies. He goes to the movie theater every Saturday.

### Unit 1, Kids in My Class

#### Workbook page 3. Activity 3 11

##### Listen and write.

It's the first day of school.  
We're back in our classes.  
Everybody looks different,  
And I have new glasses!  
Who's that girl  
Standing over there?  
She's taller than me.  
She has curly dark hair.

##### *In my class are the same friends I know.*

##### *But we all change. We all grow.*

It's the first day of school,  
And I'm back in my chair.  
Everybody looks different.  
Now I have straight hair.  
Who's that girl?  
Oh, wait, that's Marie!  
Last time I saw her,  
She was shorter than me!

##### **Chorus**

#### Student's Book page 8. Activity 10 14

##### Listen and stick.

- A:** Hi, Sandra.  
**B:** Oh, hey, Kevin. Are you shopping with your family?  
**A:** Yeah. How about you?  
**B:** I'm here with my cousins.  
**A:** Your cousins?  
**B:** Yeah. That's Maddie over there. She has blond hair.  
**A:** Wait, is her hair curly?  
**B:** No, that's Donna. She has curly hair.  
**A:** Oh.  
**B:** And do you see those boys over there?  
**A:** Yeah.  
**B:** My cousin Henry is kind of short... and he has short, brown hair...  
**A:** And glasses?  
**B:** No, he doesn't wear glasses. Oh, he's just trying on some sunglasses. And then next to Henry... that's Joseph. He's tall and has dark, brown hair.  
**A:** Oh, yeah. I see him. Wow, you have a lot of cousins.  
**B:** Uh-huh. We like to go shopping together... Well, see you at school.  
**A:** Yeah, bye!

#### Workbook page 5. Activity 7 15

##### Listen and check.

- A:** Hi Martin. Is that a picture of your family?  
**B:** Yes, it is. That's my cousin Ruby.  
**A:** Wow, your cousin is tall!  
**B:** I know... she's taller than my dad.  
**A:** Who's that?  
**B:** That's my other cousin Philip.  
**A:** Wow. His hair is longer than mine!  
**B:** He likes to play soccer and baseball.  
**A:** Who's that?  
**B:** My grandma.

- A:** Well, I really like her hair. It looks blue!
- B:** It is blue. She changes the color every month.
- A:** And her glasses are blue, too.
- B:** Yeah, she matches them to her hair!

### Workbook page 8. Activity 14 17

**Listen, read, and circle. Which animal can have the most babies at one time?**

Some scientists say the chance of having identical quadruplets is only 1 in 13 million. Not if you're a nine-banded armadillo! These armadillo moms give birth to up to 56 pups in their lifetime. And every time they give birth, they have FOUR identical babies at a time. That means that an average armadillo has a record-breaking fourteen sets of quadruplets. That's impossible for humans and very rare in the animal kingdom.

Multiple births are very common in the animal kingdom. Often, this is because not all the babies survive. Cats usually give birth to 3 to 5 kittens, and some dogs have 5 to 10 puppies. These little brothers and sisters look alike, just like brothers and sisters in human multiple births, but they are very rarely identical.

Other animals rarely or never have multiple births. Usually, smaller animals have more babies and larger animals have fewer. Elephants have only one baby at a time. Whales almost always have only one baby at a time. These animals have a very different relationship with their offspring.

However, pigs are different. They are larger than other farm animals, but they have a lot of babies. Sometimes they have 20 piglets at a time!

### Student's Book page 13. Activity 23 20

**Listen and find. Then say.**

/air/ /air/ chair /ear/ /ear/ hear

### Workbook page 12. Activity 27 23

**Listen and write.**

A boy with big ears and fair hair

Hears the twins on the stairs.

A boy with big ears and fair hair

Hears the twins sit on their chairs.

### Student's Book page 14. Activity 26 24

**Listen and complete the sentences.**

- 1 You can have a turn.      2 Can I help you?
- 3 You can go first.        4 You dropped something.

## Unit 2, Our Schedule

### Student's Book page 17. Activity 4 29

**Listen and complete.**

- 1 **A:** How often do you go to the dentist?  
**B:** I usually go twice a year. I don't mind it though.
- 2 **A:** How often do they go on vacation?  
**B:** I think they go on vacation every winter. They sometimes go skiing.
- 3 **A:** What does she do every week?  
**B:** She eats out with her parents every Friday. She loves going to restaurants.
- 4 **A:** How often do you watch a movie?  
**B:** We watch a movie about four times a month, on Saturdays.

### Workbook page 15. Activity 3 30

**Listen and circle.**

There are a lot of things

That I do every day,

Like go to school, watch a movie,

Stay up late, and play!

But there are a lot of other things

I don't want to do so much,

Like go to the dentist, do the dishes,

Make my bed, and such.

**How often do you do these things?**

**Every day? Once a week? Once a year?**

I take out the trash

On Tuesdays before school.

And I feed our funny cat,

But I don't mind – she's cool.

**Chorus**

### Student's Book page 20. Activity 10 33

**Listen and stick. Number the pictures.**

- 1 **A:** Hi, Alyssa. Wow, you look happy.  
**B:** I am. It's the last day of the month.  
**A:** Yeah, so?  
**B:** My parents give me my allowance today.  
**A:** How often do you get your allowance?  
**B:** Twice a month.

- 2 A:** Hey, Justin. What are you doing tonight?  
**B:** My parents and I are watching a movie and ordering a pizza.  
**A:** That sounds like fun. How often do you do that?  
**B:** Once a week – every Friday. Do you want to come over?  
**A:** Sure!
- 3 A:** What are you doing after school, James?  
**B:** Oh, I have to go home and walk the dog.  
**A:** How often do you do that?  
**B:** Three times a week, on Mondays, Wednesdays, and Fridays.  
**A:** Oh.  
**B:** My sister does it on the other days. We take turns.  
**A:** Can I come?  
**B:** Sure.
- 4 A:** Hi, Naomi.  
**B:** Oh, hi. What day is today?  
**A:** It's Tuesday. Why?  
**B:** Ugh. It's my day to wash the clothes.  
**A:** Oh. How often do you wash the clothes?  
**B:** Once a week – every Tuesday.  
**A:** I'm not busy this afternoon. Do you want some help?  
**B:** Sure, thanks!

### Workbook page 17. Activity 7

#### Listen and complete the sentences.

- 1 A:** Dad, are we going to the baseball game Saturday morning?  
**B:** No, Mindy, we aren't.  
**A:** Oh. So then what are we doing?  
**B:** We're going to the supermarket.  
**A:** That's no fun!  
**B:** We'll go to the game in the afternoon.
- 2 A:** Hey, Julian, do you want to go to the movies?  
**B:** Sure, Billy. When?  
**A:** How about Saturday afternoon?  
**B:** I'm visiting my grandparents Saturday afternoon. How about Sunday?  
**A:** Okay, let's go Sunday afternoon.
- 3 A:** Hi, Brad, what are you doing this summer?  
**B:** Hi, Jenna. My family always goes to the beach.  
**A:** That sounds fun! I'm going to visit my cousins.  
**B:** How often do you see them?  
**A:** About four times a year.
- 4 A:** Suzanne, are you going to the park?  
**B:** No, I can't. I have soccer practice today.

**A:** Oh well. How often do you have practice?

**B:** Three times a week.

- 5 A:** Hey, Joey, do you want to play with me after school?

**B:** I'm going to walk my dog.

**A:** How often do you walk your dog?

**B:** Well, I walk him every afternoon.

**A:** That's good exercise.

### Workbook page 20. Activity 15

#### Listen, read, and circle. What do children love?

When big companies are going to make an ad, they use four things to make us buy.

For cereals and different foods, they create a cartoon character. Children love cartoon characters. When children see them, they want to buy!

For products like sneakers, coffee, and perfume, they choose famous actors and athletes. We like to buy the things that these people use.

Companies use other tools for selling, too. Things we can read or hear. For example, they use slogans. They're catchy phrases we can't forget when we think about a product.

Companies also use images with bright colors and great photos. Exciting billboards help sell products because they catch our eye and make us think about the product.

### Student's Book page 25. Activity 23

#### Listen and find. Then say.

/ur/ /ur/ surf /ir/ /ir/ bird

### Workbook page 24. Activity 28

#### Listen and write.

Two girls with red curls,      Two boys with white shirts  
 Two cats with black fur,      Are watching birds!

## Unit 3, Food Around the World

### Student's Book page 29. Activity 4

#### Listen and say the foods from 1.

- A:** Hello. My name is Isabella. I'm from Italy. For breakfast I like to eat yogurt, yogurt with fruit. And for lunch... I eat pasta with vegetables. It tastes good, and it's good for you.
- B:** Hi. I'm Mei Lin, and I'm from China. In the morning, I like to eat a steamed bun. It's like bread. It has beans inside. It's sweet and delicious! For lunch, I like to eat a big bowl of soup... noodle soup. I love noodles.

- C:** Hi. I'm Oliver, from Scotland. I like to eat oatmeal in the morning. It's nice and warm. And for lunch I like to have chicken curry. Curry is yummy!
- D:** Hi. My name's Angela, and I'm from Mexico. At breakfast time, I like to eat eggs. I eat them with tortillas. Tortillas are like bread, but they're made from corn. And for lunch I like rice and beans. It tastes great.
- E:** Hello, I'm Alan. I live in the United States. I like having cereal in the morning... cereal with milk. I love grilled cheese sandwiches, so I always have one for lunch. Mmm... it's my favorite kind of sandwich.

### Workbook page 27. Activity 3

**Listen and number in order. Which food is in the song? Put a check or a cross.**

"Would you like some noodle soup?

Tonight it tastes really nice!"

Sam says, "No, Dad, not right now.

But thanks so much – thanks, anyhow."

**Come on, Sam, please have a little taste!**

**Come on, Sam, don't make a funny face!**

"How about a sweet steamed bun?

It's really yummy. Come on, try one!"

Sam says, "No, Dad, not right now.

But thanks so much – thanks, anyhow."

"Would you like some chicken curry?"

"No thanks, Dad. I'm in a hurry!"

Sam says, "No, Dad, not right now.

But thanks so much – thanks, anyhow."

#### **Chorus**

"Come on, Sam. Just one little bite!"

"Oh, really, Dad. Oh, all right!

Mmm. Hey, you're right. It's great!

Please put some more on my plate!"

### Student's Book page 32. Activity 9

**Listen and stick. Write a word from the box next to each picture.**

- 1** **A:** What's that?  
**B:** It's a smoothie.  
**A:** What kind of smoothie?  
**B:** A green mango smoothie. It's really good. Would you like to try some?  
**A:** Uh... I'm not sure. It looks kind of weird. How does it taste?  
**B:** It's a little sour, but it's really good. Come on, try it.

- A:** Mmmm. It is good.  
**B:** Yeah, and it's loaded with vitamins.

- 2** **A:** What are you eating?  
**B:** Chips and salsa.  
**A:** Chips?  
**A:** Yeah.  
**B:** But they're BLUE.  
**A:** Yeah... they're blue corn tortilla chips. They're made from blue corn.  
**B:** Blue corn?  
**A:** Yep.  
**B:** Are they salty?  
**A:** Yeah. Would you like to try one?  
**B:** OK. Yum! It's just like a regular tortilla chip. May I have another one?
- 3** **A:** Hey, something smells good.  
**B:** Oh, thanks... I'm making chili. It has meat, beans, peppers...  
**A:** Is it spicy?  
**B:** Yes, a little. Would you like to try it?  
**A:** OK.  
**B:** What do you think?  
**A:** It's... good. But a little too spicy for me!
- 4** **A:** Do you want some dessert? I made flan.  
**B:** What's that?  
**A:** It's... like pudding. It has milk, eggs, sugar...  
**B:** Is it sweet?  
**A:** Yes, it's a little sweet. Would you like to try some? Here...  
**B:** Wow... that is GOOD.  
**A:** Thanks. Glad you like it!

### Workbook page 29. Activity 7

**Listen and check (✓) the answers.**

- 1** **A:** What would you like for lunch, Pablo?  
**B:** What do you have?  
**A:** Well, we have rice and beans, vegetables, and pizza.  
**B:** I'd like rice and beans and vegetables, please.
- 2** **A:** What are you eating, Susan?  
**B:** It's vegetable curry. Would you like some?  
**A:** Sure... Oooh, it's spicy.
- 3** **A:** Grandma, what would you like for breakfast?  
**B:** I'd like some yogurt and fruit.  
**A:** Would you like some sugar?  
**B:** No, thank you.

- 4 **A:** Anna-Marie, would you like some corn tortillas?  
**B:** Sure.  
**A:** Do you like them?  
**B:** No, I don't. They're very salty.
- 5 **A:** I'm thirsty.  
**B:** Would you like orange juice or lemonade?  
**A:** Orange juice, please... oh, that's too sweet!  
**B:** How about lemonade?  
**A:** Okay... Oh, that's too sour!  
**B:** Hm, how about some water?  
**A:** Perfect! More, please.

### Workbook page 30. Activity 9

**Listen and check (✓). Then complete the sentences.**

- 1 **A:** Linda, what would you like to drink?  
**B:** I'm really thirsty. I'd like some milk.  
**A:** What about lunch? They have chicken curry, noodle soup, rice and beans, and steamed buns.  
**B:** Hmm, I'd like noodle soup.
- 2 **A:** Paul, what would you like to drink?  
**B:** What do they have?  
**A:** Lemonade, apple juice, and milk.  
**B:** Oh, then I'd like apple juice.  
**A:** How about lunch?  
**B:** I'd like some rice.  
**A:** Would you like chicken curry with rice or rice and beans?  
**B:** Rice and beans, please.
- 3 **A:** Maria, what would you like to drink?  
**B:** Something sweet...  
**A:** Would you like lemonade or apple juice?  
**B:** I'd like lemonade, please.  
**A:** And for lunch?  
**B:** I'd like steamed buns, please.  
**A:** Okay, sounds good.

### Workbook page 32. Activity 14

**Listen, read, and complete. Which food can be both low-fat and full-fat?**

We need to eat a balanced diet. That means we should eat foods from each of the five food groups every day. The main food groups are grains, vegetables, fruit, protein, and dairy.

Look at the My Plate picture. This shows the amount of each food group we should eat. It's very important to get the right balance.

The vegetables section is bigger than all the others. So we should eat more of them than any other food. The grains section is also very important. We need to eat a little more of them than protein. Fruit is also important, but it has a lot of sugar in it, so we can't eat too much. And dairy foods aren't always low-fat. A lot of dairy foods can make us fat. That's why the dairy section is smaller than all the others.

Would you like to be healthier? Then remember to always use My Plate as a guide at mealtimes.

### Student's Book page 36. Activity 16

**Complete the sentences. Use so or because. Then listen and check.**

We use so and because to connect sentences.

I like being healthy. I eat yogurt and fruit for breakfast.

I like being healthy, so I eat yogurt and fruit for breakfast.

I love eating watermelon. It's delicious.

I love eating watermelon because it's delicious.

- 1 I like eating meat, so I often have chili.  
 2 I like eating oatmeal for breakfast because it's warm and yummy.

### Student's Book page 37. Activity 21

**Listen and find. Then say.**

/i/      /le/      /e/      /a/

/i/      /le/      /e/      /a/

pencil    apple    camel    medal

### Workbook page 36. Activity 25

**Listen and write.**

Take your pencil.      Draw a medal.

Draw a camel.      Draw some bubbles.

### Student's Book page 38. Activity 24

**Listen and complete. Use words from the box.**

- 1 I like chips, but popcorn is healthier.  
 2 Cookies are delicious, but they have a lot of sugar. I'll have an apple.  
 3 I love donuts, but they're not really good for me. Yogurt is better.  
 4 I had some cake last night. Today, I want to have some carrots for a snack.

## Checkpoint, Units 1–3

### Student's Book page 41. Activity 2 65

**Get ready. A. Complete the dialog. Write the numbers. Then listen and check.**

- A:** We have a new social studies teacher. Her name is Ms. Hart.
- B:** What is she like?
- A:** She's really nice. And she's funny, too!
- B:** Oh, I think I saw her. Does she have long, blond hair?
- A:** No, that's Ms. Roberts. Ms. Hart's hair is shorter than Ms. Roberts'. And Ms. Hart wears glasses.
- B:** Interesting. When do you have social studies?
- A:** Every Tuesday and Thursday. Right now we're learning about India. Ms. Hart brought some Indian vegetable curry to class.
- B:** Really? Was it spicy?
- A:** Yeah. I loved it! Yesterday we learned about Spain, and Ms. Hart brought us hot chocolate and churros. Today we're learning about Italy. Ms. Hart is bringing pizza to class.
- B:** Stop. You're making me hungry!

## Unit 4, How Do You Feel?

### Workbook page 41. Activity 3 70

**Listen and write. Use the words from the box.**

You're coughing and you're sneezing.  
You need to stay in bed.  
I think you have a fever.  
Here, let me feel your head.  
You shouldn't go to school today.  
You should stay home instead.

**When you're sick or feeling blue,  
Your family takes good care of you.**

You have a fever and a cold.  
Here's what I suggest:  
You should drink some tea and juice.  
Stay in bed and rest!  
Listen to your dad, now,  
Taking care of yourself is best.

**Chorus**

### Student's Book page 48. Activity 9 73

**Listen and stick. Write the number.**

- 1 A:** Hey, Mom! Are you ready to... Hey, what's wrong?  
You look terrible!

- B:** Sorry, Betty. I have a really bad headache. I don't think I can take you shopping today.
- A:** That's OK. You should get some rest. You look really tired.
- B:** Thanks. Maybe I should take some medicine, too.
- A:** Of course! Let me get some for you, Mom.
- 2 A:** Dad... I feel sick.
- B:** Really? What's wrong?
- A:** I have a sore throat, and my body aches.
- B:** Oh, no. It looks like you have a cold. Let me see if you have a fever. Yep... you have a fever.
- A:** I feel terrible!
- B:** You should eat some hot soup and go right to bed. I'll call the doctor and get you some medicine.
- 3 A:** Hey! Are you OK? That was a really bad fall.
- B:** Yeah. I think... Oww! My arm hurts.
- A:** You should see a doctor... and maybe have an X-ray.
- B:** Yeah. That's a good idea. Can you help me with my bike?
- A:** Sure. Let me take it.

### Workbook page 43. Activity 7 74

**Listen and match.**

- 1 A:** What's the matter, Michael?  
**B:** My stomach hurts.  
**A:** Would you like some crackers? They help me feel better.  
**B:** Okay.
- 2 A:** What's the matter, Vicky?  
**B:** I don't know. I don't feel good.  
**A:** It feels like you have a fever. You should lie down and rest.
- 3 A:** Hey Jinsoo, are you okay?  
**B:** No, I have a bad headache.  
**A:** You should take some aspirin and drink some water.  
**B:** You're right.
- 4 A:** Hey, Emily, what's wrong with your big sister?  
**B:** Millie is sick.  
**A:** That's too bad.  
**B:** Well, she always stays up late and eats junk food.  
**A:** Hmm, she should take better care of herself.
- 5 A:** Dennis, your grandfather looks so young! I can't believe he's 85!  
**B:** I know. He takes care of himself.

- A:** What does he do?  
**B:** He eats well, he exercises, and gets plenty of sleep.
- 6 A:** Sally, what's the matter?  
**B:** I can't stop sneezing. I feel terrible.  
**A:** It sounds like you have allergies.

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## Workbook page 46. Activity 13

### Listen, read, and complete. When should we use tissues?

#### About Germs

We try to stay healthy, but there are tiny enemies all around us called germs. They're always there, but we can only see them with a microscope. Unfortunately, they can cause diseases.

#### Where Are Germs?

They are everywhere. In the air, on old food, in dirty water, and on everything we touch with our dirty hands: the sink, the bathtub, our toothbrush, the TV remote control, and our computer keyboards.

#### Kinds of Germs

There isn't just one kind of germ, there are at least four. Each one is a little different. The main ones are bacteria, viruses, fungi, and protozoa.

#### How Do We Protect Ourselves?

We can wash our hands often and keep the house clean. When we have a cold or a cough, we should use tissues. Also, we should stay at home, so our germs don't spread.

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## Student's Book page 53. Activity 21

### Listen and find. Then say.

/wr/ /wr/ write /kn/ /kn/ knee

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## Workbook page 50. Activity 25

### Listen and write.

What's wrong, wrong, wrong?	And his wrist, wrist, wrist.
The knight knocked his	I know! Wrap his knee
Knee, knee, knee,	And wrap his wrist!

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## Student's Book page 54. Activity 24

### Listen and number in order.

When you get sick, you don't want all your friends to get sick, too. Here are some easy ways to stop passing germs to your friends. Just follow these easy rules:

- Sharing is great, but not when you are sick. Don't share your food, cups, straws, forks, or spoons with your friends when you are sick.

- Don't cough or sneeze into your hands. Your hands touch many things. You should always cough or sneeze into the inside of your bent arm. That way, you won't have so many germs on your hands.
- The most important way to stop passing germs is this: You should wash your hands with warm water and soap many times during the day. Always wash before you eat and after you touch things in the classroom. Keeping your hands clean is a good way to stay healthy and stop passing germs.

## Unit 5, Weird and Wild Animals

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## Workbook page 53. Activity 2

### Listen and write. Then draw.

Do you know a lot about animals?  
 How many different kinds there are.  
 Some are big, and some are small,  
 And some are just bizarre!

### *Understanding animals is good for us to do Because learning about animals helps us And helps them, too!*

Some live in trees, or in the ocean,  
 And some live where it's hot.  
 Some are beautiful, and some are cute,  
 And some are... well, they're not!

#### **Chorus**

It's important to learn about animals,  
 Though many seem strange, it's true.  
 Because when we learn about animals,  
 We learn about ourselves, too.

#### **Chorus**

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## Student's Book page 60. Activity 9

### Listen and stick. Label each picture with the animal's name.

- A:** Hey! Look at this!  
**B:** Wow! It's so tiny. What is it?  
**A:** It's an Egyptian tortoise. It's the smallest tortoise in the world! They're only 10 centimeters when they're fully grown!  
**B:** It's really cute!  
**A:** That's the problem. They are so cute, many people want to keep them as pets.  
**B:** Really?  
**A:** Yes. A short time ago, there were over 50,000 Egyptian tortoises in the wild.  
**B:** How many are there now?

**Listen and complete the sentences.**

- A:** There are fewer than 7,500 now.  
**B:** That's awful! People shouldn't keep wild animals as pets!
- 2** **A:** That's a funny looking fish!  
**B:** Yeah. It's not really a fish, though. It's called the Mexican walking fish. But really, it's a kind of salamander.  
**A:** Oh, yeah. It has legs! I see now.  
**B:** Before, there were a lot of them in streams and ponds near Mexico City...  
**A:** And now?  
**B:** Well, now they're almost extinct in the wild. People are moving into their habitat and the streams they live in are getting polluted... They can't live in dirty water.  
**A:** Oh, no. That's terrible! We need to protect their habitat.
- 3** **A:** Look at this animal! What is it?  
**B:** That's a red panda.  
**A:** Really? But pandas are black and white, aren't they?  
**B:** Not that kind of panda! This is a cousin of the black-and-white panda.  
**A:** It's so cute. It looks like a stuffed toy animal!  
**B:** Yes. They are cute. But they're not doing so well in the wild.  
**A:** Why? What's the problem?  
**B:** People are cutting down the trees where they live in China and the Himalayas. Many of them don't have a place to live.  
**A:** Oh, no. That's so sad!  
**B:** Yeah... there are fewer than 2,500 red pandas in the wild today. We need to protect their forests now.
- 4** **A:** Is that some kind of insect? It looks like a big bumblebee!  
**B:** Well, you're half right. It's a bumblebee bat.  
**A:** A bat? Really? But it's so small!  
**B:** Yes. It lives in Thailand. It's the smallest bat in the world. And it's endangered.  
**A:** Endangered, as in, there aren't many left now?  
**B:** Exactly.  
**A:** Oh... that's terrible. How many are there?  
**B:** There are now only about 200 bumblebee bats left in the wild.  
**A:** Only two hundred! What happened to them?  
**B:** They live in caves in the forest. Each year, farmers set fire to the forests. The bats die in the fires.  
**A:** I hope we can save their habitat and save the bumblebee bat.

- 1** **A:** Wow, look at that!  
**B:** That's a Bumblebee bat. It comes from Thailand.  
**A:** Is it endangered?  
**B:** Yes, it is. There are only about 200 left in the wild. Farmers set fire to the trees where they live.
- 2** **A:** Oh, I love tigers. They're so beautiful.  
**B:** Too bad they're endangered.  
**A:** I know. There are only about 3000 left in the world today. People kill them for their fur and to make medicine.
- 3** **A:** Is that a teddy bear?  
**B:** No, it's a red panda. They come from China and the Himalayas.  
**A:** Are they endangered?  
**B:** Yes, there are fewer than 2500 in the wild today.  
**A:** That's so sad. Why?  
**B:** Because people are cutting down the trees where they live.
- 4** **A:** What a cute turtle!  
**B:** It's an Egyptian tortoise... the smallest tortoise in the world.  
**A:** I want one for a pet!  
**B:** That's the problem. A short time ago there were over 50,000 in the wild. Now there are fewer than 7500 because people keep them as pets.
- 5** **A:** Is that a fish?  
**B:** It's called a Mexican walking fish, but it's actually a salamander.  
**A:** Where do they come from?  
**B:** There were a lot of them in the streams and ponds near Mexico City. Now they're almost extinct.  
**A:** Why?  
**B:** Well, the streams are polluted. And people are moving into their habitats.

**Listen, read, and complete. Which animals do people keep as pets?**

Status: Endangered

You can sometimes find bumblebee bats in caves in the forests of Myanmar and Thailand. However, there are now fewer than 6,000 left in the wild because farmers burn the trees where they live.

Most red pandas live in China and the Himalayas, and they eat leaves. They hide in trees covered in red moss so

that predators don't see their beautiful red fur. They're endangered – there are now fewer than 10,000 – because people are destroying the bamboo forests.

The Egyptian tortoise is very small – it's only 10 centimeters long. That makes it the smallest of its kind in the world. Many scientists believe there are only 7,500 left in the wild now because people keep them as pets.

The Mexican walking fish lives on land and in water. It's called a fish, but it's really a type of salamander, with small legs. Unfortunately, this strange fish is almost extinct. It lives in streams and ponds, but now its habitats are mostly polluted.

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## Student's Book page 65. Activity 21

**Listen and find. Then say.**

/wh/ /wh/ whale /ph/ /ph/ phone

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## Workbook page 62. Activity 23

**Listen and write.**

The phantom has a photo Of a white wheel  
On his phone And some wheat.

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## Student's Book page 66. Activity 24

**Listen and write the number. Write the sentence under the correct picture.**

There are many ways to take care of animals around us. In fact, anyone can do it – even you! Here are three simple things that you can do to help protect the wildlife around us.

- 1 Plant a tree, put up a bird feeder, or build a bat house. There are lots of little things you can do to make the space around your home a better place for wildlife to live.
- 2 One thing that anyone can do to help animals, including people, is to follow the simple rule of "Reduce, reuse, recycle."
- 3 Do not pollute the environment. Be sure to throw your garbage away in the correct place. Never throw trash in streams, rivers, lakes, or the ocean.

## Unit 6, Life Long Ago

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## Student's Book page 72. Activity 9

**Listen and stick. Write the number.**

- 1 **A:** Can you help me wash the clothes, Kyle?  
**B:** Sure, Mom. Let me give you a hand.  
**A:** Thanks.  
**B:** Washing clothes is kind of fun.

**A:** It might be fun now. But long ago, people didn't have washing machines.

**B:** Really? What did they use to do?

**A:** People used to wash their clothes by hand. They would scrub the clothes on a washboard in a tub of water.

**B:** Wow! That doesn't sound like much fun.

**A:** No. It was a lot of work.

**B:** I'm glad we have washing machines now.

2 **A:** Great Granddad, can Willy and I watch TV? We've finished our homework.

**B:** Sure. But not too loud, OK?

**A:** OK.

**B:** You know, Janie... we didn't have a TV when I was young.

**A:** Really? No TV?

**B:** Nope. No TV.

**A:** What did you use to do for fun?

**B:** Well, we listened to the radio. There were some great shows on the radio.

**A:** The radio? But the radio just plays music and the news!

**B:** Oh, no. They used to have some great shows on the radio. The whole family listened. It was a lot of fun.

**A:** Hmmm. It doesn't sound like much fun to me.

3 **A:** Hey, Grandpa. What are you doing?

**B:** Oh, hi, Kendra. I'm writing an email.

**A:** I thought you liked letters better than emails.

**B:** Well, I do like hand-written letters, but emails are faster.

**A:** Aren't emails and letters kind of the same thing?

**B:** Well, they're similar. But a letter is more personal. When I was away at college, I used to write a letter to your grandmother every week!

**A:** Really? Every week? For how long?

**B:** For four years!

**A:** Wow! That's a lot of letters.

**B:** Yes, I know. And your grandmother still has all of them.

4 **A:** OK, Sophie. I'll read you one more story, and then it's lights out.

**B:** Thanks, Mom. You can turn the light out as soon as we get to the end of the story.

**A:** You know, Sophie, people didn't use to have electricity.

**B:** Really? No electricity? How did they read at night?

**A:** Well, they had lamps. But they weren't electric lamps. People used to use oil lamps. The fire from the burning oil lit the rooms.

- B:** Were they bright?
- A:** No, not as bright as electric lamps. And they were kind of dangerous, too.
- B:** Dangerous? Why?
- A:** Well, if an oil lamp fell over, the oil could cause a fire. Back then, it was even more important to turn off the lights!
- B:** Wow! I'm glad we have electricity now.

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### Workbook page 67. Activity 7

#### Look at 6. Listen and number the pictures in the order you hear them.

- A:** Steve, can you come here and help me wash your clothes, please?
- B:** Aw, Mom. Do I have to? I'm busy.
- A:** Well, I'm busy too. I'm washing your clothes. You know, we're lucky. We can use a washing machine. A long time ago, people washed all their clothes by hand.
- B:** Yeah. Real lucky!
- A:** Okay. Let's get to work.
- A:** Dad, can you please turn on the light?
- B:** Sure. Using electric lights sure is easy. Not like the good old days. Grandpa used oil lamps and he never had enough oil. Sometimes he and Grandma didn't have any light at all at night.
- A:** Did you use oil lamps too, Dad?
- B:** Come on, Julie. I'm old, but I'm not that old.
- A:** What are you doing, Grandma?
- B:** I'm writing a letter.
- A:** But where's your computer?
- B:** Computer? I never use a computer. I always wrote letters by hand when I was young. And I always write them by hand now.
- A:** Wow! I don't write by hand. I always use a computer.
- B:** I know. I miss the good old days – long ago!

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### Workbook page 70. Activity 14

#### Listen, read, and circle. How did people travel before cars?

##### Horse and Buggy

What did people do before they had cars? Well, lucky people used to travel by horse and buggy. And unlucky people walked. Both forms of travel were slow, but the horse and buggy was a little more comfortable. It had an average speed of 8 kilometers per hour. Historians believe people didn't travel for longer than about three hours per day, probably because it was very tiring.

#### Model T

Mr. Henry Ford built the first Model T, or "Tin Lizzie," in 1908. It changed the way we travel. For the first time, a car was not a luxury. The car became a popular means of transport, and everybody with a job and some money could buy one. The Model T had an average speed of 40 kilometers per hour. Suddenly, there were more vehicles on the roads, and it was more dangerous.

#### Modern Car

Today, there are many different modern cars. Some are for racing, some are luxury cars, and some are family cars. They're all faster than they used to be. An average family car can travel at a speed of more than 150 kilometers per hour. But they never do. The average speed of modern cars is 90 kilometers per hour. This is because there are strict speed limits, and there is a lot of traffic.

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### Student's Book page 77. Activity 22

#### Listen and find. Then say.

/dʒe/ /dʒe/ fridge /ge/ /ge/ page

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### Workbook page 74. Activity 25

#### Listen and write.

There's a large fridge      There's a large page  
On the bridge.                      In the cage.

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### Student's Book page 78. Activity 25

#### Listen and read. In your notebook, write the steps in order.

Solving a problem.

Solving a difficult problem can be hard work and take time. But if you follow a few simple rules, problem solving can be fun, interesting, and a good way to learn. Look at the chart, and listen to the steps for solving a problem.

- 1** The first thing you need to do is define the problem. That means you need to understand the problem fully. If the problem is complicated, try to understand all of the parts that make it up.
- 2** Once you know what the problem is, you can start to gather information. Use books, magazines, the Internet, and even information from friends and family. Try to find as much information as you can about the problem.
- 3** Then use the information to think of ideas to solve the problem. Try to think of as many ideas as you can. Then develop the ideas that work best.
- 4** Next, talk about your ideas with other people. After talking about all of them, choose the best idea. Use this idea to solve the problem.

- 5 After you solve the problem, ask yourself these questions: “Did your idea work?” “Did you solve the problem?” Be sure to review your solution and learn from what you did.

## Checkpoint, Units 4–6

### Student’s Book page 81. Activity 2 120

**Get ready. A. Complete the dialog. Use the words from the box. Then listen and check.**

- A:** What’s the matter, Kevin?  
**B:** My eyes are sore.  
**A:** I know why. You watch too much TV! You should go outside and get some exercise.  
**B:** Oh, Mom!  
**A:** Listen, I think you shouldn’t watch so much TV. You spend too much time using technology – the TV, the computer, and your cell phone.  
**B:** So...?  
**A:** That’s why your eyes hurt are sore. You should watch TV for no more than one hour a day.  
**B:** Only one hour? How can I do that?  
**A:** Yes. It’s easy. A long time ago, people didn’t use to watch TV all the time.  
**B:** What did they do?  
**A:** Well, they used to go outside and play. So go!  
**B:** Oh, OK, Mom. Maybe you’re right.

## Unit 7, Special Days

### Student’s Book page 85. Activity 4 125

**Listen and match the special days with the actions.**

- 1 **A:** We give or get cards on birthdays.  
2 **B:** I love eating special foods on Independence Day.  
3 **A:** Did you watch the parade on Earth Day?  
4 **B:** We always watch the fireworks on New Year’s Eve.

### Workbook page 79. Activity 3 126

**Listen and write. Use the words from the box.**

This Friday is a special day –  
The last day of the year.  
We’re going to stay up very late.  
At midnight, we’re going to cheer!

**Special days are cool. Special days are fun.  
Special days bring special treats for everyone!**

On the first of January,  
We are going to say,  
“Happy New Year!” to everyone  
Because it’s New Year’s Day.

**Chorus**

There are a lot of special days,  
And this one is a treat.  
We’re going to have parades and fireworks,  
And delicious food to eat!

**Chorus**

### Student’s Book page 88. Activity 9 129

**Listen and stick. Label the pictures with the name of the special day.**

- 1 **A:** Our school is going to have a festival for Earth Day next week. Would you like to come?  
**B:** What’s Earth Day?  
**A:** Earth Day is a special day when people get together and learn more about the Earth. We learn about how to protect the Earth.  
**B:** Oh, you mean stuff like reduce, reuse, recycle?  
**A:** That’s right. On Earth Day, we have a festival and play games. We make crafts and do other fun stuff to find out more about the Earth.  
**B:** Sounds like fun. When is it going to be?  
**A:** Earth Day is on the twenty-second of this month. I hope you can come!
- 2 **A:** It’s almost New Year’s!  
**B:** Yes, it is. Are you going to have a party this year?  
**A:** Yes, we are. We’re going to have a big party at my house on New Year’s Eve. We always play games and eat and count down the end of the year at midnight.  
**B:** That sounds like fun!  
**A:** Do you want to come?  
**B:** Oh, I can’t. I have to babysit. My parents are going to a big party!
- 3 **A:** Tomorrow is a special day at school.  
**B:** Really? What’s special about tomorrow?  
**A:** Tomorrow is Valentine’s Day!  
**B:** Oh, that’s right! I forgot. Is your class going to have a party?  
**A:** Yes, we are. We’re all making Valentine’s Day cards for our friends, and some people are going to bring cookies and snacks.  
**B:** Are you going to decorate your classroom?  
**A:** Yes. We are going to put red hearts and balloons all over the classroom.  
**B:** That sounds like fun.

- 4 A:** Are we going to visit Grandma and Grandpa next weekend?
- B:** Yes, we are. It's their anniversary.
- A:** I know. I can't believe they got married fifty years ago. Are we going to have a big party for their anniversary?
- B:** Yes, we are. Your aunt Jeanne is going to bake a big cake.
- A:** Is the whole family going to come?
- B:** Yes, everyone.
- A:** Great! I love parties!
- B:** And we both love Aunt Jeanne's cake.

## Workbook page 81. Activity 7

### Listen and match.

- A:** I am so busy!
- B:** Why?
- A:** Well, Monday, February 11th is my dad's birthday.
- B:** What are you going to do?
- A:** We're going to have a party and give presents. But...?
- B:** What?
- A:** Monday is also my mom's birthday!
- B:** What are you going to do?
- A:** We're going out for dinner on Tuesday the 12th.
- B:** You are busy.
- A:** Wait, there's more. My grandparents' anniversary is the 13th.
- B:** February 13th?
- A:** Yes! We're making them a big card with family pictures.
- B:** Oh, then Thursday is Valentine's Day.
- A:** And that's my sister's birthday!
- B:** Is she going to have a party that day?
- A:** No, we're going to the parade.
- B:** Are you going to celebrate her birthday?
- A:** We're having her party on Friday the 15th.
- B:** Wow! You're busy every day this week!

## Workbook page 84. Activity 12

### Listen, read, and circle.

Holi, The Festival of Colors

This festival takes place every year to celebrate the end of winter and the arrival of spring. It's celebrated in India, Nepal, and other places. It's probably the most colorful festival in the whole world. During Holi, people throw water and colored powder. People like to wear white clothes to Holi and watch them stain with all the different colors.

Tomatina, The Tomato Festival

Every year, on the last Wednesday of August, there is a messy festival in Buñol, Spain, where people throw tomatoes at each other. The festival started in 1945. There was no real reason for it. It was just good fun.

The Monkey Buffet

On the last weekend in November, the people of Lopburi, Thailand, invite hundreds of monkeys to a feast of peanuts, fruit, and vegetables. People come from all over the world to watch the monkeys eat.

Quyllur Rit'i, The Festival of the Snow Star

It takes place every year in May or June on a glacier in Peru. People celebrate with music and dancing for three days and nights, and the festival finishes with everyone carrying fire torches as they leave.

## Student's Book page 93. Activity 21

### Listen and find. Then say.

/ure/ /ure/ treasure /ue/ /ue/ blue  
/u\_e/ /u\_e/ cube

## Workbook page 88. Activity 24

### Listen and write.

Hi, Sue.	It's really huge!
Is it true?	Is that a monster
It's so cute. It's so blue.	In the picture?

## Student's Book page 94. Activity 25

### Listen and look. Number the traditions in order.

Traditions are important to everyone. Families, schools, and other groups of people all have their own traditions. Listen to some kids talking about their family's traditions.

- A:** I live in Mexico. My family celebrates the Day of the Dead in November. On this day, we remember people who aren't with us anymore. There are many colorful candies and decorations on this holiday.
- B:** My family lives on a big farm. Every year, a few days before Christmas, we go out and look for a Christmas tree. The whole family goes, and we find the perfect tree. We all have fun looking for a Christmas tree.
- A:** One of my favorite family traditions is painting Easter eggs. Every year, my mother boils some eggs, and my friends and I paint them all kinds of bright colors. It's so much fun.
- B:** Each year on the fourth of July, my family, like many other American families, hangs a flag in the front of our house to celebrate Independence Day – the day the United States became a country. Do you do the same thing in your country?

## Unit 8, Hobbies

### Student's Book page 97. Activity 4 145

#### Listen and answer. What hobbies do they enjoy?

- 1 Freddie has a big toy car collection. He's good at basketball, too.
- 2 Sylvia has a big coin collection. She's good at music, too.
- 3 Philip has a big shell collection. He's good at chess, too.
- 4 Kayla has a big doll collection. She's good at video games, too.

### Workbook page 91. Activity 2 146

#### Listen and circle. Then answer the questions.

Matthew collects toy cars.

He has one hundred seven.

But Pam's car collection is bigger.

She has three hundred eleven!

Kay is good at games.

She's really good at chess.

But Paul is even better than Kay.

And Liz, well, she's the best!

**What's your hobby, Bobby?**

**What do you like doing?**

**What's your hobby, Bobby?**

**What is fun for you?**

Steve's a terrible singer.

Emma's worse than Steve.

But David's singing is the worst.

When he sings, people leave!

It's good to have a hobby.

Some people have a few.

Even if you're not the best,

It still is fun to do!

#### Chorus

### Student's Book page 100. Activity 9 149

#### Listen and stick. Label each picture with a word from the box.

- 1 **A:** Wow! Look at Becky's doll collection! It's really big.  
**B:** Yeah. It is really big. But did you see Randall's toy car collection? It's bigger than Becky's doll collection.  
**A:** Ohh! It really is bigger. Look how many cars he has!  
**B:** And Marco's coin collection is really cool, but it's not the biggest.

**A:** No, it's not the biggest, but he has some really rare and interesting coins in his collection.

**B:** Yeah, I know. His collection is the coolest!

2 **A:** Are you going to the dance performance tonight?

**B:** Definitely! I want to see Rachel dance. She's really good.

**A:** Yeah, Rachel is really good. But I think Billy is better.

**B:** Oh, Billy is good, too. But do you really think he is better than Rachel? Hey, Luis, who do you think is a better dancer, Rachel or Billy?

**C:** Me? Well, Rachel and Billy are both good, but I think Marcia is the best. I'm going to watch Marcia tonight.

**A:** Oh, yes. Marcia is a great dancer.

**B:** Now that I think about it, I have to say you're right. Marcia is slightly better than Rachel and Billy. Marcia is the best dancer.

3 **A:** Did you see the soccer game this morning?

**B:** Yeah.

**A:** How was it?

**B:** It was terrible. Our team lost. Our team is not very good.

**A:** Oh, that's too bad.

**B:** I know. Juan tries really hard, but he is a bad soccer player.

**A:** But Carl is worse than Juan.

**B:** True. But Jacob is the worst of all. He always sits on the bench.

**A:** Maybe they just need more practice.

**B:** Yeah,... maybe. Maybe if they practice more, they'll be better players!

### Workbook page 93. Activity 5 150

#### Listen and match.

1 **A:** Are you going to watch Jenny's basketball game?

**B:** Yes. Her team is really good.

**A:** But they're playing Susan's team. Susan's team is better.

**B:** Really?

**A:** Yeah, they're the best basketball team in town.

2 **A:** Did you read Cassie's story?

**B:** I did! It was really funny.

**A:** And long!

**B:** I know. It's longer than anybody else's!

3 **A:** Look at Grandpa's painting!

**B:** Oh, it's beautiful.

**A:** He used to be the best painter. One of his paintings is in a museum!

- 4 **A:** I win again!  
**B:** Tina, you're really good at playing video games.  
**A:** Well, I'm better than you, Diane!  
**B:** That's for sure. I'm the worst video-game player.
- 5 **A:** Wow, Jason! You have a lot of shells.  
**B:** We go to the beach in the summer and I collect them.  
**A:** You know, Joey has a shell collection, too.  
**B:** I know. Joey and my sisters have collections, but mine is the biggest.
- 6 **A:** Check out my doll collection.  
**B:** Oooh, I love this one. Where's it from?  
**A:** That doll is from Russia. It's the oldest doll I have.

### Workbook page 95. Activity 8

**Listen. Write and add the scores. Compare the scores and complete the sentences.**

- 1 **A:** Welcome back to The Next Big Star. We are down to three finalists. Tell me, Will, how did you rate Tony's singing?  
**B:** Yes, he was good. I gave him a 7.  
**A:** Mary, what about you?  
**C:** I gave him a 7, too.  
**A:** And Jane, did you like Tony?  
**C:** Yes, I thought he was good. I gave him an 8.
- 2 **A:** And on to the next singer, Molly. Will, what about Molly?  
**B:** She was a better singer than Tony. I gave her a 9.  
**A:** That's a high score. Mary?  
**C:** Oh, I thought she was the best. I gave her a 10.  
**A:** Well, Molly is doing well. Jane, did you like her?  
**D:** Oh, yes I did. She was definitely the best. I gave her a 10!
- 3 **A:** Wow. That leaves Rob, our third and final singer. Will, any thoughts?  
**B:** Well, I thought he was the best so I gave him a 10.  
**A:** A 10! Who is going to win?! Mary, did you give Rob a 10?  
**C:** No, I liked Molly better than Rob. I gave him a 9.  
**A:** It's up to you Jane... So, what score did you give Rob?  
**D:** I really liked Molly the best. I gave Rob an 8.  
**A:** Well, add the scores. Who is the best singer? Who is going to be The Next Big Star?

### Workbook page 96. Activity 10

**Listen, read, and circle six mistakes. Then write the correct words.**

Many sports today are not new. Soccer became popular in the nineteenth century. Back then, many soccer clubs were started by employers so that the workers could play and stay fit. However, only male workers could play. Soccer was a man's sport. Both women and men played tennis and croquet. Sports for women were not easy because they had to wear long skirts.

Girls used to spend a lot of time at home. They did quiet activities with their hands. Many girls liked doing embroidery with a needle and thread. They used to embroider cushions and tablecloths. They also created beautiful pictures of flowers and birds with tiny colored stitches.

In the nineteenth century, the choice of toys for girls and boys was much smaller. Girls used to play with dolls and dollhouses. They had to be careful because the dolls were made of china. They could break quite easily. Rocking horses were also popular with boys and girls. Boys used to play with toy trains and railways.

People in the nineteenth century loved nature. One popular hobby was collecting and drawing butterflies. They caught the butterflies in nets then pinned them on boards to show their beautiful colors.

### Student's Book page 105. Activity 20

**Listen and find. Then say.**

/igh/ /igh/ high /y/ /y/ fly

### Workbook page 100. Activity 20

**Listen and write.**

Let's fly, let's fight.      And light the sky  
 Let's try                      At night!

### Student's Book page 106. Activity 23

**Listen and look. Decide which kids are good sports and which are bad sports.**

- 1 I win! I win! I'm the best video game player in the world! You lose! You lose! Ha! Ha! Ha!
- 2 Hey, that was a good game. Let's play again next Saturday.
- 3 Oh, well. I guess I need to practice the dance steps some more. I'll get it after a few more tries. Do you want to try it again?
- 4 It's not fair! This is a terrible game! I don't want to play anymore!

## Unit 9, Learning New Things

### Student's Book page 109. Activity 4

**Listen and write the activities in your notebook. Then match.**

- A:** Peter can play the guitar.  
**B:** Really? Wow! Playing the guitar is difficult.
- A:** Melissa can speak Chinese.  
**B:** Really? I didn't know that.  
**A:** Yeah.  
**B:** That's amazing!
- A:** Can you skateboard?  
**B:** No, I can't.  
**A:** Do you want to learn?  
**B:** No way! It looks dangerous to me.
- A:** Can you build a robot?  
**B:** Yes, I can. I built one last year.  
**A:** You did? Wow! That's so cool!
- A:** Marco is a great singer. He can sing like a rock star.  
**B:** Really?  
**A:** Yeah.  
**B:** That's interesting. I didn't know that.
- A:** I can make a website. Can you?  
**B:** No.  
**A:** Do you want to try?  
**B:** Not really. It looks boring.

### Workbook page 103. Activity 3

**Listen and write. Use the words from the box.**

Do you know how to skateboard?

It's so great. It's so cool!

I can show you how to do it

On Friday after school.

**It's fun to learn new things,**

**Like how to draw or bake or sing!**

**I wish I had a lot more free time.**

**I would try to learn everything!**

I'd like to learn to speak English.

"It's hard!" my friends all say.

But I think it's really interesting.

I'd like to speak it well one day.

**Chorus**

### Student's Book page 112. Activity 9

**Listen and stick. Label the pictures with the phrases from the box.**

- I saw the coolest hip-hop video last month. I thought, "I'd like to learn to dance like that." Now I take dance lessons. Hip-hop is amazing!
- I love tennis, but I'm not very good at it. I'd like to learn to play better. So I practice every day after school.
- I'd like to learn how to draw like a real artist. In my art class, we practice drawing fruit, flowers, and animals. Now I'm learning how to draw a horse.
- I'm learning how to skateboard. It's fun, but it's not easy. I'd like to learn how to do it without falling down. It's important to wear a helmet, knee pads, and elbow pads!

### Workbook page 105. Activity 7

**Listen. Then answer in complete sentences.**

- A:** Hey, Bobby, do you know how to skateboard?  
**B:** No, I don't, Alex. And I don't want to learn how.  
**A:** Why not?  
**B:** I think it's dangerous.
- A:** Tammy, I'm learning how to dance like a hip-hop artist.  
**B:** That's so cool, David. I love dancing! I'd like to learn how, too.  
**A:** You should come to my class.  
**B:** OK. When is it?  
**A:** Saturdays.  
**B:** Great. I can come!
- A:** Diana, do you know how to play tennis?  
**B:** No, I don't. Why?  
**A:** I can teach you. Would you like to learn how to play?  
**B:** No, I don't. It looks boring and it is too hot. Thanks anyway.
- A:** Hi Erik.  
**B:** Hi Tara. Do you know how to bake a cake?  
**A:** Yes. Why?  
**B:** We're going to my cousin's birthday party on Saturday. I want to bake a cake.  
**A:** OK. I'll show you.

### Workbook page 108. Activity 12

**Read and number the paragraphs in order. Then listen and check.**

A tennis player is standing at the end of a tennis court. She can see a ball coming toward her, and she wants to hit it.

The tennis player's brain creates a message. It says something like, "Hey, guys, this ball is coming my way – I really need to get into the correct position to hit it." Her brain sends the message to all her nerves, telling them that she wants to hit the ball.

The message travels down all the nerves and reaches the muscles. All the muscles get the message at the same time and get ready for motion.

The tennis player's muscles all contract and make the bones and joints of her legs and arms move. Everything magically moves together.

If the tennis player is good, she finds the correct position and hits the ball with precision. If the tennis player isn't very good, she misses the ball.

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### Student's Book page 117. Activity 20 175

**Listen and find. Then say.**

/ew/ /ew/ stew /e\_e/ /e\_e/ these /ay/ /ay/ gray

---

### Workbook page 112. Activity 24 178

**Listen and write.**

These three are new! They eat stew And wear gray, too!

---

### Student's Book page 118. Activity 23 179

**Listen and look. Find out which activities the people want to try, and which they don't.**

- 1 **A:** Do you know how to make a website?  
**B:** No, I don't.  
**A:** You should try it. It's really interesting.  
**B:** I don't really like computers. I think they're boring.
- 2 **A:** Do you know how to roller skate?  
**B:** No, I don't.  
**A:** You should try it. It's really fun. I can teach you.  
**B:** Sure. I'd love to try!
- 3 **A:** Do you know how to cook spaghetti?  
**B:** Well, not really.  
**A:** Come here, and I'll show you how to make it.  
**B:** OK, great!
- 4 **A:** Do you know how to do this line dance?  
**B:** No. I don't like dancing.  
**A:** But this line dance is easy, and it's really fun. You should try it.  
**B:** No way. I don't want to try it.

## Checkpoint, Units 7–9

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### Student's Book page 121. Activity 2 180

**Get ready. A. Complete the dialog. Use the correct form of the words in the box and a form of *be going to*. Then listen and check.**

- A:** Hey, are you going to be doing something for the school talent show on May 9th?  
**B:** I don't know. Maybe. Who is going to be in it?  
**A:** Well, Caitlyn and Julia are going to dance.  
**B:** Oh, wow. They're better dancers than I am.  
**A:** And Lucas is going to sing.  
**B:** He's the best singer in the class! I need to find something else I can do.  
**A:** Let's see... Ricardo skateboards. He can do some great skateboarding tricks. And Jen is going to play the guitar.  
**B:** Hey, I know what I can do!  
**A:** Great. What?  
**B:** I can catch food. Watch!

Melissa throws up a piece of popcorn and catches it in her mouth.

- A:** Is anyone else going to do that at the talent show?  
**B:** No, I don't think so.  
**A:** Excellent! I am going to be the best food catcher at the show!

# WORKBOOK

## Answer Key

### Unit 1, Kids in My Class

- 1** 1 José  
2 Julia  
3 Tony  
4 Amelia
- 2** 1 T 2 F 3 F 4 T 5 T 6 F 7 F 8 T
- 3** 1 glasses 2 than 3 curly 4 straight 5 shorter
- 5** 1 a 2 b 3 c 4 a
- 7** 1 a 2 b 3 b 4 a 5 b
- 9** 1 taller 2 older 3 curlier 4 bigger 5 smaller 6 lighter
- 10** 1 Maddie is taller than Henry. Henry is shorter than Maddie.  
2 Valerie is older than I am. I am younger than Valerie.  
3 My mom's hair is curlier than mine. My hair is straighter than my mom's.  
4 My school is bigger than my brother's. My brother's school is smaller than mine.  
5 This book is smaller than that one. That book is bigger than this one.  
6 Jon's eyes are lighter than mine. My eyes are darker than Jon's.
- 11** 1 ours 2 theirs 3 mine 4 hers 5 yours
- 12** 1 smarter, ours 2 smaller, theirs 3 taller, mine  
4 shorter, hers 5 younger, yours
- 13** 1 fraternal 2 triplets 3 identical 4 common 5 chance
- 14** 1 identical 2 quadruplets 3 rare 4 Multiple 5 smaller
- 15** 1 a 2 b 3 a 4 a 5 b 6 b
- 16** 1 alike 2 rare 3 fingerprints  
4 birth 5 survive 6 relationship
- 17** 1 dyed wigs 2 beards 3 powdered wigs  
4 braids 5 chonmage
- 18** a 4 b 1 c 5 d 3 e 2

- 19** 1 F 2 T 3 T 4 F
- 21** a 3 b 4 c 1 d 2
- 22** Topic sentence: Mr. Smith is my favorite teacher.  
Final sentence: I'm happy to have a teacher like Mr. Smith.
- 24** year chair hair fair pair fear hear
- 25** 1 ears, fair, hair 2 hear, pair, near, stairs
- 26** 1 b, year 2 a, chair
- 27** 1 ears 2 fair 3 stairs 4 hair 5 Hears
- 28** 1 b 2 c 3 a
- 29** 1 wavy 2 straight 3 taller 4 shorter 5 glasses  
6 serious
- 30** 1 than mine 2 than yours 3 than his  
4 than hers 5 than ours 6 than theirs

### Unit 2, Our Schedule

- 1** 1 go to the dentist 2 go on vacation  
3 watch a movie 4 shop for food  
5 eat out 6 help clean
- 2** 1 day 2 afternoon 3 morning  
4 month 5 winter 6 week
- 3** 1 watch 2 go 3 do 4 Make 5 take out
- 5** 1 grandma's 2 week 3 cousin's
- THINK BIG** once a year, three times a month, every Friday, every day, twice a day
- 7** 1 morning 2 Sunday 3 times 4 week 5 once
- 8** 1 c 2 a 3 b
- 9** 1 What 2 What 3 Where 4 What 5 What 6 Where
- 10** 1 going 2 visiting 3 going  
4 playing 5 cleaning 6 going

- 12** 1 every day 2 twice a day  
3 once a week 4 twice a week
- 13** 1 How often do 2 How often do  
3 How often does 4 How often do
- 14** 1 d 2 a 3 b 4 c
- 15** 1 character 2 famous 3 tools 4 slogans 5 bright 6 eyes
- 16** 1 cereal 2 buy 3 forget 4 images
- 17** 1 F 2 T 3 T
- 18** 1 tune 2 catch 3 company 4 slogan
- 19** 1 beliefs 2 connection 3 actions 4 luck
- 20** 1 GL 2 BL 3 BL 4 BL 5 BL
- 22** First, Next, Then, After that, Finally
- 23** 1 First 2 Next 3 Then 4 After that 5 Finally
- 25** bird girl hurt surf shirt stairs fur skirt curl
- 26** 1 girl, skirt, T-shirt 2 fur
- 27** 1 b, surf 2 a, turn 3 d, bird 4 c, hurt
- 28** 1 girls 2 curls 3 fur 4 shirts 5 birds
- 29** 1 What 2 First 3 doing 4 Where 5 going 6 After that
- 30** 1 does he do the dishes, does them twice a week  
2 does she watch a movie, She watches a movie once a week  
3 does he go on vacation, He goes on vacation twice a year  
4 play outside, They play outside every day

## Unit 3, Food Around the World

- 1** 1 g 2 f 3 d 4 a 5 c 6 b 7 h 8 e
- 3** 4, 3, 2, 1  
steamed buns
- 4** 1 steamed buns 2 chicken curry  
3 toasted cheese sandwich 4 noodle soup  
5 milk with cereal
- 5** 1 F 2 F 3 F 4 T 5 T
- 7** 1 rice and beans 2 spicy 3 yogurt with fruit  
4 salty 5 water
- 9** Linda, milk, noodle soup  
Paul, apple juice, rice and beans  
Maria, lemonade, steamed buns

- 1 What would Linda like? She'd like milk and noodle soup.  
2 What would Paul like? He'd like apple juice and rice and beans.  
3 What would Maria like? She'd like lemonade and steamed buns.

- 11** 1 Would, like, No, wouldn't  
2 Would, like, Yes, would  
3 Would, like, No, wouldn't  
4 Would, like, Yes, would
- 13** 1 a balanced 2 grains 3 vegetables 4 salty 5 sugary
- 14** 1 five 2 balance 3 bigger 4 grains  
5 sugar 6 smaller 7 guide
- 15** 1 F 2 F 3 T 4 T 5 T
- 16** 1 d 2 c 3 e 4 b 5 a
- 17** Fruit: bananas, mangoes, oranges,  
Grains: bread, cereal, pasta, rice  
Vegetables: beans, carrots, peppers, potatoes  
Protein: chicken, fish  
Dairy: cheese, milk, yogurt
- 19** 1 so 2 because
- 20** 1 e 2 c 3 f 4 a 5 d 6 b
- 21** 1 I'm wearing a coat, because it's cold.  
2 I don't like fruit, so I don't eat watermelon.  
3 Sally is happy, because she's eating her favorite lunch.
- 22** apple pencil travel April  
bubble camel medal sandal

- 23** 1 apples, April 2 sandals, travel
- 24** 1 b, apple 2 d, April 3 a, camel 4 c, medal
- 25** 1 pencil 2 camel 3 medal 4 bubbles
- 26** 1 She would like cereal with milk.  
2 What would he like for lunch?  
3 They would like noodle soup.  
4 What would they like for dinner?
- 27** Would, wouldn't, How about, thanks, would, Let's go
- 28** 1 c 2 b 3 d 4 a

## Unit 4, How Do You Feel?

- 1** 1 allergies 2 sneezing 3 coughing  
4 stomachache 5 headache 6 sore throat 7 fever

- 2** l s n u i a c e e  
use a pencil
- 3** **1** coughing **2** sneezing **3** stay home **4** fever  
**5** cold **6** tea **7** Stay in bed
- 4** **1** b **2** a **3** b
- 5** **1** They are eating lunch. **2** The school nurse  
**3** Put a bandage on her cut.
- 6** You should see the school nurse.  
You should put a bandage on it.  
You should rest.  
You shouldn't run.
- 7** **1** d **2** f **3** a **4** b **5** c **6** e
- 8** **1** F **2** F **3** T **4** F **5** T
- 9** **1** should **2** shouldn't **3** should **4** shouldn't **5** should
- 10** **1** myself **2** yourself **3** herself
- 11** **1** should **2** should **3** shouldn't  
**4** should **5** shouldn't **6** shouldn't
- 13** **1** enemies **2** microscope **3** diseases **4** dirty water  
**5** toothbrush **6** Protect **7** clean **8** spread
- 14** **1** At least four **2** Yes, they can.  
**3** We can wash our hands often, keep the house clean and when we have a cold or a cough, we should use tissues.
- 15** **1** c **2** a **3** b **4** d
- 16** **1** bacteria and fungi **2** protozoa **3** viruses  
**4** protozoa **5** bacteria **6** viruses
- 17** ginger: stomachache, cold, sore throat  
garlic: bee sting, cold  
cinammon: cold, toothache
- 18** **1** b **2** c **3** a **4** e **5** d
- 19** **1** a **2** b **3** b
- 20** **1** I get a lot of rest, drink water, exercise, and eat fruit.  
**2** I don't eat cookies, cake, chocolate, or candy.  
**3** First, I should eat a healthy dinner. Then, I should do my homework. Finally, I should go to bed.  
**4** The four kinds of germs are bacteria, fungi, protozoa, and viruses.  
**5** You should drink some tea. You should take some medicine, too.

- 22** knee know knight knock wrap write wrist wrong
- 23** **1** knight, knows, write **2** wraps, knee, knots
- 24** **1** b, knock **2** a, wreck
- 25** **1** wrong **2** knight **3** wrist **4** know **5** wrap
- 26** **1** c **2** d **3** a **4** b
- 27** **1** herself **2** themselves **3** myself **4** yourself
- 28** **1** headache, should **2** sore throat, shouldn't  
**3** fever, shouldn't **4** stomachache, shouldn't  
**5** allergies, shouldn't **6** cut, should

## Unit 5, Weird and Wild Animals

- 1** **1** Tasmanian devils, e **2** angler fish, a  
**3** volcano rabbits, d **4** coconut crabs, c  
**5** tarsiers, b
- 2** **1** big **2** small **3** trees **4** ocean
- 4** **1** chimpanzees **2** talk **3** climb, use **4** endangered
- 6** **1** bats, 200 **2** 3,000, fur **3** pandas, endangered  
**4** tortoises, pets **5** fish, habitats
- 7** **1** Egyptian tortoise, c **2** Mexican walking fish, d  
**3** bumblebee bat, a **4** red panda, b
- 8** **1** How many volcano rabbits were there, There were, there are  
**2** How many Andean condors were there, There were, there are  
**3** How many Komodo dragons were there, There were, there are  
**4** How many Tasmanian devils were there, There were, there are
- 9** Komodo dragons, B Andean condors, D  
volcano rabbits, A chimpanzees, C  
**1** Why, because people are killing them  
**2** Why, because they are getting sick and dying  
**3** Why, because there is too much pollution  
**4** Why, because people are moving into their habitat
- 10** **1** a **2** b **3** a **4** b
- 11** **1** bumblebee **2** wild **3** pandas  
**4** predators **5** tortoise **6** salamander  
**7** habitats
- 12** **1** F **2** T **3** T **4** F
- 13** **1** caves **2** extinct **3** polluted **4** Scientists **5** pond

15 1 real 2 lizard 3 mythical 4 myths  
5 scary 6 giants 7 wings 8 breathe

16 Synonyms: 1 a 2 g 3 f 5 b  
Antonyms: 4 c 6 e 7 d

17 1! 2. 3?

18 1? 2. 3!, ! 4? 5!, ! 6.

20 phone dolphin whale wheel  
photo phantom white wheat

21 1 When, white, elephant, wheat  
2 photo, phone, whale, dolphin

22 1 b, phone 2 a, when

23 1 photo 2 phone 3 white 4 wheat

24 1 wild 2 caves 3 pandas 4 extinct

25 1 tarsiers, because, habitat  
2 How many, There are  
3 chimpanzees, There were

## Unit 6, Life Long Ago

1 L I F E L O N G A G O !

2 LIFE LONG AGO!

3 1 c 2 b 3 a 4 e 5 d

5 1 F 2 F 3 T 4 F

6 a washed clothes by hand b had oil lamps  
c use a computer d wrote letters by hand  
e have electric lights f wash clothes in a  
washing machine

7 1 f 2 a 3 b 4 e 5 d 6 c

8 1 Yes, she did 2 Yes, they did  
3 No, he didn't 4 No, they didn't

9 1 Did, have, Yes, she did 2 Did, have, No, she didn't  
3 Did, have, Yes, he did 4 Did, write, No, he didn't

10 1 did people use to do, used to write letters  
2 did people use to do, used to wash clothes by hand  
3 did people use to have, used to have oil lamps  
4 did people use to do, used to listen to the radio

13 1 average speed 2 distance 3 per hour  
4 number of 5 engine

14 1 slow 2 tiring 3 popular  
4 dangerous 5 modern 6 traffic

15 1 Three hours a day  
2 Everybody with a job and some money  
3 Today, there are many different types of cars.  
Some are for racing, some are luxury cars, and  
some are family cars.

16 1  $8\text{km/h} \times 10 = 80\text{km}$  2  $40\text{km/h} \times 6 = 240\text{km}$   
3  $8\text{km/h} \times 8 = 64\text{km}$  4  $90\text{km/h} \times 2 = 180\text{km}$   
5  $40\text{km/h} \times 7 = 280\text{km}$  6  $90\text{km/h} \times 3 = 270\text{km}$

17 1 The Koryak 2 The Maasai 3 The Hmong  
4 The Koryak 5 The Maasai 6 The Hmong

18 1 language 2 ancestors 3 nomadic

19 1 "Did they watch movies in the 1920s?"  
2 "I used to play soccer,"  
3 "I got a new bike!"  
4 "I wrote a letter last night."

20 1 "How did people travel in 1905?", asked Ed.  
2 "They used to ride in a horse and buggy," said  
Mom.  
3 "Did you use to ride in a horse and buggy?",  
asked Ed.  
4 "I'm not that old!", said Mom.

22 fridge bridge edge large  
badge cage page age

23 1 edge, hedge, bridge 2 large, badge, cage

24 1 b, cage 2 a, badge 3 c, large 4 d, edge

25 1 large 2 bridge 3 page 4 cage

26 1  $60\text{km/h} \times 3 = 180\text{km}$  2  $20\text{km/h} \times 6 = 120\text{km}$

27 1 Did, No, they didn't. 2 have, Yes, it did.  
3 use to, No, they didn't. 4 travel, No, he didn't.

## Unit 7, Special Days

1 1 birthday 2 anniversary  
3 New Year's Eve/Day 4 Independence Day  
5 Valentine's Day 6 Earth Day

2 1 T 2 F 3 T 4 T

3 1 Friday 2 going to 3 January  
4 New Year's Day 5 parades 6 fireworks

4 1 December 31st 2 at midnight 3 stay up late

5 1 Tomorrow is his parents' anniversary.  
2 Antonio's, Sam's parents' favorite restaurant.  
3 Sam's parents' anniversary is on July 10th,  
not June 10th.

- 7** Dad's birthday: 11th  
sister's birthday: 14th  
go to a parade: 14th  
Dad's party / give presents: 11th  
Mom's special dinner: 12th  
sister's party: 15th  
Grandparents' anniversary: 13th  
Mom's birthday: 11th  
Valentine's day: 14th
- 8** **1** Mom and Dad's birthday, Dad's party, Monday the 11th  
**2** Mom's special dinner, Tuesday the 12th  
**3** the parade, sister's birthday, Valentine's day, Thursday the 14th
- 9** **1** She is going to have it on Saturday, the seventh.  
**2** They are going to celebrate it on Wednesday, the eleventh.  
**3** She is going to visit him/her on Saturday, the fourteenth.  
**4** No, she is going to watch it on Wednesday, the eighteenth.  
**5** No, they are going to watch them on Saturday, the twenty-first.
- 10** **1** EARTH DAY                      **2** VALENTINE'S DAY  
**3** NEW YEAR'S DAY
- 11** **1** On the fifteenth of March  
**2** On the twentieth of March  
**3** On the ninth of March
- 12** **1** celebrate            **2** powder            **3** messy  
**4** feast                    **5** glacier
- 13** **1** fight, ✓                **2** torches, X            **3** attraction, ✓  
**4** clean, ✓                **5** takes place, X
- 14** **1** F **2** T **3** T **4** F **5** T **6** F
- 15** **1** The monkeys are the guests.  
**2** The monkeys enjoy peanuts, fruit, and vegetables.  
**3** The people throw tomatoes at each other.  
**4** The festival takes place on a glacier.  
**5** People throw water with the colored powder.  
**6** It finishes with people carrying fire torches as they leave.
- 17** **1** 365 days, 5 hours, 49 minutes, 12 seconds **2** 366
- 18** **1** 2004, 2008, 2012, 2016 **2** 2016, 2020, 2024, 2028
- 19** **1** simon@bigenglish.com    **2** Next weekend  
**3** Dear                                **4** Your friend

- 21** cute blue true glue cube treasure picture
- 22** **1** huge, glue **2** pure
- 23** **1** b, blue **2** c, cube **3** a, nature
- 24** **1** Sue **2** true **3** cute **4** blue **5** huge **6** picture
- 25** **1** b **2** f **3** e **4** c **5** d **6** a  
**1** Dad is going to buy a new camera because he is going to take pictures of the Monkey Buffet.  
**2** We are going to decorate our classroom because we are going to have visitors from a school abroad.  
**3** Mom is going to buy gifts because we are going to meet our American cousins.  
**4** Kim is going to learn all about computers because she is going to get a new laptop.  
**5** Tom is going to stay at home because he is going to watch his favorite TV program.  
**6** Jenny is going to eat a big dinner because she is going to run in a race tomorrow.
- 26** **1** On April 22nd            **2** Yes, she is.  
**3** No, they are going to have it on February 14th.

## Unit 8, Hobbies

- 1** What is your hobby?
- 2** **1** car **2** eleven **3** chess **4** terrible **5** good  
**1** Matthew **2** one hundred and seven  
**3** three hundred and eleven **4** Liz **5** No **6** No
- 3** **1** F **2** T **3** F **4** T **5** T
- 5** **1** e **2** c **3** a **4** f **5** b **6** d
- 6** **1** bigger **2** biggest **3** big **4** older **5** old **6** oldest
- 7** **1** Sue is older than Pam. **2** Mae is the oldest.
- 8** **1** 7 + 7 + 8 = 22            **2** 9 + 10 + 10 = 29  
**3** 10 + 9 + 8 = 27            **4** better  
**5** better, than                **6** the best
- 9** **a** 4 **b** 3 **c** 2 **d** 1
- 10** **1** teachers employers            **2** trousers skirts  
**3** rope thread                        **4** plastic china  
**5** Jumping rocking                **6** playing with drawing
- 11** **1** at work            **2** croquet            **3** stayed at home  
**4** cushions            **5** broke            **6** showed            **7** creativity
- 12** **1** sewing            **2** spare time            **3** handmade  
**4** net                    **5** imagination            **6** Employers

**13** 1 c 2 a 3 b  
locks of hair, UFO sightings, underwater sculptures

**14** 1 c 2 d 3 e 4 a 5 b

**15** 1 August 12th, 2014 2 Dear 3 How are you? 4 Love,

**17** fly high my light  
sky try fight night

**18** 1 fly, high, sky 2 night

**19** 1 b, light 2 c, my 3 a, fly

**20** 1 fly 2 fight 3 try 4 light 5 sky 6 night

**21** 1 good, better than, the best  
2 bad, worse than, the worst  
3 old, older than, the oldest  
4 new, newer than, the newest

## Unit 9, Learning New Things

**1** 1 sing 2 comic 3 skateboard 4 website  
5 bake 6 robot 7 guitar 8 dance

**3** 1 skateboard 2 show 3 draw 4 bake  
5 sing 6 learn 7 speak

**5** 1 in Sam's class 2 guitar 3 can't 4 would 5 isn't

**7** 1 No, he thinks it's dangerous.  
2 Yes, he loves dancing.  
3 No, she thinks it looks boring and it's too hot.  
4 Yes, he's going to his cousin's birthday party.

**8** 1 She would like to learn how to paint.  
2 He would like to learn how to dance.  
3 They would like to learn how to play basketball.  
4 She would like to learn how to skateboard.

**10** 1 They would like to learn how to play chess.  
3 She would like to learn how to play tennis.

**11** 1 bones 2 skeleton 3 organs 4 joints 5 muscle 6 brain

**12** 5A, 4B, 1C, 3D, 2E

**13** 1 Your brain tells your nerves that you want to move.  
2 Your nerves send messages to your muscles.  
3 Your muscles contract and get ready for motion.  
4 Your bones and joints move together.  
5 If you are a good tennis player, you can hit the ball with precision.

**14** 1 motion 2 contract 3 precision

**15** 1 a 2 b 3 b 4 b

**16** 1 d 2 a 3 e 4 b 5 c

**17** 1 attract 2 a plug 3 goggles 4 sit still  
5 difficult 6 practicing 7 spit 8 fun

**18** a 3 b 1 c 2

**19** 1 filmgirl123 2 Movie 3 funny 4 night  
5 acting 6 builds 7 yourself 8 recommend

**21** new few gray hay these  
stew stay may eve

**22** 1 few, these, gray 2 new

**23** 1 d, these 2 a, few 3 d, new 4 c, pray

**24** 1 These 2 new 3 stew 4 gray

**25** 1 She thinks it's boring.  
2 What does Luisa think of working with a computer?  
3 He thinks it's boring.  
4 What does Martin think about skateboarding?

**26** 1 No, Karen doesn't know how to play the guitar.  
2 Yes, Phil knows how to speak Chinese.  
3 She would like to learn how to build a robot.  
4 They want to learn how to dance like a hip-hop artist.

## Checkpoint, Units 7–9

**1** 1 friendly, good at chess, funny, smart  
2 have a party, learn to play chess, watch fireworks

**3** 2 Ben's mom's birthday

## Unit 1, Extra Grammar Practice

**1** 1 bigger than  
2 heavier than  
3 My grandmother is older than my aunt.  
4 My father is taller than my brother/sister.  
5 A baseball is smaller than a basketball.

**2** 1 Your, yours 2 Their, theirs 3 Her, mine  
4 Our, their 5 My 6 His, her

## Unit 2, Extra Grammar Practice

- 1** 1 What, is going to walk the dog  
2 Where, are going to visit the dentist  
3 What, is going to play video games  
4 Where, are going to go to the supermarket
- 2** 1 How often do, They do the dishes twice  
2 How often does, She visits her cousins once

## Unit 3, Extra Grammar Practice

- 1** 1 would she like, She would like  
2 would he like, He would like steamed buns.  
3 What would they like, They would like yogurt with fruit.
- 2** 1 she does, Would, like 2 I don't, I wouldn't

## Unit 4, Extra Grammar Practice

- 1** 1 I shouldn't go to school today. I should rest.  
2 He shouldn't go to basketball practice. He should go see the school nurse.  
3 They shouldn't watch so much TV. They should get more exercise.
- 2** 1 yourself 2 herself 3 should take care of himself

## Unit 5, Extra Grammar Practice

- 1** 1 How many 2 are there 3 Were there  
4 there are 5 there were
- 2** 1 because people are keeping them as pets  
2 They're endangered because their habitat's polluted

## Unit 6, Extra Grammar Practice

- 1** 1 they did, they do  
2 No, they didn't, because they didn't have computers, Yes, they do  
3 did, use, used to

## Unit 7, Extra Grammar Practice

- 1** 1 does, give a present, 2nd of July  
2 do, watch, On the 22nd of April  
3 do, wear, On the 4th of July  
4 do, have, On the 3rd of July

- 2** 1 14th 2 8th 3 30th 4 1st

## Unit 8, Extra Grammar Practice

- 1** 1 big, bigger than, the biggest  
2 the best, good, better than  
3 the worst, worse than, bad
- 2** 1 c 2 a 3 b

## Unit 9, Extra Grammar Practice

- 1** 1 They would like to learn how to sing like a rock star.  
2 She would like to learn how to bake a cake.  
3 He would like to learn how to make a website.
- 2** 1 you think of skateboarding, think  
2 she think of the guitar, thinks

# WORDLIST

## Welcome to Class!

<b>Other</b>	
band	a
competition	a
fancy dress party	a
height	b
length	b
magazine	a
make cakes	c
movie theater	d
music teacher	d
play (the drums)	a
scientist	c
sing	d

## Unit 1

### Describing people

beard	11
blonde	4
braid	11
bright	4
character	10
curly	5
dark	4
friendly	4
funny	4
glasses	4
hair	4
heavy	9
left-handed	10
light (a.)	4
long	4
right-handed	10
serious	4
short	4
shy	4
smart	4
straight	4
tall	4
wavy	4

### Possessive pronouns

her	5
hers	6
his	9
mine	6
my	9
our	5
ours	9
their	9
theirs	9
your	9
yours	6

### Other

birth	10
common	10
court	11
dyed	11
exactly	10
fake	11
fan-shaped	11
fingerprint	10
fraternal	10
hairstyle	11
have (something) in common	6
identical	10
judge	11
look alike	10
mirror	10
pair	10
powdered	11
quadruplets	10
rare	10
relationship	10
researcher	10
retire	11
same	5
saxophone	5
survive	10
triplets	10
wealthy	11
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# International Phonetic Alphabet

## IPA Symbols

### Consonants

/b/	<b>b</b> aby, <b>cl</b> ub
/d/	<b>d</b> own, <b>to</b> day, <b>sad</b>
/f/	<b>f</b> un, <b>pre</b> fer, <b>laugh</b>
/g/	<b>g</b> ood, <b>beg</b> in, <b>dog</b>
/h/	<b>h</b> ome, <b>beh</b> ind
/k/	<b>k</b> ey, <b>choc</b> olate, <b>black</b>
/l/	<b>l</b> ate, <b>pol</b> ice, <b>mail</b>
/m/	<b>m</b> ay, <b>wom</b> an, <b>swim</b>
/n/	<b>n</b> o, <b>op</b> inion
/ŋ/	<b>ang</b> ry, <b>long</b>
/p/	<b>p</b> aper, <b>map</b>
/r/	<b>r</b> ain, <b>par</b> ent, <b>door</b>
/s/	<b>s</b> alt, <b>med</b> icine, <b>bus</b>
/ʃ/	<b>sug</b> ar, <b>spe</b> cial, <b>fish</b>
/t/	<b>t</b> ea, <b>mat</b> erial, <b>date</b>
/θ/	<b>th</b> ing, <b>heal</b> thy, <b>bath</b>
/ð/	<b>this</b> , <b>moth</b> er, <b>bathe</b>
/v/	<b>ve</b> ry, <b>trav</b> el, <b>of</b>
/w/	<b>w</b> ay, <b>any</b> one
/y/	<b>y</b> es, <b>on</b> ion
/z/	<b>z</b> oo, <b>cous</b> in, <b>always</b>
/ʒ/	<b>meas</b> ure, <b>gar</b> age
/tʃ/	<b>ch</b> eck, <b>pic</b> ture, <b>watch</b>
/ʒ/	<b>j</b> ob, <b>ref</b> rigerator, <b>orange</b>

### Vowels

/ɑ/	<b>o</b> n, <b>h</b> ot, <b>f</b> ather
/æ/	<b>a</b> nd, <b>c</b> ash
/ɛ/	<b>e</b> gg, <b>s</b> ays, <b>l</b> eather
/ɪ/	<b>i</b> n, <b>b</b> ig
/ɔ/	<b>o</b> ff, <b>d</b> aughter, <b>d</b> raw
/e/	<b>A</b> pril, <b>t</b> rain, <b>s</b> ay
/i/	<b>e</b> ven, <b>s</b> peak, <b>t</b> ree
/o/	<b>o</b> pen, <b>c</b> lose, <b>s</b> how
/u/	<b>bo</b> ot, <b>d</b> o, <b>th</b> rough
/ʌ/	<b>o</b> f, <b>y</b> oung, <b>s</b> un
/ʊ/	<b>put</b> , <b>co</b> ok, <b>w</b> ould
/ə/	<b>a</b> bout, <b>p</b> encil, <b>l</b> emon
/ə/	<b>m</b> other, <b>S</b> aturday, <b>d</b> octor
/ɜ/	<b>e</b> arth, <b>b</b> urn, <b>h</b> er

### Diphthongs

/aɪ/	<b>i</b> ce, <b>s</b> tyle, <b>l</b> ie
/aʊ/	<b>o</b> ut, <b>d</b> own, <b>h</b> ow
/ɔɪ/	<b>o</b> il, <b>n</b> oise, <b>b</b> oy

## 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	/ʒi/
h	/eč/
i	/aɪ/
j	/ʒe/
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	/ dʌbəl yu/
x	/ɛks/
y	/waɪ/
z	/zi/

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Authorised adaptation from the United States edition entitled Big English, 1st Edition, by Mario Herrera and Christopher Sol Cruz. Published by Pearson Education Inc. © 2013 by Pearson Education, Inc.

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First published 2017

ISBN: 978-1-2922-0344-7

Set in Heinemann Roman  
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## Acknowledgements

The publisher would like to thank the following for their kind permission to reproduce their photographs:

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**I23RF.com:** akiyoko 94b (carp kites), Ian Allenden 16/3, Auremar 44/5, 55/2, Bovalentino 44/4, Guido Bttner 23 (b), Celeste Cota 79br, Narongrit Dantragoon 23 (c), Iakov Filimonov 56/2, Robert Hainer 40br (recycle), Darrin Henry 96/12, Joruba 44/1, 55/3, Dmitry Kalinovsky 92, Teresa Kasprzycka 94t (Easter), Le Moal Olivier 91, Leo Lintang 54c, maglara 23 (d), Piotr Marcinski 23 (a), Jozef Polc 16/5, Andres Rodriguez 14cr, sai0112 51tr, Dmitriy Shironosov 26/3, 84/1, Subbotina 16/8, Giedrė Vaitekūnė 101tc, Wavebreak Media Ltd 79bc, 100, Hongqi Zhang 115tr, Zoeytoja 28/4, Дмитрий Голь 103tr; **Alamy Stock Photo:** age fotostock 75c, Idris Ahmed 90t, H Armstrong Roberts 68/12, Jon Berkeley 56/3, Alison Bernier 45, 80tr, Blend Images 33/2, Blend Images / Alamy Stock Photo 94t (Dia de los Muertos), Blickwinkel 62tr, Blue Jean Images 85 (d), Brand Z 68/11, David J. Green - Lifestyle Themes 26/2, Danita Delimont 11tr, 75r, Design Pics Inc 56/1, 61b, dpa picture alliance archive 62bl, Chuck Eckert 16/2, Raga Jose Fuste 90c, GL Archive 68/10, Denise Hager 97/3, Hero Images Inc. / Alamy Stock Photo 108/9, Ernie Janes 102br, Jeff Morgan 102tr, Johnrochaphoto 96/6, Juice Images 11tl, Juice Images / Alamy Stock Photo 113/1, Kidstock 85t, Robert Landau 68/1, H Lefebvre 68/7, Lordprice Collection 102bl, M Itani 33/4, 42, Lumi Images / Alamy Stock Photo 94t (Christmas), MBI 14tl, Frank Merfort Welcome Unit (d), Mint Images Limited / Alamy Stock Photo 112, Konstantinos Moraitis 101tl, Nature Picture Library / Alamy Stock Photo 56/4, Michael Newman 97/4, Nikreates 38b (orange juice), David Page 16/1, Picture Partners 97/2, Ingolf Pompe 75l, RGB Ventures / SuperStock 103cl, Stan Rohrer 101tr, Pep Roig 74c, Lyndsay Russell 85 (a), SAGAPhoto.com / Roux Olivier 108/8, Ian Shaw 97/1, Johan Tack 44/6, The Africa Image Library 56/5, Vintage Images 68/9, Stacy Walsh Rosenstock 84/6, Wave Royalty Fee / Design Pics Inc 68/5, World History Archive 115tl, Zuma Press Inc 106b; **Brand X Pictures:** 14cl; **Fotolia.com:** Alexander 16/6, Ameli K 96/1, Andy Dean 29 (Angela), Karen & Uwe Annas 12, Artranq 68/4, Benicce 68/3, Blend Images 40tr (boy), 120tr, Jacek Chabraszewski 39tr, 49bl, 54l, 66bl, 78l, 82, 113/2, chasingmoments 5bl, 9bl, 17br, 26bl, 38cl, 39tl, 66br, 79tl, 118tr, Welcome Unitbl, CJPhoto 96/2, DennisNata 44/3, 55/4, Nina Dezhda 28/3, DMM Photography Art 102cr, DragonImages 108/10, dream79 94b (origami), Pavel Drozda 51c, Elen Studio 85 (c), Julie Eydman 33/3, Flowerpower 85 (b), 120cr, Freestyleone 28/1, funky\_soul 66tc, Gelpi 10br, Goldenangel 109, 120br, Joe Gough 28/2, 28/10, 39/2, Michael Gray 33/1 (oatmeal), Haveseen 56/6, 64, Ramona Heim 44/2, Highwaystarz 27/1, iofoto 94t (4th July), Jarp 28/5, fotodesign-jegg.de 4/4, Jjpixs 27/4, karelnoppe 4/3, Kazakovmaksim 62c, Ivan Kmit 96/3, Valeriy Lebedev

49br, Konstantin Li 108/7, lucigrumeza 66tr, monitcellllo 36b, Monkey Business 5br, 9br, 14bl, 21bl, 26/1, 26br, 38cr, 40cr (buying vegetables), 57br, 67bl, 76, 79tr, 94cr, 95bc, 106tl, 113br, Welcome Unitbr, Nami66 17bl, 78r, 95bl, 97b, 118tl, Anna Om 21br, Anna Omelchenko 14br, 57bl, 67br, 106tr, 113bl, Thomas Perkins 29 (Mei Lin), Pink Candy 96/5, Welcome Unit (c), poonsap 28/8, 33/2 (noodle soup), 39/1, pzRomashka 44/7, Rpo7 62br, RT Images 38b (fruit), Uryadnikov Sergey 61t, 63b, Siraphol 94b (rice cakes), sunabesyou 44/8, 55/1, Syda Productions 60, Szakaly 35br, Taka 94b (costume), Max Topchii 10cl, Viktor 38b (chicken), Vitalinko 10tr, WavebreakmediaMicro 116, Alexander Yakovlev 108/1, zest\_marina 36t, 38b (watermelon); **Getty Images:** Corbis 33/1, Rhienna Cutler 14tr, Peter Dazeley 11br, Fuse 4/1, 57tr, iStock 11bl, Jupiterimages 84/2, Kidstock 5tr, Amos Morgan 5tl, Sucharn 35tl; **Pearson Education Ltd:** Studio 8 8, Jon Barlow 44/9, Gareth Boden 20, 29 (Oliver), Tudor Photography 35cl; **Rex Shutterstock:** imageBROKER 35cr; **Shutterstock.com:** 3445128471 54t, 80Shama 80br, All962 28/7, 39/4, Peter Albrektsen 96/4, 120b, arek\_malang 4/2, 95br, AVAVA 96/8, bds 68/2, Bikeworldtravel 84/3, Franck Boston 29 (Isabella), Cheryl Casey 97t, Sam Chadwick 74l, CLS Design 40cr (cereal), Braam Collins 67cl, Denizo71 26/4, Donskaya Olga 4/6, Everett Collection 68/8, FloridaStock 67tr, Fotokostic 27/3, fusebulb 50tr, Mandy Godbehear 84/5, Hangingpixels 67tl, Chris Harvey 103br, Horiyan 38b (milk), Charlie Hutton 74r, Iofoto 79bl, 88, Kalim 51bl, 80cr, Dmitry Kalinovsky 16/4, Sebastian Kaulitzki 50br, Anna Kucherova 115bl, Lebendkulturen.de 50tl, Littlekidmoment 108/3, Marmion 29 (Alan), MilanMarkovic78 96/9, Olga Miltsova 28/6, 33/3 (yogurt), Monkey Business 24, 72, Monkey Business Images 16/7, 32, 84/4, Welcome Unit (top), Juriyah Mosin 104, Amy Myers 96/7, Naluwan 113/3, 122, nikkytok 50bl, Tyler Olson Welcome Unit (a), Papkin 28/9, 39/3, Arnaud Quanjer 67cr, Denis Radovanovic 108/4, Joshua Resnick 27/2, Strelka 51br, studio online 38b (salad), Studiolooco 119, Sunsetman 66tl, Tammykayphoto Welcome Unit (b), Gladskikh Tatiana 69, Leah-Anne Thompson 17t, topten22photo 90b, Kiselev Andrey Valerevich 4/5, 96/11, VaLiza 68/6, Nejc Vesel 108/6, Artem Voropai 96/10, Peter Weber 108/5, wormdog 48, www.BillionPhotos.com 108/2, YorkBerlin 114, Yurchyks 54b, ZouZou 94cl; **SuperStock:** Denkou Images 29t

**Cover images:** Front: **Getty Images:** JGI / Jamie Grill

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ISBN 978-1-292-20344-7

