

BIG ENGLISH 2



ALWAYS LEARNING

PEARSON

The Big Ideas behind *Big English*

Big English reflects the most up-to-date and best practices of teaching and learning English. It is supported by research carried out by the authors and other professionals in the classroom, and reinforced by internationally recognized educational standards, including the TESOL ESL Standards for K–12 Students and the Common European Framework of Reference for Languages.

Let's take a look behind the scenes, and explore the big ideas that laid the foundation for *Big English* . . .

Learning happens in context, not in isolation.

Core to our belief is the notion that human learning is a process of constructing meaning through interaction in social contexts. Our minds—whether we are children or adults—seek to make sense of our surroundings and our experiences.

There are many cutting-edge and well-researched ideas in the world of education.

Three of the central bases for the *Big English* program philosophy are **Assessment for Learning (AFL)** techniques, a focus on **21st Century Skills**, and an approach supported by **Content Language Integrated Learning (CLIL)**.

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
- discussing
- creating journals
- doing research
- reflecting on values
- participating in meaningful play
- reading fiction and nonfiction texts
- viewing and responding to video
- conducting interviews and surveys
- producing and presenting projects of different types

Language learners need support to meet their goals.

Young learners learn about their world within their personal, social, *and* educational domains. *Big English* provides opportunities to explore and personalize new language in these domains and helps develop students' communicative language competence.

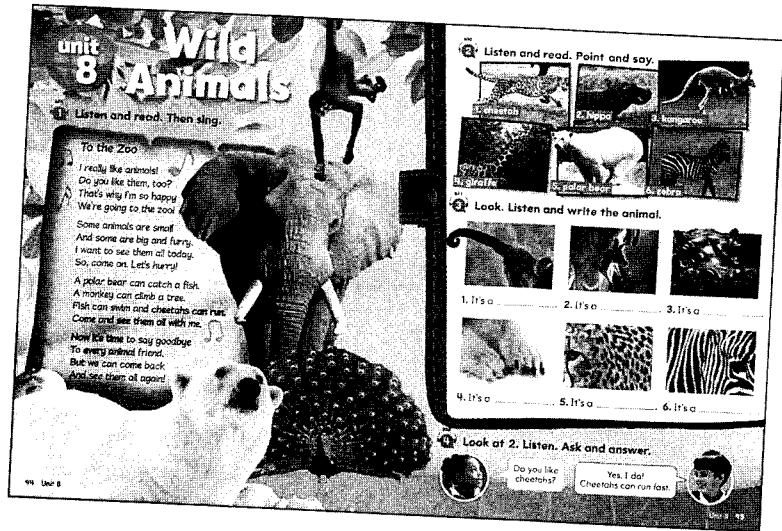
It's a digital world.

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

Big English is a new, six-level primary program that engages students with fun, exciting material and prepares them to succeed both in the classroom and the outside world. In addition to a balanced integrated-skills approach to instruction, the course includes a **CLIL** strand and an emphasis on **21st Century Skills**, challenging students to be creative, to think critically, and to collaborate with their classmates. Teachers can pinpoint areas where students require extra practice and encourage students to become independent, effective learners with the **Assessment for Learning** techniques.

Student Book

- Activities present key language in context, motivating learners not only to understand but also to acquire it. Examples include songs, stories, sticker activities, content language, and values lessons.
- **Think Big** activities help students develop 21st Century Skills.
- Connections pages integrate use of learning strategies into content-based learning.
- Values lessons and Projects help build character through creative and collaborative activities.
- Three 4-page Checkpoints focus on Assessment for Learning and provide opportunities for students to assess their own progress.



Wild Animals

Listen and sing. Write the words.

To the Zoo

I really like animals!
Do you like them, too?
That's why I'm so happy
We're going to the zoo!

Some animals are small
And some are big and furry.
I want to see them all today
So, come on. Let's hurry!

A polar bear can catch a fish.
A monkey can climb a tree.
A cheetah can swim and
can run.
Come and see them all with me.

Now it's time to say goodbye
To every animal friend.
But we can come back
And see them all again!



Write. What animals do you like to see at the zoo?

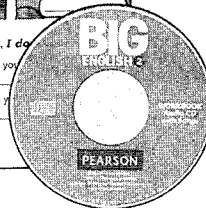
Look and write.

cheetahs giraffes hippos kangaroos
monkeys polar bears zebras



Look at 3. Write Yes, I do or No, I do not.

1. Do you like polar bears?
2. Do you like kangaroos?
3. Do you like giraffes?
4. Do you like monkeys?

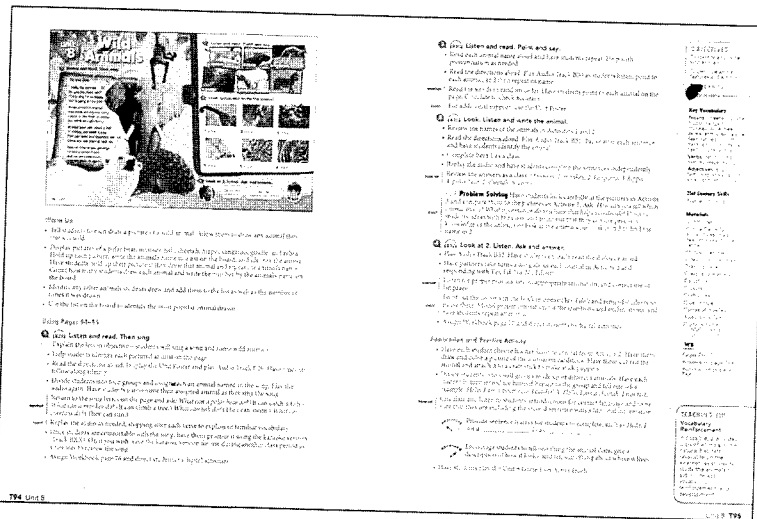


Workbook

- The Workbook provides engaging additional practice for each lesson in the Student Book.
- The Workbook is designed for independent study at home, but can be used for reinforcement in the classroom as well. It is also included as a digital component on the ActiveTeach (interactive whiteboard support) and in the *Big English MyEnglishLab* (online learning tool).

Teacher's Edition

- This comprehensive overview of each unit includes step-by-step lesson plans, activities and ideas, a Game Bank, Student Book and Workbook Audio Scripts, a Workbook Answer Key, and notes and audio scripts for YLE Practice Materials found at the end of each Student Book.
- Assessment for Learning techniques and ideas for developing 21st Century Skills are incorporated throughout each lesson plan.



ActiveTeach

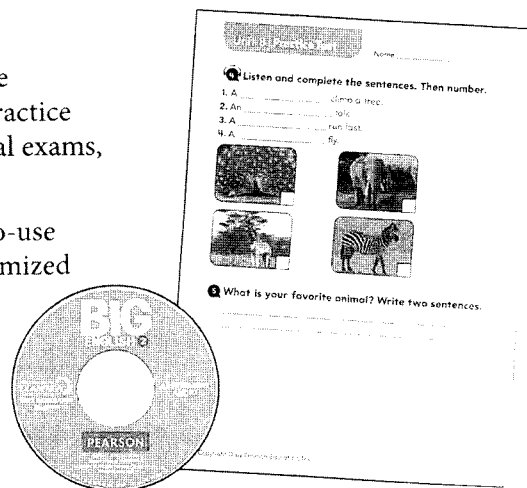
This digital tool includes helpful resources, such as:

- Interactive versions of the Student Book activities for use on a whiteboard or a computer and projector. Includes audio, flexible zoom-ins, and vocabulary pop-ups.
- Theme-based video with CLIL segments (documentaries) and dramatic segments.
- Teacher's Resource Files, which includes supplemental materials such as Sound and Letter Picture Cards, games, activities, and worksheets.
- A Grammar Handbook for students, interactive classroom games, and Picture Cards.



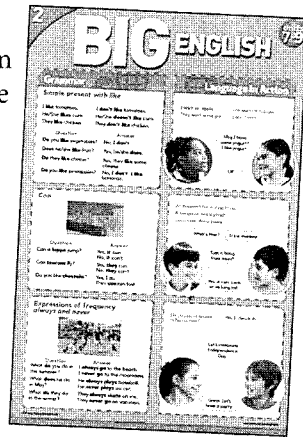
Assessment Package

- The Assessment Package includes an overview of language assessment for young children, such as placement tests, practice tests, unit tests, mastery tests (after every three units), final exams, and materials for oral assessment.
- Also included is the ExamView® Assessment Suite, easy-to-use test-generating software that enables the creation of customized tests in minutes.



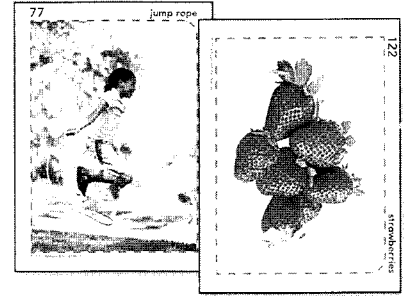
Posters

- Nine thematically-related teaching posters elicit and review target language.
- Three grammar posters for classroom display provide on-the-spot reference for learners.



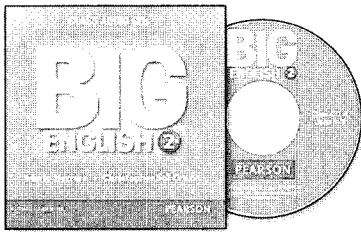
Picture Cards

- Perfect for big classes, extra-large cards illustrate target vocabulary.
- Cards are available in print or digital format in the ActiveTeach component.



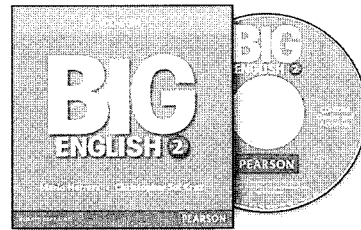
Class Audio CD

- Listening activities
- Songs, including karaoke versions
- Unit stories and CLIL readings



Student CD-ROM

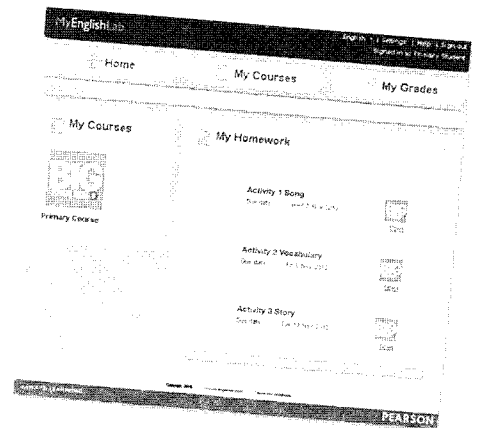
- Interactive activities and games
- Songs, including karaoke versions



MyEnglishLab

This optional online learning tool includes:

- An interactive *Big English* Workbook
- Additional activities and games
- Auto-graded tests and quizzes
- Easy course management and record-keeping for teachers



Unit 6 My Day

1 Listen and read. Then sing.

From Morning to Night

It's morning! Time to get up.
Brush my teeth and get dressed.
It's nice to stay in bed!
But there's no time to rest!
In the school, I have some toast.
It's eight o'clock. Time to go!
I get my books and run real fast.
I can't be late, I know.

I come home in the afternoon.
And do my homework right away.
I ask friends to come and play.
And we play for the rest of the day.

In the evening after dinner,
The sky is dark. There's no more light.
I take a shower and go to bed.
It's been a good day. Good night!

2 Listen. Point and say.

3 Look and listen. Write.

1. He gets up at _____ o'clock.
2. She eats lunch at _____ o'clock.
3. He goes to bed at _____ o'clock.

4 Point to the clocks in 2. Listen to the model. Ask and answer.

What time is it? It's nine o'clock.

Each unit opens with a high-energy song to introduce the unit theme in a fun context.

Key unit vocabulary and content is presented.

Reading comprehension and discussion questions develop comprehension strategies and critical thinking.

Story

1 Listen and read.

Max's Day

Mom: The car leaves at 7. When does he get up?

Max gets up at two o'clock in the afternoon. Then he eats and goes out.

What does Max do today? He takes a walk. He eats his eggs.

Max's day sounds boring to me! It sounds great to me!

When does Max come back? He comes back at seven o'clock. Then he sleeps again.

Max doesn't do homework. He doesn't play sports. He doesn't watch TV.

2 Look at the story. Number in order.

Max comes home.
Max gets up.
Max eats.
Max sleeps again.
Max goes out.

3 Ask and answer with a partner.

1. When do you sleep? When do you get up?
2. Do you think you sleep too much or too little? Why?

Fun and highly visual stories encourage a love of reading.

Think Big questions let students personalize and practice key vocabulary.

1 Listen and say.

Dad: Good morning, Emily. What time is it?
Emily: It's eight o'clock.
Dad: When do you go to school?
Emily: I go to school at eight o'clock.
Dad: So, why are you in your pajamas?
Emily: Oh, Dad! Today's a holiday!

2 Work with a partner. Look at B. Role-play.

3 Listen. Stick.

4 Listen and write do or does.

1. When _____ she brush her teeth?
2. When _____ they eat lunch?
3. When _____ school start?
4. When _____ he go to bed?
5. When _____ school end?
6. When _____ he get up?

5 Look at 11. Write the answers to the questions.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

A fun sticker activity reinforces students' aural understanding of the new language.

Grammar is taught in context and supported on the facing page by clear grammar charts for additional reference.

Connections | Content: Social Studies

Telling Time Long Ago

What time is it? How do you know? We use clocks, watches, and cell phones to tell time. But there are other ways to measure time. Some are very old.

A sundial uses the sun to tell time. The sun makes a shadow on the sundial. The shadow tells the time of day.

An hourglass uses sand to measure time. Sand falls from the top of a glass to the bottom. It takes one hour for all the sand to fall to the bottom of the glass.

A water clock uses water to tell time. It works like an hourglass. It has two cups. The water falls from one cup to the other.

Listen and read.

Why do you like to know what time it is? Do you ever not want to know the time?

Circle T for true or F for false.

1. A sundial uses sand to tell time. T F
2. An hourglass uses water to tell time. T F
3. A water clock works like an hourglass. T F

Unit 6 72

Around the World | Connections

Clocks

What time do you wake up in the morning? Do you use an alarm clock? Many people do. Here are some clocks from around the world.

This clock is from Germany. It's called a cuckoo clock. A cuckoo is a bird. When the hands of the clock strike the hour, the bird comes out of the little door at the top of the clock. It says, "cuckoo."

This alarm clock is from Japan. It helps you save money and get up on time. To stop the alarm, you put a coin in the clock.

This is a grandfather clock. The first grandfather clock came from England. This one is from the United States. The face of the clock is made of tall case, or box. It's made of wood. The part that hangs down from the face is the pendulum. The clock makes a special sound called a chime. The number of chimes helps you tell the time.

Listen and read.

Ask and answer with a partner.

Would you like to use one of these alarm clocks? Why or why not?

Unit 6 73

In Content Connections, students encounter text from academic areas such as social studies, science, and math. Content vocabulary is highlighted.

In Around the World Connections, students learn about different cultures and countries.

Listen and point. Say.

1. clock 2. wake 3. shower

4. yogurt 5. crayon 6. wear

Listen and write. Use the words in 18.

1. I use an alarm clock to _____ me up.
2. Do you want to _____ to school or ride the bus?
3. We go to New York every _____.
4. Use a green _____ to color the grass.
5. My mom likes _____ on her cereal in the morning.
6. I take a hot _____ at eight o'clock every night.

Listen and say. Underline w and y.

1. We're waiting for you in your wagon.
2. Are you walking to Yolanda's house?
3. Yes, you're right. Yams is west of here.
4. Edward wins a big award each year.

Listen and number in order. Say.

a. I get dressed quickly and eat breakfast.

b. I always get to school on time.

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

d. I get up early on school days.

Tell your partner how you get to school on time. Do the actions.

Make a My Day book.

1. Fold.
2. Draw clocks.
3. Draw what you do.
4. Show your book.

Unit 6 75

Students learn about letters and their corresponding sounds in a systematic way. The Sounds and Letters Cards (ActiveTeach) can be used for fun teacher-led activities.

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

Review | Listening and Speaking

Play the Silly Sentences game.

First, write times on cards. Then write daily activities on other cards.

1:00 2:00 I eat breakfast. I do my homework.

Now work in groups. Stack the cards. Take turns. Turn over one card from each stack and read a silly sentence.

I eat breakfast at three o'clock. There's a fly! When do you usually eat breakfast?

I eat breakfast at eight o'clock. I eat breakfast at eight o'clock.

Now, I'm going to make a sentence.

Unit 6 76

Vocabulary and Grammar | Review

Look and write the time.

1. It's _____.
2. It's _____.
3. It's _____.
4. It's _____.
5. It's _____.
6. It's _____.

Circle.

1. When **do / does** he eat breakfast?
2. When **do / does** they get home from school?
3. When **do / does** the school bus come?
4. When **do / does** you go to bed?

Write.

1. What do you do at eight o'clock in the morning?
2. What do you do at four o'clock in the afternoon?
3. What do you do at nine o'clock at night?

Circle talk about time and daily activities. say when people do things.

Unit 6 77

Students show what they have learned in the unit through a game-style group activity and language exercises.

I Can check boxes help students assess their own learning and reflect on their progress.

Checkpoint lessons consolidate material from the three previous units and help train learners in Assessment for Learning techniques (see page xi).

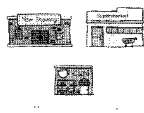
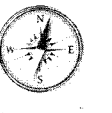
Students review key language from the previous units and compare it with their current knowledge of that language.



Checkpoint Units 4-6

Do I Know It?

1. Think about it. Look and circle. Practice.

I know this I don't know this

1.  2. 

3.  4. 

5. He wants to buy a book. Yes No

6. Is there a cafe on High Street? Yes, there is. / No, there isn't. Yes No

7. What do you want to be? I want to be a pilot. Yes No

8. When does she get up? She gets up at 7:00. Yes No

I Can Do It!

Get ready.

A. Look, listen, and write.

artist mail carrier teacher

Chad: Hey, Lydia, what do you want to be?
Lydia: Well, I like to walk, and I like to be outside. I want to be a (1) _____.

Chad: Really? Not me.
Lydia: Why not?
Chad: They get up at 4:00 in the morning! What does your sister want to be?
Lydia: She wants to be an (2) _____.

Chad: Why?
Lydia: She likes to draw. She draws pictures all the time.
Chad: I like to draw, too.
Lydia: Do you want to be an artist, too?
Chad: No, I don't. I want to be an art (3) _____ I like school!

B. Talk about what you want to be with a partner. Tell why.

What do you want to be? I want to be a vet.
I like animals.

78 Checkpoint Units 4-6

The "Get ready" task helps identify any gaps in learners' knowledge of key language points so that teachers can focus review as needed.

The "Get set" and "Go!" tasks allow learners to consolidate and use the new language in pair and group activities featuring cut-out materials.

Checkpoint Units 4-6

Get set.

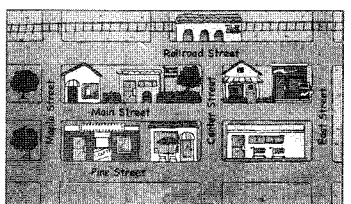
1. Cut out the cards on page 125.

2. Put the cards on your desk. Mix the cards up. Now you're ready to Go!

Go!

A. Take turns with a partner. Pick up a card. Continue until you find a matching card. Read your cards aloud.

We want to see a movie. The movie starts at 7:00.



6. Hold up one card at a time and find it on the map. Ask and answer with a partner.

Where's the movie theater? It's on Pine Street.

Write or draw.

All About Me

What do you want to be? When do you go to school?
Where's your school? When do you do your homework?

Do I Know It Now?

1. Think about it.

A. Go to page 78. 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.

2. Rate this Checkpoint. Color the stars.

easy hard fun not fun

90 Checkpoint Units 4-6

Students have fun with a mini-portfolio section, and then reassess their understanding of the key language points from the previous group of units.

Learner-Centered Approach

The *Big English* program ensures that all learners become active participants in every lesson by activating prior knowledge of topics and concepts and by encouraging them to share and express their personal experiences, ideas, and opinions in English.

Big English also incorporates activities that appeal to students having a variety of learning styles. Attention has been paid to visual, auditory, tactile/kinesthetic learners through the inclusion of illustrations, photos, graphic organizers (visual learners), opportunities to hear and repeat learning targets (auditory learners), sticker activities, routines, and games using touch and movement (tactile/kinesthetic learners).

Furthermore, care has been taken to provide activities that capitalize on Howard Gardner's *Theory of Multiple Intelligences*: logical-mathematical, linguistic, spatial, bodily-kinesthetic, musical, naturalistic, existential, interpersonal, and intrapersonal.

Big English also considers classes with students of different abilities by providing differentiated instruction suggestions throughout the Teacher's Edition.

Assessment for Learning

While all assessment is used to measure students' progress and to motivate students to learn, the *Big English* Teacher's Edition offers opportunities for teachers to train students in a more dynamic type of assessment. As opposed to traditional, summative assessment tools that measure what is known or what has been learned (assessment *of* learning), Assessment *for* Learning is based on the following three main principles: having students participate in setting goals, in performing ongoing assessment, and helping students learn how to set goals and self-assess.

Principles of Assessment for Learning		
Set Goals	Perform Ongoing Assessment	Help Students Learn How to Set Goals and Self-Assess
Make sure each student has a clear understanding from the beginning of each unit what exactly the learning target is and what the expected outcomes are.	With the individual student's participation, informally and frequently assess where he or she is on the path to achieving those outcomes, usually during the course of a lesson.	Help students understand where the gaps are between what they have learned and the expected outcome, so they can address whatever areas are still lacking to achieve their goals.

Assessment for Learning in *Big English*

The Teacher's Edition has infused and signposted the Assessment for Learning process into each lesson, as applied to all activities in the Student Book.

INVOLVE	Make sure students know what the lesson objectives are, so they feel ownership of their own learning.
MONITOR	Build in opportunities to assess how well the students are learning the material, and try to figure out where the gaps are. Whenever possible, help students learn how to assess their own learning at this stage, too.

ASSIST Once you've determined where the gaps are, present the material again in another context or modality, so students have another opportunity to learn the material.

CHALLENGE Go beyond the page and get students to internalize the material by personalizing it, applying it to new contexts, analyzing it critically, etc.

These Assessment for Learning techniques, used in combination with the *Big English* Assessment Package, provide teachers and students with a unique set of tools to achieve both personal and program goals.

21st Century Skills

The term *21st Century Skills* refers to the knowledge and skills that learners need to be successful in the increasingly complex life and work environment of today's rapidly changing, digital world. These skills are divided into three key areas: learning and innovation, digital literacy, and career/life skills. The *Big English* series combines rich content, a wide variety of tasks, and specific teaching suggestions to ensure ample coverage and opportunities for development of these important skills. Below is a chart that summarizes how 21st Century Skills are reflected throughout the program.

Learning and Innovation "The 4 C's"	Critical thinking and problem solving Creativity and innovation Communication Collaboration	→	Think Big tasks Personalization tasks Communicative tasks Collaborative tasks Activity extension ideas
Digital Literacy	Information literacy Media literacy ICT literacy	→	Print/Digital reading genres Content-based research tasks Activity extension ideas
Career and Life	Flexibility and adaptability Initiative and self-direction Social and cross-cultural interaction Productivity and accountability Leadership and responsibility	→	Think Big tasks Content-based research tasks Values instruction Individual and group projects Content-based discussion tasks

The *Big English* classroom creates authentic learning experiences for students. Students are encouraged and motivated to think deeply about issues, to develop critical thinking skills, and to work together to solve problems creatively. The program brings the world into the classroom and takes students beyond the classroom out into the world.

Content Language Integrated Learning (CLIL)

The content-based materials in *Big English* provide countless benefits to young learners of English. *Big English* implements CLIL by using the target language—English—as the medium for teaching school content areas—for example, science, math, and social studies—as well as to raise learners' awareness of cultural similarities and differences.

Learning content language through the medium of English helps students deepen their comprehension of both the content curriculum and English. This enhanced comprehension places them far beyond where they would be by studying only nonacademic, everyday English.

The content-based materials in *Big English* improve students' language competence and oral communication skills. They help diversify classroom practices and increase learners' motivation and confidence in both their acquisition of key language and development of content knowledge.

Content Connections

In *Big English*, the content that learners are studying in their first language provides scaffolding for their learning of content-area English. CLIL also promotes learners' application of learning strategies. As these learning strategies become part of a student's repertoire of behaviors for learning, they transfer to other content areas and encourage greater student autonomy.

Around the World Connections

Big English also integrates another important category of CLIL in the Around the World Connections pages, which provide insights into how people all over the world have similarities as well as differences that enrich all of our lives. *Big English* content materials broaden students' real-world knowledge and understanding, develop intercultural communication skills and multilingual interests and attitudes, and provide opportunities to study content through different perspectives.

Theme-Based Units

Big English provides a basis for English language learning through a variety of content areas and high-interest topics. Theme-related language and concepts are presented as a tightly integrated whole. All parts of a unit present, apply, review, and/or expand upon the unit theme from a variety of perspectives, from the opening song or activities through the review. Everything in the unit encourages a deeper understanding of the language, knowledge of the content, and better communication.

Integrated Skills

Big English provides a balanced approach to developing the four skills—listening, speaking, reading, and writing. This approach strengthens communicative competency with presentation of language in a meaningful context. Learners learn to listen and speak in a multiplicity of ways—through singing, dialogues, asking and answering questions, role playing, games, summarizing, and presenting their own work. Reading and writing are developed through fiction and several types of nonfiction, dialogues, informational texts, songs, maps, graphic organizers, and other reading materials, in both print and digital formats. Younger learners are also given opportunities to practice their skills in a developmentally appropriate manner.

Systematic Vocabulary Development

In *Big English*, presentation of new language is done first in context, allowing students to develop important learning strategies that they will be able to apply to other learning areas. Vocabulary is then individually presented to make sure that students are able to understand each vocabulary item on its own. Students practice the new vocabulary in a variety of activities, including categorization, providing multiple exposures in a variety of contexts. Each time they encounter a word in a new context, they increase their knowledge of the word, linking the new piece of information to other information in mental networks of meaning.

Big English also takes care to target vocabulary appropriate to the developmental age of children. Very young learners focus on concrete vocabulary items that relate to objects they can see and touch in the world around them. Older children are better able to handle abstract words and themes that are more removed from their immediate world and tend to learn the words in categories. The vocabulary is also systematically recycled many times.

Conceptually and Developmentally Appropriate Grammar Training

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. For younger children, due to their level of cognitive development, it is not conceptually appropriate for teachers to present grammar as a set of rules that require analysis and manipulation of the new structure in order to use it properly. Instead, young learners become aware of structures by learning them as “chunks,” which they see and hear again and again until they start using them in a natural way, as do infants learning their first language.

As children become older and begin to think more analytically, they are able to elicit and apply rules to language structures. *Big English* gives students the opportunity to consider structures in such devices as grammar boxes in their books and on unit posters. 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 figure out the grammatical principle. This makes the grammatical “rule” more meaningful and memorable.


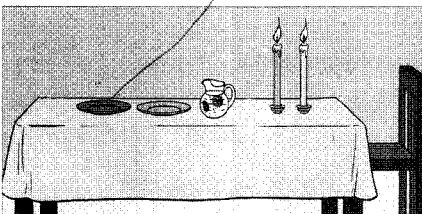
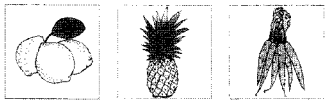
YLE Practice Materials

Students who plan to take the YLE (Young Learners English) test gain exposure to the YLE exam format in combination with language they have learned in *Big English*. Each Student Book provides practice materials for the three sections found in the YLE exam: Listening; Reading and Writing, and Speaking. Notes for the *Big English* YLE Practice Material; are provided in the Teacher’s Edition.

Listening C

– 5 questions –

Look at the pictures. Now listen and look. There is one example.

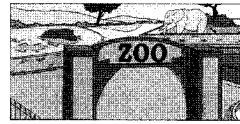
134 Listening C

Reading & Writing C

Read. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.









– 5 questions –

A Zoo



I am a big place. A lot of animals live in me. The elephant has big ears and a long trunk. The (1) _____ is a bird with a beautiful tail. The (2) _____ is another beautiful bird. It likes to talk. Then there are (3) _____. They have long tails and live in my trees. The (4) _____ is a large, gray animal with small ears. It likes the water. And the (5) _____ has a long neck and spots. What am I? I am a zoo.

example

 elephant	 peacock	 giraffe	 hippo
 kangaroo	 monkeys	 toucan	 snake

138 Reading & Writing C

Projects

Big English includes a student-centered project linked to the value presented in each unit. The project stimulates creative play and student collaboration. It encourages students to use new language in meaningful contexts, and also helps students to personalize the value being taught in the unit.

Unit projects further aid the process of language acquisition through the exploration and development of the senses and sensory modalities. At the lower levels, they help students develop their small-muscle and hand-to-eye coordination, sensory discrimination, and concentration. At upper levels, creativity and self-expression are cultivated. Individuals or groups of students present their projects to the class, which gives them the opportunity to build on their presentation skills.

Songs

In *Big English*, songs foster a sense of identity and increase rapport among students in the classroom. Singing generates positive feelings in students and strengthens motivation as it creates a state of relaxed receptivity. *Big English* 1 and 2 have a few chants, as well.

Games: Meaningful Play

Big English includes a variety of games to sustain students' interest and motivation through meaningful play in the language classroom. The games help sustain learners' interest through the hard work of understanding, reproducing, and manipulating newly learned language. Games provide enjoyable contexts for communication and provide the same density of practice as exercises while motivating learners to use their language capabilities to the fullest. Using new language in fun contexts intensifies the experience and helps students acquire it.

Review | Listening and Speaking

24 Work in groups. Play a memory game.

Student 1: What do you like to do on the playground? Say.

I like to play on the slide.

Student 2: Talk about Student 1. What does she like to do? Then say and act out what you like to do.


Terry likes to play on the slide. I like to ride my bike.

Terry likes to play on the slide. Pete likes to ride his bike. I like to play soccer.

Student 3: Talk about Students 1 and 2. Then say and act out what you like to do.

Play with your group. Can you remember what everyone likes to do?

24 Unit 2



Review | Listening and Speaking

25 Play the Silly Sentences game.

First, write times on cards. Then write daily activities on other cards.

7:00 2:00 I eat breakfast. I do my homework.

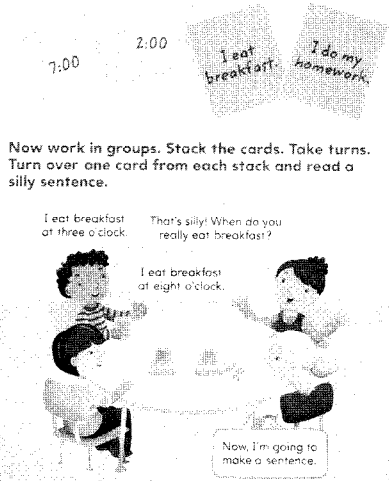
Now work in groups. Stack the cards. Take turns. Turn over one card from each stack and read a silly sentence.

I eat breakfast at three o'clock. That's silly! When do you really eat breakfast?

I eat breakfast at eight o'clock.

Now, I'm going to make a sentence.

76 Unit 6



Mario Herrera



Mario Herrera has a B.A. in Education and an M.A. in Teaching English as a Foreign Language. He specializes in teaching English to young learners. He has authored or co-authored several bestselling ELT programs worldwide, including *Balloons* and *Pockets* for preschool, *Parade* and *Backpack* for primary school, and *Cool Chat* for secondary schools. Mr. Herrera has also been involved in teacher training for 25 years and travels internationally on behalf of Pearson Education, directing seminars and workshops that are highly regarded and well known for their level of participant involvement. He is the recipient of several academic awards.

Christopher Sol Cruz



Christopher Sol Cruz has been involved in the field of English language instruction and materials writing since 1988. He has written and developed numerous English learning materials for students from a variety of age groups in Latin America, Asia, the Middle East, and the United States. In addition to writing, Mr. Sol Cruz has given academic presentations and run teacher professional development workshops around the world, and is an avid language learner. He lives in Vermont, United States, with his two young sons, who were a constant source of inspiration throughout the writing of *Big English*.

Class Atmosphere

It is very important to put your students at ease as soon as possible, and to let them know that their English classroom is a fun, comfortable, and exciting place to be. Be as friendly and supportive as possible the first day. Structure your first class in such a way that students get acquainted or reacquaint themselves with their classmates, review some of the English they know, gain some familiarity with their new textbook, and set some learning goals and classroom rules for the year, with your help. End with a rousing version of the *Big English* Song (see page xix).

Starting with English

For learners who are completely new to English, you may wish to start by identifying some English words or phrases that students might have heard before on TV shows or in commercials or movies, or cognates for words in the students' first language.

Getting Acquainted Activities

For younger learners, a fun and simple way to begin is to provide each student with a sticker, geometric shape, or colored index card. Use these to combine and recombine students in pairs and groups for different activities throughout the class. For example, you may say, *All students with a monkey sticker/red triangle/blue card get into groups* or *All students with a cat sticker find a partner with a mouse sticker*. Once students are paired or grouped, you can have them ask questions such as:

What's your name?
Where do you live?
Do you have any brothers or sisters?
Do you have a pet?
What's your favorite food?
What's your favorite sport?
What's your favorite TV program?
What's your favorite school subject?

At your signal they can change pairings or groupings, repeat the activity, and finally report back to the class.

You may want to play a memory game to help with names. For the memory game, put children in circles of 4 to 6 students. Have one student begin by saying *Hi. I'm (Allan)*. The student to his left then says, *Hi. He's Allan and I'm (Sarah)*. The student to her left then says, *Hi. He's Allan, she's Sarah, and I'm (Pat)*. Each child must repeat all the previous names until the last person in the circle has named everyone. Or, you may want to teach your students this simple chant as they circulate around the room, shaking hands.

Hello, hello.
I want to say hi.
My name's (Laura).
Now it's goodbye.

Textbook Scavenger Hunt

Take a few minutes to familiarize your students with their new *Big English* Student Book. Plan a *scavenger hunt*—a game in which students must find certain things within a time limit. Either individuals or teams compete to find all of the required information first.

1. Name all the colors on page ____.
2. What is the theme of Unit ____?
3. Is there a ____ on page ____?
4. Describe the ____ on page ____.
5. Find a page that shows ____ kinds of ____.
6. What is the project on page ____?
7. What sounds do you practice on page ____?
8. Where can you find a reading about [math, science, social studies]?

Even though students are looking for specific pieces of information to play the game, your real purpose is to familiarize them with the parts of the units and the layout of the book.

Song

Play the audio as students listen to the song a couple of times with their books closed. Then have them follow along in their books as they listen again. When you feel students are comfortable, encourage them to sing the song as a group. You may want students to clap or snap their fingers as they sing. Play the song often throughout the school year for enjoyment.

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!





In My Classroom

Objectives

Vocabulary

- To name classroom activities

Reading

- To identify important ideas in a story ("What's Maria Doing?")
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the present continuous tense
- To use the contractions *he's*, *she's*, and *they're*

Content Connections

- **Math:** To understand and use the math symbols +, -, and =
- **Around the World:** To compare unusual classrooms around the world

Sounds and Letters

- To identify, say, and write the letters of the English alphabet, using capital and small letters

Values

- To learn the value of taking turns

Project

- To make finger puppets

Key Vocabulary

Actions	Expressions	Content Words
coloring a picture counting pencils cutting paper gluing shapes listening to a story talking about the pictures using the computer writing [her] name	Oh, too bad!	boat equals forest garden minus plus tent

Materials

Student Book, Unit 1

Main unit, pages 2–13
Student Book Audio CD,
Tracks A3–A15, B58

Workbook, Unit 1

Main unit, pages 2–11
Extra grammar practice, page 98
Workbook Audio CD,
Tracks 3–8

Assessment Package

- Practice test, pages 6–7
- Unit test, pages 8–9
- Oral assessment, pages 10–11
- ExamView® Assessment Suite

Additional Materials

- Picture Cards 71–76
- Posters: Unit 1 Poster,
Units 1–3 Grammar Poster
- Video (ActiveTeach), Unit 1
- Digital activities (MyEnglishLab or
CD-ROM), Unit 1

Unit Opener Activities

Family Connection

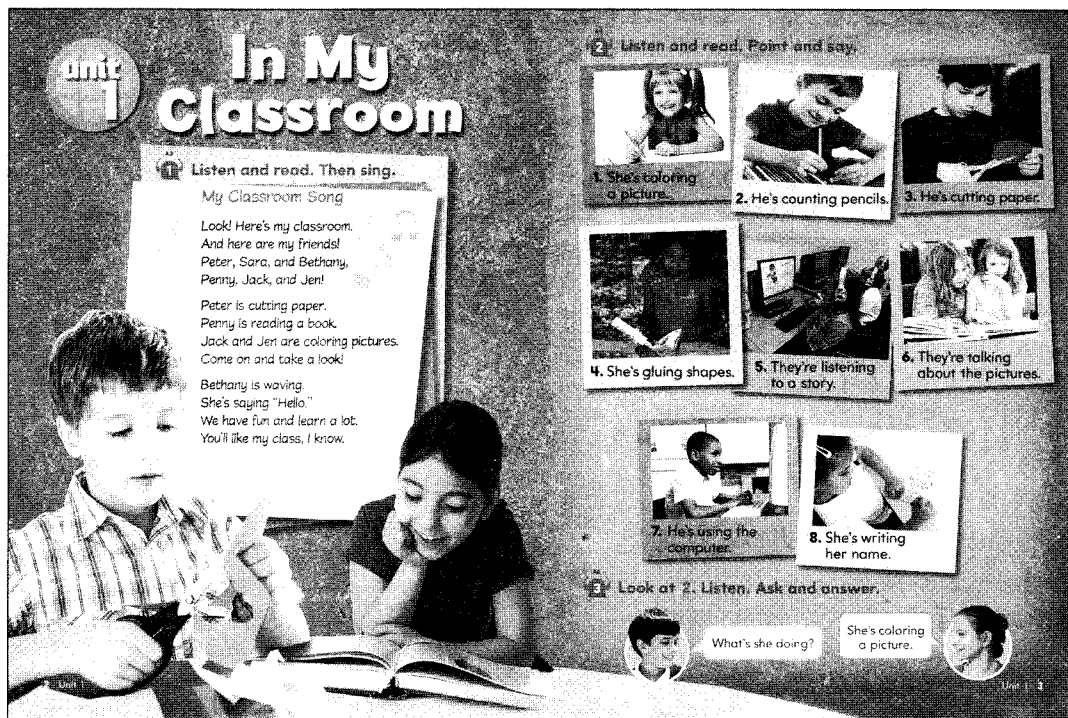
At the end of each school day, review with students the activities they did in the classroom. Make a list of these activities. Have students copy the list and put checkmarks next to the activities they took part in. Then have students take the list home to show and describe to their families what they did in school that day.



My Classroom Bulletin Board

Make a bulletin board titled *What are they doing?* Cut out pictures from magazines that show people playing, reading, writing, and listening. As the class works through the unit, add sentences below the pictures that tell what the people in the pictures are doing. Encourage students to save any pictures they find on their own to add and label as the unit progresses.





Warm-Up

- **21st Social Skills** Have pairs of students practice introducing themselves to each other. Model: *Hello! My name is (Ms. Garza).*
- Have students practice introducing their partner to the class. Model the activity. Point to a student. Say: *This is my friend (Gabrielle).* Have each pair stand and introduce each other to the class by completing the sentence frame.
- Explain that everyone will spend the year working and learning together in the classroom. Have individual students share things they will do in the classroom this year. Ask: *What do you do in a classroom?* Accept one-word responses such as *Read. Color. Cut. Sing. Play. Learn.* etc.

Using Pages 2–3

1 **A3** Listen and read. Then sing.

INVOLVE Explain the lesson objective—students will talk about things they do in a classroom and sing a song.

- Read the directions aloud. Play Audio Track A3 and have students read the song silently.
- Play the audio again and have students sing along.
- Have four students stand up. Give one student a crayon, another a book, and another a pair of safety scissors. Tell the students to hold up their item when its corresponding activity is mentioned in the song. Have the fourth student wave when he or she hears the word *waving*. Play the song again. Prompt students to raise their items or wave, as needed.

MONITOR Check students' comprehension. After the second verse, point to the picture and ask: *What is Peter doing?* (cutting paper) *What is Penny doing?* (reading a book) *What are Jack and Jen doing?* (coloring pictures) After the last verse, ask: *What is Bethany doing?* (waving)

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

- Once students are comfortable with the song, have them practice it using the karaoke version (Track B58). Or, if you wish, save the karaoke version for use during another class period as a fun way to review the song.

CHALLENGE Ask students about the children in the picture and what their names are. (The girl must be Penny since she's reading a book, and the boy must be Jack since he's cutting paper.)

2 (A4) Listen and read. Point and say.

- Remind students that we use *she* when referring to females, *he* when referring to males, and *they* when referring to more than one person.

- Read the directions aloud. Play Audio Track A4 and have students listen, point to each sentence, and then repeat the sentence.

Say one of the sentences, and have students raise the number of fingers corresponding to that item. For example, say: *He's counting pencils*. Students find the image on the page, see that it is number 2, and raise two fingers. Check to see that students are identifying the correct item.

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

- For additional support, use the Unit Poster.

3 (A5) Look at 2. Listen. Ask and answer.

- Read the directions aloud. Play Audio Track A5. Have students repeat the dialogue.

- Choose a pair of volunteers to model the question and answer. The first student asks: *What's she doing?* The second student answers: *She's coloring a picture*. Have students reverse roles and repeat.

- Have the rest of the students work in pairs to ask and answer the questions in Activity 2. Suggest that they point to each item as they do so.

- Remind students to think about when to use the pronouns *she*, *he*, and *they*. Point out that when asking about more than one, they use the pronoun *they* and the verb *are*, as in *What are they doing?*

MONITOR Listen for correct pronunciation and appropriate intonation, paying special attention to the difference between the first sound in the words *he* and *she*, and the special sound that begins the word *they*.

ASSIST Help students understand that the question for females is *What's she doing?* For males it is *What's he doing?* And, for more than one person is *What are they doing?* Have students point to each picture and say the correct question. Then call out the numbers in random order, asking volunteers to provide the correct question for each picture as you call its number.

- Assign Workbook pages 2–3 and direct students to digital activities.

Application and Practice Activity

- Play *Charades*. (See *Game Bank*, page T134, for details.) Write on cards the phrases *coloring a picture*, *counting pencils*, *cutting paper*, *gluing shapes*, *listening to a story*, *talking about the pictures*, *using a computer*, and *writing your name*. Have the first player pick up a card and act out the phrase on the card. Have students guess what the player is doing, using a complete sentence that begins with *She's* or *He's*. Play until most students have had a chance to lead the game.

MONITOR As students guess, listen for proper pronunciation, appropriate intonation, and correct use of language.

- Have students play the Unit 1 Game 1 on ActiveTeach.

OBJECTIVES

To identify and name classroom activities

To sing a song

Key Vocabulary

Verb phrases: coloring a picture, counting pencils, cutting paper, gluing shapes, listening to a story, talking about the pictures, using the computer, writing [his/her] name

21st Century Skills

Social Skills

Materials

Unit Poster

Picture Cards 71–76

Crayon, book, scissors

Teacher-made cards with verb phrases

Audio tracks A3–A5, B58

Games (ActiveTeach)

Digital activities:
MyEnglishLab
or CD-ROM

WB

Pages 2–3

Audio script on page T144

Answers on page T148

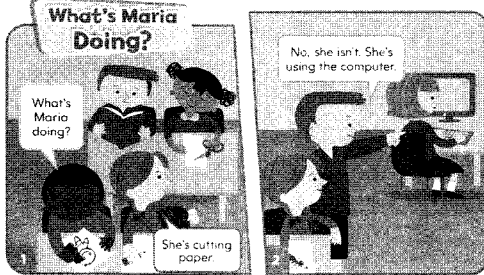
TEACHING TIP

Auditory Learners

For students who enjoy music, you may wish to play the karaoke version of the song first (Audio Track B58). Recognizing the tune and song structure can help prepare these students to sing the words when you play the complete song.

Story

Listen and read.



Draw lines to match.

1. She's cutting paper.
2. She's gluing pictures.
3. She's using the computer.
4. She's writing on the board.



Talk about your class with a partner.

1. Are there any girls named Maria in your class? How many?
2. How many children have the same first name? What is it?
3. How many children have the same first name as you?

Warm-Up

- Display several different comic books and/or newspaper comic strips.
- Point out the fact that the story is told in frames and that speech bubbles show who is talking and what each character is saying.
- Let students browse through the comic books and comic strips. Ask them to tell you which ones interest them the most, and why.
- Tell students they will be reading a story that is told in comic-strip style.

Using Pages 4–5

Listen and read.

INVOLVE

Explain the lesson objective—students will listen to and read a story, answer questions about it, and then discuss ideas related to it.

- Read the story title aloud. Have students repeat it. Ask: *Who is the story about?* (Maria)
- Read the directions aloud. Play Audio Track A6. Have students listen and read along silently.

MONITOR

Point to each frame and ask comprehension questions. For example, pointing to Maria, say: *Frame 1: What's Maria doing?* (cutting paper) Point to Maria and say: *Frame 2: What's Maria doing?* (using a computer) Continue for Frames 3 and 4. Then point to Frame 6 and ask students to point to the girls named Maria.

ASSIST

Replay the audio as necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words. Point out which girl is Maria in each frame. Help students understand that there are two girls in the class with the same name by asking them to look at Frames 1 and 2, and then Frames 3 and 4 together, comparing the pictures of Maria in each frame.

CHALLENGE

Assign three students the parts of the three characters in the story who have lines. Then have the students stand and act out the dialogue for the class. Continue the activity several times with different sets of students.



Have students do a role play in groups of four. Tell them to pattern their role play after the events in the story, but to do it in a different setting, such as a playground or at home. Elicit ideas before students begin—for example: *She's playing on the swings* (if the setting is at a playground); *He's making a sandwich* (if the setting is at home), etc.

6 Draw lines to match.

- Read the directions aloud. Then read each sentence aloud. Have students repeat and act out each action.
- Next, read Item 1 aloud: *She's cutting paper*. Tell student to look at the girl in Frame 1 who is cutting paper. Say: *Draw a line to this girl*. Check to make sure that students draw a line to the first Maria.
- Have students complete the activity independently, assisting as needed.

MONITOR

Review the answers as a class. Walk around the room to look at students' books and check to see that students have connected the lines to the correct pictures. (Answers: 1. first Maria, 2. second Maria, 3. second Maria, 4. first Maria)

ASSIST

Have students look at the story frames again. Ask questions such as: *Who is gluing pictures?* and help the students find the child who is doing this activity in the story. Then have students match the child with the picture in Activity 5.

CHALLENGE

Ask volunteers to describe each Maria. (Answers will vary, but the first girl in Activity 5 has curly brown hair and is wearing a pink top and green pants; the second girl has straight red hair and is wearing a purple sweater and a skirt.)

6 21 Communication Talk about your class with a partner.

- Pair students and have them ask each other the questions. Allow time for pairs to discuss the children in their class. At the end of the discussion, have volunteers answer each question for the whole group.
- Assign Workbook page 4 and direct students to digital activities.

Application and Practice Activity

- Create four stations in the room. Place these items in each station: paper and scissors, a computer or an image of a computer, paper and glue, chalk or marker (this station can be at a chalkboard or a whiteboard).
- Bring four students to the front of the class. Make statements about each student. For example, say: *Stacy is gluing pictures*. As you make each statement, the student goes over to the respective station and begins to act out the action. Continue with the remaining students.
- Invite four more students and an additional volunteer to the front. Ask the volunteer to make statements using the names of his/her four classmates, following your model.

CHALLENGE

Have more than one set of five students perform the activity at the same time. Students must listen carefully to hear what station they are being assigned to.

- Have students watch the Unit 1 dramatic video segment for exposure. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

- To read unit language in context
- To read for understanding and enjoyment
- To read and draw conclusions

Key Vocabulary

Verb phrases: cutting paper, gluing pictures, using the computer, writing on the board

21st Century Skills

Communication

Materials

- Unit Poster
- Comic books or comic strips
- Chalk or marker, computer or an image of a computer, glue, paper, scissors
- Audio track A6
- Video (ActiveTeach)
- Digital activities: MyEnglishLab or CD-ROM



Page 4
Answers on page T148

Summary

Children in a classroom describe a student named Maria doing different things. Then the children discover that there are two girls named Maria in their class.

Warm-Up

- Walk around the classroom and ask: *What do we do here?* Elicit activities that are done in different places in the classroom, such as: *We use the computer* or *We listen to the story*. Help students with unknown words as needed.

Using Page 6

7 Listen and read. Say.

INVOLVE

Explain the lesson objective—students will read, listen to, and practice dialogues about classroom activities.

- Read the directions aloud and explain that students will listen to a dialogue. Play Audio Track A7 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.

MONITOR

Ask questions to check comprehension. For example, ask: *What are Billy and Suzie doing?* (talking) *What's Timmy doing?* (playing a computer game) *Why can't Billy and Suzie play a game?* (There's only one computer.)

ASSIST

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

8 Work with a partner. Look at 7. Role-play.

- Read the directions aloud and have students practice the dialogue in pairs. Suggest that partners role-play the dialogue more than once, switching roles to add interest and give students more practice.

9 Listen. Stick.

- Help students find the Unit 1 Stickers at the back of their Student Book.
- Read the directions aloud. Tell students they will listen to the audio and place stickers in the correct places on the picture. Play Audio Track A8 and place the first sticker with the class (*girl writing numbers on the board*). Have students complete the activity independently.

10 Look at 9. Write.

- Tell students to use the picture in Activity 9 to complete the sentences. Point out that a number goes in each blank. Have students work independently.

MONITOR

Check the answers as a class, asking for volunteers to respond. (*Answers: 1. 2, 2. 10*)

- Assign Workbook page 5 and direct students to digital activities.

Application and Practice Activity

- Divide the class into groups. Have each group prepare a presentation about activities they do at school.
- Have group members work together to decide which activities they like best or think are the most important parts of their school day. (Examples include *We read stories*. *We use the computer*. *We sing songs*.)
- Allow time for students to practice their presentations.
- Have students present their “School Day Activities” to an audience composed of classmates, family members, and other classes.

OBJECTIVES

To act out a dialogue with a partner

To practice unit language in context

Key Vocabulary

Verb phrases: listening to a story, playing a computer game, reading a story, using the computer, writing numbers

Materials

Unit 1 Stickers

Audio tracks A7–A8

Student Book audio script, page T136

Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 5

Audio script on page T144

Answers on page T148

TEACHING TIP

Forming Questions

Remind students that when we form questions, we need to reverse the order of subject and the verb and sometimes add a question word. Write an example statement on the board and write a question based on that statement. Draw arrows and other marks as necessary to show how the statement changes into a question. Then read the statement and the question aloud.

OBJECTIVES

To use the present continuous tense

To use *there is* and *there are* in sentences

Key Vocabulary

gluing pictures, listening to music, playing soccer, reading a book, writing numbers

21st Century Skills

Media Literacy

Materials

Units 1–3 Grammar Poster
Picture Cards 71–76
Pictures of children doing various activities
Glue
Index cards
Old magazines, catalogs, or newspapers
Scissors
Poster board
Audio tracks A9–A10
Digital activities:
MyEnglishLab
or CD-ROM

WB

Pages 6–7

Audio script on page T148

Answers on page T148

TEACHING TIP

Media Literacy

Have students look at the text in the Grammar Box. Ask: *Why are some words bold?* Help students understand that bold is used to make words or letters stand out. In this case, the bold calls our attention to the contractions of *is* and *are* and the verbs *doing*, *reading*, and *gluing*, which is the target language of the lesson.

Warm-Up

- Display magazine photos of children doing different things. Point to each picture and ask: *What's he/she doing?* Prompt students to answer using the sentence frame: *He's/She's _____*. Repeat with pictures that show more than one person. Model: *What are they doing? They're _____*.

Using Page 7

A9 Look and listen. Write.

INVOLVE Explain the lesson objective—students will use complete sentences with verbs in the present continuous tense and *there is* or *there are*.

- Hold up a Picture Card and ask what the child in the picture is doing: *What's he doing?* Answer with students: *He's coloring a picture*. Repeat with all the Picture Cards. Then read the text in the grammar box aloud. Point out that the words *he's*, *she's*, and *they're* are contractions, made up of the word pairs *he is*, *she is*, and *they are*, respectively.
- Read the directions aloud. Tell students they will hear questions and answers. They should write the missing word from the answer in the blank. Explain that the missing words are also shown in the box.
- Play Audio Track A9 and complete the first item with students. Explain that they should write the word *playing* in the blank. Continue the audio and have students complete the rest of the activity independently.

MONITOR Review the answers as a class. (Answers: 1. *playing*, 2. *reading*, 3. *listening*, 4. *writing*.)

ASSIST Read the sentences aloud four times, inserting each answer choice. Have students identify which sentence is correct and write that answer. For additional support, use the Units 1–3 Grammar Poster.

A10 Listen and write. Use *There's* or *There are*.

- Explain that *is* is used when talking about one person or thing, and *are* is used when talking about more than one.
- Have each student write *There is* on one index card and *There are* on another. Then hold up one classroom object such as a pen and ask: *How many pens are there?* Have students hold up the sign that shows how they would begin an answer to the question (*There is*). Repeat with both singular and plural classroom objects.
- Read the directions aloud. Play Audio Track A10 and have students complete the sentences independently.

MONITOR Review the answers as a class. (Answers: 1. *There is*, 2. *There are*, 3. *There is*)

- Assign Workbook pages 6–7 and direct students to digital activities.

Application and Practice Activity

- Create two columns on a bulletin board labeled *There is* and *There are*.
- Have each student cut out a picture from a magazine of things they like, such as a dog, cars, hats, and so on. Tell students to count the items in their picture and write the number of items on an index card. On the board, model: *one dog, three cars, two hats*, etc.
- Ask students to come up to the bulletin board, post their picture and label in the correct column, and read their sentence aloud.

Warm-Up

- Have two pairs of students stand in front of the board. Use the students to create “living equations.” Write a plus (+) sign on the board between the two pairs. Write an equals (=) sign to the right of the two pairs. As you point to the two pairs of students, say: *Two plus two equals four*. Have students repeat after you.
- Arrange students to make other simple equations and elicit new sentences from the class.

Using Page 8

A11 Listen. Trace and say.

- INVOLVE** | Explain the lesson objective—students will use the words *plus*, *minus*, and *equals*. Point out these are terms they are learning in their math classes.
- Read the directions aloud. Play Audio Track A11 and have students trace each symbol and say the word that names it.
- MONITOR** | Write simple equations on the board and have students identify the symbols as you point to them.


A12 Look, listen, and write.

- Read the directions aloud. Tell students that they will hear sentences about adding and subtracting things such as apples and pencils.
 - Play Audio Track A12 and do the first item together as a class. Explain that students should write the number *10* in the blank. Continue playing the audio and have students complete the activity independently.
- MONITOR** | Review the answers with the class. (*Answers: 1. 10, 2. 13, 3. 15, 4. 8*)
- ASSIST** | Use classroom objects to help students visualize addition and subtraction.

15 Talk about the pictures with a partner.

- Read the directions aloud. Tell students that they will say sentences about adding and subtracting the markers shown on the page.
 - Read the text in the speech bubbles aloud and have students repeat after you. Have pairs of students read the text aloud, switching roles.
- MONITOR** | As students work, listen for proper pronunciation, appropriate intonation, correct use of language, and mathematical accuracy.
- ASSIST** | Give students seven markers to manipulate as they work.
- CHALLENGE** | Encourage students to make up their own equations, such as the following:
7 markers minus 5 markers equals 2 markers.
- Assign Workbook page 8 and direct students to digital activities.

Application and Practice Activity

-  **21 Collaboration** Have students work together in teams to choose addition and subtraction problems from their math books and decide which problems to read aloud to the class. One person from each team reads a sentence in English using the words *plus*, *minus*, and *equals*.
- If the student reads the sentence correctly, he or she remains in the game. If he or she reads it incorrectly, he or she is out of the game.
- Students on each team take turns reading sentences until only one team remains. They win the game.
- Have students view the Unit 1 documentary video segment. Use activities in the Video Guide. If students have MyEnglish Lab, assign the video segment as homework for review.

OBJECTIVES

To use the math vocabulary *plus*, *minus*, and *equals*

Content Words

plus, minus, equals

21st Century Skills

Collaboration

Materials

Unit Poster
Picture Cards 71–76
Classroom objects
Seven markers
Math books
Audio tracks A11–A12
Video (ActiveTeach)
Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 8

Audio script on page T144

Answers on page T148

TEACHING TIP

Cognates

Remind students to look and listen for cognates to help them remember new words. Cognates sound and look like words from their home languages. (*English/Spanish: equal/igual class/clase computer/computadora*)

OBJECTIVES

To learn about different school settings around the world

Content Words

boat, forest, garden, tent

21st Century Skills

Global Awareness

Materials

Unit Poster
World map or globe
Audio track A13
Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 9
Audio script on page T144
Answers on page T148

Warm-Up

- Display a world map or globe. Have students locate the countries of England, Turkey, the United States, and Vietnam.
- Have students draw simple pictures of their own classroom. Tell them to save their pictures to use later in the lesson. (They will use them to compare their classroom with classrooms they will read about in England, Turkey, the United States, and Vietnam.)

Using Page 9



A13

Look, listen, and read. Then write.

INVOLVE

Explain the lesson objective—students will identify and talk about unusual school settings around the world.

- Tell students they will read about different classrooms and complete each blank with a word from the box.
- Read the directions aloud. Play Audio Track A13 and have students listen and read.
- Play the audio again and have students complete the sentences independently.

MONITOR

Review the answers as a class. (*Answers: 1. tent, 2. forest, 3. garden, 4. boat*) Ask students to explain what they see in the pictures that helps them to choose the correct answer.

ASSIST

Replay the audio as necessary. Pause after each item and use simple language and gestures to explain unfamiliar words. Have students refer to the Unit Poster for additional support.

CHALLENGE

Have students describe places outside of the classroom where they learn things. (*gym, music room, library, museum*)



Talk about your classroom with a partner.

- Have volunteers read the text in the speech bubbles aloud.
- Have students return to the pictures they drew in the Warm-Up activity. Point to the picture of the classroom in England. Ask questions that lead students to compare and contrast their classroom with the one in England. For example, ask: *Is our classroom in a tent? Do we have a teacher in our classroom? Do we have books in our classroom?*
- Have students continue comparing their classroom with classrooms in other countries.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

- Assign Workbook page 9 and direct students to digital activities.

Application and Practice Activity

- **Global Awareness** Encourage students to choose a country and do some research to find out what the classrooms look like there. Students can use classroom materials, the Internet, or ask classmates and friends who have lived and gone to school in other countries. Have students share their findings with the class using statements with *There is/There are*.



Pair students of mixed abilities so that more proficient students can help those who are less proficient. Allow the beginning students to do research in their home language and work with advanced students to translate it into English.

TEACHING TIP

Asking for English Words

Encourage students to ask you how to say words in English. Be sure they know the following expression:
How do you say _____ in English?

Warm-Up

- Write students' names in English on index cards. As you distribute one to each student, read the name aloud and have the class repeat.
- Write your name on the board. Say and spell your name in English. Circle the capital letters and tell students that they are capitals. Underline the small, or lowercase, letters and tell students that they are small letters.
- Have students circle the capital letters on their name cards.

Using Page 10

18 Look and listen. Trace, point, and say.

- INVOLVE** | Explain the lesson objectives—students will identify and write the letters of the English alphabet.
- Read the directions aloud. Play Audio Track A14. Have students listen and point to each letter as it is said. For reinforcement, review the alphabet by holding up the Alphabet Cards. Invite volunteers to say the letter names aloud. Have students repeat.
 - Replay the audio and have students trace and say each letter.

MONITOR | As students work, listen for correct letter pronunciation. Correct as needed.

19 Circle the capital letters and underline the small letters in these words.

- Write *Mexico* on the board. Point out that it begins with a capital *M*. Circle the capital letter. Have students point to the capital *M* in the letter chart in Activity 18. Point out the fact that the *M* in *Mexico* is circled in Item 1.
- Read the directions aloud. Have pairs work together to complete the activity.

MONITOR | Have students switch pairs and check their answers. Review the answers as a class. (Answers: 1. Mexico, 2. New York, 3. English class, 4. Hong Kong, 5. Rebecca, 6. Maria Duisa, 7. Ms. Rivera, 8. Sao Paulo)

20 Write your name. Write a partner's name. Use capital letters and small letters.

- Have students work in pairs and complete the two sentences.
- Have each student read the two completed sentences aloud. Have them identify which letters they capitalized.

MONITOR | Circulate and make sure students capitalize the first letter of their names.

- Assign Workbook page 10 and direct students to digital activities.



If students have difficulty writing their name correctly, write it with dotted lines and have them trace it.

Application and Practice Activity

- Have students make letter cards and use them to play *Concentration*.
- Divide the class into several groups and have each group make enough letter cards to create a set. Have students create pairs of cards by writing a small letter on one index card and a capital letter on another.
- Have each group play the game by shuffling the cards for about ten letters and placing them face down. Students should take turns to match each letter with its capital or lowercase counterpart. The student who finds the most matches wins.

OBJECTIVES

To identify, say, and trace the letters of the English alphabet

21st Century Skills Global Awareness

Materials

Alphabet cards (ActiveTeach)
Index cards
Audio track A14
Digital activities: MyEnglishLab or CD-ROM

WB

Page 10

Answers on page T148

TEACHING TIP

21st Global Awareness

Point out the similarities and differences between symbols or letters used to write students' home language and the alphabet used to write English. If the home language uses the Roman alphabet, explain that the letters might be written the same, but the pronunciation for letters can be different.

OBJECTIVES

To learn the value of taking turns

To make a finger puppet

Materials

Socks, buttons, yarn, glue, and other craft supplies

Paper and drawing supplies

Audio track A15

Digital activities:
MyEnglishLab
or CD-ROM

Warm-Up

- Invite two volunteers to act out being thirsty and wanting to drink from a drinking fountain at the same time.
- First, have the volunteers to try to use the fountain at the same time. Then ask the class what the two students could do. Lead the class to conclude that the volunteers can each take a turn.

Using Page 11

21 A15 Listen and look. Number in order.

- INVOLVE** | Explain the lesson objective—students will learn the value of taking turns. Students will also make finger puppets and role-play.
- Read the directions aloud. Play Audio Track A15. Have students point to each picture as it is mentioned in the story.
 - Play the audio again and have students number the pictures in order.
- MONITOR** | Have students check their work. (*Answers: 3, 1, 2*)
- CHALLENGE** | Have pairs play the roles of Jean and Mark and act out the scene.

22 Take turns. Ask and answer with a partner. Do the actions.

- Read the directions aloud. Have pairs of students take turns saying the text in the speech bubbles.
 - After students have practiced the dialogue, have them act out what happens when the boy and the girl take turns using the computer.
- MONITOR** | As students act out the dialogue, listen for proper pronunciation, appropriate intonation, and correct use of language.
- CHALLENGE** | Ask students to name some things in the classroom or at home that they really love to use. As students name items, list them on the board. Then have students substitute the names from their list in the dialogue in 22.

23 Make a finger puppet. With a partner, use your puppet to do a role play about taking turns.

- Read the directions aloud. You may wish to provide pre-made puppets and have students decorate them.
 - Model a role play with a volunteer. Use the finger puppets and mimic the sample dialogue.
 - Suggest other situations in which students might want to take turns, such as using art supplies, using a class dictionary, etc. Have students act out the situations with their finger puppets.
- MONITOR** | Listen to students as they role-play with their puppets. Note which students need help using the expressions from the text to talk about taking turns.
- ASSIST** | Correct any errors you hear by modeling the conversation slowly and having students repeat after you.

Application and Practice Activity

- Have each student draw a simple picture showing a time when they took turns with someone at school or outside of school. Instruct them to make speech bubbles for the characters.
- Provide a list of possible sentences students can use to write their dialogue: *May I _____? Yes. It's your turn. Let's take turns. Thanks. You're welcome.*
- Let each student share his or her drawing with the class.

Warm-Up

- Use the Unit Poster to review the unit vocabulary. Play a game with students. Begin by writing these target phrases on the board and on index cards: *counting pencils, cutting paper, drawing a picture, gluing shapes, listening to music, listening to a story, playing a game, reading a story, using the computer, writing numbers*.
- Provide chart paper or a whiteboard and markers or a chalkboard and chalk. The first player picks an index card and draws a picture of someone doing the activity that's on the card. Students guess what the picture shows, using the phrases on the board. The student who guesses correctly gets to choose a card and draw the next picture. Continue playing until everyone has had a chance to draw a picture.

Using Page 12

24 Find the differences in the pictures. Talk with a partner.

INVOLVE Explain the lesson objective—students will compare and contrast pictures that show people doing different classroom activities.

- Read the directions aloud. Have two volunteers read the text in the speech bubbles aloud. Explain that students will talk about the differences between the classroom activities people are doing in the two pictures.

MONITOR Review the answers as a class. (Answers: Picture A [clockwise from left]: *playing a game, singing, drawing a picture, cutting shapes, using the computer*; Picture B [clockwise from left.]: *drawing pictures, dancing, writing numbers, writing [his name], listening to music*)

ASSIST If students have trouble identifying any of the activities, offer two choices and have students choose one.

CHALLENGE Divide the class in half or into small groups. Have groups make a list of all the differences they see between Picture A and Picture B. Give a time limit and see which group identifies the most differences correctly in the least amount of time.



Show students how to manage the task systematically. Ask a student to describe what is happening in Picture A at the table on the left side of the picture. Then have him or her describe what the same children are doing in Picture B. Encourage students to follow this pattern, going back and forth between the pictures.

Application and Practice Activity

- Have each student draw a picture of an activity he or she did in the classroom today. Have students exchange pictures with a partner.
- Then have each student display the partner's picture. Have the class ask in unison, *What's he or she doing?* Have the student describe the picture by completing the sentence frame *He's/She's _____*.

OUTCOMES

Students can talk about classroom activities.

Students can compare and contrast pictures.

21st Century Skills

Social Skills

Materials

Unit Poster

Index cards

Chart paper or whiteboard and markers

Drawing paper and pencils, crayons, or markers

Digital activities:
MyEnglishLab
or CD-ROM

TEACHING TIP

21st Social Skills

Remind students that when talking with a partner, only one person should speak at a time. Partners should take turns listening and speaking.

OUTCOMES

Students can talk about classroom activities.

Students can use the structures *there is* and *there are*.

21st Century Skills

Self-Direction

Materials

Unit Poster

Video/Games (ActiveTeach)

Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 11

Answers on page T148

Warm-Up

- Play a game of *Simon Says* by telling students to pretend to do an action only when they hear you say, “Simon says.” (See *Game Bank*, page T134, for details.)
- Lead the students by using the following statements with and without the words *Simon Says*: *color a picture, count to ten, cut paper, glue shapes, use the computer, and so on.*

Using Page 13

Look and write. Use the correct form of the verb.

INVOLVE | Explain the lesson objective—students will learn to use the correct verb forms.

- Read the directions aloud. Explain that students have to add *-ing* to the verbs in the box. Point out that students will need to drop the final *e* from *glue* and *write* before adding *-ing*. Help students identify what each person in the picture is doing. Complete Item 1 together with students.
- Have students complete the rest of the activity independently.

MONITOR

Review the answers as a class and ask volunteers to write their answers on the board so that everyone can check spelling. Circulate to see that students have written the verbs correctly. (*Answers: 1. gluing, 2. reading, 3. listening, 4. playing, 5. drawing, 6. writing.*)

ASSIST

Provide three answer choices for each sentence and allow students to pick and copy the answer to each.


Write. Use *There's* or *There are*.

- Read the directions aloud. Have students work independently to complete the sentences. Help students read the sentences, as needed.

MONITOR

Have students discuss their answers with a partner. Circulate, checking that students are using correct pronunciation and intonation. (*Answers: 1. There are, 2. There's, 3. There are*)

I Can

-  **Self-Direction** This section asks students to assess their own learning and reflect on their progress. Read the statements aloud. Explain that students should check the boxes if they can do the activities. Help students appreciate their progress. Say: *The I Can statements point out what you have learned in this unit.*
- Assign Workbook page 11 and direct students to digital activities.

Application and Practice Activity

- Write questions about your classroom that can be answered with sentences that include *There is* or *There are*; for example: *How many boys are in our class? How many books are on the shelf? or How many pencils are on my desk?*
- Have students work in pairs to write *There is/There are* responses to each question. Then have pairs exchange papers with another pair. Have them read the answers aloud. Check to make sure they are correct.
- Have students play the Unit 1 Game 2 on ActiveTeach.
- Have students review the Unit 1 dramatic video segment. Use Video Guide activities. If students have MyEnglishLab, assign the video segment as homework for further review.

unit 2

Playground Fun

Objectives

Vocabulary

- To name playground activities
- To use prepositions to show position

Reading

- To identify important ideas in a story ("We Like to Play Together")
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the present tense verbs *do* and *does*, and *like to* and *likes to*
- To use the pronouns *he*, *she*, and *they*

Content Connections

- **Science:** To use double-digit numerals and learn about movement, bones, and muscles
- **Culture:** To learn about games played around the world

Sounds and Letters

- To read and write words that contain *m* and *n*

Values

- To identify and use playground safety tips

Project

- To make and use a "Playground Safety" checklist

Key Vocabulary

Outdoor Activities	Prepositions of Location	Expressions	Content Words
hit a baseball jump rope kick a soccer ball play basketball play on the slide ride [his/her] bike skate skateboard	behind between in front of next to	Just watch! That's great! What a team! Wow!	bones draw feet games hands hop hopscotch jump kick muscles number throw

Materials

Student Book, Unit 2

- Main unit, pages 14–25
- Student Book Audio CD, Tracks A16–A33, B59

Workbook, Unit 2

- Main unit, pages 12–21
- Extra grammar practice, page 99
- Workbook Audio CD, Tracks 9–13

Assessment Package

- Practice test, pages 12–13
- Unit test, pages 14–15
- Oral assessment, pages 16–17
- ExamView® Assessment Suite

Additional Materials

- Picture Cards 77–82
- Posters: Unit 2 Poster, Units 1–3 Grammar Poster
- Video (ActiveTeach), Unit 2
- Digital activities (MyEnglishLab or CD-ROM), Unit 2

Unit Opener Activities

Family Connection

Have students illustrate their favorite playground activities. Help them label each picture. Instruct students to take the pictures home and tell their families about them. Have students ask members of their families what they liked to play when they were in school. Encourage students to report to the class what they learn.



Playground Fun Bulletin Board

Make a bulletin board entitled *Playground Fun*. Ask students to think about playground games and activities they like and write one under the sentence starter "I like to" For example, students might write *play on the swing* or *play soccer*. Students may wish to draw a picture of themselves playing the game or doing the activity and add it to the display. Have students add activities to the bulletin board as they work through the unit and learn about new activities and games.



Unit 2

Playground Fun

Listen and read. Then sing.

Come On and Play

We're playing on the playground. There are lots of games to play. Soccer, baseball, and basketball. What do you want to play today?

Paul likes to play on the swings. Vera likes to play on the slide. We all like to play hide-and-peek. Are you ready to run and hide?

We're playing on the playground. It's always so much fun. Come on and play with us. We play with everyone!

Listen and read. Point and say.

1. He likes to play basketball.
2. She likes to kick a soccer ball.
3. He likes to hit a baseball.
4. He likes to play on the slide.
5. She likes to jump rope.
6. They like to skate.
7. She likes to skateboard.
8. He likes to ride his bike.

Listen and write the words.

between behind in front of next to

1. It's _____ the slide.
2. It's _____ the seesaws.
3. It's _____ the bat.
4. They're _____ the swing.

Unit 2 15

Warm-Up

- Take students for a walk around a playground or show them pictures of playgrounds. Ask: *What do you like to do on the playground?* Have volunteers pantomime their favorite playground game or activity and see if other students can guess what it is.

Using Pages 14–15

1 **A16** Listen and read. Then sing.

INVOLVE | Explain the lesson objective—students will sing a song and describe playground activities.

- Read the directions aloud. Play Audio Track A16. Have students follow along silently.
- Play the audio again and have students sing along.



Act out the lyrics to help students understand. For example, do these gestures as you sing: *soccer* (kicking), *baseball* (batting), *basketball* (dribbling), *swings* (pantomime pushing someone on a swing), *slide* (pantomime going down a slide), *hide-and-peek* (cover and then uncover eyes), *come and play with us* (motion to come with hands), *everyone* (spread arms wide).

MONITOR | Check students' comprehension. Ask: *What games do they play?* (soccer, baseball, basketball) *What does Paul like to do?* (play on the swings) *What does Vera like to do?* (play on the slide)

CHALLENGE | Point to the boy on the swing. Ask: *Who is this?* (Paul) *How do you know?* (The song says, "Paul likes to play on the swings.") *What is Vera doing?* (playing on the slide)

- Once students are comfortable with the song, have them practice it using the karaoke version (Track B59). Or, if you wish, save the karaoke version for use during another class period as a fun way to review the song.

2 **A17** Listen and read. Point and say.

- Remind students that you use *he* when you refer to males, *she* when you refer to females, and *they* when you refer to more than one person.
- Read the directions aloud. Play Audio Track A17 and have students listen, point to each sentence, and then repeat the sentence.

- When students are familiar with the vocabulary, play *Charades*. (See *Game Bank*, page T134, for details.) On index cards, write the phrases *play basketball*, *kick a soccer ball*, *hit a baseball*, *play on a slide*, *jump rope*, *skate*, *skateboard*, and *ride a bike*. Have the first player draw a card and act out the phrase. Have students guess what the player is doing. Play until each student has had a chance to lead the game.

Read the sentences in random order. Have students point to the corresponding picture as you read the sentence.

Have the students pantomime the action as you read each sentence. Then ask them to repeat the name of the activity before you go on to the next sentence. Finally, pantomime the activity yourself and have students name it.



Show students the pictures on the Unit Poster. Say: *Which picture shows someone playing basketball? Which picture shows someone playing on a slide?* Continue asking about different pictures and having students point in response.

Listen and write the words.

- Display two books and a ball. Place the ball between the two books and say: *It's between the books*. Have students repeat each sentence. Place the ball behind one of the books and say: *It's behind the book*. Place the ball in front of one of the books and say: *It's in front of the book*. Place the ball next to one of the books and say: *It's next to the book*.
- Have three students stand in a row in front of the class and ask: *Who is between (Carlos) and (Ana)?* Continue having students stand behind, in front of, and next to each other while you ask questions about position.
- Read the directions aloud. Play Audio Track A18 as students listen and read silently. Replay the audio and direct students to point to the correct answer for each sentence. Then have students complete the activity independently.

Check comprehension by asking about the position of each object: *Where is the (bike)?* Review the answers as a class. (Answers: 1. *behind*, 2. *between*, 3. *next to*, 4. *in front of*)

Replay the audio and point to each item in the picture. Provide two answer choices for students to pick from as they complete the sentences.

- Assign Workbook pages 12–13 and direct students to digital activities.

Application and Practice Activity

- Have students set up a pretend sporting goods shop using an assortment of sports-related pictures, such as soccer balls, baseballs, skates, jump ropes, etc.
- Students can role-play buying and selling the sporting goods. Encourage them to use key vocabulary and good manners as they do so. For example, a student consumer might ask: *Excuse me, where can I find the soccer balls?* The student shop owner can reply: *They are behind the jump ropes.*
- **21 Social Skills** Remind students to use polite language as they play their roles. Give some examples for the shop owner (*How are you today?; How can I help you?; Thank you*) and for the consumer (*Excuse me, where can I find . . . ; Please; Thank you*).
- Have students play Unit 2 Game 1 on ActiveTeach.

OBJECTIVES

To name playground games and activities

To use the prepositions *behind*, *between*, *in front of*, and *next to*

To sing a song

Key Vocabulary

Verbs/Verb Phrases: hit a baseball, jump rope, kick a soccer ball, play basketball, play on the slide, ride [his/her] bike, skate, skateboard

Prepositions: behind, between, in front of, next to

21st Century Skills

Social Skills

Materials

Unit Poster
Pictures of playgrounds
Index cards
Books
Ball
Audio tracks A16–A18, B59
Games (ActiveTeach)
Digital activities:
MyEnglishLab
or CD-ROM



Pages 12–13

Answers on page T148

TEACHING TIP

Learning a Song

You may wish to teach one verse of the song at a time. Play just the first verse and review the lyrics, replaying it until students are comfortable. Then repeat with the second verse. Have students familiarize themselves with the first two verses before introducing the third.

Story

Listen and read.

We Like to Play Together

This is a nice playground!

Yes, it is. What do you like to do?

I like to jump rope. My sister likes to play soccer.

Just watch!




Wow! That's great! What a team!

My brother likes to play basketball.

We like to play together, too.

How can you do that?

Read and match.

-  likes to
 - play soccer.
 - play basketball.
 - jump rope.
-  likes to
-  likes to

Read and write.
What do you like to do on the playground?
I like to _____

16 Unit 2 Unit 2 17

Warm-Up

- Plan a field day event for your classroom or school (real if possible, imaginary if impractical). Have students suggest their favorite games or activities to include in the field day. Choose several types of sports competitions or games that students can rotate through as time permits. For example, in one area, students can play a short soccer match. In another, students can take part in a jump rope competition. Help students plan a way to arrange participants in teams to compete in the different events.

Using Pages 16–17


Listen and read.

INVOLVE Explain the lesson objective—students will listen to and read a story, answer questions about it, and discuss ideas related to it.

- Point to and read the story title aloud. Have students repeat it. Have them look at the story frames and identify where the children are (*a playground*) and what kinds of games the children are playing (*soccer, basketball, jump rope*).
- Read the directions aloud. Play Audio Track A19 and have students listen and read along.

MONITOR Ask comprehension questions about the story: *What do the girls like to do?* (jump rope and play soccer) *What does their brother like to play?* (basketball).

ASSIST Replay the audio as needed. Pause the audio after each frame and point out what is going on in each picture. Use gestures and simple language to explain unfamiliar words.

 Allow students to act out their answers.

Read and match.

- Read the directions aloud. Next, point to Item 1. Say: *Point to this girl in the story.* Then ask: *Is she jumping rope?* (no) *Is she playing soccer?* (yes) Demonstrate for students how to draw a line connecting the first part of the sentence to the answer.
- Have students complete the activity independently, assisting them as needed.

MONITOR Review the answers with the students. (*Answers: 1. play soccer, 2. jump rope, 3. play basketball*)

ASSIST

Ask volunteers to read their answers in complete sentences using *he* or *she*. Listen for correct pronunciation of the pronoun.



Model looking back in the story to see what the girl in pink likes to do. Show how in Frame 1 she's holding a soccer ball, and in Frame 5 she's kicking it. Point out the answer choice *playing soccer*. Repeat with each of the other characters, pointing out how the answer choice matches the story pictures.

Read and write.

- Read the question aloud and have students repeat. Elicit possible responses from the students and write them on the board. Ask them to come up with as many ideas as they can.
- Have students complete the sentence independently.
- Have students read their answers to a partner. Listen for reasonable responses.
- Allow students to draw a picture to complete the sentence. Then help students label their pictures and have them read their answers aloud.
- Ask students to think about the playground activities you wrote on the board at the beginning of the activity. Ask which activities they usually do alone, and which they usually do with another person or in groups. Next to each activity, write *alone* or *in groups*. (Make sure students understand the meanings of these words.) Point to the jump roper in Frame 5 and ask: *Is she playing alone or in a group?* Help students see that even though she's jumping rope alone, she's also playing ball with the other children.
- Assign Workbook page 14 and direct students to digital activities.

Application and Practice Activity

- Have students make puppets by decorating paper plates with faces using markers, colored-paper cutouts, and/or yarn for hair.
- Have each student hold his/her puppet and ask it: *What do you like to do on the playground?* Then have the student answer for the puppet.
- Have students practice the exchange in pairs.
- Walk around the room and listen for proper pronunciation, appropriate intonation, and correct use of language.
- Correct any errors you hear by modeling the correct answer and having students repeat after you.
- Have students save their puppets for use in future lessons.
- Have students view the Unit 2 dramatic video segment. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To classify details in a story

Key Vocabulary

Verb Phrases: jump rope, kick a soccer ball, play basketball

Prepositions: behind, between, in front of, next to

21st Century Skills

Social Skills

Materials

Soccer ball, basketball, jump rope (or pictures of each)

Paper plates

Markers, colored-paper cutouts, yarn

Audio track A19

Video (ActiveTeach)

Digital activities:
MyEnglishLab
or CD-ROM



Page 14

Answers on page T148

Summary

Children talk about what they like to do on the playground. Then they all play together.

TEACHING TIP



Social Skills

Tell students that sometimes people can feel left out on the playground. Ask students how they can be more sensitive to including others when they are playing a game or a sport.

Warm-Up

- Display the Picture Cards in the front of the room. Have students take turns pointing to a card and saying what they like to do.
- Prompt the student to say and complete the sentence *I like to _____*. Then have that student ask another volunteer *What do you like to do?* Continue until every student has had a chance both to ask and answer the question.

Using Page 18

7 Listen and read. Say.

- INVOLVE** Explain the lesson objective—students will listen to and act out a dialogue with a partner.
- Have students describe the game the children are playing in the picture at the top of the page. (*Hide-and-Seek*) Read the directions aloud. Play Audio Track A20 and have students listen and read along silently.
 - Play the audio again, pausing from time to time so that students can repeat what they hear.
- MONITOR** Replay the audio track so that students become familiar with the dialogue. Then check students' comprehension. Ask: *What do Ted and Judy like to do?* (play *Hide-and-Seek*) *What does Betty like to do?* (play *Hide-and-Seek*) *What will Betty and Len do?* (They will play *Hide-and-Seek* with Ted and Judy.)
- CHALLENGE** Have students tell what happens next. Have them tell what Len will say to Judy and Judy's response. For example, for Len, students may say: *May Betty and I play Hide-and-Seek with you?* For Judy, students may say: *Yes. Come play with us.*

8 Work with a partner. Look at 7. Role-play.

- Pair students to read the dialogue and act it out. After students read it once, have them switch roles and repeat.
- MONITOR** As students work, listen for proper pronunciation and intonation, especially in questions and explanations.
- ASSIST** Correct errors in pronunciation and intonation as needed and have students repeat after you.

9 Listen. Stick.

- Help students locate the Unit 2 stickers at the back of the Student Book.
- Arrange classroom chairs so each student can stand between two chairs. Then have students follow these directions. Say: *Stand in front of your chair. Stand behind your chair. Stand next to your chair. Stand between two chairs.*
- Read the directions aloud. Play Audio Track A21 and pause it so that students can locate each sticker. Have them place the stickers in the appropriate places in the picture. Replay the audio as needed.
- Assign Workbook page 15 and direct students to digital activities.

Application and Practice Activity

- Have students play a game of *Hide-and-Seek*. (See *Game Bank*, page T134, for details.) One student is blindfolded while a second student hides in the classroom.
- The rest of the class provides clues using prepositions, such as: *Sally is behind you.* or *Jose is between the door and the window.*
- Continue the game, having students take turns being the hider and the seeker.

OBJECTIVES

To act out a dialogue with a partner

To use unit language in context

Key Vocabulary

Verbs/Verb Phrases: throw a baseball, jump rope, kick a soccer ball, play basketball, play on the slide, ride [his/her] bike, skate, skateboard

Prepositions: behind, between, in front of, next to

Materials

Picture Cards 77–79, 82
Assortment of classroom games
Blindfold
Unit 2 Stickers
Audio track A20–A21
Student Book audio script, page T136
Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 15

Answers on page T146

OBJECTIVES

To ask and answer questions with *like to* plus a verb

To count by tens

Key Vocabulary

Verbs/Verb Phrases: hit a baseball, jump rope, kick a soccer ball, play basketball, play on the slide, ride [his/her] bike, skate, skateboard

Prepositions: behind, between, in front of, next to

21st Century Skills

Communication

Materials

Units 1–3 Grammar Poster

Drawing paper

Crayons or markers

Chart paper

Audio tracks A22–A24

Digital activities:
MyEnglishLab
or CD-ROM

WB

Pages 16–17

Audio script on page T144

Answers on page T148

Warm-Up

- **21 Communication** Write various celebrity names on the board. Have students pretend they are interviewing a friend or an agent of a celebrity. One student should play interviewer while the other plays the friend/agent. Have the “interviewer” ask (while pointing to a celebrity name): *What does he/she like to do?* Prompt the “friend” to answer in a complete sentence: *He/She likes to (sing).* Repeat for each student.

Using Page 19

10 A22 Listen and write.

INVOLVE Explain the lesson objective—students will ask and answer questions with *like to* plus a verb. Students will also count by tens.

- Have students choral-read the questions and answers in the grammar box at the top of the page. Point out that the verb *does* is used with singular *he/she*, and *do* is used with plural *they* in the questions. Point out that *likes to* is used with singular *he/she*, and *like to* is used with plural *they* in the responses.
- Read the directions aloud. Play Audio Track A22. As students listen, have them point to each picture. Play the audio a second time. Have students complete the sentences independently.

MONITOR Review the answers as a class. (Answers: 1. *does, likes to*; 2. *do, like to*; 3. *does, likes to*)

ASSIST Have students circle the subject of each sentence and tell whether it is one or more than one. Remind students that when the subject is singular, the verb form uses an *s* and when it is plural, the verb form has no *s*.

11 A23 Listen, look, and say.

- Together with students chant the numbers 10–100, counting by tens.
- Read the directions aloud. Play Audio Track A23 and have students listen and repeat the numerals.

12 A24 Look and listen. Count and write the number.

- Read the directions aloud. Play Audio Track A24 and have students point to the pictures.
- Have students complete the activity independently.

MONITOR Review the answers with the students. (Answers: 1. *thirty or 30*, 2. *ten or 10*, 3. *twenty or 20*)

ASSIST Determine whether errors are due to math skills or language skills. Provide help as needed by counting objects with students or reviewing numbers and number names.

- Assign Workbook pages 16–17 and direct students to digital activities.

Application and Practice Activity

- Have students find out which activities their classmates like to do. On a sheet of paper, students can write the activities *listen to music*, *play video games*, and *ride a bike*. Along the top of the paper, students can write the names of four classmates.
- Have the student ask a classmate: *What do you like to do?* and then read the possible choices aloud. The student makes a check mark next to each activity the classmate likes.
- Invite students to present their findings to the class. Help them use their data to make sentences such as *Diego likes to ride a bike*.

Warm-Up

- Have students sit in a circle and tell them they are going to take turns counting from 0 to 70.
- Tell students that those with even numbers will clap and count. If a student claps/doesn't clap out of turn, or says the wrong number, he or she sits out, until only one student remains.
- Every time students complete the number sequence, have them increase the speed at which they are counting.

Using Page 20

A25 **Look and listen. Say the numbers.**

INVOLVE Explain the lesson objective—students will read and discuss the number of muscles and bones found in parts of the human body.

- Read the directions aloud. Play Audio Track A25 and have students point to and repeat each number.

MONITOR Read the numbers in Activity 13 aloud in random order and have students point to and say each number.

A26 **Listen and read. Write the numbers.**

- Read the directions aloud. Play Audio Track A26 and have students read along silently. Replay the audio and pause after each sentence containing a blank so that students can complete it.

MONITOR Check for comprehension. Ask: *How many bones are in your hand? (27) How many bones are in your foot? (26) Which uses more muscles, kicking a ball or throwing a ball? (throwing a ball) How many muscles does it take to jump? (70)*

ICT Literacy Answer this question with a partner.

- Draw a simple stick figure on the board and have students help you label it with names of parts of the body such as *head, face, arm, leg, nose, knee, wrist, and ankle*.
- Assign each pair of students one part of the body from the diagram you drew.
- Have students use the Internet, encyclopedias, or nonfiction books to find out how many bones and muscles are in that body part.



Pair students with less English proficiency with more advanced speakers for this activity.

MONITOR Have pairs read their sentences aloud. Monitor for correct pronunciation, intonation, syntax, and vocabulary.

ASSIST Help students research by explaining the text in simple language. Then have them write their answers using sentence stems you have given them.

- Assign Workbook page 18 and direct students to digital activities.

Application and Practice Activity

- Play *Bingo* with students. (See *Game Bank*, page T134, for details.) Distribute blank grids that have 16 boxes. Have students write the following numbers in the boxes in random order: 12, 19, 26, 27, 34, 37, 40, 49, 52, 56, 61, 79, 80, 95, 96, and 100. The first player to get a complete row or column of numbers is the winner.

MONITOR Check the winner's row of numbers by having the student read them aloud.

- Have students view the Unit 2 documentary video segment. Use activities in the Video Guide. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To read and say two-digit numbers

To read about bones and muscles in the body

Content Words

bones, feet, hands, muscles

21st Century Skills

ICT Literacy

Materials

Research materials such as the Internet, encyclopedias, or nonfiction books

Blank *Bingo* cards divided into 16 boxes

Items to use as *Bingo* markers

Audio tracks A25–A26

Video (ActiveTeach)

Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 18

Audio script on page T144

Answers on page T148

OBJECTIVES

To learn about games played around the world

Content Words

draw, games, hop, hopscotch, jump, kick, number, throw

21st Century Skills

Critical Thinking

Materials

Chalk or masking tape

World map or globe

Audio tracks A27–A28

Digital activities:
MyEnglishLab
or CD-ROM

Warm-Up

- Play a game of *Hopscotch* in class. In case you and/or your students are unfamiliar with the game, here's how to play: Draw a *Hopscotch* pattern with chalk on a paved surface or use masking tape on an indoor floor. See the illustration in Activity 17 for reference. As you draw the game board, explain to students what you are doing, using the words *draw* and *number*.
- Demonstrate how to play *Hopscotch*. As you explain how to play, use the words *throw* and *hop*.
- Allow time for students to play the game. (You may wish to draw more than one *Hopscotch* board so students can play simultaneously.)

Using Page 21

16 A27 Look and listen. Match the pictures to the countries.

INVOLVE Explain the lesson objective—students will identify the names of games in other countries.

- Read the directions aloud. Play Audio Track A27. As students listen, have them point to the picture described.
- Read the names of the three countries and have students repeat. You may wish to show them the countries on a world map or globe.
- Play the audio a second time. Have students complete the matching activity independently.



Have these students say sentences, such as *Children play _____ in _____.*

MONITOR Review the answers with students. (Answers: 1. b. Guatemala, 2. c. South Korea, 3. a. India)

17 A28 Look and listen. Say and play.

- Have students retell the steps you followed when you drew and played *Hopscotch*. Write the steps on the board.
- Read the directions aloud. Play Audio Track A28. As students listen, have them point to each step on the page.
- With students, compare the steps on the board with those in the book. If needed, correct the steps on the board.

MONITOR Check for students' comprehension of the Content Words by saying a word and asking students to pantomime it.

ASSIST If students have difficulty with Content Words, say a word and have a volunteer act it out. Then have all students say the word and act it out.

CHALLENGE Change the numbers on your *Hopscotch* board to include any numbers from 10 to 70. Have students call out each number as they hop down the board.

Application and Practice Activity

- Have students challenge another classroom to a *Hopscotch* competition.

MONITOR During the game, listen for students' use of vocabulary words (*draw*, *number*, *throw*, and *hop*). Aid them with usage and pronunciation.

TEACHING TIP

21 Critical Thinking

If students' home country is not represented in Activity 16, provide students with the name for *Hopscotch* or a similar game in their home language. Allow students who are familiar with the game to tell how it is similar to and different from *Hopscotch*.

Warm-Up

- Say words that begin with the /m/ sound. Tell students to nod if the word begins with the /m/ sound. For example, say: *Moon. Hop. Month. Play. Team. Match. Music. Soccer. Move. Like. Muscle. Behind. and Many.*
- Repeat for the /n/ sound. This time, tell students to move about in a silly way if the word begins with the /n/ sound. For example, say: *Number. Run. Ride. Nineteen. Jump. Next. Can. and Notebook.*

Using Page 22

18 Listen and point. Say.

- INVOLVE** | Explain the lesson objective—students will identify and distinguish between the letters *m* and *n* and the sounds they stand for.
- Read the directions aloud. Play Audio Track A29 and have students point to each picture as they listen.
 - Display the Sounds and Letters Cards. Replay the audio. Have students listen, point to, and say each word.
 - Replay the audio and have students circle the *m* in the words in Items 1–3. Then repeat, having students circle the *n* in the words in Items 4–6.
- MONITOR** | Observe students and make sure they are focusing on the target letters.

19 Listen and write. Use the words from 18.

- Write the first sentence on the board. Elicit the correct answer and write it in the blank. (*Answer: game*)
 - Read the directions aloud. Play Audio Track A30. Have students point to the word that completes each sentence.
 - Replay the audio, pausing after each sentence to allow students time to fill in the blanks.
- MONITOR** | Review the answers as a class. (*Answers: 1. game, 2. run, 3. map, 4. room, 5. down, 6. night*)
- CHALLENGE** | Have pairs write and share a new sentence for one of the words.

20 Listen and say. Underline *m* and *n*.

- Read the directions aloud. Play Audio Track A31. Have students read along silently.
 - Pair students and have them find and underline each *m*. Repeat the activity for the letter *n*.
- MONITOR** | Have partners take turns reading each underlined word aloud. Listen for correct pronunciation of the target sounds.
- ASSIST** | If students have trouble identifying the target sounds, say each sentence slowly, emphasizing the /m/ and /n/ sounds.



Have students sort the words in columns for beginning and ending consonant sounds. Have them add other English words of their own with *m* and *n* to each list.

- Assign Workbook page 19 and direct students to digital activities.

Application and Practice Activity

- Have students draw a nest on a sheet of paper. Instruct them to draw four eggs in their nests. Have students write words that begin with *n* on each egg. They may use words from the unit or other words they know.
- Next, have students draw four milk cartons on a shelf. Have them write words that begin with *m* on each milk carton.
- Have each student read their eight words aloud.

OBJECTIVES

To learn the sounds for *m* and *n*

To differentiate between the sounds for *m* and *n*

To learn words that include the letters *m* or *n*

To write words that include *m* or *n*

Materials

Sounds and Letters Cards (ActiveTeach)

Loose-leaf notebooks

Pencils, crayons, markers

Drawing paper

Audio tracks A29–A31

Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 19

Audio script on page T144

Answers on page T145

TEACHING TIP

Pronunciation

Learning to recognize and pronounce unfamiliar sounds is one of the more difficult tasks for language learners. Remind students that some English sounds are very different from those in their home language. Encourage students to listen very carefully for the differences and try new ways to use their lips, teeth, and tongue to make the new sounds. Explain that this will feel strange at first, but that means they are doing a good job.

OBJECTIVES

- To discuss playground safety
- To relate content to students' own lives

21st Century Skills

Communication

Materials

- Unit Poster
- Paper strips
- Plastic cup
- Chart paper
- Crayons or markers
- Audio tracks A32–A33
- Digital activities: MyEnglishLab or CD-ROM

WB

Page 20
Answers on page T148

Warm-Up

- Write rules for playground safety on paper strips and place them in a plastic cup. Have students take turns selecting a paper strip from the cup and reading the rule aloud.



Pair students of different language proficiency. Have more proficient speakers read the rule aloud and have less proficient speakers act out the rule.

Using Page 23

4 A32 Listen and look. Write.

INVOLVE Explain the lesson objective—students will discuss how to play safely.

- Read the words in the box at the top of the page aloud and have students repeat. Have students point to the picture that shows each piece of equipment as you read each word.
- Read the directions aloud. Play Audio Track A32 and have students read along silently. Have students complete the sentences independently.

MONITOR Review the answers as a class. (Answers: 1. slide, 2. skateboard, 3. swing, 4. seesaw)



For each sentence, have students tell a safety rule for that piece of equipment.

22 21st Communication A33 Look and listen to 21. Tell a friend how to be safe on the playground.

- Read the directions aloud. Play Audio Track A33 and have students follow along silently.
- Have pairs each take a turn reading the dialogue in the speech bubbles.
- Then have them talk about how to play safely on each piece of equipment in the list in Activity 21.

MONITOR As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

24 Make a Playground Safety checklist. Check (✓) what you do.

- Return to your list of rules from the Warm-Up activity. Have students tell any additional rules they learned about on the audio and add them to the list.
- Working in small groups, have students make their own “Playground Safety” checklist on a sheet of chart paper.
- Have groups discuss which rules they follow and can place checkmarks by.

MONITOR During the discussion, listen for correct pronunciation, appropriate intonation, and correct use of language.

ASSIST Help students correct any spelling or grammar errors on their charts.

- Assign Workbook page 20 and direct students to digital activities.

Application and Practice Activity

- Reuse the paper strips with safety rules written on them from the Warm-Up.
- Have student pairs choose a paper strip and then pretend either to follow or not follow that particular rule.
- Ask volunteers from the class to indicate verbally or using gestures whether a rule was followed. If the rule was not followed, ask volunteers to restate the rule as they are able.

TEACHING TIP

Safety Tips

When the lesson has been completed, have students compose a list of safety tips for the classroom. Then have them compare it with the list of safety tips for the playground.

Warm-Up

- Set ten common objects—such as a pencil, coin, ball, crayon, or scissors—on a tray and cover them with a towel. Uncover the tray and let students study it for one minute. Then cover the tray again.
- Have students close their eyes and take one object off the tray. Have students open their eyes and identify the missing object.
- Repeat the activity so that as many students as possible get a chance to participate.

Using Page 24

Work in groups. Play a memory game.

- INVOLVE** | Explain the lesson objective—students will play a memory game about playground activities.
- Use the Unit Poster to review the key vocabulary.
 - Divide the class into groups of three players. Walk students through the directions step by step, starting with Student 1 in the illustration.
 - Have the groups play one round of the game.
 - Then have the groups play two more times, each time beginning with a different student so that everyone has a turn remembering three activities.
- MONITOR** | Circulate around the room, checking to make sure that students are using correct vocabulary, pronunciation, and intonation.
- ASSIST** | As you notice any errors, say words or sentences correctly and have students repeat after you.
- CHALLENGE** | Have students play the memory game in groups of four or more.

Application and Practice Activity

- Have three students stand in front of the class. Ask Student 1 the question: *What game do you like to play?* Have the student respond: *I like to play (Hopscotch).*
- Write the student's response on the board, substituting *He* or *She* for *I*. After all three students have answered the question, have the class echo-read the sentences on the board after you.
- Repeat with three more students, asking different questions such as: *What do you like to eat? What do you like to do on a rainy day? What do you like to do after school? What do you like to do in school?*

OUTCOMES

Students can describe playground activities.

Students can say what people like to do.

21st Century Skills

Social Skills

Materials

Unit Poster
Ten common objects
Tray
Towel
Digital activities:
MyEnglishLab
or CD-ROM

TEACHING TIP

Social Skills

Remind students that when playing a game they should wait their turn to speak and not interrupt one another. Also, remind them to allow each player time to think and say their answer as they take a turn. Ask students not to correct each other. This kind of turn-taking allows English learners to feel safe as they attempt to produce the new language.

OUTCOMES

Students can use the prepositions *behind*, *between*, *in front of*, and *next to*.

Students can read and write numbers up to 100.

21st Century Skills

Self-Direction
Collaboration

Materials

Unit Poster
Paints, crayons, or markers

Large mural paper
Games Video (ActiveTeach)

Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 21

Audio script on page T148

Answers on page T148

Warm-Up

- Play a game with students. As you play a short song, have students move about the classroom. When the music stops, shout: *Freeze!* With students “frozen” in place, ask volunteers to answer questions about position, such as: *Who is standing next to (Isabella)? Who is behind (Jorge)? Who is in front of (Antonio)?*

Using Page 25

25 Look and write.

INVOLVE

Explain the lesson objective—students will identify what the people in the pictures are doing.

- Have students complete the sentences. As needed, help with the reading of the sentences or with spelling.

MONITOR

Review the answers as a class. (Answers: 1. *jump rope*, 2. *likes to*, 3. *play*, 4. *like to*)

ASSIST

Write three answer choices for each sentence on the board and allow students to choose one answer to copy.

26 Look and write.

- Read the directions aloud. Review the answer choices in the box. Have students work independently to complete the sentences.

MONITOR

Have students discuss their answers with a partner. Circulate, checking to make sure that students are using correct pronunciation, intonation, and language. (Answers: 1. *behind*, 2. *in front of*, 3. *next to*, 4. *between*)

ASSIST

Provide two answer choices for each sentence and allow students to pick one answer to copy.

27 Read. Write the numbers.

- Read the directions aloud. Have students complete the activity independently.

MONITOR

Review student answers as class. (Answers: 1. 20, 2. 100, 3. 50, 4. 60, 5. 10, 6. 70)

I Can

- **21 Self-Direction** This section asks students to assess their own learning and reflect on their progress. Read the statements aloud. Explain that students should check the boxes if they can do the activities. Help students appreciate their progress. Say: The *I Can* statements point out what you have learned in this unit.
- Assign Workbook page 21 and direct students to digital activities.

Application and Practice Activity

- **21 Collaboration** Have students work together to make a mural of your school playground. You may wish to assign individual students different tasks so they cooperate in the making of the mural.
- Once the playground setting is complete, have each student draw themselves on the playground doing an activity he or she likes.
- Display the mural and ask questions that reinforce unit vocabulary. For example, ask: *What do you like to do? Who is standing next to the slide? Where are the swings? How many children are on the soccer field?*
- Have students play Unit 2 Game 2 on ActiveTeach.
- Have students review the Unit 2 dramatic video segment. Use Video Guide activities. If students have MyEnglishLab, assign the video segment as homework for further review.

TEACHING TIP

Test Preparation

Allow more proficient students to complete the page independently. For students needing extra assistance, provide multiple-choice answers for each item.

unit 3

In My House

Objectives

Vocabulary

- To name household objects
- To name family members

Reading

- To identify important ideas in a story ("A Family Visit")
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the contractions *it's* and *they're*
- To use the pronouns *he*, *she*, and *they*
- To use possessive nouns

Content Connections

- **Social Studies:** To classify inventions as old and new
- **Around the World:** To learn about household objects around the world

Sounds and Letters

- To read and write words that contain *f* and *v*

Values

- To learn the value of being neat

Project

- To make a toy box

Key Vocabulary

Household Items	Expressions	Content Words
bed closet dresser DVD player lamp phone refrigerator sink sofa stove tub	She's texting her friends. Oh, that's nice.	cook new old sleep wash

Materials

Student Book, Unit 3

- Main unit, pages 26–37
- Cutouts for Checkpoint Units, page 123
- Student Book Audio CD, Tracks A34–A45, B60

Workbook, Unit 3

- Main unit, pages 22–31
- Think Big Activity, pages 32–33
- Extra grammar practice, page 100
- Workbook Audio CD, Tracks 14–16

Assessment Package

- Practice test, pages 18–19
- Unit test, pages 20–21
- Oral assessment, pages 22–23
- ExamView® Assessment Suite

Additional Materials

- Picture Cards 83–90
- Posters: Unit 3 Poster, Units 1–3 Grammar Poster
- Video (ActiveTeach), Unit 3
- Digital activities (MyEnglishLab or CD-ROM), Unit 3

Unit Opener Activities

Family Connection

Have students work with their families to make a map of their home. Tell them to include these items on their maps: furniture, household objects, and appliances. Have students bring the maps to school and help them label the different features. Finally, have students take the maps back home and read the labels aloud to their families.



In My House Bulletin Board

Divide a bulletin board into four sections. Label the sections *living room*, *kitchen*, *bedroom*, and *bathroom*. Have students look through magazines and cut out items found in a house. Have students attach the items to the bulletin board under the label of the room where it is found. Help students name and label each item. Use the bulletin board to ask and answer questions such as: *Where's a bed?* (It's in the bedroom.)

Checkpoint Activities | Units 1–3

Student Book, pages 38–41

Guide students in discussions (spontaneous class, group, or pair conversations) that ask them to apply vocabulary and grammar skills they have learned. Encourage students to assess themselves on how well they have learned the material. As they do, pay attention to their performance. Target areas that need more practice before having them move onto the next part of the lesson.

Workbook, pages 32–33

THINK BIG Working independently, students explore a scene in which children do activities on a playground and inside classrooms. Students use critical thinking and creativity to identify and organize the information in the scene. Exercises guide them in synthesizing the material and assessing their mastery of the language acquired in the preceding units. Students develop communication and collaboration skills as they share their work in groups or pairs.

Unit 3

In My House

1 Listen and read. Then sing.

Where's My Jacket?

Where's my jacket, Mom?
Your jackets on the chair.
The chair? Which chair?
There are chairs everywhere!

There's a chair in the living room,
And one in the bedroom, too.
There are chairs in the dining room.
I don't know which chair. Do you?

Your jackets where you left it.
No need to look everywhere.
It's on the chair behind you.
You can find it right there!

2 Listen and read. Point and say.

3 Look at the living room in 2. Count and write.
How many sofas are there in the living room?
There are _____ in the living room.

4 Look at 2. Listen. Ask and answer.

What's in the dining room?
There's a table in the dining room.

Unit 3 27

Warm-Up

- Take students on a tour of the classroom. Point out pieces of furniture and have volunteers demonstrate how the furniture is used. Name the furniture and have students repeat. For example, say: *This is a chair. We sit in a chair. This is a desk. We write at a desk. This is a table. We work at the table.*
- Have each student draw a picture of a favorite room in their home.
- Invite volunteers to share their pictures. As they do, point to and name pieces of furniture and have students repeat their names.

Using Pages 26–27

1 A34 Listen and read. Then sing.

- INVOLVE** Explain the lesson objective—students will sing a song, identify and describe things found in a home, count pictured household objects, and talk about where they are found.
- Read the directions aloud. Play Audio Track A34 and have students listen and read the song silently.
 - Play the song a second time and have students sing the song along with the audio.
- MONITOR** Ask questions to check for comprehension: *What is the girl looking for? (her jacket) Where is the jacket? (on the chair) Where are chairs found? (living room, bedroom, dining room) What do we use chairs for? (sitting)*
- ASSIST** Make sure students understand that the song is a conversation between a girl and her mom.
- Once students are comfortable with the song, have them practice it using the karaoke version (Audio Track B60). Or save the karaoke version for use during another class period as a fun way to review the song.

2 A35 Listen and read. Point and say.

- Read each of the twelve picture labels aloud and have students repeat. Help them with pronunciation as needed.

- Read the directions aloud. Play Audio Track A35 and have students follow along in their books as they listen. Replay the audio and have students point to each object and repeat the name.

MONITOR Read the words in random order. Have students point to each household object as you read its name.



Ask students if they can identify other objects in the rooms in Activity 2. For example, ask: *What is hanging in the bathroom? (towels) What is next to the DVD player? (a TV).*

Q Look at the living room in 2. Count and write.

- On the board, write: _____ *chairs*. Together with students, count how many chairs there are in your classroom. Write the number in the blank. Have students summarize by saying: *There are _____ chairs in the classroom.* Repeat for desks, tables, and windows.
- Have pairs of students work together to count the sinks, chairs, lamps, and tables pictured in Activity 2.
- Have students discuss their findings: Student 1: *How many (sinks) are in the house?* Student 2: *There are (two sinks) in the house.*

MONITOR Check students' work for correct vocabulary and spelling.

ASSIST Provide magazines with pictures of room layouts or Internet websites that show a variety of styles of rooms. Show students a variety of styles of sinks, chairs, lamps, and tables and help students identify each.

Q A36 Look at 2. Listen. Ask and answer.

- Model asking questions about a room in Activity 2.
- Have students work with a partner to take turns asking and answering questions about the rooms in Activity 2.

MONITOR As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

- Assign Workbook pages 22–23 and direct students to digital activities.

Application and Practice Activity

- Have students discuss the rooms in their homes that have tables, chairs, and sofas. Then have them divide a piece of paper into four sections and label each section with a room that has at least one table, chair, or sofa. Have students count the number of chairs, sofas, and tables in each room and write or draw the number and item—for example, living room: *3 chairs, 1 sofa, 1 table.*
- Then call out the name of a room and one of the household items (for example: *living room* and *chair*) and have volunteers tell how many of that item they have in that room.

MONITOR Check to see if students have the right furniture in the right rooms and that they have labeled the singular and plural nouns correctly.

- Have students play the Unit 3 Game 1 on ActiveTeach.

OBJECTIVES

To name furniture and rooms in a house

To count objects

To sing a song

Key Vocabulary

Nouns: bed, chair, closet, DVD player, dresser, lamp, refrigerator, sink, sofa, stove, table, tub

Materials

Unit Poster

Magazines

Audio tracks A34–A36, B60

Digital activities:
MyEnglishLab
or CD-ROM



Pages 22–23

Answers on page T148

TEACHING TIP

Synonyms

Explain to students that there can be more than one name for things. People use other names for some of the vocabulary words in this unit—for example: *sofa: couch; sink: washbasin; dresser: chest of drawers, bureau.* Have students share any other synonyms they know for the vocabulary words in Activity 2.

Story

1 Listen and read.



2 Look and write.

aunt cousins uncle

1. is Tommy's _____
2. is Tommy's _____
3. are Tommy's _____

3 Ask and answer with a partner.

1. How many aunts, uncles, and cousins do you have?
2. Are big families or small families more fun? Tell why.

28 Unit 3

Unit 3 29

Warm-Up

- Draw a family tree on the board that begins with *mother* and *father* and *son* (Tommy). Add the mother's parents (*grandmother* and *grandfather*). Then add a sister for the mother and write: *aunt*. Continue adding Tommy's uncle and cousins to the chart.
- Draw your own family tree. Demonstrate how students can ask you questions: *Who's she?* *Who's he?* Then invite a few students to the front to point to people listed on the family tree and ask you questions.

Using Pages 28–29

5 Listen and read.

INVOLVE Explain the lesson objective—students will listen to and read a story, answer questions about it, and discuss ideas related to it.

- Have students tell what they see in each story frame. Help them name the rooms the characters are in, and name any furniture they recognize.
- Point to and read the story title aloud. Point to each character. Explain that this story is about a boy and a girl in the boy's home. The boy is telling his friend that his family is having visitors. Make sure students understand the words *visiting* and *sleeping*. Give examples, if necessary.
- Read the directions aloud. Play Audio Track A37 and have students listen and read the story text silently.

MONITOR Ask questions to check for understanding: *Who's at Tommy's house?* (Tommy's aunt, uncle, and cousins) *Who is Tommy's aunt?* (his mom's sister) *How long are they visiting?* (five days) *Why is Tommy unhappy?* (He has to sleep on the sofa.)

ASSIST Replay the audio as needed. Pause the audio after each frame. Use gestures and simple language to explain unfamiliar words.

- Assign half the class the role of Tommy and half the role of Tommy's friend. Have students read the dialogue aloud. You may wish to have students repeat the activity working in pairs.



Have students write a short dialogue in which Tommy introduces his cousins to his friend. Ask for volunteers to read their dialogue aloud to the class.

6 Look and write.

- Read the directions aloud. Help students identify the story characters pictured in each item.
- Read the words in the box aloud.
- Have students complete the activity independently.

MONITOR | Review the answers as a class. (Answers: 1. *uncle*, 2. *aunt*, 3. *cousins*)

ASSIST | Tell students you will read the first three frames of the story aloud, and they must raise their hand when they hear the words *aunt*, *uncle*, and *cousins*.

21 Communication Ask and answer with a partner.

- Have students draw family trees modeled after the ones you created for the Warm-Up activity. Call on a volunteer and ask questions about his or her family tree. Ask: *Who's she? Who are they?* Then have students work in pairs to discuss their family trees.

- Read the first question aloud. Have students discuss the question in pairs.

MONITOR | Walk around, listening for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST | As you notice errors, say words or sentences correctly and have students repeat after you.

CHALLENGE | Ask volunteers to explain how their family tree is similar to and different from their partner's.

- For the second question, elicit reasons why big families are fun. As students respond, write simple notes on the board. Then elicit reasons why small families are fun. Ask questions to help students come up with ideas: *Can you play a game of baseball with a small family? Do you think small families are quiet or noisy? Is it fun to be noisy?*

- Have students discuss the second question in pairs.

MONITOR | Invite students to share their answers to the second question with the whole class. If there are new ideas, write them on the board. Listen for proper pronunciation, appropriate intonation, and correct use of language.

- Assign Workbook page 24 and direct students to digital activities.

Application and Practice Activity

- Have each student update their family trees with written descriptions of each person. Write models on the board: *This is my mom. This is my brother José.*



Have students write extra information about each person. Provide a model: *This is my aunt Rosa. She is my mom's sister.*

- Have students view the Unit 3 dramatic video segment. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To identify details in a story

Key Vocabulary

Nouns: aunt, bed, cousin, grandfather, grandmother, sister, sofa, uncle

21st Century Skills

Communication

Materials

Drawing paper

Pencils and crayons or markers

Audio track A37

Video (ActiveTeach)

Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 24

Answers on page T148

Summary

Tommy and his friend discuss the fact that Tommy's relatives are visiting. Tommy is not happy because his cousins will be taking his bed while he sleeps on the sofa.

Warm-Up

- Review the position words *in*, *next to*, *in front of*, *between*, and *behind* by having students place a pencil in different places. Say: *Put the pencil behind your ear. Put the pencil between your thumb and your pointer finger. Put the pencil in front of your nose.*

Using Page 30

8 A38 Listen and say.

INVOLVE

Explain the lesson objective—students will listen to and act out a dialogue with a partner.

- Read the directions aloud. Play Audio Track A38. Have students listen and read silently.
- Play the audio again and pause it from time to time so that students can repeat what they hear.

MONITOR

Ask questions to check for comprehension: *Where was Mom's phone?* (in Emily's room) *What is Emily doing?* (texting) *Why did Mom call Emily's name?* (Emily is texting with Mom's phone.)

ASSIST

As you ask questions, model responses and have students repeat. Replay the audio as necessary.

9 Work with a partner. Look at 8. Role-play.

- Pair students to read the dialogue and act it out. After students read through one time, have them switch roles and repeat.

MONITOR

Listen for proper pronunciation and appropriate intonation.

CHALLENGE

Have students tell what Mom will do next. Have them role-play what Mom will say to Emily.

10 A39 Listen. Stick.

- Help students find the Unit 3 Stickers at the back of their Student Book.
- Have students describe what they see in each picture. Ask questions that reinforce key vocabulary and position words such as: *Where is the bathroom sink?* (between the toilet and tub) *What is in front of the sink?* (a rug) *Where is the red chair?* (It is in the kitchen next to the table).
- Read the directions aloud. Play Audio Track A39 and model placing a sticker on the picture for the first item. Then have students complete the activity independently.

MONITOR

Check to see that students have correctly placed the stickers.

- Assign Workbook page 25 and direct students to digital activities.

Application and Practice Activity

- Have students play a game. Have Student 1 leave the room. Have Student 2 hide a Picture Card of a key vocabulary word in the classroom. Make sure all the other students know where it is.
- Have Student 1 return to the room and repeatedly ask as he or she walks around: *Where's the (sink)?* Led by Student 2, the other students answer by using temperature. For example, if Student 1 is far from the hidden picture, the students say: *You are cold.* As Student 1 walks closer, students say: *You are getting warmer.* When Student 1 is near the picture, students say: *You are hot!*
- When Student 1 is "hot," he or she repeats: *Where's the (sink)?* Then Student 2 responds with direction clues that help Student 1 find it—for example: *It's under the book on Tomas's desk.*
- Once the picture is found, Student 1 hides it, and another student hunts.

OBJECTIVES

To act out a dialogue with a partner

To use unit language in context

Key Vocabulary

Nouns: bed, chair, closet, DVD player, dresser, keys, lamp, phone, refrigerator, sofa, stove, table, texting, tub

Materials

Picture Cards 83–90
Pencils
Keys
Phone
Unit 3 Stickers
Audio tracks A38–A39
Student Book audio script, page T136
Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 25

Audio script on page T144

Answers on page T145

TEACHING TIP

Punctuation Marks

Use the sentences in Activity 8 to explore ending punctuation. Point out that question marks show asking, periods show statements, and exclamation points show excitement or shouting. Discuss with students what it means to see a sentence that ends in more than one exclamation point (strong excitement and shouting).

OBJECTIVES

To use the contractions *it's* and *they're*

To use possessive nouns

Key Vocabulary

Nouns: backpack, computer, dresser, games, glasses, grandma, homework, jacket, phone

Materials

Units 1–3 Grammar Poster

Index cards

Old catalogs or magazines

Scissors and glue

Digital activities: MyEnglishLab or CD-ROM

WB

Pages 26–27

Answers on page T148

Warm-Up

- Have students stand in groups of four. Write the words *computer*, *jacket*, *glasses*, *dresser* on index cards, one word per card. Make a set of cards for each group. Distribute one card to each student. Tell students to listen and to move as the sentence describes. Say: *The jacket is next to the computer.* The student holding “jacket” should move next to the student holding “computer.”
- Once students have moved to the correct position, ask: *Where's the jacket?* Prompt students to answer: *It's next to the computer.*

Using Page 31

11 Write *It's* or *They're*.

INVOLVE Explain the lesson objective—students will use contractions *it's* and *they're* and use possessive nouns.

- Read the questions and answers in the grammar box aloud. Explain that *it's* is a contraction that stands for *it is* and is used when talking about one thing. Explain that *they're* stands for *they are* and is used when talking about more than one.
- Read the directions aloud. Complete the first sentence as a group. Then have students complete the sentences independently.

MONITOR Review the answers as a class. (Answers: 1. *It's*, 2. *It's*, 3. *They're*, 4. *It's*)

ASSIST Have students circle the name of the object in each question and tell whether it is one or more than one. For additional support, have students use the Units 1–3 Grammar Poster.

12 Write. Use the names.

- Have students echo-read the text in the grammar box in the center of the page. Have students find and underline the *'s* in *mother's* and in *Ben's*. Ask: *What belongs to mother?* (her phone) *What belongs to Ben?* (his keys)
- Read the directions aloud. Explain that students will use the name in parentheses to complete the sentences. Complete Item 1 with students. Then have students complete the activity independently.

MONITOR Review the answers as a class. (Answers: 1. *Hannah's*, 2. *Dylan's*, 3. *Joe's*, 4. *brother's*, 5. *grandma's*)

13 Work with a partner. Ask and answer.

- Together as a class, write questions that can be answered by Items 2–5 of Activity 12—for example: *Where's Dylan's phone?*
- Have pairs take turns reading the dialogue in the speech bubbles aloud. Then have partners ask and answer questions about the location of their classmates' belongings.

MONITOR As students work, listen for proper pronunciation, appropriate intonation, and correct use of vocabulary.

- Assign Workbook pages 26–27 and direct students to digital activities.

Application and Practice Activity

- Have students cut out a picture of something they like from old catalogs or magazines. Instruct them to glue it onto an index card. Under the item, have them write their name with punctuation to show possession and the name of the item, for example: *Pablo's race car*.
- Have students sit together in groups of three. Have each group member place his or her card in the classroom in plain sight. Then have students take turns asking about the location of another student's card. For example, Student 1 asks: *Where's Pablo's race car?* Student 2 says: *I see Pablo's race car. It's under his chair.*

TEACHING TIP

Punctuation

Explain that the apostrophe in a contraction takes the place of a letter (in *it's*, the apostrophe stands for the *i* in *is*).

Contractions allow you to combine two words into one. However, an apostrophe *'s* at the end of someone's name

indicates ownership. “Joe's jacket” means the jacket that belongs to Joe.

Warm-Up

- Display photos of old and new cars from the Internet or nonfiction books. Explain that *old* describes something that was used a long time ago and *new* describes something that is used today.
- Give each student two sheets of paper. Have them crumple one sheet and then smooth it back out so it looks wrinkled and used. Have them write *old* in large letters on the wrinkled sheet. Have them carefully write *new* in large letters on the other sheet, keeping it from becoming soiled or torn.
- Point to a photo of a car and ask: *Is this old or new?* Have students respond by holding up the appropriate sheet of paper. Continue with each photo.

Using Page 32

14 Listen, point, and say.

- INVOLVE | Explain the lesson objective—students will identify and sort old objects and new objects.
- Read the directions aloud. Play Audio Track A40 and have students listen and follow along.
 - Name each object and have students repeat.



Have students describe how the old and new items are both alike and different.

15 Write *old* or *new*. Match the old and new things.

- Read the directions aloud. Have students write *old* or *new* on the lines provided and match the objects.
- MONITOR | Review the answers as a class. (Answers: 1. *old*, 2. *new*, 3. *old*, 4. *new*, 5. *old*, 6. *new*, 7. *old*, 8. *new*; draw lines to match 1-6, 2-7, 3-8, 4-5)
- **21st Critical Thinking** Ask students if there are any benefits to using the old items rather than the new items. For example, you can't use the computer if you lose power, but you can continue to type on the old typewriter.
- ### 16 Look at 15. Ask and answer with a partner.
- Point to the first picture in Activity 15 as you read the text in the speech bubbles.
 - Have students work in pairs. One student in each pair points to a picture in Activity 15 and asks: *What's this?* Have the partner answer the question for each picture. Then have students reverse roles and repeat.
- MONITOR | As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.
- Assign Workbook page 28 and direct students to digital activities.

Application and Practice Activity

- Divide a bulletin board into two sections. Title one-section *Old Things* and the other *New Things*.
- Have students look through magazines and newspapers and cut out pictures. Have them attach their pictures to the appropriate side of the bulletin board.
- Once the bulletin board is complete, point to each item and ask: *What's this?* Move any pictures that were incorrectly sorted.
- Have students view the Unit 3 documentary video segment. Use activities in the Video Guide. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To sort and describe objects as new or old

Content Words

new, old

21st Century Skills

Critical Thinking

Materials

Unit Poster

Photos of old and new cars from the Internet or nonfiction books

Sheets of paper and pens or markers

Bulletin board

Old magazines or newspapers

Audio track A40

Video (ActiveTeach)

Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 28

Answers on page T43

TEACHING TIP

Antonyms

Explain to students that some words have opposite meanings. That means they are as different as possible. Provide common examples such as *hot* and *cold*, *up* and *down*, *over* and *under*, *short* and *tall*, *fast* and *slow*. Provide concrete examples to illustrate pairs of opposites. Have students look for two opposites on the page (*old* and *new*).

OBJECTIVES

To read about and discuss how people use household objects in different countries

Content Words

cook, sleep, wash

21st Century Skills

Global Awareness
Environmental Literacy

Materials

World map or globe
Drawing paper, crayons
or markers
Audio track A41
Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 29

Answers on page T148

Warm-Up

- Play a game of *Charades* with students. (See *Game Bank*, page T134, for details.) Whisper *cook food* to a volunteer to act out. Have the class guess what the student is miming. Continue with different volunteers and the phrases *sleep* and *wash clothes*.
- Explain to students that people do these activities in different ways in different places. Explain that some of their own families may do them in different ways.

Using Page 33

A41 Look, listen, and write.


INVOLVE

Explain the lesson objective—students will describe how people perform household tasks in different countries.

- Display a world map or globe and help students locate Mali, Indonesia, and Guatemala. Explain that they will read about people in those countries.
- Read the directions aloud. Have students echo-read the Content Words from the box at the top of the page. Encourage students to guess the meaning of the words in the context of the reading. To assist them, show pictures or make simple drawings on the board.
- Play Audio Track A41. As students listen, have them point to the picture being described.
- Play the audio a second time. Pause the audio after each description and have students fill in the blank with the correct verb.

MONITOR

Review the answers as a class. (Answers: 1. *cook*, 2. *sleep*, 3. *wash*)

-  **Environmental Literacy** Direct students' attention to the woman cooking in a solar oven. Ask students to think about how the oven works. Ask: *Where does the heat come from?* (the sun) Tell students that people can use energy from the sun to heat their homes and run machines. Point out that using solar energy is good for the environment because it's free, and it renews itself.

CHALLENGE

Ask students why they think people in these countries do things differently than people elsewhere. For instance, people in Mali may be able to use solar power because the sun shines there almost every day.



Ask and answer with a partner.

- Read the directions aloud. Have students tell how they cook, sleep, and wash clothes in their home. Have students switch roles and repeat.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

- Assign Workbook page 29 and direct students to digital activities.

Application and Practice Activity

- Have each student divide a sheet of drawing paper in half. Assign each student one of the following verbs: *cook*, *sleep*, *wash*.
- Have students draw a picture that shows how their assigned activity is done by people in a different country. Then have them draw a picture that shows how they do it.
- Have students share their drawings and talk about similarities and differences—for example: *In both places, we wash dirty clothes to make them clean. In my community, we use a machine to wash clothes. In Guatemala, some people wash clothes by hand.*

TEACHING TIP

Global Awareness

Point out to students that all around the world, in every culture, certain things must be done. Cooking, cleaning, and washing clothes can be done in many different ways. Remind students that different is not better or worse, it's just different.

Warm-Up

- Have students sit in a circle. Explain that *feet* begins with the letter *f*. Have students move their feet up and down. Show objects or Sounds and Letters Picture Cards for words beginning with *f*. Have students move their feet each time they hear a word with the /f/ sound. Repeat the activity with words that begin with *v*, but have students move their arms like they are playing volleyball.

Using Page 34

19 Listen and point. Say.

- INVOLVE** Explain the lesson objective—students will identify and distinguish between the letters *f* and *v* and identify words that contain *f* or *v*.
- Read the directions aloud. Play Audio Track A42 and have students point to each picture as they listen.
 - Display the Sounds and Letter Cards for support. Replay the audio.
- MONITOR** Replay the audio and have students repeat each word and circle the *f* in words in Items 1–3. Then repeat, circling *v* in words in Items 4–6. Observe students and make sure they are focusing on the target letters.

20 Listen and write. Use the words from 19.

- Read the directions aloud. Play Audio Track A43 and have students listen and point to the word that completes each sentence.
 - Replay the audio, pausing after each sentence to allow students time to fill in the blanks.
- MONITOR** Review the answers as a class. (Answers: 1. *knife*, 2. *sofa*, 3. *wave*, 4. *friends*, 5. *stove*, 6. *vegetables*)
- ASSIST** Read each sentence aloud with two answer choices and have students choose the word that best completes the sentence.

21 Listen and say. Underline *f* and *v*.

- Read the directions aloud. Play Audio Track A44 and have students listen and read silently.
 - Replay the audio and have students read chorally.
 - Have students work in pairs and find and underline each *f*. Repeat the activity for letter *v*.
- MONITOR** Have partners take turns reading each underlined word aloud. Listen for correct pronunciation of /f/ and /v/.
- ASSIST** If students are having difficulty differentiating between /f/ and /v/, remind them to put their fingers on their voice box as they pronounce the words and pay attention to vibration or lack of vibration.
- **21 Collaboration** Divide the class into two teams. Have teams work together to write a sentence including *f* words and *v* words. Each *f* or *v* word is worth one point. The team with the most points wins.



Have students sort the words in columns for beginning and ending consonant sounds.

- Assign Workbook page 30 and direct students to digital activities.

Application and Practice Activity

- Give each student a clean paintbrush. Have students stand at the board or stay at their desks. Say words that begin with either *f* or *v*. Tell students to “paint” the beginning letter of the word you say. For example, say: *fish*. Students paint an *f*. Say: *vest*. Students paint a *v*.

OBJECTIVES

- To learn the sounds for *f* and *v*
- To differentiate between the sounds for *f* and *v*
- To learn words that include *f* or *v*
- To write words that include *f* or *v*

21st Century Skills

Collaboration

Materials

- Sounds and Letters Cards (ActiveTeach)
- Objects whose names begin with *f* or *v*
- Paintbrushes
- Audio tracks A42–A44
- Digital activities: MyEnglishLab or CD-ROM

WB

- Page 30
- Audio script on page T144
- Answers on page T145

TEACHING TIP

Pronunciation

Explain to students that the mouth is in a similar position for *f* and *v*, although the sound is different. If they put their fingers on their neck, they can feel vibrations with *v* and no vibrations with *f*.

OBJECTIVES

To learn the value of being neat

Content Words

Nouns: sink, toy box, washer

Materials

Shoe boxes or other empty boxes

Scissors

Tape

Construction paper

Crayons or markers

Cleaning supplies needed for the game

Audio track A45

Digital activities:
MyEnglishLab
or CD-ROM

Warm-Up

- Review with students your classroom rules for keeping the room neat. List the rules on the board.
- Explain that these rules help keep the classroom orderly so that teachers and students can find what they need.

Using Page 35

A45 Listen and write. Say.

INVOLVE Explain the lesson objective—students will discuss different ways to keep their homes neat.

- Have students echo-read the words in the box at the top of the page. Have students point to the picture that shows each item as you read each word.
- Read the directions aloud. Play Audio Track A45 and have students listen and read silently. Then have students complete the sentences independently. Finally, play the audio again and have students repeat each item.

MONITOR Review the answers as a class. (Answers: 1. toy box, 2. sink, 3. washer)

ASSIST Replay the audio as needed. Help students connect the pictures and answer choices by asking questions about the details in the pictures.

How do you keep your home neat? Act it out. Your partner guesses.

- Review with students the three ways the people in Activity 22 work to keep their homes neat. Discuss with students ways in which they keep their homes neat. Prompt them to finish the sentence frames: *I put my _____ in the _____.* and *I keep my home neat. I _____ every day.*
- Have pairs of students take turns acting out ways they keep their home neat while their partner guesses what they are doing.

MONITOR Listen to students' guesses for proper pronunciation, appropriate intonation, and correct use of vocabulary.

CHALLENGE Ask students who does what in their homes. Who does the cooking, the laundry, and the cleaning? Do they have assigned chores? What do they do?

Make your own Toy Box.

- Explain to students that a toy box is a place to put toys. A toy box can help keep a home neat.
- Provide students with empty boxes, construction paper, and tape.
- Read the directions aloud. Make sure students understand each step in decorating their boxes. Suggest that in addition to writing their names on their boxes, they also label them *Toy Box*.
- Allow time for students to work in small groups to decorate their toy boxes.

MONITOR Have students tell the steps for making a toy box. Encourage use of the words *cut*, *tape*, and *write*.

Application and Practice Activity

- Lead students in a game of *Follow the Leader* around the classroom, cleaning in designated areas. (See *Game Bank*, page T134, for details.) For example, lead them to the classroom library and shelve one book. Say: *I put a book on the shelf.* Each follower puts a book away and repeats the sentence.
- Continue around the classroom, doing other classroom chores.

TEACHING TIP

Clean-Up Chart

Make a chart with a pocket beside each student's name. On index cards, write the daily clean-up tasks that need to be done in your classroom. Put a card in each student's pocket. Allow about three minutes at the end of each day for students to perform their assigned tasks. As needed, help them read the task and demonstrate for them what needs to be done. Once a week, move the cards so that students' tasks change.

Warm-Up

- Play *I Spy* using objects in the classroom. (See *Game Bank*, page T134, for details.) Have Player 1 choose a known classroom object and describe the object by telling where it is located. Model: *I spy something that is on my desk. It is between the scissors and the globe.* A student answers: *It's the computer!*
- The student who correctly guesses the object is the next player to give clues.

Using Page 36

Look. Choose a room for each thing. Draw a line.

INVOLVE | Explain the lesson objective—students will review key vocabulary.

- Have students choral-read the names of the six objects pictured at the top of the page.
- Review the directions and have students draw a line from an object to a different room. Instruct them to draw the line to a particular place in the room; for example, on a piece of furniture, next to something, or between two things.

MONITOR | Ask questions to check for understanding. *Where is your (hat)? What's in the (living room)?*

- Review the names of the different rooms with students. Ask them which item in Activity 25 can usually be found in their house.

Work with a partner. Ask and answer about 25.

- Read the dialogue in the speech bubbles aloud. Then have volunteers take turns reading it.
- Read the directions aloud. Instruct pairs to ask questions about each other's rooms in Activity 25.

MONITOR | Listen for correct vocabulary and question intonation. Pay special attention to correct use of prepositions of location.

ASSIST | Provide sentence stems for students to follow: *Where are the _____? They're _____.* *Where is the _____? It's _____.* Remind students that *It's* is for one item and *They're* is for more than one item.

Application and Practice Activity

- Make a set of word cards and a matching set of picture cards for the words *keys, phone, soccer ball, glasses, skates, hat, bedroom, bathroom, living room, and kitchen.*
- Have pairs play *Concentration* with the cards. (See *Game Bank*, page T134, for details.) Demonstrate how to shuffle and lay out all the cards facedown in rows. Explain that the object of the game is to find as many pairs as possible by matching each picture to its word.
- Model by turning over two cards. Read the word aloud and name the picture. If the cards match, keep the pair. If they do not match, turn the cards back over. Explain that when students make a match, they can take another turn. If the cards do not match, their turn ends. Play continues until all cards are matched. The winner is the player with the most pairs at the end of the game.

OUTCOMES

Students can tell the location of objects.

Materials

Index cards

Digital activities:
MyEnglishLab
or CD-ROM

TEACHING TIP

Word Wall

Designate a bulletin board or section of a wall as a Word Wall. As students learn new words, write them on cards large enough to be read from across the room. Post the cards on the wall at students' eye level. You may post them by categories such as *Rooms* or *Household Objects*. You may wish to include a section for high-frequency words. Allow students to use the wall as necessary. Review words from time to time and add to or change them throughout the year.

OUTCOMES

Students can name household objects.

Students can say where things are.

21st Century Skills

Self-Direction

Materials

Unit Poster

Picture Cards 83–90

Timer

Props for skits, such as math book and sunglasses

Video/Games (ActiveTeach)

Digital activities: MyEnglishLab or CD-ROM



Page 31

Answers on page T148

Warm-Up

- Using the Picture Cards for *dresser*, *lamp*, *refrigerator*, *sink*, *stove*, and *chair*, have students play *Beat the Clock*. To play, set a timer for one minute. Have each student take a turn naming the pictured objects before the timer goes off. As students can name the objects more quickly, set the timer for less and less time.

Using Page 37

Look and write.

INVOLVE Explain the lesson objective—students will review the names of household objects and fill in blanks to complete a dialogue.

- Have students complete the activity independently.

MONITOR Review the answers as a class. (Answers: 1. *stove*, 2. *lamp*, 3. *dresser*, 4. *refrigerator*, 3. *tub*, 4. *sink*)

ASSIST Provide three answer choices for each picture and allow students to choose and copy the answer to each.

CHALLENGE Have students show ownership of the items using family members' names. For example, for *stove* they can write *Dora's stove*.

Write.

- Review the words in the box by reading them aloud.
- Have students work independently to complete the sentences.

MONITOR Write the answers on the board and have students check their work. (Answers: 1. *where's*; 2. *in, on*; 3. *are, sunglasses*; 4. *Tina's*) Circulate to make sure that students use apostrophes correctly.

I Can

- Self-Direction** This section asks students to assess their own learning and reflect on their progress. Read the statements aloud. Explain that students should check the boxes if they can do the activities. Help students appreciate their progress. Say: *The I Can statements point out what you have learned in this unit.*
- Assign Workbook page 31 and direct students to digital activities.

Application and Practice Activity

- Working in pairs, assign students the roles of Donny and Sara. Instruct students to practice the dialogue and present it to the class. Allow students to make or use any necessary props.
- After students have practiced the original dialogue a couple of times, have them brainstorm more things each character might say. Encourage students to extend the dialogue and practice it with their partner.
- Have each pair present their skit to the class.
- Have students play the Unit 3 Game 2 on ActiveTeach.
- Have students review the Unit 3 dramatic video segment. Use Video Guide activities. If students have MyEnglishLab, assign the video segment as homework for further review.

TEACHING TIP

Completing Cloze Sentences

Instruct students to first read the whole sentence through. Then have them reread the sentence inserting answer choices in the blank or blanks. Tell them to see which word makes sense. Explain to students that they may have to try more than one answer to find the one that makes the most sense.

Warm-Up

- Have students play *I Spy* to review key vocabulary from Units 1–3. (See *Game Bank*, page T134, for details.) Model: *I spy something white. Is it the door? No. Is it the poster? No. Is it the board? Yes!*

Using Page 38

Think about it. Look and circle. Practice.

- INVOLVE** | Explain the *Do I Know It?* objective—students will say how well they can use what they have learned in Units 1–3.
- Read the directions aloud. Have students point to the face icons at the top of the page as you read the descriptions aloud. Then have students repeat after you, using intonation and facial expressions to act out the meanings.
 - Have students use a colored pencil to complete the exercise. They will choose a different color when they review this exercise 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. Remind students that they will be asked to assess their own abilities. You may wish to review all the language in the checklist first, and then have students complete it, or have students mark the checklist as each language point is reviewed.
- ASSIST** | Encourage students to turn to the page references when they need additional support to refresh their memories.

Classroom activities (page 3)

Have students play *Charades*. (See *Game Bank*, page T134, for details.) Invite them to take turns acting out the classroom activities on page 3. Then say: *Circle the face that tells if you know classroom activities.*

Playground activities (page 15)

Have students act out the playground activities on page 15. Then say: *Circle the face that tells if you can name playground activities.*

Things at home (page 27)

Have students play *Hangman* in pairs using the words on page 27. Then say: *Circle the face that tells if you can name these things at home.*

More things at home (page 37)

Give each student six index cards. Have half of the class write the names of the items on page 37 and have the other half draw the items. Then have partners work together to match the words with the pictures. After students complete the activity, say: *Circle the face that tells if you can name these things.*

What's he/she doing? (page 7)

Write these words on the board: *listening, playing, reading, writing*. Have a volunteer pretend to do one of these activities. Ask: *What's he doing? What's she doing?*

How many? There is/There are (page 7)

Play Audio Track A10. Then have students set up groups of classroom objects and ask how many there are. Model: *How many books are there? There's one book. How many blocks are there? There are three blocks.*

What do they like to do? (page 19)

Play Audio Track A22. Have partners repeat the dialogues. Then have them ask and answer questions about classmates. Model: *What does Amy like to do? She likes to draw. What do Jake and Koji like to do? They like to write.*

Where's/Where are?/It's/They're (page 31)

Hide one or two classroom objects and then give students clues by answering questions. Model: *Where are the pencils? They're under a book. Where is the book? It's on the table.*

OBJECTIVES

To self-assess comfort with target skills and key language for Units 1–3

21st Century Skills

Self-Direction

Materials

Colored pencils
Classroom objects (book, crayon, etc.)
Index cards
Audio tracks A10, A22
For more information about using Checkpoints, see page x.

TEACHING TIP

 Self-Direction

Remind students that there are no right or wrong answers on this page. Emphasize the fact that they should circle 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.*

OBJECTIVES

- To complete a dialogue
- To ask and answer questions using the target language
- To describe where things are in a picture

21st Century Skills

Critical Thinking

Materials

- Paper
- Paper clips
- Crayons
- Self-stick notes
- Audio track A46

Warm-Up

- Write the words *between*, *on*, and *under* on the board. Play *Simon Says* with students. (See *Game Bank*, page T134, for details.) Give each student one sheet of paper, two paper clips, and three crayons. Use the words on the board in the directions. Model: *Simon says put the paper clips between the crayons. Simon says put the crayons under the paper. Put the paper clips on the paper.*
- Allow students to take turns leading the game. Remind leaders to use the words on the board in their directions.

Using Page 39

Get ready.

INVOLVE Explain the *I Can Do It!* objective—students will put together what they learned in Units 1–3. They will complete a dialogue and then ask and answer questions about a picture.

- Part A: Read the directions aloud. Have students preview the picture. Ask: *What do you see in this picture?* (Answers include *students, teacher, chairs, markers, soccer ball, basketball, jump ropes, window, door*)
- Invite volunteers to read the words in the box aloud. Ask them to tell or show what each word means. Then read the names in the dialogue aloud. Invite volunteers to read the dialogue aloud, saying “blank” for each missing word.
- Have students complete the dialogue individually.



Have students write the words *between*, *on*, and *under* on self-stick notes and try each word in each blank to complete the dialogue.

- Play Audio Track A46 and have students listen and write the words they hear in the blanks.

MONITOR Have students read the sentences they completed aloud to make sure that they completed them correctly. (Answers: 1. *on*, 2. *under*, 3. *between*)

- 21st Critical Thinking** Have students identify the names of the students in the illustration. Point out that there are two girls pictured, but only one of the girls is named.
- Part B: Read the directions aloud. Ask volunteers to read the text in the speech bubbles aloud. Then have partners ask and answer questions about the picture in Part A. Model asking and answering questions: *What's she doing? She's reading a book.*

MONITOR As students ask and answer questions, listen for proper pronunciation, appropriate intonation, and correct use of language.



Have students write down four questions about what the children in the picture are doing. Then have them write answers. Suggest that students assign each child in the picture a name.

- Part C: Read the directions aloud. Have students complete the activity together as a class.

MONITOR Check to make sure that students correctly locate the items. (Answer: *One soccer ball is under the chair. Three markers are between the computers and the pencils. Two jump ropes are between the computers.*)

TEACHING TIP

Punctuation

Remind students that end punctuation marks affect how we say sentences. Have students underline each period in the dialogue. Then have them circle each question mark and draw a box around each exclamation point. Then replay Audio Track A46. Discuss how these punctuation marks affect the way people talk.

Warm-Up

- Have students preview the cutouts on page 123. Say: *You will hear about these pictures.* Have volunteers name things and activities shown on the cards. Write the words on the board.
- Ask: *What things do you see in more than one card?* (Answers include *basketball, keys, students, soccer ball, coloring, books*)
- Suggest that students give the people on the cards names. They can use the names when they talk about the pictures.

Using Page 40

3 Get set.

- INVOLVE Explain the *I Can Do It!* objective—students will complete descriptions of pictures. Then they will ask and answer questions about the pictures.
- Read the directions aloud and have them cut out the cards on page 123.

4 Go!

- Part A: Read the directions aloud. Ask volunteers to read the words in the box and then the dialogue aloud saying “blank” for each missing word.
 - Complete the first item as a class. Have students look at Pictures 1 and 2. Ask: *What do you see in both of these pictures?* (a student coloring)
 - Play Audio Track A47 and have students listen and write the words they hear in the blanks.
- MONITOR Have students read the completed sentences aloud to make sure that they completed them correctly. (Answers: 1. *coloring*, 2. *they’re*, 3. *reading*, 4. *under*, 5. *are, on*)
- ASSIST Replay Audio Track A47, pausing after each sentence. Point to the people or objects named and then have students repeat the sentence.
- CHALLENGE Ask students to name the clues they used to fill in each blank. Model: *In Sentence 2, the missing word names a person or people because that information isn’t in the sentence.*



- Invite students to tell stories about the people shown in the cards. Suggest that they choose one picture and tell what happens next. Students can draw additional picture cards to illustrate their stories and then share their cards with the class.

- Part B: Read the directions aloud. Invite volunteers to read the text in the speech bubbles aloud.

- MONITOR As students ask and answer questions, listen for proper pronunciation, appropriate intonation, and correct use of language.
- CHALLENGE Have pairs of students write down questions and answers about the pictures on separate index cards. Then have them mix up their cards and exchange the card sets with another pair. Challenge students to find the matching questions and answers.

OBJECTIVES

To match descriptions and pictures

Materials

Cutouts on page 123
Scissors
Index cards
Audio tracks A47, A57

TEACHING TIP

Compare and Contrast

Tell students that they will compare and contrast the four cutout pictures. Say: *When you compare two things, you tell how they are alike. When you contrast two things, you tell how they are different.* Have students choose two cards and tell how they are alike and different.

OBJECTIVES

To write or draw a journal entry

To reassess comfort with target skills and key language for Units 1–3

21st Century Skills

Self-Direction

Materials

Colored pencils, markers, or crayons

Digital activities:
MyEnglishLab
or CD-ROM

WB

Pages 32–33

Answers on page T148

TEACHING TIP

Using Checkpoint Evaluations

Student evaluations of the Checkpoint (*easy/hard, fun/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.

Warm-Up

- Point out that people take photos to help them remember events. Say: *When you look at photos, you remember what that day was like.* Explain that writing a journal can do the same thing. Say: *You can write about yourself in a journal. Then you can look back at a journal entry to remember what was happening in your life at the time you wrote the entry.*

Using Page 41

5 Write or draw.

INVOLVE Explain the *I Can Do It!* and *Do I Know It Now?* objectives—students will write or draw about themselves. Then they will look back at Units 1–3 again and think about how well they can use what they have learned.

- Read the directions and journal title aloud. Invite volunteers to read the questions aloud.
- Then have students write or draw to complete *All About Me*. Provide additional paper as needed.
- Invite students to share their journal entries.

MONITOR Check students' writing for correct use of language.

CHALLENGE Encourage students to write complete sentences when they answer each journal question.

6 Think about it.

- Part A: Read the directions aloud.
- **21st Self-Direction** Have students turn to page 38 and think about each of the categories again. Remind students to take their time to think about each category carefully. Suggest that they look at the pages listed as they review their skills.
- Suggest that students use a different colored pencil when they revisit the exercise on page 38. This will help them see both sets of circles.
- 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.
- Part B: Read the directions aloud. Say: *You will check one box.* Students can use the exercise on page 38 to help them choose a response. If they circled seven or eight smiling faces, they can start the next unit with confidence. If they circled fewer than seven smiling faces, they should probably check one of the other choices.

7 Rate this Checkpoint. Color the stars.

- Write *easy* and *hard* on the board. Say: *Something is easy if you can do it without any problems. It is hard if you have trouble doing it.* Give students examples of easy and hard activities: *It is easy to raise your hand. It is 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 act out things that are fun to do.
- Read the directions aloud. Point out that they will color two stars. Say: *First, you will say if the Checkpoint was easy or hard. Then you will say if it was fun or not fun.*
- Assign Workbook pages 32–33 and direct students to digital activities.



In My Town

Objectives

Vocabulary

- To name places on a map

Reading

- To identify important ideas in a story ("This Mall Has Everything!")
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the verb phrases *is there*, *there is*, and *there isn't*
- To use the phrases *I want to* and *he/she wants to*

Content Connections

- **Geography:** To read a map
- **Around the World:** To compare and contrast taxis in different countries

Sounds and Letters

- To read and write words that contain s and z

Values

- To learn how to cross a street safely

Project

- To make a "Cross Safely" poster

Key Vocabulary

Places	Expressions	Content Words
bookstore	Great!	cute
bus stop	Let's go!	east
computer store	OK.	everywhere
gas station		north
movie theater		south
post office		taxi
restaurant		west
supermarket		
train station		

Materials

Student Book, Unit 4

- Main unit, pages 42–53
- Student Book Audio CD, Tracks A48–A62, B61

Workbook, Unit 4

- Main unit, pages 34–43
- Extra grammar practice, page 101
- Workbook Audio CD, Tracks 17–19

Assessment Package

- Practice test, pages 30–31
- Unit test, pages 32–33
- Oral assessment, pages 34–35
- ExamView® Assessment Suite

Additional Materials

- Picture Cards 91–95
- Posters: Unit 4 Poster, Units 4–6 Grammar Poster
- Video (ActiveTeach), Unit 4
- Digital activities (MyEnglishLab or CD-ROM), Unit 4

Unit Opener Activities

Family Connection

Encourage students to talk to family members about places they like to go to in their community. Have students make a list of their family's favorite places. Have students share their lists with the class. Combine all of the ideas into a list on the board. Discuss with students what they do at each place listed. Make a master list of all of the places, organized by type of place. Distribute to new students as a "Welcome to Our Town" guide.



In My Town Bulletin Board

Draw a simple map of your community's shopping district in the style of the map in Activity 2 on page 43. Make outlines of buildings and label street names. Help students label the businesses on the map. Use the map to practice skills throughout the unit.



Unit 4 In My Town

Listen and read. Then sing.

Maps are great!
 Where's the bookstore?
 I want to buy a book.
 Here, I have a map.
 Come on. Let's take a look!
 The bookstore is on River Street.
 It isn't far from us.
 Do you want to walk there?
 No, thanks! Let's take the bus!

I want to mail a letter, too.
 Is there a post office? Do you know?
 I'm looking at the map. Yes, there is.
 It's near the bookstore. Come on. Let's go.

Maps are really great.
 I use them every day.
 In town or out of town,
 They help me find my way!

Listen and read. Point and say.

1. movie theater
2. gas station
3. restaurant
4. train station
5. bus stop
6. post office
7. bookstore
8. computer store
9. supermarket

Look at the map in 2 and listen. Write the words.

1. The train station is on Green Street.
2. The _____ is on the corner of Main Street and High Street.
3. The bus stop is on Center Street. It's between the _____ and the _____.
4. The supermarket is on the corner of Main Street and River Street. It's next to the _____.

Look at 2. Listen. Ask and answer.

Where's the movie theater? It's on Center Street near the train station.

Unit 4 43

Warm-Up

- Display a city map, a country map, and a world map or globe.
- Point out that the city map shows streets. If you have a local map, help students find your school. Point out familiar cross streets and landmarks.
- Point out that the country map shows cities, towns, lakes, and rivers. Help students find your community on the map. Point out any other familiar landmarks on the map.
- Point out that the world map or globe shows countries, continents, and oceans. Help students find your country on the map.

Using Pages 42–43

1 A48 Listen and read. Then sing.

- INVOLVE** Explain the lesson objective—students will sing a song and identify and describe places found on a map.
- Display the Unit Poster.
 - Read the directions aloud. Play Audio Track A48. Have students listen and read the song silently.
 - Play the audio again and lead students as they sing the song.
- MONITOR** Return to the song lyrics on the page and ask: *Where do you buy a book?* (in a bookstore) *Where is the bookstore?* (on River Street) *How will they get to the bookstore?* (take a bus) *Where do you mail a letter?* (the post office) *Where is the post office?* (near the bookstore) *How are maps helpful?* (They help people find their way.)
- ASSIST** Replay the audio as necessary. Use simple language and gestures to explain unfamiliar words.
- Once students are comfortable with the song, have them practice it using the karaoke version (Track B61). Or, if you wish, save the karaoke version for use during another class period as a fun way to review the song.

A49 Listen and read. Point and say.

- Read each of the place names aloud and have students repeat. Help them locate each place on the map by pointing out clues, such as railroad tracks for the train station. Help them with pronunciation as needed.
- Read the directions aloud. Play Audio Track A49. Have students listen and read silently. Replay the audio and have students point to each place and repeat the name.

MONITOR | Read the place names in random order. Have students point to each place on the map.

ASSIST | Point out the street names and have students move their fingers along the street on the map. Then ask: *What is on Center Street?* (the movie theater, post office, and bookstore) If students have difficulty, have them look at the clues near each place (such as the gas pump outside of the gas station). Follow the same process with the other streets.

A50 Look at the map in 2 and listen. Write the words.

- Review the names of the nine places in Activity 2. Have students share whether they have ever been to any of these places by asking: *Have you been to a (movie theater)? What did you do there?*
- Read the directions aloud. Play Audio Track A50. Pause after each sentence and have students repeat.
- Complete Item 1 as a class. Ask: *Where is the train station?* (on Green Street)
- Have students complete the sentences independently.

MONITOR | Review the answers as a class. (Answers: 1. train station, 2. gas station, 3. post office, bookstore, 4. computer store)

- **21 Critical Thinking** Ask students to tell how they would get from one location to another. For example, ask: *How would you get from the gas station to the movie theater?* (I would walk up High Street and turn on Center Street.)

A51 Look at 2. Listen. Ask and answer.

- Read the directions aloud. Play Audio Track A51. Have students repeat the dialogue.
- Have pairs of students use the map in Activity 2 to ask about the location of each of the places. Instruct students to use the format of the dialogue, using sample sentences such as *Where's the _____? It's on _____ Street near the _____.*

LISTEN | Listen for correct prepositions of location and vocabulary during the dialogues.

TEACH | Draw students' attention to the second speaker in the dialogue. Explain that she gives two ideas about location (*on Center Street* and *near the train station*). Encourage students to give two location ideas in their answers.

- Assign Workbook pages 34–35 and direct students to digital activities.

Application and Practice Activity

- Play a game of *Charades*. (See *Game Bank*, page T134, for details.) Shuffle Picture Cards of the nine places in Activity 2. Have Player 1 draw a card and say: *Where am I?* and act out what he/she would do at that place.
- Have students guess where Student 1 is. The player who guesses correctly now takes a turn. Play until every student has had a turn.



Have students describe in sentences the location of each place Student 1 is pretending to be at.

MONITOR | Listen for target vocabulary, prepositions, and pronunciation.

- Have students play the Unit 4 Game 1 on ActiveTeach.

OBJECTIVES

- To name places on a map
- To describe a location on a map
- To sing a song

Key Vocabulary

Nouns: bookstore, bus stop, computer store, gas station, movie theater, post office, restaurant, supermarket, train station

21st Century Skills

Critical Thinking

Materials

Unit Poster
City map, country map, and world map or globe
Audio tracks A48–A51, B61
Games (ActiveTeach)
Digital activities:
MyEnglishLab
or CD-ROM



Pages 34–35

Answers on page T148

TEACHING TIP

Maps

Review with students how to read a map. Use the map in Activity 2 on page 43 and ask: *What does the color gray show on the map?* (streets) *What does the blue circle show?* (bus stop) *What does green show on the map?* (grass) You may wish to work with students to make a map key for them to use as they complete Activity 2.

Story

Listen and read.

This Mall Has Everything!

Do you want to come to the mall, Jenny?
OK

I want to buy a book. Is there a bookstore?
Yes, there is.

Wow! This mall has everything!
But I don't.

What do you mean, Dad?
I left my wallet at home.

Can I get a new game?
Yes, there's a computer store right here.

I'm hungry. Let's eat first.
OK. There are restaurants over there.

Look and read. Write.

- Jenny's dad wants to buy a book at the _____ at the computer store.
- Jenny wants to buy a _____
- Jenny and her dad want to eat lunch at a _____
- Dad doesn't have his _____

Ask and answer with a partner.

- Where do you go shopping?
- What do you buy?

Unit 4 45

Warm-Up

- Have students make picture cards for the following: a book, a plate of food, a computer game, and a bag of groceries. Have students fold a sheet of paper into four sections. Have them label the sections *Restaurant*, *Bookstore*, *Computer Store*, and *Supermarket*.
- Have pairs take turns sorting the picture cards onto the section of the paper that names the place where they would buy the item. Once all are sorted, have students say for each item: *I buy (a book) at a (bookstore)*.
- Have students find and cut out from catalogs or newspapers pictures of items they could buy at the four places. Have them sort the new items onto the paper and repeat the sentence frame.

Using Pages 44–45

5 Listen and read.

WYVIVE

Explain the lesson objective—students will listen to and read a story, answer questions about it, and then discuss ideas related to it.

- Have students tell what they see in each story frame. Ask: *Who do you think these two people are?* (father and daughter) *Where are they in Frame 1?* (at home) *Where are they in the rest of the story?* (at the mall) Have students find the map of the mall in the images.
- Point to and read the story title aloud. Explain that this story is about a father and a daughter who take a trip to the mall.
- Read the directions aloud. Play Audio Track A52. Have students listen and read silently.

WYVIVE

Ask questions to check for understanding. Ask: *Where do Dad and Jenny go?* (to the mall) *What does Dad want to buy?* (a book) *Where will he buy it?* (a bookstore) *What does Jenny want to buy?* (a game) *Where will she buy it?* (a computer store) *Where will they eat?* (in a restaurant) *Why can't they shop or eat?* (Dad forgot his wallet.)

WYVIVE

Replay the audio as needed and pause it after each frame. Use gestures and simple language to explain unfamiliar words.

WYVIVE

Assign half the class the role of Dad and half the role of Jenny. Have students read the dialogue aloud. You may wish to have students repeat the activity working in pairs.



Have pairs act out the story using their own words.

Q Look and read. Write.

- Read the directions and each sentence aloud. Have students repeat the sentences. Model completing the first item. Explain that each sentence gives a clue as to what completes it. Point out that Dad wants to buy a book. Have students circle *book*. Help students understand that *book* is a clue that he will shop at a *bookstore*.
- Have students circle the clue word in each sentence and then complete the activity.



Provide a word box on the board with the four answers in scrambled order. Have students choose the answers from the box.

MONITOR

Review answers as a class. (Answers: 1. bookstore, 2. game, 3. restaurant, 4. wallet).

ASSIST

Write the first sentence on the board using a blank for the last word. Ask: *What kind of word goes here? An object or a place?* (a place) Help students see that the word *at* signals the answer is going to be a place. Ask: *Which other question is about a place?* (Item 3) Tell students that if they think about what kind of word completes the sentence, it will be easier to find the answer.

Q Ask and answer with a partner.

- **21 Communication** Pair students and have them ask each other the questions. Allow time for pairs to discuss where they go shopping and what they like to shop for.

MONITOR

Have volunteers answer each question. Listen for proper pronunciation, appropriate intonation, and correct use of vocabulary.

ASSIST

As you notice errors, say words or sentences correctly and have students repeat after you.

CHALLENGE

Ask students to list what other stores or places they go to, either for fun or to get errands done. To help them think of ideas, ask: *Where do you go in the summer to cool off?* (the pool) *Where do you go to borrow books and movies?* (the library) *Where do you go to buy shoes for school?* (shoe store)

- Assign Workbook page 36 and direct students to digital activities.

Application and Practice Activity

- **21 Problem Solving** Discuss the story's ending. Explain that this story has problems and solutions in it. Lead students to identify the first problem. (where to buy a book) Discuss with them how the characters solved the problem. (They looked at a map and found a bookstore.) Continue with each problem in the story.
- Elicit the problem in Frame 6 in Activity 1. (Dad forgot his wallet). Point out that the reading doesn't talk about a solution to this problem. Discuss with students how Dad might solve his problem.

MONITOR

Listen for correct vocabulary and pronunciation as the class discusses problems and solutions.

ASSIST

To support the concept of problems and solutions, review the story using a problem/solution graphic organizer. (See ActiveTeach.) Have students help you complete the chart.

- Have students view the Unit 4 dramatic video segment for exposure. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To identify details in a story

Key Vocabulary

Nouns: bookstore, computer store, restaurant; wallet

21st Century Skills

Communication
Problem Solving

Materials

Picture cards of book, plate of food, computer game, bag of groceries

Scissors

Catalogs or newspaper ads

Drawing paper

Pencils and crayons or markers

Audio track A52

Video (ActiveTeach)

Digital activities:
MyEnglishLab
or CD-ROM



Page 36

Answers on page T148

Summary

Jenny and her dad go to the mall and discuss what they want to buy and where they will go to buy it. Then Dad realizes he left his wallet at home.

TEACHING TIP

Predicting

Ask students to find the thought bubbles in the story. Have them identify the objects in each thought bubble, and ask why the characters might be thinking about those objects. After students have read the story, ask them if their predictions were correct.

Warm-Up

- Display a map of your community. If possible, enlarge part of the map so students can easily find your school on the map.
- Provide small toy cars and have students move them along a street following your directions. For example, say: *Start at our school. Drive down Sixth Street. Turn onto Green Drive. Stop at the bodega and get lunch.*

Using Page 46

8 Listen and read. Say.

INVOLVE | Explain the lesson objective—students will act out a conversation.

- Read the directions aloud. Play Audio Track A53. Have students listen and read silently. Replay the audio so that students can repeat the lines.

MONITOR | Ask questions to check for comprehension: *What does Aunt Anna want to do?* (mail postcards) *Where do you mail postcards?* (at a post office) *Where is the post office?* (on Market Street) *How will they go there?* (by bus)

9 Work with a partner. Look at 8. Role-play.

- Pair students to read the dialogue and act it out. After students act it out one time, have them switch roles and repeat.

MONITOR | As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST | As you notice errors, say words or sentences correctly and have students repeat after you.



Have students extend their dialogues. Say: *Pretend that Aunt Anna and Julie are walking out of the post office. What do you think they will do?* Allow partners to practice their extended dialogues and then share them with the class.

10 Listen. Stick.

- Help students find the Unit 4 stickers at the back of the Student Book.
- Read the directions aloud. Play Audio Track A54 and pause it at the end of each dialogue. Have students find and point to the place. Replay the audio and model how to place a sticker correctly.

MONITOR | Check to see that students have correctly placed stickers.

ASSIST | Remind students that they can look at the labels on the buildings in the map to help them choose an answer.

- Assign Workbook page 37 and direct students to digital activities.

Application and Practice Activity

- **21st Communication** Have students play a game. Have two students sit back to back, each with the map from Activity 10 open in front of them.
- Have Student 1 name a starting spot on the map. Student 2 uses two fingers to “walk” on the map. Student 1 gives directions to Student 2. For example: *Walk down Market Street. Stop at the corner of Market Street and Maple Street.*



Before beginning the activity, review prepositions *on, down, at, across.*

- When Student 1 has completed giving directions, Student 2 names his/her final location. Students check whether they are in the same place.
- Then Student 2 gives directions to Student 1.

OBJECTIVES

To act out a dialogue with a partner

To use unit language in context

Key Vocabulary

Nouns: bank, bus stop, café, gas station, post office, supermarket, train station

21st Century Skills

Social Skills

Communication

Materials

Street map of your community

Small toy cars

Photos of people mailing letters

Sentence strips

Keys

Unit 4 Stickers

Audio CD tracks A53–A54

Student Book audio script, page T136

Digital activities:
MyEnglishLab
or CD-ROM



Page 37

Audio script on page T144

Answers on page T148

TEACHING TIP

21st Social Skills

Discuss phone etiquette with students. Ask: *What do you say when you answer the phone? What should you say as soon as someone answers the phone? (who you are and why you are calling) How should you speak on the phone? (clearly and loud enough to be heard) Review other rules, such as Don't interrupt and saying Hello, Please, Thank you, and Goodbye.*

OBJECTIVES

To use the phrases *I want to* and *he/she wants to*

To use the verb phrases *is there, there is, and there isn't*

Key Vocabulary

Nouns: bank, bus stop, café, computer store, gas station, movie theater, post office, restaurant, train station

21st Century Skills

information Literacy

Materials

Units 4–6 Grammar Poster
Index cards
Toy telephones
Digital activities:
MyEnglishLab
or CD-ROM

WB

Pages 38–39

Answers on page T148

TEACHING TIP

21 Information Literacy

Have students read the words in bold in the Grammar Box at the top of the page. Ask: *Why are these words in bold?* Help students understand that bold type is used on this page to highlight the grammar rule being taught. Have students look for bold type in texts they read.

Warm-Up

- Make word cards with *movie theater, gas station, restaurant, train station, bus stop, post office, bookstore, computer store, supermarket, watch a movie, get gas, eat lunch, catch a train, catch a bus, mail a letter, buy a book, buy a computer, and buy food*. Mix up cards and distribute one card to each student. Instruct students to move around the room and find their match.
- Have pairs think of a sentence that tells what is done at their location, such as: *We watch a movie at a movie theater.*

Using Page 47

11 Write *want to* or *wants to*.

- INVOLVE** Explain the lesson objective—students will use the phrases *I want to, He/She wants to, there is, and there isn't*.
- Read the sentences in the grammar box at the top of the page aloud and have students repeat. Explain that we use *want to* when the subject is *I* or more than one person; we use *wants to* when one person is the subject.
 - Read the directions aloud. Have pairs work together to complete the activity.
- MONITOR** Review the answers as a class. (*Answers: 1. wants to, 2. want to, 3. want to, 4. want to*)
- ASSIST** Direct students to the examples in the box above if they are having difficulty. Explain that *Mom* is the same as *She* in the box; *My brother and I* are the same as *We* in the box; and *Paula and Rick* are the same as *They* in the box.
- CHALLENGE** Ask students to talk about the upcoming weekend. What do they want to do? You can model the conversation by saying: *I want to go to the park this weekend*. Have each student tell about something he/she wants to do.

12 Look at the map on page 46. Write answers.

- Read the questions and answers in the grammar box in the middle of the page aloud. Then have students read the text aloud.
 - Explain that *isn't* is a contraction that stands for *is not*.
 - Read the directions aloud. Use the map on page 46 to write a response to Item 1. Then have students write answers independently.
- MONITOR** Review answers as a class. (*Answers: 2. Yes, there is. 3. No, there isn't. 4. No, there isn't. 5. Yes, there is.*)
- ASSIST** Remind students that short answers are not contracted; it is not correct to say *Yes, there's*, for example.
- ### 13 Ask and answer with a partner. Use the sentences in 12 and the map on page 46.
- Have volunteers read the completed sentences in Activity 12 aloud. Make sure students correct any wrong answers.
 - Have one student in a pair read Item 1 aloud. Then have that student find the bank on the map and tell where the bank is located.
 - Have partners take turns finding the locations on the map.
- MONITOR** Listen for correct vocabulary and grammar.
- Assign Workbook pages 38–39 and direct students to digital activities.

Application and Practice Activity

- Give pairs of students toy telephones and have them practice phone conversations. Remind students to identify themselves.

Warm-Up

- Post the labels *North*, *East*, *South*, and *West* on the appropriate walls of your classroom. Have students stand and run in place. Call out a direction: *North*. *South*. *East*. *West*. On your command, students turn and face that direction.

Using Page 48

14 Look and listen. Then point and say.

INVOLVE | Explain the lesson objective—students will use directions on a map.

- Read the directions aloud. Play Audio Track A55. Explain the abbreviation for each direction.
- Replay the audio and have students point to the direction on the compass and repeat each word.



Help students internalize cardinal directions by standing up and pointing in the direction of north, south, east, and west.

MONITOR | Check student's pronunciation of the cardinal directions, especially the ending sounds in *north* and *south*.

ASSIST | Model saying the words correctly, and have students repeat.

15 Look at the map. Listen and read. Point to the places.

- Have students write *N*, *S*, *E*, and *W* on the map. Remind them what each abbreviation stands for.
- Read the directions aloud. Play Audio Track A56. Students listen and read.
- Replay the audio and have students point to each place on the map.

MONITOR | Ask questions to check for comprehension. Ask: *What country is north on the map?* (United States) *What city is on the east side of Mexico?* (Cancún) *What city is on the west side of Mexico?* (La Paz)

CHALLENGE | Ask students to tell you how to get to places on the map. For example, say: *I am in Mexico City, and I want to go to Monterrey. Which way do I go?* (north) *I am in La Paz and I want to go to the Gulf of Mexico. Which way do I go?* (east)

16 Look at the map in 15. Write *north*, *south*, *east*, or *west*.

INVOLVE | Have students echo-read the words *Mexico*, *United States*, *Cancún*, *La Paz*, *Monterrey*, and *Mexico City*. Help them find each place on the map.

- Have students work in pairs to complete the activity.

MONITOR | Check answers as a class. (Answers: 1. *south*, 2. *east*, 3. *west*, 4. *north*)

ASSIST | Have students look at the second place name in the sentence and locate it on the map with a finger. Then have them use their other hand to locate the first place in the sentence. Ask: *What direction must you go to find the first place?*

- Assign Workbook page 40 and direct students to digital activities.

Application and Practice Activity

- Choose one student to be “It.” “It” stands in the center of the room, covers his or her eyes, and counts to ten while other students move to a wall of their choosing.
- “It,” with eyes covered, calls out a direction and tells some students to sit—for example: *Anyone standing on the south side must sit down.*
- The game continues until one direction remains. “It” then says where the rest are standing. A new student is designated “It” and play repeats.
- Have students view the Unit 4 documentary video segment. Use activities in the Video Guide. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To identify north, south, east, and west on a map

To read a map using directions

Content Words

east, north, south, west

Materials

Unit Poster

Labels *north*, *south*, *east*, *west*

World map or globe

Blindfold (optional)

Audio tracks A55–A56

Video (ActiveTeach)

Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 40

Answers on page T148

TEACHING TIP

Spelling and Writing

Keep scratch paper handy as students are writing in English. When they ask about the spelling of a word, write it on scratch paper and allow the student to copy it. This is faster and more effective than spelling a word aloud for students to write. Not only is it less disruptive to the class, but also students can practice reading the word from the scratch paper.

OBJECTIVES

To read about taxis around the world

Content Words

cute, everywhere, taxi

21st Century Skills

Critical Thinking
Communication

Materials

Four chairs
Cardboard
Scissors
World map or globe
Audio tracks A57–A58
Digital activities:
MyEnglishLab
or CD-ROM

Warm-Up

- Set up chairs as a car with two in front and two in back. Cut a simple round steering wheel from cardboard. Assign one student to be the taxi driver.
- Show students how you would stand on the curb and hail a taxi. Then climb in the “back seat” of the chair taxi. Prompt the driver to ask: *Where to?* Give the driver an address or familiar landmark in your community.
- Allow time for the student to “drive” you to your destination. Then ask: *How much?* Prompt the driver to respond. Pretend to pay and get out of the taxi. Help students conclude that a taxi is a paid-for car ride.
- Assign other student to be the driver and passenger and repeat.

Using Page 49

17 **Look and listen. Point and say.**

INVOLVE Explain the lesson objective—students will read and learn about taxis in different cities around the world.

- Display a world map or globe and help students locate England, Thailand, and Mexico. Point out and pronounce the capital city in each country.
- Read the directions aloud. Have students read the city names after you.
- Play Audio Track A57. As students listen, have them point to each city on the map.
- Play the audio a second time. Encourage students to guess the meaning of words they don't know using the context as clues.

MONITOR Listen for proper pronunciation of place names.

CHALLENGE Have students identify which city is closest to their community.

18 **Listen and write.**

- Read the directions aloud. Play Audio Track A58 twice as students listen and read along silently. On the second play, pause after the description of each city and have students complete the sentence.

MONITOR Ask questions to check for understanding. Ask: *What color taxi do people use in London?* (black) *Which city has pink taxis?* (Bangkok) *If you needed a taxi in Mexico City, what would you look for?* (a green and white car with *Taxi* printed on the side)

ASSIST As you ask questions, point to the pictures and model responses. Have students repeat. Replay the audio as needed.

19 **Look at the pictures. Match and write the sentence number from 18.**

- Reread each sentence and have students point to the cars described. Have students write the number of the matching sentence next to each photo.


MONITOR Review the answers as a class. (*Answers: 1, 3, 2*)

20 **Critical Thinking Write.**

- Read each question aloud. Have students write their responses. Assist with spelling as needed.

MONITOR Invite students to share their answers. Write the answers on the board. Help students form answers into complete sentences.

Application and Practice Activity

- **21  Communication** Return to the chair taxi used in the Warm-Up activity and allow students to role-play being the taxi driver and rider, stressing using good manners and being helpful. Encourage students to use *please*, *thank you*, and *you're welcome*.

TEACHING TIP

Synonyms

Explain that synonyms are words that mean the same or almost the same thing. Some people use different words for “taxi.” In some places people say *cab* or *car* to mean the same thing.

Warm-Up

- Play *What's the Sound?* (See *Game Bank*, page T134, for details.)
- Say the following chant: *What's the sound that starts these words: stop, store, station? /s/, /s/, /s/ is the sound that starts these words, stop, store, station!*
- Continue the chant using these words for /z/: *zoo, zero, zipper, zebra, zigzag, zoom.*

Using Page 50

A59 Listen and point. Say.

INVOLVE

Explain the lesson objective—students will identify the letters *s* and *z*; say the sound for each letter, and identify words that contain *s* or *z*.

- Read the directions aloud. Play Audio Track A59. Have students point to each picture as they listen.
- Display the Sounds and Letters Cards. Replay the audio. Have students listen, point to, and say each word.

MONITOR

Replay the audio and have students repeat each word and circle the *s* in the words in Items 1–3. Then repeat, circling *z* in the words in Items 4–6. Observe students and make sure they are focusing on the target letters.

A60 Listen and write. Use the words from 21. Say.

- Read the directions aloud. Play Audio Track A60. Have students point to the word that completes each sentence.
- Replay the audio, pausing after each sentence to allow students time to fill in the blanks.

MONITOR

Review answers as a class. (Answers: 1. *zoo*, 2. *Brazil*, 3. *seesaw*, 4. *prize*, 5. *sandwich*, 6. *bus*)

CHALLENGE

Have pairs of students write a sentence using two or more words from Activity 21. Write the sentence with the most *s* and *z* words on the board.

A61 Listen and say. Underline *s* and *z*.

- Read the directions aloud. Play Audio Track A61. Have students read along silently.
- Pair students and have them find and underline each *s* and *z*.
- Replay the audio and have students chorally read along.

MONITOR

Have partners take turns reading each underlined word aloud. Listen for correct pronunciation.



Have students sort the words in columns for beginning and ending consonant sounds. Have them add other English words of their own with *s* and *z* to each list.

- Assign Workbook page 41 and direct students to digital activities.

Application and Practice Activity

- Play *Statement Chain* with students. (See *Game Bank*, page T134, for details.) Begin the game by saying: *I'm going on a trip to Santiago, and I'm taking socks.*
- Have each student, in turn, repeat the sentence and add an item that begins with *s*. For example, the student says: *I'm going on a trip to Santiago, and I'm taking socks and a snake.*
- Continue the game until everyone has added to the sentence.
- Play again with a place and words that begin with the letter *z*. (This will be a shorter game.)

MONITOR

Listen for correct pronunciation of the target sounds.

OBJECTIVES

To learn the sounds for *s* and *z*

To differentiate between the sounds for *s* and *z*

To learn words that include the letters *s* or *z*

To write words that include *s* or *z*

Materials

Sounds and Letters Cards (ActiveTeach)
Audio tracks A59–A61

Digital activities:
MyEnglishLab
or CD-ROM



Page 41

Audio script on page T144

Answers on page T148

TEACHING TIP

Pronouncing /s/ and /z/

Have students put their fingers on their throats while they make the /z/ sound. Ask students whether they feel vibrations. (yes) Then have them make the /s/ sound. Do students feel vibrations? (no)

OBJECTIVES

To discuss crossing the street safely

21st Century Skills

Global Awareness

Materials

Poster board
Crayons or markers
Audio track A62
Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 42

Answers on page T148

TEACHING TIP

4 Global Awareness

Discuss that there are different kinds of signs for crossing the street safely in different countries. Some of them have symbols such as a red hand that means *Don't walk*. Some have sounds like the sound of a bird chirping that help people who can't see know when to cross.

Warm-Up

- Have volunteers role-play how to cross a street safely.
- Use students' actions to come up with a step-by-step list of how to safely cross the street. For example, 1. *Stop*, 2. *Look both ways*, 3. *Walk in the crosswalk*.

Using Page 51

A62 Listen and write. Say.

- INVOLVE** Explain the lesson objective—students will discuss ways to cross the street safely.
- Read the words in the box at the top of the page and have students read after you. Have students find *DO NOT WALK* and *WALK* on the signs in the pictures. Have students tell what they should do when they see each sign.



Have students use gestures to indicate *DO NOT WALK* and *WALK*.

- Read the directions aloud. Play Audio Track A62. Have students listen and read silently.
 - Replay the audio and have students complete the sentences independently.
- MONITOR** Review the answers as a class. (*Answers: 1. cross, 2. wait, 3. look*)

25 Ask and answer with a partner.

- Have pairs of students take turns asking the question in the speech bubble and answering in their own words.
- MONITOR** Listen to be sure that students are telling about the process using words like *first, second, next, then, and last*. Check for correct preposition use, proper pronunciation, and use of vocabulary.
- ASSIST** Encourage students to use the steps compiled in the Warm-Up activity to respond to the question.

26 Make a Cross Safely poster.

- Discuss with students what the *Cross Safely* example poster shows about traffic lights. Have students work in small groups to make their own *Cross Safely* posters. Suggest they make posters about *WALK/DO NOT WALK* signs, staying in the crosswalk, looking both ways, and so on.



Have students include sentences about following traffic rules.

- MONITOR** Post the completed posters in the classroom. Have the class read each one. Check for correct vocabulary usage and spelling.
- CHALLENGE** Ask students what other safety issues they could make posters about. Prompt them by asking: *What should you do when you get in a car?* (buckle your seat belt)
- Assign Workbook page 42 and direct students to digital activities.

Application and Practice Activity

- Have students practice the safety skills by crossing the street near your school under your supervision. In small groups, have students play a *Follow the Leader* game. Prompt the leader to stop, look both ways, and cross in the crosswalk (or stop, wait for the traffic signal, look both ways, and then cross in the crosswalk).
- MONITOR** Make sure all students carefully follow all steps.

unit 5

My Dream Job

Objectives

Vocabulary

- To name occupations
- To name a dream job

Reading

- To identify important ideas in a story ("Dream Jobs")
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the verbs *do/does*
- To use the phrases *want to be* and *wants to be*

Content Connections

- **Social Studies:** To understand the difference between goods and services
- **Culture:** To learn about careers around the world

Sounds and Letters

- To identify, say, and write words that contain *l* and *r*

Values

- To set goals for the future

Project

- To make a "What I Want to Be" flip book

Key Vocabulary

Jobs	Expressions	Content Words
actor artist dancer doctor mail carrier pilot singer soccer player teacher vet	What do you want to be? Wow.	goods park ranger rodeo scuba diver services

Materials

Student Book, Unit 5

- Main unit, pages 54–65
- Student Book Audio CD, Tracks A63–A75, B62

Workbook, Unit 5

- Main unit, pages 44–53
- Extra grammar practice, page 102
- Workbook Audio CD, Tracks 20–22

Assessment Package

- Practice test, pages 36–37
- Unit test, pages 38–39
- Oral assessment, pages 40–41
- ExamView® Assessment Suite

Additional Materials

- Picture Cards 96–103
- Posters: Unit 5 Poster, Units 4–6 Grammar Poster
- Video (ActiveTeach), Unit 5
- Digital activities (MyEnglishLab or CD-ROM), Unit 5

Unit Opener Activities

Family Connection

Encourage students to talk to family members about the jobs they do now, or jobs they have done in the past. Encourage students to share what they are learning with their families and report back to the class their family's responses. Compile students' individual lists of present and past jobs into one list. Have students use the list as a resource as they work through Unit 5.



I Want to Be . . . Bulletin Board

Take a photo of each student's face. Either using software or paper cutouts, add accessories to show what the child wants to be. For example, add a firefighter's hat and a fire truck in the background. Display the decorated photos on a bulletin board. Have each student write a sentence to accompany his or her photo. Instruct students to begin their sentences *I want to be*.



Unit 5 **My Dream Job**

1 Listen and read. Then chant.

What Job Do I Want?
 What job do I want to do?
 It's hard to choose just one.
 I dream about so many jobs.
 Imagining is fun!
 I want to be a performer
 And a firefighter, too.
 Or maybe a teacher.
 What about you?
 I want to be an actor,
 And I want to be a vet.
 I want to be a pilot, too.
 Then I can fly a jet!

2 Listen and read. Point and say.

3 Look, listen, and write.

1. A _____ helps us learn. 2. A _____ helps sick animals. 3. A _____ brings mail.

4 Look at 2. Listen. Ask and answer.

What do you want to be? I want to be an actor.

Warm-Up

- Fill a box with hats and other props that indicate different careers—for example, a baseball cap, a firefighter's hat, a police badge, a paintbrush, a hammer, an apron, or a stethoscope.
- Allow volunteers to take turns pulling a prop from the box. The student then acts out the job that goes with the prop.

Using Pages 54–55

1 Listen and read. Then chant.

- INVOLVE** | Explain the lesson objective—students will say a chant and name and identify different jobs.
- Read the directions aloud. Display the Unit Poster and play Audio Track A63. Have students read the chant silently.
 - Play the audio again and have volunteers hold up a Picture Card for each job as it is said in the chant.
- MONITOR** | Observe students to see if they are comfortable learning the new chant.
- ASSIST** | Replay the audio as needed and help with pronunciation of difficult words.
- Once students are comfortable with the chant, have them practice it using the karaoke version (Track B62). Or, if you wish, save the karaoke version for use during another class period as a fun way to review the chant.



Have students describe the photographs in Activity 1 in their own words.

2 Listen and read. Point and say.

- Read each word aloud and have students repeat. Help with pronunciation as needed.
 - Read the directions aloud. Play Audio Track A64 and as students listen have them point to each item, and then say the word.
- MONITOR** | Read the vocabulary words in random order. Have students point to each job on the page.
- ASSIST** | Replay the audio as needed. Act out each job as you say its name, and have students repeat after you.
- For additional support, use the Unit Poster.

1 **Look, listen, and write.**

- Review the names of the ten jobs in Activity 2. Have students share what they know about these jobs by asking general questions such as: *What does a teacher do? Who does a vet help? What does a mail carrier do?*
- Read the directions aloud. Play Audio Track A65. Pause after each sentence and have students repeat.
- Complete Item 1 as a class.
- Have students complete the rest of the items independently.

MONITOR Review the answers as a class. (Answers: 1. teacher, 2. vet, 3. mail carrier)

- Check to make sure that students recognize the jobs by asking: *Who works with children? Who works outdoors? Who works with cats and dogs?*

ASSIST If students do not recognize any of the jobs, have students look for clues in the picture and consider where the person is, what he/she is learning and what other items are in the picture.

2 **Look at 2. Listen. Ask and answer.**

- Read the directions aloud. Play Audio Track A66. Have students chorally read the dialogue aloud.

- **21 Communication** Have pairs of students share what they want to be when they grow up. Encourage students to share more than one dream and encourage them to say which dream is their favorite. Instruct students to use the format of the dialogue, using the sentence frame (a sentence with a blank space to fill in) *I want to be _____.*

TEACHER As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST If students have difficulty identifying dream jobs, have them look in magazines to find people doing jobs that interest them. Check to see that students know to use *an* before *actor* and *artist*, and *a* before the other jobs.

- Assign Workbook pages 44–45 and direct students to digital activities.

Application and Practice Activity

- Cut the fingers off old gloves so that each student has one. Assign each student one of the jobs from Activity 2.
- Using markers, beads, felt, and fabric, have each student decorate the finger to be a puppet for that career.
- Once students have completed their puppets, have students work in small groups and introduce their puppets. For example, have them say: *Hi, I am Ricky. I am a singer.*
- Allow students to carry on conversations using their finger puppets and encourage them to tell as much as possible about their puppet's jobs.

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

TEACHER Have students use their puppets to act out their jobs in front of the class.

- Have students play the Unit 5 Game 1 on ActiveTeach.

OBJECTIVES

- To name occupations
- To name a dream job
- To say a chant

Key Vocabulary

Nouns: actor, artist, dancer, doctor, mail carrier, pilot, singer, soccer player, teacher, vet

21st Century Skills

Communication

Materials

- Unit Poster
- Picture Cards 96–103
- Box of job props
- Magazines
- Old gloves to be cut up
- Markers, beads, felt, glue
- Audio tracks A63–A66, B62
- Games (ActiveTeach)
- Digital activities:
MyEnglishLab
or CD-ROM



Pages 44–45

Answers on page T148

TEACHING TIP

Comprehending Lyrics

To help students remember and comprehend words in a chant or song lyrics, have students use motions while they chant or sing. Make up motions or have groups of students make up their own motions and teach them to the class.

Story

Listen and read.

Dream Jobs!

What do you want to be, Karen?

I want to be a singer. I like to sing.

What do you want to be, Emilio?

I want to be a writer. I like to write stories.

Why? Do you like to cook?

No, I like to eat!

What do you want to be, Elaine?

I want to be a lifeguard. I like to swim.

What do you want to be, Oscar?

I want to be a chef.

I want to be a singer. I like music.

56 Unit 5

Unit 5 57

Look at the story. Write.

- Karen wants to be a _____.
- Emilio wants to be a _____.
- Elaine wants to be a _____.
- Oscar wants to be a _____.

Which job in the story do you like? Why?

Warm-Up

- Play *Pictionary* to review occupations. (See *Game Bank*, page T134, for details.) You will need a set of teacher-made cards with the ten vocabulary words from page 55 written on them. If you wish, challenge the students by teaching them three new occupations, which they will be learning in this lesson: *writer*, *lifeguard*, and *chef*.
- Divide the class into groups. Provide each group with large sheets of drawing paper and markers.
- Have a representative from each group come to the front. Show the representatives a word card. Make sure everyone understands what the card says. The representatives then go back to their groups and, without speaking, draw the word. Their teammates try to guess what they are drawing. The teammate who guesses the word comes to the front and whispers his/her guess: *Is it a chef?* If correct, he/she becomes the new team representative. Show the new representative the next word card and continue the game.
- Play continues until most students have had a chance to draw.

Using Pages 56–57

Listen and read.

INVOLVE

Explain the lesson objective—students will listen to and read a story, answer questions about it, and then talk about ideas related to it.

- Point to and read the story title aloud. Have students repeat it. Remind students what *Dream Job* means. For example, say: *My dream soccer team has ([name 3 or 4 top players]) on it. That team would be the best!* Ask students what a dream job is. (an ideal job for someone)
- Have students look at the story pictures and identify where the children are. (at school) Have them identify what kinds of jobs the children and their teacher are talking about. (a singer, a lifeguard, a chef) Explain that that this story is about students at school talking about their dream jobs with their teacher.
- Read the directions aloud. Play Audio Track 67. Have students listen and read silently.

MONITOR

Ask questions to check for understanding. Ask: *What does Karen want to be?* (She wants to be a singer.) *Why does Emilio want to be a writer?* (He likes to write stories.) *What does a lifeguard do?* (keeps people safe in the water) *What does a chef do?* (cooks) *Why does Oscar want to be a chef?* (He likes to eat.)

ASSIST

Replay the audio as needed. Pause the audio after each frame to review vocabulary.

CHALLENGE

Assign the roles of teacher, Karen, Emilio, Elaine, and Oscar. Have students read their character's dialogue aloud.



Have students explain how Oscar's answer is different from those of the other children in the story.

6 Look at the story. Write.

- Read the directions aloud. Then read the statements with the blanks and have students repeat. Model completing the first item. Ask: *Where's Karen?* (Students point to Karen in Frame 1.) Say: *Look at Karen's answer. What does she want to be?* (a singer) Students write the answer and continue independently.

MONITOR

Review the answers as a class. (*Answers: 1. singer, 2. writer, 3. lifeguard, 4. chef*) Have students read their completed sentences aloud.

ASSIST

To offer further support, ask four confident volunteers to come to the board. Have the class call out the answers in Activity 6, one at a time. Each volunteer writes one of the answers on the board. If any of the volunteers has trouble with spelling, encourage him/her to ask the class: *Can you spell that, please?*

7 Which job in the story do you like? Why?

- **21 Communication** Have pairs reread the story. Then have each pick the job in the story they like and have them share with their partner. Remind students to tell why they like that job.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST

Ask students to tell you the four jobs in the story. (a singer, a writer, a lifeguard, and a chef) Write these words on the board. Have students say what is good about each job. Encourage them to use simple phrases or gestures to express themselves. Provide hints and suggestions as needed. For example, ask: *Which job do people do outside, near the water? Do you like being near the water?*

- Assign Workbook page 46 and direct students to digital activities.

Application and Practice Activity

- Together with students, brainstorm a list of jobs in your school—for example: teacher, bus driver, principal or headmaster, janitor, and chef.
- Have students work together on a mural of your school that shows people working at each of these jobs. Have students label each pictured person.
- Display the mural in your classroom and let students use it as a vocabulary resource.

MONITOR

Check the mural as students work for correct vocabulary and spelling.

CHALLENGE

Have a volunteer act out a job on the mural and have the class guess what it is.

- Have students view the Unit 5 dramatic video segment. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To identify story details

Key Vocabulary

Nouns: chef, lifeguard, writer

21st Century Skills

Communication

Materials

Teacher-made word cards

Mural paper, markers, paints

Audio track A67

Video (ActiveTeach)

Digital activities:
MyEnglishLab
or CD-ROM



Page 46

Answers on page T148

Summary

The teacher asks each student, "What do you want to be?" Students respond by telling what they like to do and what career their interest fits.

Warm-Up

- Divide students into two teams. Have the first student from each team stand at the board. Say a sentence about what someone likes to do: *I like to sing*. At the same time, both students write the name of the job on the board. (singer) The student who completes the word first, gets a point for his/her team.
- Use the following sentences to play the game: *I like to . . . write* (writer), *dance* (dancer), *teach* (teacher), *play baseball* (baseball player), *bake* (baker), *garden* (gardener), *build* (builder), *farm* (farmer), *fight fires* (firefighter), *drive a bus* (bus driver), and *drive a taxi* (taxi driver).

Using Page 58

Listen and read. Say.

INVOLVE Explain the lesson objective—students will act out a conversation with a partner and talk about jobs.

- Have students identify what the children in the photograph are doing. Have them guess what the children want to be. Read the directions aloud. Play Audio Track A68. Have students listen and read along.
- Play the audio again, pausing so that students can repeat what they hear.

MONITOR Ask questions to check for comprehension: *What does Eddie like to do?* (draw) *What does he want to be?* (an artist) *What does Meg like?* (animals) *What does she want to be?* (a vet)

ASSIST **21 Critical Thinking** Help students make connections between things that people like to do and jobs by enlisting their help to make a list on the board of things they like to do. Then ask for ideas about what job does those things. Have students refer to Activity 2 for job names.



Have students tell what kind of work an artist might do. Then have them tell what kind of work a vet might do.

Work with a partner. Look at 8. Role-play.

- Read the directions aloud. Pair students to read the dialogue and act it out. After students read through one time, have them switch roles and repeat.

MONITOR As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.



Have students echo-read the dialogue after you.

Listen. Stick.

- Help students find the Unit 5 stickers at the back of the Student Book.
- Play Audio Track A69 and pause it at the end of each dialogue. Have students find and point to the child who is talking and the sticker that matches the words. Replay the audio as needed as students place the stickers.

MONITOR Walk around the room and check to see that students have correctly placed the stickers.

- Assign Workbook page 47 and direct students to digital activities.

Application and Practice Activity

- Using the word cards from the Warm-Up activity on page T56, distribute two cards to each pair of students. Instruct students not to show them to each other.
- Student 1 reads a card and describes the occupation to Student 2. Student 2 uses the instructions to draw a picture. For example, Student 1 says: *Draw a man reading a book.* Student 2 draws a teacher. Student 1 says: *Yes, it is a teacher!* Have students take turns describing and drawing.

OBJECTIVES

To act out a dialogue with a partner

To use unit language in context

Key Vocabulary

Nouns: artist, baseball player, dancer, firefighter, pilot, vet

Verbs: catch, dance, draw, fly, hit, run, travel

21st Century Skills

Critical Thinking

Materials

Teacher-made word cards (from T57)

Drawing paper

Unit 5 Stickers

Audio tracks A68–A69

Student Book audio script, page T136

Digital activities:
MyEnglishLab
or CD-ROM



Page 47

Answers on page T148

TEACHING TIP

Memorization

A helpful technique for memorizing a dialogue is to write the dialogue on the board. Have students read the dialogue aloud a couple of times. Erase the first line and have students repeat the entire dialogue, relying on their memory to recite the missing line. Repeat this process until the entire dialogue is erased/memorized.

OBJECTIVES

To use the verbs *do/does* and the phrases *want to be/wants to be*

Key Vocabulary

Nouns: actor, doctor, firefighter, soccer player, teacher, vet

Materials

Unit Poster
Units 4–6 Grammar Poster
Drawing paper, crayons or markers
Digital activities: MyEnglishLab or CD-ROM

WB

Pages 48–49
Answers on page T148

TEACHING TIP

Jobs of Community Members

Invite parents or members of the community to come to the class to tell students about their jobs. This will help students understand more about the jobs mentioned in the text as well as give them ideas for their own future careers.

Warm-Up

- Ask students to think about what they would like to eat for their next meal. Have students draw themselves with a thought bubble over their heads. Then have them draw a picture of what they would like to eat.
- Ask each student: *What do you want to eat?* Have students respond: *I want to eat _____*. Explain that they are thinking about what might happen in the future. It is something that might or might not happen.

Using Page 59

Look. Write the answers.

INVOLVE Explain the lesson objective—students will use the verbs *do/does* and the phrases *want to be/wants to be* to ask and answer questions about what people want to be.

- Have students read the questions and answers in the grammar box at the top of the page aloud (repeating after you). Point out that the verb *do* is used with *you* and *does* is used with *he/she* in the questions. Point out that *want to be* is used with *I* and *wants to be* is used with *he/she*.



On the board, write four simple sentences illustrating these concepts. Draw arrows from the nouns to the verbs. Have students refer to these sentences as they do the activity.

- Read the directions aloud. Walk students through Item 1, demonstrating how to use the thought bubble to tell what the child wants to be in the future.
- Have students complete the sentences independently.

MONITOR Review the answers as a class. (*Answers: 1. She wants to be a doctor/vet. 2. He wants to be a soccer player. 3. She wants to be a firefighter. 4. He wants to be a teacher.*) Have pairs read the questions and answers aloud. Then have them switch roles and repeat.

ASSIST Have students look at the grammar box to locate the model question and answer.

- For additional support, use the Grammar Poster.



Write the sentence frame from each answer for students to copy and complete—for example, 1. *She _____ a doctor.*

Write.

- Refer students to the grammar box to complete the activity.

MONITOR Review the answers as a class. (*Answers: 1. does, 2. do, 3. does*)

ASSIST Have students look at the questions in Activity 12 and locate the subject; explain that the subject shows us which word (*do/does*) to choose.

Look at pages 54–55. Point to the people in 2. Ask and answer with a partner.

- Tell students they are going to ask and answer questions about the people on pages 54–55.

MONITOR Listen for proper pronunciation and appropriate intonation.

- Assign Workbook pages 48–49 and direct students to digital activities.

Application and Practice Activity

- Have each student divide a sheet of drawing paper in half. Have students label one side *I want to be* and the other side *I do not want to be*. Instruct them to draw a job they think would be fun to do on the *I want to be* side and job they do not think would be fun on the *I do not want to be* side. Have students label each job and share their responses with the class.

Warm-Up

- Play a game to distinguish goods and services. Explain that if you name something students can hold in their hands, or *goods*, they clap. If you name something that people do for others, or *services*, they should cross their arms and pat their shoulders.
- Say the following: *Pencil.* (clap) *Baseball.* (clap) *Hairdresser giving a haircut.* (pat) *Firefighter putting out a fire.* (pat) *Bus driver taking you home.* (pat) *Keys.* (clap)

Using Page 60

Look. Listen and read.

- INVOLVE** Explain the lesson objective—students will identify examples of goods and services.
- Help students identify each picture. Read the directions aloud. Play Audio Track A70 and have students read along silently. Explain that goods are things that people buy and sell. They are products. Explain that services are things people do for others.
- MONITOR** Name pictured items in random order and have students identify which are goods and which are services to check students' comprehension.
- ASSIST** Give students a shoe to hold. Ask: *Is a shoe a good or a service? What about when someone fixes your shoe? Is that a good or a service?* Repeat with a tool and by pantomiming being a taxi driver and a firefighter.

Look at the pictures. Write goods or services.

- Discuss with students what is pictured in each photograph. Read the directions aloud. Have students complete the activity independently.
- MONITOR** Review answers as a class. (*Answers: 1. service, 2. goods, 3. goods, 4. service*)
- ASSIST** If students have difficulty distinguishing goods and services, review the definitions and ask: *Does this picture show something people do? Does this picture show something people buy or sell?*
- CHALLENGE** Have students explain why each picture is a good or a service.

Critical Thinking and Collaboration Work in a group. Make a list and share it.

- Brainstorm with students a list of goods that are in your classroom. Then brainstorm a list of services that happen at school.



Allow students to point to or pick up examples of goods. Have mixed pairs act out services.

- Have students work in small groups to complete the activity independently. Move from group to group to be sure that students are working collaboratively and to monitor for proper pronunciation, appropriate intonation, and correct use of language.
- MONITOR**
- ASSIST** If groups have difficulty thinking of goods and services, guide them by asking them to think of things they buy. Then ask them to think of people in the community whom they go to *when they are sick, when their pet is sick, when their car needs to be fixed, etc.*
- Assign Workbook page 50 and direct students to digital activities.

Application and Practice Activity

- Have students name businesses in your community and list them on the board. Discuss which businesses provide goods and which provide services.
- Have students each draw and cut out one building. Have them name the building with a business from the list. Assemble the buildings on mural paper as a business district. Then have students take turns labeling each building as one that produces goods or provides services.

OBJECTIVES

To understand the difference between goods and services

To read and understand a social studies text

Content Words
goods, services

21st Century Skills
Critical Thinking
Collaboration

Materials

Drawing paper, scissors, markers

Audio track A70

Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 50

Answers on page T148

TEACHING TIP

Learning about Jobs

There may be careers in this unit that students are unfamiliar with. If this is the case, provide examples from the Internet or nonfiction books that show people working in the career. If possible, bring in a guest speaker to tell students about the work he or she does

OBJECTIVES

To learn about careers around the world

Content Words

park ranger, rodeo, scuba diver

21st Century Skills

Communication

Materials

Classical recordings
World map or globe

Paper plates

Scissors, crayons, markers

Fabric straps

Audio track A71

Video (ActiveTeach)

Digital activities:
MyEnglishLab
or CD-ROM

Warm-Up

- Tell students that they are going to read about three jobs: park ranger, diver, and vet. Explain that a park ranger helps protect the grounds and wildlife in large parks. A professional diver does underwater tasks. Vets who live near ranches often specialize in taking care of horses and cattle.
- If possible, play these three pieces of music: “The Aquarium” and “The Elephant” from *Carnival of the Animals* by Camille Saint-Saëns and “Hoedown” from *Rodeo* by Aaron Copland. Have students listen and try to match each musical piece with one of the jobs discussed in the lesson.

Using Page 61

Look, listen, and read.

- INVOLVE** | Explain the lesson objective—students will identify jobs from different parts of the world.
- Display a world map or globe and help students locate Costa Rica, Oklahoma, and Botswana. Explain that people in different places do different jobs.
 - Read the directions aloud. Play Audio Track A71. As students read along silently, have them point to each picture.
 - Encourage students to guess the meaning of the words, especially the Content Words. To assist them, show them pictures or make simple drawings depicting *park ranger*, *rodeo*, and *scuba diver*.
 - Replay the audio as needed.
- MONITOR** | Ask questions to check for understanding: *Where does Jose Antonio live? (Costa Rica) What does he want to be? (a scuba diver) Where does Katie live? (Oklahoma, United States) What does she want to be? (a vet and a rodeo rider) Where does Juma live? (Botswana) What does he want to be? (a park ranger)*
- ASSIST** | As you ask the comprehension questions, point to the pictures and model responses. Have students repeat. Replay the audio as needed.



Have students use phrases or sentences to share what they know about these places and these jobs.

Circle *T* for true or *F* for false.

- Read the directions aloud. Read each sentence aloud and have students repeat. For each sentence, return to the text in Activity 17 and have students vote whether the statement is true or not by circling *T* or *F*.
- MONITOR** | Review the answers as a class. (*Answers: 1. T, 2. T, 3. F, 4. T*)
- ASSIST** | If students have difficulty identifying details, have them search for the child's name in each paragraph and then search for a picture or word clue about what that child wants to be.

Communication Ask and answer with a partner.

- Read each question aloud. Have pairs of students each take turns answering the questions.
- MONITOR** | Check to make sure that students are attempting to explain their ideas.

Application and Practice Activity

- Have each student decorate a paper plate as a mask. Have them draw a face on the plate and then cut out eye holes. Have students decorate the mask to show a job they would like to do. Have students take turns wearing their masks and telling the class what they want to be and why.
- Have students view the Unit 5 documentary video segment. Use activities in the Video Guide. If students have MyEnglishLab, assign the video segment as homework for review.

Warm-Up

- Teach students the songs “Mary Had a Little Lamb” and “Row, Row, Row Your Boat.”
- Once students are comfortable with these songs, do a variation with them. For the first one, each time you come to the words *little* and *lamb* stretch out the /l/ sound: *Mary had a /l-l-l-l/ittle /l-l-l-l/amb, /l-l-l-l/ittle /l-l-l-l/amb, /l-l-l-l/ittle /l-l-l-l/amb.* Do the same for the second song: */R-R-R-R/ow, /r-r-r-r/ow, /r-r-r-r/ow your boat.*

Using Page 62

Listen and point. Say.

- INVOLVE** Explain the lesson objective—students will identify and distinguish between the sounds that *l* and *r* stand for. Students will also practice writing *l* and *r*.
- Read the directions aloud. Play Audio Track A72 and have students listen, point to the picture and say the word.
 - Display the Sounds and Letters Cards for support. Replay the audio.
- MONITOR** Replay the audio and have students repeat each word and circle the *l* in the words in Items 1–3. Then repeat, circling *r* in the words in Items 4–6. Observe students and make sure they are focusing on the target letters.
- ASSIST** If students are having difficulty distinguishing between /l/ and /r/, have them listen to only words using one of the sounds, then the other. Examples for /l/ are: *lead, light, low, ball, play, pilot, fly*; Examples for /r/ are: *read, right, row, bar, pray, pirate, fry*. Then mix the words and ask students to indicate with one or two fingers if they hear sound 1 (/l/) or sound 2 (/r/).

Listen and write. Use the words from 20. Say.

- Read the directions aloud. Play Audio Track A73. Have students point to the word that completes each sentence. Replay the audio, pausing after each sentence to allow students time to fill in the blanks.
- MONITOR** Walk around the classroom to check spelling as students work. Review answers as a class. (Answers: 1. artist, 2. rider, 3. doctor, 4. lunch, 5. ball, 6. pilot)

Listen and say. Underline *l* and *r*.

- Play Audio Track A74. Have students read along silently. Pair students and have them find and underline each *l* and *r*. Replay the audio and have students check their answers.
- MONITOR** Have partners take turns reading each underlined word aloud. Listen for correct pronunciation.



Have students sort the words in columns for beginning and ending consonant sounds. Have them add other *l* and *r* English words.

- Assign Workbook page 51 and direct students to digital activities.

Application and Practice Activity

- Have pairs of students play *Go Fish*. (See *Game Bank*, page T134, for details.) Review the names of Picture Cards that contain /l/ and /r/.
 - Model how to play by asking: *Do you have any words that begin with r? Do you have any words that end with l?*
- MONITOR** Check for correct pairs that match—*listen/lamp, ball/pencil, ride/refrigerator, teacher/actor*—and listen for correct pronunciation.
- CHALLENGE** Have students make additional cards by finding pictures in magazines and catalogs and gluing them onto index cards.

OBJECTIVES

- To learn the sounds for *l* and *r*
- To differentiate between the sounds for *l* and *r*
- To learn words that include *l* or *r*
- To write words that include *l* or *r*

Materials

- Sounds and Letters Cards (ActiveTeach)
- Mirrors
- Magazines
- Index cards
- Audio tracks A72–A74
- Digital activities: MyEnglishLab or CD-ROM

WB

- Page 51
- Audio script on page T144
- Answers on page T148

TEACHING TIP

Pronouncing the Sounds /l/ and /r/

Show students the location of your tongue when you make the /l/ sound. Then show them how /r/ is made in the back of the throat and the tongue does not touch the roof of the mouth. Provide students with mirrors and have them watch themselves as they practice making each sound.

OBJECTIVES

To discuss setting goals for the future

21st Century Skills
Communication

Materials

Examples of students' textbooks
Drawing paper, crayons, scissors, glue, stapler or brads
Audio track A75
Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 52
Answers on page T148

TEACHING TIP

Classroom Management

When students are working on their own, it's harder to manage the class. Establish a signal (for example, for *Stop talking*, raise your hand) that will notify students that they are making too much noise. Teach students to respond to this signal by having them mimic it.

Warm-Up

- Display a book from each subject that students study—for example: *reading*, *math*, *science*, and *English*. Identify each subject area.
- Hold up two books at a time and have students vote for their favorite subject by raising their hand. (Students may vote for more than one.) Have volunteers state their choice by saying: *I like _____.*
- Continue until all subject areas have been paired and voted on.

Using Page 63

A75 Listen and write. Say.

- INVIGILATE** Explain the lesson objective—students will select the subject area that relates to each job.
- Read the directions aloud. Play Audio Track A75 and have students look at the pictures and complete the sentences with a word from the box.
- MONITOR** Review the answers as a class. (*Answers: 1. music, 2. science, 3. math, 4. art*)
- ASSIST** If students have trouble selecting the correct word, discuss the connection between the subject areas and the jobs.
- 24 Tell a partner what you want to be and act it out.**
- Have pairs of students take turns telling what they want to be and acting it out.
- MONITOR** Monitor for proper pronunciation, appropriate intonation, and vocabulary.
- ASSIST** Give students the sentence frame *I want to be _____.* to follow.
- CHALLENGE** Have students tell why they want that job. Encourage them to use the sentences in Activity 23 as a model.

Make a What I Want to Be flip book.

- Explain to students that many people want to be more than one thing when they grow up. Explain that this book will show different things they might want to be in the future.
- Discuss with students the steps to follow. Have students work independently and make their own books. Have students describe their books to the class.
- **21 Communication** Have students show and describe their books to the class. Encourage students to speak clearly and audibly, and to hold their books so that all can see, or move around the room to help everyone get a look.



Have students include written captions to go with each picture.

- MONITOR** Walk around the room and identify students that are having difficulty coming up with ideas for their flip book.
- Assign Workbook page 52 and direct students to digital activities.

Application and Practice Activity

- As students share their “What I Want to Be” flip books, list the occupations on the board.
- Once the list is complete, choose a word (*firefighter*), write it horizontally on the board, and give a clue about it: (*I fight fires.*) Then choose one letter in the word (*t*) and give students a clue to another occupation—for example: *I like to help children learn. This word starts with t.* Write *teacher* vertically, connecting it to *firefighter*, crossword-style. Write students' answers in the appropriate spaces. Continue to use other words about jobs to make a crossword puzzle.

Warm-Up

- Play *Hot Seat* with students. (See *Game Bank*, page T134, for details.)
- Place the Picture Cards for *actor*, *artist*, *doctor*, *mail carrier*, *pilot*, *singer*, *teacher*, and *vet* so students can't see them. Have one student sit in a chair (the Hot Seat) facing away from you. Display one Picture Card so all students except the student in the Hot Seat can see it. Have students describe what is on the card for the student in the Hot Seat to guess. Play continues until every student has had a turn in the Hot Seat.



Tell students giving clues that they cannot say any part of the word as a clue. For example, they cannot say *sing* when describing a singer.

Using Page 64

- 26** Work in small groups. Ask "What do you want to be?" Write names and jobs.

INVOLVE Explain the lesson objective—students will review jobs by doing activities that involve completing a tally sheet, and making a bar graph.

- Divide students into groups of five students. Read the directions aloud.
- Suggest that each group make one chart and pass it around to each member of the group to fill in. Have each student read his/her response in a complete sentence.

MONITOR Circulate, checking students' spelling as they write. Listen for complete sentences.

ASSIST Encourage students to search for words in the Student Book to find the correct spelling.

- 27** Count how many students in 26 want each job. Write a list.

- Read the directions aloud. Have each group complete the chart. Have each student, in turn, count to double-check the information on the tally sheet.

MONITOR Circulate, checking that students are using English as they count and tally.

- 28** Look at this bar graph. Make a bar graph for your group and talk about it.

- Read the directions aloud. As needed, show students how to make a bar graph.

- **21st Collaboration** Have each group complete a bar graph together and discuss what it shows. Ask groups to assign roles to members, such as reporter, artist, and calculator.

- Have each group present their bar graph to the class telling what they found.

MONITOR Check to see that students understand how to make a bar graph.

ASSIST Model on the board how to set up a bar graph and fill in one of the jobs as a model.

Application and Practice Activity

- Write the following on the board: *firefighter*, *vet*, *actor*, *teacher*. Divide students into four groups. Assign one of the listed occupations to a group. Have each group go through Unit 5 and count how many times that job is pictured.
- Together as a class, combine data into a bar graph.

CHALLENGE Have students find and count how many times the word is written in the unit. Make graphs to compare the number of pictures and words.

OUTCOMES

Students can talk about what jobs they want to do.

Students can display information in graphs.

21st Century Skills
Collaboration

Materials

Picture Cards 96–103

Graph paper

Digital activities:
MyEnglishLab
or CD-ROM

TEACHING TIP

Working in Groups

To keep classroom noise level down and teach students to talk one at a time, provide each group with a token, such as a toy, chip, or decorated stick. Explain to students that the only person who can speak is the one holding the token. Monitor to make sure students are not interrupting and are waiting their turn to speak.

OBJECTIVES

Students can name and identify different jobs.

Students can use the phrase *want to be*.

21st Century Skills

Self-Direction

Materials

Picture Cards 96–103

Magazines

Non-fiction books

Games/Video
(ActiveTeach)

Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 53

Answers on page T148

Warm-Up

- Distribute one of the following Picture Cards to pairs or small groups of students: *actor, artist, doctor, mail carrier, pilot, singer, teacher, or vet*. Have students look through magazines, non-fiction books, or use the Internet to find additional pictures of people doing that job. Have students present the pictures and explain what each person is doing. Have each group act out the job they were assigned and see if other groups can guess what it is.

Using Page 65

29 Look and write.

INVOLVE | Explain the lesson objective—students will review jobs by doing activities that involve identifying and writing.

- Read the directions aloud and explain that students need to label each picture using the words from the box. Have students complete the activity independently.

MONITOR | Review as a class. (Answers: 1. teacher, 2. soccer player, 3. singer, 4. dancer)

30 Read and match.

- Read the directions aloud. Have students work independently.

MONITOR | Have students discuss their answers with a partner. Circulate, checking to see that students are using correct pronunciation, intonation, and language. (Answers: 1. I like to act./I want to be an actor. 2. I like animals./I want to be a vet. 3. I like to draw./I want to be an artist. 4. I like to move to music./I want to be a dancer.)

ASSIST | If students have difficulty matching, ask questions such as: *Who likes to draw?* Provide choices if needed.

31 Write.

- Tell students to complete Items 1 and 2 and then write a sentence of their own for Item 3. Then have students complete the activity independently.

MONITOR | Review the answers as a class. (Answers: 1. She wants to be, 2. He wants to be, 3. Answers should begin with I want to be.)

ASSIST | Help students identify the correct pronoun. Provide choices, if needed.

I Can

- **21 Self-Direction** This section asks students to assess their own learning and reflect on their progress. Read the statements aloud. Explain that students should check the boxes if they can do the activities. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Assign Workbook page 53 and direct students to digital activities.

Application and Practice Activity

- Make a three-column chart on the board. Label the columns *Job, Do they make goods?, Do they provide a service?*

Job	Do they make goods?	Do they provide a service?
teacher	No.	Yes, they teach children.
artist	Yes, they make art.	No.

- Have students name a job they learned about in this unit. Record it on the chart and have students answer the two questions about the job.
- Have students play the Unit 5 Game 2 on ActiveTeach.
- Have students review the Unit 5 dramatic video segment. Use Video Guide activities. If students have MyEnglishLab, assign the video segment as homework for further review.

unit 6

My Day

Objectives

Vocabulary

- To read and name times

Reading

- To identify important ideas in a story ("Max's Day")
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the verbs *do/does*
- To use the phrases *get up/gets up, go to bed, and start/starts*

Content Connections

- **History:** To read about clocks used long ago
- **Around the World:** To read about clocks around the world

Sounds and Letters

- To read and write words that contain w and y

Values

- To learn the value of being on time

Project

- To make a "My Day" book

Key Vocabulary

Time	Activities	Expressions	Content Words
one o'clock	eat lunch	Oh, Dad!	alarm clock
two o'clock	get up		chime
three o'clock	go to bed		cuckoo clock
four o'clock			grandfather clock
five o'clock			hourglass
six o'clock			measure
seven o'clock			pendulum
eight o'clock			sundial
nine o'clock			water clock
ten o'clock			
eleven o'clock			
twelve o'clock			

Materials

Student Book, Unit 6

- Main unit, pages 66–77
- Cutouts for Checkpoint Units, page 125
- Student Book Audio CD, Tracks B2–B14, B63

Workbook, Unit 6

- Main unit, pages 54–63
- Think Big Activity, pages 64–65
- Extra grammar practice, page 103
- Workbook Audio CD, Tracks 23–26

Assessment Package

- Practice test, pages 42–43
- Unit test, pages 44–45
- Oral assessment, pages 46–47
- ExamView® Assessment Suite

Additional Materials

- Picture Cards 104–115
- Posters: Unit 6 Poster, Units 4–6 Grammar Poster
- Video (ActiveTeach), Unit 6
- Digital activities (MyEnglishLab or CD-ROM), Unit 6

Unit Opener Activities

Family Connection

Have students interview a family member about his or her daily activities, such as what time he or she wakes up, goes to school or work, eats lunch, exercises, and so on. Have students make a schedule of the family member's day and report to the class about that person's schedule. Invite students to share several family members' schedules with the class.

My Favorite Time of Day Bulletin Board


Have each student draw a picture of what he or she likes to do during his or her favorite time of day. Have students write a sentence to go with the drawing. Post the drawings on a bulletin board and encourage students to read what their classmates have posted.

Checkpoint Activities Units 4–6

Student Book, pages 78–81

Students use Critical Thinking and collaboration to plan a picnic by choosing and organizing the foods they want. Students use communication and synthesis skills to make an invitation. Have students work in pairs or groups to complete the page.

Workbook, pages 64–65

 Guide students in discussions that enable them to put the vocabulary and structures into practice (spontaneous class, group, or pair discussions). Encourage students to assess themselves on how well they remember the material. As they do, pay attention to their performance. Target areas that need more practice before moving onto the next part of the lesson.

unit
6

My Day

1 Listen and read. Then sing.

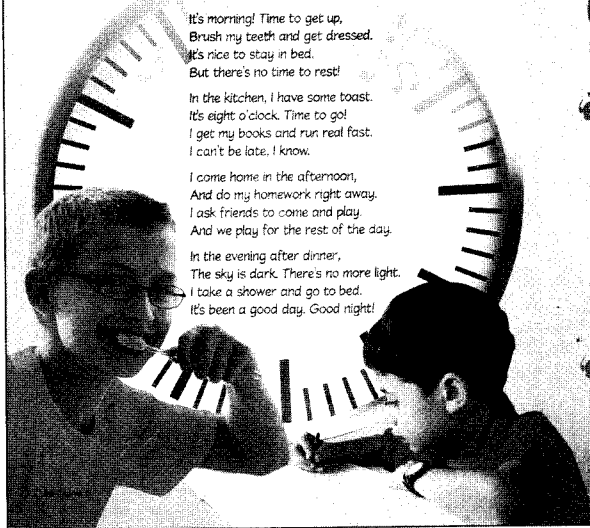
From Morning to Night

It's morning! Time to get up.
Brush my teeth and get dressed.
It's nice to stay in bed.
But there's no time to rest!

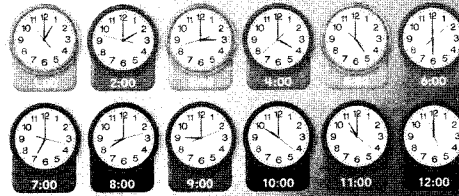
In the kitchen, I have some toast.
It's eight o'clock. Time to go!
I get my books and run real fast.
I can't be late, I know.

I come home in the afternoon,
And do my homework right away.
I ask friends to come and play.
And we play for the rest of the day.

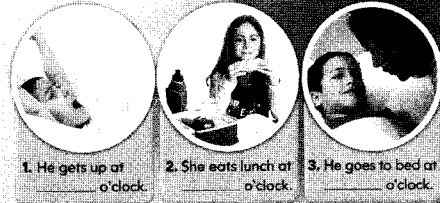
In the evening after dinner,
The sky is dark. There's no more light.
I take a shower and go to bed.
It's been a good day. Good night!



2 Listen. Point and say.



3 Look and listen. Write.



1. He gets up at _____ o'clock. 2. She eats lunch at _____ o'clock. 3. He goes to bed at _____ o'clock.

4 Point to the clocks in 2. Listen to the model. Ask and answer.



Warm-Up

- Practice numbers 1 through 12 with students by singing "Roll Over." This is a fun song for students to sing and act out. (Substitute any familiar animal for bears.)

There were twelve bears in the bed, and the little one said, "Roll over, roll over." So they all rolled over and one fell out. There were eleven bears in the bed and the little one said, "Roll over, roll over." So they all rolled over and one fell out. (Continue counting down until last verse.) There was one bear in the bed and the little one said, "Good night!"

- Have twelve students stand at the front of the room, each holding a number card with a numeral (1 through 12). As each number is sung, have the student hold it up. For "roll over," the student with that number sits down.

Using Pages 66–67

1 **B2** Listen and read. Then sing.

INVOLVE Explain the lesson objective—students will sing a song, read times on a clock, and describe activities at different times of the day.

- Read the directions aloud. Display the Unit Poster and play Audio Track B2. Have students follow along silently.
- Play the audio again and have students sing along and act out the lyrics in each verse: Verse 1: *brush teeth*; Verse 2: *have some toast*; Verse 3: *do homework*; Verse 4: *go to bed*.


MONITOR Observe students to see if they are comfortable with the song. Point to the corresponding pictures on the Unit Poster at the appropriate time. Ask questions to check comprehension. Say: *When does he brush his teeth?* (in the morning) *When does he play?* (in the afternoon) *What happens when it gets dark?* (He takes a shower and goes to bed.)

ASSIST Replay the audio as needed, stopping after each verse to explain unfamiliar words.

- Once students are comfortable with the song, have them practice it using the karaoke version (Track B63). Or, if you wish, save the karaoke version for use during another class period as a fun way to review the song.

CHALLENGE

Divide the class into four groups and assign each one a verse. Have students perform a skit that acts out the lyrics for their verse.

2  **B3 Listen. Point and say.**

- Read the directions aloud. Play Audio Track B3 as students listen, point to each clock, and then repeat the time.




Have students pretend they are clocks. Have them use their left arm as the hour hand and their right arm as the minute hand to show the time.

MONITOR

Read the times in random order. Have students point to each clock on the page. Check to see that they can read the time on each clock.

ASSIST


Have students read or say a time to you as you point to the clocks. Sometimes, point to the wrong clock and have students correct you.

3  **B4 Look and listen. Write.**

- Review the times in Activity 2. Have students share what time they get up, eat lunch, and go to bed.
- Read the directions aloud. Play Audio Track B4 and have students listen. Pause after each sentence so that students can repeat. Complete Item 1 as a class. Then have students complete the sentences independently.

MONITOR

Review the answers as a class. (*Answers: 1. seven, 2. one, 3. nine*)

4  **B5 Look at 2. Listen to the model. Ask and answer.**

- Read the directions aloud. Play Audio Track B5. Then have students read the text in the speech bubbles aloud.
- Have pairs of students randomly point to clocks in Activity 2 and ask and answer: *What time is it? It's _____.*

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

CHALLENGE

Have students choose a time from Activity 2 and ask a partner what they do at that time. For example: *What do you do at six o'clock?* (I eat dinner.)

- Assign Workbook pages 54–55 and direct students to digital activities.

Application and Practice Activity

- Make and print out a clock template for each student by drawing a large circle on paper and adding hours 1 through 12.
- Have students glue each clock face onto construction paper. Have students trace and cut out an hour and minute hand. Use a brass fastener to attach the clock's hands to the center of the clock face. Name different times and have students set the hands on their clocks and repeat the time.

MONITOR

Walk around the room to make sure that the hour and minute hands are on the correct numbers.

ASSIST

Show students that they can leave the minute hand pointing to 12 while the hour hand changes for each time.

- Have students play the Unit 6 Game 1 on ActiveTeach.

OBJECTIVES

To read the hour on a clock

To identify at what time of day certain activities are done

To sing a song

Key Vocabulary

one o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock, seven o'clock, eight o'clock, nine o'clock, ten o'clock, eleven o'clock, twelve o'clock

Materials

Unit Poster

Teacher-made number cards 1–12

Teacher-made clock templates, construction paper, brass fasteners

Audio tracks B2–B5, B63

Games (ActiveTeach)

Digital activities:
MyEnglishLab
or CD-ROM



Pages 54–55

Audio script on page T144

Answers on page T148

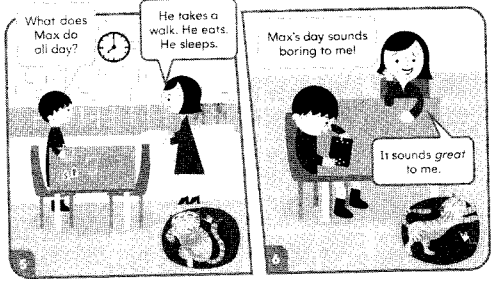
TEACHING TIP

Practicing Vocabulary

Reinforce the vocabulary in this unit by pointing out what time your class begins and ends each day. In addition, discuss the daily school schedule, noting what time the class does different activities, such as lunch, recess, or art class.

Story

Listen and read.



Look at the story. Number in order.

- _____ Max comes home.
- _____ Max gets up.
- _____ Max eats.
- _____ Max sleeps again.
- _____ Max goes out.

Ask and answer with a partner.

1. When do you sleep? When do you get up?
2. Do you think you sleep too much or too little? Why?

Warm-Up

- Play the song “Rock Around the Clock” by Bill Haley & His Comets (available on the Internet) for students to enjoy.
- Assign students times from one to twelve o'clock and have each set the time on the clock faces they made in the Application and Practice Activity on page T67. Each time an hour is sung in the song (*one, two, three o'clock, four o'clock rock*), have students raise their clock. It may take some practice because the song is fast.

Using Pages 68–69

5 B6 Listen and read.

INVOLVE

Explain the lesson objective—students will listen to and read a story, answer questions about it, and then talk about when they sleep.

- Have students tell what they see in each story frame. Ask: *Who do you think these two people are?* (a mother and her son) Help students name the room the characters are in and any furniture they recognize.
- Point to and read the story title aloud. Explain that that this story is about a mother and her son in their home. The boy is asking his mom questions about their cat.
- Read the directions aloud. Play Audio Track B6. Have students listen and follow along.
- Demonstrate the meaning of the expressions *sounds boring* and *sounds great*. First, write *boring* and *great* on the board. Then hold up several pieces of typewritten paper and say: *This is a list of all the people who live in [your state or region]. I'm going to read the list of names now. OK? Ready?* Pretend to start reading names, then stop and say: *This is boring*. Next, hold up a comic book or appealing magazine, and say: *I'm going to read you a good story. OK?* Point to the word *boring*: *A long list of names? That sounds boring. A good story? That sounds great!*

MONITOR

Use questions to check for understanding. Ask: *What time does Max get up?* (two o'clock in the afternoon) *When does Max come in from outside?* (seven o'clock) *What does Max do all day?* (He walks, eats, and sleeps.) *What does Max do most of the time?* (sleeps)

ASSIST

Replay the audio and pause it after each frame to review vocabulary.

- **21 Critical Thinking** Have students read the times on the clocks in the story. Say: *Look at Frame 1. Is it 8:00 in the morning or evening?* (morning) *How do you know?* (The boy is eating breakfast, and in Frame 3 he's going to school.)

6 Look at the story. Number in order.

- Read the directions aloud. As a group, identify what Max does first. Ask a volunteer to say what Max does next. (he eats)
- Have students complete the activity independently.

MONITOR

Point to Frames 2, 3, and 4 and ask students to describe what Max is doing in the thought bubble. Then review the answers as a class. (*Answers: 4, 1, 2, 5, 3*)

ASSIST

Repeat the previous step, but make notes on the board about what Mom says Max is doing at each time. Help students find and number the corresponding sentence in the activity.



Provide the five sentences on separate strips of paper. Help students put the strips in order.

21 Communication Ask and answer with a partner.

- Have pairs each take a turn asking each other the two questions.

MONITOR

Listen for correct time expressions and verbs. Make sure that students are reporting about their real activities and using complete sentences.

ASSIST

To help students understand the difference between *too much* and *too little*, show magazine or newspaper pictures of a flood (*too much rain*) and a drought (*too little rain*). Alternatively, you can fill a bookshelf with many objects (*too little space*) or remove all objects (*too much space*).

- Assign Workbook page 56 and direct students to digital activities.

Application and Practice Activity

- Together with students, make a list of five activities that make up their typical day at school—for example: *arrive at school, practice reading and writing, eat lunch and play outside, practice math and English, go home.*
- Write a sentence for each activity on a strip of paper and distribute the strips to students in random order. Each student must stand up, read the sentence, and work with classmates to organize themselves in the order of the activities.

MONITOR

Listen and identify students who are having difficulty producing language or who are not using a wide range of vocabulary.

ASSIST

Have students refer to the class's daily schedule to help them determine the order of the activities.

- Have students view the Unit 6 dramatic video segment. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To read unit language in context

To put story events in sequence

To read for understanding and enjoyment

Key Vocabulary

Adjectives: boring, great

Adverbs: too much, too little

21st Century Skills

Critical Thinking

Communication

Materials

Recording of "Rock Around the Clock"

Teacher-made sentence strips

Pictures of a flood and a drought

Audio track B6

Video (ActiveTeach)

Digital activities:
MyEnglishLab
or CD-ROM



Page 56

Answers on page T148

Summary

A mother and son discuss their pet cat's daily schedule. The son finds the cat's inactive life boring, while the mother envies it.

TEACHING TIP

Prepositions with Time

Point out to students that when speaking about different times of day, use the preposition *in*—for example, *in the morning, in the afternoon, and in the evening*. Point out the one exception: *at night, not in the night*.

Warm-Up

- Play *Bingo* by having students fill-in *Bingo* cards with times—from 1:00 to 12:00, in random order. (See *Game Bank*, page T134, for details.)
- Have the *Bingo* caller set the hands on an analog clock face, hold it up, and say the time. Students respond by covering that time on their *Bingo* cards. Check the winner's row of times by having the student read them aloud. Let the winner be the next game caller.

Using Page 70

8 B7 Listen and say.

- INVOLVE** | Explain the lesson objective—students will listen to and act out a dialogue with a partner.
- Read the directions aloud. Play Audio Track B7 and have students listen and read along.
 - Play the audio again, pausing from time to time so that students can repeat what they hear.
- MONITOR** | Ask questions to check for comprehension. Say: *What time is it?* (eight o'clock) *Is it morning or night?* (morning) *What time does Emily go to school?* (at eight o'clock) *Why isn't Emily going to school?* (It's a holiday.)
- CHALLENGE** | Ask students: *What do you do on holidays when you don't have to go to school?* As students talk about what they do, write their ideas on the board. Then have them vote on which activity on the list is the most fun.

9 Work with a partner. Look at 8. Role-play.

- Pair students to read and act out the dialogue. After students read it once, have them switch roles and repeat.
- MONITOR** | As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.
- ASSIST** | Model sentences correctly and have students repeat them.



Have students role-play the situation using their own words.

10 B8 Listen. Stick.

- Help the student find the Unit 6 stickers at the back of the Student Book.
 - Read the directions aloud. Play Audio Track B8 and pause it so that students can find each sticker and place it on the appropriate picture.
- MONITOR** | Walk around to make sure that students have correctly placed the stickers.
- Assign Workbook page 57 and direct students to digital activities.

Application and Practice Activity

- As a class, make a school schedule on chart paper that shows times of day with clock faces and what students do at each time. Tape it to the board.
- Throughout the day, stop and refer to the schedule and ask questions such as: *What time will we go to assembly today?* *Is it time for lunch?* *What time is recess?* Use the schedule as an ongoing activity. Change the schedule as needed each day. Use it as a discussion topic, especially when the schedule changes.

OBJECTIVES

To act out a dialogue with a partner

To use unit language in context

Key Vocabulary

Nouns: times

Materials

Bingo cards and *Bingo* markers

Analog clock

Chart paper, tape

Unit 6 Stickers

Audio tracks B7–B8

Student Book audio script, page T136

Digital activities:
MyEnglishLab
or CD-ROM



Page 57

Audio script on page T144

Answers on page T148

OBJECTIVES

To use the verbs *do/does* and the phrases *get up/gets up, go to bed, and start/starts*

Key Vocabulary

Verbs: end, get up, go to bed, start

21st Century Skills

Information Literacy

Materials

Units 4–6 Grammar Poster

Teacher-made time cards

Construction paper, markers

Bus or train schedule

Digital activities:
MyEnglishLab
or CD-ROM

WB

Pages 58–59

Answers on page T148

Warm-Up

- Write times (in words) from *one o'clock* to *twelve o'clock* on index cards and place them facedown in a stack. Write large numerals 1 through 12 on sheets of construction paper.
- Arrange the numerals on the floor in the shape of a clock face. Have two volunteers sit in the center of the clock. Assign one to be the hour hand and one to be the minute hand. Have one student choose a time card and read the time aloud. Have the two students in the center of the clock point their arms as if they were each a hand on the clock. Have the class confirm whether the two students are correct or not and give directions to correct as needed.
- Repeat with different students as clock hands. Play until everyone has had a chance to participate.

Using Page 71

11 Look and write *do* or *does*.

INVOLVE Explain the lesson objective—students will use the verbs *do/does* and the phrases *get up/gets up, go to bed, and start/starts*.

- Read the questions and answers in the grammar box aloud. Point out that *does/get up* is used with *he/she* in the question, and *gets up* is used with *he/she* in the answer; *do/go to* is used with *you/they* in the question, and *go to* is used with *I/they* in the answer; and *does/start* is used with *the movie* in the question, and *starts* is used with *it* in the answer.
- Read the directions aloud. Complete Items 1 and 2 with students, explaining that *does* is used with *she*, and *do* is used with *they*. Have students complete the remaining items independently.

MONITOR Review the answers as a class. (Answers: 1. *does*, 2. *do*, 3. *does*, 4. *does*, 5. *does*, 6. *does*)

ASSIST Have students circle the subject of each sentence and use it to help them choose between *do* and *does*. Remind them to refer to the grammar box if they are unsure.

- For additional support, use the Units 4–6 Grammar Poster.

12 Look at 11. Write the answers to the questions.

- Reread the questions and answers in the grammar box at the top of the page. Have students repeat after you.
- Do Item 1 together. Then have students complete the activity independently.

MONITOR Review the answers as a class. (Answers: 1. *She brushes her teeth at 7:00.* 2. *They eat lunch at 12:00.* 3. *School starts at 8:00.* 4. *He goes to bed at 9:00.* 5. *School ends at 3:00.* 6. *He gets up at 6:00.*)

ASSIST Point out the subject pronoun in each question in Activity 11. Have students use this word as the first word of each of their answers, followed by the verb.

- Assign Workbook pages 58–59 and direct students to digital activities.

Application and Practice Activity

- **21 Information Literacy** Provide pairs of students with a simple bus or train schedule. Show students how to read it. Provide a model dialogue for reading the schedule, such as: *When does the first bus leave? It leaves at six o'clock.* Have partners take turns asking and answering questions.

CHALLENGE Have students use the schedule to plan a trip. Say: *It is four o'clock. I have to be in [place] by 5:30 P.M. Which train/bus should I take? I have an appointment at 2:30 today. What train/bus should I take?*

Warm-Up

- Teach students the rhyme “Hickory, Dickory, Dock.”
Hickory, dickory, dock. The mouse ran up the clock. The clock struck one. The mouse ran down. Hickory, dickory, dock.
- Display a picture of a grandfather clock to help students understand how the mouse could run up and down the clock. Explain that the clock strikes each hour, once at one o’clock, twice at two o’clock, etc. Have each student illustrate the rhyme, drawing a mouse running up or down a grandfather clock.

Using Page 72

Listen and read.

- INVOLVE** | Explain the lesson objective—students will read about and identify different time pieces and talk about different ways of telling time.
- Bring a watch, a cell phone, and a flashlight in to class. Teach students the words *watch* and *cell phone* by saying the words as you hold up each item. To teach students the word *shadow*, shine the flashlight on an object in such a way as to create a shadow. Use a ruler to measure a desk to demonstrate the meaning of the word *measure*.
 - Read the directions aloud. Then play Audio Track B9 and have students listen and read.

- MONITOR** | Name the items in random order and have students point to them.

Critical Thinking Why do you like to know what time it is? Do you ever not want to know the time?

- Ask: *When do you look at a clock? Why? When do you not want to know the time? Why? What would you do if you didn’t wake up for school on time?*
- Lead students in a discussion about people’s attitudes toward time.

- MONITOR** | Listen and identify students who are having difficulty producing language or who are not using a wide range of vocabulary.

Circle T for true or F for false.

- Review the meaning of *true* and *false* with students. Have students complete the activity independently.

- MONITOR** | Review the answers as a class. (Answers: 1. F, 2. F, 3. T)

- ASSIST** | Help students read the statements as needed. Guide them to the paragraph where the answer is located.

- Assign Workbook page 60 and direct students to digital activities.

Application and Practice Activity

- To help students understand how an hourglass works, have them make sand clocks. You may want to post and illustrate the directions on chart paper.
- Provide groups of students with two small plastic water bottles. Have them fill one bottle with sand and then cover the top with a small piece of heavy-duty aluminum foil. Have them tape the foil firmly in place.
- Next, have them poke a small hole in the aluminum foil with a sharp pencil. The hole should allow sand to flow through.
- Then have students place the empty bottle on the sand-filled bottle, neck to neck. Have them tape the two bottles together. Finally, have students turn the bottles over. Help them time how long the sand takes to empty.

OBJECTIVES

To read about clocks used long ago

Content Words

hourglass, measure, sundial, water clock

21st Century Skills

Critical Thinking

Materials

Picture of a grandfather clock

Drawing paper, crayons
Watch, cell phone, and flashlight

Foil, sand, tape, plastic water bottles

Audio track B9

Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 60

Answers on page T148

OBJECTIVES

To learn about clocks around the world and compare them with their own

Content Words

alarm clock, chime, cuckoo clock, grandfather clock, pendulum

21st Century Skills

Communication

Materials

Electric and wind-up alarm clocks

World map or globe

Drawing paper

Audio track B10

Video (ActiveTeach)

Digital activities:
MyEnglishLab
or CD-ROM

TEACHING TIP

Comparing Clocks

Bring in alarm clocks—electric and wind-up. Demonstrate how they work. Help students compare and contrast them to the three clocks on the page.

Warm-Up

- Teach students the nursery rhyme “I’m a Little Cuckoo Clock.”
I’m a little cuckoo clock. Tick tock, tick tock. Now it’s one o’clock. Cuckoo!
(Continue with two through twelve o’clock, cuckooing for each hour.)
- Have students make up motions to perform as they say the rhyme.

Using Page 73

Listen and read.

INVOLVE Explain the lesson objective—students will identify clocks from different parts of the world.

- Display a world map or globe and help students locate Germany, Japan, England, and the United States. Explain that people in different places use different kinds of clocks.
- Read the directions aloud. Play Audio Track B10. As students read silently, have them point to each picture.
- Encourage students to guess the meaning of the Content Words using the context of the reading. To assist them, show them pictures or make simple drawings on the board.

MONITOR Ask questions to check for understanding: *What is a cuckoo? (a bird) What does a cuckoo clock do at the hour? (A bird comes out a little door and music plays.) How do you stop the alarm clock from Japan? (You put money in it.) What do the chimes on a grandfather clock tell you? (They tell what hour it is.)*

ASSIST Replay the audio as needed and have students listen for Content Words.

CHALLENGE Have students share their own experiences with alarm clocks.



Have small groups of students come up with an idea for another alarm clock. How will it wake you up? Then have students report their idea to the class.

Communication Ask and answer with a partner.

- Read the questions aloud. Have pairs of students each take turns answering the questions.

MONITOR As students speak, listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST With a volunteer, model asking and answering the questions for students.

Application and Practice Activity

- Have each student draw a picture of a clock they like. It can be one they have seen in the unit or another one they know about. Prompt them to write and complete the sentence *I like the _____ clock because _____.*
- Assist students with spelling and grammar as needed.
- Have each student read his or her sentence aloud to the class.

MONITOR Monitor for correct grammar, pronunciation, appropriate intonation, and use of content vocabulary.

- Have students view the Unit 6 documentary video segment. Use activities in the Video Guide. If students have MyEnglishLab, assign the video segment as homework for review.

Warm-Up

- Have students stand and show them how to wiggle their bodies. Have them say *wiggle*. Instruct students to wiggle each time you say a word that begins with /w/. Say: *Watch. Clock. Wish. Walk. Wing. Dancer. Watermelon. Vet. Wake. Lunch.*
- Have students mimic yawning. Have them say *yawn*. Instruct students to act like they are yawning each time you say a word that begins with /y/. Say: *Yogurt. Yellow. Read. Yarn. Time. Yolk. Twelve. Yell.*

Using Page 74

18 B11 Listen and point. Say.

INVOLVE

Explain the lesson objective—students will identify and distinguish between the sounds that *w* and *y* stand for. Students will also practice writing words with *w* and *y*.

- Read the directions aloud. Play Audio Track B11 and have students listen, point to the picture, and say the word.
- Display the Sounds and Letters Cards. Invite two students to come up and hold the Letter Cards for *w* and *y*. Replay the audio. Have the students hold up the cards when they hear the corresponding words. Repeat with the Picture Cards.

MONITOR

Replay the audio and have students repeat each word and circle the *w* in the words in Items 1–3. Then repeat, circling *y* in the words in Items 4–6. Observe students and make sure they are focusing on the target letters.

19 B12 Listen and write. Use the words in 18.

- Read the directions aloud. Play Audio Track B12. Have students point to the word that completes each sentence. Replay the audio, pausing after each sentence to allow students time to fill in the blanks.

MONITOR

Walk around the classroom, monitoring spelling as students check their work. (Answers: 1. *wake*, 2. *walk*, 3. *year*, 4. *crayon*, 5. *yogurt*, 6. *shower*)

CHALLENGE

Say riddles for each picture in Activity 18 and have students point to the picture and say the word. For example: *This begins with /w/. You use your legs to do this. This word rhymes with talk. (walk) This begins with /y/. You eat it with blueberries. (yogurt)*

20 B13 Listen and say. Underline *w* and *y*.

- Read the directions aloud. Play Audio Track B13. Have students read silently.
- Pair students and have them find and underline each *w* and *y*. To avoid confusion, have students underline the *w* words in one color and the *y* words in another.

MONITOR

Have partners take turns reading each word with an underlined *w* or *y* aloud. Listen for proper pronunciation.



Have students sort the words in columns for beginning consonant sounds. Have them add other English words of their own with *w* and *y* to their lists.

- Assign Workbook page 61 and direct students to digital activities.

Application and Practice Activity

- Have students draw a spider web on paper. Instruct them to write three words that begin with *w* on the lines of the web. Next, have students draw a ball of yarn. Have them write three words that begin with *y* on the yarn. Have students read their six words aloud.

MONITOR

Listen for correct pronunciation and model as needed.

ASSIST

You may wish to compile a class list of *w* and *y* words as they share.

OBJECTIVES

To learn the sounds for *w* and *y*

To differentiate between the sounds for *w* and *y*

To learn words that include the letters *w* or *y*

To write words that include *w* or *y*

Materials

Audio tracks B11–B13

Sounds and Letters Cards (ActiveTeach)

Mirrors

Drawing paper

Digital activities: MyEnglishLab or CD-ROM



Page 61

Audio script on page T144

Answers on page T148

TEACHING TIP

Pronouncing /w/

Provide students with mirrors and have them say *wow*. Point out how their lips start in a small circle, then open, then end with the small circle again each time they say /w/.

OBJECTIVES

To learn the value of being on time

21st Century Skills Communication

Materials

Index cards
Drawing paper
Sentence strips
Self-stick notes
Audio track B14
Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 62

Answers on page T148

TEACHING TIP

Antonyms

Explain to students that the opposite, or antonym, of *on time* is *late*. In order for students to understand the two concepts tell them that a movie begins at 4:00. Set a clock face to 3:57. Have a volunteer arrive at the movie theater." Have students identify whether he/she is on time or late. Then set the clock for 4:10 and have a different student "arrive at the movie theater." Have students identify orally whether he/she is on time or late.

Warm-Up

- Write several scenarios on index cards that are examples of things students do not want to be late for, such as *late for school*, *late for a party*, *late for a movie*.
- Read a card aloud. Have one student volunteer to be late. Have the other students act like they are at the activity. Send the volunteer out of the room and then have him/her come in "late." Have the group act out what happens.
- **21 Communication** Ask: *How did it feel to walk in late? What did you miss?* Ask the class: *How did it feel when (Sonia) came in late?* Repeat with other scenarios.



Have students draw pictures or use facial expressions to express their feelings.

Using Page 75

21 Listen and number in order. Say.

- INVOLVE** Explain the lesson objective—students will put events in order, talk about being on time, and make a day book.
- Read the directions aloud. Play Audio Track B14. Have students read silently. Replay the audio and have students number the boxes to show the correct order of events.
- MONITOR** Review the answers as a class. (*Answers: a. 3, b. 4, c. 1, d. 2*) Read the sentences in order and have students repeat after you.
- ASSIST** Say two sentences at a time to give the students a choice: *Which does she do first, get dressed and eat breakfast or get to school on time?*

22 Tell your partner how you get to school on time. Do the actions.

- Explain that the girl in Activity 21 follows three steps to get to school on time. Tell students to think about what steps they follow to get to school on time. Have students share their steps with a partner, acting each one out.
- MONITOR** As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.
- ASSIST** Review the words *first*, *next*, and *last* with students. Model using these words to describe your own morning routine.

23 Make a My Day book.

- Tell students they will make a book that shows their daily schedule. Read the directions aloud. Show students how to accordion-fold drawing paper into four sections. Have students complete their *My Day* books independently. Have each student share his or her book.
- MONITOR** Walk around and identify students who are having difficulty coming up with ideas for their books.
- CHALLENGE** Have students make a Day Book that illustrates their school schedule.
- Assign Workbook page 62 and direct students to digital activities.

Application and Practice Activity

- Write the following sentences on sentence strips: *I get up at _____.* *I eat breakfast at _____.* *School starts at _____.* *I eat lunch at _____.* *School ends at _____.* *I go to bed at _____.*
- Distribute one sentence to each of six students. Have them complete the sentence by writing the appropriate time on a self-stick note and put it on the sentence strip. Have students stand and arrange themselves in order. Have the class read the sentences aloud together. Remove the self-stick notes and repeat until every student has had a chance to participate.


Warm-Up

- Have each student write *true* and *false* on cards.
- Read a series of sentences about a typical school schedule and have students respond that the sentence is either true or false. For example, say: *School starts at 4:00.* (false) *We eat lunch at 11:30.* (true) *We have math class at 7:00.* (false)

Using Page 76

24 Play the Silly Sentences game.

- INVOLVE** | Explain the lesson objective—students will participate in a game about daily activities to talk about what they normally do in a day.
- Divide the class into groups of four students. Read the directions aloud.
 - Have students write various times on eight cards and daily activities on eight different cards.
 - Model how to play the game, showing students how to take turns forming and reading sentences and indicating whether the sentence is true or silly. Be sure students understand that “silly” is more than just wrong. Something that’s “silly” does not make sense for the situation.

 **Advanced** Have these students say complete sentences, such as: *We don't eat lunch at nine o'clock, silly!* Or *We eat lunch at eleven o'clock.*

- MONITOR** | Circulate, listening for correct vocabulary use, proper pronunciation, and appropriate intonation.
- ASSIST** | Model saying sentences correctly and have students repeat after you.

Application and Practice Activity

- Have students divide a sheet of drawing paper in half. Have each select one silly sentence from Activity 24.
 - On one half of the paper, have students illustrate the silly sentence, including a wall clock in their drawings. On the other half, have them make a true version of the sentence by changing the time on the clock.
 - Have students share with a partner two sentences about their drawings: one silly and one true.
- MONITOR** | Circulate, checking that students use correct vocabulary and adapt the model expressions from the text.
- CHALLENGE** | Instead of changing the time on the clock in the second drawing, students can change the drawing to be correct for that time.

OUTCOMES

Students can name and identify different times in the day.

Students can talk about what they do during the day.

Materials

Index cards

Digital activities:
MyEnglishLab
or CD-ROM

TEACHING TIP

Giving Students Time

When asking a question of students, give them time to think of their answer. Not only do they need to think of the answer to the question, but they also have to think how to answer in English. Pausing after asking a question gives students extra time to formulate an answer.

OUTCOMES

Students can name and identify times on a clock.

Students can use the verbs *do/does*.

21st Century Skills

Self-Direction

Materials

Toilet paper tube

Men's neckties

Video/Games (ActiveTeach)

Digital activities: MyEnglishLab or CD-ROM



Page 63

Answers on page T148

TEACHING TIP

Telling Time beyond the Hour

Explain to students that an hour is made up of sixty minutes. Have students count ten minutes and move a minute hand to the 2 on a clock face. Continue around the clock, to reinforce counting by tens (from Unit 2). Show how to write the times 1:10, 1:20, 1:30, etc. Progress to teaching the quarter hours.

Warm-Up

- Write the following phrases horizontally on the board at students' eye level: *eat breakfast, go home from school, go to bed*. Give a clock face to three students set at 7:00, 3:00, and 9:00, but students do not look at the time.
- Have students go to the board as fast as possible and stand by an activity. Students look at their clocks and complete sentence frames, naming the activity on the board and the time on their clocks: *I _____ at _____.*
- For each sentence, have the class respond with a thumbs-up if the sentence is true and a thumbs-down if the sentence is silly.
- Continue with other daily activities and clocks.

Using Page 77

25 Look and write the time.

INVOLVE | Read the directions aloud. Have students complete the activity independently.

MONITOR | Review the answers as a class. (Answers: 1. 1:00, 2. 3:00, 3. 6:00, 4. 7:00, 5. 10:00, 6. 12:00)

26 Circle.

- Instruct students to read each sentence with the two answer choices. Complete the first one as a class. Have students work independently. As needed, help with the reading of the sentences.

MONITOR | Review the answers as a class. (Answers: 1. *does*, 2. *do*, 3. *does*, 4. *do*)

CHALLENGE | Have students look at the clocks in Activity 25 to choose one that could answer each question.

27 Write.

- Tell students to write a sentence in response to each question.

MONITOR | Make sure students have given logical answers. Check their vocabulary, spelling and sentence structure.

ASSIST | Model an answer for question 1. *I get dressed at eight o'clock.*

I Can

- **21 Self-Direction** This section asks students to assess their own learning and reflect on their progress. Read the statements aloud. Explain that students should check the boxes if they can do the activities. Help students appreciate their progress. Say: *The I Can statements point out what you have learned in this unit.*
- Assign Workbook page 63 and direct students to digital activities.

Application and Practice Activity

- Have students role play a TV interview. Provide a toilet paper tube to use as a pretend microphone and a tied men's necktie to wear.
- Assign one student to be a TV reporter. Have that student wear the tie, hold the "microphone," and read the questions in Activity 27 for the interviewee to answer. Have the "reporter" report the answers to the class using the pronouns *he* and *she* and correct verbs.
- Then have students switch roles and repeat.
- Have students play the Unit 6 Game 2 on ActiveTeach.
- Have students review the Unit 6 dramatic video segment. Use Video Guide activities. If students have MyEnglishLab, assign the video segment as homework for further review.

Warm-Up

- Have students create word jumbles to review key vocabulary from Units 4–6. Have each student choose a word, write its letters on separate index cards, shuffle the cards, and clip them together.
- Have students exchange card sets and rearrange the cards to spell the word.

Using Page 78

Think about it. Look and circle. Practice.

- INVOLVE** Explain the lesson objective—students will say how well they can use what they learned in Units 4–6.
- Read the directions aloud. Have students point to the face icons at the top of the page as you read the descriptions aloud.
 - Have students use a colored marker to complete the exercise. 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. Remind students that they will be asked to assess their own abilities.
- ASSIST** Encourage students to turn to the page references when they need additional support or to refresh their memories.

Places on a map (page 43)

Replay Audio Track A49. Have student teams work together to draw a map that includes the streets and places named. Invite students to compare their maps with the map on page 43. Then say: *Circle the face that tells if you can name places on a map.*

North, south, east, west (page 48)

Display a world map. Play *Where Am I?* One student thinks of a city or country. Other students guess places and the student gives direction clues until they find the place. Model: *Are you in Mexico? No, go north. Are you in the United States? No, I am north of the United States. Are you in Canada? Yes.* Then say: *Circle the face that tells if you know the words north, south, east, and west.*

Jobs (page 55)

Replay Audio Track A64 to review job names. Then have students play *Charades* by acting out the jobs on page 55. (See *Game Bank*, page T134, for details.) Then say: *Circle the face that tells if you can name jobs.*

Time (pages 67)

Have students take turns moving the hour hand on a cardboard clock and asking their partner to say what time is shown. Then say: *Circle the face that tells if you can name times.*

Want to/Wants to (page 47)

Ask: *What do you want to do?* After students answer, have other students report each other's responses. Ask: *What does he/she want to do?*

Is there?/Yes, there is./No, there isn't. (page 47)

Have students use the map on page 43 to ask and answer questions. Model: *Is there a computer store on Main Street? Yes, there is.*

What do you want to be? (page 59)

Ask: *What do you want to be?* After students answer, have other students report each other's response. Ask: *What does he/she want to be?*

When do . . . ?/When does . . . ? (page 71)

Write these sentence frames on the board: *When do _____? When does _____? Have students fill in the frames to create questions, and then provide answers. Model: When does school end? School ends at 3:00.*

OBJECTIVES

To self-assess comfort with key language for Units 4–6

21st Century Skills Self-Direction

Materials

Index cards
Paper clips
Colored pencils or markers
World map
Audio tracks A49, A64
Cardboard clocks

For more information about using Checkpoints, see page x.

TEACHING TIP

Self-Direction

Remind students that the goal of this Checkpoint is to think about how well they know the information from Units 4–6. Make sure that students are comfortable circling icons that show that they need more help to understand and remember specific skills and vocabulary. Say: *There are no right or wrong answers on this page. Circle the faces that show how you feel. This page will help us find out what you know well and what we should study more.*

OBJECTIVES

To complete a dialogue

To talk about what students want to be

21st Century Skills


Technology Literacy

Materials

Video camera (optional)

Audio track B15

Warm-Up

- Write these words on the board: *artist, mail carrier, teacher*. Invite student pairs to create skits that use one of these words. Have them share their skits with the class. After they finish watching, students should say which of the words they heard in the skit.
-  **Technology Literacy** If a video camera is available, allow students to record their skits and play the videos for the class rather than perform the skits live. Discuss how to make a clear video. Remind students to rehearse before they record, speak loudly and clearly, and try to eliminate background noises that might confuse listeners. Students can also discuss camera angles and lighting.

Using Page 79

B15 Get ready.

INVOLVE Explain the lesson objective—students will put together what they learned in Units 4–6. They will complete a dialogue and then talk about what they want to be.

- **Part A:** Read the directions and names in the dialogue aloud.
- Ask volunteers to read Chad and Lydia's first lines aloud. Ask: *What does Lydia like to do? (walk, be outside) Which of the jobs in the box matches Lydia's description? (mail carrier)*
- Have students complete Part A individually.

MONITOR Play Audio Track B15 twice. First, have students focus on listening comprehension. Then, have them check to see if they completed the dialogue correctly. (*Answer: 1. mail carrier, 2. artist, 3. teacher*)

CHALLENGE Ask students to explain the clues they used to complete the dialogue. Model: *Lydia's sister likes to draw. She draws pictures all the time. So she wants to be an artist.*



Have students extend Chad and Lydia's conversation. Say: *They might talk about Chad's brother and sister. What do they want to be? Why?* Allow students to share their new dialogues with the class.

- **Part B:** Read the directions with students. Ask volunteers to read the speech bubbles aloud. Then have partners ask and answer questions about what they want to be. Point out that they may want to talk about the jobs on page 55.



Write these sentence frames for students to complete as they talk: *I want to be a _____. I like _____.*

MONITOR Check for correct use of language as students ask and answer questions.

ASSIST Provide students with names for jobs not shown on page 55.

CHALLENGE Ask students to share their partner's answers with the class. Model: *Amalia likes music. She sings songs in the car, at home, and on the playground. She wants to be a singer.*

TEACHING TIP

Exaggeration

Say, *Sometimes, people say things that are not true in order to make a point. Have students find this sentence in the dialogue. She draws pictures all the time. Say, This means that Lydia's sister is always drawing pictures. Do you think that is true? (No. She has to stop drawing sometimes.) Lydia is exaggerating. She wants to show that her sister really, really likes to draw and spends a lot of time drawing. Ask: What do you do "all the time"?*

Warm-Up

- Have students preview the cutouts on page 125. Have students read the cards and discuss the meanings.
- Ask questions to review times. Model: *What time does the movie start?* (The movie starts at 7:00.) *What time does the bookstore close?* (The bookstore closes at 8:00.) Model times using a cardboard clock.

Using Page 80

3 Get set.

INVOLVE Explain the lesson objective—students will mix and match cards and then talk about places on a map.

- Read the directions and steps aloud.
- Have students cut out the cards on page 125.

MONITOR Check that students keep the orange and blue cards in separate piles after they mix them up. This will help them find matching cards more quickly.

4 Go!

- Part A: Read the directions with students. Say: *First, you will pick an orange card. It says what someone wants to do. Then your partner will pick a blue card. It says where and when something happens. Read the two cards together to see if they match.*
- Model picking two cards that do not match: *My mom wants to eat lunch. The movie starts at 7:00.* Ask: *Why don't these cards match?* (Eating lunch and going to a movie are not connected.) Then show the card that matches with what mom wants to do. (The restaurant opens at 12:00.)

MONITOR Check that students match cards correctly.

CHALLENGE Say: *The restaurant opens at 12:00. Do you think it opens at noon or midnight? Why?* (The restaurant opens at noon. A restaurant might close at midnight, but it is not likely to open at that time.)



Have students create additional card sets for the game from orange and blue construction paper. Orange cards should name something that someone wants to do. Blue cards should give information about where they will do it.

- Part B: Read the directions aloud. Invite volunteers to read the speech bubbles and street names aloud. Ask: *What places do you see on the map?* (train station, bookstore, post office, computer store, gas station, movie theater, restaurant, supermarket)

- Have partners take turns choosing a blue card and finding and naming the location of the place named on the card. Ask: *Where's the gas station?* (It's on Main Street.)

MONITOR Check students' vocabulary, grammar, and pronunciation as they describe and match cards.

ASSIST Help students read the map. Ask them to point to the front of each building and then point to the name of the street that building faces.

CHALLENGE Tell students they can name corners to tell where some places are. Model: *Where's the bookstore? It's on the corner of Main Street and Maple Street.* Have students give the locations of places on corners.

OBJECTIVES

To match questions and answers

To ask and answer questions about places on a map

21st Century Skills

Media Literacy

Materials

Cutouts on page 125

Cardboard clock

Scissors

Orange and blue construction paper

TEACHING TIP

21 Media Literacy

Have students compare the street maps on pages 43, 46, and 80. Ask: *What do all of these maps have in common?* (They all show street names; they show places in different towns.) *How are they different?* (Answers include: Each map names places differently. The places on the map on page 43 are numbered; on page 46 they are labeled with words; on page 80 they are not labeled.)

OBJECTIVES

To write a journal entry

To reassess comfort with key language for Units 4–6

21st Century Skills

Information Literacy
Self-Direction

Materials

Colored pencils, markers, or crayons

Digital activities:
MyEnglishLab
or CD-ROM

WB

Pages 64–65

Answers on page T148

TEACHING TIP

Using Checkpoint Evaluations

Student evaluations of the Checkpoint (*easy/hard*, *fun/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.

Warm-Up

- Take a class survey. Ask: *What do you want to be?* Have each student write down their answer. Then have students look for others with the same answer and have them stand together. Write job names on the board and invite students to line up in front of these labels to create a life-size pictograph showing the survey results.
- **21st Information Literacy** Have students draw pictographs or bar graphs to show the results of the survey. Remind students to include labels so that readers will understand the information in the graph. Allow students to display and explain their completed graphs.

Using Page 81

5 Write or draw.

INVOLVE Explain the lesson objectives—students will write a journal entry about themselves. Then they will look back at Units 4–6 again and think about how well they can use what they learned.

- Read the directions and journal title with students. Then invite volunteers to read the journal questions aloud.
- Have students complete the journal page independently. Provide students with additional paper as needed.
- Invite students to read their *All About Me* entries aloud and compare them with their classmates' journal entries.

MONITOR Check students' writing for correct use of language.



Provide these sentence starters to help students who choose to write rather than draw: *I want to be _____.* *I go to school at _____.* *My school is on _____.* *I do my homework at _____.*

ASSIST Suggest that students look at page 55 to review job names and page 67 to review time words.

- Write the address of your school on the board to help students who do not know the name of the street on which it is located.

6 Think about it.

- Part A: Read the directions with students.
- **21st Self-Direction** Have students turn to page 78 and think about each of the categories again. Remind students to take their time to think about each category carefully. Suggest that they look at the pages listed as they review their skills.

MONITOR Make sure that students use a new color pencil or marker as they reassess their understanding and use of each checklist item.

ASSIST Use the teaching suggestions for page 78 to help students assess each skill.

- Part B: Read the directions. Say: *Check the box or boxes that tell how you feel about Units 4–6.*

7 Rate this Checkpoint. Color the stars.

- Read the directions aloud. Tell students that they will color two stars. Say: *First, you will say if the Checkpoint was easy or hard. Then you will say if it was fun or not fun.*
- Have students complete the rating individually.
- Assign Workbook pages 64–65 and direct students to digital activities.

unit 7

Food

Objectives

Vocabulary

- To name food and drink items

Reading

- To identify details in a story ("Do You Like Fruit?")
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the verb forms *do/don't like* and *does/doesn't like*

Content Connections

- **Science:** To read about foods that make healthy snacks
- **Geography:** To read about where different fruits come from

Sounds and Letters

- To read and say words that begin with *h* and *j*

Values

- To learn how to choose healthy foods

Project

- To make a "Healthy Snacks" collage

Key Vocabulary

Food and Drink		Expressions	Content Words	
bananas	potatoes	OK, kids.	apples	mangoes
carrots	spaghetti		avocados	raisins
cheese	strawberries		carrots	salt
chicken	tomatoes		celery	sugar
lemonade	water		cookies	tomatoes
pineapple	yogurt		fruit	unhealthy
			healthy	watermelons

Materials

Student Book, Unit 7

- Main unit, pages 82–93
- Student Book Audio CD, Tracks B16–B28, B64

Workbook, Unit 7

- Main unit, pages 66–75
- Extra grammar practice, page 104
- Workbook Audio CD, Tracks 27–29

Assessment Package

- Practice test, pages 54–55
- Unit test, pages 56–57
- Oral assessment, pages 58–59
- ExamView® Assessment Suite

Additional Materials

- Picture Cards 116–124
- Posters: Unit 7 Poster, Units 7–9 Grammar Poster
- Video (Active Teach), Unit 7
- Digital activities (MyEnglishLab or CD-ROM), Unit 7

Unit Opener Activities

Family Connection

Have students make a list of their favorite foods with their family's help. Have students share their lists with the class and help them translate items into English, if needed. Have students save their lists to use with activities throughout the unit.



Food and Drink Bulletin Board

Label sections of a bulletin board with categories, such as *fruits*, *vegetables*, *snacks*, and *drinks*. Have students cut out pictures of foods and drinks they like from magazine or supermarket ads. Help students place the pictures in the appropriate categories. Have students label the foods they know. As students learn more food names throughout the unit, have them add the labels and new pictures to the bulletin board.



Unit 7

Food

1 Listen and read. Then sing.

Let's Eat Lunch!

It's twelve o'clock.
Let's eat lunch!
I have some bananas.
We can eat a bunch!

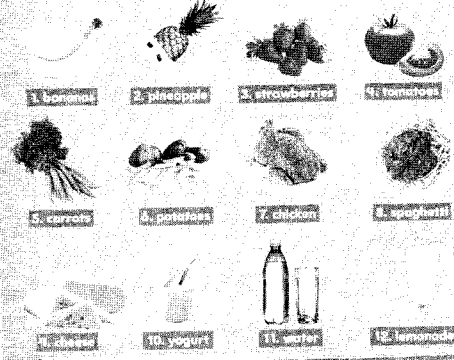
Do you like tomatoes?
I like tomatoes. I really do.
What about potatoes?
I like potatoes, too. Do you?

Carrots and corn,
Chicken and cheese,
I like them all.

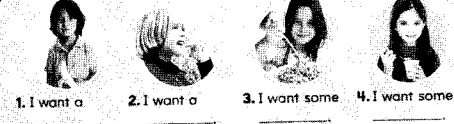
Can I have more, please?
Have some lemonade
And a sandwich, too.
You and I can share some pie.
I like eating lunch with you.



2 Listen and read. Point and say.



3 Listen and write.



4 Look at 2. Listen. Ask and answer.



Unit 7 83

Warm-Up

- Put the Picture Cards for *bananas, tomatoes, chicken, and cheese* in a lunch bag or lunchbox. Set a clock or clock face to the time your class eats lunch.
- Ask: *What time is it?* (twelve o'clock) *What do we do at twelve o'clock?* (We eat lunch.)
- Hold up your lunch bag and ask: *What's for lunch?* One by one, show each Picture Card and have students identify it to answer the question.
- Let volunteers take turns choosing four Picture Cards to put in the lunch bag and telling the class what they are going to eat or drink for lunch. Each time ask: *What's for lunch?*

Using Pages 82–83

1 B16 Listen and read. Then sing.

INVOLVE

Explain the lesson objective—students will sing a song and talk about different kinds of food, and things to drink.

- Read the directions aloud. Display the Unit Poster and play Audio Track B16. Have students follow along silently.
- Replay the audio. Have students sing along.

MONITOR

Ask questions to check understanding. Ask: *What time is lunch?* (twelve o'clock) *What is she eating for lunch?* (She's eating bananas, tomatoes, potatoes, carrots, corn, chicken, cheese, a sandwich, and pie.) *What is she drinking?* (lemonade)

ASSIST

Replay the audio as needed, stopping after each verse to explain unfamiliar vocabulary or to repeat words that students may need help pronouncing.

CHALLENGE

Arrange students in four groups and assign each one a verse. Play the audio and have students pantomime eating each food named in their verse as they sing along.

2 B17 Listen and read. Point and say.

- Read each food word aloud and have students repeat. Help with pronunciation as needed.
- Read the directions. Play Audio Track B17. As students listen, point to each food or drink item.

MONITOR

Read the words in random order. Have students point to each word and repeat as you listen for correct pronunciation.

- For additional support, use the Unit Poster.

3  **B18 Listen and write.**

- Review the names of the foods in Activity 2.
- Read the directions aloud. Play Audio Track B18. Pause after each sentence and have students repeat.
- Complete Item 1 as a class.
- Have students complete the sentences independently.

MONITOR

Review the answers with students. (Answers: 1. banana, 2. carrot, 3. spaghetti, 4. yogurt)

ASSIST

Replay the audio as necessary.

4  **B19 Look at 2. Listen. Ask and answer.**

- Play Audio Track B19. Have students chorally read the dialogue.
- Then have partners practice the dialogue. Have each partner choose two items from Activity 2 to use in their answer to the question: *What do you want?*

MONITOR

Listen for proper pronunciation, appropriate intonation, and correct use of language. Check to make sure that students are using plural nouns and noncount nouns correctly.

- Assign Workbook pages 66–67 and direct students to digital activities.

Application and Practice Activity

- Give each student a plain white paper plate. Explain that they will use the items in Activity 2 to illustrate a meal on the plate.
- Once students have drawn their meals, have them label each item.
- Have students role-play eating a meal together. Have each student, in turn, look at the “meal” and tell the group what he or she is eating.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.



Allow students to include other foods than those pictured in Activity 2. Suggest that they illustrate their lunch today.

MONITOR

Divide students into groups of five to role-play customers ordering and waiters taking orders at a restaurant. Have the waiter ask: *What do you want to order?* Each student places his or her order, and the waiter writes it down.

- Have students play the Unit 7 Game 1 on ActiveTeach.

OBJECTIVES

To talk about food and drink

To use food and drink words in sentences

To sing a song

Key Vocabulary

Nouns: bananas, carrots, cheese, chicken, lemonade, pineapple, potatoes, spaghetti, strawberries, tomatoes, water, yogurt

Materials

Unit Poster

Picture Cards 116–124

Lunch bag or lunchbox

White paper plates

Crayons or markers

Games (ActiveTeach)

Audio tracks B16–B18, B64

Digital activities:
MyEnglishLab
or CD-ROM



Pages 66–67

Answers on page T148

TEACHING TIP

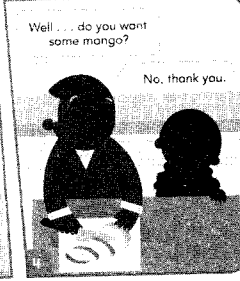
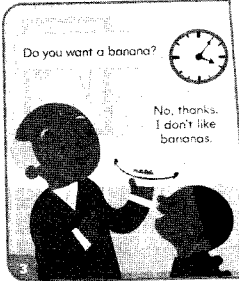
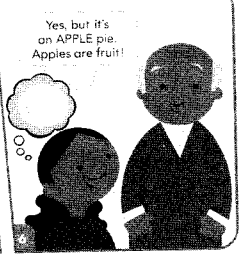
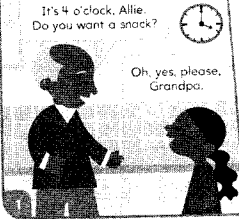
Categorizing

Categorizing, or grouping, helps students to organize and better understand information. Food vocabulary easily lends itself to categorizing, or sorting. For example, students can sort food items by food groups, colors, or those foods students like/dislike.

Story

Listen and read.

Do You Like Fruit?



Circle T for true or F for false.

- | | | |
|--------------------------|---|---|
| 1. Allie likes fruit. | T | F |
| 2. Allie wants a banana. | T | F |
| 3. Allie wants a mango. | T | F |
| 4. Allie likes pie. | T | F |

Ask and answer with a partner.

1. What fruits do you like?
2. What snacks do you like? When do you like to eat them?

Warm-Up

- Ask students what snack they like to have. Record their responses in a list on the board.
- Point to each snack and have students vote on their favorite one. Have students talk about the most popular snacks.

Using Pages 84–85

5 B20 Listen and read.

INVOLVE

Explain the lesson objective—students will listen to and read a story, answer questions about it, and then discuss ideas related to it.

- Have students tell what they see in each story frame. Ask: *Who do you think these two people are?* (a grandfather and his granddaughter) Help them name the room where the characters are, and describe furniture or objects they recognize in it.
- Point to and read the story title aloud. Point to each character. Explain that this story is about a grandfather and his granddaughter. Elicit that the grandfather is offering his granddaughter a snack.
- Help students understand that these two questions mean the same thing: *Do you want a banana?* / *How about a banana?* Practice offering objects to students in the class, interchanging these expressions so they see that they mean the same thing.
- Remind students about the concept of groups or categories. Write the word *fruit* on the board and underline it. Elicit names of fruit from the students and write a few on the board under the heading. Say: *Fruit is the name of a category of food.* Elicit from volunteers other categories of food, such as vegetables.
- Read the directions aloud. Play Audio Track B20. Have students listen and follow along.

MONITOR

Ask questions to check for understanding: *What does Allie do at four o'clock?* (She has a snack.) *Does Allie like fruit?* (Yes, she does.) *Does she like bananas?* (No, she doesn't.) *What does Allie want for her snack?* (Allie wants pie.) Have students answer in complete sentences.

ASSIST

Replay the audio as needed. Pause the audio after each frame to review vocabulary and expressions.

CHALLENGE

Remind students about food categories. Ask: *What food category do these words belong to?* *Banana, apple, orange.* (fruit) *What food category do these words belong to?* *Cake, pie, ice cream.* (dessert) Explain that while apple pie is made from fruit, apple pie is a dessert!

6 Circle T for true or F for false.

- Read the directions aloud. Call on volunteers to read each statement for the class. Read the first statement again. Ask: *Does Allie like fruit?* (yes) Say: *Allie likes fruit so this statement is "true." Circle the T for "true."* Explain that if the statement was "Allie does not like fruit." then it would be untrue or false. Make sure students understand that F stands for "false."
- Have pairs complete the activity independently.

MONITOR | Review the answers as a class. (Answers: 1. T, 2. F, 3. F, 4. T)

ASSIST | Read the story again, frame by frame. After each relevant frame, read the statement from the activity. For example, after reading Frame 2, say: 1. *Allie likes fruit.* Tell students to nod their heads "yes" if the statement is true, and shake their heads "no" if the statement is not true or false. Continue with the rest of the story, stopping to ask about each statement.



Give students extra practice identifying statements that are true or false. Show Picture Cards and make true or false statements about them. For example, show the card for a red apple and say: *This apple is green.* (false) Continue until students are comfortable with the concept.

7 **21st Century Skills** Communication Ask and answer with a partner.

- Prepare students for the task by asking them questions. Write the words *fruit* and *snacks* on the board. Elicit fruits and snacks that students like and write them on the board. Encourage students to tell you how to spell each word.
- Pair students and have them ask each other the questions.

MONITOR | As partners answer, listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST | Model changing the sentences in Activity 6 into questions. Demonstrate changing *Allie likes to Does Allie like* to form a question: *Allie likes fruit.* becomes *Does Allie like fruit?*

- Assign Workbook page 68 and direct students to digital activities.

Application and Practice Activity

- Make a poster of a chart with four columns. Write the color words *yellow*, *orange*, *red*, and *purple* at the top of the columns.
- Have students name fruits and tell you which column to list them in. If needed, provide pictures from food magazines of different fruits, such as *bananas*, *mangoes*, *apples*, *pineapples*, *strawberries*, *lemons*, *grapes*, *watermelons*, *oranges*, and other fruits students are familiar with. Remind students to use this expression if they don't know how to say a word in English: *How do you say _____ in English?*
- Display the chart throughout the unit and have students add to it as they learn the names of additional fruits.

MONITOR | Check to see that students understand the words you have included on the poster by asking: *Do you like (pineapple)?*

- Have students view the Unit 7 dramatic video segment. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To recognize story details

To relate text to students' own lives

Key Vocabulary

Nouns: apple(s), banana(s), fruit(s), mango(es), pineapple, snack(s), strawberries

21st Century Skills

Communication

Materials

Poster board

Magazine pictures of fruit

Audio track B20

Video (ActiveTeach)

Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 68

Answers on page T148

Summary

Grandpa offers Allie a snack. She says she likes fruit but turns down bananas and mangoes. Allie would like to have apple pie. She points out that apples are fruit.

TEACHING TIP

Asking How to Say a Word in English

Students may want to say the name of a food, especially a local food, but they don't know how to say it in English. Teach this expression: *How do you say _____ in English?* After you answer, encourage students to follow up with this question: *How do you spell that?*

Warm-Up

- Have students sit in a circle and teach them the chant: (*[Letter.] My name is [name that begins with letter]. I come from [place that begins with letter] and I sell [food that begins with letter].*) Each student completes the chant with a different letter of the alphabet.
- Begin by modeling the chant for the letters A and B: *A. My name is Ana. I come from Aguascalientes, and I sell apples. B. My name is Bruno. I come from Baja California, and I sell bananas.*
- Go around the circle, using letters in alphabetical order and giving each student a turn. Skip any letters that do not apply, such as I and K.

Using Page 86

8 B21 Listen and say.

- INVOLVE** Explain the lesson objective—students will role-play a conversation with a partner and listen to conversations and match the stickers.
- Read the directions aloud and explain that students will listen to a dialogue. Play Audio Track B21 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.
 - Assign volunteers the roles of Jeff, Amy, and Dina. Have them read the dialogue aloud.

- MONITOR** Ask questions to check for comprehension: *What does Jeff want?* (two pieces of cheese) *What does Amy want?* (two pieces of cheese) *What does Dina like?* (cheese) *What does everyone get?* (two pieces of cheese)

9 Work with a partner. Look at 8. Role-play.

- Put students in groups of three to read and act out the dialogue. After students read through one time, have them switch roles and repeat.

- MONITOR** As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

- ASSIST** Model reading the dialogue, emphasizing the italicized word *I*. Explain that this emphasis shows that Dina also likes cheese.

10 B22 Listen. Stick. Write the number.

- Help students locate the stickers for Unit 7 at the back of the Student Book.
- Read the directions aloud. Play Audio Track B22 and pause it at the end of each dialogue.
- Replay the audio as needed as students place the stickers.
- Replay the audio and have students number the pictures.

- MONITOR** Walk around the room and check to see that students have correctly placed stickers and numbered the pictures correctly. (*Answers: 1, 2, 3, 4*)

- Assign Workbook page 69 and direct students to digital activities.

Application and Practice Activity

- Have students as a class, find and identify all the food on the page. (*cheese, chicken, potatoes, carrots, strawberries, spaghetti, mango yogurt, strawberry yogurt*) List the foods on the board.
- Have students come to the board one at a time and select one listed food.
- Conduct the following dialogue with students: *Are you hungry?* / *Yes, I am. / We have ([student's selected food]). / Great! I like ([student's selected food]).*

- MONITOR** As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

OBJECTIVES

To act out a dialogue with a partner

To use unit language in context

Key Vocabulary

Nouns: carrots, cheese, chicken, dinner, potatoes, snack, spaghetti, strawberries, strawberry, yogurt

Materials

Unit 7 Stickers
Audio tracks B21–B22
Student Book audio script, page T136
Digital activities: MyEnglishLab or CD-ROM

WB

Page 69

Audio script on page T144

Answers on page T148

OBJECTIVES

To use the verbs *do/ don't like* and *does/ doesn't like*

Key Vocabulary

Nouns: apples, bananas, carrots, cheese, corn, fruit, mangoes, pineapple, strawberries, vegetables, yogurt

21st Century Skills

Communication

Materials

Units 7–9 Grammar Poster
Picture Cards 116–124
Index cards
Pictures of food from magazines and flyers
Scissors
Glue
Construction paper
Digital activities:
MyEnglishLab
or CD-ROM

WB

Pages 70–71
Answers on page T148

TEACHING TIP

Extending a Classroom Activity
Set up a classroom market (see Application and Practice Activity) that includes pictures of a variety of foods, cash, money, and a box to serve as a cash register for students to practice the unit vocabulary. Introduce items to the market as new vocabulary words are presented. Use the market during free time or when assigned.

Warm-Up

- Have each student write *Yes, I do.* on the front of an index card and *No, I don't.* on the back.
- Hold up a Picture Card of a food, such as *strawberries*. Ask: *Do you like strawberries?* Have students vote by holding up their answer on the card.
- Then have students who voted *yes* stand and say in unison: *Yes, I do.* Next, have students who voted *no* stand and say in unison: *No, I don't.*
- Continue with pictures of other foods.

Using Page 87

Look. Write.

- INVOLVE** Explain the lesson objective—students will use the verbs *do/does* in questions with *like* and *do/does* and *don't/doesn't* in answers.
- Have students read the questions and answers in the grammar box aloud after you. Explain that *don't* is a contraction for *do not*, and *doesn't* is a contraction for *does not*. Point out that *do/don't* is used with *I/they*, and *does/doesn't* is used with *he/she*.



Review pronunciation of the contractions with students, while pointing to the words on the Units 7–9 Grammar Poster.

- Read the directions aloud. Have students complete the sentences on their own.
- MONITOR** Review the answers as a class. (*Answers: 1. Does, like; 2. Does, like; 3. Do, like*)
- For additional support, use the Grammar Poster.


Answers the questions in 11. Write.

- Read the questions and answers in the grammar box. Have students repeat.
 - Do Item 1 together. Have pairs work together to complete the activity.
- MONITOR** Review the answers as a class. (*Answers: 1. she does, 2. he doesn't, 3. they do, like*)
- ASSIST** Reread the questions and answers, and model how to use the pictures.

Look at 11. Ask and answer with a partner.

- Have volunteers read the dialogue in the speech bubbles aloud.
 - Have pairs take turns asking the question, using the foods from Activity 11 and the speech-bubble text as a model.
- MONITOR** As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.
- CHALLENGE** Have students use the foods from page 86 to ask a partner the questions.
- Assign Workbook pages 70–71 and direct students to digital activities.

Application and Practice Activity

- Have students cut pictures of fruits and vegetables from magazines or supermarket flyers. Have them mount each on construction paper.
 - Have the class use the pictures to role-play a farmer's market. Assign some students to be vendors and others to be customers.
-  **Communication** Have vendors ask: *Do you like _____?* and customers answer: *Yes, I do. I like _____.* or *No, I don't. I don't like _____.* Have customers pretend to pay, take the picture, and sit down. Continue until all students have role-played a vendor and customer.
- MONITOR** As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Warm-Up

- Display four pictures: three healthy foods and one that is not—for example, *bananas, carrots, strawberries, candy* or *tomatoes, yogurt, apples, donut*.
- Remind students that fruits and vegetables help their bodies grow and keep them from getting sick. Mix the order of the four pictures and ask: *Which one is not like the others?* Model by explaining which are healthy foods and which one is not.
- Repeat using different combinations of pictures. Help students eliminate the unhealthy food from each group.


Using Page 88

Listen and read.

- INVOLVE** Explain the lesson objective—students will read about healthy snacks and classify snacks as very healthy and not very healthy.
- Read the directions aloud. Play Audio Track B23 and have students read along silently. Help students identify each picture.
 - Help students write the names of the pictured snacks in the appropriate column of the chart. Replay the audio as needed.
- MONITOR** Review answers with students. (*Answers: Very Healthy: apples, carrots, celery, raisins, popcorn; Not Very Healthy: cookies, candy*)
- ASSIST** Point to the pictured snacks and identify which ones have a lot of sugar.

Critical Thinking Work in a group. Add more snacks to the chart.

- Ask discussion questions: *What snacks have a lot of sugar? What snacks have a lot of salt? What snacks are very healthy?*

 Preview the concepts by showing pictures of different snacks that are either salty (*French fries, potato chips*) or sweet (*cotton candy, soda, chocolate*).

- As students suggest different snacks, help them classify the snacks as *Very Healthy* or *Not Very Healthy* and add them to the chart.
- MONITOR** Listen for correct vocabulary, use of language, and pronunciation.
- ASSIST** To give students ideas for their charts, display several magazine or supermarket ads featuring both healthy and unhealthy snacks.
- Assign Workbook page 72 and direct students to digital activities.

Application and Practice Activity

- Involve students in making a simple healthy snack, such as “Ants on a Log.”
 - Display a recipe for students to follow.
Ingredients: celery, peanut butter (or soft spreadable cheese), raisins
Directions: Spread peanut butter (or cheese) on celery. Set raisins in a row on the peanut butter to look like ants.
 - Read the recipe aloud while students follow along silently. Have students say whether or not each ingredient is healthy.
 - Model making a log and then have students each make their own.
 - Allow time for students to eat their healthy snack.
 - Have students retell the steps they followed to make “Ants on a Log.”
- MONITOR** As students work, listen for correct order of the steps, correct pronunciation, and appropriate intonation.

OBJECTIVES

To read a science article about health, and not very healthy snacks

To categorize foods

Content Words

healthy, unhealthy; apples, candy, carrots, celery, cookies, popcorn, raisins, salt, sugar

21st Century Skills

Critical Thinking

Materials

Pictures of very healthy and not very healthy foods from magazines or the Internet

Knives for teacher use
Celery (½ stalk per student)

Peanut butter (or spreadable cheese)

Raisins (about five per student)

Audio track B23

Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 72

Answers on page T148

TEACHING TIP

Cross-Curricular Activities

Making healthy snacks in class provides opportunities to teach nutrition, reinforce mathematics (measurement, counting, estimating), promote good health practices (hand washing), develop fine motor skills, build language, and encourage creativity.

OBJECTIVES

To read about where fruits come from

Content Words

avocados, fruit(s), mangoes, tomatoes, watermelons

21st Century Skills

Global Awareness
Communication

Materials

World map or globe
Drawing paper
Audio track B24
Video (ActiveTeach)
Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 73

Answers on page T148

Warm-Up

- Play *I Can Spell (Hangman)* with students. (See *Game Bank*, page T134.)
- Divide the class into two teams. Draw lines on the board for the number of letters in the name of a fruit from the unit. Have players on each team take turns guessing letters in the word.
- The first team to guess the fruit before the whole hangman is drawn gets one point.

Using Page 89

16 B24 Listen and read.

INVOLVE Explain the lesson objective—students will identify where different fruits come from.

- Encourage students to use the pictures and context clues to talk about the Content Words.
- Display a world map or globe and help students locate Africa, India, South America, and Mexico. Explain that different fruits come from different places around the world.
- Read the directions aloud. Play Audio Track B24. As students read along silently, have them point to each picture.

MONITOR To check for understanding, ask: *Where did watermelons first come from? (Africa) Where did mangoes first come from? (India) Where did tomatoes first come from? (South America) Where do many avocados come from? (Mexico)*

ASSIST Replay the audio as needed.

17 Look at the map. Write the names of the fruit next to the places they come from.

- Have students locate each place on the map and say its name.
- Have pairs work together to complete the activity.

MONITOR Review the answers as a class. (*Answers: Mexico—avocados, South America—tomatoes, Africa—watermelons, India—mangoes*)

- **21 Global Awareness** Have students find their country on the map and identify which of the four countries is closest and which is farthest away.

18 Ask and answer with a partner.

- Have partners take turns asking and answering the questions.
- **21 Communication** Remind students to listen carefully to their partner's answers and to consider whether the answer is reasonable. For example, eating two kilos of fruit each day would not be possible.

MONITOR As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

- Assign Workbook page 73 and direct students to digital activities.

Application and Practice Activity

- Have each student choose one fruit from the page and draw a picture of it. Have them label the fruit and write where it comes from.
- Have students sit in a circle with a caller in the center. Act as the caller for the first round to model how to play. Each student holds his or her drawing.
- The caller says: *All mangoes trade places with tomatoes!* Students change seats. The caller continues to call out directives for different fruits.
- Play the game again, using different fruits, callers, and directives.
- Have students view the Unit 7 documentary video segment. Use activities in the Video Guide. If students have MyEnglishLab, assign the video segment as homework for review.

Warm-Up

- Have students hug themselves and say *hug*. Explain that *hug* begins with /h/ spelled *h*.
- Instruct students to hug themselves each time you say a word that begins with /h/. Say: *Ham. Carrot. Hat. Hop. Cheese. Hen. Fruit. House. Wash. Hot dog.*
- Teach students how to do jumping jacks. Explain that the words *jumping* and *jacks* begin with /j/ spelled *j*.
- Instruct students to stand and do a single jumping jack each time you say a word that begins with /j/. Say: *Juice. Clock. Jet. Yogurt. Jeans. Jam. Mango. Jug.*

Using Page 90

19 B25 Listen and point. Say.

INVOLVE Explain the lesson objective—students will identify, say, write, and differentiate between the letters *h* and *j*; say the sound each letter stands for in words; and identify words that begin with *h* or *j*.

- Read the directions aloud. Play Audio Track B25. Have students point to each picture as they listen.

MONITOR Replay the audio and have students repeat each word and circle the *h* in the words in Items 1–3. Then repeat, circling *j* in the words in Items 4–6. Observe students and make sure they are circling the right letters.

20 B26 Listen and write. Use the words from 19.

- Display the Sounds and Letters Cards for *h* and *j*. Point to the pictures and say the words. Have students repeat.
- Play Audio Track B26. Have students point to the word that completes each sentence.
- Replay the audio, pausing after each sentence to allow students time to write the words.

MONITOR Invite students to share their answers. Write the answers on the board. (Answers: 1. *jam*, 2. *house*, 3. *jump*, 4. *hamburger*, 5. *juice*, 6. *hot dog*)

ASSIST Help students pronounce the sounds the letters stand for in words. For /h/, have students put their hands in front of their lips as they say the word. They should feel a puff of air for /h/. For /j/, have them do the same. This time, they should feel just a little air.

21 B27 Listen and say. Underline *h* and *j*.

- Read the directions aloud. Play Audio Track B27. Have students read along silently.
- Pair students and have them find and underline each *h* and *j*.
- Replay the audio and have students chorally read along.

MONITOR Have partners take turns reading each underlined word aloud. Listen for correct pronunciation.

- Assign Workbook page 74 and direct students to digital activities.

Application and Practice Activity

- Have students review words with /h/ and /j/ on page 90. Tell them to close their books and say as many words with /h/ as they can remember. List the words on the board. Repeat with /j/. Ask students to add any other words they know with /h/ and /j/.

OBJECTIVES

To learn the names and sounds for letters *h* and *j*

To read and say words that contain /h/ or /j/

Materials

Sounds and Letters Cards (ActiveTeach)
Audio tracks B25–B27
Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 74

Audio script on page T144

Answers on page T148

OBJECTIVES

To discuss making healthy-snack choices

Materials

Pictures of food
index cards
Scissors
Drawing paper
Crayons or markers
Glue
Audio track B28
Digital activities:
MyEnglishLab
or CD-ROM

Warm-Up

- Cut out pictures of *apple, carrot, strawberry, tomato, cheese, pineapple, yogurt, chips, cookie, cake, and candy* from food magazines or supermarket ads and mount each on an index card. Write the name of each on a separate index card.
- Distribute one card to each student. Then tell students to find the person with the matching card.
- Once all students are paired, have them say the name of their food. Ask: *Is an apple a healthy food?* Prompt students to respond: *Yes, it is.* Continue with each pair, helping students understand that *chips, cookies, cake, and candy* are not healthy snacks.

Using Page 91

B28 Listen and write.

- INVOLVE** Explain the lesson objective—students will complete sentences, discuss choosing healthy snacks, and make a collage.
- Read the directions aloud. Play Audio Track B28. Have students read along silently.
 - Replay the audio and have students complete each sentence with a word from the box.
- MONITOR** Review students' answers as a class. (*Answers: 1. apple, 2. chips, 3. cookie, 4. carrots*) Have students read the completed sentences aloud as a group.
- ASSIST** Read each sentence aloud, providing two answer choices, and have students choose the word that best completes the sentence.

Look at 22. Role-play with a partner.

- Have volunteers read the model dialogue aloud. Point out that the question and answer go with Item 1 in Activity 22.
 - Have partners use each picture in Activity 22 to ask a question and give an answer.
- MONITOR** As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.
- ASSIST** Tell students that question marks and periods help them know whether their voice should go up or down at the end. Model for students.
- CHALLENGE** Challenge students to substitute different foods in the dialogue.

Make a Healthy Snacks collage.

- Review with students all the healthy snacks they have read about in this unit.
 - Read the directions with students.
 - Have students complete their "Healthy Snacks" collages independently.
 - Have each student share his/her collage and identify a snack he/she would like to eat.
- MONITOR** Listen for correct pronunciation and use of appropriate expressions.

Application and Practice Activity

- Have students make labeled drawings of snacks. Have them fold drawing paper in half. On one half, have them draw a picture of a healthy snack they like. On the other half, have them draw a snack they do not like.
 - Have them write and complete the sentence *I want _____, please.* for the snack they like and *No _____ for me, thanks.* for the snack they don't like.
 - Have students share their pictures and sentences in small groups.
- MONITOR** As students work, listen for proper pronunciation, appropriate intonation, and correct vocabulary.

Warm-Up

- Have each student write *like* and *don't like* on cards for a vote about foods.
- Hold up pictures of different foods and ask: *Do you like _____?* Have students respond by holding up either their *like* or *don't like* cards.
- Once students have voted, ask one student who holds a *like* card: (*Martina*), *do you like _____?* Prompt the student to respond *Yes, I do*. Then ask a student who voted *don't like*: (*David*), *do you like _____?* Prompt the student to respond *No, I don't*. Continue with each picture.

Using Page 92

Play the *What Do You Like?* game.

- INVOLVE** | Explain the lesson objective—students will guess and check a partner's opinions about food and drink items.
- Before beginning the activity, use the Picture Cards to review the names of the food and drink items.
 - Read Step 1 aloud and allow time for students to circle their answers under *You* on the chart.
 - Then read Step 2 aloud and have students circle answers for *Your Partner*.
 - Have volunteers read the model dialogue in the speech bubbles aloud. Tell students to take turns asking their partner about each item on the chart. Instruct them to place a checkmark in the *Correct?* column each time a guess matches a partner's response.
- MONITOR** | Listen for correct vocabulary, pronunciation, and intonation.

Tell the class what your partner likes and doesn't like.

- Have different volunteers read aloud the model speech-bubble text.
- Have each student choose one item his or her partner likes and one item the partner doesn't like to share with the class that tells what Greg likes.
- Have each student, in turn, share one of his or her partner's likes and dislikes.



Allow students to use Picture Cards and/or gestures to share information.

MONITOR | Check to be sure students are reading their charts correctly. Listen for correct verb forms in questions and answers.

ASSIST | Provide sentence frames, such as *Maria likes _____*. *Maria doesn't like _____*. to remind students of the correct verb forms.

Application and Practice Activity

- Have students sit in a circle. Turn to your right and ask the first student: *Do you like cake?* Have the student respond in a complete sentence: *Yes, I do*. or *No, I don't*. Continue around the circle having each student answer the question, and then asking the next student the same question.
- Then change the question to a different food and go around the circle again.

MONITOR | Check to see that students use correct vocabulary and rising intonation for the *yes/no* questions.

OUTCOMES

Students can name food and drink items.

Students can talk about foods they like and don't like.

Materials

Picture Cards 116–124 or other pictures of food

Index cards

Digital activities:
MyEnglishLab
or CD-ROM

TEACHING TIP

Monitoring Group Work

As students begin partner or group work, walk around and check to see that they understand and are following directions. Don't stop to help until you have checked the whole class. Then help individual pairs or groups. If more than one group is confused, consider stopping the activity and explaining the instructions again for the whole class. Ask for volunteers who can demonstrate following directions.

OUTCOMES

Students can name food and drink items.

Students can use the verbs *likes/doesn't like*.

Materials

Picture Cards 116–124

Chart paper

Empty glass bottle

Games/Video (ActiveTeach)

Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 75

Answers on page T148

Warm-Up

- Display the food Picture Cards. Tell students that Silly Sally likes only foods that are yellow. Have one student pick one food Silly Sally likes. Have him/her hold up the card and use the food word in a sentence: *She likes (bananas)*.
- Have a second student find another food Silly Sally likes and use it in a sentence. Continue until all yellow foods are identified.
- Repeat the game with Silly Sam, who likes only foods that are red.

Using Page 93

27 Look and write *likes* or *doesn't like*.

INVOLVE Explain the lesson objective—students will complete activities to review vocabulary about food they like and dislike. Read the directions aloud. Do the first item as a class.

- Have students complete the activity independently.

MONITOR Review the answers as a class. (*Answers: 1. likes, 2. likes, 3. don't like, 4. doesn't like, 5. likes, 6. doesn't like*)

ASSIST Point out how the children's facial expressions show whether or not they like something.

28 Write.

- Tell students to write a sentence to answer each question.
- Have students complete the activity independently.

MONITOR Make sure students use complete sentences as responses (*Yes, I like _____ or No, I don't like _____.*)

ASSIST Review the correct form for *like* with singular and plural subjects.

I Can

- Read the statements aloud and have students place checkmarks if they feel they can do each.
- Assign Workbook page 75 and direct students to digital activities.

Application and Practice Activity

- Have students sit in a circle on the floor. Set an empty bottle in the center of the circle. Spin the bottle and ask the student it points to: *What food do you like?* Prompt the student to answer: *I like _____.* Once the student has answered, have the class say what the student likes: *He/She likes _____.*
- After most of the students have had a chance to respond, change your question to: *What food don't you like?* The student answers: *I don't like _____.* The class says: *He/She doesn't like _____.* Be sure students use *don't like* and *doesn't like* correctly.

MONITOR As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST If needed, prompt students by displaying Picture Cards for food ideas.

CHALLENGE Make a three-column chart on a piece of chart paper. As the game is played, have a student record the student's name in one column, the food he or she likes in the second column, and the food he or she doesn't like in the third column.

- Have students play the Unit 7 Game 2 on ActiveTeach.
- Have students review the Unit 7 dramatic video segment. Use Video Guide activities. If students have MyEnglishLab, assign the video segment as homework for further review.

unit 8

Wild Animals

Objectives

Vocabulary

- To identify and name wild animals
- To describe animal features and actions

Reading

- To identify details in a story ("Monkeys Are Great!")
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use *can/can't*

Content Connections

- **Science:** To read about animal habitats
- **Science:** To read about where different animals live around the world

Sounds and Letters

- To read and say words that contain *k*, *q*, and *x*

Values

- To learn the value of appreciating animals

Project

- To make an "Animals Map"

Key Vocabulary

Animals	Animal Body Parts and Features		Animal Actions	Expressions	Content Words
cheetah	arm	neck	catch a fish	What's that?	desert
elephant	claw	pouch	climb a tree	Well, . . .	forest
giraffe	feather	spots	hang from a tree		habitat
hippo	feet	tail			jungle
kangaroo	fur	teeth			koala
monkey	leg	trunk			llama
peacock	mouth	wings			ocean
polar bear					snow monkey
zebra					wild

Materials

Student Book, Unit 8

- Main unit, pages 94–105
- Student Book Audio CD, Tracks B29–B41, B65

Workbook, Unit 8

- Main unit, pages 76–85
- Extra grammar practice, page 105
- Workbook Audio CD, Tracks 30–34

Assessment Package

- Practice test, pages 60–61
- Unit test, pages 62–63
- Oral assessment, pages 64–65
- ExamView® Assessment Suite

Additional Materials

- Picture Cards 125–128
- Posters: Unit 8 Poster, Units 7–9 Grammar Poster
- Video (ActiveTeach), Unit 8
- Digital activities (MyEnglishLab or CD-ROM), Unit 8

Unit Opener Activities

Family Connection

Have students interview their family members about their favorite animals. Have students find pictures of the animals in classroom resources such as encyclopedias, nonfiction books, or the Internet. Have them share the pictures with the class and identify the animals. Model by saying: *My sister likes koalas.*

Compare and Contrast Bulletin Board

Make a large Venn diagram on a bulletin board. Have each student draw his/her favorite animal. Choose two animal characteristics such as *long neck* and *four legs*. Write them on the diagram. Help students place their animal pictures in the appropriate circle in the diagram. Talk about which animals are alike and which are different. Continue with other animal characteristics.

Unit 8 Wild Animals

Listen and read. Then sing.

To the Zoo
 I really like animals!
 Do you like them, too?
 That's why I'm so happy
 We're going to the zoo!
 Some animals are small
 And some are big and furry.
 I want to see them all today.
 So, come on. Let's hurry!
 A polar bear can catch a fish.
 A monkey can climb a tree.
 Fish can swim and cheetahs can run.
 Come and see them all with me.
 Now it's time to say goodbye
 To every animal friend.
 But we can come back
 And see them all again!

Listen and read. Point and say.

Look. Listen and write the animal.

1. It's a _____ 2. It's a _____ 3. It's a _____
 4. It's a _____ 5. It's a _____ 6. It's a _____

Look at 2. Listen. Ask and answer.

Do you like cheetahs? Yes, I do! Cheetahs can run fast.

94 Unit 8

Warm-Up

- Tell students to each draw a picture of a wild animal. Allow them to draw any animal they think is wild.
- Display pictures of a polar bear, monkey, fish, cheetah, hippo, kangaroo, giraffe, and zebra. Hold up each picture, write the animal's name in a list on the board, and identify the animal. Have students hold up their picture if they drew that animal and repeat the animal's name. Count how many students drew each animal and write the number by the animal's name on the board.
- Identify any other animals students drew and add them to the list as well as the number of times it was drawn.
- Use the list on the board to identify the most popular animal drawn.

Using Pages 94–95

B29 Listen and read. Then sing.

INVOLVE Explain the lesson objective—students will sing a song and name wild animals. Students will talk about what animals can do and which animals they like.

- Help students identify each pictured animal on the page.
- Read the directions aloud. Display the Unit Poster and play Audio Track B29. Have students follow along silently.
- Divide students into four groups and assign each an animal named in the song. Play the audio again. Have students pantomime their assigned animal as they sing the song.

MONITOR Tell students to listen as you say a line from the song. They should raise their hand if the sentence is correct (e.g., *A polar bear can catch a fish*) and put their hand down if the sentence is incorrect (e.g., *A fish can climb a tree*).

ASSIST Replay the audio as needed, stopping after each verse to explain unfamiliar vocabulary.

- Once students are comfortable with the song, have them practice it using the karaoke version (Track B65). Or, if you wish, save the karaoke version for use during another class period as a fun way to review the song.
- Assign Workbook page 76 and direct students to digital activities.

2 **B30 Listen and read. Point and say.**

- Read each animal name aloud and have students repeat. Help with pronunciation as needed.
- Read the directions aloud. Play Audio Track B30 as students listen, point to each animal, and then repeat its name.

MONITOR | Read the words in random order. Have students point to each animal on the page. Circulate to check accuracy.

ASSIST | For additional support, use the Unit Poster.

3 **B31 Look. Listen and write the animal.**

- Review the names of the animals in Activities 1 and 2.
- Read the directions aloud. Play Audio Track B31. Pause after each sentence and have students identify the animal.
- Complete Item 1 as a class.
- Replay the audio and have students complete the sentences independently.

MONITOR | Review the answers as a class. (Answers: 1. monkey, 2. kangaroo, 3. hippo, 4. polar bear, 5. cheetah, 6. zebra)

21 Problem Solving Have students look carefully at the pictures in Activity 3 and compare them to the pictures in Activity 2. Ask: *How can you tell which animal this is? What information do you have that helps you decide?* Discuss students' ideas with the class, and point out that they can use previous knowledge of the animals or look at the animal's fur or skin in 3 to find the name in 2.

ASSIST

4 **B32 Look at 2. Listen. Ask and answer.**

- Play Audio Track B32. Have students chorally read the dialogue aloud.
- Have partners take turns asking about each animal in Activity 2 and responding with *Yes, I do!* or *No, I don't!*

MONITOR | As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST | Point out the comma in the boy's response (*Yes, I do!*) and remind students to pause there. Model proper intonation for the questions and exclamations, and have students repeat after you.

- Assign Workbook page 77 and direct students to digital activities.

Application and Practice Activity

- Have each student choose his/her favorite animal from Activity 2. Have them draw and color a picture of the animal on cardstock. Have them cut out the animal and attach it to a craft stick to make stick puppets.
- Divide students into small groups made up of different animals. Have each student in turn introduce himself/herself to the group and tell one—for example: *Hello, I am a polar bear. I catch fish. Hello, I am a cheetah. I run fast.*

MONITOR | Circulate and listen to students' introductions for correct language and to be sure that they are including the second sentence with additional information.



Provide sentence frames for students to complete, such as *Hello, I am a _____ . I can _____ .*



Encourage students to tell one thing the animal does, give a description of how it looks, and tell something about where it lives.

- Have students play the Unit 8 Game 1 on ActiveTeach.

OBJECTIVES

To identify and name wild animals

To describe animal features and actions

To sing a song

Key Vocabulary

Nouns: cheetah, giraffe, hippo, kangaroo, monkey, polar bear; fur, pouch, spots, stripes

Verbs: catch a fish, climb a tree, jump, run, swim

21st Century Skills

Problem Solving

Materials

Unit Poster

Picture Cards 125–128 and pictures of a polar bear, monkey, fish, and kangaroo

Photos of animals

Video clips of animals

Drawing paper

Crayons or markers

Cardstock

Scissors

Craft sticks

Glue or tape

Games (ActiveTeach)

Audio track B29–32, B65

Student Book audio script, page T136

Digital activities:
MyEnglishLab
or CD-ROM



Pages 76–77

Answers on page T148

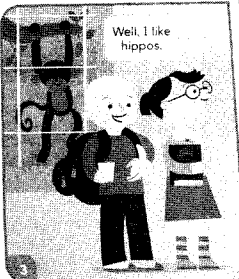
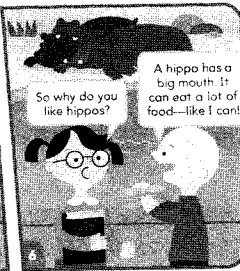
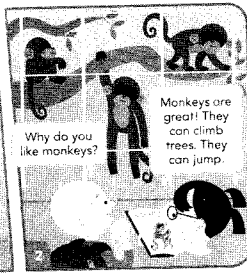
TEACHING TIP

Vocabulary Reinforcement

If possible, play video clips of animals in their natural habitats (available on the Internet) as students study the animals to aid in interest, vocabulary reinforcement, and development.

Story

Listen and read.



Look. Circle *can* or *can't*.

1. Monkeys **can** / **can't** climb trees.
2. Monkeys **can** / **can't** jump.
3. Hippos **can** / **can't** climb trees.
4. Hippos **can** / **can't** jump.
5. Hippos **can** / **can't** eat a lot.

Ask and answer with a partner.

1. Where can you see animals?
2. What is your favorite animal?

96 Unit 8

Unit 8 97

Warm-Up

- Display the Picture Cards for the animals on page 95. Then play a guessing game with students about the animals. For clues, describe things each animal can do. For example: *This animal can climb trees and jump.* (a monkey) *This animal can swim and open its mouth wide.* (a hippo) *This animal eats leaves from tops of trees.* (a giraffe) Use gestures to help students understand the meaning of unknown words. Accept all reasonable answers students provide for each clue.

Using Pages 96–97

5 B33 Listen and read.

INVOLVE

Explain the lesson objective—students will listen to and read a story, answer questions about it, and then discuss ideas related to it.

- Have students tell what they see in each story frame. Ask: *Who do you think these two people are?* (friends) *Where are they?* (the zoo) *How do you know?* (There is a sign. There are wild animals.)
- Point to and read the story title aloud. Explain that that this story is about two children who are visiting a zoo. They are talking about which animals they like.
- Help students understand the expression *like I can* (see Frame 6). Invite a volunteer to the front of the classroom. Say: *Listen.* Clap your hands using an interesting rhythm. Say: *Can you clap like I can?* The volunteer claps his/her hands. Say: *(Billy) can clap like I can. We clap alike.* Repeat with another activity, such as snapping your fingers, or whistling.
- Read the directions aloud. Play Audio Track B33. Have students listen and follow along.

MONITOR

Ask questions to check for understanding. Ask: *What is the girl's favorite animal?* (monkeys) *What can monkeys do?* (They can climb trees and jump.) *What is the boy's favorite animal?* (hippos) *What do hippos have?* (Hippos have big mouths.) *How are the boy and the hippo alike?* (They can eat a lot of food.) Encourage students to answer in complete sentences.

ASSIST

Replay the audio as needed. Pause the audio after each frame to review vocabulary, using gestures and simple language as needed.

CHALLENGE

Assign the roles of the boy and the girl. Have students read the dialogue aloud.



Have students focus on the *can* statements and questions in the reading only by encouraging them to underline any sentence that has *can* or *can't* in it.

6 Look. Circle *can* or *can't*.

- Read the directions aloud. Remind students that *can't* is a contraction for *cannot*. Write the contraction on the board, for support.
- Read each statement twice, once with *can* and once with *can't*. Have students repeat. Model how to answer the first item. Ask: *Can monkeys climb trees?* (yes) Show students how they should circle *can*.
- Have students continue the activity independently.

MONITOR

Review the answers as a class. (Answers: 1. *can*, 2. *can*, 3. *can't*, 4. *can't*, 5. *can*) Have volunteers read the completed statements aloud.

ASSIST

To offer further support for the task, bring two volunteers to the front of the class. Give one student a large card with the word *can* on it, and the other student a card with the word *can't* on it. Have the class read the answers for the activity—one statement at a time. If the answer is a *can* statement, the student holding the *can* card raises it. Have the class respond: *Yes.* or *That's right.* Continue in this manner with the rest of the statements.

7 THE 21st Century Skills Communication Ask and answer with a partner.

- Ask students to tell you the names of animals they see on a daily basis, in their homes or outside of their homes. Write the animals on the board. Encourage students to tell you how to spell each word.
- Go back to the top of the list and ask: *Where does this animal live?* Accept all reasonable answers and write them on the board next to that animal. Students may encounter words they want to say, but don't know, so remind them to use the expression *How do you say _____ in English?*
- Pair students and have them ask each other the questions.

MONITOR

Ask a few pairs to say the questions and answers in front of the class. Listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST

As you notice errors, say words or sentences correctly and have students repeat after you.

- Assign Workbook page 78 and direct students to digital activities.

Application and Practice Activity

- Divide students into groups to play *Question Chain*. (See *Game Bank*, page T134, for details.) Have students sit in a circle. Select one of the groups to model the game. Start the game by asking the first student: *What's your favorite zoo animal?* The first student answers: *I like (cheetahs) best.* The first student then turns and asks the question to the next student. Continue around the group until all students have answered the question.

MONITOR

Check to see that students are asking the model questions. Listen to both questions and answers for correct vocabulary, grammar, and pronunciation.

ASSIST

Display Picture Cards and pictures of the animals from page 95 to help students answer the questions.

- Have students view the Unit 8 dramatic video segment for exposure. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

- To read unit language in context
- To read for understanding and enjoyment
- To relate text to students' own lives

Key Vocabulary

Nouns: cheetah, giraffe, hippo, kangaroo, monkey, polar bear, zebra

Verbs: climb trees, eat, jump

21st Century Skills

Communication

Materials

Picture Cards 125–128 and pictures of other animals

Teacher-made word cards

Video (ActiveTeach)

Audio track B33

Digital activities:
MyEnglishLab
or CD-ROM



Page 78

Answers on page T148

Summary

A boy and girl visit a zoo. They discuss their favorite animals while the boy snacks. He explains that the hippo is his favorite because the hippo also eats a lot of food.

TEACHING TIP

Monkey versus Monkeys

Remind students to use the plural form of nouns when making general statements: *I like monkeys.*

Warm-Up

- Play *Pictionary* (see *Game Bank*, page T134, for details) with students by writing the following animal names on cards: *cheetah*, *hippo*, *kangaroo*, *giraffe*, *polar bear*, *zebra*, *monkey*, *toucan*, *parrot*, *elephant*, and *lion*. Be sure to display photos and identify the all animals before play begins.
- Playing in teams, have the first player from each team draw the same animal simultaneously to see whose team can guess it first. The first team to guess correctly gets a point. Play continues until every student has had a turn drawing.

Using Page 98

8 B34 Listen and say.

INVOLVE | Explain the lesson objective—students will role-play a conversation with a partner and listen and match.

- Read the directions aloud and explain that students will listen to a dialogue. Play Audio Track B21 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.
- Assign volunteers the roles of Lee and Josh. Have them read the dialogue aloud.

MONITOR | Ask questions to check for comprehension: *What has a big, colorful beak?* (a toucan) *Can it talk?* (No, it can't.) *Can it fly?* (Yes, it can.) *What is the other colorful bird?* (a parrot) *Can it talk?* (Yes, it can.) *Can it fly?* (Yes, it can.)

ASSIST | Preview the words *toucan*, *colorful*, *beak* and *parrot* by pointing out the pictures on the page. Have students practice pronouncing the words.

9 Work with a partner. Look at 8. Role-play.

- Put students in pairs to read and act out the dialogue. After students read through one time, switch roles and repeat.

MONITOR | As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

10 B35 Listen. Stick. Write the word.

- Help students locate the Unit 8 stickers at the back of the Student Book.
 - Read the words in the box and have students repeat. As needed, provide pictures to help students understand the meaning of each word.
 - Read the directions aloud. Play Audio Track B35 and pause it at the end of each dialogue.
 - Replay the audio as students place the stickers and label the pictures.
- MONITOR | Walk around the room and check to see that students have correctly placed stickers. Check students' answers. (*Answers: 1. tail, 2. trunk, 3. pouch, 4. claws*)
- Assign Workbook page 79 and direct students to digital activities.

Application and Practice Activity

- Prepare two spinners, each with six sections, for each pair of students (or have students make their own). On one spinner write numerals 1–6. On the other spinner write *claw*, *pouch*, *tail*, *trunk*, *leg*, and *beak*. Tell students that they will be drawing mixed-up animals.
- Have students take turns spinning both spinners and then take turns drawing the combinations that come up—for example, *an animal with three trunks, five legs, and two tails*.
- Let pairs share and describe their animals with the class.

MONITOR | Check for vocabulary comprehension and pronunciation.

CHALLENGE | Encourage pairs to discuss and name their animals.

OBJECTIVES

To act out a dialogue with a partner

To use unit language in context

Key Vocabulary

Nouns: cheetah, giraffe, hippo, kangaroo, monkey, polar bear, parrot, toucan, zebra, arm, beak, claw, feather, feet, fur, leg, mouth, neck, pouch, spots, tail, teeth, trunk, wings

Verbs: catch, climb, lift, roar, squeeze, swing

Adjectives: big, colorful, fast, long, sharp, short, small, soft, strong, tall

Materials

Teacher-made word cards

Unit 8 Stickers

Two spinners for each pair of students

Drawing paper and pencils

Audio tracks B34–35

Student Book audio script, page T136

Digital activities: MyEnglishLab or CD-ROM

WB

Page 79

Audio script on page T144

Answers on page T148

OBJECTIVES

To use the verbs
can/can't

Key Vocabulary

Nouns: cheetah, giraffe, hippo, kangaroo, monkey, polar bear, zebra; arm, claw, feather, feet, fur, leg, mouth, neck, pouch, spots, tail, teeth, trunk, wings

Verbs: catch, climb, lift, roar, squeeze, swing

Adjectives: big, colorful, fast, long, sharp, short, small, soft, strong, tall

21st Century Skills

Communication

Materials

Units 7–9 Grammar
Poster

Poster board

Scissors

Paper plate or other
round template

Crayons or markers

Audio track B36

Digital activities:
MyEnglishLab
or CD-ROM

WB

Pages 80–81

Answers on page T148

TEACHING TIP

Pronouncing Can and Can't

Can and can't sound very similar. Explain to students that it is important to pronounce the t in can't. Suggest students shake their heads *no* to make it clear that when they are saying can't, they clearly mean cannot.

Warm-Up

- Have students make poster board animal puppets. Trace and cut a hole in poster board large enough to fit a student's face. You might use a paper plate as a template. Prepare one for each student.
- Have each student choose an animal from the unit and draw it on the poster board with the hole where the animal's face would go. Help them include identifying details. For example, a mane for a lion, or a trunk for an elephant.
- **21 Communication** Have students stand in front of the class, hold up their poster board, and put their faces in the holes. Have each student, in turn, introduce himself/herself and tell one thing about himself/herself as the animal—for example: *I'm a monkey. I have a long tail. I'm a polar bear. I have claws.*

Using Page 99

11 B36 Look and listen. Write.

INVOLVE Explain the lesson objective—students will use the verbs *can/can't* in questions and answers.

- Have students read the questions and answers at the top of the page aloud together.
- Read the directions aloud. Play Audio Track B36.
- Have students complete the sentences independently. Replay the audio as necessary.

MONITOR Have students check their work. (*Answers: 1. Can, it can; 2. Can, they can; 3. Can, it can't; 4. Can, they can't*) Have volunteers read each question and answer aloud.

- For additional support, use the Grammar Poster.

ASSIST Remind students that *can't* is a contraction for *cannot*. Point out that *can* and *can't* are both used when talking about one or more than one.

12 Match the questions and answers. Write the number.

- Read the directions aloud. Explain that students should read the first question and then each answer choice to find the one that goes with the question. Explain that they should write the number of the question that matches the answer. Have pairs work together to complete the activity.

MONITOR Review the answers as a class. (*Answers: 1. b, 2. c, 3. a*)

13 Look at pages 98–99. Ask and answer with a partner.

- Have volunteers read the dialogue in the speech bubbles aloud.
- Have pairs take turns asking questions to each other using the animals on pages 98–99.

MONITOR As students work, listen for proper pronunciation, appropriate intonation, and correct use of vocabulary.

- Assign Workbook pages 80–81 and direct students to digital activities.

Application and Practice Activity

- Using the poster puppets students made in the Warm-Up activity, ask each animal about things they can and cannot do. For example, ask of the elephant: *Can you pick up sticks with your trunk?* Student: *Yes, I can.* Ask: *Can you climb a tree?* Student: *No, I can't.*
- Continue asking questions of each student. Prompt them to respond in complete sentences.

MONITOR Check for correct vocabulary, pronunciation, intonation, and use of correct pronouns.

Warm-Up

- Divide students into four groups. Assign each group a habitat: *forest*, *desert*, *ocean*, and *jungle*. Provide each group with nonfiction books and photographs of their assigned habitat.
- Have each group look through the materials paying close attention to what the habitat looks like. Then provide each group with mural paper and markers or paints and have them make a mural of the habitat. Tell them not to put animals in their murals. Have them title their murals and hang them at student-eye level.
- Have each group describe their mural for the class.

Using Page 100

B37 Listen and read.

INVOLVE Explain the lesson objective—students will read about animal habitats, match animals to their habitats, and relate text to their own country.

- Read the directions aloud. Help students identify each picture. Play Audio Track B37 and have students read along silently.

MONITOR Ask questions to check for understanding: *What animals live in the forest?* (deer, raccoons, foxes) *What animals live in the desert?* (lizards, snakes) *What animals live in the ocean?* (fish, whales, sharks, seals) *What animals live in the jungle?* (monkeys, colorful birds, big cats)

Look at the pictures. Write the habitat.

- Have students read the words in the box aloud as they point to each habitat in the photos in Activity 14 and the mural from the Warm-Up activity.
- Have students complete the activity independently.

MONITOR Review the answers as a class. (*Answers: 1. jungle, 2. ocean, 3. desert, 4. forest*)

ASSIST Help students identify each pictured animal and scan the paragraphs for the animal's name.

CHALLENGE Have students create a four-columned chart with the habitats as headings. As a class, list the animals that were discussed in the reading under each heading. In small groups, have students try to add two or three more animals to each column. Then have the groups share.

21 Critical Thinking and Environmental Literacy Answer the questions with a partner.

- Have pairs each take a turn asking each other the questions.

MONITOR As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST Provide pictures of animals that live in your country to stimulate discussion of your country's native animals and habitats.

- Assign Workbook page 82 and direct students to digital activities.

Application and Practice Activity

- Have students return to the groupings in which they made the murals. Using the text on the page and other nonfiction resources, have students draw and cut out pictures of animals that live in the habitat.
- Have them cut out and glue the animals to their murals. Have students label each animal.
- Have each group tell the class the name of their habitat and the animals that live there.
- Have students view the Unit 8 documentary video segment. Use activities in the Video Guide. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To read about different animal habitats

Content Words

desert, forest, habitat, jungle, ocean

21st Century Skills

Critical Thinking
Environmental Literacy

Materials

Nonfiction books and photographs of forests, deserts, oceans, and jungles

Mural paper

Markers or paints

Drawing paper

Crayons or markers

Scissors and glue

Video (ActiveTeach)

Audio track B37

Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 82

Answers on page T148

TEACHING TIP

Pronouncing New Vocabulary

When teaching new vocabulary words, say each word three times fast and ask students to repeat the word quickly three times. This technique does not give students time to overthink and can help them improve their pronunciation.

OBJECTIVES

To read about where different animals live around the world

Content Words

koala, llama, snow monkey, wild

Materials

Camera (optional)
World map or globe
Self-stick notes
Drawing paper
Audio track B38
Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 83
Answers on page T148

Warm-Up

- Look out the classroom window with students and ask what they would take pictures of. If possible, allow students to use a camera to shoot photographs.
- Play a game of *I Spy* with students. (See *Game Bank*, page T134, for details.) Model how to play by saying: *I spy with my little eye . . .*, and then give a description of an animal you see outside, such as *something with wings*. Students guess what you see. You can add additional clues, such as *something with feathers and a beak*.
- Once a student correctly guesses, have students take turns giving clues to an animal seen outside your classroom window or one whose picture is visible in the classroom.

Using Page 101

B38 Listen and read.

INVOLVE

Explain the lesson objective—students will read about and discuss animals from different places around the world and animals near their homes.

- Display a world map or globe and help students locate Australia, Peru, and Japan. Have students identify which country is closest to theirs and which is the farthest away.
- Read the directions aloud. Explain that different animals live in different places around the world. Play Audio Track B38. Have students read along silently as they point to each picture.
- Encourage students to guess the meaning of the words, especially the Content Words, in the context of the reading. To assist them, show pictures or make simple drawings on the board depicting *Australia, Japan, koala, llama, Peru, snow monkey*.
- Replay the audio as needed.

MONITOR

Ask questions to check for understanding: *What animal lives near Vincent in Australia?* (koala) *What animal lives near Angela in Peru?* (llama) *What animal lives near Kyoko in Japan?* (snow monkey)

ASSIST

Have students label the three pictured animals with self-stick notes. Allow them to use the labels as reference in answering the comprehension questions.

Answer these questions with a partner.

MONITOR

- Have partners take turns asking and answering the two questions.

Circulate and listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST

Remind students that they should use *I can see* to answer Question 1, and *There is/There are* to respond to Question 2.

- Assign Workbook page 83 and direct students to digital activities.

Application and Practice Activity

- Ask students to share the animals they mentioned in Activity 18. List their responses on the board.
- Have each student choose one animal from the list and draw a picture of it. Have them write sentences in the style of the website in Activity 17.

MONITOR

Monitor for correct comprehension, grammar, and vocabulary.



Provide sentence frames for students to complete: *I live in _____.*
I see this _____ near my house. The _____ lives in _____.

- Combine the pages to make a classroom *Outside My Window* book for students to read during free time.

TEACHING TIP

Pronouncing Llama

Although the word llama is a Spanish word, it is pronounced LAH-mah in American English because English does not use the *ll* as a separate sound from *l*. Llama is pronounced the same as lama.

Warm-Up

- Give each student three index cards. Have them draw a key on one, a question mark on the second, and the numeral 6 on the third. Review the sounds these letters make.
- Instruct students to hold up the key card each time you say a word that begins with /k/ and hold up the question mark card each time you say a word that begins with /q/. Say: *Kangaroo. Kite. Quick. Koala. Quilt. Quail. Kick. Queen.*
- Have students hold up the six card and repeat after you: *Six ends with /ks/.* Instruct students to hold up the six card each time you say a word that ends with /ks/. (Point out that they are listening for ending sounds this time.) Say: *Ax. All. Fox. Food. Box. Ibex. Duck. Fix.*

Using Page 102

19 Listen and point. Say.

INVOLVE Explain the lesson objective—students will identify and distinguish between the sounds *k*, *q*, and *x* stand for. Students will also practice writing words with *k*, *q*, and *x*.

- Read the directions aloud. Play Audio Track B39. Have students point to each picture as they listen.
- Display the Sounds and Letters Cards. Replay the audio. Have students listen, point to, and say each word.

MONITOR Replay the audio and have students repeat each word and circle the *k* in the words in Items 1–3. Then repeat, circling the *q* in the words in Items 4–6. Then repeat, circling the *x* in the words in Items 7–9. Observe students and make sure they are focusing on the target letters.

20 Listen, read, and say. Underline *k*, *q*, and *x*.

- Play Audio Track B40. Have students read along silently.
- Pair students and have them find and underline each *k*, *q*, and *x*. Replay the audio and have students chorally read along.

MONITOR Have partners take turns reading each underlined word aloud. Listen for correct pronunciation.

- Assign Workbook page 84 and direct students to digital activities.

Application and Practice Activity

- Make a crown for each student. Measure each student's head and cut that length plus two inches (5 cm) from poster board. Cut each piece six inches (15 cm) wide.
- Have students cut zigzags to a depth of two inches. Have them decorate one side with paint, glitter, etc., and then glue the two sides together.
- Have students identify the beginning sound and letter of the words *king* and *queen*. Designate boys to be kings and girls to be queens.
- Say words that contain *k* or *q*. Tell the “kings” to stand when they hear a word with *k*, and the “queens” to stand when they hear a word with *q*.

CHALLENGE Add two more rules: All students must stand when they hear a word with *x*, and none should stand if a word doesn't include *k*, *q*, or *x* (such as *bottle*). To make the game a competition, put 5 tally marks on the board for each team. Any time a student makes a mistake, erase one of the tally marks. When all marks are erased for one team, the other team wins.

OBJECTIVES

To learn the sounds for *k*, *q*, and *x*

To differentiate between the sounds for *k*, *q*, and *x*

To learn words that include the letters *k*, *q*, or *x*

To write words that include *k*, *q*, or *x*

Materials

Index cards
Markers
Measuring tape
Poster board
Scissors
Paint, glitter
Glue
Sounds and Letters Cards (ActiveTeach)
Audio tracks B39–40
Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 84

Audio script on page T144

Answers on page T148

TEACHING TIP

Audio and Video Recordings

Recording students and letting them listen to or view the recordings can aid them in their pronunciation. Allow students to record their own discussions, oral readings, and other oral presentations. Students often catch their own mistakes in pronunciation and grammar when listening to or watching themselves.

OBJECTIVES

- Learn about the value of appreciating animals

21st Century Skills

Environmental Literacy

Materials

Picture Cards 125–128

Bingo cards

Bingo markers, such as bottle caps

Drawing paper

Crayons or markers

Scissors

Glue

Audio track B41

Student Book audio script, page T136

Digital activities:
MyEnglishLab
or CD-ROM

Warm-Up

- To review the animals in this unit, have students play *Bingo*. (See *Game Bank*, page T134, for details.)
- Have each student write the following words in random order on their *Bingo* grids: *cheetah, duck, elephant, fish, fox, giraffe, hippo, kangaroo, koala, lion, llama, monkey, parrot, peacock, polar bear, quail, snake, toucan, and zebra*.
- Hold up a picture of each animal and have students name it and use a marker to cover the word on the *Bingo* card. The first player to cover a row horizontally or vertically wins. Have the winner read back the words they covered.

Using Page 103


B41 Listen and write the word.

- INVOLVE | Explain the lesson objective—students will match adjectives to animals, discuss animal attributes, and make a habitat map.
- Read the words in the box and have students repeat. As needed, help students understand the meaning of each word.
 - Read the directions aloud. Play Audio Track B41. Have students read along.
 - Replay the audio and have students write the word that describes each animal.
- MONITOR | Review the answers. (*Answers: 1. beautiful, 2. smart, 3. amazing, 4. strong*)
- ASSIST | For each animal, provide two answer choices and have students choose the correct answer.

Ask and answer about your favorite animal. Work with a partner.

- Have volunteers read the example dialogue aloud. Point out that the question and answer go with Item 1 in Activity 21.
 - Have students use each picture in Activity 21 to formulate a question and answer.
- MONITOR | Monitor for proper pronunciation, appropriate intonation, and correct use of vocabulary.

Make an Animals Map of your country.

- Provide a sample map of your country or an outline map students can trace, or reproduce outline maps for each student.
 -  **Environmental Literacy** Review with students the four habitats on page 100. Help students identify which habitats are found in your country and where they are found. Help them color code the map to show the different habitats. Have students label each habitat.
 - Have students find and cut out pictures of animals that are found in your country or have them draw their own. Have them label each animal and help them paste the pictures in the appropriate habitat.
 - Have students share their maps with the class explaining which animals live in which habitats.
- MONITOR | Check labels for correct spelling and listen as students share for correct pronunciation, vocabulary, and grammar.
- ASSIST | Provide a word bank that students can refer to as they write their labels, or use the word bank from Activity 22.

Application and Practice Activity


- Sit in a circle with students. Hold up the Picture Card of the cheetah and say: *I see a spotted cheetah*. Pass the card to the next student, who comes up with another adjective to describe the cheetah, such as: *I see a spotted, beautiful cheetah*. Continue around the circle until students cannot think of another description. Switch to another animal Picture Card. Continue until every student has had at least one opportunity to describe an animal.

Warm-Up

- Play *Simon Says* giving directives to move like different animals. (See *Game Bank*, page T134, for details.)
- Play the game in a large area where students can stand about one arm's length away from each other.
- Remind students that they should only do the movement when you say *Simon says*. Begin the game by saying: *Simon says to jump like a kangaroo*. Continue with other animal movements such as *walk like an elephant*, *open your mouth like a hippo*, and *run in a circle like a cheetah*. Give some directions with *Simon says* and some without.

Using Page 104

24 Play the *What Animal Am I?* game with a partner.

- INVOLVE** | Explain the lesson objective—students will ask and answer questions that describe animals.
- Pair students and read Step 1 aloud. Have one student in each pair write the animal name.
 - Then read Step 2 aloud. Have volunteers read aloud the sample dialogue.
 - Have pairs play one round of the game.
 - Read Step 3 aloud. Have partners switch roles and play again.
 - Have students switch and play again with different partners.
- MONITOR** | Circulate, checking that students are using correct vocabulary, intonation, and grammar. Also, check sticky notes for correct spelling.
-  Provide pictures of the animal on the self-stick note to help students answer the questions.
- ASSIST** | On the board, brainstorm a list of animals students know about. Allow students to refer to the list as they play the game.

Application and Practice Activity

- Have each student write the name of one of the animals from the *What Animal Am I?* game on a cardstock. Punch holes in the upper two corners and have the student put yarn through the two holes and knot it to make a name tag. Have students hang their name tags around their necks.
 - Mark a spot at the front of the classroom with a big chair. Play lively music and have an animal parade around the classroom. Instruct students to move like the animal on their name tag (“giraffe” taking long strides, “parrot” flapping arms, etc.). Periodically, stop the music. Whatever student is near the chair must sit in it, name his/her animal, and tell one thing about the animal. Continue stopping and starting the music and parade until everyone has had a turn in the chair.
- MONITOR** | Listen to be sure that students use correct vocabulary, proper pronunciation, and appropriate intonation.
- CHALLENGE** | Have students say correct and incorrect statements about the animal. Have the class respond, “Yes!” or “No!” If the statement is incorrect, have a volunteer correct it.

OUTCOMES

- Students can name wild animals.
- Students can describe animals.
- Students can use the verbs *can/can't*.

Materials

- Self-stick notes
- Cardstock
- Hole punch
- Yarn
- Lively recorded music
- Digital activities:
MyEnglishLab
or CD-ROM

TEACHING TIP

Question Intonation
Only questions that can be answered yes or no have rising end intonation; all other questions use falling intonation. Model using rising intonation with the questions in the sample dialogue on the page.

OUTCOMES

Students can name wild animals.

Students can describe animals.

Students can use the verbs *can/can't*.

21st Century Skills

Critical Thinking

Materials

Picture Cards 125–128

Large envelope or file folder

Games/ Video (ActiveTeach)

Digital activities: MyEnglishLab or CD-ROM



Page 85

Audio script on page T144

Answers on page T148

Warm-Up

- Play this game in a large area where students can stand about one arm's length away from each other.
- Ask: *Can you jump like a kangaroo?* Students: *Yes, I can.* Say: *Then jump like a kangaroo!* Allow students to perform the action briefly. Continue asking about animal movements that students can and cannot do. As needed, model how to do each action.
- Prompt students to reply in complete sentences and do the movements they say they can do.
- Sample questions to ask: *Can you . . . catch a fish like a polar bear? jump like a monkey? swim like a fish? walk like a zebra? open your mouth like a hippo? roar like a lion? fly like a parrot?*

Using Page 105

25 Look and write.

INVOLVE | Read the directions aloud. Do the first one as a class.

- Have students complete the activity independently.

MONITOR | Walk around the room to check students' spelling. Review the answers as a class. (Answers: 1. polar bear, it can; 2. giraffe, it can't; 3. elephant, it can't; 4. kangaroo, it can)

ASSIST | Have students play the Unit 8 Game 2 on ActiveTeach.

26 Number the conversation in order.

- Explain to students that the sentences in this conversation are in mixed-up order. Have students find the first sentence. Point out the numeral 1. Ask: *What sentence answers the question "What's that"?* Have students write 2 beside *It's a peacock.*
- Have students complete the activity independently. Instruct pairs to check their answers by reading aloud the sentences to each other in order. Allow time for students to correct their responses.

MONITOR | Review the answers as a class. (Answers: 6, 5, 2, 1, 3, 4) Have volunteers read the conversation as a dialogue, checking for correct pronunciation and intonation, especially in questions and exclamations.

Can

- Read the sentences aloud and have students place checkmarks if they feel they can do each.
- Assign Workbook page 85 and direct students to digital activities.

Application and Practice Activity

- Place one of the Unit 8 Picture Cards in a large envelope or file folder. Make sure students don't see what card you are using. Pull it from the envelope very slowly showing only a fraction of the picture at a time.
- **21 Critical Thinking** Have students guess what animal it is. When students guess correctly, have them explain how they knew—for example: *It's a zebra! I saw black and white stripes.* Continue with each Picture Card.

CHALLENGE | Have students ask *yes/no* questions about the animal. If the answer to the question is *yes*, reveal a little more of the picture. If the answer is *no*, cover up more of the animal.

- Have students play the Unit 8 Game 2 on ActiveTeach.
- Have students review the Unit 8 dramatic video segment. Use Video Guide activities. If students have MyEnglishLab, assign the video segment as homework for further review.

TEACHING TIP

Cognates and Spelling

Some vocabulary may be familiar to Spanish-speaking students because of the English-Spanish cognates *giraffe/jirafa, elephant/elefante, and kangaroo/canguro*. Conversely, this may make learning the English spellings more difficult. Provide repeated practice with flash cards, spelling bees, and other activities to reinforce the English spellings of familiar words.

unit 9

Fun All Year

Objectives

Vocabulary

- To name the months of the year
- To match months with special events

Reading

- To identify important ideas in a story ("No Birthdays, No Cake!")
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the adverbs *always* and *never*

Content Connections

- **Social Studies:** To match national holidays to months
- **Around the World:** To read about special days around the world

Sounds and Letters

- To review letters and sounds

Values

- To learn the value of being active all year

Project

- To make a "Special Days" calendar

Key Vocabulary

Months of the Year	Expressions	Content Words
January	Cool!	Day of the Dead
February	Great!	Freedom Day
March	I see.	Independence Day
April	Right!	King's Birthday
May	Why not?	May Day
June		Mid-Autumn Festival
July		national
August		St. Andrew's Day
September		Unity Day
October		
November		
December		

Materials

Student Book, Unit 9

- Main unit, pages 106–117
- Cutouts for Checkpoint Units, page 127
- YLE practice materials, pages 129–139
- Student Book Audio CD, Tracks B42–B57, B66

Workbook, Unit 9

- Main unit, pages 86–95
- Think Big Activity, pages 96–97
- Extra grammar practice, page 105
- Workbook Audio CD, Tracks 35–38

Assessment Package

- Practice test, pages 66–67
- Unit test, pages 68–69
- Oral assessment, pages 70–71
- ExamView® Assessment Suite

Additional Materials

- Picture Cards 129–140
- Posters: Unit 9 Poster, Units 7–9 Grammar Poster
- Video (ActiveTeach), Unit 9
- Digital activities (MyEnglishLab or CD-ROM), Unit 9

Unit Opener Activities

Family Connection

Have students talk to family members about family birthdays and other special occasions they celebrate. Have students work with their families to create a family birthday calendar, and ask students to share their calendars with a partner. Model by saying: *My sister's birthday is in November.*

Months of the Year Bulletin Board

Have students cut pictures of people celebrating events throughout the year from magazines, or download pictures from the Internet. Help students write a sentence about each picture, including the month the event takes place. Display the pictures in order by month. For example, show a picture of Day of the Dead celebrations and say: *We celebrate Day of the Dead in November.*

Checkpoint Activities | Units 7–9

Student Book, pages 119–221

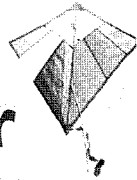
Guide students in discussions that enable them to put the vocabulary and structures into practice (spontaneous class, group, or pair discussions). Encourage students to assess themselves on how well they remember the material from the previous three units. As they do, pay attention to their performance. Target areas that need more practice.

Workbook, pages 96–97

THINK BIG Students use critical thinking skills and collaborate to plan a picnic by choosing and organizing the foods they want. Students use communication and synthesis skills to make an invitation. Have students work in pairs or groups to complete the page.

If desired, use the YLE (Young Learners English) practice materials at the end of the Student Book to familiarize students with the activity types used in the YLE Tests.

Fun All Year



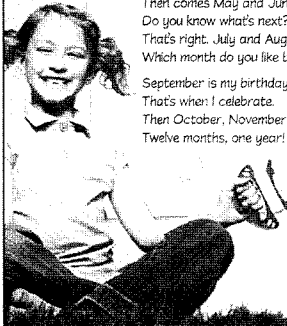
1 Listen and read. Then chant.

Twelve Months, One Year

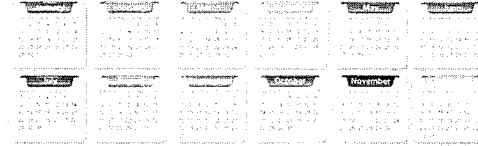
January, February,
March and April, too.
Each month is fun
With many things to do!

Then comes May and June.
Do you know what's next?
That's right, July and August.
Which month do you like best?

September is my birthday.
That's when I celebrate.
Then October, November, December.
Twelve months, one year! That's great!



2 Look and listen. Ask and answer.



3 Listen and write the month.

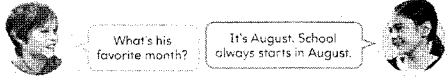


1. _____ 2. _____ 3. _____



4. _____ 5. _____ 6. _____

4 Look at 3. Listen to the model. Ask and answer.



Warm-Up

- Write the names of the twelve months, in order, on chart paper. Leave room to write under each month.
- Ask each student, one by one: *When is your birthday?* Have students write their names on the chart under the appropriate month.
- Once the chart is complete, point and say: *January.* Have students repeat. Ask: *Who has a birthday in January?* Instruct students to stand. Continue with each month.

Using Pages 106–107

1 B42 Listen and read. Then chant.

INVOLVE

Explain the lesson objective—students will say a chant, read months of the year, and identify their favorite month.

- Read the directions aloud. Display the Unit Poster and play Audio Track B42. Have students follow along silently.
- Divide the class into three groups and assign each group one verse. Distribute the Picture Cards for four months to each group (to match lyrics). Replay the audio and have each group hold up the Picture Card as the month is said.

MONITOR

Return to the lyrics on the page and ask: *When is the girl's birthday?* (September) *Which month does the girl like best?* (September) *How many months are in a year?* (twelve)

ASSIST

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

CHALLENGE

Have students identify the activities pictured and speculate at which month or months they are taking place.

2 B43 Look and listen. Ask and answer.

- Read each month aloud and have students repeat. Help with pronunciation as needed.
- Read the directions aloud. Play Audio Track B43 as students listen, point to each month, and then repeat after the audio.

MONITOR

Say the months in random order. Have students point to each on the page.

3 **B44** Listen and write the month.

- Read the directions aloud. Play Audio Track B44. Pause after each paragraph and have students identify the month.
- Label the Item 1 together as a class.
- Replay the audio and have students label the pictures independently.

MONITOR

Review the answers with students. (Answers: 1. August, 2. April, 3. March, 4. January, 5. November, 6. July)

- **21** **Global Awareness** Explain that important events like holidays and seasons do not happen in the same month all around the world; these pictures represent life in other countries. Have students tell you when activities like the ones pictured in Activity 3 happen in your country. Refer students to the calendars pictured in Activity 2 for help with spelling.

4 **B45** Look at 3. Listen to the model. Ask and answer.

- Read the directions aloud. Play Audio Track B45. Have students read the dialogue aloud together.
- Have partners take turns asking about each picture in Activity 3. Encourage them to respond in complete sentences. Replay the audio to help them tell why the month is a favorite.



Pair less-proficient English speakers with more advanced speakers to provide additional modeling opportunities.



Allow students to use the photographs in Activity 3 to make up their own sentences.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST

Review the picture cues with students, listing the month and the activity on the board for them to use as they ask and answer the questions.

- Assign Workbook pages 86–87 and direct students to digital activities.

Application and Practice Activity

- Have students sit in a circle. Write the name of one month on the board—for example, *May*.
- Going around the circle, have each student say the name of a month in order. Student 1: *January*. Student 2: *February*, and so on. When it gets to Student 5, who will say *May*, the student stands and receives one point.
- Erase *May* from the board and write a different month. Begin again with Student 6 saying: *January*. and continuing around the circle. Increase the pace of the game to encourage automaticity.

MONITOR

Listen for proper pronunciation and correct vocabulary as students say the months in order.

ASSIST

Use the text or a classroom calendar for support.

- Have students play the Unit 9 Game 1 on ActiveTeach.

OBJECTIVES

To name the months of the year

To match months with special events

To say a chant

Key Vocabulary

Nouns: January, February, March, April, May, June, July, August, September, October, November, December

21st Century Skills

Global Awareness

Materials

Unit Poster

Picture Cards 129–140

Audio tracks B42–44, B66

Student Book audio script, page T136

Games (ActiveTeach)

Digital activities:
MyEnglishLab
or CD-ROM



Pages 86–87

Answers on page T148

Warm-Up

- Return to the birthday chart that was created in the Warm-Up on page T106. Have students name locally and nationally celebrated holidays. Add them to the chart.
- Have students take turns using the chart to name one event in their birthday month. Model: *My birthday is in January. New Year's Day is in January.*

Using Page 110

8 B47 Listen and say.

INVOLVE Explain the lesson objective—students will act out a conversation with a group and talk about celebrations.

- Read the directions aloud. Play Audio Track B21 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.
- Assign volunteers the roles of Ted, Dad, Mom, and Tina. Have them read the dialogue aloud.

MONITOR Ask questions to check for comprehension: *When is Mother's Day?* (in May) *When is Father's Day?* (in June) *When is Children's Day?* (in November) *What does your family do for Children's Day?* (We have a party and play games.)

ASSIST Replay the audio as necessary. Pause after each character's dialogue and use gestures and simple language to explain unfamiliar words.

9 Work in a group of four. Look at 8. Role-play.

- Put students in groups of four to act out the dialogue. After students role-play one time, have them switch roles and repeat.

MONITOR As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

10 B48 Listen. Stick. Write the number.

- Help students locate the Unit 9 stickers at the back of their Student Book.
- Read the directions aloud. Play Audio Track B48 and model placing a sticker on the picture for the first item. Then have students complete the activity independently.

MONITOR Check to see that students have correctly placed the stickers. Check students' answers. (Answers: a-3, b-2, c-4, d-1)

- Assign Workbook page 89 and direct students to digital activities.

Application and Practice Activity

- Pair students and have each secretly choose a holiday or celebration from the chart in the Warm-Up activity. Have each student illustrate the holiday being celebrated.

- Have pairs show each other their completed pictures and have them guess what holiday the other one drew. Have them identify in what month the holiday is celebrated.

- Have pairs work together to write a caption for their pictures, such as *We celebrate Valentine's Day in February.*

MONITOR Check students' written work for correct spelling, grammar, and word use.

CHALLENGE Have volunteers describe what is going on in their pictures and have students guess what holiday or celebration they have illustrated before they show the illustration.

OBJECTIVES

To act out a dialogue with a partner

To use unit language in context

Key Vocabulary

Nouns: January, February, March, April, May, June, July, August, September, October, November, December; Mother's Day, Father's Day, Children's Day

Materials

Chart from Warm-Up activity on page T106

Drawing paper

Crayons or markers

Unit 9 Stickers

Audio tracks B47–48

Student Book audio script, page T136

Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 89

Audio script on page T144

Answers on page T148

TEACHING TIP

Prepositions

Point out to students that when talking about months, the preposition **in** is used—for example, *My birthday is in December. We are going to Mexico City in April. In August, school starts.* Point out that the preposition **on** is used with days of the week—for example, *We are going on a field trip on Monday. On Saturday, we are going to a soccer game.*

OBJECTIVES

To use the adverbs
always and never

Key Vocabulary

Nouns: January, February, March, April, May, June, July, August, September, October, November, December

Adverbs: always, never

Materials

Units 7–9 Grammar Poster

Calendar with months on separate pages

Drawing paper

Crayons or markers

Digital activities:
MyEnglishLab
or CD-ROM

WB

Pages 90–91

Answers on page T148

TEACHING TIP

Adverbs of Frequency

Point out that adverbs of frequency such as *always* and *never* usually go before the main verb in a sentence—for example, *I always lock my bike. I never eat asparagus.*

Warm-Up

- As a class, make a list of activities people do only in the winter and ones they do only in the summer.
- Divide the class into pairs. Whisper one of the activities to the first pair of players. Have them act it out for the class to guess. Allow them to use words but to not name the activity.
- After the class successfully guesses the activity, ask: *Do you do it in ([name a winter month])?* Have the class respond with thumbs-up or thumbs-down. Then ask: *Do you do it in ([name a summer month])?* Have the class respond with thumbs-up or thumbs-down. Continue until all pairs have participated.

Using Page 111

11 Write *always* or *never*.

INVOLVE Explain the lesson objective—students will use the adverbs *always* and *never* in sentences.

- Have students chorally read the questions and answers at the top of the page. Explain that *always* and *never* are opposites. *Always* means “every time” and *never* means “not ever.”
- Read the directions aloud. Complete Item 1 together as a group.
- Have students complete the sentences independently.

MONITOR Review the answers as a class. (*Answers: 1. always, 2. never, 3. always*) Have volunteers read each question and answer aloud.

ASSIST Remind students to refer to the grammar box to confirm their answers.

- For additional support, use the Units 7–9 Grammar Poster.

12 Read. Complete the dialogue.

- Read the directions aloud. Tell students they will complete the sentences using the words in the word box.
- Have pairs work together to complete the activity.

MONITOR Review the answers as a class. (*Answers: What, never, Do, always*)

- Have pairs of volunteers read the completed dialogue aloud.

13 Ask and answer. Use *always* and *never*.

- Have pairs take turns asking questions. Encourage them to model their answers after the sentences in the previous activities.

MONITOR Circulate and listen for proper pronunciation, appropriate intonation, and correct use of vocabulary.

- Assign Workbook pages 90–91 and direct students to digital activities.

Application and Practice Activity

- Take apart or print out a calendar and distribute one month to each pair (or single student). Have students identify their months.
- Assign pairs to make a calendar illustration to go with their assigned months. As needed, discuss holidays, weather, and popular activities for each month. Have students attach the illustration to the calendar.
- Have each pair share their month with the class. Ask: *What do you do in (January)?* Direct students to respond: *We always (celebrate New Year's in January).* Then ask a question that does not apply to that month, such as: *Do you (celebrate Mother's Day in January)?* Direct students to respond: *We never (celebrate Mother's Day in January).*

MONITOR Vary the second question so that it can be answered *Yes* in order to check students' comprehension of grammar and vocabulary.

Warm-Up

- Display your country's flag or a picture of it. Have students color small rectangular pieces of paper as your national flag. Help them staple their flags to straws to create miniature flags.
- Ask: *When do people wave flags? What holidays are about your country's history? What holidays are about the flag?* Say the name of each patriotic holiday and have students repeat waving their flags.

Using Page 112

14 Look and listen. Write the month.

- INVOLVE** | Explain the lesson objective—students will match months to different country's national holidays, write months in order, and discuss their country's national day.
- Read the directions aloud. Play Audio Track B49 and have students listen and point to each picture.
 - Replay the audio and have students write the name of the month that matches each holiday.
- MONITOR** | Review the answers as a class. (Answers: 1. October, 2. September, 3. November, 4. April, 5. December, 6. July)
- ASSIST** | Explain the meaning of *unity, independence, freedom, celebrate, parades*, and other unfamiliar words.

15 Look at 14. Write the months in order.

- Instruct students to write the months from Activity 14 in order. Tell them to put a comma between each word.
 - Have students complete the activity independently.
- MONITOR** | Review the answers as a class. (Answers: April, July, September, October, November, December) Check for correct spelling and capitalization.
- ASSIST** | Have students use a classroom calendar or the ones on page 107 of the Student Book to help them put the months in order.

16 **21** Communication What do people in your country do on your national day? Make a list with the class.

- Help students identify your national holiday. Ask: *What do you do on ([holiday])?* Record their responses in a list. Ask: *What other things do people do?* Add students' responses to the list. Accept all reasonable responses.
- ASSIST** | Provide pictures of celebrations of your national holiday to stimulate ideas.
- Assign Workbook page 92 and direct students to digital activities.

Application and Practice Activity

- **21** **Collaboration** Using the list from Activity 16, have students categorize activities such as parades, picnics, fireworks, and dancing into general groups like *Things We Do, Things We Eat, People We See, Things We Watch*, etc. Divide the class into groups and assign each group one category.
- Have students make a mural that shows celebrations going on in different parts of town. Provide assistance as students delegate responsibilities and collaborate on one mural.
- Hang the mural and have students title it and label different activities.
- Have volunteers describe the different scenes.
- Have students view the Unit 9 documentary video segment. Use activities in the Video Guide. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To match national holidays to the month they are celebrated

To read and understand a Social Studies text

Content Words

Freedom Day, King's Birthday, Independence Day, St. Andrew's Day, Unity Day; national

21st Century Skills

Communication
Collaboration

Materials

3x5 pieces of paper
Crayons or markers
Stapler
Drinking straws
Mural paper
Crayons, markers, or paints
Pictures of celebrations
Audio track B49
Video (ActiveTeach)
Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 92

Answers on page T148

OBJECTIVES

To learn about how special days are celebrated around the world

Content Words

Day of the Dead, May Day, Mid-Autumn Festival

Materials

Drawing paper
Crayons or markers
Pictures
World map or globe
Audio track B50
Digital activities:
MyEnglishLab
or CD-ROM

WB

Page 93
Audio script on page T144
Answers on page T148

TEACHING TIP

Shy Students

It is likely that any classroom will have students who are shy by nature or just shy about speaking English. Provide opportunities to speak one-on-one with the student. Avoid correcting the student in front of the whole group. Allow the student to read written answers aloud to build confidence. Paired and small group activities allow opportunities for the shy student to gain confidence in speaking English.

Warm-Up

- Ask students to think about what holiday or special day is their favorite. Then have each student write the sentence, *I like _____*, at the top of a sheet of drawing paper, completing the sentence with a favorite special day.
- Under the sentence, have students draw pictures of themselves celebrating the day.
- Display the pictures in the classroom and save them for Activity 18.

Using Page 113

B50 Listen and read.

- INVOLVE** Explain the lesson objective—students will read about how special days are celebrated around the world and discuss their favorite special day.
- Display a world map or globe and help students locate Mexico, China, and England. Have students identify which country is closest to theirs and which is the farthest away.
 - Read the directions aloud. Explain that different special days are celebrated in different places around the world. Play Audio Track B50. Have students read along silently as they point to each picture.
 - Encourage students to guess the meaning of the words, especially the Content Words, in the context of the reading. To assist them, show pictures from the Student Book or magazines.

MONITOR Ask questions to check for understanding: *When is Day of the Dead celebrated in Mexico?* (November 2) *What do people do to celebrate?* (They visit their families, eat special foods, and have fun.) *When is Mid-Autumn Festival celebrated in China?* (September or October) *What do people do to celebrate?* (They wear masks, dance in the street, and eat mooncakes.) *When is May Day celebrated in England?* (May 1) *What do people do to celebrate?* (They put flowers and ribbons on a pole. They dance around the pole.)



Provide additional pictures of each celebration (available on the Internet) to help students comprehend how each day is celebrated.

- ASSIST** Replay the audio as needed, stopping after each paragraph to explain any unfamiliar words.

18 Ask and answer with a partner.

- Have partners take turns asking and answering the questions. Encourage them to share their pictures from the Warm-Up activity in their discussions.
- MONITOR** As students work, listen for correct vocabulary, proper pronunciation, and appropriate intonation.
- Assign Workbook page 93 and direct students to digital activities.
- CHALLENGE** Encourage volunteers to present their favorite day to the whole class.

Application and Practice Activity

- Have students look at the celebrations on pages 112 and 113 and each choose one they would like to participate in.
 - Have each student, in turn, tell what celebration they would attend and one thing they would do there. Provide the sentence frame: *I would _____*.
- ASSIST** Replay Audio Tracks B48 and B49 to refresh students' memories.
- CHALLENGE** Invite someone to your classroom who has celebrated these days in another country. Have students ask questions to learn more about the holiday.

Warm-Up

- Display the Sounds and Letters Cards for 12 letters, such as: *a, b, c, e, g, l, n, p, r, t, v, y*. Put students in pairs. Have them cut out twelve small squares of paper and copy the letters onto them.
- Call out a phonetically regular three-letter word, such as *cat*. Have pairs race to see who can be the first to use their letter squares to spell the word. If they are unsure of the spelling, have them sound the word out, /k/ /a/ /t/.
- Check students' spelling and award all students one point for correctly spelling a word. Continue with a variety of words, reinforcing the letter-sound correspondence. Possible words to use: *bag, ban, bat, bay, beg, cab, can, cap, cat, gap, gal, lay, leg, let, nag, nap, net, pal, pan, pat, pay, peg, pen, pet, rag, ran, rap, rat, ray, tab, tag, tan, tap, ten, van, vat, vet*.

Using Page 114

- 19** **B51** Listen and write the missing letters. Then number the months in order.

INVOLVE Explain the lesson objective—students will review letters by completing words and practice writing the names of months.

- Read the directions aloud. Play Audio Track B51 and have students listen and repeat.
- Model the first sentence, showing students how to complete each word. Then have students number the months in order from 1 to 12.

MONITOR Review the answers as a class. (Answers: 1. g, 8; 2. l, 7; 3. v, 11; 4. b, 12; 5. n, 6; 6. c, 10; 7. e, 2; 8. r, 3; 9. t, 9; 10. p, 4; 11. a, 1; 12. a, 5)

ASSIST Replay the audio, pausing after each word. If students have difficulty putting the months in order, have them refer to the calendars on page 107. Say the months in order together.

- 20** **B52** Listen and write the missing letters. Say.

- Play Audio Track B52. Pausing after each sentence to allow time for students to complete each word.
- Replay the audio. Then have students read the sentences aloud.

MONITOR Review the answers as a class. (Answers: 1. d, s; 2. x, i; 3. w, z; 4. k, u; 5. h, f; 6. m, j; 7. q, o) Have partners take turns reading each sentence aloud. Listen for correct pronunciation.

- 21** Read. Write about you.

- Read the directions and each sentence stem aloud. Help students with any unfamiliar vocabulary.
- Have students complete the activity independently.

MONITOR Review the answers as a class. (Answers will vary.) Call on volunteers to read their sentences aloud. As they speak, listen for correct pronunciation.

- Assign Workbook page 94 and direct students to digital activities.

Application and Practice Activity

- Divide students into two teams. Have teams line up single-file at the board.
- Have the first player from each team stand at the board. Call out the name of a month. The first player writes the first letter and then goes to the end of the line. Each player, in turn, adds one letter until the month is spelled.
- For his or her turn, a player may correct a mistake instead of adding a letter. When the word is spelled correctly, the team gets a point.

OBJECTIVES

To review letters and sounds practiced in Level 2

Materials

Sounds and Letters Cards (ActiveTeach)
Paper
Scissors
Audio tracks B51–B52
Digital activities:
MyEnglishLab
or CD-ROM



Page 94

Audio script on page T144

Answers on page T148

TEACHING TIP

Rhyming Words

A good way to practice sound/letter correspondence with students is to do simple activities that feature word families, such as the -at word family. For example, say: *bat* and have students provide other words in the -at word family, such as *cat, fat, hat, mat, pat, rat, sat, and vat*.

OBJECTIVES

To learn the value of being active all year

21st Century Skills

Collaboration

Materials

Chart paper

Marker

Reproduced month template

Crayons or markers

Recording of *The Four Seasons* by Vivaldi

Audio track B53

Digital activities:
MyEnglishLab
or CD-ROM

Warm-Up

- Display four sheets of chart paper. Label each sheet with the name of a season: *winter, spring, summer, fall*.
- Ask: *What months are in winter?* (December, January, February) Write them on the *Winter* chart. Continue with each season.

Using Page 115

22 Listen and write the action.

INVOLVE | Explain the lesson objective—students will match actions to pictures of seasons, discuss ways to be active all year, and make a “Special Days” calendar.

- Read the words in the box and have students repeat. As needed, help students understand the meaning of each word.
- Read the directions aloud. Play Audio Track B53. Have students fill in the blanks with a word from the box.

MONITOR | Review students’ answers as a class. (*Answers: 1. skate, 2. ride, 3. swim, 4. rake*)

CHALLENGE | Have students think of other activities they do in each of the seasons.

23 Look at 22. Role-play with a partner.

- Have volunteers read the example dialogue aloud. Point out that the question and answer go with Item 1 in Activity 22.
- Have students use each picture in Activity 22 to formulate a question and answer.

MONITOR | As students work, listen for proper pronunciation, appropriate intonation, and correct use of vocabulary.

24 Make a Special Days calendar.

- **21st Collaboration** Divide the class into groups and provide each with twelve blank month templates. Direct students to fill in the name of the month and the numbers. Provide this year’s calendar to use for reference. Then have students illustrate and label any special days they know of, reminding them to include holidays, festivals, and birthdays. Suggest that students collaborate with each other by dividing the months among members of each group.
- Provide resources such as wall calendars or references to Internet sites where students can find additional dates to mark on their calendars.
- Have students display their calendars in the classroom, and compare their calendars with other groups’ calendars. Encourage them to discuss any differences they see.

MONITOR | Check calendars for correct spelling.

- Assign workbook and direct students to digital activities.

Application and Practice Activity

- Play highlights from each season of *The Four Seasons* by Antonio Vivaldi (recordings available online or on CD). Identify the season, and have students close their eyes, listen to the music, and imagine doing a seasonal activity.
- Have students tell what they imagined. Model: *The last part of “Summer” sounds like a thunderstorm. I imagined sitting inside my living room, drinking hot tea, and looking out the window.*

Warm-Up

- Have students form a single line in a large area. Direct them to march slowly in a circle. As students march, say the months of the year in order and have students repeat. Say: *January!* Students: *January!* Say: *February!* Students: *February!* And so on. Say the chant to the rhythm of their steps.
- After saying: *December!* direct students to march faster and repeat the chant at a faster rate. Then have students walk briskly and say the months faster still. Finally, have students run in the circle and say the chant very quickly.

Using Page 116

Play the *Months Line-up* game.

INVOLVE

Explain the lesson objective—students will put their birth months in chronological order.

- Read Step 1 aloud. Allow time for students to put themselves in order. Remind them they can speak only in English.
- Then read Step 2 aloud. Starting with first student in line, have students call out their birth months. If anyone is out of order, let students cooperate to solve the problem.



Review prepositions of location such as *next to* and *between*. Model telling one student where to stand in the line.

- Read Step 3 aloud. Have students play again, this time ordering themselves by their favorite months. Check the order.
- Have students play again, this time ordering themselves by the month of their favorite holiday. Check the order.
- Have students play a final time, lining up according to the month in which their favorite school event occurs.

MONITOR

Listen to student interactions during the game and check for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST

Model useful, correct sentences and have students repeat after you as needed.



Write the months in order on the board for students to refer to as they play the *Months Line-up* game.

CHALLENGE

Have students tell why a month is their favorite or one thing they do on their favorite holiday.

Application and Practice Activity

- Go around the class having each student name two months in order. For example: Student 1: *January, February*; Student 2: *March, April*; Student 3: *May, June*.
- Repeat the activity, but this time have each student name three months in order.

MONITOR

Check to see that students are using correct pronunciation and are saying the months in the correct order.

OUTCOMES

Students can name the months of the year.

Students can talk about when different celebrations take place throughout the year.

Students can use the adverbs *always* and *never*.

Materials

Digital activities:
MyEnglishLab
or CD-ROM

TEACHING TIP

Vocabulary Review

This is a good time to review the days of the week with students. Many of the games in this unit can be played by replacing months of the year with days of the week.

OUTCOMES

Students can name the months of the year.

Students can talk about when different celebrations take place throughout the year.

Students can use the adverbs *always* and *never*.

21st Century Skills

Self-Direction

Materials

Picture Cards 129–140

Drawing paper

Crayons or markers

Games/Video (ActiveTeach)

Digital activities: MyEnglishLab or CD-ROM



Page 95

Answers on page T148

TEACHING TIP

Practicing English

Discuss with students how much they have learned and how they can continue to practice their English skills. For example, suggest that students continue to talk with each other in English outside of class, or visit kid-friendly websites in English.

Warm-Up

- Distribute the Picture Cards for *January* through *December* to twelve students. Write the months of the year on the board, in order, close to the chalkboard or whiteboard tray. As you write, leave out *April*, *August*, and *October*.
- Give students a *go* signal and have students place the Picture Cards on the chalkboard or whiteboard tray to fill in the missing months. (Only students holding *April*, *August*, and *October* will play.)
- Have students say the months aloud to confirm the list is complete.
- Shuffle the Picture Cards and redistribute them to students. Repeat the activity. Write the months, leaving out different ones.

Using Page 117



Number the months in order.

- Read the directions aloud. Ask: *Which month is number one?* (January) Have students write a numeral *1* on the January calendar.
- Have students complete the activity independently.

MONITOR

Review the answers as a class. (Answers: *July-7, May-5, October-10, February-2, September-9, January-1, November-11, June-6, April-4, December-12, March-3, August-8*)



Write about you.

- Tell students to complete each sentence with something they always do and something they never do in the different seasons.



Model how you make the sound /v/ by placing your top teeth on your bottom lip. Allow students to practice by pronouncing *November* until they are comfortable with the pronunciation.

MONITOR

Move around the room, checking that students are completing the sentences with verbs and that they are using the correct form.

ASSIST

Post the calendars that students made in the Application and Practice Activity on page T111 for students to use as a reference.

- Put students in pairs and have them read their answers to each other.

Can

- **Self-Direction** Read the sentences aloud and have students place checkmarks if they feel they can do the activities. Help students appreciate their progress.
- Assign Workbook page 95 and direct students to digital activities.

Application and Practice Activity

- Have each student divide a sheet of drawing paper into four sections and label each with a season of the year. Have students illustrate their *always* sentences from Activity 27.
- Have students share their pictures with a partner, telling each other about each activity.
- Have students play the Unit 8 Game 2 on ActiveTeach.
- Have students review the Unit 8 dramatic video segment. Use Video Guide activities. If students have MyEnglishLab, assign the video segment as homework for further review.

Warm-Up

- Have students review key vocabulary from Units 7–9. Invite students to write sentences using these words. Then ask them to rewrite sentences, leaving a blank in place of one vocabulary word. Challenge students to exchange sentences and try to guess the missing word.

Using Page 118

Think about it. Look and circle. Practice.

INVOLVE

Explain the lesson objective—students will say how well they can use what they learned in Units 7–9.

- Read the directions aloud. Have students point to the face icons at the top of the page as you read the descriptions aloud.
- Have students use a colored marker to complete the exercise. 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. Remind students they will be asked to assess their own abilities.

ASSIST

Encourage students to turn to the page references when they need additional support or to help refresh their memories.

Foods (page 83)

Replay Audio Track B17 to review food words. Ask questions about food: *What color are bananas? Do you like yogurt? How big is a potato?* Then say: *Circle the face that tells if you know the names of foods.*

Wild animals (page 95)

Have students play *I Spy* with pages 94–95. (See *Game Bank*, page T134, for details.) Model: *I spy an animal with spots. Is it a giraffe? No. Is it a cheetah? Yes.* Then say: *Circle the face that tells if you can name wild animals.*

Parts of animals (page 98)

Write these words on the board: *claws, pouch, tail, trunk*. Have students play *Animal Tag*. One student pretends to be an animal with one of these body parts. When he/she tags another student, the student names the animal and the body part. The tagged student then chooses a new animal and repeats the game.

Months (page 107)

Ask a volunteer to name a month. Then ask students to name the months that come before and after. Model: *The month is March. What month comes before March? (February) What month comes after March? (April)* Say: *Circle the face that tells if you can name months.*

Do you like . . . ?/Does he/she like . . . ? (page 87)

Ask: *Do you like tomatoes?* After students answer, have other students report each other's responses. Model: *Does she like tomatoes? Yes, she does.* Then have students ask and answer questions about other foods.

Can/Can't (page 99)

Ask questions about what the animals on pages 94–95 can or can't do. Model: *Can cheetahs run? Yes, they can. Can elephants fly? No, they can't.* Then have students ask and answer questions about other animals.

Always/Never (page 111)

Show students a calendar. Ask: *What do you always do in the summer? What do you never do in the winter?* Then have students report each other's answers. Ask: *What does she always do in winter?*

Do you . . . ?/Yes, we do./No, we don't. (page 111)

Write these sentences on the board: *Yes, we do. No, we don't.* Have students think of questions they can answer with each sentence. Model: *Do you go to school in the fall? Yes, we do. Do you go to school in the summer? No, we don't.*

OBJECTIVES

To self-assess comfort with key language for Units 7–9

21st Century Skills Self-Direction

Materials

Colored pencils or markers
Audio track B17
Cards with the days of the week
Magazines or newspapers
Classroom objects

For more information with using Checkpoints, see page x.

TEACHING TIP

Self-Direction

Remind students that they completed Checkpoints to review the skills they learned in Units 1–3 and Units 4–6. Have students review those Checkpoints to recall how they monitored their own progress. As students complete the exercise, emphasize that there are no right or wrong answers. Students should circle face icons that show how they feel about each skill named.

OBJECTIVES

- To complete a dialogue
- To answer questions using target language

21st Century Skills

- Environmental Literacy
- Thinking Creatively

Materials

- World map
- Self-stick notes
- Audio track B54

Warm-Up

- Write these words on the board: *always, can, can't*. Invite students to write sentences that use these words. Then have them rewrite their sentences, but replace the target word with a blank. Students can then challenge each other to find the missing words.
- **21 Environmental Literacy** Explain that parrots live in tropical parts of the world. Use a world map to show students the equator and name the northern and southern hemispheres. Say: *Most parrots live in the southern hemisphere. They can be found in South America, Central America, Australia, and parts of Asia and Africa.* Have students locate these continents on the map. Ask: *Do you think parrots make good pets? Why or why not?*

Using Page 119

B54 Get ready.

INVOLVE Explain the lesson objective—students will put together what they learned in Units 7–9. They will complete a dialogue, and then answer questions using target language.

- Part A: Read the directions and names in the dialogue aloud.
- Ask volunteers to read Alan and Tess's first lines aloud. Ask: *What are Alan and Tess talking about? (Tess's parrot, Crackers) What word fits in the first blank? (can)*
- Have students complete Part A individually.



Suggest that students write the three words in the box on small self-stick notes and try each word in the blanks to find which one makes sense.

MONITOR Play Audio Track B54 twice. First, have students focus on listening comprehension. Then, have them check to see if they completed the dialogue correctly. (*Answer: 1. can, 2. always, 3. can't*)

- Have students practice the dialogue in groups of three. Encourage students to switch roles so they each get a chance to play all three parts.
- Invite groups to present the dialogue in front of the class.

MONITOR Check for correct pronunciation as students practice the dialogue.



Have students extend the dialogue. Tess and Alan might talk about another animal, such as Alan's cat.

- Part B: Read the directions aloud with students. Have partners ask and answer the questions.

MONITOR Check for correct use of language as students discuss the dialogue.

- Check that students' answers are accurate. (*Answers: 1. Crackers can talk. 2. Crackers likes bananas, carrots, and apples. 3. Crackers can say "Yes. I'm a pretty bird." and "Crackers wants an apple."*)

CHALLENGE Have students make a list of other things that Tess might teach Crackers to say.

- **21 Thinking Creatively** Ask: *How might you teach a parrot to talk?* (Possible answers: Repeat the same sentence many times in front of the parrot. Make an audio recording of the sentence you want the parrot to learn and repeat it many times.)

Warm-Up

- Have students preview the animal cutouts on page 127. Ask: *What is each animal called?* (cheetah, hippo, elephant, giraffe, zebra, polar bear). *Which animal has a trunk?* (elephant) *Which animals have claws?* (cheetah, polar bear) *Which animals have tails?* (all six of them) *Which animal has a pouch?* (none of these six animals has a pouch)
- Draw students' attention to the dotted line that divides each animal into two parts. Say: *Each animal has a head and a body. What parts do you find on an animal's head?* (eyes, ears, mouth, nose, trunk) *What parts do you find on the body?* (claws, legs, tail)

Using Page 120

3 Get set.

INVOLVE | Explain the lesson objective—students will make and describe funny animals.

- Read the directions and steps aloud.
- Have students cut out the animal cards, mix them up, and sort them into two piles.

MONITOR | Check that students have placed the animal heads in one pile and the bodies in another.

4 Go!

- **Part A:** Read the directions with the class. Say: *Your animal will have a head and a body. We want to get funny animals, so if you get a body and head that match, you can pick again.*

ASSIST | Write these sentences on the board to help students describe their animals: *My animal has the head of a _____. It has the body of a _____.*

- **Part B:** Read the directions aloud. Then have volunteers read the speech bubbles aloud.
- Have partners ask and answer questions about animals.

MONITOR | Check students' vocabulary, grammar, and pronunciation as they ask and answer questions about their animals.

- **21st Communication** Have students explain how they decided what to call their new animal. Model: *Since my animal has the head of an elephant and the body of a zebra, I took the first part of the word elephant and the second part of the word zebra. I put them together to get the name elebra.*



Encourage students to create fact sheets about their animals. Ask: *Where does your animal live? What does it eat? How big is it?* Allow students to share their information with the class.

- **Part C:** Read the directions aloud. Have students who have the same animal compare the names they gave their animals. Ask: *Does anyone have an animal that's the opposite of your animal? My animal has the head of an elephant and the body of a zebra. Does anyone have an animal with the head of a zebra and the body of an elephant?*
- **21st Critical Thinking** Ask: *How many different animals can you make with these cards? Make an organized list of the possibilities.* (There are 36 possible animals: each of six possible animal heads can have six possible bodies. If you want to get a "funny" animal whose head does not match its body, there are 30 possible animals.)

OBJECTIVES

To make and describe mixed-up animals

21st Century Skills

Communication
Critical Thinking

Materials

Cutouts on page 127
Scissors
Crayons, markers, or colored pencils

TEACHING TIP

Creating a Mixed-Up Animal

Challenge students to make up their own mixed-up animals. Each animal should have the head of one animal and the body of another. Students can begin by brainstorming a list of possible animals to mix and match. Say: *Draw a picture and write a description of your new animal. Don't forget to give the animal a name!*

OBJECTIVES

- To write a journal entry
- To reassess comfort with key language for Units 7–9

21st Century Skills
Critical Thinking
Self-Direction

Materials

- Index cards with names of months
- Calendar
- Colored pencils, markers, or crayons
- Digital activities:
MyEnglishLab
or CD-ROM

WB

- Pages 96–97
- Answers on page T148

Warm-Up

- Write the names of the months on index cards and place them in a box or envelope. Have students take turns picking a card. Ask: *What do you always do in this month? What do you never do in this month?*

CHALLENGE

Invite students to write new journal entries for page 41 or page 81. Remind them to add today's date to their new entries. Discuss why their answers to the journal questions did or did not change.

Using Page 121

Write or draw.

INVOLVE

Explain the lesson objective—students will write a journal entry about themselves. Then they will look back at Units 7–9 again and think about how well they can use what they learned.

- Read the directions and journal title with students. Then invite volunteers to read the journal questions aloud.
- Have students complete their *All About Me* entries independently.

ASSIST

Suggest that students refer to calendars to help them remember things they do during each month.

- Invite students to read their *All About Me* entries aloud.



Provide students with these sentence starters to write complete sentences: *My birthday is on _____ (month), _____ (date). On my birthday, I like to eat _____. My favorite month is _____. During my favorite month, I always _____.*

MONITOR

Ask students to report on their classmates' journal entries. Check for correct grammar, pronunciation, and vocabulary.

- 21 Critical Thinking** Use questions to encourage students to make generalizations: *What month do most of us like the best? Why? What months are not as popular in our class?*

Think about it.

- Part A: Read the directions with students.
- 21 Self-Direction** Have students turn to page 118 and think about each of the categories again. Remind students to take their time to think about each category carefully. Suggest that they look at the pages listed as they review their skills.

MONITOR

Make sure that students use a new color pencil or marker as they reassess their understanding and use of each checklist item.

ASSIST

Use the teaching suggestions for page 118 to help students assess each skill.

- Part B: Read the directions. Say: *Check the box or boxes that tell how you feel about Units 7–9.*

Rate this Checkpoint. Color the stars.

- Read the directions aloud. Tell students that they will color two stars. Say: *First, you will say if the Checkpoint was easy or hard. Then you will say if it was fun or not fun.*
- Have students complete the rating individually.
- Assign Workbook pages 96–97 and direct students to digital activities.

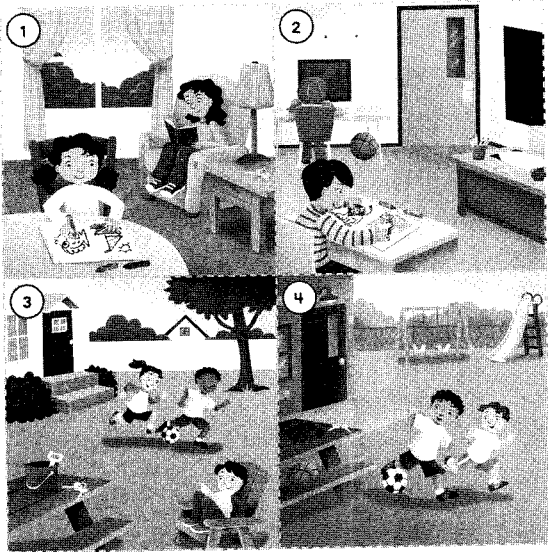
TEACHING TIP

Using Checkpoint Evaluations

Student evaluations of the Checkpoint (easy/hard, fun/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 Page 40, Checkpoint Units 1-3



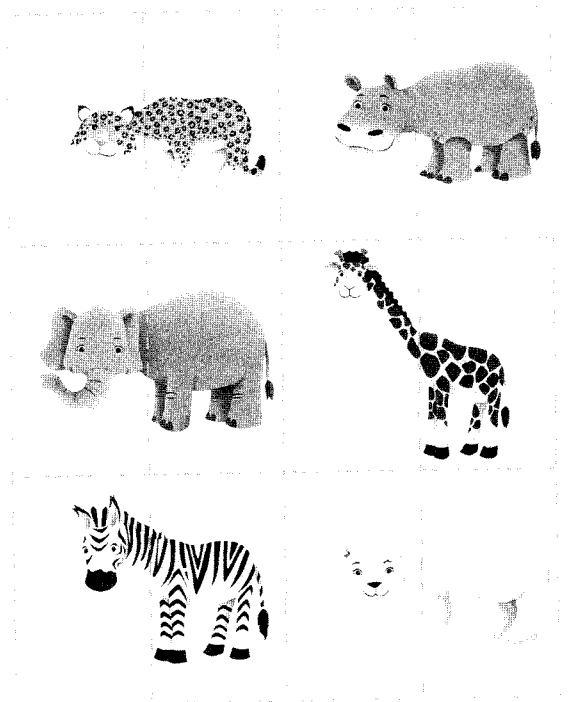
Checkpoint Cutouts Units 1-3 123

Cutouts for Page 40, Checkpoint Units 4-6

We want to see a movie.	The movie starts at 7:00.
I want to buy a book.	The bookstore closes at 8:00.
My mom wants to eat lunch.	The restaurant opens at 12:00.
My grandma wants to buy some bread and milk.	The supermarket opens at 9:00 in the morning.
My dad wants to get gas.	The gas station closes at 11:00 at night.

Checkpoint Cutouts Units 4-6 125


Cutouts for Page 120, Checkpoint Units 7-9



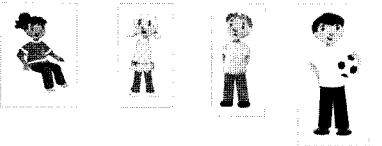
Checkpoint Cutouts Units 7-9 127

Stickers

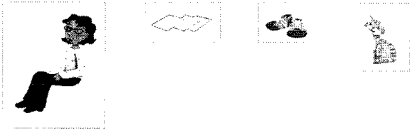
Unit 1, page 6



Unit 2, page 18




Unit 3, page 30




145

Stickers

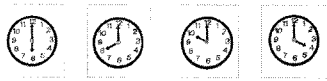
Unit 4, page 46



Unit 5, page 58




Unit 6, page 70



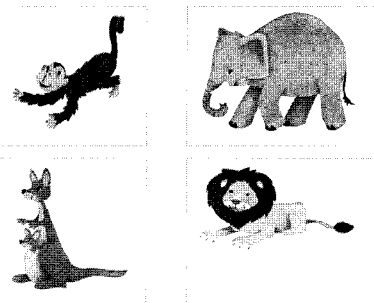
147

Stickers

Unit 7, page 86



Unit 8, page 98




Unit 9, page 110

<p>January</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>	<p>February</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>	<p>March</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>	<p>April</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</p>
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149

Listening A

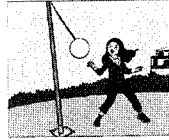
- 5 questions -

 Look at the pictures. Now listen and look. There is one example.

What's Alex doing?

A B C

1 What's Jill doing?

A B C

2 What's Ben doing?

A B C

130 Listening A

3 Where is Pat's jacket?

A B C

4 How many people are in the picture?

A B C

5 What are Bill and Ann doing?

A B C

Listening A 131

LISTENING A

In this part, students listen for information and then check the correct picture.

Do the test

- 1 Ask students to turn to Student Book pages 130-131. Read the questions aloud and make sure students understand what they mean.
- 2 Ask students to look at the pictures and guess what each dialogue will be about. If there are people in the pictures, students could guess how they are related or connected (*They are family; They are friends; They are classmates; etc.*) and what they are saying.
- 3 Check that students know the names of the places and objects shown. 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. Ask students to describe one or two of the pictures.

Audio Script



Narrator: Look at the pictures. Now listen and look. There is one example. What's Alex doing?

Woman: Is Alex outside?

Man: No, he isn't. He's in the living room.

Woman: Is he watching TV?

Man: No, he's coloring a picture.

Woman: Please tell him it's time to eat.

Narrator: Can you see the check mark? Now you listen and check the box. One. What's Jill doing?

Woman: Nick, where's Jill?

Boy: She's on the playground.

Woman: Is she playing soccer?

Boy: No, she's playing basketball.

Woman: Oh, I see her. Thank you, Nick.

Narrator: Two. What's Ben doing?

Girl: Let's jump rope.

Boy: But we need three people.

Girl: We can ask Ben.

Boy: Where is he?

Girl: He's over there, reading a book.

Boy: OK, let's go ask him.

Narrator: Three. Where is Pat's jacket?

Girl: Where's my jacket, Mom?

Woman: I put it in your bedroom.

Girl: I don't see it.

Woman: Check the living room.

Girl: Oh, here it is. It's on the sofa.

Narrator: Four. How many people are in the picture?

Girl: Who are these people?

Boy: They're my aunt and uncle.

Girl: And who's the boy?

Boy: He's my cousin, Denny.

Narrator: Five. What are Bill and Ann doing?

Girl: How many pencils do we have?

Boy: One, two, three. We have three pencils.

Girl: Here are two more. Now we have five pencils.

Boy: Look. Tony is drawing a picture. He has a pencil, too.


Girl: OK, we have six pencils.

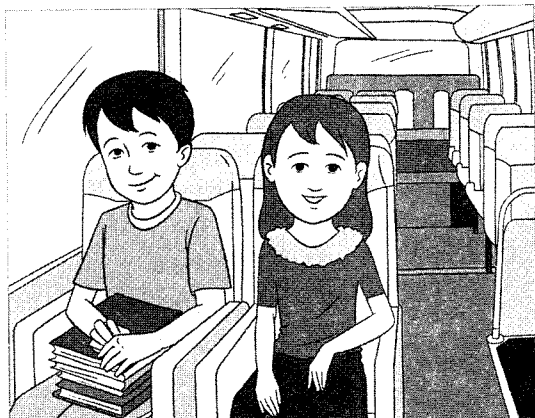
Boy: Good, now let's count the scissors.

Narrator: Now listen again.

Listening B

- 5 questions -

 Look at the picture. Listen and write a name or a number. There are two examples.



Examples

What is the boy's name?

Tom

How old is he?

10

Questions

1 How old is Sara?

2 How many books does Tom have?

3 What's the name of the cat?

4 What's the name of the dog?

5 Where's the library?

on _____ Street

LISTENING B

In this part, students listen and write names or numbers.

Do the test

- 1 Ask students to turn to Student Book pages 132-133. Explain the task and make sure students understand they should write either a name or a number.
- 2 Play the first part of the recording. Go through the examples.
- 3 Read the rest of the questions together. Ask students to guess what type of information is missing (i.e. a name or a number).
- 4 Play the rest of the recording while students listen and write their answers.
- 5 Let students listen to the recording again. Check answers. Make sure students' handwriting is legible and that they have spelled the names correctly.



Audio Script



Narrator: Look at the picture. Listen and write a name or a number. There are two examples.

Girl: Hi. What's your name?

Boy: My name is Tom.

Girl: Oh. Can you spell that?

Boy: T-O-M. Tom.

Girl: How old are you?

Boy: Ten.

Narrator: Can you see the answers? Now you listen and write a name or number. One.

Boy: What's *your* name?

Girl: My name is Sara.

Boy: How old are you?

Girl: Well, I'm *not* nine, and I'm *not* eleven . . .

Boy: Are you ten?

Girl: That's right. I'm ten.

Narrator: Two.

Girl: Where are you going?

Boy: To the library.

Girl: How many library books do you have?

Boy: I have five books.

Girl: Wow! That's a lot of books.

Boy: I like to read!

Narrator: Three.

Girl: What is *that* book?

Boy: This is my favorite book. It's about a cat named Tony.

Girl: Tony? That's a funny name for a cat. How do you spell it?

Boy: T-O-N-Y.

Narrator: Four.

Girl: What about that book?

Boy: This one? It's about a dog.

Girl: What's the dog's name?

Boy: Karl. It's spelled K-A-R-L.

Girl: I like the picture on the cover.

Narrator: Five.

Girl: Where's the library?

Boy: It's on Ball Street.

Girl: Ball Street? B-A-L-L?

Boy: Yes. And look. This is Ball Street. See you later, Sara.

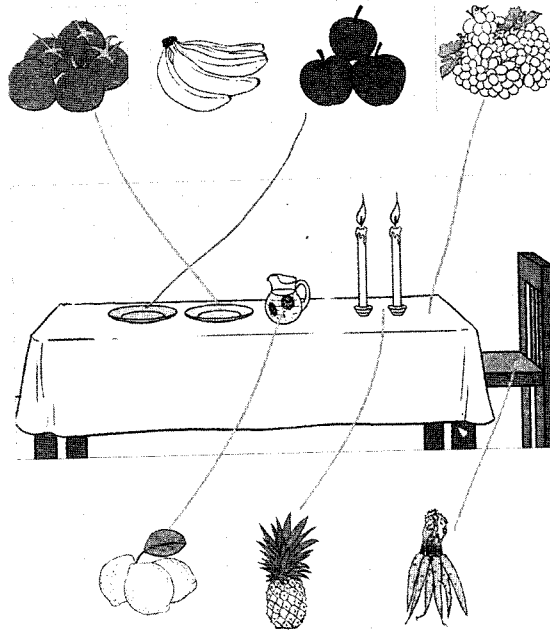
Girl: Bye, Tom!

Narrator: Now listen again.

Listening C

- 5 questions -

Look at the pictures. Now listen and look. There is one example.



134 Listening C

LISTENING C

In this part, students listen to the dialogue and correctly position items on a picture by drawing lines.

Do the test

- 1 Ask students to turn to Student Book page 134.
- 2 Prompt students to name the items shown in the seven small pictures arranged around the large picture in the center. Point to each one, asking: *What are these? (They are tomatoes, etc.)*
- 3 Point to the picture in the center, saying: *There is a purple plate on the table.* Call on volunteers to further describe the picture, telling about the blue plate, the pitcher of lemonade, the two candles, and the chair.
- 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 should draw lines to show the location of the remaining objects.
- 6 Let students listen to the recording again. Check answers. Ask students to describe the completed scene.



Audio Script



Narrator: Look at the pictures. Now listen and look. There is one example.

Woman: Put the apples on the purple plate.

Girl: Put the apples where?

Woman: On the purple plate.

Girl: OK.

Narrator: Can you see the line? This is an example. Now *you* listen and draw lines. **One.**

Woman: Put the pineapple between the candles.

Girl: The pineapple?

Woman: Yes. Put it between the candles.

Girl: OK.

Narrator: **Two.**

Woman: Put the tomatoes on the blue plate.

Girl: Put the tomatoes where?

Woman: Put them on the blue plate.

Girl: OK, I can do that.

Narrator: **Three.**

Woman: Can you see the lemons?

Girl: The lemons? Yes.

Woman: Put the lemons in the lemonade.

Girl: OK. I'm doing that now.

Narrator: **Four.**

Woman: Put the carrots on the chair.

Girl: Put the carrots where?

Woman: Put them on the chair.

Girl: On the chair. OK.

Narrator: **Five.**

Woman: Put the grapes next to the candles.

Girl: I'm sorry. Put the grapes where?

Woman: Put the grapes next to the candles.

Girl: Oh, OK.

Narrator: **Now listen again.**

Reading & Writing A

- 5 questions -

Look at the pictures. Look at the letters. Write the words.

Example



s w i n g

g w i n s

Questions

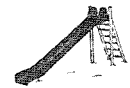
1



r e t m o c u p

r e t m o c u p

2



d e s l i

d e s l i

3



t a s k e d r a b o

t a s k e d r a b o

4



n e c l i p

n e c l i p

5



r e t i c u p

r e t i c u p

Reading & Writing A 135

READING & WRITING A

In this part, students reorder letters and write words.

Do the test

- 1 Ask students to turn to page 135. Read the directions aloud. Explain that each dash represents a letter and that the pictures should help them.
- 2 Write the example on the board. Write both the jumbled letters and the word spelled correctly.
- 3 Give students some time to unscramble the rest of the jumbled words. Encourage them to cross out letters as they write the word, to help them keep track of which letters they have used. Remind them to write only one letter in each space.
- 4 Ask students to compare answers in pairs.
- 5 Check that students have spelled the words correctly.

Reading & Writing B

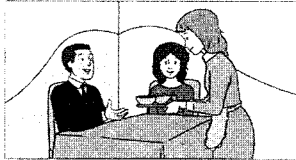
– 5 questions –

Look and read. Put a check (✓) or an (✗) in the box.
There are two examples.

Examples

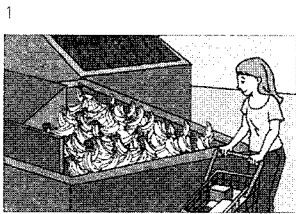


She is a doctor.



This is a bus stop.

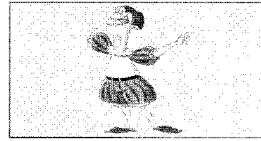
Questions



This is a bookstore.

136 Reading & Writing B

2



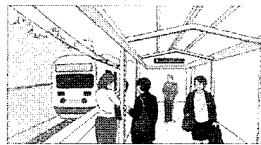
He is an actor.

3



He is a mail carrier.

4



This is a gas station.

5



He is a singer.

Reading & Writing B 137

READING & WRITING B

In this part, students look at a picture, read a sentence about the picture, and then put a check or a cross depending on whether the sentence is true or false.

Do the test

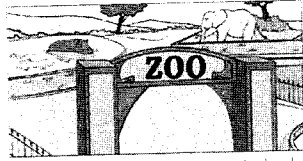
- 1 Ask students to turn to Student Book pages 136–137. Read the directions aloud.
- 2 Write the example sentences on the board. Underline the key word in each, e.g. *doctor*, *bus stop*. Ask students to correct the second example sentence, e.g. *This is a restaurant*.
- 3 Students underline the key word in the rest of the sentences and decide if the sentences are correct or not.
- 4 Ask students to compare answers in pairs.
- 5 Check answers. Students correct the false sentences. (1 *This is a grocery store*. 3 *He is a pilot*. 4 *This is a train station*.)

Reading & Writing C









Read. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

- 5 questions -

A Zoo



I am a big place. A lot of animals live in me. The elephant has big ears and a long trunk. The (1) parrot is a bird with a beautiful tail. The (2) parrot is another beautiful bird. It likes to talk. Then there are (3) monkeys. They have long tails and live in my trees. The (4) hippo is a large, gray animal with small ears. It likes the water. And the (5) giraffe has a long neck and spots. What am I? I am a zoo.

example			
 elephant	 peacock	 giraffe	 hippo
 kangaroo	 monkeys	 toucan	 snake

138 Reading & Writing C

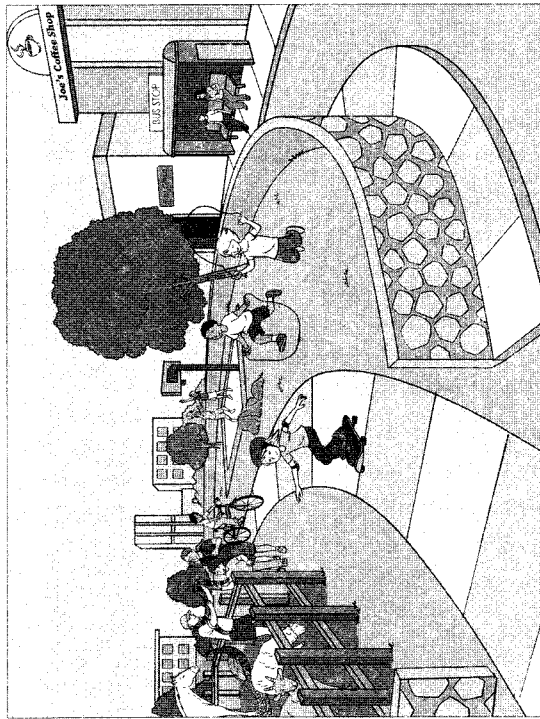
READING & WRITING C

In this part, students read a text and complete it with the missing words.

Do the test

- 1 Ask students to turn to Student Book page 138. Read the directions aloud. Ask them to say what the text is about. The picture and title at the top will help them.
- 2 Discuss the example together. Ask them to cross out the word and picture in the box that was used in the example.
- 3 Give students some time to read the text carefully and to try to choose the best word from the box for each blank space. Tell them to read the whole sentence before deciding on the best word for a blank space.
- 4 Ask students to compare answers in pairs.
- 5 Check answers.

Speaking



SPEAKING

In this part, students answer questions about the scene in the picture.

Do the test

- 1 Ask students to turn to page 139. Tell students that you are going to talk about the picture.
- 2 Ask students questions about the scene. Create questions that can be answered with single words, phrases, and simple sentences. Examples:
Are they outside? (yes)
Is there a train station next to the post office? (No, there's a bus station.)
How many animals do you see? (five)
What is the girl with the orange T-shirt doing? (She's riding a skateboard.)
Is the man with the cap holding a lizard? (No, he's holding a snake.)

Games are a great way for children to practice, correct, confirm, and reinforce their vocabulary, usage, and numerical skills. Help everyone in class enjoy game time by creating an environment where the competitive aspect is challenging and motivating while remaining stress-free. Model supportive, friendly reactions when children make mistakes or don't know certain vocabulary words or just need more time than others to express the answer, such as *Nice try!* and *You're getting much quicker!*

Picture Card Games

That's It! Clap, Clap!

Write a word on the board or say a word from a specific group of related picture cards. Then hold up several picture cards one by one. When the children see the card that corresponds to the word you showed them or told them, they show their recognition by two quick claps (or by shouting *That's it!* and clapping twice).

Yes or No

With the whole class, review a related set of picture cards. 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 by saying words from the lexical set. If you guess right, children shout *Yes!* If you guess wrong, they shout *No!* and you keep guessing words from the same set.

Go Fish

Divide the class into small groups. For each group, use two sets of Picture Cards. 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 any words that begin with r? Do you have any words that end with l?* You may have students vary the questions about the cards using a particular category, such as beginning letter, ending letter, color, etc. If another player in the group has a card that matches what the student is asking for, he/she hands it to the player and that player puts his match down. If not, he/she says *Go fish!* and the player takes a Picture Card

from the pile in the center. The game is over when one player has no more cards.

Picture Card Challenge

Divide at least 20 picture cards into two stacks: "easy" words and "difficult" words. Divide the class into two teams. Teams alternate turns, and on both teams each child gets a turn. For each turn, the individual child gets to choose whether to be shown an "easy" card, worth two points, or a "difficult" card, worth five points. The points are always earned for the team. Show the card. If the child cannot say the word for the picture card, there is no penalty, but the team doesn't get any points for that turn. The team with the most points at the end wins.

Vocabulary and Word Games

Follow the Leader

Lead students in a game of *Follow the Leader* around the classroom, performing or miming certain actions or putting things in certain locations around the room. For example, lead them to the classroom library and shelve one book. As you do so, say: *I'm putting a book on the shelf.* Each follower, in turn, puts a book away and repeats the sentence. Continue around the classroom, doing other actions.

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 (or whatever letter you choose).* Students guess the object you are thinking of. You can also play the game using colors.

Pictionary and Charades

Divide the class into two teams. On index cards write vocabulary words, important phrases, or the names of stories or movies the class has read or seen. A child from Team A picks a card from the pile and draws a picture of the word/phrase/title on the board (**Pictionary**) or acts out the word/phrase/title (**Charades**) for his/her teammates to guess. If the team guesses correctly (they can make several tries, or you can set a time limit), they win a point. Then Team B takes a turn.

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 particular vocabulary group—for example, *What's your favorite [zoo animal]?* The first student answers: *I like [cheetahs].* 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 without interrupting the activity.

Ready, Set, Go!

Write a single letter on the board, or hold it up on a big card so that everyone can see it. Shout *Ready, Set, Go!* and when children hear *Go!* they start writing as many words as they can think of that begin with this letter. When you shout *Stop!* they put their pencils down. Children get one point for every word they've written.

Simon Says

In this game, students do as you command provided you begin the instruction with *Simon Says*. For example, if you say: *Simon Says touch your nose*, students touch their nose. If you say: *Touch your ears*, students do not move since you didn't precede the command with *Simon Says*. If desired, have students sit down if they mistakenly do a task when you didn't say *Simon Says*. The last student standing is the winner.

Bingo

Give each student a blank grid divided into nine squares, plus a small number of items such as beans or pennies. Have students write nine numbers (from 1–20) on the card—one in each square, in no particular order. Call out numbers (from 1–20) randomly. If a student has a number on his/her card, he/she places one of the beans (or other small item) on the square. The first person with three items in a row is the winner. This game can be played using letters or other vocabulary words.

Phonics and Spelling Games

Cheerleader Game

Choose words to spell out as if they were cheers and write them on cards. Start by leading the "cheer" yourself. Choose easy words to begin with (e.g. *cow, ball*) and move on to more difficult words. For example, with *cow*, you say, *Give me a C!* and the class responds, *C!* Then you call the second letter and so on. When you finish spelling, ask: *What word is it?* Students answer as a chorus. As children get used to the game, invite children to take on your role.

I Can Spell (Hangman)

Set the Alphabet Cards along the white board or chalkboard rail. Choose a word (e.g., *jumping*) and write letter spaces on the board (*7 short lines*). Elicit a letter from an individual. If the letter is in the word, 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. As students guess, remove the Alphabet Cards from the rail. Once students are comfortable with the game, you can invite an individual to choose a word and lead the game.

Memory Game

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.

Phonics Race

Divide the class into groups. Call out a letter-sound and give one example (e.g. *a* as in *cat*; double *o* as in *book*). Start a timer and have teams list as many words as they can with that sound. When you call *Stop!* teams read their words aloud and receive one point for each correct word. The game can also be played orally. Have one team play at a time and say words aloud instead of writing them. Keep a tally on the board. The team that comes up with the most words in the allotted time is the winner.

STUDENT BOOK

Unit 1, In My Classroom

Page 6. Activity 9.

Listen. Stick.

- A: School starts today! Everyone is having fun!
 B: Look at Donna. What's she doing?
 A: She's writing numbers on the board.
 B: Look at Jamie and Kelly. What are they doing?
 A: They're using the new computers.
 B: Wow! How many new computers are there?
 A: There are two new computers. Oh, there's the teacher.
 B: What's she doing?
 A: She's reading a story.
 B: How many students are listening?
 A: There are ten students listening to the story.

Page 7. Activity 11.

Look and listen. Write.

- A: What are they doing?
B: They're playing soccer.
- A: What's she doing?
B: She's reading a book.
- A: What are they doing?
B: They're listening to music.
- A: What's he doing?
B: He's writing numbers.

Page 7. Activity 12.

Listen and write. Use *There's* or *There are*.

- A: How many birthday cakes are there?
B: There's one birthday cake.
- A: How many shapes are there?
B: There are three shapes.
- A: How many dogs are there?
B: There's one big, black dog.

Page 9. Activity 16.

Look, listen, and read. Then write.

Children around the world go to school in all kinds of classrooms.

- This classroom in England is in a yurt. A yurt is a big tent.
- This classroom in Turkey is in the forest. Students study trees and animals.

- This classroom in the United States is in the school garden. Students grow plants and flowers.
- This classroom in Vietnam is on the water. Students go to school in a boat every day.

Page 11. Activity 21.

Listen and look. Number in order.

- A: Hi, Jean! I like your drawing. May I use the markers?
B: Yes. I'm finished.
- A: Come and sit down, Mark. It's your turn.
B: Thanks.
- A: You're welcome.
B: It's fun taking turns. Now what do I want to draw?

Unit 2, Playground Fun

Page 15. Activity 3.

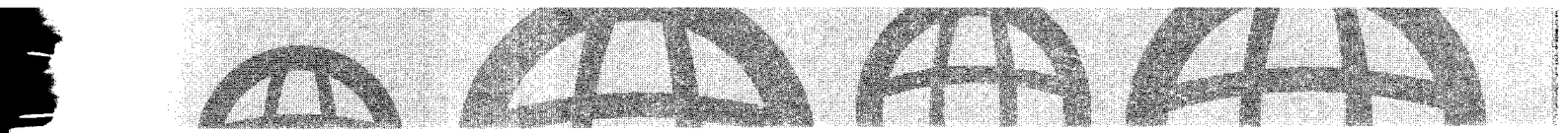
Listen and write the words.

- Where's the bike?
It's behind the slide.
- Where's the helmet?
It's between the seesaws.
- Where's the skateboard?
It's next to the bat.
- Where are the skates?
They're in front of the swing.

Page 18. Activity 9.

Listen. Stick.

- A: Mick, Lilly, Penny, and Bud are playing in the park.
 B: Where are they?
 A: There's Mick. Do you see him?
 B: Yes, I see him. He's standing *in front of* the picnic table.
 A: And there's Lilly over there!
 B: Oh, yes. She's *between* the swings and the slide. But where's Penny? I don't see her.
 A: Penny is sitting *on* the slide. Do you see her at the top?
 B: Oh, yes, I see her now. And there's Bud, *next* to the bench! He has a ball.
 A: Yes, Bud's playing ball. They're all having fun.
 B: Playing in the park is fun! Let's play with our friends!



Page 19. Activity 10.

Listen and write.

1. What does Matt like to do?
He likes to listen to music.
2. What do Becky and Ron like to do?
They like to play video games.
3. What does she like to do?
She likes to ride her bike.

Page 19. Activity 12.

Look and listen. Count and write the number.

1. How many balls are there?
2. How many skateboards are there?
3. How many ice cream cones are there?

Page 20. Activity 14.

Listen and read. Write the numbers.

Playing is fun. When we move, we use our bones and muscles. Bones and muscles help us play.

We throw with our hands. Our hands have many bones. One hand has 27 bones.

We kick with our feet. Our feet have many bones, too. One foot has 26 bones. When we throw a ball, we use 34 muscles. When we kick a ball, we use 13 muscles.

When we jump, we use more than 70 muscles.

We need to take good care of our bones and muscles.

Page 21. Activity 16.

Look and listen. Match the pictures to the countries.

1. These girls in Yucatan, Mexico, like to play jacks.
2. These children in South Korea play hopscotch in the park.
3. In the city of Agra in India, boys play marbles after school.

Page 21. Activity 17.

Look and listen. Say and play.

Let's play Hopscotch! First, use a piece of chalk to *draw* the Hopscotch board. Second, *number* the squares 1 to 8. Third, *throw* your marker onto a square. Fourth, *hop, hop, hop*. Now take turns with your friends.

1. draw
2. number
3. throw
4. hop

Page 22. Activity 19.

Listen and write. Use the words from 18.

1. It doesn't take me long to learn a new game.
2. You have to run fast to win the race.
3. Can you find Mexico on the map?
4. On rainy days, we can play in my room.
5. Be careful when you go down the slide.
6. In the summer we like to play ball at night.

Page 23. Activity 21.

Listen and look. Write.

1. I play safely on the slide. I always slide with my feet in front of me.
2. I'm safe on my skateboard. I always wear a helmet and pads.
3. I'm safe on the swing. I always sit down and hold on with both hands.
4. We are safe on the seesaw. We put one leg on each side of the seat.

Unit 3, In My House

Page 27. Activity 2.

Listen and read. Point and say.

1. table: There's a table in the dining room.
2. chair: There are chairs in the dining room, too.
3. sofa: There's a sofa in the living room.
4. DVD player: There's a DVD player in the living room, too.
5. refrigerator: There's a refrigerator in the kitchen.
6. sink: There's a sink in the kitchen.
7. stove: There's a stove in the kitchen, too.
8. tub: There's a tub in the bathroom.
9. bed: There's a bed in the bedroom.
10. lamp: There's a lamp in the bedroom.
11. dresser: There's a dresser in the bedroom.
12. closet: There's a closet in the bedroom, too.

Page 30. Activity 10.

Listen. Stick.

- A: Mom! Where are my sneakers? I have a game today.
B: They're in the kitchen on the floor next to the chair.
A: Thanks, Mom. I see them.
A: Lucy? Lucy? Where's that cat? I can't find her anywhere.
B: She's in the bathroom.

- A: The bathroom? Where in the bathroom?
 B: She's in the tub! It's cool there.
- A: Where's Aunt Mary? Is she in the house?
 B: I think she's in the living room.
 A: Oh, there she is. She's sitting on the sofa.
 B: Yes, Aunt Mary likes to watch TV.
- A: Jack! It's time for school. Where's your homework?
 B: I can't remember.
 A: Come to your bedroom. I see your homework on the bed! What's it doing there?
 B: I don't know. I'm sorry.

Page 33. Activity 17.

Look, listen, and write.

1. In Mali in West Africa, some people don't cook food on a stove. They use the sun! They cook in a *solar oven*. It is big and shiny.
2. In Sarawak, in Indonesia, some people don't sleep in beds. They sleep in *hammocks*. A hammock looks like a big swing. It's made of cloth.
3. Many people in Guatemala wash clothes in a washing machine inside their houses. Some wash clothes together outdoors in a big stone sink.

Page 34. Activity 20.

Listen and write. Use the words from 19.

1. She's cutting cheese with a knife.
2. You can sit on the sofa and watch TV.
3. I wave hello to my grandma.
4. Janie and Michele are best friends.
5. Don't touch the hot stove.
6. We eat fresh vegetables every day.

Page 35. Activity 22.

Listen and write. Say.

1. I put my toys in the toy box.
2. I put my dirty dishes in the sink.
3. I put my dirty clothes in the washer.

Checkpoint, Units 1-3

Page 39. Activity 2.

Get Ready. A. Look, listen, and write.

- Miss Davis: What do you like to do outside?
 Adam: I like to play on the swings.
 Beth: Carly and I like to play basketball.
 Carly: And we like to jump rope!

- Miss Davis: OK. Where's the basketball?
 Beth: I see it! It's under the table.
 Miss Davis: And where are the jump ropes?
 Adam: They're between the two computers.
 Miss Davis: OK. Let's go outside!

Page 40. Activity 4.

Go! A. Look at the cards and write. Listen.

1. In pictures 1 and 2, they're coloring a picture.
2. In pictures 3 and 4, they're playing soccer.
3. In pictures 1 and 3, they're reading a book.
4. In pictures 2 and 4, there's a basketball under the table.
5. In pictures 1, 2, 3, and 4, there are keys on the table.

Unit 4, In My Town

Page 43. Activity 2.

Listen and read. Point and say.

1. movie theater: There's a movie theater on Center Street. It's next to the train station.
2. gas station: There's a gas station on the corner of Main Street and High Street.
3. restaurant: There's a restaurant on Main Street. It's next to the gas station.
4. train station: There's a train station on Green Street.
5. bus stop: There's a bus stop on Center Street. It's between the post office and the bookstore.
6. post office: There's a post office next to the bookstore.
7. bookstore: There's a bookstore on Center Street. It's behind the supermarket.
8. computer store: There's a computer store next to the supermarket.
9. supermarket: There's a supermarket on the corner of Main Street and River Street.

Page 43. Activity 3.

Look at the map in 2 and listen. Write the words.

1. The train station is on Green Street.
2. The gas station is on the corner of Main Street and High Street.
3. The bus stop is on Center Street. It's between the post office and the bookstore.
4. The supermarket is on the corner of Main Street and River Street. It's next to the computer store.



Page 46. Activity 10.

Listen. Stick.

- A: I'm hungry.
B: Me too. What do you want to eat?
A: I want pizza. Let's go to Pizza Presto!
B: OK. Where's that?
A: It's on the corner of Market Street and Maple Street.
A: Excuse me. Is there a computer store near here?
B: A computer store? Yes, there is.
A: How do I get there?
B: Do you see Main Street?
A: Yes, I do.
B: The computer store is on the corner of Main Street and Elm Street. It's next to the music store.
A: Oh, thank you.
B: You're welcome.
A: I want to mail these letters. Is there a post office near here?
B: No, there isn't. It's on Park Street.
A: Where's Park Street?
B: It's just off Main Street near the park! I'll show you.
A: Thanks.
A: I want to buy some milk. Is there a supermarket near here?
B: Yes, there is. It's on the corner of Market Street and Main Street. It's next to the bank.
A: That's great! I'll go right now.
B: I'll come with you.

Page 48. Activity 14.

Look and listen. Then point and say.

This is a compass. It tells you where you are. It shows four directions. *N* means north. *E* means east. *S* means south. *W* means west.
north, south, east, west

Page 49. Activity 17.

Look and listen. Point and say.

Mexico City is in Central America. London is in northern Europe. Bangkok is in southeast Asia.

Page 49. Activity 18.

Listen and write.

1. In London, most of the taxis are black. They look like cars from a long time ago.
2. In Mexico City, there are many kinds of taxis, big and small. Many of them are green and white. You can see them everywhere!
3. Bangkok has taxis in many colors. The pink taxis are really cute!

Page 50. Activity 22.

Listen and write. Use the words from 21.

1. We see a lot of animals at the zoo.
2. Lucia is from São Paulo, a big city in Brazil.
3. Carl and Mike are playing on the seesaw.
4. Billy wins first prize for his singing.
5. I want to eat a sandwich for lunch.
6. I ride the bus to school every day.

Page 51. Activity 24.

Listen and write. Say.

1. First, I always cross at the crosswalk.
2. Second, I wait for the WALK signal.
3. Last, I look right, then left, before I walk across the street.

Unit 5, My Dream Job

Page 55. Activity 2.

Listen and read. Point and say.

1. actor: I want to be an actor.
2. artist: I want to be an artist.
3. dancer: I want to be a dancer.
4. doctor: I want to be a doctor.
5. mail carrier: I want to be a mail carrier.
6. pilot: I want to be a pilot.
7. singer: I want to be a singer.
8. soccer player: I want to be a soccer player.
9. teacher: I want to be a teacher.
10. vet: I want to be a vet.

Page 55. Activity 3.

Look, listen, and write.

1. A teacher helps us learn.
2. A vet helps sick animals.
3. A mail carrier brings mail.

Page 58. Activity 10.

Listen. Stick.

1. A: What do you want to be, Adam?
B: I want to be a firefighter.
A: A firefighter? Why?
B: I like big, fast fire trucks! They're really cool!
2. A: How about you, Connie? What do you want to be?
B: I want to be a dancer. My sister wants to be a dancer, too.
A: You and your sister?
B: Yes. We want to be on stage and dance, dance, dance!
3. A: What do you want to be, Emmy?
B: Oh, I know! I want to be a pilot.
A: A pilot? Why?
B: I like to fly. And I like to travel, too! Airplanes are the place for me.
4. A: What do you want to be, Will?
B: I want to be a baseball player.
A: Why a baseball player?
B: I like to hit the ball, catch, run, everything!

Page 62. Activity 21.

Listen and write. Use the words from 20. Say.

1. The artist is painting a picture.
2. How many horses does the rider have?
3. You need to see a doctor when you're sick.
4. The chef is making a salad for our lunch.
5. The soccer player kicked the ball into the goal.
6. The pilot landed the airplane safely.

Page 63. Activity 23.

Listen and write. Say.

1. I like music. I want to be a teacher.
2. I like science. I want to be a doctor.
3. I like math. I want to be an engineer.
4. I like art. I want to be a web designer.

Unit 6, My Day

Page 67. Activity 3.

Look and listen. Write.

1. He gets up at seven o'clock.
2. She eats lunch at one o'clock.
3. He goes to bed at nine o'clock.

Page 70. Activity 10.

Listen. Stick.

- A: Danny, do you want to play video games with me?
B: At what time?
A: At four o'clock.
B: Sorry. I do my homework at four o'clock.
A: OK. We can play some other time.
A: Hi, Liz. Can I speak to your mother?
B: Sorry, Grandma. She's gone to bed.
A: Really? When does she go to sleep?
B: She goes to sleep at ten o'clock.
A: OK. I'll call her tomorrow. Bye!
A: Hey, Dad. There's a good movie on TV tonight.
B: When does the movie start?
A: It starts at eight o'clock.
B: But we eat dinner at eight o'clock.
A: Can we eat dinner at seven o'clock? Then we can watch the movie at eight o'clock.
B: OK. I'll tell your mother.
A: Do you want to go running with me in the morning?
B: When do you get up?
A: I get up at six o'clock.
B: Six o'clock! Hmm... OK. But that's early!
A: Not for me.

Page 74. Activity 19.

Listen and write. Use the words in 18.

1. I use an alarm clock to wake me up.
2. Do you want to walk to school or ride the bus?
3. We go to New York every year.
4. Use a green crayon to color the grass.
5. My mom likes yogurt on her cereal in the morning.
6. I take a hot shower at eight o'clock every night.

Checkpoint, Units 4-6

Page 79. Activity 2.

Get Ready. A. Look, listen, and write.

- Chad: Hey, Lydia, what do you want to be?
Lydia: Well, I like to walk, and I like to be outside. I want to be a mail carrier.
Chad: Really? Not me.
Lydia: Why not?

Chad: They get up at 4:00 in the morning!
What does your sister want to be?

Lydia: She wants to be an artist.

Chad: Why?

Lydia: She likes to draw. She draws pictures all the time.

Chad: I like to draw, too.

Lydia: Do you want to be an artist, too?

Chad: No, I don't. I want to be an art teacher. I like school!

3. **A:** Hey, Beth, do you want a snack?
B: Yes, sure.
A: We have yogurt. Do you like yogurt?
B: Yes, I do.
A: Do you want some mango or some strawberry yogurt?
B: Mango yogurt, please. I don't like strawberry.

4. **A:** Good morning, Tommy. Are you hungry?
B: Yes, I am.
A: Do you like fruit?
B: Yes, I do.
A: Do you want some strawberries?
B: Oh, yes, I like strawberries!
A: Great. Here you are.
B: Thanks.

Unit 7, Food

Page 83. Activity 2.

Listen and read. Point and say.

1. bananas: I want some bananas.
2. pineapple: I want some pineapple.
3. strawberries: I want some strawberries.
4. tomatoes: I want some tomatoes.
5. carrots: I want some carrots.
6. potatoes: I want some potatoes.
7. chicken: I want some chicken.
8. spaghetti: I want some spaghetti.
9. cheese: I want some cheese.
10. yogurt: I want some yogurt.
11. water: I want some water.
12. lemonade: I want some lemonade.

Page 83. Activity 3.

Listen and write.

1. I want a banana.
2. I want a carrot.
3. I want some spaghetti.
4. I want some yogurt.

Page 86. Activity 10.

Listen. Stick. Write the number.

1. **A:** Kenny, are you ready for dinner?
B: Yes, I am. I'm hungry.
A: We have spaghetti.
B: Great! I like spaghetti!
A: Here's some spaghetti. Enjoy it.
B: Thanks, Dad.
2. **A:** Michelle, do you like chicken?
B: Yes, I do.
A: Do you like potatoes and carrots?
B: Yes, I do. I like them all.
A: Great! Here's some chicken, potatoes, and carrots.

Page 90. Activity 20.

Listen and write. Use the words from 19.

1. I like to put jam on my bread.
2. Alice lives in the white house on the corner.
3. I jump and play on the playground after lunch.
4. I had a hamburger with tomato for lunch today.
5. I drink fruit juice every morning.
6. What do you want to drink with your hot dog?

Page 91. Activity 22.

Listen and write.

1. I want an apple, please.
2. No chips for me, thanks.
3. Just one cookie, please.
4. I like to eat carrots.

Unit 8, Wild Animals

Page 95. Activity 2.

Listen and read. Point and say.

1. cheetah A cheetah can run fast.
2. hippo A hippo has a big mouth.
3. kangaroo A kangaroo can jump.
4. giraffe A giraffe has a long neck.
5. polar bear A polar bear can swim.
6. zebra A zebra has black and white stripes.

Page 95. Activity 3.

Look. Listen and write the animal.

1. It has a long tail and long arms. It can climb trees.
2. It jumps. It has a long tail, long legs, and a pouch to carry its babies.

3. It's gray. It has a big mouth and small ears. It likes to swim.
4. It's big and white. It has long fur. It can swim and catch fish.
5. It runs fast! It catches animals for food. It has black spots.
6. It looks like a horse. It has black and white stripes.

Page 98. Activity 10.

Listen. Stick. Write the word.

1. A: What's that?
B: Oh, that's a monkey.
A: Wow, it has a long tail!
B: Yes, it has. With its tail, it can hang from trees.
2. A: Look at that elephant's . . . Is it a nose?
B: It's called a trunk.
A: What's its trunk for?
B: An elephant can pick up food from the ground with its long trunk.
A: That's cool!
B: Elephants can lift things with their trunks, too.
3. A: What's that?
B: It's a kangaroo with a baby.
A: Where's the baby?
B: It's in the mother's pouch. A pouch is like a pocket.
A: Wow, the baby can ride in the pouch.
B: Yes, that's right.
4. A: Look at the lion.
B: Wow, its feet look scary.
A: Yes, lions have very sharp claws.
B: What are the claws for?
A: They help lions catch and kill other animals for food.
B: I can see that!

Page 99. Activity 11.

Look and listen. Write.

1. Can a zebra see at night? Yes, it can.
2. Can cheetahs run fast? Yes, they can.
3. Can a giraffe climb a tree? No, it can't.
4. Can hippos jump? No, they can't.

Page 103. Activity 21.

Listen and write the word.

1. I think peacocks' tails are beautiful.
2. Monkeys are so smart. They can learn to use tools.

3. Giraffes' necks are amazing. They can reach so high.
4. Elephants can lift heavy things. They're very strong.

Unit 9, Fun All Year

Page 107. Activity 2.

Look and listen. Ask and answer.

- What's your favorite month? It's January.
What's your favorite month? It's February.
What's your favorite month? It's March.
What's your favorite month? It's April.
What's your favorite month? It's May.
What's your favorite month? It's June.
What's your favorite month? It's July.
What's your favorite month? It's August.
What's your favorite month? It's September.
What's your favorite month? It's October.
What's your favorite month? It's November.
What's your favorite month? It's December.

Page 107. Activity 3.

Listen and write the month.

1. I live in Mexico. My favorite month is August. School starts in August.
2. My favorite month is April. In Japan we celebrate the coming of spring in April.
3. I'm from Ireland. My favorite month is March. We celebrate St. Patrick's Day in March.
4. I live in Chile. My favorite month is January. My family goes on vacation in January.
5. I live in the United States. My favorite month is November. We celebrate Thanksgiving Day in November.
6. My favorite month is July. My birthday is in July. I love to spend the day with my family.

Page 110. Activity 10.

Listen. Stick. Write the number.

1. A: When is your birthday?
B: It's in August.
A: What do you do on your birthday?
B: I always have a party with my friends.
2. A: What's your favorite month?
B: I like December the best.
A: Why? What do you do in December?

B: We always go to my grandpa's house. It's so much fun.

3. A: I live in Puerto Rico and January is my favorite month.

B: Why January?

A: We always celebrate Three Kings' Day on January 6.

B: How do you celebrate?

A: We give gifts and visit friends and family.

4. A: Do you have a school festival this month?

B: Yes, it's in April.

A: It's not in March?

B: No, it's never in March. We always have a school festival in April.

Page 112. Activity 14.

Look and listen. Write the month.

1. Germany celebrates Unity Day in October. There's a festival in every town.
2. People in Mexico celebrate Independence Day in September. Many people march in parades and carry flags and banners.
3. In November, people in Scotland celebrate St. Andrew's Day. It's their national holiday. On that day, people have parades and carry flags.
4. South Africa celebrates its Freedom Day in April. There's a lot of music and dancing on that day.
5. People in Thailand celebrate their national day in December on the King's birthday. Many people go into the streets and have a good time.
6. The United States celebrates its Independence Day in July. There are many parades, flags, and fireworks.

Page 114. Activity 19.

Listen and write the missing letters. Then number the months in order.

- | | |
|-------------|--------------|
| 1. August | 7. February |
| 2. July | 8. March |
| 3. November | 9. September |
| 4. December | 10. April |
| 5. June | 11. January |
| 6. October | 12. May |

Page 114. Activity 20.

Listen and write the missing letters. Say.

1. It's my birthday! Let's have some cake.
2. What's in the box? Is it a present?
3. I want to go to the zoo.

4. We never do homework in the summer.

5. We have our school festival in November.

6. My grandmother always gives me juice at her house.

7. Ms. Garcia always gives us a math quiz on Monday.

Page 115. Activity 22.

Listen and write the action.

1. In the winter, they skate on the ice.
2. In the spring, they ride their bikes.
3. She likes to swim in the summer.
4. In the fall, Troy and his father rake leaves.

Checkpoint, Units 7-9

Page 119. Activity 2.

Get Ready. A. Look, listen, and write.

A: Is that your parrot? He's so colorful!

B: Yes. His name is Crackers. He's a smart bird. He can talk!

A: He can?

B: Yes. Listen. [to parrot] Crackers—are you a pretty bird?

Parrot: Yes. I'm a pretty bird.

A: That's cool! What does he eat?

B: Oh, he likes to eat bananas, carrots, and apples.

Parrot: Crackers wants an apple.

A: Wow!

B: He can sing "Happy Birthday," too.

A: Really?

B: Yes. He always sings to me on my birthday.

A: Wow! My cat is so boring. She can't say or sing anything!

CDB Tracks 55–57 contain the audio for the YLE Listening practice material. See pages T124–T129 for notes and audio script.

CDB Tracks 58–66 contain the Karaoke versions of the songs in Student Book 2.

WORKBOOK

Unit 1, In My Classroom

Page 3. Activity 3.

Listen and number.

1. A: What are they doing?
B: They're talking about the picture.
2. A: What is she doing?
B: She's writing her name.
3. A: What are they doing?
B: They're listening to a story.
4. A: What is she doing?
B: She's gluing shapes.
5. A: What is he doing?
B: He's using the computer.
6. A: What is he doing?
B: He's cutting shapes.

Page 5. Activity 7.

Listen. Follow the path.

- A: There are five pencils.
- A: There are eight books.
- A: There is one teacher.
- A: There are three computers.
- A: There are two students.
- A: There is one photo.

Page 7. Activity 10.

Listen, look, and write.

1. A: What are they doing?
B: They're listening.
2. A: What's he doing?
B: He's cutting.
3. A: What's she doing?
B: She's coloring.
4. A: What are they doing?
B: They're talking.
5. A: What's he doing?
B: He's counting.

Page 8. Activity 14.

Listen. Write and circle.

1. 11 markers minus 4 markers equals 7 markers.
2. 3 pencils plus 5 pencils equals 8 pencils.
3. 10 books minus 9 books equals 1 book.

Page 9. Activity 15.

Listen and match. Complete the sentences.

1. They are studying on water in a boat in Viet Nam.
2. They are studying plants and flowers in a garden in the United States.
3. They are studying in a tent in a yurt in England.
4. They are studying trees and animals in a forest in Turkey.

Unit 2, Playground Fun

Page 16. Activity 8.

Write do or does. Then listen and match.

1. A: What does Miyoung like to do?
B: Miyoung likes to ride her bike.
2. A: What do Brian and Jen like to do?
B: Brian and Jen like to skate.
3. A: What does John like to do?
B: John likes to play baseball.
4. A: What does Sue like to do?
B: Sue likes to jump rope.

Page 18. Activity 13.

Listen and circle.

1. There are three bones in your arm.
2. There are 27 bones in your hand.
3. There are four bones in your leg.
4. There are 26 bones in your foot.

Page 19. Activity 15.

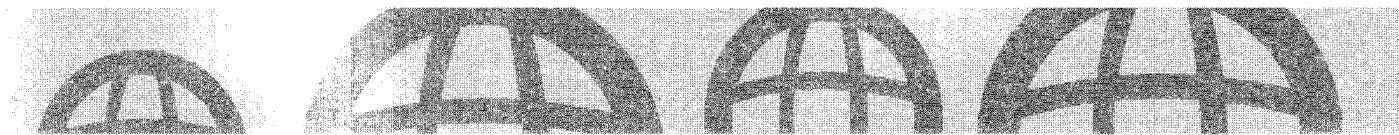
Listen. Write m or n. Use the words from 14.

1. There are three bones in your arm.
2. May I use the marker?
3. The ball is next to the bat.
4. She likes to run.
5. He's listening to music.
6. She's writing her name.

Page 21. Activity 18.

Listen and match. Then write.

- Pete: Terry, what do you like to do?
Terry: I like to play basketball. What about you, Pete? What do you like to do?
Pete: I like to jump rope. Sarah, do you like to jump rope?
Sarah: No, I like to skate. Mario, what do you like to do?
Mario: I like to skateboard. Come on! Let's play!



Unit 3, In My House

Page 25. Activity 6.

Listen and match.

1. A: Mom, where's my jacket?
B: Your jacket is in the closet in the living room.
A: The closet?
B: Yes, the closet in the living room.
2. A: Where are my keys?
B: Your keys? They're in the bathroom on the sink.
A: Oh. I see them. Thanks.
3. A: Emily, where's my phone?
B: It's in the kitchen.
A: In the kitchen? Why is it in the kitchen?
B: I'm using it, Mom. I'm texting my friend.
A: Oh, Emily. Really?!
4. A: Mom, where's my baby brother?
B: He's in the bedroom. He's sleeping.
A: Where's his teddy bear?
B: It's in his bed next to him. Why?
A: I like his teddy bear.
B: Uh huh. He likes his teddy bear, too!

Page 30. Activity 14.

Listen. Underline f. Circle v.

- | | |
|----------------------|------------------|
| 1. friends # friends | 4. knife # knife |
| 2. sofa # sofa | 5. five # five |
| 3. stove # stove | 6. wave # wave |

Unit 4, In My Town

Page 37. Activity 6.

Listen and follow the path.

1. **Grandpa:** What do you want to do today, Mary?
Mary: I want to see a movie.
Grandpa: Okay, but first I want to mail a letter.
Mary: Is there a post office near your house?
Grandpa: Yes, there is. Let's go!
2. **Mary:** Grandpa, I want to buy a book for Mom. Is there a bookstore near here?
Grandpa: Well, yes, there is. The bookstore is next to the post office.
Mary: Great, let's go!
3. **Mary:** Grandpa, now I'm hungry. Is there a restaurant nearby?
Grandpa: Yes, there's a restaurant over there. Let's eat lunch!

4. **Mary:** Grandpa, I still want to see a movie. Is there a movie theater nearby?
Grandpa: No, there isn't.
Mary: Oh well.
Grandpa: There's a movie theater, Mary. But it's not nearby.
Mary: Really? Can we take a bus?
Grandpa: Sure! There's a bus stop right over there. Let's take a bus to the movie.
Mary: Great!

Page 41. Activity 16.

Listen and look at the words in 15. Write.

1. Seven plus zero equals seven.
2. Her school bus is yellow.
3. I want to play on the seesaw at the playground.
4. My jacket has a zipper.
5. I saw a zebra at the zoo yesterday.

Unit 5, My Dream Job

Page 51. Activity 14.

Listen. Circle l or r.

- | | |
|--------------------|------------------|
| 1. doctor # doctor | 4. rider # rider |
| 2. pilot # pilot | 5. ball # ball |
| 3. artist # artist | 6. lunch # lunch |

Page 51. Activity 15.

Listen. Write l or r.

1. A doctor helps sick people.
2. A pilot flies a plane.
3. The artist is painting a picture.
4. That rider has a beautiful white horse.
5. The soccer player likes to kick the ball.
6. I want to eat lunch.

Unit 6, My Day

Page 55. Activity 3.

Listen and check.

1. **A:** When does she eat dinner?
B: She eats dinner at 6 o'clock.
2. **A:** When does Sue go to school?
B: She goes to school at 8 o'clock.
3. **A:** When does he play soccer?
B: He plays soccer at 4 o'clock.
4. **A:** When does Tim go for a walk?
B: He goes for a walk at 2 o'clock.

Page 57. Activity 6.

Listen and write.

- A: Aunt Margaret, when do you get up in the morning?
 B: I get up at 7. What about you?
 A: Me too! I get up at 7.
 B: Then what do you do?
 A: Then I get dressed, eat breakfast, and brush my teeth. I go to school at nine.
 B: What time is lunch?
 A: We eat lunch at twelve o'clock. I'm always hungry for lunch!
 B: And after school?
 A: After school I play with my friends.
 B: What about homework?
 A: Oh yeah, homework. I do homework at 5 o'clock. Then we eat dinner at 6:00.
 B: Then bed?
 A: First I brush my teeth. Then I go to bed at 8:00.

Page 61. Activity 13.

Listen. Circle w. Underline y.

1. What are you wearing?
2. Do you have some crayons?
3. We're walking to West Street.
4. Do you like to eat papayas?
5. We're wearing white gloves.
6. The cat is playing with some yarn.

Unit 7, Food

Page 69. Activity 6.

How many? Listen and circle.

1. A: Jenny, do you like bananas?
 B: Yes, I do.
 C: Yes! I like bananas too.
 A: Okay. One banana for you Jenny, one for you Carlos. One for me and one for mom. Four bananas.
2. A: Do you want apples?
 B: Oh, I like apples.
 A: How many do you want?
 B: Three.
 A: OK. Here are three apples.
 B: Yum. Thanks!

3. A: Dad, I like mangoes.
 B: I like mangoes, too.
 C: Mom likes mangoes, too. Let's get three mangoes.
4. A: I see strawberries.
 B: Oh, I don't like strawberries.
 C: I like strawberries. Do you like strawberries?
 A: Yes, we do! Mom and I love strawberries. Let's get a big box of strawberries.
 B: Let's go home now.
 A: OK. Let's pay and go home.

Page 74. Activity 17.

Listen and write h or j. Use the words from 16.

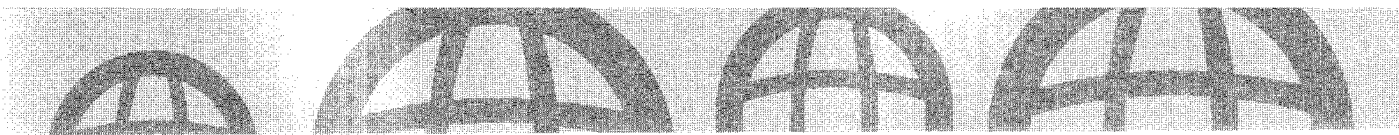
1. I like to eat hot dogs.
2. Does Laura like orange juice?
3. He's wearing a brown jacket.
4. Do you eat healthy snacks?
5. Yumi is jumping rope on the playground.
6. What foods grow in Japan?

Unit 8, Wild Animals

Page 79. Activity 6.

Listen. Write and match.

1. A: Look at that animal! It has a long tail.
 B: Can it hang from trees with its tail?
 A: Sure it can! Look, it's hanging from its tail now!
2. A: I like those animals.
 B: I don't. They're scary.
 A: I know, they have sharp claws. But I don't think they're scary. [lion roaring] Well, maybe they're a little scary!
3. A: Is that a mom or a dad?
 B: It's a mom!
 A: How do you know?
 A: I see its baby! See, the baby is in the mom's pouch.
 B: Oh yeah. The baby can ride in the mom's pouch.
4. A: Look at this animal!
 B: Wow, it's so big! And it has a long trunk.
 A: I know. It can pick up food and other things with its trunk.
 B: That's cool!



Page 84. Activity 14.

Listen. Look at the words in 13. Write.

1. A kangaroo can jump high.
2. Quails can fly, but they like to run.
3. A fox has a long tail.
4. Ducks can swim and fly.
5. I like to sleep under my quilt.
6. I want to go. Where is the exit?

Page 85. Activity 15.

Listen, look and write.

Across

Down

- | | |
|---------------|-------------|
| 3. cheetah | 1. zebra |
| 5. giraffe | 2. kangaroo |
| 6. polar bear | 4. hippo |

Unit 9, Fun All Year

Page 89. Activity 6.

Listen and circle. Then match.

1. A: Mom, what would you like to do on Mother's Day?
B: When is Mother's Day?
A: It's in May.
B: Oh. Let's go to the park and have a picnic.
2. A: Dad, it's almost June.
B: What happens in June?
A: It's Father's Day! What would you like to do on Father's Day?
B: Hmm, I want to go to a baseball game with you and your brother.
A: Dad, we *always* go to a baseball game for Father's Day.
B: I know, but I like baseball!
3. A: Next week is Children's Day.
B: It is?
C: Yes, it is. Children's Day is always in November.
A: Let's celebrate Children's Day! What would you like to do?
B: Let's visit our cousins.
C: That sounds great! I want to visit our cousins, too.

4. A: Grandma, what would you like to do for Grandparent's Day?
B: Grandparent's Day? I don't know. When is it?
C: Next week! It's always in September.
B: Really?! Okay. Let's go skateboarding in the park.
A: Skateboarding? Grandma you never go skateboarding.
B: I know, I'm just kidding. I want to see a movie with you.

A and C: Okay, Grandma.

5. A: Molly, next month is June.
B: Hooray! I love June.
A: (feigning ignorance) You do? Why do you like June?
B: Mom! My birthday is in June.
A: Ohhhh, that's right. What do you want to do for your birthday?
B: I always have a party, with cake and balloons and games . . . I want to have a party this year, too.

Page 93 Activity 13.

Listen and write. Then match. Write the number.

1. On the first and second day of November, people in Mexico celebrate the Day of the Dead. They sometimes wear masks or paint on their face. They eat special food. The bright colors and smell of marigolds are everywhere. These flowers help people celebrate the Day of the Dead.
2. In China, children like to celebrate the mid-Autumn festival. This festival comes in September or October when the moon is big and bright. The children like to eat moon cakes and some children wear moon rabbit hats. An old Chinese story says a rabbit lives on the moon.
3. Children in England celebrate the end of winter on the first of May. They dance around a pole holding onto ribbons and welcome spring.

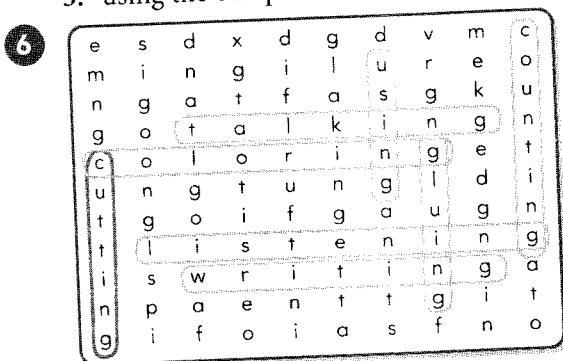
Page 94. Activity 15.

Listen and write the missing letters.

1. An elephant has a long trunk.
2. The stove is in the kitchen.
3. He has ten fingers on his hands.
4. Mom, what do you want to do on Mother's Day?
5. We always go swimming in the summer.
6. I want to mail a letter. Is there a post office near here?

Unit 1, In My Classroom

- 1 cutting paper – b, Peter
reading a book – a, Penny
coloring pictures – d, Jack and Jen
waving – c, Bethany
- 2 Answers will vary.
- 3 1. talking 4. gluing
2. writing 5. using
3. listening
- 4 1. talking 4. gluing
2. writing 5. using
3. listening 6. cutting
- 5 1. 2
2. cutting paper (and) writing on the board
3. using the computer



- 7 a. to e. to f. to c. to b. to d.
- 8 1. c. – reading 3. a. – gluing
2. d. – writing 4. b. – playing
- 9 1. 're reading 3. 's gluing
2. 's writing 4. 're playing
- 10 1. are they, They're 4. are they, They're
2. What's he, He's 5. What's he, He's
3. What's she, She's
- 11 1. four backpacks
2. one ball
- 12 1. plus, equals, 12
2. minus, equals, 5
- 13 1. –, =, 6 2. +, =, 12
- 14 1. 11 (markers) – 4 (markers =) (7 markers)
2. 3 (pencils) + 5 (pencils =) 8 (pencils)
3. 10 (books) – 9 (books =) 1 (book)
- 15 1. b. – a boat in Viet Nam.
2. c. – a garden in the United States.
3. d. – a yurt in England.
4. a. – a forest in Turkey.

- 16 1. four, 2. one, 3. one
- 17 (Match capital and small letters.)
- 18 Answers will vary.
- 19 1. singing 3. drawing
2. playing 4. using
- 20 1. is 1 4. are 9
2. are 18 5. is 1
3. are 8

Unit 2, Playground Fun

- 1 soccer – e swings – d
baseball – c slide – a
basketball – b
- 2 Answers will vary.
- 3 1. d, 2. c, 3. e, 4. b, 5. a
- 4 1. c 3. d
2. a 4. b
- 5 1. jump rope 3. play basketball
2. play soccer 4. play together
- 6 1. next to 3. in front of
2. between 4. behind
- 7 1. skate 3. baseball
2. soccer 4. jump rope
- 8 1. does – d 3. does – c
2. do – a 4. does – b
- 9 1. likes to 3. likes to
2. like to 4. likes to
- 10 1. 40 balls 4. 70 balls
2. 20 balls 5. 10 balls
3. 30 balls 6. 100 balls
- 11 1. play baseball 4. skateboard
2. skate 5. jump rope
3. ride a bike
- 12 bone muscle
- 13 1. 3 3. 4
2. 27 4. 26
- 14 (In any order:) marker, game, arm, Mexico,
name; Answer: M
- 15 1. m 2. m 3. n 4. n 5. m 6. n
- 16 1. Not playing safely – e
2. playing safely – b
3. playing safely – d
4. Not playing safely – c
5. playing safely – a

- 17 1. behind 3. next to
2. between 4. in front of
- 18 1. to play basketball 3. to skate
2. to jump rope 4. to skateboard

Unit 3, In My House

- 1 chair - a; bedroom - a; behind, b
- 2 Answers will vary.
- 3 bed, closet, refrigerator, sofa, table, chair, dresser
- 4 1. closet, dresser, bed
2. sofa
3. refrigerator, table, chair
- 5 1. a 2. b 3. a
- 6 1. b, e 3. e, h
2. a, f 4. c, g
- 7 1. Where's, It's (next to) the sofa - c
2. Where are, They're (behind the) chair - b
3. Where are, They're (on the) chair - d
4. Where's, It's (next to the) sink - a
- 8 1. Danny's 3. My mother's
2. Suzie's 4. Her brother's
- 9 1. Her brother's bike.
2. Suzie's phone.
3. Danny's glasses.
4. Her mother's computer.
- 10 Old New
tub jacket
phone bike
typewriter sewing machine
phone
refrigerator
computer
skates

- 11 1. 3 2. 3 3. 4
- 12 1. b - sleep 3. a - wash
2. c - cook
- 13 Answers will vary.
- 14 1. friends 4. knife
2. sofa 5. five
3. sto(v)e 6. wa(v)
- 15 ACROSS DOWN
1. sofa 1. knife
2. five 2. stove
3. wave 3. friends

- 16 1. bed 5. sofa
2. sink 6. refrigerator
3. tub 7. stove
4. lamp 8. chair

- 17 1. b 2. c 3. a
- 18 1. refrigerator (and a) stove
2. sink (and a) tub

Checkpoint, Units 1-3

- 1 1. cutting paper 6. play on the swings
2. gluing shapes 7. a bed
3. using a computer 8. a closet
4. play on the seesaw 9. a lamp
5. play on the slide
- 2 Answers will vary.
- 3 Answers will vary.
- 4 Put students into groups and discuss.

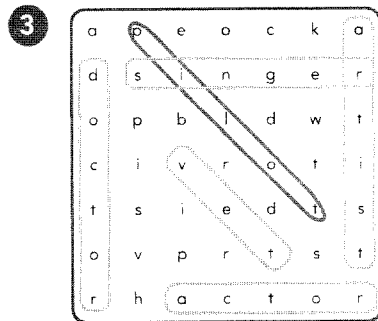
Unit 4, In My Town

- 1 bookstore - a., bus - c., post office - d.
- 2 Answers will vary.
- 3 1. bus stop 3. bookstore
2. movie theater 4. post office
- 4 1. Maple Street (and) Market Street
2. bookstore
3. Market Street (and) Main Street
- 5 1. buy a book. 2. buy a new game.
- 6 post office, bookstore, restaurant, bus stop, movie theater
- 7 1. post office 4. bus stop
2. bookstore 5. movie theater
3. restaurant
- 8 1. want to 3. wants to
2. wants to 4. wants to
- 9 1. (I) want to go to the bookstore. (I) want to go to the toy store.
2. (Mom) wants to go to the gas station. (She) wants to go to the supermarket.
- 10 Answers will vary.
- 11 1. Yes, there is 4. Yes, there is
2. No, there isn't 5. No, there isn't
3. Yes, there is
- 12 (Trace.)

- 13 1. north 4. east
2. west 5. north
3. south
- 14 1. Draw a supermarket west of the gas station.
2. Draw a post office north of the bus stop.
- 15 1. S, b. seesaw 4. S, e. bus
2. Z, f. zebra 5. Z, c. zero
3. Z, d. zipper 6. S, a. seven
- 16 1. Seven (plus) zero 4. zipper
2. bus 5. zebra
3. seesaw
- 17 1. safe, not safe
2. safe, not safe
3. safe, not safe
- 18 CROSS SAFELY
- 19 1. want, d 3. want, a
2. wants, c 4. wants, b
- 20 1. No, there isn't 3. No, there isn't
2. Yes, there is 4. Yes, there is

Unit 5, My Dream Job

- 1 dancer, firefighter, teacher, actor, vet, pilot
2 Answers will vary.



- 4 1. mail carrier 2. a soccer player
- 5 1. singer
2. writer
3. teacher
- 6 1. chef - d 3. singer - c
2. lifeguard - b 4. writer - a
- 7 1. sing 3. fly
2. draw 4. write
- 8 Answers will vary.
- 9 1. What does she want to be
2. What does he want to be
3. What does Karen want to be

4. What does she want to be
5. What does he want to be

- 10 Answers will vary.
- 11 1. She wants to be a pilot.
2. He wants to be an artist.
3. She wants to be a dancer.
4. He wants to be a singer.
- 12 doctor - Services hairdresser - Services
food - Goods mechanic - Services
boots - Goods book - Goods
- 13 1. sells books, bookstore
2. fixes computers, computer store
3. serves food, restaurant
4. delivers mail, post office
- 14 1. r 2. l 3. r 4. r 5. l 6. l
- 15 1. r 2. l 3. r 4. r 5. l 6. l
- 16 1. c 2. b 3. e 4. f 5. a 6. g 7. d
- 17 ACROSS DOWN
1. artist 2. teacher
4. soccer 3. dancer
7. singer 5. pilot
8. actor 6. vet

Unit 6, My Day

- 1 1. Brush my teeth - c
2. have some toast - b
3. run real fast - a
4. do my homework - d
5. play - f
6. go to bed - e
- 2 1. breakfast 3. dinner
2. lunch
- 3 1. 6 o'clock 3. 4 o'clock
2. 8 o'clock 4. 2 o'clock
- 4 Answers will vary.
- 5 1. Max gets up. 4. Max comes home.
2. Max eats. 5. Max sleeps again.
3. Max goes out.
- 6 (get up) 7:00 (do homework) 5:00
(go to school) 9:00 (eat dinner) 6:00
(eat lunch) 12:00 (go to bed) 8:00
- 7 1. seven o'clock 4. five o'clock
2. nine o'clock 5. six o'clock
3. twelve o'clock 6. eight o'clock

- 8 1. does, plays, 4:00 4. do, get, 7:00
2. does, watches, 5:00 5. does, comes, 10:00
3. do, eat, 1:00

9 Answers will vary.

10 Answers will vary.

- 11 1. sun - b 3. water - a
2. sand - c

12 3:00, 11:00, 6:00

- 13 1. What are you (w)earing?
2. Do you have some crayons?
3. We're (w)alking to West Street.
4. Do you like to eat papayas?
5. We're (w)earing (w)hite gloves.
6. The cat is playing with some yarn.

- 14 1. walk - 9:00 - blue
2. shower - 8:00 - green
3. crayons - 5:00 - yellow
4. yogurt - 7:00 - orange
5. watch - 4:00 - purple
6. you - 6:00 - red

- 15 a. (happy face)
b. (unhappy face)

16 Answers will vary.

17 eleven o'clock, nine o'clock

- 18 1. do, eat lunch, 12:00
2. does, brushes, 7:00
3. does, goes, 9:00

Checkpoint, Units 4-6

- 1 1. bus stop 6. soccer player
2. computer store 7. brush teeth
3. supermarket 8. eat breakfast
4. artist 9. sleep
5. doctor

2 buy a book, buy fruit

3 Answers will vary.

4 Put students into groups and discuss.

Unit 7, Food

- 1 bananas - c cheese - f
tomatoes - g lemonade - b
potatoes - d sandwich - a
carrots - e

2 Answers will vary.

- 3 1. b 2. h 3. i 4. j 5. l 6. d 7. g 8. e 9. c 10. a
11. k 12. f

4 1. strawberries, bananas; pineapple

- 5 1. 4 o'clock 3. grandfather
2. snack time 4. pie

6 1. b 2. b 3. a 4. a

- 7 1. cheese and tomatoes, bananas
2. tomatoes, bananas and cheese
3. tomatoes and bananas, cheese
4. cheese, bananas and tomatoes

- 8 1. Does, does 3. Do, do
2. Does, doesn't

- 9 1. b - don't 3. a - does
2. c - do

- 10 1. Does, like; Yes, she does
2. Does, like; No, he doesn't like it
3. Does, like; No, she doesn't like them
4. Do, like; Yes, they do
5. Do, (answers will vary)

11 Answers will vary.

- 12 1. very healthy 6. very healthy
2. not very healthy 7. not very healthy
3. not very healthy 8. not very healthy
4. very healthy 9. very healthy
5. not very healthy

13 Answers will vary.

- 14 1. Peppers
2. Cucumbers
3. Broccoli (and) cabbage

15 Answers will vary.

- 16 hamburger horse
healthy homework
house hot dog

17 1. h 2. j 3. j 4. h 5. j 6. J

18 Answers will vary.

- 19 1. he does
2. likes, doesn't like
3. she doesn't, likes
4. don't like, like

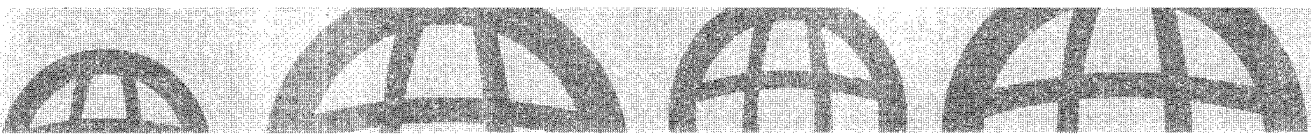
Unit 8, Wild Animals

- 1 1. polar bear 3. Fish
2. monkey 4. Cheetahs

- 2 Answers will vary.
- 3 polar bears, zebras, cheetahs, giraffes, kangaroos, monkeys, hippos
- 4 Answers will vary.
- 5 1. Monkeys 4. Hippos
2. Hippos 5. monkeys
3. Monkeys 6. hippos
- 5 1. monkey - c. tail
2. lion - a. claws
3. kangaroo - d. pouch
4. elephant - b. trunk
- 7 Answers will vary.
- 8 Can cheetahs fly? - no; Can kangaroos jump? - yes; Can polar bears swim? - yes; Can monkeys hang from trees? - yes; Can giraffes eat from tall trees? - yes
- 9 1. c., can't 3. b., can't
2. a., can
- 10 1. Can giraffes, Yes, can
2. Can polar bears, No, can't
3. Can hippos, No, can't
4. Can cheetahs, Yes, can
5. Can zebras, Yes, can
6. Can kangaroos, No, can't
- 11 1. F 2. T 3. T 4. F; colorful birds - jungle, seals - ocean, snakes - desert, deer - forest
- 12 Answers will vary.
- 13 1. duc(k)s 4. fo(x) 7. (q)uills
2. e(x)ercise 5. (k)angaroo 8. (q)uilt
3. e(x)it 6. (q)uails 9. sna(k)e
k: ducks, kangaroo, snake
q: quails, quills, quit
x: exercise, exit, fox
- 14 1. kangaroo 4. Ducks
2. Quails 5. quilt
3. fox 6. exit
- 15 ACROSS DOWN
3. cheetah 1. zebra
5. giraffe 2. kangaroo
6. polar bear 4. hippo
- 16 1. Can - b, they can
2. Can - c, they can
3. Can - a, it can't
4. Can - d, it can't

Unit 9, Fun All Year

- 1 January July
February August
March September
April October
May November
June December
- 2 Answers will vary.
- 3 4, 1, 5; 8, 7, 11; 12, 6, 10; 2, 3, 9
- 4 1. March 3. August
2. November
- 5 1. January
2. April
3. May
4. July
5. March
6. Any of the following answers: February, June, August, September, October, November, December
- 6 1. May, the park
2. June, baseball
3. November, cousins
4. September, see a movie
5. June, has a party
- 7 1. never 3. always
2. always 4. never
- 8 Answers will vary.
- 9 1. always, never 3. always, never
2. always, never 4. always, never
- 10 Answers will vary.
- 11 1. Germany - October
2. South Africa - April
3. Mexico - September
4. Thailand - December
5. Scotland - November
6. United States - July
- 12 Answers will vary.
- 13 1. November, Mexico, b - 1
2. China, October, c - 2
3. England, May, a - 1
- 14 J, F, M, A, M, J, J, A, S, O, N, D
- 15 1. e, l 4. m, w
2. v, n 5. e, s
3. t, h 6. t, o
- 16 twelve months



- 17**
- | | |
|-------------|--------------|
| 1. January | 7. July |
| 2. February | 8. August |
| 3. March | 9. September |
| 4. April | 10. October |
| 5. May | 11. November |
| 6. June | 12. December |

18 What, always, never, Do, don't

Checkpoint, Units 7-9

- 1**
- | | |
|-------------|-----------------|
| 1. carrot | 6. giraffe |
| 2. cheese | 7. summer month |
| 3. chicken | 8. winter month |
| 4. zebra | 9. fall month |
| 5. elephant | |

2 Answers will vary.

3 Answers will vary.

4 Answers will vary.

5 A hippo in a tree; a monkey stealing a banana; a bird eating pie

6 Put students into groups and discuss.

Unit 1, Extra Grammar Practice

- 1**
- | | |
|-----------|----------|
| 1. is, c | 3. is, a |
| 2. are, b | |
- 2**
- | | |
|------------|--------------|
| 1. There's | 3. There are |
| 2. There's | |

Unit 2, Extra Grammar Practice

- 1**
- | | |
|----------------|----------------|
| 1. does, likes | 3. does, likes |
| 2. do, like | |
- 2**
- | |
|---------------------------------|
| 1. does he like, likes to use |
| 2. do they like, like to listen |

Unit 3, Extra Grammar Practice

- 1**
- | | |
|--------------|--------------|
| 1. Where are | 3. Where's |
| 2. Where's | 4. Where are |
- 2**
- | | |
|------------|------------|
| 1. They're | 3. It's |
| 2. It's | 4. They're |
- 3**
- | | |
|------------|------------|
| 1. Mom's | 3. Emily's |
| 2. cousins | 4. Joe's |

Unit 4, Extra Grammar Practice

- 1**
- | | |
|---------|----------|
| 1. want | 3. wants |
| 2. want | 4. wants |

- 2**
- | |
|----------------------------|
| 1. No, there isn't |
| 2. No, there isn't |
| 3. Is there, Yes, there is |
| 4. Is there, there isn't |

Unit 5, Extra Grammar Practice

- 1**
- | |
|------------------------------|
| 1. wants to be a firefighter |
| 2. wants to be a dancer |
| 3. What does she want to be |
| 4. What does he want to be |
| 5. What do they want to be |
| 6. Answers will vary. |

Unit 6, Extra Grammar Practice

- 1**
- | |
|------------------------------------|
| 1. When - does - she eat lunch? |
| 2. When - does - he get up? |
| 3. When - does - school start? |
| 4. When - do - they play baseball? |
- 2**
- | |
|--|
| 1. does she eat lunch, eats lunch at 12:00 |
| 2. does he get up, gets up at 7:00 |
| 3. does school start, School starts at 9:00 |
| 4. do they play baseball, They play baseball at 4:00 |

Unit 7, Extra Grammar Practice

- 1**
- | | |
|------------------|--------------|
| 1. Does, doesn't | 4. Do, don't |
| 2. Do, do | 5. Do, do |
| 3. Does, does | |
- 2**
- | |
|--|
| 1. Do, like, No, I don't. |
| 2. Does Emma like, No, she doesn't. |
| 3. Do Sue and Hugo like, Yes, they do. |

Unit 8, Extra Grammar Practice

- 1**
- | | | | | | |
|------|------|------|------|------|------|
| 1. T | 2. F | 3. F | 4. F | 5. F | 6. T |
|------|------|------|------|------|------|
- 2**
- | |
|----------------------------------|
| 1. A giraffe can't fly. |
| 2. A polar bear can't jump high. |
| 3. An elephant can't eat meat. |
| 4. Hippos can't hang from trees. |
- 3**
- | |
|---------------------------|
| 1. catch, it can't |
| 2. Can, fly, it can |
| 3. Can, talk, they can |
| 4. Can, write, they can't |

Unit 9, Extra Grammar Practice

- 1** Answers will vary.
- 2** always, never

Unit and Theme	Communication Objectives	Key Structures	Key Vocabulary
<p>1</p> <p>In My Classroom</p>	<ul style="list-style-type: none"> • to talk about classroom activities • to identify the alphabet • to write names 	<p>Present progressive What's she doing? She's counting pencils. What are they doing? They're gluing pictures.</p> <p>There is/There are How many pictures are there? There's one picture.</p>	<p>Classroom Actions coloring a picture, counting pencils, cutting paper, gluing shapes, listening to a story, talking about the pictures, using the computer, writing one's name</p>
<p>2</p> <p>Playground Fun</p>	<ul style="list-style-type: none"> • to talk about playground activities • to identify the location of items • to say what people like to do • to listen and write m and n 	<p>Like to + verb What does he like to do? He likes to jump rope. What do they like to do? They like to fly kites.</p>	<p>Outdoor Activities hit a baseball, jump rope, kick a soccer ball, play basketball, play on the slide, ride (my) bike, skate, skateboard</p> <p>Prepositions of Location behind, between, in front of, next to</p>
<p>3</p> <p>In My House</p>	<ul style="list-style-type: none"> • to say who an item belongs to • to talk about where things are located • to name family members • to listen and write f and v 	<p>Simple present with where Where's the TV? It's on the table. Where are the chairs? They're in the living room. Ben's keys are on the table.</p>	<p>Household Objects bed, closet, dresser, lamp, sofa, phone, DVD player, refrigerator, sink, sofa, stove, tub</p>
<p>4</p> <p>In My Town</p>	<ul style="list-style-type: none"> • to locate places on a map • to talk about places on a map • to say what you want to do • to listen and write s and z 	<p>Simple present: want to + verb We want to mail a letter. She wants to go to the park.</p> <p>There is/There are Is there a post office near here? Yes, there is./No, there isn't.</p>	<p>Places in the Community bookstore, bus stop, computer store, gas station, movie theater, post office, restaurant, supermarket, train station</p>
<p>5</p> <p>My Dream Job</p>	<ul style="list-style-type: none"> • to talk about jobs • to say what you want to be • to listen and write l and r 	<p>Simple present: want to + verb What do you want to be? I want to be an actor. What does she want to be? She wants to be a doctor.</p>	<p>Jobs actor, artist, dancer, doctor, mail carrier, pilot, singer, soccer player, teacher, vet</p>

CLIL Connections: Content	CLIL Connections: Around the World	Values/Project
Math <ul style="list-style-type: none"> • Addition and subtraction Content Words plus, minus, equals	Unusual School Settings <ul style="list-style-type: none"> • Different classrooms Content Words boat, forest, garden, tent	Take turns. Role-play taking turns with a partner. Make a finger puppet to role-play taking turns.
Science <ul style="list-style-type: none"> • Bones and muscles Content Words bones, feet, hands, muscles	Games <ul style="list-style-type: none"> • Games children play • Play hopscotch Content Words draw, hop, games, hopscotch, jump, kick, number, throw	Play safely. Role-play playground safety. Make a Playground Safety checklist.
Social Studies <ul style="list-style-type: none"> • Old and new items Content Words cook, old, new	Household Objects <ul style="list-style-type: none"> • Household objects Content Words sleep, wash	Be neat. Listen, write, and talk about how to be neat at home. Make a Toy Box .
Geography <ul style="list-style-type: none"> • Places in North America • Locating places on a map Content Words north, south, east, west	Colorful Taxis <ul style="list-style-type: none"> • Taxis from London, Mexico City, and Bangkok Content Words cute, everywhere, taxi	Cross the street safely. Look, listen, and talk about the steps to crossing safely. Make a Cross Safely poster.
Social Studies <ul style="list-style-type: none"> • Goods and services Content Words goods, services	When I Grow Up <ul style="list-style-type: none"> • Jobs children like Content Words park ranger, rodeo, scuba diver	Study hard and set goals. Identify and act out what you want to be. Make a What I Want to Be flip book.

Unit and Theme	Communication Objectives	Key Structures	Key Vocabulary
<p>6 My Day</p>	<ul style="list-style-type: none"> • to tell time • to say when people do things • to talk about daily activities • to listen and write w and y 	<p>Simple present verbs with when When does he get up? He gets up at 6:00. When do you go to bed? I go to bed at 8:00. When does the movie start? It starts at 7:00.</p>	<p>Time one o'clock to twelve o'clock</p> <p>Activities eat lunch, get up, go to bed</p>
<p>7 Food</p>	<ul style="list-style-type: none"> • to talk about foods • to ask and answer questions about what you like • to listen and write h and j 	<p>Simple present with like Do you like fruit? Yes, I do. / No, I don't. Do they like vegetables? Yes, they do. / No, they don't. Does she like fruit? Yes, she does. / No, she doesn't.</p>	<p>Food and Drink bananas, pineapple, strawberries, tomatoes, carrots, potatoes, chicken, spaghetti, cheese, yogurt, lemonade, water</p>
<p>8 Wild Animals</p>	<ul style="list-style-type: none"> • to talk about animals • to talk about what animals can and can't do • to listen and write k, q, and x 	<p>Can Can a kangaroo jump? Yes, it can. Can a snake jump? No, it can't. Can snakes jump? No, they can't.</p>	<p>Animals cheetah, giraffe, hippo, kangaroo, polar bear, zebra, elephant, monkey, peacock</p> <p>Animal Body Parts and Features arm, claw, feather, feet, fur, leg, mouth, neck, spots, tail, teeth, trunk, pouch, wings</p> <p>Animal Actions catch a fish, climb a tree, hang from a tree</p>
<p>9 Fun All Year</p>	<ul style="list-style-type: none"> • to talk about the months • to use a calendar • to say what people do during the year • to review letters and sounds 	<p>Adverbs of frequency: always and never: What do they do in the spring? They always play baseball in the park. Do you go on vacation in the winter? No, I don't. I never go on vacation in the winter.</p>	<p>Months of the Year January, February, March, April, May, June, July, August, September, October, November, December</p>

CUIL Connections: Content	CUIL Connections: Around the World	Values/Project
<p>Social Studies</p> <ul style="list-style-type: none"> Telling time long ago <p>Content Words hourglass, measure, sundial, water clock</p>	<p>Clocks</p> <ul style="list-style-type: none"> Clocks Using an alarm clock <p>Content Words alarm clock, chime, cuckoo clock, grandfather clock, pendulum</p>	<p>Be on time. Listen and identify the steps to getting to school on time.</p> <p>Make a My Day book.</p>
<p>Science</p> <ul style="list-style-type: none"> Healthy snacks <p>Content Words healthy, unhealthy, apples, carrots, celery, cookies, raisins, salt, sugar</p>	<p>Where Fruit Comes From</p> <ul style="list-style-type: none"> Where popular fruits come from <p>Content Words avocados, fruit, mangoes, tomatoes, watermelons</p>	<p>Choose healthy foods. Listen, write, and talk about healthy snacks.</p> <p>Make a Healthy Snacks collage.</p>
<p>Science</p> <ul style="list-style-type: none"> Animal habitats Matching animals to their habitats 	<p>Outside My Window</p> <ul style="list-style-type: none"> Animals near your home and school 	<p>Appreciate animals. Listen, write, and talk about favorite animals.</p>
<p>Content Words desert, forest, habitat, jungle, ocean</p>	<p>Content Words koala, llama, snow monkey, website, wild</p>	<p>Make an Animals Map.</p>
<p>Social Studies</p> <ul style="list-style-type: none"> Months of national days <p>Content Words Freedom Day, Independence Day, King's Birthday, national, St. Andrew's Day, Unity Day</p>	<p>Celebrating Special Days</p> <ul style="list-style-type: none"> Special days <p>Content Words Day of the Dead, May Day, Mid-Autumn Festival</p>	<p>Be active all year. Listen, write, and role-play about different activities during the year.</p> <p>Make a Special Days calendar.</p>

Time Guidelines

	2 sessions per week (50–60 minutes)	3 sessions per week (40–60 minutes)
Week 1	<p>Student Book</p> <ul style="list-style-type: none"> • Song & Vocabulary (2 pp.) • Story (2 pp.) <p>Ancillaries</p> <ul style="list-style-type: none"> • Corresponding Workbook pages • Corresponding Digital activities • Unit Poster • Picture Cards 	<p>Student Book</p> <ul style="list-style-type: none"> • Song & Vocabulary (2 pp.) • Story (2 pp.) <p>Ancillaries</p> <ul style="list-style-type: none"> • Corresponding Workbook pages • Corresponding Digital activities • Video (dramatic)* • Unit Poster • Picture Cards
Week 2	<p>Student Book</p> <ul style="list-style-type: none"> • Language in Action (1 p.) • Grammar (1 p.) • Connections: Content (1 p.) <p>Ancillaries</p> <ul style="list-style-type: none"> • Corresponding Workbook pages • Corresponding Digital activities • Video (documentary)** • Additional Grammar Practice in Workbook • Grammar Poster 	<p>Student Book</p> <ul style="list-style-type: none"> • Language in Action (1 p.) • Grammar (1 p.) • Connections: Content (1 p.) <p>Ancillaries</p> <ul style="list-style-type: none"> • Corresponding Workbook pages • Corresponding Digital activities • Video (documentary)** • Additional Grammar Practice in Workbook • Grammar Poster
Week 3	<p>Student Book</p> <ul style="list-style-type: none"> • Connections: Around the World (1 p.) • Phonics (1 p.) • Projects/Values (1 p.) <p>Ancillaries</p> <ul style="list-style-type: none"> • Corresponding Workbook pages • Corresponding Digital activities • Video (documentary)** • Teacher's Resource Files (in ActiveTeach): sound cards 	<p>Student Book</p> <ul style="list-style-type: none"> • Connections: Around the World (1 p.) • Phonics (1 p.) • Projects/Values (1 p.) <p>Ancillaries</p> <ul style="list-style-type: none"> • Corresponding Workbook pages • Corresponding Digital activities • Video (documentary)** • Teacher's Resource Files (in ActiveTeach): sound cards
Week 4	<p>Student Book</p> <ul style="list-style-type: none"> • Review: Listening & Speaking (1 p.) • Review: Vocabulary & Grammar (1 p.) • Checkpoints (4 pp.; every 3 units) <p>Ancillaries</p> <ul style="list-style-type: none"> • Corresponding Workbook pages (including Think Big activity every 3 units) • Corresponding Digital activities • Video (dramatic)* & Guide • Assessment Package: practice test; unit test; unit mastery test (every 3 units) 	<p>Student Book</p> <ul style="list-style-type: none"> • Review: Listening & Speaking (1 p.) • Review: Vocabulary & Grammar (1 p.) • Checkpoints (4 pp.; every 3 units) <p>Ancillaries</p> <ul style="list-style-type: none"> • Corresponding Workbook pages (including Think Big activity every 3 units) • Corresponding Digital activities • Video (dramatic)* & Guide • Assessment Package: practice test; unit test; unit mastery test (every 3 units)

* The dramatic segment can viewed at the end of week 1 for exposure to target language, and at the end of week 4 for review.

** The documentary segment for each unit will correspond to either the Content or the Around the World lesson.

	4 sessions per week (40–50 minutes)	5 sessions per week (40–60 minutes)
Week 1	<p>Student Book</p> <ul style="list-style-type: none"> • Song & Vocabulary (2 pp.) • Story (2 pp.) <p>Ancillaries</p> <ul style="list-style-type: none"> • Corresponding Workbook pages • Corresponding Digital activities • Video (dramatic)* • Unit Poster • Picture Cards • Teacher’s Resource Files (in ActiveTeach): vocabulary playing cards 	<p>Student Book</p> <ul style="list-style-type: none"> • Song & Vocabulary (2 pp.) • Story (2 pp.) <p>Ancillaries</p> <ul style="list-style-type: none"> • Corresponding Workbook pages • Corresponding Digital activities • Video (dramatic)* • Unit Poster • Picture Cards • Teacher’s Resource Files (in ActiveTeach): vocabulary playing cards, word part worksheets
Week 2	<p>Student Book</p> <ul style="list-style-type: none"> • Language in Action (1 p.) • Grammar (1 p.) • Connections: Content (1 p.) <p>Ancillaries</p> <ul style="list-style-type: none"> • Corresponding Workbook pages • Corresponding Digital activities • Video (documentary)** • Additional Grammar Practice in Workbook • Grammar Poster • Teacher’s Resource Files (in ActiveTeach): grammar worksheets 	<p>Student Book</p> <ul style="list-style-type: none"> • Language in Action (1 p.) • Grammar (1 p.) • Connections: Content (1 p.) <p>Ancillaries</p> <ul style="list-style-type: none"> • Corresponding Workbook pages • Corresponding Digital activities • Video (documentary)** • Additional Grammar Practice in Workbook • Grammar Poster • Teacher’s Resource Files (in ActiveTeach): grammar worksheets, vocabulary organizers
Week 3	<p>Student Book</p> <ul style="list-style-type: none"> • Connections: Around the World (1 p.) • Phonics (1 p.) • Projects/Values (1 p.) <p>Ancillaries</p> <ul style="list-style-type: none"> • Corresponding Workbook pages • Corresponding Digital activities • Video (documentary)** • Teacher’s Resource Files (in ActiveTeach): sound cards, games 	<p>Student Book</p> <ul style="list-style-type: none"> • Connections: Around the World (1 p.) • Phonics (1 p.) • Projects/Values (1 p.) <p>Ancillaries</p> <ul style="list-style-type: none"> • Corresponding Workbook pages • Corresponding Digital activities • Video (documentary)** • Teacher’s Resource Files (in ActiveTeach): sound cards, games
Week 4	<p>Student Book</p> <ul style="list-style-type: none"> • Review: Listening & Speaking (1 p.) • Review: Vocabulary & Grammar (1 p.) • Checkpoints (4 pp.; every 3 units) <p>Ancillaries</p> <ul style="list-style-type: none"> • Corresponding Workbook pages (including Think Big activity every 3 units) • Corresponding Digital activities • Video (dramatic)* & Guide • Assessment Package: practice test; unit test; unit mastery test (every 3 units) 	<p>Student Book</p> <ul style="list-style-type: none"> • Review: Listening & Speaking (1 p.) • Review: Vocabulary & Grammar (1 p.) • Checkpoints (4 pp.; every 3 units) <p>Ancillaries</p> <ul style="list-style-type: none"> • Corresponding Workbook pages (including Think Big activity every 3 units) • Corresponding Digital activities • Video (dramatic)* & Guide • Assessment Package: practice test; unit test; unit mastery test (every 3 units) • Teacher’s Resource Files (in ActiveTeach): games

Numbers indicate pages in the Student Book where an item is first presented.

A

actor	55
afternoon	66
alarm clock	73
<i>always/never</i>	111
animals	94
apples	88
artist	55
aunt	29
avocados	89

B

bananas	83
bed	27
<i>behind</i>	15
<i>between</i>	15
boat	9
bones	20
bookstore	43
bus stop	43

C

candy	88
carrots	83
celery	88
chair	26
cheese	83
cheetah	95
chicken	83
chime	73
classroom	3
clock	72
closet	27
color a picture	3
computer store	43
cook	33
cookies	88
count pencils	3
cousins	29
cuckoo	73
cut paper	3
cute	49

D

dancer	55
Day of the Dead	113
desert	100
doctor	55
draw	21
dresser	27
DVD player	27

E

east	48
equals	8
evening	66
everywhere	49

F

favorite	96
feet	20
food	82
forest	9
Freedom Day	112

G

garden	9
gas station	43
giraffe	95
glue shapes	3
goods	60
grandfather	34
grandfather clock	73

H

habitat	100
hands	20
healthy	88
hippo	95
hop	21
hourglass	72

I

<i>in front of</i>	15
Independence Day	112

J

jacket	26
jobs	54
jump	20
jungle	100

K

kangaroo	95
kick	20
King's Birthday	112
koala	101

L

lamp	27
lemonade	83
listen to a story	3
llama	101

M

mail carrier	55
mangoes	89
map	42
May Day	113
Mid-Autumn Festival	113
minus	8
money	73
months	106
morning	66
movie theater	43
muscles	20

N

national	112
new	6
<i>next to</i>	15
night	66
north	48
number	21

O

ocean	100
old	32

P

park ranger	61
pilot	55
pineapple	83
playground	14
plus	8
polar bear	95
popcorn	88
post office	43
potatoes	83

R

raisins	88
refrigerator	27
restaurant	43
rodeo	61

S

salt	88
scuba diver	61
services	60
singer	55
sink	27
sleep	33
snow monkey	101
soccer player	55

sofa	27
south	48
spaghetti	83
St. Andrew's Day	112
stove	27
strawberries	83
sugar	88
sundial	72
supermarket	43

T

table	27
talk about pictures	3
taxi	49
teacher	55
tent	9
<i>there is/there are</i>	7
throw	20
time	66
tomatoes	83
town	42
train station	43
tub	27

U

uncle	29
unhealthy	88
Unity Day	112
use the computer	3

V

vet	55
-----	----

W

wash	33
water clock	72
water	83
watermelons	89
website	101
west	48
write (her) name	3

Y

year	106
yogurt	83

Z

zebra	95
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Numbers indicate units in the Student Book.

A		L		Social Studies	
activities	1	likes/dislikes	2, 7	cardinal directions	4
adverbs	9	M		classrooms around the world	1
alphabet	1	maps	4	clocks around the world	6
<i>always/never</i>	9	Math		games around the world	2
animals	8	addition	1	goods and services	5
B		numbers 20–100	2	holidays	9
birthdays	9	subtraction	1	household objects around the world	3
C		telling time	6	maps	4, 8
capital letters and small letters	1	months of the year	9	old and new things	3
celebrations	9	P		taxis around the world	4
classroom activities	1	places in the community	4	telling time long ago	6
Contractions		playground activities	2	where fruit comes from	7
<i>doesn't</i>	7	possessive nouns and pronouns	3	T	
<i>don't</i>	7	Prepositions of location		time of day	6
<i>he's</i>	1	<i>between/behind/</i>		V	
<i>it's</i>	3	<i>in front of/next to</i>	2, 4	Values	
<i>she's</i>	1	<i>in, on</i>	3	Appreciate animals	8
<i>there's</i>	1, 4	Q		Be active all year	9
<i>they're</i>	1	Questions		Be neat	3
<i>what's</i>	1	<i>how many</i>	1	Be on time	6
<i>where's</i>	3	<i>is there</i>	4	Choose healthy foods	7
D		<i>what</i>	1, 2, 5	Cross the street safely	4
daily activities	6	<i>when</i>	6, 9	Play safely	2
Determiners		<i>where</i>	3, 4	Study hard and set goals	5
<i>some/a</i>	7	<i>who</i>	3	Take turns	1
<i>a/an</i>	7	<i>yes/no</i>	4, 7, 8, 9	Verb tense	
F		R		present progressive	1
family	3, 9	rooms in a house	3	infinitives	2
food	7	S		simple present	2–9
furniture	3	safety	2	Verbs	
G		schedule	6	<i>is/are</i>	1, 3
geography	4	Science		<i>like/likes</i>	2
H		animal habitats	8	<i>likes to/doesn't like to</i>	2, 5
healthy food	7	bones and muscles	2	<i>want to/wants to</i>	4, 5
holidays	9	healthy snacks	7	<i>want to be</i>	5
household objects	3	shopping	4	<i>do/does</i>	6
J				<i>can/can't</i>	8
jobs	5				

IPA Symbols

Consonants

/b/	baby, club
/d/	down, today, sad
/f/	fun, prefer, laugh
/g/	good, begin, dog
/h/	home, behind
/k/	key, chocolate, black
/l/	late, police, mail
/m/	may, woman, swim
/n/	no, opinion
/ŋ/	angry, long
/p/	paper, map
/r/	rain, parent, door
/s/	salt, medicine, bus
/ʃ/	sugar, special, fish
/t/	tea, material, date
/θ/	thing, healthy, bath
/ð/	this, mother, bathe
/v/	very, travel, of
/w/	way, anyone
/y/	yes, onion
/z/	zoo, cousin, always
/ʒ/	measure, garage
/tʃ/	check, picture, watch
/dʒ/	job, refrigerator, orange

Vowels

/ɑ/	on, hot, father
/æ/	and, cash
/ɛ/	egg, says, leather
/ɪ/	in, big
/ɔ/	off, daughter, draw
/e/	April, train, say
/i/	even, speak, tree
/o/	open, close, show
/u/	boot, do, through
/ʌ/	of, young, sun
/ʊ/	put, cook, would
/ə/	about, pencil, lemon
/ə/	mother, Saturday, doctor
/ɜ/	earth, burn, her

Diphthongs

/aɪ/	ice, style, lie
/aʊ/	out, down, how
/ɔɪ/	oil, noise, boy

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	/ji/
h	/eč/
i	/ai/
j	/je/
k	/ke/
l	/el/
m	/em/
n	/en/
o	/o/
p	/pi/
q	/kyu/
r	/ar/
s	/ɛs/
t	/ti/
u	/yu/
v	/vi/
w	/dʌbəl,yu/
x	/ɛks/
y	/wai/
z	/zi/

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