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Syllabus

Welcome

- Review of Level 4
- Talking about continents and cardinal directions
- Practicing classroom language

Africa is east of South America.

Classroom Language

How do you say this in English?
Could you say that again, please?
May I go to the restroom?
May I get a drink of water?

Unit 1 Vacation

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Activities: act in a play learn how to dive ride a roller coaster read a lot of books win a competition sleep late • Simple past statements with <i>when</i> <i>He acted in a play when he was on vacation.</i> • Simple past questions with <i>when</i> <i>What did she do when she was on vacation?</i> <i>She acted in a play.</i>	Feelings: relaxed nervous confident shy wide-awake sleepy • Simple past tense statements with <i>but</i> <i>I felt relaxed, but he felt nervous.</i> • Simple past tense questions with <i>how</i> <i>How did you feel when you rode the roller coaster?</i> <i>I felt relaxed, but she felt nervous.</i>	Reading: The Surfing Lesson • Trying new things <i>Come on! Let's learn how to surf.</i> <i>No, thanks. I'd rather play video games.</i> OK. <i>Come on! Let's learn how to surf.</i> <i>Sounds fun. I'm tired of playing video games.</i> Great! <div>Be brave.</div>	Travel and Trade: silk goods difficult ruler return become famous • Simple past tense questions with <i>what</i> <i>What did Marco Polo do when he was 17?</i> <i>He traveled on the Silk Road.</i> <div>Video</div> <div>Poster</div>

Unit 2 Camping

Lesson 1	Lesson 2	Lesson 3	Lesson 4
In the Woods: study insects identify trees pick wild strawberries find animal tracks explore a cave collect leaves • Questions in past continuous tense, with answers in simple past tense <i>What was she doing in the morning/afternoon?</i> <i>She was studying insects.</i> • Questions and answers in past continuous <i>Was he studying insects in the morning/afternoon?</i> <i>Yes, he was./No, he wasn't.</i> <i>He was identifying trees.</i>	Making Camp: set up the tent build a campfire roast fish tell stories put out the campfire look at the stars • Past continuous statements with simple past tense statements <i>She was setting up the tent when I arrived at the campsite.</i> <i>When I arrived at the campsite, she was setting up the tent.</i> • Past continuous questions and answers <i>What were you doing when you saw the deer?</i> <i>I was setting up the tent.</i>	Reading: The Cave • Asking for help with directions <i>Which way is the campsite?</i> <i>It's that way.</i> <i>Thanks a lot!</i> <i>Which way is the campsite?</i> <i>Sorry, I don't know.</i> <i>Thanks, anyway.</i> <div>Be helpful.</div>	Plants: oxygen seed size root underground stem • Questions with <i>these/those</i> <i>Which parts of the plant are these?</i> <i>Those are the seeds.</i> • Questions with <i>do</i> <i>What do they do?</i> <i>They grow and become new plants.</i> <div>Video</div> <div>Poster</div>

Check Up 1 Units 1 and 2



How Scouting Started



Project Brochure


Unit 3 Class Party

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Planning a Party: order pizzas bake cupcakes bring fruit juice choose the music make decorations buy balloons • Simple future tense with <i>will</i> for intention <i>I'll order pizzas for the party.</i> <i>We'll order pizzas for the party.</i> • Simple future tense with <i>will</i> for prediction <i>What will he do?</i> <i>He'll order the pizzas.</i>	Starting a Party: pour the juice serve the pizzas set up the music blow up the balloons put up the decorations put out the cupcakes • Simple future tense questions with <i>will</i> <i>Will she pour the juice?</i> <i>Yes, she will.</i> <i>No, she won't.</i> • Simple future tense questions with <i>who</i> <i>Who will pour the juice?</i> <i>They will.</i>	Reading: It's Not Safe • Talking about planning a party • Talking about traffic safety <i>We're out of juice. Could you get some more?</i> <i>Sure, no problem.</i> <i>Thanks.</i> <i>We're out of juice. Could you get some more?</i> <i>I can't right now. I'm busy.</i> <i>That's OK.</i> <i>Let's walk across the highway. We'll get there faster.</i> <i>It's not safe.</i> <div>Be Safe.</div>	Celebrations: celebrate season tradition delicious child samba parade • Simple future tense questions with <i>will</i> <i>What will people in Japan do in the spring?</i> <i>They'll celebrate Children's Day.</i> <div> Video Poster</div>


Unit 4 The Amazon Rain Forest

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Comparisons: colorful macaw plain egret dangerous jaguar friendly river dolphin energetic spider monkey calm sloth • Comparatives with long and short adjectives <i>The macaw is more colorful than the egret.</i> • Questions with comparatives <i>Is the macaw more colorful than the egret?</i> <i>Yes, it is. / No, it isn't.</i>	Comparisons: easy puzzle difficult puzzle comfortable sandals uncomfortable sandals cheap bracelet expensive bracelet • Superlatives with long and short adjectives <i>This puzzle is the easiest one here.</i> <i>These sandals are the most comfortable ones here.</i> • Questions with superlatives and <i>which</i> <i>Which puzzle is the easiest?</i> <i>This puzzle.</i> <i>Which sandals are the most comfortable?</i> <i>These sandals.</i>	Reading: A New Snowboard • Comparing and describing things <i>I want that one.</i> <i>How about this one instead?</i> <i>It's cheaper.</i> <i>I want that one.</i> <i>Good choice!</i> <div>Be patient.</div>	Biomes: natural community freshwater desert forest grassland tundra • Questions with superlatives and <i>which</i> <i>Which biome is the biggest?</i> <i>The ocean.</i> <div> Video Poster</div>

Unit 5 Busy Students

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Activities: wash my hair take a shower floss my teeth check my calendar pack my schoolbag iron my clothes • Adverbs of frequency <i>I always wash my hair before I go to bed.</i> • Questions with <i>do</i> and adverbs of frequency <i>Do you wash your hair before you go to bed?</i> <i>Yes, I always do. / No, I rarely do.</i>	Adverbs: slowly quickly carefully carelessly quietly loudly • Questions with <i>how</i> and adverbs of manner <i>How is she walking?</i> <i>She's walking slowly.</i> • Questions with <i>is</i> and adverbs of manner <i>Is he walking slowly or quickly?</i> <i>He's walking slowly.</i>	Reading: The Recital • Talking about meeting commitments • Getting better at something through practice <i>Are you ready for your recital?</i> <i>No, I'm not. I still need to practice.</i> <i>Are you ready for your recital?</i> <i>Yes, I think so. I practiced all week.</i> <div>Be responsible.</div>	 Your Health: successful exercise possible balanced meal habit early • Questions with <i>how</i> and adverbs of frequency <i>How often do you go for a walk?</i> <i>I go for a walk twice a week.</i> <div>Video</div> <div>Poster</div>

Unit 6 Making Things


Lesson 1	Lesson 2	Lesson 3	Lesson 4
Quantities: a cup of flour a half cup of water a quarter cup of salt a tablespoon of cooking oil a teaspoon of baking soda a drop of food coloring • Questions with <i>how</i> , and count and non-count nouns <i>How much flour does he need?</i> <i>He needs a cup of four.</i> • Questions with <i>do</i> , and count and non-count nouns <i>Does she have enough flour?</i> <i>Yes, she does. / No, she doesn't.</i>	Supplies: aprons toothpicks paper clips cardboard masking tape modeling clay • Questions with <i>how many/</i> <i>how much</i> and count and non-count nouns <i>How much cardboard do we have?</i> <i>We have six sheets of cardboard.</i> <i>How many aprons do they have?</i> <i>They have a few/a lot of aprons.</i> <i>How much cardboard do they have?</i> <i>They have a little/a lot of cardboard.</i>	Reading: Where's the Parthenon? • Forgetting and remembering where you put things <i>Did we bring the map?</i> <i>I don't remember.</i> <i>I remember. It's under the seat.</i> <i>Did we bring the map?</i> <i>I'm not sure.</i> <i>Never mind, I found it.</i> <div>Be prepared.</div>	 The Pyramids: take farmer artisan move pull site • Questions with <i>how many</i> and count and non-count nouns <i>How many people did it take to build the Great Pyramid of Giza?</i> <i>It took around thirty thousand people.</i> <div>Video</div> <div>Poster</div>

 **Check Up 3** Units 5 and 6


 **Skills Bonus** Rules for Running

 **Project** Poster

Unit 7 World Travel

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Countries: India Italy Kenya New Zealand the UK Peru • Present perfect statements with <i>been</i> <i>I've been to India. I've never been to Italy.</i> • Present perfect questions with <i>been</i> <i>Have you ever been to India?</i> <i>Yes, I have./No, I haven't.</i> <i>Has she ever been to India?</i> <i>Yes, she has./No, she hasn't.</i>	Experiences: go rafting ride a camel climb a mountain hike in a rain forest see the pyramids go scuba diving • Present perfect with irregular verbs <i>He has gone rafting, but he hasn't ridden a camel.</i> <i>He has gone rafting, but he hasn't ridden a camel.</i> • Present perfect questions <i>Has he gone rafting before?</i> <i>Yes, she has./No, she hasn't.</i>	Reading: A New Friend • Making new friends • Sharing interests <i>Do you like skateboarding?</i> <i>I'm not very good at it.</i> <i>Could you show me how?</i> <i>Sure!</i> <i>Do you like skateboarding?</i> <i>Yes, I do.</i> <i>Cool! Let's go skateboarding after school.</i> <div>Be friendly.</div>	 Explorers: high reach British leave grateful lead • Past tense <i>What happened in 1924?</i> <i>George Mallory and Andrew Irvine tried to reach the top of Mount Everest.</i> <div>Video Poster</div>

Unit 8 Computers

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Using Computers: turn on the computer turn off the computer turn up the volume turn down the volume log in to the website log out of the website • Present perfect statements with <i>just</i> and <i>yet</i> <i>I've just turned on the computer.</i> <i>I haven't turned on the computer yet.</i> • Present perfect questions with <i>yet</i> <i>Has he turned on the computer yet?</i> <i>Yes, he has./No, he hasn't.</i>	Using Computers: upload the photos print the photos download the music play the music write the email send the email • Present perfect statements <i>She's already uploaded the photos, but she hasn't printed them yet.</i> <i>He's already written the email, but he hasn't sent it yet.</i> • Present perfect questions <i>Has she uploaded the photos yet?</i> <i>Yes, she's uploaded them.</i> <i>No, she hasn't uploaded them.</i>	Reading: Just a Minute • Sharing the family computer <i>Are you almost done with the computer?</i> <i>Just a minute, I haven't finished downloading these songs yet.</i> <i>OK. Let me know when you're done.</i> <i>Are you almost done with the computer?</i> <i>Yes, I just finished. Go ahead and use it.</i> <i>Thanks!</i> <div>Be fair.</div>	 Energy: energy source wind turbine electricity dam solar panel • Present perfect questions and answers <i>What have scientists designed to use wind energy?</i> <i>Scientists have designed wind turbines that use strong winds to make energy.</i> <div>Video Poster</div>

 **Check Up 4** Units 7 and 8



Skills Bonus An Interview with Cliff Jackson

 **Project** Presentation

Introduction

Course Description

Everybody Up is a seven-level course for children learning English for the first time. It offers a clear, steady grammar progression featuring language that students can immediately use in their daily lives.

With materials that are easy to understand for both teachers and students along with lesson plans offering detailed support, *Everybody Up* is suitable for teachers of all levels of teaching experience. The syllabus is carefully structured and paced, combining step-by-step presentation with plenty of opportunity for practice.

The course is full of colorful photographs, illustrations, and videos that will help your students connect what they learn to the world outside the classroom. Students will meet real children in every lesson—the *Everybody Up* Friends—who will guide and encourage students to use English, both in and out of the classroom. Your students will identify with Danny, Emma, Julie, and Mike; characters who appear in every unit and who grow up through the series, learning from the everyday situations that all children experience. Catchy, entertaining songs and chants, written and performed by award-winning musicians, will appeal to all students, making learning with *Everybody Up* fun and memorable.

This second edition of the series has many new or updated features, including,

- Videos
- Posters
- Projects
- Expanded Check Up reviews and student self-assessment
- Online practice
- Assessment
- More Young Learners Exam practice
- Student, teacher, and parent websites

A new Teacher's Resource Center CD-ROM has printable versions of materials previously found in the back of the Teacher's Book, expanded to include more support material than ever before.

Course Philosophy

Everybody Up aims to develop students' speaking, listening, reading, and writing skills through activities that build students' independence and confidence,

leading them to really use English. To achieve this goal, the series draws from a variety of methods and techniques used in teaching English to children.

Present, practice, produce, and personalize: This pattern supports the way that children naturally learn: first receptively and then productively. In each lesson, students listen to the new language, then engage in controlled practice, and then actively produce the language. Personalization is an essential final step in the process, giving students a chance to fully integrate newly learned material by making it relevant to their own lives.

Linked Language Learning emphasizes the value of helping students connect new language to what they have already learned and to their own experiences. Linking and recycling language in this way helps students to learn and retain English more effectively and to use English to talk meaningfully about themselves and their everyday lives.

21st Century Skills: Advances in communication and technology are part of students' daily lives. Our increasingly interconnected world requires today's young students to develop strong skills in critical thinking, global communication, collaboration, and creativity. Practice and development of these skills are found throughout the course with specific focus on them at the end of each lesson.

Content and Language Integrated Learning (CLIL) uses a cross-curricular approach to allow students to link what they learn in their English classes to other school subjects such as math, science, art, social studies, and health. Through a School Subject Connection, the last lesson of every unit builds on the grammar and vocabulary of the preceding lessons to teach new real-world content that integrates English with students' other school studies. A documentary-style video and a poster depicting real-life situations are parts of this lesson that work to connect English to the world outside class.

The Communicative Approach emphasizes the value of communication in English language learning. Students use newly learned language to communicate with each other and to talk meaningfully about themselves, thus reinforcing their learning. Opportunities for individual, pair, and group speaking activities occur in every lesson and the Teacher's Book includes multiple suggestions for interactive games and activities to help students review, practice, and consolidate what they have learned. To further enhance student communication, each lesson

ends with an Everybody Up Friend who demonstrates essential language from the lesson, offers helpful follow-up activities to teachers, and prepares students to take the language home with them to show their parents.

Values education allows teachers to bring the wider world into the English classroom. Funny, engaging stories featuring the characters Danny, Emma, Julie, and Mike and their respective families illustrate values such as “be polite” or “be kind.” In the stories, the characters grow and learn from everyday situations just as real children do.

Scaffolding refers to the support that teachers give students to help them learn new material. By giving a lot of support at the beginning, and then gradually removing that support, piece by piece, teachers can help students grow more and more comfortable producing language on their own.

Student Book Overview and Unit Structure

The Student Books consist of eight units. Units have four two-page lessons that are designed for a 50-minute class but which can also fit longer or shorter classes. After every two units, there is a Check Up unit review lesson. Additionally, in Levels 1 to 6, there is a Bonus lesson and a Project. The Bonus lesson in Levels 1 and 2 features phonics. In Levels 3–6, the Bonus lesson features skills.

Every unit contains these four lessons:

Lesson 1: This lesson introduces the unit topic. It presents six new vocabulary items, and then contextualizes them in a large illustrated scene. It also presents the first two grammar points. Exercises are carefully staged to introduce and practice the new language, and then lead students into actively producing what they have just learned.

Lesson 2: This lesson adds four new vocabulary items and a grammar point related to the unit theme, and to Lesson 1. Language presentation and practice are followed by further practice in a song or chant. The lesson culminates in a fun activity that allows for personalization or more open production and meaningful language use.

Lesson 3: The third lesson uses a story to introduce chunks of functional, communicative language in a conversation, and to demonstrate a global value to help students become better citizens, both of their classrooms and their communities. The story centers on the cast of continuing characters that students will come to know and identify with.

Lesson 4: In Levels 1 to 6, the final lesson in each unit has a CLIL focus, opening with a video. The lesson teaches four new vocabulary items and builds on the grammar of the previous lesson. Each lesson has a cross-curricular connection to school subjects such as math, health, social studies, science, and art. Critical thinking activities and graphic organizers help students practice age-appropriate academic skills. Lessons end with a poster exercise using vocabulary and language in new, rich visual contexts.

In the Starter Level, this final lesson is a phonics lesson focusing on introducing the alphabet letters, their sounds, and vocabulary.

Check Up: After every two units, a two-page Check Up lesson helps students consolidate the vocabulary, grammar, and conversational language they have learned. When students have completed the activities in the lesson, they complete a self-assessment section, rating how well they’ve learned the material and identifying areas for further practice.

Everybody Up Icons



Pair or group work



Student Audio CD



Class Audio CD



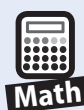
Test Audio Track



Video



Poster



Math



Art



Health



Social Studies



Science

School Subject Connection (CLIL)

Bonus Lesson and Project: Every two units, after the Check Up, there is a Bonus lesson and a Project. In Levels 1 and 2, the Bonus lesson features phonics, which teachers can use to present and review the letters of the English alphabet and the sounds those letters make. In Levels 3 to 6, the Bonus lesson features integrated skills with activities for reading, writing, listening, and speaking.

The Bonus lesson is followed by a Project. These projects encourage students to collaborate, communicate, and be creative in real ways through creating posters, books, artwork, and other tangible items to present and share. The projects require some basic materials and may also utilize photocopiable templates available on the Teacher's Resource Center CD-ROM. Each project includes a Home-School link that encourages students to share their work and language at home.

Assessment

Everybody Up provides all the assessment resources you need to help shape and improve your students' learning. This includes tests for establishing students' language level, for evaluating their progress in the course, and for preparing them for the *Cambridge English: Young Learners* (YLE) tests.

The Teacher's Resource Center CD-ROM contains the following tests, most of which are customizable. Testing instructions, audio files, and answer keys are also provided.

Placement Test: This test is a quick tool to help you determine the English Level of new students. Placement Test A matches the syllabus of *Everybody Up* Starter Level to Level 3. Placement Test B matches the syllabus of *Everybody Up* Levels 4 to 6. Online Young Learners Placement Tests are available for purchase from OxfordEnglishTesting.com. These tests are written by international young-learner assessment experts and offer more detailed placement advice for *Everybody Up*, including CEFR Levels.

Entry Test and Entry Review Worksheets: In Levels 1 to 6, each level has one grammar-focused Entry Test designed to help you measure your students' levels as they begin the new book. The Entry Test allows you – and your students – to assess their understanding of the key grammar points presented in the previous level of *Everybody Up*. Based on students' strengths and weaknesses, you can assign Entry Review Worksheets

to review, support, challenge, and further assess your students' understanding of specific grammar topics.

Achievement Tests: A unit test after each unit, a midterm test after Unit 4, and a final test at the end of the level help you assess your students' mastery of the vocabulary, grammar, and conversational language. There are also speaking tests that provide a framework for assessing your students' progress in this area. In addition, every test contains questions and tasks similar to what your students will encounter in Young Learners examinations.

Further information on testing and evaluation can be found on the Teacher's Resource Center CD-ROM.

Cambridge English: Young Learners (YLE) Tests

In many areas, students will take the *Cambridge English: Young Learners* (YLE) tests. To help prepare for this, much of the content of *Everybody Up*, such as vocabulary items and grammar structures, serves to prepare students for these tests.

Each Student Book features eight pages of exercises practicing listening, speaking, reading and writing as they are focused on in the YLE tests.

Additionally, the Teacher's Resource Center CD-ROM contains YLE practice tests. These tests provide specific practice in the style of the actual examinations, enabling you to choose task types and create practice materials to prepare for these tests. Even if your students aren't preparing for these examinations, you can still use the tests to create extra practice, review tests, or worksheets, and to provide additional skills practice.

Further information on testing and evaluation can be found on the Teacher's Resource Center CD-ROM.

Other Features in the Second Edition

The proliferation of technology in our lives makes visual literacy and communication more relevant than ever before. Videos, posters, and illustrations are great support for language learners. These reinforce meaning and provide rich context for language and vocabulary. The second edition of *Everybody Up* has new illustrations, posters, and videos available throughout the course.

Reinforcing language and meaning with videos, posters, projects, and online content also gives your students more opportunity for engagement. This, in turn, boosts their motivation. An interesting video or poster can reinforce and expand on the content of the Student Book, but it also encourages students to use critical thinking. Ultimately, students are encouraged to connect what they are learning with the experiences they have outside the classroom in their daily lives.

Video

Lesson 4 of each unit features a lively video that expands the topic and cross-curricular connection in the lesson. These documentary-style videos with real-world content give students a chance to experience how the language can be used in the larger world outside the classroom.

Through a sequence of pre- and post-watching activities, students use language they have learned in meaningful activities. Repeated viewings of the videos are also a great way to reinforce pronunciation and intonation.

Posters

In Levels 1 to 6, the *Everybody Up* posters reinforce and extend students' knowledge of the vocabulary, language patterns, and concepts covered in the unit's cross-curricular fourth lesson. Posters provide an opportunity for your students to connect vocabulary to new visual contexts. Posters also have a conversational feature that can be used for speaking and communication practice between classmates or in small groups.

The posters and videos share similar themes and vocabulary. They work in tandem to engage students outside their books with opportunities for critical thinking, communication, and collaboration. They also help support the CLIL lessons by bringing more real-world content into the classroom.

Projects

Projects are featured in the Student Books for Levels 1 to 6 after every two units. Project work encourages students to collaborate, communicate, and be creative in real ways with tangible results. The projects in *Everybody Up* are designed to be completed in one lesson and with easy materials that are commonly available. Students use the language they have learned in the unit in meaningful communication with their classmates, teachers, and families. In addition to specific language tips, the project pages also have a feature for sharing the project

at home as part of a Home-School link. Some projects have photocopiable templates that are available on the Teacher's Resource Center CD-ROM.

Online Practice

Students can practice at home using Online Practice. Activities are automatically graded. A new trophy room in the second edition allows you, your students, and their parents to monitor progress and identify strengths and areas for improvement in different skills areas. Another new feature allows you and your students to message anyone within your online practice class.

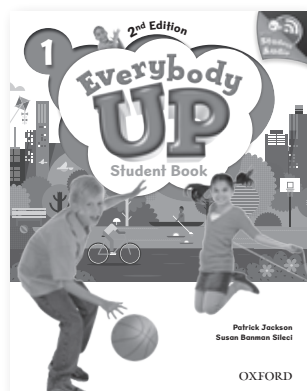
Online Practice also contains additional resources for students and teachers. The Media Center provides students and teachers with cross-curricular videos, animated song videos, and the Student Book audio program. In the Resources section, students can access self-study materials and customizable word lists, song lyrics, and video scripts. In addition to these resources, teachers have access to poster descriptions and information, and an assessment package (also found on the Teacher's Resource Center), which includes instructions, editable tests, test audio, lesson worksheets, and Cambridge YLE practice tests.

Online Play

Online Play gives students an opportunity for fun practice with a variety of games that appeal to different learning styles and interests. With each game, students select a level of play before they start. They also unlock new levels as they progress, motivating them to keep playing and practicing.

In addition to games, Online Play has engaging downloadable resources, videos, and songs that will help students practice language from *Everybody Up* outside of the classroom.

Components



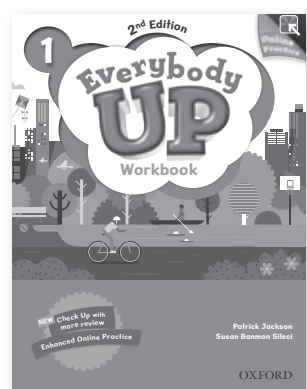
Student Book / Student Book with Student Audio CD

- Eight units with four lessons per unit
- Check Ups and Bonus lessons after every two units (Levels Starter–2: Phonics; Levels 3–6: Skills)
- Projects get students working together to activate new language
- Includes Cambridge YLE practice

Student Audio CD

Included in the Student Book with Audio CD Pack

- Vocabulary, grammar, and songs for students to review and practice at home



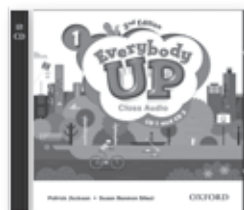
Workbook / Workbook with Online Practice

- Activities reinforce each lesson's vocabulary and grammar
- Activities are suitable for use in class or as homework
- Picture dictionary for vocabulary and writing practice
- Check Up pages support the Student Book



Picture Cards (Levels Starter–4)

- Pictures on one side and vocabulary words on the other
- Words are big enough for use in large classrooms
- Useful for presenting new vocabulary, for assessing student knowledge, and for playing games



Class Audio CDs

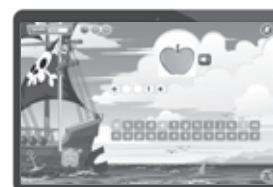
- Contains the complete audio track for the Student Book
- Useful for modeling new language
- Includes stories, songs, and chants



NEW

Online Play

- Fun and engaging reinforcement of learning points at home for students
- Contains games, video, audio, and activities
- www.oup.com/elt/student/everybodyup



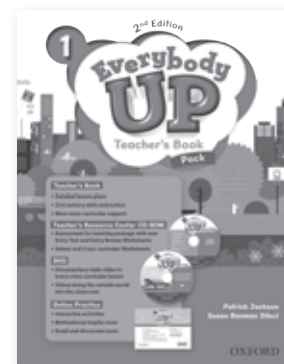
Teacher's Book Pack

Teacher's Book with Online Practice

- Course description and teaching methodology
- Overview of games and activities
- Detailed lesson plans that support teachers of all levels
- Extension activities and 21st century skills instruction

Also included:

- Workbook answer key
- Video scripts (Levels 1–6)
- Picture Card list (Levels Starter–4)
- Word list



Teacher's Resource Center CD-ROM

- New Entry Test and Entry Review Worksheets
- Customizable placement, unit, midterm, and final tests
- Cambridge YLE practice tests
- Test audio and answer keys
- Photocopiable worksheets (Starter Level: Values and Phonics; Levels 1–6: Values and Cross-curricular)
- New photocopiable resources for projects (Levels 1–6)



NEW DVD

- Starter Level: eight animated stories bring universal values to life
- Levels 1–6: eight documentary-style videos enhance and support the school subject connection



Online Practice for Students and Teachers

Access codes included in the **Workbook with Online Practice** and the **Teacher's Book Pack**. Visit www.eu2onlinepractice.com.

- Interactive activities for every lesson
- Automatic scoring and gradebook
- New trophy room motivates students
- New email and discussion tools
- Assessment, video, audio, and other classroom resources

iTools

- Classroom presentation software
- Teachers can project Student Book and Workbook pages, show answer keys and additional resources, and play the videos and audio files
- Includes interactive activities and new grammar animations with every lesson



NEW

Poster Pack (Levels 1–6)

- Contains eight posters, one for each cross-curricular lesson
- Posters initiate and support classroom discussions around the school subject connection



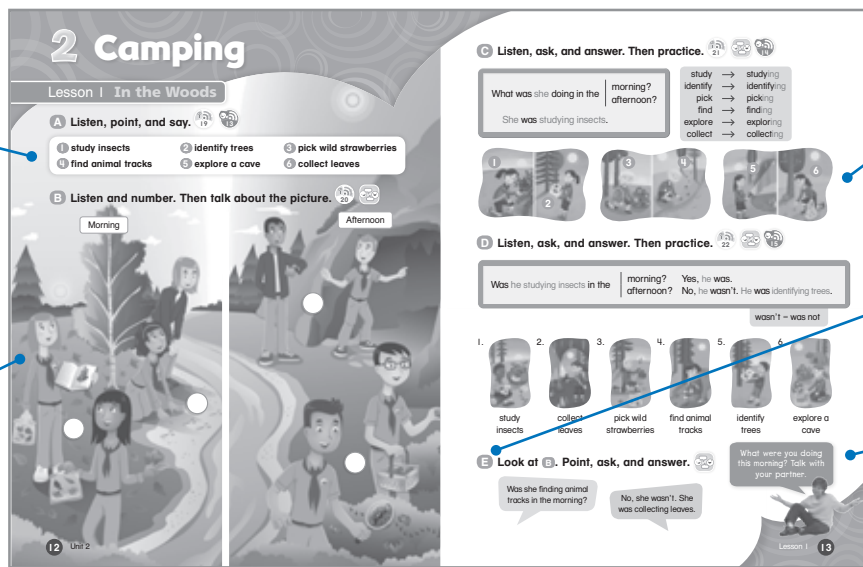
Additional Online Resources

- For Teachers: <https://elt.oup.com/teachers/everybodyup>
- For Parents: <https://elt.oup.com/parent/everybodyup>

Lesson Guide Lesson 1

New words are clearly presented with audio support.

Students listen to the characters and find the new words in the big picture.



Presentation and structured practice of the new language with audio support.

Students practice speaking by asking and answering questions about the big picture.

Students personalize what they have learned with the help of their Everybody Up Friend.

Student Book pages 12–13

Warm up

1. Greet the class. Use previously learned language to elicit responses from individual students.
2. Review any previously learned language that will help prepare students for the current lesson. Write words and phrases on the board and elicit student responses.
3. If a game or song is suggested, use it as additional warm up for Lesson 1.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new vocabulary words or phrases by writing them on the board. Point to the board and say the vocabulary aloud until students can produce the new vocabulary on their own.

2. Link the language. Combine previously learned grammar patterns with the new vocabulary. Use word cards or classroom items to elicit responses from the students.
3. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
4. Students practice saying the new words on their own, using their books.

B Listen and number. Then talk about the picture.



See *Using the Big Picture*, Teacher's Book page 24.

1. Direct students to the big picture and focus discussion on areas of the picture suggested in the lesson notes.
2. Play the Class CD track for this exercise. Students listen, find the items in the picture, and number them.
3. Students check their answers. Invite students to talk about what else they see in the picture, using previously learned language.

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new grammar pattern.
2. If there is a tip box associated with the grammar, present that language to the students.
3. Direct students' attention to the first grammar box in Lesson 1.
4. Play the Class CD track for this exercise. Students listen and say along with the CD.
5. Students practice the pattern in pairs, using their books.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new grammar pattern.
2. If there is a tip box associated with the grammar, present that language to the students.
3. Direct students' attention to the second grammar box in Lesson 1.
4. Play the Class CD track for this exercise. Students listen, ask, and answer along with the CD.
5. Students practice the pattern in pairs or individually, using their books.

E Look at B. Point, ask, and answer.



Student pairs look at the big picture in Activity B and practice the language pattern in the speech bubbles, using all the new vocabulary words.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication/Collaboration/ or Creativity: Direct students' attention to the Everybody Up Friend. Students answer the questions and use 21st century skills to do the task alone or with a classmate.

Games and Activities

- Use the suggested games and activities to further practice the new vocabulary and grammar patterns.

Extra Practice

Workbook
Student Audio CD
iTools
Online Practice

Lesson 2

New words are clearly presented with audio support.

Presentation and structured practice of the new language with audio support.

Further exposure to the new language.

Using 21st century skills, students personalize what they have learned with the help of their Everybody Up Friend.

Fun personalization activities offer more speaking practice.

Student Book pages 14–15

Warm up

1. Greet the class. Use familiar language to elicit responses from students. Then have students practice the language with each other.
2. Review the language from the previous lesson and elicit student responses.
3. If a game or activity is suggested, use it as additional warm up for Lesson 2, or elicit the *Everybody Up* Expression from the previous lesson. Have students practice the expression with their classmates.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new vocabulary. Write the words or phrases on the board and help students understand them. Continue until students can produce the words on their own.
2. Link the language. Combine previously learned grammar patterns with the new vocabulary. Point to the words on the board to elicit responses from the students.

3. If a game or activity is suggested, use it to further practice the new vocabulary.
4. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
5. Students practice the words on their own, using their books.

B Listen and say. Then practice. (or Listen, ask, and answer. Then practice.)

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new grammar pattern.
2. If there is a tip box associated with the grammar, present that language to the students.
3. Direct students' attention to the first grammar box in Lesson 2.
4. Play the Class CD track for this exercise. Students listen and say along with the CD.
5. Students practice the pattern on their own or with a partner, using their books.
6. If an activity is suggested, use it to further practice the grammar pattern.

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new grammar pattern.
2. If there is a tip box associated with the grammar, present that language to the students.
3. Direct students' attention to the second grammar box in Lesson 2.
4. Play the Class CD track for this exercise. Students listen, ask, and answer along with the CD.
5. Students practice the pattern in pairs or individually, using their books.

Skills Listening & Speaking

Listening- and speaking-focused activities are included in odd numbered units.

D Listen. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 24.

1. Students read the questions.
2. Play the Class CD track for this exercise. Students listen and circle the answers.
3. Play the CD again and have students check their answers.
4. Check answers together.

E Exercise varies.



Students work together, using the book to ask and answer. Encourage students to use all the language in this lesson, as well as previously learned language. See individual units.

Skills Reading & Writing

Reading- and writing-focused activities are included in even numbered units.

D Listen and read. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 24.

1. Students read the title, examine the picture, and say what they think the reading will be about.
2. Play the Class CD track for this exercise. Students listen and read along with the recording.
3. Read the questions aloud to the students. Students say and write the answers to the questions using the book.
4. Check answers together.

E Exercise varies.



1. Students complete the exercise using the writing rule presented in this activity.
2. Read each sentence aloud with the class as students complete the activity.
3. Check answers together.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication/Collaboration/ or Creativity: Direct students' attention to the Everybody Up Friend. Students answer the questions and use 21st century skills to do the task alone or with a classmate.

Games and Activities

- Use the suggested games and activities to further practice the new vocabulary and grammar patterns.

Extra Practice

Workbook
Student Audio CD
iTools
Online Practice

Lesson 3

Stories about the characters build students' reading skills and present useful conversational language.

The story highlights a universal value.

Lesson 3 Reading

A Talk about the story. Then listen and read.

The Cave

Danny and Mike are studying insects when they find some animal tracks. They follow the tracks to a cave. Mike takes out his flashlight and looks inside.

"Let's explore it!" says Danny. In the cave, they find more tracks. They see brown spiders, green frogs, and black ants.

The boys walk for a long time. They start to worry, but then Mike sees a way out.

"Look, Danny!" says Mike. "We should go back to the campsite."

The boys are hungry and tired. They look around but can't tell where they are.

"I think we're lost!" says Danny.

Then they hear something behind them.

"Hi, Danny. Hi, Mike," says Emma. "Where were you all day?"

"Emma! Julie!" the boys shout.

"We got lost!" says Mike. "Which way is the campsite?"

"It's that way," says Julie. "We'll go with you."

"Thanks a lot! Is it far?" asks Mike.

"Not really," says Emma. "Look over there!"

Emma points to some trees. Mike and Danny look. The campsite is right in front of them!

Be helpful.

B Who said it? Read and circle.

1. "Which way is the campsite?"
a. Mike
b. Julie
c. Emma

2. "Let's explore it!"
a. Emma
b. Danny
c. Julie

3. "We'll go with you."
a. Julie
b. Mike
c. Danny

4. "Is it far?"
a. Danny
b. Emma
c. Mike

C Sing.

Which Way Is the Coffee Shop?

Which way is the coffee shop?
It's that way.
Thanks a lot!
Which way is Mexico?
Sorry, I don't know.

Which way is the city zoo?
It's over there.
We'll go with you.
Thank you! Thank you! Thank you!
Thanks a lot!

D Listen and say. Then act.

Which way is the campsite?
It's that way.
Thanks a lot!
Sorry, I don't know.
Thanks, anyway.

Look at 2. How do the boys feel when they get lost?

Student Book pages 16–17

Circling activity builds reading comprehension.

Fun songs practice the new language and reinforce natural pronunciation and intonation.

Role plays in different contexts help students practice the conversation.

Using 21st century skills, students personalize what they have learned with the help of their Everybody Up Friend.

Warm up

1. Greet the class. Then use familiar language to elicit responses from students.
2. Review any previously learned language that will help prepare students for the Lesson 3 story.
3. If a song, game, or activity is suggested, use it as additional warm up for Lesson 3, or elicit the *Everybody Up* Expression from the previous lesson. Students practice the expression with their classmates.

A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and talk about what they see.
2. Introduce the new words from the reading. Write each word on the board and have students work in groups or pairs to guess the meaning using context clues.
3. Play the Class CD track for this exercise. Students listen and read along with the CD.

4. Read the story aloud with the students. Then direct students' attention to the value and play the track again. Students listen and read along.
5. Exercise varies. See individual units.

B Exercise varies.

1. Explain that students will read the sentences and circle the correct answer.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
3. Check the answers together.

C Sing.

See *Teaching Songs*, Teacher's Book page 25.

1. Read the song lyrics with the students.
2. Play the Class CD track for the song. Students listen and sing along with the CD.

- Students sing the song again, using gestures or facial expressions as appropriate.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

- Play the Class CD track for this exercise. Students listen and say along with the CD.
- Students rehearse and act out the conversations, using gestures and facial expressions related to the situations.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication/Collaboration/ or Creativity: Direct students' attention to the Everybody Up Friend. Students answer the questions and use 21st century skills to do the task alone or with a classmate.

Games and Activities

- Use the suggested games and activities to further review the story.

Extra Practice

Workbook
Student Audio CD
Lesson 3 Worksheet
iTools
Online Practice

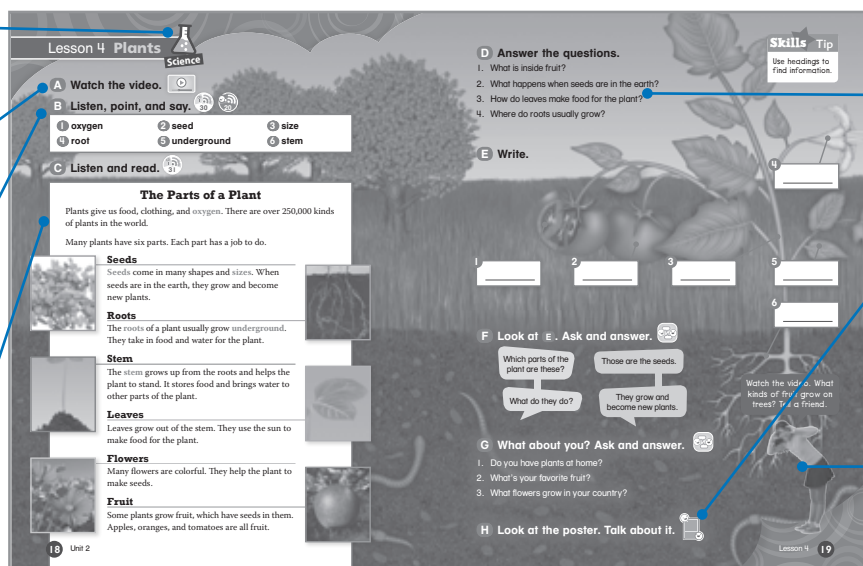
Lesson 4

The lesson links English to other school subjects, like science.

Video links the content to a rich visual learning experience.

Words are clearly presented with audio support.

Students listen to and read cross-curricular passages including new vocabulary and clear visuals.



Students practice the language and concepts with critical thinking activities.

Posters bring real-world content into the classroom.

Students use 21st century skills to respond to questions or directions posed by the Everybody Up Friend.

Student Book pages 18–19

School Subject Connection



Lesson 4 is a cross-curricular lesson with a connection to students' school subjects. Ask students to share what they already know about the subject. Bring in materials related to the topic or have students explore it outside of the classroom. For further suggestions on how to expand on this connection, see individual units.

Warm up

1. Greet the class. Use familiar language to elicit responses from individual students. Then have students practice the language with each other.
2. Review any previously learned language that will help prepare students for the current lesson.
3. If a song, game, or activity is suggested, use it as additional warm up for Lesson 4, or elicit the Everybody Up Expression from the previous lesson. Students practice the expression with their classmates.

A Watch the video.



See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video. Specific School Subject Connection activities will vary. See individual units. Ask students what they might see in the video.

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. Play the video again. Pause the video and ask students questions about the video. Encourage them to answer in full sentences to practice the grammar patterns and new vocabulary.

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new vocabulary words or phrases by writing them on the board. Point to the board and say the vocabulary aloud until students can produce the new vocabulary on their own.
2. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
3. Students practice saying the new vocabulary on their own, using their books.

C Listen and read.

1. Students preview the reading by discussing the pictures and the reading title.
2. Play the Class CD track for this exercise. Students listen along with the CD.
3. Play the track again. Students listen and read along.
4. Students read the passage on their own.

D Answer the questions.

1. Explain that students will read the questions and discuss them with a partner. Read each question aloud with the class.
2. Direct students' attention to the Skills Tip box. Help students understand how to apply the tip to what they've just read.
3. Students answer the questions orally or write the answers in their notebooks. Encourage students to write their answers in complete sentences.

E Exercise varies.

1. Students look at the pictures and talk about what they see.
2. Direct students' attention to the exercise and explain that they will be writing to complete the chart, diagram, or sentence. See individual unit exercises.
3. Students can answer orally or do the activity on their own.
4. Check answers together.



F Look at E. Ask and answer.

Student pairs look at Activity E and practice asking and answering with the language pattern in the speech bubbles.

G What about you? Ask and answer.



1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own ways.
3. Students practice the conversations and then switch roles.

H Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students read the poster title and captions. Then, talk generally about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication/Collaboration/ or Creativity: Direct students' attention to the Everybody Up Friend. Students answer the questions and use 21st century skills to do the task alone or with a classmate.

Games and Activities

- Use the suggested games or activities to further practice the new vocabulary and grammar patterns.

Extra Practice

Workbook
Student Audio CD
Lesson 4 Worksheet
Unit Test
iTools
Online Practice

Students identify vocabulary from the previous two units.

Students check comprehension of languages and grammar from previous two units.

Check Up 1
Units 1 and 2

A Listen, number, and match.

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. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819.

D Listen and write. Then act.



1. Review key language from the previous two units. Cue vocabulary or play a short game to reactivate language.
2. Play the Class CD track. Students listen and read the speech bubbles. Students listen for the missing text.
3. Play the Class CD track again. Students write the missing language on the page.
4. Groups or pairs of students role-play the dialogue.

E What can you do? Read and write the number.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Review the contents of the chart with the class and make sure students understand the rating system and how to complete the chart.
2. Students consider how well they have learned each item on the chart and rate themselves using the rating system.
3. Students think about what they need more practice with and share. Select games and activities that best address students' needs from the self-assessment check.

Games and Activities

- Use the suggested games or activities to further practice the language from the previous two units. These can be selected using information from the students' self-evaluations.

Extra Practice

Workbook

iTools

Online Practice

Students read an interesting text about people, places, or events in the real world.

Students identify elements in the text and write out answers.

Skills Reading, Writing, Listening & Speaking

A Read. Then answer.

How Scouting Started

1908, Robert Baden-Powell was working in England when he wrote a book called *Scouting for Boys*. When boys and girls read it, many of them wanted to become scouts. The book showed them how to be safe and confident in the woods. They learned how to camp, hike, and find animal tracks. They also learned how to identify trees and build a campfire.

Today there are scouting groups in 218 countries. They teach camping, sports, and other activities. Scouting is now over one hundred years old, and more young people become scouts every year.

1. What did Robert Baden-Powell do in 1908?
2. How many countries have scouting groups?
3. What are three things scouts learned from Robert Baden-Powell's book?

B Underline the book titles. Then rewrite.

Underline the titles of books.

1. Robert Baden-Powell wrote *Scouting for Boys* in 1908.
2. In *The Adventures of Tom Sawyer*, a boy named Tom explores a cave.
3. *Little Women* is a story about four sisters.

C Listen and number.

1. What do you do when you go camping or hiking?
2. What kinds of books do you like to read?

D Talk with your partner.

1. What do you do when you go camping or hiking?
2. What kinds of books do you like to read?

Skills

Students practice their listening skills.

Students talk about what they have read with one another.

Student Book page 22

Warm up

1. Greet the class. Use familiar language to elicit responses from individual students. Then have students practice the language with each other.
2. Review any language items that students need more practice with as suggested by their self-assessment from the Check Up lesson.
3. If a song, game, or activity is suggested, use it as additional warm up and review.

A Read. Then answer.

See *Teaching Skills*, Teacher's Book page 24.

1. Students look at the title of the reading and the pictures and discuss what they think the reading will be about.
2. Students read the text. If it is helpful, play the Class CD track and students listen and read along.
3. Read the questions. Students can answer orally or write their answers in a notebook. Encourage them to use complete sentences.
4. Check answers together.

B Exercise varies.

1. Call students' attention to the highlighted rule.
2. Students read the sentences and identify parts of the text by circling or underlining.
3. Students can rewrite the sentences in a notebook.
4. Check answers together.

C Listen and number.

1. Play the Class CD track for this exercise. Students listen and number the pictures.
2. Play the track again so students can check their work. Then check the answers together.

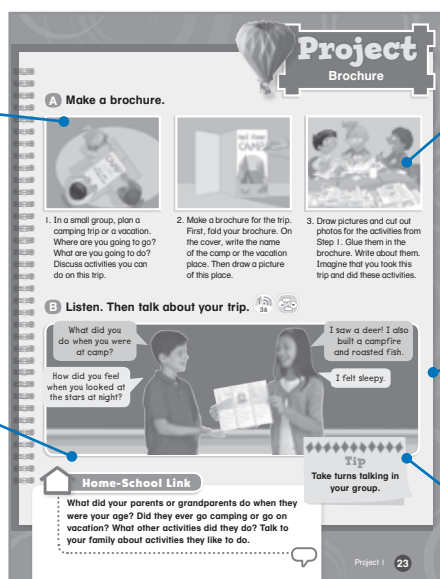
D Talk with your partner.



1. Students read the questions and think about their answers. Model a discussion with a student.
2. Students share their answers with a partner or small group. Encourage students to be creative with their answers.

Students follow the instructions to make a fun project.

Home-School Link gives students the opportunity to share their projects at home with family and friends.



Student Book page 23

Project ideas are sometimes supported by photocopyable templates available from the Teacher's Resource Center CD-ROM.

Students use familiar language to present and talk about their projects.

Tip box helps prepare students to give their presentations.

A Make a _____.

See *Teaching Projects*, Teacher's Book page 27.

1. If available, make copies of the Photocopyable Project Template from the Teacher's Resource Center CD-ROM and distribute them to the class. Explain the project to students and review any useful vocabulary and language for the project on the board.
2. Students follow the directions on the page to make their projects.
3. Help students with their projects and any language they may need.

B Listen. Then talk about your _____.



1. Play the Class CD track. Students listen to the track. Students listen, point to the speech bubbles, and say along with the CD. Then they practice the conversations in pairs.
2. Discuss the Tip with the class and point out examples. If a game or activity is suggested, have students use their projects as a focus for their questions and answers.

3. Students or groups of students talk about their projects using the language from the speech bubbles as a model.

Home-School Link

1. Students share their projects and what they've learned in class at home with their families.
2. Role-play conversations students may have at home in class and review any relevant language.
3. Students or groups of students talk about what they remember from their family discussion.

Games and Activities

- Use the suggested games or activities to further practice the vocabulary and language from the unit that students have identified from the self evaluation.

Extra Practice

Workbook
Student Audio CD
Midterm or Final Test
iTools
Online Practice

Teaching Techniques

A Note on Eliciting

When possible, try to “elicit” language in the classroom—to get students to produce the language on their own, rather than repeating what the teacher says. There are many ways to elicit language. One effective approach is to begin by giving students plenty of support and then slowly remove that support. For example, to introduce new vocabulary, you might begin by showing the Picture Cards and having students repeat the words after you, and eventually move toward cueing students with the Picture Cards to say the words on their own. Frequent use of eliciting routines like this one will help students become more comfortable speaking freely in class.

Teaching Vocabulary

Pre-teaching new vocabulary will give students a firm foundation for encountering the vocabulary in the Student Book. In *Everybody Up*, pre-teaching vocabulary typically includes two steps.

Step 1 introduces the new vocabulary. First, write the new words or phrases on the board and say them. Then have the class repeat after you. Then point to the board and elicit the words without saying them yourself (see *A Note on Eliciting* above). Repeat several times. Correct pronunciation as needed. Once the class is saying the words confidently, begin to elicit the words from individual students.

Step 2 links the new vocabulary to previously learned vocabulary and grammar. By linking new vocabulary with familiar language, new vocabulary is reinforced and placed in a greater communicative context.

An additional step may present special language points or suggest additional activities or review.

Pre-teaching is followed by audio and classroom activities. An optional activity whenever vocabulary is presented is to give each student a blank card and art supplies to make their own picture cards for use in games and other activities.

Using the Big Picture

Lesson 1, Activity B features a large illustration that includes all new vocabulary, as well as some previously-learned vocabulary. Before doing Activity B with the

audio recording, have students examine the Big Picture and, using English, talk about what they see (by naming objects or people, asking and answering questions about the picture, or saying what they think is happening in the scene). After students have listened to the audio recording, have pairs use English to talk about what they see in the picture and practice the new vocabulary using their books. Encourage students to use previously learned language.

Teaching Grammar

Pre-teaching grammar patterns will prepare students to encounter the patterns in the Student Book. In *Everybody Up*, pre-teaching grammar typically includes two steps.

Step 1 introduces the grammar pattern found in the box in the Student Book. Write the pattern on the board. Say the pattern aloud and have students repeat after you.

Step 2 presents any contractions that appear in the pattern. Write the contraction on the board, say aloud, and have students repeat.

An additional step may present plurals, articles, or other special language points. Pre-teaching is followed by audio and classroom activities. There are also new grammar animations available with the iTools presentation software. These can be used to help present grammar and make language patterns more memorable.

Teaching Skills

Lesson 2 includes skills sections for Listening and Speaking or Reading and Writing (alternating by unit).

Listening and speaking lessons involve students answering questions while listening to the CD. Read the questions aloud with the class before playing the CD so students know what to listen for.

In each listening and speaking lesson there are questions for pair discussion. Encourage students to speak in complete sentences and to continue the discussion beyond the questions by using new and known vocabulary and grammar.

Reading and writing lessons begin with students looking at the picture and title to predict what the text is about. Students should also be directed to scan the pages for less familiar words and discuss their meaning.

Level 5 Skills Bonus lessons build reading, writing, listening, and speaking skills using a topical reading, a writing activity, a listening activity, and questions eliciting student discussion. The bonus lessons feature four activities.

Activity A

Talk with students about the title of the reading and the pictures that go with it. Review any key words to ensure that students understand them. Ask students what they think the reading will be about. Students read or read along with the audio.

Activity B

Review what the students will be identifying in the text to make sure students understand what they are looking for. The students underline or circle elements in the sentences. Then they rewrite the sentences in a notebook.

Activity C

Review the pictures with students and talk about what is happening in each one. Review any key vocabulary students have questions about. Play the audio. Students number the illustrations. Play the audio again if necessary and check answers.

Activity D

Review the questions with the class and make sure students understand. Give students a chance to think about their answers. Model discussing the questions with volunteers, guiding them with further questions if necessary. Then, students talk about their answers to the questions with classmates or in small groups. Encourage students to be creative in their answers.

Teaching Songs

The songs in *Everybody Up* are a fun way to practice new grammar, vocabulary, and functional conversation language. Before playing the audio recording of a song, pre-teach the song using the illustration and lyrics.

Pre-teach by reading the song lyrics aloud with the students. Repeat this step a few times, to build confidence and fluency, and to prepare students to sing.

Pre-teaching is followed by audio and classroom activities. Encourage students to come up with appropriate gestures or dances to accompany each song.

If a song has multiple parts, divide the class into groups and assign the parts. More advanced classes might even want to try writing new lyrics.

Teaching Stories

Pre-teaching stories using the illustrations is a fun and helpful way to get students ready to read and understand the story.

Step 1 has students look at the pictures and discuss what they see and what they think will happen in the story.

Step 2 has students guess the meaning of the new words from context. After reading the story, go back and check the students' understanding of the new words.

Next, students listen to the audio recording of the story. Then read the words aloud with the students. Each story ends with a value. Direct students' attention to it and play the track again. If desired, discuss the value with the class. Follow-up activities include having students rewrite the story or write a new ending for it.

Teaching Conversations

The conversations offer a chance for extra practice of the functional language featured in the Lesson 3 stories. The pictures that accompany this activity shows students how the functional language can work in a range of real-life situations. Have students practice the language in groups or pairs, as indicated in the Lesson 3 plans. Then have students form new pairs or groups and create short skits or scenes using the functional language in new contexts. Have students perform their skits for the class. Encourage students to find props in the classroom or to use gestures to dramatize their skits.

The conversations will provide you with useful language that can be used frequently throughout the course. Use it often, and encourage students to do so as well.

Teaching Check Ups

In Levels 1 to 6, after every two units, a Check Up offers an opportunity to review and assess students' understanding of the previous two units' language.

Each Check Up begins with two receptive activities where students are asked to recall and use recognition to identify vocabulary and language. In the two subsequent activities, students produce language in a controlled way,

filling in blanks in sentences, followed by writing whole sentences in a conversation. Then they practice the conversation with a partner.

At the end of the Check Up, students complete a self-assessment section that will help evaluate strengths and areas for improvement. It also helps students think critically about their own progress.

Review the relevant units' materials as suggested below in preparation for each activity.

Activity A

Ask students what vocabulary they remember from the units and write their responses on the board. Then, review the vocabulary. Have students look through their books and practice pointing to and saying the vocabulary with a partner.

Activities B and C

Review the vocabulary and language before beginning activities B and C.

Ask students what language patterns they remember from the units and write their responses on the board. Write the language patterns on the board and have students practice them with partners or in small groups. Have students look through their Student Books and practice pointing to and saying the vocabulary and patterns with a partner.

Activity D

Before students do the activity, review the conversations in the speech bubbles in the two previous units. Write the conversations on the board. Practice the conversations with the class divided into groups or bring pairs forward to model the conversations.

Activity E

What can you do? Read and ✓ is a student self-evaluation. Before students fill out their self-evaluation, make sure they understand each category by reviewing the specific vocabulary and language. Write these on the board for students to refer to during the activity.

Give students time to evaluate how confidently they know the material.

You can gather information either by checking books or watching students as they fill in the material. Alternatively, survey the class for each evaluation category by having a show of hands.

Use the evaluations to create plans of action for groups or individuals to review and reinforce areas they feel less secure about. Finally, encourage additional practice for each area by using appropriate Games and Activities (Teacher's Book pages 28–31).

Teaching with Videos

The videos in *Everybody Up* are an engaging way for students to see and hear language and vocabulary in a rich visual, real-world context.

Before playing the video for the class, discuss the School Subject Connection as indicated in the specific teaching notes for the unit.

Step 1 involves introducing the video's theme and getting students to predict what they think they'll see. Pre-teach/review the language in the video (see Video Scripts on Teacher's Book pages 116–118). Students may encounter new words in the videos. These words appear in blue throughout the video scripts. Then play the video.

Step 2 involves writing comprehension questions on the board and having students read them aloud. Explain that students will look and listen for the answers to these questions in the video. Then play the video again and pause in the appropriate places for students to be able to answer the comprehension questions.

Teaching with Posters

The *Everybody Up* posters reinforce and extend students' knowledge of the vocabulary, language patterns, and concepts covered in each unit's cross-curricular lesson, Lesson 4. Put up the posters in the classroom at the beginning of the lesson to build curiosity and familiarity with the images.

To warm up, ask the students to read the title of the poster out loud and identify the poster's cross-curricular subject. Then, ask students to identify familiar vocabulary in the images.

Prepare students for the main poster activity by briefly reviewing the relevant grammar pattern and vocabulary. Direct students to the speaking examples in the speech bubbles. Go through the speaking example together as a class. Review any other language that students might use in discussing the poster. Then ask students to practice the language with each other in pairs. When students are

comfortable with the pattern, ask them to talk about the other items on the poster using the language they have learned.

To follow up, have pairs present their discussion of the poster to the class. Reinforce any other relevant grammar or vocabulary to support students' learning.

Useful descriptions of the posters' images and words students may not have encountered in previous units are available on Teacher's Book page 119. These new words appear in blue. More information and ideas about the posters can be found in the Poster Pack.

Teaching Projects

The *Everybody Up* Projects provide students with an opportunity to use their 21st century skills of critical thinking, creativity, collaboration, and communication while practicing the language from the previous two units.

Activity A

Make sure you have all the necessary materials (listed in the Materials box at the beginning of the Teacher's Book lesson). Distribute them to students. Explain to students what they will make and how they will do it as you point to the steps on the Student Book page. Circulate and help students as needed while they make their project.

Activity B

Explain that students will present their projects. Play the audio that presents the model conversation on the Student Book page. Then direct student's attention to the Tip box, which supports students' communication about their projects. Each tip is specific to the project in the unit. How to present each one is explained in the lesson notes. Present the tip before students talk about their projects and model how it will be used.

Have students use the language (and the tip) to talk about their project with classmates or have them present their projects to the class. Remind students to be quiet and respectful to each other as they talk about their project.

Home-School Link

The Home-School Link extends language practice outside the classroom and gives students the opportunity to share English at home. It also provides a specific

topic and format for using English at home, which helps students that may lack confidence in their abilities.

Explain to students that they should use the same language they used in presenting the project in class to answer questions and talk about the project at home. As a follow up, ask students about their conversations at home in the next class.

Teaching 21st Century Skills

The 21st Century Skills activities focus on either one skill or a combination of skills from the areas of critical thinking, communication, collaboration, and creativity. These activities appear at the end of every lesson and are prompted by the language and question used by the *Everybody Up* Friend at the lower right. Sometimes the activity involves looking at illustrations in the lesson again or watching the video again. Some typical examples of these skills are:

Critical Thinking: answering questions, identifying objects, guessing hidden answers, predicting

Communication: talking with a partner, asking questions to a partner, presenting ideas to a group, talking about an informational poster or video with a partner

Collaboration: working in a small group or with another classmate, solving problems as a team

Creativity: making a poster, constructing models, making a chart, drawing a picture

Use the following sequence or vary it to the needs of your class.

First, direct students' attention to the *Everybody Up* Friend and have them read the speech bubble. Then, check that students understand the question or task.

Next, have students answer the question and do the task in pairs or small groups, depending on the task.

Follow up by asking students to talk about what they learned or what information they gathered, items they created, problem they solved, etc.

Games and Activities

The games and activities use target language that is specific to each lesson. Check the lesson plans for the recommended target language. Review the target language and explain how to play before starting games and activities.

Beanbag Toss

Spread picture cards or realia on the floor. A student tosses a beanbag, aiming for one of the cards or objects. Then, the student uses the card nearest the beanbag to practice the target language.

Bingo

For this traditional game, students arrange nine word or picture cards in a 3x3 grid. Call out a word or letter sound. Students turn over that card. When a student has turned over three adjacent cards, either up, down, or diagonally, he or she should call out *Bingo!* and say which cards were turned over.

Binoculars

Using their hands like binoculars, students look around the classroom and say what they see, using the target language.

Brainstorm

As a class, brainstorm different locations as categories: school, zoo, museum, department store, park, etc. Then in small groups, students list as many different signs as one might find in each category. Alternatively, show different pictures and realia of signs and have students say what they mean and where they might be found.

Buzzers

For this game, divide the class into two teams. Teams compete to earn points by giving correct answers. Begin by explaining how the game works and what constitutes a correct answer. To play the game, arrange two central desktops with “buzzers.” A player from each team stands at a buzzer. Players slap their buzzers as fast as they can when they think they can give the right response. The first student to slap his or her buzzer gets to give the answer. A correct answer wins a point for that student’s team. If the answer is incorrect, the other player tries to answer.

Card Grab

This game can be played individually or in small groups. Give a set of word cards to each student or group. Students spread the cards out face-up. Call out one of the words. Students race to touch the card. In groups, ties can be broken with a quick round of **Rock, Paper, Scissors**. OPTION: When students play the game individually, they can simply hold up the card.

Categories

This game is best played with at least two vocabulary categories. Students sit in a circle. Model the following percussion rhythm: slap your knees twice, clap your hands twice, snap your fingers on one hand and then the other. As you snap your fingers, announce the category for that round (e.g., *food*). On the next snap, say a word in the category (e.g., *chicken*). Go around the circle, with individual students saying different words during the snaps. Change the category when all known words have been said, or when someone makes a mistake, or after everyone has had a chance to say a word.

Charades

Divide the class in half or into four groups. Tell one member of each group a different vocabulary word or phrase. That student returns to his or her group and acts out the target language without speaking. The group watches and tries to guess what is being acted out.

Circles

Put students in two concentric circles containing the same number of students. Each student must be facing another student. Designate one circle as the questioners and one as answerers. Each facing pair will practice the target question and answer pattern. After pairs have practiced the pattern, have one circle spin to the left and one to the right. Students practice the pattern again with their new partners. Switch roles after a while.

Class Survey

In small groups, students discuss the target language (e.g., vacation plans) Then create a big chart on the board. Ask students to report on their group members' results. For example, ask *What's he/she going to do on vacation?* and *When is he/she going to (take a boat ride)?* and record the *who*, *what*, and *when* on the chart.

Down the Line

Write the new words in a list down the board. Tell one student from each team to start at the top or the bottom of the list. Students go down (or up) the list of words saying the words. When the players meet, ask the student who is farthest along the line a challenge question. A correct answer wins that player's team a point. If players meet in the middle of the line, have them play **Rock, Paper, Scissors**. The winner gets a chance to answer the challenge question.

Find Someone Who

In this activity, students look for one or more other students who meet specified criteria. For example, students might circulate and ask each other questions, searching for someone who is holding the same card as they are.

Finish the Story

Copy the story or text that you are using for this activity, leaving some of the words, sentences, or entire speech bubbles blank. Make a copy for each student. Slowly read the story or text aloud. Students listen and write in the missing portions. Check answers in pairs or together as a class.

Five Questions

This activity practices yes/no questions. Students work in small groups. One student (S1) thinks of an action or object but does not tell the group what it is. Group members can ask five yes/no questions to identify the word. If group members do not identify the word in five tries, S1 gets a point. The winner is the student with the most points in the group.

Gaps

This activity requires students to write in missing words in sentences. To create a sentence text for this game, write out the target grammar pattern(s) on strips of paper, leaving blanks in place of some words. Provide one copy for each student or pair. Students write in the missing words. Students can compare answers to check them.

Guess the Next Card

This game can be played to practice vocabulary. After using the Picture Cards to introduce and elicit the new vocabulary in a lesson, continue showing the Picture Cards one after another, but vary the order. Before showing each new card, give students a chance to guess what it is.

How Much?

Give each student a slip of paper with an amount on it (*1/2 cup* or *1/4 cup*). Call out a large amount (*I need 2 cups*). Students have to group together to equal the amount you say. This can be played to practice approximate numbers and any quantities.

Listen and Draw

Prepare several short passages modeled on the grammar patterns and vocabulary. Read them aloud. Students listen and draw what they hear and then check their work by comparing their drawings.

Memory Chain

S1 starts by saying a pattern such as: *(She) (read a lot of books) when (she) was on vacation*. S2 adds on a phrase: *(She) (read a lot of books) and (won a competition) when she was on vacation*. Then S3 adds another phrase to the sentence. The object is to say and remember as many things as possible.

A New Story

Have students use the story in the lesson as a model to write their own version, or write key sentence frames on the board for students to complete with their own information.

Order the Text

Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.

Rhythm Circle

Stand in a circle with students and model the chant below, substituting the target language for the words in parentheses. Slap your hands on your thighs for two beats, then clap your hands for two beats, and then say the word twice.

Slap, slap, clap, clap, (old, old)

Slap, slap, clap, clap, (new, new)

Slap, slap, clap, clap, (big, big)

Slap, slap, clap, clap, (small, small)

Slap, slap, clap, clap, (long, long)

Slap, slap, clap, clap, (short, short)

Start the chant again, and this time go around the circle and have each student say a different vocabulary word. Students must keep the rhythm. If they can't keep the rhythm or think of a new word, that student is out. Start a new chant each time you run out of words.

Rollers

Students sit on the floor in a circle. A student says the target language and rolls a ball to another student, who repeats the phrase and rolls the ball on. Periodically change the language.

Simon Says

In this traditional game, students must listen closely and follow your instructions when they hear the phrase *Simon Says*. Begin with the class standing and facing you. Give instructions using the target language. If you preface an instruction with *Simon says*, students should obey. If not, they should remain still. Students who move when you do not say *Simon says* are “out.”

Speed Dictation

Read or play a sentence of the story at normal speed. Students try to write down as much of it as they can. Repeat as many times as needed until students have the entire sentence. Do this with 3-4 sentences from the story.

Station Stop

Make a train “track” around the room, with several “stations.” Students form a line and move like a train along the track. You play the role of the Station Master. The train must stop when it comes into a station. At that time, choose a student and practice the target language with the student. If the student does so successfully, give the student a “ticket.” The student with the most tickets at the end wins.

Teacher's Mistake

In this game, students listen and/or watch carefully for your mistakes. When they catch a mistake, students raise their hands. Increase the challenge by requiring students who catch your mistake to correct it.

Telephone

Have the class form one line. Whisper a different sentence to the student at each end. Students whisper the sentences along the line. No repeating allowed! When the sentences reach the opposite ends, the students say the sentences aloud to see if they are different.

Toss and Tell

Have students stand in a circle. S1 says the target language and then tosses or hands a ball, beanbag, or item of realia to S2. S2 responds. Then, S2 says the target language and tosses the ball to the next student.

Two Truths and a Lie

Hold up an object and make three statements about it to the class. Two statements must be true and one false. Students must listen carefully to catch the “lie” and then say the correct statement. Students can also play this in pairs or small groups.

What's Missing?

First, say all six of the new vocabulary words. Then write five of the six words on the board. When students have decided which word is missing, they raise their hands and identify the missing word.

Who Wrote It?

In groups, each student writes a sentence that uses the new grammar and vocabulary on a piece of paper. Students can be truthful or make up silly things, for example, *I was nervous during the test today* or *I was confident when I saw the lion*. Group members elect one person to read each sentence aloud without revealing whose it is. The rest of the groups tries to guess who wrote each sentence.

Word Roll

For this game, you will need to prepare special dice using vocabulary words beforehand, or you can provide the materials and have students make the dice in class. To play the game, students roll the dice and use the word that appears on the top face of a die to practice the target language. When playing in pairs, students use the word as a cue for a question-and-answer pattern.

Welcome

Welcome

A Listen, read, and say.

1. I like to go snowboarding in my free time. I bought a new helmet on Tuesday. It's blue and yellow. I always wear a helmet and gloves when I go snowboarding. When I'm older, I want to make movies and design video games! What kind of video games do you like?

Danny

2. I have wavy hair and brown eyes. My sister has wavy hair, too, but it's shorter. We're going to swim in the ocean next weekend. I'm going to take my swimsuit and towel. When I go to the beach, I always put on sunscreen. What do you like to do on vacation?

Emma

3. I visited my friend yesterday. We saw a parade, and I took pictures! I practiced the violin yesterday, too. Tomorrow is my dad's birthday. I'm going to play music for him. I want to be a musician when I grow up. What do you want to be when you grow up?

Julie

4. My family went camping last weekend. My brother likes hiking, but I don't like it at all. I like canoeing a lot, but I'm not very good at it. I'm very good at grilling hamburgers! Today we ate sushi for lunch. It's my favorite food. I drank tea with it. What's your favorite food?

Mike

B What about you? Talk with your classmates.

C Listen and say. Then practice.

Africa is east of South America.

The Continents

D Listen, point, and say.

1. How do you say this in English?

2. Could you say that again, please?

3. May I go to the restroom?

4. May I get a drink of water?

Student Book pages 2–3

Student Book page 2

Warm up

- Greet individual students saying *Good (morning). My name is (Mrs. Smith).* Elicit *Good morning (Mrs. Smith). My name is (Mike).* Then have students practice greeting their classmates.
- Toss and Tell** (Teacher's Book pages 28–31). Review simple past tense. Say *I (read a book) yesterday. What did you do?* Then toss the ball to S1 who answers and asks S2 before tossing the ball.
- Review simple future tense with a conversation chain. Say *This weekend, I'm going to (go swimming). What are you going to do?* Have S1 answer and then ask S2 *What are you going to do?*
- Telephone** (Teacher's Book pages 28–31). Have students stand in one line. Whisper a statement in simple past tense to the student at each end of the line. Students whisper the sentence along the line. No repeating allowed! When the sentences reach the end of the line, have students say them aloud to see if they've changed. Repeat using simple future tense.

A Listen, read, and say.

See *Teaching Grammar*, Teacher's Book page 24.

- Direct students' attention to the pictures. Elicit the names of the characters.

Objectives

- Review of Level 4

Grammar

- Directions
Africa is east of South America.

Classroom language

- How do you say this in English?*
- Could you say that again, please?*
- May I go to the restroom?*
- May I get a drink of water?*

Vocabulary

Continents and directions: Africa, Antarctica, Asia, Australia, Europe, North America, South America, north, south, east, west

Materials

Class CD1 Tracks 03–05

- Link the language. Have students describe what they know about the characters and what they see. *That's Danny. He likes snowboarding. I do, too.*
- Play Class CD1 Track 03. Students listen, read, and say along with the CD.



- Danny:** I like to go snowboarding in my free time. I bought a new helmet on Tuesday. It's blue and yellow. I always wear a helmet and gloves when I go snowboarding. When I'm older, I want to make movies and design video games! What kind of video games do you like?
- Emma:** I have wavy hair and brown eyes. My sister has wavy hair too, but it's shorter. We're going to swim in the ocean next weekend. I'm going to take my swimsuit and towel. When I go to the beach, I always put on sunscreen. What do you like to do on vacation?
- Julie:** I visited my friend yesterday. We saw a parade, and I took pictures! I practiced the violin yesterday, too. Tomorrow is my dad's birthday. I'm going to play music for him. I want to be a musician when I grow up. What do you want to be when you grow up?
- Mike:** My family went camping last weekend. My brother likes hiking, but I don't like it at all. I like canoeing a lot, but I'm not very good at it. I'm very good at grilling hamburgers! Today we ate sushi for lunch. It's my favorite food. I drank tea with it. What's your favorite food?

- Students read the paragraphs on their own.
- Students take turns reading one of the paragraphs aloud, alone or in small groups.

B What about you? Talk with your classmates.



- Students practice the questions the characters asked: *What kind of video games do you like? What do you like to do on vacation? What do you want to be when you grow up? What's your favorite food?* Model a conversation with a volunteer.
- Have students talk about the questions in pairs. Go around the room and help as needed.
- Have pairs report on each other's answers: *This is (Kim). She wants to be (a doctor) when she grows up.*

Student Book page 3

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

- Introduce the new pattern: *Africa is east of South America.*
- Direct students' attention to the map on page 3. Elicit the names of the continents. Then say the names and have students repeat as they point to them in their books. Have students identify the continent where they live.
- Direct students' attention to the compass on the map. Have students repeat the words after you. Explain the directions *north, south, east, and west*. If helpful, draw a simple local map of your city or town to help students understand directions.
- Play Class CD1 Track 04. Students listen and say along with the CD.



Africa is east of South America.
North America, South America, Europe, Africa, Asia,
Australia, Antarctica
north, south, east, west

- Students practice the pattern on their own, using their books.

D Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

- Introduce the new questions. Write each question on the board. Create an example by talking and using gestures where appropriate. Have students guess the meaning of each phrase.

- Play Class CD1 Track 05. Students listen, point, and say along with the CD.



- How do you say this in English?
- Could you say that again, please?
- May I go to the restroom?
- May I get a drink of water?

- Students practice the questions on their own, using their books.

Games and Activities

- **Charades** (Teacher's Book pages 28–31). Students play in small groups. They take turns acting out the classroom commands using gestures.
- **New Questions.** Direct students' attention to the questions in Activity A. Students write four new questions of their own. Students can create their own questions or use these: *What kind of ___ do you like? What do you like to do? What do you want ___? What's your favorite ___?* Have students write their questions on a piece of paper. Each student then trades papers with a partner to ask and answer their partner's questions.
- **Listen and Draw** (Teacher's Book pages 28–31). Say the names and locations of the continents and have students draw them or write their names in the correct location. For an extra challenge, create a new "map" using the names of objects, such as animals or food, and have students draw the objects in the correct location.
- **Two Truths and a Lie** (Teacher's Book pages 28–31). Make two true statements and one false statement about a map of the world using the continents and directions vocabulary (for example, *Europe is north of Africa, Asia is east of Europe, South America is north of North America*). Students catch your "lie" and correct your mistake. If students created new "maps" in the Listen and Draw activity, use those maps as well, for an extra challenge.

Extra Practice

Workbook pages 2–3

Student Audio CD Tracks 03–04

iTools

Online Practice

1 Vacation

Lesson 1 Activities

A Listen, point, and say.

1 act in a play 2 learn how to dive 3 ride a roller coaster
4 read a lot of books 5 win a competition 6 sleep late

B Listen and number. Then talk about the picture.

C Listen and say. Then practice.

He acted in a play when he was on vacation.

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

D Listen, ask, and answer. Then practice.

What did she do when she was on vacation? She acted in a play.

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

E Look at 3. Point, ask, and answer.

What did she do when she was on vacation? She read a lot of books.

What did you do on your last vacation? Talk with your partner.

Student Book pages 4–5

Objectives

- Talking about vacation activities

Grammar

- Simple past tense statements with *when*

He acted in a play when he was on vacation.

- Simple past tense questions with *when*

What did she do when she was on vacation?

She acted in a play.

Vocabulary

Activities: act in a play, learn how to dive, ride a roller coaster, read a lot of books, win a competition, sleep late

Materials

Class CD1 Tracks 06–09

Student Book page 4

Warm up

- Greet individual students: *Hello (Ken). What did you do yesterday?* Elicit *Hi. I (played video games) yesterday.* Students practice greeting their classmates.
- Class Survey** (Teacher's Book pages 28–31). Students ask and answer each other using questions from the Welcome unit (*What kind of video games do you like? What do you want to be when you grow up?*)
- Teacher's Mistake** (Teacher's Book pages 28–31). Review continents and directions. Draw a simple continent map on the board and make correct and incorrect statements about continent names and locations. *This is (Antarctica). It's (north) of (Africa).* Students have to correct your mistakes.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

- Introduce the new phrases. Write each phrase on the board and help students to understand it.
- Link the language. Ask questions that students will know answers to, using the verbs or nouns from the new phrases, for example: *What does an actor do?* Elicit student responses (*An actor acts*).

- Play Class CD1 Track 06. Students listen, point, and say along with the CD.



- | | |
|--------------------------|------------------------|
| 1. act in a play | 2. learn how to dive |
| 3. ride a roller coaster | 4. read a lot of books |
| 5. win a competition | 6. sleep late |

- Students practice the words using their books.

B Listen and number. Then talk about the picture.

See *Using the Big Picture*, Teacher's Book page 24.

- Direct students' attention to the big picture. Have students find and point to each new vocabulary item in the picture on their own before listening to the CD.
- Play Class CD1 Track 07. Students listen, find the items in the picture, and number them.



- Danny's mom: Danny, it's ten o'clock. When are you going to wake up?

Danny: I'm tired, Mom. Can I sleep late?

Danny's mom: Don't you have a soccer game this morning?

Danny: Oh, that's right! It's at eleven o'clock. Thanks, Mom!
- Mike: I learned how to swim when I was younger. Now I'm learning how to dive. That's my swimming teacher.

3. Ms. Jackson: Great job, Carla! You win the reading competition.
 Carla: Thanks, Ms. Jackson. I read a lot of books, and I learned a lot.
 Ms. Jackson: What was your favorite book?
 Carla: I read a good one about sculpture. I want to be an artist when I grow up.
4. Julie: I'm going to act in a play at school. Will you practice with me?
 Jay: Sure. Who are you going to be in the play?
 Julie: I'm going to be the doctor. I say, "This man is very sick. He needs to go to the hospital."
 Jay: That's cool. I want to be an actor, too!
5. Ann: Wheel! Riding a roller coaster is fun!
 Emma: I like the slower rides. This is too fast!
 Ann: This is my favorite ride at the amusement park. I want to go faster!

3. Check answers together. Then invite students to talk about other things they see in the picture.

Student Book page 5

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *He acted in a play when he was on vacation.*
2. Say the words in the verb box on page 5 and have students repeat. Point out that to make the past tense of some verbs we add *-ed*, but for others the word changes. Students must memorize these verbs.
3. Play Class CD1 Track 08. Students listen and say along with the CD.



He acted in a play when he was on vacation.

| | | |
|------------|----------------|--------------|
| act, acted | learn, learned | ride, rode |
| read, read | win, won | sleep, slept |

1. He acted in a play when he was on vacation.
2. She learned how to dive when she was on vacation.
3. He rode a roller coaster when he was on vacation.
4. She read a lot of books when she was on vacation.
5. He won a competition when he was on vacation.
6. She slept late when she was on vacation.

4. Students practice the pattern on their own, using their books.

D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *What did she do when she was on vacation? She acted in a play.*

2. Direct students to the second grammar box on page 5.
3. Play Class CD1 Track 09. Students listen, ask, and answer along with the CD.



What did she do when she was on vacation?
 She acted in a play.

1. What did she do when she was on vacation?
 She acted in a play.
2. What did he do when he was on vacation?
 He slept late.
3. What did she do when she was on vacation?
 She won a competition.
4. What did he do when he was on vacation?
 He learned how to dive.
5. What did she do when she was on vacation?
 She rode a roller coaster.
6. What did he do when he was on vacation?
 He read a lot of books.

4. Students practice in pairs, using their books.

E Look at B. Point, ask, and answer.



Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *What did she do when she was on vacation? She read a lot of books.* Students should use all of the new vocabulary.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Creativity: Direct students' attention to the Everybody Up Friend. Students use communication skills to ask and answer with a partner *What did you do on your last vacation?* Then students create a skit about a vacation that involved three or four activities.

Games and Activities

- **Buzzers** (Teacher's Book pages 28–31). Say a verb in present tense (*sleep*). Students make a statement in past tense: *He slept late when he was on vacation.*

Extra Practice

Workbook pages 4–5

Student Audio CD Tracks 05–07

iTools

Online Practice


Lesson 2 Feelings

A Listen, point, and say.

1 relaxed 2 nervous 3 confident
4 shy 5 wide-awake 6 sleepy


B Listen and say. Then practice.

I felt relaxed, but he felt nervous.



C Listen, ask, and answer. Then practice.

How did you feel when you rode a roller coaster?
I felt relaxed, but she felt nervous.



Skills Listening & Speaking

D Listen. Then answer the questions.

- How did Brook feel when she rode a roller coaster?
a. She felt nervous.
b. She felt relaxed.
c. She felt wide-awake.
- How did Ben feel about the competition?
a. He felt shy.
b. He felt confident.
c. He felt relaxed.
- How did the girl feel when she went to swimming class?
a. She felt sleepy.
b. She felt wide-awake.
c. She felt nervous.
- How did Will feel when he acted in a play?
a. He felt sleepy.
b. He felt confident.
c. He felt shy.

E What about you? Ask and answer.

- Do you feel relaxed when you ride a roller coaster?
- When do you feel confident?
- How do you feel when you meet new people?
- Talk about something you learned how to do this year.

How did you feel when you learned how to do something new? Tell a story.

Student Book pages 6–7

Objectives

- Talking about feelings

Grammar

- Simple past tense statements with *but*
I felt relaxed, but he felt nervous.
- Simple past tense questions with *how*
How did you feel when you rode a roller coaster?

I felt relaxed, but she felt nervous.

Vocabulary

Feelings: relaxed, nervous, confident, shy, wide-awake, sleepy

Materials

Class CD1 Tracks 10–13

Student Book page 6

Warm up

- Greet the class. Students greet their classmates and ask, *Hi. What did you do last night?*
- Review the language from Unit 1, Lesson 1. Have students ask and answer *What did you do on your last vacation?*
- Down the Line** (Teacher's Book pages 28–31). Review Unit 1, Lesson 1 verbs. Write the six new verbs on the board in present tense. A student from each team uses one of the verbs in the past tense (*She read a lot of books when she was on vacation*).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

- Introduce the new words. Write each word on the board and help students to understand it.
- Do a **Rhythm Circle** (Teacher's Book pages 28–31) with the new vocabulary words. Students add facial expressions and gestures related to the words.
- Play Class CD1 Track 10. Students listen, point, and say along with the CD.



- relaxed
- nervous
- confident
- shy
- wide-awake
- sleepy

- Students practice saying the words, using their books.

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

- Introduce the new pattern: *I felt relaxed, but he felt nervous*. Explain that the word *but* introduces a second phrase whose meaning is opposite to the first.
- Direct students' attention to the grammar box on page 6. Explain that the new vocabulary words are all adjectives that come after the past tense noun *felt*.
- Play Class CD1 Track 11. Students listen and say along with the CD.



I felt relaxed, but he felt nervous.

- I felt relaxed, but he felt nervous.
- I felt nervous, but she felt relaxed.
- I felt confident, but she felt shy.
- I felt shy, but he felt confident.
- I felt wide-awake, but he felt sleepy.
- I felt sleepy, but she felt wide-awake.

- Students practice the pattern, using their books.

C Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *How did you feel when you rode a roller coaster? I felt relaxed, but she felt nervous.*
2. Direct students to the grammar box on page 7, then play Class CD1 Track 12. Students listen, ask, and answer along with the CD.



How did you feel when you rode a roller coaster?
I felt relaxed, but she felt nervous.

1. How did you feel when you rode a roller coaster?
I felt relaxed, but she felt nervous.
2. How did you feel when you rode a roller coaster?
I felt nervous, but he felt relaxed.
3. How did you feel when you learned how to dive?
I felt wide-awake, but she felt sleepy.
4. How did you feel when you learned how to dive?
I felt sleepy, but he felt wide-awake.
5. How did you feel when you acted in a play?
I felt confident, but he felt shy.
6. How did you feel when you acted in a play?
I felt shy, but she felt confident.

3. Students practice in pairs, using their books.

Skills Listening & Speaking

D Listen. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 24.

1. Have students read the questions and answers on their own.
2. Play Class CD1 Track 13. Students listen along with the CD and circle the answers.



1. What did you do on vacation, Brook?
I went to the amusement park with my sister. We rode a roller coaster.

How did you feel?

I felt nervous, but my sister felt relaxed.

How did Brook feel when she rode a roller coaster?

2. Ben took pictures for a photography competition. He felt confident he could win. His favorite picture won the competition!

How did Ben feel about the competition?

3. Hi Beth! Hi Max! How was swimming class?

It was great! I felt wide-awake.

How did you feel, Beth?

I felt sleepy. I stayed up too late.

How did the girl feel when she went to swimming class?

4. Kelly and Will acted in a play. Kelly felt confident, but Will felt shy.

How did Will feel when he acted in a play?

3. Play the CD again and have students check their answers.
4. Check answers together.

Answer Key

- | | |
|----------------------|-----------------------|
| 1. She felt nervous. | 2. He felt confident. |
| 3. She felt sleepy. | 4. He felt shy. |

E What about you? Ask and answer.



1. Read each question aloud with the class.
2. In pairs, students ask and answer the questions. Encourage students to speak in complete sentences and to continue the conversation beyond the questions.

Possible Answers

1. No. I feel nervous when I ride a roller coaster.
2. I feel confident when I play soccer.
3. I feel shy when I meet new people.
4. I learned how to give a speech this year. First, I felt shy. Then, I felt confident.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Collaboration: Direct students' attention to the Everybody Up Friend. In small groups, students use communication skills to take turns asking each other questions about learning something new. Then have students collaborate by making short skits where they act out the event.

Games and Activities

- **Toss and Tell** (Teacher's Book pages 28–31). Start by tossing a beanbag to S1 and saying, *I felt wide-awake*. S1 says: *I felt shy, but (she) felt wide-awake*. S2 says *I felt nervous, but (she) felt shy*.
- **Brainstorm** (Teacher's Book pages 28–31). Students play in small groups. For each *feelings* vocabulary word, students list situations where they would feel that emotion. For example: *nervous* taking a test, speaking English.

Extra Practice

Workbook pages 6–7

Student Audio CD Tracks 08–10

iTools

Online Practice

Lesson 3 Reading

A Talk about the story. Then listen and read.

The Surfing Lesson

Mike and Julie are at the beach on Saturday morning. It's hot and sunny. Julie is swimming in the water when she sees a woman giving surfing lessons.

"Mom, can I take a surfing lesson?" asks Julie.

"Sure," says her mom. "You and Mike can take one together."

Julie runs over to Mike.

"Come on, Mike," she says. "Let's learn how to surf!"

Julie is confident, but Mike is shy. He's afraid of the water. He feels nervous about surfing.

"No, thanks," says Mike. "I'd rather play video games."

Julie wants Mike to relax and have fun, but she can't make him go in the water. Just then, they hear a loud beep. The screen on Mike's game is black, and the battery is dead.

"Oh, no!" says Mike. "My game!"

"Come surfing, Mike," says Julie. "You can do it!"

Mike looks at the water and feels more confident. They go surfing and have a great time. Mike is really good at surfing!

Value
Be brave.

B Read and circle.

1. Julie is afraid of the water. True False
2. Mike is nervous about playing video games. True False
3. Mike is good at surfing. True False
4. Julie wants to take a surfing lesson. True False

C Sing.

Let's Learn How to Surf

Come on, come on.
Let's learn how to surf.
Sounds fun! Good idea.
I'm tired of playing video games.
Let me get my swimsuit.
Let's learn how to surf.
Come on, come on.
Let's learn how to surf.

Come on, come on.
Let's learn how to ski.
No, thanks. I'm sorry.
I'd rather play video games.
Come on, you can do it!
Let's learn how to ski.
OK, OK.
Let's learn how to ski.

D Listen and say. Then act.

Come on! Let's learn how to surf.
No, thanks. I'd rather play video games.
OK.
Sounds fun. I'm tired of playing video games.
Great!

Look at the pictures. How does Mike feel when he goes surfing?

Student Book pages 8–9

Objectives

- Trying new things

Vocabulary

Story: afraid, video games, screen, battery is dead

Conversation

- Come on! Let's learn how to surf.

No, thanks. I'd rather play video games.

OK.

- Come on! Let's learn how to surf.

Sounds fun. I'm tired of playing video games.

Great!

Value

Be brave.

Materials

Class CD1 Tracks 14–16

Student Book page 8**Warm up**

1. Greet the class. Then start a conversation chain by asking S1 *What did you do last night?* S1 answers, and then S1 asks S2, and so on.
2. Review the language from Unit 1, Lesson 2: *How did you feel when you learned how to do something new?* Students practice with their classmates.
3. Review Unit 1, Lessons 1 and 2 vocabulary. Write the *feelings* words from Lesson 2 on the board. Use an activity phrase from Lesson 1 and ask S1 *How did you feel when you (acted in the play)?* S1 answers, *I felt (nervous)*. Ask S2 a different question.

A Talk about the story.
Then listen and read.



See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story. Have students explain what they think the title *The Surfing Lesson* means.
2. Direct students' attention to the value, *Be brave* and discuss what this means. Ask if students can think of other examples of this value. Play the track again.

3. Introduce the new words. Write each word on the board. Have students guess the meanings of the words from the context and compare their answers with a partner. Check answers with the class.
4. Play Class CD1 Track 14. Students listen and read the story along with the CD.
5. Read the story aloud with the students. Then direct students' attention to the value *Be brave* and discuss what this means. Ask if students can think of other examples of this value. Play the track again. Students listen and read along.
6. Have students work in pairs. Students take turns retelling the story to each other and the class.

Student Book page 9**B Read and circle.**

1. Students read each statement and circle *True* if the statement is correct and *False* if it is incorrect.
2. Read each sentence aloud with the class. Students can answer orally or write the answers in their notebooks.
3. Check answers together.

Answer Key

- | | |
|----------|----------|
| 1. False | 2. False |
| 3. True | 4. True |

C Sing.

See *Teaching Songs*, Teacher's Book page 25.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 15. Students listen and sing along with the CD.



Let's Learn How to Surf

Come on, come on.
Let's learn how to surf.
Sounds fun! Good idea.
I'm tired of playing video games.
Let me get my swimsuit.

Let's learn how to surf.
Come on, come on.
Let's learn how to surf.
Come on, come on.
Let's learn how to surf.

Come on, come on.
Let's learn how to ski.
No thanks. I'm sorry.
I'd rather play video games.
Come on, you can do it!
Let's learn how to ski.
OK, OK.
Let's learn how to ski.
OK, OK.
Let's learn how to ski.

3. Students sing the song again, adding appropriate gestures as they sing.
4. Divide the class into two groups. Assign different parts of the song to each group to sing. Then switch roles.



D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 25.

1. Students read and act out the conversations in the speech bubbles.
2. Play Class CD1 Track 16. Students listen and say with the CD.



Come on! Let's learn how to surf.
No, thanks. I'd rather play video games.
OK.

Come on! Let's learn how to surf.
Sounds fun. I'm tired of playing video games.
Great!

3. Student pairs rehearse and act out each conversation, using facial expressions and gestures related to the situations in the conversations. Switch roles.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Collaboration: Direct students' attention to the Everybody Up Friend. Students in pairs use critical thinking skills to look at the story in A and answer the question *How does Mike feel when he goes surfing?* (First he feels nervous. Then he feels confident.) Then they take turns asking and answering the question. Divide students in small groups to use collaboration skills and act out one of the stories.

Games and Activities

- **Finish the Story** (Teacher's Book pages 28–31).
Copy the story on page 16, leaving some words blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing words.
- **Order the Text** (Teacher's Book pages 28–31).
Write out the key sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- **Who Wrote It?** (Teacher's Book pages 28–31).
Students write a sentence about a time they were or weren't brave on a piece of paper. Students can be truthful or make up silly things, for example, *I was nervous during the test today* or *I was confident when I saw the lion*. Then, working in small groups, students try to guess who wrote each sentence.

Extra Practice

Workbook pages 8–9
Student Audio CD Track 11
Unit 1, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Travel and Trade

A Watch the video.

B Listen, point, and say.

1. silk 2. goods 3. difficult
4. ruler 5. return 6. become famous

C Listen and read.

Marco Polo and the Silk Road

The Silk Road is over 2,000 years old and 6,000 kilometers long. It goes across Europe and Asia. Many people traveled on this road to buy and sell silk and other goods.

Marco Polo started his travels on the Silk Road when he was 17, in the year 1271. He traveled from Italy to China. The trip was difficult and it took three years. When he was 21, Marco met the ruler of China, Kublai Khan. Marco lived in China for the next 17 years.

Marco returned to Italy when he was 41. He met the writer Rustichello, who wrote a book called *The Travels of Marco Polo*. Many people read this book, and Marco became famous. Marco lived to the age of 70.

D Answer the questions.

- How old is the Silk Road?
- How many years did Marco Polo live in China?
- How many years did Marco Polo travel on the Silk Road?
- How long is the Silk Road?

E Fill in the chart.

| Event | Year | Marco's age |
|---|------|-------------|
| Marco started his travels on the Silk Road from Italy to China. | 1271 | 17 |
| Marco met the ruler of China, Kublai Khan. | | |
| Marco left China after 17 years there. | | |
| Marco returned to Italy. | | |

F Look at E. Ask and answer.

What did Marco do in 1271? He started his travels on the Silk Road from Italy to China.

What did Marco do when he was 21? He met the ruler of China, Kublai Khan.

G What about you? Ask and answer.

- In what year did you start school?
- What countries do you want to travel to?
- What do you want to do in those countries?

H Look at the poster. Talk about it.

Student Book pages 10–11

Objectives

- Talking about the life of Marco Polo and the Silk Road

Grammar

- Simple past tense questions with *what*

What did Marco Polo do when he was 17?

He traveled on the Silk Road.

Vocabulary

Travel and trade: silk, goods, difficult, ruler, return, become famous

Materials

Class CD1 Tracks 17–18; Unit 1 Video and Poster, Travel and Trade

Student Book page 10

School Subject Connection:

Social Studies



Lesson 4 is a cross-curricular lesson with a connection to social studies. Ask students to tell you about their social studies classes. If possible, invite a social studies teacher to visit the class to talk about the importance of trade in history.

Warm up

- Greet the class. Then ask a few individual students *How were you brave yesterday?* Next, students greet their classmates and ask how they were brave.
- Sing *Let's Learn How to Surf* (Class CD1 Track 16).

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about a famous road in Asia that was used for trade for two thousand years. Have students look at the pictures and the map on pages 10–11. Have them talk about what they see. Explain what and where the Silk Road is or have students research it. Ask students what they might see in the video.

- Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.

- Play the video again. Pause the video and ask students questions about what they saw. Encourage them to use complete sentences to practice simple past tense questions with *What* and *How*: *How did people travel? What was Beijing called?, etc.*

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

- Introduce the new words. Write each word or phrase on the board and help students to understand it.
- Play Class CD1 Track 17. Students listen, point to the words, and say along with the CD.



- | | | |
|----------|-----------|------------------|
| 1. silk | 2. goods | 3. difficult |
| 4. ruler | 5. return | 6. become famous |

- Students practice saying the new vocabulary on their own, using their books.

C Listen and read.

- Students look at the pictures and talk about what they see. Students read the title and say what they think the story will be about.
- Students find the new words in the text and point to them. Have students talk about the meaning of the words in the context of the reading.

3. Play Class CD1 Track 18. Students listen and read aloud with the CD.
4. Play the track again. Students read along silently.
5. Students read the passage on their own.

Student Book page 11

D Answer the questions.

1. Students read the questions and answer them. Read each question aloud with the class.
2. Call students' attention to the Skills Tip. Read it aloud with the class. Explain that to *scan* is to move your eyes over the text looking for specific details. Demonstrate the tip with an example from the text in Activity C.
3. Students answer the questions orally, or write the answers in their notebooks. Encourage students to use complete sentences in their answers.
4. Check answers together.

Answer Key

1. The Silk Road is over two thousand years old.
2. Marco Polo lived in China for seventeen years.
3. Marco Polo traveled on the Silk Road for three years.
4. The Silk Road is six thousand kilometers long.

E Fill in the chart.

1. Direct students' attention to the map on page 11. Have students talk about what they see.
2. Students fill in the chart with the correct numbers from the text in Activity C. Remind students to scan the reading for numbers.
3. Students answer orally and then write their answers.
4. Check answers together.

Answer Key

1. 1271/17
2. 1275/21
3. 1292/38
4. 1295/41

F Look at E. Ask and answer.



Student pairs practice the language pattern in the speech bubbles. Students should talk about each item in E.

G What about you? Ask and answer.



1. Read the questions with the class.

2. Model each question with a few students, allowing students to respond in their own ways.
3. Student pairs practice the conversations and then switch roles.

Possible Answers

1. I started school in 2008.
2. I want to travel to Egypt and Mexico.
3. I want to visit museums and learn about the people.

H Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book pages 26.

1. Students read the poster title and captions. Then, talk generally about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Creativity: Direct students' attention to the Everybody Up Friend. Students use critical thinking skills to make a list of the types of goods mentioned in the video. Then, they use their creativity to illustrate their list.

Games and Activities

- **Buzzers** (Teacher's Book pages 28–31). In this version, explain that you will ask a question or give the definition of a word, and each team must try to guess the word. For example: *Who was the ruler of China in 1273?* Students race to hit the "buzzer" and say *Kublai Khan*. Encourage students to answer in a complete sentence: *The ruler of China was Kublai Khan.*

Extra Practice

Workbook pages 10–11
Student Audio CD Track 12
Unit 1, Lesson 4 Worksheet
Unit 1 Test
iTools
Online Practice

2 Camping

Lesson 1 In the Woods

A Listen, point, and say.

1 study insects 2 identify trees 3 pick wild strawberries
4 find animal tracks 5 explore a cave 6 collect leaves

B Listen and number. Then talk about the picture.

Morning Afternoon

C Listen, ask, and answer. Then practice.

What was she doing in the morning? afternoon? She was studying insects.

study → studying
identify → identifying
pick → picking
find → finding
explore → exploring
collect → collecting

D Listen, ask, and answer. Then practice.

Was he studying insects in the morning? afternoon? Yes, he was. No, he wasn't. He was identifying trees. wasn't – was not

1. study insects 2. collect leaves 3. pick wild strawberries 4. find animal tracks 5. identify trees 6. explore a cave

E Look at 1. Point, ask, and answer.

What were you doing this morning? Talk with your partner.

Was she finding animal tracks in the morning? No, she wasn't. She was collecting leaves.

Student Book pages 12–13

Objectives

- Talking about outdoor activities

Grammar

- Questions in past continuous tense, with answers in simple past tense

What was she doing in the morning/afternoon?/She was studying insects.

- Questions and answers in past continuous

Was he studying insects in the morning/afternoon?/Yes, he was.

No, he wasn't. He was identifying trees.

Vocabulary

In the woods: study insects, identify trees, pick wild strawberries, find animal tracks, explore a cave, collect leaves

Materials

Class CD1 Tracks 19–22

Student Book page 12

Warm up

- Elicit other *What* questions from Unit 1, Lesson 4: *What did Marco do when he was 21?* Students look back at the reading on page 10 and practice asking and answering other questions with a partner.
- Sing *Let's Learn How to Surf* (Class CD1 Track 15).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

- Introduce the new phrases. Write each phrase on the board and help students to understand it.
- Play Class CD1 Track 19. Students listen, point, and say along with the CD.



- | | |
|---------------------------|-----------------------|
| 1. study insects | 2. identify trees |
| 3. pick wild strawberries | 4. find animal tracks |
| 5. explore a cave | 6. collect leaves |

B Listen and number. Then talk about the picture.

See *Using the Big Picture*, Teacher's Book page 24.

- Direct students to the big picture. Discuss what time of day it is in each picture.

- Have students point to each of the new vocabulary items in the picture before listening to the CD.
- Play Class CD1 Track 20. Students listen, find the items in the picture, and number them. Check answers together.



- | | |
|-----------|--|
| 1. Julie: | There are so many trees here. This is a good place to collect leaves. |
| Carla: | I have five different leaves. How many do you have, Julie? |
| Julie: | I have eight leaves. They're red, green, brown, and yellow. |
| Carla: | I can use my book to identify the trees. |
| Julie: | I like that gray one. What kind of tree is it, Carla? |
| Carla: | Here's a picture of it. It's called a birch tree. |
| 2. Megan: | What are you doing, Emma? |
| Emma: | I'm finding animal tracks. There are some long tracks in the mud next to this river. |
| Megan: | I think they're from a rabbit. Rabbits have long feet. |
| 3. Danny: | Look at this cave. I can see frogs and spiders in there. Can we explore a cave, James? |
| James: | It's too late in the afternoon, Danny. We can explore one in the morning. |
| Danny: | OK. I'll bring my flashlight. |
| 4. Mike: | Will you help me pick wild strawberries, Jay? |
| Jay: | Sorry, I'm studying insects. |
| Mike: | There are insects on these strawberries. You can study them. |

Jay: You're right. Those are black ants. See, they have six legs. They like strawberries a lot!
Mike: I like strawberries a lot, too.

- Invite students to talk about what they see in the picture and practice the new vocabulary.

Student Book page 13

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

- Introduce the new pattern: *What was she doing in the morning/afternoon? She was studying insects.*
- Direct students' attention to the verb box. Say the words and have students repeat. Review the past continuous tense form.
- Direct students to the first grammar box on page 13. Ask students what time of day it is in picture 1 (*morning*), and in picture 2 (*afternoon*).
- Play Class CD1 Track 21. Students listen, ask, and answer along with the CD.



What was she doing in the morning?
She was studying insects.

What was she doing in the afternoon?
She was studying insects.

study, studying identify, identifying

pick, picking find, finding

explore, exploring collect, collecting

- What was she doing in the morning?
She was studying insects.
- What was she doing in the afternoon?
She was identifying trees.
- What was he doing in the morning?
He was picking wild strawberries.
- What was he doing in the afternoon?
He was finding animal tracks.
- What was she doing in the morning?
She was exploring a cave.
- What was she doing in the afternoon?
She was collecting leaves.

- Students practice in pairs, using their books.

D Listen, ask, and answer. Then practice.



- Introduce the pattern: *Was he studying insects in the morning? Yes, he was. Was he studying insects in the afternoon? No, he wasn't. He was exploring a cave.*
- Present the contraction: *wasn't = was not.*
- Direct students' attention to the second grammar box on page 13.

- Play Class CD1 Track 22. Students listen, ask, and answer along with the CD.



Was he studying insects in the morning? Yes, he was.

Was he studying insects in the morning?
No, he wasn't. He was identifying trees.

Was he studying insects in the afternoon? Yes, he was.

Was he studying insects in the afternoon?
No, he wasn't. He was identifying trees.

wasn't, was not

- Was he studying insects in the morning? Yes, he was.
- Was she collecting leaves in the afternoon?
No, she wasn't. She was exploring a cave.
- Was he picking wild strawberries in the morning?
No, he wasn't. He was collecting leaves.
- Was she finding animal tracks in the afternoon?
Yes, she was.
- Was he identifying trees in the morning? Yes, he was.
- Was she exploring a cave in the afternoon?
No, she wasn't. She was picking wild strawberries.

- Students practice in pairs, using their books.

E Look at B. Point, ask, and answer.



Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering the language in the speech bubbles. Students should use all of the new vocabulary.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication: Direct students' attention to the Everybody Up Friend. Small groups of students use communication skills to take turns asking and answering *What were you doing this morning?*

Games and Activities

- Buzzers** (Teacher's Book pages 28–31). Say a L1 verb in present tense (*collect*). Students make a statement in present continuous.
- Charades** (Teacher's Book pages 28–31). Students act out a new vocabulary phrase. Classmates guess using the past continuous.

Extra Practice

Workbook pages 12–13

Student Audio CD Tracks 13–15

iTools

Online Practice

Lesson 2 Making Camp

A Listen, point, and say.

1 set up the tent 2 build a campfire 3 roast fish
4 tell stories 5 put out the campfire 6 look at the stars

B Listen and say. Then practice.

She was setting up the tent when I arrived at the campsite.
When I arrived at the campsite, she was setting up the tent.

set → setting build → building
roast → roasting tell → telling
put → putting look → looking

C Listen, ask, and answer. Then practice.

What were you doing when you saw the deer? I was setting up the tent.

Skills Reading & Writing

D Listen and read. Then answer the questions.

Star Camp

When I was on vacation, I went to a camp where boys and girls look at the stars. At the campsite, a boy named Jason was setting up his tent. I asked him what he was learning about the stars.

"I'm learning their names and how to read a star map," said Jason. "It's a lot of fun."

"When is the best time to look at the stars?" I asked.

"The best time to look is late at night, when it's clear and not cloudy," said Jason.

1. What was Jason doing at the campsite?
2. When is the best time to see stars?
3. What is Jason learning about the stars?

E Add quotation marks. Then rewrite.

Use quotation marks to show when someone is speaking.

1. Hi. Welcome to the campsite!
2. I want to explore the cave, said Karen.
3. How many leaves did you collect?

Student Book pages 14–15

Objectives

- Talking about past camping activities

Grammar

- Past continuous statements with simple past tense statements

She was setting up the tent when I arrived at the campsite. / When I arrived at the campsite, she was setting up the tent.

- Past continuous questions and answers

What were you doing when you saw the deer? / I was setting up the tent.

Vocabulary

Making camp: set up the tent, build a campfire, roast fish, tell stories, put out the campfire, look at the stars

Materials

Class CD1 Tracks 23–26

Student Book page 14

Warm up

- Greet the class. Students greet their classmates and ask, *What were you doing this morning?*
- Charades** (Teacher's Book pages 28–31). Review Unit 2, Lesson 1. One at a time, act out the vocabulary phrases. Students use the past continuous to guess (*She was collecting leaves*).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

- Introduce the new phrases. Write each phrase on the board and help students to understand it.
- Play Class CD1 Track 23. Students listen, point, and say along with the CD.

- 23**
- | | |
|-------------------------|----------------------|
| 1. set up the tent | 2. build a campfire |
| 3. roast fish | 4. tell stories |
| 5. put out the campfire | 6. look at the stars |

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

- Introduce the new patterns: *She was setting up the tent when I arrived at the campsite* and *When I*

arrived at the campsite, she was setting up the tent. Point out that the two sentences mean the same thing.

- Direct students to the grammar box on page 14. If helpful, draw a timeline to demonstrate how the verb *arrived* happened at a specific point in time during the longer event *she was setting up the tent*.
- Direct students' attention to the verb box on page 14. Say the words and have students repeat.
- Play Class CD1 Track 24. Students listen and say along with the CD.

- 24**
- She was setting up the tent when I arrived at the campsite.
When I arrived at the campsite, she was setting up the tent.
- | | | |
|---------------|-----------------|-----------------|
| set, setting | build, building | roast, roasting |
| tell, telling | put, putting | look, looking |
- She was setting up the tent when I arrived at the campsite. When I arrived at the campsite, she was setting up the tent.
 - She was building a campfire when I arrived at the campsite. When I arrived at the campsite, she was building a campfire.
 - She was roasting fish when I arrived at the campsite. When I arrived at the campsite, she was roasting fish.
 - He was telling stories when I arrived at the campsite. When I arrived at the campsite, he was telling stories.

5. He was putting out the campfire when I arrived at the campsite. When I arrived at the campsite, he was putting out the campfire.
6. He was looking at the stars when I arrived at the campsite. When I arrived at the campsite, he was looking at the stars.

5. Students practice the pattern on their own.

Student Book page 15

C Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *What were you doing when you saw the deer? I was setting up the tent.*
2. Direct students to the grammar box on page 15, then play Class CD1 Track 25. Students listen, ask, and answer along with the CD.



What were you doing when you saw the deer?
I was setting up the tent.

1. What were you doing when you saw the deer?
I was setting up the tent.
2. What were you doing when you saw the deer?
I was roasting fish.
3. What were you doing when you saw the deer?
I was putting out the campfire.
4. What were you doing when you saw the deer?
I was looking at the stars.
5. What were you doing when you saw the deer?
I was telling stories.
6. What were you doing when you saw the deer?
I was building a campfire.

3. Students practice in pairs, using their books.

Skills Reading & Writing

D Listen and read. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 24.

1. Students look at the picture, talk about what they see, and about what they think the title means.
2. Play Class CD1 Track 26. Students listen and read along with the CD.
3. Read each question aloud with the class. Students can answer orally or write the answers in their notebooks, using the text as a reference. Encourage students to write complete sentences.
4. Check answers together.

Answer Key

1. He was setting up his tent.
2. The best time to see stars is at night, when it's clear and not cloudy.
3. He's learning their names and how to read a star map.

E Add quotation marks. Then rewrite.



1. Call students' attention to the rule. Students read the sentences and write quotation marks around words someone said.
2. Read each sentence aloud. Students add quotation marks to the sentences and rewrite them in their notebooks.
3. Check answers together.

Answer Key

1. "Hi. Welcome to the campsite!"
2. "I want to explore the cave," said Karen.
3. "How many leaves did you collect?"

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Student pairs use critical thinking skills to look together at the picture in Exercise B to determine what the children were doing at night. They use their communication skills to take turns asking and answering *What were they doing at night?*

Games and Activities

- **Toss and Tell** (Teacher's Book pages 28–31). When they catch the beanbag, students must answer a question from Lesson 2.
- **Word Roll** (Teacher's Book pages 28–31). Pairs of students make dice using the phrases from Lessons 1 and 2. Students roll the dice and use the phrase on top as a cue for question and answer practice.

Extra Practice

Workbook pages 14–15

Student Audio CD Tracks 16–18

iTools

Online Practice

Lesson 3 Reading

A Talk about the story. Then listen and read.

The Cave

Danny and Mike are studying insects when they find some animal tracks. They follow the tracks to a cave. Mike takes out his flashlight and looks inside.

"Let's explore it!" says Danny. In the cave, they find more tracks. They see brown spiders, green frogs, and black ants.

The boys walk for a long time. They start to worry, but then Mike sees a way out.

"Look, Danny!" says Mike. "We should go back to the campsite."

The boys are hungry and tired. They look around but can't tell where they are.

"I think we're lost!" says Danny.

Then they hear something behind them.

"Hi, Danny. Hi, Mike," says Emma. "Where were you all day?"

"Emma! Juliet!" the boys shout.

"We got lost!" says Mike. "Which way is the campsite?"

"It's that way," says Julie. "We'll go with you."

"Thanks a lot! Is it far?" asks Mike.

"Not really," says Emma. "Look over there!"

Emma points to some trees. Mike and Danny look. The campsite is right in front of them!

Value
Be helpful.

B Who said it? Read and circle.

1. "Which way is the campsite?"
a. Mike
b. Julie
c. Emma

2. "Let's explore it!"
a. Emma
b. Danny
c. Julie

3. "We'll go with you."
a. Julie
b. Mike
c. Danny

4. "Is it far?"
a. Danny
b. Emma
c. Mike

C Sing.

Which Way Is the Coffee Shop?

Which way is the coffee shop?
It's that way.
Thanks a lot!
Which way is Mexico?
Sorry, I don't know.

Which way is the city zoo?
It's over there.
We'll go with you.
Thank you! Thank you! Thank you!
Thanks a lot!

D Listen and say. Then act.

Which way is the campsite?
It's that way.
Thanks a lot!

Which way is the campsite?
Sorry, I don't know.
Thanks, anyway.

Look at A. How do the boys feel when they get lost?

Student Book pages 16–17

Objectives

- Asking for help with directions

Vocabulary

Story: follow, way out, shout, far

Conversation

- Which way is the campsite?

It's that way.

Thanks a lot!

- Which way is the campsite?

Sorry, I don't know.

Thanks, anyway.

Value

Be helpful.

Materials

Class CD1 Tracks 27–29

Student Book page 16**Warm up**

1. Greet the class. Then start a conversation chain to practice: *What were you doing last night?* Begin the chain by asking S1, then S1 asks S2, and so on.
2. **Picture Pieces.** Review camping vocabulary from Lessons 1 and 2. Slowly draw a vocabulary item and have students try to guess the answer before you finish.
3. Review Unit 1, Lesson 2 grammar. Write the six vocabulary phrases on the board. Ask S1 *What were you doing when you saw the deer?* and point to a phrase. S1 uses the phrase as a prompt, *I was telling stories.* Then point to a different phrase for S2's turn.

A Talk about the story.
Then listen and read.



See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story.
2. Introduce the new words. Write each word on the board. Have students guess the meaning of the words from context and compare their answers with a partner. Check answers with the class.

3. Play Class CD1 Track 27. Students listen and read along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value *Be helpful* and discuss what this means. Ask the students if they can think of other examples of this value. Play the track again.
5. Tell students they will rewrite the ending of the story. Have students read the story on their own and then change the last five lines after Mike asks *Where is the campsite?* Give students a few minutes to write. Go around and help as needed. Then elicit story endings from the class.

Student Book page 17**B Who said it? Read and circle.**

1. Students read the quotations and circle the name of the speaker.
2. Read each sentence aloud with the class. Students can answer orally or they can write the answers in their notebooks, using Activity A as a reference.
3. Check answers together.

Answer Key

- | | |
|-------|-------|
| 1. a. | 2. b. |
| 3. a. | 4. c. |

C Sing.

See *Teaching Songs*, Teacher's Book page 25.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 28. Students listen and sing along with the CD.



28 Which Way Is the Coffee Shop?

Which way is the coffee shop?
It's that way.
Thanks a lot!
Which way is Mexico?
Sorry, I don't know.
Which way is the city zoo?
It's over there. We'll go with you.
Thank you! Thank you! Thank you! Thanks a lot!
Which way is the coffee shop?
It's that way.
Thanks a lot!
Which way is Mexico?
Sorry, I don't know.
Which way is the city zoo?
It's over there. We'll go with you.
Thank you! Thank you! Thank you! Thanks a lot!
Thank you! Thank you! Thank you! Thanks a lot!

3. Students sing the song again, gesturing as appropriate.
4. Divide the class into two groups. One group sings the questions and the other group sings the answers. Switch roles.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

1. Students read and act out the different conversations in the speech bubbles.
2. Play Class CD1 Track 29. Students listen and say with the CD.



29 Which way is the campsite?

It's that way.
Thanks a lot!
Which way is the campsite?
Sorry, I don't know.
Thanks, anyway.

3. Student pairs rehearse and act out each conversation, using facial expressions and gestures related to the situations in the conversations. Switch roles.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Student pairs use critical thinking skills to look together at the story in Exercise A to determine how the boys feel when they get lost. They use their communication skills to take turns asking and answering *How do the boys feel when they get lost?* (e.g., *They feel, hungry, nervous, tired*, etc.)

Games and Activities

- **Finish the Story** (Teacher's Book pages 28–31). Copy the key sentences from the story on page 16, leaving some words blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing words.
- **Order the Text** (Teacher's Book pages 28–31). Write out the key sentences from the story on strips of paper. Give one complete set of strips to each student. Read the passage aloud. Students listen and put the strips in order.
- Student pairs work together to plan and illustrate scenes that fit the Lesson 3 value *Be helpful*. Prompt students by asking how they can be helpful when camping or who they help at home. Have students write a sentence or a dialogue about their drawing as in Activity D. Finished drawings can be presented to the class.

Extra Practice

Workbook pages 16–17
Student Audio CD Track 19
Unit 2, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Plants

A Watch the video.

B Listen, point, and say.

① oxygen ② seed ③ size
④ root ⑤ underground ⑥ stem

C Listen and read.

The Parts of a Plant

Plants give us food, clothing, and oxygen. There are over 250,000 kinds of plants in the world.

Many plants have six parts. Each part has a job to do.

Seeds
Seeds come in many shapes and sizes. When seeds are in the earth, they grow and become new plants.

Roots
The roots of a plant usually grow underground. They take in food and water for the plant.

Stem
The stem grows up from the roots and helps the plant to stand. It stores food and brings water to other parts of the plant.

Leaves
Leaves grow out of the stem. They use the sun to make food for the plant.

Flowers
Many flowers are colorful. They help the plant to make seeds.

Fruit
Some plants grow fruit, which have seeds in them. Apples, oranges, and tomatoes are all fruit.

D Answer the questions.

- What is inside fruit?
- What happens when seeds are in the earth?
- How do leaves make food for the plant?
- Where do roots usually grow?

E Write.

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

F Look at E. Ask and answer.

Which parts of the plant are these? Those are the seeds.
What do they do? They grow and become new plants.

G What about you? Ask and answer.

- Do you have plants at home?
- What's your favorite fruit?
- What flowers grow in your country?

H Look at the poster. Talk about it.

Skills Tip
Use headings to find information.

Watch the video. What kinds of fruit grow on trees? Tell a friend.

Unit 2

Student Book pages 18–19

Objectives

- Identifying and talking about parts of a plant

Grammar

- Questions with *these/those*
Which parts of the plant are these?
Those are the seeds.
- What questions with *do*
What do they do?
They grow and become new plants.

Vocabulary

Plants: oxygen, seed, size, root, underground, stem

Materials

Class CD1 Tracks 30–31; Unit 2 Video and Poster, Plants

Student Book page 18**School Subject Connection: Science**

Lesson 4 is a cross-curricular lesson with a connection to science. Ask students to tell you about their science classes. If possible, bring to class some potted plants. Let students talk about them and point out the plant parts.

Warm up

- Greet the class. Then ask a few individual students *How were you helpful yesterday?* Next, students greet their classmates and ask how they were helpful.
- Elicit the language from Unit 2, Lesson 3: *Which way is the campsite?* Students practice the expression with their classmates.
- Sing *Which Way Is the Coffee Shop?* (Class CD1 Track 28).

A Watch the video.

See *Teaching with Videos*, Teacher's Book pages 26.

Before you watch: Tell the class they're going to watch a video about a special project in the UK that grows many types of plants. Ask students to share what they already know about plants.

- Play the video. See Video Scripts on Teacher's Book 116–118 for reference.

- Play the video again. Pause the video and ask students questions about the plants, e.g., *What kinds of plants do you see? What do plants give us?* etc.

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

- Introduce the new words. Write each word on the board and help students to understand it.
- Play Class CD1 Track 30. Students listen, point to the words, and say along with the CD.



- | | | |
|-----------|----------------|---------|
| 1. oxygen | 2. seed | 3. size |
| 4. root | 5. underground | 6. stem |

- Students practice saying the new vocabulary on their own, using their books.

C Listen and read.

- Students look at the pictures and talk about what they see. Students say what they think the title *The Parts of a Plant* means.
- Students find the new words in the text and point to them. Have students talk about the meaning of the words in context of the text.
- Play Class CD1 Track 31. Students listen and read aloud with the CD.

4. Play the track again. Students listen and read along silently.
5. Students read the passage on their own.

Student Book page 19

D Answer the questions.



1. Students read the questions and answer them. Read each question aloud with the class.
2. Call students' attention to the Skills Tip. Read it aloud with the class: *Use headings to find information.* Explain that a *heading* is like the title of a paragraph. Demonstrate the tip with an example from the text in Activity C.
3. Students answer the questions orally or in their notebooks. Encourage students to use complete sentences in their answers.

Answer Key

1. Seeds are inside fruit.
2. They grow and become new plants.
3. They use the sun.
4. Roots grow underground.

E Write.



1. Direct students' attention to the diagram on page 19. Have students talk about what they see.
2. Students write the names of the plant parts in the correct places.
3. Students can answer orally or write the answers in their notebooks. Encourage students to use complete sentences in their answers.
4. Check the answers together.

Answer Key

- | | | |
|-----------|----------|----------|
| 1. seeds | 2. fruit | 3. stem |
| 4. flower | 5. leaf | 6. roots |

F Look at E. Ask and answer.



Student pairs look at the pictures in Activity E and practice the language pattern in the speech bubbles.

G What about you? Ask and answer.



1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own (appropriate) ways.

3. Student pairs practice the questions and then switch roles.

Possible Answers

1. Yes. We have plants in the windows in our house.
2. Bananas are my favorite fruit.
3. In my country there are many colorful flowers.

H Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students read the poster title and captions. Then, talk generally about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Collaboration: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Divide students into small groups and have them use critical thinking skills to write a list of fruit that grows on trees. Then the students will collaborate to vote on their favorite fruit that grows on trees.

Games and Activities

- **What's Missing?** (Teacher's Book pages 28–31). Write five of the six new plant part words on the board. Students name the word that's missing.
- **Listen and Draw** (Teacher's Book pages 28–31). Describe a plant, part by part, and have students draw each part as you say it. Don't say one part. After you are finished, ask students to name the missing part.

Extra Practice

Workbook pages 18–19
 Student Audio CD Track 20
 Unit 2, Lesson 4 Worksheet
 Unit 2 Test
 iTools
 Online Practice

Check Up 1

Check Up 1
Units 1 and 2

A Listen, number, and match.

1. ☐ set up the tent
2. ☐ ride a roller coaster
3. ☐ collect leaves
4. ☐ read a lot of books
5. ☐ look at the stars
6. ☐ sleep

B Read, circle, and check.

1. How did you feel when you **act** / **acted** in a play?
☐ I felt shy, but he felt confident.
☐ I felt confident, but he felt shy.

2. What were you **doing** / **do** when you saw the deer?
☐ I was putting out the campfire.
☐ I was building a campfire.

3. What did she do when she was **in** / **on** vacation?
☐ She learned how to dive.
☐ She won a competition.

4. What was he doing in the **morning** / **afternoon**?
☐ He was exploring a cave.
☐ He was identifying trees.

C Write.

1. What did the boy do when he was on vacation?
2. How did he feel when he learned how to dive?
3. What was the girl doing in the afternoon?
4. What was the mother doing when she saw the deer?

D Listen and write. Then act.

1.
2. Which way is the campsite?

E What can you do? Read and write the number.

| I can talk about... | | Key |
|---------------------|---|--------------------------------|
| activities | <input type="checkbox"/> camping in the woods | ① I need help with this. |
| feelings | <input type="checkbox"/> making camp | ② I can do this a little. |
| travel and trade | <input type="checkbox"/> plants | ③ I can do this well. |
| value | <input type="checkbox"/> I can be brave. | ④ I can help others with this. |
| | <input type="checkbox"/> I can be helpful. | |

Student Book pages 20–21

Review Language

- Units 1 and 2 grammar and vocabulary

Materials

Class CD1 Tracks 32–33

Student Book page 20

Warm up

1. Greet the class. Greet a student and ask *What's your favorite fruit?* Students practice with their classmates.
2. Sing *Which Way Is the Coffee Shop?* (CD1, Track 28).
3. Read aloud the Units 1 and 2 vocabulary. Students use the words in sentences.

A Listen, number, and match.

See *Teaching Check Ups*, Teacher's Book page 25.

Play Class CD1 Track 32. Students listen and number the items in the order they hear them. Then they match the pictures with the phrases. Check answers with the class.

CD 32

| | |
|--------------------------|------------------------|
| 1. sleepy | 2. set up the tent |
| 3. look at the stars | 4. collect leaves |
| 5. ride a roller coaster | 6. read a lot of books |

Answer Key

center column, top to bottom: 2, 5, 4, 6, 1, 3
left column: 3, 6, 1
right column: 2, 5, 4

B Read, circle, and check.

1. Students examine the pictures and the questions. They circle the correct word to complete the sentence. Then they answer the question based on what they see in the picture.

Answer Key

- | | |
|------------------|--------------------|
| 1. acted/2nd box | 2. doing/1st box |
| 3. on/2nd box | 4. morning/2nd box |

2. With a partner, have the students use their books to practice asking and answering the questions.
3. Write new questions on the board for each picture and have volunteers answer. Then have students practice the new questions and answers in new pairs. (e.g., *How did the boy feel when he acted in a play? He felt shy.*)

Student Book page 21

C Write.

1. Students examine the picture and write answers to the questions. Encourage them to write complete sentences.

Answer Key

1. The boy/He learned how to dive.
2. The boy/He felt nervous.
3. The girl/She was picking strawberries.
4. The mother/She was roasting a fish.

2. Students read their answers to the class. Then they practice asking and answering the questions with a partner.

D Listen and write. Then act.



1. Play Class CD1 Track 33. Students listen. Play track again and students fill in the blanks with the sentences they hear.



1. Come on! Let's learn how to surf.
No, thanks. I'd rather play video games.
2. Which way is the campsite?
Sorry, I don't know.

2. Students practice the conversations with a partner. Provide classroom objects for them to use as they act out the conversations.

E What can you do? Read and write the number.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Tell the class to think about how well they know the material. Look at the chart and read the categories. Check that students understand the rating system.
2. Students fill in the chart, thinking about their own performance and what they've learned.
3. Ask students to think about what they need more practice with and share.

Games and Activities

Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Categories** (Teacher's Book pages 28–31) using language from Units 1 and 2. For example, *Activities, Feelings, Camping verbs*, etc.
- **Charades** (Teacher's Book pages 28–31) using language from Units 1 and 2.
- **Teacher's Mistake** (Teacher's Book pages 28–31) using language from Units 1 and 2. For example, mime being nervous and say, "I feel confident." Or draw a picture of a strawberry and a deer on the board and say, "I was roasting a fish when I saw the deer." Students raise their hands when they hear a mistake and correct it. For more of a challenge, as you mime or draw items, say some correct sentences and some incorrect ones so that students have to listen carefully.

Extra Practice

Workbook pages 20–22

iTools

Online Practice

Bonus Skills

Skills Reading, Writing, Listening & Speaking

A Read. Then answer.

How Scouting Started

In 1908, Robert Baden-Powell was working in England when he wrote a book called *Scouting for Boys*. When boys and girls read it, many of them wanted to become scouts. The book showed them how to be safe and confident in the woods. They learned how to camp, hike, and find animal tracks. They also learned how to identify trees and build a campfire.

Today there are scouting groups in 218 countries. They teach camping, sports, and other activities. Scouting is now over one hundred years old, and more young people become scouts every year.

1. What did Robert Baden-Powell do in 1908?
2. How many countries have scouting groups?
3. What are three things scouts learned from Robert Baden-Powell's book?

B Underline the book titles. Then rewrite.

Underline the titles of books.

1. Robert Baden-Powell wrote *Scouting for Boys* in 1908.
2. In *The Adventures of Tom Sawyer*, a boy named Tom explores a cave.
3. *Little Women* is a story about four sisters.

C Listen and number.

Project Brochure

A Make a brochure.

1. In a small group, plan a camping trip or a vacation. Where are you going to go? What are you going to do? Discuss activities you can do on this trip.
2. Make a brochure for the trip. First, fold your brochure. On the cover, write the name of the camp or the vacation place. Then draw a picture of this place.
3. Draw pictures and cut out photos for the activities from Step 1. Glue them in the brochure. Write about them. Imagine that you took this trip and did these activities.

B Listen. Then talk about your trip.

What did you do when you were at camp?

I saw a deer! I also built a campfire and roasted fish.

How did you feel when you looked at the stars at night?

I felt sleepy.

Home-School Link

What did your parents or grandparents do when they were your age? Did they ever go camping or go on vacation? What other activities did they do? Talk to your family about activities they like to do.

Tip Take turns talking in your group.

Student Book pages 22–23

Student Book page 22

Warm up

1. Play **Bingo** (Teacher's Book pages 28–31) with student-made cards of Lesson 1 vocabulary from Units 1 and 2.
2. Sing *Let's Learn How to Surf* (CD1 Track 15).

A Read. Then answer.

See *Teaching Skills*, Teacher's Book page 24.

1. Students look at the picture, read the title and the questions, and then discuss what they think the text will be about.
2. Play Class CD1 Track 34. Students listen and read with the CD. Play the track again.
3. Read each question aloud with the class. Students can answer orally or write the answers in their notebooks. Encourage students to use complete sentences.
4. Check answers together.

Answer Key

1. In 1908, Robert Baden-Powell wrote *Scouting for Boys*.
2. Today, 218 countries have scouting groups.
3. Scouts learned how to camp, hike, and find animal tracks from Robert Baden-Powell's book.

Skills

- Reading a paragraph, underlining book titles, listening and numbering, speaking about activities and likes.

Materials

Class CD1, Tracks 34–36

Project Language

- Units 1 and 2 grammar and vocabulary

Materials

Photocopiable Project Template; crayons or markers, paper, scissors

B Underline the book titles. Then rewrite.

1. Call students' attention to the rule: *Underline the titles of books*. Explain that when typed or printed, titles appear in italics. When written out by hand, titles are underlined.
2. Read each statement aloud with the class. Students answer orally then write their answers in a notebook.
3. Check answers together.

Answer Key

1. Robert Baden-Powell wrote *Scouting for Boys* in 1908.
2. In *The Adventures of Tom Sawyer*, a boy named Tom explores a cave.
3. *Little Women* is a story about four sisters.

C Listen and number.

1. Play Class CD1 Track 35. Students listen and number the pictures.



1. In 1908, Robert Baden-Powell wrote a book called *Scouting for Boys*.
2. They learned how to camp, hike, and find animal tracks.

3. They also learned how to identify trees and build a campfire.
4. Today there are groups in 218 countries. They teach camping, sports, and many other activities.

2. Play the track again. Students listen and check their answers.
3. Check answers together.

Answer Key

1. Picture 3 2. Picture 2 3. Picture 4 4. Picture 1

D Talk with your partner.



1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own (appropriate) ways.
3. Student pairs ask and answer the questions and then switch roles.

Possible Answers

1. When I go camping, I like to build a campfire.
2. I like to read mystery books and science books.

Project Brochure

Student Book page 23

A Make a brochure.

See *Teaching Projects*, Teacher's Book page 27.

1. Make copies of the Photocopiable Project Template from the Teacher's Resource Center CD-ROM and distribute them to the class. Explain to students that they will work in groups to plan a camping trip or vacation and then make a brochure about it. Review related vocabulary from Units 1 and 2.
2. Students plan their vacation and activities in groups.
3. Students make the cover of their brochure.
4. Students decide how to illustrate their brochures. They draw pictures, cut them out, and glue them to the inside of their brochure.

B Listen. Then talk about your trip.



1. Play Class CD1 Track 36. Students listen, point to the speech bubbles, and say along with the CD.



- 36** What did you do when you were at camp?
I saw a deer. I also built a campfire and roasted fish.
How did you feel when you looked at the stars at night?
I felt sleepy.

2. Draw students' attention to the tip: *Take turns talking in your group.* Demonstrate with one of the groups by pointing to one student and have them say one sentence about the brochure and then point to another student to say a different sentence.

3. Student pairs practice the pattern using their books.
4. Play **Station Stop** (Teacher's Book pages 28–31) using a group's brochure at each station.

Home-School Link

1. Tell the students to share what they've learned in class at home.
2. Role-play with a few stronger students to demonstrate sample language to the class. Talk about different activities they can ask their family about.
3. Students talk to their family members and make a list or a chart of the responses.

Games and Activities

- **Skills: Circles** (Teacher's Book pages 28–31) with the question and answer patterns from Units 1 and 2, e.g., S1: *How did you feel when you rode a roller coaster?* S2: *I felt nervous.*
- **Project: Two Truths and a Lie** (Teacher's Book pages 28–31) using language from Units 1 and 2 and the brochures. For example, show the class one of the brochures and say two true sentences about one of the activities and one lie.

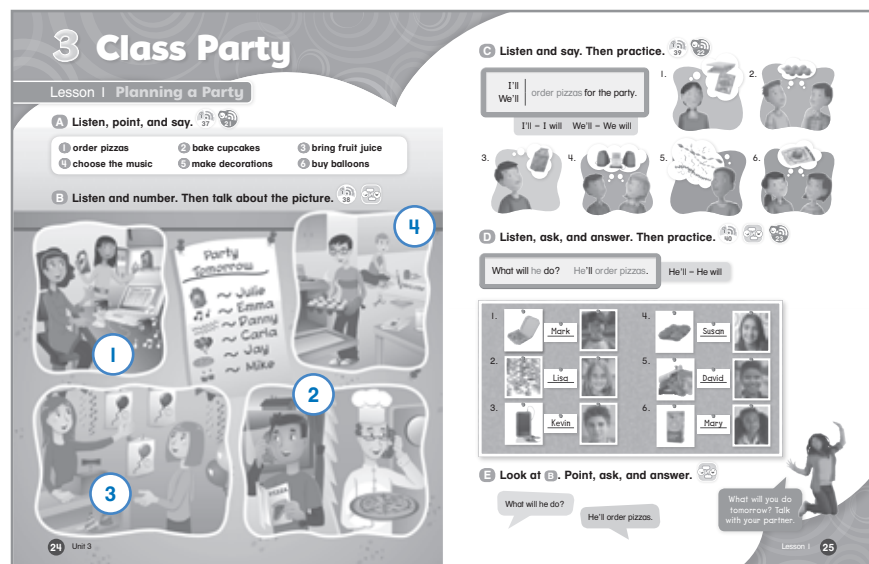
Extra Practice

Workbook page 23

iTools

Online Practice

Unit 3 Class Party Lesson 1 Planning a Party



Student Book pages 24–25

Objectives

- Talking about future plans

Grammar

- Simple future tense with *will* for intention

I'll order pizzas for the party.
We'll order pizzas for the party.

- Simple future tense with *will* for prediction

What will he do?
He'll order the pizzas.

Vocabulary

Planning a party: order pizzas, bake cupcakes, bring fruit juice, choose the music, make decorations, buy balloons

Materials

Class CD1 Tracks 37–40

Student Book page 24

Warm up

1. Greet students. Have students practice the question and answer from Unit 2, Lesson 1: *What were you doing this morning? I was (doing my homework).*
2. Sing *Which Way Is the Coffee Shop?* (Class CD1 Track 28).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new phrases. Write each phrase on the board and help students to understand it.
2. Link the language. Write the word "order" on the board and ask *What do we order?* Students reply *We order (pizzas)*. Do the same for the other words.
3. Play Class CD1 Track 37. Students listen, point, and say along with the CD.

37

| | |
|----------------------|---------------------|
| 1. order pizzas | 2. bake cupcakes |
| 3. bring fruit juice | 4. choose the music |
| 5. make decorations | 6. buy balloons |

4. Students practice on their own, using their books.

B Listen and number. Then talk about the picture.

See *Using the Big Picture*, Teacher's Book page 24.

1. Direct students' attention to the big picture. Students find and point to each of the new vocabulary items in the picture on their own.
2. Play Class CD1 Track 38. Students listen, find the items in the picture, and number them.



1. Julie: I'm bringing fruit juice for the party tomorrow. What kind of juice do you like, Emma?
Emma: I like grape juice, but our teacher likes apple juice.
Julie: I'll bring grape juice and apple juice! What are you doing for the party?
Emma: I'm choosing the music. Do you like this song?
Julie: It's fine, but I like slower songs.
Emma: OK. I'll choose some slow songs and some fast ones, too.
2. Jay: Hello. Is this Sammy's Pizza Restaurant?
Man: Yes, this is Sammy's.
Jay: I'd like to order six pizzas, please.
Man: What kind of pizzas do you want?
Jay: Can I have cheese and tomato?
Man: Sure. You can pick them up at 1:00.
3. Carla: Hi. Can I buy party balloons here?
Woman: Yes, we sell party balloons. How many do you need?

4. Mike: I'm baking cupcakes for the party. They're ready now.

Mike: Sure. I need ten for the party, but I made twelve.

Mike: I can help you. I know how to make cool decorations.

Danny: Thanks, Mike!

Student Book page 25

See *Teaching Grammar*, Teacher's Book page 24.

- 39 I'll order pizzas for the party.
We'll order pizzas for the party.
I'll, I will we'll, we will
1. I'll order pizzas for the party.
 2. We'll bake cupcakes for the party.
 3. I'll bring fruit juice for the party.
 4. We'll choose the music for the party.
 5. I'll make decorations for the party.
 6. We'll buy balloons for the party.

D Listen, ask, and answer.
Then practice.



1. Introduce the new pattern: *What will he do? He'll order pizzas.*
2. Present the contraction: *he'll = he will.*
3. Direct students' attention to the second grammar box on page 25. Point out the order of words in the future tense question form: *What + will + pronoun + do?*



1. What will he do? He'll order pizzas.
2. What will she do? She'll make decorations.
3. What will he do? He'll choose the music.
4. What will she do? She'll bake cupcakes.
5. What will he do? He'll buy balloons.
6. What will she do? She'll bring fruit juice.



Workbook pages 24–25
Student Audio CD Tracks 21–23
iTools
Online Practice

Lesson 2 Starting a Party

A Listen, point, and say.

1. pour the juice 2. serve the pizzas 3. set up the music
4. blow up the balloons 5. put up the decorations 6. put out the cupcakes

B Listen, ask, and answer. Then practice.

Will she pour the juice? Yes, she will. No, she won't. won't = will not

C Listen, ask, and answer. Then practice.

Who will pour the juice? He will.

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

Skills Listening & Speaking

D Listen. Then answer the questions.

1. Who will put out the cupcakes?
a. Lisa will.
b. Mark will.
c. Mr. Wilson will.

2. Who will pour the juice?
a. Jake will.
b. Jake and Sara will.
c. Sara will.

3. Who will set up the music?
a. Rachel will.
b. Jeff will.
c. Rachel and Jeff will.

4. Who will blow up the balloons?
a. David will.
b. Jason will.
c. David and Jason will.

E Talk with your classmates. Fill in the chart.

| Name | Pour the juice | Serve the pizzas | Put up the decorations | Set up the music |
|------|----------------|------------------|------------------------|------------------|
| | | | | |
| | | | | |
| | | | | |

What will you do at the next party?

Student Book pages 26–27

Objectives

- Talking about future plans

Grammar

- Simple future tense questions with *will*

Will she pour the juice?

Yes, she will.

No, she won't.

- Simple future tense questions with *who*

Who will pour the juice?

They will.

Vocabulary

Starting a party: pour the juice, serve the pizzas, set up the music, blow up the balloons, put up the decorations, put out the cupcakes

Materials

Class CD1 Tracks 41–44

Student Book page 26

Warm up

- Greet the class. Students can greet their classmates and ask, *Hi. What will you do (this morning)?*
- Review language from Unit 3, Lesson 1: *What will you do tomorrow?* Have students practice the expression with their classmates.
- Toss and Tell** (Teacher's Book pages 28–31). Review Unit 3, Lesson 1 grammar and vocabulary. Write the six vocabulary words on the board. Ask *What will (Max) do?* and point to one of the words. The class answers *He'll (choose the music).*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

- Introduce the new phrases. Write each phrase on the board and help students to understand it.
- Link the language. Ask students questions about the new vocabulary words. *What's a small cake? A cupcake. What goes in a cup? Juice.*
- Play Class CD1 Track 41. Students listen, point, and say along with the CD.



- pour the juice
- serve the pizzas
- set up the music
- blow up the balloons
- put up the decorations
- put out the cupcakes

- Students practice saying the words, using their books.

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

- Introduce the new pattern: *Will she pour the juice? Yes, she will./No, she won't.*
- Present the contraction: *won't = will not.*
- Direct students to the grammar box on page 24. Explain that the future tense question with *will* is asking if something is going to happen in the future.
- Play Class CD1 Track 42. Students listen, ask, and answer along with the CD.



- Will she pour the juice? Yes, she will.
Will she pour the juice? No, she won't.
won't, will not
- Will she pour the juice? Yes, she will.
 - Will he pour the juice? No, he won't.
Will he serve the pizzas? Yes, he will.
 - Will she set up the music? Yes, she will.

4. Will she set up the music? No, she won't.
Will she blow up the balloons? Yes, she will.
5. Will he put up the decorations? Yes, he will.
6. Will he put up the decorations? No, he won't.
Will he put out the cupcakes? Yes, he will.

5. Students practice in pairs, using their books.

Student Book page 27

C Listen, ask, and answer. Then practice.



1. Introduce the pattern: *Who will pour the juice?*
He will. Explain that *he* can be replaced with *they* or *she*.
2. Direct students to the grammar box on page 27.
3. Play Class CD1 Track 43. Students listen, ask, and answer along with the CD.



Who will pour the juice? He will.

1. Who will pour the juice? He will.
2. Who will put out the cupcakes? They will.
3. Who will serve the pizzas? She will.
4. Who will set up the music? He will.
5. Who will blow up the balloons? They will.
6. Who will put up the decorations? She will.

4. Students practice in pairs, using their books.

Skills Listening & Speaking

D Listen. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 24.

1. Have students read the questions and answers.
2. Play Class CD1 Track 44. Students listen and circle the answers.



1. Mr. Wilson: Lisa, will you put out the cupcakes for the party?

Lisa: Sure, Mr. Wilson.

Mr. Wilson: Mark, will you serve the pizzas?

Mark: OK, Mr. Wilson!

Who will put out the cupcakes?

2. Sara is having a party. Her friend Jake will play the music. Sara will pour the juice.

Who will pour the juice?

3. Mom: Rachel, will you serve the pizzas for the party?

Rachel: OK, Mom!

Mom: Jeff, will you set up the music?

Jeff: Sure, Mom.

Who will set up the music?

4. David's class is having a party. David will blow up the balloons. Jason will put up the decorations.

Who will blow up the balloons?

3. Play the CD again for students to check their answers.

4. Check answers together.

Answer Key

1. a 2. c 3. b 4. a

E Talk with your classmates. Fill in the chart.



1. Direct students to the chart on page 27. Have them write their names on the first line and check one of the columns.
2. Students circulate and find classmates who will do the other things on the chart. Students ask *Will you (serve the pizza)?* until they find someone who has that checked. They can also ask *Who will (put up the decorations)?* to find out if their classmates know who has chosen that task. The first person to complete the chart wins.
3. Confirm the winner's answers by asking, *Who will (pour the juice)?* The winner says *(Alex) will (pour the juice)* to confirm the names on his or her chart.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Collaboration: Direct students' attention to the Everybody Up Friend. Student groups use communication and collaboration skills to ask each other and plan what each of them will do at the next party: *What will you do at the next party? (I will pour the juice.)*

Games and Activities

- **Brainstorm** (Teacher's Book pages 28–31). In small groups students brainstorm as many words as they can think of to go with the new verbs: *pour*, *serve*, *play*, *put up*, and *put out*.

Extra Practice

Workbook pages 26–27

Student Audio CD Tracks 24–26

iTools

Online Practice

Lesson 3 Reading

A Talk about the story. Then listen and read.

It's Not Safe!

The Garcia family is planning a surprise party for Ann's birthday. Mrs. Garcia will put up the decorations. Emma will bake the cupcakes, and Tommy will choose the music. Mr. Garcia will pour the juice.

"Tommy, we're out of juice," says Mr. Garcia.
"Could you get some more?"

"Sure, Dad. No problem," says Tommy.
"Thanks," says Mr. Garcia.
"Can I go with you?" asks Emma. "I need eggs for the cupcakes."

"Sure, Emma," says Tommy.
Tommy and Emma walk down the street. Emma is in a hurry.
"Let's walk across the highway," she says.
"We'll get there faster!"

"It's not safe," says Tommy. "We should walk at the crosswalk."

Emma doesn't listen. She tries to walk across the highway, but the cars are going fast.
"Whoa! You're right, Tommy," she says. "It's not safe!"

Tommy and Emma use the crosswalk and go to the store. They buy eggs and juice, and then walk back home. When they get there, Mr. Garcia is waiting.
"What took you so long?" asks Mr. Garcia.
"We took the long way," says Emma, "but we were safe!"

Value
Be safe.

B Read and circle.

- Tommy wants to walk across the highway. True False
- Emma needs eggs for the cupcakes. True False
- Mr. Garcia will choose the music for the party. True False
- Tommy and Emma buy eggs and juice. True False

C Sing.

We're Out of Juice

We're out of juice. Could you get some more?
Could you go to the supermarket?
Sure, no problem. I'll go get some juice.
Great. Thanks.

We're out of lemonade. Could you get some more?
Could you go to the supermarket?
Sorry, I can't right now. I'm busy.
Hey, that's OK. Thanks, anyway.

D Listen and say. Then act.

We're out of juice. Could you get some more?
Sure, no problem.
Thanks.

I can't right now. I'm busy.
That's OK.

What will you do to stay safer? Not the class.

Student Book pages 28–29

Objectives

- Talking about planning a party
- Talking about traffic safety

Conversation

- We're out of juice. Could you get some more?*
Sure, no problem.
Thanks.
- We're out of juice. Could you get some more?*
I can't right now. I'm busy.
That's OK.

Value

Be safe.

Materials

Class CD1 Tracks 45–47

Student Book page 28

Warm up

- Greet the class. Ask individual students *How are you today?* Have students greet their classmates.
- Review camping vocabulary for all previously learned party planning phrases from Lesson 1 and 2.
- Toss and Tell** (Teacher's Book pages 28–31). Review Unit 3, Lesson 2 grammar and vocabulary. For this version, write the six vocabulary phrases on the board, and next to them write the names of six students. Point to a vocabulary phrase as a cue (*serve pizzas—Maria*), and ask *Will (Maria) pour the juice?* The class answers *No, she won't. She'll serve the pizzas.*

A Talk about the story. Then listen and read.See *Teaching Stories*, Teacher's Book page 25.

- Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story. Have students say what they think the title *It's Not Safe!* means.
- Point out the new words in blue: *planning*, *down*, *highway*, and *crosswalk*. Have students work in pairs to guess the meaning from context.

- Play Class CD1 Track 45. Students listen and read along with the CD.
- Read the story aloud with the students. Then direct students' attention to the value *Be safe* and discuss what this means. Ask the students if they can think of other examples of this value. Play the track again.
- Have pairs discuss the guesses they made about the new words. Were they correct? Or have their ideas changed? Have pairs use each new word in a sentence. Encourage students to use complete sentences.

Student Book page 29

B Read and circle.

- Students circle *True* if the statement is correct and *False* if it is not correct.
- Read each sentence aloud with the class. Students can answer orally or they can write the answers in their notebooks, using Activity A as a reference.
- Check answers together. Have students correct the false statements.

Answer Key

- | | |
|----------|---------|
| 1. False | 2. True |
| 3. False | 4. True |

C Sing.

See *Teaching Songs*, Teacher's Book page 25.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 46. Students listen and sing along with the CD.



We're Out of Juice

We're out of juice. Could you get some more?

Could you go to the supermarket?

Sure, no problem. I'll go get some juice.

Great. Thanks.

We're out of lemonade. Could you get some more?

Could you go to the supermarket?

Sorry. I can't right now. I'm busy.

Hey, that's OK. Thanks, anyway.

We're out of milk. Could you get some more?

Could you go to the supermarket?

Sure, no problem. I'll go get some milk.

Great. Thanks.

We're out of soda. Could you get some more?

Could you go to the supermarket?

Sorry. I can't right now. I'm busy.

Hey, that's OK.

Thanks, anyway.

3. Students sing the song again, gesturing as appropriate.
4. Divide the class into two groups. One group sings the questions and the other group sings the answers. Switch roles.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

1. Students read and act out the different conversations in the speech bubbles.
2. Play Class CD1 Track 47. Students listen and say with the CD.



We're out of juice. Could you get some more?

Sure, no problem.

Thanks.

We're out of juice. Could you get some more?

I can't right now. I'm busy.

That's OK.

3. Student pairs rehearse and act out the conversation, using facial expressions and gestures related to the situations in the conversations. Switch roles.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Collaboration/Creativity: Direct students' attention to the Everybody Up Friend. Student groups use collaboration skills to work together and think of ways to stay safe, e.g., *Only cross the street at the crosswalk. Look both ways before crossing the street. Don't run in the hallways. Wear a bike helmet.* Next, have the students use their creativity skills to make a poster for the classroom of all their ideas about how to stay safe.

Games and Activities

- **Circles** (Teacher's Book pages 28–31). Students practice the language from Activity D. Encourage them to name different drinks and foods, and to give different reasons for being busy.
- **Order the Text** (Teacher's Book pages 28–31). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- Student pairs work together to create a poster that illustrates the value *Be safe*. Prompt students by asking how they can be safe when they are outside. Students draw a picture and write about how to be safe, for example, *Cross the street at the crosswalk*. Finished drawings can be presented to the class.

Extra Practice

Workbook pages 28–29

Student Audio CD Track 27

Unit 3, Lesson 3 Worksheet

iTools

Online Practice

Lesson 4 Celebrations

A Watch the video.

B Listen, point, and say.

1. celebrate 2. season 3. tradition
4. delicious 5. child 6. samba parade

C Listen and read.

A Year of Celebrations
People around the world like to celebrate. In each season, there are different celebrations. Every celebration has special traditions.

Children's Day
In the spring, people in Japan will celebrate Children's Day. They'll put fish decorations, called *koinobori*, on their homes. Children will eat good food and play games.

Lunar New Year
In the winter, people in China will celebrate the Lunar New Year. Families will clean their homes, put up decorations, and serve delicious food. Children will get a gift of money, called *hong bao*, from their parents.

Chuseok
In the fall, people in South Korea will celebrate Chuseok. Many people will return to their homes, eat rice cakes, and wear traditional clothes. Families will give thanks for their food.

Carnival
In the summer, people in Brazil will celebrate Carnival. They'll watch singers and dancers in the samba parade. The music will be great!

D Answer the questions.

- What will people watch during Carnival?
- What will children get from their parents for the Lunar New Year?
- What will people wear for Chuseok?
- What kind of decorations will people put up on Children's Day?

E Fill in the chart.

Carnival winter samba parade South Korea Children's Day fall gift of money Japan

| Country | Season | Celebration | Tradition |
|---------|--------|----------------|------------------|
| China | | Lunar New Year | |
| | spring | | fish decorations |
| Brazil | summer | | |
| | | Chuseok | rice cakes |

F Look at 3. Ask and answer.

What will people in Japan do in the spring? They'll celebrate Children's Day.

G What about you? Ask and answer.

- What do you celebrate?
- When do you celebrate?
- How do you celebrate?

H Look at the poster. Talk about it.

Skills Tip
Pictures can help you understand the reading.

Watch the video.
What's your favorite celebration? Why? Tell a friend.

Student Book pages 30–31

Objectives

- Talking about seasonal celebrations around the world

Grammar

- Simple future tense questions with *will*

What will people in Japan do in the spring?

They'll celebrate Children's Day.

Vocabulary

Celebrations: celebrate, season, tradition, delicious, child, samba parade

Materials

Class CD1 Tracks 48–49; Unit 3 Video and Poster, Celebrations

Student Book page 30

School Subject Connection:

Social Studies



Lesson 4 is a cross-curricular lesson with a connection to social studies. Students discuss the pictures on pages 30–31. Ask students which months are in each season. Ask students about their favorite holidays.

Warm up

- Greet the class. Then ask a few students *What did you do that was safe yesterday?* Next, students ask their classmates what they did that was safe.
- Elicit the language from Unit 3, Lesson 3: *We're out of lemonade. Could you get some more?* Students practice the expression with their classmates.
- Sing *We're Out of Juice* (Class CD1 Track 46).

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about a famous holiday celebration in Beijing, China. To preview the video, have students look at the pictures on pages 30–31 and have them talk about

what they see to spark discussion about different kinds of celebrations. Ask students what they might see in the video.

- Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
- Play the video again. Pause the video and ask students questions about what they saw. Encourage them to use complete sentences to practice questions using the future tense.

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

- Introduce the new words. Write each word on the board and help students to understand it.
- Play Class CD1 Track 48. Students listen, point to the words, and say along with the CD.



- | | | |
|--------------|-----------|-----------------|
| 1. celebrate | 2. season | 3. tradition |
| 4. delicious | 5. child | 6. samba parade |

- Students practice saying the new vocabulary on their own, using their books.

C Listen and read.

- Students look at the pictures and talk about what they see. Students say what they think the title means.

- Students find the new words in the text and point to them. Have students talk about the meaning of the words in context of the reading.
- Play Class CD1 Track 49. Students listen and read along with the CD.
- Play the track again. Students listen and read along.
- Students read the passage on their own.

Student Book page 31

D Answer the questions.

- Read each question aloud with the class.
- Call students' attention to the Skills Tip. Read it aloud with the class: *Pictures can help you understand the reading.* Demonstrate the tip with an example from the text in Activity C.
- Students answer the questions orally or write the answers in their notebooks. Encourage students to use complete sentences in their answers.

Answer Key

- People in Brazil will watch singers and dancers in the samba parade.
- Children will get gifts of money from their parents for the Lunar New Year.
- For Chuseok, people will wear traditional clothes.
- For Children's Day, people will put up fish decorations.

E Fill in the chart.

- Direct students' attention to the chart on page 31. Have students talk about what they see.
- Students write the words in the correct places, using the pictures and headings in Activity C to help them.
- Students can answer orally or write the answers in their notebooks.
- Check the answers together.

Answer Key

| | |
|--------------|---|
| Country: | China, Japan, Brazil, South Korea |
| Season: | winter, spring, summer, fall |
| Celebration: | Lunar New Year, Children's Day, Carnival, Chuseok |
| Tradition: | gift of money, fish decorations, samba parade, rice cakes |

F Look at E. Ask and answer.



Student pairs look at the chart in Activity E and practice the language pattern in the speech bubbles: *What will people in Japan do in the spring? They'll celebrate Children's Day.*

G What about you? Ask and answer.



- Read the questions with the class.
- Model each question with a few students, allowing students to respond in their own (appropriate) ways.
- Pairs practice the questions and then switch roles.

H Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

- Students read the poster title and captions. Then, talk generally about what is happening in each picture.
- Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking skills to choose their favorite holiday and use the information in the video to help them explain why. Students then communicate their opinions with the class or a classmate.

Games and Activities

- Finish the Story** (Teacher's Book pages 28–31). Copy the text on page 30, leaving some words blank. Give a copy to each student. Slowly read the text aloud. Students listen and write in the missing words.
- Write the new words on the board. Have students write a sentence for each of the new words. Then students share their sentences with a partner.

Extra Practice

Workbook pages 30–31
Student Audio CD Track 28
Unit 3, Lesson 4 Worksheet
Unit 3 Test
iTools
Online Practice

4 The Amazon Rain Forest

Lesson 1 Comparisons

A Listen, point, and say.

1 colorful macaw 2 plain egret 3 dangerous jaguar
4 friendly river dolphin 5 energetic spider monkey 6 calm sloth

B Listen and number. Then talk about the picture.

C Listen and say. Then practice.

The macaw is more colorful than the egret.

colorful → more colorful
plain → plainer
dangerous → more dangerous
friendly → friendlier
energetic → more energetic
calm → calmer

D Listen, ask, and answer. Then practice.

Is the macaw more colorful than the egret? Yes, it is. No, it isn't. Isn't it – is not

E Look at 3. Point, ask, and answer.

What is your favorite animal on this page? Talk with your partner.

Is the jaguar more dangerous than the river dolphin? Yes, it is.

Student Book pages 32–33

Objectives

- Comparing animals

Grammar

- Comparatives with long and short adjectives

The macaw is more colorful than the egret.

- Questions with comparatives

Is the macaw more colorful than the egret?

Yes, it is.

No, it isn't.

Vocabulary

Comparisons: colorful macaw, plain egret, dangerous jaguar, friendly river dolphin, energetic spider monkey, calm sloth

Materials

Class CD1 Tracks 50–53

Student Book page 32

Warm up

1. Greet individual students saying *Good (morning), (Dan). What will you do after class?*
2. Elicit the language from Unit 3, Lesson 4: *What's your favorite celebration? Why?* Students practice with their classmates.
3. Sing *We're Out of Juice* (Class CD1 Track 46).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new phrases. Write each phrase on the board and help students to understand it.
2. Explain that the adjectives are opposite pairs: *colorful/plain, dangerous/friendly, energetic/calm*. Ask about other animals: *Is the turtle calm? Yes, it is.*
3. Play Class CD1 Track 50. Students listen, point, and say along with the CD.



1. colorful macaw
2. plain egret
3. dangerous jaguar
4. friendly river dolphin
5. energetic spider monkey
6. calm sloth

4. Students practice the words on their own, using their books.

B Listen and number. Then talk about the picture.

See *Using the Big Picture*, Teacher's Book page 24.

1. Direct students' attention to the big picture. Students find and point to each of the new vocabulary items in the picture on their own before listening to the CD.
2. Play Class CD1 Track 51. Students listen, find the items in the picture, and number them.



1. Emma: Julie, look at that dolphin!
Julie: Wow, it's pink! Excuse me, sir. What kind of dolphin is that?
Man: That's a river dolphin. They're very friendly. They live in South America.
2. Emma: There's a big cat next to the river. It looks dangerous.
Man: That's a jaguar. It's smaller than a lion or a tiger, but it is dangerous.
3. Carla: Is that yellow and blue bird a macaw? It has colorful feathers.
Jay: Yes, it is. We learned about them in school. There are eighteen different kinds of macaws.
Carla: There's a red and green one over there. I'm going to take a picture of it!
4. Jay: What kind of bird is that, Ms. Spelling? It's white and has long wings.

- Ms. Spelling: Here it is in our book. It's called an egret. They eat fish and frogs.
- Jay: I like the egret. It's plain, but it's very pretty.
5. Danny: Is that tree moving?
- Mike: Yeah, it's a spider monkey. It's climbing in the tree.
- Danny: There's a sloth in the tree, too. The spider monkey is energetic, but the sloth is calm.
- Mike: I think you're more like the spider monkey, Danny!
- Danny: Hey!

3. Check answers together. Then have students practice the words on their own, using their books.

Student Book page 33

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *The macaw is more colorful than the egret.*
2. Direct students to the adjective box. Students guess why some adjectives take *more* and others add *-er*. Have students count the syllables and explain that adjectives of three or more syllables take *more*, and shorter adjectives add *-er* to form the comparative.
3. Direct students to the grammar box, then play Class CD1 Track 52. Students listen and say with the CD.



The macaw is more colorful than the egret.
colorful, more colorful
plain, plainer
dangerous, more dangerous
friendly, friendlier
energetic, more energetic
calm, calmer

1. The macaw is more colorful than the egret.
2. The egret is plainer than the macaw.
3. The jaguar is more dangerous than the river dolphin.
4. The river dolphin is friendlier than the jaguar.
5. The spider monkey is more energetic than the sloth.
6. The sloth is calmer than the spider monkey.

4. Students practice the pattern on their own, using their books.

D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *Is the macaw more colorful than the egret? Yes, it is. Is the macaw plainer than the egret? No, it isn't.*

2. Present the contraction: *isn't = is not.*
3. Play Class CD1 Track 53. Students listen, ask, and answer along with the CD.



Is the macaw more colorful than the egret? Yes, it is.
Is the macaw plainer than the egret? No, it isn't.
isn't, is not

1. Is the macaw more colorful than the egret? Yes, it is.
2. Is the spider monkey calmer than the sloth? No, it isn't.
3. Is the jaguar more dangerous than the river dolphin? Yes, it is.
4. Is the sloth more energetic than the spider monkey? No, it isn't.
5. Is the egret plainer than the macaw? Yes, it is.
6. Is the river dolphin friendlier than the jaguar? Yes, it is.

4. Students practice in pairs, using their books.

E Look at **B**. Point, ask, and answer.



Student pairs look at the big picture in Activity B, point to the animals, and practice asking and answering with the language pattern: *Is the jaguar more dangerous than the river dolphin? Yes, it is.* Students should use all of the new vocabulary.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication: Direct students' attention to the Everybody Up Friend. Student pairs use communication skills to take turns asking and answering *What is your favorite animal on this page? Why?* (e.g., *My favorite animal is the dolphin. It is friendlier than the macaw.*). Encourage students to use the comparative language in the unit.

Games and Activities

- **Buzzers** (Teacher's Book pages 28–31). Divide the class into teams. Say an animal word. The first student to use the word correctly in a sentence wins a point. If the answer is incorrect, the other team tries to answer.

Extra Practice

Workbook pages 32–33

Student Audio CD Track 29–31

iTools

Online Practice

Lesson 2 Comparisons

A Listen, point, and say.

1 easy puzzle 2 comfortable sandals 3 cheap bracelet
4 difficult puzzle 5 uncomfortable sandals 6 expensive bracelet

B Listen and say. Then practice.

This puzzle is the easiest one here.
These sandals are the most comfortable ones here.

easy → easier → easiest
difficult → more difficult → most difficult
comfortable → more comfortable → most comfortable
uncomfortable → more uncomfortable → most uncomfortable
cheap → cheaper → cheapest
expensive → more expensive → most expensive

C Listen, ask, and answer. Then practice.

Which puzzle is the easiest? This puzzle.
Which sandals are the most comfortable? These sandals.

D Listen and read. Then answer the questions.

JANE'S RAIN FOREST BLOG

My class took a trip to the Amazon rain forest. We learned about the poison dart frog. This frog is one of the most colorful animals here, but it can also be one of the most dangerous. These frogs are not safe to touch. Touching one could make you very sick.

There are over 175 different kinds of poison dart frogs. Some are more colorful than others. Doctors and scientists are studying these frogs to find ways that they can help sick people.

1. Where did Jane's class go?
2. How many kinds of poison dart frogs are there?
3. Are these frogs safe to touch?

E Underline the superlative adjectives. Then rewrite.

To form superlative adjectives, add *-est* for short adjectives and *most* for long adjectives.

1. This watch is the most expensive one here.
2. Which subject is the easiest?
3. My sister is the tallest person in our family.

Student Book pages 34–35

Objectives

- Making comparisons

Grammar

- Superlatives with long and short adjectives

This puzzle is the easiest one here.

These sandals are the most comfortable ones here.

- Questions with superlatives and *which*

Which puzzle is the easiest? This puzzle.

Which sandals are the most comfortable? These sandals.

Vocabulary

Comparisons: easy puzzle, difficult puzzle, comfortable sandals, uncomfortable sandals, cheap bracelet, expensive bracelet

Materials

Class CD1 Tracks 54–57

Student Book page 34

Warm up

1. Greet the class. Students greet their classmates with the language from page 33: *Is my shirt more colorful than your shirt?* Students practice the expression with their classmates.
2. **Buzzers** (Teacher's Book pages 28–31). Review Unit 4, Lesson 1 adjectives. Say an adjective and students try to be the first to use it in a sentence.
3. **Circles** (Teacher's Book pages 28–31). Review Unit 4, Lesson 1 grammar. Inner circle students ask a question: *Is the egret more colorful than the macaw?* Outer circle students answer *No, it isn't. It's plainer.*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new phrases. Write each phrase on the board and then write a sentence containing the phrase. Have students guess each phrase's meaning from context. Students can check their guesses with a partner and then confirm them with the teacher.
2. Play Class CD1 Track 54. Students listen, point, and say along with the CD.



- | | |
|------------------------|--------------------------|
| 1. easy puzzle | 2. difficult puzzle |
| 3. comfortable sandals | 4. uncomfortable sandals |
| 5. cheap bracelet | 6. expensive bracelet |

3. Students practice saying the words, using their books.

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new patterns: *This puzzle is the easiest one here. These sandals are the most comfortable ones here.*
2. Direct students to the verb box. Say the words and have students repeat. Explain that adjectives of three or more syllables take *most*, and shorter adjectives add *-est* to form the superlative. If the adjective ends in *-y*, change the *-y* to *-i* and add *-est*.
3. Direct students to the grammar box. Explain that we use *this* for a single thing and *these* for plural things.
4. Play Class CD1 Track 55. Students listen and say along with the CD.



This puzzle is the easiest one here.
These sandals are the most comfortable ones here.
easy, easier, easiest

difficult, more difficult, most difficult
 comfortable, more comfortable, most comfortable
 uncomfortable, more uncomfortable, most uncomfortable
 cheap, cheaper, cheapest
 expensive, more expensive, most expensive

1. This puzzle is the easiest one here.
2. This puzzle is the most difficult one here.
3. These sandals are the most comfortable ones here.
4. These sandals are the most uncomfortable ones here.
5. This bracelet is the cheapest one here.
6. This bracelet is the most expensive one here.

5. Students practice on their own, using their books.

Student Book page 35

C Listen, ask, and answer. Then practice.



1. Introduce the new patterns: *Which puzzle is the easiest? This puzzle. Which sandals are the most comfortable? These sandals.*
2. Direct students to the grammar box. Then play Class CD1 Track 56. Students listen, ask, and answer along with the CD.



Which puzzle is the easiest? This puzzle.
 Which sandals are the most comfortable? These sandals.

1. Which puzzle is the easiest? This puzzle.
2. Which puzzle is the most difficult? This puzzle.
3. Which bracelet is the cheapest? This bracelet.
4. Which bracelet is the most expensive? This bracelet.
5. Which sandals are the most comfortable? These sandals.
6. Which sandals are the most uncomfortable? These sandals.

3. Students practice in pairs, using their books.

Skills Reading & Writing

D Listen and read. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 24.

1. Students read the title and questions, then look at the picture. Students say what they think the text is about.
2. Play Class CD1 Track 57. Students listen and read along with the CD.
3. Read each question aloud with the class. Students can answer orally, or write the answers in their

notebooks. Students can scan the text for the answer to question 2. Encourage students to write complete sentences. Then, check answers together.

Answer Key

1. Jane's class took a trip to the Amazon rain forest.
2. There are over 175 kinds of poison dart frogs.
3. These frogs are not safe to touch.

E Underline the superlative adjectives. Then rewrite.

1. Call students' attention to the rule: *To form superlative adjectives, add -est for short adjectives and most for long adjectives.* Students underline the superlative adjectives and then rewrite the sentences.
2. Read each sentence to the class. Students answer orally and then write the answers in their notebooks.
3. Check answers together.

Answer Key

1. This watch is the most expensive one here.
2. Which subject is the easiest?
3. My sister is the tallest person in our family.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking: Direct students' attention to the Everybody Up Friend. Have students work in pairs using their critical thinking skills to write their opinions about school subjects (e.g., *Math is my most difficult class.*, etc.). Provide sentence frames, if necessary to support the students to explain their opinion. *I don't like (numbers). I like (words) more than (numbers).*

Games and Activities

- Students write six sentences about things they own, using each of the new superlative adjectives. Compare answers with the class.

Extra Practice

Workbook pages 34–35
 Student Audio CD Track 32–34
 iTools
 Online Practice

Lesson 3 Reading

A Talk about the story. Then listen and read.

A New Snowboard

In the winter, Danny goes snowboarding every Saturday. He wants to win a competition in February, but his snowboard is getting old. He needs to buy a new one.

Danny and Mike visit a sporting goods shop. The shop has all kinds of snowboards. Danny points to a colorful snowboard. "I want that one," he says. "It's the most colorful one here!" "It's the most expensive one here, too," says Mike. "Do you have enough money?" Danny counts his money. "No, I don't," he says.

Mike points to a gray snowboard. "How about this one instead?" asks Mike. "It's plainer, but it's also cheaper. You could buy it today." "I earn money helping my parents at home," says Danny. "I'll wait. I can buy it in three weeks."

Danny does his chores and saves his money. He sweeps the floor, washes the car, and takes out the garbage. In February, he buys the colorful snowboard and wins the competition. Danny's friends are excited!

B Who said it? Read and circle.

- "Do you have enough money?"
a. Danny
b. Mike
- "I want that one."
a. Danny
b. Mike
- "I can buy it in three weeks."
a. Danny
b. Mike
- "It's plainer, but it's also cheaper."
a. Danny
b. Mike

C Sing.

I Want That Hat!

I want that **hat**!
How about this one instead? It's cheaper.
I want that **hat**!
But it's the most expensive one here.

I want that **hat**. It's **nicer**.
But do you have enough money?
Yes, I do. I could buy it today.
OK, good choice! Cool **hat**!
Cool **hat**!

Look at the pictures. Which snowboard does Danny want to buy?

D Listen and say. Then act.

How about this one instead? It's cheaper.
I want that one.
Good choice!

Value: Be patient.

Student Book pages 36–37

Objectives

- Comparing and describing things

Conversation

- *I want that one.*
How about this one instead? It's cheaper.
- *I want that one.*
Good choice!

Value

Be patient.

Materials

Class CD1 Tracks 58–60

Student Book page 36**Warm up**

1. Greet the class. Then start a conversation chain to practice: *What's your easiest class?*
2. Review Unit 4, Lesson 2 superlatives. Write the base form of the six adjectives on the board. Divide the class into two teams. Team members race to the board to write one of the superlatives for each word. The first team done wins.
3. **Buzzers** (Teacher's Book pages 28–31). Point to a superlative adjective on the board. Students race to be the first to use it in a sentence.

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story and what the title *A New Snowboard* means.
2. Point out the new words: *enough*, *earns*, and *saves*. Have students guess the meaning from context.
3. Play Class CD1 Track 58. Students listen and read along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value *Be patient* and

discuss what this means. Ask if students can think of other examples of this value. Play the track again.

5. Hold a class discussion about how Danny was patient. What did he do that was patient? What if the story were different? Imagine Danny isn't patient. What will he do? Encourage students to use the new words in bold.

Student Book page 37**B Who said it? Read and circle.**

1. Students read the quotations and circle the name of the speaker.
2. Read each quotation aloud with the class. Students can answer orally or they can write the answers in their notebooks, using Activity A as a reference.
3. Check answers together.

Answer Key

1. b 2. a 3. a 4. b

C Sing.

See *Teaching Songs*, Teacher's Book page 25.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 59. Students listen and sing along with the CD.



I Want That Hat!

I want, I want, I want that hat. I want, I want, I want that cool hat.

I want that hat!

How about this one instead? It's cheaper.

I want that hat!

But it's the most expensive one here.

I want, I want, I want that hat.

I want that hat. It's nicer.

But do you have enough money?

Yes, I do. I could buy it today.

OK, good choice! Cool hat!

Cool hat!

I want, I want, I want that scarf. I want, I want, I want that cool scarf.

I want that scarf!

How about this one instead? It's cheaper.

I want that scarf!

But it's the most expensive one here.

I want, I want, I want that scarf.

I want that scarf. It's warmer.

But do you have enough money?

Yes, I do. I could buy it today.

OK, good choice! Cool scarf!

Cool scarf!

- Students sing the song again, gesturing as appropriate.
- Divide the class into two groups. One group sings the questions and the other group sings the answers. Switch roles.



D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 25.

- Students read and act out the different conversations in the speech bubbles.
- Play Class CD1 Track 60. Students listen and say along with the CD.



I want that one.

How about this one instead? It's cheaper.

I want that one.

Good choice!

- Student pairs rehearse and act out the conversations, using appropriate facial expressions and gestures. Then they switch roles.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Student pairs use critical thinking skills to look together at the story in Exercise A to determine which snowboard Danny wants to buy. They use their communication skills to take turns asking and answering the question (e.g., *Which snowboard does Danny want to buy? He wants to buy the most colorful, most expensive one.*) Then have the students practice asking each other. *Which snowboard do you want to buy? Why?* Have the pairs share with the class which snowboard their partner wants to buy (e.g., *Molly wants to buy the gray snowboard. It is the cheapest.*)

Games and Activities

- **Order the Text** (Teacher's Book pages 28–31). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- **A New Story** (Teacher's Book pages 28–31). Have students make notes on a thing they want, why they want it, and adjectives to describe it. Then have students use the story in A as a model to write their own version, or write these sentence frames on the board: *I like ____.* *I want to buy a new ____.* *The one I want is ____.* *I do/don't have ____ money.* *I can buy another one that is ____ and ____.* *I'll ____.* *I can ____.*
- **Brainstorm** (Teacher's Book pages 28–31). Student pairs work together to list as many ways as they can to be patient. For example, *earn money and save it, wait for the bus, wait for your turn.* Then have pairs choose one of their examples and create a poster with a drawing and a sentence below it: *Be patient. Wait for your turn.*

Extra Practice

Workbook pages 36–37

Student Audio CD Track 35

Unit 4, Lesson 3 Worksheet

iTools

Online Practice

Lesson 4 Biomes Science

A Watch the video.

B Listen, point, and say.

1. natural community 2. freshwater 3. desert
4. forest 5. grassland 6. tundra

C Listen and read.

Biomes of the Earth

Biomes are natural communities of plants and animals. The earth has six biomes.

The oceans are the biggest biome on Earth and are home to whales, dolphins, and fish. Over seventy percent (70%) of the earth is ocean. Oceans give us food and oxygen. Ocean water goes into the air and comes back as rain.

Lakes and rivers are freshwater. Turtles and ducks live in this biome. About three percent (3%) of the earth's water is freshwater.

About thirty percent (30%) of the land on Earth is desert. Deserts are the driest and hottest biome. Deserts are home to snakes and lizards.

Over thirty percent (30%) of the land on Earth is forest. This biome has many trees, plants, and animals. There are forests in hot and cold places. Forests are the biggest biome on land.

Grasslands have grass, but not many trees. North American grasslands are home to rabbits and snakes. African grasslands have zebras, elephants, and lions.

The tundra is the coldest biome. It is home to foxes, bears, and seventeen hundred kinds of plants.

D Answer the questions.

- Which animals live in African grasslands?
- How many kinds of plants are in the tundra?
- How much of the earth's water is freshwater?
- Which animals live in the ocean?

E Fill in the chart.

| | Ocean | Freshwater | Desert | Forest | Grassland | Tundra |
|---------------------------------------|-------|------------|--------|--------|-----------|--------|
| 1. Coldest | | | | | | ✓ |
| 2. Driest | | | | | | |
| 3. Biggest | | | | | | |
| 4. Biggest on land | | | | | | |
| 5. Three percent of the earth's water | | | | | | |
| 6. Doesn't have many trees | | | | | | |

F Look at E. Ask and answer.

Which biome is the biggest?
The ocean.

Which biome doesn't have many trees?
The tundra.

G What about you? Ask and answer.

- Which biomes can you see in your country?
- What animals live there?
- Which biomes are not in your country?

H Look at the poster. Talk about it.

Student Book pages 38–39

Objectives

- Identifying and talking about biomes

Grammar

- Questions with superlatives and *which*

Which biome is the biggest?
The ocean.

Vocabulary

Biomes: natural community, freshwater, desert, forest, grassland, tundra

Materials

Class CD1 Tracks 61–62; Unit 4 Video and Poster, Biomes

Student Book page 38**School Subject Connection: Science**

Lesson 4 is a cross-curricular lesson with a connection to science. Ask if students know what biomes are. If necessary, explain that they are natural communities of plants and animals.

Warm up

- Greet the class. Then ask a few individual students *How were you patient yesterday?* Next, students greet and ask their classmates how they were patient.
- Elicit the language from Unit 4, Lesson 2: *Which is cheaper, a bicycle or a soccer ball?* Students practice the language with their classmates.
- Sing *This One, That One* (Class CD1 Track 59).

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about biomes. Have students look at the pictures on pages 38–39 and talk about what they see. Ask students what they think the climate is like in each biome. In addition, talk about different animals. Bring in pictures of animals for the students to identify and name the biomes in which they live.

- Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
- Play the video again. Ask questions about what you saw.

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

- Introduce the new words. Write each word on the board and help students to understand it.
- Play Class CD1 Track 61. Students listen, point to the words, and say along with the CD.



- | | |
|----------------------|---------------|
| 1. natural community | 2. freshwater |
| 3. desert | 4. forest |
| 5. grassland | 6. tundra |

- Students practice saying the new vocabulary on their own, using their books.

C Listen and read.

- Students look at the pictures and talk about what they see. Students say what they think the title means.
- Students find the new words in the text and point to them. Have students talk about the meaning of the words in context of the text.

3. Play Class CD1 Track 62. Students listen and read along with the CD.
4. Play the track again. Students listen and read along.
5. Students read the passage on their own.

Student Book page 39

D Answer the questions.

1. Students read the questions and practice them. Read each question aloud with the class.
2. Call students' attention to the Skills Tip. Read it aloud with the class. Demonstrate the tip with an example from the text in Activity C.
3. Students answer the questions orally or in their notebooks. Encourage students to use complete sentences in their answers.

Answer Key

1. African grasslands have zebras, elephants, and lions.
2. There are 1,700 types of plants in the tundra.
3. Only three percent of Earth's water is freshwater.
4. Whales live in the ocean.

E Fill in the chart.

1. Direct students' attention to the chart on page 39. Have students talk about what they see.
2. Students write a checkmark in the correct column if the superlative describes that biome. Remind students they can use the reading in Activity C to help them.
3. Students can answer orally or do the activity alone.
4. Check the answers with the class.

Answer Key

- | | |
|---|--|
| 1. Coldest: tundra | 2. Driest: desert |
| 3. Biggest: ocean | 4. Biggest on land: forest |
| 5. Three percent of earth's water: lakes and rivers | 6. Doesn't have many trees: grasslands |

F Look at E. Ask and answer.

Student pairs look at the chart in Activity E and practice the language pattern in the speech bubbles.

G What about you? Ask and answer.



1. Read the questions with the class.

2. Model each question with a few students, allowing students to respond in their own (appropriate) ways.
3. Student pairs ask and answer the questions and then switch roles.

Possible Answers

1. We can see the forest, freshwater, and ocean biomes in our country.
2. We have birds, fish, monkeys, dolphins, and cows.
3. There is no tundra in my country.

H Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students read the poster title and captions. Then, talk generally about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Creativity: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking to determine which biome they think is the most beautiful and then their creativity to draw a picture of it. Students present their pictures to the class. Encourage them to use comparative language.

Games and Activities

- **What's Missing?** (Teacher's Book pages 28–31). Say five of the six biome words. Students identify which word is missing.
- Describe a biome, sentence by sentence, and have students guess which one you are talking about before you finish. Include as many superlatives and animals as possible in your description.

Extra Practice

Workbook pages 38–39
Student Audio CD Track 36
Unit 4, Lesson 4 Worksheet
Unit 4 Test
iTools
Online Practice

Check Up 2

Check Up 2
Units 3 and 4

A Listen and number. Then write.

macaw order put out the
easy river dolphin buy

B Read and circle.

1. What will he do?
a. He'll make decorations.
b. He'll bring fruit juice.
c. He'll make fruit juice.

2. Who will put up the decorations?
a. He will.
b. They will.
c. She will.

3. Is the spider monkey calmer than the sloth?
a. No, it isn't.
b. Yes, it is.
c. Yes, they are.

4. Which bracelet is the cheapest?
a. This blue bracelet.
b. This pink bracelet.
c. This grey bracelet.

C Write.

1. What will the girl do?
2. Who will blow up the balloons?
3. Is the egret more colorful than the jaguar?
4. Which sandals are the most comfortable?

D Listen and write. Then act.

1. We're out of juice. Could you get some more?
2. How about this one instead? It's cheaper.

E What can you do? Read and write the number.

| I can talk about... | Key |
|-----------------------------|---------------------------------|
| planning a party | 1. I need help with this. |
| comparisons of two things | 2. I can do this a little. |
| comparisons of three things | 3. I can do this well. |
| celebrations | 4. I can help others with this. |
| biomes | |
| value I can be safe. | |
| value I can be patient. | |

Check Up 2

Student Book pages 40–41

Review Language

- Units 3 and 4 grammar and vocabulary

Materials

Class CD1 Tracks 63–64

Student Book page 40

Warm up

1. Greet a student and say *There are four biomes in my country.* Students practice together.
2. Sing *I Want That Hat!* (Class CD1 Track 59).
3. Read aloud the Units 3 and 4 vocabulary. Students use the words in sentences.

A Listen and number. Then write.

See *Teaching Check Ups*, Teacher's Book page 25.

Play Class CD1 Track 63. Students listen and number the items in the order they hear them. Then they write the missing words in the blanks. Check answers with the class:

63

| | |
|---------------------------|-------------------------|
| 1. friendly river dolphin | 2. easy puzzle |
| 3. order pizzas | 4. colorful macaw |
| 5. buy balloons | 6. put out the cupcakes |

Answer Key

top row: 4/colorful, 3/pizzas, 6/cupcakes
bottom row: 2/puzzle, 1/friendly, 5/balloons

B Read and circle.

1. Students examine the pictures and the questions. They circle the correct answer to the question.

Answer Key

1. b 2. c 3. a 4. a

2. Students practice asking and answering the questions with a partner, using their books.
3. Write new questions on the board for each picture and have volunteers answer. Then have students practice the new questions and answers in new pairs.

Student Book page 41

C Write.

1. Students examine the picture and write answers to the questions. Encourage them to write complete sentences.

Answer Key

1. The girl/She will make cupcakes.
2. The boy/He will blow up balloons.
3. No, it isn't.
4. The/Those pink sandals are the most comfortable.

2. Students read their answers to the class. Then they practice asking and answering the questions with a partner.

D Listen and write. Then act.



1. Play Class CD1 Track 64. Students listen. Play track again and students fill in the blanks with the sentences they hear.



1. We're out of juice. Could you get some more?
Sure, no problem.
2. I want that one.
How about this one, instead? It's cheaper.

2. Students practice the conversations with a partner. Provide classroom objects for them to use as they act out the conversations.

E What can you do? Read and write the number.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Tell the class to think about how well they know the material. Look at the chart and read the categories. Check that students understand the rating system.
2. Students fill in the chart, thinking about their own performance and what they've learned.
3. Ask students to think about what they need more practice with and share.

Games and Activities

Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Categories** (Teacher's Book pages 28–31) using language from Units 3 and 4. For example, adjectives, comparatives and superlatives, party/celebration verbs, etc.
- **Charades** (Teacher's Book pages 28–31) using language from Units 3 and 4.
- **Teacher's Mistake** (Teacher's Book pages 28–31) using language from Units 3 and 4. For example, mime putting out cupcakes and say, "*I will pour the juice.*" Or use the posters for Units 3 and 4 and make false statements about them. Students raise their hands when they hear a mistake and correct it. For more of a challenge, as you mime or talk about poster items, say some correct sentences and some incorrect ones so that students have to listen carefully.

Extra Practice

Workbook pages 40–42

iTools

Online Practice

Bonus Skills

Skills


Reading, Writing, Listening & Speaking

A Read. Then answer.

The Rain forests

Forests that get a lot of rain are called rain forests. Rain forests have more plants and animals than any other place on Earth. Most of the world's freshwater is in rain forests. They also make about twenty percent (20%) of the earth's oxygen. The Amazon rain forest is the largest rain forest on Earth.

Rain forests are important, but people are cutting them down. What will happen to the animals that live there? Animals like the macaw, sloth, and spider monkey won't have a place to live. We need to take care of the rain forests today, so that the earth stays healthy in the future.



We need to take care of our rain forests.

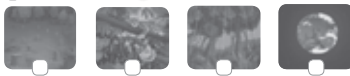
- How much of the earth's oxygen do the rain forests make?
- What are people doing to the rain forests?
- What are some animals that live in the rain forests?

B Underline the nouns. Then rewrite.

A noun is a word used to name a person, place, or thing.

- This macaw is the most colorful.
- Which biome is the driest?
- Whales live in the ocean.

C Listen and number.



D Talk with your partner.

- How are the rain forests important?
- What animals live in the forests in your country?

Project

Postcard

A Make a biome postcard.

- With a partner, look at page 38. Choose one of the six biomes from the reading. Learn about some of the animals and plants that live in the biome.
- Make a large postcard about the biome. Write its name on the front. Draw or glue pictures of the biome's animals and plants. Write the names under the pictures.
- Find more information about the animals and plants from books or the Internet. Write the information on the back of the postcard. Get ready to share with your class.

B Listen. Then talk about your postcard.

Let's visit the desert!

Camels, fire ants, and tarantulas live in the desert.

The desert is the driest and hottest biome.

We think that desert animals are plainer than rain forest animals.

Tip
Be confident. Speak loudly and clearly.

Home-School Link

Which biomes did your parents visit? Which animals and plants did they see? What biome do you want to visit? What animals and plants do you want to see?

Student Book pages 42–43

Skills

- Reading paragraphs, identifying nouns, listening and numbering, speaking about rain forests and animals

Materials

Class CD1 Tracks 65–67

Project Language

- Units 3 and 4 grammar and vocabulary

Materials

Photocopiable Project Template; crayons, markers, paper, scissors, glue, books about biomes or the Internet

Student Book page 42

Warm up

- Play **Bingo** (Teacher's Book pages 28–31) with student-made cards of Lesson 1 vocabulary from Units 3 and 4.
- Sing *We're Out of Juice* (CD1 Track 46)

A Read. Then answer.

See *Teaching Skills*, Teacher's Book page 24.

- Students look at the picture, read the title and the questions, and then talk about what they think the text will be about.
- Play Class CD1 Track 65. Students listen and read.
- Play the track again. Students listen and read again.
- Read each question aloud with the class. Students can answer orally or write the answers. Encourage students to use complete sentences in their answers.
- Check answers together.

Answer Key

- The rain forests make about twenty percent of Earth's oxygen.
- People are cutting down the rain forests.
- Some animals that live in the rain forests are the macaw, sloth, and spider monkey.

B Underline the nouns. Then rewrite.

- Call students' attention to the rule: *A noun is a word used to name a person, place, or thing.*
- Students underline the nouns and rewrite the sentences.
- Check answers together.

Answer Key

- This macaw is the most colorful.
- Which biome is the driest?
- Whales live in the ocean.

C Listen and number.

- Play Class CD1 Track 66. Students listen and number the pictures.



- Rain forests are important, but people are cutting them down.
- Forests that get a lot of rain and have many tall trees are called rain forests.
- We need to take care of the rain forests today, to make sure that the Earth stays healthy in the future.
- Rain forests are home to more plants and animals than any other place on Earth.

- Play the track again. Students listen and check their answers.

3. Check answers together.

Answer Key

1. Picture 1 2. Picture 3 3. Picture 4 4. Picture 2

Project Postcard

Student Book page 43

A Make a biome postcard.

See *Teaching Projects*, Teacher's Book page 27.

1. Make copies of the Photocopiable Project Template from the Teacher's Resource Center CD-ROM and distribute them to the class. Explain to students that they will work in pairs to make an informational postcard about a biome of their choosing.
2. Students look at page 38 in their books and choose a biome.
3. Students write the name of their biome on the postcard and draw pictures of the plants and animals there. Have them label their pictures.
4. Students research more information about their biome using books or the Internet. Write some general questions on the board to guide students in their research, e.g., *What other animals and plants live in the biome? What places in the world does the biome exist?* etc.

B Listen. Then talk about your postcard.



1. Play Class CD1 Track 67. Students listen, point to the speech bubbles, and say along with the CD.



Let's visit the desert!

The desert is the driest and hottest biome.

Camels, fire ants, and tarantulas live in the desert.

We think that desert animals are plainer than rain forest animals.

2. **Tip:** Draw students' attention to the tip: *Be confident. Speak loudly and clearly.* Demonstrate both a shy and confident manner. Students tell you the differences in the two presentations.

D Talk with your partner.

1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own ways.
3. Student pairs ask and answer the questions.

3. Student pairs practice the pattern using their books.
4. Play **Station Stop** (Teacher's Book pages 28–31) using a group's postcard at each station. When students stop at a station, students ask a question about the information in the postcard. The students who made the postcard answer the question.

Home-School Link

1. Tell the students to share what they've learned in class at home.
2. Role-play with a few stronger students to demonstrate sample language to the class.
3. Students talk to their family members and make a list or a chart of the responses, using the questions in the student book as a guide.

Games and Activities

- **Skills: Circles** (Teacher's Book pages 28–31) with the question and answer patterns from Units 3 and 4, e.g., S1: *Is the macaw more colorful than the egret?* S2: *Yes, it is.*
- **Project: Two Truths and a Lie** (Teacher's Book pages 28–31) using language from Units 3 and 4 and the postcards.

Extra Practice

Workbook page 43

Midterm Test

iTools

Online Practice

5 Busy Students

Lesson 1 Activities

A Listen, point, and say.

1 wash my hair 2 take a shower 3 floss my teeth
4 check my calendar 5 pack my schoolbag 6 iron my clothes

B Listen and number. Then talk about the picture.

1 2 3 4

C Listen and say. Then practice.

I always wash my hair before I go to bed.

always usually often
sometimes rarely never

D Listen, ask, and answer. Then practice.

Do you wash your hair before you go to bed? Yes, I always
No, I rarely do.

E Look at 3. Point, ask, and answer.

Does he pack his schoolbag before he goes to bed? Yes, he always does.

Student Book pages 44–45

Objectives

- Talking about habits

Grammar

- Adverbs of frequency

I always wash my hair before I go to bed.

- Questions with *do* and adverbs of frequency

Do you wash your hair before you go to bed?

Yes, I always do.

No, I rarely do.

Vocabulary

Activities: wash my hair, take a shower, floss my teeth, check my calendar, pack my schoolbag, iron my clothes

Materials

Class CD2 Tracks 02–05

Student Book page 44

Warm up

1. Greet students saying *Good (morning), (Emma)*. Then have students practice the question and answer from Unit 4, Lesson 2: *What's your most difficult class?* Students practice the expression with their classmates.
2. Review the language from Unit 4 Lesson 4: *Which biome is the most beautiful?* Students practice asking and answering with their classmates.
3. Sing *I Want That Hat!* (Class CD1 Track 59).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new phrases. Write each phrase on the board and help students to understand it.
2. Play Class CD2 Track 02. Students listen, point, and say along with the CD.



- | | |
|----------------------|----------------------|
| 1. wash my hair | 2. take a shower |
| 3. floss my teeth | 4. check my calendar |
| 5. pack my schoolbag | 6. iron my clothes |

3. Students practice on their own, using their books.

B Listen and number. Then talk about the picture.

See *Using the Big Picture*, Teacher's Book page 24.

1. Direct students' attention to the big picture. Have students find and point to each of the new vocabulary items on their own before listening to the CD.
2. Play Class CD2 Track 03. Students listen, find the items in the picture, and number them.



- | | |
|-----------------|---|
| 1. Mike: | Did you floss your teeth, Leo? |
| Leo: | Yes, I'm flossing them now. |
| Mike: | That's good! Have you seen my science book? |
| Leo: | I think I saw it under your desk. |
| Mike: | Oh, here it is. Now I can pack my schoolbag for tomorrow. |
| Leo: | Don't forget your math homework. It's on the kitchen table. |
| Mike: | Thanks, Leo! |
| 2. Julie's mom: | What time is your violin lesson tomorrow, Julie? |
| Julie: | Let me check my calendar. It's at four o'clock. |
| Julie's mom: | OK. I'll pick you up from school and take you there. |
| Julie: | Thanks Mom, but I can walk. It's not far from school. |
| 3. Danny: | I like to take a long shower before bed. It feels good to be clean. |

- Danny's dad: Danny, you're using all the hot water! I need to take a shower, too!
- Danny: Sorry, Dad! I'll be out in a minute!
4. Ann: We have school pictures tomorrow, Emma. What are you going to wear?
- Emma: I don't know. I need to iron my clothes.
- Ann: I think you should wear your purple skirt.
- Emma: That's a good idea, Ann. I'll iron that first.
- Ann: I'm washing my hair. I want to look pretty for my picture!

3. Check answers together. Then in pairs, students talk about the picture and practice the new vocabulary, using their books.

Student Book page 45

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *I always wash my hair before I go to bed.* Say the sentence and have students repeat.
2. Direct students' attention to the frequency box on page 45. Explain that *frequency* words say how often we do something and give examples.
3. Play Class CD2 Track 04. Students listen and say along with the CD.



- I always wash my hair before I go to bed.
always, usually, often, sometimes, rarely, never
1. I always wash my hair before I go to bed.
 2. I sometimes take a shower before I go to bed.
 3. I often floss my teeth before I go to bed.
 4. I never check my calendar before I go to bed.
 5. I usually pack my schoolbag before I go to bed.
 6. I rarely iron my clothes before I go to bed.

4. Students practice the pattern on their own, using their books.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Direct students' attention to the second grammar box on page 45. Introduce the new pattern: *Do you wash your hair before you go to bed? Yes, I always do./No, I rarely do.*
2. Play Class CD2 Track 05. Students listen, ask, and answer along with the CD.



Do you wash your hair before you go to bed?
Yes, I always do.

Do you wash your hair before you go to bed?
No, I rarely do.

1. Do you wash your hair before you go to bed?
Yes, I always do.
2. Do you check your calendar before you go to bed?
Yes, I usually do.
3. Do you iron your clothes before you go to bed?
Yes, I often do.
4. Do you pack your schoolbag before you go to bed?
Yes, I sometimes do.
5. Do you take a shower before you go to bed?
No, I rarely do.
6. Do you floss your teeth before you go to bed?
No, I never do.

3. Students practice the pattern in pairs, using their books.

E Look at B. Point, ask, and answer.



Student pairs look at the big picture in Activity B, point to the characters, and practice the language pattern: *Does he pack his schoolbag before he goes to bed? Yes, he always does.* Students should use all of the new vocabulary.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Collaboration: Direct students' attention to the Everybody Up Friend. Student pairs use communication skills to ask and answer with a partner *What do you do before you go to bed?* Then put pairs together to collaborate to write a story about getting ready for bed.

Games and Activities

- **Telephone** (Teacher's Book pages 28–31). Practice the target language: *I always (wash my hair) before I (go to bed).*
- **Two Truths and a Lie** (Teacher's Book pages 28–31). Students practice the target language with a partner.

Extra Practice

Workbook pages 44–45
Student Audio CD Tracks 37–39
iTools
Online Practice

Lesson 2 Adverbs

A Listen, point, and say.

1 slowly 2 quickly 3 carefully 4 carelessly 5 quietly 6 loudly

B Listen, ask, and answer. Then practice.

How is she walking? She's walking slowly. She's - She is

C Listen, ask, and answer. Then practice.

Is he walking slowly or quickly? He's walking slowly. He's - He is

D Listen. Then answer the questions.

1. How is the boy eating?
a. He's eating quickly.
b. He's eating loudly.
c. He's eating slowly.

2. How is Ted writing?
a. He's writing quietly.
b. He's writing carefully.
c. He's writing carelessly.

3. How is the girl talking?
a. She's talking quietly.
b. She's talking loudly.
c. She's talking carefully.

4. How is Jan walking?
a. She's walking quickly.
b. She's walking carelessly.
c. She's walking slowly.

E What about you? Ask and answer.

1. Do you write carefully in English?
2. How do you eat your favorite food?
3. How do you shop for a birthday present?
4. Talk about how you get ready for school in the morning.

Skills Listening & Speaking

Look at the library at (E). Why is she looking at the boy?

Student Book pages 46–47

Objectives

- Talking about how we do things

Grammar

- Questions with *how* and adverbs of manner

How is she walking?

She's walking slowly.

- Questions with *is* and adverbs of manner

Is he walking slowly or quickly?

He's walking slowly.

Vocabulary

Adverbs: slowly, quickly, carefully, carelessly, quietly, loudly

Materials

Class CD2 Tracks 06–09

Student Book page 46

Warm up

1. Greet the class. Students greet their classmates and ask, *Hi. What did you do last night?*
2. Review the language from Unit 5, Lesson 1: *What do you do before you go to bed?*
3. **Down the Line** (Teacher's Book pages 28–31). Review Unit 5, Lesson 1 verbs. To play, write the six new phrases on the board. A student from each team uses the phrases in a statement. For a challenge ask a question with *Do you...?*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Play Class CD2 Track 06. Students listen, point, and say along with the CD.



1. slowly 2. quickly 3. carefully
4. carelessly 5. quietly 6. loudly

3. Students practice on their own, using their books.

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Direct students to the grammar box on page 46. Introduce the new pattern: *How is she walking? She's walking slowly.* Explain that *adverbs of frequency* tell us how often we do something, and *adverbs of manner* tell us about the way we do something.
2. Present the contraction: *she's = she is.*
3. Play Class CD2 Track 07. Students listen, ask, and answer along with the CD.



How is she walking?

She's walking slowly.

she's, she is

1. How is she walking? She's walking slowly.
2. How is he walking? He's walking quickly.
3. How is he writing? He's writing carefully.
4. How is she writing? She's writing carelessly.
5. How is she talking? She's talking quietly
6. How is he talking? He's talking loudly.

4. Students practice the pattern in pairs, using their books. Encourage students to speak as the adverbs indicate: slowly, quietly, and so forth.

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Direct students' attention to the grammar box on page 47. Introduce the new pattern: *Is he walking slowly or quickly? He's walking slowly.*
2. Present the contraction: *he's = he is*
3. Play Class CD2 Track 08. Students listen, ask, and answer along with the CD.

CD
2
08

Is he walking slowly or quickly?

He's walking slowly.

he's, he is

1. Is he walking slowly or quickly? He's walking slowly.
2. Is she walking slowly or quickly? She's walking quickly.
3. Is he talking quietly or loudly? He's talking quietly.
4. Is she talking quietly or loudly? She's talking loudly.
5. Is she writing carefully or carelessly? She's writing carefully.
6. Is he writing carefully or carelessly? He's writing carelessly.

4. Students practice the pattern in pairs, using their books.

Skills Listening & Speaking

D Listen. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 24.

1. Have students read the questions and answers.
2. Play Class CD2 Track 09. Students listen and circle the answers.

CD
2
09

1. John, don't eat so quickly!
Sorry Mom, I'll eat more slowly.

How is the boy eating?

2. Ted is writing carelessly in class. His teacher sees him, and asks him to write more carefully.

How is Ted writing?

3. Excuse me. What time does the library close?
Shh! Please don't talk so loudly! It closes at 5:00 o'clock.
5:00 o'clock!
Yes! Please talk quietly in the library!

How is the girl talking?

4. Jan usually walks quickly, but she hurt her leg playing basketball. Today she's walking slowly.

How is Jan walking?

Answer Key

1. a 2. c 3. b 4. c

E What about you? Ask and answer.



1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own (appropriate) ways.
3. Student pairs practice and then switch roles.

Possible Answers

1. Yes, I write carefully in English.
2. I eat my favorite food quickly.
3. I shop for a birthday present carefully.
4. I get ready for school in the morning carelessly.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Collaboration: Direct students' attention to the Everybody Up Friend. Student groups use critical thinking skills to look at the picture in B and determine the answer to the question: *Why is she looking at the boy?* Then student groups use collaboration skills to brainstorm a list of bad behavior at school. Have the students choose one person to act out that skill and practice the grammar point: (*Why is she looking at the girl? She is running quickly in the hall.*)

Games and Activities

- **Charades** (Teacher's Book pages 28–31). Students play in small groups. Group members take turns acting out the target language. To guess, other students should use the target language: *Is (he walking slowly)? Is (she packing her schoolbag carefully)?*
- **Brainstorm** (Teacher's Book pages 28–31). Students play in small groups of 3–4. For each adverb vocabulary word, students list as many actions as they can think of that can be done in that manner.

Extra Practice

Workbook pages 46–47

Student Audio CD Tracks 40–42

iTools

Online Practice

Lesson 3 Reading

A Talk about the story. Then listen and read.

The Recital

Julie is taking violin lessons with her teacher, Mr. Miller. "Your recital is in two weeks, Julie," says Mr. Miller. "Practice every day for forty-five minutes, and I think you'll be ready."

That week, Emma comes over to Julie's house every day after school. They play video games, design clothes, and listen to music. Julie doesn't practice her violin very often.

A week later, Mr. Miller listens to Julie play. He looks worried. He tells Julie she's not ready for the recital.

"Did you practice every day for forty-five minutes?" he asks.

"Well, almost every day," says Julie.

Emma calls Julie that night. "Are you ready for your recital?" she asks.

"No, I'm not. I still need to practice," says Julie.

Julie practices for an hour each day. At the recital, she plays beautifully. Her parents are proud and so is Mr. Miller. Julie thanks him for telling her to practice. She learns that to be really good at something, she has to work hard at it!

Value
Be responsible.

B Read and circle.

- At the recital, Julie plays carelessly. True False
- Mr. Miller tells Julie to practice every day for forty-five minutes. True False
- When Emma calls, Julie isn't ready for her recital. True False
- Before the recital, Mr. Miller thinks Julie plays well. True False

C Sing.

Did You Practice Every Day?

| | |
|---|---|
| Are you ready for your recital?
No, I'm not. I still need to practice.
Did you practice every day?
Well, almost every day.
Almost every day?
Almost every day.
Almost every day?
Well... | Are you ready for your competition?
Yes, I am. I practiced all week.
Did you practice every day?
Yes, I practiced every day.
Practiced every day?
Practiced every day!
Practiced every day?
Yes! |
|---|---|

D Listen and say. Then act.

Are you ready for your recital?
No, I'm not. I still need to practice.
Yes, I think so. I practiced all week.

What do you often practice? Talk to your partner.

Student Book pages 48–49

Objectives

- Talking about meeting commitments
- Getting better at something through practice

Vocabulary

Story: recital, almost, hour, proud

Conversation

- Are you ready for your recital?
No, I'm not. I still need to practice.
- Are you ready for your recital?
Yes, I think so. I practiced all week.

Value

Be responsible.

Materials

Class CD2 Tracks 10–12

Student Book page 48

Warm up

- Greet the class. Then start a conversation chain to practice: *How do you eat your favorite food?* Begin the chain by asking S1 the question. S1 answers *I eat (slowly)* and then S1 asks S2, and so on.
- Charades** (Teacher's Book pages 28–31). Review the adverbs from Unit 5, Lesson 2. Act out the expressions for the class to guess. Encourage students to answer using the pattern: (*He's*) (*walking quickly*).
- Toss and Tell** (Teacher's Book pages 28–31). Have students stand in a circle. Toss a beanbag to S1, asking *Do you (walk quickly)?* S1 answers either (*Yes*), *I (walk quickly)* or (*No*), *I (walk slowly)*. S1 then tosses the beanbag to S2, asking *Do you (write) (carefully)?* S2 answers either (*Yes*), *I (write carefully)* or (*No*), *I (write carelessly)*, and so on. Encourage students to use all the language from Unit 5, Lesson 2.

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

- Students look at the pictures and talk about what they see. Ask students to say what they think will

happen in the story. Have students explain what they think the title *The Recital* means.

- Point out the new words in blue. Have students work in pairs to guess the meaning from context. Check the answers with the class.
- Play Class CD2 Track 10. Students listen and read the story along with the CD.
- Read the story aloud with the students. Then direct students' attention to the value, *Be responsible*, and discuss what this means. Ask if the students can think of other examples of this value. Play the track again. Students listen and read along.
- Have students work in pairs. Students take turns retelling the story to each other and the class.

Student Book page 49

B Read and circle.

- Students circle *True* if the statement is correct and *False* if it is incorrect.
- Read each sentence aloud with the class. Students can answer orally or they can write the answers in their notebooks, using Activity A as a reference.
- Check answers together. Have students correct the false statements.

Answer Key

1. False 2. True 3. True 4. False

C Sing.

See *Teaching Songs*, Teacher's Book page 25.

1. Read the song lyrics with the students.
2. Play Class CD2 Track 11. Students listen and sing along with the CD.



Did You Practice Every Day?

Are you ready for your recital?
No, I'm not. I still need to practice.
Did you practice every day?
Well, almost every day.
Almost every day?
Almost every day.
Almost every day?
Well...
Are you ready for your competition?
Yes I am. I practiced all week.
Did you practice every day?
Yes, I practiced every day.
Practiced every day?
Practiced every day!
Practiced every day?
Yes!

3. Students sing the song again, using facial expressions and gestures related to the situations.
4. Divide the class into two groups. Assign different parts of the song to each group to sing. Then switch roles.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

1. Students read and act out the different conversations in the speech bubbles.
2. Play Class CD2 Track 12. Students listen and say with the CD.



Are you ready for your recital?
No, I'm not. I still need to practice.
Are you ready for your recital?
Yes, I think so. I practiced all week.

3. Student pairs rehearse and act out each conversation, using facial expressions and gestures related to the situations in the conversations. Switch roles.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Creativity: Direct students' attention to the Everybody Up Friend. Student pairs use communication skills to take turns asking and answering *What do you often practice?* Have the student pairs use their creativity to draw each activity and place the pictures at the front of the room and ask questions to the whole class (e.g., *Who practices soccer? Do you practice every day?*).

Games and Activities

- **Order the Text** (Teacher's Book pages 28–31). Write out the key sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- **Teacher's Mistake** (Teacher's Book pages 28–31). Make a series of statements to the class about the reading. When students catch a mistake, they raise their hands. For a challenge, have students correct your mistake.
- **A New Story** (Teacher's Book pages 28–31). Using the existing story as a model, each student draws a new story with new scenes and characters. Stories should demonstrate the Lesson 3 value *Be responsible* and include the target conversation language. More advanced students can write new text for the story. Beginning students can simply copy the text from the existing story.
- **Two Truths and a Lie** (Teacher's Book pages 28–31). Each student writes three sentences about how they are responsible, two that are true and one that's a lie. For example, *I practice the piano every day for an hour, I usually check my calendar, and I talk quietly in the library.* In small groups, students take turns guessing each other's truths and lies.

Extra Practice

Workbook pages 48–49
Student Audio CD Track 43
Unit 5, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Your Health

A Watch the video.

B Listen, point, and say.

1. successful 2. exercise 3. possible
4. balanced meal 5. habit 6. early

C Listen and read.

How to Be a Healthy Student

Students have busy lives. They often have activities after school, and they usually have a lot of homework. To be a happy and successful student, you need to stay healthy. Here are three things you can do.

1. Exercise

Students often sit at their desks, so it's important for them to exercise, too. Try to get some exercise once or twice a day. When possible, go for a walk or ride your bike to school. You could also join a sports team.

2. Eat Good Foods

Pizza and ice cream taste good, but it's important to eat balanced meals three times a day. Be sure to eat enough fruit and vegetables. Eating breakfast is good for you, too.

3. Have Good Habits

Healthy habits are important. Floss your teeth once a day. Take a shower often and go to bed early. Always get enough sleep. It can help you do better at school and on tests!

D Answer the questions.

1. What are three ways to stay healthy?
2. How often should you exercise?
3. What kind of meals should you eat?
4. How can sleep help you?

E Fill in the chart.

Your Healthy Week

| | Sun. | Mon. | Tues. | Wed. | Thur. | Fri. | Sat. |
|------------------|------|------|-------|------|-------|------|------|
| Go for a walk | | | | | | | |
| Ride a bike | | | | | | | |
| Eat fruit | | | | | | | |
| Eat vegetables | | | | | | | |
| Eat breakfast | | | | | | | |
| Floss your teeth | | | | | | | |
| Take a shower | | | | | | | |
| Get enough sleep | | | | | | | |

F Look at E. Ask and answer.

How often do you go for a walk? I go for a walk twice a week.

G What about you? Ask and answer.

1. How much sleep do you usually get?
2. What's your favorite way to exercise?
3. What did you eat for breakfast this morning?

H Look at the poster. Talk about it.

Skills Tip

Skim the reading for main ideas. To skim something, read it quickly to look for the important points.

Watch the video. What types of healthy habits do you have in your country? Make a list with a friend.

Student Book pages 50–51

Objectives

- Talking about healthy habits

Grammar

- Questions with *how* and adverbs of frequency

How often do you go for a walk?

I go for a walk twice a week.

Vocabulary

Your health: successful, exercise, possible, balanced meal, habit, early

Materials

Class CD2 Tracks 13–14; Unit 5 Video and Poster, Your Health

Student Book page 50

School Subject Connection: Health



Lesson 4 is a cross-curricular lesson with a connection to health. Elicit the meaning of the word *healthy* or explain if necessary.

Warm up

1. Greet the class. Then ask a few individual students *What did you do that was responsible yesterday?* Next, students greet their classmates and ask what they did that was responsible.
2. Elicit the language from Unit 5, Lesson 3: *Are you ready for (your recital)?* Students practice the expression with their classmates.

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about how successful students stay healthy. Have students look at the photos on page 50 and talk about what they see. Use the photos to discuss each topic: What is the boy doing? Elicit *in-line skating*. Can they name other examples of exercise? What about the food? Have students name foods that are healthy and foods that aren't healthy. What are healthy habits? Ask students what they might see in the video.

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Direct students' attention to the frequency Tip Box. Give examples to help students understand each word.
3. Play Class CD2 Track 13. Students listen, point to the words, and say along with the CD.



- | | |
|---------------|------------------|
| 1. successful | 2. exercise |
| 3. possible | 4. balanced meal |
| 5. habit | 6. early |

4. Students practice on their own, using their books.

C Listen and read.

1. Students find the new words in the text and point to them. Have students talk about the meaning of the words in context.

2. Play Class CD2 Track 14. Students listen and read aloud with the CD.
3. Play the track again. Students listen and read along silently.
4. Students read the passage on their own.

Student Book page 51

D Answer the questions.

1. Students read the questions and answer them. Read each question aloud with the class.
2. Call students' attention to the Skills Tip. Read it aloud with the class: *Skim the reading for main ideas*. Explain that to *skim* is reading fast to look for an answer. Explain that a *main idea* is often (but not always) in the first sentence of a paragraph. Demonstrate the tip with an example from the text in Activity C.
3. Students answer the questions orally or write the answers in their notebooks. Encourage students to use complete sentences.

Answer Key

1. Three ways to stay healthy are to exercise, eat good foods, and have good habits.
2. You should exercise once or twice a day.
3. You should eat balanced meals three times a day.
4. Sleep can help you do better at school and on tests.

E Fill in the chart.

1. Direct students' attention to the chart on page 51. Have students talk about what they see.
2. Students complete the chart with their own information. Tell students to put a check for as many times a week as they do each activity.
3. Students write their answers in their book.
4. Talk about the answers with the class.

F Look at E. Ask and answer.



Student pairs look at the chart in Activity E and practice the language pattern in the speech bubbles: *How often do you go for a walk? I go for a walk twice a week.*

G What about you? Ask and answer.



1. Read the questions with the class.

2. Model each question with a few students, allowing students to respond in their own (appropriate) ways.
3. Student pairs practice and then switch roles.

Possible Answers

1. I usually get eight hours of sleep.
2. My favorite way to exercise is playing soccer.
3. I ate rice for breakfast.

H Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students identify familiar objects in the poster images.
2. Students talk about the poster using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Collaboration/Communication: Direct students' attention to the Everybody Up Friend. Students collaborate with a partner and use critical thinking skills to make a list of healthy habits in their country or countries. Students communicate their findings with the class.

Games and Activities

- **Class Survey** (Teacher's Book pages 28–31). Use the students' charts from Activity E as a starting point for a class survey. Have small groups find out what their top exercises, foods, and habits are. Then compile the results with the class.
- **Brainstorm** (Teacher's Book pages 28–31). In small groups, students come up with as many items as they can in each of these categories: Exercise, Good Foods, and Good Habits.

Extra Practice

Workbook pages 50–51
Student Audio CD Track 44
Unit 5, Lesson 4 Worksheet
Unit 5 Test
iTools
Online Practice

6 Making Things

Lesson 1 Quantities

A Listen, point, and say.

- a cup of flour
- a half cup of water
- a quarter cup of salt
- a tablespoon of cooking oil
- a teaspoon of baking soda
- a drop of food coloring

B Listen and number. Then talk about the picture.

C Listen, ask, and answer. Then practice.

How much flour does he need?
He needs a cup of flour.

D Listen, ask, and answer. Then practice.

Does she have enough flour? Yes, she does. No, she doesn't. doesn't = does not

- four cups of flour
- one tablespoon of cooking oil
- three drops of food coloring
- three and a half cups of water
- one teaspoon of baking soda
- one and a half cups of water

E Look at 3. Point, ask, and answer.

Does she have enough cooking oil? Yes, she does.

How much homework do you have? Talk with your partner.

Student Book pages 52–53

Objectives

- Asking about quantities

Grammar

- Questions with *how*, and count and non-count nouns

How much flour does he need?

He needs a cup of flour.

- Questions with *do*, and count and non-count nouns

Does she have enough flour?

Yes, she does./No, she doesn't.

Vocabulary

Quantities: a cup of flour, a half cup of water, a quarter cup of salt, a tablespoon of cooking oil, a teaspoon of baking soda, a drop of food coloring

Materials

Class CD2 Tracks 15–18

Student Book page 52

Warm up

- Greet individual students saying *Good (morning), (Dan). What did you do that was healthy yesterday?*
- Elicit the language from Unit 3, Lesson 4: *How do you stay healthy?* Students practice the expression with their classmates.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

- Introduce the new phrases. Write each phrase on the board and help students to understand it.
- Play Class CD2 Track 15. Students listen, point, and say along with the CD.

CD 2
15

- a cup of flour
- a half cup of water
- a quarter cup of salt
- a tablespoon of cooking oil
- a teaspoon of baking soda
- a drop of food coloring

- Students practice the words on their own, using their books.

B Listen and number.**Then talk about the picture.**

See *Using the Big Picture*, Teacher's Book page 24.

- Direct students' attention to the big picture. Have students talk about what they see.
- Play Class CD2 Track 16. Students listen, find the items in the picture, and number them.

CD 2
16

- Mike: This book is about making models. It shows how to make clay.
Julie: We can use the clay to make model buildings! What are you going to make, Danny?
- Danny: I'm not sure. I want to make a building from ancient Rome.
- Julie: I'm going to make the Empire State Building.
- Mike: The book says we need seven cups of flour.
Carla: I have a big bag of flour. I'll put seven cups in the bowl.
- Jay: It says we need seven teaspoons of baking soda.
Mike: I have a box of baking soda. I'll put in seven teaspoons.
- Emma: OK. We need seven drops of food coloring. Who has the food coloring?
Danny: I have some orange food coloring. Here are seven drops.
- Julie: Now we need three and a half cups of water. I'll get it.

8. Carla: The book says we need seven tablespoons of cooking oil. What's that?
Emma: This is cooking oil, Carla. I have a bottle here.
9. Danny: We only need one and three quarter cups of salt. Then we can make the clay!
Jay: Uh, oh. I only have a quarter cup of salt!
Danny: That's OK. I'll go to the supermarket and buy some. Great work, everybody!

3. Check answers together. Then in pairs, students talk about the picture and practice the new vocabulary, using their books.

Student Book page 53

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *How much flour does he need? He needs a cup of flour.*
2. Direct students to the quantities box. Use real measuring cups and spoons to demonstrate quantities.
3. Play Class CD2 Track 17. Students listen, ask, and answer along with the CD.

CD 2
17

How much flour does he need?

He needs a cup of flour.

Two half cups equal one cup.

Four quarter cups equal one cup.

Sixteen tablespoons equal one cup.

Forty-eight teaspoons equal one cup.

1. How much flour does he need? He needs a cup of flour.
2. How much water does she need? She needs a half cup of water.
3. How much salt does he need? He needs a quarter cup of salt.
4. How much cooking oil does she need? She needs a tablespoon of cooking oil.
5. How much baking soda does he need? He needs a teaspoon of baking soda.
6. How much food coloring does she need? She needs a drop of food coloring.

4. Students practice in pairs, using their books.

D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *Does she have enough flour? Yes, she does./No, she doesn't.*
2. Present the contraction: *doesn't = does not.*

3. Play Class CD2 Track 18. Students listen, ask, and answer along with the CD.

CD 2
18

Does she have enough flour?

Yes, she does.

Does she have enough flour?

No, she doesn't.

doesn't, does not

1. Does she have enough flour? Yes, she does.
2. Does he have enough cooking oil? No, he doesn't.
3. Does he have enough food coloring? Yes, he does.
4. Does she have enough salt? No, she doesn't.
5. Does she have enough baking soda? Yes, she does.
6. Does he have enough water? No, he doesn't.

4. Students practice in pairs, using their books.

E Look at **B**. Point, ask, and answer.



Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *Does she have enough cooking oil? Yes, she does.* Students should use all of the new vocabulary.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Critical Thinking: Direct students' attention to the Everybody Up Friend. Student pairs use communication skills to take turns asking and answering *How much homework do you have?* Then the students use their critical thinking skills to write their assignments for the week in a homework journal.

Games and Activities

- **Teacher's Mistake** (Teacher's Book pages 28–31). Using measuring cups and spoons (or the Activity B picture) make correct or incorrect statements using the new language. Students correct your mistakes.

Extra Practice

Workbook pages 52–53

Student Audio CD Tracks 45–47

iTools

Online Practice

Lesson 2 Supplies

A Listen, point, and say.

1. aprons 2. toothpicks 3. paper clips
4. cardboard 5. masking tape 6. modeling clay

B Listen, ask, and answer. Then practice.

How many aprons do we have? We have three aprons.
How much cardboard do we have? We have six sheets of cardboard.

sheets of cardboard
rolls of masking tape
bowls of modeling clay

A MODEL OF THE PARTHENON

How to Make Your Model of the Parthenon

1. x 3 2. x 15 3. x 10
4. x 6 5. x 4 6. x 2

C Listen, ask, and answer. Then practice.

How many aprons do they have? They have a few aprons.
How much cardboard do they have? They have a little cardboard.

Skills Reading & Writing

D Listen and read. Then answer the questions.

Debby's Kitchen

A reader named Annie wants to bake cookies for twenty-five classmates. She has a lot of sugar, a little salt, and a tablespoon of baking soda. She also has a few eggs and a half cup of butter. She wants to know how much flour she'll need.

Annie, you can bake fifty cookies for your classmates. You will need four cups of flour. You will also need one more cup of butter. Have fun!

Debby

1. Does Annie need more butter?
2. How many cookies can Annie bake?
3. How much salt does Annie have?

E Circle the quantifiers. Then rewrite.

Quantifiers are words that come before nouns and tell us how much or how many.

1. They need a few / a little paper clips.
2. She has a little / a lot of aprons.
3. He wants a lot of / a few cardboard.

What supplies do you have at home? Make a list and talk with your partner.

Student Book pages 54–55

Objectives

- Making comparisons

Grammar

- Questions with *how many/how much* and count and non-count nouns

How many aprons do we have?

We have three aprons.

How much cardboard do we have?

We have six sheets of cardboard.

How many aprons do they have?

They have a few/a lot of aprons.

How much cardboard do they have?

They have a little/a lot of cardboard.

Vocabulary

Supplies: aprons, toothpicks, paper clips, cardboard, masking tape, modeling clay

Materials

Class CD2 Tracks 19–22

Student Book page 54**Warm up**

1. Greet the class. Students greet their classmates with the language from Unit 6, Lesson 1: *How much homework do you have?* Students practice the expression with their classmates.
2. Review Unit 6, Lesson 1 quantities by drawing them on the board for students to guess before you finish.
3. Review Unit 6, Lesson 1 grammar and vocabulary using pieces of paper with quantities written on them.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Play Class CD2 Track 19. Students listen, point, and say along with the CD.



- | | |
|-----------------|------------------|
| 1. aprons | 2. toothpicks |
| 3. paper clips | 4. cardboard |
| 5. masking tape | 6. modeling clay |

3. Students practice saying the words on their own, using their books.

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Direct students to the grammar box on page 54. Introduce the new pattern: *How many aprons do we have? We have three aprons. How much cardboard do we have? We have six sheets of cardboard.*
2. Direct students' attention to the phrases box on page 54. Say the words and have students repeat.
3. Play Class CD2 Track 20. Students listen, ask, and answer along with the CD.



How many aprons do we have?
We have three aprons.

How much cardboard do we have?
We have six sheets of cardboard.

sheets of cardboard
rolls of masking tape
bowls of modeling clay

1. How many aprons do we have?
We have three aprons.
2. How many toothpicks do we have?
We have fifteen toothpicks.
3. How many paper clips do we have?
We have ten paper clips.
4. How much cardboard do we have?
We have six sheets of cardboard.
5. How much masking tape do we have?
We have four rolls of masking tape.
6. How much modeling clay do we have?
We have two bowls of modeling clay.

- Student pairs talk about the picture then practice the new vocabulary, using their books.

Student Book page 55

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

- Introduce the new pattern: *How many aprons do they have? They have a few/a lot of aprons. How much cardboard do they have? They have a little/a lot of cardboard.* Point out that we use *a few* with count nouns and *a little* with non-count nouns. *A lot of* can be used with both.
- Direct students to the grammar box on page 55.
- Play Class CD2 Track 21. Students listen, ask, and answer along with the CD.



How many aprons do they have?
They have a few aprons.

How many aprons do they have?
They have a lot of aprons.

How much cardboard do they have?
They have a little cardboard.

How much cardboard do they have?
They have a lot of cardboard.

1. How many aprons do they have?
They have a few aprons.

2. How much masking tape do they have?
They have a lot of masking tape.

3. How many paper clips do they have?
They have a lot of paper clips.

4. How much cardboard do they have?
They have a lot of cardboard.

5. How many toothpicks do they have?
They have a few toothpicks.

6. How much modeling clay do they have?
They have a little modeling clay.

- Students practice in pairs, using their books.

Skills Reading & Writing

D Listen and read. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 24.

- Students look at the picture, read the questions, and say what they think the text is about.
- Play Class CD2 Track 22. Students listen and read along with the CD.
- Read each question aloud with the class. Students can answer orally or they can write the answers in their notebooks. Encourage students to use complete sentences.

- Check answers together.

Answer Key

- Yes, she does. She needs a cup more.
- She can bake fifty cookies.
- She has a little salt.

E Circle the quantifiers. Then rewrite.

See *Teaching Grammar*, Teacher's Book page 24.

- Call students' attention to the rule: *Quantifiers are words that come before nouns and tell us how much or how many.* Students circle the quantifiers and then rewrite the sentences in their notebooks.
- Read each sentence aloud with the class. Students can answer orally or they can do the activity on their own.
- Check answers together.

Answer Key

- They need a few paper clips.
- She has a lot of aprons.
- He wants a lot of cardboard.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Collaboration: Direct students' attention to the Everybody Up Friend. Student pairs use critical thinking and collaboration skills to make a list of crafts and baking supplies that they have at home and at school. Then take turns asking and answering the question: *What supplies do you have?* (e.g., *I have baking soda at home. We have cardboard in the classroom., etc.*)

Games and Activities

- Two Truths and a Lie** (Teacher's Book pages 28–31). In this version, pairs divide up their toothpicks and/or paper clips to tell two truths and a lie about their quantities.
- How Much?** (Teacher's Book pages 28–31). Practice Lesson 2 quantities.

Extra Practice

Workbook pages 54–55

Student Audio CD Tracks 48–50

iTools

Online Practice

Lesson 3 Reading

A Talk about the story. Then listen and read.

Where's the Parthenon?

The students in Danny's class each made a model of a famous building. Danny made a model of the Parthenon. Today, the town museum is having a show of all the models. Danny's parents are driving him there. Megan is coming, too.

"Did we bring the map?" asks Danny's dad.

"I don't remember," says his mom.

"I remember," says Danny. "It's under your seat, Mom."

"Thanks, Danny. Now put on your seatbelt!"

Danny's mom finds the museum on the map. It's across from the movie theater.

Megan turns to Danny.

"Danny," she says, "where's the Parthenon?"

Danny looks around. He looks all over the car.

"Mom! Dad!" he shouts. "We forgot the model!"

Danny's dad stops the car.

"I know we brought it," his dad says.

"I remember putting it on top of the car."

Danny has an idea. He gets out of the car and looks on the roof.

"I found it!" he says. "It's right where you put it, Dad!"

Value
Be prepared.

B Who said it? Read and circle.

- "Now put on your seatbelt!"
a. Danny
b. Megan
c. Danny's mom
- "I found it!"
a. Danny's dad
b. Danny
c. Danny's mom
- "Danny, where's the Parthenon?"
a. Megan
b. Danny's mom
c. Danny's dad
- "Did we bring the map?"
a. Megan
b. Danny
c. Danny's dad

C Sing.

Never Mind, I Found It

Did we bring the map?
I don't remember.
I remember. It's under the seat.

Did we bring the phone?
I'm not sure.
Never mind, I found it.

D Listen and say. Then act.

Did we bring the map?
I don't remember.
I remember. It's under the seat.

I'm not sure.
Never mind, I found it.

When did you forget something? Talk with your partner.

Student Book pages 56–57

Objectives

- Forgetting and remembering where you put things

Vocabulary

Story: Parthenon, stops, roof

Conversation

- Did we bring the map?
I don't remember.
I remember. It's under the seat.
- Did we bring the map?
I'm not sure.
Never mind, I found it.

Value

Be prepared.

Materials

Class CD2 Tracks 23–25

Student Book page 56**Warm up**

1. Greet the class. Then start a conversation chain to practice: *How are you today?*
2. **How Much?** (Teacher's Book pages 28–31). Review Unit 6, Lesson 2 grammar and vocabulary using pieces of paper with quantities written on them.
3. Review Unit 6, Lesson 2 grammar by asking questions about objects in the classroom, such as *How much (paint) do we have?* (*We have six bottles of paint.*)

A Talk about the story.
Then listen and read.



See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story.
2. Point out the new words: *Parthenon*, *stops*, and *roof*. Have students guess the meaning from context.
3. Play Class CD2 Track 23. Students listen and read along with the CD.

4. Read the story aloud with the students. Then direct students' attention to the value *Be prepared* and discuss what this means. Ask if students can think of other examples of this value. Play the track again.
5. Hold a class discussion about how Danny was prepared. What did Danny's family forget? What did they remember?

Student Book page 57**B Who said it? Read and circle.**

1. Students read the quotations and circle who said them.
2. Read each sentence aloud with the class. Students can answer orally or they can do the activity on their own, using Activity A as a reference.
3. Check answers together.

Answer Key

- | | |
|------|------|
| 1. c | 2. b |
| 3. a | 4. c |

C Sing.

See *Teaching Songs*, Teacher's Book page 25.

1. Read the song lyrics with the students.
2. Play Class CD2 Track 24. Students listen and sing along with the CD.



Never Mind, I Found It

Did we bring the map?
 I don't remember.
 I remember. It's under the seat.
 Did we bring the phone?
 I'm not sure.
 Never mind, I found it.

Did we bring the flashlight?
 I don't remember.
 I remember. It's under the seat.
 Did we bring the tent?
 I'm not sure.
 Never mind, I found it.

Did we bring the map?
 I don't remember.
 I remember. It's under the seat.
 Did we bring the phone?
 I'm not sure.
 Never mind, I found it.

Did we bring the flashlight?
 I don't remember.
 I remember. It's under the seat.
 Did we bring the tent?
 I'm not sure.
 Never mind, I found it.
 Never mind, I found it.
 Never mind, I found it.

- Students sing the song again, gesturing as appropriate.
- Divide the class into two groups. One group sings the questions and the other group sings the answers. Switch roles.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

- Students read and act out the different conversations in the speech bubbles.
- Play Class CD 2 Track 25. Students listen and say with the CD.



Did we bring the map?
 I don't remember.
 I remember. It's under the seat.
 Did we bring the map?
 I'm not sure.
 Never mind, I found it.

- Student pairs rehearse and act out each conversation, using facial expressions and gestures related to the situations in the conversations. Switch roles.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Student pairs use critical thinking skills to think about a time when they forgot something. They use their communication skills to take turns asking and answering the question (e.g., *When did you forget something? I forgot my homework yesterday.*)

Games and Activities

- Finish the Story** (Teacher's Book pages 28–31). Copy the key sentences from the story on page 56, leaving some words blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing words.
- A New Story** (Teacher's Book pages 28–31). Have groups of four students change details of the story to make a new story. Then groups act out their story for the class.
- Brainstorm** (Teacher's Book pages 28–31). Pairs work together to list as many ways as they can to be prepared. For example, *check my calendar or pack my school bag before I go to bed*. Have student pairs draw a picture and write a sentence to illustrate their favorite idea.

Extra Practice

Workbook pages 56–57

Student Audio CD Track 51

Unit 6, Lesson 3 Worksheet

iTools

Online Practice

Lesson 4 The Pyramids Math

A Watch the video.

B Listen, point, and say.

C Listen and read.

The Great Pyramid of Giza

There are over one hundred pyramids in Egypt, but the biggest is the Great Pyramid of Giza. It's about forty-five hundred years old and 138 meters tall. It took a lot of people, a lot of stones, and a lot of time to build it.

How many people did it take?
It probably took around thirty thousand people to build the Great Pyramid. Scientists aren't sure who the builders were, but they were probably farmers, workers, and artisans.

How many stones did it take?
It took approximately two million stones to build the Great Pyramid. The stones were very heavy. Many people think that the builders cut and moved these stones.

How much time did it take?
We think it took about twenty years to build the Great Pyramid. Scientists think that after the builders cut the stones, they pulled them many kilometers to the building site. Then, they pulled the stones up to the top of the pyramid.

D Answer the questions.

1. How old is the Great Pyramid of Giza?
2. Who were the builders?
3. How did the builders move the stones?
4. How many pyramids are there in Egypt?

E Circle.

| | | | | |
|----|-----------|-----------|-----------|--------------------------------------|
| 1. | 5,490 | 4,045 | 4,625 | - about forty-five hundred years old |
| 2. | 36,670 | 29,253 | 43,320 | - around thirty thousand people |
| 3. | 1,980,000 | 2,540,000 | 1,512,000 | - approximately two million stones |
| 4. | 12 | 21 | 16 | - about twenty years |

F Look at E. Ask and answer.

How many people did it take to build the Great Pyramid of Giza? It took around thirty thousand people.

G What about you? Ask and answer.

1. What interesting building is in your city or country?
2. What does it look like?
3. What do people do in that building?

H Look at the poster. Talk about it.

Skills Tip
Pay careful attention to details when you listen and read.

Watch the video.
Which old site is your favourite? How did they build it? Tell a friend.

Unit 6

Student Book pages 58–59

Objectives

- Talking about pyramids

Grammar

- Questions with *how many*, and count and non-count nouns

How many people did it take to build the Great Pyramid of Giza?

It took around thirty thousand people.

Vocabulary

The Great Pyramids: take, farmer, artisan, move, pull, site

Materials

Class CD2 Tracks 26–27; Unit 6 Video and Poster, The Pyramids

Student Book page 58**School Subject Connection: Math**

Lesson 4 is a cross-curricular lesson with a connection to math. Ask students to tell you about their math classes. What are the largest numbers they have worked with? Find out if students know how to estimate numbers and round up or down.

Warm up

1. Greet the class. Then ask a few individual students *How were you prepared yesterday?* Next, students greet their classmates and ask about how they were prepared.
2. Elicit the language from Unit 6, Lesson 3: *Did you bring your notebook?* Students practice the expression with their classmates.
3. Sing *Never Mind, I Found It* (Class CD2 Track 24).

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about some famous things that people built many years ago. Have students look at the pictures on pages 58–59 and talk about what they see. Ask students: *How many zeroes are in a hundred, a thousand, a million? How about measurement? Have you measured things or people? How tall do you think*

your classroom is? How about your school building? The height of your classmates? Practice estimating heights and measuring them with your students' heights and classroom objects.

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. Play the video again. Pause the video and ask students questions about what you saw.

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Play Class CD2 Track 26. Students listen, point to the words, and say along with the CD.



- | | | |
|---------|-----------|------------|
| 1. take | 2. farmer | 3. artisan |
| 4. move | 5. pull | 6. site |

3. Students practice saying the new vocabulary on their own, using their books.

C Listen and read.

1. Students find the new words in the text and point to them. Have students talk about the meaning of the words in context of the reading. Point out the words

about, around, and approximately, and provide mathematical examples on the board as necessary.

2. Play Class CD2 Track 27. Students listen and read aloud with the CD.
3. Play the track again. Students listen and read along silently.
4. Students read the passage on their own.

Student Book page 59

D Answer the questions.

1. Students read the questions and answer them. Read each question aloud with the class.
2. Call students' attention to the Skills Tip. Read it aloud with the class. Explain that details are a small part of something larger. Demonstrate the tip with an example from the text in Activity C.
3. Students answer the questions orally or write the answers in their notebooks. Encourage students to use complete sentences in their answers.

Answer Key

1. The Great Pyramid of Giza is about forty-five hundred years old.
2. The builders were probably farmers, workers, and artisans.
3. The builders pulled the stones.
4. There are over one hundred pyramids in Egypt.

E Circle.

1. Direct students' attention to the chart on page 59. Have students talk about what they see.
2. Students circle the number that matches the text.
3. Students can answer orally or write the answers in their notebooks.
4. Check the answers with the class.

Answer Key

1. 28,905
2. 1,999,999
3. 21

F Look at E. Ask and answer.



Student pairs look at the chart in Activity E and practice the language pattern in the speech bubbles: *How many people did it take to build the Great Pyramid of Giza? It took around thirty thousand people.*

G What about you? Ask and answer.



1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own (appropriate) ways.
3. Student pairs practice the questions and then switch roles.

Possible Answers

1. The Sears Tower is an interesting building in my city.
2. It is very tall. Taller than the other buildings downtown.
3. People go to work in the building.

H Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students read the poster title and captions. Then, talk generally about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Collaboration: Direct students' attention to the Everybody Up Friend. Review the questions and watch the video. Students use critical thinking to determine which site is their favorite and how it was built. Have the students use their collaboration skills to build a unique building out of newspaper or paper.

Games and Activities

- **Listen and Draw** (Teacher's Book pages 28–31). Describe a (small) pyramid, part by part. (*The bottom row is eight stones. The second row is seven stones ...*) Have students draw each part on grid paper.

Extra Practice

Workbook pages 58–59
Student Audio CD Track 52
Unit 6, Lesson 4 Worksheet
Unit 6 Test
iTools
Online Practice

Check Up 3

Check Up 3
Units 5 and 6

A Listen, number, and match.

1. ☐ a cup of sugar
 2. ☐ wash my hair
 3. ☐ paper clips
 4. ☐ cardboard
 5. ☐ a drop of food coloring
 6. ☐ iron my clothes

B Read, circle, and check.

1. How many aprons does / do we have?
☐ We have a few aprons.
☐ We have a little aprons.

2. Do you check your calendar / wash your hair before you go to bed?
☐ Yes, I usually does.
☐ Yes, I always do.

3. How / What is he writing?
☐ He's writing carefully.
☐ He's writing carelessly.

4. How much / many water does she need?
☐ She needs a tablespoon of water.
☐ She needs a half cup of water.

C Write.

1. Does she have enough salt?
 2. How much modeling clay do they have?
 3. Is he walking slowly or quickly?
 4. Do you wash your hair before you go to bed?

D Listen and write. Then act.

1. Yes, I think so. I practiced all week.
 2. Did we bring the map?

E What can you do? Read and write the number.

| I can talk about... | | Key |
|---|--|--------------------------------|
| activities <input type="checkbox"/> | quantities <input type="checkbox"/> | ① I need help with this. |
| adverbs <input type="checkbox"/> | supplies <input type="checkbox"/> | ② I can do this a little. |
| my health <input type="checkbox"/> | the pyramids <input type="checkbox"/> | ③ I can do this well. |
| value I can be responsible <input type="checkbox"/> | value I can be prepared <input type="checkbox"/> | ④ I can help others with this. |

Units 5 and 6

Student Book pages 60–61

Review Language

- Units 5 and 6 grammar and vocabulary

Materials

Class CD2 Tracks 28–29

Student Book page 60

Warm up

1. Greet the class. Greet a student and ask *Did you bring your (notebook)?* Students practice the conversation.
2. Review pyramids vocabulary. Ask students questions related to Unit 6, Lesson 4 Activity D and the text in Activity C.

A Listen, number, and match.

See *Teaching Check Ups*, Teacher's Book page 25.

Play Class CD2 Track 28. Students listen and number the items in the order they hear them. Then they write the missing words in the blanks. Check answers with the class.



28

- | | |
|----------------------------|--------------------|
| 1. cardboard | 2. iron my clothes |
| 3. a drop of food coloring | 4. wash my hair |
| 5. a cup of sugar | 6. paper clips |

Answer Key

Left column: 6, 4, 1
Right column: 2, 5, 3
Center column: 5, 4, 6, 1, 3, 2

B Read, circle, and check.

1. Students examine the pictures and the questions. They circle the correct word to complete the question and then check the correct answer.

Answer Key

1. do/2nd box
2. check your calendar/2nd box
3. How/1st box
4. much/2nd box

2. Students practice asking and answering the questions with a partner, using their books.
3. Write new questions on the board for each picture and have volunteers answer. Then have students practice the new questions and answers in new pairs.

Student Book page 61

C Write.

1. Students examine the picture and write answers to the questions. Encourage them to write complete sentences.

Answer Key

Possible Answers

1. No, she doesn't.
2. They have a lot of clay.
3. He is walking quickly.
4. Yes. I always wash my hair before I go to bed.

2. Students read their answers to the class. Then they practice asking and answering the questions with a partner.

D Listen and write. Then act.



1. Play Class CD2 Track 29. Students listen. Play track again and students fill in the blanks with the sentences they hear. The correct answers are underlined.



1. Are you ready for your recital?
Yes, I think so. I practiced all week.
2. Did we bring the map?
I don't remember.

2. Students practice the conversations with a partner. Provide classroom objects for them to use as they act out the conversations.

E What can you do? Read and write the number.

1. Tell the class to think about how well they know the material. Look at the chart and read the categories. Check that students understand the rating system.
2. Students fill in the chart, thinking about their own performance and what they've learned.
3. Ask students to think about what they need more practice with and share.

Games and Activities

Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Categories** (Teacher's Book pages 28–31) using language from Units 5 and 6. Topics should include activities, adverbs, health and supplies.
- **Charades** (Teacher's Book pages 28–31) using language from Units 5 and 6.
- **Teacher's Mistake** (Teacher's Book pages 28–31) using language from Units 5 and 6. For example, mime walking quickly and say, "I am walking slowly." Or use the posters for Units 5 and 6 and make false statements about them. Students raise their hands when they hear a mistake and correct it. For more of a challenge, as you mime or point to items, say some correct sentences and some incorrect ones so that students have to listen carefully.

Extra Practice

Workbook pages 60–62

iTools

Online Practice

Bonus Skills

Skills

Reading, Writing, Listening & Speaking

A Read. Then answer.

Rules for Running

Running is a great way to exercise. To be safe when you run, always follow these rules.

Walk or run slowly at first. You can then run more quickly. This will help your body warm up and keep you from getting hurt. Relax your arms, hold your head up, and keep your hands cupped. Always wear colorful clothes and be careful of traffic. Comfortable running shoes are important, too.

After you run, walk slowly for five to eight minutes. This will help you cool down. Relax and drink some water. You can run often, but don't run every day.

B Underline the imperative verbs. Then rewrite.

- Take a shower before you go to bed.
- Eat balanced meals every day.
- Wear a helmet when you ride your bike.

Imperative verbs give instructions or commands.

C Listen and number.

D Talk with your partner.

- What do you do for exercise?
- How do you stay safe while walking or running?

Project

Poster

A Make a health poster.

- Choose a question about healthy living. Ask a few classmates your question. Write your classmates' names in the correct box in your chart.
- Use colored pencils or markers to make a bar graph about this healthy habit. Count up the number of people in each column of your chart. Be sure to label your bar graph.
- Make a poster about your healthy habit. Add pictures, drawings, and your bar graph. Look for more information from books or the Internet and include it.

B Listen. Then talk about your poster.

Stay healthy! Floss your teeth.

How often do students floss their teeth?

Brushing your teeth is not enough. You need to floss your teeth, too.

Three students in our class never floss their teeth. Four students floss their teeth every day.

Home-School Link

What healthy habits did your parents and your grandparents have when they were your age? What healthy habits do you have now? Talk to your family about healthy habits.

Tip

Point to different parts of your poster. Look at your class when you speak.

Student Book pages 62–63

Skills

- Reading paragraphs, identifying imperative verbs, listening and numbering, speaking about exercising

Materials

Class CD2, Tracks 30–31

Project Language

- Units 5 and 6 grammar and vocabulary

Materials

Photocopiable Project Template; crayons, markers, paper, scissors, glue, books about healthy habits or the Internet

Student Book page 62

Warm up

- Play **Bingo** (Teacher's Book pages 28–31) with student-made cards of Lesson 1 vocabulary from Units 5 and 6.
- Sing *Did You Practice Every Day?* (CD2 Track 11).

A Read. Then answer.

- Students look at the picture, read the title and the questions, and then talk about what they think the text will be about.
- Play Class CD2 Track 30. Students listen and read with the CD.
- Play the track again. Students listen and read again.
- Read each question aloud with the class. Students can answer orally or write the answers in their notebooks. Encourage students to answer in complete sentences.
- Check answers together.

Answer Key

- You should walk or run slowly at first.
- You should wear colorful clothes and comfortable running shoes when you go running.
- You should walk slowly for five to eight minutes to cool down.

B Underline the imperative verbs. Then rewrite.

- Call students' attention to the rule: *Imperative verbs give instructions or commands.*
- Students underline the imperative verbs and then rewrite the sentences.
- Check answers together.

Answer Key

- Take a shower before you go to bed.
- Eat balanced meals every day.
- Wear a helmet when you ride your bike.

C Listen and number.

- Play Class CD2 Track 31. Students listen and number the pictures.



- Relax and drink some water.
- Comfortable running shoes are important, too.
- Always wear colorful clothes and be careful of traffic.
- Relax your arms, hold your head up, and keep your hands cupped.

- Play the track again. Students check their answers.
- Check answers together.

Answer Key

1. Picture 4 2. Picture 3 3. Picture 1 4. Picture 2

D Talk with your partner.



1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own (appropriate) ways.

Project Poster

Student Book page 63

A Make a health poster.

See *Teaching Projects*, Teacher's Book page 27.

1. Explain to students that they will make a poster about health with information from their classmates. Review related vocabulary from Units 5 and 6 and write them on the board.
2. Brainstorm possible questions for the students' posters and write them on the board, e.g., *What exercise do you do? What healthy foods do you eat?*, etc. Draw a sample bar graph chart on the board for students to copy. Students write their question on their chart.
3. Students ask a few classmates their question and write their names in the chart.
4. Students use colored markers to color in their bar graph. They can add magazine pictures or drawings to illustrate their chart. Encourage students to look for more information from books or the Internet.

B Listen. Then talk about your poster.



1. Play Class CD2 Track 32. Students listen, point to the speech bubbles, and say along with the CD.



Stay healthy! Floss your teeth.

Brushing your teeth is not enough. You need to floss your teeth, too.

How often do students floss their teeth?

Three students in our class never floss their teeth. Four students floss their teeth every day!

2. Draw students' attention to the tip box: *Point to different parts of your poster. Look at your class when you speak.* Demonstrate with one of the

3. Student pairs ask and answer the questions and then switch roles.

Possible Answers

1. I like to ride a bike for exercise.
2. When I am running, I always drink lots of water and wear comfortable running shoes.

posters by talking in a shy manner in a low voice and not pointing to the poster. Then say the same information in a confident manner. Students tell you the differences in the two presentations.

3. Student pairs practice the pattern with their posters using their books.
4. Play **Station Stop** (Teacher's Book pages 28–31) using a group's poster at each station.

Home-School Link

1. Tell the students to share what they've learned in class at home.
2. Role-play with a few stronger students to demonstrate sample language to the class.
3. Students talk to their family members and make a list or a chart of the responses, using the questions in the student book as a guide.

Games and Activities

- **Skills: Circles** (Teacher's Book pages 28–31) with the question and answer patterns from Units 5 and 6, e.g, S1: *What do you do for exercise?* S2: *I play soccer after school.*
- **Project: Two Truths and a Lie** (Teacher's Book pages 28–31) using language from Units 5 and 6 and the posters. For example, show the class one of the posters and say two true sentences about one of the pieces of information and one lie.

Extra Practice

Workbook pages 63

iTools

Online Practice

7 World Travel

Lesson 1 Countries

A Listen, point, and say.

1. India 2. Italy 3. Kenya
4. New Zealand 5. the UK 6. Peru

B Listen and number. Then talk about the picture.

C Listen and say. Then practice.

I've been to India. I've never been to Italy. I've - I have

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

D Listen, ask, and answer. Then practice.

Have you ever been to India? Yes, I have.
No, I haven't. haven't - have not
hasn't - has not

Has she ever been to India? Yes, she has.
No, she hasn't.

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

E Look at 3. Point, ask, and answer.

Has she ever been to New Zealand? Yes, she has.

Student Book pages 64–65

Objectives

- Talking about countries

Grammar

- Present perfect statements with *been*
I've been to India. I've never been to Italy.
- Present perfect questions with *been*
Have you ever been to India?
Yes, I have./No, I haven't.
Has she ever been to India?
Yes, she has./No, she hasn't.

Vocabulary

Countries: India, Italy, Kenya, New Zealand, the UK, Peru

Materials

Class CD2 Tracks 33–36

Student Book page 64

Warm up

1. Greet the class. Then review facts about the Great Pyramid of Giza from Unit 6, Lesson 4: *Where's the Great Pyramid? About how old is it?*
2. Sing *Never Mind, I Found It* (Class CD2 Track 24).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new words. Bring in a world map and help students to find the countries.
2. Play Class CD2 Track 33. Students listen, point, and say along with the CD.



- | | | |
|----------------|-----------|----------|
| 1. India | 2. Italy | 3. Kenya |
| 4. New Zealand | 5. the UK | 6. Peru |

3. Students practice on their own, using their books.

B Listen and number. Then talk about the picture.

See *Using the Big Picture*, Teacher's Book page 24.

1. Direct students to the big picture. Students find and point to each country represented in the picture.

2. Play Class CD2 Track 34. Students listen, find the items in the picture, and number them.



- | | |
|-----------|---|
| 1. Mike: | Do you play golf at school? |
| Boy: | No, but I like to play soccer. Soccer and golf came from the UK. |
| Mike: | I didn't know that. What else came from the UK? |
| Boy: | Well, a lot of great books. Here, you can have this book of plays. |
| 2. Carla: | What kind of bird is that? |
| Girl: | It's called a Kiwi. Many birds in New Zealand don't fly. They walk, instead. |
| Carla: | That picture is pretty. Are those dolphins in the water? |
| Girl: | No, they're whales, but dolphins do swim in the water there. |
| 3. Jay: | Is Peru a big country? |
| Girl: | Yes, it's the third biggest country in South America. |
| Jay: | Where do you live there? |
| Girl: | I live in the mountains, but most people live in cities near the ocean. We also have deserts and forests in Peru. |
| 4. Julie: | Do elephants live in Kenya? |
| Boy: | Yes, they do. We have lions, giraffes, and zebras, too. |
| Julie: | Where is Kenya in Africa? |
| Boy: | It's in East Africa. Here it is on the map. |
| 5. Emma: | Wow! A lot of great artists came from Italy. |
| Girl: | Yes, we have many famous painters and sculptors. |

- Emma: Are you an artist?
 Girl: No, my family has a farm in the south of Italy. It's hot and dry. We grow fruit there.
6. Danny: What's the weather like in India?
 Boy: Right now it's very rainy. We call it the monsoon season.
 Danny: That's a beautiful building. Have you ever been there?
 Boy: It's called the Taj Mahal. I haven't been there but my brother has. People travel from all over the world to see it.

3. Check answers together. Then student pairs talk about the picture and practice the new vocabulary, using their books.

Student Book page 65

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *I've been to India. I've never been to Italy.* Explain that the present perfect is used to talk about actions completed in the past at an unspecified time.
2. Present the contraction: *I've = I have.*
3. Direct students to the first grammar box on page 65.
4. Play Class CD2 Track 35. Students listen and say along with the CD.



- 35 I've been to India. I've never been to Italy.
 I've, I have
1. I've been to India. I've never been to Italy.
 2. I've been to Italy. I've never been to Kenya.
 3. I've been to Kenya. I've never been to New Zealand.
 4. I've been to New Zealand. I've never been to the UK.
 5. I've been to the UK. I've never been to Peru.
 6. I've been to Peru. I've never been to India.

5. Students practice the pattern, using their books.

D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *Have you ever been to India? Yes, I have./No, I haven't. Has she ever been to India? Yes, she has./No, she hasn't.*
2. Present the contractions: *haven't = have not* and *hasn't = has not.*
3. Direct students to the second grammar box.
4. Play Class CD2 Track 36. Students listen, ask, and answer along with the CD.



- 36 Have you ever been to India? Yes, I have.
 Have you ever been to India? No, I haven't.
 Has she ever been to India? Yes, she has.
 Has she ever been to India? No, she hasn't.
 haven't, have not hasn't, has not
1. Have you ever been to India? Yes, I have.
 2. Has she ever been to the UK? No, she hasn't.
 3. Has he ever been to Kenya? Yes, he has.
 4. Has she ever been to Italy? Yes, she has.
 5. Have you ever been to Peru? No, I haven't.
 6. Has he ever been to New Zealand? No, he hasn't.

5. Students practice the pattern in pairs, using their books.

E Look at B. Point, ask, and answer.



Pairs look at the big picture in Activity B, point to the people, and practice asking and answering with the language pattern in the speech bubbles. Students should use all of the new vocabulary.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication: Direct students' attention to the Everybody Up Friend. Student pairs use communication skills to ask and answer with a partner *Where have you been?* Then put pairs together to take turns asking the other pair *Has he/she ever been to India?*



Games and Activities

- **Memory Chain** (Teacher's Book pages 28–31). S1 starts by saying *I've been to (India)*. S2 adds on a country: *I've been to (India) and (the UK)*.
- **Class Survey** (Teacher's Book pages 28–31). Students interview each other about places they've been. Compare results with the class.



Extra Practice

Workbook pages 64–65
 Student Audio CD Tracks 53–55
 iTools
 Online Practice

Lesson 2 Experiences







A Listen, point, and say.  



1 go rafting 2 ride a camel 3 climb a mountain
4 hike in a rain forest 5 see the pyramids 6 go scuba diving

B Listen and say. Then practice.  



He has gone rafting, but he hasn't ridden a camel.

go → went → gone ride → rode → ridden
climb → climbed → climbed hike → hiked → hiked
see → saw → seen


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

C Listen, ask, and answer. Then practice.  

Has she gone rafting before? Yes, she has.
No, she hasn't.

| | | | | | |
|---|---------------------|-----------------|---------------------|--------------------|--------------------------|
| 1. Go rafting | 2. Climb a mountain | 3. Ride a camel | 4. See the pyramids | 5. Go scuba diving | 6. Hike in a rain forest |
|  | ✓ | X | ✓ | ✓ | X |
|  | X | ✓ | X | ✓ | ✓ |

Skills Listening & Speaking


D Listen. Then answer the questions. 

1. Has the girl ridden a camel before?
a. Yes, she has.
b. Yes, he has.
c. No, she hasn't.

2. Has Jim gone rafting before?
a. No, he hasn't.
b. Yes, he has.
c. No, she hasn't.

3. Has the girl climbed a mountain before?
a. No, she hasn't.
b. Yes, she has.
c. Yes, he has.

4. Has Pete hiked in a rain forest before?
a. No, he hasn't.
b. Yes, she has.
c. Yes, he has.

E What about you? Ask and answer. 

1. Have you gone rafting on a river?
2. Where have you traveled?
3. What did you do there?
4. Talk about a famous place in your country.

Unit 7

Student Book pages 66–67

Objectives

- Talking about activities completed and not completed in the past

Grammar

- Present perfect with irregular verbs
He has gone rafting, but he hasn't ridden a camel.
- Present perfect questions
Has she gone rafting before?
Yes, she has./No, she hasn't.

Vocabulary

Activities: go rafting, ride a camel, climb a mountain, hike in a rainforest, see the pyramids, go scuba diving

Materials

Class CD2 Tracks 37–40

Student Book page 66**Warm up**

- Greet the class. Students can greet their classmates and ask, *Have you ever been to (Italy)?*
- Beanbag Toss** (Teacher's Book pages 28–31). Review Unit 7, Lesson 1 question and answers. Play using a map.
- Find Someone Who** (Teacher's Book pages 28–31). Each student chooses a country to say they've been to. Then the students circulate and try to find someone who's been to each of the six countries from Unit 7, Lesson 1.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

- Introduce the new phrases. Write each word on the board and help students to understand it.
- Play Class CD2 Track 37. Students listen, point, and say along with the CD.



- | | |
|---------------------|--------------------------|
| 1. go rafting | 2. ride a camel |
| 3. climb a mountain | 4. hike in a rain forest |
| 5. see the pyramids | 6. go scuba diving |

- Students practice saying the words on their own, using their books.

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

- Introduce the new pattern: *He has gone rafting, but he hasn't ridden a camel*. Remind students that the present perfect is *have/has + past tense of a verb*. It is used to talk about actions completed at an unspecified time in the past.
- Direct students to the verb box on page 66. Explain that *irregular verbs* don't take *-ed* in the past tense like *regular verbs* do. They have to be memorized.
- Direct students to the grammar box on page 66.
- Play Class CD2 Track 38. Students listen and say along with the CD.



He has gone rafting, but he hasn't ridden a camel.
go, went, gone ride, rode, ridden
climb, climbed, climbed hike, hiked, hiked
see, saw, seen

- He has gone rafting, but he hasn't ridden a camel.
- She has ridden a camel, but she hasn't climbed a mountain.
- He has climbed a mountain, but he hasn't hiked in a rain forest.
- She has hiked in a rain forest, but she hasn't seen the pyramids.
- She has seen the pyramids, but she hasn't gone scuba diving.
- He has gone scuba diving, but he hasn't gone rafting.

5. Students practice on their own, using their books.

Student Book page 67

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *Has she gone rafting before? Yes, she has./No, she hasn't.*
2. Direct students to the grammar box on page 67.
3. Play Class CD2 Track 39. Students listen, ask, and answer along with the CD.



Has she gone rafting before? Yes, she has.

Has she gone rafting before? No, she hasn't.

1. Has she gone rafting before? Yes, she has.
2. Has she climbed a mountain before? No, she hasn't.
3. Has he ridden a camel before? No, he hasn't.
4. Has she seen the pyramids before? Yes, she has.
5. Has he gone scuba diving before? No, he hasn't.
6. Has he hiked in a rain forest before? Yes, he has.

4. Students practice the pattern in pairs, using their books.

Skills Listening & Speaking

D Listen. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 24.

1. Have students read the questions and answers.
2. Play Class CD2 Track 40. Students listen and circle the answers.



1. Jenny, have you ever been to Egypt?
Yes, I have.

Have you ridden a camel before?

No, I haven't, but I have seen the pyramids!

Has the girl ridden a camel before?

2. Jim lives in New Zealand. He has gone rafting, but he hasn't gone scuba diving.

Has Jim gone rafting before?

3. Where are you from, Mia?

I'm from Italy.

Have you climbed a mountain before?

Yes, I have.

Has the girl climbed a mountain before?

4. Pete lives in Peru. He hasn't hiked in a rain forest, but he has gone rafting.

Has Pete hiked in a rain forest before?

3. Play the CD again for students to check their answers.

4. Check answers together.

Answer Key

1. c 2. b 3. b 4. a

E What about you? Ask and answer.



See *Teaching Conversations*, Teacher's Book page 25.

1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own ways.
3. Student pairs practice and then switch roles.

Possible Answers

1. No. I have never gone rafting on a river, but I would like to. / Yes. I've gone rafting. I was nervous!
2. I've traveled to Thailand and to Australia.
3. I went swimming in the ocean.
4. There is a famous river in my country.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication: Direct students' attention to the Everybody Up Friend. Student groups use communication skills to take turns asking and answering the question: *What animals have you ridden?* Have the class put themselves into groups based on what animals they have ridden, including a "none" group. Then have each student use the target language to talk about their group: *We have / haven't ridden (a horse).*

Games and Activities

- **Buzzers** (Teacher's Book pages 28–31). List the new phrases on the board. Point to two of them to prompt: *(He) has (ridden a camel) before, but (he) hasn't (hiked in a rainforest).*
- **Charades** (Teacher's Book pages 28–31). Students play in small groups to practice the target language.

Extra Practice

Workbook pages 66–67

Student Audio CD Tracks 56–58

iTools

Online Practice

Lesson 3 Reading

A Talk about the story. Then listen and read.

A New Friend

Mr. Sims, the math teacher, walks in with a new student. "Class, this is Joon," he says. "He's from South Korea, and he'll be with us for two weeks."

That day at lunch, Julie, Danny, Emma, and Mike are sitting together. When they see Joon sitting alone, they invite him to join their table. They ask Joon about South Korea. Joon has traveled a lot. He's been to the UK and Italy, but he's never been to the USA before. They learn that Joon likes art, just like Emma. He likes making models, just like Mike. He plays the violin, just like Julie.

"Do you like skateboarding?" asks Danny.

"I'm not very good at it," says Joon. "Could you show me how?"

"Sure!" says Danny.

After school, Danny teaches them all how to skateboard. Then Joon teaches them taekwon do.

For the next two weeks, the friends teach each other something new every day. They all feel sad when Joon leaves.

Value: Be friendly.

B Read and circle.

- Joon likes making models. True False
- Joon is from Brazil. True False
- Joon has never been to the UK. True False
- Danny teaches Joon how to skateboard. True False

C Sing.

Let's Go Skateboarding

Do you like skateboarding?
Yes, I do. I like to go skateboarding after school.
Do you like it?
I'm not very good. Could you show me how?
Yeah. Sure.
OK, cool. Let's go skateboarding after school.
Yeah, let's go together after school.

D Listen and say. Then act.

Do you like skateboarding?
I'm not very good at it. Could you show me how?
Sure!
Cool! Let's go skateboarding after school.

What are you good at? Talk with your partner.

Student Book pages 68–69

Objectives

- Making new friends
- Sharing interests

Vocabulary

Story: alone, invite, Taekwondo, each other

Conversation

- Do you like skateboarding?
I'm not very good at it.
Could you show me how?
Sure!
- Do you like skateboarding?
Yes, I do.
Cool! Let's go skateboarding after school.

Value

Be friendly.

Materials

Class CD2 Tracks 41–43

Student Book page 68**Warm up**

- Greet individual students and ask *Have you gone scuba diving before?* Students can practice asking their own questions with their classmates.
- Telephone** (Teacher's Book pages 28–31). Review the target language from Unit 7, Lesson 2: *(He) has (ridden a camel) before, but (he) hasn't (hiked in a rain forest).*
- Buzzers** (Teacher's Book pages 28–31). Review the target language from Unit 7, Lesson 2: *Has (she) (gone rafting) before?*

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

- Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story. Have students explain what they think the title *A New Friend* means.
- Point out the new words in bold: *alone*, *invite*, *Taekwondo*, and *each other*. Have students work in pairs to guess the meaning from context.
- Play Class CD2 Track 41. Students listen and read the story along with the CD.

- Read the story aloud with the students. Then direct students' attention to the value *Be friendly*. Discuss what this means and ask if students can think of other examples of this value. Play the track again. Students listen and read along.
- Have students work in pairs. Students take turns retelling the story to each other and the class.

Student Book page 69**B Read and circle.**

- Students circle *True* if the statement is correct and *False* if it is incorrect.
- Read each sentence aloud with the class. Students can answer orally, or they can write the answers in their notebooks, using Activity A as a reference.
- Check answers together. Have students correct the false statements.

Answer Key

- | | |
|----------|----------|
| 1. True | 2. False |
| 3. False | 4. True |

C Sing.

See *Teaching Songs*, Teacher's Book page 25.

- Read the song lyrics with the students.

2. Play Class CD2 Track 42. Students listen and sing along with the CD.



Let's Go Skateboarding

Do you like skateboarding?
 Yes, I do. I like to go skateboarding after school.
 Do you like it?
 I'm not very good.
 Could you show me how?
 Yeah. Sure.
 OK, cool. Let's go skateboarding after school.
 Yeah, let's go together after school.
 Do you like canoeing?
 Yes, I do. I like to go canoeing after school.
 Do you like it?
 I'm not very good.
 Could you show me how?
 Yeah. Sure.
 OK, cool. Let's go canoeing after school.
 Yeah, let's go together after school.
 Do you like bowling?
 Yes, I do. I like to go bowling after school.
 Do you like it?
 I'm not very good.
 Could you show me how?
 Yeah. Sure.
 OK, cool. Let's go bowling after school.
 Yeah, let's go together after school.

3. Students sing the song again, adding facial expressions and gestures appropriate to the language.
4. Divide the class into two groups. Assign different parts of the song to each group to sing. Then switch roles.



D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 25.

1. Students read and act out the different conversations in the speech bubbles.
2. Play Class CD2 Track 43. Students listen and say with the CD.



Do you like skateboarding?
 I'm not very good at it. Could you show me how?
 Sure.
 Do you like skateboarding?
 Yes, I do,
 Cool! Let's go skateboarding after school.

3. Student pairs rehearse and act out each conversation, using facial expressions and gestures related to the situations in the conversations. Switch roles.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Student pairs use critical thinking skills to think about things they are good at. Then they use communication skills to take turns asking and answering *What are you good at?*

Games and Activities

- **Gaps** (Teacher's Book pages 28–31). Write out the key sentences from the story on strips of paper. Prepare a set of strips for each student. In this version, students use new details for the places Joon has been to and activities the kids enjoy. Have students compare their answers.
- **A New Story** (Teacher's Book pages 28–31). Using the existing story as a model, small groups of students create a new story with new scenes and characters. Stories should demonstrate the Lesson 3 value *Be friendly* and include the target conversation language. Each group acts its new story out for the class.
- **Find Someone Who** (Teacher's Book pages 28–31). Each student lists five things they like. Then students circulate and try to find at least two other people who like the same things. Encourage students to use the language from Activity D if they don't enjoy the same things.

Extra Practice

Workbook pages 68–69
 Student Audio CD Track 59
 Unit 7, Lesson 3 Worksheet
 iTools
 Online Practice

Lesson 4 Explorers

A Watch the video.

B Listen, point, and say.

C Listen and read.

Climbing Mount Everest 1 foot = 0.3048 meters

Mount Everest in Nepal is the highest mountain in the world. It's over 29,000 feet high. In 1924, George Mallory and Andrew Irvine tried to reach the top of Mount Everest, but they could not do it.

In 1953, twelve British mountain climbers wanted to climb to the top. The climbers camped at 26,000 feet. Twelve others tried to reach the top, but they could not do it. Edmund Hillary and Tenzing Norgay were with the British explorers. They gave their way up Mount Everest.

In 1963, James Whitaker became the first person from the USA to reach the top. Junko Tabei from Japan became the first woman to reach the top in 1975. In 2006, 142 climbers reached the top. All of them were grateful to Edmund Hillary and Tenzing Norgay for leading the way.

Edmund Hillary and Tenzing Norgay reached the top of Mount Everest.

Answer the questions.

- How high is Mount Everest?
- How did Edmund Hillary and Tenzing Norgay become famous?
- How many people have climbed to the top of Mount Everest?
- On what day did Edmund Hillary and Tenzing Norgay reach the top?

Fill in the timeline. Draw the lines.

A Race to the Top of Mount Everest

| | | |
|---|--|--|
| 1. 1924 George Mallory and Andrew Irvine tried to reach the top of Mount Everest. | 2. James Whitaker became the first person from the USA to reach the top. | 3. One hundred forty-two climbers reached the top. |
|---|--|--|

Look at 3. Ask and answer.

What happened in 1924? George Mallory and Andrew Irvine tried to reach the top of Mount Everest.

What about you? Ask and answer.

- What are the most famous mountains in your country?
- Have you ever climbed a mountain?
- Where do you like to explore?

Look at the poster. Talk about it.

Student Book pages 70–71

Objectives

- Talking about explorers

Grammar

- Past tense

What happened in 1924?

George Mallory and Andrew Irvine tried to reach the top of Mount Everest.

Vocabulary

Climbing Mount Everest: high, reach, British, leave, grateful, lead

Materials

Class CD2 Tracks 44–45; Unit 7 Video and Poster, Explorers

Student Book page 70

School Subject Connection:

Social Studies



Lesson 4 is a cross-curricular lesson with a connection to social studies. Ask students to tell you about their social studies classes. Elicit the meaning of the word *explorers* or explain if necessary.

Warm up

- Greet the class. Then ask a few individual students *What did you do that was friendly yesterday?* Students practice the expression with their classmates.
- Elicit the language from Unit 7, Lesson 3: *What are you good at?* Students practice the expression with their classmates.
- Sing *Let's Go Skateboarding* (Class CD2 Track 42).

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about a group of British explorers who tried to reach the South Pole 100 years ago. Look at the photos on pages 70–71. Invite students to talk about what they see. Introduce Edmund Hillary (from New Zealand) and Tenzing Norgay (from Nepal). Explain that they reached the top of Mount Everest. Ask students to say

what they think the weather on Mount Everest is like. Then ask students what they might see in the video.

- Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
- Play the video again. Pause the video and ask students questions about what they saw. Encourage them to use complete sentences.

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

- Introduce the new words. Write each word on the board and help students to understand it.
- Play Class CD2 Track 44. Students listen, point to the words, and say along with the CD.



- | | | |
|----------|-------------|------------|
| 1. high | 2. reach | 3. British |
| 4. leave | 5. grateful | 6. lead |

- Students practice saying the new vocabulary on their own, using their books.

C Listen and read.

- Students find the new words in the text and point to them. Have students talk about the meaning of the words in context of the text.
- Point out the Tip Box that says *1 foot = 0.3048 meters*.

3. Play Class CD2 Track 45. Students listen and read aloud with the CD.
4. Play the track again. Students read along silently.
5. Students read the passage on their own.

Student Book page 71

D Answer the questions.

1. Students read the questions and answer them. Read each question aloud with the class.
2. Call students' attention to the Skills Tip. Read it aloud with the class. Explain that to *scan* is to move your eyes over the text looking for specific details. Demonstrate the tip with an example from the text in Activity C.
3. Students answer the questions orally or write the answers in their notebooks. Encourage students to use complete sentences in their answers.

Answer Key

1. Mount Everest is over 29,000 feet high.
2. Edmund Hillary and Tenzing Norgay are famous for being the first people to reach the top of Mount Everest.
3. Over 1,200 people have climbed to the top of Mount Everest.
4. They reached the top on May 29th.

E Fill in the timeline. Draw the lines.

1. Direct students' attention to the timeline on page 71. Have students talk about what they see.
2. Students label the sentences with the dates from the text in Activity C. Remind students to *scan* for the answers.
3. Students can answer orally or write the answers in their notebooks.
4. Check the answers on the board.

Answer Key

1. 1924
2. 1963
3. 2000
4. 1953
5. 1975

F Look at E. Ask and answer.

Student pairs look at the timeline in Activity E and practice the language pattern in the speech bubbles.

G What about you? Ask and answer.

1. Read the questions with the class.

2. Model each question with a few students, allowing students to respond in their own ways.
3. Student pairs practice the questions and then switch roles.

Possible Answers

1. (The Rocky Mountains) are the most famous mountains in my country.
2. I have never climbed a mountain, but I have gone hiking.
3. I like to explore cities. / I like to explore in the mountains.

H Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students read the poster title and captions. Then, talk generally about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Creativity/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use creativity to draw a picture of the most interesting place they have explored. Then they use their communication skills to tell their partner about this place and why it was so interesting.

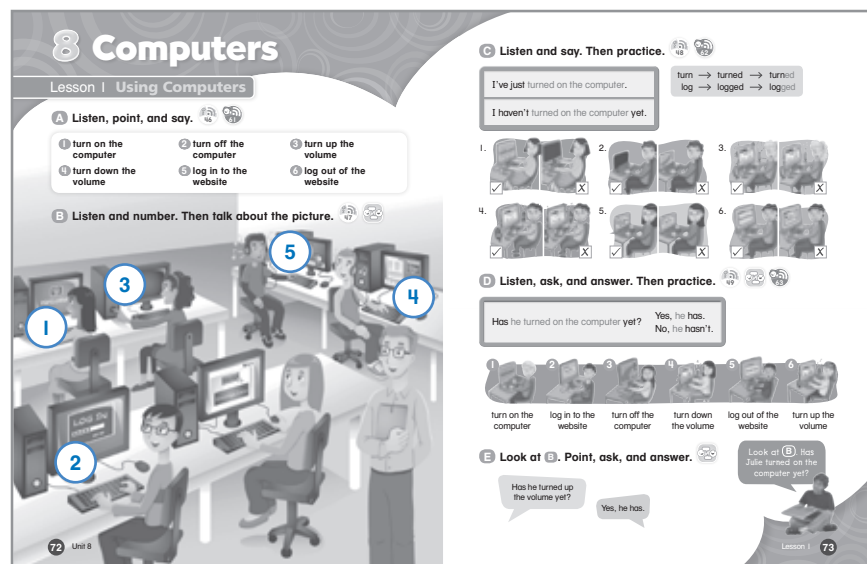
Games and Activities

- **Teacher's Mistake** (Teacher's Book pages 28–31). Check students' understanding of the text by making true and false statements. Students correct your mistakes.
- **Order the Text** (Teacher's Book pages 28–31). Copy the main facts of the text onto separate strips of paper. Give a set of strips to each student. Students race to put the story strips in order.

Extra Practice

Workbook pages 70–71
Student Audio CD Track 60
Unit 7, Lesson 4 Worksheet
Unit 7 Test
iTools
Online Practice

Unit 8 Computers Lesson 1 Using Computers



Student Book pages 72–73

Objectives

- Talking about using computers

Grammar

- Present perfect statements with *just* and *yet*
I've just turned on the computer.
I haven't turned on the computer yet.
- Present perfect questions with *yet*
Has he turned on the computer yet?
Yes, he has.
No, he hasn't.

Vocabulary

Using computers: turn on the computer, turn off the computer, turn up the volume, turn down the volume, log in to the website, log out of the website

Materials

Class CD2 Tracks 46–49

Student Book page 72

Warm up

1. Greet the class. Ask individual students *Do you have a computer?*
2. Elicit the language from Unit 7, Lesson 4: *Have you ever gone exploring in an interesting place before?* Students can practice the expression with their classmates.
3. **Two Truths and a Lie** (Teacher's Book pages 28–31). Review the Unit 7, Lesson 4 text *Climbing Mount Everest* by making true and false statements.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new phrases. Write each phrase on the board and help students to understand it.
2. Play Class CD2 Track 46. Students listen, point, and say along with the CD.



1. turn on the computer
2. turn off the computer
3. turn up the volume
4. turn down the volume
5. log in to the website
6. log out of the website

3. Students practice on their own, using their books.

B Listen and number. Then talk about the picture.



See *Using the Big Picture*, Teacher's Book page 24.

1. Direct students' attention to the big picture. Have students talk about what they see.
2. Play Class CD2 Track 47. Students listen, find the items in the picture, and number them.



1. Man: Welcome to the new computer room, class. Please turn on the computers and log in to the class website.
2. Mike: I can't remember how to log in to the website. Could you help me, Carla?
 Carla: Sure. Write your first name here. Then write your last name.
 Mike: It worked! Thanks!
3. Emma: Excuse me, Mr. Sims? There's a problem with this computer.
 Man: You're right, Emma. Log out of the website and turn off the computer. You can use a different one, instead.
4. Julie: Danny, could you turn down the volume, please? It's too loud.
 Danny: Oh, sorry, Julie.
 Danny: Is this quieter? I'm writing a report about a famous guitar player.
 Julie: Yes, that's better.

5. Jay: I'm playing a math game, but I can't hear any sound. Do you know how to turn up the volume, Danny?
 Danny: Sure, the volume's right here.
 Jay: Thanks. I can hear it now!

3. Check answers together. Then students talk about the picture using new vocabulary.

Student Book page 73

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

- Introduce the new pattern: *I've just turned on the computer. I haven't turned on the computer yet.* Explain the word *just* is an adverb that tells us something has happened very recently, and *yet* is an adverb that tells us something hasn't happened as of now but probably will happen in the future.
- Direct students' attention to the verb box. Point out that the verbs are regular verbs that end in *-ed*.
- Direct students to the first grammar box on page 73.
- Play Class CD2 Track 48. Students listen and say along with the CD.



- I've just turned on the computer.
 I haven't turned on the computer yet.
 turn, turned, turned
 log, logged, logged
- I've just turned on the computer.
 I haven't turned on the computer yet.
 - I've just turned off the computer.
 I haven't turned off the computer yet.
 - I've just turned up the volume.
 I haven't turned up the volume yet.
 - I've just turned down the volume.
 I haven't turned down the volume yet.
 - I've just logged in to the website.
 I haven't logged in to the website yet.
 - I've just logged out of the website.
 I haven't logged out of the website yet.

5. Students practice on their own, using their books.

D Listen, ask, and answer. Then practice.



- Introduce the new pattern: *Has he turned on the computer yet? Yes, he has./No, he hasn't.*
- Direct students to the second grammar box on page 73.
- Play Class CD2 Track 49. Students listen, ask, and answer along with the CD.



- Has he turned on the computer yet? Yes, he has.
 Has he turned on the computer yet? No, he hasn't.
- Has he turned on the computer yet? Yes, he has.
 - Has he logged in to the website yet? No, he hasn't.
 - Has she turned off the computer yet? No, she hasn't.
 - Has she turned down the volume yet? Yes, she has.
 - Has he logged out of the website yet? Yes, he has.
 - Has she turned up the volume yet? No, she hasn't.

4. Students practice in pairs, using their books.

E Look at B. Point, ask, and answer.



Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *Has he turned up the volume yet? Yes, he has.* Students should use all of the new vocabulary.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Student pairs use critical thinking skills to look at Exercise B and answer the question *Has Julie turned on the computer yet? (Yes, she has.)*. Then they use communication skills to take turns asking and answering new questions.

Games and Activities

- Card Grab** (Teacher's Book pages 28–31). Make sets of cards using the new vocabulary phrases. Give one set to each small group of students. You call out a phrase and students race to grab that card. Later, invite students to be the caller.
- Bingo** (Teacher's Book pages 28–31). Students write the six phrases on their game grid and three answers of *Yes, he/she has* and *No, he/she hasn't*. Say the phrases in a sentence and students mark them or choose appropriate yes/no answers to match your questions with *he/she*.

Extra Practice

Workbook pages 72–73
 Student Audio CD Tracks 61–63
 iTools
 Online Practice

Unit 8 Computers Lesson 2 Using Computers

Lesson 2 Using Computers

A Listen, point, and say.

1 upload the photos 2 print the photos 3 download the music
4 play the music 5 write the email 6 send the email

B Listen and say. Then practice.

She's already uploaded the photos, but she hasn't printed them yet.
He's already written the email, but he hasn't sent it yet.

She's - She has He's - He has

upload → uploaded → uploaded print → printed → printed
download → downloaded → downloaded play → played → played
write → wrote → wrote send → sent → sent

C Listen, ask, and answer. Then practice.

Has she uploaded the photos yet? Yes, she's uploaded them.
No, she hasn't uploaded them.

1 upload the photos 2 print the photos 3 send the email 4 download the music 5 play the music 6 write the email

Skills Reading & Writing

D Listen and read. Then answer the questions.

To: Josh Lee Subject: class project
Hello Josh,
What are you doing? I'm working on the photography project for class. I've already taken pictures of my parents, but I haven't taken a picture of my sister yet. Have you printed your photos?
Your friend,
Kyle

To: Kyle Garcia Subject: Re: class project
Hi Kyle,
I've already uploaded my photos, but I haven't printed them yet. I've just logged in to a cool website. I'm downloading music now. I'll play it for you tomorrow. I'm going to bed after I send this email!
Good night,
Josh

1. Has Josh uploaded his photos yet? 3. Has Kyle taken a picture of his sister yet?
2. What will Josh do after he sends the email?

E Circle the greetings and closings in D. Then circle greeting or closing below and rewrite.

Start a letter with a greeting, a name, and a comma.
End a letter with a closing, a comma, and your name.

1. Hi Stuart, greeting / closing
2. Your friend, greeting / closing
3. Hello Susan, greeting / closing

Student Book pages 74–75

Objectives

- Talking about actions completed and not completed in the past

Grammar

- Present perfect statements/questions
She's already uploaded the photos, but she hasn't printed them yet.
He's already written the email, but he hasn't sent it yet.
Has she uploaded the photos yet?
Yes, she's uploaded them.
No, she hasn't uploaded them.

Vocabulary

Using computers: upload the photos, print the photos, download the music, play the music, write the email, send the email

Materials

Class CD2 Tracks 50–53

Student Book page 74

Warm up

- Greet the class. Elicit the language from Unit 8, Lesson 1: *Has he turned on the computer yet?* Students practice with their classmates.
- Circles** (Teacher's Book pages 28–31). Review Unit 8, Lesson 1 questions and answers: *Has he turned on the computer yet? Yes, he has./No he hasn't.*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

- Introduce the new phrases. Write each phrase on the board and help students to understand it.
- Play Class CD2 Track 50. Students listen, point, and say along with the CD.



50

- upload the photos
- print the photos
- download the music
- play the music
- write the email
- send the email

- Students practice on their own, using their books.

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

- Introduce the new pattern: *She's already uploaded the photos, but she hasn't printed them yet. He's already written the email, but he hasn't sent it yet.* Remind students of the meaning of the words *but* and *yet*. Elicit a meaning for *already*, or explain that it means something that happened before the time of speaking.
- Present the contractions: *she's = she has* and *he's = he has*.
- Direct students' attention to the verb box on page 74. Say the verbs and have students repeat.
- Direct students to the grammar box on page 74.
- Play Class CD2 Track 51. Students listen and say along with the CD.



51

She's already uploaded the photos, but she hasn't printed them yet.
He's already written the email, but he hasn't sent it yet.
she's, she has
he's, he has
upload, uploaded, uploaded
print, printed, printed
download, downloaded, downloaded
play, played, played
write, wrote, written
send, sent, sent

1. She's already uploaded the photos, but she hasn't printed them yet.
2. He's already downloaded the music, but he hasn't played it yet.
3. She's already written the email, but she hasn't sent it yet.

6. Students practice on their own, using their books.

Student Book page 75

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Direct students to the grammar box on page 75. Introduce the pattern: *Has she uploaded the photos yet? Yes, she's uploaded them./No, she hasn't uploaded them.* Point out that for singular nouns (the email, the music) the pronoun will be *it*, not *them*.
2. Play Class CD2 Track 52. Students listen, ask, and answer along with the CD.



Has she uploaded the photos yet?
Yes, she's uploaded them.

Has she uploaded the photos yet?
No, she hasn't uploaded them.

1. Has she uploaded the photos yet?
Yes, she's uploaded them.

2. Has he printed the photos yet?
Yes, he's printed them.

3. Has she sent the email yet?
Yes, she's sent it.

4. Has he downloaded the music yet?
No, he hasn't downloaded it.

5. Has she played the music yet?
No, she hasn't played it.

6. Has he written the email yet?
No, he hasn't written it.

3. Students practice in pairs, using their books.

Skills Reading & Writing

D Listen and read. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 24.

1. Students look at the emails and read the questions.
2. Play Class CD2 Track 53. Students listen and read along with the CD.
3. Read each question aloud with the class. Students can answer orally or write the answers in their notebooks. Encourage students to use complete sentences.

4. Check answers together.

Answer Key

1. Yes, Josh has already uploaded his photos.
2. Josh will go to bed after he sends the email.
3. No, he hasn't.

E Circle the greetings and closings in D. Then circle *greeting* and *closing* below and rewrite.

See *Teaching Skills*, Teacher's Book page 24.

1. Call students' attention to the rule: *Start a letter with a greeting, a name, and a comma. End a letter with a closing, a comma, and your name.* Students circle *greeting* or *closing* and then rewrite.
2. Read each phrase aloud with the class. Students can answer orally or they can write the answers in their notebooks.
3. Check answers together.

Answer Key

- | | | |
|-------------|------------|-------------|
| 1. greeting | 2. closing | 3. greeting |
|-------------|------------|-------------|

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Creativity: Direct students' attention to the Everybody Up Friend. Student pairs use communication skills to take turns asking and answering the question *Have you used a computer today? What did you do?* (e.g., *Yes, I have. I played video games.*, etc.) Then they use their creativity to illustrate a poster that shows the ways they've used their computers.

Games and Activities

- **Guess the Next Card** (Teacher's Book pages 28–31). Make sets of vocabulary phrases to play.
- Have students write a letter to a classmate. Encourage them to include a greeting, a closing, and at least three sentences using computer phrases.

Extra Practice

Workbook pages 74–75

Student Audio CD Tracks 64–66

iTools

Online Practice

Lesson 3 Reading

A Talk about the story. Then listen and read.

Just a Minute

Emma needs to write a report about plants for her science class. She wants to use the computer to do research, but Tommy is using it.

"Are you almost done with the computer?" asks Emma.

"Just a minute," says Tommy. "I haven't finished downloading these songs yet."

"OK. Let me know when you're done," says Emma.

An hour later, Tommy is still on the computer. Emma reminds him that she needs to use it.

"Sorry, I forgot!" says Tommy.

Emma does her research and writes her report on time. A week later, Tommy has a report to write. He needs to use the computer, but Emma is shopping for clothes online. Tommy asks her when she'll be done.

"Just a minute," says Emma. "I haven't finished looking at this website yet."

"OK. I'll use the computer later," says Tommy. He starts to walk away.

"Tommy, I said 'just a minute,'" says Emma. "You done?"

"Thanks, Emma!" says Tommy.

Value
Be fair.

B Who said it? Read and circle.

- "I haven't finished looking at this website yet."
 - Emma
 - Tommy
- "Sorry, I forgot!"
 - Emma
 - Tommy
- "I haven't finished downloading these songs yet."
 - Emma
 - Tommy
- "OK. Let me know when you're done."
 - Emma
 - Tommy

C Sing.

Are You Almost Done?

Are you almost done with the computer?
Just a minute. Just a minute.
OK. Let me know when you're done.
Are you almost done with the computer?
Just a minute. Just a minute.
I said just a minute. Just a minute.
OK. I'm done.

D Listen and say. Then act.

Are you almost done with the computer?
Just a minute.
OK. Let me know when you're done.
Are you almost done with the computer?
Yes, I just finished. Go ahead and use it.
Thank!

Have you ever said 'just a minute' to someone? Why or why not?

Value
Be fair.

Student Book pages 76–77

Objectives

- Sharing the family computer

Vocabulary

Story: report, research, reminds

Conversation

- Are you almost done with the computer?
Just a minute. I haven't finished downloading these songs yet.
OK. Let me know when you're done.

- Are you almost done with the computer?
Yes, I just finished. Go ahead and use it.
Thanks!

Value

Be fair.

Materials

Class CD2 Tracks 54–56

Student Book page 76

Warm up

1. Greet the class. Ask students: *Have you sent an email today?* Encourage students to practice the pattern with their classmates, using previously learned language.
2. **Circles** (Teacher's Book pages 28–31). Review Unit 8, Lesson 2 grammar and vocabulary: *Has she uploaded the photos yet? Yes, she has./No, she hasn't.*
3. **Down the Line** (Teacher's Book pages 28–31). Review Unit 8, Lesson 2 grammar: *She's already uploaded the photos, but she hasn't printed them yet.*
4. **Toss and Tell** (Teacher's Book pages 28–31). Have students stand in a circle. Say the target language and then toss a ball or beanbag to S1. S1 responds. Then, S1 says the target language and tosses the ball to the next student.

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story.

2. Point out the new words in bold: *report*, *research*, and *reminds*. Have students guess the meaning from context.
3. Play Class CD2 Track 54. Students listen and read along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value *Be fair* and discuss what this means. Ask students if they can think of other examples. Then play the track again. Students listen and read along.
5. Have students retell the story to a partner. Elicit a few examples to share with the class.

Student Book page 77

B Who said it? Read and circle.

1. Students read the quotations and circle who said them.
2. Read each sentence aloud with the class. Students can answer orally or they can write the answers in their notebooks, using Activity A as a reference.
3. Check answers together.

Answer Key

- | | |
|-------------|-------------|
| 1. a. Emma | 2. b. Tommy |
| 3. b. Tommy | 4. a. Emma |

C Sing.

See *Teaching Songs*, Teacher's Book page 25.

1. Read the song lyrics with the students.
2. Play Class CD2 Track 55. Students listen and sing along with the CD.



55 Are You Almost Done?

Are you almost done with the computer?

Just a minute. Just a minute.

OK. Let me know when you're done.

Are you almost done with the computer?

Just a minute. Just a minute.

I said just a minute. Just a minute.

OK, I'm done.

Are you almost done with the camera?

Just a minute. Just a minute.

OK. Let me know when you're done.

Are you almost done with the camera?

Just a minute. Just a minute.

I said just a minute. Just a minute.

OK, I'm done.

3. Students sing the song again, adding gestures and facial expressions appropriate to the language.
4. Divide the class into two groups. Each group takes a part. Then switch roles.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

1. Students read and act out the different conversations in the bubbles.
2. Play Class CD2 Track 56. Students listen and say with the CD.



56

Are you almost done with the computer?

Just a minute.

OK. Let me know when you're done.

Are you almost done with the computer?

Yes, I just finished. Go ahead and use it.

Thanks!

3. Student pairs rehearse and act out each conversation. Then students switch roles.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Collaboration: Direct students' attention to the Everybody Up Friend. Student pairs use communication skills to answer the question *Have you ever said "just a minute" to someone?*, and to remember why or why not they have or haven't said it. Then they use their collaboration skills to write a story where someone says *"just a minute"*. Have the student groups share their story with the class.

Games and Activities

- **Finish the Story** (Teacher's Book pages 28–31). Copy the key sentences from the story on page 76, leaving some words blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing words.
- **Brainstorm** (Teacher's Book pages 28–31). Pairs work together to list as many ways as they can to be fair. For example, *wait for the computer* or *let your brother use the video game*. Have pairs draw a picture and write a sentence to illustrate their favorite idea.
- **A New Story** (Teacher's Book pages 28–31). Have student pairs use the story in Activity A as a model to write their own version, or write key sentence frames on the board for students to complete with their own information. Have each pair act out their new story for the class.

Extra Practice

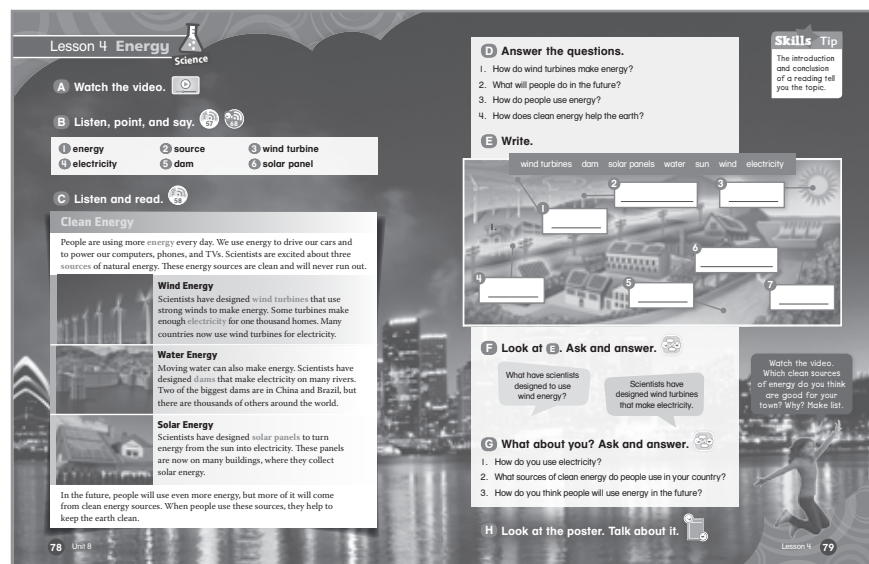
Workbook pages 76–77

Student Audio CD Track 67

Unit 8, Lesson 3 Worksheet

iTools

Online Practice



Student Book pages 78–79

Objectives

- Talking about clean energy

Grammar

- Present perfect questions and answers

What have scientists designed to use wind energy?

Scientists have designed wind turbines that make electricity.

Vocabulary

Energy: energy, source, wind turbine, electricity, dam, solar panel

Materials

Class CD2 Tracks 57–58; Unit 8 Video and Poster, Energy

Student Book page 78**School Subject Connection: Science**

Lesson 4 is a cross-curricular lesson with a connection to science. Ask students to tell you about their science classes. What do students know about energy sources? What do we use energy for?

Warm up

1. Greet the class. Then ask a few individual students *How were you fair yesterday?* Next, students greet their classmates and ask how they were fair.
2. Elicit the language from Unit 8, Lesson 3: *I'm almost finished with my report.* Ask *What are you almost finished with?* Students practice the language with their classmates.
3. Sing *Are You Almost Done?* (Class CD2 Track 55).

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about some different energy sources used around the United States. Have students look at the pictures and talk about what they see. Talk about what *wind*, *water*, and *solar* mean.

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.

2. Play the video again. Pause the video and ask students questions about the different forms of energy, e.g., *Have people used wind energy before?* (Yes. *They've used it for thousands of years.*, etc.)

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Play Class CD2 Track 57. Students listen, point to the words, and say along with the CD.



57

- | | | |
|----------------|-----------|-----------------|
| 1. energy | 2. source | 3. wind turbine |
| 4. electricity | 5. dam | 6. solar panel |

3. Students practice saying the new vocabulary on their own, using their books.

C Listen and read.

1. Students find the new words in the text and point to them. Have students talk about the meaning of the words in context of the text.
2. Play Class CD2 Track 58. Students listen and read aloud with the CD.
3. Play the track again. Students listen and read along silently.

- Students read the passage on their own.

Student Book page 79

D Answer the questions.

- Students read the questions and answer them. Read each question aloud with the class.
- Call students' attention to the Skills Tip. Read it aloud with the class: *The introduction and conclusion of a reading tell you the topic.* Explain *introduction*—the opening paragraph that tells you about what follows, and *conclusion*—the final paragraph that retells what you read. Demonstrate the tip with an example from the text in Activity C.
- Students answer the questions orally in or in their notebooks. Encourage students to use complete sentences in their answers.

Answer Key

- Wind turbines use strong wind to make electricity.
- In the future people will use even more energy.
- People use energy to drive cars and to power computers, phones, and TVs.
- Clean energy helps to keep Earth clean.

E Write.

- Direct students' attention to the diagram on page 79. Have students talk about what they see.
- Students write the name of the type of energy in the correct place on the drawing.
- Students write their answers in their book.
- Check the answers with the class.

Answer Key

- | | | |
|----------------|------------------|-----------------|
| 1. wind | 2. wind turbines | 3. sun |
| 4. electricity | 5. water | 6. solar panels |
| 7. dam | | |

F Look at E. Ask and answer.



Student pairs look at the picture in Activity E and practice the language pattern in the speech bubbles.

G What about you? Ask and answer.



- Read the questions with the class.
- Model each question with a few students, allowing students to respond in their own ways.

- Student pairs practice the questions and then switch roles.

Possible Answers

- I use electricity to watch TV and turn on lights.
- In my country, people use dams and solar panels.
- I think people will use more clean energy in the future.

H Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

- Students read the poster title and captions. Then, talk generally about what is happening in each picture.
- Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Creativity: Direct students' attention to the Everybody Up Friend. Review the questions and watch the video. Students use critical thinking to determine which forms of clean energy are good for their town and why. Then they use their creativity to illustrate a town that uses clean energy.

Games and Activities

- Picture Pieces.** Students race to say which clean energy source or invention you are drawing before you finish drawing it on the board.
- Two Truths and a Lie** (Teacher's Book pages 28–31). Point to a drawing you made in Picture Pieces above as you tell two truths and a lie.

Extra Practice

Workbook pages 78–79
Student Audio CD Track 68
Unit 8, Lesson 4 Worksheet
Unit 8 Test
iTools
Online Practice

Check Up 4

Check Up 4
Units 7 and 8

A Listen and number. Then write.

1. _____ the photos
2. _____ climb a _____
3. _____ log in to the _____
4. _____ turn off the _____
5. _____ hike in a _____

B Read and circle.

1. Has she seen the pyramids before?
a. Yes, she did.
b. Yes, she has.
c. Yes, she does.

2. Has he printed the photos yet?
a. No, he hasn't printed them.
b. Yes, he's printed it.
c. Yes, he's printed them.

3. Has she ever been to the UK?
a. No, she hasn't.
b. Yes, she has.
c. Yes, she is.

4. Has he turned down the volume yet?
a. Yes, he has.
b. No, he didn't.
c. No, he hasn't.

C Write.

1. Has Sofia ever been to India?
2. Has Jin uploaded the photos yet?
3. Has Sofia climbed a mountain yet?
4. Has Jin downloaded the music yet?

D Listen and write. Then act.

1. _____
2. _____

E What can you do? Read and write the number.

I can talk about...
countries ☐ using computers ☐
experiences ☐ energy ☐
explorers ☐
value I can be friendly. ☐ value I can be fair. ☐

Key
① I need help with this.
② I can do this a little.
③ I can do this well.
④ I can help others with this.

Student Book pages 80–81

Review Language

- Units 7 and 8 grammar and vocabulary

Materials

Class CD2 Tracks 59–60

Student Book page 80

Warm up

1. Greet the class. Then ask individual students:
Have you ever seen a wind turbine?
2. Review energy vocabulary from Unit 8, Lesson 4. Ask students the questions in Activities D and G.

A Listen and number. Then write.

See *Teaching Check Ups*, Teacher's Book page 25.

Play Class CD2 Track 59. Students listen and number the items in the order they hear them. Then they write the missing words in the blanks. Check answers with the class:

- 59
1. turn off the computer
 2. log in to the website
 3. hike in a rain forest
 4. upload the photos
 5. Kenya
 6. climb a mountain

Answer Key

Top row: 4/upload, 6/mountain, 2/website
Bottom row: 5/Kenya, 1/computer, 3/rain forest

B Read and circle.

1. Students examine the pictures and the questions. Then they circle the correct answer.

Answer Key

1. b 2. c 3. a 4. c

2. Students practice asking and answering the questions with a partner, using their books.
3. Write new questions on the board for each picture and have volunteers answer. Then have students practice the new questions and answers in new pairs.

Student Book page 81

C Write.

1. Students examine the picture and write answers to the questions. Encourage them to write complete sentences.

Answer Key

1. Yes, she has. 2. No, he hasn't.
3. No, she hasn't. 4. Yes, he has.

2. Students read their answers to the class. Then they practice asking and answering the questions with a partner.

D Listen and write. Then act.



1. Play Class CD2 Track 60. Students listen. Play track again and students fill in the blanks with the sentences they hear. The correct answers are underlined in the audio box.



1. Do you like skateboarding?
Yes, I do.
Cool! Let's go skateboarding after school.
2. Are you almost done with the computer?
Just a minute.
OK. Let me know when you're done.

2. Students practice the conversations with a partner. Provide classroom objects for them to use as they act out the conversations.

E What can you do? Read and write the number.

1. Tell the class to think about how well they know the material. Look at the chart and read the categories. Check that students understand the rating system.
2. Students fill in the chart, thinking about their own performance and what they've learned.
3. Ask students to think about what they need more practice with and share.

Games and Activities

Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Categories** (Teacher's Book pages 28–31) using language from Units 7 and 8. For example, *energy, using computers, countries, experiences*, etc.
- **Charades** (Teacher's Book pages 28–31) using language from Units 7 and 8.
- **Teacher's Mistake** (Teacher's Book pages 28–31) using language from Units 7 and 8. For example, mime climbing a mountain and say, "I am rafting." Or use the posters for Units 7 and 8 and make false statements about them. Students raise their hands when they hear a mistake and correct it. For more of a challenge, as you mime or point to items, say some correct sentences and some incorrect ones so that students have to listen carefully.

Extra Practice

Workbook pages 80–82

iTools

Online Practice

Bonus Skills

Skills

Reading, Writing, Listening & Speaking

A Read. Then answer.

An Interview with Cliff Jackson

Reporter: Cliff Jackson, you've ridden your bike around the world. How many countries have you been to, and which one was your favorite?

Cliff: I've ridden through fifty-seven different countries. I liked almost all of them, but New Zealand was my favorite. I've gone rafting and scuba diving there.

Reporter: Are there any countries you want to visit but haven't been to yet?

Cliff: I've just come back from South America, but I haven't been to Peru yet. I'd really like to go there!

B Circle *has* or *have*. Then rewrite.

- We *has* / *have* been to Kenya before.
- Has / *Have* he already seen the pyramids?
- I *has* / *have* ridden a camel in India.

Add has or have to a past participle verb to form the present perfect tense.

C Listen and number.

Talk with your partner.

- What's the longest trip you've ever taken?
- Where have you ridden your bike?

Project

Make a research presentation about a country.

- With a partner, decide on a country to learn about. Write the country name on your chart. Discuss facts to add to the presentation.
- Make a presentation on the computer about the country. Include everything in the chart. Check off the items as you do them.
- Complete the Presentation Guide to add words to your project. Make sure to add all the information. Use photos and colorful words.

Listen. Then present your information to the class.

This is our project about Mexico. We've never been there, but we have learned many things about it.

When you go to Mexico, you can eat many delicious foods, like tacos and tortillas.

This is Mexico's flag. It's green, white, and red. This is a map of the country.

You can go scuba diving in the Gulf of Mexico.

Tip: Talk about your presentation, but don't read every word from it.

Home-School Link

What places have your parents been to? What did they do when they went there? Have your parents visited the country you learned about?

Student Book pages 82–83

Skills

- Reading and answering questions about an interview, using the verb *have*, listening and numbering, speaking about trips and bike riding

Materials

Class CD2 Tracks 61–62

Project Language

- Units 7 and 8 grammar and vocabulary

Materials

Photocopiable Project Template; crayons, markers, paper, scissors, glue, books about different countries or the Internet

Student Book page 82

Warm up

- Play **Bingo** (Teacher's Book pages 28–31) with student-made cards of Lesson 1 vocabulary from Units 7 and 8.
- Sing *Let's Go Skateboarding* (CD2 Track 42).

A Read. Then answer.

See *Teaching Skills*, Teacher's Book page 24.

- Students look at the picture, read the title and the questions, and then talk about what they think the text will be about.
- Play Class CD2 Track 61. Students listen and read with the CD.
- Play the track again. Students listen and read again.
- Read each question aloud with the class. Students can answer orally or do the activity on their own. Encourage students to use complete sentences.
- Check answers together.

Answer Key

- Cliff has ridden through fifty-seven different countries.
- He's biking to India next.
- Cliff has gone biking, rafting, and scuba diving in New Zealand.

B Circle *has* or *have*. Then rewrite.

- Call attention to the rule: *Add has or have to a verb in the past tense to form the present perfect tense.*
- Students circle *has* or *have* and rewrite the sentences.
- Check answers together.

Answer Key

- We have been to Kenya before.
- Has he already seen the pyramids?
- I have ridden a camel in India.

C Listen and number.

- Play Class CD2 Track 62. Students listen and number the pictures.



- I've already planned a trip to India, but I haven't packed my bags yet.
- I've just come back from South America, but I haven't been to Peru yet.
- Cliff Jackson, you've ridden your bike around the world.
- I've gone rafting and scuba diving there.

- Play the track again. Students check their answers.
- Check answers together.

Answer Key

1. Picture 2 2. Picture 1 3. Picture 4 4. Picture 3

D Talk with your partner.



1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own (appropriate) ways.

3. Student pairs ask and answer the questions and then switch roles.

Possible Answers

1. The longest trip I've taken was when I visited my brother in the United States. We took a long plane ride.
2. I have ridden my bike from my home to my grandmother's house.

Project Presentation

Student Book page 83

A Make a research presentation about a country.

See *Teaching Projects*, Teacher's Book page 27.

1. Make copies of the Photocopiable Project Template from the Teacher's Resource Center CD-ROM and distribute them to the class. Explain to students that they will work with a partner to prepare a research presentation about a country. Review related vocabulary from Units 7 and 8 and write them on the board.
2. Brainstorm possible facts that students can look up for presentations and write them on the board, e.g., *How many people live in the country? What languages are spoken?*, etc. Draw a sample chart on the board for students to copy.
3. Student pairs decide on a country and write the name on the top of their paper. Then they make a list of which facts to include, research them, and check them off as they find the answers.
4. Students complete the Presentation Guide and add pictures.

B Listen. Then present your information to the class.



1. Play Class CD2 Track 63. Students listen, point to the speech bubbles, and say along with the CD.



This is our project about Mexico. We've never been there, but we have learned many things about it.

This is Mexico's flag. It's green, white, and red. This is a map of the country.

When you go to Mexico, you can eat many delicious foods, like tacos and tortillas.

You can go scuba diving in the Gulf of Mexico.

2. **Tip:** Draw students' attention to the tip box. Demonstrate with one of the presentations by holding the paper to your face and reading every word. Then say the same information by paraphrasing it and looking at the class as you speak. Students tell you the differences in the two presentations.
3. Student pairs practice the pattern using their books.
4. Play **Station Stop** (Teacher's Book pages 28–31) using a group's presentation at each station.

Home-School Link

1. Tell the students to share what they've learned in class at home and to ask their family the questions.
2. Role-play with a few stronger students to demonstrate sample language to the class.
3. Students talk to their family members and make a list or a chart of the responses, using the questions in the student book as a guide.

Games and Activities

- **Skills: Circles** (Teacher's Book pages 28–31) with the question and answer patterns from Units 7 and 8.
- **Project: Two Truths and a Lie** (Teacher's Book pages 28–31) using language from Units 7 and 8 and the presentations.

Extra Practice

Workbook page 83

Final Test

iTools

Online Practice

YLE Practice Answer Key and Instruction

YLE Flyers Practice 1, pages 84–85

Listening

A. Where did William do these activities at the campsite? Listen and write a letter in each box.

There is one example.

Play the audio. Students write the correct letters to match the pictures.

Answers

- | | |
|------|------|
| 1. B | 2. D |
| 3. A | 4. C |

Speaking

B. Listen and continue the story.

Say, *These pictures show a story about two sisters. (Point to the picture on the far left.) They are at an amusement park. They look happy.* Then ask the student to continue the story, based on the content of the pictures.

Possible answers

[Student points to the middle picture.] The younger sister sees a sign. It's for the roller coaster.
[Student points to the picture on the far right.] They ride the roller coaster. They are excited.

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1–4 words.

Students read the text and look at the picture. They complete the sentences with words from the paragraph.

Answers

1. reading a book
2. learn how to dive
3. feels more confident
4. a great time

D. Look at the text. Choose the right words and write them on the lines.

Students look at the picture, read the sentences, and choose the correct word from each numbered list of words below.

Answers

- | | |
|------------------|----------------|
| 1. <u>plants</u> | 2. <u>many</u> |
| 3. <u>are</u> | 4. <u>of</u> |

YLE Flyers Practice 2, pages 86–87

Listening

A. Listen and check (✓) the box.

Play the audio. Students check (✓) the picture that illustrates the correct answer to each question.

Answers

- | | |
|------|------|
| 1. C | 2. A |
| 3. B | |

Speaking

B. Look, listen, and find the differences.

Familiarize the student with the two pictures. Ask, *What are the people doing? What is different between the pictures?* The student points to things that are different and names the items or actions. If the student doesn't understand, point at something that is different between the two pictures and use a back-up questions, such as *Look at the food. What is different?*

Possible differences/answers

poster: The poster is on the ground (left). / The poster is on the board (right).
food: They are eating cupcakes (left). / They are eating pizza (right).
napkins: The napkins are next to the computer (left). / The napkins are in front of the boy (right).
juice: There isn't any juice (left). / The girl is pouring the juice (right).
toys: The boy has a laptop (left). / The boy has a balloon (right).

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Read the email and write the missing words. Write one word on each line.

Students look at the picture and read the text. They complete each sentence.

Answers

- | | |
|----------------|-----------------|
| 1. <u>on</u> | 2. <u>Could</u> |
| 3. <u>will</u> | 4. <u>out</u> |

D. Look and read. Choose the correct words and write them on the lines.

Students choose one of the colored words to complete each sentence.

Answers

- | | |
|---------------------|------------------|
| 1. desert | 2. <u>tundra</u> |
| 3. <u>grassland</u> | 4. <u>forest</u> |

YLE Flyers Practice 3, pages 88–89

Listening

A. Listen, color, draw, and write.

Play the audio. Students color or draw objects or write something based on information they hear.

Answers

Students color the apron that the girl is wearing red.

Students color the rest of the food coloring bottle orange.

Students draw a few paper clips next to the cardboard.

Students write 'clay' next to 'How to make'.

Speaking

B. Look, read, and listen. Ask and answer questions.

The student and teacher's copy are about similar things. Have students look at the charts and go over what they see. The teacher asks the student about Helen's chart first. Then, the student asks the teacher about George's chart. If the student doesn't understand, point at the two charts and give the first sample question and answer, or use a back-up question.

Possible questions and answers

Teacher's Copy (Teacher asks the questions. Student responds)

How often does she wash her hair? (She usually washes her hair before she goes to bed.)

How often does she exercise? (She exercises twice a day)

How often does she iron her clothes? (Rarely.)

Student's Copy (Student asks the questions. Teacher responds)

When does he wash his hair? (He always washes his hair before he goes to bed.)

How often does he exercise? (He exercises three times a week.)

How often does he iron his clothes? (He sometimes irons his clothes.)

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Look and read. Write yes or no.

Students look at the picture and read the phrases. They identify whether the phrase describes what is happening in the picture and write *yes* or *no*.

Answers

1. *yes*

2. *no*

3. *yes*

4. *no*

D. Richard is talking to his friend Katy. What does Katy say? Read the conversation and choose the best answer. Write a letter (A–E) for each answer. You do not need to use all the letters.



Students read Richard's questions and choose a correct response for Katy. They write the letter of the correct answer choice.

Answers

1. C

2. A

3. E

YLE Flyers Practice 4, pages 90–91

Listening

A. Listen and draw lines.

Play the audio. Students draw lines from each word to the correct picture.

Answers

A line has been drawn from David to the boy with short, curly, brown hair.

Students draw a line from Helen to the girl wearing a colorful necklace.

Students draw a line from Robert to the boy from with black hair.

Students draw a line from Sarah to the girl with long, blonde hair.

Speaking

B. Listen and continue the story.

Say, *These pictures show a story. It's about a boy. (Point to the picture on the far left.) He is working on a laptop. He is logging into a website. Then ask the student to continue the story, based on the content of the pictures.*

Possible answers

[Student points to the middle picture] He is looking at photos on the website.

[Student points to the picture on the far right.] He is printing out picture of the fish.

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Read the story. Choose a word from the box. Write the correct word next to numbers 1–4.

Students read the text and look at the picture. They complete the sentences with words from the box.

Answers

1. *been*

2. *yet*

3. *already*

4. *ridden*

D. Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1–4 words.

Students read the text and look at the picture. They complete the sentences with words from the paragraph.

Answers

1. *insects and plants*

2. *upload the photos*

3. *cool website*

4. *her project*



Video Scripts

Unit 1, Lesson 4, Travel and Trade

In the past, people from different countries made different things.

In Europe, they had metal jewelry, clay bowls, and glass cups.

In the Middle East, they had new kinds of food and drinks.

And in Asia, they had beautiful clothes and things for their homes.

People traded these things all over the world, but they didn't have **airplanes** and their boats were small and slow.

How did people travel? They traveled over land. For hundreds of years, traders traveled from Europe to Asia on the Great Silk Road.

The Great Silk Road is over two thousand years old and six thousand kilometers long. It goes across Europe and Asia.

Many cities on this road became very famous.

This is Beijing today, the capital of China.

But in the 13th century this city was called Dadu or Khanbaliq.

The famous ruler of China – Kublai Khan – lived here and the traveller, Marco Polo, stayed here when he was in China.

It was a very **rich** city because a lot of trade happened here.

Another famous city on the Silk Road is Istanbul in Turkey.

This city is west of Beijing.

Today, the city is called Istanbul, but many years ago, it was called Constantinople.

Like Beijing, it had a lot of money and it was very, very big. Many travelers and traders stayed here when they travelled from Beijing to Venice.

Venice was the last city on the Silk Road. Many traders were from here and they were very rich. You can still see their beautiful homes today.

For two thousand years, the Great Silk Road was famous and many of the cities on the road are still famous today!

Unit 2, Lesson 4, Plants

This is the Eden Project. It's in Cornwall in the UK.

There are 4,500 kinds of plants in the Eden Project.

There are flowers, trees, and lots and lots of grass.

We need plants like grass, trees, and flowers. They give us food, clothing, and oxygen.

That's why the Eden Project grows so many plants.

Many of these plants are very different, but they all start growing from a seed and they all have the same parts.

These are trees. Trees have long roots. These roots grow underground and they take in food and water.

Trees have big, strong stems, too. These stems are called **trunks**.

Smaller plants have smaller stems. But big stems and small stems do the same thing.

They help the plants to stand ... and they bring water from the roots to the other parts of the plant.

Stems also grow leaves. Trees have a lot of leaves. Some trees have leaves all year ... and some trees don't have leaves in the winter.

Other plants have leaves, too. Some plants also have flowers.

These flowers are often very colorful and – with the help of bees – they make seeds. And then, other plants can grow.

Some trees grow flowers ... and some grow fruit, too. This is an apple tree. Inside these apples are new seeds.

Many animals eat fruit from trees. Then, these animals move the seeds to other places and other trees can grow.

And when these seeds become new trees and other new plants, they look beautiful, too! What kind of plants do you see every day?

Unit 3, Lesson 4, Celebrations

It's Chinese New Year in Beijing!

This is a very big celebration. It celebrates the end of winter and the start of spring.

People celebrate Chinese New Year every winter ... but it's on a different day every year.

Chinese New Year has many different traditions.

People won't have to work on this day.

Before the celebration, families will clean their homes and usually make delicious food.

Some families will eat at a restaurant, but **most** families will eat at home.

At twelve o'clock, the family will leave the house or the restaurant and watch the fireworks.

Fireworks are also a Chinese New Year tradition.

The fireworks are fun because they are colorful and loud.

On New Year's Day, the family will have more food. They will eat rice, vegetables, and meat.

They will also play games and have fun.

Then, they will give presents. Children will get a gift of money, called *hong bao*.

These presents come in red envelopes.

In the afternoon, people will meet other families and go to the **temple**. It's a quiet day for the family.

Chinese New Year is fun and there are many traditions. There are games, food, presents, and fireworks.

Unit 4, Lesson 4, Biomes

Biomes are natural communities of plants and animals.

The Earth has six biomes – oceans, freshwater rivers and lakes, deserts, forests, grasslands, and the tundra.

This is the ocean. It's the biggest biome because over seventy percent of the Earth is ocean.

A lot of fish and other animals live here. Some are very colorful!

People don't live in the ocean but people need it for rain.

Water comes from the ocean and then it rains on the land. This rain helps to grow food.

We don't drink ocean water, but we do drink freshwater. Our lakes and rivers are freshwater.

Only about three percent of the world's water is freshwater ... but a lot of our towns and cities are next to rivers and lakes. We need freshwater to live.

Deserts don't have a lot of freshwater because they are drier and hotter than other biomes. This is the Atacama Desert in Chile. It's the driest place in the world.

There aren't many people or animals here because there isn't enough water. But it's beautiful. There are rocks, sand, and mountains and it's all red.

This is a forest in the UK. It's raining! There are many trees, plants, and animals here. There are lots of forests in the world ... and they are in hot and cold places.

Grasslands have a lot of grass and many animals live here. Zebras, giraffes, tigers, rhinoceroses, and other animals all live in grasslands. There are grasslands all over the world.

The tundra is the coldest biome. Most of the tundra is in North America and Europe. Some animals live here, like the snow leopard, but not many!

There are six different biomes in the world. Which one is the hottest? Which one is the coldest?

Unit 5, Lesson 4, Your Health

Successful students need to stay healthy and to stay healthy, they need healthy habits.

Exercise is a very important healthy habit and sports are a fun way to exercise.

Students can play many different sports. Some students play soccer, some play **baseball**, and some run.

Sports are good exercise because in sports you usually run quickly. They're fun, too. You play with friends or on a sports team.

But you don't need to play sports. Students do all kinds of activities every day. Some students walk to school and some ride their bikes. And almost everybody plays on the playground!

Successful students need exercise, but it's also very important to eat healthy, balanced meals three times a day.

Foods like pizza, hamburgers, and french fries taste delicious, but they're usually not good for your health.

The healthiest kinds of food are fresh fruits and vegetables. Some countries have healthier food than other countries.

Some Italian food is healthy because many Italian meals have a lot of fresh vegetables.

Most Japanese food is healthy because Japanese people don't eat a lot of meat and they eat a lot of fish. Fish is healthier than meat.

There are many other healthy habits, too. But good food and exercise are the most important.

Do you eat healthy foods? Do you exercise every day?

Unit 6, Lesson 4, The Pyramids

There are many ancient sites all over the world. This is Stonehenge.

It's in the UK and it's around 5,000 years old.

There are 83 stones here and they are very heavy.

It took a lot of people and a lot of time to build Stonehenge.

People pulled these big stones for over 40 kilometers and they pulled these small stones for over 320 kilometers!

Today we still don't know what Stonehenge was. But we know it was very important.

This is the Great Wall of China. The wall is 21,196 kilometers long and has some parts that are approximately 2,000 years old.

For hundreds of years, farmers, workers, and artisans cut these stones and helped to build the wall.

It took thousands of people hundreds of years to build the Great Wall.

Today, the Great Wall of China and Stonehenge in the UK are very famous.

But probably the most famous ancient site in the world is the Great Pyramid of Giza in Egypt. There are many pyramids in Egypt, but this pyramid is the biggest.

It's about 4,500 years old. It took about twenty years to build and it has approximately two million stones.

The Great Pyramid, with the statue of the Sphinx, is one of the most famous sites to visit in the world. Around 4 million people come here every year.

Stonehenge, the Great Wall of China, and the Great Pyramid are all very old sites, and it took a lot of people and a lot of time to build them.

Unit 7, Lesson 4, Explorers

This boat is called the RRS Discovery. Over a hundred years ago, in 1902, about sixty British explorers took the boat to Antarctica.

The **leader** was Captain Robert Falcon Scott. And he wanted to reach the South Pole, but it wasn't easy.

They arrived on January 8th in 1902 and they quickly set up a campsite.

In the first month, they explored the **area**. They identified animals and collected plants.

But the weather became very cold and it snowed a lot. They left the campsite and lived on the boat because it was warmer there.

But then one day the explorers found a problem with the boat so they couldn't leave Antarctica.

After a few weeks, the weather became warmer and Captain Robert Falcon Scott wanted to leave the boat.

He tried to lead the explorers to the South Pole. They hiked for a long time, but the weather became very cold again. It was very dangerous.

They returned to the campsite where two new ships, called the Morning and Terra Nova, were waiting for them.

The explorers were very grateful because these boats took them back to the UK.

Sadly, they didn't reach the South Pole, but they returned safely back home.

The Discovery exploration became famous in the UK and you can still see the RRS Discovery today. Now, this boat is a museum where people can learn about the great explorers and their travels.

Unit 8, Lesson 4, Energy

This is Times Square in New York City. Look at all the lights!

We use energy every day. Every time we drive a car, turn on a computer, or talk on the phone, we're using energy.

Some energy sources will run out in the future and this is a big problem. But there are some energy sources that will never run out.

This is a wind farm.

People have used wind energy for thousands of years.

We use wind turbines today to create electricity from wind. Some wind farms have enough wind turbines to create electricity for thousands of homes.

People like using wind turbines for electricity because they are clean and wind will never run out.

Another clean energy source is water. This is the Hoover Dam in the USA. It's very big and it's over eighty years old.

It's on a river and it makes enough electricity for 1.3 million (one million 300 hundred thousand) homes.

It makes electricity for big cities like Los Angeles, Las Vegas, and Phoenix.

And this water won't run out, so it's a great source of electricity.

This solar farm is also in the USA and it's in the middle of the desert.

There are thousands of solar panels here and they turn energy from the sun into electricity.

This solar farm makes enough electricity for over 20,000 homes. There's almost always sunlight in the desert, so there's always solar energy.

Wind, water, and sun – these are all important sources of energy. They are clean and they will never run out, so these sources will create even more electricity in the future.

Poster Information

Poster 1 – Travel and Trade

Image Descriptions

1. Lady Washington replica tall sailing ship, California, USA
2. Shop selling food, drinks, and color powder, Delhi, India
3. Two women in selling fabrics and talking, Uzbekistan
4. Statue of Fatih Sultan Mehmed, Istanbul, Turkey
5. Commemorative coin of Christopher Columbus 1493
6. Large cargo ship sailing to port, Valletta, Malta

New Word

ago

Poster 2 – Plants

Image Descriptions

1. Two people warming hands over a fire made from wood
2. Man building a log house with wood and chain saw
3. Red squirrel standing by some leaves
4. Root vegetables: carrots, green onions, beets, turnips
5. Vegetables: tomatoes, avocados, cucumbers, peppers, onions
6. Bee on flower

New Word

honey

Poster 3 – Celebrations

Image Descriptions

1. People watching fireworks for Pyromusical Competition in summer, Philippines
2. House decorated with lights in winter, California, USA
3. Children celebrating the Holi festival at the end of winter, India
4. Girl in traditional clothing at the Chiang Mai Flower Festival at the end of winter, Thailand
5. Mother and daughter lighting candles for Diwali, the Festival of Lights in the fall
6. Colorful cake with a toy in it for Mardi Gras at the end of winter

New Word

candles

Poster 4 – Biomes

Image Descriptions

1. Sunlight on coral reef in the Red Sea, Egypt
2. Small lizard at Sahara Desert, Libya
3. Redwood National Park, California, USA
4. Kayaking at Mendenhall Glacier, Alaska, USA
5. Giraffe feeding on acacia tree in grasslands, Tanzania
6. Tundra on the Altai Mountains, Mongolia

New Word

glacier

Poster 5 – Your Health

Image Descriptions

1. Two college graduates holding diplomas
2. Boy sleeping
3. Boy pouring a glass of water
4. Family playing at a park
5. Plate of food: chicken, rice, carrots, broccoli, pomegranate
6. Family running together on a beach

Poster 6 – The Pyramids

Image Descriptions

1. The Pyramid of Khafre (Chephren) and the Sphinx, Cairo, Egypt
2. The Louvre museum pyramid at night
3. Aerial view of Borobudur step pyramid, Java, Indonesia
4. El Castillo step pyramid in Chichen Itza Mayan site, Mexico
5. Palace of Peace and Reconciliation pyramid structure, Astana, Kazakhstan
6. Nubian pyramids of the pharaohs, Nuri, Sudan

New Words

pieces

step

Poster 7 – Explorers

Image Descriptions

1. Woman exploring a cave, British Columbia, Canada
2. Gold diggers washing sand to find gold
3. Explorers from a US K2 expedition
4. Flags of original signatory nations of the Antarctic Treaty, South Pole, Antarctica
5. Cosmonaut Yuri Gagarin during last minute checks before launch in 1961
6. The bow of the Titanic ship that sank in April 1912

Poster 8 – Energy

Image Descriptions

1. The Walney Offshore Windfarm project, Cumbria, UK
2. Solar phone charger on a tree
3. Geothermal power plant, Blue Lagoon, Iceland
4. The Pelamis Wave Energy Converter, Scotland, UK
5. Solar Impulse's solar plane prototype flying over the Golden Gate Bridge, California, USA
6. The SALT lamp powered by salt water, Philippines

New Words

chargers

waves

lamp

Workbook Answer Key

Welcome, pages 2–3

A. Match.

Students draw lines and match the sentences to pictures.

Answers

1. b 2. c 3. d 4. a

B. What about you? Write.

Students answer the questions and write sentences.

C. Circle.

Students read the sentences, consult the map, and circle the correct answers.

Answers

1. True 2. True 3. False
4. True 5. False 6. True

D. Unscramble and match.

Students unscramble the words, write the sentences, and then match the sentences to the correct pictures.

Answers

1. Could you say that again, please? d
2. May I get a drink of water? a
3. How do you say this in English? b
4. May I go to the restroom? c

Unit 1, Vacation

Lesson 1, Activities, pages 4–5

A. Match.

Students draw lines and match the words to the pictures.

Answers

1. b 2. a 3. f 4. c 5. d 6. e

B. Write.

Students look at the pictures and write the sentences.

Answers

1. She wants to ride a roller coaster.
2. He wants to win a competition.
3. She wants to read a lot of books.
4. He wants to sleep late.
5. She wants to act in a play.
6. He wants to learn how to dive.

C. Unscramble.

Students unscramble the words and write the sentences.

Answers

1. He acted in a play when he was on vacation.
2. She read a lot of books when she was on vacation.
3. He rode on a roller coaster when he was on vacation.
4. She slept late when she was on vacation.
5. He won a competition when he was on vacation.
6. She learned how to dive when she was on vacation.

D. Find and write.

Students find the corresponding pictures and write the questions and answers.

Answers

1. What did she do when she was on vacation?
She learned how to dive.
2. What did he do when he was on vacation?
He read a lot of books.
3. What did he do when he was on vacation?
He rode a roller coaster.
4. What did she do when she was on vacation?
She won a competition.

Lesson 2, Feelings, pages 6–7

A. Unscramble.

Students look at the pictures, unscramble the letters, and write the words.

Answers

1. relaxed 2. nervous 3. confident
4. shy 5. wide-awake 6. sleepy

B. Circle.

Students look at the pictures and circle the correct answers, completing the sentences.

Answers

1. I felt wide-awake, but he felt sleepy.
2. I felt relaxed, but she felt nervous.
3. I felt confident, but he felt shy.

C. Write.

Students look at the pictures and complete or write the questions and answers.

Answers

1. How did you feel when you learned how to dive?
I felt relaxed, but he felt nervous.
2. How did you feel when you read a lot of books?
I felt wide-awake, but he felt sleepy.
3. How did you feel when you acted in a play?
I felt confident, but she felt nervous.

D. Read and write.

Students read the passage and answer the questions.

Answers

1. Jake felt relaxed when he sang.
2. Megan felt nervous before she sang.
3. Megan felt relaxed and confident when she sang.

Lesson 3, Reading, pages 8–9

A. Write.

Students complete the passage, using the words in the box.

Answers

1. hot 2. giving 3. learn 4. afraid
5. video games 6. screen 7. battery 8. confident

B. Write and match.

Students complete the sentences and then draw lines, matching the pictures to the correct sentences.

Answers

- [1st picture] Sara feels nervous. "No, thanks," she says. "I'd rather play video games."
- [2nd picture] Sara feels more confident. "OK," she says. "Let's try it!"
- [3rd picture] Tom sees a man giving diving lessons. "Come on, Sara! Let's learn how to dive," he says.

C. Circle.

Students read the sentences and circle the answers.

Answers

- False
- True
- True

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers

- Come on! Let's learn how to ski.
No, thanks. I'd rather snowboard.
OK.
- Come on! Let's learn how to play tennis.
Sounds fun. I'm tired of playing basketball.
Great.

E. What about you? Write.

Students answer the questions, using their own ideas.

Lesson 4, Travel and Trade, pages 10–11

A. Write.

Students write the words, using the key.

Answers

- difficult
- return
- goods
- become famous
- silk
- ruler

B. Read and write.

Students read the passage and complete the sentences.

Answers

- three, ninety
- seventy
- three

C. Write.

Students reread the passage in exercise B, if necessary, and answer the questions.

Answers

- Christopher Columbus read about Marco Polo.
- Christopher Columbus wanted to bring silk and other goods to Europe.
- Christopher Columbus traveled to North America.

D. Fill in the chart. Then write.

Students fill in the chart and write answers.

Answers

| Marco Polo | | Christopher Columbus | | |
|--|---|---|-------------------------------------|----|
| His age when he traveled on the Silk Road. | His age when he met the ruler of China. | His age when he traveled across the ocean from Spain. | His age when he made his last trip. | |
| Age | 17 | 21 | 41 | 50 |

- He traveled on the Silk Road.
- He traveled across the ocean from Spain.
- He made his last trip.

E. Think and write.

Students answer the question, using their own ideas.

Unit 2, Camping

Lesson 1, In the Woods, pages 12–13

A. Circle.

Students look at the pictures and circle the answers.

Answers

- explore a cave
- study insects
- pick wild strawberries
- find animal tracks
- identify trees
- collect leaves

B. Look at A. Write.

Students look and write the questions and answers.

Answers

- What can he do? He can explore a cave.
- What can she do? She can study insects.
- What can he do? He can pick wild strawberries.
- What can she do? She can find animal tracks.
- What can she do? She can identify trees.
- What can he do? He can collect leaves.

C. Circle.

Students look at the pictures and circle the correct answers, completing the sentences.

Answers

- What was she doing in the morning? She was collecting leaves.
- What was he doing in the afternoon? He was studying insects.
- What was he doing in the morning? He was finding animal tracks.
- What was she doing in the afternoon? She was picking wild strawberries.

D. Look at C. Write.

Students look at exercise C and complete or write the questions and answers.

Answers

- Was he finding animal tracks in the morning? Yes, he was.
- Was she identifying trees in the morning? No, she wasn't.
- Was she picking wild strawberries in the afternoon? Yes, she was.
- Was he exploring a cave in the afternoon? No, he wasn't.

Lesson 2, Making Camp, pages 14–15

A. Match.

Students draw lines and match the words to the pictures.

Answers

- c
- e
- b
- f
- a
- d

B. Look at A. Write.

Students look at exercise A and complete the sentences.

Answers

1. She was telling stories when I arrived at the campsite.
2. When I arrived at the campsite, he was putting out the campfire.
3. He was building a campfire when I arrived at the campsite.
4. When I arrived at the campsite, she was roasting fish.
5. She was setting up the tent when I arrived at the campsite.
6. When I arrived at the campsite, he was looking at the stars.

C. Unscramble.

Students unscramble words and write the answers.

Answers

1. I was setting up the tent.
2. I was looking at the stars.
3. I was putting out the campfire.

D. Add quotation marks.

Students read the sentences and add quotation marks.

Answers

1. "John was telling stories when I arrived," said Mary.
2. "I want to roast fish!" said Jake.
3. "Did you feel nervous when you explored the cave?" asked Jane's mother.
4. "No, I didn't," said Jane. "I felt confident."

E. Rewrite and add quotation marks.

Students rewrite the passage and add quotation marks.

Answers

Bella was camping with her mom. "Mom!" she said. "I saw a deer!" "Really? What were you doing when you saw it?" asked her mother. "I was looking at the stars," said Bella.

Lesson 3, Reading, pages 16–17

A. Write.

Students complete the passage, using the words in the word box.

Answers

1. cave
2. way out
3. follow
4. shouts
5. lost
6. campsite
7. way
8. far

B. Circle.

Students circle the correct answers.

Answers

1. Kelly and Beth are studying insects in the woods.
2. They go in a cave and walk for a long time.
3. Then Beth sees a way out.
4. They follow some tracks and see Kelly's mother.

C. Write.

Students answer the questions.

Answers

1. Kelly and Beth explore a cave.
2. Kelly and Beth follow some tracks.
3. Kelly's mom helps Kelly and Beth find the campsite.

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

1. Which way is the roller coaster?
It's that way.
Thanks a lot!
2. Which way is the cave?
Sorry. I don't know.
Thanks, anyway.

E. What about you? Write.

Students answer the questions.

Lesson 4, Plants, pages 18–19

A. Find and circle.

Students find and circle the words in the word search.

Answers



B. Read and write.

Students read the passage and answer the questions.

Answers

1. The corn plant usually has twenty or more leaves.
2. The roots of the corn plant can grow about two meters long underground.
3. There can be eight hundred seeds on one ear of corn.

C. Circle.

Students read the sentences and circle the answers.

Answers

1. True
2. True
3. False
4. False

D. Write.

Students look at the picture and answer the questions.

Answers

1. Those are the leaves. They make food for the plant.
2. Those are the ears. They have hundreds of seeds, which grow and become new plants.
3. That is the stem. It helps the plant to stand up.
4. Those are the roots. They take in food and water for the plant.

E. Think and write.

Students answer the question.

Answers

Corn does not grow on Antarctica.

Check Up 1, pages 20–22

A. Match.

Students draw lines and match the words to the pictures.

Answers

- | | |
|--------------------------|---------------------|
| 1. find animal tracks, b | 4. tell stories, a |
| 2. roast fish, e | 5. sleep late, f |
| 3. act in a play, c | 6. study insects, d |

B. Read and connect.

Students read the sentences, look at the pictures, and draw lines to the correct answers.

Answers

1. Was he exploring a cave in the afternoon? Yes, he was.
2. I felt wide-awake, but he felt sleepy.
3. He was building a campfire when I arrived at the campsite.
4. She learned how to dive when she was on vacation.

C. Unscramble and write. Then number.

Students unscramble the questions, then match the sentences to the correct picture.

Answers

1. What were you doing when you saw the deer? [3rd picture]
2. What did he do when he was on vacation? [2nd picture]
3. How did you feel when you acted in a play? [4th picture]
4. What was she doing in the morning? [1st picture]

D. Look at the pictures. Write.

Students look at the pictures and complete the sentences, using the key.

Answers

1. Come on! Let's learn how to surf.
Sounds fun. I'm tired of playing video games.
2. Which way is the campsite?
It's that way.
Thanks a lot!

E. What did you do on your last vacation? Write.

Students answer the questions.

F. Do the puzzle.

Students fill in the crossword puzzle, using the key.

Answers

- | | | |
|----------------|-------------|----------|
| 1. collect | 2. build | 3. roots |
| 4. ruler | 5. returned | 6. cave |
| 7. competition | 8. oxygen | 9. play |
| 10. sleepy | 11. nervous | |

Skills 1, page 23

A. Read and write.

Students read the passage and answer the questions.

Answers

1. The Girl Guides started in 1910.
2. The Girl Scouts started in the USA.
3. The girls in these groups learn how to camp, hike, and be safe and confident in the woods.

B. Underline the book titles.

Students underline the titles and rewrite the sentences.

Answers

1. Girl Scouts can read the Girl Scout Handbook to learn about scouting.
2. The writer Rustichello wrote a book called The Travels of Marco Polo.
3. Treasure Island is a great story by Robert Louis Stevenson.

C. Write. Then underline the book titles.

Students answer the questions and underline the titles.

Unit 3, Class Party

Lesson 1, Planning a Party, pages 24–25

A. Unscramble and number.

Students unscramble the letters and write the number.

Answers

1. make decorations [1st column, 2nd picture]
2. bring fruit juice [1st column, 3rd picture]
3. order pizzas [1st column, 1st picture]
4. buy balloons [2nd column, 2nd picture]
5. choose the music [2nd column, 3rd picture]
6. bake cupcakes [2nd column, 1st picture]

B. Look at A. Write.

Students look at exercise A and write the sentences.

Answers

1. He's going to make decorations.
2. She's going to bring fruit juice.
3. He's going to order pizzas.
4. He's going to buy balloons.
5. He's going to choose the music.
6. She's going to bake cupcakes.

C. Write.

Students write the sentences, using the key.

Answers

1. I'll choose the music for the party.
2. I'll bring fruit juice for the party.
3. We'll bake cupcakes for the party.
4. We'll order pizzas for the party.

D. Write.

Students look and write the questions and answers.

Answers

- | | |
|---------------------------------|---------------------------------|
| 1. What will she do? | 2. <u>What will she do?</u> |
| She'll buy balloons. | <u>She'll make decorations.</u> |
| 3. <u>What will he do?</u> | 4. <u>What will he do?</u> |
| <u>He'll bring fruit juice.</u> | <u>He'll order pizzas.</u> |

Lesson 2, Starting a Party, pages 26–27

A. Match.

Students draw lines and match the pictures to the words.

Answers

1. c 2. f 3. b 4. e 5. a 6. d

B. Look at A. Write.

Students look and write the questions and answers.

Answers

1. Will she put up the decorations? Yes, she will.
2. Will he serve the pizzas? No, he won't.
3. Will he pour the juice? Yes, he will.
4. Will she set up the music? No, she won't.
5. Will she blow up the balloons? Yes, she will.
6. Will he put out the cupcakes? Yes, he will.

C. Write.

Students look and write the questions and answers.

Answers

1. Who will serve the pizzas? He will.
2. Who will put out the cupcakes? She will.
3. Who will blow up the balloons? They will.
4. Who will pour the juice? She will.

D. Read and write.

Students read the passage and answer the questions.

Answers

1. Linda's mom will make chicken and rice.
2. Linda's dad will buy the balloons.
3. Linda will make the decorations.

Lesson 3, Reading, pages 28–29

A. Write.

Students complete the passage, using the words in the box.

Answers

1. planning
2. out
3. more
4. problem
5. highway
6. safe
7. down
8. crosswalk

B. Unscramble.

Students unscramble the words and write the sentences.

Answers

1. Maria and Carol are planning a party in the park.
2. On the day of the party, Maria looks in her bag.
3. Carol gets on her bike to ride across the highway.

C. Circle.

Students read the sentences and circle the answers.

Answers

1. False
2. True
3. True

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers

1. We're out of milk. Could you get some more?
Sure, no problem.
Thanks.
2. We're out of bread. Could you get some more?
I can't right now. I'm busy.
That's OK.

E. What about you? Write.

Students answer the questions.

Lesson 4, Celebrations, pages 30–31

A. Write.

Students complete the sentences with the words in the box.

Answers

1. People around the world like to celebrate.
2. In each season, there are different celebrations.
3. Every celebration has special traditions.
4. In China, they serve delicious food on the Lunar New Year.
5. Children will get a gift of money.
6. In Brazil, they'll watch singers and dancers in the samba parade.

B. Read and write.

Students read the passage and answer the questions.

Answers

1. Canada is in North America.
2. Egypt is in the north part of Africa.
3. South Korea is north of Australia.

C. Write.

Students reread the passage in exercise B, if necessary, and answer the questions.

Answers

1. Earth Day is on April 22nd.
2. People in Egypt celebrate World Food Day in the fall.
3. People in Australia celebrate World Oceans Day in the winter.

D. Fill in the chart. Then write.

Students fill in the chart with the missing seasons and then answer the questions.

Answers

| Earth Day | | World Oceans Day | | World Food Day | |
|-----------|-----------|------------------|-----------|----------------|--------------|
| Mexico | Argentina | South Korea | Australia | Egypt | South Africa |
| spring | fall | summer | winter | fall | spring |

1. They'll celebrate New Year's Day.
2. They'll celebrate World Food Day.
3. They'll celebrate Earth Day.
4. They'll celebrate World Oceans Day.

E. Think and write.

Students consult the map and complete the passage.

Answers

How are New Year's Day in Japan and Australia the same? How is it different? People in Japan and Australia celebrate New Year's Day on the same day, January 1st, but they celebrate it in different seasons. In Japan it's winter, but in Australia it's summer.

Unit 4, The Amazon Rain Forest

Lesson 1, Comparisons, pages 32–33

A. Match.

Students draw lines and match the words to the pictures.

Answers

1. energetic spider monkey, c
2. colorful macaw, b
3. dangerous jaguar, d
4. plain egret, f
5. friendly river dolphin, e
6. calm sloth, a

B. Unscramble.

Students unscramble the words and write the sentences.

Answers

1. The jaguar is dangerous.
2. The river dolphin is friendly.
3. The macaw is colorful.
4. The spider monkey is energetic.

C. Write.

Students look at the pictures and write the sentences.

Answers

1. The sloth is calmer than the spider monkey.
2. The spider monkey is more energetic than the sloth.
3. The jaguar is more dangerous than the river dolphin.
4. The river dolphin is friendlier than the jaguar.
5. The egret is plainer than the macaw.
6. The macaw is more colorful than the egret.

D. Circle.

Students circle the correct answers.

Answers

1. Is the jaguar more dangerous than the river dolphin?
2. Yes, it is.
3. Is the macaw plainer than the egret?
4. Yes, it is.
5. Is the spider monkey more energetic than the sloth?
6. No, it isn't.

Lesson 2, Comparisons, pages 34–35

A. Write.

Students look at the pictures and write the answers.

Answers

1. comfortable sandals
2. uncomfortable sandals
3. cheap bracelet
4. expensive bracelet
5. easy puzzle
6. difficult puzzle

B. Connect.

Students look at the pictures and draw lines, connecting the words to form sentences.

Answers

1. This bracelet is the most expensive one here.
2. These sandals are the most comfortable ones here.
3. This puzzle is the easiest one here.

C. Write.

Students look and write the questions and answers.

Answers

1. Which bracelet is the most expensive? This bracelet.
2. Which sandals are the most comfortable? These sandals.
3. Which puzzle is the easiest? This puzzle.

D. Underline the superlative adjectives.

Students read and underline the superlative adjectives.

Answers

1. This sofa is the most comfortable one here.
2. Which skateboard is the cheapest?
3. Math is my easiest class.
4. Brian is the most excited about the new dog.

E. Rewrite using superlative adjectives.

Students rewrite the passage, using superlative adjectives.

Answers

Jack is the tallest boy on our basketball team, but he has the cheapest shoes. I'm the shortest boy on the team, but I'm also the fastest. I have the most expensive shoes. Together, we make a great team!

Lesson 3, Reading, pages 36–37

A. Write.

Students complete the passage, using the words in the box.

Answers

1. competition
2. guitar
3. want
4. most colorful
5. instead
6. enough
7. earn
8. save

B. Write and number.

Students number the pictures in the correct order and complete the sentences.

Answers

1. [3rd picture] Laura points to a colorful guitar. "I want that one," she says.
2. [1st picture] Paul points to a plain guitar. "How about this one, instead?" he asks.
3. [2nd picture] Laura buys the colorful guitar and wins the competition!

C. Write.

Students answer the questions.

Answers

1. Laura wants to win a music competition in July.
2. Laura earns money by helping her parents.
3. Laura buys the colorful guitar.

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers

1. I want that one.
How about this one
instead?
It's cheaper.
2. I want that one.
Good choice!

E. What about you? Write.

Students answer the questions.

Lesson 4, Birds and Biomes, pages 38–39

A. Write.

Students write the answers, using the key.

Answers

1. freshwater
2. grassland
3. forest
4. desert
5. natural community
6. tundra

B. Read and underline the first sentence of each paragraph. Then write.

Students read the passage, underlining the first sentence of each paragraph, and then answer the questions.

Answers

1. The bee hummingbird is about five centimeters long.
2. The North African ostrich can weigh up to 157 kilograms.
3. The peregrine falcon lives in many places, from the tundra to the desert.

C. Circle.

Students read the sentences and circle the answers.

Answers

1. True
2. True
3. False
4. False

D. Fill in the chart. Then write.

Students fill in the chart and then answer the questions.

Answers

| | Bee hummingbird | North African ostrich | Peregrine falcon |
|----------------|-----------------|-----------------------|------------------|
| Smallest | ✓ | | |
| Fastest flying | | | ✓ |
| Biggest | | ✓ | |

1. The bee hummingbird.
2. The peregrine falcon.
3. The North African ostrich.

E. Think and write.

Students answer the question.

Answer

The ostrich is the fastest on land.

Check Up 2, pages 40–42

A. Write and match.

Students write the missing word, then match the phrase to the correct picture.

Answers

1. calm sloth, c
2. buy balloons, f
3. comfortable shoes, a
4. bake cupcakes, b
5. difficult puzzle, e
6. pour the juice, d

B. Read, circle, and number.

Students read the sentences, circle the correct word or phrase, then number the pictures.

Answers

1. Which puzzle is the easiest? This puzzle. [4th picture]
2. Who will set up the music? He will. [1st picture]
3. Is the jaguar more dangerous than the river dolphin?
Yes, it is. [3rd picture]
4. What will she do? She'll make decorations. [2nd picture]

C. Read, circle, and write.

Students read the sentences, circle the correct word, then write sentences.

Answers

1. a, No it isn't.
2. c, This bracelet.
3. b, He'll bring juice.
4. c, She will.

D. Look at the pictures. Write.

Students look at the pictures and complete the sentences, using the key.

Answers

1. We're out of juice.
2. It's cheaper.

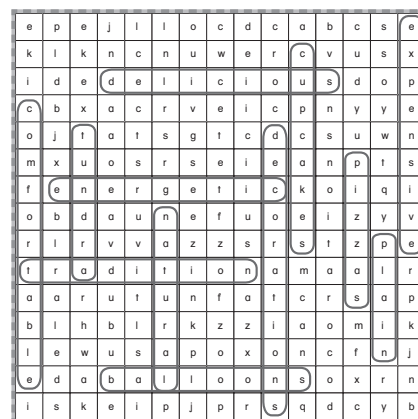
E. What will you do after English class? Write.

Students answer the question for themselves.

F. Find and circle.

Students find and circle the words in the word search.

Answers



G. Write the missing letters.

Students look at the word bank in F and fill in the missing letters.

Answers

- | | |
|-------------------------------|------------------------------------|
| 1. buy <u>balloons</u> | 7. order <u>pizzas</u> |
| 2. <u>plain</u> egrets | 8. <u>energetic</u> spider monkeys |
| 3. <u>delicious</u> pizza | 9. bake <u>cupcakes</u> |
| 4. <u>expensive</u> bracelet | 10. special <u>tradition</u> |
| 5. <u>natural</u> communities | 11. make <u>decorations</u> |
| 6. cold <u>tundra</u> | 12. <u>comfortable</u> sandals |

Skills 2, page 43

A. Read and write.

Students read the passage and answer the questions.

Answers

1. Freshwater is water that is not in the world's oceans.
2. The Amazon River has the most water.
3. The Nile River is the longest river.

B. Underline the nouns.

Students read the sentences, underlining the nouns, and then rewrite the sentences.

Answers

1. The Mississippi River is the longest river in the USA.
2. I'm taller than my best friend.
3. Apples are healthier than candy.

C. Write. Then underline the nouns.

Students answer the question and underline any nouns.

Unit 5, Busy Students

Lesson 1, Activities, pages 44–45

A. Connect.

Students draw lines, connecting the words to form phrases.

Answers

- | | |
|----------------------|--------------------|
| 1. pack my schoolbag | 2. floss my teeth |
| 3. check my calendar | 4. iron my clothes |
| 5. take a shower | 6. wash my hair |

B. Find and write.

Students find the pictures and write the sentences.

Answer

- | | |
|---------------------------|-------------------------|
| 1. I'll pack my schoolbag | 2. I'll take a shower. |
| 3. I'll iron my clothes. | 4. I'll floss my teeth. |

C. Write.

Students look at the pictures and write the sentences.

Answers

1. I often wash my hair before I go to bed.
2. I never iron my clothes before I go to bed.
3. I rarely check my calendar before I go to bed.
4. I sometimes pack my schoolbag before I go to bed.

D. Write.

Students use the pictures and write the questions and answers.

Answers

1. Do you check your calendar before you go to bed?
Yes, I sometimes do.
2. Do you take a shower before you go to bed?
Yes, I always do.
3. Do you wash your hair before you go to bed?
Yes, I usually do.
4. Do you floss your teeth before you go to bed?
No, I rarely do.

Lesson 2, Adverbs, pages 46–47

A. Do the puzzle.

Students look at the pictures and do the crossword puzzle.

Answers

- | | |
|--------------|--------------|
| 1. quickly | 2. quietly |
| 3. carefully | 4. carefully |
| 5. loudly | 6. slowly |

B. Look at A. Circle.

Students look at exercise A and circle the correct answers, completing the sentences.

Answers

1. How is she walking? She's walking quickly.
2. How is she talking? She's talking quietly.
3. How is he writing? He's writing carefully.
4. How is she writing? She's writing carelessly.
5. How is he talking? He's talking loudly.
6. How is he walking? He's walking slowly.

C. Match and write.

Students match the pictures to the sentences.

Answers

1. Is he writing carefully or carelessly?
He's writing carelessly.
2. Is she walking slowly or quickly?
She's walking slowly.
3. Is he talking quietly or loudly?
He's talking quietly.

D. Read and write.

Students read the passage and answer the questions.

Answers

1. Tim and his brother will set up a tent.
2. Tim takes a shower quickly.
3. Tim is packing carelessly.

Lesson 3, Reading, pages 48–49

A. Write.

Students complete the passage, using the words in the box.

Answers

- | | | | |
|------------------|-------------------|-----------------------|-----------------|
| 1. <u>ready</u> | 2. <u>still</u> | 3. <u>practice</u> | 4. <u>hour</u> |
| 5. <u>almost</u> | 6. <u>recital</u> | 7. <u>beautifully</u> | 8. <u>proud</u> |

B. Match.

Students match the pictures to the sentences.

Answers

- [1st picture] Tomorrow is Jim's first violin recital. He's a little nervous.
- [2nd picture] One hour later, Jim's father goes to Jim's room.
- [3rd picture] "I'm proud of you, Jim," says his father.

C. Circle.

Students read the sentences and circle the answers.

Answers

- False
- True
- False

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers

- Are you ready for your English test?
No, I'm not. I still need to study.
- Are you ready for your competition?
Yes, I think so. I practiced all week.

E. What about you? Write.

Students answer the questions.

Lesson 4, Your Health, pages 50–51

A. Circle.

Students circle the correct answers.

Answers

- Take a shower often and go to bed early.
- Try to get some exercise once or twice a day.
- It's important to eat a balanced meal three times a day.
- Getting enough sleep is a healthy habit.

B. Read and write.

Students read the passage and answer the questions.

Answers

- Balanced meals are good for your health.
- A balanced meal has food from all six food groups.
- Your age and how much you exercise can tell you how much to eat from each group.

C. Write.

Students read the passage in B and answer the questions.

Answers

- You can find oils in foods like nuts, fish, and some vegetables.
- The first food group is called grains.
- Cheese and yogurt are some foods in the dairy group.

D. What about you? Fill in the chart. Then write.

Students fill in the chart and then answer the questions, writing sentences about themselves.

E. Think and write.

Students answer the questions.

Unit 6, Making Things Lesson 1, Quantities, pages 52–53

A. Unscramble and number.

Students unscramble the letters, write the words, and then draw lines matching the words to the correct pictures.

Answers

- a half cup of water [1st column, 2nd picture]
- a drop of food coloring [2nd column, 3rd picture]
- a quarter cup of salt [1st column, 1st picture]
- a tablespoon of cooking oil [1st column, 3rd picture]
- a cup of flour [2nd column, 1st picture]
- a teaspoon of baking soda [2nd column, 2nd picture]

B. Look at A. Write.

Students look at exercise A and write the sentences.

Answers

- He'll put in a half cup of water.
- He'll put in a drop of food coloring.
- She'll put in a quarter cup of salt.
- She'll put in a tablespoon of cooking oil.
- He'll put in a cup of flour.
- She'll put in a teaspoon of baking soda.

C. Circle.

Students look at the pictures and circle the correct answer, completing the sentences.

Answers

- How much cooking oil does he need?
He needs a tablespoon of cooking oil.
- How much food coloring does she need?
She needs a drop of food coloring.
- How much flour does she need?
She needs a cup of flour.

D. Write.

Students use the pictures and write the questions and answers.

Answers

- Does he have enough water? No, he doesn't.
- Does she have enough salt? Yes, she does.
- Does he have enough baking soda? Yes, he does.

Lesson 2, Supplies, pages 54–55

A. Match.

Students draw lines, matching the words to the correct pictures.

Answers

- e
- f
- a
- c
- b
- d

B. Write.

Students look at the picture and complete or write the questions and answers.

Answers

1. How many toothpicks do we have?
We have five toothpicks.
2. How many aprons do we have?
We have three aprons.
3. How much modeling clay do we have?
We have two bowls of modeling clay.
4. How much masking tape do we have?
We have four rolls of masking tape.

C. Connect.

Students look at the pictures and draw lines, connecting the words to form sentences.

Answers

1. How many paper clips do they have?
They have a lot of paper clips.
2. How much cardboard do they have?
They have a little cardboard.

D. Circle the quantifiers.

Students read the sentences and circle the answers.

Answers

1. They're making a lot of modeling clay.
2. They need a little masking tape.
3. She's bringing a lot of toothpicks.

E. Rewrite using *a few, a little, or a lot of*.

Students rewrite the passage, using the correct quantifiers.

Answers

At the class party, the students will serve a few pizzas. They'll play a little music, blow up a lot of balloons, and put up a few decorations. One student will bake a lot of cupcakes. Another will bring a little juice.

Lesson 3, Reading, pages 56–57

A. Write.

Students complete the passage, using the words in the box.

Answers

1. students
2. models
3. driving
4. bring
5. remember
6. stop
7. roof
8. seat

B. Unscramble.

Students unscramble the words and write the sentences.

Answers

1. They're having a show of all the models at the science museum.
2. "It's here on the front seat next to me," says his mother.
3. "Colin, did you bring the map to the science museum?" asks his mother.

C. Write.

Students answer the questions.

Answers

1. Colin and his parents are going to the science museum.
2. Colin thinks his dinosaur is on the roof.
3. Colin's dinosaur is on the front seat next to his mother.

D. Write.

Students look at the pictures and write the sentences.

Answers

1. Did we bring the masking tape?
I don't remember.
I remember. It's on the table.
2. Did we bring the salt?
I'm not sure.
Never mind. I found it.

E. What about you? Write.

Students answer the questions.

Lesson 4, The Pyramids, pages 58–59

A. Write.

Students complete the sentences with the words in the box.

Answers

1. Our teacher asked us to move our desks.
2. A farmer grows fruits and vegetables for us to eat.
3. It will take time to do my homework this evening.
4. Mary likes to pull her toy car around the yard.
5. The building site is next to our school.
6. The artisan cut the stone for the pyramid.

B. Read and write.

Students read the passage and answer the questions.

Answers

1. The Empire State Building is 381 meters tall.
2. The builders moved the supplies to the top of the building by crane.
3. No, it didn't take a lot of time to build the Empire State Building.

C. Circle.

Students read the sentences and circle the answers.

Answers

1. False
2. True
3. True
4. False

D. Fill in the chart. Then write.

Students fill in the chart with the missing numbers and then answer the questions.

Answers

| People | Bricks | Time |
|-----------------------------------|----------------------------------|-----------------------|
| around thirty-four hundred people | approximately ten million bricks | |
| | | about fourteen months |

1. It took around thirty-four hundred people to build the Empire State Building.
2. It took approximately ten million bricks to build the Empire State Building.
3. It took about fourteen months to build the Empire State Building.

E. Think and write.

Students answer the questions.

Check Up 3, pages 60–62

A. Match.

Students match the words to the correct pictures.

Answers

1. a cup of flour, f
2. masking tape, d
3. wash my hair, e
4. paper clips, a
5. pack my schoolbag, c
6. a tablespoon of cooking oil, b

B. Read and connect.

Students read the sentences, look at the pictures, and draw lines to the correct answers.

Answers

1. I never iron my clothes before I go to bed.
2. How much cardboard do we have? We have three sheets.
3. Does she have enough food coloring? Yes, she does.
4. How is he talking? He's talking loudly.

C. Unscramble and write. Then number.

Students unscramble the questions, then match the sentences to the correct picture.

Answers

1. How much baking soda does he need? [4th picture]
2. Do you take a walk before you go to bed? [1st picture]
3. How many aprons do we have? [3rd picture]
4. Is she writing carefully or carelessly? [2nd picture]

D. Look at the pictures. Write.

Students look at the pictures and complete the sentences, using the key.

Answers

1. Are you ready for your recital?
No, I'm not.
I still need to practice.
2. Did we bring the map?
I'm not sure.
Never mind. I found it.

E. What do you do before you go to bed? Write.

Students write sentences about themselves.

F. Unscramble the underlined words. Then solve the secret message.

Students use the key to unscramble the words, then unscramble the secret message.

Answers

1. carefully
2. flour
3. calendar
4. artisan
5. cardboard
6. exercise
7. farmer
8. schoolbag
9. quarter
10. balanced
11. quietly
12. toothpicks

Secret message: You can be successful!

Skills 3, page 63

A. Read and write.

Students read the passage and answer the questions.

Answers

1. The first thing you should do before you go to bed is check your homework.
2. You should check your calendar to see what classes and activities you have tomorrow.
3. Just thirty minutes is enough time to get ready each night.

B. Underline the imperative verbs.

Students read the sentences and underline the imperative verbs.

Answers

1. Do your homework carefully.
2. Check your calendar before you go to bed.
3. Have a great day at school!

C. Write. Then underline the imperative verbs.

Students answer the question and then underline any imperative verbs.

Unit 7, World Travel

Lesson 1, Countries, pages 64–65

A. Match.

Students match words to the correct pictures.

Answers

1. c
2. f
3. a
4. e
5. b
6. d

B. Write.

Students consult the map and complete or write the questions and answers.

Answers

1. Where's Italy? It's in Europe.
2. Where's Peru? It's in South America.
3. Where's Kenya? It's in Africa.
4. Where's India? It's in Asia.

C. Circle.

Students look at the pictures and circle the correct answers, completing the sentences.

Answers

1. I've been to New Zealand. I've never been to the UK.
2. I've been to Italy. I've never been to India.
3. I've been to Kenya. I've never been to Peru.
4. I've been to India. I've never been to New Zealand.
5. I've been to the UK. I've never been to Kenya.
6. I've been to Peru. I've never been to Italy.

D. Look at C. Write.

Students look at exercise C and complete or write the questions and answers.

Answers

1. Has he ever been to New Zealand? Yes, he has.
2. Has she ever been to India? No, she hasn't.
3. Has he ever been to Peru? No, he hasn't.
4. Has she ever been to India? Yes, she has.
5. Has he ever been to the UK? Yes, he has.
6. Has she ever been to Italy? No, she hasn't

Lesson 2, Experiences, pages 66–67

A. Unscramble and number.

Students unscramble the letters, write the words, and number the pictures.

Answers

1. ride a camel [1st column, 1st picture]
2. go scuba diving [2nd column, 1st picture]
3. hike in a rainforest [1st column, 2nd picture]
4. see the pyramids [2nd column, 2nd picture]
5. go rafting [1st column, 3rd picture]
6. climb a mountain [2nd column, 3rd picture]

B. Write.

Students look at the pictures and write the sentences.

Answers

1. He has ridden a camel, but he hasn't seen the pyramids.
2. She has gone scuba diving, but she hasn't climbed a mountain.
3. She has hiked in a rain forest, but she hasn't gone rafting.

C. Write.

Students consult the chart and complete or write the questions and answers.

Answers

1. Has she ridden a camel before? Yes, she has.
2. Has he hiked in a rain forest before? Yes, he has.
3. Has she seen the pyramids before? No, she hasn't.
4. Has he gone scuba diving before? No, he hasn't.

D. Read and write.

Students read the passage and answer the questions.

Answers

1. Cody has seen camels before at the zoo.
2. Cody has ridden a horse before. He hasn't ridden a camel.
3. After they ride a camel, Jeff and Cody will take a bus to see the pyramids.

Lesson 3, Reading, pages 68–69

A. Write.

Students complete the passage, using the words in the box.

Answers

1. Taekwondo
2. alone
3. invites
4. each other
5. skates
6. like
7. good
8. show

B. Write and number.

Students number the pictures in the correct order and complete the sentences.

Answers

1. [2nd picture] Philip sits alone and watches the other boys practice.
2. [3rd picture] One of the boys invites Philip to practice with him.
3. [1st picture] After class, Philip puts on his in-line skates.

C. Circle.

Students read the sentences and circle the answers.

Answers

1. False
2. True
3. True

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers

1. Do you like rafting?
I'm not very good at it. Could you show me how?
Sure!
2. Do you like playing baseball?
Yes, I do.
Cool! Let's play baseball after school.

E. What about you? Write.

Students answer the questions.

Lesson 4, Explorers, pages 70–71

A. Find and circle.

Students find and circle the words in the word search.

Answers



B. Read and write.

Students read the passage and answer the questions.

Answers

1. Charles Houston tried to reach the top of K2 in 1938 and again in 1953.
2. Three women reached the top of K2 in 1986.
3. Lino Lacedelli and Achille Compagnoni reached the top of K2 on July 31st.

C. Write.

Students reread the passage in exercise B, if necessary, and answer the questions.

Answers

1. Lino Lacedelli and Achille Compagnoni were from Italy.
2. Fritz Wiessner tried to reach the top of K2 in 1939.
3. Mount Everest is higher than K2.

D. Fill in the timeline. Then write.

Students fill in the timeline with the missing years and then write the questions and answers.

Answers

1. 1938 2. 1939 3. 1953 4. 1954
1. What happened in 1938?
Charles Houston tried to reach the top of K2.
2. What happened in 1939?
Fritz Wiessner almost reached the top of K2.
3. What happened in 1953?
Charles Houston tried again to reach the top of K2.
4. What happened in 1954?
Lino Lacedelli and Achille Compagnoni reached the top of K2.

E. Think and write.

Students answer the question.

Answers

I think it's better to climb K2 in the summer.

Unit 8, Computers

Lesson 1, Using Computers, pages 72–73

A. Match.

Students draw lines, matching the pictures to the correct words.

Answers

1. log out of the website, d
2. turn off the computer, e
3. turn down the volume, c
4. turn on the computer, b
5. log in to the website, f
6. turn up the volume, a

B. Look at A. Write.

Students look and write the questions and answers.

Answers

1. Did she turn up the volume? Yes, she did.
2. Did she log in to the website? No, she didn't.
3. Did he turn down the volume? Yes, he did.
4. Did he turn on the computer? No, he didn't.
5. Did he turn off the computer? Yes, he did.
6. Did she log out of the website? No, she didn't.

C. Unscramble.

Students look at the pictures, unscramble the words, and write the sentences.

Answers

1. I've just turned off the computer.
2. I haven't logged in to the website yet.
3. I haven't turned up the volume yet.
4. I've just turned on the computer.
5. I haven't turned down the volume yet.
6. I've just logged out of the website.

D. Look at C. Write.

Students look at exercise C and complete or write the questions and answers.

Answers

1. Has she turned off the computer yet? Yes, she has.
2. Has he logged in to the website yet? No, he hasn't.
3. Has she turned up the volume yet? No, she hasn't.
4. Has he turned on the computer yet? Yes, he has.
5. Has he turned down the volume yet? No, he hasn't.
6. Has she logged out of the website yet? Yes, she has.

Lesson 2, Using Computers, pages 74–75

A. Write.

Students look at the pictures and write the answers.

Answers

1. upload the photos
2. write the email
3. download the music
4. print the photos
5. send the email
6. play the music

B. Write.

Students look at the pictures and write the sentences.

Answers

1. She's already written the email, but she hasn't sent it yet.
2. He's already uploaded the photos, but he hasn't printed them yet.
3. She's already downloaded the music, but she hasn't played it yet.

C. Look at B. Write.

Students look at exercise B and complete or write the questions and answers.

Answers

1. Has she written the email yet? Yes, she's written it.
2. Has he printed the photos yet? No, he hasn't printed them.
3. Has she downloaded the music yet? Yes, she's downloaded it.

D. Circle greeting or closing.

Students circle greeting or closing.

Answers

1. greeting
2. closing
3. greeting
4. closing

E. Write using greetings and closings from D.

Then rewrite.

Students complete the emails, using the greetings and closing and then rewrite the email conversations.

Answers

To: Kate Parker Subject: Vacation

Dear Kate,

How was your vacation?

Write soon,

Aunt Linda

To: Aunt Linda Subject: Re: Vacation

Hi Aunt Linda,

I had a great vacation! I went rafting with my family.

Your niece,

Kate

Lesson 3, Reading, pages 76–77

A. Write.

Students complete the passage, using the words in the box.

Answers

1. report
2. research
3. minute
4. haven't
5. know
6. reminds
7. online
8. done

B. Unscramble.

Students unscramble the letters and write the word.

Answers

1. Hana is doing research on the computer.
2. Mary needs to shop for a birthday present online.
3. Mary reminds Hana about the computer.
4. Hana needs to write a report about mountain climbers.

C. Write.

Students answer the questions.

Answers

1. Hana needs to write a report about mountain climbers.
2. Hana is reading a website on the computer.
3. Mary needs to use the computer to shop for a birthday present online.

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers

1. Are you almost done with the piano?
Just a minute.
OK. Let me know when you're done.
2. Are you almost done with the printer?
Yes, I just finished. Go ahead and use it.
Thanks!

E. What about you? Write.

Students answer the questions.

Lesson 4, Energy, pages 78–79

A. Circle.

Students circle the correct answers.

Answers

1. source
2. electricity
3. solar panel
4. dam

B. Read and write.

Students read the passage and answer the questions.

Answers

1. Wave and tidal energy are like wind and solar energy because these energy sources are clean and will never run out.
2. Scientists know that the ocean waves and the tide can give us clean energy for a long time.
3. Scientists are working hard to get even more energy from these sources.

C. Circle.

Students read the sentences and circle the answers.

Answers

1. False
2. False
3. True

D. Fill in the diagram. Then write.

Students fill in the diagram and answer the questions.

Answers

Wave Energy: wave turbines, **Tidal Energy:** tidal dams, **Both:** clean; never runs out

1. Scientists have designed wave turbines that make electricity.
2. Scientists have designed tidal dams that make electricity.

E. Think and write.

Students answer the questions.

Check Up 4, pages 80–82

A. Write and match.

Students write the missing word, then match the phrase to the correct picture.

Answers

1. ride a camel, d
2. turn down the volume, c
3. turn on the computer, a
4. New Zealand, f
5. upload the photos, e
6. go scuba diving, b

B. Read, circle, and number.

Students read the sentences, circle the correct word or phrase, then number the pictures.

Answers

1. Has she seen the pyramids before? Yes, she has.
[4th picture]
2. Has he logged in to the website yet? No, he hasn't.
[1st picture]
3. Has he ever been to Kenya? No, he hasn't.
[3rd picture]
4. Has she downloaded the music yet? Yes, she has.
[2nd picture]

C. Read, circle, and write.

Students read the sentences, circle the correct word, then write sentences.

Answers

1. a, Yes, she has.
2. b, Yes, she has.
3. c, Yes, he has.
4. c, Yes, he has.

D. Look at the pictures. Write.

Students look at the pictures and complete the sentences, using the key.

Answers

1. Do you like skateboarding? Yes, I do.
2. Are you almost done with the computer? Yes, I just finished.

E. What have you done today? Write.

Students write sentences about themselves.

F. Decode the words. Then number.

Students use the key to decode the words, then number the pictures.

Answers

1. turn up the volume, [2nd row, 2nd column]
2. solar panel, [1st row, 4th column]
3. hike in a rain forest, [2nd row, 4th column]
4. leave, [1st row, 2nd column]
5. play the music, [2nd row, 3rd column]
6. turn off the computer, [2nd row, 1st column]
7. grateful, [1st row, 3rd column]
8. climb a mountain, [1st row, 1st column]

Skills 4, page 83

A. Read and write.

Students read the passage and answer the questions.

Answers

1. Jenna's father is a scientist.
2. Jenna has hiked in five rain forests.
3. Jenna has uploaded the photos to her computer.

B. Circle *has* or *have*.

Students complete the sentences by circling *has* or *have* and then rewrite the sentences.

Answers

1. Jenna and her father have hiked in rain forests all over the world.
2. Jenna has uploaded the photos to her computer.
3. Jenna's father has been to many countries.

C. Write. Then circle *has* or *have*.

Students answer the questions and then circle *has* or *have*.

Word List

A

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