

**Mario Herrera**  
**Christopher Sol Cruz**

# **BIG** **ENGLISH**



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



# About the Authors



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

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**Christopher Sol Cruz**





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# Welcome to Big English!

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

## Why Big English?

### **Learning happens in context, not in isolation.**

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

### **Three big ideas that build on established and proven methodologies.**

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

### **Multiple experiences all in one book.**

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

### **It's a digital world.**

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

## So what's new in Big English?

New components and features to engage your learners.

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

## Global Scale of English

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

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

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

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



# COMPONENT Walk-through

1 PLAN > 2 TEACH > 3 PRACTICE > 4 ASSESS

## 1 PLAN: Before class

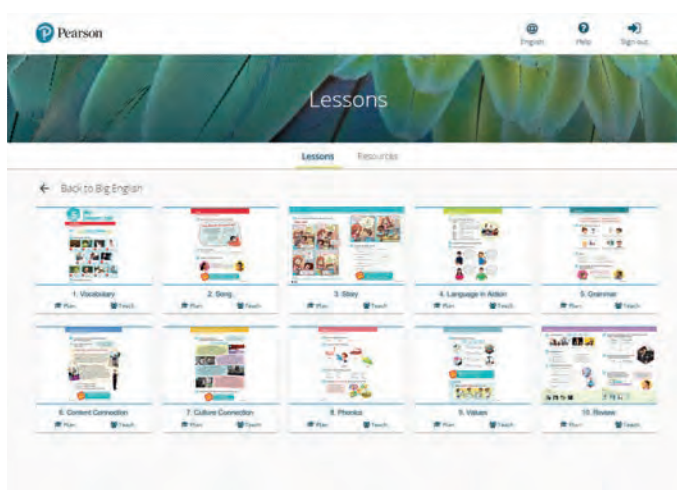
### Teacher's Edition

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



### NEW Teacher Presentation Tool

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



## 4 ASSESS: After class

### Assessment Pack

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



### NEW Gradebook

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

## 2 TEACH: In class

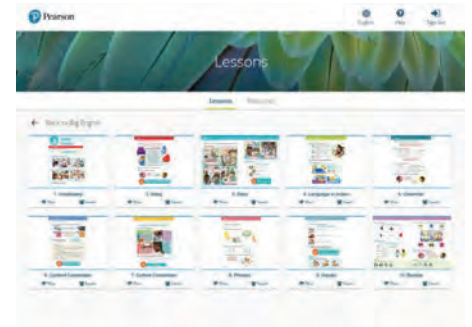
### Student's Book



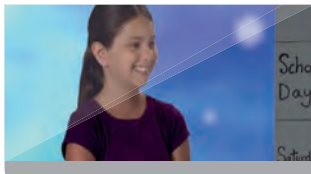
### Workbook



### NEW Teacher Presentation Tool



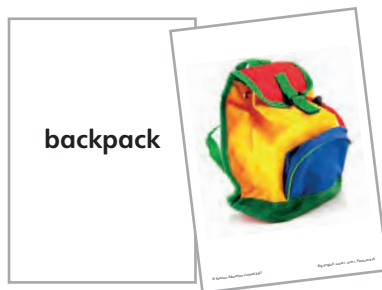
### Audio CDs, Documentary and Dramatic videos



### NEW Big TV videos and Video Workbook



### Flashcards



### Posters



## 3 PRACTICE: Out of class

### Workbook

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



Interactive digital activities can be assigned for individual practice in the student digital resources.

# BIG ENGLISH

## Course Pedagogy

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

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

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

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

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

### Why are 21<sup>st</sup> century skills important?


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

### How do I use 21<sup>st</sup> century skills whilst teaching with Big English?

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


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

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

**Think BIG** 

**21<sup>st</sup> Century Critical Thinking**

- Read the question aloud as students follow in their books. Have students discuss the question as a class or in small groups or pairs. Encourage them to respond in English using words learned previously and in this lesson, e.g. *We use our muscles the most when we dance, play basketball and ride a bike.*

**Lesson Objective** 

**INVOLVE**

- Revisit the lesson objective: *Now I have learned about muscles and bones in the body.*
- Encourage awareness of what students have learned by quickly asking them to talk about the different parts of the body and which activities use our muscles the most.



#### Which activities use our muscles the most?

dancing      using a computer      watching movies  
playing basketball      riding a bike



# Content and Language Integrated Learning (CLIL)

## What is CLIL?

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

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

## Why is CLIL important?

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

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

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

## How do I use CLIL whilst teaching with Big English?

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

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

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

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

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

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

**Content Connection | Science**

I will learn about healthy and unhealthy food.

**14** Look at the pictures. Which snacks can you name?

**15** Look, listen, and read. Then circle.

### Healthy and Unhealthy Snacks

Healthy food is good for our body. Some snacks are healthy, but others are not. Unhealthy snacks have too much sugar, fat, or salt.

**Sugar**

1 Sugar gives us energy, but too much sugar is not healthy. Sugar is bad for our teeth and can make us fatter. Candy has a lot of sugar.

**Fat**

2 Like sugar, fat gives us energy. When we eat too much of it, it stays in our body and makes us fatter. It is not good for our heart. Chocolate has a lot of fat.

**Salt**

3 Salt doesn't make us fatter, but too much of it can give us heart disease. Potato chips have a lot of salt.

# Assessment for Learning

## What is Assessment for Learning?

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

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

## Why is Assessment for Learning important?

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

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

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

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

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

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

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

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

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

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

### INVOLVE

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

### MONITOR

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

### ASSIST

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

### CHALLENGE

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

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

# Systematic Vocabulary Development

## What is systematic vocabulary development?

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

## Why is systematic vocabulary development important?

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

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

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

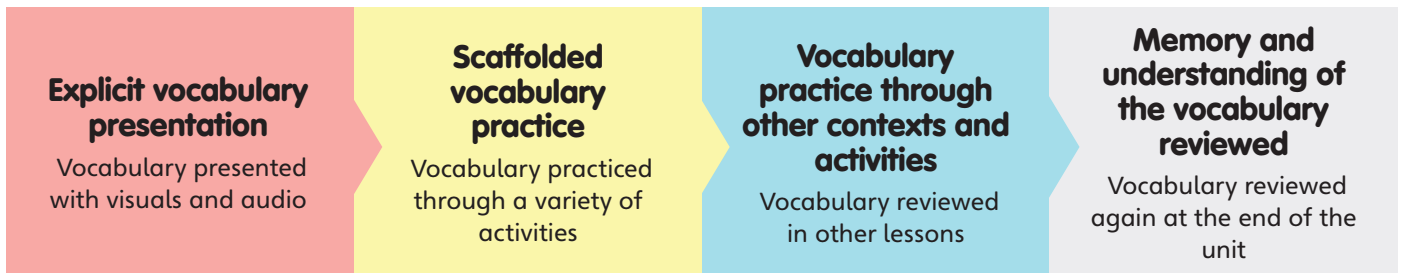
In Big English, the Vocabulary lessons always start with sharing the lesson objective with the class and reminding students what they already know about the topic.

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

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

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

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



**8 Wild Animals**

**Vocabulary**

**I will learn to name animals.**

**1 Listen, look, and say.**

**Song Time!**

Allow them to draw any animal they think is wild.

- Display the Flashcards. Hold up each Flashcard, write the animal's name in a list on the board and identify the animal. Have students hold up their picture if they drew that animal and repeat the animal's name. Count how many students drew each animal and write the number by the animal's name on the board.
- Identify any other animals students drew and add them to the list as well as the number of times it was drawn.
- Use the list on the board to identify the most popular animal drawn.

**Vocabulary Reinforcement:** If possible, show pictures and/or video clips of wild animals in their natural habitats (available on the internet) as students study the animals to facilitate interest, vocabulary reinforcement, and language development.

**Lesson Objective**

**Materials:** Flashcards: Unit 8, animals

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

- Use 2-3 Flashcards to remind students what they know and elicit a few names of animals.
- Students will name and identify different animals.

**Song Time**

**Materials:** Flashcards: Unit 8, animals

**Listen and sing.**

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

**Game**

**Materials:** Flashcards: Unit 8, animals

**2 Play the acting game.**

- When students are familiar with the vocabulary, play a game of Charades with the class. (See Game Bank, page 1134, for details.) Ask a volunteer to mime the movements and/or sounds of a particular wild animal, and have the others guess what it is. Repeat until everyone has had a chance to mime an animal.

**Check that students can pronounce animal names correctly.** Also listen for correct pronunciation and appropriate intonation as they guess each animal. Students can also play the game in groups while you go around and check their understanding and language.

**Lesson Objective**

**Revisit the lesson objective:** *Now I have learned to name animals.*

- Encourage awareness of what students have learned by quickly eliciting from a few students the names of animals.

**Homework** WB p. 76/ oct. 2

**2 Look and match.**

- Direct students to WB Activity 2 on page 76. Read the directions. Explain to the students that they must look at the pictures and match to the animal words.

**Extra Application and Practice Activity**

**Materials:** Cardboard, lady sticks

**Presentation**



## Why is grammar instruction important?

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

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

## How do I teach grammar with Big English?

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

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

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

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

### Grammar

I will learn to use *can/can't* to describe what animals can do.

Can a kangaroo jump? Yes, it <b>can</b> .	Can an elephant jump? No, it <b>can't</b> .
Can kangaroos jump? Yes, they <b>can</b> .	Can elephants jump? No, they <b>can't</b> .





**11** Look and listen. Then write.

1 \_\_\_\_\_ a zebra see at night? Yes, \_\_\_\_\_.

2 \_\_\_\_\_ cheetahs run fast? Yes, \_\_\_\_\_.

3 \_\_\_\_\_ a giraffe climb a tree? No, \_\_\_\_\_.


4 \_\_\_\_\_ hippos jump? No, \_\_\_\_\_.

**12** Match the questions and answers.


<p>1 Can monkeys hang from trees?</p> <p>2 Can a lion catch animals for its food?</p> <p>3 Can elephants climb trees?</p>	<p>a No, they can't. They're too big.</p> <p>b Yes, they can. They have long tails.</p> <p>c Yes, it can. It has sharp claws.</p>
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**13** Look at pages 100–101. Ask and answer with a partner.



Can a monkey hang from a tree?

Yes, it can.




Unit 8 101

### Grammar

**Where's** the ball?  
It's **in** the toy box.  
It's **on** the shelf.  
It's **under** the table.

**Where** are the skates?  
They're **under** the desk.  
They're **on** the couch.

**14** Listen and circle **in, on, or under**.



1 in    on	2 on    under	3 on    under
4 in    on	5 on    in	6 under    on

80 Unit 8

How did I do? ☆☆☆

# th Systematic Phonics Development

## What is systematic phonics development?

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

## Why is systematic phonics development important?

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

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

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

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

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

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

**Phonics | ou, ow**

I will learn to use the sounds ou and ow.

**177 Listen, look, and repeat.**  
1 OU      2 OW

**178 Listen and find. Then say.**



**179 Listen and blend the sounds.**

1 g-r-ou-p    group	2 t-ow-n      town
3 t-ou-c-a-n    toucan	4 c-l-ow-n    clown
5 d-ow-n      down	6 s-ou-p      soup

**180 Underline ou and ow. Then listen and chant.**


An owl went  
Down to town  
To see a group  
Of toucans  
Drinking soup.



104 Unit 8

**Phonics Lesson**

**Lesson Flow**



**Lesson Objective**


I will learn to use the sounds ou and ow.

**Phonics | ou, ow**

I will learn to use the sounds ou and ow.

**177 Listen, look, and repeat.**  
1 OU      2 OW

**178 Listen and find. Then say.**




**179 Listen and blend the sounds.**

1 g-r-ou-p    group	2 t-ow-n      town
3 t-ou-c-a-n    toucan	4 c-l-ow-n    clown
5 d-ow-n      down	6 s-ou-p      soup

**180 Underline ou and ow. Then listen and chant.**

An owl went  
Down to town  
To see a group  
Of toucans  
Drinking soup.



104 Unit 8

**Warm-up**

- Ask students to listen carefully as you say a word. Have them call out: Wow! (and punch the air) if they hear a word with an /ow/ sound, e.g. cow, owl, town, down, and clown. Have them call out: You! (and point at another person) if they hear a word with an /ou/ sound, e.g. soup, you, group, and toucan.
- Say the words in a random order interspersed with other words so that students have to listen carefully to the sound in each word and change the call out and the actions they make accordingly, e.g. say: red, down, table, man, group, clown, tree, letter, down, road, soup, bird, owl, map, can, town, toucan, and so on.

**Lesson Objective**

**INTRODUCE**

- Introduce the lesson objective. Say: Today I will learn to use the sounds ou and ow.
- Students will identify and name the letters and sound ou and ow individually and as part of words.

104 Unit 8

# UNIT

## Walk-through

### Vocabulary and Song Lessons

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

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

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

The screenshot shows the 'In My Classroom' unit interface. The 'Vocabulary' section includes a 'Song Time!' activity with instructions to 'Listen, look, and say' and a grid of six images: coloring a picture, counting, cutting paper, gluing shapes, listening to a story, and watching a movie. The 'Song' section features a song titled 'Here's My Classroom!' with lyrics and a photo of a child coloring. Below the main interface are two smaller screenshots labeled '1. Vocabulary' and '2. Song', each with 'Plan' and 'Teach' buttons.

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

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

### Story Lesson

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

The screenshot shows the 'What's Maria Doing?' story lesson interface. It includes a 'Story' section with a 'Listen and read. How many Marias are there?' activity. The story is presented in a comic strip format with four panels. Panel 1 shows a boy asking 'What's Maria doing?' and a girl replying 'She's cutting paper.' Panel 2 shows a boy saying 'No, she isn't. She's using the computer.' Panel 3 shows a boy saying 'No, she isn't. Look!' and a girl replying 'Now Maria is writing on the board.' Panel 4 shows a boy saying 'No! Look over here. Maria is gluing a picture.' Below the story are two smaller screenshots labeled '3. Story' with 'Plan' and 'Teach' buttons.

Target vocabulary is practiced through an engaging, visual story.



# Language in Action and Grammar Lessons

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

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

**Language in Action**

I will listen to a dialog about classroom activities.

**1 Listen and read. Then say.**

**Billy:** What's Timmy doing?  
**Suzie:** He's playing a computer game.  
**Billy:** It looks like fun! Let's play a computer game, too.  
**Suzie:** Sorry. There's only one computer.  
**Billy:** Oh, too bad!  
**Suzie:** But I have a DVD. Let's watch a movie!



**2 Look at 8. Role-play with a partner.**

**3 Listen and stick.**



**11 Look at 10 and write.**

1 There are \_\_\_\_\_  
 2 There are \_\_\_\_\_

Unit 1

**Grammar**

I will learn to use be + -ing to describe what people are doing.  
 I will learn to use there is, there are + numbers.

What's he/she doing? He's/She's reading a book.  
 What are they doing? They're gluing pictures.

he is = he's  
 she is = she's  
 they are = they're

**12 Look and listen. Then write.**




listening  
reading  
writing

1 They're \_\_\_\_\_  
soccer.  
 2 She's \_\_\_\_\_  
a book.




3 They're \_\_\_\_\_  
to music.  
 4 He's \_\_\_\_\_  
numbers.

How many pictures are there? There's one picture.  
 How many books are there? There are three books.

there is = there's

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

\_\_\_\_\_ birthday cake.  
 \_\_\_\_\_ shapes.  
 \_\_\_\_\_ big, black dog.

Unit 1

4. Language in Action

Plan Teach

5. Grammar

Plan Teach

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

# Content Connection and Culture Connection Lessons

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

**Content Connection | Math**

I will learn to use math and numbers.

**14 Do the math. Then listen and write.**

1 Four plus three equals \_\_\_\_\_  
 2 Eight minus two equals \_\_\_\_\_  
 3 One plus nine equals \_\_\_\_\_

**CONTENT WORDS**  
 plus +  
 minus -  
 equals =

**15 Look, read, and write the answers. Then listen and check.**

**CONTENT WORDS**  
 eleven 11 twelve 12 thirteen 13 fourteen 14 fifteen 15 sixteen 16  
 seventeen 17 eighteen 18 nineteen 19 twenty 20 thirty 30 forty 40  
 fifty 50 sixty 60 seventy 70 eighty 80 ninety 90 a hundred 100

1 There are eleven girls in the class and nineteen boys. There are \_\_\_\_\_ children in the class.  
 2 There are fourteen chairs in Classroom 1. The children move two chairs to Classroom 2. Now there are \_\_\_\_\_ chairs in Classroom 1.  
 3 The children have fifteen cupcakes. They eat four. Now they have \_\_\_\_\_ cupcakes.  
 4 There are eighteen pictures on the paper. Lucy cuts out two pictures. Now there are \_\_\_\_\_ pictures on the paper.  
 5 There are a hundred children on the playground. Thirty go into their classrooms. Now there are \_\_\_\_\_ children on the playground.

Eleven girls plus nineteen boys equals...  
 Thirty children!

**THINK BIG**

Unit 1

**Culture Connection | Around the World**

I will learn about classrooms in different countries.

**16 Look, listen, and read. What are they studying?**

**Classes, but Not in a Classroom!**

Are classes always in classrooms?  
 No, they aren't!

1 These students in Turkey are in a forest. They're studying trees and animals.  
 2 These students in France are having a P.E. class in the mountains. They love to ski.  
 3 These students in the United States are having a science class in the school garden. They're growing plants and flowers.  
 4 These students in Bangladesh are studying English. Their school is a boat! Bangladesh is a wet country. Sometimes schools close, but this school is always open.

**17 Talk about your classroom with a partner.**

Our classroom is in Mexico. There are twenty desks and chairs.  
 We have a big whiteboard and six new computers.

Outside the classroom? Do you study?

Unit 1

6. Content Connection

Plan Teach

7. Culture Connection

Plan Teach

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

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

# Phonics and Values Lessons

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

**Phonics | th**  
I will learn to use the sound th.

1 Listen, look, and repeat.  
1 th      2 th

2 Listen and find. Then say.

bath      thin      this      that

3 Listen and blend the sounds.

1 th-e the	2 th-e-n then
3 b-o-th both	4 w-i-th with
5 p-a-th path	6 m-a-th math

4 Underline th and th. Then listen and chant.

There are three crocodiles.  
Taking a bath.  
They have thin mouths.  
But big teeth!  
Look out! Look out!

**Values | Take turns.**  
I will learn to talk about taking turns.

1 Listen and look. Number in order.

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

May I use the computer now?  
Yes! Let's take turns.

**THINK BIG** Is it good to take turns? Why?

**Project**

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

You can use the

Thanks!

8. Phonics

Plan Teach

9. Values

Plan Teach

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

Projects promote collaboration and creativity.

# Review Lesson

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

**Review | Vocabulary and Grammar**

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

color glue listen play read write

1 She's \_\_\_\_\_ shapes.      2 They're \_\_\_\_\_ a book.      3 They're \_\_\_\_\_ to music.

4 They're \_\_\_\_\_ soccer.      5 She's \_\_\_\_\_ a picture.      6 He's \_\_\_\_\_ on the board.

26 Count and write. Use **There's** or **There are**.

1 \_\_\_\_\_ rulers.  
2 \_\_\_\_\_ eraser.  
3 \_\_\_\_\_ markers.

**Review | Speaking**

1 Listen and find. Say **Picture 1** or **Picture 2**. Then ask and answer.

Picture 1      Picture 2

In Picture 1, what are they doing?  
In Picture 2, they're playing a game.

**I Can**

- use words for classroom activities.
- use there is, there are to describe what's in my classroom.

10. Review


Plan Teach

what people are doing

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

# Checkpoint



There are four Checkpoint lessons after every third unit.


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

**Checkpoint | Units 1-3**

**Do I know it?**

1 Think about it. Look and circle. Practice.

 I know this.  I need more practice.


 I don't know this.

1 p. 14 2 p. 16 3 p. 28 4 p. 28

5 What's he doing? He's reading a book.  
6 How many computers are there? There's one computer./There are three computers.  
7 What do they like to do? They like to skate.  
8 Where's the table? It's in the kitchen.

**I can do it!**

2 Get ready.  
A. Look, listen, and write. between on under



Miss Davis: What's your favorite game on the playground?  
Beth: I like to play soccer.  
Adam: I like to play '\_\_\_\_\_ the swings.  
Katy: And I like to skate!  
Miss Davis: OK, Where's the soccer ball?  
Beth: It's '\_\_\_\_\_ the chair.  
Miss Davis: And where are Katy's skates?  
Adam: They're '\_\_\_\_\_ the two chairs.  
Miss Davis: OK, everybody. Take your things, and go outside. And be quick!


3 A and point. Ask and answer with a partner.  
What's he doing? He's coloring a picture.


4 A. Point and say how Use There's or There are. chairs soccer ball teacher


40 Checkpoint Units 1-3

Checkpoint Units 1-3

Plan Teach

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

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

 Target grammar is recycled in the context of a dialog.

**Checkpoint | Units 1-3**

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

Go!


A. Look at the cards and write. Listen and check.

are coloring on reading they're under

1 In pictures 1 and 2, they're \_\_\_\_\_ a picture.  
2 In pictures 3 and 4, \_\_\_\_\_ playing soccer.  
3 In pictures 1 and 3, they're \_\_\_\_\_ a book.  
4 In pictures 2 and 4, there's a basketball \_\_\_\_\_ the table.  
5 In pictures 1, 2, 3, and 4, there \_\_\_\_\_ keys \_\_\_\_\_ the table.

B. Point to a card. Ask and answer with a partner.

What do they like to do? They like to play soccer.  
Where are the keys? They're on the table.





5 Write or draw.

**ALL About Me**

What do you like to do in your classroom? Where do you like to read?  
What do you like to do on the playground? Where are your toys?

**Do I know it now?**

6 Think about it.  
A. Go to page 40. Look and circle again.  
B. Check (✓).  
 I can start the next unit.   
 I can ask my teacher for help and then start the next unit.   
 I can practice and then start the next unit.


7 This Checkpoint. Color.  
OK easy not fun OK fun


42 Checkpoint Units 1-3

Checkpoint Units 1-3

2. Checkpoint | Units 1-3

Plan Teach

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

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

# BIG ENGLISH

## Lesson Flow

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



### Warm-up

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

TE



### Lesson Objective

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

SB TE

### Homework

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

WB SB



### Lesson Objective

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

SB TE



SB Student's Book

WB Workbook

TE Teacher's Edition

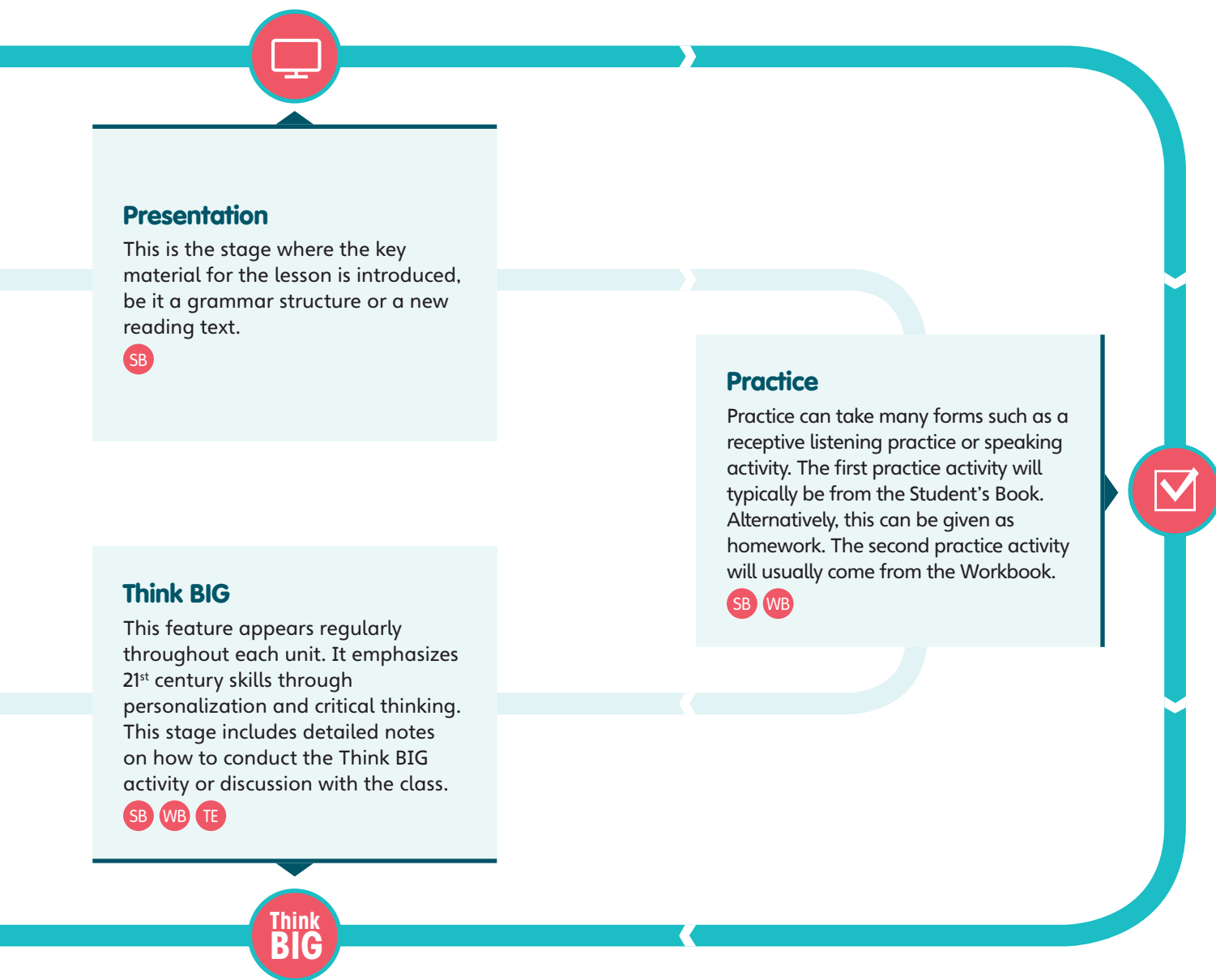
In the Teacher's Edition the lesson flows appear at the start of each lesson and tell the teacher how many activities are included and what their purpose is, for example, presentation or practice. The teaching notes follow this sequence of activities, providing guidance every step of the way as well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

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



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

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

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



# TIME Guidelines

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



## Week 3

## Week 4

## Week 5 (every third unit)

### Teacher Presentation Tool

**Culture Connection | Around the World**

Look, listen, and read. What are they studying?

**Classics, but Not in a Classroom!**

1. Listen and find. Then say.

2. Listen and blend the sounds.

3. Talk about your classroom with a partner.

**Phonics | In**

1. Listen, look, and repeat.

2. Listen and find. Then say.

3. Listen and blend the sounds.

4. Underline the *th* and *th*. Then listen and chant.

**Values | Take turns.**

1. Listen and look. Number in order.

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

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

**Review | Vocabulary and Grammar**

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

2. Count and write. Use *There's* or *There are*.

**I Can**

**Review | Speaking**

1. Listen and find. Say *Picture 1* or *Picture 2*. Then ask and answer.

**I Can**

**Checkpoint | Levels 1-3**

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

2. What's he doing? What's reading a book.

3. How many computers are there?

4. There's one computer. There are three computers.

5. What do the boys do? They like to swim.

6. What's the table? It's in the kitchen.

**I can do it!**

1. Get ready.

2. Look, listen, and write.

3. Listen and find.

4. Miss Devita: What's your favorite game on the playground?

5. Beth: I like to play soccer.

6. Adam: I like to play tennis.

7. Miss Devita: And I like to master.

8. Beth: OK. Where's the soccer ball?

9. Adam: It's in the gym.

10. Miss Devita: And where are Katy's sisters?

11. Adam: They're in the classroom. They have classes.

12. Miss Devita: OK, everybody. Take your things, and go outside. And be quiet!

13. Look at A and point. Ask and answer with a partner.

14. What's he doing? He's coloring a picture.

15. Look at B. Point and say how many. Use *There's* or *There are*.

Corresponding pages of the Workbook

Corresponding pages of the Teacher's Edition

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

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

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

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

Big TV Video Workbook

Big TV videos and Teacher Notes

# Contents

Unit	Vocabulary	Structures
<b>Welcome to Class!</b> pp. a–d	<b>Classroom:</b> backpack, book, chair, desk, floor, marker, notebook, pen, pencil, pencil case, shelf, table <b>Prepositions of location:</b> on, under <b>Daily activities:</b> brush your teeth, comb your hair, drink, dry the dishes, eat, make lunch, play a game, read, ride a bike, sleep, take a bath, talk on the phone <b>Family members:</b> dad, grandma, grandpa, mom, sister	Where's my notebook? It's on the shelf. What are you doing? I'm brushing my teeth. Does he have a book? Yes, he does.
<b>1 In My Classroom</b> pp. 4–15	<b>Classroom activities:</b> coloring a picture, counting, cutting paper, gluing shapes, listening to a story, playing a game, using the computer, watching a movie, writing her name	What's he doing? He's reading a book. What are they doing? They're gluing pictures. How many pictures are there? There's one picture.
<b>2 My Games</b> pp. 16–27	<b>Activities:</b> kick a soccer ball, play basketball, play volleyball, play baseball, play on the slide, ride my bike, skate, skateboard <b>Prepositions of location:</b> behind, between, in front of, next to	What does she like to do? She likes to skate. What do they like to do? They like to play basketball. It's next to the slide.
<b>3 In My House</b> pp. 28–39	<b>Furniture:</b> bathtub, bed, chair, closet, couch, dresser, DVD player, fridge, lamp, oven, sink, table, TV <b>Rooms:</b> bathroom, bedroom, kitchen, living room <b>Family:</b> aunt, cousin, uncle	Where's the TV? It's on the table. Ben's keys are on the table.
<b>Checkpoint Units 1–3 pp. 40–43</b>		
<b>4 In My Town</b> pp. 44–55	<b>Places:</b> bank, book store, bus stop, computer store, gas station, movie theater, post office, restaurant, shopping mall, supermarket, train station <b>Verbs:</b> buy, send	I want to mail a letter. She wants to go to the park. Is there a post office near here? Yes, there is. Is there a bank on Elm Street? No, there isn't.
<b>5 My Dream Job</b> pp. 56–67	<b>Jobs:</b> actor, artist, athlete, chef, dancer, doctor, pilot, singer, teacher, vet, writer	What do you want to be? I want to be an actor. What does she want to be? She wants to be a doctor.
<b>6 My Day</b> pp. 68–79	<b>Clock times:</b> one o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock, seven o'clock, eight o'clock, nine o'clock, ten o'clock, eleven o'clock, twelve o'clock <b>Verbs:</b> finish, get up, go out, go to bed, start, watch TV	When does he get up? He gets up at six o'clock. When do you go to bed? I go to bed at 8:00. When does the movie start? It starts at 7:00.
<b>Checkpoint Units 4–6 pp. 80–83</b>		
<b>7 My Favorite Food</b> pp. 84–95	<b>Food:</b> apples, bananas, carrots, cheese, chicken, lemonade, mangoes, potatoes, spaghetti, strawberries, tomatoes, yogurt	Do you like fruit? Yes, I do. I like apples and bananas. Do they like vegetables? No, they don't. They like fruit. Does he like fruit? No, he doesn't. He likes yogurt.
<b>8 Wild Animals</b> pp. 96–107	<b>Animals:</b> cheetah, crocodile, elephant, giraffe, hippo, kangaroo, monkey, parrot, polar bear, zebra <b>Verbs:</b> chase, climb trees	Can a kangaroo jump? Yes, it can. Can elephants jump? No, they can't.
<b>9 Fun All Year</b> pp. 108–119	<b>Months of the year:</b> January, February, March, April, May, June, July, August, September, October, November, December <b>Adverbs of frequency:</b> always, never	What does he do in January? He always has a New Year's party in January. Do you go on vacation in the winter? No, we don't. We never go on vacation in the winter.
<b>Checkpoint Units 7–9 pp. 120–123</b>		
<b>Cambridge Young Learners English: Starters Practice Paper pp. 124–132    Cutouts pp. 133–138</b>		

CLIL: Content and Culture	Phonics	Values	I can...
<p><b>Math: Arithmetic</b> plus, minus, equals 10 minus 6 equals... / 5 plus 5 equals...</p> <p><b>Around the World: Classes</b> in a forest/garden, in the mountains, on a boat</p>	<p><b>th</b> that, the, then, this, with bath, both, math, mouth, path, thin</p>	<p><b>Take turns.</b> May I use the markers? It's your turn. Thanks.</p>	<p>...use words for classroom activities. ...use <i>there is, there are</i> to describe what's in my classroom. ...ask and answer about what people are doing in the classroom.</p>
<p><b>Science: Bones and muscles</b> bone, jump, kick, move, muscle, throw We throw with our hands. When we jump, we use... muscles.</p> <p><b>Around the World: Games</b> chase, dragon, freeze, join, move, shoulder, snake, tag</p>	<p><b>ng, nk</b> bang, king, ring, sing, wing bank, ink, pink, sink, thank</p>	<p><b>Play safely.</b> safe, seesaw, skateboard, slide, swing I'm safe on my skateboard. I always wear a helmet and pads.</p>	<p>...use words for outdoor activities. ...say what I like to do. ...say what people like to do.</p>
<p><b>History: At the museum</b> burn, museum, new, oil, old, screen, wheel I think this is a computer. Really? I think it's a TV.</p> <p><b>Around the World: Household objects</b> clay, comfortable, electricity, fridge, hammock, oven, pot, sand, solar</p>	<p><b>oo</b> cool, food, moon, room, zoo book, cook, foot, good, look</p>	<p><b>Be neat.</b> sink, toy box, washing machine</p>	<p>...use words for rooms of the house, furniture, and objects in the house. ...ask and answer about where things are.</p>
<p><b>Geography: Transportation around the world</b> boat, canal, exercise, fast, ground, safe, slow, subway, without I use bikes and trains. Me, too! I don't use boats.</p> <p><b>Around the World: Taxis</b> a long time ago, a lot of, colorful, modern, sign, special, wheel</p>	<p><b>ai, oa</b> nail, rain, tail, train, wait boat, coat, oak, road, soap</p>	<p><b>Cross the street safely.</b> cross, first, left, crosswalk, right, wait</p>	<p>...use words for places in town. ...use <i>want/wants to + action words</i>. ...say what I want to do. ...ask and answer about places in town.</p>
<p><b>Social Science: Goods and services</b> carpenter, farmer, hairdresser, nurse, produce, provide, server, take care of</p> <p><b>Around the World: Strange jobs</b> bicycle, canal, customer, lie, millions, push</p>	<p><b>ar, er, or</b> arm, art, car, cart letter, singer, teacher born, corn, for</p>	<p><b>Study hard and set goals.</b> art, math, music, science</p>	<p>...use job names. ...say what I want to be and why. ...ask and answer about what people want to be.</p>
<p><b>History: Telling the time</b> burn, candle, cup, fall, height, hourglass, sand, shadow, sundial</p> <p><b>Around the World: Different working hours</b> bakery, bread, fresh, market, store</p>	<p><b>ch, tch, sh</b> chin, chop, lunch, rich match, watch, witch dish, fish, ship, she</p>	<p><b>Be on time.</b> I get my backpack ready the night before school. I get up early on school days. I get dressed quickly and eat breakfast. I always get to school on time.</p>	<p>...use <i>o'clock</i> to tell the time. ...use the present simple to describe activities. ...talk about my daily routine with time expressions. ...ask and answer about daily routine activities.</p>
<p><b>Science: Healthy and unhealthy snacks</b> candy, energy, fat, heart disease, label, potato chips, salt, snack, sugar, too much</p> <p><b>Around the World: Where fruit comes from</b> avocado, beautiful, fabric, kiwi, leaves, pineapple, plants, popular, tropical, ugly, watermelon</p>	<p><b>ee, ie</b> bee, cheese, feet, see, sheep cried, flies, lie, pie, tie</p>	<p><b>Choose healthy foods.</b> apple, cookie, carrots, chips No chips for me, thanks. Just one cookie, please.</p>	<p>...use words for types of foods. ...use <i>like/likes or don't like/doesn't like</i> with food words. ...say what food I like and don't like. ...ask and answer about food people like and don't like.</p>
<p><b>Science: Animal habitats</b> cover, desert, fox, jungle, lizard, ocean, raccoon, seal, whale</p> <p><b>Around the World: Helping animals</b> camp, chimpanzee, elephant, feed, farm, horse, hurt, jungle</p>	<p><b>ou, ow</b> group, soup, toucan, you clown, cow, down, owl, town</p>	<p><b>Appreciate animals.</b> amazing, beautiful, smart, strong</p>	<p>...use words for wild animals. ...use <i>can/can't</i> with action words. ...ask and answer questions about what animals can do.</p>
<p><b>Geography: Celebrating special days</b> celebration, confetti, hang, mask, pole, ribbon, wish In England, people celebrate May Day. May Day is in the spring.</p> <p><b>Around the World: New Year's Eve</b> bell, chime, coal, luck, ring</p>	<p><b>Alphabet</b></p>	<p><b>Be active all year.</b> fall, spring, summer, winter rake leaves, ride bikes, ice-skate, swim</p>	<p>...use words for months, seasons, and celebrations. ...use <i>always or never</i> to describe regular activities. ...talk about important activities and events that happen in a year. ...ask and answer questions about what people do at different times in a year.</p>



# Big English Song



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



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



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

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



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

**Think big! Dream big! Big English!**



# Welcome to Class!

## Objectives

### Reading

- Can recognize key words and phrases in short, simple cartoon stories.
- Can understand simple sentences describing what people are doing.

### Listening

- Can understand short simple dialogs.

### Speaking

- Can ask and say where things are.
- Can ask and say what people are doing now.

### Grammar

- Can understand and say where things are.
- Can understand and say what people are doing now.

## Key Language

### Key Vocabulary

#### Classroom items

backpack  
book  
chair  
desk  
floor  
marker  
notebook  
pen  
pencil

pencil case

shelf

table

#### Daily activities

brush your teeth  
comb your hair  
drink  
dry dishes  
eat  
make lunch

play a game

read

ride a bike

sleep

take a bath

talk on the phone

#### Family members

dad  
brother  
grandpa  
grandma  
mom  
sister

#### Prepositions of location

on  
under

#### Expressions

Thank you!  
Look!

### Grammar/Structures

Where's my notebook? It's on the shelf.

What are you doing? I'm brushing my teeth.

Does he have a book? Yes, he does.



# Lesson 1

## Lesson Flow



## Lesson Objective

I will read a story about where things are and talk about what we're doing now.

## Key Language

backpack, book, chair, desk, notebook, pencil case, shelf

brush your teeth, comb your hair, drink, dry dishes, eat, make lunch, play, read, sleep, take a bath, talk on the phone

dad, grandma, mom

on, under

Thank you! Look!

### Welcome to Class!

**1 Listen and read. Where is Jenny's backpack?**

**1** It's time for school. Come on, Jenny!  
Where's my pencil case?  
It's on the desk.  
Thank you, Jamie!

**2** Where's my notebook?  
It's on the shelf.  
Thank you!

**3** Where's my book?  
It's on the chair.  
Thank you!

**4** Where's my backpack?  
Look, Jenny! It's under Max!  
Oh, Max!

a Welcome Unit

### Welcome to Class!

**2 Look at 1. Then match.**

- The pencil case is on the desk.
- The notebook is on the shelf.
- The book is on the chair.
- The backpack is under Max.

**3 Look at 1. Read and circle.**

- Jamie is combing his hair / taking a bath.
- Mom is talking on the phone / eating.
- Dad is drinking / making lunch.
- Max is sleeping / playing.

**4 Act it out with a partner.**

What are you doing?  
I'm brushing my teeth.  
No!  
I'm drying dishes.  
Yes!

Welcome Unit b

## Warm-up



- Start the lesson with the Big English Song. Have students look inside the front cover of their Student's Book to see the song lyrics. Play Audio Track 2 and have students listen and read along quietly.
- Replay the audio. Have students sing along. You may want to have students clap or snap their fingers as they sing along.
- Once students are familiar with the song, have them practice it using the karaoke version (Audio Track 3).

## Lesson Objective

### INVOLVE

Introduce the lesson objective: Say: *Today I will read a story about where things are and talk about what we're doing now.*

- Students will listen to and read a story, answer questions about it, and play a speaking game.

## Pre-reading

- Have students look at the pictures in the story frames. Explain that the story is about finding where things are.
- Elicit the names of anything they recognize in the story frames.

## Reading



### 1 Listen and read. Where is Jenny's backpack?

- Read the directions aloud. Play Audio Track 4. Model pointing to each story frame. Have students listen and follow in their books. Play the audio again, pausing after each frame.
- Read each sentence and have pupils repeat after you, pointing to Jenny and Max the cat.

### MONITOR

- Ask: *Where is Jenny's backpack?* (It's under the cat, Max.)

## Comprehension 1

### 2 Look at 1. Then match.

- Draw students' attention to the pictures in the activity. Show them that these pictures are from the story frames on page a.
- Read the instructions aloud, and model what students have to do. Show them how to match the picture with the sentence by drawing a line.
- Give students time to draw the lines to match.

### MONITOR

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

## Comprehension 2

### 3 Look at 1. Read and circle.

- Review the present progressive with the class. Mime e.g. reading and ask: *What am I doing?* (*I'm reading.*)

Repeat with other actions that the children know, e.g. *eating, playing, sleeping.*

- Read out sentences 1–4, e.g. *Jamie is combing his hair. / Jamie is taking a bath.*
- Read the instructions and model what students have to do. Show them how to circle just the correct activity in each sentence.
- Give students time to read the sentences and circle.

### MONITOR

Check answers as a class. (Answers: 1 combing his hair, 2 talking on the phone, 3 making lunch, 4 sleeping)

## Game

### 4 Act it out with a partner.

- Demonstrate the activity. Explain that you are going to mime an action and the children have to ask: *What are you doing?* and you say e.g. *I'm combing my hair.* The students then say *No* or *Yes* depending on whether you are miming that activity. Repeat until you say the correct activity.
- Draw students' attention to the text in the speech bubbles. Read out the dialog and do the appropriate mime (drying dishes).
- Put students into pairs. Have them play the game and take turns to do the miming.

### MONITOR

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

## Lesson Objective

### INVOLVE

Revisit the lesson objective: *Now I have read a story about where things are and learned to talk about what we're doing now.*

- Encourage awareness of what the students have learned. Have students close their books. Hold up a pen and place it in different locations around the classroom to elicit *in, on, under.*
- Point to the characters in the story frames and ask, e.g. *What is (Jamie) doing?* Elicit responses, e.g. *He's combing his hair.*

## Extra Practice and Application Activity

- Revise prepositions of location (*in, on, under, etc.*). Give each student a sheet of paper and some colored pencils or pens. Have them draw their favorite room in the house. Confident students can label what is in the picture (e.g. a table). As a challenge, have students ask and answer about objects in the rooms they have drawn, e.g. *Where is the (toy box)? It's under my bed.*

# Lesson 2

## Lesson Flow



## Lesson Objective

I will learn about where things are and talk about what we're doing now.

## Key Language

book, chair, floor, marker, pen, pencil, pencil case, table

drink, eat, make lunch, play a game, read, ride a bike, sleep, talk on the phone

on, under

brother, dad, grandma, grandpa, mom, sister

### Welcome to Class!

5 Listen, look, and write.

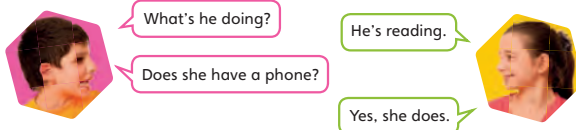
brother Dad Grandma Grandpa Max Mom sister



6 Look at 5. Read and match.

- |                    |           |
|--------------------|-----------|
| 1 He has a book.   | a cat     |
| 2 She has a phone. | b grandpa |
| 3 He's sleeping.   | c sister  |
| 4 She's eating.    | d mom     |

7 Look at 5. Ask and answer.



© Welcome Unit

### Welcome to Class!

8 Look and read. Circle True or False. Listen and check.

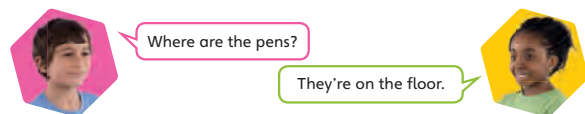


- |                                    |      |       |
|------------------------------------|------|-------|
| 1 The children are playing a game. | True | False |
| 2 The markers are on the table.    | True | False |
| 3 The books are on the chair.      | True | False |
| 4 The pens are under the table.    | True | False |

9 Look at 8. Match.

- |                               |                         |
|-------------------------------|-------------------------|
| 1 Where is the pencil?        | a They're on the floor. |
| 2 Where are the markers?      | b It's on the floor.    |
| 3 Where are the pencil cases? | c They're on the table. |

10 Look at 8. Ask and answer.



Welcome Unit d

## Warm-up



Materials: Index cards

- Write each of the following words on index cards: *What's, he, doing?, He's, reading.* Have five students

come to the front of the class. Give each one a card. Have them put themselves in the correct order across the room to make a complete question and answer.

- Repeat the activity with eight more students and the words in the following question: *Does, she, have, a, phone?* and the answer: *Yes, she, does.*

## Lesson Objective



### INVOLVE

Introduce the lesson objective: Say: *Today I will learn about where things are and talk about what we're doing now.*

- Students will do listening practice, reading practice, and speaking practice.

## Listening



### 5 Listen, look, and write.

- Draw students' attention to the photos in Activity 5. Have students predict the people's names from the ones in the box.
- Play the Audio Track 5. Students listen and follow.
- Play the audio again, pausing after each sentence to give students time to say the names.

### MONITOR

Check answers as a class. (Answers: 1 Grandpa, 2 Grandma, 3 brother, 4 sister, 5 Dad, 6 Mom, 7 Max)

## Practice 1



### 6 Look at 5. Read and match.

- Read the instructions aloud, and model what students have to do. Show them how to draw a line to match each sentence with a person.
- Give students time to carry out the activity individually or in pairs.

### MONITOR

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

## Practice 2



### 7 Look at 5. Ask and answer.

- Draw students' attention to the speech bubbles, and ask a confident student to model the dialog with you.
- Have students work in pairs to talk about each of the photos in Activity 5.

### MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language. Ask confident students to say a dialog about one of the photos in front of the rest of the class.

## Reading



### 8 Look and read. Circle True or False. Listen and check.

- Draw students' attention to the picture in Activity 8. Elicit any words they know for items in the picture (e.g. markers, pens, children, etc.)
- Read the instructions and model the activity. Show students how to circle either True or False next to each sentence.

- Give students time to read and circle, then play Audio Track 6 for them to check their answers.

### MONITOR

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

## Practice 3



### 9 Look at 8. Match.

- Read the instructions aloud, and model the activity. Show students how to match a question and answer by drawing a line.
- Give students time to look at the picture, read the sentences, and draw lines to match.

### MONITOR

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

## Practice 4



### 10 Look at 8. Ask and answer.

- Draw students' attention to the speech bubbles, and ask a confident student to model the dialog with you.
- Have students work in pairs to talk about the picture in Activity 8.

### MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language. Ask confident students to say a dialog about one of the photos in front of the rest of the class.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned about where things are and talked about what we're doing now.*

- Encourage awareness of what the students have learned. Choose a student in the class and ask: *What is (Maria) doing?* Elicit *She's (listening to the teacher).* Repeat with other students and actions around the room.

## Extra Practice and Application Activity

**Materials:** Pictures of rooms containing objects and people doing things

- Bring to class pictures of rooms which include objects students know (e.g. classroom objects). The pictures could also contain people doing various activities that your students know too (e.g. reading).
- Students choose a picture to write about. They should write about where objects are and what the people are doing. Have them glue both the picture and the writing to a sheet of paper.
- Make a classroom display to show what students have learned. Have confident students read out their description to the class.



# In My Classroom

## Objectives

### Reading

- Can recognize a range of basic everyday nouns and adjectives (e.g. colors, numbers, classroom objects).
- Can recognize key words and basic phrases in short, simple cartoon stories.

### Listening

- Can recognize familiar words and phrases in short, simple songs or chants.
- Can recognize familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.
- Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.
- Can understand the letters of the alphabet by their names.
- Can understand cardinal numbers from 1 to 20.

### Speaking

- Can make simple requests to have or do something in relation to common everyday activities.
- Can describe basic differences between two pictures showing familiar activities, using simple language.

### Writing

- Can use an apostrophe when writing contractions (e.g. *I'm*, *We're*).
- Can write the letters of the alphabet in lower case.
- Can write the letters of the alphabet in upper case.

### Grammar

- Can use the present progressive to refer to events at the time of speaking.

## Unit Projects

### Family Connection

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



# Key Language

## Key Vocabulary

### Classroom activities

coloring a picture  
counting  
cutting paper  
gluing shapes  
listening to a story  
playing a game  
using the computer  
watching a movie  
writing her name

### Expressions

Look!  
Let's take turns.

## Content Words

equals	thirty
minus	forty
plus	fifty
eleven	sixty
twelve	seventy
thirteen	eighty
fourteen	ninety
fifteen	a hundred
sixteen	in a forest
seventeen	in a garden
eighteen	in the mountains
nineteen	in a boat
twenty	

## Grammar/Structures

What's he/she **doing**? He's/She's **reading** a book.

What **are** they **doing**? They're **gluing** pictures.

How many pictures are there? **There's** one picture.

How many books are there? **There are** three books.

## Phonics

**The sounds:** *th*

## My Classroom Bulletin Board

Make a bulletin board titled *What are they doing?* Cut pictures from magazines that show people *coloring, counting, writing* and *listening*. As the class works through the unit, add sentences below the pictures that say what the people in the pictures are doing. Encourage students to find and add pictures as the unit progresses.

# Vocabulary Lesson

## Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective



Homework

## Lesson Objective

I will learn to name classroom activities.

## Key Language

coloring a picture, counting, cutting paper, gluing shapes, listening to a story, playing a game, using the computer, watching a movie, writing her name



# In My Classroom

## Vocabulary

I will learn to name classroom activities.



## Song Time!



1 Listen, look, and say.



1 coloring a picture



2 counting



3 cutting paper



4 gluing shapes



5 listening to a story



6 watching a movie



7 using the computer



8 writing her name



9 playing a game



2 Play the acting game.

## Warm-up



### 21st Century Social Skills

- Have pairs of students practice introducing themselves to each other. Model: *Hello! I'm (Mrs. Jones). What's your name?*
- Have students practice introducing their partner to the class. Model the activity. Point to a student. Say: *This is my friend (Elizabeth).* Have each pair stand and introduce each other to the class by completing the sentence frame.

## Lesson Objective



**Materials:** Flashcards: Unit 1, classroom activities

### INVOLVE

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

- Use 2–3 Flashcards to remind students what they already know and elicit a few names of classroom activities.
- Students will name and identify the different activities that they might do in class.

## Song Time



**Materials:** Flashcards: Unit 1, classroom activities

### Listen and sing.

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

## Presentation



### 1 Listen, look, and say.

- Have individual students share things they will do in the classroom this year.
- Ask: *What do you do in a classroom?* Accept one-word responses such as *Read, Color, Cut, Sing, Play, Learn*, etc.
- Play a game. Ask students to mime what they could do in the classroom.
- Read the directions aloud. Play Audio Track 8. Have students listen, look at the picture for each matching activity, and then say the word or phrase.

### MONITOR

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

### ASSIST

Replay the audio as needed. Mime each classroom activity as you say its name. For additional support, use the Flashcards.

## Practice



WB p. 2/ act. 1



### 1 Listen and number.

- Read the directions aloud. Play Audio Track 9, and have students listen to the words and number the pictures. Guide students through Item 1.
- Have students work independently, and then compare answers with a partner.

## Game



**Materials:** Flashcards: Unit 1, classroom activities

### 2 Play the acting game.

- Play this miming game as a class: Use the Flashcards. Show one Flashcard at a time and ask students to do the action (or mime the action and ask students to choose the matching Flashcard). Do this with the whole class first and then ask individuals to take turns.

### MONITOR

Check that students can match each activity to the correct Flashcard. Also listen for correct pronunciation and appropriate intonation. Students can also play the game again in small groups or pairs.

### ASSIST

Refer to Flashcards to ensure vocabulary about classroom activities has been learned.

## Lesson Objective



### INVOLVE

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

- Encourage awareness of what students have learned by quickly eliciting from a few students the names of classroom activities.

## Homework

WB p. 2/ act. 2



### 2 Look at 1. Write.

- Direct students to WB Activity 2 on page 2. Read the directions. Explain to the students that they must look at the picture in Activity 1, read the words, and fill in the blanks.

## Extra Application and Practice Activity

**Materials:** Flashcards: Unit 1, classroom activities

- Place the Flashcards on the board, picture-side up. Write on the board *c\_\_\_ing*. Have students spell the word for you (*o-u-n-t*) and write in the missing letters as they do so. Continue with all the vocabulary items.

### MONITOR

Check for correct pronunciation and proper intonation.

### ASSIST

Allow students to look back at the Student's Book for reference, if necessary.

# 1

# In My Classroom

## Vocabulary

I will learn to name classroom activities.



## Song Time!



Listen, look, and say.



1 coloring a picture



2 counting



3 cutting paper



4 gluing shapes



5 listening to a story



6 watching a movie



7 using the computer



8 writing her name



9 playing a game



Play the acting game.

# Song

I will learn to ask and answer about classroom activities.



Listen and sing. Then look at 1 and find.

## Here's My Classroom!

Look! Here's my classroom.  
And here are my friends!  
Peter, Sarah, and Timothy,  
Penny, Jack, and Jen!

Peter is cutting paper.  
Penny is writing her name.  
Sarah is listening to a story,  
And Jack is playing a game.

Timothy is counting.  
Jen is gluing.  
We have fun and learn a lot.  
What are your friends doing?



Listen and find in 1. Then say.



Look at 1. Ask and answer.



What's she doing?

She's coloring  
a picture.



**THINK  
BIG**

What can we write?  
What can we count?



# Song Lesson

## Lesson Flow



## Lesson Objective

I will learn to ask and answer about classroom activities.

## Key Language

coloring a picture, counting, cutting paper, gluing shapes, listening to a story, playing a game, using the computer, watching a movie, writing her name

Look!

## Song

I will learn to ask and answer about classroom activities.

 **3** Listen and sing. Then look at 1 and find.

### Here's My Classroom!

Look! Here's my classroom.  
And here are my friends!  
Peter, Sarah, and Timothy,  
Penny, Jack, and Jen!

Peter is cutting paper.  
Penny is writing her name.  
Sarah is listening to a story,  
And Jack is playing a game.

Timothy is counting.  
Jen is gluing.  
We have fun and learn a lot.  
What are your friends doing?



 **4** Listen and find in 1. Then say.

**5** Look at 1. Ask and answer.



What's she doing?

She's coloring a picture.



**THINK BIG**

What can we write?  
What can we count?

Unit 1 5

## Warm-up

- Help students to remember the key vocabulary they learned in the first lesson by saying each activity aloud and asking them to mime it.
- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

- Set the objective of the lesson. Say: *Today I will learn to ask and answer about classroom activities.*
- Students will sing a song and talk about classroom activities.

## Listen and Sing

### 3 Listen and sing. Then look at 1 and find.

- Remind students that they have heard the song already. Read the directions aloud. Play Audio Track 10 and have students follow along quietly.
- Replay the audio and have students sing along. Do this several times.
- Ask students to read the song silently, look at the images in Activity 1 and find those that are mentioned in the song. Ask students to point to each image and say its matching number.

### MONITOR

- Check answers as a class. (Answers: *cutting paper, writing her name, listening to a story, playing a game, counting, gluing*)

## Practice 1

### 4 Listen and find in 1. Then say.

- Read the directions aloud. Play Audio Track 12 and have students listen, point to each item in Activity 1, and say the words. Do this as a class.
- Replay the audio and have students point to the correct image and repeat the sentence to a partner.

### MONITOR

- Listen for proper pronunciation, appropriate intonation, and correct use of language. (Answers: *listening to a story, writing, using the computer, coloring a picture, cutting paper, watching a movie, gluing shapes, counting, playing a game*).

## Speaking

### 5 Look at 1. Ask and answer.

- Read the directions aloud. Read the speech bubbles aloud while students follow in their books. Have students repeat the dialog and point to the matching image in Activity 1.
- Choose a pair of volunteers to model the dialog. Have students reverse roles and repeat.
- Have students work in pairs to ask and answer questions about the images in Activity 1. Suggest that they point to each image as they do so.

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

### MONITOR

- Listen for correct pronunciation and correct language use.

## Practice 2

WB p. 3/ act. 4

### 4 Draw your classroom. Then say.

- Read the directions aloud. Ask the students to draw and color their own classroom and children doing activities in the classroom. Students work independently. Have the students work in pairs and describe the activities in their drawing. For example, *Anna is using the computer*. Get feedback from the class.

## Think BIG

### 21st Century Critical Thinking

- Discuss the questions as a class. Encourage students to give simple answers in English, such as names, books, stories, letters, postcards, emails (for things we write) and numbers, students, chairs, toys, animals (for things we count).

## Lesson Objective

### INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer about classroom activities.*
- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the song, for example, which classroom activities they heard in the song.

## Homework

WB p. 3/ act. 3

### 3 Listen and sing. Then match and write.

- Direct students to WB Activity 3 on page 3. Read the directions. Explain to students that they must first listen and sing along to the song on Audio Track 13 then match and write the names on the lines.

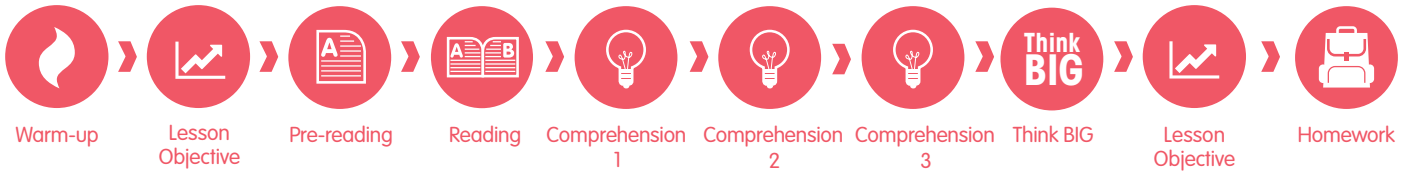
## Extra Application and Practice Activity

Materials: Flashcards: Unit 1, classroom activities

- Play *Charades*. (See Game Bank, page T134, for details.) Use the Unit 1 Flashcards.
- Have the first player pick up a card and mime the phrase on the card. Have students guess what the player is doing, using a complete sentence that begins with *She's* or *He's*. Play until most students have had a chance to lead the game.

# Story Lesson

## Lesson Flow



## Lesson Objective

I will read a story about classroom activities.

## Key Language

cutting paper, gluing a picture using the computer, writing on the board

### Story

I will read a story about classroom activities.

6 Listen and read. How many Marias are there?

#### What's Maria Doing?

1 What's Maria doing?  
She's cutting paper.

2 No, she isn't. She's using the computer.

3 No, she isn't. Look!  
Now Maria is writing on the board.

4 No! Look over here. Maria is gluing a picture.

5 How many Marias are there in our class?  
There's one Maria here.

6 And there's one Maria here.  
Yes, there are two Marias!

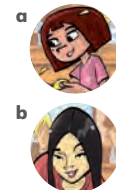
6 Unit 1

5 How many Marias are there in our class?  
There's one Maria here.

6 And there's one Maria here.  
Yes, there are two Marias!

7 Look at the story. Then match.

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



**THINK BIG**

Are there any girls called Maria in your class? How many? How many children are there with the same name? What are the names?

Unit 1 7

## Warm-up



**Materials:** Comic books and/or newspaper comic strips

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

## Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to read a story about classroom activities.*
- Students will listen to and read a story, answer a question about it, and discuss ideas related to it.

## Pre-reading



- Point to and read the story title aloud. Have students repeat after you. Explain that this story is about a group of children doing different classroom activities.

**Guided Prediction:** Have students look at the pictures in the story frames. Help them point to and name school activities in the pictures. Then point to each school activity and say its name. Have students point and repeat after you.

## Reading



### 6 Listen and read. How many Marias are there?

- Read the story title aloud. Have students repeat it. Ask: *Who is the story about?* (Maria)
- Read the directions aloud. Draw attention to the question: *How many Marias are there?* Play Audio Track 14. Have students listen and read along silently.

## Comprehension 1



### MONITOR

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

### ASSIST

Replay Audio Track 14 as necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words. Point out which girl is Maria in each frame. Help students to understand that there are two girls in the class with the same name by asking them to look at Frames 1 and 2 and then Frames 3 and 4 together, comparing the pictures of Maria in each frame.

### CHALLENGE

Give three students the parts of the three characters in the story who have lines. Then have the students stand and role-play the dialog for the class. Continue the activity several times with different sets of students.

## Comprehension 2



### 7 Look at the story. Then match.

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

### MONITOR

Check answers. (Answers: 1 a, 2 b, 3 b, 4 a)

### CHALLENGE

Ask volunteers to describe each Maria. (Answers will vary but the first girl in Activity 7 has brown hair and is wearing a pink sweater; the second girl has black hair and is wearing a red and white sweater.)

- Have students do a role play in groups of four. Tell them to pattern their role play after the events in the story but to do it in a different setting, such as a playground or at home. Elicit ideas before students begin, e.g. She's kicking a ball (*if the setting is at a playground*); He's eating lunch (*if the setting is at home*), etc.

## Comprehension 3

WB p. 4/ act. 5



### 5 Read and write.

- Have students read the story, then read the questions and write the words to complete the sentences.

## Think BIG



### 21st Century Communication

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

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have read a story about classroom activities.*

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

## Homework

WB p. 4



### Think BIG

- Direct students to WB Think BIG activity on page 4. Have students think about the question, then read and circle the things they like to do.

## Extra Application and Practice Activity

**Materials:** Pictures of a computer, scissors, glue sticks, chalk or markers

- Create four stations in the room. Place these items in each station: paper and scissors; a computer or an image of a computer; paper and glue; chalk or a marker (this station can be at a chalkboard or a whiteboard).
- Invite four students to the front of the class. Make statements about each student. For example, say: *Sebastian is gluing pictures.* As you make each statement, the student goes over to the matching station and begins to mime the action. Continue with the remaining students. Encourage students in the class to make the statements.



# Story

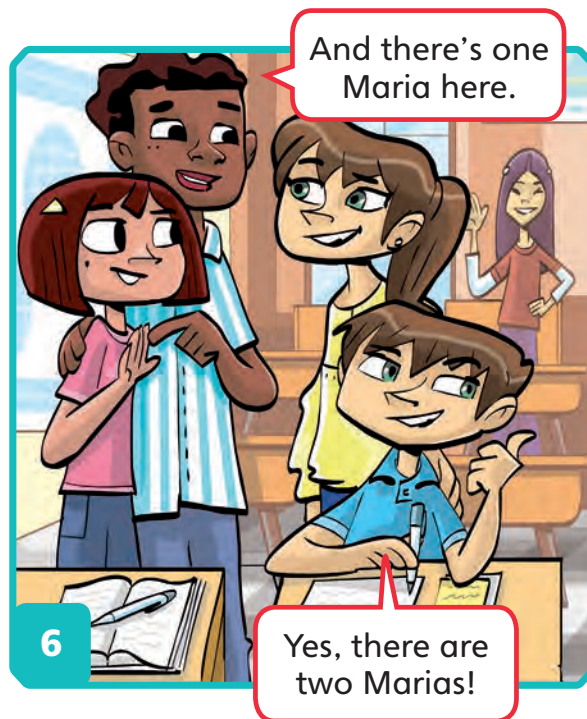
I will read a story about classroom activities.



Listen and read. How many Marias are there?

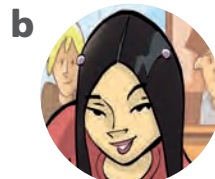
## What's Maria Doing?





**7** Look at the story. Then match.

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



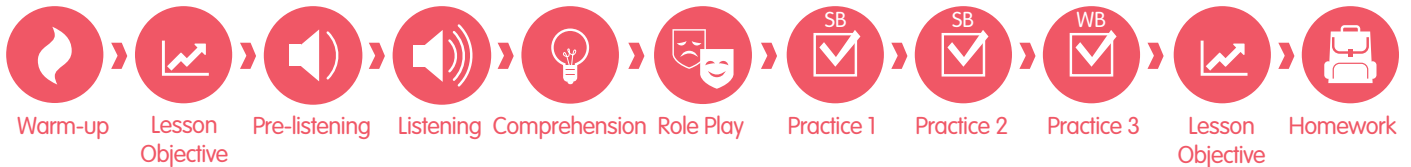
**THINK  
BIG**

Are there any girls called Maria in your class?  
How many?  
How many children are there with the  
same name? What are the names?



# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about classroom activities.

## Key Language

listening to the story, playing a computer game, reading a story, using the computers, writing numbers

### Language in Action

I will listen to a dialog about classroom activities.

#### 8 Listen and read. Then say.

**Billy:** What's Timmy doing?

**Suzie:** He's playing a computer game.

**Billy:** It looks like fun! Let's play a computer game, too.

**Suzie:** Sorry. There's only one computer.

**Billy:** Oh, too bad!

**Suzie:** But I have a DVD. Let's watch a movie!



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

#### 10 Listen and stick.



#### 11 Look at 10 and write.

1 There are \_\_\_\_\_ new computers.

2 There are \_\_\_\_\_ children in the class.

8 Unit 1

## Warm-up

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

## Lesson Objective

INVOLVE

- Introduce the lesson objective: Say: *Today I will listen to a dialog about classroom activities.*
- Students will practice listening skills by listening to a dialog, use the language of the unit in context by acting out a conversation with a partner, and talk about classroom activities.

## Pre-listening



- Point to the girl and the boy. Introduce them as Billy and Suzie and tell students that they will hear Billy and Suzie talking in class. Have the students predict what Billy and Suzie are talking about.

## Listening



### 8 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 15. Have students listen and follow along in their books. Pause the audio from time to time so that students can repeat what they hear.

## Comprehension



### INVOLVE

- Read the directions aloud and explain that students will read, listen to, and practice the dialog about classroom activities.
- Play Audio Track 15 twice. The first time, have students listen and read silently. The second time, pause.

### MONITOR

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

### ASSIST

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

## Role Play



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

- To prepare students for the activity, give half the class the role of Billy, and the other half the role of Suzie. Model the dialog and have groups repeat. Then have students switch roles.
- Read the directions aloud. Give pairs the roles of Billy and Suzie. Have pairs say the dialog aloud, switch roles, and say the dialog again.

### MONITOR

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

### ASSIST

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

## Practice 1



### 10 Listen and stick.

**Materials:** Stickers

- Help students find the Unit 1 stickers at the back of the Student's Book. Tell them they will listen to the audio and place stickers in the correct places on the picture based on what they hear.
- Read the directions aloud. Play Audio Track 16. Model Item 1, showing students how to place the correct sticker

on the picture (*girl writing numbers on the board*). Continue playing the audio, repeating it as necessary and have students complete the sticking part of the activity independently.

### MONITOR

Check answers. Ask what the sticker characters are doing. Have volunteers say the answers aloud. (*Answers: 1 She's writing numbers. 2 They're using the computers. 3 She's reading a story.* Ask what the children in the picture are doing. *They're listening to a story.*)

### ASSIST

In pairs, students can tell each other what the characters in the picture are doing using the present progressive tense.

## Practice 2



### 11 Look at 10 and write.

- Tell students to use the picture in Activity 10 to complete the sentences. Point out that a number goes in each blank. Have students work independently.

### MONITOR

Check answers as a class. (*Answers: 1. 2, 2. 10*)

## Practice 3

WB p. 5/ act. 6



### 6 Look and match. Then say.

- Tell students to read the questions and answers, then match them to the pictures of classroom activities. Have students work independently.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have listened to a dialog about classroom activities.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog.

## Homework

WB p. 5/ act. 7



### 7 Find the words. Circle.

- Direct students to WB Activity 7 on page 5. Ask them to search for the classroom activity words and circle.

## Extra Application and Practice Activity

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

# Language in Action

I will listen to a dialog about classroom activities.

15  
8

**Listen and read. Then say.**

**Billy:** What's Timmy doing?

**Suzie:** He's playing a computer game.

**Billy:** It looks like fun! Let's play a computer game, too.

**Suzie:** Sorry. There's only one computer.

**Billy:** Oh, too bad!

**Suzie:** But I have a DVD.  
Let's watch a movie!



9

**Look at 8. Role-play with a partner.**

16  
10

**Listen and stick.**



11

**Look at 10 and write.**

1 There are \_\_\_\_\_ new computers.

2 There are \_\_\_\_\_ children in the class.

# Grammar

I will learn to use *be + -ing* to describe what people are doing.  
I will learn to use *there is, there are + numbers*.

What's he/she **doing**?

He's/She's **reading** a book.

What **are** they **doing**?

They're **gluing** pictures.

he is = he's  
she is = she's  
they are = they're

## <sup>17</sup> 12 Look and listen. Then write.



1 They're \_\_\_\_\_  
soccer.



2 She's \_\_\_\_\_  
a book.

listening  
playing  
reading  
writing



3 They're \_\_\_\_\_  
to music.



4 He's \_\_\_\_\_  
numbers.

How many pictures are there?

**There's** one picture.

How many books are there?

**There are** three books.

there is = there's

## <sup>18</sup> 13 Listen and write. Use **There's** or **There are**.



1 \_\_\_\_\_ one birthday cake.

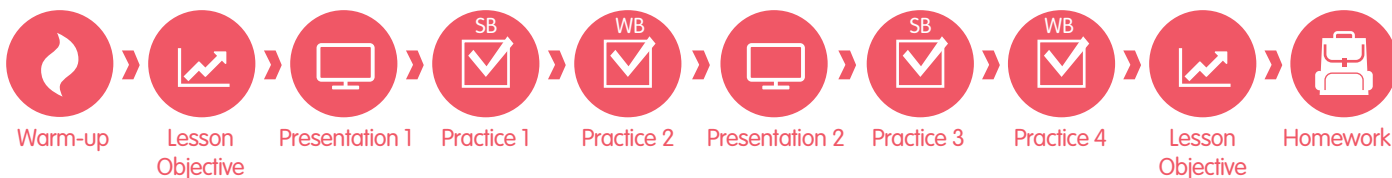
2 \_\_\_\_\_ three shapes.



3 \_\_\_\_\_ one big, black dog.

# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use *be + -ing* to describe what people are doing.

I will learn to use *there is, there are + numbers*.

## Key Language

What's he/she doing? He's/She's reading a book.

What are they doing? They're gluing pictures.

How many pictures are there? There's one picture.

How many books are there? There are three books.


### Grammar

**I will learn to use *be + -ing* to describe what people are doing.**  
**I will learn to use *there is, there are + numbers*.**


What's he/she <b>doing</b> ?	He's/She's <b>reading</b> a book.
What <b>are</b> they <b>doing</b> ?	They're <b>gluing</b> pictures.

he is = he's  
 she is = she's  
 they are = they're

**12** Look and listen. Then write.




**1** They're \_\_\_\_\_ soccer.




**2** She's \_\_\_\_\_ a book.

listening  
 playing  
 reading  
 writing



**3** They're \_\_\_\_\_ to music.




**4** He's \_\_\_\_\_ numbers.


How many pictures are there?	<b>There's</b> one picture.
How many books are there?	<b>There are</b> three books.

there is = there's


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



**1** \_\_\_\_\_ one birthday cake.



**2** \_\_\_\_\_ three shapes.



**3** \_\_\_\_\_ one big, black dog.

Unit 1 9

## Warm-up



**Materials:** Magazine pictures of children doing different things

- Display magazine pictures of children doing different things. Point to each picture and ask: *What's he/she doing?* Prompt students to answer using the sentence

frame: *He's/She's (listening to a story)*. Repeat with pictures that show more than one person. Model: *What are they doing? They're (watching a movie)*.

- Check answers from the HW in the last lesson of the previous unit.



## Lesson Objective



### INVOLVE

Introduce the lesson objective: Say: *Today I will learn to use be + -ing to describe what people are doing. I will learn to use there is / there are + numbers.*

- Students will use complete sentences with verbs in the present progressive tense and *there is* or *there are*.

## Presentation 1



- Have students read the questions and answers in the grammar box at the top of the page aloud (repeating after you). Point out that the question *What's he/she doing?* is answered with *He's/She's... + ing* and *What are they doing?* is answered with *They're... +ing*
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structure in the dialog.

### ASSIST

Elicit two or three questions and answers from the students to illustrate these concepts and write them on the board. Draw arrows from the questions to the answers. Have students refer to these questions and answers as they do the activity.

## Practice 1



### 12 Look and listen. Then write.

- Read the directions aloud. Tell students they will hear questions and answers. They should write the missing word from the answer in the blank. Explain that the missing words are also shown in the box.
- Play Audio Track 17 and complete the first item with students. Explain that they should write the word *playing* in the blank. Continue the audio and have students complete the rest of the activity independently.

### MONITOR

Check answers as a class. (Answers: 1 playing, 2 reading, 3 listening, 4 writing)

## Practice 2



### 8 Look and write.

- Read the directions aloud. Explain that the students have to look at the pictures, choose the correct words from the box and fill in the blanks.

### MONITOR

Refer students to the grammar box to find the model question and answer. Have pairs read the question and answers aloud. Then have them switch roles and repeat.

## Presentation 2



**Materials:** Index cards

- Explain that *is* is used when talking about one person or thing, and *are* is used when talking about more than one.
- Have each student write *There is* on one index card and *There are* on another. Then hold up one classroom object such as a pen and ask: *How many pens are*

*there?* Have students hold up the sign that shows how they would begin an answer to the question (*There is*). Repeat with both singular and plural classroom objects.

## Practice 3



### 13 Listen and write. Use *There's* or *There are*.

- Read the directions aloud. Play Audio Track 18 and have students complete the sentences independently.

### MONITOR

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

## Practice 4



### 11 Look at 8. Read and ✓.

- Read the directions aloud. Explain that the students have to look at the picture in Activity 8 and check the correct box. Have students work independently.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to use be + doing to describe what people are doing. I will learn to use there is / there are + numbers.*

- Encourage awareness of what students have learned by quickly asking a few students about classroom objects: *What is it/are they?* Students answer using *It's/They're...*

## Homework



### 9 Look and match.

- Direct students to WB Activity 9 on page 7. Read the directions aloud, and walk students through Item 1.

### 10 Look at 9. Write the answers.

- Direct students to WB Activity 10 on page 7. Read the directions aloud, and walk students through Item 1.

## Extra Application and Practice Activity

**Materials:** Index cards

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

## Extra Grammar Practice



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



# Content Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn to use math and numbers.

## Key Language

plus, minus, equals, numbers : eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred

**Content Connection | Math**

I will learn to use math and numbers.

**14** Do the math. Then listen and write.

- 1 Four plus three equals \_\_\_\_\_.
- 2 Eight minus two equals \_\_\_\_\_.
- 3 One plus nine equals \_\_\_\_\_.

**15** Look, read, and write the answers. Then listen and check.

**CONTENT WORDS**

eleven 11 twelve 12 thirteen 13 fourteen 14 fifteen 15 sixteen 16  
seventeen 17 eighteen 18 nineteen 19 twenty 20 thirty 30 forty 40  
fifty 50 sixty 60 seventy 70 eighty 80 ninety 90 a hundred 100

- 1 There are eleven girls in the class and nineteen boys. There are \_\_\_\_\_ children in the class.
- 2 There are fourteen chairs in Classroom 1. The children move two chairs to Classroom 2. Now there are \_\_\_\_\_ chairs in Classroom 1.
- 3 The children have fifteen cupcakes. They eat four. Now they have \_\_\_\_\_ cupcakes.
- 4 There are eighteen pictures on the paper. Lucy cuts out two pictures. Now there are \_\_\_\_\_ pictures on the paper.
- 5 There are a hundred children on the playground. Thirty go into their classrooms. Now there are \_\_\_\_\_ children on the playground.

**CONTENT WORDS**

plus +  
minus -  
equals =

Eleven girls  
plus nineteen  
boys equals...

Thirty  
children!

THINK BIG

When do adults use math?

10 Unit 1

## Warm-up

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

## Lesson Objective

INVOLVE

- Introduce the lesson objective: Say: *Today I will learn to use math and numbers.*
- Students will identify, say, and use numbers 11–20 and 30, 40, 50, 60, 70, 80, 90, 100., say *plus*, *minus*, and *equals*.

## Presentation 1



### INVOLVE

Draw students' attention to the words in the first Content Words box. Read the target words, having students repeat and point to the correct symbol. Point out that *plus*, *minus*, and *equals* are terms they use in their math lessons.

## Practice 1



### 14 Do the math. Then listen and write.

- Read Item 1 aloud and invite a student to answer (*Answer: 7*). Remind students to refer to the Content Words box to help them choose the correct operation for each equation.
- Have students complete the remaining items independently. Then play Audio Track 19, pausing after each item for students to check their answers.

### MONITOR

Invite individual students to read the answers aloud and check them. (*Answers: 1 seven, 2 six, 3 ten*)

## Practice 2

WB p. 8/ act. 12



### 12 Write the words and the number.

- Read the directions aloud. Explain to them that they must count the classroom items, write the word *equals*, *minus*, or *plus*, and then write how many of each there are. Walk through Item 1 with them.

## Presentation 2



**Materials:** Poster: Level 1, math

- Draw students attention to the words in the second Content Words box. Model the numbers and have students repeat. Point to numbers on the math poster and have students say the numbers.

## Practice 3



### 15 Look, read and write the answers. Then listen and check.

- Read the directions aloud. Explain that students will use the words in the Content Words box to fill in the blanks in the text below.
- Have students read through the exercise individually and once they have finished, explain new words if necessary.
- Explain to the students that they must write the numbers as a word and not just the number. Then have students complete the exercise independently.
- Play Audio Track 20 and have students listen and check their answers.

### MONITOR

Invite volunteers to read the answers aloud. (*Answers: 1 thirty, 2 twelve, 3 eleven, 4 sixteen, 5 seventy*)

## Speaking



- On the board, write a math problem from Item 1 in Activity 15:  $11 \text{ girls} + 19 \text{ boys} = 30 \text{ children}$ . Elicit the problems from the other items in Activity 15 from the class, and write them on the board.
- Have students look at the speech bubbles below Activity 15. Read the text in the speech bubbles aloud and have the students repeat after you. Have pairs of students read the text aloud, switching roles. Then have them continue speaking in pairs using the equations on the board.

### MONITOR

As students speak, listen for proper pronunciation and correct use of language.

## Think BIG



### 21st Century Critical Thinking

- Read the question aloud and elicit students' ideas. Ask students to find more answers for a take-home activity. Have students share answers at the start of the next lesson.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to use math and numbers.*

- Encourage awareness of what students have learned by quickly asking them to count from 11 to 20 and in tens up to 100 aloud and practice using *plus*, *minus*, and *equals* in a math problem.

## Homework



WB p. 8/ act. 13



### 13 Listen and read. Write + or -, =, and the number.

- Direct students to WB Activity 13 on page 8. Explain to them that they must listen to Audio Track 21, read and complete the problems, and write the answers. Walk through Item 1 with the class.

## Extra Application and Practice Activity

### 21st Century Collaboration

- Have students work together in teams to choose addition and subtraction problems from their math books and decide which problems to read aloud to the class. One person from each team reads a sentence in English using the words *plus*, *minus*, and *equals*.
- If the student reads the sentence correctly, he or she remains in the game. If he or she reads it incorrectly, he or she is out of the game. Students on each team take turns reading sentences until only one team remains. They win the game.

I will learn to use math and numbers.



**Do the math. Then listen and write.**

- 1 Four plus three equals \_\_\_\_\_.
- 2 Eight minus two equals \_\_\_\_\_.
- 3 One plus nine equals \_\_\_\_\_.

**CONTENT WORDS**


plus +  
minus -  
equals =



**Look, read, and write the answers. Then listen and check.**

**CONTENT WORDS**

eleven 11 twelve 12 thirteen 13 fourteen 14 fifteen 15 sixteen 16  
seventeen 17 eighteen 18 nineteen 19 twenty 20 thirty 30 forty 40  
fifty 50 sixty 60 seventy 70 eighty 80 ninety 90 a hundred 100

- 1 There are eleven girls in the class and nineteen boys. There are \_\_\_\_\_ children in the class.
- 2 There are fourteen chairs in Classroom 1. The children move two chairs to Classroom 2. Now there are \_\_\_\_\_ chairs in Classroom 1.
- 3 The children have fifteen cupcakes. They eat four.  Now they have \_\_\_\_\_ cupcakes.
- 4 There are eighteen pictures on the paper. Lucy cuts out two pictures. Now there are \_\_\_\_\_ pictures on the paper.
- 5 There are a hundred children on the playground. Thirty go into their classrooms. Now there are \_\_\_\_\_ children on the playground.



Eleven girls plus nineteen boys equals...

Thirty children!



When do adults use math?

# Culture Connection | Around the World

I will learn about classrooms in different countries.

**16** Look, listen, and read. What are they studying?

## Classes, but Not in a Classroom!

Are classes always in classrooms?

No, they aren't!



1

These students in Turkey are in a forest. They're studying trees and animals.



2

These students in France are having a P.E. class in the mountains. They love to ski.



3

These students in the United States are having a science class in the school garden. They're growing plants and flowers.



4

These students in Bangladesh are studying English. Their school is a boat! Bangladesh is a wet country. Sometimes schools close, but this school is always open.

**17** Talk about your classroom with a partner.



Our classroom is in Mexico. There are twenty desks and chairs.

We have a big whiteboard and six new computers.



**THINK BIG**

Do you have classes outside the classroom? Where do you go? What do you study?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about classrooms in different countries.

## Key Language

in a forest, in a garden, in the mountains, on a boat

**Culture Connection | Around the World**

I will learn about classrooms in different countries.

**16** Look, listen, and read. What are they studying?

### Classes, but Not in a Classroom!

Are classes always in classrooms?  
No, they aren't!

**1** These students in Turkey are in a forest. They're studying trees and animals.

**2** These students in France are having a P.E. class in the mountains. They love to ski.

**3** These students in the United States are having a science class in the school garden. They're growing plants and flowers.

**4** These students in Bangladesh are studying English. Their school is a boat! Bangladesh is a wet country. Sometimes schools close, but this school is always open.

**17** Talk about your classroom with a partner.

Our classroom is in Mexico. There are twenty desks and chairs.

We have a big whiteboard and six new computers.

**THINK BIG** Do you have classes outside the classroom? Where do you go? What do you study?

Unit 1 11

## Warm-up

**Materials:** World map showing the location of the new countries you want to teach

### 21st Century Global Awareness

- Write the names of the new countries *Turkey, France, the United States, and Bangladesh* on the board. Point to each one on the world map and ask students what they know about these countries.

- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about classrooms in different countries.*
- Students will read about natural places and also how some children learn in other countries.



## Pre-reading



- Tell students that they will hear about children who have classes outdoors in different locations around the world. Point to the children in the pictures.
- Ask: *Where are the children?* Write on the board: *on a boat, in the mountains, in a garden, and in a forest* and have students look at the pictures as you present the words.

### ASSIST

Ask the students to tell you what they can see in each picture using the new words. Elicit answers as you point and ask about each picture.

### MONITOR

Have students work in pairs asking and answering the question. Check. (Answers: 1 in a forest, 2 in the mountains, 3 in a garden, 4 on a boat)

## Reading



### 16 Look, listen, and read. What are they studying?

- On the board, list the following: *P.E., trees and animals, English and science*. Explain words if students don't understand, e.g. P.E. (Physical Education). Read the words along with the students.
- Ask: *What are the children studying?* Ask the children to guess what the children are studying from the pictures.
- Ask: *What the children are studying?* Play Audio Track 22 and have students read along.
- Play the audio again and encourage students to point to the answers in the texts as they hear them.

### ASSIST

Replay the audio pausing after each item and inviting students to explain in simple terms what they understood. Check students can say the names of the countries.

### MONITOR

Check answers as a class. (Answers: 1 trees and animals, 2 P.E., 3 science, 4 English)

## Speaking



### 17 Talk about your classroom with a partner.

- Explain to students that they will be working in pairs to describe what they see in their classroom.
- Write the words *desk, board, computer, and chair* on the board and have students count how many items of each there are in the classroom. As they answer, review singular and plural forms.

### ASSIST

Encourage students to describe what they see in the room and help them with vocabulary if necessary.

- Invite two students to read the conversation aloud as they act it out.

### MONITOR

As students talk, listen for correct pronunciation and appropriate intonation.

- If possible, take students out to the schoolyard and encourage them to name the things they see, e.g. *a tree, plant, flower* or other items related to nature. Encourage students to tell you how they can take care of nature.

## Think BIG



### 21st Century Communication

- Ask the first question, inviting students to answer. Then, continue with the other two questions. Invite students to tell you why they like or don't like to have classes outside the classroom.
- Have students work in pairs, asking and answering the questions.

## Video

Documentary U 01



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

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned about classrooms in different countries.*
- Encourage awareness of what students have learned by quickly eliciting a few places where classes can be found around the world.

## Extra Application and Practice Activity

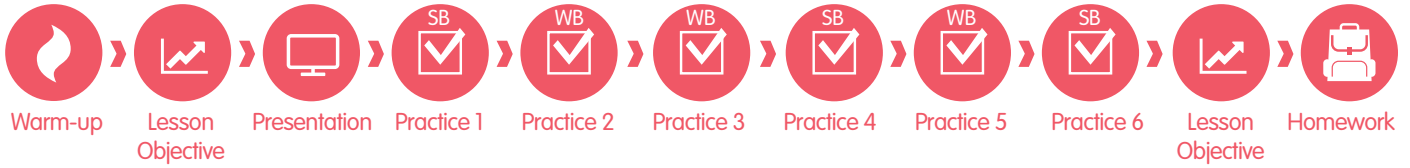
**Materials:** Four large labels (big enough to be seen by all students) showing the names of the countries learned in the lesson

- Place the labels (see Materials) on the walls, each one on a different wall. Have students stand around the classroom, and play mentioning a number and a country, e.g. *There are 12 children in (Bangladesh)*, and 12 students must stand on the wall that shows the matching country. The first students to get to the place win a point. Do the same with the other countries or places using numbers between 1 and 20.



# Phonics Lesson

## Lesson Flow



## Lesson Objective

I will learn to use the sound *th*.

**Phonics | th**

I will learn to use the sound *th*.

**18** Listen, look, and repeat.  
1 *th*      2 *th*

**19** Listen and find. Then say.

**20** Listen and blend the sounds.

1 th-e    the	2 th-e-n    then
3 b-o-th    both	4 w-i-th    with
5 p-a-th    path	6 m-a-th    math

**21** Underline **th** and **th**. Then listen and chant.

There are three crocodiles  
Taking a bath.  
They have thin mouths,  
But big teeth!  
Look out! Look out!

12 Unit 1

## Warm-up



- Write a few simple English words starting with *t*, *h*, and *th* on the board, e.g. *ten*, *tin*, *hat*, *hot*, *thin*, *that*. Read each word aloud and ask the class to repeat.
- Write the headings *t*, *h*, and *th* on the board and ask a volunteer to come up and point to a word that starts with *t*. Rewrite the word under the correct heading.

- Repeat with different volunteers until all the words have been written under their correct starting sound.
- Say each sound aloud /t/, /h/, and /th/. Draw students' attention to how the sound /th/ is made up of two different letters and how it forms its own sound.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sound th.*
- Students will identify and name the letters and sound *th* individually and as part of words.

## Presentation



### 18 Listen, look, and repeat.

- Read the directions aloud. Play Audio Track 23 and have students listen and point to each sound as it is said. Have students repeat.

### MONITOR

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

## Practice 1



P. T137  
24



### 19 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 24 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

### ASSIST

- Replay the audio as needed. Use gestures and simple language to help with understanding.

## Practice 2

WB p. 9/ act. 14



### 14 Find and circle th.

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

### MONITOR

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

## Practice 3

WB p. 9/ act. 15



### 15 Read and circle th.

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

### MONITOR

- Check students are circling the correct letters.

## Practice 4



25



### 20 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 25 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

### MONITOR

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

## Practice 5

WB p. 9/ act. 16



### 16 Match the words with the same sounds.

- Read the directions aloud. Walk through Item 1 as a class, eliciting that *they* has the same *th* sound as *then*.
- Have the students match the words individually.

### MONITOR

- Check answers as a class.

## Practice 6



26



### 21 Underline th and th. Then listen and chant.

- Read the directions aloud. Read the chant aloud while students follow in their books. Find the first word with *th* together (*There*) and have students underline it. Do the same for the next word with *th* (*three*). Then have students continue finding and underlining the other words with both of the *th* sounds independently.
- Play Audio Track 26 and have students listen. Replay several times and encourage them to join in.

### MONITOR

- As students repeat the chant, listen for correct pronunciation and appropriate intonation. Check answers. (*Answers: there, three, bath, they, thin, mouths, teeth*)

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sound th.*
- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the sounds that they hear in those words (for example, *they, bath, then, path*).

## Homework



WB p. 9/ act. 17



### 17 Listen and chant.

- Direct students to WB Activity 17 on page 9. Read the directions aloud. Explain to students that they must listen and chant along.

## Extra Application and Practice Activity

Materials: Index cards

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

I will learn to use the sound th.

<sup>23</sup> 18 Listen, look, and repeat.

1 th                      2 th

<sup>24</sup> 19 Listen and find. Then say.



bath



thin



this



that

<sup>25</sup> 20 Listen and blend the sounds.

1 th-e      the

2 th-e-n    then

3 b-o-th    both

4 w-i-th    with

5 p-a-th    path

6 m-a-th    math

<sup>26</sup> 21 Underline th and th. Then listen and chant.

There are three crocodiles  
Taking a bath.  
They have thin mouths,  
But big teeth!  
Look out! Look out!



# Values | Take turns.

I will learn to talk about taking turns.

28  
22

Listen and look. Number in order.



23

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



May I use the computer now?

Yes! Let's take turns.



**THINK BIG**

Is it good to take turns? Why?



Project

24

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

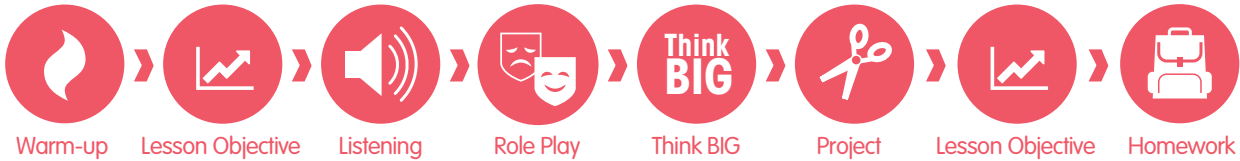
You can use the headphones now.



Thanks!

# Values Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about taking turns.

## Key Language

May I use the markers?

It's your turn.

Thanks.

Let's take turns.

**Values** | Take turns.

I will learn to talk about taking turns.

**22** Listen and look. Number in order.



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



**THINK BIG** Is it good to take turns? Why?

**Project**

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



Unit 1 13

## Warm-up



### 21st Century Social Skills

- Invite two volunteers to act out being thirsty and wanting to drink from a drinking fountain at the same time.

- First, have the volunteers try to use the fountain at the same time. Then ask the class what the two students could do. Lead the class to conclude that the volunteers can each take a turn.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about taking turns.*

- Students will learn the importance of taking turns through the listening activity and then they will reflect on what taking turns means to them through a Project using finger puppets.

## Listening



### 22 Listen and look. Number in order.

- Read the directions aloud. Play Audio Track 28. Have students point to each picture as it is mentioned in the story.
- Play the audio again and have students number the pictures in order.

### MONITOR

Have students check their work. (Answers: 3, 1, 2)

### ASSIST

Have pairs play the roles of Jean and Mark and act out the scene.

## Role Play



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

- Read the directions aloud. Have pairs of students take turns saying the text in the speech bubbles.
- After students have practiced the dialog, have them act out what happens when the boy and the girl take turns using the computer.

### MONITOR

As students act out the dialog, listen for proper pronunciation, appropriate intonation, and correct use of language.

### CHALLENGE

Ask students to name some things in the classroom or at home that they really love to use. As students name items, list them on the board. Then have students substitute the names from their list in the dialog.

## Think BIG



### 21st Century Social Skills

- Read the questions aloud as students follow in their books. Discuss the questions as a class. The students may simply say: *Yes. It's nice. It's good. Happy. Sad.* Discuss the importance of turn-taking as a class and how it makes one feel. Encourage students to think of other situations involving turn-taking at school and at home.

## Project



**Materials:** Art supplies

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

- Read the directions aloud. You may wish to provide pre-made puppets and have students decorate them.
- Model a role play with a volunteer. Use the finger puppets and mimic the sample dialog.
- Suggest other situations in which students might want to take turns, such as using art supplies, using a class dictionary, etc. Have students act out the situations with their finger puppets.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to talk about taking turns.*

- Encourage awareness of what students have learned by quickly eliciting from a few students the words and sentences that they have learned that involve taking turns.

## Homework

WB p. 10/ act. 18 & 19



### 18 Read and match. Then say.

- Direct students to WB Activity 18 on page 10. Read the directions aloud. Explain to the students that they need to read the sentences and then match them to the pictures.

### 19 Read and write.

- Direct students to WB Activity 19 on page 10. Read the directions aloud. Explain to the students that they need choose and write the correct words to complete the sentences.

## Extra Application and Practice Activity

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



# Review Lesson 1 | Vocabulary and Grammar

## Lesson Flow




## Lesson Objective

To review the words and structures of the unit.


**Review | Vocabulary and Grammar**

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


color   glue   listen   play   read   write




**1** She's \_\_\_\_\_ shapes.




**2** They're \_\_\_\_\_ a book.




**3** They're \_\_\_\_\_ to music.



**4** They're \_\_\_\_\_ soccer.

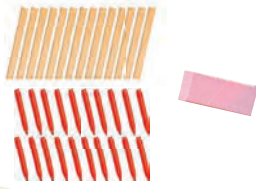


**5** She's \_\_\_\_\_ a picture.



**6** He's \_\_\_\_\_ on the board.

**26 Count and write. Use **There's** or **There are**.**







**1** \_\_\_\_\_ rulers.

**2** \_\_\_\_\_ eraser.

**3** \_\_\_\_\_ markers.

**I Can**

- use words for classroom activities.
- use *there is, there are* to describe what's in my classroom.

14 Unit 1

## Warm-up

- Play a game of *Simon Says* by telling students to pretend to do an action only when they hear you say, "Simon says." (See *Game Bank*, page T135, for details.)
- Lead the students by using the following statements with and without the words *Simon Says*: *color a picture, count to ten, cut paper, glue shapes, use the computer, and so on.*
- Check answers from the HW in the last lesson of the previous unit.

## Lesson Objective

### INVOLVE

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

## Practice 1



**Materials:** Flashcards: Unit 1, classroom activities

- Remind students about the song they sang a few lessons before and refer them to the song on the song lesson page.
- Play Audio Track 10, (the song with the lyrics). Have students follow along and join in with the song.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 11). You could use Flashcards to encourage students to sing other classroom objects that aren't in the song.

## Practice 2



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

### INVOLVE

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

Have students complete the rest of the activity independently.

### MONITOR

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

### ASSIST

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

## Practice 3

WB p. 11/ act. 20



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

- Read the directions aloud. Have students look at the picture, read the words and fill in the blanks. Have the students complete the activity independently.

## Practice 4



**26 Count and write. Use *There's* or *There are*.**

- Read the directions aloud. Explain that students have to count the objects in each picture and then complete the sentence using *There's* or *There are*. Do Item 1 together and then have students complete the activity independently.

### MONITOR

Have students read their answers aloud with a partner. Check for correct pronunciation, intonation and language. (Answers: 1 *There are fourteen*, 2 *There's*, one 3 *There are twenty*)

## Self-assessment



### I Can

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

## Suggestions for Remediation

### Assessment Pack

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

WB Unit 1/ p. 98

- Direct students who need help with grammar to the Unit 1 Extra Grammar Practice (Workbook, page 98).
- For further vocabulary work, students can access word games in the Big English Student World.



## Homework

WB p. 11/ act. 21



**21 Count and write. Use *is* or *are*.**

- Direct students to WB Activity 21 on page 11. Read the directions aloud. Explain to students that they must count the numbers in the table and write *is* or *are*. Walk students through first item.

## Extra Application and Practice Activity

- Write questions about your classroom that can be answered with sentences that include *There is* or *There are*; for example: *How many boys are in our class? How many books are on the shelf? or How many pencils are on my desk?*
- Have students work in pairs to write *There is/There are* responses to each question. Then have pairs exchange papers with another pair. Have them read the answers aloud. Check to make sure they are correct.

## Assessment Pack

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

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

color   glue   listen   play   read   write



1 She's \_\_\_\_\_ shapes.



2 They're \_\_\_\_\_ a book.



3 They're \_\_\_\_\_ to music.



4 They're \_\_\_\_\_ soccer.

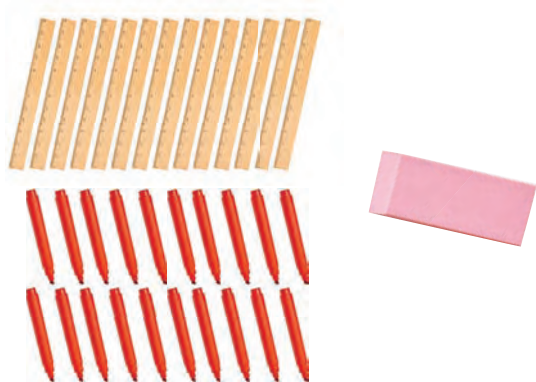


5 She's \_\_\_\_\_ a picture.



6 He's \_\_\_\_\_ on the board.

**26** Count and write. Use **There's** or **There are**.



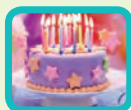
1 \_\_\_\_\_  
\_\_\_\_\_ rulers.

2 \_\_\_\_\_  
\_\_\_\_\_ eraser.

3 \_\_\_\_\_  
\_\_\_\_\_ markers.

**I Can**

- use words for classroom activities.
- use *there is*, *there are* to describe what's in my classroom.



29  
27

Listen and find. Say **Picture 1** or **Picture 2**. Then ask and answer.



In Picture 1,  
what are they  
doing?

In Picture 1,  
they're playing  
a game.



### I Can

- ask and answer about what people are doing in the classroom.



# Review Lesson 2 | Speaking

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

**Review | Speaking**

**27** Listen and find. Say **Picture 1** or **Picture 2**. Then ask and answer.

**Picture 1**

**Picture 2**

In Picture 1, what are they doing?

In Picture 1, they're playing a game.

**I Can**

- ask and answer about what people are doing in the classroom.

☆☆☆

Unit 1 15

## Warm-up



**Materials:** Flashcards: Unit 1, classroom activities

- Use the Flashcards to review the unit vocabulary. Play a game with students. Begin by writing these target phrases on the board: *counting, cutting, coloring a picture, gluing*

*shapes, listening to a story, playing a game, using the computer, watching a movie, writing her name.*

- Provide paper or use a whiteboard and markers. The first player picks a Flashcard and draws a picture of someone doing the activity that's on the card. Students guess what the picture shows, using the phrases on the



board. The student who guesses correctly gets to choose a card and draw the next picture. Continue playing until everyone has had a chance to draw a picture.

- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review the words and structures of the unit through a variety of activities that involve finding differences in pictures, and playing a game. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

### 21st Century Social Skills

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

## Video

Drama U 01



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

## Practice

P. T137  
29



### 27 Listen and find. Say *Picture 1* or *Picture 2*. Then ask and answer.

- Read the directions aloud. Have two volunteers read the text in the speech bubbles aloud. Explain that students will listen to the audio and say whether the statement refers to *Picture 1* or *Picture 2*. They will then ask and answer questions about the classroom activities that the people are doing in the two pictures.
- Play Audio Track 29 and have students say: *Picture 1* or *Picture 2*. Do the first item together as a class and then have students continue the activity in pairs.

### MONITOR

While students are talking in pairs, listen for correct pronunciation, appropriate intonation, and correct use of language. Check answers. (Answers: 2, 1, 1, 1, 1, 2, 2, 2, 2, 1)

### ASSIST

If students have difficulty talking about any of the activities, use the unit Flashcards as a prompt.

### CHALLENGE

Divide the class into half or into small groups. Have groups make a list of all the differences they see between *Picture 1* and *Picture 2*. Give a time limit and see which group identifies the most differences correctly in the least amount of time.

Show students how to manage the task systematically. Ask a student to describe what is happening in *Picture 1* at the table on the left side of the picture. Then have him or her

describe what the same children are doing in *Picture 2*. Encourage students to follow this pattern, going back and forth between the pictures.

## Self-assessment



### I Can

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

## Suggestions for Remediation

### Assessment Pack

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

WB Unit 1/ p. 98

- Direct students who need help with grammar to the Unit 1 Extra Grammar Practice (Workbook, page 98).
- For further vocabulary work students can access games in the Big English Student World.



## Extra Application and Practice Activity

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

## Assessment Pack

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



# My Games

## Objectives

### Reading

- Can understand some details in short, simple dialogs on familiar everyday topics, if supported by pictures.
- Can understand safety instructions if expressed in simple language and supported by pictures.

### Listening

- Can recognize familiar words and phrases in short, simple songs or chants.
- Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing.
- Can understand cardinal numbers from 21 to 100.
- Can understand simple spoken commands as part of a game.
- Can understand the letters of the alphabet by their names

### Speaking

- Can use cardinal numbers up to fifty.

### Writing

- Can write some familiar words.
- Can write the letters of the alphabet in lower case
- Can write short, basic descriptions of everyday activities, given prompts or a model.

### Grammar

- Can use basic prepositions of place with nouns and noun phrases.
- Can make requests and offers with would like to + verbs in the infinitive.

## Unit Projects

### Family Connection

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

# Key Language

## Key Vocabulary

### Activities

kick a soccer ball

play basketball

play volleyball

play baseball

play on the slide

ride my bike

skate

skateboard

### Prepositions of location

behind

between

in front of

next to

### Expressions

Just watch!

They're a great team!

This is a nice  
playground.

## Content Words

bone

jump

kick

move

muscle

throw

chase

dragon

freeze

join

move

shoulder

snake

tag

## Grammar/Structures

What **does** he/she **like to do**? He/She **likes to skate**.

What **do** they **like to do**? They **like to play basketball**.

## Phonics

**The sounds:** *ng, nk*

## My Classroom Bulletin Board

Make a bulletin board entitled *My Games*. Ask students to think about outdoor activities they like and write one under the sentence starter "*I like...*". For example, students might write *to play volleyball* or *to climb trees*. Students may wish to draw a picture of themselves playing the game or doing the activity and add it to the display. Have students add activities to the bulletin board as they work through the unit and learn about new activities.

# Vocabulary Lesson

## Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective

## Lesson Objective

I will learn to name outdoor activities.

## Key Language

kick a soccer ball, play baseball, play basketball, play on the slide, ride my bike, skate, skateboard



# My Games

## Vocabulary

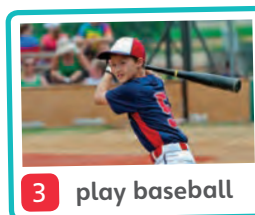
I will learn to name outdoor activities.



## Song Time!



1 Listen, look, and say.



2 Play the acting game.

## Warm-up



**Materials:** Pictures of outdoor activities

- Take students for a walk outdoors or show them pictures of outdoor activities. Ask: *What do you like to do outdoors?* Have volunteers mime their favorite outdoor activity and see if other students can guess what it is.

## Lesson Objective



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

### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name outdoor activities.*
- Use 2–3 Flashcards to remind students what they already know and elicit a few names of outdoor activities.
- Students will name and identify the different activities that they might do outdoors.

## Song Time



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

### Listen and sing.

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

## Presentation



### 1 Listen, look, and say.

- Read the directions aloud. Play Audio Track 31. Have students listen, point to the picture for each matching activity, and then repeat it.

### MONITOR

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

### ASSIST

Replay the audio as needed. Display the Flashcards on the board. Say: *Which picture shows someone playing tennis? Which picture shows someone doing gymnastics?* Continue asking about different pictures and having students point in response.

## Practice

WB p. 12/ act. 1



### 1 Read and match. Then say.

- Read the directions aloud. Have students read the sentences and match to the pictures. Guide students through Item 1.

- Have students work independently, and then compare answers with a partner.

### MONITOR

Check answers as a class.

## Game



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

### 2 Play the acting game.

- When students are familiar with the vocabulary, play *Charades*. (See Game Bank, page T134, for details.) Use the Flashcards and have the first player draw a card and mime the activity. Have students guess what the player is doing. Play until each student has had a chance to lead the game.

### MONITOR

Check that students can read and understand each activity. Also, listen for correct pronunciation and appropriate intonation as they guess each activity. Students can also play the game in groups while you go around and check their understanding and language.

### ASSIST

Put students into mixed ability groups for the game so that stronger language students can assist weaker ones. Students can also take turns in pairs (so that two students are acting out the same activity at a time) to facilitate confidence and participation.

## Lesson Objective



### INVOLVE

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

- Encourage awareness of what students have learnt by quickly eliciting from a few students the names of classroom activities.

## Extra Application and Practice Activity

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

- Place the Flashcards on the board, picture-side up. Write on the board *p\_\_ vo\_\_\_\_\_ ll*. Have students spell the words for you and write in the missing letters (l-a-y and l-l-e-y-b-a) as they do so. Continue with all the vocabulary items. If time allows, have students play the game in pairs.

### MONITOR

Check for correct pronunciation and proper intonation.

### ASSIST

Allow students to look back at the Student's Book for reference if necessary.



# 2

# My Games

## Vocabulary

I will learn to name outdoor activities.



## Song Time!



Listen, look, and say.



2 Play the acting game.

# Song

I will learn to ask and answer about outdoor activities.

 **3** Listen and sing. Then look at **1** and find.

## Come On and Play

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

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

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

 **4** Listen and find in **1**. Then say.

 **5** Look at **1**. Ask and answer.



I like to play volleyball.



Picture 2.

**THINK  
BIG**

What games can children play on the playground?  
What games can children play in the classroom?

# Song Lesson

## Lesson Flow



## Lesson Objective

I will learn to ask and answer about outdoor activities.

## Key Language

climbing trees, doing gymnastics, flying kites, ice-skating, playing soccer, playing tennis, playing volleyball, riding my bike, skateboarding

### Song

I will learn to ask and answer about outdoor activities.

**3** Listen and sing. Then look at **1** and find.

#### Come On and Play

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

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

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

**4** Listen and find in **1**. Then say.

**5** Look at **1**. Ask and answer.



I like to play volleyball.

Picture 2.



**THINK BIG**

What games can children play on the playground?  
What games can children play in the classroom?

Unit 2 17

## Warm-up



**Materials:** Pictures of playgrounds

- Take students for a walk around a playground or show them pictures of playgrounds. Ask: *What do you like*

*to do on the playground?* Have volunteers pantomime their favorite playground game or activity and see if other students can guess what it is.

## Lesson Objective



### INVOLVE

Set the objective of the lesson. Say: *Today I will learn to ask and answer about outdoor activities.*

- Students will sing a song and talk about outdoor activities.

## Listen and Sing



### 3 Listen and sing. Then look at 1 and find.

- Read the directions aloud. Play Audio Track 32 and have students follow along quietly.
- Replay the audio and have students sing along. Do this several times.
- You may wish to teach one verse of the song at a time. Play just the first verse and review the lyrics, replaying it until students are comfortable. Then repeat with the second verse. Have students familiarize themselves with the first two verses before introducing the third.
- Ask students to read the song silently, look at the images in Activity 1, and find those that are mentioned in the song. Ask them to point at each image and say its matching number. Do this as a whole class first and then in pairs.

### MONITOR

Check students' comprehension. Ask: *What are they playing? (soccer, baseball, and basketball) What does Paul like to play? (play on the swings) What does Vera like to do? (play on the slide) What do they all love to do? (play hide-and-peek).*

### CHALLENGE

With books closed, elicit the activities that are not mentioned in the song. (*Answers: flying kites, doing gymnastics, ice-skating, skateboarding*)

## Practice 1



### 4 Listen and find in 1. Then say.

- Read the directions aloud. Play Audio Track 34 and have students listen, point to each item in Activity 1, and say the words. Do this as a class.
- Replay the audio and have students point to the correct image and repeat the sentence to a partner.

### MONITOR

Listen for proper pronunciation, appropriate intonation, and correct use of language. (*Answers: to play basketball, to play volleyball, to skate, to play on the slide, to ride a bike, to skateboard, to kick a soccer ball*).

## Speaking



### 5 Look at 1. Ask and answer.

- Read the directions aloud. Read the speech bubbles aloud while students follow in their books. Have students repeat the dialog and point to the matching image in Activity 1.

- Choose a pair of volunteers to model the dialog. Have students switch roles and repeat.
- Repeat the activity with the whole class using examples. Say: *I like to skateboard. (Number seven) I like to play on the slide. (Number four)* Then pair up students to ask and answer questions about the images in Activity 1.

### MONITOR

Listen for proper pronunciation and correct language use.

## Practice 2

WB p. 13/ act. 3



### 3 Draw. Then say.

- Read the directions aloud. Ask the students to draw and color the games and outdoor activities that they do. Students work independently. Get feedback from the class.

## Think BIG



### 21st Century Critical Thinking

- Discuss the questions as a class. Encourage students to give simple answers in English. For example, classroom games can include ones you have played with them in this course, such as *Charades* and *Snap!* Playground games can include soccer, tennis, and baseball.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to learn to ask and answer about outdoor activities.*

- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the song, for example, which outdoor activities they heard in the song.

## Homework



WB p. 13/ act. 2



### 2 Listen and sing. Then match.

- Direct students to WB Activity 2 on page 13. Read the directions. Explain to students that they must first listen and sing along to the song on Audio Track 35, then match the words in the song to pictures a–d.

## Extra Application and Practice Activity

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

- Play *Charades*. (See *Game Bank*, page T134, for details.) Use the Unit 2 Flashcards.
- Have the first player pick up a card and mime the phrase on the card. Have students guess what the player is doing, using a complete sentence that begins with *She's* or *He's*. Play until most students have had a chance to lead the game.

# Story Lesson

## Lesson Flow



## Lesson Objective

I will read a story about outdoor activities.

## Key Language

play soccer, play volleyball, skateboard

Just watch!, They're a great team!, This is a nice playground.

### Story

I will read a story about outdoor activities.

6 Listen and read. What does Jenny like to do?

#### We Like to Play Together!

**1** This is a nice playground!  
Yes, it is. What do you like to do on the playground?

**2** I like to play soccer. My sister likes to skateboard.

**3** What does your brother like to do?  
He likes to play volleyball.

**4** We like to play together, too.  
How can you do that?

18 Unit 2

**5** Just watch!

**6** Wow! They're a great team. They like to play together.

7 Look at the story. Then circle.

- 1 likes to **play soccer** / ride his bike.
- 2 likes to **play baseball** / skateboard.
- 3 likes to **play volleyball** / play basketball.

**THINK BIG** What do you like to play on the playground? What team games do you know? Do you like to play on a team? Why?

Unit 2 19

## Warm-up

- Play *I Can Spell (Hangman)* with students. (See Game Bank, page T135, for details.)
- Divide the class into two teams. Draw lines on the board for the number of letters in the name of an outdoor activity from the unit. Have players on each team take turns guessing letters in the word.
- The first team to guess the activity before the whole hangman is drawn gets one point.
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to read a story about outdoor activities.*
- Students will listen to and read a story, answer a question about it, and discuss ideas related to it.

## Pre-reading

- Point to and read the story title aloud. Have students repeat after you. Explain that this story is about a group of children doing different outdoor activities.



**Guided Prediction:** Have students look at the pictures in the story frames. Help them point to and name outdoor activities in the pictures. Then point to each outdoor activity and say its name. Have students point and repeat after you.

## Reading 36



### 5 Listen and read. What does Jenny like to do?

- Read the story title aloud. Have students repeat it. Have them look at the story frames and identify where the children are (a playground) and what kinds of activities the children are doing (playing soccer and volleyball and skateboarding).
- Read the directions aloud. Draw attention to the question: *What does Jenny like to do?* Play Audio Track 36. Have students listen and read along silently.

#### ASSIST

- Allow students to mime their answers.

## Comprehension 1

#### MONITOR

Ask comprehension questions about the story, e.g. Point to the boy in frame 2 in the blue T-shirt: Say: *This is Jamie. What does he like to do?* (play soccer). Point to the boy playing volleyball in frame 3. Say: *This is Tony. What does he like to do?* (play volleyball). Point to the girl. Say: *This is Jenny. What does she like to do?* (skateboard)

#### ASSIST

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

## Comprehension 2

### 6 Look at the story. Then circle.

- Read the directions aloud. Next, point to the picture in Item 1. Say: *Point to this boy in the story.* Then ask: *What does he like to do? Play soccer?* (yes) *Ride his bike?* (no) Demonstrate for students how to circle the correct answer in their books.
- Have students complete the activity independently, assisting them as needed.

#### MONITOR

Check answers. Walk around to look at students' books and check to see that students have circled the correct answer. (*Answers: 1 play soccer, 2 skateboard, 3 play volleyball*)

## Comprehension 3 WB p. 14/ act. 4

### 4 Read and write.

- Have students read the story then read the questions and write the words in the blanks to complete the sentences.

## Think BIG

### 21st Century Communication

- Pair students and have them ask each other the questions. Allow time for pairs to discuss. At the end of the discussion, have volunteers share their responses to the questions with the whole class. Help them to give simple reasons for the third question in English, e.g. *I like to share. I like to play with my friends.*
- Tell students that sometimes children can feel left out on the playground. Ask students how they can be more sensitive to including others when they are playing a game or sport.

## Lesson Objective

#### INVOLVE

Revisit the lesson objective: *Now I have read a story about outdoor activities.*

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

## Homework WB p. 14

### Think BIG

- Direct students to WB Think BIG activity on page 14. Have students think about the question, then read and circle the odd one out.

## Extra Application and Practice Activity

**Materials:** Paper plates, Art and Craft supplies

- Have students make puppets by decorating paper plates with faces using markers or crayons, colored paper, and fabric or wool scraps.
- Have each student hold his or her puppet and ask it: *What do you like to do?* Then have the student answer for the puppet.
- Have students practice the exchange in pairs or small groups.

#### MONITOR

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

#### ASSIST

- Correct any mistakes you hear by modeling the correct answer and having students repeat after you.
- Have students save their puppets for use in future lessons.

# Story

I will read a story about outdoor activities.

36  
6




Listen and read. What does Jenny like to do?

## We Like to Play Together!





**7** Look at the story. Then circle.

- 1  likes to **play soccer** / **ride his bike**.
- 2  likes to **play baseball** / **skateboard**.
- 3  likes to **play volleyball** / **play basketball**.



What do you like to play on the playground?  
 What team games do you know?  
 Do you like to play on a team? Why?



# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about outdoor activities.

## Key Language

hide-and-peek, play on the slide, play soccer, ride [his/her] bike

### Language in Action

I will listen to a dialog about outdoor activities.

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

**Len:** I like to play with Ted and Judy. They're fun!

**Betty:** What do they like to do?


**Len:** They like to play hide-and-peek.

**Betty:** I like to play hide-and-peek, too!

**Len:** Great. Let's play!

**9** Look at 7. Role-play with a partner.

**10** Listen and stick.



20 Unit 2

## Warm-up



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

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

## Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will listen to a dialog about outdoor activities.*
- Students will practice listening skills by listening to a dialog, use the language of the unit in context by acting out a conversation with a partner, and talk about outdoor activities.

## Pre-listening



- Point to the girl and the boy. Introduce them as Betty and Len and tell students that they will hear Betty and Len talking in about a game they like to play. Have the students predict what Betty and Len are talking about.

## Listening



### 7 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 37. Have students listen and follow along in their books. Pause the audio from time to time so that students can repeat what they hear.

## Comprehension



### INVOLVE

- Have students describe the game the children are playing in the picture at the top of the page. (hide-and-seek) Read the directions aloud. Play Audio Track 37 and have students listen and read along silently.
- Play the audio again, pausing from time to time so that students can repeat what they hear.

### MONITOR

Replay the audio so that students become familiar with the dialog. Then check students' comprehension. Ask: *What do Ted and Judy like to do?* (play hide-and-seek) *What does Betty like to do?* (play hide-and-seek) *What will Betty and Len do?* (They will play hide-and-seek with Ted and Judy.)

### CHALLENGE

- Have students tell what happens next. Have them tell what Len will say to Judy and Judy's response. For example, for Len, students may say: *May Betty and I play hide-and-seek with you?* For Judy, students may say: *Yes. Come play with us.*
- If time allows at the end of a lesson, you can play *hide-and-seek* to review numbers and places. Ask: *Where do you like to hide?* Elicit: *behind the tree, under the plants, etc.*

## Role Play



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

- Pair students to read the dialog and act it out. After students read it once, have them switch roles and repeat.

### MONITOR

As students work, listen for proper pronunciation and intonation, especially in questions and explanations.

### ASSIST

- Correct errors in pronunciation and intonation as needed and have students repeat after you.

## Practice 1



### 9 Listen and stick.

**Materials:** Stickers

- Help students find the Unit 2 stickers at the back of the Student's Book. Tell them they will listen to the audio and place stickers in the correct places on the picture, based on what they hear.
- Read the directions aloud. Play Audio Track 38, repeating as necessary and have students complete the sticking part of the activity independently.

### MONITOR

Check answers. Ask what the sticker characters like to do. Have volunteers say the answers, e.g. *What does Mike like to do?* (He likes to ride his bike.) (Answers: 1 He likes to ride his bike. 2 She likes to play on the slide. 3 He likes to play soccer.)

- In pairs, students can tell each other what the sticker characters like to do using the correct language.

### ASSIST

- If necessary, pause audio and help students complete each item.

## Practice 2

WB p. 15/ act. 5



### 5 Follow the path. Count and write.

- Read the directions aloud. Explain to the students that they need to follow the path, count the items in the boxes, and write the numbers in the blank spaces.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have listened to a dialog about outdoor activities.*
- Encourage awareness of what students have learned by eliciting a few things they remember about the dialog.

## Homework

WB p. 15/ act. 6



### 6 Look at 5. What do they like to do? Write.

- Direct students to WB Activity 6 on page 15. Explain to students that they need to look at Activity 5 again, read the sentences, then fill in the blanks with the words in the box. Walk students through Item 1.

## Extra Application and Practice Activity

- Have students draw pictures of something they like to do. Invite pairs to come to the front of the room with their pictures. Point to one of the students and model: *What does she like to do?* Have the class repeat.
- Then have the other student point to his or her partner and respond: *He/She likes to...*



# Language in Action

I will listen to a dialog about outdoor activities.

37  
8

**Listen and read. Then say.**

**Len:** I like to play with Ted and Judy. They're fun!

**Betty:** What do they like to do?

**Len:** They like to play hide-and-  
seek.

**Betty:** I like to play hide-and-  
seek, too!

**Len:** Great. Let's play!



9

**Look at 7. Role-play with a partner.**

38  
10

**Listen and stick.**



# Grammar

I will learn to use *like to* + verb to describe what people like to do.  
I will learn to use *between, behind, in front of, and next to*.

What **does** he/she **like to do**?

He/She **likes to skate**.

What **do** they **like to do**?

They **like to play basketball**.



## Listen and write. Then say.

1 What \_\_\_\_\_ Matt like to do?

He \_\_\_\_\_ listen to music.

2 What \_\_\_\_\_ Becky and Ron like to do?

They \_\_\_\_\_ play video games.

3 What \_\_\_\_\_ she like to do?

She \_\_\_\_\_ ride her bike.



## Listen and write the words.



between



behind



in front of



next to



1 It's \_\_\_\_\_  
the slide.



2 It's \_\_\_\_\_  
the seesaws.



3 It's \_\_\_\_\_  
the bat.



4 They're \_\_\_\_\_  
the swing.

# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use *like to + verb* to describe what people like to do.

I will learn to use *between, behind, in front of, and next to*.

## Key Language

What does she like to do? She likes to skate.

What do they like to do? They like to play basketball.

behind, between, in front of, next to

### Grammar

I will learn to use *like to + verb* to describe what people like to do.  
I will learn to use *between, behind, in front of, and next to*.

What <b>does</b> he/she <b>like to do</b> ?	He/She <b>likes to skate</b> .
What <b>do</b> they <b>like to do</b> ?	They <b>like to play basketball</b> .

**11 Listen and write. Then say.**

- 1 What \_\_\_\_\_ Matt like to do?  
He \_\_\_\_\_ listen to music.
- 2 What \_\_\_\_\_ Becky and Ron like to do?  
They \_\_\_\_\_ play video games.
- 3 What \_\_\_\_\_ she like to do?  
She \_\_\_\_\_ ride her bike.

**12 Listen and write the words.**

**1** It's \_\_\_\_\_  
the slide.

**2** It's \_\_\_\_\_  
the seesaws.

**3** It's \_\_\_\_\_  
the bat.

**4** They're \_\_\_\_\_  
the swing.

Unit 2 21

## Warm-up

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

- Check answers from the HW in the last lesson of the previous unit.

## Lesson Objective

### INVOLVE

Introduce the lesson objective: Say: *Today I will learn to use like to + verb to describe what people like to do and between, behind, in front of, and next to.*

- Students will ask and answer questions using *like* to plus a verb to talk about what people like to do. Students will also learn *behind*, *between*, *in front of*, and *next to*.

## Presentation 1

- Have students read the questions and answers in the grammar box at the top of the page aloud (repeating after you). Point out that the question *What does he/she like to do?* is answered with *He/She likes to skate* and *What do they like to do?* is answered with *They like to play basketball*.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structure in the dialog.

### ASSIST

Elicit two or three questions and answers from the students to illustrate these concepts and write them on the board. Draw arrows from the questions to the answers. Have students refer to these questions and answers as they do the activity.

## Practice 1

### 11 Listen and write. Then say.

- Read the directions aloud. Play Audio Track 40. As students listen, have them point to each picture. Play the audio a second time. Have students complete the sentences independently.

### MONITOR

Check answers as a class. (Answers: 1 does, likes to; 2 do, like to; 3 does, likes to)

## Practice 2

### 7 Write *do* or *does*. Then listen and match.

- Tell students to read the sentences and write *do* or *does* in the blanks. Then play Audio Track 39 and have students match the sentences to the pictures.

## Practice 3

### 8 Look at 7. Write the answers.

- Read the directions aloud. Ask them look at Activity 7 and fill in the blanks, using *likes to* or *like to*.

## Presentation 2

### Materials: A ball

- Display two books and a ball. Place the ball between the two books and say: *It's between the books*. Have students repeat each sentence. Place the ball behind one of the books and say: *It's behind the book*. Place the ball in front of one of the books and say: *It's in front of the book*. Place the ball next to one of the books and say: *It's next to the book*.
- Have three students stand in a row in front of the class and ask: *Who is between (Carlos) and (Ana)?* Continue having students stand behind, in front of, and next to each other while you ask questions about position.

## Practice 4

### 12 Listen and write the words.

- Read the directions aloud. Play Audio Track 41 as students listen and read silently. Replay the audio and direct students to point to the correct answer for each sentence. Then have students complete the activity independently.

### MONITOR

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

### ASSIST

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

## Lesson Objective

### INVOLVE

- Revisit the lesson objective: *Now I have learned to use like to + verb to describe what people like to do and between, behind, in front of, and next to.*
- Encourage awareness of what students have learned by quickly asking a few students about outdoor activities, such as *What does he/she like to do? He/She likes to play soccer. What do they like to do? They like to play volleyball.*

## Homework

### 9 Look and write.

- Tell students to read the sentences and look at the picture. Then have students complete the sentences using the words from the box.

### 10 Look at 9. Read and circle.

- Direct students to WB Activity 10 on page 17. Explain to students that they need to look at Activity 9 again, read the sentences, then circle the correct words.

## Extra Application and Practice Activity

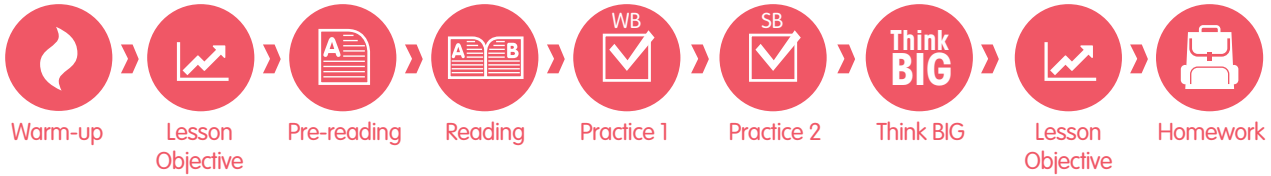
- Have students find out which activities their classmates like to do. On a sheet of paper, students can write the activities *listen to music*, *play video games*, and *ride a bike*. Along the top of the paper, students can write the names of four classmates.
- Have the student ask a classmate: *What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

## Extra Grammar Practice

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

# Content Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about muscles and bones in the body.

## Key Language

bone, jump, kick, move, muscle, move, throw

### Content Connection | Science

I will learn about muscles and bones in the body.

<sup>42</sup> **13** Look and listen. Say the numbers.

13 26 27 34 70

<sup>43</sup> **14** Listen and read.  
Write the numbers.

#### CONTENT WORDS

bone jump kick move muscle throw



Playing is fun. When we move, we use our bones and muscles. Bones and muscles help us play.

We throw with our hands. Our hands have many bones. One hand has \_\_\_\_\_ bones.



We kick with our feet. Our feet have many bones, too. One foot has \_\_\_\_\_ bones.

When we throw a ball, we use \_\_\_\_\_ muscles.  
When we kick a ball, we use \_\_\_\_\_ muscles.

When we jump, we use more than \_\_\_\_\_ muscles.

We need to take good care of our bones and muscles.



**15** Look at 14. Read and match.

- |                            |                             |
|----------------------------|-----------------------------|
| 1 Bones and muscles        | a use more than 70 muscles. |
| 2 Our feet                 | b help us play.             |
| 3 When we throw a ball, we | c have a lot of bones.      |
| 4 When we jump, we         | d use our hands.            |



Which activities use our muscles the most?

dancing    using a computer    watching movies  
playing basketball    riding a bike



## Warm-up



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

## Lesson Objective



### INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about muscles and bones in the body.*
- Students will read and discuss the number of muscles and bones found in parts of the human body.

## Pre-reading



42



### 13 Look and listen. Say the numbers.

- Read the directions aloud. Play Audio Track 42 and have students point to and repeat each number.
- Ask the students to scan the text quickly and point out any words for body parts that they can find. Make sure students understand the meaning of the words *bone* and *muscle*.

### MONITOR

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

## Reading



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43



### 14 Listen and read. Write the numbers.

- Read the directions aloud. Play Audio Track 43. Have students read along.
- Play the audio again, pausing after each gap for students to write the missing number.

### MONITOR

- Have students check answers in pairs, then check answers as a class. (Answers: 27, 26, 34, 13, 70)

## Practice 1

WB p. 18/ act. 11



### 11 Look and write.

Tell students to look at the picture, read the words in the box and fill in the blanks.

## Practice 2



### 15 Look at 14. Read and match.

- Read the directions aloud. Have students carefully read the text in Activity 14 in silence.

### ASSIST

Model how to look back in the text in Activity 14 to help match the sentence parts. Read aloud Item 1 (Bones and muscles) and then point to where to find the end of the sentence on the first line (help us play).

- Complete Item 1 as a class, having students draw a line from 1 to b. Then have students complete the remaining items independently.

### MONITOR

Check students are drawing lines to match the sentence parts correctly. Check answers by reading aloud the numbered items and inviting students read aloud the correct sentence ending. (Answers: 1 b, 2 c, 3 d, 4 a)

## Think BIG



### 21st Century Critical Thinking

- Read the question aloud as students follow in their books. Have students discuss the question as a class or in small groups or pairs. Encourage them to respond in English using words learned previously and in this lesson, e.g. *We use our muscles the most when we dance, play basketball and ride a bike.*

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned about muscles and bones in the body.*
- Encourage awareness of what students have learned by quickly asking them to talk about the different parts of the body and which activities use our muscles the most.

## Homework



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44

WB p. 18/ act. 12



### 12 Listen and circle.

- Direct students to WB Activity 12 on page 18. Explain to students that they should listen to the audio, and circle the correct number in each box.

## Extra Application and Practice Activity

- Play *Bingo* with students. (See *Game Bank*, page T135, for details.) Distribute blank grids that have 16 boxes. Have students write the following numbers in the boxes in random order: 12, 19, 26, 27, 34, 37, 40, 49, 52, 56, 61, 79, 80, 95, 96, and 100. The first player to get a complete row or column of numbers is the winner.

### MONITOR

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

I will learn about muscles and bones in the body.

<sup>42</sup>  
**13** Look and listen. Say the numbers.

13      26      27      34      70

<sup>43</sup>  
**14** Listen and read.  
Write the numbers.

**CONTENT WORDS**

bone jump kick move muscle throw



Playing is fun. When we move, we use our bones and muscles. Bones and muscles help us play.

We throw with our hands. Our hands have many bones. One hand has \_\_\_\_\_ bones.



We kick with our feet. Our feet have many bones, too. One foot has \_\_\_\_\_ bones.

When we throw a ball, we use \_\_\_\_\_ muscles.  
When we kick a ball, we use \_\_\_\_\_ muscles.

When we jump, we use more than \_\_\_\_\_ muscles.

We need to take good care of our bones and muscles.



muscle

bone

**15** Look at 14. Read and match.

- |                            |                             |
|----------------------------|-----------------------------|
| 1 Bones and muscles        | a use more than 70 muscles. |
| 2 Our feet                 | b help us play.             |
| 3 When we throw a ball, we | c have a lot of bones.      |
| 4 When we jump, we         | d use our hands.            |



**Which activities use our muscles the most?**

dancing      using a computer      watching movies  
playing basketball      riding a bike

I will learn about games played in different countries.

**16** Look at the pictures.  
Which games do you know?

### CONTENT WORDS

chase dragon freeze join  
move shoulder snake tag

## Tag! You're It!

**1** In Ghana, Africa, children play Big Snake. One child is the "snake". The snake runs and tags another child. That child holds the snake's hand. Together they try to tag other children. Other children join the snake. At the end, there is one very big snake!

**2** In Mexico, children play Sun and Ice. There are two teams. On each team, one child chases and tags a child on the other team. That child must freeze. He or she can't move. If another person on that child's team touches the child and says "Sun!" the child can move again.

**3** In China, children play Catch the Dragon's Tail. Children stand in a line. They put their hands on the shoulders of the child in front of them. This is the "dragon." The first child is the head of the dragon. The last child is the tail. The head chases the tail. If the head child tags the tail child, the head child becomes the tail. A new child becomes the head. It's even more fun with two dragons!



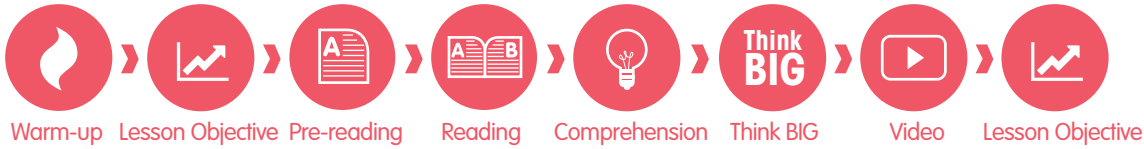
<sup>45</sup>  
**17** Listen and read. Then match with the pictures.



What "tag" games do you know?  
How do you play them?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about games played in different countries.

## Key Language

chase, dragon, freeze, join, move, shoulder, snake, tag

## Culture Connection | Around the World

I will learn about games played in different countries.

- 16** Look at the pictures.  
Which games do you know?

**CONTENT WORDS**  
chase dragon freeze join  
move shoulder snake tag

### Tag! You're It!

**1** In Ghana, Africa, children play Big Snake. One child is the "snake". The snake runs and tags another child. That child holds the snake's hand. Together they try to tag other children. Other children join the snake. At the end, there is one very big snake!

**2** In Mexico, children play Sun and Ice. There are two teams. On each team, one child chases and tags a child on the other team. That child must freeze. He or she can't move. If another person on that child's team touches the child and says "Sun!" the child can move again.

**3** In China, children play Catch the Dragon's Tail. Children stand in a line. They put their hands on the shoulders of the child in front of them. This is the "dragon." The first child is the head of the dragon. The last child is the tail. The head chases the tail. If the head child tags the tail child, the head child becomes the tail. A new child becomes the head. It's even more fun with two dragons!



- 17** Listen and read. Then match with the pictures.



What "tag" games do you know?  
How do you play them?

## Warm-up



**Materials:** World map showing the location of the new countries you want to teach

- Ask the class: *What is your favorite game to play in school/in the playground? Why is it your favorite? What are the rules?*

### 21st Century Global Awareness

- Write the names of the new countries *Ghana*, *Mexico*, and *China* on the board. Point at each one on the world map and ask students what they know about these countries and the games the children play.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about games played in different countries.*
- Students will read about the different types of games that children play around the world and how they're different to the games that they play in their own country.

## Pre-reading



### 16 Look at the pictures. Which games do you know?

- Point at the children in the photos and the labels *Sun and Ice*, *Catch the Dragon's Tail*, and *Big Snake*. Ask students if they recognize any of the games the children are playing. Tell students that they will read about different types of "tag" games that children play around the world.
- Draw students' attention to the words in the Content Words box. Explain that these are all words that these children use when they play games. Explain, draw, or mime the following words: *sun*, *ice*, *snake*, *dragon chase*, *freeze*, *move*, *join*, *tag*, *tail*, *head*, *shoulder*.

## Reading



### 17 Listen and read. Then match with the pictures.

- Read the directions aloud. Play Audio Track 45. Have students read along. Then have the students match the text to the pictures of the children playing games.

### ASSIST

Replay the audio, pausing after each item and inviting students to explain in simple terms what they understood. Check students can say the names of the games and which countries they come from.

## Comprehension



- Ask questions to check understanding of the text. Ask: *What is the objective of the game "Big Snake"? (to make a long snake); In "Sun and Ice", when a child from another team tags you, what must you do? (freeze); In "Catch the Dragon's Tail", what is the last child? (the tail).*

## Think BIG



### 21st Century Critical Thinking

- Have students look again at the pictures on page 23 of their Student's Book. Discuss the different "tag" games that children can play around the world, and whether they know any of them.
- Ask your students: Which game in the pictures would you like to play? Why?

## Video

Documentary U 02



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

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned about games played in different countries.*
- Encourage awareness of what students have learned by quickly eliciting one or two games from the lesson.

## Extra Application and Practice Activity

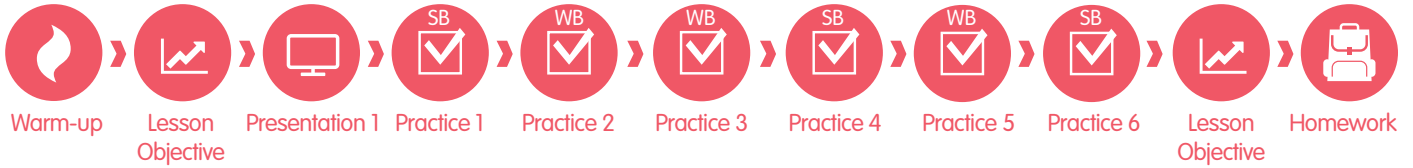
**Materials:** A blindfold

- Review the prepositions of location taught earlier in the unit: *behind*, *between*, *in front of*, and *next to*
- Have students play a game of hide-and-seek. One student is blindfolded while a second student hides in the classroom.
- The rest of the class provides clues using prepositions, such as: *Sally is behind you.* or *Jose is between the door and the window.*
- Continue the game, having students take turns being the hider and the seeker.



# Phonics Lesson

## Lesson Flow



## Lesson Objective

I will learn to use the sounds *ng* and *nk*.

**Phonics | *ng, nk***

I will learn to use the sounds *ng* and *nk*.

**18** Listen, look, and repeat.  
1 *ng*      2 *nk*

**19** Listen and find. Then say.

  
*ring*      *pink*      *bang*      *ink*

**20** Listen and blend the sounds.

1 k-i-ng    king	2 w-i-ng    wing
3 th-a-nk    thank	4 s-i-ng    sing
5 b-a-nk    bank	6 s-i-nk    sink

**21** Underline *ng* and *nk*. Then listen and chant.

Sing a song about a king.  
Thank you! Thank you!  
He has a big, pink ring  
And big, blue wings.  
Thank you! Thank you!



24 Unit 2

## Warm-up

- Ask students to listen carefully to the ends of some words as you say them. Tell students to clap if the word ends with the /*ng*/ sound. For example, say: *king, ball, cat, ring, man, sing, map, bang, wing*.
- Repeat for the /*nk*/ sound. This time, tell students to clap if the word ends with the /*nk*/ sound. For example, say: *pink, tall, cap, bat, sink, bank, bat, ran, thank, ink*.

## Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use the sounds *ng* and *nk*.*

- Students will identify and name the letters and sounds *ng* and *nk* individually and as part of words.

## Presentation 46

### 18 Listen, look, and repeat.

INVOLVE

Read the directions aloud. Play Audio Track 46 and have students listen and point to each sound as it is said. Have students repeat.

MONITOR

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

## Practice 1 P. T138 47



### 19 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 47 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

#### ASSIST

Replay the audio as needed. Use gestures and simple language to help with understanding.

**Pronunciation:** Learning to recognize and pronounce unfamiliar sounds is one of the more difficult tasks for language learners. Remind students that some English sounds are very different from those in their home language. Encourage students to listen very carefully for the differences and try new ways to use their lips, teeth, and tongue to make new sounds.

Explain that this will feel strange at first but that means they are doing a good job!

## Practice 2 WB p. 19/ act. 13



### 13 Find and circle *ng* and *nk*.

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

#### MONITOR

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

## Practice 3 WB p. 19/ act. 14



### 14 Read and circle *ng* and *nk*.

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

#### MONITOR

Check students are circling the correct letters. Check answers as a class.

## Practice 4 48



### 20 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 48 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

#### MONITOR

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

## Practice 5 WB p. 19/ act. 15



### 15 Match the words with the same sounds.

- Read the directions aloud. Walk through Item 1 as a class, eliciting that *wing* has the same *ng* sound as *sing*.
- Have the students match the words individually.

#### MONITOR

Check answers as a class.

## Practice 6 49



### 21 Underline *ng* and *nk*. Then listen and chant.

- Read the directions aloud. Read the chant aloud while students follow in their books. Find the first word with *ng* together (*sing*) and have students underline it. Repeat for the first word with *nk* (*thank*). Have students continue finding and underlining the other words with *ng* and *nk* independently.
- Play Audio Track 49 and have students listen. Replay several times and encourage them to join in.

#### MONITOR

As students repeat the chant, listen for correct pronunciation, appropriate intonation, and correct use of language. Check answers as a class. (Answers: *sing, song, king, ring, wings; thank, pink*)

#### CHALLENGE

Working in pairs or small groups, ask students to make up their own chants using different combinations of words in their books. Ask volunteers to say theirs aloud and encourage the rest of the class to join in.

## Lesson Objective

#### INVOLVE

Revisit the lesson objective: *Now I have learned to use the sounds ng and nk.*

- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the sounds that they hear in those words (for example, *ring, bang, pink, ink*)

## Homework 50 WB p. 19/ act. 16



### 16 Listen and chant.

- Direct students to WB Activity 16 on page 19. Read the directions aloud. Explain to students that they must listen and chant along.

## Extra Application and Practice Activity

- Have students each fold a sheet of letter-sized paper in half (lengthways). Instruct them to write the heading *ng* at the top of one side and *nk* at the top of the other. Have students write words with *ng* under the correct heading in one column and words with *nk* in the other. They may use words from the lesson or other words they know. They may also illustrate each word with a simple drawing.
- Have each student read their words aloud to a partner.

I will learn to use the sounds ng and nk.

<sup>46</sup>  
**18** Listen, look, and repeat.

1 **ng**      2 **nk**

<sup>47</sup>  
**19** Listen and find. Then say.



**ring**



**pink**



**bang**



**ink**

<sup>48</sup>  
**20** Listen and blend the sounds.

1 k-i-ng    king

2 w-i-ng    wing

3 th-a-nk    thank

4 s-i-ng    sing

5 b-a-nk    bank

6 s-i-nk    sink

<sup>49</sup>  
**21** Underline **ng** and **nk**. Then listen and chant.

Sing a song about a king.  
Thank you! Thank you!  
He has a big, pink ring  
And big, blue wings.  
Thank you! Thank you!



# Values | Play safely.

I will learn to talk about playing safely.



**Look, listen, and number. Then say.**



I'm safe on my skateboard. I always wear a helmet and pads.



I'm safe on the swing. I always sit down.



We are safe on the seesaw. We put one leg on each side.



I'm safe on the slide. I always keep my feet in front of me.



Do you play safely? How?



## Project

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

<i>Playground Activities</i>	<i>Safety Tips</i>	<i>I Play Safely</i>
seesaw	put one leg on each side	✓
slide	keep feet in front of you	
swings	don't stand up	
skating	wear knee pads	
bike riding	wear a helmet	

# Values Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about playing safely.

## Key Language

safe, seesaw, skateboard, slide, swing

I'm safe on my skateboard.

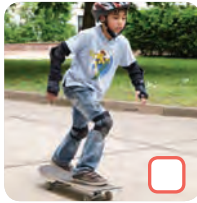
I always wear a helmet and pads.

## Values | Play safely.

I will learn to talk about playing safely.



**Look, listen, and number. Then say.**



I'm safe on my skateboard. I always wear a helmet and pads.



I'm safe on the swing. I always sit down.



We are safe on the seesaw. We put one leg on each side.



I'm safe on the slide. I always keep my feet in front of me.



Do you play safely? How?



## Project

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

Playground Activities	Safety Tips	I Play Safely
seesaw	put one leg on each side	✓
slide	keep feet in front of you	
swings	don't stand up	
skating	wear knee pads	
bike riding	wear a helmet	



## Warm-up



**Materials:** Paper strips, plastic cup

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

ASSIST

- Pair up students with mixed abilities. Have the stronger language student read the rule aloud and the weaker one mime the rule.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about playing safely.*
- Students will discuss how to play safely in the playground.

## Listening



### 22 Look, listen, and number. Then say.

INVOLVE

- Read the directions aloud. Play Audio Track 51 and have students point to each picture as they hear the sentences.
- Play the audio again and have students write the numbers in the boxes.

MONITOR

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

## Think BIG



### 21st Century Communication

- Read the questions aloud as students follow in their books. Discuss the questions as a class. The students may simply say, e.g. *Yes. I always slide with my feet in front of me.* Discuss the importance of playing safely in the playground and get students to think of specific safety rules applying to their particular school playground. (This may be done in students' first language with a few simple words or expressions repeated in English.)

## Project



**Materials:** Chart paper

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

- Return to your list of rules from the Warm-up activity. Have students tell any additional rules they learned about on the audio and add them to the list.

- Working in small groups, have students make their own "Playground Safety" checklist on a sheet of chart paper.
- Have groups discuss which rules they follow and can place checkmarks by.

MONITOR

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

ASSIST

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

## Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about playing safely.*
- Encourage awareness of what students have learned by quickly eliciting from a few students the words and sentences that they have learned that involve playing safely.

## Homework

WB p. 20/ act. 17



### 17 Read and match.

- Direct students to WB Activity 19 on page 10. Read the directions aloud. Walk through Item 1 as a class, matching 1 to d. Have the students match the pictures and sentences about playground safety individually.

MONITOR

- Check answers as a class.

## Extra Application and Practice Activity

**Materials:** Strips of paper, plastic cup

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

# Review Lesson 1 | Vocabulary and Grammar

## Lesson Flow





## Lesson Objective


To review the words and structures of the unit.


**Review | Vocabulary and Grammar**

**24 Look and write.**


 1 He \_\_\_\_\_ to play on the slide.


 3 She likes to \_\_\_\_\_ soccer.


 2 They like to \_\_\_\_\_.


 4 \_\_\_\_\_ to play baseball.

**25 Look and write.** behind between in front of next to

 1 The boy is hiding \_\_\_\_\_ the tree.

 2 The girl is standing \_\_\_\_\_ the slide.

 3 The sandbox is \_\_\_\_\_ the seesaw.





 4 The girl is standing \_\_\_\_\_ the swings.

**26 Read. Write the numbers.**

1 twenty-nine \_\_\_\_\_    2 fifty \_\_\_\_\_    3 forty-six \_\_\_\_\_  
 4 one hundred \_\_\_\_\_    5 sixty \_\_\_\_\_    6 seventy \_\_\_\_\_

**I Can**

- use words for outdoor activities.
- use *behind*, *between*, *in front of*, and *next to*.

       ★ ★ ★

26 Unit 2

## Warm-up

**Materials:** Music to play the game

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

## Lesson Objective

INVOLVE

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

## Practice 1



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

- Remind students about the song they sang a few lessons before and refer them to the song on the song lesson page.
- Play Audio Track 32, (the song with the lyrics). Have students follow along and join in with the song.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 33). You could use Flashcards to encourage students to sing other classroom objects that aren't in the song.

## Practice 2



### 24 Look and write.

- Read the directions aloud. Explain to students that they will identify what the people in the pictures are doing.
- Have students complete the sentences. As needed, help with the reading of the sentences or with spelling.

MONITOR

Check answers as a class. (Answers: 1 likes to, 2 skate, 3 play, 4 He likes)

## Practice 3



### 25 Look and write.

- Read the directions aloud. Have students work independently to complete the sentences.

MONITOR

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

## Practice 4

WB p. 21/ act. 18



### 18 Look and write. Where is Milo?

- Read the directions aloud. Explain to the students that they must read the words in the box and label the pictures. Do Item 1 as a class.

## Practice 5



### 26 Read. Write the numbers.

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

MONITOR

Check answers as a class. (Answers: 1. 29, 2. 50, 3. 46, 4. 100, 5. 60, 6. 70)

## Self-assessment



### I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*

- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help, and one star if the unit was hard and they need more help. Have students work independently.

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 2 Practice Tests in the Assessment Pack.

WB Unit 2/ p. 99

- Direct students who need help with grammar to the Unit 2 Extra Grammar Practice (Workbook, page 99).
- For further vocabulary work, students can access games in the Big English Student World.



## Homework



WB p. 21/ act. 19



### 19 Listen and match. Then write.

- Direct students to WB Activity 19 on page 21. Explain to the students that they must listen to Audio Track 52, then look at the pictures and match to the family members.

MONITOR

- Check answers as a class.

## Extra Application and Practice Activity

### 21st Century Collaboration

- Have students work together to make a mural of your playground. You may wish to assign individual students different tasks so they cooperate in the making of the mural.
- Once the playground setting is complete, have each student draw themselves on the playground doing an activity he or she likes.
- Display the mural and ask questions that reinforce unit vocabulary. For example, ask: What do you like to? What do they love to do? How do you play safely on the slide? What do we use when we swing?

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 2 Unit Test in the Assessment Pack.

## 24 Look and write.



1 He \_\_\_\_\_  
to play on the slide.



2 They like to  
\_\_\_\_\_.



3 She likes to  
\_\_\_\_\_ soccer.



4 \_\_\_\_\_  
to play baseball.

## 25 Look and write.

behind    between    in front of    next to



1 The boy is hiding \_\_\_\_\_ the tree.



2 The girl is standing \_\_\_\_\_ the slide.

3 The sandbox is \_\_\_\_\_ the seesaw.

4 The girl is standing \_\_\_\_\_ the swings.



## 26 Read. Write the numbers.

1 twenty-nine \_\_\_\_\_

2 fifty \_\_\_\_\_

3 forty-six \_\_\_\_\_

4 one hundred \_\_\_\_\_

5 sixty \_\_\_\_\_

6 seventy \_\_\_\_\_

## I Can

- use words for outdoor activities.
- use *behind*, *between*, *in front of*, and *next to*.



**27** Work in groups. Play the **Memory** game.

**Student 1:**

What do you like to do on the playground? Say.

**Student 2:**

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



**Student 3:**

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

**I Can**

- say what I like to do.
- say what people like to do.





# Review Lesson 2 | Speaking

## Lesson Flow



Warm-up



Lesson Objective



Video



Practice



Self-assessment

## Lesson Objective

To review the words and structures of the unit.

### Review | Speaking

**27** Work in groups. Play the **Memory game**.

#### Student 1:

What do you like to do on the playground? Say.



I like to play volleyball.



Susan likes to play volleyball. Peter likes to ride his bike. I like to skate.

#### Student 2:

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

Susan likes to play volleyball. I like to ride my bike.



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

#### Student 3:

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

### I Can

- say what I like to do.
- say what people like to do.



Unit 2 **27**

## Warm-up



**Materials:** Tray, 10 objects

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

## Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*
- Students will review the words and structure of the unit through an activity that involves completing sentences about outdoor activities using *like to* and *likes*. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

## Video

Drama U 02



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

## Practice



### 27 Work in groups. Play the *Memory* game.

- Read the directions aloud. Divide the class into groups of three players, and take students through the directions step by step, starting with Student 1 in the illustration.
- Have the groups play one round of the game.
- Then have the groups play two more times, each time beginning with a different student so that everyone has a turn remembering three activities.

MONITOR

- While students are playing, listen for correct pronunciation, appropriate intonation, and correct language use.

ASSIST

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

CHALLENGE

- Have students play the memory game in groups of four or more.

**Turn-taking:** Remind students that when playing a game, they should wait their turn to speak and not interrupt one another. Also, remind them to allow each player time to think and say their answer as they take a turn. Ask students not to correct each other. This kind of turn-taking

allows English learners to feel safe as they attempt to produce new language.

## Self-assessment



### I Can

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

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 2 Practice Tests in the Assessment Pack.

WB Unit 2/ p. 99

- Direct students who need help with grammar to the Unit 2 Extra Grammar Practice (Workbook, page 99).
- For further vocabulary work, students can access games in the Big English Student World.



## Extra Application and Practice Activity

- Have three students stand in front of the class. Ask Student 1 the question: *What do you like to do?* Have the student respond: *I like to (play volleyball).*
- Write the student's response on the board, substituting *He* or *She* for *I*. Explain that the verb ending needs to change too. Add an *s* to *like* and ask students *why* you have done this. After all three students have answered the question, have the class echo-read the sentences on the board after you.
- Repeat with three more students, asking different questions such as: *What do you like to do at school? What do you like to eat? What do you like to draw?*

## Assessment Pack

- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 2 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

# 3

# In My House

## Objectives

### Reading

- Can follow the sequence of events in short, simple cartoon stories that use familiar key words.
- Can understand short, simple descriptions of familiar places, if supported by pictures.
- Can understand basic written instructions for classroom activities (e.g. *Read and match*).

### Listening

- Can identify everyday objects, people, or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. color, size), if spoken slowly and clearly.
- Can recognize familiar words and phrases in short, simple songs or chants.
- Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.

### Speaking

- Can describe their daily routines in a simple way.
- Can answer simple questions about where people or things are, using basic phrases.

### Writing

- Can use an apostrophe when writing contractions (e.g. *I'm, We're*).
- Can write some familiar words.
- Can label simple pictures related to familiar topics by copying single words.

### Grammar

- Can construct short answers to questions in the present simple.
- Can use “s” to express possession with singular nouns.

## Unit Projects

### Family Connection

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

# Key Language

## Key Vocabulary

### Furniture

bathtub  
bed  
chair  
closet  
couch  
dresser  
DVD player  
fridge  
lamp

oven

sink

table

TV

### Rooms

bathroom  
bedroom  
kitchen  
living room

### Family

aunt  
cousin  
uncle

### Expressions

Great!  
I think...  
Really? I think...

## Content Words

burn  
museum  
new  
oil  
old  
screen  
wheel  
clay  
comfortable  
electricity  
fridge  
hammock  
oven  
pot  
sand  
solar

## Grammar/Structures

Where's the TV? **It's** on the table.

Where **are** the chairs? **They're** in the living room.

My mother's phone is on the dresser.

Ben's keys are on the table.

## Phonics

**The sounds:** oo

## In My House Bulletin Board

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

# Vocabulary Lesson

## Lesson Flow



## Lesson Objective

I will learn to name rooms and furniture.

## Key Language

bathroom, bathtub, bed, bedroom, closet, chair, couch, dresser, DVD player, fridge, lamp, living room, kitchen, oven, sink, table, TV

# 3 In My House

## Vocabulary

I will learn to name rooms and furniture.

**53** **Song Time!**

**54** **1** Listen, look, and say.

living room

bathroom

kitchen

bedroom

**2** Play the **I Spy** game.

28 Unit 3



## Warm-up



- Take students for a walk around the classroom. Point out pieces of furniture, name them and have students repeat. For example, say: *chair, table, closet, TV, DVD player, sink, lamp.*

## Lesson Objective



**Materials:** Flashcards: Unit 3, rooms and furniture

### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name rooms and furniture.*
- Use 2–3 Flashcards to remind students what they already know and elicit a few names of rooms and furniture.
- Students will name and identify the different place and objects they might find around the house.

## Song Time



**Materials:** Flashcards: Unit 3, rooms and furniture

### Listen and sing.

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

## Presentation



### 1 Listen, look, and say.

- Read the directions aloud. Play Audio Track 54. Have students listen, point to the picture for each matching item and then repeat it.

### MONITOR

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

### ASSIST

- Replay the audio as needed.

### CHALLENGE

Ask students if they can identify and name other objects in the pictures in Activity 1. For example, have them identify and name the *cabinets* in the kitchen and the *computer* in the bedroom.

**Synonyms:** Explain to students that there can be more than one name for things. Some people use other names for some of the vocabulary words in this unit, for example: *couch* and *sofa*; *dresser*, *dressing table*, and *chest of drawers*; *oven*, *cooker* and *stove*; *lamp* and *light*; *living room* and *sitting room*, etc. Have students share any other synonyms they know for the vocabulary words in Activity 1.

## Practice

WB p. 22/ act. 1



### 1 Look and write. Then match.

- Read the directions aloud. Have students read the names of the rooms and write them in the blanks. Then have students match the names of the furniture to the letters. Guide students through Item 1.
- Have students work independently, and then compare answers with a partner.

### MONITOR

- Check answers as a class.

## Game



**Materials:** Flashcards: Unit 3, rooms and furniture

### 2 Play the I Spy game.

- When students are familiar with the vocabulary, play *I Spy* with the class. (See *Game Bank*, page T134, for details.) Say, for example: *I spy with my little eye something beginning with b... (bedroom).* Use the Flashcards to help students guess and to practice naming key vocabulary words. Once students are familiar with the game, let them take turns to think of something and have the rest of the class guess.

### MONITOR

- Check that students can read and pronounce words correctly. Also listen for correct pronunciation and appropriate intonation.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to name rooms and furniture.*
- Encourage awareness of what students have *learned* by quickly eliciting from a few students the names of classroom activities.

## Homework

WB p. 22/ act. 2



### 2 Look at 1. What's in the rooms? Write.

- Direct students to WB Activity 2 on page 22. Read the directions. Explain to the students that they must look at the picture of the rooms, look at the furniture in each room, then fill in the blanks.

## Extra Application and Practice Activity

- Draw a simple house on the board with a bedroom, bathroom, kitchen, and living room. Invite students to come up and draw a piece of furniture in one of the rooms, to label it using a line to the side, and to ask: *Where is the (bed)?* The class responds: *It's in the (bedroom).*

# 3

# In My House

## Vocabulary

I will learn to name rooms and furniture.



## Song Time!



1 Listen, look, and say.



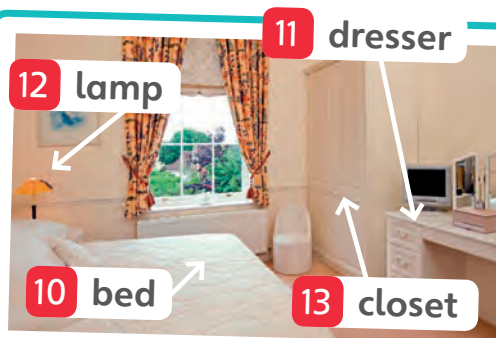
living room



bathroom



kitchen



bedroom

2 Play the **I Spy** game.

# Song

I will learn to ask and answer about rooms and furniture.



Listen and sing. Then look at 1 and find.



## Where Are My Keys?

Where are my keys, Mom?  
Your keys are on the chair.  
The chair? Which chair?  
There are chairs everywhere!



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

Your keys are where you left them.  
Put on your glasses and see.  
They're on the chair behind you.  
My keys are there! Silly me!



Listen and look at 1. Say **yes** or **no**.



Look at 1. Ask and answer.



Where's the  
bathtub?

It's in the  
bathroom.



**THINK  
BIG**

What rooms in your house do you use for washing?  
What rooms in your house do you use for eating?

# Song Lesson

## Lesson Flow



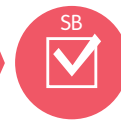
Warm-up



Lesson Objective



Listen and Sing



Practice 1



Speaking



Practice 2



Think BIG



Lesson Objective



Homework

## Lesson Objective

I will learn to ask and answer about rooms and furniture.

## Key Language

bathroom, bathtub, bed, bedroom, chair, closet, couch, dresser, DVD player, fridge, kitchen, lamp, living room, oven, sink, table, TV

behind, in, on, under

## Song

I will learn to ask and answer about rooms and furniture.



Listen and sing. Then look at 1 and find.



### Where Are My Keys?

Where are my keys, Mom?  
Your keys are on the chair.  
The chair? Which chair?  
There are chairs everywhere!

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

Your keys are where you left them.  
Put on your glasses and see.  
They're on the chair behind you.  
My keys are there! Silly me!



Listen and look at 1. Say yes or no.



Look at 1. Ask and answer.



Where's the bathtub?

It's in the bathroom.



What rooms in your house do you use for washing?  
What rooms in your house do you use for eating?

## Warm-up



- Have each student draw and label a picture of their favorite room in their home.
- Invite volunteers to share their pictures. As they do, ask them to name the room and to point to and read aloud the labels on their pictures.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Set the objective of the lesson. Say: *Today I will learn to ask and answer about rooms and furniture.*
- Students will sing a song and talk about where things are in a house.

## Listen and Sing



### 3 Listen and sing. Then look at 1 and find.

- Read the directions aloud. Play Audio Track 55 and have students follow along quietly. Help students to understand the meaning of *keys* by pointing them out in the picture.
- Replay the audio and have students sing along. Do this several times.
- Ask students to read the song silently, look at the images in Activity 1, and find which rooms and furniture are mentioned in the song. (Answers: *chair, living room, bedroom, dining room*)

### MONITOR

Check students' comprehension. Ask: *What's the girl looking for? (her keys) Where are the keys? (on the chair behind her) Where are the chairs? (in the living room, bedroom, dining room)*

## Practice 1



### 4 Listen and look at 1. Say yes or no.

- Read the directions aloud. Play Audio Track 57 and have students look at the pictures in Activity 1 and say *yes* or *no*.
- Do the first item together as a class and then have students continue the activity with a partner.

### MONITOR

Check answers as a class. (Answers: *1 No, 2 Yes, 3 No, 4 No, 5 Yes, 6 No, 7 No, 8 Yes*)

## Speaking



### 5 Look at 1. Ask and answer.

- Read the directions aloud. Read the speech bubbles aloud while students follow in their books. Have students repeat the dialog and point to the matching image in Activity 1.
- Ask volunteers to model the dialog using more examples, e.g. *Where's the sink? (It's in the kitchen.)*

*Where's the table? (It's behind the couch.)* Then have students work in pairs to ask and answer questions about the images in Activity 1.

### MONITOR

Listen for proper pronunciation, intonation, and correct language use.

## Practice 2

WB p. 23/ act. 4



### 4 Look in your house. Count and write the number.

- Read the directions aloud. Ask the students to look for the four listed objects (*living room, bedroom, kitchen, dining room*) then count and write how many they have in their own house. Students work independently. Get feedback from the class.

## Think BIG



### 21st Century Critical Thinking

- Discuss the questions as a class. Encourage students to give simple answers in English. For example, you may use a bathroom and a kitchen for washing and a dining room and a kitchen for eating.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer about rooms and furniture.*
- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the song, for example, which classroom activities they heard in the song.

## Homework



WB p. 23/ act. 3



### 3 Listen and sing. Circle the pictures from the song.

- Direct students to WB Activity 3 on page 23. Read the directions. Explain to students that they must first listen and sing along to the song on Audio Track 58, then look at the pictures and circle the correct one in each pair.

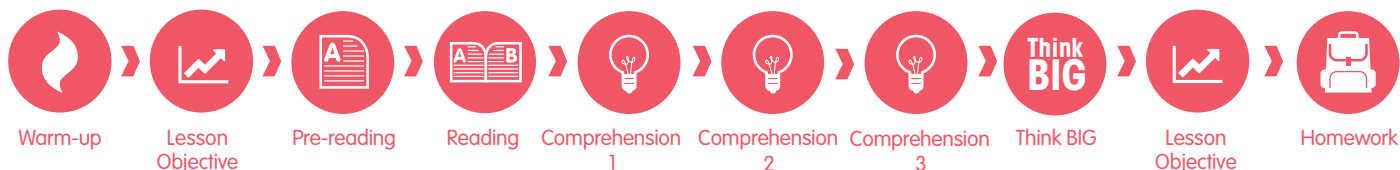
## Extra Application and Practice Activity

- Have students divide a piece of paper into four sections and label each section with a room that has at least one table, chair, or couch. Have students count the number of pieces of furniture in each room and write or draw the number and item, e.g. *living room: 3 chairs, 1 couch, 1 table.*
- Then call out the name of a room and one of the household items (e.g. *living room and chair*) and have volunteers tell you how many of that item they have in that room.



# Story Lesson

## Lesson Flow



## Lesson Objective

I will read a story about family and home.

## Key Language

aunt, bed, bedroom, cousins, kitchen, living room, TV, uncle

Great!

### Story

I will read a story about family and home.

**6 Listen and read. How many cousins does Jamie have?**

#### A Family Visit

**1** Who are they, Jamie?

They're my aunt and uncle. My aunt is my mom's sister.

These are my cousins. They're my aunt and uncle's children.

Where are your cousins now?

They're in the kitchen. Look!

Where are they now?

They're in my bedroom. They're jumping on my bed!

Jamie, where's the TV?

It's in the living room.

Great! They're watching TV. They're quiet!

**7 Look and write.**

bedroom   living room   kitchen

- 1 Jamie's cousins are in the \_\_\_\_\_.
- 2 Now they're in Jamie's \_\_\_\_\_.
- 3 The TV is in the \_\_\_\_\_.

THINK BIG

Who are they?  
My father's brother is my...  
My father's sister is my...  
My uncle's son is my...

30 Unit 3 Unit 3 31

## Warm-up

- Before the lesson starts, draw a simple version of a family tree on the board including an aunt and some cousins.
- When the class starts, describe the family tree to the students, making sure to cover the words *aunt* and *cousins*.
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will read a story about family and home.*
- Students will listen to and read a story, answer a question about it, and discuss ideas related to it.

## Pre-reading



- Point to and read the story title aloud. Have students repeat after you. Explain that this story is about a boy called Jamie, and his family.

**Guided Prediction:** Have students look at the pictures in the story frames. Help them point at and name the rooms in the pictures. Then point at each piece of furniture and say its name. Have students point and repeat after you.

## Reading



### 6 Listen and read. How many cousins does Jamie have?

- Read the story title aloud. Have students repeat it. Point to each character. Explain that this is about the boy, Jamie, telling his friend that his aunt, uncle, and cousins are visiting his home.
- Read the directions aloud. Draw attention to the question: *How many cousins does Jamie have?* Play Audio Track 59. Have students listen and read along silently.

## Comprehension 1



### MONITOR

Ask comprehension questions about the story. For example, ask: *Who's at Jamie's house?* (his aunt, uncle and cousins) *Who is Jamie's aunt?* (his mom's sister) *Who are the cousins?* (his aunt and uncle's children) *How many cousins does Jamie have?* (two) *Where are they?* (in the kitchen, in the bedroom, in the living room) *What are they doing?* (jumping on the bed, watching TV)

### ASSIST

- Replay the audio as necessary. Pause after each frame and point out what is going on in each picture. Use simple language and gestures to explain unfamiliar words.
- Give half the class the role of Jamie and half the role of Dan. Have students read the dialog aloud. You may wish to have students repeat the activity in pairs.

### CHALLENGE

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

## Comprehension 2

WB p. 24/ act. 5



### 5 Read and circle.

- Have students read the story, then circle the correct word in each sentence.

### MONITOR

Check answers as a class.

## Comprehension 3



### 7 Look and write.

- Read the directions aloud. Help students identify the story characters pictured in each item.

- Read the words in the box aloud.
- Have students complete the activity independently, assisting them as needed.

### MONITOR

Check answers. Walk around to check that students have circled the correct answer. (Answers: 1 kitchen, 2 bedroom, 3 living room)

### ASSIST

Tell students you will read frames 3, 4, and 5 of the story aloud and they must raise their hand when they hear the words *kitchen*, *bedroom*, and *living room*.

## Think BIG



### 21st Century Critical Thinking

- Have students work out the answers in pairs or small groups, and then ask volunteers to share their answers with the whole class. (Answers: *uncle*, *aunt*, *cousin*)
- Listen for correct pronunciation, appropriate intonation, and correct language use.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have read a story about family and home.*
- Encourage awareness of what students have learned by quickly eliciting something they remember about the story.

## Homework

WB p. 24



### Think BIG

- Direct students to WB Think BIG on page 24. Have students think about the question, then read and circle the things they like to do.

## Extra Application and Practice Activity

- Have students draw and label their own simple family trees modeled on the one you created for the Warm-up activity. Where possible, have them include the following relatives: *mom*, *dad*, *brother*, *sister*, *grandma*, *grandpa*, *aunt*, *uncle*, *cousin(s)*.
- Call on a volunteer and ask questions about his or her family tree. Ask: *Who's he/she? Who are they?* Then have students work in pairs to talk about their family trees.

### CHALLENGE

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

# Story

I will read a story about family and home.

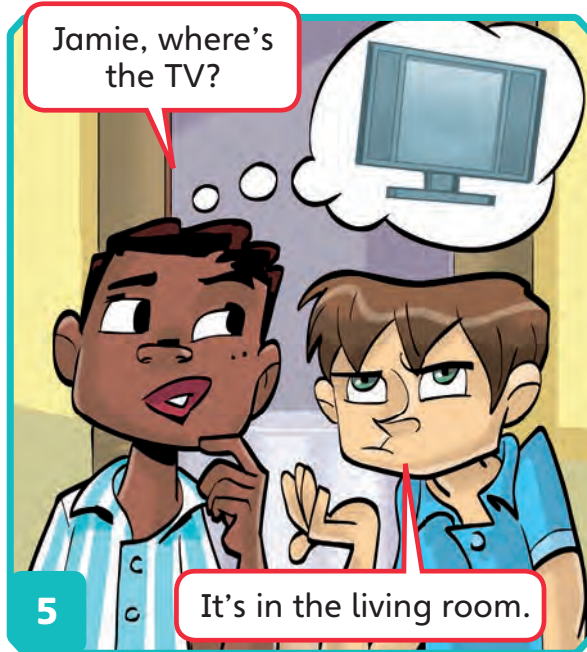
59  
6

Listen and read. How many cousins does Jamie have?

## A Family Visit










**7 Look and write.**

bedroom    living room    kitchen

- 1  Jamie's cousins are in the \_\_\_\_\_.
- 2  Now they're in Jamie's \_\_\_\_\_.
- 3  The TV is in the \_\_\_\_\_.

**THINK BIG**

Who are they?  
 My father's brother is my...  
 My father's sister is my...  
 My uncle's son is my...

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about where things are.

## Key Language

keys, phone, room, table, texting

### Language in Action

I will listen to a dialog about where things are.



**Listen and read. Then say.**

**Mom:** Michael, where are my keys?

**Michael:** They're on the table next to your cup.

**Mom:** Thanks. Where's my phone?

**Michael:** It's in Emily's room.

**Mom:** Why is it in your sister's room?

**Michael:** She's texting her friends.

**Mom:** Emily!



**Look at 8. Role-play with a partner.**



**Listen and stick.**



32 Unit 3

## Warm-up



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

## Lesson Objective



### INVOLVE

- Introduce the lesson objective: Say: *Today I will listen to a dialog about where things are.*
- Students will practice listening skills by listening to a dialog, use the language of the unit in context by acting out a conversation with a partner, and talk about where things are.



## Pre-listening



- Point to the girl in the picture. Introduce her as Emily. Tell students that they will hear her brother Michael and her mom talking. Have the students predict what Michael and Mom are talking about.

## Listening



### 8 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 60. Have students listen and read silently.
- Play the audio again and pause it from time to time so that students can repeat what they hear.

## Comprehension



### MONITOR

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

### ASSIST

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

## Role Play



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

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

### MONITOR

Listen for proper pronunciation and appropriate intonation.

### CHALLENGE

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

## Practice 1



### 10 Listen and stick.

**Materials:** Stickers

- Help students find the Unit 3 stickers at the back of the Student's Book. Tell them they will listen to the audio and place stickers in the correct places on the picture, based on what they hear.
- Have students identify and name the rooms and furniture they see in each picture. Ask questions that reinforce key vocabulary and prepositions of place such as: *Where's the couch?* (It's in the living room between the lamp and the table.)
- Read the directions aloud. Play Audio Track 61. Continue playing the audio, repeating it as necessary, and have students complete the sticking part of the activity independently.

### MONITOR

Check answers. Ask where the sticker objects are. Have volunteers say the answers aloud. For example: *Where are Ben's shoes?* (They're in the kitchen next to the chair, under the table.) (Answers: 1 Ben's shoes are in the kitchen, next to the chair, under the table. 2 The cat is in the bathroom, in the bathtub. 3 Aunt Mary is in the living room on the couch. 4 Lucy's books are on the bed.)

- Read each speech bubble aloud while students follow in their books. Then ask students to look at their completed picture (with stickers) and make their own questions and answers.

### ASSIST

If necessary, pause audio and help students complete each item.

## Practice 2



WB p. 25/ act. 6



### 6 Listen and match.

- Play Audio Track 62, and have students draw a matching line from the numbered pictures to the lettered pictures, and finally to the rooms. Work through Item 1 together as a class.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about where things are.*

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

## Extra Application and Practice Activity

**Materials:** Flashcards: Unit 3, furniture

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

# Language in Action

I will listen to a dialog about where things are.



**Listen and read. Then say.**

**Mom:** Michael, where are my keys?

**Michael:** They're on the table next to your cup.

**Mom:** Thanks. Where's my phone?

**Michael:** It's in Emily's room.

**Mom:** Why is it in your sister's room?

**Michael:** She's texting her friends.

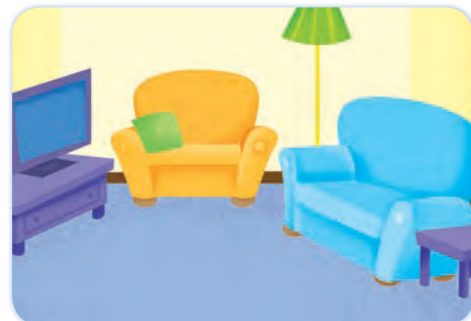
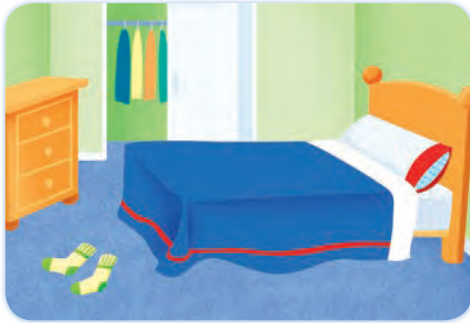
**Mom:** Emily!



**Look at 8. Role-play with a partner.**



**Listen and stick.**



# Grammar

I will learn to use *it's* and *they're* to describe where things are.  
I will learn to use name + 's to describe who things belong to.

Where's the TV?

**It's** on the table.

Where **are** the chairs?

**They're** in the living room.

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

- 1 Where's the computer? \_\_\_\_\_ in the living room.
- 2 Where's my jacket? \_\_\_\_\_ in the closet.
- 3 Where are my glasses? \_\_\_\_\_ on the table.
- 4 Where's the dresser? \_\_\_\_\_ next to the bed.

My mother's phone is on the dresser.

Ben's keys are on the table.

## 12 Write. Use the names.

- 1 Where's \_\_\_\_\_ backpack? (Hannah)
- 2 I see \_\_\_\_\_ phone. It's next to the TV. (Dylan)
- 3 \_\_\_\_\_ jacket is in the closet. (Joe)
- 4 Your \_\_\_\_\_ homework is on his bed. (brother)
- 5 My \_\_\_\_\_ games are fun! (grandma)

## 13 Work with a partner. Ask and answer.



Where's  
Manny's pencil?



It's under  
his desk.

# Grammar Lesson

## Lesson Flow



## Lesson Objectives

I will learn to use *it's* and *they're* to describe where things are.

I will learn to use name + 's to describe who things belong to.

## Key Language

Where's the TV? *It's* on the table.

Where are the chairs? *They're* in the living room.

My mother's phone is on the dresser.

Ben's keys are on the table.

### Grammar

I will learn to use *it's* and *they're* to describe where things are.  
I will learn to use name + 's to describe who things belong to.

Where's the TV?	<i>It's</i> on the table.
Where <b>are</b> the chairs?	<i>They're</i> in the living room.

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

- 1 Where's the computer? \_\_\_\_\_ in the living room.
- 2 Where's my jacket? \_\_\_\_\_ in the closet.
- 3 Where are my glasses? \_\_\_\_\_ on the table.
- 4 Where's the dresser? \_\_\_\_\_ next to the bed.

My mother's phone is on the dresser.
Ben's keys are on the table.

**12 Write. Use the names.**

- 1 Where's \_\_\_\_\_ backpack? (Hannah)
- 2 I see \_\_\_\_\_ phone. It's next to the TV. (Dylan)
- 3 \_\_\_\_\_ jacket is in the closet. (Joe)
- 4 Your \_\_\_\_\_ homework is on his bed. (brother)
- 5 My \_\_\_\_\_ games are fun! (grandma)

**13 Work with a partner. Ask and answer.**

Where's Manny's pencil?

It's under his desk.

Unit 3 33

## Warm-up



**Materials:** Index cards

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

## Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will learn to use *it's* and *they're* to describe where things are and name + 's to describe who things belong to.*
- Students will use complete sentences using *It's* and *They're* to describe where things are in the house and use possessive 's to describe possession of objects, i.e. who they belong to.

## Presentation 1



- Have students read the questions and answers in the grammar box at the top of the page aloud (repeating after you). Point out that the question *Where's the TV?* is answered with *It's on the table* and *Where are the chairs?* is answered with *They're in the living room*.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

### ASSIST

Elicit two or three questions and answers from the students to illustrate these concepts and write them on the board. Draw arrows from the questions to the answers. Have students refer to these questions and answers as they do the activity.

## Practice 1



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

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

### MONITOR

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

## Practice 2

WB p. 26/ act. 7



### 7 Follow and write.

- Read the directions aloud. Explain that the students have to follow the lines and write the words in the blanks.

### MONITOR

Refer students to the grammar box to find the model question and answer. Have pairs read the question and answers aloud. Then have them switch roles and repeat.

## Presentation 2



- Have students echo-read the text in the second grammar box. Have students find and underline the *'s* in *mother's* and in *Ben's*. Ask: *What belongs to mother?* (her phone) *What belongs to Ben?* (his keys)

## Practice 3



### 12 Write. Use the names.

- Read the directions aloud. Explain that students will use the name in parentheses to complete the sentences. Complete Item 1 with students. Then have students complete the activity independently.

### MONITOR

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

## Practice 4

WB p. 27/ act. 8



### 8 Look and write. Use *'s*.

- Read the directions aloud. Explain that the students have to look at the pictures and fill in the blanks, using the names in the activity plus *where's*. Have students check the boxes independently.

## Speaking



### 13 Work with a partner. Ask and answer.

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

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to use *it's* and *they're* to describe where things are and name + *'s* to describe who things belong to.*

- Encourage awareness of what students have learned by quickly asking a few students about household objects and who they belong to e.g. *They're Ana's sunglasses. It's it's her sister's chair.*

## Homework

WB p. 27/ act. 9



### 9 Read the puzzles. Look at 8. Then write.

- Direct students to WB Activity 9 on page 27. Read the directions aloud, and walk students through Item 1.

## Extra Application and Practice Activity

**Materials:** Old catalogs or magazines, scissors, index cards, glue

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

## Extra Grammar Practice

WB Unit 3/ p. 100

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



# Content Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about old and new things.

## Key Language

burn, museum, new, oil, old, screen, wheel


I think...


Really? I think...


## Content Connection | History


I will learn about old and new things.

**14** Look at the pictures. What are they? Talk with a partner.

a  bike computer lamp TV

b 

c  I think Picture b is a computer.

d  Really? I think it's a TV.

**15** Look, read, and circle. Then listen and check.

**CONTENT WORDS**  
burn museum new  
oil old screen wheel

Emma White

At the Museum

- Do you like museums? I do! My favorite museum is the Science Museum. I love the old things there. There are some very old **wheels / lamps** at the museum. They're 2,000 years old. They need oil in them. The oil burns.
- There's an old **computer / screen** at the museum, too. You can put a new computer in a backpack, but this computer needs a big room.
- This old **bike / TV** is very funny. It's big, but the screen is small.
- My favorite thing at the museum is an old **lamp / bike**. One of its wheels is very big and one wheel is very small. When you ride it, you sit on the big wheel. It's great!



Name one old thing and one new thing in your classroom and home.

## Warm-up



**Materials:** Pictures of old and new cars

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

## Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about old and new things.*
- Students will classify and talk about old and new objects.

## Pre-reading



### 14 Look at the pictures. What are they? Talk with a partner.

- Read the Content Words aloud, having students repeat.
- Invite individual students to read the speech bubbles aloud, to model the dialog.
- Have students work in pairs to discuss the objects in the pictures.

ASSIST

- Refer students back to the Content Words if necessary.

MONITOR

- While students are talking in their pairs, listen for correct pronunciation, intonation, and language use. Invite students to say what each object is but do not confirm the answers at this point.

## Reading



### 15 Look, read, and circle. Then listen and check.

- Read the directions aloud. Play Audio Track 63 and pause after each item for students to circle the object described.

MONITOR

- Check students are circling the correct objects. (*Answers: lamps, computer, TV, bike*)

ASSIST

- Point to the name of the object in the text and read it aloud. Replay the audio if necessary.

## Practice

WB p. 28/ act. 10



### 10 Write the names of the objects. Then write *old* or *new*.

- Read the directions aloud. Have students read the words in the box and fill in the blanks with names of the objects. Then have students write *old* or *new* under the

names of the objects. Read the directions aloud, and walk students through Item 1.

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

CHALLENGE

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

## Think BIG



### 21st Century Critical Thinking

- Help students to identify and name an old object and a new object in the classroom. For example: *This book is old. These are new computers.*
- Have students answer the second question for a take-home activity and to be prepared to tell everyone in the next lesson.

## Video

Documentary U 03



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

## Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned about old and new things.*
- Encourage awareness of what students have learned by quickly asking them to say whether objects in the classroom are *old* or *new*.

## Homework

64

WB p. 28/act. 11



### 11 Listen and read. Match with the old objects in 10.

- Direct students to WB Activity 10 on page 28. Explain to them that they must listen to Audio Track 64, read the sentences, and match with the numbered pictures in 10. Walk through Item 1 with the class.

## Extra Application and Practice Activity

**Materials:** Bulletin board, magazines, catalogs, newspapers

- Divide a bulletin board into two sections. Title one section *Old Things* and the other *New Things*.
- Have students look through magazines, catalogs, or newspapers, and cut pictures. Have them attach their pictures to the appropriate side of the bulletin board.
- Once the bulletin board is complete, point to each item and ask: *What's this?*
- Move any pictures that were incorrectly sorted.

# Content Connection | History

I will learn about old and new things.

**14** Look at the pictures. What are they? Talk with a partner.

a



bike computer lamp TV

b



c



I think Picture b is a computer.

d



Really? I think it's a TV.

<sup>63</sup>  
**15**

Look, read, and circle.  
Then listen and check.

### CONTENT WORDS

burn museum new  
oil old screen wheel

Emma White

At the Museum

- 1 Do you like museums? I do! My favorite museum is the Science Museum. I love the old things there. There are some very old **wheels** / **lamps** at the museum. They're 2,000 years old. They need oil in them. The oil burns.
- 2 There's an old **computer** / **screen** at the museum, too. You can put a new computer in a backpack, but this computer needs a big room.
- 3 This old **bike** / **TV** is very funny. It's big, but the screen is small.
- 4 My favorite thing at the museum is an old **lamp** / **bike**. One of its wheels is very big and one wheel is very small. When you ride it, you sit on the big wheel. It's great!

**THINK  
BIG**

Name one old thing and one new thing in your classroom and home.

I will learn about objects people use at home around the world.

## CONTENT WORDS

clay comfortable electricity fridge hammock oven pot sand solar

### 16 Look, listen, and read.

## Household Objects

1

In Sudan, some people keep their food cold in clay pots. They put one pot in another, with wet sand between them. A fridge needs electricity, but these pots don't. They can keep food cold anywhere.



2

Some people in Mali cook with a solar oven. A solar oven uses the sun. When this oven is in the sun, it's very hot, and it cooks the food quickly.

3

Do you like these chairs? This is a restaurant in Japan. The chairs don't have legs, but they're comfortable.



4

Some people in Sarawak, Indonesia, sleep in hammocks. They don't use beds. The hammocks are very comfortable.

### 17 Look at 16. Find the words. Then write.

At home, we keep food cold in a <sup>1</sup>\_\_\_\_\_. When we cook food, we use an <sup>2</sup>\_\_\_\_\_. When we eat dinner, we sit on <sup>3</sup>\_\_\_\_\_. We sleep in <sup>4</sup>\_\_\_\_\_.

**THINK BIG**

Do you want the things in the pictures in your home? Why/Why not?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about objects people use at home around the world.

## Key Language

clay, comfortable, electricity, fridge, hammock, oven, pot, sand, solar

## Culture Connection | Around the World

I will learn about objects people use at home around the world.

### CONTENT WORDS

clay comfortable electricity fridge hammock oven pot sand solar

### 16 Look, listen, and read.

#### Household Objects

1

In Sudan, some people keep their food cold in clay pots. They put one pot in another, with wet sand between them. A fridge needs electricity, but these pots don't. They can keep food cold anywhere.



2

Some people in Mali cook with a solar oven. A solar oven uses the sun. When this oven is in the sun, it's very hot, and it cooks the food quickly.



3

Do you like these chairs? This is a restaurant in Japan. The chairs don't have legs, but they're comfortable.



4

Some people in Sarawak, Indonesia, sleep in hammocks. They don't use beds. The hammocks are very comfortable.



### 17 Look at 16. Find the words. Then write.

At home, we keep food cold in a <sup>1</sup>\_\_\_\_\_. When we cook food, we use an <sup>2</sup>\_\_\_\_\_. When we eat dinner, we sit on <sup>3</sup>\_\_\_\_\_. We sleep in <sup>4</sup>\_\_\_\_\_s.



Do you want the things in the pictures in your home? Why/Why not?



## Warm-up



**Materials:** World map or globe

### 21st Century Global Awareness

- Focus students' attention on the pictures and ask them to guess what the objects they see are. Write the name of these countries on the board: *Sudan, Mali, Japan, and Indonesia*. Point to their location on the world map and ask students what they know or have heard about these countries. Elicit some answers.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective: *Say: Today I will learn about objects people use at home around the world.*
- Students will read about different household objects around the world and be able to describe them.

## Pre-reading



- On the board, write the words: *oven, bed, chairs, and fridge*. Make sure students understand the words by asking questions, e.g. *What can you cook food in?*
- Ask students to look at the pictures and match them to the words on the board. Ask, e.g. *Which picture do you think shows a fridge?*
- Draw students' attention to the words in the Content Words box. Explain, draw, or mime any new words.

## Reading



### 16 Look, listen, and read.

- Tell students that they will read about household objects that belong to people around the world.
- Play Audio Track 65 and encourage students to point to the pictures while they listen.
- Play the audio again and have students read along.

### ASSIST

- Replay the audio, pausing after each item and inviting students to explain in simple terms what they understood. Check students can say the names of the countries.

## Comprehension



- On the board, write: *a) They are comfortable to sleep in. b) It keeps food cold. c) It works quickly. d) They are Japanese.*
- Ask students to work in pairs and match the paragraphs (1-4) with the sentences on the board.

### MONITOR

- Check answers as a class.

## Practice



### 17 Look at 16. Find the words. Then write.

- Read the directions aloud. On the board, write the following sentences: *1) At home, we keep food cold in a \_\_\_\_\_. 2) When we cook food, we use an \_\_\_\_\_. 3) When we eat dinner, we sit on \_\_\_\_\_s. 4) We sleep in \_\_\_\_\_s.* Tell students to complete the sentences with the names of the household objects from Activity 16.
- Call on a volunteer to read the first example and have students say the answer aloud. Write the answer on the board and have students write the answer in their books.
- Have students complete the work individually.

### MONITOR

- Once students have completed the sentences, ask volunteers to read them aloud for the rest of the class. (*Answers: 1 fridge, 2 oven, 3 chair, 4 bed*)

### ASSIST

- For weaker language students, write the missing words randomly on the board for them to select.

## Think BIG



### 21st Century Critical Thinking

- Ask students the question. Elicit some answers. Then, continue with the next questions: *Why/Why not?* Make a list on the board of the advantages and disadvantages students tell you about each object. Discuss their answers as a class.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned about objects people use at home around the world.*
- Encourage awareness of what students have learned by quickly eliciting a few household objects that can be found in houses around the world.

## Extra Application and Practice Activity

- Have students write sentences describing other household objects based on Activity 17 in their notebooks. Once students have finished, ask them to share their work with a classmate.

# Phonics Lesson

## Lesson Flow



## Lesson Objective

I will learn to use the sound oo.

**Phonics | oo**

I will learn to use the sound oo.

**18** Listen, look, and repeat.

1 oo      2 oo

**19** Listen and find. Then say.

moon      book      zoo      foot

**20** Listen and blend the sounds.

1 r-oo-m	room	2 l-oo-k	look
3 f-oo-d	food	4 c-oo-k	cook
5 c-oo-l	cool	6 g-oo-d	good

**21** Underline oo and oo. Then listen and chant.

Look in my cookbook.  
The food is good!  
The food is cool!

36 Unit 3

## Warm-up



**Materials:** Index cards, a hat or bag

- Draw a simple picture of a moon on one side of the board and a book on the other. Point to and say each word aloud, drawing students' attention to the different oo sound in the middle of each word. Underline the oo sound in both words.
- Write some oo words on index cards (write a separate word on each card). For example, write: zoo, room, boot, food, cool, foot, look, cook, good. Mix them up and put them in a hat or something similar. Ask a volunteer to come up, close their eyes, and pick out a card. Read the card aloud to the class and have students say whether the word has an oo sound like moon or book. Stick the card on the correct side of the board. Continue until all the cards are stuck on the board.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use the sound oo.*

- Students will identify and name the letters and sounds for oo individually and as part of words.

## Presentation



### 18 Listen, look, and repeat.

- Read the directions aloud. Play Audio Track 66 and have students listen and point to each sound as it is said. Have students repeat.

### MONITOR

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

## Practice 1



### 19 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 67 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

### ASSIST

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

## Practice 2

WB p. 29/ act. 12



### 12 Find and circle oo.

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

### MONITOR

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

## Practice 3

WB p. 29/ act. 13



### 13 Read and circle oo.

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

### MONITOR

Check students are circling the correct letters. Check answers as a class.

## Practice 4



### 20 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 68 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

### MONITOR

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

## Practice 5

WB p. 9/ act. 14



### 14 Match the words with the same sounds.

- Read the directions aloud. Walk through Item 1 as a class, eliciting that *food* has the same oo sound as *cool*.
- Have the students match the words individually.

### MONITOR

Check answers as a class.

## Practice 6



### 21 Underline oo and oo. Then listen and chant.

- Read the directions aloud. Read the chant aloud while students follow in their books. Find the first word with oo together (*look*) and have students underline it. Do the same for the first word with the other pronunciation of oo (*good*). Then have students continue finding and underlining the other words with oo independently.
- Play Audio Track 69 and have students listen. Replay several times and encourage them to join in.

### MONITOR

As students repeat the chant, listen for proper pronunciation and appropriate intonation. Check answers. (Answers: *Look, cookbook, good; food, cool*)

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to use the sound oo.*

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

## Homework



WB p. 29/ act. 15



### 15 Listen and chant.

- Direct students to WB Activity 15 on page 29. Read the directions aloud. Explain to students that they must listen and chant along.

## Extra Application and Practice Activity

- Write a list of oo words on the board. Then have students fold a piece of paper in half (landscape). Help them to draw a large circle in each half and to write the heading oo (*moon*) at the top of one circle and oo (*book*) at the top of the other.
- Have students copy the oo words from the board into the correct circle. They can also illustrate the words with simple drawings.

I will learn to use the sound oo.

<sup>66</sup>  
**18** Listen, look, and repeat.

1 oo

2 oo

<sup>67</sup>  
**19** Listen and find. Then say.



moon



book



zoo



foot

<sup>68</sup>  
**20** Listen and blend the sounds.

1 r-oo-m room

2 l-oo-k look

3 f-oo-d food

4 c-oo-k cook

5 c-oo-l cool

6 g-oo-d good

<sup>69</sup>  
**21** Underline oo and oo. Then listen and chant.

Look in my cookbook.  
The food is good!  
The food is cool!



I will learn to talk about being neat.



**Listen and write. Then say.**

sink    toy box    washing machine



1 I put my toys in the \_\_\_\_\_.



2 I put my dirty dishes in the \_\_\_\_\_.



3 I put my dirty clothes in the \_\_\_\_\_.

**23**

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



Is it good to be neat at home? Why?  
Is it good to be neat in class? Why?



**Project**

**24**

**Make your own Toy Box.**



1 Cut.



2 Tape.



3 Write.



# Values Lesson

## Lesson Flow



Warm-up



Lesson Objective



Listening



Role Play



Think BIG



Project



Lesson Objective



Homework

## Lesson Objective

I will learn to talk about being neat.

## Key Language

sink, toy box, washing machine

### Values | Be neat.

I will learn to talk about being neat.

#### 22 Listen and write. Then say.

sink   toy box   washing machine



1 I put my toys in the \_\_\_\_\_.



2 I put my dirty dishes in the \_\_\_\_\_.



3 I put my dirty clothes in the \_\_\_\_\_.

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



Is it good to be neat at home? Why?  
Is it good to be neat in class? Why?



### Project

#### 24 Make your own Toy Box.



1 Cut.



2 Tape.



3 Write.

Unit 3 37

## Warm-up



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

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about being neat.*
- Students will discuss how to keep their homes and classroom neat and they will reflect on how to be neat through a Project where they will make a toy box.



## 22 Listen and write. Then say.

### INVOLVE

- Have students echo-read the words in the box at the top of the page. Have them point to the picture that shows each item as you read each word.
- Read the directions aloud. Play Audio Track 71 and have students follow along silently.
- Have students complete the sentences independently.
- Replay the audio and have students repeat each item.

### MONITOR

Check answers. (Answers: 1 toy box, 2 sink, 3 washing machine)

### ASSIST

Replay the audio as needed. Help students connect the picture

## Role Play



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

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

### MONITOR

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

### CHALLENGE

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

## Think BIG



### 21st Century Critical Thinking

- Discuss these questions as a class and encourage students to respond based on what they have learned on this page and their own prior experiences. They may use their own language to give reasons; help them to repeat their ideas in simple sentences in English. For example: *Yes. It's good to be neat at home because you can find everything easily. It's good to be neat in the classroom because it makes learning easier.*



**Materials:** Art and craft supplies

### 24 Make your own Toy Box.

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

### MONITOR

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

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about being neat.*
- Encourage awareness of what students have learned by quickly eliciting from a few students the words and sentences that they have learned to talk about being neat.

## Homework



### 16 Listen and number. Then say.

- Direct students to WB Activity 16 on page 30. Read the directions aloud. Explain to the students that they need to listen to Audio Track 72, number the pictures and say the sentences.

### 17 Look at 16. Find and write the words.

- Direct students to WB Activity 17 on page 30. Read the directions aloud. Explain to the students that they need to read the sentences in Activity 16 again, then unscramble the words in the blue boxes and fill in the blanks.

### 18 How do you keep your bedroom neat? Draw and write.

- Direct students to WB Activity 18 on page 30. Read the directions aloud. Explain to the students that they need to draw themselves keeping their bedroom neat and write about it in the blank space underneath.

## Extra Application and Practice Activity

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

# Review Lesson 1 | Vocabulary and Grammar

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

**Review | Vocabulary and Grammar**

**25 Look and write.**

bathtub chair dresser fridge lamp oven

**26 Read and write.**

are in on sunglasses Tina's where's

**Donny:** Sara, \_\_\_\_\_ my math book?  
**Sara:** It's \_\_\_\_\_ the dining room \_\_\_\_\_ the table.  
**Donny:** Thanks. Hey, \_\_\_\_\_ those your \_\_\_\_\_?  
**Sara:** No, they're \_\_\_\_\_ sunglasses.  
**Donny:** They're cool.

**I Can**

- use words for rooms of the house, furniture, and objects in the house.

38 Unit 3

## Warm-up



**Materials:** Flashcards: Unit 3, rooms and furniture

- Using the Flashcards, have students play *Beat the Clock*. To play, set a timer for one minute. Have each student take a turn naming the pictured room or furniture before the timer goes off. As students can name the objects more quickly, set the timer for less and less time.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*
- Students will review the words and structures of the unit through a variety of activities that involve remembering key vocabulary relating to furniture, and completing sentences using the correct form of the verb. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

## Practice 1



**Materials:** Flashcards: Unit 3, rooms and furniture

- Remind students about the song they sang a few lessons before and refer them to the song on the song lesson page.
- Play Audio Track 55, (the song with the lyrics). Have students follow along and join in with the song.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 56). You could use Flashcards to encourage students to sing other classroom objects that aren't in the song.

## Practice 2



### 25 Look and write.

- Read the directions aloud and have students complete the sentences.

#### MONITOR

Check answers. (Answers: 1 oven, 2 dresser, 3 lamp, 4 fridge, 5 bathtub, 6 chair)

#### ASSIST

Provide two answer choices for each picture on the board and allow students to choose one answer to copy.

## Practice 3

WB p. 31/ act. 19



### 19 Look and write.

- Read the directions aloud. Explain that students have to look at the picture, read the words in the box, and write them in the blanks. Do Item 1 together and then have students complete the activity independently.

## Practice 4



### 26 Read and write.

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

#### MONITOR

Write the answers on the board and have students check their work. (Answers: where's, in, on, are, sunglasses, Tina's) Walk around checking that students are writing in the correct words.

## Self-assessment



### I Can

- This section asks students to assess their own learning and reflect on their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should

color three stars if they feel the unit was easy, two stars if they need some help, and one star if the unit was hard and they need more help. Have students work independently.

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 3 Practice Tests in the Assessment Pack.

WB Unit 3/p. 100

- Direct students who need help with grammar to the Unit 3 Extra Grammar Practice (Workbook, page 100).
- For further vocabulary work, students can access



## Homework

WB p. 31/ act. 20



### 20 Look at 19. Match.

- Direct students to WB Activity 20 on page 31. Read the directions aloud. Explain to students that they must read questions 1–3 and match them to answers a–b. Walk students through Item 1.

### 21 Look at 19. Write.

- Direct students to WB Activity 21 on page 31. Read the directions aloud. Explain to students that they must read questions 1–3 and answer them by reading the sentences and filling in the blanks. Walk students through Item 1.

## Extra Application and Practice Activity

- Working in pairs, give students the roles of Donny and Sarah. Instruct students to practice the dialog and present it to the class. Allow students to make or use any necessary props.
- After students have practiced the original dialog a couple of times, have them brainstorm more things each character might say. Encourage students to extend the dialog and practice it with their partner.
- Have each pair present their dialog to the class.

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 3 Unit Test in the Assessment Pack.

25 Look and write.

bathtub chair dresser fridge lamp oven



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

26 Read and write.

are in on sunglasses Tina's where's

**Donny:** Sara, \_\_\_\_\_ my math book?

**Sara:** It's \_\_\_\_\_ the dining room \_\_\_\_\_  
the table.

**Donny:** Thanks. Hey, \_\_\_\_\_  
those your \_\_\_\_\_?

**Sara:** No, they're \_\_\_\_\_  
sunglasses.

**Donny:** They're cool.



I Can

- use words for rooms of the house, furniture, and objects in the house.





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



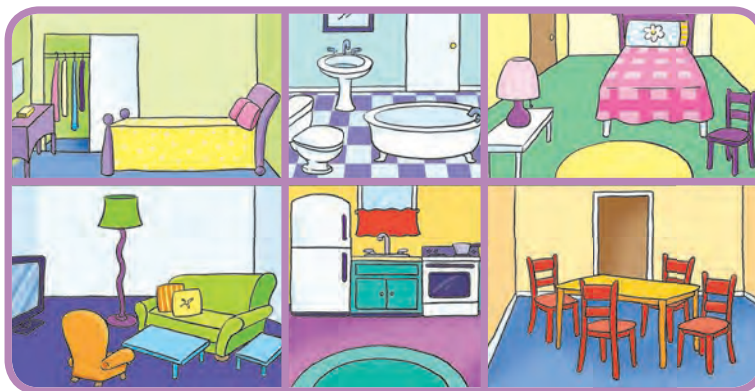
keys



phone



soccer ball



glasses



roller skates



hat

**28** Look at 27. Ask and answer.



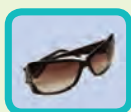
Where are the keys?



They're on the table in front of the bed.

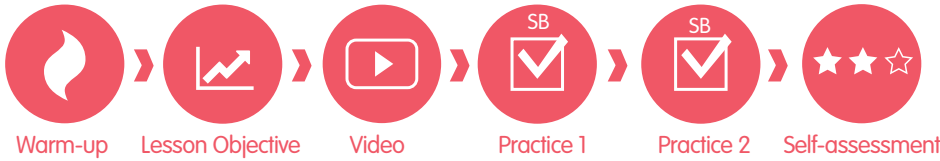
**I Can**

- ask and answer about where things are.



# Review Lesson 2 | Speaking

## Lesson Flow




## Lesson Objective

To review the words and structures of the unit.

**Review | Speaking**


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



keys




phone




soccer ball






glasses



roller skates




hat

**28 Look at 27. Ask and answer.**



Where are the keys?




They're on the table in front of the bed.

**I Can**


- ask and answer about where things are.











Unit 3 39

## Warm-up



- Play *I Spy* using objects in the classroom. (See *Game Bank*, page T134, for details.) Have Player 1 choose a known classroom object and describe the object by saying where it is located. Model: *I spy something that's*

*on my desk. It's between the scissors and the books. A student answers: It's the computer!*

- The student who correctly guesses the object is the next player to give clues.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review the words and structures of the unit through a variety of activities that involve doing a matching activity and a role play about household objects. Then students will complete the *I Can* section, which helps them to assess their own learning and reflect think about their progress.

## Video

Drama U 03



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

## Practice 1



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

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

### MONITOR

- Ask questions to check for understanding. For example, ask: *Where's the hat? Where are the roller skates?*
- Review the names of the different rooms with students. Ask them which items in Activity 25 can usually be found in their house.

## Practice 2



### 28 Look at 27. Ask and answer.

- Read the dialog in the speech bubbles aloud. Then have volunteers take turns reading it.
- Read the directions aloud. Instruct pairs to ask questions about the rooms in Activity 27.

### MONITOR

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

### ASSIST

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

## Self-assessment



### I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*

- Read the statement aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help, and one star if the unit was hard and they need more help. Have students work independently.

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 3 Practice Tests in the Assessment Pack.

WB Unit 3/p. 100

- Direct students who need help with grammar to the Unit 3 Extra Grammar Practice (Workbook, page 100).
- For further vocabulary work, students can access



## Extra Application and Practice Activity

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

## Assessment Pack

- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 3 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

# Checkpoint 1–3 Lesson 1

## Lesson Flow



Warm-up Lesson Objective Self-assessment Practice

## Lesson Objective

I will see how well I can use what I have learned in Units 1–3.

### Checkpoint | Units 1–3

#### Do I know it?

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



I know this.



I need more practice.



I don't know this.

<p>1 p. 4</p> <p>Three yellow smiley face icons, one neutral, and one sad.</p>	<p>2 p. 16</p> <p>Three yellow smiley face icons, one neutral, and one sad.</p>
<p>3 p. 28</p> <p>Three yellow smiley face icons, one neutral, and one sad.</p>	<p>4 p. 28</p> <p>Three yellow smiley face icons, one neutral, and one sad.</p>

5 What's he doing? He's reading a book. p. 9

6 How many computers are there?  
There's one computer./There are three computers. p. 9

7 What do they like to do? They like to skate. p. 21

8 Where's the table? It's in the kitchen. p. 33

## Warm-up



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

## Lesson Objective



### INVOLVE

- Introduce the lesson objective: *Today I will see how well I can use what I have learned in Units 1–3.*
- Students will review key language in Units 1–3.

## Self-assessment



**Materials:** Index cards

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

- Read the directions aloud. Have students point to the face icons at the top of the page as you read the descriptions aloud. Then have students repeat after you, using intonation and facial expressions to act out the meanings.
- Have students use a colored pencil to complete the exercise. They will choose a different color when they review this exercise at the end of the Checkpoint.

### MONITOR

Follow the suggestions below to review the key language in the unit. Check to see how well students are able to use the language. Remind students that they will be asked to assess their own abilities. You may wish to review all the language in the checklist first, and then have students complete it, or have students mark the checklist as each language point is reviewed.

### 21st Century Self-Direction

- Remind students that there are no right or wrong answers on this page. Emphasize the fact that they should circle the face that shows how they feel about each skill. Say: *This page will help us find out what you know well and what you should study more.*

### ASSIST

Encourage students to turn to the page references when they need additional support to refresh their memories.

### Classroom activities (page 4)

Have students play *Charades*. (See *Game Bank*, page T134, for details.) Invite them to take turns acting out the classroom activities on page 4. Then say: *Circle the face that tells if you know classroom activities.*

### Playground activities (page 16)

Have students act out the playground activities on page 16. Then say: *Circle the face that tells if you can name playground activities.*

### Rooms at home (page 28)

Have students play *Hangman* in pairs using the words on page 28. Then say: *Circle the face that tells if you can name these rooms at home.*

### Things at home (page 28)

Give each student six index cards. Have half of the class write the names of the items on page 28 and have the other half draw the items. Then have partners work together to match the words with the pictures. After students complete the activity, say: *Circle the face that tells if you can name these things at home.*

### What's he/she doing? (page 9)

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

### How many? There is/There are (page 9)

Play Audio Track 18. Then have students set up groups of classroom objects and ask how many there are. Model: *How many books are there? There's one book. How many blocks are there? There are three blocks.*

### What do they like to do? (page 21)

Play Audio Track 40. Have partners repeat the dialogs. Then have them ask and answer questions about classmates. Model: *What does Amy like to do? She likes to draw. What do Jake and Koji like to do? They like to write.*

### Where's/Where are? It's/They're (page 33)

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

## Practice

WB p. 32/ act. 1, 2, 3, 4



### 1 Look, find, and number.

- Read the directions aloud. Ask the students to look at the picture, then find the items listed and number them.

### 2 Read and find. Circle the activities in the picture.

- Read the directions aloud. Have students read the questions, then look at the picture, and circle the answers within it.

### 3 Think big, look, and draw.

- Read the directions aloud. Have students read the question, then draw the answer.

### 4 In Your Classroom.

- Read the directions aloud. Have students work in groups and share their ideas.



# Checkpoint 1–3 Lesson 2

## Lesson Flow



Warm-up



Lesson Objective



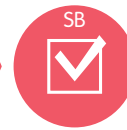
Pre-listening



Listening



Practice 1



Practice 2

## Lesson Objective

I will put together what I have learned in Units 1–3.

I can do it!

73  
2

Get ready.

A. Look, listen, and write.

between on under



**Miss Davis:** What's your favorite game on the playground?

**Beth:** I like to play soccer.

**Adam:** I like to play <sup>1</sup>\_\_\_\_\_ the swings.

**Katy:** And I like to skate!

**Miss Davis:** OK. Where's the soccer ball?

**Beth:** It's <sup>2</sup>\_\_\_\_\_ the chair.

**Miss Davis:** And where are Katy's skates?

**Adam:** They're <sup>3</sup>\_\_\_\_\_ the two chairs.

**Miss Davis:** OK, everybody. Take your things, and go outside. And be quick!

B. Look at **A** and point. Ask and answer with a partner.

What's he doing?

He's coloring a picture.

C. Look at **A**. Point and say how many. Use **There's** or **There are**.

chairs soccer ball teacher

1

2

3

4

5

6

7

8

9

## Warm-up



**Materials:** Paper clips, crayons

- Write the words *between*, *on*, and *under* on the board. Play *Simon Says* with students. (See *Game Bank*, page T135, for details.) Give each student one sheet of paper, two paper clips, and three crayons. Use the words on the board in the directions. Model: *Simon says put the paper clips between the crayons. Simon says put the crayons under the paper. Put the paper clips on the paper.*
- Allow students to take turns leading the game. Remind leaders to use the words on the board in their directions.

## Lesson Objective



INVOLVE

Introduce the Lesson Objective: *Today I will put together what I have learned in Units 1–3.*

- Students will complete a dialog and then ask and answer questions about a picture.

## Pre-listening



- Read the directions aloud. Have students preview the picture. Ask: *What do you see in this picture?* (Answers include: *students, teacher, chairs, markers, soccer ball, skates, desks.*)
- Invite volunteers to read the words in the box aloud. Ask them to tell or show what each word means.

## Listening



### 2 Get ready.

#### A Look, listen, and write.

Then read the characters in the dialog aloud. Invite volunteers to read the dialog aloud, saying: *blank* for each missing word.

- Play Audio Track 73 and have students listen and write the words in the gaps as they hear them.

MONITOR

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

### 21st Century Critical Thinking

- Have students identify the names of the students in the illustration. Point out that there are three girls pictured but only two of the girls are named.

## Practice 1



### B Look at A and point. Ask and answer with a partner.

- Read the directions aloud. Ask volunteers to read the text in the speech bubbles aloud. Then have partners ask and answer questions about the picture in Part A. Model asking and answering questions: *What's he doing? He's writing.*

MONITOR

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

CHALLENGE

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

## Practice 2



### C Look at A. Point and say how many. Use *There's* or *There are*.

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

MONITOR

Check to make sure students use the correct language and number for their answers. (Answers: *1 There's one soccer ball. 2 There are six chairs. 3 There's one teacher.*)

**Punctuation:** Remind students that end punctuation marks affect how we say sentences. Have students underline each period in the dialog. Then have them circle each question mark and draw a box around each exclamation mark. Then replay Audio Track 73. Discuss how these punctuation marks affect the way people talk.

# Checkpoint 1–3 Lesson 3

## Lesson Flow



Warm-up



Lesson Objective



Practice



Speaking

## Lesson Objective

I will put together what I have learned in Units 1–3.

### Checkpoint | Units 1–3

#### 3 Get set.



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



#### 4 Go!

A. Look at the cards and write. Listen and check.

are coloring on reading they're under

1 In pictures 1 and 2, they're \_\_\_\_\_ a picture.

2 In pictures 3 and 4, \_\_\_\_\_ playing soccer.

3 In pictures 1 and 3, they're \_\_\_\_\_ a book.

4 In pictures 2 and 4, there's a basketball \_\_\_\_\_  
the table.

5 In pictures 1, 2, 3, and 4, there \_\_\_\_\_ keys  
\_\_\_\_\_ the table.

B. Point to a card. Ask and answer with a partner.

What do they like to do?

They like to play soccer.

Where are the keys?

They're on the table.



## Warm-up



### 3 Get set.

- Have students preview the cutouts on page 133. Say: *You will hear about these pictures.* Have volunteers name things and activities shown on the cards. Write the words on the board.
- Ask: *What things do you see in more than one card?* (Answers include *basketball, keys, students, soccer, coloring, books*)
- Suggest that students give the people on the cards names. They can use the names when they talk about the pictures.
- Read the directions aloud and have them cut out the cards on page 133.

## Lesson Objective



### INVOLVE

Introduce the Lesson Objective: *Today I will put together what I have learned in Units 1–3.*

- Students will complete descriptions of pictures, then ask and answer questions about the pictures.

## Practice



### 4 Go!

#### A Look at the cards and write. Listen and check.

- Read the directions aloud. Ask volunteers to read the words in the box and then the sentences aloud saying blank for each missing word.
- Complete the first item as a class. Have students look at Pictures 1 and 2. Ask: *What do you see in both of these pictures?* (a student coloring)
- Play Audio Track 74 and have students listen and write the words in the gaps as they hear them.

### MONITOR

Have students read the completed sentences aloud to make sure that they completed them correctly. (Answers: 1 coloring, 2 they're, 3 reading, 4 under, 5 are, on)

### ASSIST

Replay the audio, pausing after each sentence. Point to the people or objects named and then have students repeat the sentence.

### CHALLENGE

Ask students to name the clues they used to fill in each gap. Model: *In Sentence 2, the missing word names a person or people because that information isn't in the sentence.*

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

## Speaking



**Materials:** Index cards

### B Point to a card. Ask and answer with a partner.

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

### MONITOR

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

### CHALLENGE

Have pairs of students write down questions and answers about the pictures on separate index cards. Then have them mix up their cards and exchange the card sets with another pair. Challenge students to find the matching questions and answers.

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

# Checkpoint 1–3 Lesson 4

## Lesson Flow



Warm-up



Lesson Objective



Practice



Self-assessment 1



Self-assessment 2

## Lesson Objective

I will put together what I have learned in Units 1–3.

**5 Write or draw.**

<p>What do you like to do in your classroom?</p>	<p>Where do you like to read?</p>
<p>What do you like to do on the playground?</p>	<p>Where are your toys?</p>

**Do I know it now?**

**6 Think about it.**

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

**B.** Check (✓).

I can start the next unit.

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

I can practice and then start the next unit.

**7 Rate this Checkpoint. Color.**

★ hard    ★ OK    ★ easy    |    ★ not fun    ★ OK    ★ fun

1  
2  
3  
4  
5  
6  
7  
8  
9

Checkpoint Units 1–3 43



## Warm-up



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

## Lesson Objective



### INVOLVE

Introduce the lesson objective: *Today I will think again about how well I can use what I have learned in Units 1–3.*

- Students will write and draw about themselves. Then they will reassess their ability to use key language for Units 1–3.

## Practice



### 5 Write or draw.

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

### MONITOR

Check students' writing for correct use of language.

### CHALLENGE

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

## Self-assessment 1



### 6 Think about it.

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

- Read the directions aloud.

#### 21st Century Self-Direction

- Have students turn to the “Look and circle” exercise on page 40 and think about each of the categories again. Remind students to take their time to think about each category carefully. Suggest that they look at the reference pages listed as they review their skills.
- Ask students to use a different colored marker or pencil when they revisit the checklist on page 40. This will help them see both sets of circles.
- Students may want to circle the same face icon when they revisit the exercise. Model drawing the second circle outside the first so that both colors are visible, rather than covering up the first circle with the second color.

## B Check (✓).

- Read the directions aloud. Say: *You will check one box.* Students can use the “Look and circle” exercise on page 40 to help them choose a response. If they circled ten to twelve smiling faces, they can start the next unit with confidence. If they circled fewer than ten smiling faces, they should probably check one of the other choices.

## Self-assessment 2



### 7 Rate this Checkpoint. Color.

- Write *easy* and *hard* on the board. Say: *Something is easy if you can do it without any problems. It's hard if you have trouble doing it.* Give students examples of easy and hard activities: *It's easy to raise your hand. It's hard to touch the top of a door.*
- Write *fun* and *not fun* on the board. Say: *Something is fun if you really enjoy doing it.* Ask students to mime things that are fun to do.
- Read the directions aloud. Point out that they will color only one star in each section. Say: *First, you will say if the Checkpoint was easy, OK, or hard. Then you will say if it was fun, OK, or not fun.*

**Using Checkpoint Evaluations:** Student evaluations of the Checkpoint (*easy/OK/hard, fun/OK/not fun*) can give you insight into students' reactions to classroom activities. Review their answers to help you engage and motivate them as they continue to review Units 1–3 and move on to the next units. Consider whether students require additional assistance, deeper challenges, or more inspiring activities.



# In My Town

## Objectives

### Reading

- Can understand some details in short, simple dialogs on familiar everyday topics, if supported by pictures.
- Can identify key buildings on a plan or key features on a map.
- Can understand safety instructions if expressed in simple language and supported by pictures.

### Listening

- Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.
- Can recognize familiar words and phrases in short, simple songs or chants.
- Can understand simple directions for how to get somewhere on foot, if spoken slowly and clearly and using a map.

- Can understand the letters of the alphabet by their names

### Speaking

- Can answer simple questions about where people or things are, using basic phrases.
- Can use language related to wishes, wants, and desires.

### Writing

- Can write the letters of the alphabet in lower case.

### Grammar

- Can construct short answers to questions in the present simple.

## Unit Projects

### Family Connection

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

# Key Language

## Key Vocabulary

### Places

restaurant
bank
book store
bus stop
computer store
gas station
movie theater
post office

### Verbs

### Expressions

## Content Words

## Grammar/Structures

I/We/They/You **want to** mail a letter.

He/She **wants to** go to the park.

**Is there** a post office near here? Yes, **there is**.

**Is there** a bank on Elm Street? No, **there isn't**.

## Phonics

**The sounds:** *ai, oa*

## In My Town Bulletin Board

Draw a simple map of your community's shopping district in the style of the map in Activity 10 on page 48. Make outlines of buildings and label street names. Help students label the businesses on the map. Use the map to practice skills throughout the unit.

# Vocabulary Lesson

## Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective

## Lesson Objective

I will learn to name places in town.

## Key Language

bank, bookstore, bus stop, computer store, gas station, movie theater, post office, restaurant, shopping mall, supermarket, train station

# 4 In My Town

## Vocabulary

I will learn to name places in town.

**75** **Song Time!**

**76** **1** Listen, look, and say.



**1** movie theater



**2** gas station



**3** restaurant



**4** train station



**5** bus stop



**6** post office



**7** bookstore



**8** computer store



**9** supermarket



**10** shopping mall



**11** bank

**2** Play the memory game.

44 Unit 4

## Warm-up



**Materials:** A city or town map, a country map and a world map or globe

### 21st Century Social Skills

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

## Lesson Objective



**Materials:** Flashcards: Unit 4, places

### INVOLVE

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

- Use 2–3 Flashcards to remind students what they already know and elicit a few names of places and shops in town.
- Students will name and identify different places in town.

## Song Time



**Materials:** Flashcards: Unit 4, places

### Listen and sing.

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

## Presentation



### 1 Listen, look, and say.

- Read the directions aloud. Play Audio Track 76. Have students listen, point at the picture for each matching place, and then repeat it.

### MONITOR

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

### ASSIST

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

## Practice

WB p. 34/ act. 1



### 1 Look and match.

- Read the directions aloud. Guide students through item 1.
- Have students work independently, and then compare answers with a partner.

## Game



**Materials:** Flashcards: Unit 4, places

### 2 Play the memory game.

- When students are familiar with the vocabulary, play a game of *What's missing?* with the class. Display the set of Flashcards on the board. Point at and read aloud each card and then have students close their eyes. Remove a card and ask them to open their eyes and to identify the missing card. Say: *What's missing?* Elicit the name of the place for the missing card (e.g. *movie theater*). Repeat for other place names. You may also take away two to three cards at a time.

### MONITOR

While students say the name of the missing card, listen for correct pronunciation and appropriate intonation. Students can also play the game in groups while you go round and check their pronunciation and intonation.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to name places in town.*

- Encourage awareness of what students have learnt by quickly eliciting from a few students the names of places in town.

## Extra Application and Practice Activity

**Materials:** Flashcards: Unit 4, places

- Play a game of *Charades*. (See *Game Bank*, page T134, for details.) Shuffle Flashcards of the 11 places in Activity 1. Have Player 1 draw a card and mime what he or she would do at that place (e.g. eating if the card is restaurant.)
- Have students guess the place that Player 1 is acting out. The player who guesses correctly now takes a turn. Play until every student has had a turn. (The game can also be played in groups while you circulate and assist where necessary.)



# 4

# In My Town

## Vocabulary

I will learn to name places in town.



## Song Time!



1 Listen, look, and say.



1 movie theater



2 gas station



3 restaurant



4 train station



5 bus stop



6 post office



7 bookstore



8 computer store



9 supermarket



10 shopping mall



11 bank

2 Play the memory game.


# Song

I will learn to ask and answer about places in town.

17 78  
**3**

Listen and sing. Then look at 1 and find.

## Maps Are Great!



Where's the bookstore?  
I want to buy a book.  
Here, I have a map.  
Come on. Let's take a look!

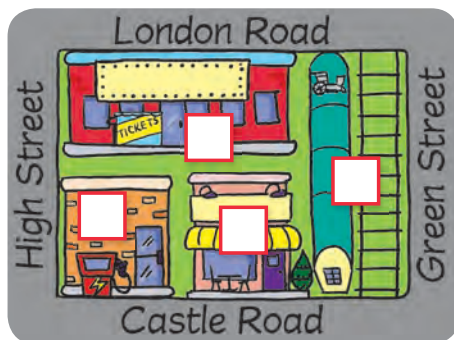
The bookstore is on River Street.  
It isn't far from us.  
Do you want to walk there?  
No, thanks! Let's take the bus!

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

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

79  
**4**

Listen and number.



**5**

Look at 4.  
Ask and answer.



Where's the restaurant?

It's on Castle Road. It's next to the gas station.



**THINK BIG**

What can you see at a bus stop?  
What can you eat in a restaurant?

# Song Lesson

## Lesson Flow



## Lesson Objective

I will learn to ask and answer about places in town.

## Key Language

bookstore, bus stop, gas station, movie theater, post office, restaurant, train station

Let's go.

## Song

I will learn to ask and answer about places in town.

11 78  
3

Listen and sing. Then look at 1 and find.

### Maps Are Great!

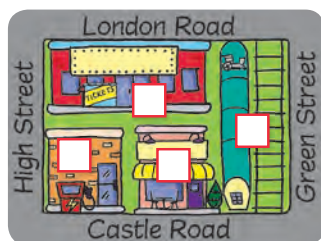


Where's the bookstore?  
I want to buy a book.  
Here, I have a map.  
Come on. Let's take a look!  
The bookstore is on River Street.  
It isn't far from us.  
Do you want to walk there?  
No, thanks! Let's take the bus!

I want to mail a letter, too.  
Is there a post office?  
Do you know?  
I'm looking at the map.  
Yes, there is.  
It's near the bookstore.  
Come on. Let's go.  
Maps are really great.  
I use them every day.  
In town or out of town,  
They help me find my way!

79  
4

Listen and number.



5

Look at 4.  
Ask and answer.



Where's the restaurant?



It's on Castle Road. It's next to the gas station.

**THINK BIG**

What can you see at a bus stop?  
What can you eat in a restaurant?

Unit 4 45

## Warm-up



**Materials:** Flashcards: Unit 4, places

- Hold up each Flashcard randomly and have students say its name aloud. Repeat several times until students are able to identify and name places correctly and quickly.

## Lesson Objective



INVOLVE

Set the objective of the lesson. Say: *Today I will learn to ask and answer about places in town.*

- Students will sing a song and identify and describe places found on a map.

## Listen and Sing



**Materials:** Flashcards: Unit 4, places

### 3 Listen and sing. Then look at 1 and find.

- Read the directions aloud. Display the flashcards and play Audio Track 77. Have students listen and read the song silently.
- Play the audio again and lead students as they sing the song.

MONITOR

Return to the song lyrics on the page and ask: *Where do you buy a book?* (in a bookstore) *Where is the bookstore?* (on River Street) *How will they get to the bookstore?* (take a bus) *Where do you mail a letter?* (the post office) *Where is the post office?* (near the bookstore) *How are maps helpful?* (They help people find their way.)

ASSIST

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

## Practice 1



### 4 Listen and number.

- Read the directions aloud. Play Audio Track 79 and have students number the places on the map as they hear them.

MONITOR

Check answers. (Answers: 1 gas station, 2 restaurant, 3 train station, 4 movie theater)

ASSIST

Replay the audio as needed.

## Speaking



### 5 Look at 4. Ask and answer.

- Read the directions aloud. Read the speech bubbles aloud while students follow in their books. Have students repeat the dialog and point at the place on the map in Activity 4.

- Choose a pair of volunteers to model the dialog. Have students switch roles and repeat.
- Have students work in pairs to ask and answer about the location of places on the map in Activity 4. Suggest that they point at each place as they do so.

MONITOR

Listen for correct prepositions of place and vocabulary during the dialogs.

## Practice 2

WB p. 35/ act. 3



### 3 What's in your town? Check (✓).

- Read the directions aloud. Ask the students to think about what is in their own town, then circle. Students work independently. Get feedback from the class.

## Think BIG



### 21st Century Critical Thinking

Discuss the questions as a class. Encourage students to give simple answers in English. (Possible answers: *At a bus stop, you can see a bus and people. In a restaurant, you can eat pizza, pasta, and salad.*)

## Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to ask and answer about places in town.*

- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the song, for example, ask: *Where can you buy a book?* (in the bookstore)

## Homework



WB p. 35/ act. 2



### 2 Listen and sing. Circle the places on the map.

- Direct students to WB Activity 3 on page 2. Read the directions. Explain to students that they must first listen and sing along to the song on Audio Track 80 then circle the places on the map below the song. Students work independently. Get feedback from the class.

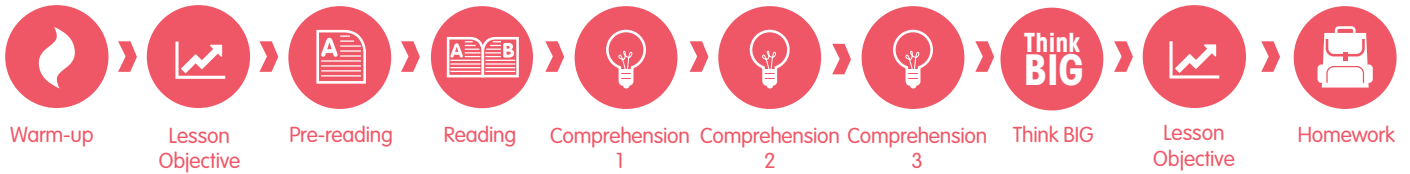
## Extra Application and Practice Activity

- Continue the Think Big activity with the other places in Activity 1, writing new vocabulary on the board as you go. Ask: *What can you buy/see at a train station/ bus stop?* (train/bus tickets, trains/buses) *What can you do at a post office?* (send mail) *What can you do at a bank?* (get money) *What can you do at a shopping mall?* (buy clothes/books/toys, eat food, etc.)



# Story Lesson

## Lesson Flow



## Lesson Objective

I will read a story about different places.

## Key Language

bank, bookstore, computer store, restaurant, shopping mall, wallet

OK.

## Story

I will read a story about different places.

6 Listen and read. Where are Jenny and her dad?

### Is There a Bookstore?

1 Do you want to come to the shopping mall, Jenny?  
Yes, OK.

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

3 I want to buy a computer game. Is there a computer store?  
Yes, there is. It's here.

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

46 Unit 4

5 I want pizza and salad.  
Me, too. Oh, no! Where's my wallet?

6 Is there a bank near here?  
Yes, there is. It's over there!

7 Look and read. Write.

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



Do you like to shop? Where do you go shopping? What's your favorite store? What do you buy?

Unit 4 47

## Warm-up



**Materials:** Flashcards: Unit 4, places, index cards

- Have each student make four Flashcards on index cards for the following: a book, a plate of food, a computer game, and money. Have students fold a sheet of paper into four sections. Have them label the sections *restaurant, bookstore, computer store, and bank*.

- Have pairs take turns sorting the Flashcards onto the section of the paper that names the place where they would buy (or get) the item. Once all are sorted, have students say for each item: *I buy (a book) at a (bookstore)*.
- Check answers from the HW in the last lesson.



## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to read a story about different places.*

- Students will listen to and read a story, answer a question about it, and discuss ideas related to it.

## Pre-reading



- Point to and read the story title aloud. Have students repeat after you. Explain that this story is about Jenny and her dad visiting places in town.

## Reading



### 6 Listen and read. Where are Jenny and her dad?

- Read the story title aloud. Have students repeat it. Have them look at the story frames and tell you what they see. Ask: *Who do you think these two people are?* (Jenny and her dad) *Where are they in Frame 1?* (at home) *Where are they in the rest of the story?* (at the shopping mall) Have students find the map of the shopping mall in the pictures. Explain that this story is about Jenny and her dad who go to the shopping mall.
- Read the directions aloud. Draw attention to the question: *Where are Jenny and her dad?* Play Audio Track 81. Have students listen and read along silently.

## Comprehension 1



### MONITOR

Elicit or give the meaning of unfamiliar vocabulary such as *I'm hungry*. Ask questions to check for understanding, e.g. *Where are Jenny and her dad?* (at the shopping mall) *What does Dad want to buy?* (a book) *Where will he buy it?* (at a bookstore) *What does Jenny want to buy?* (a computer game) *Where will she buy it?* (at a computer store) *Where will they eat?* (in a restaurant) *What did Dad forget?* (his wallet) *Where can he get money from?* (a bank)

### ASSIST

Replay Audio Track 81 as necessary. Pause after each frame and point out what is going on in each picture. Use simple language and gestures to explain unfamiliar words.

### CHALLENGE

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

## Comprehension 2

WB p. 36/ act. 4



### 4 Read and ✓.

- Have students read the story, then read the questions and check the correct boxes.

## Comprehension 3



### 7 Look and read. Write.

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

### MONITOR

Check answers as a class. (Answers: 1 bookstore, 2 computer game, 3 restaurant, 4 salad, 5 wallet)

### ASSIST

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

## Think BIG



### 21st Century Communication

- Pair students and have them ask each other the questions. At the end of the discussion, have volunteers share their responses to the questions with the whole class. Encourage them to respond in English.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have read a story about different places.*

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

## Homework

WB p. 36



### Think BIG

- Direct students to WB Think BIG on page 36. Have students think about the question, then read and circle the things they can find in their town.

## Extra Application and Practice Activity

### 21st Century Problem Solving

Discuss the story's ending. Explain that this story has problems and solutions in it. Lead students to identify the first problem (where to buy a book). Discuss with them how the characters solved the problem. (They looked at a map and found a bookstore.) Continue with each problem in the story.

# Story

I will read a story about different places.

<sup>81</sup>  
**6** Listen and read. Where are Jenny and her dad?

## Is There a Bookstore?





**7 Look and read. Write.**

- 1 Jenny's dad wants to buy a book at the \_\_\_\_\_.
- 2 Jenny wants to buy a \_\_\_\_\_ at the computer store.
- 3 Jenny and her dad want to eat lunch at a \_\_\_\_\_.
- 4 Jenny wants pizza and \_\_\_\_\_.
- 5 Dad doesn't have his \_\_\_\_\_.



Do you like to shop? Where do you go shopping?  
What's your favorite store? What do you buy?



# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about places and directions.

## Key Language

bank, bus stop, gas station, post office, restaurant, supermarket, train station

## Language in Action

I will listen to a dialog about places and directions.

### 8 Listen and read. Then say.

**Julie:** What do you want to do today, Aunt Anna?

**Aunt Anna:** I want to mail some postcards. Is there a post office near your house?

**Julie:** No, there isn't. There's one on Market Street.

**Aunt Anna:** Market Street? That's far, isn't it? Is there a bus stop near here?

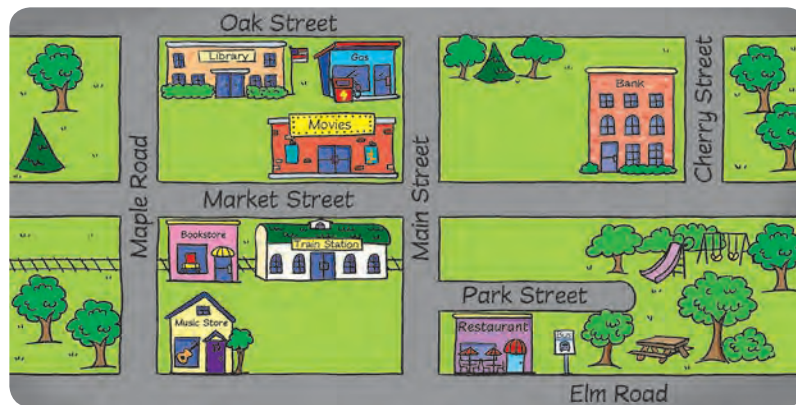
**Julie:** Yes, there is.

**Aunt Anna:** Great! Let's go!



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

### 10 Listen and stick.



## Warm-up



**Materials:** Local map

- Display a map of your community. If possible, enlarge it so students can easily find familiar places such as your school, bank, train station, supermarket and so on the map.
- Ask questions about particular places. For example, point to a place on the map and ask: *Is there a school near here?* Have students respond by saying: *Yes, there is or No, there isn't.* Help them to elaborate by saying: *It's on Main Street next to the bookstore.*
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will listen to a dialog about places and directions.*
- Students will practice listening skills by listening to a dialog, use the language of the unit in context by acting out a conversation with a partner, and talk about places and directions.

## Pre-listening



- Point at the girl and the woman. Introduce them as Julie and Aunt Anna and tell students that they will hear Julie and Aunt Anna talking. Have the students predict what Julie and Aunt Anna are talking about.

## Listening



### 8 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 82. Have students listen and read silently. Replay the audio so that students can repeat the lines.

## Comprehension



MONITOR

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

## Role Play



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

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

MONITOR

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

ASSIST

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

## Practice 1



### 10 Listen and stick.

**Materials:** Stickers

- Help students find the Unit 4 stickers at the back of the Student's Book. Tell them they will listen to the audio and place stickers in the correct places, based on what they hear.
- Read the directions aloud. Play Audio Track 83 and pause it at the end of each dialog. Have students find and point at the place. Replay the audio and model how to place a sticker correctly.

ASSIST

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

MONITOR

- Review the answers. Ask: *Is there a (restaurant) near here?* Have students use the appropriate response: *Yes, there is or No, there isn't.* (Answers: 1 The pizza restaurant is on Market Street next to the movie theater. 2 The computer store is on Elm Road next to the music store. 3 The post office is on Park street, near Main Street, next to the park. 4 The supermarket is on Market Street, next to the bank.)

## Practice 2



WB p. 37/ act. 5



### 5 Listen and follow the path.

- Play Audio Track 84, and have students listen, follow, and draw the path they hear.

## Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have listened to a dialog about places and directions.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog.

## Homework

WB p. 37/ act. 6



### 6 Look at 5. Write.

- Direct students to WB Activity 6 on page 37. Ask students to look at the path that they followed in Activity 5. Ask: *Where do they go?* and have them fill in the blanks.

## Extra Application and Practice Activity

Have students play a game. Have two students sit back to back, each with the map from Activity 10 open in front of them.

- Have Student 1 describe the location of a place on the map without giving its name. Student 2 then guesses the place, points to it on his or her map and says its name. For example, Student 1 says: *It's on Market Street next to the train station.* Student 2 says: *The bookstore.*
- Then have students switch roles.



# Language in Action

I will listen to a dialog about places and directions.



## Listen and read. Then say.

**Julie:** What do you want to do today, Aunt Anna?

**Aunt Anna:** I want to mail some postcards. Is there a post office near your house?

**Julie:** No, there isn't. There's one on Market Street.

**Aunt Anna:** Market Street? That's far, isn't it? Is there a bus stop near here?

**Julie:** Yes, there is.

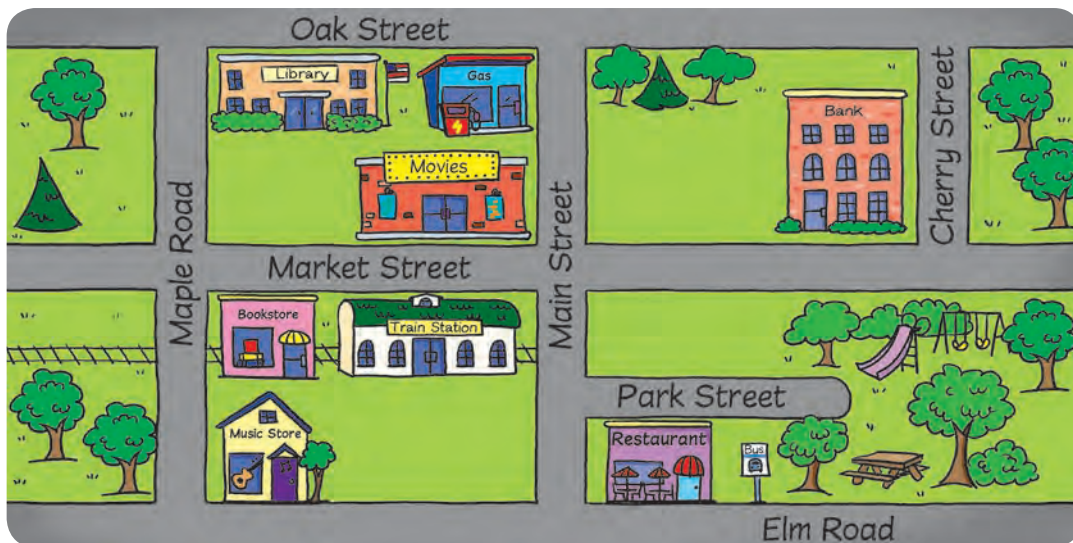
**Aunt Anna:** Great! Let's go!



## Look at 8. Role-play with a partner.



## Listen and stick.



# Grammar

I will learn to use *want/wants to*.  
I will learn to use *Is there* and *There is/isn't*.

I/We/They/You **want to** mail a letter.

He/She **wants to** go to the park.

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

- 1 Mom \_\_\_\_\_ put gas in the car.
- 2 I \_\_\_\_\_ buy a book.
- 3 My brother and I \_\_\_\_\_ eat pizza for lunch.
- 4 Paula and Rick \_\_\_\_\_ see a movie.



**Is there** a post office near here?

Yes, **there is**.

**Is there** a bank on Elm Street?

No, **there isn't**.

## 12 Look at the map on page 48. Write answers.

- 1 Is there a bank on Cherry Street? Yes, there is
- 2 Is there a train station on Market Street? \_\_\_\_\_
- 3 Is there a gas station on Maple Road? \_\_\_\_\_
- 4 Is there a café near the computer store? \_\_\_\_\_
- 5 Is there a bus stop on Elm Road? \_\_\_\_\_

## 13 Ask and answer. Use the sentences in 12 and the map on page 48.



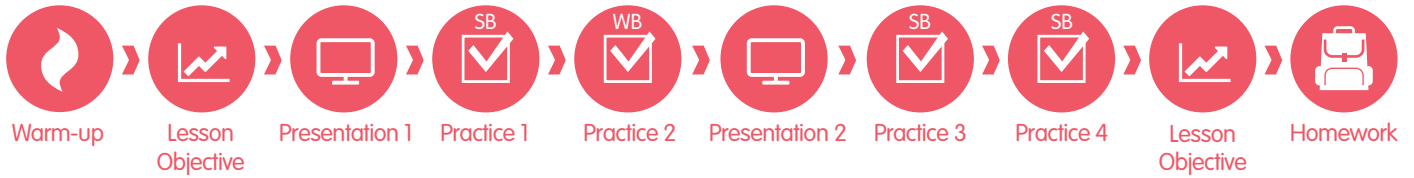
Is there a bank near here?

Yes, there is. It's on Cherry Street.



# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use *want/wants to*.

I will learn to use *Is there/There* and *There is/isn't*.

## Key Language

I want to mail a letter.

She wants to go to the park.

Is there a post office near here? Yes, there is.

Is there a bank on Elm Street? No, there isn't.

### Grammar

I will learn to use *want/wants to*.  
I will learn to use *Is there* and *There is/isn't*.

I/We/They/You **want to** mail a letter.

He/She **wants to** go to the park.

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

- 1 Mom \_\_\_\_\_ put gas in the car.
- 2 I \_\_\_\_\_ buy a book.
- 3 My brother and I \_\_\_\_\_ eat pizza for lunch.
- 4 Paula and Rick \_\_\_\_\_ see a movie.

Is <b>there</b> a post office near here?	Yes, <b>there is</b> .
Is <b>there</b> a bank on Elm Street?	No, <b>there isn't</b> .

**12 Look at the map on page 48. Write answers.**

- 1 Is there a bank on Cherry Street? \_\_\_\_\_ *Yes, there is* \_\_\_\_\_.
- 2 Is there a train station on Market Street? \_\_\_\_\_.
- 3 Is there a gas station on Maple Road? \_\_\_\_\_.
- 4 Is there a café near the computer store? \_\_\_\_\_.
- 5 Is there a bus stop on Elm Road? \_\_\_\_\_.

**13 Ask and answer. Use the sentences in 12 and the map on page 48.**

Is there a bank near here?

Yes, there is. It's on Cherry Street.

Unit 4 49

## Warm-up



**Materials:** Index cards

- Make word cards with *movie theater, gas station, restaurant, train station, bus stop, post office, bookstore, computer store, supermarket, watch a movie, get gas, eat lunch, catch a train, catch a bus, mail a letter, buy*

*a book, buy a computer, and buy food.* Mix up the cards and distribute one card to each student. Instruct students to move around the room and find their match.

- Have pairs think of a sentence that tells what is done at their location, such as: *We watch a movie at a movie theater.*
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective: Say: *Today I will learn to use wants/want to and Is there and There is/isn't.*

- Students will use complete sentences with *want/wants*, and ask and answer questions using *Is there/There is* and *There is/isn't*.

## Presentation 1



- Read the sentences in the first grammar box aloud and have students repeat. Explain that we use *want to* when the subject is *I* or more than one person; we use *wants to* when one person is the subject.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

## Practice 1



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

- Read the directions aloud. Have pairs work together to complete the activity.

### MONITOR

Check answers as a class. (Answers: 1 *wants to*, 2 *want to*, 3 *want to*, 4 *want to*)

## Practice 2

WB p. 38/ act. 7



### 7 Look and write *want to* or *wants to*.

- Read the directions aloud. Explain that the students have to look at the pictures of the children and places in town, then read the sentences and fill in the blanks.

### MONITOR

Refer students to the grammar box to find the model sentences. Have pairs read the sentences aloud.

## Presentation 2



- Read the questions and answers in the second grammar box aloud. Then have students read the text aloud.
- Explain that *isn't* is a contraction of *is not*.

## Practice 3



### 12 Look at the map on page 48. Write answers.

- Read the directions aloud. Use the map on page 48 to write a response to Item 1. Then have students write answers independently.

### MONITOR

Check answers as a class. (Answers: 2 *Yes, there is*. 3 *No, there isn't*. 4 *No, there isn't*. 5 *Yes, there is*.)

## Practice 4



### 13 Ask and answer. Use the sentences in 12 and the map on page 48.

- Have volunteers read the completed sentences in Activity 12 aloud. Make sure students correct any wrong answers.

- Have one student in a pair read Item 1 aloud. Then have that student find the bank on the map and tell where the bank is located.
- Have partners take turns finding the locations on the map.

### MONITOR

Listen for correct vocabulary and grammar.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to use wants/want to and Is there and There is/isn't.*

- Encourage awareness of what students have learned by quickly asking a few students about things they want and about places in town. Ask: *What do you want to buy in the bookstore?* (I want to buy a book.) Ask: *Is there a movie theater near here?* (Yes, there is/ No, there isn't.)

## Homework

WB pp. 38 & 39/ act. 8, 9 & 10



### 8 Write.

- Direct students to WB Activity 8 on page 38. Read the directions aloud. Explain that the students have to read the places in town detailed in the two thought bubbles, and complete the sentences below.

### 9 Draw. Add a post office and a bookstore.

- Direct students to WB Activity 9 on page 39. Read the directions aloud. Explain that students need to look at the picture of the town and draw a bookstore and a post office.

### 10 Look at 9. Write *Yes, there is* or *No, there isn't*.

- Direct students to WB Activity 10 on page 39. Read the directions aloud. Explain that students need to look at Activity 9 and write the answers using *Yes, there is* or *No, there isn't* in the space provided. Walk students through Item 1.

## Extra Application and Practice Activity

Materials: Toy telephones

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

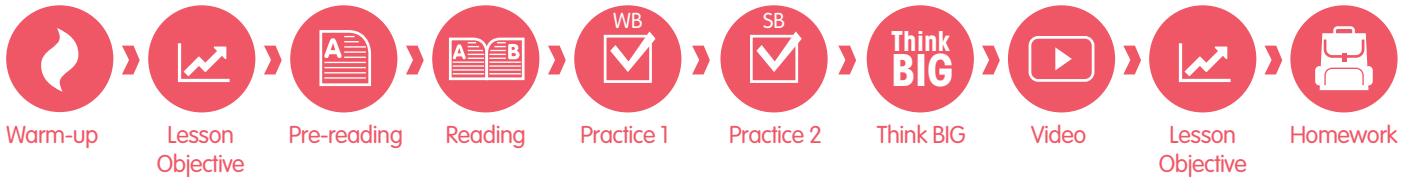
## Extra Grammar Practice

WB Unit 4/ p. 101

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

# Content Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about transportation.

## Key Language

boat, canal, exercise, fast, ground, safe, slow, subway, without


**Content Connection | Geography**


I will learn about transportation.


**14** Look, listen, and read. Then match and write a-d.


**CONTENT WORDS**  
boat canal exercise fast ground  
safe slow subway without

**How Do You Go to School?**

**a** 

**b** 

**c** 

**d** 

**1** I live in Bangkok, and I go to school by boat. There are a lot of canals here, and there are a lot of boats on the canals. Sunan


**2** Here in Mexico City, there are a lot of cars on the streets. Going by car is slow. I always go to school by bus. It's fast, and the bus stop is near my school. Carmen

**3** I go to school by subway train. It goes under the ground. There are a lot of subway trains here in New York, and there are 468 stations! One of the stations is very close to our apartment. Sophia

**4** I live in Amsterdam, and I go to school by bike. My friends ride their bikes, too. There are a lot of "bike streets" here – streets without cars. They're safe, and it's good exercise. Lars


**15** Do a class survey. Ask and answer.

	bus	train	boat	bike	other
Sam	✓				



Sam, how do you go to school?

I go to school by bus.



**THINK BIG** What other ways can you use to go to school? Are they fast or slow?

50 Unit 4

## Warm-up

- Play this version of *Musical Statues* with the class: Play some lively music or sing a song. Have students move around to the music. Pause it without warning and call out: *bike*. Have students mime riding a bike to the music until you pause it again and call out: *train*. Students then mime a train until the music stops again. Continue the game until you have called out the key content words from this lesson several times (*bike, boat, bus, train*).

- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about transportation.*
- Students will identify and talk about different modes of transportation.



## Pre-reading



- Have students look at the pictures in Activity 15 and invite them to say what modes of transportation they are.
- As you discuss each picture, ask students to raise their hands if they use that form of transportation.
- On the board, draw two speech bubbles. In the speech bubbles write: *I use bikes and trains.* and *Me, too! I don't use boats.* Read the dialog aloud and have students repeat. Explain that students will work with a partner to discuss the modes of transportation they use.

### MONITOR

As students discuss with partners, listen for correct pronunciation, intonation and language.

### ASSIST

Model saying the words or phrases correctly and have students repeat.

## Reading



### 14 Look, listen, and read. Then match and write a–d.

- Read the directions aloud. Then read the words in the Content Words box aloud, ensuring students understand their meaning.
- Play Audio Track 85 and have students listen and follow the text in their books, silently.
- Replay the audio and pause after each item to allow students to match the correct mode of transportation and write the appropriate letter in the box.

### ASSIST

Replay the audio as needed. Point at the word in the text that represents the mode of transportation and ask students to find the matching image.

### MONITOR

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

## Practice 1

WB p. 40/ act. 11



### 11 Look, read, and write.

- Read the directions aloud. Explain to students that they must look at the look at the words in the box and the pictures, then read the sentences and fill in the blanks.

## Practice 2



### 15 Do a class survey. Ask and answer.

- Read the directions aloud. Have students look at the chart and read each heading aloud. Have them point to the corresponding picture of each mode of transportation in Activity 14.
- Read the dialog aloud while students follow along silently. Model one or two more dialogs, e.g. ask: (Maria), how do you go to school? Have student respond: I go to school by (train).
- Have students copy the chart into their notebooks. Divide them into groups of four. Have them complete the first line of the chart about themselves.

Then have them complete the chart for their group members by taking turns asking and answering about how they travel to school.

### MONITOR

Ask individual students to say how their group members go to school.

### ASSIST

Pair up weaker language learners with stronger language learners to facilitate participation and task completion.

## Think BIG



### 21st Century Critical Thinking

- Read the questions aloud as students follow in their books. Have students discuss the questions as a class or in small groups or pairs. Encourage them to respond in English, e.g. for the first question: *Children can go to school by car/on foot.*

## Video

Documentary U 04



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

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned about transportation.*
- Encourage awareness of what students have learned by quickly asking them how they go to school (*bus, train, car, boat*).

## Homework

86 P T141

WB p. 40/ act. 12



### 12 Listen, read, and write.

- Direct students to WB Activity 12 on page 40. Explain to the students that they must listen to Audio Track 86, read the words in the box, then read the paragraph, and fill in the blanks. Ensure students understand the meaning of the words in the box.

## Extra Application and Practice Activity

- Choose one student to be “It”. “It” stands in the center of the room while other students stand around him or her in a circle.
- “It”, with eyes covered, calls out an instruction, e.g. *Anyone who goes to school by bus must sit down.* Or: *Anyone who walks to school must stand on one leg.*
- The game continues until everyone has had a chance to follow an instruction. A new student is designated “It” and play repeats.

I will learn about transportation.

85  
14

**Look, listen, and read.**  
**Then match and write a–d.**

**CONTENT WORDS**

boat canal exercise fast ground  
safe slow subway without

## How Do You Go to School?



1 I live in Bangkok, and I go to school by boat. There are a lot of canals here, and there are a lot of boats on the canals. Sunan

2 Here in Mexico City, there are a lot of cars on the streets. Going by car is slow. I always go to school by bus. It's fast, and the bus stop is near my school. Carmen

3 I go to school by subway train. It goes under the ground. There are a lot of subway trains here in New York, and there are 468 stations! One of the stations is very close to our apartment. Sophia

4 I live in Amsterdam, and I go to school by bike. My friends ride their bikes, too. There are a lot of "bike streets" here – streets without cars. They're safe, and it's good exercise. Lars

**15 Do a class survey. Ask and answer.**

	bus	train	boat	bike	other
Sam	✓				



Sam, how do you go to school?

I go to school by bus.



**THINK BIG**

What other ways can you use to go to school? Are they fast or slow?

# Culture Connection | Around the World

I will learn about taxis around the world.

**16** Look at the pictures.  
What kind of car do they show?

### CONTENT WORDS

a long time ago a lot of  
colorful modern sign  
special wheel

**Taxi!**

There are taxis in every city in the world, but they aren't all the same.

**1** In London, most of the taxis are big and black. They are new and modern but they look like cars from a long time ago.

**2** In Berlin, taxis aren't very colorful. They're very light brown, with a black and yellow taxi sign on top.

**3** In New Delhi, a lot of taxis have only three wheels! They're green and yellow, and they have a special name: tuk tuk.

**4** In Havana, there are a lot of colorful taxis. These black and yellow taxis have three wheels. They're modern and really fun.



**17** Listen and read. Then match and write 1-4.

**THINK BIG**

Why do people take taxis? Which taxi in the pictures do you like? Why?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about taxis around the world.

## Key Language

a long time ago, a lot of, colorful, modern, sign, special, wheel

### Culture Connection | Around the World

I will learn about taxis around the world.

**16** Look at the pictures.  
What kind of car do they show?

**CONTENT WORDS**  
a long time ago a lot of  
colorful modern sign  
special wheel

**Taxi!**

There are taxis in every city in the world, but they aren't all the same.

- In London, most of the taxis are big and black. They are new and modern but they look like cars from a long time ago.
- In Berlin, taxis aren't very colorful. They're very light brown, with a black and yellow taxi sign on top.
- In New Delhi, a lot of taxis have only three wheels! They're green and yellow, and they have a special name: tuk tuk.
- In Havana, there are a lot of colorful taxis. These black and yellow taxis have three wheels. They're modern and really fun.



**17** Listen and read. Then match and write 1-4.

**THINK BIG**

Why do people take taxis? Which taxi in the pictures do you like? Why?

Unit 4 51

## Warm-up



**Materials:** World map or globe

- Write the names of these cities on the board: *London, Berlin, New Delhi* and *Havana*. Ask students: *How do you think people travel in these cities? Do you think*

*people in these cities go to school or to work by taxi or by bus? How do you move around in the cities you go to on vacation? Elicit some answers and discuss them as a group. Finally, show the location of the cities and countries on the world map.*

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about taxis around the world.*
- Students will read about different types of cars that are used as taxis around the world.

## Pre-reading



### 16 Look at the pictures. What kind of car do they show?

- Ask students to look at the pictures of the taxis and to describe each one with as many details as they can. Have them tell you which model they like the most and vote for their favorite one.
- Ask: *What type of transportation is it?* and elicit answers. Discuss their answers as a group.

## Reading



### 17 Listen and read. Then match and write 1–4.

- Read the words in the Content Words box aloud, ensuring students understand their meaning.
- Read the directions aloud. Write the names of the cities on the board and number them 1–4, in the same order as in the texts.
- Play Audio Track 87 and ask students to listen while they read each of the paragraphs. Ask them to point at the words, as they hear them.

### ASSIST

- Help students with any unfamiliar words and explain or have them help one another.
- With books closed, focus students' attention on the board and ask them to match the city with the taxis. Ask them to tell you which taxi corresponds to each city. Write their answers.
- Ask students to open their books and do the exercise individually. Walk around and help them with their work if necessary.
- Have students listen to and read the paragraphs again for them to check.

### MONITOR

- Have students work in pairs so they can read the paragraphs to each other. Then check answers. (*Answers: a 4, b 2, c 1, d 3*)

### CHALLENGE

- Form pairs, putting advanced and beginner students to work together to invent a modern taxi. Have the advanced student mention some characteristics and the other students draw it. Invite pairs at random to present their drawing or display all drawings on the wall for everyone to see and describe.

## Practice



- On the board, write: *1 Havana has some new taxis. 2 The big black taxis aren't very old. 3 The taxis in Berlin are all different colors. 4 All the taxis in New Delhi have three wheels.*
- Read the sentences aloud and make sure the students understand the vocabulary.
- Ask students to write the sentences in their notebooks and mark whether they think the sentences are true or false. They should work individually.

### MONITOR

- Once they have finished, ask the students to compare their answers with a partner, then check answers as a class. (*Answers: 1 T, 2 T, 3 F, 4 F*)

## Think BIG



### 21st Century Critical Thinking

- Ask students the three questions in this section inviting them to think of their answers to each of them. Discuss their answers as a class.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned about taxis around the world.*
- Encourage awareness of what students have learned by quickly eliciting a few kinds of taxis that can be found around the world.

## Extra Application and Practice Activity

- Play *Statement Chain* with students. (See *Game Bank*, page T135, for details.) Begin the game by saying: *I'm going on a trip to Havana, and I'm taking socks.*
- Have each student, in turn, repeat the sentence and add an item that begins with *s*. For example, the first student says: *I'm going on a trip to Havana, and I'm taking socks and a snake.*
- Continue the game until everyone has added to the sentence.
- Play again with a place and words that begin with the letter *f*. (This will be a shorter game.)

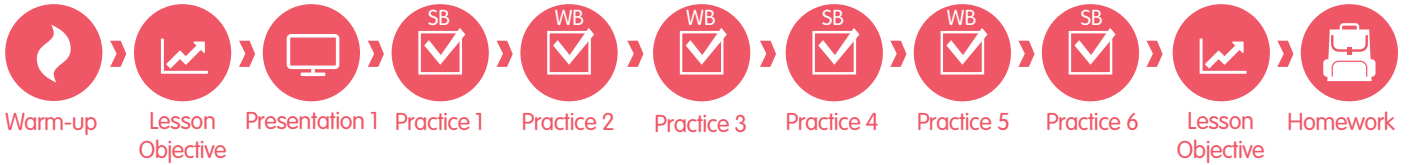
### MONITOR

- Listen for correct pronunciation of the target sounds.



# Phonics Lesson

## Lesson Flow



## Lesson Objective

I will learn to use the sounds *ai* and *oa*.

**Phonics** | *ai, oa*

I will learn to use the sounds *ai* and *oa*.

**18** Listen, look, and repeat.  
1 *ai*      2 *oa*

**19** Listen and find. Then say.

  
**train**

  
**rain**

  
**boat**

  
**coat**

**20** Listen and blend the sounds.

1 n-ai-l	nail	2 oa-k	oak
3 t-ai-l	tail	4 s-oa-p	soap
5 w-ai-t	wait	6 r-oa-d	road

**21** Underline *ai* and *oa*. Then listen and chant.

Wear a coat  
To sail the boat!  
Drive the train  
In the rain!



52 Unit 4

## Warm-up



**Materials:** Bag, small objects or pictures of the following: train, nail, tail, soap, boat, coat

- Write the headings *ai* and *oa* on the board. Point to each one, say the sound aloud, and have students repeat.
- Put small objects or pictures of the following in a bag: *train, nail, tail, soap, boat, coat*. Mix them up.
- Have a volunteer come up to the front of the class, close his or her eye and choose an object or picture out of the bag. Help him or her to say what it is, e.g. *soap*. Have students say whether the middle sound in the word is *ai* or *oa*. Put the object to one side and write the word on the board under the correct heading.
- Repeat for all the other objects or pictures in the bag. Read aloud each group of words at the end. Have students repeat after you.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds ai and oa.*
- Students will identify and name the letters and sounds *ai* and *oa* individually and as part of words.

## Presentation



### 18 Listen, look, and repeat.

- Read the directions aloud. Play Audio Track 88 and have students listen and point at each sound as it is said. Have students repeat.

### MONITOR

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

## Practice 1



89

P. T141



### 19 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 89 and have students listen, find, and point at each word and its matching picture as it is said. Have students repeat each word.

### ASSIST

- Replay the audio as needed. Use simple language to help with understanding.

## Practice 2

WB p. 41/ act. 13



### 13 Find and circle ai and oa.

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

### MONITOR

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

## Practice 3

WB p. 41/ act. 14



### 14 Read and circle ai and oa.

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

### MONITOR

- Check students are circling the correct letters. Check answers as a class.

## Practice 4



90



### 20 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 90 and have students listen and point at each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

### MONITOR

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

## Practice 5

WB p. 41/ act. 15



### 15 Match the words with the same sounds.

- Read the directions aloud. Walk through Item 1 as a class, eliciting that *road* has the same *oa* sound as *soap*.
- Have the students match the words individually.

### MONITOR

- Check answers as a class.

## Practice 6



91



### 21 Underline ai and oa. Then listen and chant.

- Read the directions aloud. Read aloud the chant while students follow in their books. Find the first word with *ai* together (*sail*) and have students underline it. Repeat for the first word with *oa* (*coat*). Have students continue finding and underlining the other words with *ai* and *oa* independently.
- Play Audio Track 91 and have students listen. Replay several times and encourage them to join in.

### MONITOR

- As students repeat the chant, listen for proper pronunciation and appropriate intonation. Check answers. (Answers: *sail, train, rain; coat, boat*)

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds ai and oa.*
- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the sounds that they hear in those words (for example: *boat, wait, soap, rain.*)

## Homework



92



WB p. 41/ act. 16



### 16 Listen and write ai and oa. Then chant.

- Direct students to WB Activity 16 on page 41. Read the directions aloud. Explain to students that they must listen and fill in the blanks with the missing letters, then say the chant.

## Extra Application and Practice Activity

- Play the following phonics game with the class, seated in a circle: Say a word with an *ai* sound, e.g. *rain*. Student 1 must say another word with an *ai* sound, e.g. *nail*. Then Student 1 turns to Student 2 and either repeats his or her *ai* word, or says a new word with an *oa* sound e.g. *boat*. Depending on what sound has been used, Student 2 continues by saying a new *ai* or *oa* word. Continue until everyone has had a turn to say a word.

I will learn to use the sounds ai and oa.

<sup>88</sup>  
**18** Listen, look, and repeat.

1 ai                      2 oa

<sup>89</sup>  
**19** Listen and find. Then say.



train



rain



boat



coat

<sup>90</sup>  
**20** Listen and blend the sounds.

1 n-ai-l	nail	2 oa-k	oak
3 t-ai-l	tail	4 s-oa-p	soap
5 w-ai-t	wait	6 r-oa-d	road

<sup>91</sup>  
**21** Underline ai and oa. Then listen and chant.

Wear a coat  
To sail the boat!  
Drive the train  
In the rain!



# Values | Cross the street safely.

I will learn how to cross the street safely.



Listen and write. Then say.

cross    look    wait



1 First, I always \_\_\_\_\_ at the crosswalk.

2 Second, I \_\_\_\_\_ for the green man.

3 Last, I \_\_\_\_\_ left, then right, then left again before I cross the street.

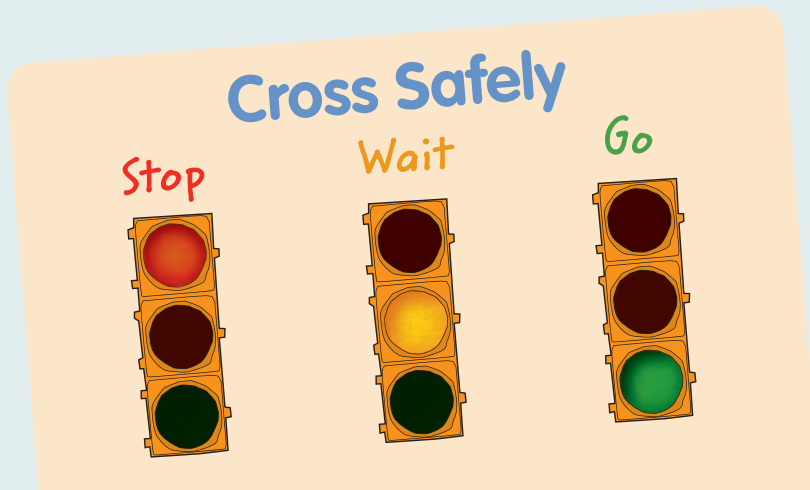


What animal does a crosswalk look like?  
Does a crosswalk always have lights? Find out.



Project

23 Make a **Cross Safely** poster.



# Values Lesson

## Lesson Flow



Warm-up



Lesson Objective



Listening



Think BIG



Project



Lesson Objective



Homework

## Lesson Objectives

I will learn how to cross the street safely.

## Key Language

cross, first, left, crosswalk, right, wait

### Values | Cross the street safely.

I will learn how to cross the street safely.



Listen and write. Then say.

cross look wait



1 First, I always \_\_\_\_\_ at the crosswalk.



2 Second, I \_\_\_\_\_ for the green man.



3 Last, I \_\_\_\_\_ left, then right, then left again before I cross the street.



What animal does a crosswalk look like?  
Does a crosswalk always have lights? Find out.



Project



Make a **Cross Safely** poster.



Unit 4 53



## Warm-up



- Have volunteers role-play how to cross a road safely.
- Use students' actions to come up with a step-by-step list of how to safely cross the road, e.g. *1 Stop. 2 Look both ways. 3 Cross the road at the crosswalk.*
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn how to cross the street safely.*
- Students will discuss ways to cross the road safely, then reflect on what crossing the street safely means to them by making a poster about it.

## Listening



### 22 Listen and write. Then say.

- Read the words in the box at the top of the page and have students read. Have them find the red man and the green man on the signs in the pictures. Have students tell you what they should do when they see each sign.
- Read the directions aloud. Play Audio Track 93 and have students point at each picture as they hear them. Then give them time to write in the missing words.

### MONITOR

- Check answers as a class. (*Answers: 1 cross, 2 wait, 3 look*)

## Think BIG



### 21st Century Global Awareness

Discuss the questions as a class. Have students find out the answers for a take-home activity, doing an internet search or looking up *crosswalk* in a dictionary. Encourage them to respond in English. Explain that the black and white stripes on a pedestrian crossing look like a zebra, so in some countries, a *crosswalk* is called a *zebra crossing*.

If there's time, also discuss that there are different kinds of signs for crossing the street safely in different countries. Some of them have symbols such as a red hand that means *Don't walk*. Some have sounds, like the sound of a bird chirping, that help people who can't see know when to cross.

## Project



**Materials:** Poster paper, art supplies

### 23 Make a Cross Safely poster.

- Discuss with students what the example *Cross Safely* poster shows about traffic lights. Have students work

in small groups to make their own *Cross Safely* posters. Suggest they make posters about WALK/DO NOT WALK signs, staying in the crosswalk, looking both ways, and so on. Have students include sentences about following traffic rules.

### MONITOR

■ Post the completed posters in the classroom. Have the class read each one. Check for correct vocabulary usage and spelling.

### CHALLENGE

■ Ask students what other safety issues they could make posters about. Prompt them by asking: *What should you do when you get in the car?* (buckle your seat belt)

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned how to cross the street safely.*
- Encourage awareness of what students have learned by quickly eliciting from a few students the words and sentences that they have learned about crossing the street safely.

## Homework

WB p. 42/ act. 17 & 18



### 17 Read, look and circle.

- Direct students to WB Activity 17 on page 42. Read the directions aloud. Explain to the students that they need to read the sentences, look at the pictures, then circle the correct option.

### 18 Find and write the words.

- Direct students to WB Activity 18 on page 42. Read the directions aloud. Explain to the students that they need to put the letters in the correct order to complete the message.

## Extra Application and Practice Activity

- Have students practice safety skills by role-playing crossing the road safely. In small groups, have students play a *Follow the Leader* game. Prompt the leader to stop, look both ways, and cross at the crosswalk (or stop, wait for the traffic signal, look both ways, and then cross at the crosswalk).

### MONITOR

- Make sure all students carefully follow all steps.

# Review Lesson 1 | Vocabulary and Grammar

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

Review | Vocabulary and Grammar

**24 Read and match.**

<p>1 I want to buy a book.</p> <p>2 Tim wants to see a movie.</p> <p>3 Mom and Dad want to put gas in the car.</p> <p>4 Ben wants to send a letter.</p>	<p>a There's a movie theater near the bus stop.</p> <p>b There's a post office on Main Street.</p> <p>c There's a bookstore on Maple Road.</p> <p>d There's a gas station next to the bank.</p>
---	---

**25 Look and write. Use *by*.**

		
1 Many children go to school _____.	2 My sister comes home _____.	3 My mom goes to the bank _____.

**26 Read and circle.**

**Maria:** Dad **want to** / **wants to** eat Chinese food for lunch. But I **want to** / **wants to** eat Mexican food.

**Mom:** **There is** / **Is there** a Chinese restaurant near here?

**Bill:** Yes, **there is** / **there isn't**. Let's go there.



**I Can**

- use words for places in town.
- use *want/wants to* + action words.






☆☆☆

54 Unit 4

## Warm-up



- Have students play *Charades*. (See *Game Bank*, page T134, for details.) Tell them to imagine that they need to buy something. Have students in pairs. Student 1 mimes what he or she needs without talking. The partner guesses what the person needs and, if correct, tells him or her where to get it.
- Switch roles, having the partner mime what he or she needs.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*
- Students will review the words and structures of the unit that include a matching activity, and completing sentences using *by*. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

## Practice 1



**Materials:** Flashcards: Unit 4, places

- Remind students about the song they sang a few lessons before and refer them to the song on the song lesson page.
- Play Audio Track 77, (the song with the lyrics). Have students follow along and join in with the song.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 78). You could use Flashcards to encourage students to sing other places that aren't in the song.

## Practice 2



### 24 Read and match.

- Review the sentences by reading them aloud with students. Allow students to clarify any word meanings before beginning the activity.
- Have students complete the activity independently.

MONITOR

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

## Practice 3



### 25 Look and write. Use by.

- Read the directions aloud. Review the modes of transportation by having students point at each picture and name each one. Have students work independently to complete the exercise.

MONITOR

■ Check answers. (Answers: 1 by bike, 2 by train, 3 by bus)

## Practice 4

WB p. 43/ act. 19



### 19 Write *want to* or *wants to*. Then match.

- Direct students to WB Activity 19 on page 43. Read the directions aloud. Explain to the students that they need to fill in the blanks with *want to* or *wants to*, then match the numbered sentences to the lettered sentences.

## Practice 5



### 26 Read and circle.

- Read the directions aloud. Then read each sentence aloud twice, inserting one answer choice each time.
- Have students complete the activity independently.

MONITOR

■ Check answers. (Answers: *wants to*, *want to*; *Is there*; *there is*)

## Self-assessment



### I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*

- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help, and one star if the unit was hard and they need more help. Have students work independently.

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 4 Practice Tests in the Assessment Pack.

WB p. 101

- Direct students who need help with grammar to the Unit 4 Extra Grammar Practice (Workbook, page 101).
- For further vocabulary work, students can access Big English Student World.



## Homework

WB p. 43/ act. 20 & 21



### 20 Read, look, and circle.

- Direct students to WB Activity 20 on page 43. Read the directions aloud. Explain to students that they must look at the pictures, read the sentences and circle the correct option. Walk students through Item 1.

### 21 Look at 19. Write *Yes, there is* or *No, there isn't*.

- Direct students to WB Activity 21 on page 43. Read the directions aloud. Explain to the students that they need to look back at Activity 19, read the sentences again, then answer the questions. Walk students through Item 1.

## Extra Application and Practice Activity

- Brainstorm a list of businesses in your local community. List them on the board. Have a pair of students choose one business from the list. One student asks if the business is near here. The other student responds. The first student tells what they will do at that business. Teresa: *Is there a shoe store near here?* Andrew: *Yes, there is.* Teresa: *Let's go there and buy shoes.*

CHALLENGE

- Have pairs continue the conversation, telling how they will get there.

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 4 Unit Test in the Assessment Pack.

## 24 Read and match.

- |   |   |
|---|---|
| <p>1 I want to buy a book.</p> <p>2 Tim wants to see a movie.</p> <p>3 Mom and Dad want to put gas in the car.</p> <p>4 Ben wants to send a letter.</p> | <p>a There's a movie theater near the bus stop.</p> <p>b There's a post office on Main Street.</p> <p>c There's a bookstore on Maple Road.</p> <p>d There's a gas station next to the bank.</p> |
|---|---|

## 25 Look and write. Use **by**.



1 Many children go to school \_\_\_\_\_.



2 My sister comes home \_\_\_\_\_.



3 My mom goes to the bank \_\_\_\_\_.

## 26 Read and circle.

**Maria:** Dad **want to** / **wants to** eat Chinese food for lunch. But I **want to** / **wants to** eat Mexican food.

**Mom:** **There is** / **Is there** a Chinese restaurant near here?

**Bill:** Yes, **there is** / **there isn't**. Let's go there.



## I Can

- use words for places in town.
- use *want/wants to* + action words.



**27** Work in two groups. Make sentence cards.

**Group A:**

Write sentences starting with *I want to*. Write a different activity for each student in the group.



**Group B:**

Write sentences starting with *There's a*. Write a different place for each student in the group.



**28** Groups A and B: Take turns reading your cards. Find your match.



I want to buy a book.

Yes, a match!



There's a bookstore near here.

**I Can**

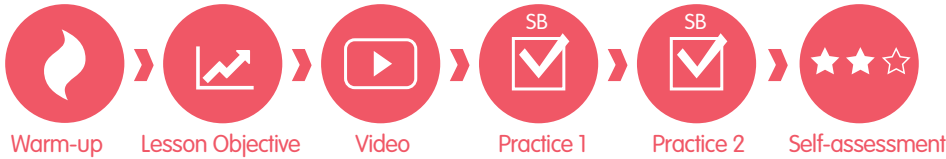
- say what I want to do.
- ask and answer about places in town.





# Review Lesson 2 | Speaking

## Lesson Flow



## Lesson Objectives

To review the words and structures of the unit.

### Review | Speaking

**27** Work in two groups. Make sentence cards.

#### Group A:

Write sentences starting with *I want to*. Write a different activity for each student in the group.



#### Group B:

Write sentences starting with *There's a*. Write a different place for each student in the group.



**28** Groups A and B: Take turns reading your cards. Find your match.



I want to buy a book.

Yes, a match!

There's a bookstore near here.



### I Can

- say what I want to do.
- ask and answer about places in town.



Unit 4 55

## Warm-up



**Materials:** Strips of paper

- Have each student copy on a strip of paper a sentence that tells something about the story “*Is There a Bookstore?*” in Activity 6 on pages 46–47. Have students choose one of the following sentences: *Dad wants to buy a book. Jenny wants to buy a computer game. They want to eat lunch first.*

- Then have students cut the sentence strips apart after the second and fourth words, to make puzzles. Have them mix the puzzle pieces and exchange with a partner.
- Have partners put together the puzzles and take turns reading the sentences aloud.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review the words and structures of the unit through a variety of activities that involve writing about their plans, and playing a game. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

## Video Drama U 04



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

## Practice 1



**Materials:** Flashcards: Unit 4, places; Index cards

### 27 Work in two groups. Make sentence cards.

- Use the Flashcards to review the key vocabulary.
- Divide students into two groups. Read the directions aloud to each group, then have students write a sentence on an index card. Provide a list of activities and places to make sure each student's card is different.
- Have students practice reading their sentence cards to their group.

### MONITOR

Go round and listen for correct pronunciation, appropriate intonation, and correct language use.

## Practice 2



### 28 Groups A and B: Take turns reading your cards. Find your match.

- Have one student from Group A read his/her sentence card aloud. Then have one student from Group B read one aloud. If the two cards match, have students stand together.
- Continue until all cards are matched.

### MONITOR

Observe whether students are matching sentences correctly, and listen for correct pronunciation and intonation.

### ASSIST

Elicit other language that can be used in the dialogs to show good manners when asking and answering the questions, e.g., *Excuse me, Please, Thank you, You're welcome, etc.*

## Self-assessment



### I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*

- Read the statement aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help, and one star if the unit was hard and they need more help. Have students work independently.

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 4 Practice Tests in the Assessment Pack.

WB Unit 4/ p. 101

- Direct students who need help with grammar to the Unit 4 Extra Grammar Practice (Workbook, page 101).
- For further vocabulary work, students can access



## Extra Application and Practice Activity

- Have pairs write gas, lunch, movie, food, money, computer game and letter on sticky notes. Have them write book on two notes.
- Have pairs place the sticky notes on the places on the map in Activity 10 on page 48 where they would expect to find these things.

### MONITOR

Look at where pairs have placed their notes to check comprehension and listen for correct vocabulary and pronunciation.

## Assessment Pack

- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 4 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.



# My Dream Job

## Objectives

### Reading

- Can recognize key words and basic phrases in short, simple cartoon stories.
- Can understand basic written instructions for classroom activities (e.g. *Read and match*).

### Listening

- Can recognize familiar key words and phrases in short, basic descriptions (e.g. of objects, people, or animals), if spoken slowly and clearly.
- Can recognize familiar words and phrases in short, simple songs or chants.
- Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures.
- Can understand the letters of the alphabet by their names.

### Speaking

- Can talk about their hobbies and interests, using simple language.

### Writing

- Can write some familiar words.
- Can write the letters of the alphabet in lower case.

### Grammar

- Can use a range of verbs taking *to* + infinitive.

## Unit Projects

### Family Connection

Encourage students to talk to family members about the jobs they do now or jobs they did in the past. Encourage students to share what they are learning with their families and report back to the class their family's responses. Compile students' individual lists of present and past jobs into one list. Have students use the list as a resource as they work through Unit 5.

# Key Language

## Key Vocabulary

### Jobs

	singer
actor	teacher
artist	writer
athlete	vet
chef	
dancer	
doctor	
pilot	

### Expressions

What about you?  
I like to... .  
What's your dream job?

## Content Words

carpenter	bicycle
farmer	canal
hairdresser	customer
nurse	lie
produce	millions
provide	push
server	
take care of	

## Grammar/Structures

What do you **want to be**? I **want to be** an actor.

What does he/she **want to be**? He/She **wants to be** a doctor.

## Phonics

**The sounds:** *ar, er, or*

## My Classroom Bulletin Board

Take a picture of each student's face. Either using software or paper cutouts, add accessories to show what the child wants to be. For example, add a chef's hat and a cooking implement in the background. Display the decorated pictures on a bulletin board. Have each student write a sentence to accompany his or her picture. Instruct students to begin their sentences with *I want to be*.

# Vocabulary Lesson

## Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective



Homework

## Lesson Objective

I will learn to name jobs.

## Key Language

actor, artist, athlete, chef, dancer, doctor, pilot, singer, teacher, vet, writer



# My Dream Job

## Vocabulary

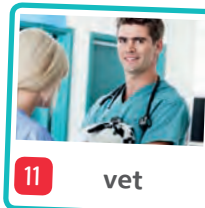
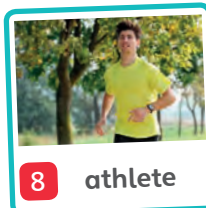
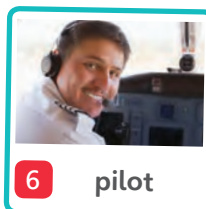
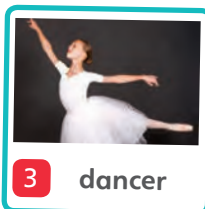
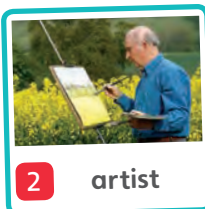
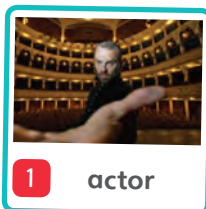
I will learn to name jobs.



## Song Time!



1 Listen, look, and say.



2 Play the acting game.

56 Unit 5



## Warm-up



**Materials:** Box of job props

- Fill a box with hats and other props that indicate different jobs, e.g. an actor's mask, a chef's hat or apron, a toy plane, a paintbrush, a pen or toy computer, a nurse's hat, a stethoscope, ballet shoes, sneakers, a toy microphone.
- Allow volunteers to take turns pulling a prop from the box. The student then acts out the job that goes with the prop.

## Lesson Objective



**Materials:** Flashcards: Unit 5, jobs

### INVOLVE

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

- Use 2–3 Flashcards to remind students what they already know and elicit a few jobs.
- Students will name and identify different jobs.

## Song Time



**Materials:** Flashcards: Unit 5, jobs

### Listen and sing.

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

## Presentation



### 1 Listen, look, and say.

- Read the directions aloud. Play Audio Track 95. Have students listen, point at the picture for each matching job, and then repeat it.

### MONITOR

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

### ASSIST

Replay the audio as needed. Mime each job as you say its name and have students repeat after you.

## Practice

WB p. 44/ act. 1



### 1 Find, circle, and match.

- Read the directions aloud. Have students look at the pictures and job words. Then find, circle, and match in the wordsearch. Guide students through the first item.
- Have students work independently, and then compare answers with a partner.

### MONITOR

Check answers as a class.

## Game



**Materials:** Flashcards: Unit 5, jobs

### 2 Play the acting game.

- When students are familiar with the vocabulary, play a game with the whole class by miming a different job and having students point at and read aloud the correct Flashcard. Once students have understood the game, ask volunteers to mime a job for the whole class while the others guess.

### MONITOR

Check that students can read and pronounce words correctly.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to name jobs.*

- Encourage awareness of what students have learnt by quickly eliciting from a few students the names of classroom activities.

## Homework

WB p. 44/ act. 2



### 2 Look and circle.

- Direct students to WB Activity 2 on page 44. Read the directions. Explain to the students that they must look at the pictures and circle the correct job. They should practice saying the words as they read them.

### MONITOR

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

## Extra Application and Practice Activity

**Materials:** Old gloves to be cut up, craft supplies

- Cut the fingers off old gloves so that each student has one. Give each student one of the jobs from Activity 1.
- Using markers, beads, felt, and fabric, have each student decorate the finger to be a puppet for that job.
- Once students have completed their puppets, have them work in small groups and introduce their puppets. For example, have them say: *Hi, I'm Ron. I'm a singer.*

### MONITOR

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

# 5

# My Dream Job

## Vocabulary

I will learn to name jobs.



## Song Time!



1 Listen, look, and say.



1 actor



2 artist



3 dancer



4 doctor



5 writer



6 pilot



7 singer



8 athlete



9 teacher



10 chef



11 vet

2 Play the acting game.

# Song

I will learn to ask and answer about jobs.



Listen and sing. Then look at 1 and find.

## Hey, What Do You Want to Be?

Hey, what do you want to be?  
You have to choose just one.  
There are so many different jobs.  
I want one that is fun!

I want to be an actor,  
And I want to be a vet.  
I want to be a pilot, too.  
Then I can fly a jet!

I want to be a dancer  
And an athlete, too.  
Or maybe a teacher.  
What about you?

Chorus



Listen and write.

1 I want to be a \_\_\_\_\_.

2 I want to be a \_\_\_\_\_.

3 I want to be a \_\_\_\_\_.



Look at 1. Ask and answer.



What do you want to be?

I want to be a chef.



**THINK BIG**

What jobs do people do at your school?  
What jobs do people do in your town?

# Song Lesson

## Lesson Flow



## Lesson Objective

I will learn to ask and answer about jobs.

## Key Language

actor, artist, athlete, chef, dancer, doctor, pilot, singer, teacher, vet, writer

What about you?

**Song**

I will learn to ask and answer about jobs.

**3 Listen and sing. Then look at 1 and find.**

Hey, What Do You Want to Be?

Hey, what do you want to be?  
You have to choose just one.  
There are so many different jobs.  
I want one that is fun!

I want to be an actor,  
And I want to be a vet.  
I want to be a pilot, too.  
Then I can fly a jet!

**Chorus**

I want to be a dancer  
And an athlete, too.  
Or maybe a teacher.  
What about you?

**4 Listen and write.**

1 I want to be a \_\_\_\_\_    2 I want to be a \_\_\_\_\_    3 I want to be a \_\_\_\_\_

**5 Look at 1. Ask and answer.**

What do you want to be?

I want to be a chef.

THINK BIG

What jobs do people do at your school?  
What jobs do people do in your town?

Unit 5 57

## Warm-up



- Have each student draw and label a picture of their favorite job.
- Have students share their pictures with the whole class. As they do, ask them to name the job by reading aloud the label on their pictures.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

- Set the objective of the lesson. Say: *Today I will learn to ask and answer about jobs.*
- Students will sing a song and ask and answer questions about jobs.

## Listen and Sing 96



**Materials:** Flashcards: Unit 5, jobs

### 3 Listen and sing. Then look at 1 and find.

- Read the directions aloud. Display the Flashcards and play Audio Track 96. Have students listen and read the song silently.
- Play the audio again and lead students as they sing the song.
- Ask students to read the song, look at the images in Activity 1, and find which jobs are mentioned in the song. (Answers: dancer, athlete, teacher, actor, vet, pilot.)

MONITOR

- Check students' comprehension.

ASSIST

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

**Comprehending lyrics:** To help students remember and comprehend words in a chant or song lyrics, have students use motions while they chant or sing. Make up motions or have groups of students make up their own motions and teach them to the class.

## Practice 1 98



### 4 Listen and write.

- Read the directions aloud. Play Audio Track 98. Pause after each statement and have students repeat.
- Replay the audio and complete Item 1 as a class.
- Have students complete the rest of the items independently.

MONITOR

- Check answers as a class. (Answers: 1 doctor, 2 teacher, 3 pilot)

ASSIST

- Replay the audio as needed.

## Speaking

### 5 Look at 1. Ask and answer.

- Read the directions aloud. Read the speech bubbles aloud while students follow in their books. Have students repeat the dialog and point at the matching picture in Activity 1.

#### 21st Century Communication

Choose a pair of volunteers to model the dialog. Repeat the activity having pairs of students share what they want to be when they grow up. Encourage students to share more than one dream and to say which dream is their favorite.

MONITOR

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

## Practice 2 WB p. 45/ act. 4



### 4 Write and draw.

- Read the directions aloud. Ask the students to read the sentence, circle the correct option, and complete the sentence by writing the name of their dream job.

MONITOR

- Get feedback from the class.

## Think BIG

#### 21st Century Critical Thinking

- Discuss the questions as a class. Encourage students to give simple answers in English. (Possible answers: *Jobs at school – teacher, chef, artist, dancer, athlete; Jobs in town – doctor, vet, chef, singer*)

## Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer about jobs.*
- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the song, for example, which jobs they heard.

## Homework 99 WB p. 45/ act. 3



### 3 Listen and sing. Then write.

- Direct students to WB Activity 3 on page 45. Read the directions. Explain to students that they must listen and sing along to the song, then fill in the blanks with the missing jobs.

## Extra Application and Practice Activity

**Materials:** Old newspapers, art and craft supplies

- Give students old newspaper, scissors, tape and markers, paints, or crayons. Each student makes a simple hat, piece of clothing, or prop to indicate their dream job, such as a dancer's skirt, a chef's hat, an actor's mask, an artist's painting, an athlete's vest, a vet's animal, a writer's book, a singer's song sheet or microphone, a pilot's hat.
- Have a fashion show in your classroom where each student has a turn to walk in front of everyone wearing his or her job attire. Ask each student: *What do you want to be?* Have them respond: *I want to be a/an...*



# Story Lesson

## Lesson Flow



## Lesson Objective

I will read a story about jobs.

## Key Language

chef, dancer, singer, writer

I like to..., What's your dream job?

### Story

I will read a story about jobs.

6 Listen and read. What does Jamie like to do?

#### Dream Jobs!

1 What do you want to be, Jenny?  
I want to be a singer. I like to sing.

2 What do you want to be, Dan?  
I want to be a writer. I like to write stories.

3 What's your dream job, Maria?  
I want to be a dancer. I like to dance.

4 Jamie, your sister wants to be a singer. What do you want to be?  
I want to be a chef.

58 Unit 5

5 Why? Do you like to cook?

6 No, I like to eat!

7 Look at the story. Write.

- Jenny wants to be a \_\_\_\_\_.  
She likes to \_\_\_\_\_.
- Dan wants to be a \_\_\_\_\_.  
He likes to \_\_\_\_\_ stories.
- Maria wants to be a \_\_\_\_\_.  
She likes to \_\_\_\_\_.
- Jamie wants to be a \_\_\_\_\_.  
He likes to \_\_\_\_\_.



What's your favorite job in the story?  
Why?  
What do you want to be? Why?

Unit 5 59

## Warm-up



Materials: Flashcards: Unit 5, jobs

- Play *Pictionary* to review occupations, using the Flashcards. (See *Game Bank*, page T134, for details.)
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

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

- Students will listen to and read a story, answer a question about it, and discuss ideas related to it.

## Pre-reading



- Read the story title aloud. Have students repeat it. Remind students what *Dream Job* means. For example, say: *My dream soccer team has ([name three or four top players]) on it. That team would be the best!* Ask students what a dream job is (an ideal job for someone).
- Have students look at the story pictures and identify where the children are (at school). Have them identify what kinds of jobs the children and their teacher are

talking about (a singer, a writer, a dancer, and a chef). Explain that that this story is about students at school talking about their dream jobs with their teacher.

## Reading

### 6 Listen and read. What does Jamie like to do?

- Read the directions aloud. Draw attention to the question: *What does Jamie like to do?* Play Audio Track 100. Have students listen and read along silently.

## Comprehension 1

### MONITOR

Ask comprehension questions about the story, e.g. *What does Jenny want to be?* (She wants to be a singer.) *Why does Dan want to be a writer?* (He likes to write stories.) *What's Maria's dream job?* (She wants to be a dancer.) *What does a chef do?* (Chefs cook.) *Why does Jamie want to be a chef?* (He likes to eat.) Check answer to the question in the directions too. (Answer: He likes to eat.)

### ASSIST

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

## Comprehension 2

### 5 Read and circle.

- Have students read the story, then read the questions and circle the correct option in each sentence.

## Comprehension 3

### 7 Look at the story. Write.

- Read the directions aloud. Then read the statements with the blanks and have students repeat. Model completing the first item. Ask: *Where's Jenny?* (Students point at Jenny in Frame 1.) Say: *Look at Jenny's answer. What does she want to be?* (a singer) Students write the answer and continue independently.

### MONITOR

Check answers. Have students read their completed sentences aloud. (Answers: 1 singer, 2 writer, 3 dancer, 4 chef)

## Think BIG

### 21st Century Communication

- Read the questions aloud. Have pairs read the story. Then have each pick their favorite job in the story and have them share with their partner. Remind students to say why it's their favorite job. Also have them share their dream job and give a reason for it.

## Lesson Objective

### INVOLVE

- Revisit the lesson objective: *Now I have read a story about jobs.*
- Encourage awareness of what students have learned by quickly eliciting something they remember about the story.

## Homework

### 6 Read the story again. What do they like to do? Match.

- Direct students to WB activity 6 on page 46. Have students read the story again, then read the job words and match to the pictures of the children.

## Think BIG

- Direct students to WB Think BIG on page 46. Have students read the sentence, circle the job words that apply to them, and complete the sentence by filling in the blanks.

## Extra Application and Practice Activity

- Together with students, brainstorm a list of jobs in your school, e.g. *teacher, principal, secretary, janitor, nurse, and cook/chef.*
- Have students work together on a mural of your school that shows people working at each of these jobs. Have students label each pictured person.
- Display the mural in your classroom and let students use it as a vocabulary resource.

# Story

I will read a story about jobs.



Listen and read. What does Jamie like to do?

## Dream Jobs!







**7 Look at the story. Write.**

- 1 Jenny wants to be a \_\_\_\_\_.  
She likes to \_\_\_\_\_.
- 2 Dan wants to be a \_\_\_\_\_.  
He likes to \_\_\_\_\_ stories.
- 3 Maria wants to be a \_\_\_\_\_.  
She likes to \_\_\_\_\_.
- 4 Jamie wants to be a \_\_\_\_\_.  
He likes to \_\_\_\_\_.



What's your favorite job in the story?  
Why?  
What do you want to be? Why?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about jobs.

## Key Language

artist, chef, dancer, singer, pilot, vet  
cook, dance, draw, eat, fly

### Language in Action

I will listen to a dialog about jobs.

#### 8 Listen and read. Then say.

- Eddie:** I want to be an artist. I like to draw.  
**Meg:** Wow. That's a nice drawing!  
**Eddie:** Thanks. What do you want to be?  
**Meg:** I want to be a vet.  
**Eddie:** Why?  
**Meg:** I really like animals.  
**Eddie:** Animals really like you, too!



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

#### 10 Listen and stick. Then say.



60 Unit 5

## Warm-up



- Divide students into two teams. Have the first student from each team stand at the board. Say a sentence

about what someone likes to do: *I like to sing*. At the same time, both students write the name of the job on the board. (*singer*) The student who completes the word first gets a point for his/her team.



- Use the following sentences to play the game: *I like to... write (writer), dance (dancer), teach (teacher), run (athlete), paint (artist), act (actor), take care of sick people (doctor), take care of sick animals (vet) and fly an airplane (pilot).*
- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

- Introduce the lesson objective: Say: *Today I will listen to a dialog about jobs.*
- Students will practice listening skills by listening to a dialog, use the language of the unit in context by acting out a conversation with a partner, and talk about jobs.

## Pre-listening

- Point to the girl and the boy. Introduce them as Meg and Eddie. Elicit from the students what they think the children are doing. Tell students that they will hear Meg and Eddie talking about what they want to be.

## Listening

### 8 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 101. Have students listen and follow along in their books. Pause the audio from time to time so that students can repeat what they hear.

## Comprehension

### MONITOR

- Ask questions to check for comprehension: *What does Eddie like to do? (draw) What does he want to be? (an artist) What does Meg like? (animals) What does she want to be? (a vet)*

### 21st Century Critical Thinking

- Help students make connections between things that people like to do and jobs by enlisting their help to make a list on the board of things they like to do. Then ask for ideas about what job does those things. Have students refer to Activity 1 for job names.

### CHALLENGE

- Have students tell what kind of work an artist might do. Then have them tell what kind of work a vet might do.

## Role Play

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

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

### MONITOR

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

## Practice 1

### 10 Listen and stick. Then say.

**Materials:** Stickers

- Help students find the Unit 5 stickers at the back of the Student's Book. Tell them they will listen to the audio and place stickers in the correct places based on what they hear.
- Play Audio Track 102 and pause it at the end of each dialog. Have students find and point at the child who is talking and the sticker that matches the words. Replay the audio as needed as students place the stickers. Have students say the words as they hear them.

### MONITOR

- Walk around the room and check to see that students have correctly placed the stickers. Review the answers as a class. Have volunteers say the answers aloud, e.g. *What does Adam want to be? (He wants to be a singer.) (Answers: 1 singer, 2 dancer, 3 pilot, 4 chef)*

## Practice 2

### 7 Read and write.

- Tell students to look at the words in the box and read the speech bubbles, then fill in the blanks to complete the answers. Have students work independently.

## Lesson Objective

### INVOLVE

- Revisit the lesson objective: *Now I have listened to a dialog about jobs.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog.

## Homework

### 8 What do you like to do? Write and draw.

- Direct students to WB Activity 8 on page 47. Ask students to write about what they like to do in the blank space, then draw in the box.

## Extra Application and Practice Activity

**Materials:** Flashcards: Unit 5, jobs

- Give two Flashcards to each pair of students. Instruct students not to show them to each other.
- Student 1 reads a card and describes the occupation to Student 2. Student 2 uses the instructions to draw a picture. For example, Student 1 says: *Draw a woman cooking.* Student 2 draws a chef. Student 1 says: *Yes, she's a chef!*
- Have students take turns describing and drawing.

# Language in Action

I will listen to a dialog about jobs.



**Listen and read. Then say.**

**Eddie:** I want to be an artist. I like to draw.

**Meg:** Wow. That's a nice drawing!

**Eddie:** Thanks. What do you want to be?

**Meg:** I want to be a vet.

**Eddie:** Why?

**Meg:** I really like animals.

**Eddie:** Animals really like you, too!

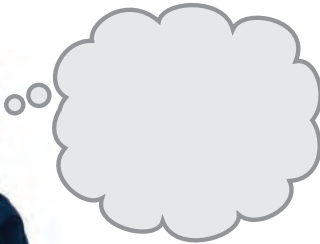


**Look at 8. Role-play with a partner.**



**Listen and stick. Then say.**

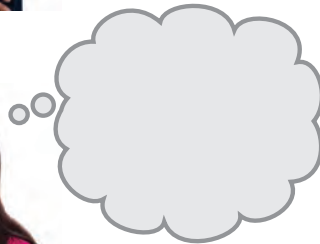
1



2



3



4



# Grammar

I will learn to use *want to + be* to describe what someone wants to be.

What do you **want to be**?

I **want to be** an actor.

What does he/she **want to be**?

He/She **wants to be** a doctor.

## 11 Look. Write the answers.



1 What does she want to be?

\_\_\_\_\_



2 What does he want to be?

\_\_\_\_\_



3 What does Sally want to be?

\_\_\_\_\_



4 What does Jim want to be?

\_\_\_\_\_

## 12 Write.

- 1 What \_\_\_\_\_ he want to be?
- 2 What \_\_\_\_\_ you want to be?
- 3 What \_\_\_\_\_ your cousin want to be?

## 13 Look at page 56. Point to the people in 1. Ask and answer.



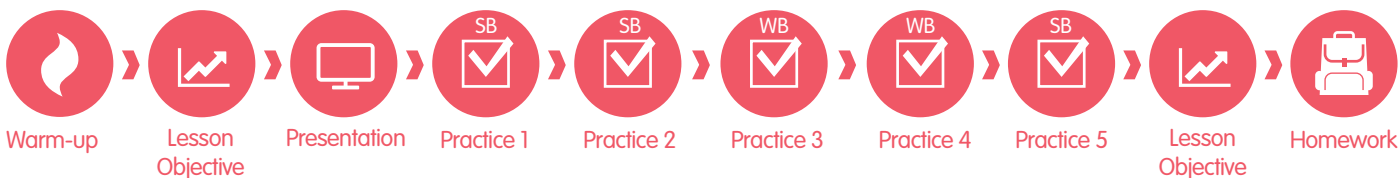
What does he want to be?

He wants to be an actor.



# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use *want to + be* to describe what someone wants to be.

## Key Language

What do you want to be? I want to be an actor.

What does she want to be? She wants to be a doctor.

### Grammar

I will learn to use *want to + be* to describe what someone wants to be.

What do you <b>want to be</b> ?	I <b>want to be</b> an actor.
What does he/she <b>want to be</b> ?	He/She <b>wants to be</b> a doctor.

#### 11 Look. Write the answers.



1 What does she want to be?

\_\_\_\_\_



2 What does he want to be?

\_\_\_\_\_



3 What does Sally want to be?

\_\_\_\_\_



4 What does Jim want to be?

\_\_\_\_\_

#### 12 Write.

- 1 What \_\_\_\_\_ he want to be?
- 2 What \_\_\_\_\_ you want to be?
- 3 What \_\_\_\_\_ your cousin want to be?

#### 13 Look at page 56. Point to the people in 1. Ask and answer.



What does he want to be?

He wants to be an actor.



Unit 5 61

## Warm-up



- Ask students to think about what they would like to eat for their next meal. Then have them draw a picture of what they would like to eat.
- Ask each student: *What do you want to eat?* Have students respond: *I want to eat...*

- Explain that they are thinking about what might happen in the future. It is something that might or might not happen.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective: Say: *Today I will learn to use want to + be to describe what someone wants to be.*
- Students will use the verbs *do/does* and the phrases *want to be/wants to be* to ask and answer questions about what people want to be.

## Presentation



- Have students read the questions and answers in the grammar box at the top of the page aloud (repeating after you). Point out that the verb *do* is used with *you* and *does* is used with *he/she* in the questions. Point out that *want to be* is used with *I* and *wants to be* is used with *he/she*.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structure in the dialog.

## Practice 1



### 11 Look. Write the answers.

- Read the directions aloud. Walk students through Item 1, demonstrating how to use the thought bubble to tell what the child wants to be in the future.
- Have students complete the sentences independently.

### MONITOR

- Check answers as a class. (Answers: 1 She wants to be a doctor/vet. 2 He wants to be a soccer player. 3 She wants to be a firefighter. 4 He wants to be a teacher.) Have pairs read the questions and answers aloud. Then have them switch roles and repeat.

### ASSIST

- Have students look at the grammar box to find the model question and answer.

## Practice 2



### 12 Write.

- Refer students to the grammar box to complete the activity.

### MONITOR

- Check answers as a class. (Answers: 1 does, 2 do, 3 does)

## Practice 3

WB p. 48/ act. 9



### 9 Look, match, and write.

- Read the directions aloud. Explain that the students have to read the first set of sentences and match them to the pictures and answer sentences, then fill in the blanks.

### MONITOR

- Refer students to the grammar box to find the model question and answer. Have pairs read the question and answers aloud. Then have them switch roles and repeat.

## Practice 4

WB p. 49/ act. 11



### 11 Look and write.

- Read the directions aloud. Explain that the students have to look at the picture, then read the questions, and answer by filling in the blanks.

## Practice 5



### 13 Look at page 56. Point to the people in 1. Ask and answer.

- Tell students they are going to ask and answer questions about the people on page 56.

### MONITOR

- Listen for proper pronunciation and appropriate intonation.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to use want to + be to describe what someone wants to be.*
- Encourage awareness of what students have learned by quickly asking a few students about jobs: *What do you want to be?* Students answer: *I want to be...*

## Homework

WB pp. 48 & 49/ act. 10 & 12



### 10 Look and write.

- Direct students to WB Activity 10 on page 48. Read the directions aloud. Have students look at the pictures in the bubbles, then read the answers and write the questions.

### 12 Read and match. Then write.

- Direct students to WB Activity 12 on page 49. Read the directions aloud. Have students read the questions, then choose the correct words to complete the answers.

## Extra Application and Practice Activity

- Have each student divide a sheet of paper in half. Have students label one side *I want to be* and the other side *I do not want to be*. Instruct them to draw a job they think would be fun to do on the *I want to be* side and a job they do not think would be fun on the *I do not want to be* side. Have students label each job and share their responses with the class.

## Extra Grammar Practice

WB Unit 5/ p. 102

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



# Content Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about goods and services.

## Key Language

carpenter, farmer, hairdresser, nurse, produce, provide, server, take care of

## Content Connection | Social Science

I will learn about goods and services.

**14** Look at the pictures. What are the jobs?  
How do they help us?

**103** **15** Look, listen, and read.  
Then circle.

### CONTENT WORDS

carpenter farmer hairdresser  
nurse produce provide  
server take care of

## Goods and Services

Businesses want to make money. There are two ways to do this. They can produce goods, or they can provide services.

1 **Goods** are products. People buy and sell them. Clothes, cars, books, and houses are goods. When a farmer grows food or a carpenter makes a table, they're producing goods.

2 **Services** are activities that people do for others. When a hairdresser cuts your hair or a nurse takes care of you, they're providing a service.

3 Some businesses provide goods and services together. For example, a restaurant sells goods: the food and drink. But it provides services, too. Servers take the food to the table, and other people wash the dishes after the meal.



- 1 grow food: **goods / services**
- 2 cutting hair: **goods / services**
- 3 a restaurant: **goods / goods and services**

**THINK BIG**

Do people in these jobs produce goods, provide services, or both?  
pilot artist baker

## Warm-up



**Materials:** Objects or pictures about different jobs

- Tell students they are going to learn about different jobs and how they provide us with goods or a service.
- Show students objects associated with a particular job. For example, you could show a toy stethoscope and surgical gloves to show a doctor who makes us better (*service*), and some vegetables and a toy tractor to show a farmer who grows food (*goods*).
- Have students guess the job from the clues provided, and elicit whether the job provides goods or a service, and have them elaborate.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about goods and services.*
- Students will learn and discuss how businesses can produce goods or provide a service.

## Pre-reading



### 14 Look at the pictures. What are the jobs? How do they help us?

- Read the directions aloud and draw students' attention to the pictures below in Activity 15. Point at each picture individually and invite students to say what the jobs are and how the people in these jobs help us.

### MONITOR

- Listen for correct pronunciation, language use, and understanding. (*Answers: 1 farmer – grows food, 2 hairdresser – cuts hair, 3 server – takes food to the table*)

### ASSIST

- Say words or phrases and have students repeat.

## Reading



### 15 Look, listen, and read. Then circle.

- Read the directions aloud. Draw students' attention to the Content Words in the box and read them aloud. Explain any unfamiliar words or phrases.
- Play Audio Track 103 while students follow along in their books.
- Replay the audio, pausing after each item for students to point at the matching picture and say the job.
- Direct students to the activity below the text. Complete Item 1 as a class, eliciting: *goods*. Have students circle the word. Have students complete the remaining items independently.

### MONITOR

- Check answers as a class. (*Answers: goods; services; goods and services*)

### ASSIST

- Refer students back to the text and the words written in bold.

## Practice

WB p. 50/ act. 13



### 13 Look and write.

- Read the directions aloud. Explain to them that the students must read the words in the box, then look at the pictures and fill in the blanks.

**Learning about Jobs:** There may be jobs in this unit that students are unfamiliar with. If this is the case, provide examples from the internet or nonfiction books that show people working in the job. If possible, bring in a guest speaker to tell students about the work he or she does.

## Think BIG



### 21st Century Critical Thinking

- Read the question aloud. Look at each job individually and encourage students to discuss the question, giving reasons if possible. Help with language if necessary.

## Video

Documentary U 05



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

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned about goods and services.*
- Encourage awareness of what students have learned by quickly asking them to talk about different jobs and whether an actor produces goods or a service.

## Homework

104 P T142

WB p. 50/ act. 14



### 14 Read and write. Then listen and check.

- Direct students to WB Activity 14 on page 50. Explain to students that they must read the paragraph and fill in the blanks, using the words from the box. Then explain that they have to listen to Audio Track 104 and check their answers.

## Extra Application and Practice Activity

**Materials:** Poster paper, art supplies

- Have students name businesses in your community and list them on the board. Discuss which businesses provide goods and which provide services.
- Have students each draw and cut out one building. Have them name the building with a business from the list. Assemble the buildings on poster paper as a business district. Then have students take turns labeling each building as one that produces goods or provides services.

I will learn about goods and services.

**14** Look at the pictures. What are the jobs?  
How do they help us?

**15** Look, listen, and read.  
Then circle.

### CONTENT WORDS

carpenter farmer hairdresser  
nurse produce provide  
server take care of

## Goods and Services

Businesses want to make money. There are two ways to do this. They can produce goods, or they can provide services.

1 **Goods** are products. People buy and sell them. Clothes, cars, books, and houses are goods. When a farmer grows food or a carpenter makes a table, they're producing goods.



2 **Services** are activities that people do for others. When a hairdresser cuts your hair or a nurse takes care of you, they're providing a service.



3 Some businesses provide goods and services together. For example, a restaurant sells goods: the food and drink. But it provides services, too. Servers take the food to the table, and other people wash the dishes after the meal.



- 1 grow food: **goods / services**
- 2 cutting hair: **goods / services**
- 3 a restaurant: **goods / goods and services**



Do people in these jobs produce goods, provide services, or both?

pilot artist baker

I will learn about unusual jobs around the world.

**16** Look at the pictures.  
What kind of jobs are these?

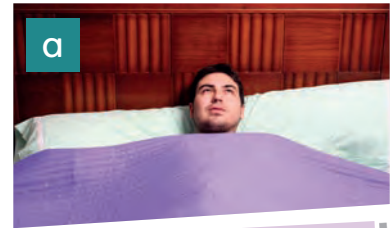
### CONTENT WORDS

bicycle canal customer  
free lie millions push

## Strange Jobs

### 1 Bicycle Fisher

In Amsterdam, Netherlands, there are many canals. There are also many bicycles. People ride their bikes everywhere. But sometimes people throw their old bikes in the canals. Bicycle Fishers go in the water. They bring the bikes out.



### 2 Train Pusher

Every morning and evening, millions of people ride the trains around Tokyo, Japan. There are too many people. Not everyone can get on the train. Train pushers help them. They push people inside the trains.

### 3 Human Bed Warmer

Some hotels in London, in the United Kingdom, pay people to lie in customers' beds. In winter, hotel beds are sometimes cold. Human bed warmers wear special clothes and lie in the beds. The beds get warm.



### 4 Passenger for Hire

In Jakarta, Indonesia, there are many cars on the road every day. If a driver is alone, he or she must pay money to use the highway. If there are three or more people in the car, the driver does not pay. Some drivers hire people to ride in their car. Then they can drive for free!

**105** **17** Listen and read. Then match with the pictures.



Which of these jobs would you like to try? Why?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about unusual jobs around the world.

## Key Language

bicycle, canal, customer, free, lie, millions, push

bicycle fisher, train pusher, human bed warmer, passenger for hire

special, warm, free

**Culture Connection** | Around the World

I will learn about unusual jobs around the world.

**16** Look at the pictures. What kind of jobs are these?

**CONTENT WORDS**  
bicycle canal customer  
free lie millions push

### Strange Jobs

**1 Bicycle Fisher**  
In Amsterdam, Netherlands, there are many canals. There are also many bicycles. People ride their bikes everywhere. But sometimes people throw their old bikes in the canals. Bicycle Fishers go in the water. They bring the bikes out.

**2 Train Pusher**  
Every morning and evening, millions of people ride the trains around Tokyo, Japan. There are too many people. Not everyone can get on the train. Train pushers help them. They push people inside the trains.

**3 Human Bed Warmer**  
Some hotels in London, in the United Kingdom, pay people to lie in customers' beds. In winter, hotel beds are sometimes cold. Human bed warmers wear special clothes and lie in the beds. The beds get warm.

**4 Passenger for Hire**  
In Jakarta, Indonesia, there are many cars on the road every day. If a driver is alone, he or she must pay money to use the highway. If there are three or more people in the car, the driver does not pay. Some drivers hire people to ride in their car. Then they can drive for free!

**17** Listen and read. Then match with the pictures.

**THINK BIG** Which of these jobs would you like to try? Why?

Unit 5 63

## Warm-up

**Materials:** World map or globe, flags from the four countries to be presented

- Play a team game to review jobs that students know already. Mime different jobs they know: *actor, artist, athlete, teacher, vet, doctor, etc.*
- Put students into two teams. Have teams guess what job you are miming. Give each team who guesses correctly a point. The team with the most points wins.

- Check answers from the HW in the last lesson.

## 21st Century Global Awareness

- Write the names of the new countries (*the United Kingdom, the Netherlands, Japan, Indonesia*) on the board, and point to each one on the world map. Put up the flags on the board and invite students to describe the flags as you review the colors. Ask students what they know or have heard about these countries. Elicit some answers.



## Lesson Objective



### INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about unusual jobs around the world.*
- Students will read about some very unusual jobs that some people do in different countries.

## Pre-reading



### 16 Look at the pictures. What kind of jobs are these?

- Draw students' attention to the pictures. Look at each picture in turn and ask, for example: *What can you see? Who is this person? What are they doing? Why? What kind of job is it?* Ask: *What kind of jobs are these?* (Answer: *unusual/strange*)
- Draw student's attention to the paragraph headings and the words in the Content Words box. Read them aloud and explain any unfamiliar words or phrases.

## Reading



### 17 Listen and read. Then match with the pictures.

- Draw students' attention to the four paragraphs. Explain that they are going to read and find out what unusual jobs the people in the pictures are doing.
- Read the directions and play Audio Track 105. Have students listen and follow the text in their books. (Answers: 1 c, 2 d, 3 a, 4 b)

## Comprehension



- Ask or write questions on the board to check students' comprehension of the text. Ask: *What do many people do in Amsterdam? (Throw their bikes in the water/canals.) What do Bicycle Fishers do? (They bring bicycles out of the canals) Why do they need train pushers in Tokyo? (Because there are too many people to fit on the train.) Why do they need human bed warmers in the United Kingdom? (Because the weather is cold in winter.) What must drivers in Jakarta do? (Pay money for driving alone.)*

## Think BIG



### 21st Century Communication

- Ask the question, inviting students to answer. Invite students to tell you why they would like to try that particular job. Help them explain their reasons in English. Remind them about the use of *because* and help them with any necessary vocabulary.
- Have students work in pairs, asking and answering the questions.

## Speaking



- Write on the board: *What do you want to be? I want to be a farmer.* Model the example and then have several students ask you the question. Answer them with different jobs every time. Elicit answers from different students, helping them with vocabulary as necessary.
- Write on the board: *What do farmers do? They grow food.* Model again and have students practice by asking you the question about different jobs. Answer accordingly.

### ASSIST

Ask students the questions and help them with language if necessary, having them repeat. Encourage them to write down the questions and answers for themselves in their notebooks.

- Ask students to ask and answer the questions in pairs.

### MONITOR

As students ask and answer the questions check for correct pronunciation, intonation, and language use.

## Lesson Objective



### INVOLVE

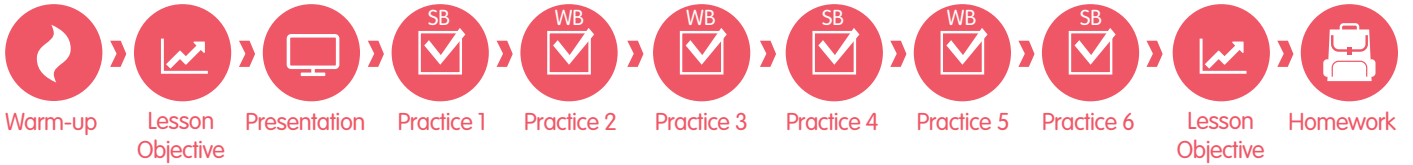
- Revisit the lesson objective: *Now I have learned about unusual jobs around the world.*
- Encourage awareness of what students have learned by quickly eliciting the names of the unusual jobs students read about in the texts and what the jobs involve.

## Extra Application and Practice Activity

- Give each child a piece of paper, and explain that they are going to create their own strange job. They need to draw and describe the job. For example, they may draw and describe a garden waterer (someone who comes to just water your plants every day). This activity can be carried out individually or in pairs.

# Phonics Lesson

## Lesson Flow



## Lesson Objective

I will learn to use the sounds *ar*, *er*, and *or*.

**Phonics** | *ar, er, or*

I will learn to use the sounds *ar, er, and or*.

**18** Listen, look, and repeat.  
1 *ar*      2 *er*      3 *or*

**19** Listen and find. Then say.

*arm*      *teacher*      *car*      *corn*

**20** Listen and blend the sounds.

1 c-ar-t	cart	2 s-i-ng-er	singer
3 f-or	for	4 ar-t	art
5 b-or-n	born	6 l-e-tt-er	letter

**21** Underline *ar*, *er*, and *or*. Then listen and chant.

I want to be a singer  
Or an artist painting art.  
I want to be a teacher  
Or a farmer with a cart!

64 Unit 5

## Warm-up



- Have students stand up and ask them to listen carefully as you say a word. Have them hop on one leg if they hear a word with an /ar/ sound (for example, *car*, *art*, *arm*). Have them turn around if they hear a word with an /er/ sound (for example, *teacher*, *letter*, *singer*). Have them sit down if they hear a word with an /or/ sound (for example, *corn*, *for*, *born*).

- Say the words in a random order so that students have to listen carefully to the sound in each word and change their action accordingly.

## Lesson Objective



### INVOLVE

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

## Presentation 106



### 18 Listen, look, and repeat.

INVOLVE

Read the directions aloud. Play Audio Track 106 and have students listen and point at each sound as it is said. Have students repeat.

MONITOR

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

## Practice 1 P. T142

107



### 19 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 107 and have students listen, find, and point at each word and its matching picture as it is said. Have students repeat each word.

ASSIST

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

## Practice 2 WB p. 51/ act. 15



### 15 Find and circle *ar*, *er*, and *or*.

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

MONITOR

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

## Practice 3 WB p. 51/ act. 16



### 16 Read and circle *ar*, *er*, and *or*.

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

MONITOR

Check students are circling the correct letters. Check answers as a class.

## Practice 4 108



### 20 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 108 and have students listen and point at each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

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

## Practice 5 WB p. 51/ act. 17



### 17 Match the words with the same sounds.

- Read the directions aloud. Walk through Item 1 as a class, eliciting that *singer* has the same *er* sound as *letter*.

- Have the students match the words individually.

MONITOR

Check answers as a class.

## Practice 6 109



### 21 Underline *ar*, *er*, and *or*. Then listen and chant.

- Read the directions aloud. Read the chant aloud while students follow in their books. Find the first word with *ar* together (*artist*) and have students underline it. Have students continue finding and underlining the other words with *ar*, *er*, and *or* independently.
- Play Audio Track 109 and have students listen. Replay several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation and appropriate intonation. Check answers as a class. (Answers: *artist*, *art*, *cart*, *farmer*; *singer*, *teacher*; *Or*)

## Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have learned to use the sounds ar, er, and or.*

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

## Homework P. T142

110

WB p. 51/ act. 18



### 18 Listen and write *ar*, *er*, and *or*. Then chant.

- Direct students to WB Activity 18 on page 51. Read the directions aloud. Explain to students that they must listen and write the missing letters in the blank spaces using *ar*, *er*, or *or*, then chant along.

## Extra Application and Practice Activity

Materials: Index cards

- In pairs, have students write each of the following words on a separate index card: *artist*, *farmer*, *car*, *art*, *singer*, *teacher*, *writer*, *letter*, *doctor*, *actor*, *corn*, *for*.
- With the set of cards they have made, have pairs of students play *Go Fish*. (See *Game Bank*, page T134, for details.) Review the names of index cards that contain */ar*, */er/* and */or/*.
- Model how to play by asking: *Do you have any words with ar? Do you have any words with er? Do you have any words with or?*

I will learn to use the sounds ar, er, and or.

**106**  
**18** Listen, look, and repeat.

1 ar                      2 er                      3 or

**107**  
**19** Listen and find. Then say.



arm



teacher



car



corn

**108**  
**20** Listen and blend the sounds.

1 c-ar-t	cart	2 s-i-ng-er	singer
3 f-or	for	4 ar-t	art
5 b-or-n	born	6 l-e-tt-er	letter

**109**  
**21** Underline ar, er, and or. Then listen and chant.

I want to be a singer  
Or an artist painting art.  
I want to be a teacher  
Or a farmer with a cart!



# Values | Study hard and set goals.

I will learn to talk about studying hard and setting goals.



**Listen and write. Then say.**

art   math   music   science



1 I like \_\_\_\_\_.  
I want to be a teacher.



2 I like \_\_\_\_\_.  
I want to be a doctor.



3 I like \_\_\_\_\_.  
I want to be a pilot.



4 I like \_\_\_\_\_.  
I want to be an artist.



What do you want to be? You like \_\_\_\_\_.  
What other jobs can you do?

a art   b music   c math   d science



**Project**

**23** Make a **What I Want to Be** flip book.



1 Paste.



2 Cut.



3 Draw.



4 Show.



# Values Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about studying hard and setting goals.

## Key Language

art, math, music, science

**Values** | Study hard and set goals.

I will learn to talk about studying hard and setting goals.

**22** Listen and write. Then say.

art   math   music   science



1 I like \_\_\_\_\_.  
I want to be a teacher.



2 I like \_\_\_\_\_.  
I want to be a doctor.



3 I like \_\_\_\_\_.  
I want to be a pilot.



4 I like \_\_\_\_\_.  
I want to be an artist.

**THINK BIG**

What do you want to be? You like \_\_\_\_\_.  
What other jobs can you do?

a art   b music   c math   d science



**Project**

**23** Make a **What I Want to Be** flip book.



1 Paste.



2 Cut.



3 Draw.



4 Show.

Unit 5 65

## Warm-up



**Materials:** School textbooks

- Display a book from each subject that students study, e.g. math, science, and English. Identify each subject area.
- Hold up two books at a time and have students vote for their favorite subject by raising their hand. (Students may vote for more than one.) Have volunteers state their choice by saying: *I like...*
- Continue until all subject areas have been paired and voted on.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about studying hard and setting goals.*

- Students will learn the importance of studying hard and setting goal, and then they will reflect on what they want to be in the future by making a flip book.

## Listening



### 22 Listen and write. Then say.

- Read the directions aloud. Explain that students will select the subject area that relates to each job. Play Audio Track 111. Have students look at the pictures and complete the sentences with a word from the box.

MONITOR

Check answers as a class by asking volunteers to read them aloud. (Answers: *1 music, 2 science, 3 math, 4 art*)

ASSIST

If students have trouble selecting the correct word, discuss the connection between the subject areas and the jobs (use the pictures in the activity to help you).

## Think BIG



### 21st Century Critical Thinking

- Students can discuss this as a class or in groups. They may use L1 to identify jobs; help them by providing the English words. (Possible answers: *If you like art, you can be a painter or a designer. If you like math, you can be an accountant or a bank clerk. If you like music, you can be a composer or a lyrics writer. If you like science, you can be a vet or a doctor.*)

## Project



**Materials:** Art supplies

### 23 Make a *What I Want to Be* flip book.

- Explain to students that many people want to be more than one thing when they grow up. Explain that this

book will show different things they might want to be in the future.

- Discuss with students the steps to follow. Have students work independently and make their own books. Have students describe their books to the class.

### 21st Century Critical Thinking

Have students show and describe their books to the class. Encourage students to speak clearly and audibly, and to hold their books so that all can see, or move around the room to help everyone get a look.

CHALLENGE

Have students include written captions to go with each picture.

## Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to talk about studying hard and setting goals.*

- Encourage awareness of what students have learned by quickly eliciting from a few students the words and sentences that they have learned about studying hard and setting goals.

## Homework

WB p. 52/ act. 19 & 20



### 19 Look, write, and match.

- Direct students to WB Activity 19 on page 52. Read the directions aloud. Explain to the students that they need to read the numbered sentences, look at the pictures and lettered sentences, then fill in the blanks. Walk students through Item 1.

### 20 Find and write the sentences.

- Direct students to WB Activity 20 on page 52. Read the directions aloud. Explain to the students that they need to choose and reorder the words to make the sentences, and write them in the blank spaces. Walk students through Item 1.

## Extra Application and Practice Activity

- Make a list of jobs on the board (use the key vocabulary from this unit and/or use the jobs that students mentioned earlier in the unit).
- Once the list is complete, choose a word (*teacher*), write it horizontally on the board and give a clue about it: (*I like music.*). Then choose one letter in the word (*a*) and give students a clue to another job, e.g. *I like art. This word starts with A.* Write *artist* vertically, connecting it to *teacher*, crossword-style. Write students' answers in the appropriate spaces. Continue to use other words about jobs to make a crossword puzzle.

# Review Lesson 1 | Vocabulary and Grammar

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

**Review | Vocabulary and Grammar**

**24 Look and write.** dancer singer teacher writer

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

**25 Read and match.**

1 I like to act.	I want to be a dancer.
2 I like animals.	I want to be a vet.
3 I like to draw.	I want to be an actor.
4 I like to move to music.	I want to be an artist.

**26 Look at the pictures. Write.**

1 What does she want to be?  
because \_\_\_\_\_

2 What does he want to be?  
because \_\_\_\_\_

3 What do you want to be?  
because \_\_\_\_\_

**I Can**

- use job names.

66 Unit 5

## Warm-up



**Materials:** Flashcards: Unit 5, jobs, magazines, non-fiction books

- Distribute one of the following Flashcards to pairs or small groups of students: *actor, artist, doctor, mail carrier, pilot, singer, teacher, or vet*. Have students look through magazines, nonfiction books, or use the Internet to find additional pictures of people doing that job. Have students present the pictures and explain what each person is doing. Have each group act out the job they were given, and see if other groups can guess what it is.

- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

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

## Practice 1



**Materials:** Flashcards: Unit 5, jobs

- Remind students about the song they sang a few lessons before and refer them to the song on the song lesson page.
- Play Audio Track 96, (the song with the lyrics). Have students follow along and join in with the song.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 97). You could use Flashcards to encourage students to sing other types of jobs that aren't in the song.

## Practice 2



### 24 Look and write.

- Read the directions aloud and explain that students need to label each picture using the words from the box. Have students complete the activity independently.

MONITOR

Check answers as a class. (Answers: 1 teacher, 2 writer 3 singer, 4 dancer)

## Practice 3



### 25 Read and match.

- Read the directions aloud. Have students work independently.

MONITOR

Have students discuss their answers with a partner. Circulate, checking to see that students are using correct pronunciation, intonation, and language. (Answers: 1 I like to act./I want to be an actor. 2 I like animals./I want to be a vet. 3 I like to draw./I want to be an artist. 4 I like to move to music./I want to be a dancer.)

ASSIST

If students have difficulty matching, ask questions such as: *Who likes to draw?* Provide choices if needed.

## Practice 4

WB p. 53/ act. 21



### 21 Look and write. What do they want to be?

- Direct students to WB Activity 21 on page 53. Read the directions aloud. Explain to students that they must look at the pictures, then read the words in the box and write what the people want to be.

## Practice 5



### 26 Look at the pictures. Write.

- Read the directions aloud and explain that students need to look at the pictures and answer the questions in Items 1 and 2. For Item 3, students need to answer the question for themselves.

MONITOR

Check answers as a class. (Answers: 1 She wants to be an artist because she likes to draw. 2 He wants to be a doctor because he likes science. 3 Student's own answers)

## Self-assessment



### I Can

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

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 5 Practice Tests in the Assessment Pack.

WB Unit 5/ p. 102

- Direct students who need help with grammar to the Unit 5 Extra Grammar Practice (Workbook, page 102).
- For further vocabulary work, students can access games in the Big English Student World.



## Homework

WB p. 53/ act. 22



### 22 Write. What do you want to be? Why?

- Direct students to WB Activity 22 on page 53. Read the directions aloud, and have students write about what they want to be and why.

## Extra Application and Practice Activity

- Make a three-column chart on the board. Label the columns *Job*, *Do they make goods?*, *Do they provide a service?*
- Have students name a job they learned about in this unit. Record it on the chart and have students answer the two questions about the job.

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 5 Unit Test in the Assessment Pack.

## 24 Look and write.

dancer singer teacher writer



1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

## 25 Read and match.

- |                            |                         |
|----------------------------|-------------------------|
| 1 I like to act.           | I want to be a dancer.  |
| 2 I like animals.          | I want to be a vet.     |
| 3 I like to draw.          | I want to be an actor.  |
| 4 I like to move to music. | I want to be an artist. |

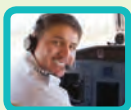
## 26 Look at the pictures. Write.

- What does she want to be?  
 \_\_\_\_\_  
 because \_\_\_\_\_.
- What does he want to be?  
 \_\_\_\_\_  
 because \_\_\_\_\_.
- What do you want to be?  
 \_\_\_\_\_  
 because \_\_\_\_\_.



## I Can

- use job names.





**27** Work in small groups. Ask, “What do you want to be?” Write names and jobs.

Name	Wants to Be
Raúl	a pilot



**28** Count how many students in **27** want each job. Write a list.

Job	How Many

**29** Look at this bar chart. Make a bar chart for your group and talk about it.



One student wants to be a pilot. Three students want to be doctors.



**I Can**

- say what I want to be and why.
- ask and answer about what people want to be.



# Review Lesson 2 | Speaking

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

**Review | Speaking**

**27 Work in small groups. Ask, “What do you want to be?” Write names and jobs.**

Name	Wants to Be
Raúl	a pilot

**28 Count how many students in 27 want each job. Write a list.**

Job	How Many

**29 Look at this bar chart. Make a bar chart for your group and talk about it.**

Job	Number of Students
Pilot	1
Doctor	3
Actor	6

One student wants to be a pilot. Three students want to be doctors.

**I Can**

- say what I want to be and why.
- ask and answer about what people want to be.

Unit 5 67

## Warm-up



**Materials:** Flashcards: Unit 5, jobs chair

- Play *Hot Seat* with students. Place the jobs Flashcards so students can't see them. Have one student sit in a chair (the Hot Seat) facing away from you. Display one Flashcard so all students except the student in the Hot Seat can see it. Have students describe what

is on the card for the student in the Hot Seat to guess. Play continues until every student has had a turn in the Hot Seat.

- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review the words and structures of the unit through a variety of activities that involve doing a class survey, making a bar chart and talking about it. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

## Video Drama U 05



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

## Practice 1



### 27 Work in small groups. Ask, “What do you want to be?” Write names and jobs.

- Divide students into groups of five students. Read the directions aloud.
- Suggest that each group make one chart and pass it around to each member of the group to fill in. Have each student read his or her response in a complete sentence, e.g. *I want to be a scuba diver.*

#### MONITOR

Go round, checking students’ spelling as they write. Listen for complete sentences.

#### ASSIST

Encourage students to search for words in the Student’s Book to find the correct spelling.

## Practice 2



### 28 Count how many students in 27 want each job. Write a list.

- Read the directions aloud. Have each group complete the chart. Have each student, in turn, count to double-check the information on the tally sheet.

#### MONITOR

Go round, checking that students are using English as they count and tally.

## Practice 3



### 29 Look at this bar chart. Make a bar chart for your group and talk about it.

- Read the directions aloud. As needed, show students how to make a bar chart.

#### 21st Century Collaboration

Have each group complete a bar chart together and discuss what it shows. Ask groups to give roles to members, such as reporter, artist, and calculator.

- Have each group present their bar chart to the class, telling what they found.

#### MONITOR

Check to see that students understand how to make a bar chart.

#### ASSIST

Model on the board how to set up a bar chart and fill in one of the jobs as a model.

## Self-assessment



### I Can

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

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 5 Practice Tests in the Assessment Pack.

WB Unit 5/ p. 102

- Direct students who need help with grammar to the Unit 5 Extra Grammar Practice (Workbook, page 102).
- For further vocabulary work, students can access Big English Student World.



## Extra Application and Practice Activity

- Write the following on the board: *pilot, dancer, vet, teacher*. Divide students into four groups. Assign one of the listed jobs to a group. Have each group go through Unit 5 and count how many times that job is pictured.
- Together, as a class, combine data into a bar chart.

#### CHALLENGE

Have students find and count how many times the word is written in the unit. Make graphs to compare the number of pictures and words.

## Assessment Pack

- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 5 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.



# My Day

## Objectives

### Reading

- Can understand short, simple descriptions of someone's typical day, if supported by pictures.
- Can get the gist of short, simple texts on familiar topics, if supported by pictures.
- Can understand basic written instructions for classroom activities (e.g. *Read and match*).

### Listening

- Can recognize familiar words and phrases in short, simple songs or chants.
- Can understand the time of day when expressed to within five minutes.
- Can understand the main information in short, simple dialogs about someone's daily routines, if spoken slowly and clearly and supported by pictures.
- Can understand the letters of the alphabet by their names.

### Speaking

- Can take part in basic games that use fixed expressions or rhymes.

### Writing

- Can write a single basic sentence about daily routines and activities.
- Can write the letters of the alphabet in lower case.
- Can write some familiar words.

### Grammar

- Can use the verb *be* in the present simple (all forms).
- Can use a range of time expressions with whole numbers (+ *o'clock*).

## Unit Projects

### Family Connection

Have students interview a family member about his or her daily activities, such as what time he or she gets up, goes to bed, starts work or school, watches TV, and so on. Have students draw up a schedule of the family member's day and report to the class about that person's schedule.

# Key Language

## Key Vocabulary

### Clock times

	ten o'clock
one o'clock	eleven o'clock
two o'clock	twelve o'clock
three o'clock	<b>Verbs</b>
four o'clock	finish
five o'clock	get up
six o'clock	go out
seven o'clock	go to bed
eight o'clock	start
nine o'clock	watch TV

### Expressions

What time is it? It's...  
It sounds boring/great to me!

## Content Words

burn	shadow
candle	sundial
cup	bakery
fall	bread
height	fresh
hourglass	market
sand	store

## Grammar/Structures

When **does** he/she **get up**? He/She **gets up** at 6:00.

When **do** you/they **go to bed**? I/They **go to bed** at 8:00.

When **does** the movie **start**? It **starts** at 7:00.

## Phonics

**The sounds:** *ch, tch, sh*

## My Classroom Bulletin Board

Have each student draw a picture of what he or she likes to do during his or her favorite time of day. Have students write a sentence to go with the drawing. Post the drawings on a bulletin board and encourage students to read what their classmates have posted.



# Vocabulary Lesson

## Lesson Flow



## Lesson Objective

I will learn to name clock times.

## Key Language

one o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock, seven o'clock, eight o'clock, nine o'clock, ten o'clock, eleven o'clock, twelve o'clock

6

# My Day

**Vocabulary**

I will learn to name clock times.

Song Time!

**1 Listen, look, and say.**

1:00  
 one o'clock

2:00  
 two o'clock

3:00  
 three o'clock

4:00  
 four o'clock

5:00  
 five o'clock

six o'clock

7:00  
 seven o'clock

8:00  
 eight o'clock

9:00  
 nine o'clock

10:00  
 ten o'clock

11:00  
 eleven o'clock

12:00  
 twelve o'clock

**2 Play the time game.**

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Unit 6

## Warm-up



**Materials:** Teacher-made number cards 1–12

- Practice numbers 1 to 12 with students by singing “Roll Over.” This is a fun song for students to sing and mime. (Substitute any familiar animal for bears.)

*There were twelve bears in the bed and the little one said, “Roll over, roll over”. So they all rolled over and one fell out. There were eleven bears in the bed and the little one said, “Roll over, roll over”. So they all rolled over and one fell out.*

*(Continue counting down until last verse.) There was one bear in the bed and the little one said, “Goodnight”!*

- Have twelve students stand at the front of the room, each holding a number card with a numeral (1 to 12). As each number is sung, have the student hold it up. For “roll over”, the student with that number sits down.

## Lesson Objective

**Materials:** Flashcards: Unit 6, clock times

### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to name clock times.*

- Use 2–3 Flashcards to remind students what they already know and elicit a few times.
- Students will name and identify different times on a clock.

## Song Time

**Materials:** Flashcards: Unit 6, clock times

### Listen and sing.

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

## Presentation

### 1 Listen, look, and say.

#### INVOLVE

Read the directions aloud. Play Audio Track 113. Have students listen, point at each clock, and then repeat the time.

#### MONITOR

Replay the audio and pause after each item, while students repeat it several times. Listen for proper pronunciation and appropriate intonation.

#### ASSIST

Replay the audio as needed. Have students say a time to you as you point at the clocks. Sometimes, point at the wrong clock and have students correct you.

**Practicing Vocabulary:** Reinforce the vocabulary in this unit by pointing out what time your lesson begins and ends each day. In addition, discuss the daily school timetable, noting what time the class does different activities, such as lunch, math, or art.

## Practice P. 114 WB p. 54/ act. 1

### 1 Listen and ✓. Then write.

- Read the directions aloud. Play Audio Track 114, and have students listen to the words, check the correct picture, then write the clock times.
- Have students work independently, and then compare answers with a partner.

## Game

**Materials:** Toy clock

### 2 Play the time game.

- When students are familiar with the times, play a game with the class as follows: Show a time on a toy clock (or draw it on the board) and have students read the time and form a group of that number. For example, show three o'clock and have students form groups of three. Those students who are unable to form a group, must sit out. (Note: for one o'clock, students remain single.)

#### MONITOR

Check that students can read and understand different times correctly.

## Lesson Objective

### INVOLVE

Revisit the lesson objective: *Now I have learned to name clock times.*

- Encourage awareness of what students have learned by quickly eliciting from a few students a variety of times displayed on a clock.

## Homework WB p. 54/ act. 2

### 2 Read, draw, and say.

- Direct students to WB Activity 2 on page 54. Read the directions. Explain to the students that they must read the clock times, draw them on the blank clock faces, and then say the time.

## Extra Application and Practice Activity

**Materials:** Teacher-made clock templates, card, brass fasteners

- Make and print out a clock template for each student by drawing a large circle on paper and adding hours 1 through 12.
- Have students glue each clock face onto card. Have students trace and cut out an hour and minute hand. Use a brass fastener to attach the clock's hands to the center of the clock face. Name different times and have students set the hands on their clocks and repeat the time.

#### MONITOR

Make sure that the hour and minute hands are on the correct numbers.

# 6

# My Day

## Vocabulary

I will learn to name clock times.



## Song Time!

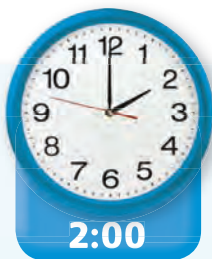


1 Listen, look, and say.



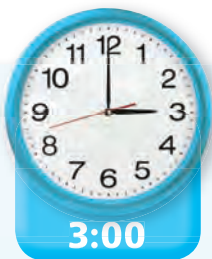
1:00

one o'clock



2:00

two o'clock



3:00

three o'clock



4:00

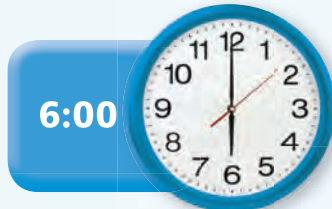
four o'clock



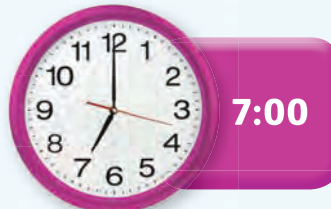
5:00

five o'clock

six o'clock

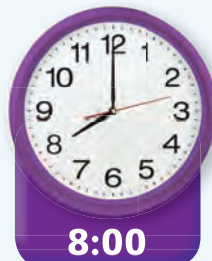


6:00



7:00

seven o'clock



8:00

eight o'clock



9:00

nine o'clock



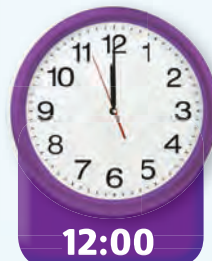
10:00

ten o'clock



11:00

eleven o'clock



12:00

twelve o'clock

2 Play the time game.

# Song

I will learn to ask and answer about clock times.



Listen and sing. Then look at 1 and find.

## What Time Is It?

Tick, tock. It's seven o'clock.  
Time to get up and get dressed.  
I want to stay in bed,  
But it's time to brush my teeth!

Tick, tock. It's eight o'clock.  
At nine o'clock, I start school.  
I eat my breakfast and get my books.  
I love school, it's cool!

Tick, tock. It's three o'clock.  
There's no more school today.  
I do my homework, and I go out.  
And there's my friend to play.

Now it's evening, and it's eight o'clock,  
And it's time to go to bed.  
I watch TV and read my book.  
Time to sleep now, good night!



Look at 3. Listen and say **yes** or **no**.



Look at 1. Ask and answer.



What time is it?

It's one o'clock.



What time is it now?  
What time is it at midday?  
What time is it at midnight?

# Song Lesson

## Lesson Flow



## Lesson Objective

I will learn to ask and answer about clock times.

## Key Language

one o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock, seven o'clock, eight o'clock, nine o'clock, ten o'clock, eleven o'clock, twelve o'clock

get up, go out, go to bed, start, watch TV

What time is it? It's...

**Song**

I will learn to ask and answer about clock times.

**What Time Is It?**

<p>Tick, tock. It's seven o'clock. Time to get up and get dressed. I want to stay in bed, But it's time to brush my teeth!</p> <p>Tick, tock. It's eight o'clock. At nine o'clock, I start school. I eat my breakfast and get my books. I love school, it's cool!</p>	<p>Tick, tock. It's three o'clock. There's no more school today, I do my homework, and I go out. And there's my friend to play.</p> <p>Now it's evening, and it's eight o'clock, And it's time to go to bed. I watch TV and read my book. Time to sleep now, good night!</p>
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**3** Listen and sing. Then look at 1 and find.

**4** Look at 3. Listen and say **yes** or **no**.

**5** Look at 1. Ask and answer.



What time is it?



It's one o'clock.

THINK BIG

What time is it now?  
What time is it at midday?  
What time is it at midnight?

Unit 6 69

## Warm-up



- Take the class to a large area where they can run and move around. Play a game of *What time is it, Mr. Wolf?* as follows: Have the class form a horizontal line on one side and then stand opposite them. Turn your back to them and have them call out: *What time is it, Mr. Wolf?*

Say a time, e.g. *four o'clock*. Have students take four steps toward you (keeping your back turned). Repeat with different times until students are close to you. Then, shout: *Lunch time!* Chase the class and catch one student. That student then has a turn to be "Mr. Wolf".

- Check answers from the HW in the last lesson.



## Lesson Objective



### INVOLVE

Set the objective of the lesson. Say: *Today I will learn to ask and answer about clock times.*

- Students will sing a song and then talk about at what time of day certain activities are done.

## Listen and Sing



**Materials:** Flashcards: Unit 6, clock times

### 3 Listen and sing. Then look at 1 and find.

- Read the directions aloud. Display the Flashcards and play Audio Track 115. Have students listen and read the song silently.
- Play the audio again and lead students as they sing the song.
- Replay the audio. Have students sing along and mime the lyrics. Verse 1: *get up, get dressed, brush teeth*; Verse 2: *start school, eat breakfast, get books*; Verse 3: *do homework, go out, play*; Verse 4: *go to bed, watch TV, read book*.
- Play the audio again and have students look at the clocks in Activity 1 and find which times are not mentioned in the song.

### MONITOR

Check students' comprehension. (Answers: *one o'clock, two o'clock, four o'clock, five o'clock, six o'clock, ten o'clock, eleven o'clock, twelve o'clock*)

## Practice 1



### 4 Look at 3. Listen and say yes or no.

- Review the times of the activities mentioned in the song in Activity 3.
- Read the directions aloud. Play Audio Track 117 and have students look at the song in Activity 3 and say *yes* or *no*.
- Do the first item together as a class and then have students continue the activity by saying *yes* or *no* to a partner.

### MONITOR

Check answers as a class. (Answers: *yes, no, no, yes*)

**Comparing Clocks:** Bring in two or three different clocks – for example, a wind-up clock showing analog time and an electric or battery operated clock showing digital time. Demonstrate how they work. Help students compare and contrast them to the older methods of telling the time.

## Speaking



### 5 Look at 1. Ask and answer.

- Read the directions aloud. Then have students read the text in the speech bubbles aloud.

- Have pairs of students randomly point at the clocks in Activity 1 and ask and answer: *What time is it? It's... o'clock.*

## Practice 2

WB p. 55/ act. 4



### 4 Look at 3. Write.

- Read the directions aloud. Ask the students to look at the song text in Activity 3, then read the beginnings of the sentences, and complete by writing in the blanks. Have students work independently. Get feedback from the class.

## Think BIG



### 21st Century Critical Thinking

Discuss the questions as a class. Help students to identify the present time, as well as the times at midday and midnight. (Answers: *At midday, it's twelve o'clock in the afternoon. At midnight, it's twelve o'clock at night.*)

## Lesson Objective



### INVOLVE

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

- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the song, for example, which clock times they heard in the song.

## Homework



WB p. 55/ act. 3



### 3 Listen and sing. Look at the pictures. Then number in order.

- Direct students to WB Activity 3 on page 55. Read the directions. Explain to students that they must first listen and sing along to the song on Audio Track 118, then look at the pictures of children doing daily activities, and number the pictures in order as they hear each activity.

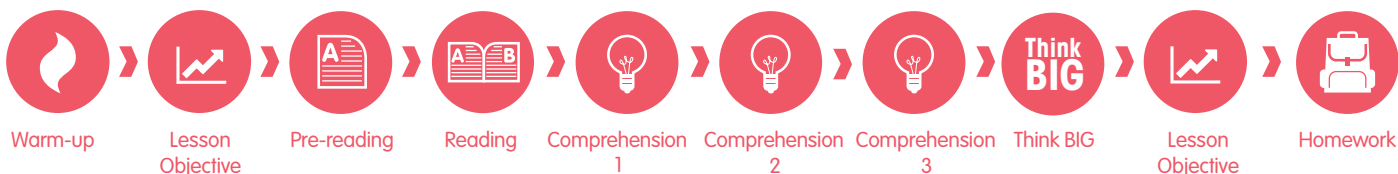
## Extra Application and Practice Activity

**Materials:** Students' clocks from previous lesson

- Divide the class into two teams. Ask for a volunteer from each team to come to the front, bringing with them the clock face they made in the previous lesson. Whisper the same time in each volunteer's ear, e.g. *three o'clock* and the volunteers set their clock to the correct time as quickly as they can and show their team. The first team to call out: *Tick, tock. It's three o'clock.* wins a point. The team with the most points wins.

# Story Lesson

## Lesson Flow



## Lesson Objective

I will read a story about times and daily activities.

## Key Language

two o'clock, four o'clock, seven o'clock

get up, go out, go to bed, watch TV

It sounds boring/great to me!

### Story

I will read a story about times and daily activities.

6 Listen and read. When does Max get up?

#### Max's Day

1 Mom, I get up at seven o'clock. When does the cat get up?

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

3 He comes back at seven o'clock, then he sleeps again.

4 I do my homework at four o'clock. Then I play and watch TV.

70 Unit 6

5 What does Max do all day? He goes out... he eats... he sleeps...

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

7 Look at the story. Number in order.

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



**THINK BIG**

What time do you go to bed?  
What time do you get up?  
How many hours do you sleep?  
Is that good or bad?

Unit 6 71

## Warm-up



**Materials:** Picture of a grandfather clock

- Teach students the rhyme *Hickory, Dickory, Dock. Hickory, dickory, dock. The mouse runs up the clock. The clock strikes one. The mouse runs down. Hickory, dickory, dock.*
- Display a picture of a grandfather clock to help students understand how the mouse could run up and down the clock. Explain that the clock strikes each hour, once

at one o'clock, twice at two o'clock, etc. Have students draw a mouse running up or down a grandfather clock.

- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will read a story about times and daily activities.*

- Students will listen to and read a story, answer a question about it, and discuss ideas related to it.

## Pre-reading



- Read the story title aloud. Have students repeat it. Explain that that this story is about Jenny and her mom in their home. Jenny is asking her mom questions about their cat, Max. Have them look at the story frames and say what they see. For example, ask: *Who's this?* (Jenny) *And who's this?* (her mom) *What is it?* (a cat) *What time is it?* (It's eight o'clock) Also help students name the room the characters are in and any furniture they recognize.

## Reading



### 6 Listen and read. When does Max get up?

- Read the directions aloud. Draw attention to the question: *When does Max get up?* Play Audio Track 119. Have students listen and read along silently.

## Comprehension 1



- Demonstrate the meaning of the expressions *sounds boring* and *sounds great*. First, write *boring* and *great* on the board. Then hold up several pieces of typewritten paper and say: *This is a list of all the people who go to your school. I'm going to read the list of names now. OK? Ready?* Pretend to start reading names, then stop and say: *This is boring*. Next, hold up a comic book or appealing magazine and say: *I'm going to read you a good story. OK?* Point at the word *boring*: *A long list of names? That sounds boring. A good story? That sounds great!*

### MONITOR

Ask comprehension questions about the story. For example, ask: *When does Max get up?* (two o'clock in the afternoon) *When does Max come back?* (seven o'clock) *What does Max do all day?* (He walks, eats, and sleeps.) *What does Max do most of the time?* (sleeps)

### ASSIST

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

## Comprehension 2



### 7 Look at the story. Number in order.

- Read the directions aloud. As a group, identify what Max does first (*He gets up.*). Ask a volunteer to say what Max does next (*He eats.*).
- Have students complete the activity independently, assisting them as needed.

### MONITOR

Point at Frames 2, 3, and 4 and ask students to describe what Max is doing in the thought bubble. Then check answers as a class. (*Answers: 1 Max gets up. 2 Max eats. 3 Max goes out. 4 Max sleeps again.*)

## Comprehension 3

WB p. 56/ act. 5



### 5 Read. Then write in order.

- Have students read the story, then read the sentences in the box and write them in the order that they appear in the story.

### MONITOR

- Check answers as a class.

## Think BIG



### 21st Century Communication

- Have pairs each take a turn asking each other the questions. Have them draw or write the times in their notebooks. Have them calculate the number of hours they sleep, too.
- Ask volunteers to share their answers with the rest of the class. Point out the importance for a 7- or 8-year-old to get enough sleep each night (about 10–11 hours).

### MONITOR

While students work in pairs, listen for correct time expressions and verb phrases. Make sure that students are reporting about their real activities and using complete sentences.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have read a story about times and daily activities.*

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

## Homework

WB p. 4



### Think BIG

- Direct students to WB Think BIG on page 56. Have students think about the question, then read and fill in the blanks with the times and number of hours that applies to them.

## Extra Application and Practice Activity

**Materials:** Strips of paper

- Together with students, make a list of five activities that make up their typical day at school, e.g. *start school, do reading and writing, eat lunch and play outside, do math and English, go home.*
- Write a sentence for each activity on a strip of paper and distribute the strips to students in random order. Each student must stand up, read the sentence, and work with classmates to organize themselves into the order of the activities.

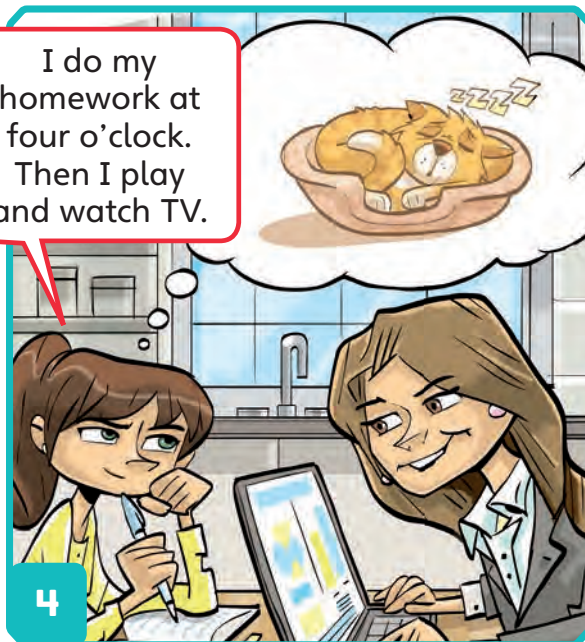


# Story

I will read a story about times and daily activities.

**6** Listen and read. When does Max get up?

## Max's Day





**7** Look at the story. Number in order.

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



What time do you go to bed?  
 What time do you get up?  
 How many hours do you sleep?  
 Is that good or bad?



# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about times.

## Key Language

8 o' clock, good morning, today, time

### Language in Action

I will listen to a dialog about times.

#### 8 Listen and read. Then say.

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



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

#### 10 Listen and stick.



72 Unit 6

## Warm-up



**Materials:** Analog clock

- Play *Bingo* by having students fill in Bingo cards with times from 1:00 to 12:00 in random order. (See *Game Bank*, page T135, for details.)
- Have the Bingo caller set the hands on an analog clock face, hold it up, and say the time. Students respond by covering that time on their Bingo cards. Check the winner's row of times by having the student read them aloud. Let the winner be the next game caller.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

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

- Students will practice listening skills by listening to a dialog, use the language of the unit in context by acting out a conversation with a partner, and talk about times of the day.

## Pre-listening



- Point at the girl and her dad. Introduce them as Emily and Dad. Ask: *What is Emily wearing? (pajamas).* Ask: *What is she doing? (Answer: She is eating breakfast.)* Elicit the time of day (*morning*). Tell students that they will hear Emily and her dad talking about the time.

## Listening



### 8 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 120. Have students listen and follow along in their books. Pause the audio from time to time so that students can repeat what they hear.

## Comprehension



### MONITOR

Ask questions to check for comprehension. Say: *What time is it? (eight o'clock)* *Is it morning or night? (morning)* *What time does Emily go to school? (at eight o'clock)* *Why isn't Emily going to school? (It's a holiday.)*

### CHALLENGE

Ask students: *What do you do on holidays when you don't have to go to school?* As students talk about what they do, write their ideas on the board. Then have them vote on which activity on the list is the most fun.

## Role Play



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

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

### MONITOR

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

## Practice 1



### 10 Listen and stick.

**Materials:** Stickers

- Help students find the Unit 6 stickers at the back of the Student's Book. Tell them they will listen to the audio and place stickers in the correct places, based on what they hear.
- Read the directions aloud. Play Audio Track 121. Continue playing the audio, repeating it as necessary

and have students complete the sticking part of the activity independently.

- Have students practice the unit language in the dialog. Point at a picture and help them to form the correct sentence. For example, for picture 3: *She goes to bed at ten o'clock.*; for picture 2: *The movie starts at eight o'clock.*
- Students can also practice asking and answering about the time with a partner. For example: *What time is it? (It's four o'clock.)*

### MONITOR

Walk around to make sure that students have correctly placed the stickers. (Answers: 1 six o'clock, 2 eight o'clock, 3 ten o'clock, 4 four o'clock) Ask questions about each picture and have volunteers say the answers aloud. For example, for picture 1, ask: *What time is it? (It's six o'clock.)* *When does she get up? (She gets up at six o'clock.)*

### ASSIST

If necessary, pause audio and help students complete each item.

## Practice 2



WB p. 57/ act. 6



### 6 Listen and write.

- Have students listen to Audio Track 122, read the sentences, and write the correct time in the blanks. Work through the first item.

## Lesson Objective



### INVOLVE

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

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

## Homework

WB p. 57/ act. 7



### 7 Look at 6. Write.

- Direct students to WB Activity 7 on page 57. Ask them to look again at the questions in Activity 6, then complete the partially completed sentences in Activity 7 by filling in the blanks.

## Extra Application and Practice Activity

**Materials:** Chart paper

- As a class, make a school schedule on chart paper that shows times of day with clock faces and what students do at each time. Tape it to the board.
- Throughout the day, stop and refer to the schedule and ask questions such as: *What time will we go to assembly today? Is it time for lunch? What time is recess?* Use the schedule as an ongoing activity. Change the schedule as needed each day. Use it as a discussion topic, especially when the schedule changes.

# Language in Action

I will listen to a dialog about times.



## 8 Listen and read. Then say.

**Dad:** Good morning, Emily. What time is it?

**Emily:** It's eight o'clock.

**Dad:** When do you go to school?

**Emily:** I go to school at eight o'clock.

**Dad:** So, why are you in your pajamas?

**Emily:** Oh, Dad! Today's a holiday!



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



## 10 Listen and stick.

1



2



3



4



# Grammar

I will learn to use *when* + the present simple to describe daily activities.

When <b>does</b> he/she <b>get up</b> ?	He/She <b>gets up</b> at 6:00.
When <b>do</b> you/they <b>go to bed</b> ?	I/They <b>go to</b> bed at 8:00.
When <b>does</b> the movie <b>start</b> ?	It <b>starts</b> at 7:00.

## 11 Look and write **do** or **does**.



1 When \_\_\_\_\_ she brush her teeth?



2 When \_\_\_\_\_ they eat lunch?



3 When \_\_\_\_\_ school start?



4 When \_\_\_\_\_ he go to bed?



5 When \_\_\_\_\_ school end?



6 When \_\_\_\_\_ he get up?

## 12 Look at 11. Write the answers to the questions.

- 1 *She brushes her teeth at 7:00.*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use *when* + the present simple to describe daily activities.

## Key Language

When does he get up? He gets up at 6:00.

When do you go to bed? I go to bed at 8:00.


When does the movie start? It starts at 7:00.

### Grammar


I will learn to use *when* + the present simple to describe daily activities.

When <b>does</b> he/she <b>get up</b> ?	He/She <b>gets up</b> at 6:00.
When <b>do</b> you/they <b>go to bed</b> ?	I/They <b>go to bed</b> at 8:00.
When <b>does</b> the movie <b>start</b> ?	It <b>starts</b> at 7:00.


**11 Look and write do or does.**




1 When \_\_\_\_\_ she brush her teeth?




2 When \_\_\_\_\_ they eat lunch?




3 When \_\_\_\_\_ school start?



4 When \_\_\_\_\_ he go to bed?



5 When \_\_\_\_\_ school end?



6 When \_\_\_\_\_ he get up?

**12 Look at 11. Write the answers to the questions.**

- 1 *She brushes her teeth at 7:00.* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

Unit 6 73

## Warm-up



**Materials:** Index cards, construction paper

- Write times (in words) from *one o'clock* to *twelve o'clock* on index cards and place them facedown in a stack. Write large numerals 1 through 12 on sheets of construction paper.

- Arrange the numerals on the floor in the shape of a clock face. Have two volunteers sit in the center of the clock. Have one be the hour hand and one be the minute hand. Have one student choose a time card and read the time aloud. Have the two students in the center of the clock point their arms as if they were each a hand on the clock. Have the class confirm whether the two students are correct or not and give directions to correct as needed.



- Repeat with different students as clock hands. Play until everyone has had a chance to participate.
- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

Introduce the lesson objective: Say: *Today I will learn to use when + the present simple to describe daily activities.*

- Students will use the verbs *do/does* and the phrases *get up/gets up, go to bed, and start/starts*.

## Presentation

- Read the questions and answers in the grammar box aloud. Point out that *does/get up* is used with *he/she* in the question, and *gets up* is used with *he/she* in the answer; *do/go to* is used with *you/they* in the question, and *go to* is used with *I/they* in the answer; and *does/start* is used with *the movie* in the question, and *starts* is used with *it* in the answer.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structure in the dialog.

## Practice 1

### 11 Look and write *do* or *does*.

- Read the directions aloud. Complete Items 1 and 2 with students, reminding them again that *does* is used with *she*, and *do* is used with *they*. Have students complete the remaining items independently.

### MONITOR

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

### ASSIST

Have students circle the subject of each sentence and use it to help them choose between *do* and *does*. Remind them to refer to the grammar box if they are unsure.

## Practice 2

### 12 Look at 11. Write the answers to the questions.

- Reread the questions and answers in the grammar box at the top of the page. Have students repeat after you.
- Do Item 1 together. Then have students complete the activity independently.

### MONITOR

Check answers as a class. (Answers: 1 *She brushes her teeth at 7:00.* 2 *They eat lunch at 12:00.* 3 *School starts at 8:00.* 4 *He goes to bed at 9:00.* 5 *School ends at 3:00.* 6 *He gets up at 6:00.*)

## Practice 3

WB p. 58/ act. 8

### 8 Read and circle. Then draw and write the time.

- Read the directions aloud. Explain that the students have to read the questions and answers and circle the correct options, then draw the time on the blank clock face, and write the time.

### MONITOR

Refer students to the grammar box to find the model question and answer. Have pairs read the question and answers aloud. Then have them switch roles and repeat.

## Practice 4

WB p. 59/ act. 9

### 9 Write about you. Add the times.

- Read the directions aloud. Explain that the students have to write about themselves and the times that they carry out each daily activity. Have students work independently.

## Lesson Objective

### INVOLVE

Revisit the lesson objective: *Now I have learned to use when + the present simple to describe daily activities.*

- Encourage awareness of what students have learned by quickly asking a few students about daily activities: *What time do you go to bed?* Students answer: *I go to bed at... .*

## Homework

WB p. 59/ act. 10

### 10 Look at 9. Write.

- Direct students to WB Activity 10 on page 59. Read the directions aloud, and walk students through Item 1.

## Extra Application and Practice Activity

Materials: Bus or train schedule

### 21st Century Information Literacy

- Provide pairs of students with a simple bus or train schedule. Show students how to read it. Provide a model dialog for reading the schedule, such as: *When does the first bus leave? It leaves at six o'clock.* Have partners take turns asking and answering questions.

### CHALLENGE

Have students use the schedule to plan a trip. Say: *It is four o'clock. I have to be in [place] by 5:30 p.m. Which train/bus should I take? I have an appointment at 2:30 today. What train/bus should I take?*

## Extra Grammar Practice

WB Unit 6/ p. 103

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

# Content Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about different ways of telling time.

## Key Language

burn, candle, cup, fall, height, hourglass, sand, shadow, sundial

## Content Connection | History

I will learn about different ways of telling time.

**13** Look at the pictures. What do all the things do?

**14** Look, listen, and read. Then match with the pictures.

### CONTENT WORDS

burn candle cup fall  
height hourglass  
sand shadow sundial

## Telling the Time



What time is it? How do you know? Today we look at clocks, watches, and cell phones, but here are some other ways to tell the time. Some are very old.

- 1 A sundial uses the sun to tell the time. The sun makes a shadow on the sundial, and the shadow tells the time.
- 2 A candle clock uses a candle to tell the time. When the candle burns, it gets shorter. The height of the candle tells you the time.
- 3 An hourglass uses sand to tell the time. Sand falls from the top to the bottom. Some people use small hourglasses today when they're cooking.
- 4 A water clock uses water to tell the time. It works like an hourglass. It has two cups. The water falls from one cup to the other.



**THINK BIG**

Look, think, and draw.



## Warm-up



**Materials:** Clock faces from Application and Practice Activity on page T68

- Chant the rhyme *Hickory, Dickory, Dock* changing the time randomly.  
*Hickory, dickory, dock. The mouse runs up the clock. The clock strikes one. The mouse runs down. Hickory, dickory, dock.*
- Give students times from one to twelve o'clock and have each set the time on the clock faces they made in the Application and Practice Activity on page T68. Each time an hour is heard in the chant (*one, two, etc*), have students raise their clock.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about different ways of telling time.*
- Students learn about items that measure time from long ago.

## Pre-reading



### 13 Look at the pictures. What do all the things do?

- Read the directions aloud and have students look at the four pictures below in Activity 14.
- Ask students what they think the items do and elicit that they all measure time.

## Reading



### 14 Look, listen, and read. Then match with the pictures.

- Read the directions and the content words aloud, ensuring students are familiar with their meaning.
- Show examples of the items, or pictures of them, and invite students to name them.
- Play Audio Track 123 as students follow along in their books. Pause after each item. Say the highlighted word and have students point at it as they repeat.
- Replay the audio, pausing after each item for students to draw lines from the picture to the description.

### MONITOR

- Check students are matching the correct items to the descriptions. Check answers as a class. (*Answers: 1 c, 2 d, 3 a, 4 b*)

## Practice

WB p. 60/ act. 11



### 11 Are these ways to tell the time new or old? Write new or old.

- Read the directions aloud. Explain to the students that they need to read the object words, then write whether

they think they are new or old in the blank spaces. Walk through Item 1 with them.

## Think BIG



### 21st Century Critical Thinking

- If possible, try to find a real hourglass to demonstrate the process depicted in this activity. Copy the drawings onto the board and elicit from students what the sand in the final hourglass should look like. Students then draw it in their books. (*Answer: the sand should fill the bottom of the final hourglass.*)

## Video

Documentary U 06



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

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned about different ways of telling time.*
- Encourage awareness of what students have learned by quickly asking them to talk about different objects in their own houses and whether they are old or new.

## Homework



P T142  
WB p. 60/ act. 12



### 12 Read and write. Then listen and check.

- Direct students to WB Activity 12 on page 60. Explain to students that they have to read the paragraph, read the words in the box, and then use them to fill in the blanks. Then they should listen to Audio Track 124 and check their answers.

## Extra Application and Practice Activity

**Materials:** Plastic water bottles, sand, aluminum foil

- To help students understand how an hourglass works, have them make sand clocks. You may want to write and illustrate the directions on the board or on a large sheet of paper.
- Provide groups of students with two small plastic water bottles. Have them fill one bottle with sand and then cover the top with a small piece of heavy-duty aluminum foil. Have them tape the foil firmly in place.
- Next, have them poke a small hole in the aluminum foil with a sharp pencil. The hole should allow sand to flow through.
- Then have students place the empty bottle on the sand-filled bottle, neck to neck. Have them tape the two bottles together. Finally, have students turn the bottles over. Help them time how long the sand takes to empty.

I will learn about different ways of telling time.

**13** Look at the pictures. What do all the things do?

**14** Look, listen, and read.  
Then match with the pictures.

### CONTENT WORDS

burn candle cup fall  
height hourglass  
sand shadow sundial

## Telling the Time



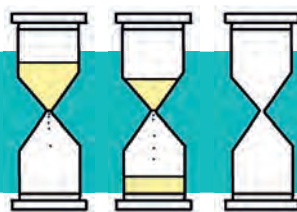
What time is it? How do you know? Today we look at clocks, watches, and cell phones, but here are some other ways to tell the time. Some are very old.

- 1 A sundial uses the sun to tell the time. The sun makes a shadow on the sundial, and the shadow tells the time.
- 2 A candle clock uses a candle to tell the time. When the candle burns, it gets shorter. The height of the candle tells you the time.
- 3 An hourglass uses sand to tell the time. Sand falls from the top to the bottom. Some people use small hourglasses today when they're cooking.
- 4 A water clock uses water to tell the time. It works like an hourglass. It has two cups. The water falls from one cup to the other.



**THINK BIG**

Look, think,  
and draw.





I will learn about different jobs around the world.

## CONTENT WORDS

bakery bread fresh market store

a.m. = midnight to noon

p.m. = noon to midnight



Listen and read. Write the times.

## Different Jobs, Different Times



I'm Min-jung. My family works at Namdaemun Market in Seoul, South Korea. This market is very big. You can buy anything! My mom and dad have a store here. They sell clothes. Our store opens at \_\_\_\_\_ p.m. and closes at \_\_\_\_\_ p.m. Many people shop at night.

I'm Bruno. My sister works at a bakery in São Paulo, Brazil. She gets up at \_\_\_\_\_ a.m. every day. She goes to work, and she makes bread. Many people like to eat fresh bread in the morning. I like pão de queijo. It's bread with cheese inside.



My name is Sam. My uncle is a pilot. He flies small airplanes in Alaska, in the United States. He gets up at \_\_\_\_\_ a.m. He takes people, food, or mail to many places. Some days he comes home at \_\_\_\_\_ p.m. Other days, he comes home at \_\_\_\_\_ p.m. His work is different every day.

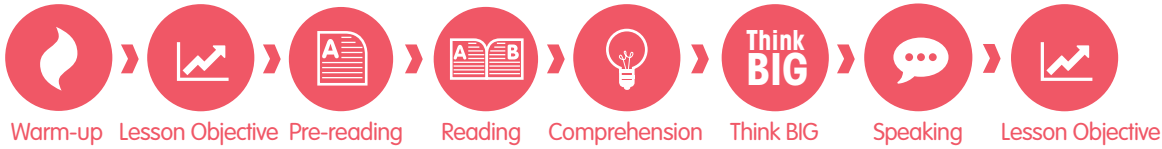


Which job do you like? Why?



# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about different jobs around the world.

## Key Language

bakery, bread, fresh, market, store

midnight, noon, a.m., p.m.

### Culture Connection | Around the World

I will learn about different jobs around the world.

**CONTENT WORDS**  
bakery bread fresh market store

**a.m.** = midnight to noon  
**p.m.** = noon to midnight

**15** Listen and read. Write the times.

#### Different Jobs, Different Times



I'm Min-jung. My family works at Namdaemun Market in Seoul, South Korea. This market is very big. You can buy anything! My mom and dad have a store here. They sell clothes. Our store opens at \_\_\_\_\_ p.m. and closes at \_\_\_\_\_ p.m. Many people shop at night.



I'm Bruno. My sister works at a bakery in São Paulo, Brazil. She gets up at \_\_\_\_\_ a.m. every day. She goes to work, and she makes bread. Many people like to eat fresh bread in the morning. I like pão de queijo. It's bread with cheese inside.



My name is Sam. My uncle is a pilot. He flies small airplanes in Alaska, in the United States. He gets up at \_\_\_\_\_ a.m. He takes people, food, or mail to many places. Some days he comes home at \_\_\_\_\_ p.m. Other days, he comes home at \_\_\_\_\_ p.m. His work is different every day.

**THINK BIG** Which job do you like? Why?

Unit 6 75

## Warm-up



**Materials:** World map or globe, clock with movable hands

- Use the clock with movable hands to talk about hours in a day and how a day is divided into day and night, and morning, afternoon, and evening.

## 21st Century Global Awareness

- Write on the board the names of the three countries from the text (*South Korea: Seoul, Brazil: São Paulo, the United States: Alaska*). Point at the countries on the world map or globe, and ask students what they know about these countries. You might want to ask if they know any famous places, food, or people from the three countries.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective: *Say: Today I will learn about different jobs around the world.*

- Students will read about different jobs around the world and the different routines people have and times they work.

## Pre-reading



- Draw student's attention to the words in the Content Words box. Explain, draw, or mime the words.
- Elicit what *midnight* and *noon* mean (one is 12 o'clock in the night, the other is 12 o'clock in the daytime). Look at the vocabulary box and explain what *a.m.* and *p.m.* mean. Look at either the clock in your classroom or a watch, and elicit if it is currently a.m. or p.m.
- Draw students' attention to the pictures on the page. Ask: *Where is this?* and elicit which picture is from South Korea, which is from Brazil, and which is from the United States.

## Reading



### 15 Listen and read. Write the times.

- Read out the directions and model writing a word in a space in the text.
- Play Audio Track 125. Students listen and follow the text.
- Replay the audio. This time, have students listen and try to write the missing words.

### MONITOR

Check students are writing the correct answers. Check answers as a class. (Answers: 6:00, 11:00, 5:00, 6:00, 3:00, 10:00)

## Comprehension



- Ask and write questions on the board to check understanding: *Where is the market? (Seoul, South Korea). When does the store open? (6:00 p.m.) When does Bruno's sister get up? (at 5:00 a.m. every day) Why? (Because she works in a bakery) What does Sam's uncle fly? (small airplanes) When does he finish work? (Sometimes at 3:00 p.m., sometimes at 10:00 p.m.)*

## Think BIG



### 21st Century Collaboration

- Discuss the questions as a class. Encourage students to give simple answers in English.
- Put students into pairs. Each pair asks the other students in class which job they like (in the clothes store, in the bakery, or as a pilot) and why. They can make a tally in their notebooks, and note any interesting reasons.

- Students then work in pairs to present their data. They may like to just show their simple tally or create a bar chart or a pie chart to show their answers. More able students can then present their findings to the class, for example: *Three children like the job in the bakery because they want to eat the cakes at break time!*

## Speaking



- List a few activities that students do every day that they go to school on the board: *get up, eat my breakfast, start school, eat lunch, finish school, do homework, go to bed, etc.*
- Ask students to copy the list in their notebooks and then to think about and write (the approximate) times that they do the activities. For example, *get up - 7 o'clock*. Check that students are writing the times correctly and help if necessary.
- Have students work in pairs and, using the list in their notebooks, describe their routines to each other.

### MONITOR

As students complete the task, check for proper pronunciation and intonation.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned about different jobs around the world.*

- Encourage awareness of what students have learned by quickly asking them to talk about the different jobs they have read about in the text.

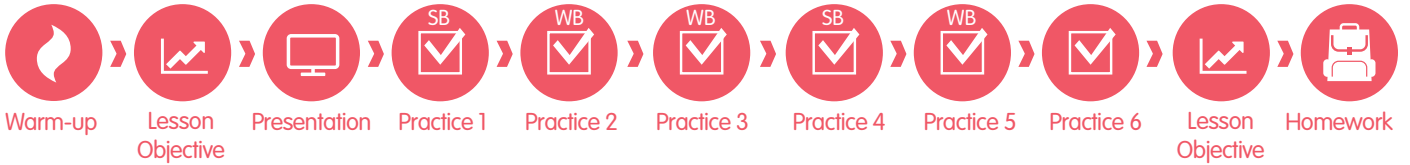
## Extra Application and Practice Activity

**Materials:** Sheet of paper folded to make a little booklet, art supplies.

- Ask the class to think about the jobs that the adults in their family have. Have students think about what time they get up to go to work, get to work, stop work, etc. Then ask the students to write, for example, all about their mother's job, in a little booklet. Encourage them to illustrate it nicely. Have confident students talk about the information in their booklet to the class.
- You may want to have the students ask their family members about their jobs at home and then present their findings in the next class.

# Phonics Lesson

## Lesson Flow



## Lesson Objective

I will learn to use the sounds *ch*, *tch*, and *sh*.

**Phonics** | *ch, tch, sh*

I will learn to use the sounds *ch, tch, and sh*.

**126** Listen, look, and repeat.  
1 *ch*      2 *tch*      3 *sh*

**127** Listen and find. Then say.

*fish*      *witch*      *chin*      *ship*      *rich*

**128** Listen and blend the sounds.

1 ch-o-p	chop	2 sh-e	she
3 m-a-tch	match	4 l-u-n-ch	lunch
5 d-i-sh	dish	6 w-a-tch	watch

**129** Underline *ch, tch, and sh*. Then listen and chant.

Watch the witch,  
She's having lunch!  
Fries and fish  
From a dish!

76 Unit 6

## Warm-up



- Have students stand and show them how to make swimming motions like a fish. Have them say *fish*. Then show them how to make chopping motions with an axe. Have them say *chop*. Instruct students to “swim like fish” each time they hear a word with a /*sh*/ sound and to “chop” each time they hear a word with a /*ch*/ sound. Then say words that have these two sounds randomly interspersed with other words, e.g. *shop, man, tiger*,

*chip, water, sun, lunch, banana, dish, pizza, rich, bed, chair, shoes, car, lunch*. Have students mime the sounds accordingly.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds ch, tch, and sh.*
- Students will identify and name the letters and sounds *ch, tch, and sh* individually and as part of words.

## Presentation 126



### 16 Listen, look, and repeat.

- Read the directions aloud. Play Audio Track 126 and have students listen and point at each sound as it is said. Have students repeat.

#### MONITOR

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

## Practice 1 P. T143

127



### 17 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 127 and have students listen, find, and point at each word and its matching picture as it is said. Have students repeat each word.

#### ASSIST

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

## Practice 2 WB p. 61/ act. 13



### 13 Find and circle the letters *ch*, *tch*, and *sh*.

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

#### MONITOR

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

## Practice 3 WB p. 61/ act. 14



### 14 Read and circle the letters *ch*, *tch*, and *sh*.

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

#### MONITOR

Check students are circling the correct letters. Check answers as a class.

## Practice 4 128



### 18 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 128 and have students listen and point at each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

#### MONITOR

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

## Practice 5 WB p. 61/ act. 15



### 15 Match the words with the same sounds.

- Read the directions aloud. Walk through Item 1 as a class, eliciting that *match* has the same *tch* sound as *watch*.

- Have the students match the words individually.

#### MONITOR

Check answers as a class.

## Practice 6 129



### 19 Underline *ch*, *tch*, and *sh*. Then listen and chant.

- Read the directions aloud. Read the chant aloud while students follow in their books. Have students find and underline each *ch*, *tch*, and *sh*. To avoid confusion, have them use different colors to underline each group of words.
- Play Audio Track 129 and have students listen. Replay several times and encourage them to join in.

#### MONITOR

As students repeat the chant, listen for proper pronunciation and appropriate intonation. Check answers as a class. (Answers: *ch*: *lunch*; *tch*: *watch*, *witch*; *sh*: *she's*, *fish*, *dish*)

## Lesson Objective

#### INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds ch, tch, and sh.*
- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the sounds that they hear in those words (for example, *watch*, *chin*, *fish*, *ship*).

## Homework P. T143

130

WB p. 61/ act. 16



### 16 Listen and write *ch*, *tch*, and *sh*. Then chant.

- Direct students to WB Activity 16 on page 61. Read the directions aloud. Explain to students that they must complete the words with *ch*, *tch*, or *sh*, then listen and chant along.

## Extra Application and Practice Activity

**Materials:** Poster paper

- Have students work in groups of four. Give each group a piece of paper and instruct a member of each group to fold their piece of paper into three columns (portrait). Instruct another member in each group to write and underline a heading in each column – *ch*, *tch*, and *sh*.
- Working in their groups, have students list as many words as they can think of that contain each of these sounds. Instruct the third member of each group to be the writer. Ask the fourth member of each group to read aloud their list of words to the rest of the class.

I will learn to use the sounds ch, tch, and sh.

<sup>126</sup>  
**16** Listen, look, and repeat.

1 **ch**      2 **tch**      3 **sh**

<sup>127</sup>  
**17** Listen and find. Then say.



<sup>128</sup>  
**18** Listen and blend the sounds.

1 ch-o-p	chop	2 sh-e	she
3 m-a-tch	match	4 l-u-n-ch	lunch
5 d-i-sh	dish	6 w-a-tch	watch

<sup>129</sup>  
**19** Underline **ch**, **tch**, and **sh**. Then listen and chant.

Watch the witch,  
She's having lunch!  
Fries and fish  
From a dish!





I will learn to talk about being on time.

137  
20

Listen and number in order. Then say.



I get dressed quickly and eat breakfast.



I always get to school on time.



I get my backpack ready the night before school.



I get up early on school days.

THINK  
BIG

How do you get to school on time? Why is it good to be on time for school?



Project

21 Make a **My Day** book.



1 Fold.



2 Draw clocks.



3 Draw what you do.



4 Show your book.

# Values Lesson

## Lesson Flow



Warm-up



Lesson Objective



Listening



Think BIG



Project



Lesson Objective



Homework

## Lesson Objective

I will learn to talk about being on time.

## Key Language

I get my backpack ready the night before school.

I get up early on school days.

I get dressed quickly and eat breakfast.

I always get to school on time.

**Values** | Be on time.

I will learn to talk about being on time.

**20** Listen and number in order. Then say.

**a**  I get dressed quickly and eat breakfast.

**b**  I always get to school on time.

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

**d**  I get up early on school days.

**THINK BIG** How do you get to school on time? Why is it good be on time for school?

**Project**

**21** Make a **My Day** book.

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

Unit 6 77

## Warm-up



**Materials:** Index cards

- Write several scenarios on index cards that are examples of things students do not want to be late for, such as late for school, late for a party, late for a movie.

- Read a card aloud. Have one student volunteer to be late. Have the other students act like they are at the activity. Send the volunteer out of the room and then have him or her come in “late”. Have the group role-play what happens.

## 21st Century Communication

Ask: *How did it feel to walk in late? What did you miss?*  
Ask the class: *How did it feel when (Sam) came in late?*  
Repeat with other scenarios.

- Check answers from the HW in the last lesson.

### ASSIST

Have students draw pictures or use facial expressions to express their feelings.

## Lesson Objective

### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about being on time.*

- Students will learn the importance of being on time through the listening activity and then will make a *My Day* book to think about their own time and daily activities.

## Listening



### 20 Listen and number in order. Then say.

- Read the directions aloud. Play Audio Track 131. Have students read silently. Focus on the meaning of any new words or phrases, for example: *before school*.
- Replay the audio and have students number the boxes to show the correct order of events.

### MONITOR

Check answers as a class. Read the sentences in order and have students repeat after you. (Answers: c 1, d 2, a 3, b 4)

### ASSIST

Say two sentences at a time to give students a choice:  
*Which does she do first, get dressed and eat breakfast or get to school on time?*

## Think BIG



### 21st Century Creative Thinking

Have students discuss these questions in pairs or small groups first, before having a class discussion. (Refer students back to the ideas you discussed in the Warm-up activity to facilitate discussion.) Help them to respond in English as much as possible. (Possible answers: *I get to school on time by waking up and getting dressed early. It is good to be on time for school, because classes start for everyone at the same time and no one has to wait. It is also good to be on time for a party, a movie, a doctor's appointment, or an important meeting, because then you won't miss out and be sad or disappointed.*)

## Project



**Materials:** Art supplies

### 21 Make a *My Day* book.

- Tell students they will make a book that shows their daily schedule. Read the directions aloud. Show

students how to accordion-fold drawing paper into four sections. Have students complete their *My Day* books independently. Have each student share his or her book.

### MONITOR

Walk around and identify students who are having difficulty coming up with ideas for their books.

### CHALLENGE

Have students make a *Day Book* that illustrates their school schedule.

## Lesson Objective

### INVOLVE

Revisit the lesson objective: *Now I have learned to talk about being on time.*

- Encourage awareness of what students have learned by quickly eliciting from a few students the words and sentences that they have learned about being on time.

## Homework

WB p. 62/ act. 17 & 18



### 17 School starts at 8:00. Help Anna get to school on time. Follow the paths and choose ☺ or ☹.

- Direct students to WB Activity 17 on page 62. Read the directions aloud. Explain to the students that they need to look at the pictures and read the sentences, then choose either the happy or sad face to help Anna get to school.

### 18 How do you get to school on time? Check (✓) and draw one step.

- Direct students to WB Activity 18 on page 62. Read the directions aloud. Explain to the students that they need to read the sentences, choose and check one box, then draw that step in the drawing box.

## Extra Application and Practice Activity

**Materials:** Sticky notes, sentence strips

- Write the following sentence starters on strips of paper: *I get up at... I eat breakfast at... School starts at... I eat lunch at... School finishes at... I go to bed at...*
- Distribute one sentence strip to each of six students. Have them complete the sentence by writing the appropriate time on a sticky note and sticking it on the sentence strip. Have students stand and arrange themselves in order. Have the class read the sentences aloud together. Remove the sticky notes and repeat until every student has had a chance to participate.

# Review Lesson 1 | Vocabulary and Grammar

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

**Review | Vocabulary and Grammar**

**22 Look and write. What time is it?**

1 It's ..... 2 It's ..... 3 It's .....

4 It's ..... 5 It's ..... 6 It's .....

**23 Circle.**

- When **do** / **does** he eat breakfast?
- When **do** / **does** they get home from school?
- When **do** / **does** the school bus come?
- When **do** / **does** you go to bed?

**24 Write.**

- What do you do at eight o'clock in the morning?  
\_\_\_\_\_
- What do you do at four o'clock in the afternoon?  
\_\_\_\_\_
- What do you do at nine o'clock at night?  
\_\_\_\_\_

**I Can**

- use *o'clock* to tell the time.
- use the present simple to describe activities.

78 Unit 6

## Warm-up

**Materials:** Clock face

- Write the following phrases horizontally on the board at students' eye level: *eat breakfast, go home from school, go to bed*. Give a clock face to three students set at 7:00, 3:00, and 9:00, but students do not look at the time.
- Have students go to the board as fast as possible and stand by an activity. Students look at their clocks and complete sentence frames, naming the activity on the

board and the time on their clocks: *I... at...* For each sentence, have the class respond with a thumbs-up if the sentence is true, and a thumbs-down if the sentence is silly.

- Continue with other daily activities and clocks.
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review the words and structures of the unit through a variety of activities that involve writing clock times and using *do/does* in a sentence when writing about daily activities. Then students will complete the *I Can* section, which helps them to assess their own learning and reflect on their progress.

## Practice 1



**Materials:** Flashcards: Unit 6, clock times

- Remind students about the song they sang a few lessons before and refer them to the song on the song lesson page.
- Play Audio Track 115, (the song with the lyrics). Have students follow along and join in with the song.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 116). You could use Flashcards to encourage students to sing other clock times and daily activities that aren't in the song.

## Practice 2

### 22 Look and write. What time is it?

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

**MONITOR**

Check answers as a class. (Answers: 1 1:00, 2 3:00, 3 6:00, 4 7:00, 5 10:00, 6 12:00)

## Practice 3

### 23 Circle.

- Instruct students to read each sentence with the two answer choices. Complete the first one as a class. Have students work independently. As needed, help with the reading of the sentences.

**MONITOR**

Check answers as a class. (Answers: 1 *does*, 2 *do*, 3 *does*, 4 *do*)

## Practice 4

### 19 Write the words. Then color the times.

- Read the directions aloud. Explain to the students that they must read the words in the box and use them to complete the sentences. Then color the numbers on the clock using the word box as a key.

## Practice 5

### 24 Write.

- Tell students to write a sentence in response to each question.

**MONITOR**

Make sure students have given logical answers. Check their vocabulary, spelling, and sentence structure.

## Self-assessment

### I Can


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

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 6 Practice Tests in the Assessment Pack.

WB p. 103

- Direct students who need help with grammar to the Unit 6 Extra Grammar Practice (Workbook, page 103).
- For further vocabulary work, students can access online games in the Big English Student World. 

## Homework

### 20 Look and learn.

- Direct students to WB Activity 20 on page 63. Read the directions aloud. Explain to students that they must look at the pictures and clock faces, then complete the sentences.

## Extra Application and Practice Activity

**Materials:** Toilet paper tube, men's necktie

- Have students role-play a TV interview. Provide a toilet paper tube to use as a pretend microphone, and a tied men's necktie to wear.
- Have one student be a TV reporter. Have that student wear the tie, hold the "microphone," and read the questions in Activity 25 for the interviewee to answer. Have the "reporter" report the answers to the class using the pronouns *he* and *she* and correct verbs.

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 6 Unit Test in the Assessment Pack.



## 22 Look and write. What time is it?



1 It's \_\_\_\_\_. 2 It's \_\_\_\_\_. 3 It's \_\_\_\_\_.



4 It's \_\_\_\_\_. 5 It's \_\_\_\_\_. 6 It's \_\_\_\_\_.

## 23 Circle.

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

## 24 Write.

- 1 What do you do at eight o'clock in the morning?

\_\_\_\_\_

- 2 What do you do at four o'clock in the afternoon?

\_\_\_\_\_

- 3 What do you do at nine o'clock at night?

\_\_\_\_\_

## I Can

- use *o'clock* to tell the time.
- use the present simple to describe activities.



**25** Play the **Silly Sentences** game.

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



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



**I Can**

- talk about my daily routine with time expressions.
- ask and answer about daily routine activities.



# Review Lesson 2 | Speaking

## Lesson Flow



Warm-up



Lesson Objective



Video



Practice



Self-assessment

## Lesson Objective

To review the words and structures of the unit.

### Review | Speaking

**25** Play the **Silly Sentences** game.

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



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



### I Can

- talk about my daily routine with time expressions.
- ask and answer about daily routine activities.



Unit 6 79

## Warm-up



**Materials:** Index cards

- Have each student write *true* and *false* on index cards.
- Read a series of sentences about a typical school schedule and have students respond, by holding up the appropriate index card, that the sentence is either true or false. For example, say: *School starts at 4:00. We eat lunch at 11:30. We have math at 7:00.*
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*
- Students will review the words and structures of the unit through a silly sentences card game to talk about what activities they usually do in a day. Then students will complete the *I Can* section, which helps them to assess their own learning and reflect on their progress.

Video Drama U 06



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

## Practice



**25 Play the Silly Sentences game. First write times on cards. Then write daily activities on other cards.**

- Divide the class into groups of four students. Read the directions aloud.
- Have students write various times on eight cards and daily activities on eight different cards.

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

- Model how to play the game, showing students how to take turns forming and reading sentences, and indicating whether the sentence is true or silly. Be sure students understand that “silly” is more than just wrong. Something that’s “silly” does not make sense for the situation.

MONITOR

- Circulate, listening for correct vocabulary use, proper pronunciation, and appropriate intonation.

ASSIST

- Model saying sentences correctly and have students repeat after you.

CHALLENGE

- Have these students say complete sentences, such as: *We don't eat lunch at nine o'clock, silly!* Or *We eat lunch at eleven o'clock.*

## Self-assessment



**I Can**

- This section asks students to assess their own learning and think about their progress. Help students appreciate

their progress. Say: *The I Can statements show what you have learned in this unit.*

- Read the statement aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help, and one star if the unit was hard and they need more help. Have students work independently.

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 6 Practice Tests in the Assessment Pack.

WB Unit 6/ p. 103

- Direct students who need help with grammar to the Unit 6 Extra Grammar Practice (Workbook, page 103).
- For further vocabulary work, students can access games in the Big English Student World.



## Extra Application and Practice Activity

**Materials:** Toilet paper tube, men's necktie

- Have students divide a sheet of drawing paper in half. Each student selects one silly sentence from Activity 35.
- On one half of the paper, have students illustrate the silly sentence, including a wall clock in their drawings. On the other half, have them make a true version of the sentence by changing the time on the clock.
- Have students share with a partner two sentences about their drawings: one silly and one true.

MONITOR

- Walk around, checking that students use correct vocabulary and adapt expressions from the text.

CHALLENGE

- Instead of changing the time on the clock in the second drawing, students can change the drawing to be correct for that time.

## Assessment Pack

- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 6 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

# Checkpoint 4–6 Lesson 1

## Lesson Flow



Warm-up   Lesson Objective   Self-assessment   Practice

## Lesson Objective

I will see how well I can use what I have learned in Units 4–6.

### Checkpoint | Units 4–6

Do I know it?

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



I know this.



I need more practice.



I don't know this.

<p><b>1</b> p. 44</p>	<p><b>2</b> p. 56</p>
<p><b>3</b> p. 68</p>	<p><b>4</b> p. 73</p>

- |   |       |
|---|-------|
| <p><b>5</b> He wants to buy a book.</p>   | p. 49 |
| <p><b>6</b> Is there a movie theater near here?<br/>Yes, there is./No, there isn't.</p> | p. 49 |
| <p><b>7</b> What do you want to be? I want to be a pilot.</p>                           | p. 61 |
| <p><b>8</b> When does she get up? She gets up at 6:00.</p>                              | p. 73 |



## Warm-up



**Materials:** Index cards

- Have students create word jumbles to review key vocabulary from Units 4–6.
- Have each student choose a word, write its letters on separate index cards, shuffle the cards, and clip them together.
- Have students exchange card sets and rearrange the cards to spell the word.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective: *Today I will see how well I can use what I have learned in Units 4–6.*
- Students will review key language in Units 4–6.

## Self-assessment



**Materials:** Cardboard clock

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

- Read the directions aloud. Have students point to the face icons at the top of the page as you read the descriptions aloud. Then have students repeat after you, using intonation and facial expressions to act out the meanings.
- Have students use a colored pencil to complete the exercise. They will choose a different color when they check this exercise at the end of the Checkpoint.

### MONITOR

Follow the suggestions below to review the key language in the unit. Check to see how well students are able to use the language. Remind students that they will be asked to assess their own abilities. You may wish to review all the language in the checklist first, and then have students complete it, or have students mark the checklist as each language point is reviewed.

### 21st Century Self-Direction

- Remind students that there are no right or wrong answers on this page. Emphasize the fact that they should circle the face that shows how they feel about each skill. Say: *This page will help us find out what you know well and what you should study more.*

### ASSIST

Encourage students to turn to the page references when they need additional support to refresh their memories.

### Places on a map (page 44)

Replay Audio Track 76. Have student teams work together to draw a map that includes the streets and places named. Invite students to compare their maps with the map on

page 48. Then say: *Circle the face that tells if you can name places on a map.*

### Jobs (page 56)

Replay Audio Track 95 to review job names. Then have students play *Charades* by acting out the jobs on page 56. (See Game Bank, page T134, for details.) Then say: *Circle the face that tells if you can name jobs.*

### Time (pages 68)

Have students take turns moving the hour hand on a cardboard clock and asking their partner to say what time is shown. Then say: *Circle the face that tells if you can name times.*

### want to/wants to (page 49)

Ask: *What do you want to do?* After students answer, have other students report each other's responses. Ask: *What does he/she want to do?*

### Is there?/Yes, there is./No, there isn't. (page 49)

Have students use the map on page 48 to ask and answer questions. Model: *Is there a bookstore on Market Street? Yes, there is.*

### What do you want to be? (page 61)

Ask: *What do you want to be?* After students answer, have other students report each other's response. Ask: *What does he/she want to be?*

### When do...?/When does...? (page 73)

Write these sentence frames on the board: *When do...? When does...?* Have students fill in the frames to create questions, and then provide answers. Model: *When does school end? School ends at 3:00.*

## Practice

WB p. 64/ act. 1, 2, 3, 4



### 1 Look, find, and number.

- Read the directions aloud. Ask the students to look at the picture, then find the items listed and number them.

### 2 Mark is visiting a small town. What can he do? Look at the town and ✓.

- Read the directions aloud. Have students read the list, look at the picture, and check their answers.

### 3 Think and draw. In the town, there isn't a... .

- Read the directions aloud. Have students complete the sentence, then draw the answer.

### 4 Use the list in 2. Write a paragraph about Mark's day. Write a title.

- Read the directions aloud. Have students work independently to write their paragraphs in their notebooks, using the list in Activity 2.

# Checkpoint 4–6 Lesson 2

## Lesson Flow



## Lesson Objective

I will put together what I have learned in Units 4–6.

I can do it!

132  
2

Get ready.

A. Look, listen, and write.

artist   athlete   do   does   teacher   where

**Charlie:** Hey, Linda, what do you want to be?

**Linda:** I want to be an <sup>1</sup>\_\_\_\_\_ because I love sports.

**Charlie:** Really? What <sup>2</sup>\_\_\_\_\_ your sister want to be?

**Linda:** She wants to be an <sup>3</sup>\_\_\_\_\_.

**Charlie:** Why?

**Linda:** Well, my uncle is an artist. It's his job.

**Charlie:** <sup>4</sup>\_\_\_\_\_ does he work?

**Linda:** He works at home. He draws pictures for books. What <sup>5</sup>\_\_\_\_\_ you want to be, Charlie?

**Charlie:** I want to be a <sup>6</sup>\_\_\_\_\_ because I like school!

B. Talk about what you want to be. Say why.



What do you want to be?

I want to be a vet.  
I like animals.



1

2

3

4

5

6

7

8

9

## Warm-up



- Write these words on the board: *artist, athlete, teacher*. Invite student pairs to create dialogs that use one of these words. Have them share their dialogs with the class. After they finish watching, students should say which of the words they heard in the dialog.

### CHALLENGE

Encourage students to make their dialog humorous (a skit) by adding silly lines or using a silly situation. Try to have one or more advanced students in each group to lead this activity.

### MONITOR

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

### ASSIST

Provide students with names for jobs not shown on page 56. Write these sentence frames for students to complete as they talk: *I want to be a/an... . I like... .*

### CHALLENGE

Ask students to share their partner's answers with the class. Model: *Lidia likes music. She sings at school, at home and in the car. She wants to be a singer.*

## Lesson Objective



### INVOLVE

Introduce the Lesson Objective: *Today I will put together what I have learned in Units 4–6.*

- Students will complete a dialog and then ask and answer questions about a picture.

## Pre-listening



- Read the directions aloud. Invite volunteers to read the words in the box aloud. Ask them to tell or show what each word means.

## Listening



### 2 Get ready.

#### A Look, listen, and write.

- Ask volunteers to read Charlie and Linda's first lines aloud. Ask: *What does Linda like to do? (sports) Which of the jobs in the box matches Linda's description? (athlete)*
- Play Audio Track 132 and have students listen and follow in their books.
- Replay the audio and have students listen and write the words they hear in the blanks.

### MONITOR

Have students read the sentences they completed aloud to make sure that they completed the dialog correctly. (Answers: 1 athlete, 2 does, 3 artist, 4 Where, 5 do, 6 teacher)

### CHALLENGE

Have students extend Charlie and Linda's conversation. They might talk about Charlie's brother and sister. What do they want to be? Why? Allow students to share their new dialogs with the class.

## Speaking



#### B Talk about what you want to be. Say why.

Read the directions with students. Ask volunteers to read the speech bubbles aloud. Then have partners ask and answer questions about what they want to be. Point out that they may want to talk about the jobs on page 56.

# Checkpoint 4–6 Lesson 3

## Lesson Flow



Warm-up



Lesson Objective



Practice



Speaking

## Lesson Objective

I will put together what I have learned in Units 4–6.

### Checkpoint | Units 4–6

#### 3 Get set.



**STEP 1** Cut out the cards on page 135.



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

#### 4 Go!

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

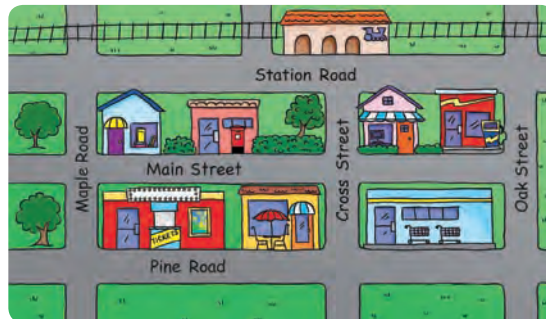


I want to buy a book.



Is there a bookstore near here?

**B.** Hold up one card at a time and find it on the map. Ask and answer.



Where's the bookstore?



It's on Main Street.

## Warm-up



### 3 Get set.

- Have students preview the cutouts on page 135. Have students read the cards and discuss the meanings.
- Write up the names of the following places on the board: *bank, bus stop, movie theater, computer store, supermarket, train station*. Make up sentences about something you want to do at one of these places and have students make up the question: *Is there a... near here?* For example, say: *I want to watch a movie. (Is there a movie theater near here?)*
- Read the directions aloud and have them cut out the cards on page 135.

#### MONITOR

Check that students keep the orange and blue cards in separate piles after they mix them up. This will help them to match the cards more quickly.

## Lesson Objective



#### INVOLVE

Introduce the Lesson Objective: *Today I will put together what I have learned in Units 4–6.*

- Students will complete descriptions of pictures, then ask and answer questions about the pictures.

## Practice



### 4 Go!

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

- Read the directions with students. Say: *First, you will pick an orange card. It says what someone wants to do. Then your partner will pick a blue card. It asks if there is a place near here. Read the two cards together to see if they match.*
- Model picking two cards that do not match: *My mom wants to eat lunch. Is there a bookstore near here?* Ask: *Why don't these cards match? (Eating lunch and going to a bookstore are not connected.)* Then show the card that matches with what mom wants to do. (Is there a restaurant near here?)

#### MONITOR

Check that students match cards correctly.

#### CHALLENGE

Have students create additional card sets for the game from orange and blue card. Orange cards should name something that someone wants to do. Blue cards should ask a question whether a particular place is near here. (Refer students to the sentences made up in the Warm-up activity.)

## Speaking



**B Hold up one card at a time and find it on the map. Ask and answer.**

- Read the directions aloud. Invite volunteers to read the speech bubbles and street names aloud. Ask: *What places do you see on the map?* (train station, bookstore, post office, computer store, gas station, movie theater, restaurant, supermarket)
- Have partners take turns choosing a blue card and finding and naming the location of the place named on the card. Ask: *Where's the gas station?* (It's on Main Street.)

#### MONITOR

Check students' vocabulary, grammar, and pronunciation as they describe and match cards.

#### ASSIST

Help students read the map. Ask them to point to the front of each building and then point to the name of the street that building faces.

#### CHALLENGE

Tell students they can name corners to tell where some places are. Model: *Where's the bookstore? It's on the corner of Main Street and Maple Road.*



# Checkpoint 4–6 Lesson 4

## Lesson Flow



Warm-up



Lesson Objective



Practice



Self-assessment 1



Self-assessment 1



## Lesson Objective

I will think again about how well I can use what I have learned in Units 4–6.

### 5 Write or draw.

**ALL About Me**

What do you want to be? Why?	What time do you start school?
Where's your school?	When do you go to bed?





### Do I know it now?

### 6 Think about it.

A. Go to page 80. Look and circle again.

B. Check (✓).

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

### 7 Rate this Checkpoint. Color.

★ ★ ★ | ★ ★ ★  
hard OK easy | not fun OK fun

1

2

3

4

5

6

7

8

9

## Warm-up



- Take a class survey. Ask: *What do you want to be?* Have each student write down their answer. Then have students look for others with the same answer and have them stand together. Write job names on the board and invite students to line up in front of these labels to create a life-size pictogram showing the survey results.

## Lesson Objective



### INVOLVE

Introduce the lesson objective: *Today I will think again about how well I can use what I have learned in Units 4–6.*

- Students will write and draw about themselves. Then they will reassess their ability to use key language for Units 4–6.

## Practice



### 5 Write or draw.

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

### MONITOR

- Check students' writing for correct use of language.

### CHALLENGE

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

## Self-assessment 1



### 6 Think about it.

#### A Go to page 80. Look and circle again.

- Read the directions aloud.

#### 21st Century Self-Direction

- Have students turn to the “Look and circle” exercise on page 80 and think about each of the categories again. Remind students to take their time to think about each category carefully. Suggest that they look at the reference pages listed as they review their skills.
- Ask students to use a different colored marker or pencil when they revisit the checklist on page 80. This will help them see both sets of circles.
- Students may want to circle the same face icon when they revisit the exercise. Model drawing the second circle outside the first so that both colors are visible, rather than covering up the first circle with the second color.

## B Check (✓).

- Read the directions aloud. Say: *You will check one box.* Students can use the “Look and circle” exercise on page 80 to help them choose a response. If they circled ten to twelve smiling faces, they can start the next unit with confidence. If they circled fewer than ten smiling faces, they should probably check one of the other choices.

## Self-assessment 2



### 7 Rate this Checkpoint. Color.

- Write *easy* and *hard* on the board. Say: *Something is easy if you can do it without any problems. It's hard if you have trouble doing it.* Give students examples of easy and hard activities: *It's easy to raise your hand. It's hard to touch the top of a door.*
- Write *fun* and *not fun* on the board. Say: *Something is fun if you really enjoy doing it.* Ask students to mime things that are fun to do.
- Read the directions aloud. Point out that they will color only one star in each section. Say: *First, you will say if the Checkpoint was easy, OK, or hard. Then you will say if it was fun, OK, or not fun.*

**Using Checkpoint Evaluations:** Student evaluations of the Checkpoint (*easy/OK/hard, fun/OK/not fun*) can give you insight into students' reactions to classroom activities. Check their answers to help you engage and motivate them as they continue to review Units 4–6 and move on to the next units. Consider whether students require additional assistance, deeper challenges, or more inspiring activities.



# My Favorite Food

## Objectives

### Reading

- Can follow simple dialogs in short illustrated stories, if they can listen while reading.
- Can identify key buildings on a plan or key features on a map.
- Can understand basic written instructions for classroom activities (e.g. *Read and match*).
- Can recognize key words and basic phrases in short, simple cartoon stories.

### Listening

- Can recognize familiar words and phrases in short, simple songs or chants.
- Can recognize familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.
- Can recognize the letters of the alphabet by their sounds.

- Can understand the letters of the alphabet by their names.

### Speaking

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

### Writing

- Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model.
- Can write the letters of the alphabet in lower case.

### Grammar

- Can construct short answers to questions in the present simple.

## Unit Projects

### Family Connection

Have students make a list of their favorite foods with their family's help. Have students share their lists with the class and help them translate items into English if needed. Have students save their lists to use with activities throughout the unit.

# Key Language

## Key Vocabulary

### Food

strawberries
apples
bananas
carrots
cheese
chicken
lemonade
mangoes
potatoes
spaghetti

strawberries
tomatoes
yogurt

### Expressions

I like that!  
Me, too!

## Content Words

candy	avocado
energy	beautiful
fat	fabric
heart disease	kiwi
label	leaves
potato chips	pineapple
salt	plants
snack	popular
sugar	tropical
too much	ugly
watermelon	

## Grammar/Structures

**Do you like** fruit? Yes, I **do**. I like apples and bananas. No, we **don't**. We don't like fruit.

**Do they like** vegetables? Yes, they **do**. They like carrots and potatoes. No, they **don't**. They like fruit.

**Does he/she like** fruit? Yes, he/she **does**. He/She likes mangoes and strawberries. No, he/she **doesn't**. He/She likes yogurt.

## Phonics

**The sounds:** ee, ie

## My Classroom Bulletin Board

Label sections of a bulletin board with categories, such as fruits, vegetables, snacks, and lunch. Have students cut pictures of foods they like from magazine or supermarket ads. Help students place the pictures in the appropriate categories. Have students label the foods they know. As students learn more food names throughout the unit, have them add the labels and new pictures to the bulletin board.

# Vocabulary Lesson

## Lesson Flow



## Lesson Objective

I will learn to name food.

## Key Language

apples, bananas, carrots, cheese, chicken, lemonade, mangoes, potatoes, strawberries, spaghetti, tomatoes, yogurt

7

My Favorite Food

**Vocabulary**

I will learn to name food.

Song Time!

**1** Listen, look, and say.

 <b>1</b> bananas	 <b>2</b> apples	 <b>3</b> strawberries	 <b>4</b> mangoes
 <b>5</b> tomatoes	 <b>6</b> carrots	 <b>7</b> potatoes	 <b>8</b> chicken
 <b>9</b> spaghetti	 <b>10</b> cheese	 <b>11</b> yogurt	 <b>12</b> lemonade

**2** Play the memory game.

84 Unit 7

## Warm-up



**Materials:** Pictures of food, lunchbox

- Put pictures of food that students have studied in Level 1 (*hamburger, salad, grapes*) in a lunch bag or lunchbox. Set a clock or clock face to the time your class eats lunch.

- Ask: *What time is it?* (twelve o'clock) *What do we do at twelve o'clock?* (We eat lunch.)
- Hold up the lunchbox and ask: *What's for lunch?* One by one, show each picture and elicit the answer.
- Let volunteers take turns choosing pictures and tell the class what they are going to eat for lunch. Each time ask: *What's for lunch?*



## Lesson Objective



**Materials:** Flashcards: Unit 7, food

### INVOLVE

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

- Use 2–3 Flashcards to remind students what they already know and elicit a few different types of food.
- Students will name and identify different foods.

## Song Time



**Materials:** Flashcards: Unit 7, food

### Listen and sing.

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

## Presentation



### 1 Listen, look, and say.

- Read the directions aloud. Play Audio Track 000. Have students listen, point at the picture for each matching food, and then repeat it.

### MONITOR

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

### ASSIST

- Replay the audio as needed.

## Practice

WB p. 66/ act. 1



### 1 Look and match.

- Read the directions aloud. Have students read the food words and match to the pictures. Guide students through Item 1.
- Have students work independently, and then compare answers with a partner.

### MONITOR

- Check answers as a class.

## Game



**Materials:** Flashcards: Unit 7, food, bag or basket

### 2 Play the memory game.

- When students are familiar with the vocabulary, play a memory game with the whole class as follows: Sit in a circle and say: *I went to the supermarket and bought apples.* Show the Flashcard for *apples* and put it in a bag or basket. Have the class repeat *apples* after you (or the whole sentence if you think they can manage it).

Then say: *I went to the supermarket and bought apples and bananas* and put the *bananas* Flashcard in the bag or basket. Have the class remember *apples* and repeat *bananas* after you (or the whole sentence). Continue until you have put several or all of the Flashcards into the bag or basket.

### MONITOR

- Check that students can read and pronounce words correctly.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to name food.*

- Encourage awareness of what students have learnt by quickly eliciting from a few students the names of different types of foods.

## Homework

WB p. 66/ act. 2



### 2 Look and write.

- Direct students to WB Activity 2 on page 66. Read the directions. Explain to the students that they must look at the pictures and the happy and sad faces, then fill in the blanks to complete the sentences.

## Extra Application and Practice Activity

**Materials:** White paper plates

- Give each student a plain white paper plate. Explain that they will use the food items in Activity 1 to illustrate a meal on the plate.
- Once students have drawn their meals, have them label each item.
- Have students role-play eating a meal together. Have each student, in turn, look at the “meal” and tell the group what he or she is eating.
- Allow students to include other foods than those pictured in Activity 1. Suggest that they illustrate their lunch today.

### CHALLENGE

Divide students into groups of five to role-play customers ordering and waiters taking orders at a restaurant. Have the waiter ask: *What do you want to order?*

# 7

# My Favorite Food

## Vocabulary

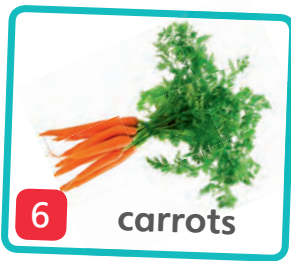
I will learn to name food.



## Song Time!



1 Listen, look, and say.



2 Play the memory game.

# Song

I will learn to ask and answer about food.

135 136  
3

Listen and sing. Then look at 1 and find.

## Let's Eat Lunch!



It's twelve o'clock.  
Let's eat lunch!  
I have some bananas.  
We can eat a bunch!



Carrots and corn,  
Chicken and cheese,  
I like them all.  
Can I have more, please?



Do you like tomatoes?  
I like tomatoes. I really do.  
What about potatoes?  
I like potatoes, too. Do you?

Have some lemonade  
And a sandwich, too.  
You and I can share some pie.  
I like eating lunch with you.



137  
4

Listen, match, and write.

I like \_\_\_\_\_.

1



I like \_\_\_\_\_.

2



I like \_\_\_\_\_.

3



a



b



c



5 Look at 1. Ask and answer.

Do you like bananas?

Yes, I do. I like bananas.

**THINK BIG**

What do you like to eat for lunch?  
What vegetables do you like?

# Song Lesson

## Lesson Flow



## Lesson Objective

I will learn to ask and answer about food.

## Key Language

apples, bananas, carrots, cheese, chicken, lemonade, mangoes, potatoes, spaghetti, strawberries, tomatoes, water, yogurt

**Song**

I will learn to ask and answer about food.

3
**Listen and sing. Then look at 1 and find.**

### Let's Eat Lunch!

It's twelve o'clock.  
Let's eat lunch!  
I have some bananas.  
We can eat a bunch!

Do you like tomatoes?  
I like tomatoes. I really do.  
What about potatoes?  
I like potatoes, too. Do you?

Carrots and corn,  
Chicken and cheese,  
I like them all.  
Can I have more, please?

Have some lemonade  
And a sandwich, too.  
You and I can share some pie.  
I like eating lunch with you.

4
**Listen, match, and write.**

I like \_\_\_\_\_.

1

a

I like \_\_\_\_\_.

2

b

I like \_\_\_\_\_.

3

c

5
**Look at 1. Ask and answer.**

Do you like bananas?

Yes, I do. I like bananas.

**THINK BIG**

What do you like to eat for lunch?  
What vegetables do you like?

Unit 7 85

## Warm-up



**Materials:** Flashcards: Unit 7, food

- Play *Pictionary*. (See *Game Bank*, page T134, for details.) Divide the class into groups. Provide each group with sheets of paper and markers.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

- Set the objective of the lesson. Say: *Today I will learn to ask and answer about food.*
- Students will sing a song and talk about different kinds of food, and things to drink.

## Listen and Sing 135



### 3 Listen and sing. Then look at 1 and find.

- Read the directions aloud. Play Audio Track 135. Have students follow along silently, then look at the images in Activity 1, and find which foods are mentioned in the song.
- Replay the audio. Have students sing along.

#### MONITOR

Ask questions to check understanding. Ask: *What time is lunch?* (twelve o'clock) *What is she eating for lunch?* (She's eating bananas, tomatoes, potatoes, carrots, corn, chicken, cheese, a sandwich, and pie.) *What is she drinking?* (lemonade)

#### ASSIST

Replay the audio as needed, stopping after each verse to explain unfamiliar vocabulary or to repeat words that students may need help pronouncing.

#### CHALLENGE

Arrange students in four groups and give each one a verse. Play the audio and have students mime eating each food named in their verse as they sing along.

## Practice 1 P. T143 137



### 4 Listen, match, and write.

- Read the directions aloud. Play Audio Track 137. Ask students to point at the food items as they hear them.
- Replay the audio, pausing for students to match each child to the correct food. Then have them write in the missing words.

#### MONITOR

Check answers as a class. (Answers: 1 c, carrots; 2 b, strawberries; 3 a, yogurt)

## Speaking

### 5 Look at 1. Ask and answer.

- Read the directions aloud. Read the speech bubbles aloud while students follow in their books. Have students repeat the dialog and point at the matching picture in Activity 1.
- Ask volunteers to model the dialog. Have students work in pairs to ask and answer about what food they like. Instruct students to use the sentence frames *Do you like... ? Yes, I do. I like... .* You may also wish to introduce the answer, *No, I don't. I don't like... .* Make sure they take turns asking and answering.

#### MONITOR

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

## Practice 2 WB p. 67/ act. 4



### 4 Write and draw.

- Read the directions aloud. Ask the students to read the question, fill in the blank with the food that they want, then draw it in the box. Students work independently. Get feedback from the class.

## Think BIG

### 21st Century Collaboration

- Read the questions aloud, and have students discuss in small groups.
- Ask students to report back to the class on what their group likes to eat for lunch and what vegetables their group likes.

**Categorizing:** Categorizing, or grouping, helps students to organize and better understand information. Food vocabulary lends itself to categorizing or sorting. For example, students can sort food items by food groups, colors or those foods students like or dislike.

## Lesson Objective

#### INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer about food.*
- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the song, for example, the different types of food and drink they heard.

## Homework 138 WB p. 67/ act. 3



### 3 Listen and sing. Match and write.

- Direct students to WB Activity 3 on page 67. Read the directions. Explain to students that they must listen and sing along to the song on Audio Track 138, then match pictures a–f with words in the song.

## Extra Application and Practice Activity

**Materials:** Flashcards: Unit 7, food

- Place the Flashcards on the board, picture-side up. Write the word on the board, e.g. c\_\_\_\_\_. Have students spell the word for you (*h-e-e-s-e*) and fill in the missing letters as they do so. Continue with all the food vocabulary items.



# Story Lesson

## Lesson Flow



## Lesson Objective

I will read a story about food.

## Key Language

apples, bananas, fruit, mangoes, pie, snack

I like that!

Me, too!

**Story**  
I will read a story about food.

**6 Listen and read. Does Dan like apples?**

**Do You Like Fruit?**

**1** It's four o'clock, boys. Do you want a snack?  
Yes, please, Dad.

**2** There's fruit. Does Dan like fruit?  
Yes, he does.

**3** Do you like mangoes?  
Yes, I do. I like mangoes.

**4** But I don't like bananas. Jamie doesn't like bananas, either.

**5** I like that! Me, too!  
That's not fruit. That's a pie!

**6** Yes, but it's an apple pie. Apples are fruit!  
Mmm. I like apples!

**7 Look at the story. Write yes or no.**

- Does Dan like fruit? \_\_\_\_\_
- Does Jamie like bananas? \_\_\_\_\_
- Does Dan like mangoes? \_\_\_\_\_
- Do the boys like pie? \_\_\_\_\_
- Is it a banana pie? \_\_\_\_\_

**THINK BIG** What fruit do you like? When do you like to eat it? What dishes can you make with fruit?

86 Unit 7 Unit 7 87

## Warm-up

- Ask students what snack they like to have. For example, say: *Do you like yogurt?* Have those students who like yogurt raise their hands. Record their responses in the form of tally marks on the board. Repeat for two or three other kinds of snack, e.g. *apples, oranges, sandwiches.*
- Point at each snack and have students vote for their favorite one. Have students talk about the most popular snacks using the sentence frames *I like...* *I don't like...*
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will read a story about food.*
- Students will listen to and read a story, answer a question about it, and discuss ideas related to it.

## Pre-reading

- Point at and read the story title aloud. Have students repeat after you. Have them look at the story frames and discuss what they see. Ask: *Who are these three people?* (Jamie, Dan, and Jamie's dad) Help them

name the room where the characters are and describe furniture or objects they recognize in it. Explain that in this story, Jamie's dad is offering the two boys a snack.

- Teach students about the concept of groups or categories. Write the word *fruit* on the board and underline it. Elicit names of fruit from the students and write a few on the board under the heading. Say: *Fruit is the name of a group/category of food.* Elicit from volunteers other categories of food, such as *vegetables*.

## Reading 139



### 6 Listen and read. Does Dan like apples?

- Read the directions aloud. Draw attention to the question: *Does Dan like apples?* Play Audio Track 139. Have students listen and read along silently.

## Comprehension 1

Ask comprehension questions about the story. Ask: *What does Jamie do at four o'clock?* (He has a snack.) *Does Dan like fruit?* (Yes, he does.) *Do the boys like bananas?* (No, they don't.) *Does Dan like mangoes?* (Yes, he does.) *Do the boys like apples?* (Yes, they do.) *What do the boys want for their snack?* (apple pie)

### ASSIST

Replay the audio as necessary. Pause after each frame to review vocabulary and expressions.

## Comprehension 2

### 7 Look at the story. Write yes or no.

- Read the directions aloud. Complete the first item with the class and then have students continue the activity independently.

### MONITOR

Check students have understood the story by answering correctly. Check answers as a class. (Answers: 1 yes, 2 no, 3 no, 4 yes, 5 no)

### ASSIST

Read the story again, frame by frame. After each relevant frame, read the question from the activity. For example, after reading Frame 2, say: 1. *Does Dan like fruit?* Tell students to nod their heads and say: *Yes* if the answer is yes, and to shake their heads and say: *No* if the answer is no. Continue with the rest of the story, stopping to ask questions about each frame.

## Comprehension 3 WB p. 68/ act. 5

### 5 Read. Then circle T for true and F for false.

- Have students read the story again, then read the sentences and circle T for true and F for false.

## Think BIG

### 21st Century Communication

- Have students discuss the questions about fruit in pairs or small groups. Ask volunteers to share their responses with the whole class afterward. Encourage students to think about what they have learned in the unit so far, as well as their prior knowledge. (Possible answers for other dishes you can make with fruit include *fruit salad, fruit cakes and other kinds of fruit pies.*)

### MONITOR

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

## Lesson Objective

### INVOLVE

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

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

## Homework WB p. 68

### Think BIG

- Direct students to WB Think BIG on page 68. Have students think about the question, then read and circle the fruit that they can see.

## Extra Application and Practice Activity

**Materials:** Pictures from food magazines, chart paper

- Make a poster of a chart with four columns. Write the color words *yellow, orange, red, and purple* at the top of the columns.
- Have students name fruits and tell you which column to list them in. If needed, provide pictures from food magazines of different fruits, such as bananas, apples, pineapples, mangoes, strawberries, lemons, grapes, watermelons, oranges, and any other fruits students are familiar with. Remind students to use this expression if they don't know how to say a word in English: *How do you say... in English?* After you answer, encourage students to follow up with this question: *How do you spell that?*
- Display the chart throughout the unit and have students add to it as they learn the names of additional fruits.

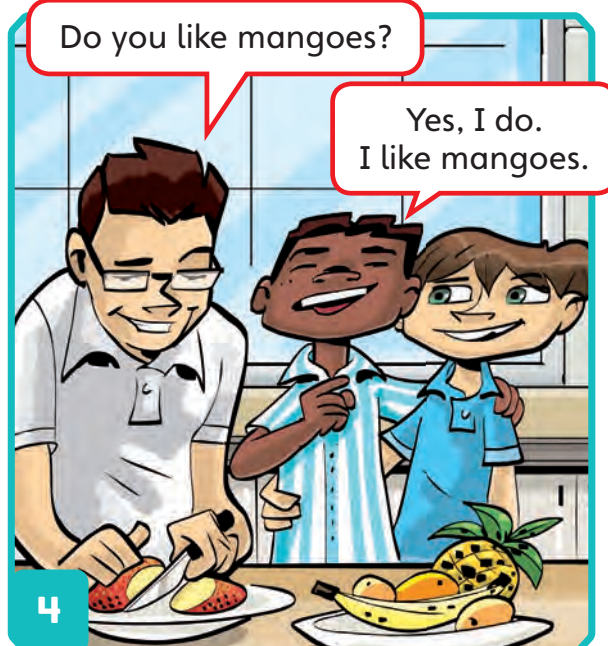
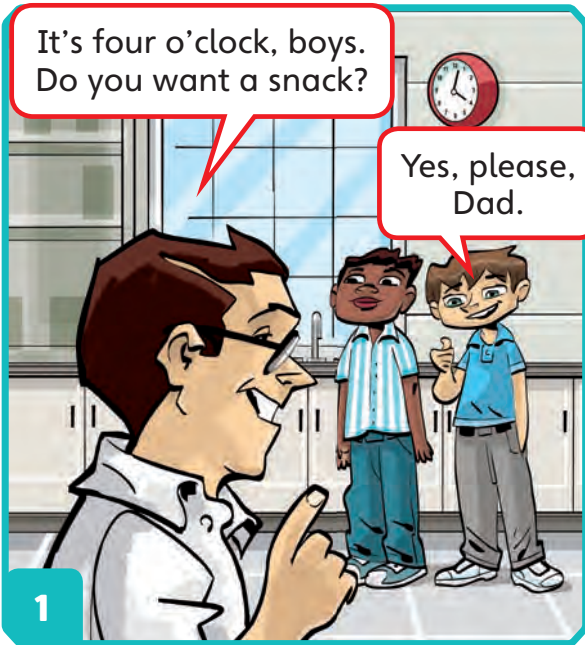
# Story

I will read a story about food.

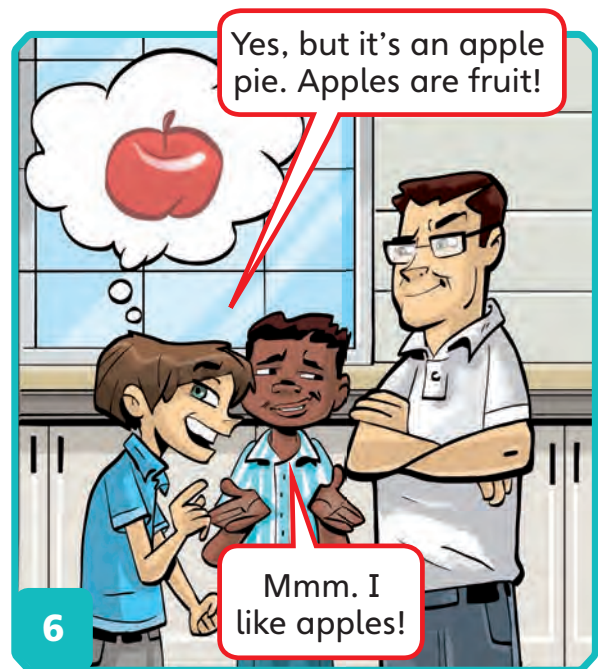
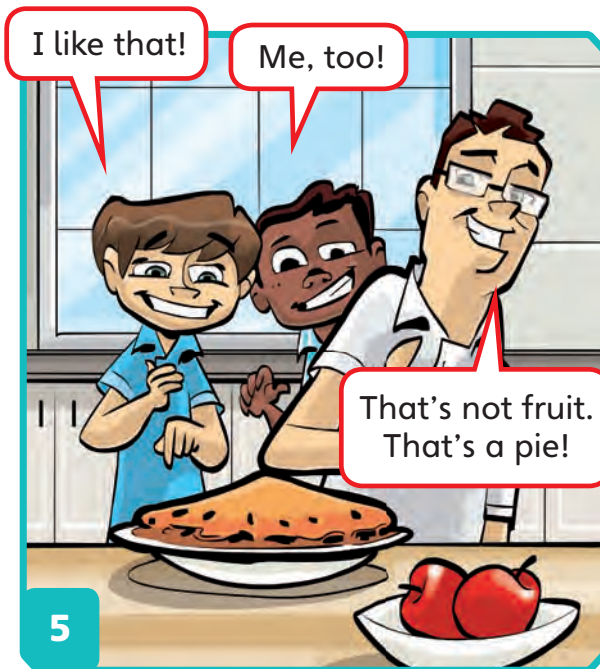


Listen and read. Does Dan like apples?

## Do You Like Fruit?







**7** Look at the story. Write **yes** or **no**.

- 1 Does Dan like fruit? \_\_\_\_\_
- 2 Does Jamie like bananas? \_\_\_\_\_
- 3 Does Dan like mangoes? \_\_\_\_\_
- 4 Do the boys like pie? \_\_\_\_\_
- 5 Is it a banana pie? \_\_\_\_\_



What fruit do you like? When do you like to eat it? What dishes can you make with fruit?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about food.

## Key Language

carrots, cheese, chicken, dinner, potatoes, snack, spaghetti, strawberries, strawberry, yogurt

### Language in Action

I will listen to a dialog about food.



**Listen and read. Then say.**

**Jeff:** I like cheese. May I have two pieces?

**Amy:** May I have two pieces, too?

**Jeff:** You always copy me, Amy.

**Amy:** No, I don't!

**Dina:** OK, kids. Two for Amy, two for Jeff, and two for me. I like cheese, too!



**Look at 8. Role-play with a partner.**



**Listen and stick.**

1



2



3



4



88 Unit 7

## Warm-up



- Have students sit in a circle and teach them the chant: ([Letter.]) *My name is ([name that begins with letter]). I come from ([place that begins with letter]) and I sell ([food that begins with letter]).* Each student

completes the chant with a different letter of the alphabet.

- Begin by modeling the chant for the letters A and B: A. *My name is Ana. I come from Aguascalientes, and I sell apples.* B. *My name is Bruno. I come from Baja California, and I sell bananas.*



- Go around the circle, using letters in alphabetical order and giving each student a turn. Skip any letters that do not apply, such as *I* and *K*.
- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

- Introduce the lesson objective: Say: *Today I will listen to a dialog about food.*
- Students will practice listening skills by listening to a dialog, use the language of the unit in context by acting out a conversation with a partner, and talk about food.

## Pre-listening

- Point at the names *Amy*, *Jeff*, and *Dina* in the dialog, and tell students that they will hear Amy and Jeff and Dina talking. Have the students predict what Amy, Jeff, and Dina are talking about. (*Answer: food*)

## Listening 140

### 8 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 140. Have students listen and follow along in their books. Pause the audio from time to time so that students can repeat what they hear.

## Comprehension

### MONITOR

- Ask questions to check for comprehension: *What does Jeff want? (two pieces of cheese) What does Amy want? (two pieces of cheese) What does Dina like? (cheese) What does everyone get? (two pieces of cheese)*

## Role Play

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

- Put students in groups of three. Give the roles of Jeff, Amy, and Dina, and have them read the dialog aloud. After students read through one time, have them switch roles and repeat.

### MONITOR

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

### ASSIST

- Model reading the dialog, emphasizing the italicized word *I*. Explain that this emphasis shows that Dina also likes cheese.

## Practice 1 P. T143

### 10 Listen and stick.

**Materials:** Stickers

- Help students find the stickers for Unit 7 at the back of the Student's Book. Tell them they will listen to the audio and place stickers in the correct places based on what they hear.

- Read the directions aloud. Play Audio Track 141 and pause it at the end of each dialog.
- Replay the audio as needed as students place the stickers.

### MONITOR

- Walk around the room and check to see that students have correctly placed the stickers. Also listen for proper pronunciation, appropriate intonation and correct use of language. Review the answers as a class. (*Answers: 1 chicken, potatoes and carrot; 2 spaghetti; 3 strawberries; 4 mango yogurt*)

## Practice 2 P. T144

WB p. 69/ act. 6

### 6 What do you like? Listen and circle.

- Read the directions aloud. Explain to them that they must Listen to Audio Track 142 and circle *a* or *b*. Walk through Item 1 with them.

### MONITOR

- Check answers as a class.

## Lesson Objective

### INVOLVE

- Revisit the lesson objective: *Now I have listened to a dialog about food.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog.

## Homework

WB p. 69/ act. 7

### 7 Look and write.

- Direct students to WB Activity 7 on page 69. Ask students to look at the pictures of the children and food preferences, then fill in the blanks to complete the sentences.

## Extra Application and Practice Activity

- Have students as a class, find and identify all the food on the page. (*cheese, chicken, potatoes, carrots, strawberries, spaghetti, strawberry yogurt*) List the foods on the board.
- Have students come to the board one at a time and select one listed food.
- Conduct the following dialog with students: *Are you hungry? / Yes, I am. / We have ([student's selected food]). / Great! I like ([student's selected food]).*

### MONITOR

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

# Language in Action

I will listen to a dialog about food.

140  
8

**Listen and read. Then say.**

**Jeff:** I like cheese. May I have two pieces?

**Amy:** May I have two pieces, too?

**Jeff:** You always copy me, Amy.

**Amy:** No, I don't!

**Dina:** OK, kids. Two for Amy, two for Jeff, and two for me. I like cheese, too!



9

**Look at 8. Role-play with a partner.**

147  
10

**Listen and stick.**

1



2



3



4



# Grammar

I will learn to use *do/does + like* to ask and answer questions about what you like.

<b>Do you like</b> fruit?	Yes, I <b>do</b> . I like apples and bananas. No, we <b>don't</b> . We don't like fruit.
<b>Do they like</b> vegetables?	Yes, they <b>do</b> . They like carrots and potatoes. No, they <b>don't</b> . They like fruit.
<b>Does he/she like</b> fruit?	Yes, he/she <b>does</b> . He/She likes mangoes and strawberries. No, he/she <b>doesn't</b> . He/She likes yogurt.

## 11 Look. Write.



1 \_\_\_\_\_ she \_\_\_\_\_ strawberries?

2 \_\_\_\_\_ he \_\_\_\_\_ tomatoes?



3 \_\_\_\_\_ they \_\_\_\_\_ corn?

## 12 Answer the questions in 11. Write.

- 1 Yes, she does.
- 2 No, \_\_\_\_\_.
- 3 Yes, \_\_\_\_\_.
- 4 They \_\_\_\_\_ vegetables.

## 13 Look at 11. Ask and answer.



Do you like strawberries?

No, I don't.  
I like apples.



Unit 7 89

# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use *do/does + like* to ask and answer questions about what you like.

## Key Language

Do you/they like fruit?

Yes, I/they do. I/They like apples and bananas.

Does he/she like fruit?

No, he/she doesn't. He/She likes yogurt.

### Grammar

I will learn to use *do/does + like* to ask and answer questions about what you like.

Do you <b>like</b> fruit?	Yes, I <b>do</b> . I like apples and bananas. No, we <b>don't</b> . We don't like fruit.
Do they <b>like</b> vegetables?	Yes, they <b>do</b> . They like carrots and potatoes. No, they <b>don't</b> . They like fruit.
Does he/she <b>like</b> fruit?	Yes, he/she <b>does</b> . He/She likes mangoes and strawberries. No, he/she <b>doesn't</b> . He/She likes yogurt.

**11 Look. Write.**

1 \_\_\_\_\_ she \_\_\_\_\_ strawberries?

2 \_\_\_\_\_ he \_\_\_\_\_ tomatoes?

3 \_\_\_\_\_ they \_\_\_\_\_ corn?

**12 Answer the questions in 11. Write.**

1 Yes, she does.

2 No, \_\_\_\_\_.

3 Yes, \_\_\_\_\_.

4 They \_\_\_\_\_ vegetables.

**13 Look at 11. Ask and answer.**

Do you like strawberries?

No, I don't.  
I like apples.

Unit 7 89

## Warm-up



**Materials:** Index cards

- Have each student write *Yes, I do.* on one side of an index card and *No, I don't.* on the other.
- Hold up a Flashcard of a food, such as *strawberries*. Ask: *Do you like strawberries?* Have students vote by holding up their answer on the card.
- Then have students who voted yes stand and say in unison: *Yes, I do.* Next, have students who voted no stand and say in unison: *No, I don't.*

- Continue with pictures of other foods.
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

Introduce the lesson objective: Say: *Today I will learn to use do/does + like to ask and answer questions about what you like.*

- Students will use the verbs *do/does* in questions with *like*, and *do/does* and *don't/doesn't* in answers.

## Presentation



- Have students read the questions and answers in the grammar box aloud after you. Explain that *don't* is a contraction for *do not*, and *doesn't* is a contraction for *does not*. Point out that *do/don't* is used with *I/they*, and *does/doesn't* is used with *he/she*.

### ASSIST

Elicit two or three questions and answers from the students to illustrate these concepts and write them on the board. Draw arrows from the questions to the answers. Have students refer to these questions and answers as they do the activity.

## Practice 1



### 11 Look. Write.

- Read the directions aloud. Have students complete the sentences on their own.

### MONITOR

Check answers as a class. (Answers: 1 Does, like; 2 Does, like; 3 Do, like)

## Practice 2



### 12 Answer the questions in 11. Write.

- Read the questions and answers in the grammar box again. Have students repeat.
- Do Item 1 together. Have pairs work together to complete the activity.

### MONITOR

Check answers as a class. (Answers: 1 she does, 2 he doesn't, 3 they do, like)

## Practice 3

WB p. 70/ act. 8



### 8 Look and circle.

- Read the directions aloud. Explain to the students that they need to look at the pictures, then circle the correct option in each sentence. Walk through Item 1 with them.

## Practice 4

WB p. 71/ act. 10



### 10 Look and write.

- Read the directions aloud. Explain that the students have to look at the table, read the questions, and fill in the blanks. Then, have students draw faces for their own likes and dislikes and complete Item 5 about themselves.

### MONITOR

Refer students to the grammar box to find the model question and answer. Have pairs read the question and answers aloud. Then have them switch roles and repeat.

## Practice 5



### 13 Look at 11. Ask and answer.

- Have volunteers read the speech bubbles aloud.
- Have pairs take turns asking the question, using the foods from Activity 11 and the dialog as a model.

### MONITOR

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

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to use do/does + like to ask and answer questions about what you like.*

- Encourage awareness of what students have learned by quickly asking a few students about their food preferences.

## Homework

WB pp. 70 & 71/ act. 9 & 11



### 9 Match. Then write.

- Direct students to WB Activity 9 on page 70. Read the directions aloud, and walk students through Item 1. Explain that they need to read the questions, look at the faces, and fill in the blanks.

### 11 Read and circle. Then answer about you.

- Direct students to WB Activity 11 on page 71. Read the directions aloud, and walk students through Item 1. Explain that they need to read the questions and circle the correct options, then answer the questions about themselves.

## Extra Application and Practice Activity

**Materials:** Pictures from food magazines or supermarket flyers, art supplies

- Have students cut pictures of fruits and vegetables from magazines or supermarket flyers. Have them mount each on construction paper.
- Have the class use the pictures to role-play a farmer's market. Give some students to be vendors and others to be customers.
- Have vendors ask: *Do you like... ?* and customers answer: *Yes, I do. I like... .* or *No, I don't. I don't like... .* Have customers pretend to pay, take the picture, and sit down. Continue until all students have role-played a vendor and customer.

## Extra Grammar Practice

WB Unit 7/ p. 104

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



# Content Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about healthy and unhealthy food.

## Key Language

candy, energy, fat, heart disease, label, potato chips, salt, snack, sugar, too much

**Content Connection | Science**

I will learn about healthy and unhealthy food.

**14** Look at the pictures. Which snacks can you name?  
**15** Look, listen, and read. Then circle.

### Healthy and Unhealthy Snacks

Healthy food is good for our body. Some snacks are healthy, but others are not. Unhealthy snacks have too much sugar, fat, or salt.

**Sugar**

1 Sugar gives us energy, but too much sugar is not healthy. Sugar is bad for our teeth and can make us fatter. Candy has a lot of sugar.

**Fat**

2 Like sugar, fat gives us energy. When we eat too much of it, it stays in our body and makes us fatter. It is not good for our heart. Chocolate has a lot of fat.

**Salt**

3 Salt doesn't make us fatter, but too much of it can give us heart disease. Potato chips have a lot of salt.

Many snacks have labels. The labels say how much sugar, fat, and salt is in them. Try to read the labels and choose healthy snacks.

**1** candy: a lot of **sugar** / salt  
**2** chocolate: a lot of **fat** / salt  
**3** potato chips: a lot of **sugar** / salt

**THINK BIG** Which snacks in the pictures are healthy? Which are unhealthy?

90 Unit 7

## Warm-up



- Play *I Can Spell (Hangman)* with students. (See *Game Bank*, page T135, for details.)
- Divide the class into two teams. Draw lines on the board for the number of letters in the name of a fruit from the unit. Have players on each team take turns guessing letters in the word.

- The first team to guess the fruit before the whole hangman is drawn gets one point.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

Introduce the lesson objective: Say: *Today I will learn about healthy and unhealthy food.*

- Students will learn about healthy and unhealthy snacks and about the sugar, fat, and salt in them. They will also make a poster.

## Pre-reading



### 14 Look at the pictures. Which snacks can you name?

- Read the directions aloud. Have students look at the pictures of snacks below in Activity 15. Elicit and help them name the snacks. Model the pronunciation and have students repeat. (*Answers: candy, cookies, apple, potato chips, vegetables, sandwich, chocolate*)

## Reading



### 15 Look, listen, and read. Then circle.

- Read the title aloud and write the words *healthy* and *unhealthy* on the board. Help students sort the snacks from the page into healthy and unhealthy snacks to explain the meaning of the words.
- Read the directions aloud and encourage students to say what the text might be about.
- Play Audio Track 143 and have students follow along in their books. Replay the audio and pause after each paragraph to check for understanding. Draw students' attention to the subheadings. Say and have them repeat.
- Draw students' attention to the text below the main text box. Write *a lot of* on the board and explain the meaning. Explain that they must use the information they have just read to circle the correct words. Have students complete the activity independently.

#### MONITOR

Check students are circling the correct words and assist if necessary. Check answers as a class, inviting students to read their answers aloud. (*Answers: sugar, fat, salt*)

#### ASSIST

Refer students back to the text above to check their answers.

## Practice

WB p. 72/ act. 12



### 12 Are the snacks healthy or unhealthy? Put a ✓ or a ✕

- Read the directions aloud. Explain to students that they need to look at the pictures of snacks and put a ✓ or a ✕ according to whether they are healthy or unhealthy. Walk through Item 1 with them.

#### MONITOR

Check answers as a class.

## Speaking



- Make a chart on the board with three columns: *a lot of sugar*, *a lot of fat*, and *a lot of salt*. Elicit the names of snacks and write them down the side of the chart.

- As a class, complete the chart with a ✓ or a ✕ according to whether each snack has a lot of sugar, a lot of fat, or a lot of salt.
- Write on the board: *Do apples have a lot of fat? No, they don't.* Model the conversation and have students repeat. Model other questions and help students find the answers using the chart.
- In pairs, have students make questions and answers using the chart and the model conversation.

## Think BIG



### 21st Century Critical Thinking

- Brainstorm and make a list of healthy and unhealthy snacks on the board with the class. Help students with vocabulary as needed. (*Possible answers: Healthy snacks are vegetables, yogurt, cheese, sandwiches, and nuts. Unhealthy snacks are chips, cookies, cake, and ice cream.*)

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned about healthy and unhealthy food.*

- Encourage awareness of what students have learned by quickly asking them to think of three healthy snacks and three unhealthy snacks.

## Homework



WB p. 72/ act. 13



### 13 Read and write. Then listen and check.

- Direct students to WB Activity 13 on page 72. Explain to the students that they need to read the paragraph, then use the words in the box to fill in the blanks. Then they should listen to Audio Track 144 and check their answers.

## Extra Application and Practice Activity

- Have each student choose one fruit from the unit and draw a picture of it. Have them label the fruit and write where it comes from.
- Have students sit in a circle with a caller in the center. Act as the caller for the first round to model how to play. Each student holds his or her drawing.
- The caller says: *All mangoes change places with strawberries!* Students change seats. The caller continues to call out directives for different fruits.
- Play the game again, using different fruits, callers, and directives.

I will learn about healthy and unhealthy food.

14

Look at the pictures. Which snacks can you name?

143  
15

Look, listen, and read. Then circle.

## Healthy and Unhealthy Snacks

Healthy food is good for our body. Some snacks are healthy, but others are not. Unhealthy snacks have too much sugar, fat, or salt.

### Sugar

1 Sugar gives us energy, but too much sugar is not healthy. Sugar is bad for our teeth and can make us fatter. Candy has a lot of sugar.

### Fat

2 Like sugar, fat gives us energy. When we eat too much of it, it stays in our body and makes us fatter. It is not good for our heart. Chocolate has a lot of fat.

### Salt

3 Salt doesn't make us fatter, but too much of it can give us heart disease. Potato chips have a lot of salt.

Many snacks have labels. The labels say how much sugar, fat, and salt is in them. Try to read the labels and choose healthy snacks.

- 1 candy: a lot of **sugar** / **salt**
- 2 chocolate: a lot of **fat** / **salt**
- 3 potato chips: a lot of **sugar** / **salt**



Which snacks in the pictures are healthy? Which are unhealthy?

I will learn about different fruit from around the world.

**16** Look at the pictures.  
Which fruit do you like to eat?

**CONTENT WORDS**  
beautiful fabric leaves  
plants popular tropical ugly

## Where Fruit Comes From

Fruit is a very healthy snack. But where does it come from?



watermelon

**1** Watermelons come from South Africa. Turkey, China, and Japan also grow a lot of watermelons. In Japan they don't only have round watermelons. They have square ones, too!

**2** Pineapples grow in tropical countries, such as in South America. There are a lot of pineapple plants in the Philippines, and people there make fabric for clothes from pineapple leaves.



pineapple



kiwi

**3** Kiwis are China's national fruit! They come from China, but now they grow in many parts of the world, like Italy and New Zealand. Their skin is ugly, but inside they're beautiful.

**4** Many avocados come from Mexico, but they're popular all over the world. In Indonesia, people make a sweet drink with avocado, milk, sugar, and sometimes chocolate.



avocado

145  
**17**

Listen and read. Then match.

- |                      |                        |
|----------------------|------------------------|
| <b>1</b> Pineapples  | <b>a</b> South Africa  |
| <b>2</b> Watermelons | <b>b</b> China         |
| <b>3</b> Avocados    | <b>c</b> South America |
| <b>4</b> Kiwis       | <b>d</b> Mexico        |

**THINK  
BIG**

Supermarkets sell fruit from around the world.  
How do you know where it comes from?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about different fruit from around the world.

## Key Language

avocado, beautiful, fabric, kiwi, leaves, pineapple, plants, popular, tropical, ugly, watermelon

## Culture Connection | Around the World

I will learn about different fruit from around the world.

- 16** Look at the pictures.  
Which fruit do you like to eat?

**CONTENT WORDS**  
beautiful fabric leaves  
plants popular tropical ugly

### Where Fruit Comes From

Fruit is a very healthy snack. But where does it come from?



watermelon

**1** Watermelons come from South Africa. Turkey, China, and Japan also grow a lot of watermelons. In Japan they don't only have round watermelons. They have square ones, too!

**2** Pineapples grow in tropical countries, such as in South America. There are a lot of pineapple plants in the Philippines, and people there make fabric for clothes from pineapple leaves.



pineapple



kiwi

**3** Kiwis are China's national fruit! They come from China, but now they grow in many parts of the world, like Italy and New Zealand. Their skin is ugly, but inside they're beautiful.

**4** Many avocados come from Mexico, but they're popular all over the world. In Indonesia, people make a sweet drink with avocado, milk, sugar, and sometimes chocolate.



avocado

- 145** **17** Listen and read. Then match.

- |                      |                        |
|----------------------|------------------------|
| <b>1</b> Pineapples  | <b>a</b> South Africa  |
| <b>2</b> Watermelons | <b>b</b> China         |
| <b>3</b> Avocados    | <b>c</b> South America |
| <b>4</b> Kiwis       | <b>d</b> Mexico        |



Supermarkets sell fruit from around the world.  
How do you know where it comes from?



## Warm-up



**Materials:** World map or globe

- Have students tell you the names of the food they see or recognize in the pictures, and write them on the board. Ask them if they know where the different types of fruit come from. Elicit some answers and discuss them as a group. Write the names of the countries included in the reading on the board and show their location on the map or globe.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about different fruit from around the world.*
- Students will read about different types of fruit and where it comes from.

## Pre-listening



### 16 Look at the pictures. Which fruit do you like to eat?

- Read the directions aloud and tell students that they will read about where fruit comes from.
- Point out the question: *Which fruit do you like to eat?* Ask students about their favorite fruit, how often they eat it and if they know where it comes from. Discuss their answers as a class.
- Draw students' attention to the words in the Content Words box. Explain, draw, or mime any new words.

## Listening



### 17 Listen and read. Then match.

- Play Audio Track 145, and have students follow in their books as they listen. Help them with any unfamiliar words.
- With books closed, elicit the names of the fruit mentioned and write them on the board. Invite students to read the name of each fruit and to say where they come from.
- Invite four volunteers to read aloud the paragraphs to the rest of the class.
- Ask students to read the text again and match the fruit to the countries they come from.

### MONITOR

Walk around and check they are matching correctly. Invite volunteers to read aloud their answers to the rest of the class. (Answers: 1 c, 2 a, 3 d, 4 b)

### CHALLENGE

Form pairs, with an advanced and a beginner student working together. Have the advanced students read one of the paragraphs first and then ask the beginner student to do the same. Encourage them to help each other.

## Practice



- As a class, brainstorm ways to describe the fruits and add new words to the board. (Possible answers: *Kiwis are green. Watermelons are round or square.*)
- Make a sentence using the words on the board and invite students to say if the sentence is true or false. (for example, *Avocados come from China. False. Watermelons are pink and green. True.*)
- Invite volunteers to make a sentence using the notes on the board and have other students say if the sentence is true or false. If the sentence is false, encourage students to correct the sentence.

### ASSIST

Refer students back to the paragraphs in Activity 16 to help them decide if the sentences are true or false.

## Think BIG



### 21st Century Critical Thinking

Ask students the question. Elicit and discuss their answers as a class.

## Video

Documentary U 07



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

## Lesson Objective



### INVOLVE

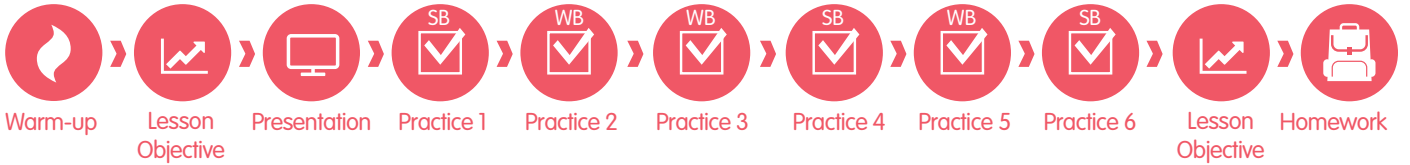
- Revisit the lesson objective: *Now I have learned about different fruit from around the world.*
- Encourage awareness of what students have learned by quickly eliciting different types of fruit and where they come from.

## Extra Application and Practice Activity

- Have students write two statements about the fruit they like and illustrate each sentence. Refer students to the paragraphs in Activity 16 and the notes on the board for ideas.
- Once they finish, ask volunteers to show their work.

# Phonics Lesson

## Lesson Flow



## Lesson Objective

I will learn to use the sounds *ee* and *ie*.

### Phonics | *ee, ie*

I will learn to use the sounds *ee* and *ie*.

**18** Listen, look, and repeat.

1 *ee*      2 *ie*

**19** Listen and find. Then say.



sheep



pie



bee



tie

**20** Listen and blend the sounds.

1 f-ee-t	feet	2 l-ie	lie
3 s-ee	see	4 f-l-ie-s	flies
5 ch-ee-se	cheese	6 c-r-ie-d	cried

**21** Underline *ee* and *ie*. Then listen and chant.

"See the cheese!"  
Cried the bees.  
"See the pies!"  
Cried the flies.



92 Unit 7

## Warm-up



- Ask students to listen carefully as you say a word. Have them say *baaa* (like a sheep) if they hear a word with an */ee/* sound (e.g. *sheep, bee, feet, see, cheese*). Have

them cry like a baby if they hear a word with an */ie/* sound (e.g. *cried, pie, flies, lie, tie*).

- Say the words in a random order so that students have to listen carefully to the sound in each word and change the noises they make accordingly.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds ee and ei.*
- Students will identify and name the letters and sounds ee and ei individually and as part of words.

## Presentation



### 18 Listen, look, and repeat.

- Read the directions aloud. Play Audio Track 146 and have students listen and point at each sound as it is said. Have students repeat.

### MONITOR

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

## Practice 1



P. T144  
147



### 19 Listen and find. Then say.

Read the directions aloud. Play Audio Track 147 and have students listen, find, and point at each word and its matching picture as it is said. Have students repeat each word.

### ASSIST

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

## Practice 2

WB p. 73/ act. 14



### 14 Find and circle ee and ei.

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

### MONITOR

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

## Practice 3

WB p. 73/ act. 15



### 15 Read and circle ee and ei.

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

### MONITOR

- Check students are circling the correct letters. Check answers as a class.

## Practice 4



### 20 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 148 and have students listen and point at each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

### MONITOR

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

## Practice 5

WB p. 73/ act. 16



### 16 Match the words with the same sounds.

- Read the directions aloud. Walk through item 1 as a class, eliciting that *lie* has the same *ie* sound as *cried*.
- Have the students match the words individually.

### MONITOR

- Check answers as a class.

## Practice 6



### 21 Underline ee and ei. Then listen and chant.

- Read the directions aloud. Read the chant aloud while students follow in their books. Find the first word with ee together (*see*) and have students underline it. Do the same for the first word with ie (*cried*). Then have students continue finding and underlining the other words with ee and ie independently.
- Play Audio Track 149 and have students listen. Replay several times and encourage them to join in.

### MONITOR

- As students repeat the chant, listen for proper pronunciation and appropriate intonation. Check answers as a class. (Answers: *See, cheese, bees; Cried, pies, flies*)

### CHALLENGE

- Working in pairs or small groups, ask students to make up their own chants using different combinations of words in their books. Ask volunteers to say theirs aloud and encourage the rest of the class to join in.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds ee and ei.*
- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the sounds that they hear in those words (for example, *bee, tie, sheep, pie*).

## Homework



P. T144  
150

WB p. 73/ act. 17



### 17 Listen and write the words. Then chant.

- Direct students to WB Activity 17 on page 73. Read the directions aloud. Explain to students that they must listen and write the missing words in the blank spaces. Then chant along.

## Extra Application and Practice Activity

- Have students review words with /ee/ and /ie/ on page 92. Tell them to close their books and say as many words with /ee/ as they can remember. List the words on the board. Repeat with /ie/. Ask students to add any other words they know with /ee/ and /ie/.

I will learn to use the sounds ee and ie.

**18** Listen, look, and repeat.

1 ee            2 ie

**19** Listen and find. Then say.



sheep



pie



bee



tie

**20** Listen and blend the sounds.

1 f-ee-t            feet

2 l-ie                lie

3 s-ee                see

4 f-l-ie-s            flies

5 ch-ee-se            cheese

6 c-r-ie-d            cried

**21** Underline ee and ie. Then listen and chant.

“See the cheese!”  
Cried the bees.  
“See the pies!”  
Cried the flies.



# Values | Choose healthy foods.

I will learn to talk about choosing healthy foods.

157  
22

Listen and number. Then write and say.

apple    carrots    chips    cookie



I want an

\_\_\_\_\_ ,  
please.



No

\_\_\_\_\_ ,  
for me, thanks.



Just one more

\_\_\_\_\_ ,  
please.



I like

\_\_\_\_\_ .

23 Look at 22. Role-play with a partner.



I want a carrot,  
please.

No chocolate for  
me, thanks.



**THINK  
BIG**

What healthy food did you eat today?  
What unhealthy food did you eat today?



Project

24 Make a **Healthy Snacks** collage.



1 Cut.

2 Write.

3 Paste.

4 Show.

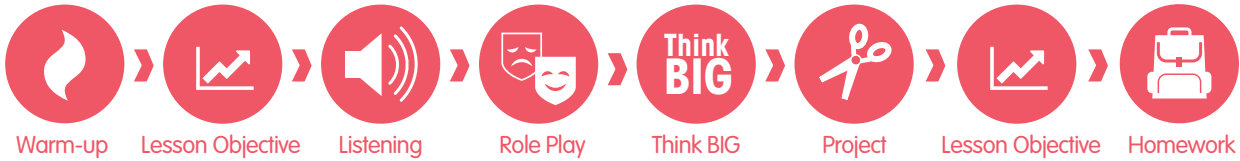
Unit 7 93

Unit 7 93



# Values Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about choosing healthy foods.

## Key Language

apple, cookie, carrots, chips

No chips for me, thanks.

Just one cookie, please.

**Values** | Choose healthy foods.

I will learn to talk about choosing healthy foods.

**22** Listen and number. Then write and say.

apple   carrots   chips   cookie

**a** I want an \_\_\_\_\_  
please. \_\_\_\_\_

**b** No \_\_\_\_\_  
for me, thanks. \_\_\_\_\_

**c** Just one more \_\_\_\_\_  
please. \_\_\_\_\_

**d** I like \_\_\_\_\_  
\_\_\_\_\_

**23** Look at 22. Role-play with a partner.

I want a carrot, please.

No chocolate for me, thanks.

**THINK BIG** What healthy food did you eat today?  
What unhealthy food did you eat today?

**Project**

**24** Make a **Healthy Snacks** collage.

1 Cut.   2 Write.   3 Paste.   4 Show.

Unit 7 93

## Warm-up



**Materials:** Index cards

- Cut pictures of *an apple, a carrot, a strawberry, a tomato, cheese, a mango, yogurt, chips, a cookie, cake,*

and *candy* from food magazines or supermarket ads, and mount each on an index card. Write the name of each food item on a separate index card.

- Distribute one card to each student. Then tell students to find the person with the matching card.

- Once all students are paired, have them say the name of their food. Ask: *Is an apple a healthy food?* Prompt students to respond: *Yes, it is.* Continue with each pair, helping students understand that chips, cookies, cake, and candy are not healthy snacks.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about choosing healthy foods.*

- Students will complete sentences, discuss choosing healthy snacks, and make a collage.

## Listening



### 22 Listen and number. Then write and say.

- Read the directions aloud. Play Audio Track 151 and have students point at each picture as they hear them.
- Replay the audio and have students look at the pictures and number them correctly. Then have them complete the sentences with a word from the box.

### MONITOR

Check answers as a class. Check students have written in the correct word. (Answers: a 3, apple; b 2, chips; c 1, cookie; d 4, carrots)

## Role Play



### 23 Look at 22. Role-play with a partner.

- Have volunteers read the model dialog aloud. Point out that the question and answer go with Item 1 in Activity 22.
- Have partners use each picture in Activity 22 to ask a question and give an answer.

### MONITOR

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

### ASSIST

Tell students that question marks and periods help them know whether their voice should go up or down at the end. Model for students.

## Think BIG



### 21st Century Communication

- Have students say their answers to a partner. Then have each student tell the class what their partner's answers are. Help them to do this by giving them the sentence frames: *He/She ate these healthy/unhealthy foods today: (name the foods)*

## Project



**Materials:** Poster paper, art supplies

### 24 Make a *Healthy Snacks* collage.

- Review with students all the healthy snacks they have read about in this unit.

- Read the directions with students.
- Have students complete their *Healthy Snacks* collages independently.
- Have each student share his/her collage and identify a snack he/she would like to eat.

### MONITOR

Listen for correct pronunciation and use of appropriate expressions.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to talk about choosing healthy foods.*

- Encourage awareness of what students have learned by quickly eliciting from a few students the words and sentences that they have learned that involve eating healthy foods and snacks.

## Homework

WB p. 74/ act. 18 & 19



### 18 Look and circle.

- Direct students to WB Activity 18 on page 74. Read the directions aloud. Explain to the students that they need to look at the pictures and circle the faces for *Healthy* and *Unhealthy*.

### 19 Find and write the sentences.

- Direct students to WB Activity 19 on page 74. Read the directions aloud. Explain to the students that they need to read the words, put them in order then write out the sentences below.

## Extra Application and Practice Activity

**Materials:** Art supplies

- Have students make labeled drawings of snacks. Have them fold drawing paper in half. On one half, have them draw a picture of a healthy snack they like. On the other half, have them draw a snack they do not like.
- Have them write and complete the sentence *I want... , please.* for the snack they like and *No... for me, thanks.* for the snack they don't like.
- Have students share their pictures and sentences in small groups.

# Review Lesson 1 | Vocabulary and Grammar

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

**Review | Vocabulary and Grammar**

**25** Look and write **likes** or **doesn't like**.

1 She \_\_\_\_\_ cookies.      2 He \_\_\_\_\_ salad.      3 He \_\_\_\_\_ milk.

4 He \_\_\_\_\_ ice cream.      5 He \_\_\_\_\_ bananas.      6 He \_\_\_\_\_ pizza.

**26** Write.

1 Do you like cheese? \_\_\_\_\_

2 Do you like pineapples? \_\_\_\_\_

3 Do you like tomatoes? \_\_\_\_\_

**I Can**

- use words for types of foods.
- use *like/likes* or *don't like/doesn't like* with food words.

94 Unit 7

## Warm-up



**Materials:** Flashcards: Unit 7, food

- Display the food Flashcards. Tell students that Silly Sally likes only foods that are yellow. Have one student pick one food Silly Sally likes. Have him/her hold up the card and use the food word in a sentence: *She likes (bananas).*
- Have a second student find another food Silly Sally likes and use it in a sentence. Continue until all yellow foods are identified.
- Repeat the game with Silly Sam, who likes only foods that are red.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

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

## Practice 1



**Materials:** Flashcards: Unit 7, food

- Remind students about the song they sang a few lessons before and refer them to the song on the song lesson page.
- Play Audio Track 135, (the song with the lyrics). Have students follow along and join in with the song.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 136). You could use Flashcards to encourage students to sing other classroom objects that aren't in the song.

## Practice 2



### 25 Look and write *likes* or *doesn't like*.

- Read the directions aloud. Do the first item as a class.
- Have students complete the activity independently.

**MONITOR**

Check answers as a class. (Answers: 1 likes, 2 likes, 3 don't like, 4 doesn't like, 5 likes, 6 doesn't like)

**ASSIST**

Point out how the children's facial expressions show whether or not they like something.

## Practice 3

WB p. 75/ act. 20



### 20 What do you like? Look and write five foods.

- Read the directions aloud. Have students look at the pictures of different foods and write about what you like in the writing space. Have the students complete the activity independently.

## Practice 4



### 26 Write.

- Tell students to write a sentence to answer each question.
- Have students complete the activity independently.

**MONITOR**

Make sure students use complete sentences as responses (Yes, I like... or No, I don't like...)

**ASSIST**

Review the correct form for like with singular and plural subjects.

## Self-assessment



### I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should

color three stars if they feel the unit was easy, two stars if they need some help, and one star if the unit was hard and they need more help. Have students work independently.

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 6 Practice Tests in the Assessment Pack.

WB Unit 7/p. 104

- Direct students who need help with grammar to the Unit 7 Extra Grammar Practice (Workbook, page 104).
- For further vocabulary work, students can access



## Homework

WB p. 75/ act. 21



### 21 Look and write.

- Direct students to WB Activity 21 on page 75. Read the directions aloud. Explain to students that they must look at the pictures then fill in the blanks to complete the sentences.

## Extra Application and Practice Activity

- Have students sit in a circle on the floor. Set an empty bottle in the center of the circle. Spin the bottle and ask the student it points at: *What food do you like?* Prompt the student to answer: *I like...*
- Once the student has answered, have the class say what the student likes: *He/She likes...*
- After most of the students have had a chance to respond, change your question to: *What food don't you like?* The student answers: *I don't like...* The class says: *He/She doesn't like...* Be sure students use *don't like* and *doesn't like* correctly.

**MONITOR**

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

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 7 Unit Test in the Assessment Pack.

25 Look and write **likes** or **doesn't like**.



1 She \_\_\_\_\_  
cookies.



2 He \_\_\_\_\_  
salad.



3 He \_\_\_\_\_  
milk.



4 He \_\_\_\_\_  
ice cream.



5 He \_\_\_\_\_  
bananas.



6 He \_\_\_\_\_  
pizza.

26 Write.

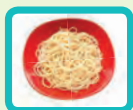
1 Do you like cheese?  
\_\_\_\_\_

2 Do you like pineapples?  
\_\_\_\_\_

3 Do you like tomatoes?  
\_\_\_\_\_

I Can

- use words for types of foods.
- use *like/likes* or *don't like/doesn't like* with food words.





**27** Play the **What Do You Like?** game.

- 1 Circle **yes** for the foods you like. Circle **no** for the foods you don't like.
- 2 Guess what your partner likes. Circle.
- 3 Your partner says what he or she likes. Check (✓) your correct guesses.

	YOU		YOUR PARTNER		CORRECT?
1 carrots	yes	no	yes	no	
2 cheese	yes	no	yes	no	
3 tomatoes	yes	no	yes	no	
4 pineapple	yes	no	yes	no	
5 lemonade	yes	no	yes	no	
6 chicken	yes	no	yes	no	
7 spaghetti	yes	no	yes	no	
8 yogurt	yes	no	yes	no	
9 strawberries	yes	no	yes	no	
10 potatoes	yes	no	yes	no	



Greg, do you like carrots?

Yes, I do.

Greg likes carrots.  
He doesn't like cheese.



**28** Tell the class what your partner likes and doesn't like.

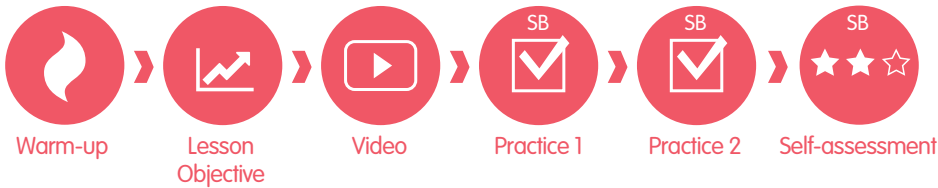
**I Can**

- say what food I like and don't like.
- ask and answer about food people like and don't like.



# Review Lesson 2 | Speaking

## Lesson Flow



## Lesson Objective

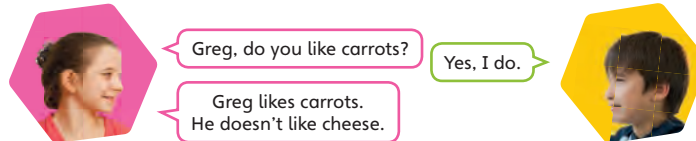
To review the words and structures of the unit.

### Review | Speaking

#### 27 Play the **What Do You Like?** game.

- 1 Circle **yes** for the foods you like. Circle **no** for the foods you don't like.
- 2 Guess what your partner likes. Circle.
- 3 Your partner says what he or she likes. Check (✓) your correct guesses.

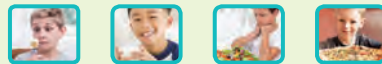
	YOU		YOUR PARTNER		CORRECT?
	yes	no	yes	no	
1 carrots	yes	no	yes	no	
2 cheese	yes	no	yes	no	
3 tomatoes	yes	no	yes	no	
4 pineapple	yes	no	yes	no	
5 lemonade	yes	no	yes	no	
6 chicken	yes	no	yes	no	
7 spaghetti	yes	no	yes	no	
8 yogurt	yes	no	yes	no	
9 strawberries	yes	no	yes	no	
10 potatoes	yes	no	yes	no	



#### 28 Tell the class what your partner likes and doesn't like.

#### I Can

- say what food I like and don't like.
- ask and answer about food people like and don't like.



Unit 7 95

## Warm-up



**Materials:** Flashcards: Unit 7, food, index cards

- Have each student write *like* and *don't like*, one on each side of an index card for a vote about foods.
- Hold up one flashcard and ask: *Do you like...?* Have students respond by showing either their "like" or "don't like" card.

- Once students have voted, ask one student who voted like: (Martina), *do you like...?* Prompt the student to respond: *Yes, I do.* Then ask a student who voted don't like: (David), *do you like...?* Prompt the student to respond: *No, I don't.* Continue with each Flashcard.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review the words and structures of the unit through playing a *What Do You Like?* Game and talking about food preferences. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

## Video

Drama U 07



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

## Practice 1



**Materials:** Flashcards: Unit 7, food

### 27 Play the *What Do You Like?* game.

- Explain that students will guess and circle a partner's opinions about different kinds of food.
- Before beginning the activity, use the Flashcards to review the names of different kinds of food.
- Read Step 1 aloud and allow time for students to circle their answers under *You* on the chart.
- Then read Step 2 aloud and have students circle answers for *Your Partner*.
- Have volunteers read the model dialog in the speech bubbles aloud. Tell students to take turns asking their partner about each food on the chart. Instruct them to place a check in the *Correct?* column each time a guess matches a partner's response.

### MONITOR

While students are playing, listen for correct pronunciation, appropriate intonation, and correct language use.

## Practice 2



### 28 Tell the class what your partner likes and doesn't like.

- Read the directions aloud, and ask volunteers to report back to the class on what they have learned about the foods their partner likes and doesn't like.

### MONITOR

While students are talking, encourage and support them when necessary.

## Self-assessment



### I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*

- Read the statement aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help, and one star if the unit was hard and they need more help. Have students work independently.

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 7 Practice Tests in the Assessment Pack.

WB Unit 7/p. 104

- Direct students who need help with grammar to the Unit 7 Extra Grammar Practice (Workbook, page 104).
- For further vocabulary work, students can access games in the Big English Student World.



## Extra Application and Practice Activity

- Have students sit in a circle. Turn to your right and ask the first student: *Do you like carrots?* Have the student respond in a complete sentence: *Yes, I do. or No, I don't.* Continue around the circle having each student answer the question and then asking the next student the same question.
- Then change the question to a different food and go around the circle again.

### MONITOR

Check to see that students use correct vocabulary and rising intonation for the *yes/no* questions.

## Assessment Pack

- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 7 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.



# Wild Animals

## Objectives

### Reading

- Can follow simple dialogs in short illustrated stories, if they can listen while reading.
- Can identify key information in short, simple factual texts from the headings and illustrations.
- Can understand basic written instructions for classroom activities (e.g. *Read and match*).

### Listening

- Can recognize familiar words and phrases in short, simple songs or chants.
- Can recognize familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.
- Can understand the letters of the alphabet by their names.

### Speaking

- Can express likes and dislikes in relation to familiar topics in a basic way.
- Can ask a range of questions in guessing games to find the answer.

### Writing

- Can write some familiar words.
- Can write the letters of the alphabet in lower case.

### Grammar

- Can use *can* to refer to ability in the present and near future.

## Unit Projects

### Family Connection

Have students interview their family members about their favorite animals. Have students find pictures of the animals in classroom resources such as encyclopedias, nonfiction books, or the Internet. Have them share the pictures with the class and identify the animals. Model by saying: *My sister likes koalas.*

# Key Language

## Key Vocabulary

### Animals

cheetah  
crocodile  
elephant  
giraffe  
hippo  
kangaroo  
monkey  
peacock  
polar bear  
zebra

### Verbs

chase  
climb trees

### Expressions

What's your favorite animal?  
I like... best.

## Content Words

cover	camp
desert	chimpanzee
fox	elephant
jungle	feed
lizard	farm
ocean	horse
raccoon	hurt
seal	jungle
whale	

## Grammar/Structures

**Can** a kangaroo jump? Yes, it **can**.

**Can** kangaroos jump? Yes, they **can**.

**Can** an elephant jump? No, it **can't**.

**Can** elephants jump? No, they **can't**.

## Phonics

**The sounds:** *ou, ow*

## My Classroom Bulletin Board

Make a large Venn diagram on a bulletin board. Have each student draw his/her favorite animal. Choose two animal characteristics, such as long neck and four legs. Write them on the diagram. Help students place their animal pictures in the appropriate circle in the diagram. Talk about which animals are alike and which are different. Continue with other animal characteristics.



# Vocabulary Lesson

## Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective



Homework

## Lesson Objective

I will learn to name animals.

## Key Language

cheetah, crocodile, elephant, giraffe, hippo, kangaroo, monkey, peacock, polar bear, zebra



# Wild Animals

## Vocabulary

I will learn to name animals.



## Song Time!



1 Listen, look, and say.



1 giraffe



2 hippo



3 kangaroo



4 cheetah



5 polar bear



6 zebra



7 monkey



8 peacock



9 elephant



10 crocodile



2 Play the acting game.

## Warm-up



**Materials:** Flashcards: Unit 8, animals

- Tell students to each draw a picture of a wild animal. Allow them to draw any animal they think is wild.
- Display the Flashcards. Hold up each Flashcard, write the animal's name in a list on the board, and identify the animal. Have students hold up their picture if they drew that animal and repeat the animal's name. Count how many students drew each animal and write the number by the animal's name on the board.
- Identify any other animals students drew and add them to the list, as well as the number of times it was drawn.
- Use the list on the board to identify the most popular animal drawn.

**Vocabulary Reinforcement:** If possible, show pictures and/or video clips of wild animals in their natural habitats (available on the Internet) as students study the animals to facilitate interest, vocabulary reinforcement, and language development.

## Lesson Objective



**Materials:** Flashcards: Unit 8, animals

### INVOLVE

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

- Use 2–3 Flashcards to remind students what they know and elicit a few names of animals.
- Students will name and identify different animals.

## Song Time



**Materials:** Flashcards: Unit 8, animals

### Listen and sing.

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

## Presentation



### 1 Listen, look, and say.

- Read the directions aloud. Play Audio Track 153. Have students listen, point at the picture for each matching animal, and then repeat it.

### MONITOR

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

### ASSIST

- Replay the audio as needed.

## Practice

WB p. 76/ act. 1



### 1 Look and write.

- Read the directions aloud. Have students look at the animals in the picture, then read the words in the box and write in the blanks. Guide students through Item 1.
- Have students work independently and then compare answers with a partner.

## Game



**Materials:** Flashcards: Unit 8, animals

### 2 Play the acting game.

- When students are familiar with the vocabulary, play a game of *Charades* with the class. (See *Game Bank*, page T134, for details.) Ask a volunteer to mime the movements and/or sounds of a particular wild animal, and have the others guess what it is. Repeat until everyone has had a chance to mime an animal.

### MONITOR

Check that students can pronounce animal names correctly. Also listen for correct pronunciation and appropriate intonation as they guess each animal. Students can also play the game in groups while you go around and check their understanding and language.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to name animals.*

- Encourage awareness of what students have learned by quickly eliciting from a few students the names of animals.

## Homework

WB p. 76/ act. 2



### 2 Look and match.

- Direct students to WB Activity 2 on page 76. Read the directions. Explain to the students that they must look at the pictures and match with the animal words.

## Extra Application and Practice Activity

**Materials:** Cardboard, lolly sticks

- Have each student choose an animal from Activity 1. Have them draw and color a picture of the animal on cardboard. Have them cut out the animal and attach it to a lolly stick to make stick puppets.
- Divide students into small groups made up of different animals. Have each student in turn introduce themselves to the group, e.g. *Hello, I'm a zebra.*

### MONITOR

Go around and listen to students' introductions for proper pronunciation, appropriate intonation, and correct use of vocabulary and language.

# 8

# Wild Animals

## Vocabulary

I will learn to name animals.



## Song Time!



1 Listen, look, and say.



1 giraffe



2 hippo



3 kangaroo



4 cheetah



5 polar bear



6 zebra



7 monkey



8 peacock



9 elephant



10 crocodile

2 Play the acting game.

# Song

I will learn to ask and answer about animals.

154 155  
3

Listen and sing. Then look at 1 and find.



## To the Zoo!

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



A kangaroo can jump.  
A monkey can jump, too.  
Crocodiles can chase  
And swim.  
And you, what can you do?



A giraffe can't fly or jump up high.  
An elephant can't climb trees.  
Fish can't run, and hippos can't fly.  
Come and see them.  
Oh, yes, please!



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



156  
4

Listen and say **true** or **false**.

5

Look at 1. Ask and answer.



Do you like cheetahs?

Yes, I do!  
Cheetahs can run.



**THINK  
BIG**

Which animals can chase other animals?  
Which animals can climb trees?

# Song Lesson

## Lesson Flow



## Lesson Objective

I will learn to ask and answer about animals.

## Key Language

cheetah, crocodile, elephant, giraffe, hippo, kangaroo, monkey, peacock, polar bear, zebra

climb trees, chase

**Song**

I will learn to ask and answer about animals.

**3** Listen and sing. Then look at 1 and find.

**To the Zoo!**


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



A kangaroo can jump.  
A monkey can jump, too.  
Crocodiles can chase  
And swim.  
And you, what can you do?

A giraffe can't fly or jump up high.  
An elephant can't climb trees.  
Fish can't run, and hippos can't fly.  
Come and see them.  
Oh, yes, please!

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



**4** Listen and say **true** or **false**.

**5** Look at 1. Ask and answer.



Do you like cheetahs?

Yes, I do!  
Cheetahs can run.



**THINK BIG**

Which animals can chase other animals?  
Which animals can climb trees?

Unit 8 97

## Warm-up



**Materials:** Flashcards: Unit 8, animals

- Play *I Can Spell (Hangman)* using the Flashcards. (See *Game Bank*, page T135, for details.)
- Divide the class into groups and give them a piece of paper and pencil.

- Have a representative from each group come to the front. Show the representatives a Flashcard. The representatives then go back to their groups and, without speaking, draw a line for each letter of the word. Their teammates try to guess what the word is by guessing each letter. If they guess a letter correctly, the letter is written on the correct line. If not, a part of the "hangman" is drawn. The teammate who guesses the



word correctly comes to the front and becomes the new team representative. Continue until most students have had a chance to be a team representative.

- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

Set the objective of the lesson. Say: *Today I will learn to ask and answer about animals.*

- Students will sing a song and talk about animals.

## Listen and Sing



**Materials:** Flashcards: Unit 8, animals

### 3 Listen and sing. Then look at 1 and find.

- Read the directions aloud. Display the Flashcards and play Audio Track 154. Have students follow along quietly.
- Replay the audio and have students sing along. Do this several times.
- Ask students to read the song silently, look at the images in Activity 1, and find which animals are not mentioned in the song.

### MONITOR

Check students' comprehension. Check answers as a class. (*Answers: hippos, cheetahs, polar bears, zebras, parrots, peacocks, snakes*)

## Practice 1



### 4 Listen and say true or false.

- Read the directions aloud. Play Audio Track 156. Have students look and point at the matching picture in Activity 1.
- Replay the audio. Pause after each sentence and have students say whether it is true or false.

### MONITOR

Check answers as a class. (*Answers: true, false, false, true, false, false, false, true*)

## Speaking



### 5 Look at 1. Ask and answer.

- Read the directions aloud. Read the speech bubbles aloud while students follow in their books. Have students repeat the dialog and point at the matching picture in Activity 1.
- Ask volunteers to model the dialog. Have students work in pairs to ask and answer about what animals they like. Instruct students to use the format of the dialog, using the sentence frames *Do you like... ? Yes, I do... . ... can... .* Have students also answer in the negative, as follows: *No, I don't... . ... can't... .*

### MONITOR

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

## Practice 2

WB p. 77/ act. 4



### 4 What animals do you like seeing at the zoo?

- Read the directions aloud. Ask the students to fill in the blank spaces with the names of animals that they like seeing in the zoo. Students work independently.
- Get feedback from the class.

## Think BIG



### 21st Century Critical Thinking

- Have students work in pairs to identify the animals as shown in Activity 1 that can chase other animals or climb trees. (*Possible answers: Cheetahs and crocodiles can chase other animals; Monkeys can climb trees.*)

## Lesson Objective

### INVOLVE

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

- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the song, for example, which animals they heard.

## Homework



WB p. 77/ act. 3



### 3 Listen and sing. Write the words.

- Direct students to WB Activity 3 on page 77. Read the directions. Explain to students that they must first listen and sing along to the song on Audio Track 157, then look at the animal pictures and write the animal words in the song text.

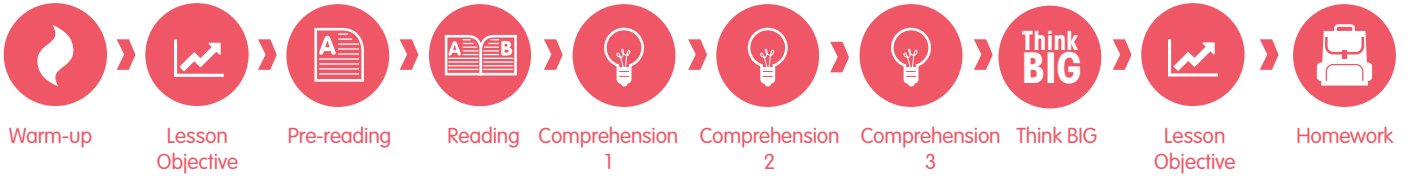
## Extra Application and Practice Activity

**Materials:** Stick puppets from Vocabulary lesson

- Have each student use the animal stick puppet that he or she made at the end of the previous lesson. Sitting in a circle, have each student take a turn to tell more about his or her animal, e.g. *Hello, I'm a cheetah. I can run. I can't fly.*

# Story Lesson

## Lesson Flow



## Lesson Objective

I will read a story about animals.

## Key Language

monkeys, hippos

climb trees

What's your favorite animal? I like... best.

### Story

I will read a story about animals.

6 Listen and read. What animals does Jamie like?

#### Monkeys Are Great!

1 What's your favorite animal?  
I like monkeys best.

2 Why do you like monkeys?  
Monkeys are great! They can climb trees. They can jump.

3 Well, I like hippos.

4 Hippos? Can a hippo jump?  
No, it can't.

5 Can hippos climb trees?  
No, they can't.

6 So why do you like hippos?  
A hippo has a big mouth. It can eat a lot of food – like I can!

7 Look. Circle **can** or **can't**.

- 1 Monkeys **can** / **can't** climb trees.
- 2 Monkeys **can** / **can't** jump.
- 3 Hippos **can** / **can't** climb trees.
- 4 Hippos **can** / **can't** jump.
- 5 Hippos **can** / **can't** eat a lot.
- 6 Jamie **can** / **can't** eat a lot.

**THINK BIG** What animals can swim, run, and eat fish?  
What animals can't fly or climb trees?

## Warm-up

**Materials:** Flashcards: Unit 8, animals

- Display the Flashcards. Then play a guessing game with students about the animals. For clues, describe things each animal can do, e.g. *This animal can climb trees and jump.* (a monkey) *This animal can swim and chase other animals.* (a crocodile) *This animal can fly.* (a parrot) Use gestures to help students understand the meaning of unknown words. Accept all reasonable answers students provide for each clue.

- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will read a story about animals.*
- Students will listen to and read a story, answer a question about it, and discuss ideas related to it.

## Pre-reading



- Point at and read the story title aloud. Have students repeat after you. Have them look at the story frames and discuss what they see. Ask: *Who are these two people?* (Jamie and Jenny) *Where are they?* (the zoo) *How do you know?* (There is a sign. There are wild animals.) Explain that this story is about the two twins who are visiting a zoo. They are talking about which animals they like.
- Help students understand the expression *like I can* (see Frame 6). Invite a volunteer to the front of the classroom. Say: *Listen. Clap your hands using an interesting rhythm. Say: Can you clap like I can?* The volunteer claps his or her hands. Say: *(Billy) can clap like I can. We clap alike.* Repeat with another activity, such as snapping your fingers or whistling.

## Reading



### 6 Listen and read. What animals does Jamie like?

- Read the directions aloud. Draw attention to the question: *What animals does Jamie like?* Play Audio Track 158. Have students listen and read along silently.

## Comprehension 1



### MONITOR

Ask comprehension questions about the story, e.g. *What is Jenny's favorite animal?* (monkeys) *What can monkeys do?* (They can climb trees and jump.) *What is Jamie's favorite animal?* (hippos) *What does a hippo have?* (a big mouth) *How are Jamie and the hippo alike?* (They can eat a lot of food.) Encourage students to answer in complete sentences.

### ASSIST

Replay the audio as needed. Pause after each frame to review vocabulary, using gestures and simple language as needed.

### CHALLENGE

Give the roles of Jamie and Jenny. Have students read the dialog aloud.

## Comprehension 2



### 7 Look. Circle *can* or *can't*.

- Read the directions aloud. Remind students that *can't* is a contraction for *cannot*. Write the contraction on the board, for support.
- Read each statement twice, once with *can* and once with *can't*. Have students repeat. Model how to answer the first item. Ask: *Can monkeys climb trees?* (yes) Show students how they should circle *can*.
- Have students continue the activity independently.

### MONITOR

Check answers as a class. (Answers: 1 *can*, 2 *can*, 3 *can't*, 4 *can't*, 5 *can*, 6 *can*)

## Comprehension 3

WB p. 78/ act. 5



### 5 Read and circle.

- Have students read the story, read the questions, and circle the correct option in each sentence.

## Think BIG



### 21st Century Critical Thinking

- Have students discuss the questions about animal actions in pairs or small groups. Ask volunteers to share their responses with the whole class afterward. Encourage students to think about what they have learned in the unit so far, as well as their prior knowledge. (Possible answers: *Crocodiles can swim, run, and eat fish. Elephants can't fly or climb trees.*)

## Lesson Objective



### INVOLVE

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

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

## Homework

WB p. 78



### Think BIG

- Direct students to WB Think BIG on page 78. Have students think about where they can find each animal, then write the animal word in the correct box.

## Extra Application and Practice Activity

- Divide students into groups to play *Question Chain*. (See *Game Bank*, page T135, for details.) Have students sit in a circle. Select one of the groups to model the game. Start the game by asking the first student: *What's your favorite zoo animal?* The first student answers: *I like (cheetahs) best.* The first student then turns and asks the question to the next student. Continue around the group until all students have answered the question.

### MONITOR

Check to see that students are asking the model questions. Listen to both questions and answers for correct vocabulary, language, and pronunciation.



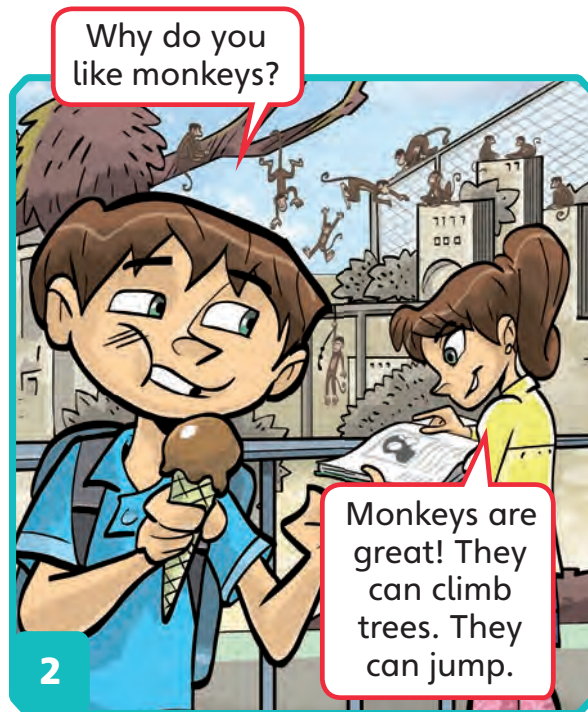
# Story

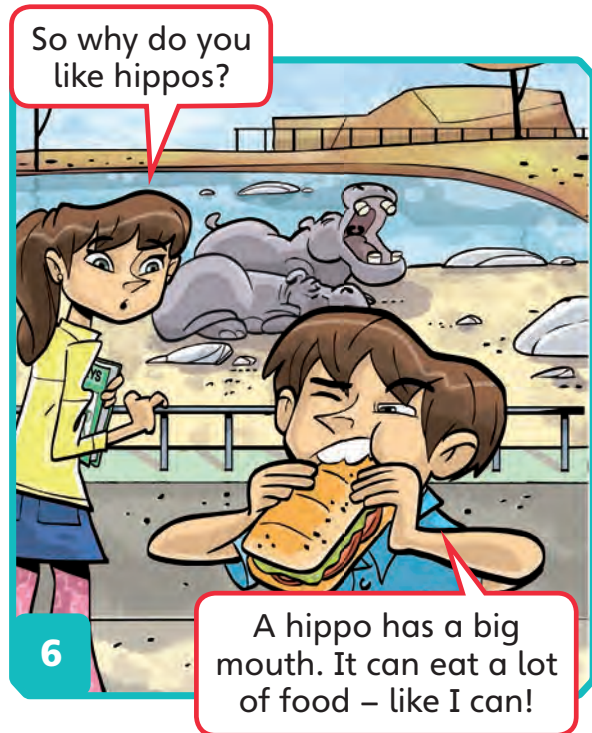
I will read a story about animals.

158  
6

Listen and read. What animals does Jamie like?

## Monkeys Are Great!





**7 Look. Circle **can** or **can't**.**

- 1 Monkeys **can** / **can't** climb trees.
- 2 Monkeys **can** / **can't** jump.
- 3 Hippos **can** / **can't** climb trees.
- 4 Hippos **can** / **can't** jump.
- 5 Hippos **can** / **can't** eat a lot.
- 6 Jamie **can** / **can't** eat a lot.



What animals can swim, run, and eat fish?  
What animals can't fly or climb trees?



# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about animals.

## Key Language

elephant, kangaroo, lion, monkey, parrot, toucan

claws, pouch, tail, trunk

### Language in Action

I will listen to a dialog about animals.

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

**Lee:** What's that?  
**Josh:** It's a toucan. Look. It has a big, colorful beak.  
**Lee:** Can it talk?  
**Josh:** Well... no, it can't. But it can fly.  
**Lee:** Look at the parrot. Parrots are very colorful. They can fly. And they can talk, too!

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

**10** Listen and stick. Then write the word.

claws   pouch   tail   trunk

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

100 Unit 8

## Warm-up

**Materials:** Index cards

- Play *Pictionary* (see *Game Bank*, page T134, for details) with students by writing the following animal names on cards: *cheetah, hippo, kangaroo, giraffe, polar bear, zebra, monkey, peacock, elephant, and crocodile*. Be sure to display photos and identify all the animals before play begins.

- Playing in teams, have the first player from each team draw the same animal simultaneously to see whose team can guess it first. The first team to guess correctly gets a point. Play continues until every student has had a turn drawing.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective: Say: *Today I will listen to a dialog about animals.*

- Students will practice listening skills by listening to a dialog, use the language of the unit in context by acting out a conversation with a partner, and talk about animals.

## Pre-listening



- Point at the names *Lee* and *Josh* in the dialog, and tell students that they will hear Lee and Josh talking. Have the students predict what Lee and Josh are talking about.

## Listening



### 8 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 159. Have students listen and follow along in their books. Pause the audio from time to time so that students can repeat what they hear.

## Comprehension



### MONITOR

Ask questions to check for comprehension: *What has a big, colorful beak?* (a toucan) *Can it talk?* (No, it can't.) *Can it fly?* (Yes, it can.) *What is the other colorful bird?* (a parrot) *Can it talk?* (Yes, it can.) *Can it fly?* (Yes, it can.)

### ASSIST

Highlight the words *toucan*, *colorful*, *beak*, and *parrot* by pointing out the pictures on the page. Have students practice pronouncing the words.

## Role Play



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

- Put students in pairs. Give the roles of Lee and Josh, and have them read the dialog aloud. After students read through one time, have them switch roles and repeat.

### MONITOR

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

## Practice 1



### 10 Listen and stick. Then write the word.

**Materials:** Stickers

- Help students find the Unit 8 stickers at the back of the Student's Book. Tell them they will listen to the audio and place stickers in the correct places based on what they hear. Point out the 'lion' sticker and elicit the word 'lion' from the class.
- Read the words in the box and have students repeat. As needed, provide pictures to help students understand the meaning of each word.

- Read the directions aloud. Play Audio Track 160 and pause it at the end of each dialog.
- Replay the audio as students place the stickers and label the pictures.

### MONITOR

Walk around the room and check to see that students have correctly placed the stickers. Check answers. (Answers: 1 tail, 2 trunk, 3 pouch, 4 claws)

## Practice 2



WB p. 79/ act. 6



### 6 Listen. Write and match.

- Read the directions aloud. Explain to the students that they need to listen to Audio Track 161, look at the animal pictures, write the animal words in the blanks, and match them with the animal body parts. Walk through Item 1 with them.

## Lesson Objective



### INVOLVE

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

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

## Homework

WB p. 79/ act. 7



### 7 Draw an animal. Then write answers.

- Direct students to WB Activity 7 on page 79. Ask them to draw an animal in the drawing box and answer the questions about it by filling in the blanks.

## Extra Application and Practice Activity

**Materials:** Spinners

- Prepare two spinners, each with six sections, for each pair of students (or have students make their own). On one spinner write numerals 1–6. On the other spinner write *claw*, *pouch*, *tail*, *trunk*, *leg*, and *beak*. Tell students that they will be drawing mixed-up animals.
- Have students take turns spinning both spinners and then take turns drawing the combinations that come up, for example, an animal with three trunks, five legs, and two tails.
- Let pairs share and describe their animals with the class.

### MONITOR

Check for vocabulary comprehension and pronunciation.

### CHALLENGE

Encourage pairs to discuss and name their animals.

# Language in Action

I will listen to a dialog about animals.

159  
8

**Listen and read. Then say.**

**Lee:** What's that?

**Josh:** It's a toucan. Look.  
It has a big, colorful beak.

**Lee:** Can it talk?

**Josh:** Well... no, it can't.  
But it can fly.

**Lee:** Look at the parrot. Parrots are very colorful. They can fly. And they can talk, too!



9

**Look at 8. Role-play with a partner.**

160  
10

**Listen and stick. Then write the word.**

claws    pouch    tail    trunk



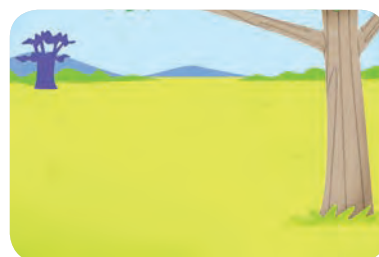
1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

# Grammar

I will learn to use *can/can't* to describe what animals can do.

**Can** a kangaroo jump? Yes, it **can**.

**Can** an elephant jump? No, it **can't**.

**Can** kangaroos jump? Yes, they **can**.

**Can** elephants jump? No, they **can't**.



## 11 Look and listen. Then write.



1 \_\_\_\_\_ a zebra see at night? Yes, \_\_\_\_\_.

2 \_\_\_\_\_ cheetahs run fast? Yes, \_\_\_\_\_.



3 \_\_\_\_\_ a giraffe climb a tree? No, \_\_\_\_\_.

4 \_\_\_\_\_ hippos jump? No, \_\_\_\_\_.



## 12 Match the questions and answers.

1 Can monkeys hang from trees?

a No, they can't. They're too big.

2 Can a lion catch animals for its food?

b Yes, they can. They have long tails.

3 Can elephants climb trees?

c Yes, it can. It has sharp claws.

## 13 Look at pages 100–101. Ask and answer with a partner.



Can a monkey hang from a tree?

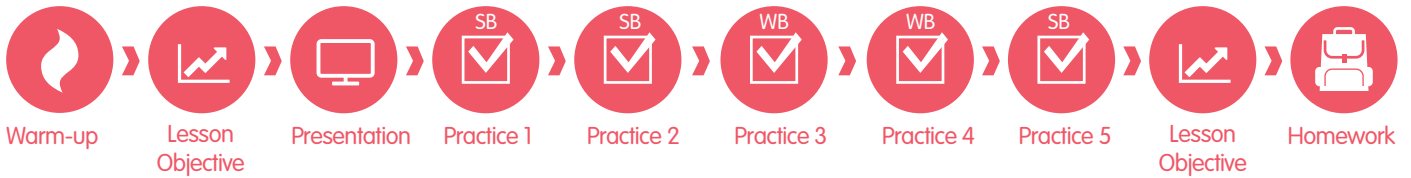
Yes, it can.



Unit 8 101

# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use *can/can't* to describe what animals can do.

## Key Language

Can a kangaroo jump? Yes, it **can**.

Can elephants jump? No, they **can't**.

### Grammar

I will learn to use *can/can't* to describe what animals can do.

Can a kangaroo jump? Yes, it <b>can</b> .	Can an elephant jump? No, it <b>can't</b> .
Can kangaroos jump? Yes, they <b>can</b> .	Can elephants jump? No, they <b>can't</b> .

#### 11 Look and listen. Then write.



1 \_\_\_\_\_ a zebra see at night? Yes, \_\_\_\_\_.

2 \_\_\_\_\_ cheetahs run fast? Yes, \_\_\_\_\_.



3 \_\_\_\_\_ a giraffe climb a tree? No, \_\_\_\_\_.

4 \_\_\_\_\_ hippos jump? No, \_\_\_\_\_.



#### 12 Match the questions and answers.

- |  |  |
|--|--|
| 1 Can monkeys hang from trees?           | a No, they can't. They're too big.     |
| 2 Can a lion catch animals for its food? | b Yes, they can. They have long tails. |
| 3 Can elephants climb trees?             | c Yes, it can. It has sharp claws.     |

#### 13 Look at pages 100–101. Ask and answer with a partner.



Can a monkey hang from a tree?

Yes, it can.



Unit 8 101

## Warm-up



**Materials:** Poster board, paper plates or any other round template, art supplies

- Have students make poster board animal puppets. Trace and cut a hole in poster board large enough to fit a student's face. You might use a paper plate as a template. Prepare one for each student.

- Have each student choose an animal from the unit and draw it on the poster board with the hole where the animal's face would go. Help them include identifying details, for example, a mane for a lion, or a trunk for an elephant.



## 21st Century Communication

Have students stand in front of the class, hold up their poster board, and put their faces in the holes. Have each student, in turn, introduce himself/herself and tell one thing about himself/herself as the animal, for example: *I'm a monkey. I have a long tail. I'm a polar bear. I have claws.*

- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

- Introduce the lesson objective: Say: *Today I will learn to use can/can't to describe what animals can do.*
- Students will use the verbs *can/can't* in questions and answers.

## Presentation

- Have students read the questions and answers in the grammar box at the top of the page aloud (repeating after you).
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

## Practice 1



### 11 Look and listen. Then write.

- Read the directions aloud. Play Audio Track 162 and have students complete the sentences independently.
- Replay the audio as necessary.

### MONITOR

Have students check their work. Have volunteers read each question and answer aloud. (Answers: 1. *Can, it can;* 2. *Can, they can;* 3. *Can, it can't;* 4. *Can, they can't*)

## Practice 2

### 12 Match the questions and answers.

- Read the directions aloud. Explain that students should read the first question and then each answer choice to find the one that goes with the question.

Explain that they should write the number of the question that matches the answer. Have pairs work together to complete the activity.

### MONITOR

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

## Practice 3

WB p. 80/ act. 8

### 8 Read and answer. Follow the correct path to the zoo.

- Read the directions aloud. Explain to the students that they need to answer the questions with *yes* or *no* to follow the correct path to the zoo. Walk through Item 1 with them.

## Practice 4

WB p. 80/ act. 9

### 9 Match and write. Use *can* or *can't*.

- Read the directions aloud. Explain that the students have to read the questions, match to the answers with the matching grammar structures, and fill in the blanks with *can* or *can't*. Have students check the boxes independently.

### MONITOR

Refer students to the grammar box to find the model question and answer. Have pairs read the question and answers aloud. Then have them switch roles and repeat.

## Practice 5

### 13 Look at pages 100–101. Ask and answer with a partner.

- Have volunteers read the dialog in the speech bubbles aloud.
- Have pairs take turns asking questions to each other using the animals on pages 100–101.

### MONITOR

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

## Lesson Objective

### INVOLVE

Revisit the lesson objective: *Now I have learned to use can/can't to describe what animals can do.*

- Encourage awareness of what students have learned by quickly asking a few students about animals. Ask: *Can giraffes climb trees?* (No, they can't.)

## Homework

WB p. 81/ act. 10

### 10 Look at the chart. Write questions and answers.

- Direct students to WB Activity 10 on page 81. Read the directions aloud. Explain that the students have to read the table, then write out the questions and answers in the blanks. Walk students through Item 1.

## Extra Application and Practice Activity

**Materials:** Poster puppets from Warm-up activity

- Using the poster puppets students made in the Warm-up activity, ask each animal about things they can and cannot do. For example, ask of the elephant: *Can you pick up sticks with your trunk?* Student: *Yes, I can.* Ask: *Can you climb a tree?* Student: *No, I can't.*
- Continue asking questions of each student. Prompt them to respond in complete sentences.

## Extra Grammar Practice

WB Unit 8/ p. 105

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

# Content Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about where animals live.

## Key Language

cover, desert, forest, fox, jungle, lizard, ocean, raccoon, seal, whale

## Content Connection | Science

I will learn about where animals live.

**14** Look at the pictures. Which animals can you name?

**15** Look, listen, and read.  
Then circle.

### CONTENT WORDS

cover desert forest fox jungle  
lizard ocean raccoon sea whale

## Animal Habitats

A habitat is the place where an animal lives.



The **forest** is a cool, dark habitat with a lot of trees. Deer, raccoons, and foxes live there. Forests cover **18% / 28%** of the planet.



**6% / 60%** of our planet is **desert**. It's hot in the day and cold at night. There isn't much rain, so it's very dry, and there aren't many plants. Lizards and snakes live there.



The **ocean** covers **21% / 71%** of our planet, and the water in it is salty. Many kinds of fish live in the ocean. Other animals live there, too, like whales and seals.



It's hot in the **jungle**, and it rains a lot. Monkeys, colorful birds, and butterflies live there. There are tigers, too! The jungle covers only **2% / 12%** of the planet, but 50% of all plant and animal species live there.

**THINK BIG**

Which animal habitats are in your country? Which animals live there?

## Warm-up



**Materials:** Nonfiction books, poster paper, art supplies

- Divide students into four groups. Give each group a habitat: *desert*, *forest*, *ocean*, and *jungle*. Provide each group with nonfiction books and pictures of their given habitat.
- Have each group look through the materials, paying close attention to what the habitat looks like. Then provide each group with poster paper and markers or paints, and have them make a mural of the habitat. Tell them not to put animals in their murals. Have them title their murals and display them at student eye level in the classroom.
- Have each group describe their mural for the class.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about where animals live.*
- Students will learn about animal habitats and make a poster.

## Pre-reading



### 14 Look at the pictures. Which animals can you name?

- Read the directions aloud. Invite students to point at and name the animals. Provide names if necessary and have students repeat. (*Answers: deer, lizard, fish, birds/parrots*)
- Draw students' attention to the words in the Content Words box. Explain, draw, or mime any new words.

## Reading



### 15 Look, listen, and read. Then circle.

- Read the directions aloud, explaining to students that they will be reading about animal habitats. Read the content words in the box aloud and check for understanding.
- Play Audio Track 163 and have students point at the words as they hear them.
- Replay the audio, pausing after each item for students to circle one of the words in bold. (*Answers: 1 8%, 2 6%, 3 71%, 4 2%*)

MONITOR

- Ensure that students understand that these are the words for different habitats by asking comprehension questions.

## Practice 1

WB p. 82/ act. 11



### 11 Read and write.

- Read the directions aloud. Explain to the students that they must read the partially completed sentences and complete them by filling in the blanks. Walk through Item 1 with them.

## Think BIG



### 21st Century Environmental Literacy

- Have students research the answers to these questions using nonfiction books and/or the Internet. Some of the research may be done for a take-home activity, too. Have students report back their findings to the group at the next class.

MONITOR

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

ASSIST

- Provide pictures of animals that live in your country to stimulate discussion of your country's native animals and habitats.

## Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned about where animals live.*
- Encourage awareness of what students have learned by quickly asking them to name the different animal habitats that they remember (*forest, desert, ocean, jungle*).

## Homework



P. T145  
WB p. 82/ act. 12



### 12 Listen, read, and match.

- Direct students to WB Activity 12 on page 82. Explain to students that they must look at the pictures and sentences numbered 1–4, then match them with sentences a–d below. Walk through Item 1 with the class.

## Extra Application and Practice Activity

**Materials:** Animal Habitats mural, made earlier in the lesson

- Have students turn and face the *Animal Habitats* mural created earlier in the lesson.
- Play a game of *I Spy* with students. (See *Game Bank*, page T134, for details.) Model how to play by saying: *I spy with my little eye...* and then give a description of an animal you see on a poster, such as something that starts with /s/ and lives in deserts. (*snake*) Students guess what you see. You can add additional clues, such as something that can climb trees.
- Have students take turns giving clues to other animals they can see on the mural.

I will learn about where animals live.

**14** Look at the pictures. Which animals can you name?

**15** Look, listen, and read. Then circle.

**CONTENT WORDS**

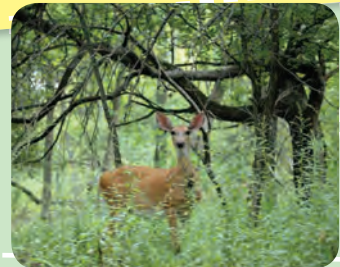
cover desert forest fox jungle lizard ocean racoon sea whale

# Animal Habitats

A habitat is the place where an animal lives.



The **forest** is a cool, dark habitat with a lot of trees. Deer, raccoons, and foxes live there. Forests cover <sup>1</sup> **8% / 28%** of the planet.



<sup>2</sup> **6% / 60%** of our planet is **desert**. It's hot in the day and cold at night. There isn't much rain, so it's very dry, and there aren't many plants. Lizards and snakes live there.



The **ocean** covers <sup>3</sup> **21% / 71%** of our planet, and the water in it is salty. Many kinds of fish live in the ocean. Other animals live there, too, like whales and seals.



It's hot in the **jungle**, and it rains a lot. Monkeys, colorful birds, and butterflies live there. There are tigers, too! The jungle covers only <sup>4</sup> **2% / 12%** of the planet, but 50% of all plant and animal species live there.

**THINK BIG**

Which animal habitats are in your country? Which animals live there?



I will learn about helping animals around the world.

165  
16

Look, listen, and read. Then match and write 1–3.

They live on a farm.

They live in the jungle.

They live in a camp.

## People Helping Animals

Do you like animals? Around the world, people are helping animals.



### Helping Elephants in Myanmar

In Myanmar, you can visit old elephants. These elephants work for a long time. They help carry trees. When they are old, they can't work. Some come to a special camp. You can visit the elephants here. You can feed them and give them a bath.



### Helping Horses in Canada

In Canada, some people help horses. These horses are sometimes old. Some are sick or hurt. Some don't have a home. At special farms, the horses can live in a clean, safe place. Vets come and take care of them.



### Helping Chimpanzees in Kenya

In Kenya, you can see chimpanzees at a special place in the jungle. Some of the animals come here because they don't have a mother or father. Others are hurt. The chimpanzees have a good home here. People can visit and learn more about them.

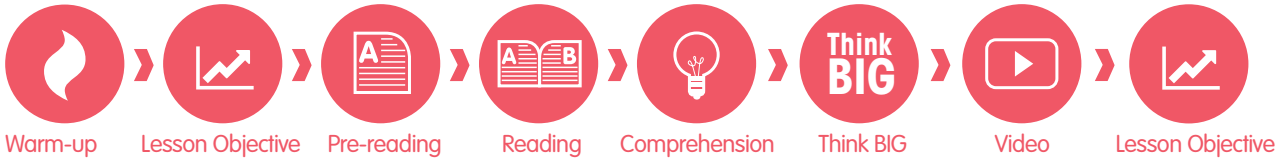
**THINK  
BIG**

What other kinds of animals need help from people?



# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about helping animals around the world.

## Key Language

camp, chimpanzee, elephant, feed, farm, horse, hurt, jungle

### Culture Connection | Around the World

I will learn about helping animals around the world.



**Look, listen, and read. Then match and write 1–3.**

They live on a farm.

They live in the jungle.

They live in a camp.

### People Helping Animals

Do you like animals? Around the world, people are helping animals.



1

#### Helping Elephants in Myanmar

In Myanmar, you can visit old elephants. These elephants work for a long time. They help carry trees. When they are old, they can't work. Some come to a special camp. You can visit the elephants here. You can feed them and give them a bath.

2



#### Helping Horses in Canada

In Canada, some people help horses. These horses are sometimes old. Some are sick or hurt. Some don't have a home. At special farms, the horses can live in a clean, safe place. Vets come and take care of them.



3

#### Helping Chimpanzees in Kenya

In Kenya, you can see chimpanzees at a special place in the jungle. Some of the animals come here because they don't have a mother or father. Others are hurt. The chimpanzees have a good home here. People can visit and learn more about them.



What other kinds of animals need help from people?

Unit 8 103

## Warm-up



**Materials:** World map or globe

- Play a game of *Pictionary* with animal words the students know already (e.g. *elephant*).

## 21st Century Global Awareness

- Write on the board the names of the three countries from the reading text. (*Myanmar, Canada, and Kenya*) Point at the countries on the world map or

globe, and ask students what they know about these countries. Elicit information.

- Ask students: *What is the weather like here? (e.g. In Kenya it is very hot.) What geographical features are in these countries? (e.g. There is a desert in Kenya.)* To extend discussion for more able groups, ask what they think challenges for animals living in these countries are.

- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

Introduce the lesson objective: *Say: Today I will learn about people helping animals around the world.*

- Students will read about people who help animals in different countries, and discuss it.

## Pre-reading

- Have students look at the pictures on the page. Invite students to point at and name the animals. Provide names if necessary and have students repeat. (*Answers: elephants, horses, chimpanzees*) Write the words *camp, farm, feed, hurt*, and *jungle* on the board. Explain, draw, or mime the words.
- Invite students to predict what the text is about.

## Reading



### 16 Look, listen, and read. Then match and write 1–3.

- Read the directions aloud. Draw students' attention to the three main paragraphs. Explain that they are going to read and find out how people help animals around the world.
- Play Audio Track 165. Students listen and follow the text.
- Replay the audio, pausing after each section for students to match with the correct sentence.

### MONITOR

Check answers as a class. (*Answers: 1 They live in a camp. 2 They live on a farm. 3 They live in the jungle.*)

## Comprehension

- Ask questions to check students' understanding. Ask: *What animals can you visit in Myanmar? (Elephants) What can you do with elephants at the special camp? (Visit them, feed them, give them a bath) Where is a safe place for horses? (At special farms in Canada.) Who takes care of the horses? (Vets) Why are some chimpanzees at the special place in Kenya? (Because some don't have a mother or father, or are hurt.)*

## Think BIG

### 21st Century Digital Literacy

- Discuss the questions as a class. Encourage students to give simple answers in English. Put students into pairs to investigate an animal that needs help (e.g. giant panda from China) using the Internet. They should find out what they eat, where they are from, and how people look after them. Students can then work in small groups to make a poster about the animal using the information they have found out.

Alternatively, students can use a simple word processing program (such as Microsoft Word) to write a short paragraph about the animal, and either paste a picture of the animal into the document, or draw an animal onto the printed document.

As an extension, the posters could be stuck onto the appropriate country on a large map of the world, to display in class.

## Video

Documentary U 08

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

## Lesson Objective

### INVOLVE

Revisit the lesson objective: *Now I have learned about people helping animals around the world.*

- Encourage awareness of what students have learned by quickly eliciting a few ways people help animals.

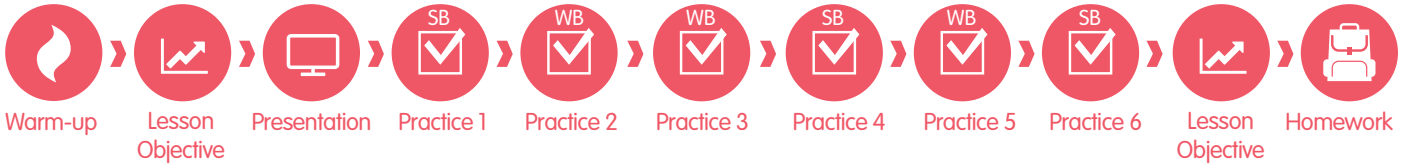
## Extra Application and Practice Activity

**Materials:** Rulers for each student

- Have students make their own crossword about different animals around the world. Elicit all the animals the students know and write them on the board. Ensure they're including animals from this lesson, plus any other endangered animals, and animals from other countries. Check understanding of what a crossword puzzle is with the class. (For less able groups, you might want to use a wordsearch puzzle for this activity instead.) Draw a simple grid with one word down and one word across. Write simple clues below, e.g. *1 across: Very big, live in Myanmar and India (answer: elephants)*. For more able groups, encourage them to write full sentences, e.g. *1 across: These are big animals, with large ears and a trunk. They live in Myanmar and India.*
- Give students paper and rulers to create their own crosswords. Remind them that they should not write the answers in the grid. Once they have finished their grid and clues, students swap with a partner and do their partner's crossword.

# Phonics Lesson

## Lesson Flow



## Lesson Objective

I will learn to use the sounds *ou* and *ow*.

**Phonics** | *ou, ow*

I will learn to use the sounds *ou* and *ow*.

**17** Listen, look, and repeat.  
1 **OU**      2 **OW**

**18** Listen and find. Then say.

**19** Listen and blend the sounds.

1 g-r-ou-p	group	2 t-ow-n	town
3 t-ou-c-a-n	toucan	4 c-l-ow-n	clown
5 d-ow-n	down	6 s-ou-p	soup

**20** Underline **ou** and **ow**. Then listen and chant.

An owl went  
Down to town  
To see a group  
Of toucans  
Drinking soup.

104 Unit 8

## Warm-up



- Ask students to listen carefully as you say a word. Have them call out: *Wow!* (and punch the air) if they hear a word with an /ow/ sound, e.g. *cow, owl, town, down,* and *clown*. Have them call out: *You!* (and point at another person) if they hear a word with an /ou/ sound, e.g. *soup, you, group,* and *toucan*.
- Say the words in a random order interspersed with other words so that students have to listen carefully to the sound in each word and change the call out and

the actions they make accordingly, e.g. say: *red, down, table, man, group, clown, tree, letter, down, road, soup, bird, owl, map, can, town, toucan,* and so on.

## Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds ou and ow.*
- Students will identify and name the letters and sounds *ou* and *ow* individually and as part of words.

## Presentation 166



### 17 Listen, look, and repeat.

- Read the directions aloud. Play Audio Track 166 and have students listen and point at each sound as it is said. Have students repeat.

MONITOR

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

## Practice 1 P. T145

167



### 18 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 167 and have students listen, find, and point at each word and its matching picture as it is said. Have students repeat each word.

ASSIST

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

## Practice 2 WB p. 83/ act. 13



### 13 Find and circle *ou* and *ow*.

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

MONITOR

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

## Practice 3 WB p. 83/ act. 14



### 14 Read and circle *ou* and *ow*.

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

MONITOR

Check students are circling the correct letters. Check answers as a class.

## Practice 4 168



### 19 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 168 and have students listen and point at each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

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

## Practice 5 WB p. 83/ act. 15



### 15 Match the words with the same sounds.

- Read the directions aloud. Walk through Item 1 as a class, eliciting that *down* has the same *ow* sound as *town*.

- Have the students match the words individually.

MONITOR

Check answers as a class.

## Practice 6 169



### 20 Underline *ou* and *ow*. Then listen and chant.

- Read the directions aloud. Read the chant aloud while students follow in their books. Find the first word with *ou* together (*group*) and have students underline it. Do the same for the first word with *ow* (*owl*). Then have students continue finding and underlining the other words with *ou* and *ow* independently.
- Play Audio Track 169 and have students listen. Replay several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation and appropriate intonation. Check answers as a class. (Answers: *owl*, *down*, *town*; *group*, *toucans*, *soup*)

## Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have learned to use the sounds ou and ow.*

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

## Homework P. T145

170

WB p. 83/ act. 16



### 16 Listen and write the words. Then chant.

- Direct students to WB Activity 16 on page 83. Read the directions aloud. Explain to students that they must listen to Audio Track 170 and write the words in the blank spaces, then chant along.

## Extra Application and Practice Activity

**Materials:** Copies of a simple outline drawing of a cow on one side, and a toucan on the other

- Provide each student with a piece of paper that has a simple outline drawing of a cow on one side, and a toucan on the other. Ask them to write all the words in their books with *ow* inside the cow and all the words with *ou* inside the toucan. Encourage them to add any other words they know.
- Have students compare their words with a partner.

I will learn to use the sounds *ou* and *ow*.

<sup>166</sup>  
**17** Listen, look, and repeat.

1 **OU**      2 **OW**

<sup>167</sup>  
**18** Listen and find. Then say.



<sup>168</sup>  
**19** Listen and blend the sounds.

1 g-r-ou-p	group	2 t-ow-n	town
3 t-ou-c-a-n	toucan	4 c-l-ow-n	clown
5 d-ow-n	down	6 s-ou-p	soup

<sup>169</sup>  
**20** Underline **ou** and **ow**. Then listen and chant.

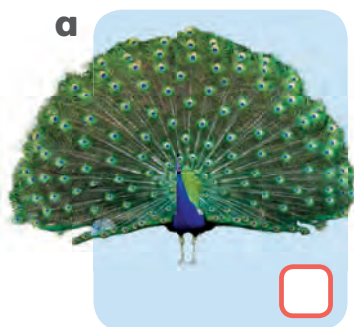
An owl went  
Down to town  
To see a group  
Of toucans  
Drinking soup.



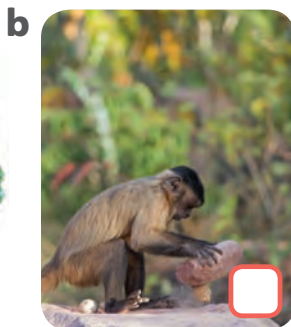


I will learn to talk about appreciating animals.

## 21 Listen and number. Then say.



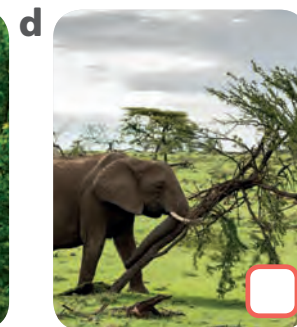
I think peacocks are beautiful.



Monkeys are so smart.



Giraffes are amazing. Their necks are so long.



Elephants are very strong.

## 22 Look at 21. Ask and answer.

What animal do you like?

I like peacocks. They're so beautiful.

**THINK BIG**

What is your favorite animal? Why?

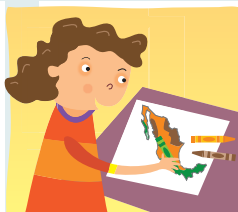


## Project

### 23 Make an **Animals Map** of your country.



1 Draw a map.



2 Color the habitats.



3 Cut out pictures.



4 Paste the pictures.

# Values Lesson

## Lesson Flow



Warm-up



Lesson Objective



Listening



Role Play



Think BIG



Project



Lesson Objective



Homework

## Lesson Objective

I will learn to talk about appreciating animals.

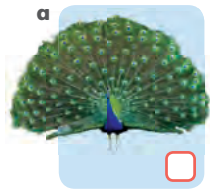
## Key Language

amazing, beautiful, smart, strong

### Values | Appreciate animals.

I will learn to talk about appreciating animals.

#### 21 Listen and number. Then say.



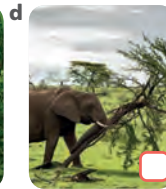
I think peacocks are beautiful.



Monkeys are so smart.



Giraffes are amazing. Their necks are so long.



Elephants are very strong.

#### 22 Look at 21. Ask and answer.

What animal do you like?

I like peacocks. They're so beautiful.



What is your favorite animal? Why?



#### Project

#### 23 Make an **Animals Map** of your country.



1 Draw a map.



2 Color the habitats.



3 Cut out pictures.



4 Paste the pictures.

Unit 8 105

## Warm-up



**Materials:** Flashcards: Unit 8, animals, Bingo cards, Bingo markers such as bottle caps

- To review the animals in this unit, have students play *Bingo*. (See *Game Bank*, page T135, for details.)
- Have each student write the following words in random order on their Bingo grids: *cheetah, crocodile, elephant,*

*giraffe, hippo, kangaroo, monkey, parrot, peacock, polar bear, snake, and zebra.*

- Hold up a Flashcard of each animal, and have students name it and use a bingo marker to cover the word on the Bingo card. The first player to cover a row horizontally or vertically wins. Have the winner read back the words they covered.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about appreciating animals.*

- Students will learn the importance of appreciating animals through the listening activity, and then they will reflect on the animals they can appreciate by making an *Animals Map* of their country.

## Listening



### 21 Listen and number. Then say.

- Read the directions aloud. Play Audio Track 171 and have students point at each picture as they hear them.
- Play the audio again and have students write the numbers.
- Replay the audio, pausing after each dialog so that students can read and repeat the sentence written under each picture.

### MONITOR

While students repeat each sentence, listen for proper pronunciation and appropriate intonation. Check answers as a class. (Answers: a 2, b 4, c 1, d 3)

### ASSIST

Replay the audio as needed. Help students to use the pictures as clues for the numbering part of the activity.

## Role Play



### 22 Look at 21. Ask and answer.

- Have volunteers read the example dialog aloud. Point out that the question and answer go with Item 1 in Activity 21.
- Have students use each picture in Activity 21 to formulate a question and answer.

### MONITOR

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

## Think BIG



### 21st Century Think Creatively

- Have each student think about and share their response with the rest of the class. Encourage them to think creatively about their favorite animal's unique attribute and to respond using vocabulary and language learned in this lesson (as much as possible).

## Project



**Materials:** Art supplies

### 23 Make an *Animals Map* of your country.

- Provide a sample map of your country, an outline map students can trace, or prepare outline maps for each student.

## 21st Century Environmental Literacy

- Review with students the four habitats on page 102. Help students identify which habitats are found in your country and where they are found. Help them color code the map to show the different habitats. Have students label each habitat.
- Have students find and cut out pictures of animals that are found in your country, or have them draw their own. Have them label each animal and help them paste the pictures in the appropriate habitat.
- Have students share their maps with the class, explaining which animals live in which habitats.

### MONITOR

Check labels for correct spelling and listen as students share for correct pronunciation, vocabulary, and grammar.

### ASSIST

Provide a word bank that students can refer to as they write their labels, or use the Content Words from Activity 15.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to talk about appreciating animals.*

- Encourage awareness of what students have learned by quickly eliciting from a few students the words and sentences that they have learned that involve appreciating animals.

## Homework



WB p. 84/ act. 17 & 18



### 17 Look, listen, and write.

- Direct students to WB Activity 17 on page 84. Read the directions aloud. Explain to the students that they need to listen to Audio Track 172, then read and complete the sentences.

### 18 Find and write the describing words.

- Direct students to WB Activity 18 on page 84. Read the directions aloud. Explain to the students that they need to unscramble and write the describing words.

## Extra Application and Practice Activity

**Materials:** Flashcards: Unit 8, animals

- Sit in a circle with students. Hold up the Flashcard of the cheetah and say: *I see a spotted cheetah.* Pass the card to the next student, who comes up with another adjective to describe the cheetah, such as: *I see a spotted, beautiful cheetah.* Continue around the circle until students cannot think of another description. Switch to another animal Flashcard. Continue until every student has had at least one opportunity to describe an animal.

# Review Lesson 1 | Vocabulary and Grammar

## Lesson Flow




## Lesson Objective


To review the words and structures of the unit.

Review | Vocabulary and Grammar


**24 Look and write.**




**1** Can a \_\_\_\_\_ swim?  
Yes, \_\_\_\_\_.



**2** Can a \_\_\_\_\_ fly?  
No, \_\_\_\_\_.




**3** Can an \_\_\_\_\_ talk?  
No, \_\_\_\_\_.



**4** Can a \_\_\_\_\_ jump?  
Yes, \_\_\_\_\_.





**25 Number the conversation in order.**

- Yes, it can.
- Yes, I like its tail. Can it fly?
- It's a peacock.
- Hey, Patrick. What's that?
- Wow. It's beautiful!
- Yes, it is. It has a big, colorful tail.



**I Can**

- use words for wild animals.
- use *can/can't* with action words.

106 Unit 8

## Warm-up



- Play this game in a large area where students can stand about one arm's length away from each other.
- Ask: *Can you jump like a kangaroo?* Students: *Yes, I can.* Say: *Then jump like a kangaroo!* Allow students to perform the action briefly. Continue asking about animal movements that students can and cannot do. As needed, model how to do each action.

- Prompt students to reply in complete sentences and do the movements they say they can do.
- Sample questions to ask: *Can you... catch a fish like a polar bear? jump like a monkey? swim like a fish? walk like a zebra? open your mouth like a hippo? roar like a lion? fly like a parrot?*
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review the words and structures of the unit through a variety of activities that involve completing sentences using the correct form of the verb. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

## Practice 1



**Materials:** Flashcards: Unit 8, animals

- Remind students about the song they sang a few lessons before and refer them to the song on the song lesson page.
- Play Audio Track 154, (the song with the lyrics). Have students follow along and join in with the song.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 155). You could use Flashcards to encourage students to sing other animals that aren't in the song.

## Practice 2



### 24 Look and write.

- Read the directions aloud. Do Item 1 as a class.
- Have students complete the activity independently.

### MONITOR

Walk around the room to check students' spelling. Check answers as a class. (Answers: 1 polar bear, it can; 2 giraffe, it can't; 3 elephant, it can't; 4 kangaroo, it can)

## Practice 3

WB p. 85/ act. 19



### 19 Look and write.

- Read the directions aloud. Explain to students that they must look at the pictures, then write the words to complete the crossword. Walk students through Item 1.

## Practice 4



### 25 Number the conversation in order.

- Explain to students that the sentences in this conversation are in mixed-up order. Have students find the first sentence. Point out the numeral 1. Ask: *What sentence answers the question "What's that?"* Have students write 2 beside *It's a peacock.*
- Have students complete the activity independently. Instruct pairs to check their answers by reading aloud the sentences to each other in order. Allow time for students to correct their responses.

### MONITOR

Check answers as a class. Have volunteers read the conversation as a dialog, checking for correct pronunciation and intonation, especially in questions and exclamations. (Answers: 6, 5, 2, 1, 3, 4)

## Self-assessment



### I Can

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

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 8 Practice Tests in the Assessment Pack.

WB Unit 8/ p.105

- Direct students who need help with grammar to the Unit 8 Extra Grammar Practice (Workbook, page 105).
- For further vocabulary work, students can access games in the Big English Student World.



## Homework

WB p. 85/ act. 20



### 20 Write. Then match the questions with the answers.

- Direct students to WB Activity 20 on page 85. Read the directions aloud. Explain to students that they must fill in the blanks for the questions, match the questions with the answers, then fill in the blanks for the answers. Walk students through Item 1.

## Extra Application and Practice Activity

**Materials:** Flashcards: Unit 8, animals

- Place one of the flashcards in a large envelope or file folder. Make sure students don't see what card you are using. Pull it from the envelope very slowly, showing only a fraction of the picture at a time.
- Have students ask *yes/no* questions about the animal. If the answer to the question is *yes*, reveal a little more of the picture. If the answer is *no*, cover up more of the animal. Repeat with other flashcards.

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 8 Unit Test in the Assessment Pack.



**24** Look and write.



1 Can a \_\_\_\_\_ swim?  
Yes, \_\_\_\_\_.



2 Can a \_\_\_\_\_ fly?  
No, \_\_\_\_\_.



3 Can an \_\_\_\_\_ talk?  
No, \_\_\_\_\_.



4 Can a \_\_\_\_\_ jump?  
Yes, \_\_\_\_\_.

**25** Number the conversation in order.

- Yes, it can.
- Yes, I like its tail. Can it fly?
- It's a peacock.
- Hey, Patrick. What's that?
- Wow. It's beautiful!
- Yes, it is. It has a big, colorful tail.



**I Can**

- use words for wild animals.
- use *can/can't* with action words.



**26** Play the **What Animal Am I?** game.

**Step 1.** Write the name of an animal on a sticky note. Don't show your partner.



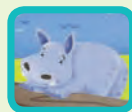
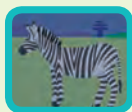
**Step 2.** Stick your note on your partner's forehead. Your partner asks you questions and guesses the animal.



**Step 3.** Now play with other partners.

**I Can**

- ask and answer questions about what animals can do.



# Review Lesson 2 | Speaking

## Lesson Flow



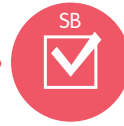
Warm-up



Lesson Objective



Video



Practice



Self-assessment

## Lesson Objective

To review the words and structures of the unit.

**Review | Speaking**

**26** Play the **What Animal Am I?** game.

**Step 1.** Write the name of an animal on a sticky note. Don't show your partner.

**Step 2.** Stick your note on your partner's forehead. Your partner asks you questions and guesses the animal.

**Step 3.** Now play with other partners.

**I Can**

- ask and answer questions about what animals can do.

Unit 8 107

## Warm-up



- Play *Simon Says*, giving directives to move like different animals. (See *Game Bank*, page T135, for details.)
- Play the game in a large area where students can stand about one arm's length away from each other.
- Remind students that they should only do the movement when you say *Simon says*. Begin the game

by saying: *Simon says, Jump like a kangaroo!* Continue with other animal movements such as *climb trees like a monkey, chase an animal like a crocodile, and run like a cheetah*. Give some directions with *Simon says* and some without.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review the words and structures of the unit by playing the *What Animal am I?* game. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

## Video Drama U 08



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

## Practice



### 26 Play the *What Animal Am I?* game.

#### INVOLVE

Explain that students will ask and answer questions that describe animals.

- Read the directions aloud. Pair students and read Step 1 aloud. Have one student in each pair write the animal's name.
- Then read Step 2 aloud. Have volunteers read aloud the sample dialog.
- Have pairs play one round of the game.
- Read Step 3 aloud. Have partners switch roles and play again.
- Have students switch and play again with different partners.

#### MONITOR

Go around checking that students are using correct vocabulary, intonation, and grammar. Also check sticky notes for correct spelling.

#### ASSIST

On the board, brainstorm a list of animals students know about. Allow students to refer to the list as they play the game. Provide pictures of the animal on the sticky note, to help students answer the questions

## Self-assessment



### I Can

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

## Suggestions for Remediation

### Assessment Pack

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

#### WB Unit 8/p. 105

- Direct students who need help with grammar to the Unit 8 Extra Grammar Practice (Workbook, page 105).
- For further vocabulary work, students can access games in the Big English Student World.

## Extra Application and Practice Activity

**Materials:** Flashcards: Unit 8, animals

- Have each student write the name of one of the animals from the *What Animal Am I?* game on card. Punch holes in the upper two corners and have the student put a piece of string or wool through the two holes and knot it to make a name tag. Have students hang their name tags around their necks.
- Mark a spot at the front of the classroom with a big chair. Play lively music and have an animal parade around the classroom. Instruct students to move like the animal on their name tag ("giraffe" taking long strides, "parrot" flapping arms, etc.). Periodically, stop the music. Whichever student is near the chair must sit in it, name his or her animal, and tell you one thing about the animal.
- Continue stopping and starting the music and parade until everyone has had a turn in the chair.

#### MONITOR

Listen to make sure that students use correct vocabulary, proper pronunciation, and appropriate intonation.

#### ASSIST

Have students say correct and incorrect statements about the animal, e.g. *A polar bear can fly*, or *Crocodiles can swim*. Have the class respond appropriately, e.g. *No, it can't*, or *Yes, they can*. If the statement is incorrect, have a volunteer correct it.

## Assessment Pack

- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 8 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.



# Fun All Year

## Objectives

### Reading

- Can recognize key words and basic phrases in short, simple cartoon stories.

### Listening

- Can recognize familiar words and phrases in short, simple songs or chants.
- Can identify the day and date in short, simple dialogs, if spoken slowly and clearly and supported by pictures or gestures.
- Can understand the letters of the alphabet by their names.

### Speaking

- Can give dates using standard formats (day and month).

- Can ask others if they can do everyday activities using basic language and supported by pictures or prompts.
- Can say when their birthday is (day, month).

### Writing

- Can complete simple forms with basic personal details.
- Can write simple facts about themselves (e.g. name, age), given prompts or a model.
- Can write the letters of the alphabet in lower case.
- Can write the letters of the alphabet in upper case.

### Grammar

- Can use a range of common adverbs of frequency.

## Unit Projects

### Family Connection

Have students talk to family members about family birthdays and other special occasions they celebrate. Have students work with their families to create a family birthday calendar, and ask students to share their calendars with a partner. Model by saying: *My sister's birthday is in November.*



# Key Language

## Key Vocabulary

### Months

	August
January	September
February	October
March	November
April	December
May	
June	
July	

### Expressions

August is my favorite month.  
I like December.  
It's my birthday!  
It's too cold!  
What's your favorite month?

### Adverbs of frequency

always  
never

## Content Words

celebration bell  
confetti chime  
hang coal  
mask luck  
pole ring  
ribbon  
wish

## Grammar/Structures

What does he/she do in January? He/She **always** has a New Year's party in January.

What do they do in the spring? They **always** play baseball in the park.

Do you go on vacation in the winter? No, I/we don't. I/We **never** go on vacation in the winter.

## Phonics

The alphabet

## My Classroom Bulletin Board

Have students cut pictures of people celebrating events throughout the year from magazines, or download pictures from the Internet. Help students write a sentence about each picture, including the month the event takes place. Display the pictures in order by month. For example, show a picture of *Day of the Dead* celebrations and say: *We celebrate Day of the Dead in November.*

# Vocabulary Lesson

## Lesson Flow



## Lesson Objective

I will learn to name the months of the year.

## Key Language

January, February, March, April, May, June, July, August, September, October, November, December

# Fun All Year

## Vocabulary

**I will learn to name the months of the year.**

## Song Time!

**1** Listen, look, and say.

**January**

SUN	MON	TUE	WED	THU	FRI	SAT
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				

**February**

SUN	MON	TUE	WED	THU	FRI	SAT
	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			

**March**

SUN	MON	TUE	WED	THU	FRI	SAT
	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

**April**

SUN	MON	TUE	WED	THU	FRI	SAT
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					

**May**

SUN	MON	TUE	WED	THU	FRI	SAT
	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		

**June**

SUN	MON	TUE	WED	THU	FRI	SAT
		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

**July**

SUN	MON	TUE	WED	THU	FRI	SAT
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				

**August**

SUN	MON	TUE	WED	THU	FRI	SAT
	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	

**September**

SUN	MON	TUE	WED	THU	FRI	SAT
					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						

**October**

SUN	MON	TUE	WED	THU	FRI	SAT
	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			

**November**

SUN	MON	TUE	WED	THU	FRI	SAT
					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

**December**

SUN	MON	TUE	WED	THU	FRI	SAT
						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					

**2** Play the ordering game.

**108** Unit 9

## Warm-up



**Materials:** Flashcards: Unit 9, months of the year

- Give each Flashcard to a different student (or pair or small group of students).
- Have students identify the months in order by giving clues, such as: *This month starts with J. It's got seven letters.* (January) Have the student holding the January card stand up and form the start of a line. Help students to say the name, *January*. Repeat until all the months have been identified and named in order.
- Once the line of "months" is formed, provide students with additional practice in identifying and naming the months by giving clues, such as: *This month starts with J. It's between May and July.* (June)

## Lesson Objective



**Materials:** Flashcards: Unit 9, months of the year

### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name the months of the year.*
- Use 2–3 Flashcards to remind students what they already know and elicit a few names of months of the year.
- Students will name and identify the months of the year.

## Song Time



**Materials:** Flashcards: Unit 9, months of the year

### Listen and sing.

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

## Presentation



### 1 Listen, look, and say.

#### INVOLVE

- Read the directions aloud. Play Audio Track 174 as students listen, point at each calendar, and then repeat the name of the month.

#### MONITOR

- Replay the audio and pause after each month while students repeat it several times. Listen for proper pronunciation and appropriate intonation. Ask students to repeat the name of each month after you if necessary.

#### ASSIST

- Have students read or say a name of a month as you point at the calendars. Sometimes, point at the wrong calendar and have students correct you.

## Practice

WB p. 86/ act. 1



### 1 Number the months in order.

- Read the directions aloud. Have students look at the months of the year and number them in order. Walk students through Item 1.
- Have students work independently, and then compare answers with a partner.

## Game



**Materials:** Teacher-made word cards

### 2 Play the ordering game.

- When students are familiar with the months of the year, play a game with the class as follows: Have students close their books and form small groups. Give each group a set of word cards (with the name of a month written on each one) in a random order; ask them to sort the cards in the correct order of the months of the year. The group that does it first is the winner!

#### MONITOR

- Check that students can read, sort, and say the months of the year in the correct order.

#### ASSIST

- Put students into mixed ability groups for the game so that stronger language students can help weaker ones complete the activity.

## Lesson Objective



#### INVOLVE

- Revisit the lesson objective: *Now I have learned to name the months of the year.*
- Encourage awareness of what students have learned by quickly eliciting from a few students the names of months that they can remember.

## Homework

WB p. 86/ act. 2



### 2 Read and write the months.

- Direct students to WB Activity 2 on page 86. Read the directions. Explain to the students that they must read the clue sentences and write the month in the blanks.

## Extra Application and Practice Activity

- Have students sit in a circle. Write the name of a month on the board, e.g. *May*.
- Going around the circle, have each student say the name of a month in order. Student 1: *January*. Student 2: *February*, and so on. When it gets to Student 5, who will say *May*, the student stands and receives one point.
- Erase *May* from the board and write a different month. Begin again with Student 6 saying: *January* and continuing around the circle. Increase the pace of the game to encourage automaticity.



# Fun All Year

## Vocabulary

I will learn to name the months of the year.



### Song Time!



1 Listen, look, and say.



**January**

SUN	MON	TUE	WED	THU	FRI	SAT
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				

**February**

SUN	MON	TUE	WED	THU	FRI	SAT
			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			

**March**

SUN	MON	TUE	WED	THU	FRI	SAT
			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

**April**

SUN	MON	TUE	WED	THU	FRI	SAT
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					

**May**

SUN	MON	TUE	WED	THU	FRI	SAT
	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		

**June**

SUN	MON	TUE	WED	THU	FRI	SAT
				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

**July**

SUN	MON	TUE	WED	THU	FRI	SAT
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				

**August**

SUN	MON	TUE	WED	THU	FRI	SAT
			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	

**September**

SUN	MON	TUE	WED	THU	FRI	SAT
						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						

**October**

SUN	MON	TUE	WED	THU	FRI	SAT
			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	

**November**

SUN	MON	TUE	WED	THU	FRI	SAT
			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	

**December**

SUN	MON	TUE	WED	THU	FRI	SAT
						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					

**2** Play the ordering game.

108 Unit 9



# Song

I will learn to ask and answer about months.

175176  
3

Listen and sing. Then look at 1 and find.

## I Like July!

July is my favorite month.  
I like August, too.  
I'm happy and on vacation,  
There is so much to do!

I also like September.  
That's when I start school.  
I'm so excited, aren't you?  
My friends will be there, too!

I don't like December.  
It's very, very cold.  
But then it is my birthday, too.  
This year, I'm eight years old!



177  
4

Listen and write the month.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_

5

Look at 1. Ask and answer.

What's your favorite month?

I like May.

**THINK  
BIG**

Which months do you have vacation?

Unit 9 109



# Song Lesson

## Lesson Flow



## Lesson Objective

I will learn ask and answer about months.

## Key Language

January, February, March, April, May, June, July, August, September, October, November, December

## Song

I will learn to ask and answer about months.

**3** Listen and sing. Then look at **1** and find.

### I Like July!

July is my favorite month.  
I like August, too.  
I'm happy and on vacation,  
There is so much to do!  
I also like September.  
That's when I start school.  
I'm so excited, aren't you?  
My friends will be there, too!  
I don't like December.  
It's very, very cold.  
But then it is my birthday, too.  
This year, I'm eight years old!



**4** Listen and write the month.



1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

**5** Look at **1**. Ask and answer.

What's your favorite month?

I like May.

**THINK BIG**

Which months do you have vacation?

Unit 9 109

## Warm-up



**Materials:** A large sheet of paper

- Write the names of the months on a large sheet of paper in the form of a calendar. Ask each student: *When is your birthday?* and invite them to write their names under the appropriate month.
- Point at the paper and say a month, e.g. *January*. Ask: *Who has a birthday in (January)?* Instruct students to stand up and repeat the month.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

- Set the objective of the lesson. Say: *Today I will learn to ask and answer about months.*
- Students will sing a song and talk about favorite months of the year.

## Listen and Sing



### 3 Listen and sing. Then look at 1 and find.

INVOLVE

- Read the directions aloud and play Audio Track 175. Have students follow along quietly. Help students to understand the meaning of any new vocabulary by using simple language and/or gestures.
- Replay the audio and have students chant along. Have them identify which months are mentioned in the chant.

MONITOR

- Ask questions to check comprehension. Say: *Which month is a vacation month? (July) In which month does school start? (September) When is it cold? (December) Which month is a birthday month? (December).* (Answers: July, August, September, December)

## Practice 1



### 4 Listen and write the month.

- Read the directions aloud. Play Audio Track 177 and pause after each item so that students can write the correct month of the year in their books.
- Do the first item together as a class and then have students continue the activity independently.

MONITOR

- Check answers as a class. (Answers: 1 April, 2 November, 3 July)

## Speaking



### 5 Look at 1. Ask and answer.

- Read the directions aloud. Read the speech bubbles aloud while students follow in their books.
- Have students repeat the dialog and point at the matching image in Activity 1.

- Have students work in pairs to ask and answer about their favorite months of the year. Ask volunteers to say their dialog aloud for the rest of the class.

MONITOR

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

## Practice 2

WB p. 87/ act. 4



### 4 What month do you like? Write. Then circle how many days it has.

- Read the directions aloud. Ask the students to look at the numbers on the calendar and write the correct number of days for the month that you like.

## Think BIG



### 21st Century Global Awareness

- Help students to identify and name the vacation months at your school. Explain that important events like vacations do not happen in the same month all around the world. Have students tell you when activities like the ones pictured in Activities 3 and 4 happen in your country.

## Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer about months.*
- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the song, for example, which months they heard in the song.

## Homework



WB p. 87/ act. 3



### 3 Listen and sing. Then write.

- Direct students to WB Activity 3 on page 87. Read the directions. Explain to students that they must first listen and sing along to the song on Audio Track 178, then write the missing months in the blanks.

## Extra Application and Practice Activity

- Hand out sheets of paper and demonstrate how to draw a grid of 12 squares, four across and three down, on the board. Ask students to write the months in order. Then ask them to write any personal or family events in the boxes under the name of each month. Encourage them to include birthdays, anniversaries, etc. Brainstorm other events, such as Mother's Day, Father's Day, Earth Day, national holidays, etc., depending on your country. When their calendars are finished, students share their calendar with a partner, taking turns to talk about the events they have included and why.

# Story Lesson

## Lesson Flow



## Lesson Objective

I will read a story about what people do during each month.

## Key Language

January, February, March, April, May, June, July, August, September, October, November, December

August is my favorite month., I like December., It's my birthday!, It's too cold!, What's your favorite month?

### Story

I will read a story about what people do during each month.

6 Listen and read. When is Jamie's birthday?

#### Fun in August!

1 What's your favorite month, Jenny?  
I like December. We always go on vacation in December.

2 Do you go on vacation in the winter?  
No, I never go on vacation in the winter. It's too cold!

3 I always go on vacation in August. I love swimming in the ocean.

4 What do you do in August, Jamie?  
I always have fun in August. It's my birthday!

5 I never go to school. I always have a big party!

6 And Mom always makes a big chocolate cake! August is my favorite month!

7 Look at the story. Circle.

- Jenny's favorite month is **January / December**.
- Dan goes swimming in **January / August**.
- Jamie's favorite month is **August / May**.
- Jenny always goes on vacation in **December / November**.
- Dan never goes on vacation in **August / December**.
- Jamie always has a party in **April / August**.

**THINK BIG**

When do you go on vacation?  
I always go on vacation in \_\_\_\_\_  
I never go on vacation in \_\_\_\_\_

110 Unit 9

Unit 9 111

## Warm-up



**Materials:** Pair of dice

- Play a game that reviews the months of the year. Divide the class into two teams. Have one student from each team come to the front. Give each student one die. Say: *Roll!* Both students roll the dice in a designated area.

- Students use the total on the dice to name a month, e.g.  $5 + 5 = 10$ , *October*. Students may consult their teammates for help.
- The team that says the correct month first scores one point. Play continues until every member of a team has had a turn rolling the dice.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to read a story about what people do during each month.*
- Students will listen to and read a story, answer questions about it, and discuss ideas related to it.

## Pre-reading



- Point at and read the story title aloud. Have students repeat after you. Have them look at the story frames and tell you what they see. Say, e.g. *Look at Frame 1. Who's in the picture? (Jenny, Jamie, and Dan) Look at Frame 2. What is Dan thinking about? (the winter)* Explain that this story is about Jenny, Dan and Jamie talking about their favorite months of the year.

## Reading



### 6 Listen and read. When is Jamie's birthday?

- Read the directions aloud. Draw attention to the question: *When is Jamie's birthday?* Play Audio Track 179. Have students listen and read along silently.

## Comprehension 1



### MONITOR

Ask comprehension questions about the story. For example, ask: *What's Jenny's favorite month? (December) Why? (They always go on vacation in December.) Why doesn't Dan go on vacation in December? (It's too cold.) When does Dan go on vacation? (in August) When is Jamie's birthday? (August) What does Jamie never do in August? (go to school) What does Jamie's mom always do for his party? (makes a big chocolate cake)*

### ASSIST

Replay the audio and pause it after each frame to review vocabulary. Point out and explain the meanings of *always* and *never*, too.

## Comprehension 2



### 7 Look at the story. Circle.

- Read the directions aloud. Have students look back in the story in Activity 6 to find Jenny's favorite month. Have students circle *December*.
- Have students complete the activity independently.

### MONITOR

Check answers as a class. Ask students to read the answers in complete sentences. (*Answers: 1 December, 2 August, 3 August, 4 December, 5 December, 6 August*)

### ASSIST

Direct students to the correct frames to find the answers. Ask volunteers to read their answers in complete sentences. Listen for correct pronunciation, appropriate intonation, and correct use of language.

## Comprehension 3

WB p. 88/ act. 5



### 5 Read and write.

- Have students read the story, read the questions, and write the words to complete the sentences.

### MONITOR

- Check answers as a class.

## Think BIG



### 21st Century Communication

- Have pairs each take a turn to tell each other their sentences. Ask volunteers to say their sentences for the rest of the class, too.

### MONITOR

While students work in pairs, listen for correct adverbs of frequency and appropriate statements. Make sure that students are reporting about their real vacations and using complete sentences.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have read a story about what people do during each month.*
- Encourage awareness of what students have learned by quickly eliciting something they remember about the story.

## Homework

WB p. 88



### Think BIG

- Direct students to WB Think BIG on page 88. Have students think about the question, then read and circle the things they like to do.

## Extra Application and Practice Activity

- Play a game of *Question Chain*. (See *Game Bank*, page T135, for details.) Have students sit in a circle. Ask the first student: *When's your birthday?* The first student answers with their birthday month and then turns and asks the question to the next student. Go around the circle.
- Then change the question to: *What do you eat on your birthday?*



# Story

I will read a story about what people do during each month.

179  
6

Listen and read. When is Jamie's birthday?

## Fun in August!

What's your favorite month, Jenny?

1 I like December. We always go on vacation in December.

Do you go on vacation in the winter?

2 No, I never go on vacation in the winter. It's too cold!

I always go on vacation in August. I love swimming in the ocean.

3

What do you do in August, Jamie?

4 I always have fun in August. It's my birthday!





5 I never go to school. I always have a big party!



6 And Mom always makes a big chocolate cake! August is my favorite month!

**7 Look at the story. Circle.**

- 1 Jenny's favorite month is **January** / **December**.
- 2 Dan goes swimming in **January** / **August**.
- 3 Jamie's favorite month is **August** / **May**.
- 4 Jenny always goes on vacation in **December** / **November**.
- 5 Dan never goes on vacation in **August** / **December**.
- 6 Jamie always has a party in **April** / **August**.



When do you go on vacation?

I always go on vacation in \_\_\_\_\_.

I never go on vacation in \_\_\_\_\_.

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about special days.

## Key Language

January, February, March, April, May, June, July, August, September, October, November, December; Mother's Day, Father's Day, Children's Day

## Language in Action

I will listen to a dialog about special days.



### Listen and read. Then say.

**Ted:** Is Mother's Day always in May and Father's Day in June? Is there a Children's Day?

**Dad:** Yes, many families celebrate mothers in May and fathers in June. Some families celebrate children in November.

**Ted:** We never celebrate Children's Day.

**Mom:** Let's celebrate this year. What do you want to do?

**Ted:** Let's have a party and invite all our cousins and friends.

**Tina:** Cool! We can play games and eat our favorite foods!



### Look at 8. Role-play with a partner.



### Listen and stick. Then write the number.



We always swim in the ocean.



We always go to my grandpa's house.



We always go on vacation.



I always play soccer with my friends.

112 Unit 9

## Warm-up



- Return to the birthday chart that was created in the Warm-up on page T109. Have students name locally- and nationally-celebrated holidays. Add them to the chart.

- Have students take turns using the chart to name one event in their birthday month. Model: *My birthday is in January. New Year's Day is in January.*
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective: Say: *Today I will listen to a dialog about special days.*

- Students will listen to a conversation with a group and talk about celebrations.

## Pre-listening



- Point at the family. Introduce them as *Ted, Tina, Mom, and Dad*, and tell students that they will hear the family talking. Ask students to guess what Ted, Tina, Mom, and Dad are talking about. (*Answer: celebrations*)

## Listening



### 8 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 180 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.

## Comprehension



### MONITOR

Ask questions to check for comprehension: *When is Mother's Day?* (in May) *When is Father's Day?* (in June) *When is Children's Day?* (in November) *What does your family do for Children's Day?* (We have a party and play games.)

### ASSIST

Replay the audio as necessary. Pause after each character's dialog, and use gestures and simple language to explain unfamiliar words.

## Role Play



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

- Put students in groups of four. Give the roles of Ted, Dad, Mom, and Tina to students. Have them read the dialog aloud. After students role-play one time, have them switch roles and repeat.

### MONITOR

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

## Practice 1



### 10 Listen and stick. Then write the number.

**Materials:** Stickers

- Help students find the Unit 9 stickers at the back of the Student's Book. Tell them they will listen to the audio and place stickers on the correct picture, based on what they hear.
- Read the directions aloud. Play Audio Track 181, repeating it as necessary, and have students complete the sticking part of the activity independently.

- Replay the audio and have students write the correct number for each picture.

### MONITOR

Walk around to make sure that students have correctly placed the stickers and numbered the pictures. Check answers as a class. (*Answers: a June - 3, b December - 2, c April - 4, d October - 1*)

### ASSIST

If necessary, pause the audio and help students complete each item.

## Practice 2



WB p. 89/ act. 6



### 6 Listen. Then circle and match.

- Read the directions aloud. Explain to the students that they must listen to Audio Track 182, read the sentences about special days, and circle the correct option in each sentence. Walk through Item 1 with them.

### MONITOR

Check answers as a class.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about special days.*

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

## Extra Application and Practice Activity

- Pair students and have each secretly choose a holiday or celebration from the chart in the Warm-up activity. Have each student illustrate the holiday being celebrated.
- Have pairs show each other their completed pictures and have them guess what holiday the other drew. Have them identify in what month the holiday is celebrated.
- Have pairs work together to write a caption for their pictures, such as *We celebrate Valentine's Day in February.*

### MONITOR

Check students' written work for correct spelling, grammar, and word use.

### CHALLENGE

Have volunteers describe what is going on in their pictures, and have students guess what holiday or celebration they have illustrated before they show the illustration.

# Language in Action

I will listen to a dialog about special days.



## Listen and read. Then say.

**Ted:** Is Mother's Day always in May and Father's Day in June? Is there a Children's Day?

**Dad:** Yes, many families celebrate mothers in May and fathers in June. Some families celebrate children in November.

**Ted:** We never celebrate Children's Day.

**Mom:** Let's celebrate this year. What do you want to do?

**Ted:** Let's have a party and invite all our cousins and friends.

**Tina:** Cool! We can play games and eat our favorite foods!

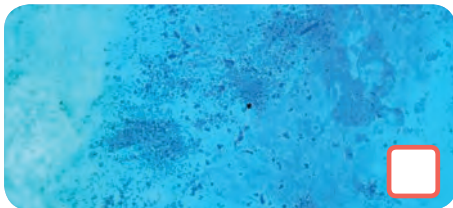


## Look at 8. Role-play with a partner.



## Listen and stick. Then write the number.

a



We always swim in the ocean.

b



We always go to my grandpa's house.

c



We always go on vacation.

d



I always play soccer with my friends.

# Grammar

I will learn to use *always* and *never* to describe what we do during each season.

What does he/she do in January?	He/She <b>always</b> has a New Year's party in January.
What do they do in the spring?	They <b>always</b> play baseball in the park.
Do you go on vacation in the winter?	No, I/we don't. I/We <b>never</b> go on vacation in the winter.

## 11 Write **always** or **never**.

- 1 What do they do in the summer? Do they go on vacation?  
Yes, they \_\_\_\_\_ go on vacation in the summer.
- 2 Do you go to the beach in the winter?  
No, we don't. We \_\_\_\_\_ go to the beach in the winter.
- 3 What does she do on Mother's Day?  
She \_\_\_\_\_ gives her mother a present.

## 12 Read. Complete the dialog.

always Do never What

**Gina:** \_\_\_\_\_ do you do in the summer?

**Billy:** We go to the beach in the summer.  
Do you go to the beach, too?

**Gina:** No, we \_\_\_\_\_ go to the beach.  
We always go to the mountains.

**Billy:** \_\_\_\_\_ you go with your family?

**Gina:** Yes, I \_\_\_\_\_ go with my family.

## 13 Ask and answer. Use **always** and **never**.

- 1 What do you do in the winter?
- 2 Do you go to school in the summer?



# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will use *always* and *never* to describe what we do during each season.

## Key Language

What does he do in January?

He **always** has a New Year's party in January.

Do you go on vacation in the winter?

No, I don't. I **never** go on vacation in the winter.

### Grammar

I will learn to use *always* and *never* to describe what we do during each season.

What does he/she do in January?	He/She <b>always</b> has a New Year's party in January.
What do they do in the spring?	They <b>always</b> play baseball in the park.
Do you go on vacation in the winter?	No, I/we don't. I/We <b>never</b> go on vacation in the winter.

#### 11 Write **always** or **never**.

- 1 What do they do in the summer? Do they go on vacation?  
Yes, they \_\_\_\_\_ go on vacation in the summer.
- 2 Do you go to the beach in the winter?  
No, we don't. We \_\_\_\_\_ go to the beach in the winter.
- 3 What does she do on Mother's Day?  
She \_\_\_\_\_ gives her mother a present.

#### 12 Read. Complete the dialog.

always Do never What

- Gina:** \_\_\_\_\_ do you do in the summer?  
**Billy:** We go to the beach in the summer.  
Do you go to the beach, too?  
**Gina:** No, we \_\_\_\_\_ go to the beach.  
We always go to the mountains.  
**Billy:** \_\_\_\_\_ you go with your family?  
**Gina:** Yes, I \_\_\_\_\_ go with my family.

#### 13 Ask and answer. Use **always** and **never**.

- 1 What do you do in the winter?
- 2 Do you go to school in the summer?

Unit 9 113

## Warm-up



**Materials:** Poster paper

- As a class, make a list of activities people do only in the winter and ones they do only in the summer.
- Divide the class into pairs. Whisper one of the activities to the first pair of players. Have them act it out for the class to guess. Allow them to use words but to not name the activity.
- After the class successfully guesses the activity, ask: *Do you do it in ([name a winter month])?* Have the class respond with thumbs-up or thumbs-down. Then ask: *Do*

*you do it in ([name a summer month])?* Have the class respond with thumbs-up or thumbs-down. Continue until all pairs have participated.

## Lesson Objective



INVOLVE

Introduce the lesson objective: Say: *Today I will learn to use **always** and **never** to describe what we do in each season.*

- Students will use the adverbs *always* and *never* in sentences.

## Presentation



- Have students chorally read the questions and answers in the grammar box at the top of the page. Explain that *always* and *never* are opposites. *Always* means “every time” and *never* means “not ever.”
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structure in the dialog.

## Practice 1



### 11 Write *always* or *never*.

- Read the directions aloud. Complete Item 1 together as a group.
- Have students complete the sentences independently.

#### MONITOR

Check answers as a class. Have volunteers read each question and answer aloud. (Answers: 1. *always*, 2. *never*, 3. *always*)

#### ASSIST

Remind students to refer back to the grammar box to confirm their answers.

## Practice 2



### 12 Read. Complete the dialog.

- Read the directions aloud. Tell students they will complete the sentences using the words in the word box.
- Have pairs work together to complete the activity.

#### MONITOR

Check answers as a class. Have pairs of volunteers read the completed dialog aloud. (Answers: *What, never, Do, always*)

## Practice 3

WB p. 90/ act. 7



### 7 Look at the calendar. Then read and circle.

- Read the directions aloud. Explain to the students that they must look at the calendar, read the sentences, and circle *always* or *never* for each answer. Walk through Item 1 with them.

## Practice 4

WB p. 91/ act. 9



### 9 Look and write *always* or *never*.

- Read the directions aloud. Explain that the students have to look at the table, read the questions, and fill in the blanks.

#### MONITOR

Refer students to the grammar box to find the model question and answer. Have pairs read the question and answers aloud. Then have them switch roles and repeat.

## Practice 5



### 13 Ask and answer. Use *always* and *never*.

- Have pairs take turns asking questions. Encourage them to model their answers after the sentences in the previous activities.

#### MONITOR

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

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned to use always and never to describe what we do during each season.*

- Encourage awareness of what students have learned by quickly asking a few students about what they do during each season: *What do you do in the summer?* Students answer using *never* and *always*.

## Homework

WB pp. 90 & 91/ act. 8 & 10



### 8 Answer about you. Write and circle.

- Direct students to WB Activity 8 on page 90. Read the directions aloud and explain to students that they have to write about themselves by filling in the blanks.

### 10 Choose a season. Then answer about you.

- Direct students to WB Activity 10 on page 91. Read the directions aloud and explain to students that they have to write about themselves by filling in the blanks.

## Extra Application and Practice Activity

**Materials:** Calendar with months on separate pages, art supplies

- Take apart or print out a calendar and distribute one month to each pair (or single student). Have students identify their months.
- Have pairs make a calendar illustration to go with their month. As needed, discuss holidays, weather, and popular activities for each month. Have students attach the illustration to the calendar.
- Have each pair share their month with the class. Ask: *What do you do in (January)?* Direct students to respond: *We always (celebrate New Year's in January).* Then ask a question that does not apply to that month, such as: *Do you (celebrate Mother's Day in January)?* Direct students to respond: *We never (celebrate Mother's Day in January).*

## Extra Grammar Practice

WB Unit 9/ p. 106

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

# Content Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about seasonal celebrations.

## Key Language

celebration, confetti, hang, mask, pole, ribbon, wish

**Content Connection | Geography**

I will learn about seasonal celebrations.

**14** Look at pictures a–d. What are the people doing?

**15** Look, listen, and read. When are the festivals? Number in order from January.

**CONTENT WORDS**

celebration confetti hang  
mask pole ribbon wish

### Celebrating Special Days

Every country has special days and exciting celebrations. Let's take a look at some of them.

**a**

People in England celebrate spring on May 1st. On May Day, people put flowers and ribbons on a special pole. Children hold the ribbons and dance around the pole.

**b**

Italy is famous for its carnivals. In February and March, there are parties in the streets. People wear masks, and the children throw small pieces of paper called confetti.

**c**

In China, people celebrate the Mid-Autumn Festival. This festival happens in September or October when the moon is very big and bright. Children wear colorful masks and dance in the streets. They also eat sweet cakes called mooncakes.

**d**

In Japan, people celebrate the star festival, Tanabata. In July and August, people write wishes on paper. They hang the wishes on bamboo to make a "wish tree."

May Day

Mid-Autumn Festival

Carnivals in Italy

Tanabata

**THINK BIG** What celebrations does your country have? What do people do?

114 Unit 9

## Warm-up

- Ask students to think about what seasonal celebration or special day in their community or country is their favorite. Then have each student write the sentence: *I like...* at the top of a sheet of drawing paper, completing the sentence with their own preferences.
- Under the sentence, have students draw pictures of themselves celebrating the day.
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about seasonal celebrations.*
- Students will learn about how festivals are celebrated around the world.

## Pre-reading



### 14 Look at pictures a–d. What are the people doing?

- Read the directions aloud and then go through the Content Words in the box. Explain any unfamiliar words.
- Look at each picture individually and ask students, without reading the text, to tell you what the people might be doing. Have them describe what they see.
- Accept various answers and discuss possibilities.

## Reading



**Materials:** World map or globe

### 15 Look, listen, and read. When are the festivals? Number in order from January.

- Display a world map or globe and help students find China, England, Italy, and Japan. Have students identify which country is closest to theirs and which is the farthest away.
- Read the directions aloud. Explain that different special days are celebrated in different places around the world. Play Audio Track 183. Have students read along silently.

#### MONITOR

Check for comprehension. Ask: *When is Mid-Autumn Festival celebrated in China?* (in September or October) *What do people do to celebrate?* (They wear masks, dance in the street, and eat mooncakes.) *When is May Day celebrated in England?* (in the Spring, on May 1st) *What do people do to celebrate?* (They put flowers and ribbons on a pole and dance around it.) *When is Tanabata celebrated in Japan?* (in the summer) *What do people do to celebrate?* (They write wishes on small pieces of paper and hang them on a “wish tree”.) *When do people have carnivals in Italy?* (in February and March) *What do they do?* (They have parties in the street, wear masks, and throw confetti.)

## Practice

WB p. 92/ act. 11



### 11 Read and match for you.

- Read the directions aloud. Explain to the students that they need to read sentences 1-4 and match them to sentences a–d. Walk through Item 1 with them.

#### MONITOR

- Check answers as a class.

## Speaking



- Make a chart on the board with four columns: *May Day*, *Carnival*, *Mid-Autumn Festival*, and *Tanabata*. Elicit what people do on these special days and write them down the side of the chart. (Possible answers: *dance*, *wear masks*, *eat special food*, *make wishes*, *throw paper*)
- As a class, complete the chart with a ✓ or a × according to whether each activity is part of the festival.

- Write on the board: *What do they do on May Day? They always dance around a pole.* Model the conversation and have students repeat. Model other questions and help students find the answers using the chart.
- In pairs, have students make questions and answers using the chart and the model conversation.

## Think BIG



### 21st Century Critical Thinking

- Ask students to think about and research these questions as a take-home activity. They may use the internet or ask their parents or older family members for ideas. Have students share their findings at the start of the next class.

## Video

Documentary U 09



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

**Audio and Video Recordings:** Recording students and letting them listen to or view the recordings can help them with their pronunciation and speaking skills. Allow students to record their own discussions, oral readings, and other oral presentations. Students often catch their own mistakes in pronunciation and grammar when listening to or watching themselves.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned to talk about seasonal celebrations.*

- Encourage awareness of what students have learned by asking them about seasonal celebrations in their own country.

## Homework

184 P. T147

WB p. 92/ act. 12



### 12 Listen, circle, and match.

- Direct students to WB Activity 12 on page 92. Explain to the students that they must listen to Audio Track 184, circle the correct option in each sentence, and match to the pictures.

## Extra Application and Practice Activity

- Have students look back at page 114 and say what celebration they would attend and one thing they would do there. Provide the sentence frame: *I would... .* Give an example of your own, e.g. *I would go to the Mid-Autumn Festival because I like dancing.*

I will learn about seasonal celebrations.

**14** Look at pictures **a–d**. What are the people doing?

**15**<sup>183</sup>

Look, listen, and read.  
When are the festivals?  
Number in order from January.

### CONTENT WORDS

celebration confetti hang  
mask pole ribbon wish

## Celebrating Special Days

Every country has special days and exciting celebrations. Let's take a look at some of them.



People in England celebrate spring on May 1st. On May Day, people put flowers and ribbons on a special pole. Children hold the ribbons and dance around the pole.



In China, people celebrate the Mid-Autumn Festival. This festival happens in September or October when the moon is very big and bright. Children wear colorful masks and dance in the streets. They also eat sweet cakes called mooncakes.



Italy is famous for its carnivals. In February and March, there are parties in the streets. People wear masks, and the children throw small pieces of paper called confetti.



In Japan, people celebrate the star festival, Tanabata. In July and August, people write wishes on paper. They hang the wishes on bamboo to make a "wish tree."

- May Day
- Mid-Autumn Festival
- Carnivals in Italy
- Tanabata



What celebrations does your country have? What do people do?



I will learn about how people celebrate New Year's Eve around the world.

185  
**16**

**Look, listen, and read.**  
**Why are the foods special?**

### CONTENT WORDS

bell chime coal luck ring

## New Year's Eve

People all over the world celebrate New Year's Eve on the night of December 31st. It's the last day of the year, and there are a lot of parties. But celebrations at midnight are very different in different places.



In Spain, people eat twelve grapes at twelve o'clock – one with every chime of the clock. People think that the grapes bring good luck for the next year. Then there are fireworks.



In Scotland, New Year's Eve is called Hogmanay. At midnight, people hold hands and sing a special song about old friends. Then they visit their friends' and family's homes. The first person through the door gives a piece of coal to bring good luck to the family.



In Japan, people eat a special noodle soup on New Year's Eve for good luck. They eat the soup and listen to a bell ring 108 times at midnight. They believe the bell takes away 108 bad things before the New Year.

**17** Look at 16. Match.

- |            |                       |
|------------|-----------------------|
| 1 Spain    | a listen to something |
| 2 Scotland | b sing a song         |
| 3 Japan    | c eat fruit           |



What do people in your country do when they want good luck? Do you think it works?

# Culture Connection Lesson

## Lesson Flow



Warm-up



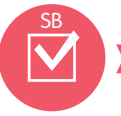
Lesson Objective



Pre-listening



Listening



Practice



Think BIG



Lesson Objective

## Lesson Objective

I will learn about how people celebrate New Year's Eve around the world.

## Key Language

bell, chime, coal, luck, ring

### Culture Connection | Around the World


I will learn about how people celebrate New Year's Eve around the world.

**16** Look, listen, and read.  
Why are the foods special?


**CONTENT WORDS**  
bell chime coal luck ring

#### New Year's Eve


People all over the world celebrate New Year's Eve on the night of December 31st. It's the last day of the year, and there are a lot of parties. But celebrations are very different in different places.



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In Japan, people eat a special noodle soup on New Year's Eve for good luck. They eat the soup and listen to a bell ring 108 times at midnight. They believe the bell takes away 108 bad things before the New Year.

**17** Look at 16. Match.

1 Spain	a listen to something
2 Scotland	b sing a song
3 Japan	c eat fruit

**THINK BIG** What do people in your country do when they want good luck? Do you think it works?

Unit 9 115

## Warm-up



**Materials:** World map or globe

### 21st Century Global Awareness

- Write on the board the names of the three countries from the reading text. Point at the countries on the world map or globe, and ask students what they know about these countries. Elicit information.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will learn about how people celebrate New Year's Eve around the world.*
- Students will read about different countries and how they each spend their New Year's Eve.

## Pre-listening



- Tell students that they will read about children who celebrate New Year's Eve in different locations around the world.
- Ask students to look at the pictures in Activity 16, and try to think why these particular foods might be special. Discuss their answers as a class.
- Draw students' attention to the words in the Content Words box. Explain, draw, or mime any new words.

## Listening



### 16 Look, listen, and read. Why are the foods special?

- Play Audio Track 185, and have students follow in their books as they listen. Help them with any unfamiliar words, such as *grapes*, *fireworks*, *soup*.
- With books closed, elicit the names of the foods mentioned and write them on the board. Invite students to read the name of each food and to say where they come from.
- Invite four volunteers to read aloud the paragraphs to the rest of the class.

#### MONITOR

Check for comprehension. Ask: *What do people in Spain eat on New Year's Eve?* (grapes) *What activities do people do to celebrate New Year's Eve in Spain?* (eat grapes and watch fireworks) *What is New Year's Eve called in Scotland?* (Hogmanay) *What special gift do they give on New Year's Eve in Scotland?* (coal) *What do people in Japan eat on New Year's Eve?* (noodle soup) *What activities do people do to celebrate New Year's Eve in Japan?* (listen to a bell and eat noodle soup)

#### CHALLENGE

Form pairs, with an advanced and a beginner student working together. Have the advanced students read one of the paragraphs first, and then ask the beginner student to do the same. Encourage them to help each other.

## Practice



### 17 Look at 16. Match.

- Ask students to read the text again and match the celebrations to the countries they come from.
- Replay the audio, pausing after each item for students to draw a line from the country to the correct activity.

#### MONITOR

Walk around and check they are matching correctly. Invite volunteers to read aloud their answers to the rest of the class. (Answers: 1 c, 2 b, 3 a)

#### ASSIST

Replay the audio or refer students back to the paragraphs.

## 21st Century Cultural Awareness

- Ask students about how they celebrate New Year's Eve, e.g. activities, food, decorations, clothes, or other items used to celebrate. Encourage them to use vocabulary from the lesson and make notes of new ideas on the board. Then ask students to discuss their answers in groups.

#### ASSIST

Prompt them with questions, e.g. *Where do you go? What do you wear? What do you eat? Who do you celebrate with?* Help students with any new words and share them with the class.

#### CHALLENGE

Have groups prepare a skit about their New Year's Eve celebrations. Invite groups to perform their skit to the class.

## Think BIG



### 21st Century Critical Thinking

- Start a light discussion on what "luck" is, as you write the word on the board. If possible, bring pictures or lucky charms for children to see, describe, and talk about.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned to talk about how people celebrate New Year's Eve around the world.*

- Encourage awareness of what students have learned by quickly eliciting a few ways that people celebrate New Year's Eve around the world.

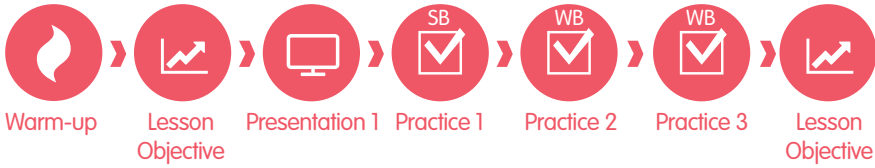
## Extra Application and Practice Activity

**Materials:** Blank greetings card 10 x 10 cm, (one per student), art supplies

- Ask students to take out their notebooks and write a greeting for New Year. Give each student a blank 10 x 10 cm greetings card. Ask them to write their greeting on the card. Encourage them to be careful with the spelling. Then have them decorate their card and exchange it with their partner.

# Phonics Lesson

## Lesson Flow



## Lesson Objective

I will learn to use the alphabet.

## Key Language

The alphabet

**Phonics | Alphabet**

I will learn to use the alphabet.

**186 Listen, look, and say.**

Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy Zz

**187 Listen, look, and chant. Can you find something starting with every letter of the alphabet?**

A, B, C, D, E, F, G.  
I can see an ant and a bat. What can you see?  
H, I, J, K, L, M, N, O, P.  
I can see a lion and some ink. What can you see?  
Q, R, S, T, U, V.  
I can see a rat and a snake. What can you see?  
W, X, Y, and Z.  
Six yellow wolves and a zebra are what I see!

116 Unit 9

## Warm-up



**Materials:** Index cards

- Write each letter of the alphabet on an index card (write the capital letter on one card and the lowercase letter on another).
- Put the cards into pairs (capital and lowercase letter) and randomly give each student one card. Tell them not to show anyone their card.

- Have students stand up and move around the room to find their match, e.g. The student with the capital letter A card needs to find and pair up with the student who has the lowercase letter a card.
- Note: Depending on the number of students in your class, you may not need all the letter pairs. Play the game again with new letter pairs.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use the alphabet.*

- Students will review the letters of the alphabet.

## Presentation



### 18 Listen, look, and say.

#### INVOLVE

Read the directions aloud. Play Audio Track 186 and have students listen and point at each letter as both its name and sound is pronounced. Have students repeat both the name and the sound of each letter.

#### MONITOR

As students repeat, check they are pointing at the correct letter and listen for correct pronunciation. Have them point at each letter again and practice saying its name and sound to a partner.

## Practice 1



### 19 Listen, look, and chant. Can you find something starting with every letter of the alphabet?

- Read the directions aloud. Play Audio Track 187 and have students listen and look at the pictures.
- Replay the audio and have students find and point at each creature or object mentioned in the chant.
- Replay the audio and have students join in with the chant.
- Have students look at the pictures and find something starting with each letter of the alphabet. (They can do this in pairs.)

#### MONITOR

Check answers as a class. (Answers: *a – ant, b – bat, c – cap, d – dog, e – elephant, f – fox, g – gas, h – high, i – ink, j – jam, k – kangaroo, l – lion, m – monkey, n – nut, o – on, p – polar bear, r – rat, s – snake, t – tail, u – up, v – van, w – wolf, x – six, y – yellow, z – zebra*)

#### ASSIST

Replay the audio as needed. Pause at the end of each line to allow students to repeat more slowly. For further practice and enjoyment, have students repeat the chant in different voices or at different speeds.

## Practice 2

WB p. 93/ act. 13



### 13 Write the alphabet in the correct order.

- Read the directions aloud. Have the students fill in the blanks with the missing capital letters and lower case letters in order, to complete the alphabet.

#### MONITOR

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

## Practice 3



P. T147  
WB p. 93/ act. 14



### 14 Listen and write the letters and words. Then chant.

- Read the directions aloud. Have the students listen to Audio Track 188, and fill in the blanks with the missing words. Then chant along.

#### MONITOR

Check answers as a class.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned to use the alphabet.*

- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the letters from the alphabet that they hear in those words (for example, *ink, ant, snake, lion*).

## Extra Application and Practice Activity

**Materials:** Teacher-made alphabet cards

- Give each student an alphabet card in a random order (used in the Warm-up activity; you may use either the set of capital letters or the lowercase letters).
- Without any talking, have students line up in the order of the alphabet. Explain that they may use gestures or movements but they may not say anything.
- Once the alphabet line is complete, go through it, checking that each letter is in the correct order. This time they may speak.

#### MONITOR

While students work, check to see that they can recognize and sort the letters of the alphabet in order.

#### ASSIST

For the silent part of the activity, use gestures (like pointing) to help students work out their order. For the speaking part of the activity, use prompts, such as: *Which letter comes after...? Which letter comes next? Which letter is between... and...?*



I will learn to use the alphabet.

186

**Listen, look, and say.**

Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy Zz

187

**Listen, look, and chant. Can you find something starting with every letter of the alphabet?**



A, B, C, D, E, F, G.

I can see an ant and a bat. What can you see?



H, I, J, K, L, M, N, O, P.

I can see a lion and some ink. What can you see?

Q, R, S, T, U, V.

I can see a rat and a snake. What can you see?

W, X, Y, and Z.

Six yellow wolves and a zebra are what I see!



# Values | Be active all year.

I will learn to talk about being active all year.



**Listen and write the season. Then say.**

fall    spring    winter    summer



In the \_\_\_\_\_, they skate on ice.



In the \_\_\_\_\_, he rides his bike.



In the \_\_\_\_\_, she likes to swim.



In the \_\_\_\_\_, they rake leaves.



What can you only do in the winter? Why?  
What can you only do in the summer? Why?



## Project

**21** Make a **Special Days** calendar.

January						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
1 New Year's Day	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				

February						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14 Valentine's Day	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17 St. Patrick's Day	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
						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 Arbor Day	29
30						

# Values Lesson

## Lesson Flow



Warm-up



Lesson Objective



Listening



Think BIG



Project



Lesson Objective



Homework

## Lesson Objective

I will learn to talk about being active all year.

## Key Language

fall, spring, summer, winter

rake leaves, ride bikes, ice-skate, swim

## Values | Be active all year.

I will learn to talk about being active all year.



**20 Listen and write the season. Then say.**

fall    spring    winter    summer

1



In the \_\_\_\_\_,  
they skate on  
ice.

2



In the \_\_\_\_\_,  
he rides his  
bike.

3



In the \_\_\_\_\_,  
she likes to  
swim.

4



In the \_\_\_\_\_,  
they rake  
leaves.



What can you only do in the winter? Why?  
What can you only do in the summer? Why?



**Project**

**21**

**Make a Special Days calendar.**

January						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
1 New Year's Day	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				

February						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	
12	13	14 Valentine's Day	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	
12	13	14	15	16	17 St. Patrick's Day	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
					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 Earth Day	29
30						

Unit 9 117

## Warm-up



- Display four sheets of paper. Label each sheet with the name of a season. Ask: *What months are in winter?* (December, January, February) Write them on the *Winter* chart. Continue with each season.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about being active all year.*

- Students will talk, draw, and write about seasonal activities, and discuss ways to be active all year.

## Listening



### 20 Listen and write the season. Then say.

- Have students look at each picture while you read the activity aloud. Help students to understand the activities depicted through simple language and gestures, as necessary.
- Read the directions aloud. Play Audio Track 189 and have students complete each sentence with the missing word.
- Replay the audio and have students repeat each sentence. Have them read the sentences aloud to a partner afterward, too.

### MONITOR

Read the completed sentences aloud and have students repeat after you. Check answers as a class. (Answers: 1 winter, 2 spring, 3 summer, 4 fall)

## Think BIG



### 21st Century Creative Thinking

- Have students discuss these questions in pairs or small groups first, before having a class discussion. Help them to respond in English as much as possible. (Possible answers: *We can only play in the snow in winter because it has to be very cold and snowy. We can only swim at the beach in summer because it has to be very sunny and hot.*)

## Project



### 21 Make a Special Days calendar.

**Materials:** Chart paper, reproduced month template

### 21st Century Collaboration

- Divide the class into groups and provide each with twelve blank month templates. Direct students to fill in the name of the month and the numbers. Provide this year's calendar to use for reference. Then have students illustrate and label any special days they know of, reminding them to include holidays, festivals, and birthdays. Suggest that students collaborate with each other by dividing the months among members of each group.

- Provide resources such as wall calendars or references to internet sites where students can find additional dates to mark on their calendars.
- Have students display their calendars in the classroom, and compare their calendars with other groups' calendars. Encourage them to discuss any differences they see.

### MONITOR

- Check calendars for correct spelling.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to talk about being active all year.*

- Encourage awareness of what students have learned by quickly eliciting from a few students the words and sentences that they have learned that involve being active all year.

## Homework

WB p. 94/ act. 15 & 16



### 15 Read, Look and match.

- Direct students to WB Activity 15 on page 94. Read the directions aloud. Explain to the students that they need to read the sentences and then match them to the pictures.

### 16 Find and write the words. Then match each season to the months in your country.

- Direct students to WB Activity 16 on page 94. Read the directions aloud. Explain to the students that they need to unscramble the letters to find the seasons, then match the months.

## Extra Application and Practice Activity

**Materials:** Recording of *The Four Seasons* by Vivaldi

- Play highlights from each season of *The Four Seasons* by Antonio Vivaldi (recordings available online or on CD). Identify the season, and have students close their eyes, listen to the music, and imagine doing a seasonal activity.
- Have students tell what they imagined. Model: *The last part of "Summer" sounds like a thunderstorm. I imagined sitting inside my living room, drinking hot tea, and looking out the window.*

# Review Lesson 1 | Vocabulary and Grammar

## Lesson Flow




## Lesson Objective


To review the words and structures of the unit.

**Review** | Vocabulary and Grammar


**22 Look and match.**




October



August




February




May


a




b



c



d








**23 Write about you.**

- 1 What do you do in the winter?  
I always \_\_\_\_\_ in the winter.  
I never \_\_\_\_\_ in the winter.
- 2 What do you do in the summer?  
I always \_\_\_\_\_ in the summer.  
I never \_\_\_\_\_ in the summer.
- 3 What do you do in the fall?  
I always \_\_\_\_\_ in the fall.  
I never \_\_\_\_\_ in the fall.
- 4 What do you do in the spring?  
I always \_\_\_\_\_ in the spring.  
I never \_\_\_\_\_ in the spring.

**I Can**

- use words for months, seasons, and celebrations.
- use *always* or *never* to describe regular activities.



118 Unit 9

## Warm-up



**Materials:** Flashcards: Unit 9, months of the year

- Distribute the Flashcards to twelve students. Then write the months of the year along the bottom of the board, in order, close to the shelf. As you write, leave out *April*, *August*, and *October*.
- Give students a signal and have them place the Flashcards on the shelf to fill in the missing months. (Only students holding *April*, *August*, and *October* will play.)

- Have students say the months aloud to confirm the list is complete.
- Shuffle the Flashcards and redistribute them to students. Repeat the activity. Write the months, leaving out different ones.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*



- Students will review the words and structures of the unit through a variety of activities that involve completing a match activity, and writing about the activities that they do in each season.

Then students will complete the *I Can* section, which helps them to assess their own learning, and think about their progress.

## Practice 1



**Materials:** Flashcards: Unit 9, months of the year

- Remind students about the song they sang a few lessons before and refer them to the song on the song lesson page.
- Play Audio Track 000, (the song with the lyrics). Have students follow along and join in with the song.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 000). You could use Flashcards to encourage students to sing other classroom objects that aren't in the song.

## Practice 2

### 22 Look and match.

- Read the directions aloud and then have students point at the different calendar pages as you say the names of the months. Then draw their attention to the symbols below and elicit their meaning.
- Have students draw lines from the calendar pages to the appropriate symbol.

#### ASSIST

Refer students back to the chart in Activity 20 which explains the symbols.

#### MONITOR

Invite students to share their answers with the rest of the class and discuss to see if they all agree. (*Possible answers: October, raining; August, hot; February, cold; May, sunny*)

## Practice 3

### 23 Write about you.

- Ask students to complete each sentence with something they always do and something they never do in the different seasons.

#### MONITOR

Move around the room, checking that students are completing the sentences with verbs, and that they are using the correct form.

#### ASSIST

Put up the pictures that students made in the Application and Practice Activity on page T113 to use as a reference.

## Self-assessment

### I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*


- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help, and one star if the unit was hard and they need more help. Have students work independently.

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 9 Practice Tests in the Assessment Pack.

WB Unit 9/p. 106

- Direct students who need help with grammar to the Unit 9 Extra Grammar Practice (Workbook, page 106).
- For further vocabulary work, students can access games in the Big English Student World. 

## Homework



### 17 Complete the dialog.

- Direct students to WB Activity 17 on page 95. Read the directions aloud. Explain to students that they must read the dialog, look at the words in the box, and use them to complete the sentences. Walk students through the first item.

### 18 Draw and write about you.

- Direct students to WB Activity 18 on page 95. Read the directions aloud. Explain to students that they must draw themselves doing an activity in the fall and write about it.

## Extra Application and Practice Activity

- Have each student divide a sheet of drawing paper into four sections and label each with a season of the year. Have students illustrate their *always* sentences from Activity 24.
- Have students share their pictures with a partner, telling each other about each activity.

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 9 Unit Test in the Assessment Pack.

## 22 Look and match.



## 23 Write about you.

1 What do you do in the winter?

I always \_\_\_\_\_ in the winter.

I never \_\_\_\_\_ in the winter.

2 What do you do in the summer?

I always \_\_\_\_\_ in the summer.

I never \_\_\_\_\_ in the summer.

3 What do you do in the fall?

I always \_\_\_\_\_ in the fall.

I never \_\_\_\_\_ in the fall.

4 What do you do in the spring?

I always \_\_\_\_\_ in the spring.

I never \_\_\_\_\_ in the spring.

## I Can

- use words for months, seasons, and celebrations.
- use *always* or *never* to describe regular activities.



**24** Play the **Months Lineup** game.

**Step 1.** Ask when your classmates' birthdays are. Then line up in order by month.



**Step 2.** Check the order with the class.



**Step 3.** Play the game again. Ask and answer. Then line up again by month.

- 1 What is your favorite month?
- 2 What is your favorite holiday?
- 3 When is your favorite school event?

**I Can**

- talk about important activities and events that happen in a year.
- ask and answer questions about what people do at different times in a year.



# Review Lesson 2 | Speaking

## Lesson Flow



Warm-up



Lesson Objective



Video



Practice



Self-assessment

## Lesson Objective

To review the words and structures of the unit.

### Review | Speaking

#### 24 Play the **Months Lineup** game.

**Step 1.** Ask when your classmates' birthdays are. Then line up in order by month.

When is your birthday?

It's in November. When's yours?

My birthday is in July.



**Step 2.** Check the order with the class.

My birthday is in January.

My birthday is in August.

My birthday is in November.



**Step 3.** Play the game again. Ask and answer. Then line up again by month.

- 1 What is your favorite month?
- 2 What is your favorite holiday?
- 3 When is your favorite school event?

### I Can

- talk about important activities and events that happen in a year.
- ask and answer questions about what people do at different times in a year.



Unit 9 119

## Warm-up



- Have students form a single line in a large area. Direct them to march slowly in a circle. As students march, say the months of the year in order and have students repeat. Say: *January!* Students: *January!* Say: *February!* Students: *February!* And so on. Say the chant to the rhythm of their steps.
- After saying: *December!* direct students to march faster and repeat the chant at a faster rate. Then have students walk briskly and say the months faster still. Finally, have students run in the circle and say the chant very quickly.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review the words and structures of the unit by playing a *Months Lineup* game. They will put their birth months in chronological order and then talk about different celebrations during the year. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

## Video

Drama U 09



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

## Practice



### 24 Play the *Months Lineup* game.

- Read Step 1 aloud. Allow time for students to put themselves in order. Remind them they can speak only in English.
- Then read Step 2 aloud. Starting with the first student in line, have students call out their birth months. If anyone is out of order, let students cooperate to solve the problem. Review prepositions of place such as *next to* and *between*. Model telling one student where to stand in line.
- Read Step 3 aloud. Have students play again, this time ordering themselves by their favorite months. Check the order.
- Have students play again, this time ordering themselves by the month of their favorite vacation. Check the order.
- Have students play a final time, lining up according to the month in which their favorite school event occurs.

### MONITOR

Listen to student interactions during the game and check for proper pronunciation, appropriate intonation, and correct use of language.

### ASSIST

Model useful, correct sentences and have students repeat after you as needed. Write the months in order on the board for students to refer to as they play the *Months Line-up* game.

### CHALLENGE

Have students tell you why a month is their favorite, or one thing they do on their favorite vacation.

## Self-assessment



### I Can

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

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 9 Practice Tests in the Assessment Pack.

WB Unit 9/ p. 106

- Direct students who need help with grammar to the Unit 9 Extra Grammar Practice (Workbook, page 106).
- For further vocabulary work, students can access



## Extra Application and Practice Activity

- Go around the class having each student name two months in order. For example: Student 1: *January, February*; Student 2: *March, April*; Student 3: *May, June*.
- Repeat the activity but this time, have each student name three months in order.

### MONITOR

Check to see that students are using correct pronunciation and are saying the months in the correct order.

## Assessment Pack

- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 9 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.



# Checkpoint 7–9 Lesson 1

## Lesson Flow



Warm-up Lesson Objective Self-assessment Practice

## Lesson Objective

I will see how well I can use what I have learned in Units 7–9.

### Checkpoint | Units 7–9

#### Do I know it?

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



I know this.



I need more practice.



I don't know this.

<p>1 p. 84</p>	<p>2 p. 96</p>
<p>3 p. 100</p>	<p>4 p. 108</p>

- |   |        |
|---|--------|
| <p>5 Does she like fruit? Yes, she does./No, she doesn't.</p>                         | p. 89  |
| <p>6 Can elephants jump? Yes, they can./No, they can't.</p>                           | p. 101 |
| <p>7 What does he do in January?<br/>He always has a New Year's party in January.</p> | p. 113 |
| <p>8 Do you go on vacation in the winter?<br/>Yes, we do./No, we don't.</p>           | p. 113 |

120 Checkpoint Units 7–9

## Warm-up



- Have students review key vocabulary from Units 7–9.
- Invite students to write sentences using these words. Then ask them to rewrite sentences, leaving a blank in place of one vocabulary word.

- Challenge students to exchange sentences and try to guess the missing word.

## Lesson Objective



### INVOLVE

Introduce the lesson objective: *Today I will see how well I can use what I have learned in Units 7–9.*

- Students will review key language in Units 7–9.

## Self-assessment



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

- Read the directions aloud. Have students point to the face icons at the top of the page as you read the descriptions aloud. Then have students repeat after you, using intonation and facial expressions to act out the meanings.
- Have students use a colored pencil to complete the exercise. They will choose a different color when they check this exercise at the end of the Checkpoint.

### MONITOR

Follow the suggestions below to review the key language in the unit. Check to see how well students are able to use the language. Remind students that they will be asked to assess their own abilities. You may wish to review all the language in the checklist first, and then have students complete it, or have students mark the checklist as each language point is reviewed.

### 21st Century Self-Direction

- Remind students that there are no right or wrong answers on this page. Emphasize the fact that they should circle the face that shows how they feel about each skill. Say: *This page will help us find out what you know well and what you should study more.*

### ASSIST

Encourage students to turn to the page references when they need additional support to refresh their memories.

### Foods (page 84)

Replay Audio Track 134 to review food words. Ask questions about food: *What color are bananas? Do you like yogurt? How big is a potato?* Then say: *Circle the face that tells if you know the names of foods.*

### Wild animals (page 96)

Have students play *I Spy* with pages 96–97. (See *Game Bank*, page T134, for details.) Model: *I spy an animal with spots. Is it a giraffe? No. Is it a cheetah? Yes.* Then say: *Circle the face that tells if you can name wild animals.*

### Parts of animals (page 100)

Write these words on the board: *claws, pouch, tail, trunk.* Have students play Animal Tag. One student pretends to be an animal with one of these body parts. When he/she tags another student, the student names the animal and the body part. The tagged student then chooses a new animal and repeats the game.

### Months (page 108)

Ask a volunteer to name a month. Then ask students to name the months that come before and after. Model: *The month is March. What month comes before March? (February) What month comes after March? (April)* Say: *Circle the face that tells if you can name months.*

### Do you like...?/Does he/she like...? (page 89)

Ask: *Do you like tomatoes?* After students answer, have other students report each other's responses. Model: *Does she like tomatoes? Yes, she does.* Then have students ask and answer questions about other foods.

### can/can't (page 101)

Ask questions about what the animals on pages 96–97 can or can't do. Model: *Can cheetahs run? Yes, they can. Can elephants fly? No, they can't.* Then have students ask and answer questions about other animals.

### always/never (page 113)

Show students a calendar. Ask: *What do you always do in the summer? What do you never do in the winter?* Then have students report each other's answers. Ask: *What does she always do in winter?*

### Do you...?/Yes, we do./No, we don't. (page 113)

Write these sentences on the board: *Yes, we do. No, we don't.* Have students think of questions they can answer with each sentence. Model: *Do you go to school in the fall? Yes, we do. Do you go to school in the summer? No, we don't.*

## Practice

WB p. 132/ act. 1, 2, 3, 4, 5, 6



### 1 Look, find, and number.

- Read the directions aloud. Ask the students to look at the picture, then find the items listed and number them.

### 2 Look at 1 and write. Add one food word, one animal word, and one month word.

- Read the directions aloud. Ask the students to look at Activity 1 again, and write the items detailed in the rubric.

### 3 Look at the table and circle one food in red.

- Read the directions aloud. Ask the students to look at the food table and circle one food item in red.

### 4 Look at the table and circle one food in blue.

- Read the directions aloud. Ask the students to look at the food table and circle one food item in blue.

### 5 Think, look, and circle in green.

- Read the directions aloud. Ask the students to look at the picture and circle any silly things they can see in green.

### 6 In Your Classroom

- Read the directions aloud. Ask the students to work in groups to share and compare what they circled in each color.

# Checkpoint 7–9 Lesson 2

## Lesson Flow



## Lesson Objective

I will put together what I have learned in Units 7–9.

I can do it!



**Get ready.**

**A.** Look, listen, and write.

always   can   can't   never

**Alan:** Is that your parrot? He's so colorful!

**Tess:** Yes. His name is Crackers. He's a smart bird. He <sup>1</sup>\_\_\_\_\_ talk!

**Alan:** He can?

**Tess:** Yes. Listen. Crackers – are you a pretty bird?

**Crackers:** Yes. I'm a pretty bird.

**Alan:** That's cool! What does he eat?

**Tess:** Oh, he likes to eat bananas, carrots, and apples.

**Crackers:** Crackers wants an apple.

**Alan:** Wow!

**Tess:** He can sing "Happy Birthday," too.

**Alan:** Really?

**Tess:** Yes. He <sup>2</sup>\_\_\_\_\_ sings to me on my birthday.

**Alan:** Wow. My cat is so boring. She <sup>3</sup>\_\_\_\_\_ say anything, and she <sup>4</sup>\_\_\_\_\_ sings to me!



**B.** Look at **A.** Ask and answer.

What can Crackers do?

What are two things Crackers can say?

He can talk and sing.

1

2

3

4

5

6

7

8

9

## Warm-up



- Write these words on the board: *always, can, can't*. Invite students to write sentences that use these words. Then have them rewrite their sentences, but replace the target word with a blank. Students can then challenge each other to find the missing words.

## Lesson Objective



### INVOLVE

- Introduce the Lesson Objective: *Today I will put together what I have learned in Units 7–9.*
- Students will complete a dialog, and then answer questions using target language.

## Pre-listening



- Read the directions aloud. Invite volunteers to read the words in the box aloud. Ask them to tell or show what each word means.

## Listening



### 2 Get ready.

#### A Look, listen, and write.

- Ask volunteers to read Alan and Tess's first lines aloud. Ask: *What are Alan and Tess talking about? (Tess's parrot, Crackers) What word fits in the first blank? (can)*
- Play Audio Track 190 and have students listen and follow in their books.
- Replay the audio and have students listen and write the words they hear in the blanks.

### MONITOR

- Have students read the sentences they completed aloud to make sure that they completed the dialog correctly. (*Answer: 1. can, 2. always, 3. can't*)
- Have students practice the dialog in groups of three. Encourage students to switch roles so they each get a chance to play all three parts. Invite groups to present the dialog in front of the class.

### ASSIST

- Have students extend the dialog. Tess and Alan might talk about another animal, such as Alan's cat.

## Speaking



#### B Look at A. Ask and answer.

- Read the directions aloud with students. Have partners ask and answer the questions.

### MONITOR

- Check for correct use of language as students discuss the dialog. Check that students' answers are accurate. (*Answers: 1. Crackers can talk. 2. Crackers likes bananas, carrots, and apples. 3. Crackers can say "Yes. I'm a pretty bird." and "Crackers wants an apple."*)

### CHALLENGE

- Have students make a list of other things that Tess might teach Crackers to say.

### 21st Century Thinking Creatively

Ask: *How might you teach a parrot to talk?* (Possible answers: Repeat the same sentence many times in front of the parrot. Make an audio recording of the sentence you want the parrot to learn and repeat it many times.)

# Checkpoint 7–9 Lesson 3

## Lesson Flow



Warm-up



Lesson Objective



Practice 1



Practice 2

## Lesson Objective

I will put together what I have learned in Units 7–9.

### Checkpoint | Units 7–9

#### 3 Get set.



**STEP 1** Cut out the outline on page 137. Cut each card in half along the dotted line.



**STEP 2** Sort the cards into two piles. Put the heads of the animals in one pile and the bodies in the other. Now you're ready to **Go!**

#### 4 Go!

**A.** Put one card from each of your piles together to make a funny animal.



**B.** Talk about your funny animals. Ask and answer.

What does your animal look like?

My animal has a long trunk and stripes.

What do you call your animal?

I call my animal an elebra.

**C.** Look at others' animals. Who has the same animal as you?



## Warm-up



### 3 Get set.

- Have students preview the animal cutouts on page 137. Ask: *What is each animal called? (cheetah, hippo, elephant, giraffe, zebra, polar bear). Which animal has a trunk? (elephant) Which animals have claws? (cheetah, polar bear) Which animals have tails? (all six of them) Which animal has a pouch? (none of these six animals has a pouch)*
- Draw students' attention to the dotted line that divides each animal into two parts. Say: *Each animal has a head and a body. What parts do you find on an animal's head? (eyes, ears, mouth, nose, trunk) What parts do you find on the body? (claws, legs, tail)*
- Read the directions aloud and have them cut out the cards on page 137.

#### MONITOR

- Check that students have placed the animal heads in one pile and the bodies in another.

## Lesson Objective



#### INVOLVE

- Introduce the Lesson Objective: *Today I will put together what I have learned in Units 7–9.*
- Students will make and describe funny pictures.

## Practice 1



### 4 Go!

#### A Put one card from each of your piles together to make a funny animal.

- Read the directions with the class. Say: *Your animal will have a head and a body. We want to get funny animals, so if you get a body and head that match, you can pick again.*

#### ASSIST

- Write these sentences on the board to help students describe their animals: *My animal has the head of a... .has the body of a... .*

## Speaking



### B Talk about your funny animals. Ask and answer.

- Read the directions aloud. Then have volunteers read the speech bubbles aloud.
- Have partners ask and answer questions about animals.

#### MONITOR

- Check students' vocabulary, grammar, and pronunciation as they ask and answer questions about their animals.

## 21st Century Communication

Have students explain how they decided what to call their new animal. Model: *Since my animal has the head of an elephant and the body of a zebra, I took the first part of the word elephant and the second part of the word zebra. I put them together to get the name elebra.*

#### CHALLENGE

Encourage students to create fact sheets about their animals. Ask: *Where does your animal live? What does it eat? How big is it?* Allow students to share their information with the class.

**Creating a Mixed-Up Animal:** Challenge students to make up their own mixed-up animals. Each animal should have the head of one animal and the body of another. Students can begin by brainstorming a list of possible animals to mix and match. Say: *Draw a picture and write a description of your new animal. Don't forget to give the animal a name!*

## Practice 2



### C Look at others' animals. Who has the same animal as you?

- Read the directions aloud. Have students who have the same animal compare the names they gave their animals. Ask: *Does anyone have an animal that's the opposite of your animal? My animal has the head of an elephant and the body of a zebra. Does anyone have an animal with the head of a zebra and the body of an elephant?*

# Checkpoint 7–9 Lesson 4

## Lesson Flow



Warm-up Lesson Objective Practice Self-assessment 1 Self-assessment 2

## Lesson Objective

I will think again about how well I can use what I have learned in Units 7–9.

**5 Write or draw.**

<b>All About Me</b>	
When is your birthday?	What do you like to eat on your birthday?
What's your favorite month?	What do you always do in the summer?

**Do I know it now?**

**6 Think about it.**

**A.** Go to page 120. Look and circle again.

**B.** Check (✓).

I can ask my teacher for help.

I can practice.

**7 Rate this Checkpoint. Color.**

hard OK easy | not fun OK fun

1  
2  
3  
4  
5  
6  
7  
8  
9

Checkpoint Units 7–9 123

## Warm-up



**Materials:** Box or bag, Flashcards: Unit 9, months of the year

- Place the Flashcards in a box or bag. Have students take turns picking a Flashcard. Ask: *What do you always do in this month? What do you never do in this month?*

## Lesson Objective

### INVOLVE

Introduce the lesson objective: *Today I will think again about how well I can use what I have learned in Units 7–9.*

- Students will write and draw about themselves. Then they will reassess their ability to use key language for Units 7–9.

## Practice

### 5 Write or draw.

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

### MONITOR

Check students' writing for correct use of language.

### CHALLENGE

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

## Self-assessment 1

### 6 Think about it.

#### A Go to page 120. Look and circle again.

- Read the directions aloud.

### 21st Century Self-Direction

- Have students turn to the “Look and circle” exercise on page 120 and think about each of the categories again. Remind students to take their time to think about each category carefully. Suggest that they look at the reference pages listed as they review their skills.
- Ask students to use a different colored marker or pencil when they revisit the checklist on page 120. This will help them see both sets of circles.
- Students may want to circle the same face icon when they revisit the exercise. Model drawing the second circle outside the first so that both colors are visible, rather than covering up the first circle with the second color.

## B Check (✓).

- Read the directions aloud. Say: *You will check one box.* Students can use the “Look and circle” exercise on page 120 to help them choose a response. If they circled ten to twelve smiling faces, they can start the next unit with confidence. If they circled fewer than ten smiling faces, they should probably check one of the other choices.

## Self-assessment 2

### 7 Rate this Checkpoint. Color.

- Write *easy* and *hard* on the board. Say: *Something is easy if you can do it without any problems. It's hard if you have trouble doing it.* Give students examples of easy and hard activities: *It's easy to raise your hand. It's hard to touch the top of a door.*
- Write *fun* and *not fun* on the board. Say: *Something is fun if you really enjoy doing it.* Ask students to mime things that are fun to do.
- Read the directions aloud. Point out that they will color only one star in each section. Say: *First, you will say if the Checkpoint was easy, OK, or hard. Then you will say if it was fun, OK, or not fun.*

**Using Checkpoint Evaluations:** Student evaluations of the Checkpoint (*easy/OK/hard, fun/OK/not fun*) can give you insight into students' reactions to classroom activities. Check their answers to help you engage and motivate them as they continue to review Units 7–9. Consider whether students require additional assistance, deeper challenges, or more inspiring activities.

# Cutouts for Checkpoints

✂ Cutouts for Page 42, Checkpoint Units 1-3



Checkpoint Cutouts Units 1-3 133

✂ Cutouts for Page 82, Checkpoint Units 4-6

**We want to go to the post office.**

**Is there a post office near here?**

**I want to buy a book.**

**Is there a bookstore near here?**

**My mom wants to eat lunch.**

**Is there a restaurant near here?**

**My grandma wants to buy cookies and milk.**

**Is there a supermarket near here?**

**My dad wants to put gas in the car.**

**Is there a gas station near here?**

Checkpoint Cutouts Units 4-6 135

✂ Cutouts for Page 122, Checkpoint Units 7-9




Checkpoint Cutouts Units 7-9 137


# Stickers

**Stickers**


Unit 1, page 8



Unit 2, page 20




Unit 3, page 32




**Stickers**


Unit 4, page 48



Unit 5, page 60



Unit 6, page 72

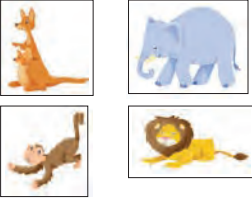


**Stickers**

Unit 7, page 88



Unit 8, page 100



Unit 9, page 112

January	February	March	April
SUN MON TUE WED THU FRI SAT	SUN MON TUE WED THU FRI SAT	SUN MON TUE WED THU FRI SAT	SUN MON TUE WED THU FRI SAT
1 2 3 4 5 6 7	1 2 3 4	1 2 3	1 2 3 4 5 6 7
8 9 10 11 12 13 14	5 6 7 8 9 10 11	4 5 6 7 8 9 10	8 9 10 11 12 13 14
15 16 17 18 19 20 21	12 13 14 15 16 17 18	11 12 13 14 15 16 17	15 16 17 18 19 20 21
22 23 24 25 26 27 28	19 20 21 22 23 24 25	18 19 20 21 22 23 24	22 23 24 25 26 27 28
29 30 31	26 27 28 29	25 26 27 28 29 30 31	29 30



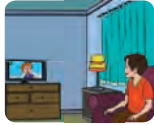
# Cambridge Young Learners English: Starters Practice Paper

Cambridge Young Learners English: Starters Practice Paper | Listening A

– 5 questions –

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

What's Alex doing?



A



B



C

1 What's Jill doing?



A



B



C

2 What's Ben doing?



A



B



C

3 Where is Pat's jacket?



A



B



C

4 How many people are in the picture?



A



B



C

5 What are Bill and Ann doing?



A



B



C

124 Listening A

Listening A 125

## Listening A

In this part, students listen for information and then check the correct picture.

### Do the test

- 1 Ask students to turn to pages 124–125. Read the questions aloud and make sure students understand what they mean.
- 2 Ask students to look at the pictures and guess what each dialog will be about. If there are people in the pictures, students could guess how they are related or connected (*They are family; They are friends; They are classmates; etc.*) and what they are saying.
- 3 Check that students know the names of the places and objects shown. Teach any unfamiliar words as necessary.
- 4 Read the directions aloud, then play the first part of the recording. Go through the example.
- 5 Play the rest of the recording. While they listen, students check the box below the illustration that correctly answers the question.
- 6 Let students listen to the recording again. Check answers. Ask students to describe one or two of the pictures.

 **Audio Script**

**Narrator:** Look at the pictures. Now listen and look. There is one example. What's Alex doing?

**Woman:** Is Alex outside?

**Man:** No, he isn't. He's in the living room.

**Woman:** Is he watching TV?

**Man:** No, he's coloring a picture.

**Woman:** Please tell him it's time to eat.

**Narrator:** Can you see the check mark? Now you listen and check the box. One. What's Jill doing?

**Woman:** Nick, where's Jill?

**Boy:** She's on the playground.

**Woman:** Is she playing soccer?

**Boy:** No, she's playing basketball.

**Woman:** Oh, I see her. Thank you, Nick.

**Narrator:** Two. What's Ben doing?

**Girl:** Let's jump rope.

**Boy:** But we need three people.

**Girl:** We can ask Ben.

**Boy:** Where is he?

**Girl:** He's over there, reading a book.

**Boy:** OK, let's go ask him.

**Narrator:** Three. Where is Pat's jacket?

**Girl:** Where's my jacket, Mom?

**Woman:** I put it in your bedroom.

**Girl:** I don't see it.

**Woman:** Check the living room.

**Girl:** Oh, here it is. It's on the sofa.

**Narrator:** Four. How many people are in the picture?

**Girl:** Who are these people?

**Boy:** They're my aunt and uncle.

**Girl:** And who's the boy?

**Boy:** He's my cousin, Denny.

**Narrator:** Five. What are Bill and Ann doing?

**Girl:** How many pencils do we have?

**Boy:** One, two, three. We have three pencils.

**Girl:** Here are two more. Now we have five pencils.

**Boy:** Look. Tony is drawing a picture. He has a pencil, too.

**Girl:** OK, we have six pencils.

**Boy:** Good, now let's count the scissors.

**Narrator:** Now listen again.

– 5 questions –



Look at the picture. Listen and write a name or a number. There are two examples.

**Examples**What is the boy's name? TomHow old is he? 10**Questions**

- 1 How old is Sara? 10
- 2 How many books does Tom have? 5
- 3 What's the name of the cat? Tony
- 4 What's the name of the dog? Karl
- 5 Where's the library? on Ball Street

## Listening B

In this part, students listen and write names or numbers.

### Do the test

- 1 Ask students to turn to pages 126–127. Explain the task and make sure students understand they should write either a name or a number.
- 2 Play the first part of the recording. Go through the examples.
- 3 Read the rest of the questions together. Ask students to guess what type of information is missing (i.e. a name or a number).
- 4 Play the rest of the recording while students listen and write their answers.
- 5 Let students listen to the recording again. Check answers. Make sure students' handwriting is legible and that they have spelled the names correctly.



## Audio Script

**Narrator:** Look at the picture. Listen and write a name or a number. There are two examples.

**Girl:** Hi. What's your name?

**Boy:** My name is Tom.

**Girl:** Oh. Can you spell that?

**Boy:** T-O-M. Tom.

**Girl:** How old are you?

**Boy:** Ten.

**Narrator:** Can you see the answers? Now you listen and write a name or number. One.

**Boy:** What's *your* name?

**Girl:** My name is Sara.

**Boy:** How old are you?

**Girl:** Well, I'm *not* nine, and I'm *not* eleven . . .

**Boy:** Are you ten?

**Girl:** That's right. I'm ten.

**Narrator:** Two.

**Girl:** Where are you going?

**Boy:** To the library.

**Girl:** How many library books do you have?

**Boy:** I have five books.

**Girl:** Wow! That's a lot of books.

**Boy:** I like to read!

**Narrator:** Three.

**Girl:** What is *that* book?

**Boy:** This is my favorite book. It's about a cat named Tony.

**Girl:** Tony? That's a funny name for a cat. How do you spell it?

**Boy:** T-O-N-Y.

**Narrator:** Four.

**Girl:** What about that book?

**Boy:** This one? It's about a dog.

**Girl:** What's the dog's name?

**Boy:** Karl. It's spelled K-A-R-L.

**Girl:** I like the picture on the cover.

**Narrator:** Five.

**Girl:** Where's the library?

**Boy:** It's on Ball Street.

**Girl:** Ball Street? B-A-L-L?

**Boy:** Yes. And look. This is Ball Street. See you later, Sara.

**Girl:** Bye, Tom!

**Narrator:** Now listen again.

– 5 questions –

Look and read. Put a check (✓) or an (x) in the box. There are two examples.

Examples



She is a doctor. ✓



This is a bus stop. ✗

Questions

1



This is a bookstore. ✗

2



She is a dancer. ✓

3



He is a mail carrier. ✗

4



This is a gas station. ✗

5



He is a singer. ✓

## Reading & Writing A

In this part, students look at a picture, read a sentence about the picture, and then put a check or a cross depending on whether the sentence is true or false.

### Do the test

- 1 Ask students to turn to pages 128–129. Read the directions aloud.
- 2 Write the example sentences on the board. Underline the key word in each, e.g. *doctor*, *bus stop*. Ask students to correct the second example sentence, e.g. *This is a restaurant*.
- 3 Students underline the key word in the rest of the sentences and decide if the sentences are correct or not.
- 4 Ask students to compare answers in pairs.
- 5 Check answers. Students correct the false sentences. (1 *This is a grocery store*. 3 *He is a pilot*. 4 *This is a train station*.)



– 5 questions –

Look at the pictures. Look at the letters. Write the words.

## Examples

s w i n g

g w i n s

## Questions

1

c o m p u t e r

r e t m o c u p

2

s l i d e

d e s l i

3

s k a t e b o a r d

t a s k e d r a b o

4

p e n c i l

n e c l i p

5

p i c t u r e

r e t i c u p

130 Reading &amp; Writing B

## Reading & Writing B

In this part, students reorder letters and write words.

### Do the test

- 1 Ask students to turn to page 130. Read the directions aloud. Explain that each dash represents a letter and that the pictures should help them.
- 2 Write the example on the board. Write both the jumbled letters and the word spelled correctly.
- 3 Give students some time to unscramble the rest of the jumbled words. Encourage them to cross out letters as they write the word, to help them keep track of which letters they have used. Remind them to write only one letter in each space.
- 4 Ask students to compare answers in pairs.
- 5 Check that students have spelled the words correctly.

– 5 questions –

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



Zoos are big places. A lot of animals live there. The elephant has big ears and a long trunk. The (1) peacock is a bird with a beautiful tail. The (2) toucan is another beautiful bird. It likes to talk. Then there are (3) monkeys. They have long tails and live in trees. The (4) hippo is a large, gray animal with small ears. It likes the water. And the (5) giraffe has a long neck and spots.

Example			
			
			

Reading &amp; Writing C 131

## Reading & Writing C

In this part, students read a text and complete it with the missing words.

### Do the test

- 1 Ask students to turn to page 131. Read the directions aloud. Ask them to say what the text is about. The picture and title at the top will help them.
- 2 Discuss the example together. Ask them to cross out the word and picture in the box that was used in the example.
- 3 Give students some time to read the text carefully and to try to choose the best word from the box for each blank space. Tell them to read the whole sentence before deciding on the best word for a blank space.
- 4 Ask students to compare answers in pairs.
- 5 Check answers.



132 Speaking

## Speaking

In this part, students answer questions about the scene in the picture.

### Do the test

- 1 Ask students to turn to page 132. Tell students that you are going to talk about the picture.
- 2 Ask students questions about the scene. Create questions that can be answered with single words, phrases, and simple sentences. Examples:  
*Are they outside? (yes)*  
*Is there a train station next to the post office? (No, there's a bus station.)*  
*How many animals do you see? (five)*  
*What is the girl with the orange T-shirt doing? (She's skateboarding.)*  
*Is the man with the cap holding a lizard? (No, he's holding a snake.)*
- 3 Choose an object in the picture and ask students to tell you about it.  
*Tell me about...*

# Game Bank

Games are a great way for children to practice, correct, confirm, and reinforce their vocabulary, usage, and numerical skills. Help everyone in class enjoy game time by creating an environment where the competitive aspect is challenging and motivating while remaining stress-free. Model supportive, friendly reactions when children make mistakes or don't know certain vocabulary words or just need more time than others to express the answer, such as *Nice try!* and *You're getting much quicker!*

## Flashcard Games

### That's It! Clap, Clap!

Write a word on the board or say a word from a specific group of related Flashcards. Then hold up several Flashcards one by one. When the children see the card that corresponds to the word you showed them or told them, they show their recognition by two quick claps (or by shouting *That's it!* and clapping twice).

### Yes or No

With the whole class, review a related set of Flashcards. Encourage everyone to say the words aloud with you. Then mix up the cards (without looking) so they are in a different order. Pick a card without looking at it and hold it over your head with the picture facing the class. You try to guess which card you are holding by saying words from the lexical set. If you guess right, children shout *Yes!* If you guess wrong, they shout *No!* and you keep guessing words from the same set.

### Go Fish

Divide the class into small groups. For each group, use two sets of Flashcards. Mix up the cards and deal out five cards to each student. Put the rest in a pile in the center. Model how to play by asking: *Do you have any words that begin with r? Do you have any words that end with l?* You may have students vary the questions about the cards using a particular category, such as beginning letter, ending letter, color, etc. If another player in the group has a card that matches what the student is asking for, he/she hands it to the player and that player puts his match down. If not, he/she says *Go fish!* and the player takes a Flashcard from the pile in

the center. The game is over when one player has no more cards.

### Flashcard Challenge

Divide at least 20 Flashcards into two stacks: "easy" words and "difficult" words. Divide the class into two teams. Teams alternate turns, and on both teams each child gets a turn. For each turn, the individual child gets to choose whether to be shown an "easy" card, worth two points, or a "difficult" card, worth five points. The points are always earned for the team. Show the card. If the child cannot say the word for the Flashcard, there is no penalty, but the team doesn't get any points for that turn. The team with the most points at the end wins.

## Vocabulary and Word Games

### Follow the Leader

Lead students in a game of *Follow the Leader* around the classroom, performing or miming certain actions or putting things in certain locations around the room. For example, lead them to the classroom library and shelve one book. As you do so, say: *I'm putting a book on the shelf.* Each follower, in turn, puts a book away and repeats the sentence. Continue around the classroom, doing other actions.

### I Spy (or I See, I See)

Look around the room and say: *I spy with my little eye (or I see, I see . . .) something beginning with b (or whatever letter you choose).* Students guess the object you are thinking of. You can also play the game using colors.

### Pictionary and Charades

Divide the class into two teams. On index cards write vocabulary words, important phrases, or the names of stories or movies the class has read or seen. A child from Team A picks a card from the pile and draws a picture of the word/phrase/title on the board (**Pictionary**) or acts out the word/phrase/title (**Charades**) for his/her teammates to guess. If the team guesses correctly (they can make several tries, or you can set a time limit), they win a point. Then Team B takes a turn.

### Question Chain

Divide students into groups. Have each group sit in a circle. Select one of the groups to model the game. Start the game by asking the first student a question that reviews a particular vocabulary group – for example, *What's your favorite [zoo animal]?* The first student answers: *I like [cheetahs].* The first student then turns and asks the question to the next student. Continue around the group until all students have answered the question. You may want to write a list of questions on the board so that students can continue the game by doing a round with each question without interrupting the activity. You can play the game in other variations, too (e.g. *Statement Chain*).

### Ready, Set, Go!

Write a single letter on the board, or hold it up on a big card so that everyone can see it. Shout *Ready, Set, Go!* and when children hear *Go!* they start writing as many words as they can think of that begin with this letter. When you shout *Stop!* they put their pencils down. Children get one point for every word they've written.

### Simon Says

In this game, students do as you command provided you begin the instruction with *Simon Says*. For example, if you say: *Simon Says touch your nose*, students touch their nose. If you say: *Touch your ears*, students do not move since you didn't precede the command with *Simon Says*. If desired, have students sit down if they mistakenly do a task when you didn't say *Simon Says*. The last student standing is the winner.

### Bingo

Give each student a blank grid divided into nine squares, plus a small number of items such as beans or pennies. Have students write nine numbers (from 1–20) on the card – one in each square, in no particular order. Call out numbers (from 1–20) randomly. If a student has a number on his/her card, he/she places one of the beans (or other small item) on the square. The first person with three items in a row is the winner. This game can be played using letters or other vocabulary words.

## Phonics and Spelling Games

### Cheerleader Game

Choose words to spell out as if they were cheers and write them on cards. Start by leading the "cheer" yourself. Choose easy words to begin with (e.g. *cow*, *ball*) and move on to more difficult words. For example, with *cow*, you say, *Give me a C!* and the class responds, *C!* Then you call the second letter and so on. When you finish spelling, ask: *What word is it?* Students answer as a chorus. As children get used to the game, invite children to take on your role.

### I Can Spell (Hangman)

Write the letters of the alphabet on the board. Choose a word (e.g. *jumping*) and write letter spaces on the board (*7 short lines*). Elicit a letter from an individual. If the letter is in the word, write it on the correct line. If not, then start to draw a person, one part at a time. Explain that the word needs to be guessed before the person is fully drawn. As students guess, cross out the letters on the board. Once students are comfortable with the game, you can invite an individual to choose a word and lead the game.

### Memory Game

Sit with the whole class in a circle. You start by saying a sentence like: *I went to Mars and I took my camera.* The student on your right repeats your information and adds his/her own: *She went to Mars and she took her camera. I took my backpack.* Continue with the next student, in order, until a student can't remember the whole list. Start the game again with the next student.

### Phonics Race

Divide the class into groups. Call out a letter-sound and give one example (e.g. a as in *cat*; double o as in *book*). Start a timer and have teams list as many words as they can with that sound. When you call *Stop!* teams read their words aloud and receive one point for each correct word. The game can also be played orally. Have one team play at a time and say words aloud instead of writing them. Keep a tally on the board. The team that comes up with the most words in the allotted time is the winner.





- 2 **A:** What's she doing?  
**B:** She's reading a book.
- 3 **A:** What are they doing?  
**B:** They're listening to music.
- 4 **A:** What's he doing?  
**B:** He's writing numbers.

---

### Student's Book page 9. Activity 13

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

- 1 **A:** How many birthday cakes are there?  
**B:** There's one birthday cake.
- 2 **A:** How many shapes are there?  
**B:** There are three shapes.
- 3 **A:** How many dogs are there?  
**B:** There's one big, black dog.

---

### Student's Book page 10. Activity 14

**Do the math. Then listen and write.**

- 1 Four plus three equals seven.
- 2 Eight minus two equals six.
- 3 One plus nine equals ten.

---

### Student's Book page 10. Activity 15

**Look, read, and write the answers.  
Then listen and check.**

Math Homework. Katie Timms.

- 1 There are eleven girls in the class and nineteen boys.  
There are thirty children in the class.
- 2 There are fourteen chairs in Classroom 1. The children  
move two chairs to Classroom 2. Now there are twelve  
chairs in Classroom 1.
- 3 The children have fifteen cupcakes. They eat four. Now  
they have eleven cupcakes.
- 4 There are eighteen pictures on the paper. Lucy cuts  
out two pictures. Now there are sixteen pictures on the  
paper.
- 5 There are a hundred children on the playground. Thirty  
go into their classrooms. Now there are seventy children  
on the playground.

---

### Workbook page 8. Activity 13

**Listen and read. Write plus or minus, equals, and the number.**

- 1 Fourteen apples minus eight apples equals six apples.
- 2 Ten markers plus two markers equals twelve markers.
- 3 Six shapes plus eight shapes equals fourteen shapes.

---

### Student's Book page 12. Activity 19

**Listen and find. Then say.**

- /th/ /th/ this  
/th/ /th/ that  
/th/ /th/ thin  
/th/ /th/ bath

---

### Student's Book page 13. Activity 22

**Listen and look. Number in order.**

- 1 **A:** Hi, Jean! I like your drawing. May I use the  
markers?  
**B:** Yes. I'm finished.
- 2 **A:** Come and sit down, Mark. It's your turn.  
**B:** Thanks.
- 3 **A:** You're welcome.  
**B:** It's fun taking turns. Now what do I want to draw?

---

### Student's Book page 15. Activity 27

**Listen and find. Say Picture 1 or Picture 2.  
Then ask and answer.**

They're listening to a story. Picture...

They're playing a game. Picture...

She's singing. Picture...

He's drawing a picture. Picture...

He's cutting paper. Picture...

She's dancing. Picture...

He's writing his name. Picture...

They're drawing pictures. Picture...

He's doing math. Picture...

They're using the computers. Picture...

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## Unit 2, My Games

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### Student's Book page 17. Activity 4

**Listen and find in 1. Then say.**

He likes to play basketball.

She likes to play volleyball.

They like to skate.

He likes to play on the slide.

He likes to ride a bike.

She likes to skateboard.

She likes to kick a soccer ball.

## Student's Book page 20. Activity 10 38

### Listen and stick.

- 1 **A:** Mike, Lily, and Ben are playing in the park.  
**B:** Where are they?  
**A:** There's Mike. He's in front of the swings. What does he like to do?  
**B:** He likes to ride his bike.
- 2 **A:** And there's Lily over there! What does she like to do?  
**B:** Oh, yes. She's on the slide. She likes to play on the slide!
- 3 **A:** And there's Ben, next to the seesaw! What does he like to do?  
**B:** Ben likes to play soccer. They're all playing!  
**A:** Yes, they all like to play in the park!

## Workbook page 16. Activity 7 39

### Write *do* or *does*. Then listen and match.

- 1 **A:** What does he like to do?  
**B:** He likes to ride his bike.
- 2 **A:** What do they like to do?  
**B:** They like to skate.
- 3 **A:** What does she like to do?  
**B:** She likes to read.
- 4 **A:** What do they like to do?  
**B:** They like to play hide-and-seek.

## Student's Book page 21. Activity 11 40

### Listen and write. Then say.

- 1 **A:** What does Matt like to do?  
**B:** He likes to listen to music.
- 2 **A:** What do Becky and Ron like to do?  
**B:** They like to play video games.
- 3 **A:** What does she like to do?  
**B:** She likes to ride her bike.

## Student's Book page 21. Activity 12 41

### Listen and write the words.

- 1 **A:** Where's the bike?  
**B:** It's behind the slide.
- 2 **A:** Where's the helmet?  
**B:** It's between the seesaws.

- 3 **A:** Where's the skateboard?  
**B:** It's next to the bat.
- 4 **A:** Where are the skates?  
**B:** They're in front of the swing.

## Student's Book page 22. Activity 14 43

### Listen and read. Write the numbers.

Playing is fun. When we move, we use our bones and muscles. Bones and muscles help us play.

We throw with our hands. Our hands have many bones. One hand has 27 bones.

We kick with our feet. Our feet have many bones, too. One foot has 26 bones. When we throw a ball, we use 34 muscles. When we kick a ball, we use 13 muscles.

When we jump, we use more than 70 muscles.

We need to take good care of our bones and muscles.

## Workbook page 18. Activity 12 44

### Listen and circle.

- 1 We use 34 muscles when we throw a ball.
- 2 There are 27 bones in your hand.
- 3 When we jump, we use more than 70 muscles.
- 4 There are 26 bones in your foot.

## Student's Book page 24. Activity 19 47

### Listen and find. Then say.

/ng/	/ng/	bang
/ng/	/ng/	ring
/nk/	/nk/	ink
/nk/	/nk/	pink

## Student's Book page 25. Activity 22 51

### Look, listen, and number. Then say.

- 1 I'm safe on the slide. I always keep my feet in front of me.
- 2 I'm safe on my skateboard. I always wear a helmet and pads.
- 3 We are safe on the seesaw. We put one leg on each side.
- 4 I'm safe on the swing. I always sit down.

## Workbook page 21. Activity 19 52

### Listen and match. Then write.

- A:** Terry, what do you like to do?  
**B:** I like to play basketball. What about you, Pete? What do you like to do?  
**C:** I like to jump. Sarah, do you like to jump?  
**D:** No, I like to skate. Mario, what do you like to do?  
**E:** I like to skateboard. Come on! Let's play!

## Unit 3, In My House

### Student's Book page 29. Activity 4

#### Listen and look at 1. Say yes or no.

- A:** Where's the DVD player?  
**B:** It's on the couch.
- A:** Where's the fridge?  
**B:** It's in the kitchen.
- A:** Where's the lamp?  
**B:** It's under the bed.
- A:** Where's the TV?  
**B:** It's in the bathroom.
- A:** Where's the bathtub?  
**B:** It's in the bathroom.
- A:** Where's the oven?  
**B:** It's on the bed.
- A:** Where's the dresser?  
**B:** It's behind the bathtub.
- A:** Where's the bed?  
**B:** It's in the bedroom.

### Student's Book page 32. Activity 10

#### Listen and stick.

- Mum:** Lucy, where are Ben's shoes?  
**Lucy:** They're in the kitchen, next to the chair.  
**Mum:** Oh, yes. Ben's shoes are in the kitchen. They're next to the chair, under the table. Thanks, Lucy!  
**Dad:** Ben, where's the cat?  
**Ben:** She's in the bathroom.  
**Dad:** The bathroom? Where in the bathroom?  
**Ben:** She's in the bathtub!  
**Dad:** Oh, thanks, Ben!  
**Mum:** Lucy, where are Aunt Mary's glasses?  
**Lucy:** She's wearing them!  
**Mum:** Oh, then where's Aunt Mary?  
**Lucy:** She's in the living room.  
**Mum:** Oh, yes. She's on the couch.  
**Lucy:** Yes, Aunt Mary likes watching TV.

- Dad:** Lucy, where are your books?  
**Lucy:** Umm...  
**Dad:** Ben, where are Lucy's books?  
**Ben:** They're on the bed.  
**Dad:** Oh, yes. Lucy's books are on the bed. Thanks, Ben!

### Workbook page 25. Activity 6

#### Listen and match.

- A:** Mom, where's my jacket?  
**B:** Your jacket is in the closet in the living room.  
**A:** The closet?  
**B:** Yes, the closet in the living room.
- A:** Where are my keys?  
**B:** I have your keys. I'm in the bathroom.  
**A:** Thanks.
- A:** Emily, where's your brother?  
**B:** In the bedroom. He's sleeping.  
**A:** Where is his teddy bear?  
**B:** It's in his bed.
- A:** Where's Dad?  
**B:** He's in the kitchen, talking on the phone.

### Student's Book page 34. Activity 15

#### Look, read, and circle. Then listen and check.

At the Museum. Emma White.

Do you like museums? I do! My favorite museum is the Science Museum. I love the old things there.

There are some very old lamps at the museum. They're 2,000 years old. They need oil in them. The oil burns.

There's an old computer at the museum, too. You can put a new computer in a backpack, but this computer needs a big room.

This old TV is very funny. It's big, but the screen is small.

My favorite thing at the museum is an old bike. One of its wheels is very big and one wheel is very small. When you ride it, you sit on the big wheel. It's great!

### Student's Book page 36. Activity 19

#### Listen and find. Then say.

- |      |      |      |
|------|------|------|
| /oo/ | /oo/ | zoo  |
| /oo/ | /oo/ | moon |
| /oo/ | /oo/ | foot |
| /oo/ | /oo/ | book |

## Student's Book page 37. Activity 22

### Listen and write. Then say

- 1 I put my toys in the toy box.
- 2 I put my dirty dishes in the sink.
- 3 I put my dirty clothes in the washing machine.

## Workbook page 30. Activity 16

### Listen and number. Then say.

- 1 I put my toys in the toy box.
- 2 I put my dirty dishes in the sink.
- 3 I put my dirty clothes in the washing machine.

## Checkpoint Units 1–3

## Student's Book page 41. Activity 2

### Get Ready. A. Look, listen, and write.

- Miss Davis:** What's your favorite game on the playground?
- Beth:** I like to play soccer.
- Adam:** I like to play on the swings.
- Katy:** And I like to skate!
- Miss Davis:** OK. Where's the soccer ball?
- Beth:** It's under the chair.
- Miss Davis:** And where are Katy's skates?
- Adam:** They're between the two chairs.
- Miss Davis:** OK, everybody. Take your things and go outside. And be quick!

## Student's Book page 42. Activity 4

### Go! A. Look at the cards and write. Listen and check.

- 1 In pictures 1 and 2, they're coloring a picture.
- 2 In pictures 3 and 4, they're playing soccer.
- 3 In pictures 1 and 3, they're reading a book.
- 4 In pictures 2 and 4, there's a basketball under the table.
- 5 In pictures 1, 2, 3, and 4, there are keys on the table.

## Unit 4, In My Town

## Student's Book page 45. Activity 4

### Listen and number.

- 1 There's a gas station on Castle Road.
- 2 There's a restaurant on Castle Road. It's next to the gas station.
- 3 There's a train station on Green Street.

- 4 There's a movie theater behind the gas station and the restaurant.

## Student's Book page 48. Activity 10

### Listen and stick.

- 1 **A:** I'm hungry.  
**B:** Me too. What do you want to eat?  
**A:** I want pizza.  
**B:** OK. Is there a pizza restaurant near here?  
**A:** Yes, there is. It's on Market Street, next to the movie theater.
- 2 **A:** Excuse me. Is there a computer store near here?  
**B:** A computer store? Yes, there is.  
**A:** How do I get there?  
**B:** Do you see Elm Road?  
**A:** Yes, I do.  
**B:** The computer store is on Elm Road and Main Street. It's next to the music store.  
**A:** Oh, thank you.  
**B:** You're welcome.
- 3 **A:** I want to mail these letters. Is there a post office near here?  
**B:** No, there isn't. It's on Park Street.  
**A:** Where's Park Street?  
**B:** It's just off Main Street next to the park! I'll show you.  
**A:** Thanks.
- 4 **A:** I want to buy some milk. Is there a supermarket near here?  
**B:** Yes, there is. It's on Market Street, next to the bank.  
**A:** Thank you.  
**B:** You're welcome.

## Workbook page 37. Activity 5

### Listen and follow the path.

- A:** What do you want to do today, Mary?
- B:** I want to go to the movie theater.
- A:** Okay, but first I want to send a letter.
- B:** Is there a post office near your house?
- A:** Yes, there is. Let's go!
- B:** Grandpa, I want to buy a book for Mom. Is there a bookstore near here?
- A:** Yes, there is. The bookstore is next to the post office.
- B:** Grandpa, I'm hungry. Is there a restaurant near here?
- A:** Yes, there is. Let's eat lunch!
- B:** Grandpa, I *still* want to see a movie. Is there a movie theatre near here?



- A:** No, there isn't.  
**B:** Oh, well.  
**A:** There *is* a movie theater, Mary. But it's not near here.  
**B:** Really? Can we take a bus?  
**A:** Yes! There's a bus stop right over there. Let's go to the movie theater!  
**B:** Great!

## Workbook page 40. Activity 12

### Listen, read, and write.

There are a lot of canals in Bangkok. Sunan goes to school by boat.

Lars and his friends live in Amsterdam. They go to school by bike, on bike streets. Bike streets are safe streets without cars.

In Mexico City, there are a lot of cars on the street. Carmen goes to school by bus because it's fast. Her school is near a bus stop.

Sophia goes to school under the ground. There are 468 subway stations in New York! Sophia's apartment is near a station.

## Student's Book page 52. Activity 19

### Listen and find. Then say.

/ai/	/ai/	rain
/ai/	/ai/	train
/oa/	/oa/	coat
/oa/	/oa/	boat

## Workbook page 41. Activity 16

### Listen and write ai and oa. Then chant.

Wear a coat  
 To sail the boat!  
 Drive the train  
 In the rain!

## Student's Book page 53. Activity 22

### Listen and write. Then say.

First, I always cross at the crosswalk.  
 Second, I wait for the green man.  
 Last, I look left, then right, then left again before I cross the street.

# Unit 5, My Dream Job

## Student's Book page 57. Activity 4

### Listen and write.

- 1 A:** What do you want to be?  
**B:** I want to be a doctor.
- 2 A:** What do you want to be?  
**B:** I want to be a teacher.
- 3 A:** What do you want to be?  
**B:** I want to be a pilot.

## Workbook page 45. Activity 3

### Listen and sing. Then write.

Hey, what do you want to be?  
 You have to choose just one.  
 There are so many different jobs.  
 I want one that is fun!  
 I want to be a dancer  
 And an athlete, too.  
 Or maybe a teacher.  
 What about you?  
 I want to be an actor,  
 And I want to be a vet.  
 I want to be a pilot, too.  
 Then I can fly a jet!

## Student's Book page 60. Activity 10

### Listen and stick. Then say.

- 1 A:** What do you want to be, Adam?  
**B:** I want to be a singer.  
**A:** A singer? Why?  
**B:** I like to sing!
- 2 A:** How about you, Caroline? What do you want to be?  
**B:** I want to be a dancer. My sister wants to be a dancer, too.  
**A:** You and your sister?  
**B:** Yes. We like to dance!
- 3 A:** What do you want to be, Emily?  
**B:** Oh, I know! I want to be a pilot.  
**A:** A pilot? Why?  
**B:** I like to fly!
- 4 A:** What do you want to be, William?  
**B:** I want to be a chef.  
**A:** Why a chef?  
**B:** I like to cook! And I like to eat, too!

## Workbook page 50. Activity 14

### Read and write. Then listen and check.

Goods are products. People produce goods: a farmer grows food, and a carpenter makes a table. People also buy and sell goods. Food, books, clothes, and houses are goods.

Some people don't produce goods. They provide services. Hairdressers cut your hair. Nurses take care of you. These are services.

A restaurant provides goods and services. It sells goods (food and drink). It also provides a service when the server takes the food to the tables.

## Student's Book page 64. Activity 19

### Listen and find. Then say.

/ar/ /ar/ arm /or/ /or/ corn  
/ar/ /ar/ car /er/ /er/ teacher

## Workbook page 51. Activity 18

### Listen and write ar, er, and or. Then chant.

I want to a singer  
or an artist painting art.  
I want to be a teacher  
Or a farmer with a cart!

## Student's Book page 65. Activity 22

### Listen and write. Then say.

- 1 I like music. I want to be a teacher.
- 2 I like science. I want to be a doctor.
- 3 I like math. I want to be a pilot.
- 4 I like art. I want to be an artist.

## Unit 6, My Day

## Workbook page 54. Activity 1

### Listen and check. Then write.

- 1 six o'clock
- 2 eight o'clock
- 3 four o'clock
- 4 two o'clock

## Student's Book page 69. Activity 4

### Look at 3. Listen and say yes or no.

At seven o'clock, I get up.  
At eleven o'clock, I start school.

At four o'clock, I finish school.  
At eight o'clock, I go to bed.

## Student's Book page 72. Activity 10

### Listen and stick.

- A:** David, do you want to play soccer with me?  
**B:** What time is it?  
**A:** It's four o'clock.  
**B:** Sorry. I start my homework at four o'clock.  
**A:** OK. We can play at five o'clock.  
**A:** Hi, Lucy. Can I talk to your sister?  
**B:** Sorry, Grandma. She's sleeping.  
**A:** Really? When does she go to bed?  
**B:** She goes to bed at nine o'clock.  
**A:** OK. I'll talk to her in the morning. Bye!  
**A:** Hey, Ben. What are you doing?  
**B:** I'm watching a movie on TV.  
**A:** When does the movie start?  
**B:** It starts at eight o'clock.  
**A:** What time is it now?  
**B:** It's eight o'clock.  
**A:** OK, great!  
**A:** Do you want to play tennis with me in the morning?  
**B:** When do you get up?  
**A:** I get up at six o'clock.  
**B:** Six o'clock! Hmm... No, thanks!

## Workbook page 57. Activity 6

### Listen and write.

- A:** Aunt Margaret, when do you get up?  
**B:** I get up at seven o'clock. When do you get up?  
**A:** I get up at seven o'clock, too!  
**B:** Oh. When do you start school?  
**A:** I start school at nine o'clock.  
**B:** And when do you finish school?  
**A:** I finish school at three o'clock. And then I go out and play with my friends.  
**B:** Oh, and what time do you go out?  
**A:** I go out at four o'clock.  
**B:** Do you watch TV?  
**A:** Oh, yes! I watch TV at five o'clock.  
**B:** When do you go to bed?  
**A:** I go to bed at eight o'clock.

## Workbook page 60. Activity 12

### Read and write. Then listen and check.

This is a candle clock. When it burns, it gets shorter. The height of the candle tells you the time. You can use this clock in the day and the night.

An hourglass uses sand to tell the time. The sand falls from the top to the bottom.

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

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

## Student's Book page 75. Activity 15

### Listen and read. Write the times.

Different Jobs, Different Times

- 1 I'm Min-jung. My family works at Namdaemun Market in Seoul, Korea. This market is very big. You can buy anything! My mom and dad have a store here. They sell clothes. Our store opens at 6 p.m. and closes at 11 p.m. Many people shop at night.
- 2 I'm Bruno. My sister works at a bakery in São Paulo, Brazil. She gets up at 5 a.m. every day. She goes to work, and she makes bread. Many people like to eat fresh bread in the morning. I like *pão de queijo*. It's bread with cheese inside.
- 3 My name is Sam. My uncle is a pilot. He flies small airplanes in Alaska, in the United States. He gets up at 6 a.m. He takes people, food, or mail to many places. Some days he comes home at 3 p.m. Other days, he comes home at 10 p.m. His work is different every day.

## Student's Book page 76. Activity 17

### Listen and find. Then say.

/ch/ /ch/ chin /sh/ /sh/ ship  
/ch/ /ch/ rich /sh/ /sh/ fish  
/tch/ /tch/ witch

## Workbook page 61. Activity 16

### Listen and write ch, tch, and sh. Then chant.

Watch the witch,  
She's having lunch!  
Fries and fish  
From a dish!

## Student's Book page 77. Activity 20

### Listen and number in order. Then say.

- 1 I get my backpack ready the night before school.
- 2 I get up early on school days.
- 3 I get dressed quickly and eat breakfast.
- 4 I always get to school on time.

## Checkpoint Units 4–6

## Student's Book page 81. Activity 2

### Get Ready. A. Look, listen, and write.

- Charlie:** Hey, Linda, what do you want to be?  
**Linda:** I want to be an athlete because I love sports.  
**Charlie:** Really? What does your sister want to be?  
**Linda:** She wants to be an artist.  
**Charlie:** Why?  
**Linda:** Well, my uncle is an artist. It's his job.  
**Charlie:** Where does he work?  
**Linda:** He works at home. He draws pictures for books. What do you want to be, Charlie?  
**Charlie:** I want to be a teacher because I like school!

## Unit 7, My Favorite Food

## Student's Book page 85. Activity 4

### Listen, match, and write.

- 1 I like carrots. 2 I like strawberries.
- 3 I like yogurt.

## Student's Book page 88. Activity 10

### Listen and stick.

- 1 **A:** Michelle, do you like chicken?  
**B:** Yes, I do.  
**A:** Do you like potatoes and carrots?  
**B:** Yes, I do. I like them all.  
**A:** Great! Here's some chicken, potatoes, and carrots.
- 2 **A:** Kenny, are you ready for dinner?  
**B:** Yes, I am. I'm hungry.  
**A:** We have spaghetti.  
**B:** Great! I like spaghetti.  
**A:** Here's some spaghetti. Enjoy it.  
**B:** Thanks, Dad.
- 3 **A:** Good morning, Tommy. Are you hungry?  
**B:** Yes, I am.  
**A:** Do you like fruit?  
**B:** Yes, I do.  
**A:** Do you want some strawberries?  
**B:** Oh yes, I like strawberries.

**A:** Great. Here you are.

**B:** Thanks.

**4 A:** Hey, Beth, do you want a snack?

**B:** Yes, sure.

**A:** We have yogurt. Do you like yogurt?

**B:** Yes, I do.

**A:** Do you want some mango or some strawberry yogurt?

**B:** Mango yogurt, please. I don't like strawberry.

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### Workbook page 69. Activity 6 142

**What do you like? Listen and circle.**

**1 A:** Jenny, do you like bananas?

**B:** Yes, I do. I like bananas.

**2 A:** Do you like apples?

**B:** No, I don't. I like strawberries.

**3 A:** Paul, do you like vegetables?

**B:** Yes, I do. I like carrots, but I don't like potatoes.

---

### Workbook page 72. Activity 13 144

**Read and write. Then listen and check.**

Some foods are healthy and good for our body. Some snacks are unhealthy because they have too much sugar, fat, or salt in them.

Sugar in cookies and candy makes us fatter and is bad for our teeth.

Too much fat also makes us fatter. Too much fat and salt is bad for our heart. Chocolate has a lot of fat in it, and chips have a lot of salt in them.

Always read the labels on snacks and choose only healthy snacks.

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### Student's Book page 92. Activity 19 147

**Listen and find. Then say.**

/ee/ /ee/ bee /ie/ /ie/ pie

/ee/ /ee/ sheep /ie/ /ie/ tie

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### Workbook page 73. Activity 17 150

**Listen and write the words. Then chant.**

"See the cheese!"

Cried the bees.

"See the pies!"

Cried the flies.

---

### Student's Book page 93. Activity 22 151

**Listen and number. Then write and say.**

**1** Just one more cookie, please.      **2** No chips for me, thanks.

**3** I want an apple, please.      **4** I like carrots.

## Unit 8, Wild Animals

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### Student's Book page 97. Activity 4 156

**Listen and say true or false.**

A hippo can swim.

An elephant can fly.

A polar bear can climb trees.

A giraffe can run.

A cheetah can't run.

A crocodile can fly.

A zebra can chase fish.

A kangaroo can jump.

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### Workbook page 77. Activity 3 157

**Listen and sing. Write the words.**

I really like animals!

Do you like them, too?

That's why I'm so happy.

We're going to the zoo!

A kangaroo can jump.

A monkey can jump, too.

Crocodiles can chase and swim.

And you, what can you do?

A giraffe can't fly or jump up high.

An elephant can't climb trees.

Fish can't run, and hippos can't fly.

Come and see them.

Oh, yes, please!

Now it's time to say goodbye.

To every animal here.

But we can come back

And see them every year!

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### Student's Book page 100. Activity 10 160

**Listen and stick. Then write the word.**

**1 A:** What's that?

**B:** Oh, that's a monkey.

- A:** Wow, it has a long tail!  
**B:** Yes, it has. With its tail, it can hang from trees.
- 2 A:** Look at that elephant's... Is it a nose?  
**B:** It's called a trunk.  
**A:** What's its trunk for?  
**B:** An elephant can pick up food from the ground with its long trunk.  
**A:** That's cool!  
**B:** Elephants can lift things with their trunks, too.
- 3 A:** What's that?  
**B:** It's a kangaroo with a baby.  
**A:** Where's the baby?  
**B:** It's in the mother's pouch. A pouch is like a pocket.  
**A:** Wow, the baby can ride in the pouch.  
**B:** Yes, that's right.
- 4 A:** Look at the lion.  
**B:** Wow, its feet look scary.  
**A:** Yes, lions have very sharp claws.  
**B:** What are the claws for?  
**A:** They help lions catch and kill other animals for food.  
**B:** I can see that!

## Workbook page 79. Activity 6

### Listen. Write and match.

- 1 A:** Look at that animal! It has a long tail.  
**B:** Can it hang from trees with its tail?  
**A:** Sure it can! Look, it's hanging from its tail now!
- 2 A:** I like those animals.  
**B:** I don't. They're scary.  
**A:** I know, they have sharp claws. But I don't think they're scary.  
 Well, maybe they're a little scary!
- 3 A:** Is that a mom or a dad?  
**B:** It's a mom!  
**A:** How do you know?  
**B:** I see its baby! See, the baby is in the mom's pouch.  
**A:** Oh yeah. The baby can ride in the mom's pouch.
- 4 A:** Look at this animal!  
**B:** Wow, it's so big. And it has a long trunk.  
**A:** I know. It can pick up food and other things with its trunk.  
**B:** That's cool.

## Student's Book page 101. Activity 11

### Look and listen. Then write.

- 1** Can a zebra see at night? Yes, it can.  
**2** Can cheetahs run fast? Yes, they can.  
**3** Can a giraffe climb a tree? No, it can't.  
**4** Can hippos jump? No, they can't.

## Student's Book page 102. Activity 15

### Look, listen, and read. Then circle.

#### Animal Habitats

A habitat is the place where an animal lives.

The forest is a cool dark habitat with a lot of trees. Deer, raccoons, and foxes live there. Forests cover eight percent of the planet.

Six percent of our planet is desert. It's hot in the day and cold at night. There isn't much rain, so it's very dry, and there aren't many plants. Lizards and snakes live there.

The ocean covers seventy-one percent of our planet, and the water in it is salty. Many kinds of fish live in the ocean. Other animals live there, too, like whales and seals.

It's hot in the jungle, and it rains a lot. Monkeys, colorful birds, and butterflies live there. There are tigers, too! The jungle covers only two percent of the planet, but fifty percent of all plant and animal species live there.

## Workbook page 82. Activity 12

### Listen, read, and match.

- 1** It's hot, and it rains a lot. Monkeys, birds, butterflies, and tigers live here. The jungle covers only two percent of the planet, but fifty percent of all plants and animals live here.
- 2** It's cool and dark in the forest, and there are a lot of trees. Deer, raccoons, and foxes live here, too.
- 3** Lizards and snakes live here. There aren't many plants because it's very dry. About six percent of the planet is desert.
- 4** The ocean covers seventy-one percent of the planet. Many kinds of fish live in the ocean. Whales and seals also live in the salty water.

## Student's Book page 104. Activity 18

### Listen and find. Then say.

/ou/    /ou/    soup        /ow/    /ow/    owl  
 /ou/    /ou/    you         /ow/    /ow/    cow

## Workbook page 83. Activity 16

### Listen and write the words. Then chant.

An owl went  
 Down to town



To see a group  
Of toucans  
Drinking soup.

---

### Student's Book page 105. Activity 21

#### Listen and number. Then say.

- A:** What animal do you like?  
**B:** I like giraffes. Giraffes are amazing. Their necks are so long.
- A:** What animal do you like?  
**B:** I like peacocks. I think peacocks are beautiful.
- A:** What animal do you like?  
**B:** I like elephants. Elephants are very strong.
- A:** What animal do you like?  
**B:** I like monkeys. Monkeys are so smart.

---

### Workbook page 84. Activity 17

#### Look, listen, and write.

- A:** What animal do you like?  
**B:** I like peacocks. They're so beautiful.
- A:** What animal do you like?  
**B:** I like monkeys. They're so smart.
- A:** What animal do you like?  
**B:** I think giraffes are amazing. Their necks are so long.
- A:** What animal do you like?  
**B:** I like elephants. They're very strong.

## Unit 9, Fun All Year

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### Student's Book page 109. Activity 4

#### Listen and write the month.

- A:** What's your favorite month?  
**B:** I like April. We go on vacation in April.
- A:** What's your favorite month?  
**B:** I like November. I have a party in November.
- A:** What's your favorite month?  
**B:** I like July. Our school finishes in July.

---

### Workbook page 87. Activity 3

#### Listen and sing. Then write.

July is my favorite month.  
I like August, too.

I'm happy and on vacation,  
There is so much to do!

I also like September.  
That's when I start school.

I'm so excited, aren't you?  
My friends will be there, too!

I don't like December.  
It's very, very cold.  
But then it is my birthday, too.  
This year, I'm eight years old!

---

### Student's Book page 112. Activity 10

#### Listen and stick. Then write the number.

- A:** What's your favorite month?  
**B:** I like October.  
**A:** What do you do in October?  
**B:** I always play soccer with my friends in October.
- A:** What's your favorite month?  
**B:** I like December the best.  
**A:** Why? What do you do in December?  
**B:** We always go to my grandpa's house. It's so much fun.
- A:** I like June.  
**B:** Why do you like June?  
**A:** We always swim in the ocean in June.  
**B:** Oh. Do you swim in the ocean in May?  
**A:** No, we don't. We never swim in the ocean in May. It's too cold.
- A:** Do you go on vacation in April?  
**B:** Yes, we do. We go to the mountains!  
**A:** You don't go in March?  
**B:** No, we never go in March. We always go on vacation in April.

---

### Workbook page 89. Activity 6

#### Listen. Then circle and match.

- Boy:** Mom, what would you like to do on Mother's Day?  
**Mum:** When is Mother's Day?  
**Boy:** It's in May.  
**Mum:** Oh. Let's go to the park and have a picnic.
- Girl:** Dad, it's almost June.  
**Dad:** What happens in June?  
**Girl:** It's Father's Day! What would you like to do on Father's Day?

- Dad:** Hmm, I want to go to a baseball game with you and your brother.
- Girl:** Dad, we always go to a baseball game for Father's Day.
- Dad:** I know, but I like baseball!
- 3 Dad:** Next week is Children's Day.
- Girl:** It is?
- Boy:** Yes, it is. Children's Day is always in November.
- Dad:** Let's celebrate Children's Day! What would you like to do?
- Girl:** Let's visit our cousins.
- Boy:** That sounds great! I want to visit our cousins, too.
- 4 Boy:** Grandma, what would you like to do for Grandparent's Day?
- Grandma:** Grandparent's Day? I don't know. When is it?
- Girl:** Next week! It's always in September.
- Grandma:** Really?! Okay. Let's go skateboarding in the park.
- Boy:** Skateboarding? Grandma, you never go skateboarding.
- Grandma:** Ha ha ha, I know, I'm just kidding. I want to see a movie with you.
- Boy / Girl:** Okay, Grandma.
- 5 Mum:** Molly, next month is June.
- Girl:** Hooray! I love June.
- Mum:** You do? Why do you like June?
- Girl:** Mom! My birthday is in June.
- Mum:** Ohhhh, that's right. What do you want to do for your birthday?
- Girl:** I always have a party, with cake and balloons and games... I want to have a party this year, too.

## Workbook page 92. Activity 12

### Listen, circle, and match.

- On May Day, children in England hold ribbons and dance around a pole.
- In February and March, there are carnivals in Italy. People wear masks and throw small pieces of paper called confetti.
- The Mid-Autumn Festival in China happens when the moon is very big. Children wear costumes and eat mooncakes.
- In summer, people in Japan celebrate Tanabata, the star festival. They hang wishes on a bamboo wish tree.

## Workbook page 93. Activity 14

### Listen and write the letters and words. Then chant.

A, B, C, D, E, F, G.

I can see an ant and a bat. What can you see?

H, I, J, K, L, M, N, O, P.

I can see a lion and some ink. What can you see?

Q, R, S, T, U, V.

I can see a rat and a snake. What can you see?

W, X, Y, and Z.

Six yellow wolves and a zebra are what I see!

## Student's Book page 117. Activity 20

### Listen and write the season. Then say.

**1** In the winter, they skate on ice.

**2** In the spring, he rides his bike.

**3** In the summer, she likes to swim.

**4** In the fall, they rake leaves.

## Checkpoint Units 7-9

## Student's Book page 121. Activity 2

### Get Ready. A. Look, listen, and write.

**Alan:** Is that your parrot? He's so colorful!

**Tess:** Yes. His name is Crackers. He's a smart bird. He can talk!

**Alan:** He can?

**Tess:** Yes. Listen. Crackers – are you a pretty bird?

**Crackers:** Yes. I'm a pretty bird.

**Alan:** That's cool! What does he eat?

**Tess:** Oh, he likes to eat bananas, carrots, and apples.

**Crackers:** Crackers wants an apple.

**Alan:** Wow!

**Tess:** He can sing "Happy Birthday," too.

**Alan:** Really?

**Tess:** Yes. He always sings to me on my birthday.

**Alan:** Wow. My cat is so boring. She can't say anything, and she never sings to me!

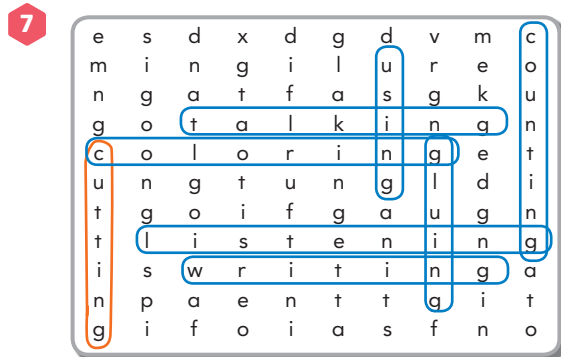
# WORKBOOK

## Answer Key

### Unit 1, In My Classroom

- 1** 1 boys counting  
2 girl writing  
3 children listening to the teacher  
4 girl gluing  
5 boy using the computer  
6 boy cutting
- 2** 1 coloring 2 writing  
3 listening 4 gluing  
5 using 6 cutting
- 3** 1 Penny 2 Peter 3 Jen 4 Timothy
- 5** 1 two  
2 cutting paper, writing on the board  
3 using the computer

**6** 1 b, 2 c, 3 a



- 8** 1 are they, They're 2 What's he, He's  
3 What's she, She's 4 are they, They're  
5 What's he, He's
- 9** 1 c, 2 a, 3 d, 4 b
- 10** 1 are reading 2 is gluing  
3 are writing 4 are playing
- 11** 1 four backpacks 2 one ball
- 12** 1 plus, equals 2 minus, equals

**13** 1 -, =, 6 2 +, =, 12 3 +, =, 14

**14** th

**15** 1 bath 2 path 3 this 4 that

**16** 1 b, 2 a

**18** 1 c, 2 a, 3 b

**19** 1 May, now 2 Let's 3 fun

**20** 1 singing 2 playing  
3 drawing 4 using

**21** 1 is 1 2 are 18  
3 are 8 4 are 9  
5 is 1

### Unit 2, My Games

**1** 1 d, 2 b, 3 e, 4 a, 5 c, 6 f

**2** a soccer b play on the swings  
c basketball d baseball  
e play on the slide

**4** 1 to play soccer 2 to skateboard  
3 to play volleyball 4 to play together

#### Think Big

Skateboard is the odd one out.

**5** 1 next to 2 between 3 in front of 4 behind

**6** 1 skate 2 soccer 3 baseball 4 jump

**7** 1 does, c 2 do, a 3 does, d 4 do, b

**8** 1 likes to 2 like to 3 likes to 4 like to

**9** 1 40 balls 2 20 balls  
3 30 balls 4 70 balls  
5 10 balls 6 100 balls

- 10** 1 play baseball 2 skate  
3 ride her bike 4 skateboard  
5 jump
- 11** 1 hand 2 foot 3 bone 4 muscle
- 12** 1 34 2 27 3 70 4 26
- 13** ng, nk
- 14** ring bang pink ink
- 15** 1 d, 2 a, 3 b, 4 c
- 17** 1 d, 2 a, 3 b, 4 c
- 18** 1 behind the bush 2 between the bikes  
3 next to the slide 4 in front of the tree
- 19** 1 to play basketball 2 to jump  
3 to skate 4 to skateboard

## Unit 3, In My House

- 1** a closet b dresser  
c bed d TV  
e couch f fridge  
g table h chair
- 2** 1 closet, dresser, bed  
2 fridge, table, chair
- 3** chair – a behind – b  
bedroom – a
- 5** 1 cousins 2 aunt 3 kitchen 4 living room
- 6** 1 b, e 2 a, g 3 c, f 4 d, h
- 7** 1 c, Where's, It's  
2 b, Where are, They're  
3 d, Where are, They're  
4 a, Where's, It's
- 8** 1 Dan's 2 Suzie's  
3 my mom's 4 her brother's
- 9** 1 It's her brother's bike.  
2 It's Suzie's phone.  
3 They're Dan's glasses.  
4 It's my mom's computer.
- 10** a bike, old b lamp, old  
c fridge, new d phone, new  
e TV, old f computer, old

- 11** 1 b, 2 f, 3 e, 4 a
- 12** oo
- 13** 1 moon 2 book 3 zoo 4 foot
- 14** 1 b, 2 a
- 16** a 2, b 3, c 1
- 17** 1 toy box 2 sink 3 washing machine
- 19** 1 bed 2 sink  
3 bathtub 4 lamp  
5 couch 6 fridge  
7 oven 8 chair
- 20** 1 b, 2 c, 3 a

## Checkpoint, Units 1–3

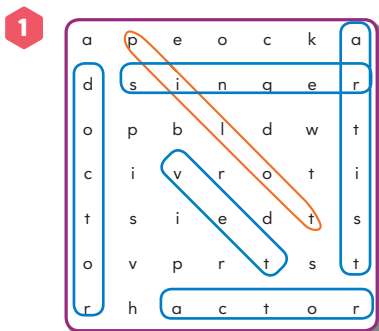
- 1** 1 boy cutting paper  
2 girl gluing shapes  
3 girl using the computer  
4 girls playing on the seesaw  
5 boy playing on the slide  
6 girl playing on the swing  
7 bed in thought bubble  
8 closet in thought bubble  
9 lamp on board
- 3** lamp
- 4** Students work in groups and share answers.

## Unit 4, In My Town

- 1** 1 b, 2 a, 3 e, 4 b, 5 d
- 2** bookstore on River Street  
bus stop on Elm Street  
post office on Park Street
- 4** There's a bookstore.  
There's a computer store.  
There are restaurants.
- 5** See answers to Activity 6.
- 6** 1 post office 2 bookstore  
3 restaurant 4 bus stop  
5 movie theater

- 7** 1 want to                      2 wants to  
3 wants to                      4 wants to
- 8** to the bookstore.  
want to go to the movie theater.  
go to the gas station.  
wants to go to the bank.
- 10** 1 Yes, there is                  2 No, there isn't  
3 Yes, there is.                4 Yes, there is.  
5 No, there isn't.
- 11** 1 train                          2 bus  
3 boat                          4 bike
- 12** 1 canals                        2 bike  
3 without                        4 fast  
5 ground
- 13** ai, oa
- 14** 1 rain 2 coat 3 train 4 boat
- 15** 1 b, 2 a
- 17** 1 look, c 2 green, b 3 always, a
- 18** CROSS SAFELY!
- 19** 1 want to, c                      2 wants to, d  
3 want to, a                      4 wants to, b
- 20** 1 bus 2 bike 3 train 4 boat
- 21** 1 No, there isn't. 2 Yes, there is.

## Unit 5, My Dream Job



- 2** 1 writer 2 athlete
- 3** 1 dancer 2 teacher 3 actor 4 pilot
- 5** 1 singer 2 writer 3 teacher
- 6** 1 d, 2 c, 3 b, 4 a
- 7** 1 to sing 2 to draw 3 to fly 4 to write

- 9** 1 b  
2 do, want to be, a  
3 do you want to be, d  
4 do you want to be, c
- 10** 1 What does she want to be?  
2 What does he want to be?  
3 What does she want to be?  
4 What does he want to be?
- 11** 1 She wants to be a pilot.  
2 He wants to be an artist.  
3 She wants to be a dancer.  
4 He wants to be a singer.
- 12** 1 b, to run 2 a, to cook
- 13** 1 hairdresser 2 server 3 farmer
- 14** 1 grows 2 makes 3 cut 4 sells 5 takes
- 15** ar, er, or
- 16** 1 arm 2 corn 3 teacher 4 car
- 17** 1 c, 2 a, 3 b
- 18** er, Or, ar, er, ar
- 19** 1 b, artist                              2 c, doctor  
3 d, pilot                                4 a, teacher
- 20** 1 I like math.  
2 I want to be a teacher.  
3 I like art.  
4 I want to be a writer.
- 21** 1 ARTIST                                  2 TEACHER  
3 DANCER                                4 ACTOR  
5 VET

## Unit 6, My Day

- 1** 1 a, six o'clock                      2 b, eight o'clock  
3 b, four o'clock                      4 a, two o'clock
- 2** 1 big hand on twelve, small hand on one  
2 big hand on twelve, small hand on ten
- 3** a 3, b 4, c 1, d 2
- 4** 1 seven o'clock                        2 nine o'clock  
3 three o'clock                        4 eight o'clock
- 5** 1 Max gets up.                        2 Max eats.  
3 Max goes out.                        4 Max comes home.  
5 Max sleeps again.



- 6** 1 get up: 7:00      2 start school: 9:00  
 3 finish school: 3:00      4 go out: 4:00  
 5 watch TV: 5:00      6 go to bed: 8:00

- 7** 1 I get up at seven o'clock.  
 2 nine o'clock  
 3 three o'clock  
 4 four o'clock  
 5 five o'clock  
 6 eight o'clock

- 8** 1 does, plays, 4:00      2 does, watches, 5:00  
 3 do, eat, 1:00      4 do, get up, 7:00  
 5 does, comes, 10:00

- 11** 1 old      2 new  
 3 old      4 new  
 5 old      6 old  
 7 new

- 12** 1 candle      2 height  
 3 hourglass      4 sand  
 5 water      6 cups  
 7 sundial      8 shadow

- 13** ch, tch, sh

- 14** 1 ship      2 chin  
 3 whitch      4 shfish  
 5 rich

- 15** 1 b, 2 c, 3 a

- 16** tch, ch, sh, sh

- 17** 1 (happy face) 2 (sad face)

- 19** 1 school      2 brushes      3 finishes  
 4 homework      5 o'clock      6 six

- 20** 1 do, eat, twelve o'clock  
 2 does, brushes, seven o'clock  
 3 does, goes, nine o'clock

## Checkpoint, Units 4–6

- 1** 1 bus stop sign  
 2 store with computers  
 3 store with goods on the shelves  
 4 man painting on the street  
 5 man with white shirt and bag  
 6 girl standing next to the bus stop  
 7 man brushing his teeth

- 8 girl waking up  
 9 boy sleeping

- 2** Check buy a book, buy fruit, watch a movie.

## Unit 7, My Favorite Food

- 1** 1 d, 2 k, 3 c, 4 f, 5 i, 6 l, 7 h, 8 b, 9 g, 10 a, 11 j, 12 e

- 2** strawberries, bananas, apples

- 3** a cheese      b bananas  
 c tomatoes      d potatoes  
 e carrots      f chicken

- 5** 1 F 2 T 3 F 4 T 5 T

### Think Big

bananas, oranges, apples

- 6** 1 b, 2 b, 3 a

- 7** 1 cheese and tomatoes, bananas  
 2 tomatoes, bananas and cheese  
 3 tomatoes and bananas, cheese  
 4 cheese, bananas and tomatoes

- 8** 1 Does, does 2 Does, doesn't 3 Do, do

- 9** 1 b, don't 2 c, do 3 a, does

- 10** 1 Does, like, Yes, she does  
 2 Does, like, No, he doesn't  
 3 Does, like, No, she doesn't  
 4 Do, like, Yes, they do  
 5 Do, Like, Yes/No, I do/don't

- 12** a ✓      b ✓  
 c X      d X  
 e X      f X

- 13** 1 unhealthy      2 sugar  
 3 salt      4 labels  
 5 healthy

- 14** ee, ie

- 15** 1 bee 2 tie 3 sheep 4 pie

- 16** 1 b, 2 a

- 17** 1 see      2 cheese      3 cried      4 bees  
 5 see      6 pies      7 cried      8 flies

- 18** 1 (happy face)      2 (sad face)  
 3 (sad face)      4 (happy face)  
 5 (sad face)      6 (happy face)

- 19** 1 Just one cookie, please.  
2 No chips for me, thanks.
- 21** 1 he does                      2 likes, doesn't like  
3 she doesn't, likes        4 don't like, like

## Unit 8, Wild Animals

- 1** 1 polar bears                      2 zebras  
3 cheetahs                      4 giraffes  
5 kangaroos                      6 monkeys  
7 hippos
- 2** 1 c, 2 a, 3 d, 4 b
- 3** 1 kangaroo                      2 monkey  
3 giraffe                      4 elephant
- 5** 1 Monkeys 2 Hippos 3 Monkeys 4 Hippos 5 Jamie

### Think Big

Zoo: crocodile, elephant, giraffe, zebra

Farm: cow, dog, duck, sheep

- 6** 1 monkey, c                      2 lion, a  
3 kangaroo, d                      4 elephant, b
- 8** no                                      yes  
yes                                      yes  
yes
- 9** 1 c, can't 2 a, can 3 b, can
- 10** 1 Can giraffes, Yes, can  
2 Can polar bears, Yes, can  
3 Can hippos, No, can't  
4 Can cheetahs, Yes, can  
5 Can zebras, Yes, can  
6 Can kangaroos, No, can't
- 11** 1 jungle 2 ocean 3 desert 4 forest
- 12** 1 d, 2 b, 3 a, 4 c
- 13** ou, ow
- 14** 1 you 2 owl 3 soup 4 cow
- 15** 1 b, 2 a
- 16** 1 owl                                  2 down  
3 town                                  4 group  
5 toucans                              6 soup
- 17** 1 beautiful                          2 smart  
3 amazing                          4 strong

- 18** 1 amazing                          2 smart  
3 beautiful                          4 strong
- 19** 1 zebra                                  2 kangaroo  
3 cheetah                              4 hippo  
5 giraffe                              6 polar bear
- 20** 1 Can, b, can                          2 Can, c, can  
3 Can, d, can't                          4 Can, a, can't

## Unit 9, Fun All Year

- 1** 4, 1, 5                                  12, 6, 10  
8, 7, 11                                  2, 3, 9
- 2** 1 March 2 August 3 November
- 3** 1 July 2 August 3 September 4 December
- 5** 1 December 2 always 3 never 4 cold
- 6** 1 May, the park, c                      2 June, baseball, e  
3 November, cousins, d              4 September, see a movie, a  
5 June, has a party, b
- 7** 1 never                                  2 always  
3 always                                  4 never
- 9** 1 never, always                          2 always, never  
3 always, never                          4 never, always
- 11** Countries in the Northern Hemisphere:  
1 d, 2 a, 3 b, 4 c  
Countries in the Southern Hemisphere:  
1 b, 2 c, 3 d, 4 a
- 12** 1 ribbons, pole                          2 confetti  
3 moon, costumes                          4 hang, wish
- 13** Bb, Cc, D, Ee, f, Gg, H, I, Jj, K, Ll, m, Nn, o, Pp, q, Rr, Ss,  
T, Uu, v, Ww, X, y, Zz
- 14** 1 D    2 F    3 bat  
4 J    5 M    6 P  
7 lion    8 R    9 U  
10 rat    11 see    12 X  
13 Z    14 Six    15 zebra
- 15** 1 c, 2 a, 3 d, 4 b
- 16** 1 winter, Northern Hemisphere a, Southern Hemisphere c  
2 spring, Northern Hemisphere b, Southern Hemisphere d  
3 fall, Northern Hemisphere d, Southern Hemisphere b

- 4 summer, Northern Hemisphere c, Southern Hemisphere a

- 17 1 What                      2 always  
3 never                      4 Do  
5 swim at

## Checkpoint, Units 7–9

- 1 1 carrots on boy's plate  
2 cheese on a plate next to the fruit  
3 bananas on the fruit plate  
4 zebra under the tree  
5 elephant next to the zebra  
6 giraffe next to hippo  
7 July written on information sign  
8 December written on information sign  
9 September written on information sign  
Note: answers will vary in Southern Hemisphere

- 6 Students work in groups and share.

## Unit 1, Extra Grammar Practice

- 1 1c, 2b, 3a  
2 1 There's, 2 There's, 3 There are

## Unit 2, Extra Grammar Practice

- 1 1 does, likes 2 do, like 3 does, likes  
2 1 is he, using 2 are they, are listening

## Unit 3, Extra Grammar Practice

- 1 1 Where are 2 Where's 3 Where's 4 Where are  
2 1 They're 2 It's 3 It's 4 They're  
3 1 Mom's 2 cousins 3 Emily's 4 Joe's

## Unit 4, Extra Grammar Practice

- 1 1 want 2 want 3 wants 4 wants  
2 1 No, there isn't. 2 Is there 3 Yes, there is.  
4 No, there isn't. 5 Is there, there is

## Unit 5, Extra Grammar Practice

- 1 1 wants to be a singer.  
2 wants to be a dancer.  
3 What does she want to be?  
4 What does he want to be?  
5 What does he want to be?, wants to be an athlete.  
6 Student's own answers

## Unit 6, Extra Grammar Practice

- 1 1 When does she go to bed? She goes to bed at ten.  
2 When does she get up? She gets up at seven.  
3 When do they go to school? They go to school at nine.  
4 When does he finish school? He finishes school at four.

## Unit 7, Extra Grammar Practice

- 1 1 Does, doesn't 2 Do, do 3 Does, does  
4 Do, don't 5 Do, do  
2 1 Do you like bananas? No, I don't.  
2 Does she like apples? No, she doesn't.  
3 Do they like carrots? Yes, they do.

## Unit 8, Extra Grammar Practice

- 1 1 T, 2 F, 3 F, 4 F, 5 F, 6 T  
2 1 Giraffes can't fly.  
2 Polar bears can't jump.  
3 Elephants can't talk.  
4 Hippos can't climb trees.  
3 1 chase, Yes, it can.  
2 Can a cheetah fly? No, it can't.  
3 Can cheetahs talk? No, they can't.  
4 Can cheetahs write their name? No, they can't.

## Unit 9, Extra Grammar Practice

- 1 Students choose the answers that best suit them.  
2 1 always, 2 never

# WORDLIST

## Welcome to Class

### Classroom equipment

notebook	a
(pencil) case	a

### Family members

dad	b
grandma	c
grandpa	c
mom	b

## Unit 1

### Classroom activities

coloring (a picture)	4
counting	4
cutting (paper)	4
gluing (shapes)	4
listening (to a story)	4
playing (a game)	4
using (the computer)	4
watching (a movie)	4
writing (her name)	4

### Numbers

eleven	10
twelve	10
thirteen	10
fourteen	10
fifteen	10
sixteen	10
seventeen	10
eighteen	10
nineteen	10
twenty	10
thirty	10
forty	10
fifty	10
sixty	10
seventy	10
eighty	10
ninety	10
a hundred	10

### Math

equals	10
--------	----

minus	10
plus	10

### Other

boat	11
(P.E.) class	11
classroom	4
finger puppet	13
forest	11
garden	11
headphones	13
in (a forest)	11
on (a boat)	11
take turns	13
whiteboard	11

## Unit 2

### Outdoor activities

kick (a soccer ball)	16
play baseball	16
play basketball	16
play hide-and-peek	17
play on the slide	16
play soccer	17
play volleyball	17
ride my bike	16
skate	16
skateboard	16
throw a ball	22

### Prepositions of location

behind	26
between	26
in front of	26
next to	26

### In the playground

playground	18
seesaw	20
slide	20
swing	20

### Other

bat	21
bones	22
chase	23
dragon	23
each side	25
freeze	23

helmet	25
join	23
knee pads	25
like	21
move	22
muscles	22
safe	25
snake	23
team	23
together	23

## Unit 3

### Rooms

bathroom	28
bedroom	28
kitchen	28
living room	28

### Furniture

bathtub	28
closet	28
dresser	28
DVD player	28
fridge	28
lamp	28
oven	28
sink	28
TV	28

### Family members

aunt	30
cousin	30
uncle	30

### Other

burn	34
clay	35
comfortable	35
computer	34
dirty	37
electricity	35
glasses	33
hammock	35
household	35
keys	33
museum	34
neat	37
oil	34

phone	39
pot	35
put (on)	29
quiet	31
roller skates	39
sand	35
screen	34
solar	35
sunglasses	38
tape	37
under	33
wheel	34

## Unit 4

### Places in town

bank	44
bookstore	44
bus stop	44
computer store	44
gas station	44
movie theater	44
post office	44
restaurant	44
shopping mall	44
supermarket	44
town	44
train station	44

### Verbs

buy	49
cross (the street)	53
drive	52
eat	49
go (to school by)	64
mail (a postcard)	49
wait	53
wear	52

### Other

a long time ago	51
a lot of	51
canal	50
colorful	51
close	50
crosswalk	53
far	45
fast	50

first	46
ground	50
hungry	46
last	53
left	53
letter	45
light	53
map	45
modern	51
movie	49
near	45
right	53
second	53
sign	51
slow	50
special	51
street	50
subway	50
taxi	51
wallet	47
without	50

## Unit 5

### Jobs

actor	74
artist	74
athlete	74
carpenter	80
chef	74
dancer	74
doctor	74
farmer	80
hairdresser	80
nurse	80
pilot	74
singer	74
teacher	74
vet	74
waiter	80
writer	74

### Other

art	65
dream job	56
goal	86
goods	62
grow	62
jet	57
lie	63
music	65
produce	62
provide	62
push	63
science	65
study (hard)	65
take care of	62

### Useful language

What do you want to be?	57
-------------------------	----

## Unit 6

### Verbs

come back	70
get dressed	69
get up	69
go out	69
go to bed	69
start school	69
stay in bed	69
watch (TV)	69

### Other

after (school)	77
bakery	75
before (school)	77
boring	71
bread	75
candle	74
cup	74
early	77
fall	74
fresh	75
height	74
hourglass	74
market	75
on time	77
quickly	77
ready	77
routine	79
shadow	74
sun	74
sundial	74
tell the time	74
use	74
water clock	74
work	74

### Time expressions

(in the) afternoon	70
(in the) evening	69
midday	69
midnight	69
(in the) morning	75
(at) night	75

### Useful language

What time is it?	69
It's (one) o' clock.	68

## Unit 7

### Food

avocado	91
bananas	84
carrots	84
cheese	84
chips	93
kiwi	91
lemonade	84

mangoes	84
pineapple	91
potatoes	84
spaghetti	84
snack	84
strawberries	84
tomatoes	84
vegetables	85
watermelon	91
yogurt	84

### Other

disease	90
fabric	91
fat	90
healthy	90
heart	90
label	90
leaves	91
popular	91
round	91
share	113
square	91
too much	90
tropical	91
unhealthy	90

## Unit 8

### Animals

butterfly	102
cheetah	96
chimpanzee	103
crocodile	96
deer	102
elephant	96
fox	102
giraffe	96
hippo	96
kangaroo	96
lizard	102
monkey	96
parrot	100
peacock	96
polar bear	96
raccoon	102
seal	102
snake	96
whale	102
zebra	96

### Verbs

appreciate	105
chase	97
climb (trees)	97
hang	101

### Other

beak	100
beautiful	105

claws	100
cover	102
dark	102
hurt	103
neck	105
ocean	102
plants	102
pouch	100
sharp	101
sick	103
smart	105
tail	100
trunk	100
wild	106

## Unit 9

### Months of the year

April	108
August	108
December	108
February	108
January	108
July	108
June	108
March	108
May	108
November	108
October	108
September	108

### Adverbs of frequency

always	113
never	113

### Other

active	117
celebrate	112
celebration	114
chime	115
coal	115
confetti	114
excited	109
fall (noun)	117
good luck	115
grapes	115
midnight	115
month	109
New Year's Eve	115
noodle soup	115
pole	114
rake (leaves)	117
ribbon	114
season	117
spring	117
summer	117
vacation	109
winter	117
wish	114



# INTERNATIONAL PHONETIC ALPHABET

## IPA Symbols

## The English Alphabet

### Consonants

/b/	<b>b</b> aby, cl <b>ub</b>
/d/	<b>d</b> own, to <b>day</b> , sa <b>d</b>
/f/	<b>f</b> un, prefer, laugh
/g/	<b>g</b> ood, be <b>gin</b> , do <b>g</b>
/h/	<b>h</b> ome, be <b>hind</b>
/k/	<b>k</b> ey, choco <b>late</b> , bla <b>ck</b>
/l/	<b>l</b> ate, poli <b>ce</b> , mai <b>l</b>
/m/	<b>m</b> ay, wo <b>man</b> , swi <b>m</b>
/n/	<b>n</b> o, opi <b>nion</b>
/ŋ/	<b>an</b> gry, lo <b>ng</b>
/p/	<b>p</b> aper, ma <b>p</b>
/r/	<b>r</b> ain, pare <b>nt</b> , doo <b>r</b>
/s/	<b>s</b> alt, medici <b>ne</b> , bu <b>s</b>
/ʃ/	<b>s</b> ugar, spe <b>cial</b> , fi <b>sh</b>
/t/	<b>t</b> ea, materi <b>al</b> , da <b>te</b>
/θ/	<b>th</b> ing, hea <b>lthy</b> , ba <b>th</b>
/ð/	<b>th</b> is, mo <b>ther</b> , ba <b>the</b>
/v/	<b>v</b> ery, tra <b>vel</b> , o <b>f</b>
/w/	<b>w</b> ay, any <b>one</b>
/y/	<b>y</b> es, oni <b>on</b>
/z/	<b>z</b> oo, cou <b>sin</b> , alwa <b>ys</b>
/ʒ/	mea <b>sure</b> , gara <b>ge</b>
/tʃ/	<b>ch</b> eck, pi <b>cture</b> , wa <b>ch</b>
/dʒ/	<b>j</b> ob, refr <b>igerator</b> , ora <b>nge</b>

### Vowels

/ɑ/	<b>o</b> n, ho <b>t</b> , fa <b>ther</b>
/æ/	<b>a</b> nd, ca <b>sh</b>
/ɛ/	<b>e</b> gg, sa <b>y</b> s, lea <b>ther</b>
/ɪ/	<b>i</b> n, bi <b>g</b>
/ɔ/	<b>o</b> ff, da <b>ughter</b> , dra <b>w</b>
/eɪ/	<b>A</b> pril, tra <b>in</b> , sa <b>y</b>
/i/	<b>e</b> ven, spea <b>k</b> , tre <b>e</b>
/o/	<b>o</b> pen, clo <b>se</b> , sho <b>w</b>
/u/	<b>bo</b> ot, <b>do</b> , thro <b>ugh</b>
/ʌ/	<b>o</b> f, yo <b>ung</b> , su <b>n</b>
/ʊ/	<b>pu</b> t, <b>co</b> ok, wo <b>uld</b>
/ə/	<b>a</b> bout, pen <b>cil</b> , le <b>mon</b>
/ə/	mo <b>ther</b> , Sa <b>tu</b> rd <b>ay</b> , do <b>cto</b> r
/ɜ/	<b>e</b> arth, bu <b>rn</b> , he <b>r</b>

### Diphthongs

/aɪ/	<b>i</b> ce, st <b>y</b> le, l <b>ie</b>
/aʊ/	<b>o</b> ut, do <b>w</b> n, ho <b>w</b>
/ɔɪ/	<b>o</b> il, no <b>i</b> se, bo <b>y</b>

Here is the pronunciation of the letters of the English alphabet, written in International Phonetic Alphabet Symbols.

a	/e/
b	/bi/
c	/si/
d	/di/
e	/i/
f	/ɛf/
g	/ʃi/
h	/eʃ/
i	/aɪ/
j	/ʃe/
k	/ke/
l	/ɛl/
m	/ɛm/
n	/ɛn/
o	/o/
p	/pi/
q	/kyu/
r	/ar/
s	/ɛs/
t	/ti/
u	/yu/
v	/vi/
w	/dʌbəl,yu/
x	/ɛks/
y	/waɪ/
z	/zi/

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